

CAPRICORN TVET COLLEGE



WORK - INTEGRATED LEARNING (WIL) POLICY

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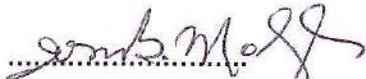
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.....
C. HARPERSEN

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VISION OF CAPRICORN TVET COLLEGE



“A dynamic Technical Vocational Education and Training Institution of Excellence”

MISSION STATEMENT OF CAPRICORN TVET COLLEGE

Capricorn College is to offer responsive, flexible and quality programmes that are accessible to all learners through formal learning, skills development and learnerships. This is achieved by adhering to policies and procedures, making use of committed human capital and employing appropriate physical and fiscal resources.

Values

- **Respect:** We treat others as we would like to be treated ourselves. Abusive or disrespectful treatment is not tolerated. We will strive for fairness and equity.
- **Integrity:** We are committed to transparency, honesty and sincerity.
- **Communication:** We are committed to effective communication. We believe information is meant to move and that information moves people.
- **Excellence:** We are satisfied with nothing less than the best quality in everything we do.

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ACADEMIC SERVICES

WORK - INTEGRATED LEARNING (WIL) POLICY

1. PREAMBLE

In terms of a Framework for providing Work-integrated learning (WIL) in TVET Colleges, WIL should be a central component of the college programmes. The framework stipulates that the extent to which students are able to get placements in the workplace will be used as an important indicator for assessing the performance of the management of institutions. The DHET will place a high priority on the colleges achieving regularly increasing levels of workplace placements for students, and will expect colleges that have problems in this regard to seek assistance from both the Department and the SETAs. This will serve to ensure that work-integrated learning is taken very seriously.” (P6; Nov. 2013)

The provision of WIL is not only directly supported by government policy, but its implementation forms part of the Minister of Higher Education and Training's delivery agreement. This is guided by outcome 5, *a skilled and capable workforce to support an inclusive growth path*, of the government's 12 outcome performance monitoring and evaluation framework. The Minister has committed to 5 outputs in his agreement and output 3, *access to occupationally directed programmes*, is directly related to WIL at TVET colleges. The fourth indicator of this output; reads: *% placement rate of learnerships, apprenticeships, and NC(V) students into workplace experience*:

Since 2012, the provision of WIL has been a key performance area for public TVET colleges. The Department of Higher Education and Training's (DHET) *Monitoring and Evaluation: Quarterly Reporting Guidelines for Data Collection and Capturing* requires colleges to report on their placement of:

- a) Students in Learnerships and Apprenticeships:
- b) N6 graduates in Internships
- c) NC(V) and report 191 students in Workplace-Based Experience
- d) Lecturers in Workplace Exposure

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These are all forms of WIL that are closely connected to the colleges' core teaching and learning programmes. The *National Skills Accord* committed its government signatory's, organised business, organised labour and civil society to greatly expand the numbers of apprenticeships, internships, workplace-based experience for college students and other opportunities for WIL within the industry.

This commitment is captured as the second of eight commitments as follows:

To make internship and placement opportunities available within workplaces. Companies will annually make 12,000 placements/internship spaces available for students who complete their certificates at TVET Colleges and opportunities for training exposure in a work environment for at least 16,000 lecturers at TVET College.

As a driver of WIL, Capricorn TVET College cannot work alone to achieve the targets set out in the DHET strategic framework. In the context of cooperative education, there is a need for partners such as employers, SETAs, funding agencies and labour organisations – whose involvement and support shall enable WIL to be provided as a component of college programmes.

The 2013 “White Paper for Post-School Education and Training” emphasises the centrality of WIL to all vocational and occupational education and training in TVET colleges. It states that:

- a) “The main purpose of the TVET colleges is to prepare students for the workplace, it is essential that they develop and maintain close working relationships with employers in their areas. Close partnerships between colleges and employers can assist the colleges in locating workplace opportunities for students who need practical experience.”

- b) “Work-integrated learning (WIL) should be a central component of the college programmes. The extent to which students are able to get placements in the workplace will be used as an important indicator for assessing the performance of the management of institutions. The Department will place a high priority on the colleges achieving regularly increasing levels of workplace placements for students, and will expect

colleges that have problems in this regard to seek assistance from both the Department and the SETAs. This will serve to ensure that Work-Integrated Learning is taken seriously.”

2. PURPOSE AND SCOPE

This policy serves as a guide for managing and implementing WIL as per the provisions of the Framework for providing Work-integrated learning (WIL) in Capricorn TVET College for both students and Lecturers.

WIL is defined in the framework document as ‘an umbrella term for any purposefully designed learning programme that integrates theoretical knowledge with authentic practice in the workplace. The purpose of WIL is to improve employability and develop competence, i.e. the ability to apply knowledge and skills to the demands of the workplace.

According to the framework, there are many ways of incorporating WIL into education and training programmes. This has given rise to many specialised terms, such as work placement, work experience, workplace learning, experiential learning, workplace-based experience, job shadowing, apprenticeship, internship, in-service training, learnerships, project-based learning, service learning and cooperative education. Although different contexts require different approaches to WIL, all are based on a core strategy of combining theoretical knowledge acquired through formal study with practical skills and competencies developed through work.

2.1 Learning in and across the different knowledge fields:

In order to deal with the complexities of re-contextualisation, the WIL approach recommends that students experience a range of professional knowledge domains. Students need opportunities to immerse themselves in the academic disciplines that form the basis of their future professions. They need to identify themselves as college students who engaged in complex processes of learning. They also need opportunities to learn from the professional domain. As professionals in training, they need to be adequately prepared to engage with, and contribute to, the world of professional practice.

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3. POLICY OBJECTIVES

3.1 Vision

Our Vision is for our Lecturers and Students to acquire knowledge, skills and values required by employers through WIL programmes.

3.2 Mission

In achieving this vision, Capricorn TVET College will:

3.2.1 Establish sustainable partnerships with a variety of employers (small, medium and large businesses, public and private) and lobby them to host college students who need placement in their various fields of study, while strengthening existing partnerships.

3.2.2 Formalize agreements with companies and institutions through Memoranda of Understanding (MOUs) in which each partner plays a significant role and benefits from the placements.

3.2.3 Collaborate with businesses and industries through work placements to allow them to get in touch with and feedback into TVET College curriculum delivery in order to strengthen application of theoretical knowledge.

3.2.4 Set up systems to support the implementation of WIL in the college and at campuses, including support from all governing structures i.e. College Council, Academic Board and SRC.

3.2.5 Develop staff capacity to manage WIL and integrate it in College academic activities.

3.2.6 Allow lecturing staff to experience the significance of WIL and develop their capacity to integrate WIL into their teaching.

3.2.7 Mobilize funding for WIL implementation which will cover costs such as Lecturer and Student allowance for transport, PPE, and insurance cover for students.

3.2.8 Promote and market WIL through, events, breakfasts, exhibitions and print media.

4. TERMINOLOGY AND ABBREVIATIONS

4.1 College	Capricorn TVET College.
4.2 Council	The Council of Capricorn TVET College as established in terms of CET ACT
4.3 COIDA	Compensation for Occupational Injuries and Disease ACT
4.4 DHET	Department of Higher Education and Training

4.5 DoL	Department of Labour
4.6 HoD	Head of Department
4.7 MoU	Memorandum of Understanding
4.8 NC(V)	National Certificate (Vocational)
4.9 NGO	Non-Government Organization
4.10 NSDS	National Skills Development Strategy
4.11 NTCC	National Trade Curriculum Content
4.12 PAIA	Promotion of Access to Information Act
4.13 POPIA	Protection of Personal Information Act
4.14 PPE	Personal Protective Equipment
4.15 SETA	Sector Education and Training Authority
4.16 SSS	Student Support Services
4.17 TVET	Technical and Vocational Education and Training
4.18 WBE	Workplace-Based Experience
4.19 WE	Workplace Exposure
4.20 WIL	Work Integrated Learning
4.21 WPL	Work-Place Learning
4.22 PWDT	Partnerships for Work –Directed Theoretical Learning
4.23 WDTL	Work- Directed Theoretical Learning
4.24 HEI	Higher Education Institution
4.25 NQF	National Qualifications Framework
4.26 PIVOTAL	Professional, Vocational, Technical and Academic Learning

5. KEY FEATURES OF WIL PROGRAMMES

5.1 *The framework identifies the following key features:*

5.1.1 WIL programmes include theoretical, practical and workplace components. While the workplace component is often integrated into the practical component of vocational and professional programmes, it is a distinct component of occupational programmes.

5.1.2 The theory training component is organised and progressive and is presented by a TVET college or other accredited education and training provider. Theory can be provided through short inputs in a workplace, peer teaching on-the-job, distance-learning, self-study or some other methods.

5.1.3 The practical training component may be presented at a TVET college or a training centre attached to or independent of a workplace. It focuses on the sort of tasks that are performed in the workplace and may include simulated work.

5.1.4 The workplace component is planned, structured and ideally takes place in a real workplace. If provided in a simulated workplace, it should meet all the conditions of real-life work performance.

5.1.5 The workplace component should promote learning as much as the theoretical and practical training components. This occurs through the application of knowledge and Skills in the context of real work. Students learn through productive work, on-the-job training, work exposure and investigation.

5.1.6 The workplace component may be provided before the theoretical and practical training components are presented (pre-course), simultaneously with their presentation (on-course) or afterwards (post-course).

5.1.7 The theory, practical and workplace components must be structurally linked and reinforce one another. Integration of knowledge and skills runs two ways: from the classroom and practical room to the workplace and vice versa.

5.1.8 The workplace component can include one or more periods in a workplace and can vary in duration. It can range from a few days to a few years. Duration depends on the length, level, structure and other requirements of the larger training programme.

5.2 Curriculum Development in Work-Integrated Learning.

WIL entails the re-contextualisation' of both academic and professional knowledge domains, and the alignment of the workplace and academic interests, to the extent that this is possible or desirable. Curriculum development always needs to address multiple interests and needs; it therefore should encompass processes of designing, implementing, evaluating and adjusting programmes of study in partnerships with academics, workplace representatives, and students. WIL curricula require engagement with:

- a) The nature and current state of knowledge in the discipline;
- b) The nature and current state of professional practice;

- c) Philosophies of education, theories of teaching and learning, and educational research findings – particularly WIL modality;
- d) The role and forms of assessment and feedback;
- e) Students' characteristics and learning needs, interests and abilities;
- f) The practical, ideological and policy context of the academic department, institution, and higher education system; and
- g) The practical, ideological and policy context of the profession.

6. TYPES OF WIL PROGRAMMES TO BE OFFERED BY THE COLLEGE

Within each qualification or programme in a TVET college, WIL should be organised in a way that best fits the learning objectives of that qualification or programme.

The Colleges implement the following five (5) types of learning activities in the workplace:

Types of activity	Definition and Purpose	For Whom, Where, When and How
6.1 Workplace Exposure (WE)	<p>Visits to, or short periods of observation in an industry or particular workplace.</p> <p>Aims at developing a better understanding of tasks, technology, systems and processes in the industry.</p>	<ul style="list-style-type: none"> a) Mainly for students in NCV programmes. b) Takes place in a real workplace. c) Participants spend little or no time doing the work themselves; instead, they watch others working at a particular job, observe systems and processes that span a number of jobs, or identify and observe technology in use. d) Can form part of: <ul style="list-style-type: none"> i. A career-information programme to help students decide on a course of study (in which case it must be 'pre-course') ii. An educational programme for students studying towards a career or occupation, for instance an NCV programme (in which case it is 'on-course')

		<ul style="list-style-type: none"> iii. In-service development of current practitioners, for instance college lectures, to update or extend their knowledge and skills (in which case it is usually 'post-course') iv. Can range in duration from a few hours to several days; industry excursions by groups of NCV or NATED students or lectures are a form of Work Exposure. e) WE is not in itself a form of WIL because it does not involve the learner in real work; but it is often the first step towards WIL. f) Not restricted to any level of competence or work-complexity. A student on a career-guidance excursion or a study trip to observe new systems or techniques is undergoing work exposure.
<p>6.2 Workplace-Based Experience (WBE)</p>	<p>A short period of structured workplace learning (typically 5-15 days) in a real-world workplace, as part of an institution-based programme of study.</p> <p>Aims at developing basic job competence through application in the workplace of knowledge and skills acquired in the college.</p>	<ul style="list-style-type: none"> a) Recommended but not mandatory for Report 191 students. b) Take place in a real workplace rather than a simulated one (hence the phrase 'workplace-based'); however, if a real workplace cannot be found to provide the WBE, a simulated workplace can be used if the work done complies with the definition of simulated work in section 2.3 of this document. c) Participants not only observe others working but themselves do authentic work under normal working conditions; this work may be of any level of complexity but must relate to a student's programme. d) Takes place during the programme of study (i.e. it is 'on course')

		<ul style="list-style-type: none"> e) Usually 5 to 15-day duration f) May include on-the-job training, research and investigation of assignments.
6.3 Internship	<p>A substantial period of authentic work experience which typically form part of, or immediately follows, an instruction-based programme of study.</p> <p>Aims at developing advanced job competence through repeated and varied application in the workplace of knowledge and skills acquired in the college.</p>	<ul style="list-style-type: none"> a) Mainly applicable to National Diploma programmes. b) Takes place in a real workplace. c) Usually an integral part of a programme of study that is required for final certification or a 'license to practice' d) May be undertaken 'post-course' (after completion of the theory and practical components) or 'sandwiched' between two phases or level of study. e) Typically 6-18 months in duration but may be as long as 24 months.
6.4 Learnership	<p>A learning programme that leads to an occupational qualification or part-qualification and that incorporates substantial, authentic work experience of a specified nature and duration.</p> <p>Aims at training potential new employees or up-skilling existing employees.</p>	<ul style="list-style-type: none"> a) Mainly applicable to QCTO occupational qualifications. b) Takes place in a real workplace, sometimes interspersed with short periods in a college or other training institution. c) Initiated and managed by the employer, not the trainee or training institution. d) Managed through employment and learning programmes contracts. e) Learners may be existing or new employees. f) Employment provide the work experience and on-the-job training. g) The theory and practical components must be provided by an accredited provider, which may be a public or private college, or an employer.

		h) Typically 12 months duration.
6.5 Apprenticeship	<p>A learning programme leading to an officially listed occupation via a trade test.</p> <p>Aimed at training new artisans.</p>	<p>a) Applicable mainly to artisan trades; the knowledge components may comprise specified N-courses or the applicable NTCC.</p> <p>b) Takes place mainly in a real workplace, usually interspersed with periods in a college or other training institution.</p> <p>c) On-the-job training and mentoring must be provided by a qualified artisan.</p> <p>d) Initiated and managed by the employer, not the apprentice or the training institution.</p> <p>e) Culminates in an external, summative, integrated assessment of competence (the trade test) that confers a licence to practice that specific occupation.</p> <p>f) Typically, 3-4 years in duration.</p>

7. PROGRAMMES AND LEVELS IN THE WIL ACTION PLAN

7.1 NC(V)

7.1.1 Level 2 - Work Exposure

7.1.2 Level 3 - Workplace-based Experience or Work exposure

7.1.3 Level 4 – Workplace-based Experience (WBE)

7.2 Post Level 4

7.2.1 Internship

7.3 Report 191

7.3.1 N2-3 (Learnerships and/or Work Exposure)

7.3.2 N4-5 (WBE, learnership or work exposure)

7.3.3 Post N6 – (Workplace Experience and/or Apprenticeship)

7.4 Lecturer Placement

The main purpose is to expose lecturers to current technology, processes and systems in the industry they are training for. Serves to update their knowledge and skills in line with industry practice. A short period in the workplace related to in-service training for lecturers will be offered for all lecturers to be placed in workplaces linked to the subjects they teach in order to gain industry knowledge and learn new trends. This can also be beneficial for Engineering Lecturers who would like to qualify as Artisans to accumulate the number of hours required for trade tests. The workplace-based experience for Lecturers should be arranged at suitable times, e.g. during College recess with prior notice or after lecture hours.

7.5 Overall Goal

To enable TVET colleges to provide quality education and training that is aligned to industry and prepares students for the world of work.

Type	Length	Activity
Type 1: Study excursion Exploratory or orientation-focused visit to a workplace	½ - 1 day	Workplace visit/excursion Induction/orientation Attending meeting or seminar Monitoring students on WIL Focused observation or engagement in practical activities
Type 2: Short placement A few days spent in a workplace to experience and understand what is done there	2-5 days	Can include above elements. Longer time allows for a number of activities to be completed or more time on an activity.
Type 3: Lengthy placement Extended period in workplace to develop skills / competence in that industry or type of work	Weeks or months	Can include above elements. More practical engagement. Can include training

7.6 Guiding principles for implementing WIL for lecturers

- a) A process of continuous lecturer development rather than once-off.
- b) Need to integrate what students learnt during WIL into teaching for better teaching and more employable graduates.
- c) Lecturers need support to meet requirements and recognition for achievements.
- d) Lecturer WIL should produce benefits for all parties involved – lecturers, colleges and employers.
- e) A 'one size fits all' approach should not be followed; each lecturer's WIL engagement should fit its purpose.
- f) Good planning and preparation are needed to ensure valuable WIL engagements that have a positive impact.
- g) Each lecturer should take responsibility for their own WIL to ensure it meets their needs and is most beneficial.
- h) A good match between the employer and lecturer's requirements improves the effectiveness of lecturer WIL.
- i) Lecturer WIL should not disrupt teaching.
- j) Link lecturer WIL to student WBE/WIL to streamline the management of these two activities and facilitate the integration of workplace learning into the curriculum.

8. PROOF OF WORKPLACE SKILL

8.1 LS FOR N6 POST PLACEMENT STUDENTS

8.1.1 Attach proof of workplace skills on original, official letterhead and add company stamp or originally certified:

- a) Physical address and contact details (landline) of the employer should be included in the letter.
- b) Registration number of the company.
- c) Employee number must be indicated.
- d) Should cover 18 (Business Studies) /24 (Engineering) months or more for practical experience.

- e) Letter must include the specific dates (day, month, and year) for the commencement and ending of services.
- f) Indicate two N6 subjects related to the vocation.
- g) Duties should not be listed but should be fully descriptive in all areas of work.
- h) Letter must be signed by the employer/manager.
- i) Proof of contracts worked on to support practical letters for more info on (civil) diplomas.
- j) Only NQF level 3 and 4 certificates are accepted for practical experience (should have 240 credits, no less).
- k) Certified copy of trade test (not trade test report) accepted.
- l) Practical experience and trade tests should be related to instructional offerings.

9. THE DURATION OF WIL PROGRAMMES

9.1 Work Exposure:

9.1.1 ½ to 1 day (NCV/Report 191)

9.2 Workplace-based Experience:

9.2.1 5–15 days (NCV Level 4)

9.3 Internship:

9.3.1 Post graduates (NCV level 4)

Workplace experience if not employed - not part of the qualification 12 months.

9.3.2 Report 191 N6: Business studies and General studies

Workplace experience is 18 months to receive a National N Diploma, Compulsory to N6.

The internship programme will be given to qualifying students of Capricorn TVET College when the College has made funds available as per the directive from Department of Public Service and Administration on Developmental Programmes in the Public Sector. The internship programme will run for a duration of 18/24 Months and the contract will not be extended.

9.4 International students

International students, once registered for a programme that includes WIL are required to fulfil all the requirements of such programmes and are supported in this as is any other student registered at the TVET. In terms of study visa requirements, it is imperative that international students complete their theoretical training and workplace-based learning uninterrupted.

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9.5 **Practicals for other Higher Institution Students**

Students from other Higher Education, i.e. University of Technology and Universities will be allowed in the institution to do experiential training as prescribed in their qualification. Process outlined in the standard operation procedure for WIL should be followed before placement can be done.

9.6 **Report 191 N6: Engineering students**

Workplace experience is 24 months to receive a National N Diploma, Compulsory to N6.

9.7 **Learnership:**

Workplace experience 70% of the learning/ training duration to receive a certificate

9.8 **Apprenticeship:**

Workplace experience 80% of the learning/ training duration to receive a trade certificate

9.9 **Short Skills Programmes:**

Workplace experience 70% of the learning/ training duration to receive Statement of Results (SoR)

10. BENEFITS OF WIL

Work Integrated learning combines teaching and learning inside and outside the workplace in a structured, coherent programme. It typically includes the study of work-related theory in an education and training institution, the application of that newly-acquired knowledge to practical tasks in a sheltered environment (such as a college workshop or company training centre) and, finally, 'real-work' tasks in a workplace.

The advantages of WIL:

- 10.1 Has high validity because it occurs through current industry practice, on up-to-date equipment, under standard operating conditions, alongside experienced workers who understand the working environment;
- 10.2 Promotes the integrated, simultaneous acquisition of both 'hard' (i.e. technical) and 'soft' (i.e. social and interpersonal) skills in a real-world environment; and,
- 10.3 Is cost-effective and sustainable due to its productivity for the employer involved.

10.4 However, this does not mean that all vocational education and training should be done on the job, because:

10.4.1 Foundational knowledge and vocational theory may better be learnt away from the intrusive demands of work in an office or factory;

10.4.2 A single workplace may not offer opportunities to develop a full range of knowledge and skills required by an occupation

10.4.3 Without a level of supervision that is impractical in many workplaces, a trainee may acquire bad work habits early which may be difficult to remedy later. It will be better to start off 'slowly but properly and gradually work up to the level and pace demanded by real-world of work;

10.4.4 Where equipment is expensive or the workplace is hazardous, inexperienced workers may require lengthy periods of preparation, familiarisation and close supervision in a safe environment before commencing real work; and

10.4.5 Teaching some skills to groups of learners in a dedicated education and training institution can offer economies of scale that cannot be duplicated in a workplace or work-process where only one or two learners can be accommodated at a time.

WIL is designed to get the best of both worlds. It used institution-based education and training where appropriate and workplace-based practice where possible. It thus brings benefits to the students, the employer and the training institution.

10.5 **Benefits for Students:**

10.5.1 Development of an understanding of how work in their field of study is carried out to certain specifications of time, quality and cost, through prescribed processes and using particular technology.

10.5.2 Integration of the knowledge and skills required for real-world applications.

10.5.3 Clarification of career options and more directed study towards final choices.

10.5.4 Increased retention of learning and improved academic performance.

10.5.5 Development of motivation, maturity, confidence and interpersonal skills.

10.5.6 Improved employability through the resultant record of work experience, the opportunity to be previewed by potential employers and the development of a network of professional contacts

10.6 **Benefits for Employers:**

- 10.6.1 Cost-effective labour for the duration of work integrated learning.
- 10.6.2 A source of skilled employees who better fit organisational needs.
- 10.6.3 A better screening process for potential employees.
- 10.6.4 Reduced recruitment and induction costs.
- 10.6.5 Job enrichment and improved morale for permanent staff who are assigned to mentor trainees.
- 10.6.6 Development of a culture of learning within the organisation.
- 10.6.7 Opportunity to influence college curricula and be influenced by it (especially in terms of new ideas, systems, processes and technology).

10.7 **Benefits for the College:**

- 10.7.1 Increased alignment of college programmes with current industry practice and skills needs.
- 10.7.2 Continuous feedback from employers on the performance of students and currency of college curricula.
- 10.7.3 Increased motivation for students, leading to higher pass and throughput rates.
- 10.7.4 Enhancement of the college's reputation for providing high-quality training that leads to employment.
- 10.7.5 Additional human and material resources arising from closer linkages and partnerships with employers.

11. INSTITUTIONAL MECHANISMS

According to section 10(3) of the Continuing Education and Training Act 16 of 2006 (as amended) ("CET Act"), the council of a TVET College, after consultation with the SRC, must provide for a suitable structure to advise on policy for student support services within the public college.

"Work Placement allows institutions to put the theory of what students have learnt in college into real-life work practice, whilst also helping the student to gain extra knowledge and lifelong skills that you can carry forward to your future career."

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How to establish Work Placement Services and a support system in the College:

11.1 Ensure that WIL is included in the Strategic Plan.

11.2 The College should provide the physical and financial resources needed to implement its placement plan

11.3 Database (employers and students) supporting Work Placement is established

11.4 Develop forms and templates are developed that support effective work placement operations and management.

11.5 Incorporate the preparation for WIL/ Work Readiness Workshops into the academic timetable.

11.6 College WIL Management Structure

The WIL Management Structure for the College (Co-ordinating Structure) and roles:

11.6.1 Principal:

Strategically Supports the College WIL Programme.

11.6.2 Deputy Principal Academic:

Develops Strategies and monitor the implementation process and adherence to policy framework.

11.6.3 SSS Manager and Curriculum Manager:

Coordinate and supervises the implementation process.

11.6.4 Work Integrated Learning Manager:

Administer and report on the WIL process in conjunction with Centres.

11.6.5 Skills Development Facilitator:

Provides for logistic arrangements and keep records of Lecturers' capacity building.

11.7 At campus level

11.7.1 Campus Manager:

Manages the Campus implementation process.

11.7.2 HODs:

Supervise, keep records and report on the implementation of WIL and supports student placement. Facilitate lecturer WIL placement.

11.7.3 Lecturers and Senior Lecturers:

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Facilitate students' placement processes, keep record of logbooks and participate in the Lecturer placement process and monitor learners who went to Work Exposure/WBE.

11.7.4 Campus Student Support Services:

They make sure that students are correctly placed in various workplaces. Consolidate Skills Accord for Campus Placements.

12. ROLES, RESPONSIBILITIES AND OBLIGATIONS

12.1 College:

12.1.1 Put Strategies in place for WIL implementation.

12.1.2 Budget for the WIL Programme.

12.1.3 Monitor, Supports and submit Quarterly reports on WIL Implementation.

12.2 Campus:

12.2.1 Manages and Implements the Campus WIL Plan.

12.3 Employer:

12.3.1 Affords Students and Lecturers opportunities for placements.

12.4 The College as the HOST Employer:

The College has the following rights and obligations:

12.4.1 To facilitate induction and orientation on both job allocation and the working area.

12.4.2 Assign a mentor for the intern.

12.4.3 To provide access to the required resources for performance of internship duties.

12.4.4 To submit quarterly report during internship and final report at the end of the internship.

12.4.5 To regularly monitor performance progress of both the mentor and the intern.

13. POLICIES RELATED TO WIL

The intern should be exposed to the Policies, rules and regulation of the College and to acquaint themselves with the following policies:

13.1 Labour Relations Act (Act 66 of 1995, as amended 2002)

13.2 Employment Equity Act (Act 55 of 1998)

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13.3 Basic Conditions of Employment Act (Act 75 of 1997, as amended 2002)

13.4 Occupational Health and Safety Act (Act 85 of 1993)

13.5 Compensation for Occupational Injuries and Diseases Act (Act 130 of 1993)

13.6 Promotion of Access to Information Act 2 of 2000 (PAIA)

13.7 Protection of Personal Information Act (POPIA)

13.8 PAIA & POPIA

13.8.1 The Promotion of Access to Information Act 2 of 2000 ("PAIA"); The Promotion of Access to Information Amendment Act 54 of 2002 provides that:

"To give effect to the constitutional right of access to any information held by the State and any information that is held by another person and that is required for the exercise or protection of any rights; and to provide for matters connected therewith."

13.8.2 The Protection of Personal Information Act 4 of 2013 ("POPIA") provides that:

"The Protection of Personal Information Bill was developed out of a necessity to protect the vast amount of personal information being processed, stored and transferred by responsible parties in SA. The Bill further sought to establish minimum requirements around such processing."

13.8.3 Furthermore, personal information is defined as follows per the Acts above:

"Personal information means information relating to an identifiable, living, natural person, identifiable, existing juristic person, including, but not limited to -

13.8.3.1 Information relating to the race, gender, sex, national or social origin, language, age, and disability;

13.8.3.2 Information relating to the education or medical or financial history of the person;

13.8.3.3 Any identifying number, symbol, e-mail address, physical address, telephone number, location information, online identifier or other particular assignments to the person;

13.8.3.4 A photograph of a person, a video recording of a person, whether CCTV or otherwise, for example, a recording of events in a classroom, a person's (salary, bank account) or financials, Zoom /teams meetings as possible

13.8.3.5 The biometric information of the person;

- 13.8.3.6 The personal opinion, views or preferences of the person;
- 13.8.3.7 Correspondence sent by the person that is implicitly or explicitly of a private or confidential nature or further correspondence that would reveal the contents of the original correspondence;
- 13.8.3.8 The views or opinions of another individual about the person; and
- 13.8.3.9 The name of the person if it appears with other personal information relating to the person or if the disclosure of the name itself would reveal information about the person."

14. INJURIES ON DUTY (COMPENSATION FOR OCCUPATIONAL INJURIES AND DISEASES)

The Compensation for occupational Injuries and Diseases Act No. 130, 1993, shall apply to interns should the intern(s) be injured as a result of an accident or should the intern(s) contract a disease arising out of and in the course of their contract at the College. All injuries on duty must be reported to the supervisor immediately.

14.1 LEGAL LIABILITY

WBE is often limited by the reluctance of companies to take on the financial liability arising from accidents involving students. The college will provide insurance for all students participating in WBE through a reputable insurance agent.

In situations where financial constraints prevent the college from taking out safety insurance for WBE students, the college will reach a formal agreement with the host company that the students be considered temporary employees for the duration of their WBE and be covered by COIDA, or ask students and/or their guardians to sign an indemnity form.

14.2 SAFETY

WBE participants will be expected to comply with safety measures put in place by the host employer. In a case where PPE is needed, the college should provide the WBE participants with the appropriate PPE.

15. TERMINATION OF INTERNSHIP

A written notice will be required should an intern wish to resign or terminate the internship. A progress report or testimonial shall be issued to the intern once the intern have indicated that he/she wish to leave the college for good during your internship.

16. LABOUR RELATIONS PROCESSES

16.1 Grievance Procedure

The Intern is subjected to the College Grievance Procedure and the Labour Relations Process endorsed in the Code of Conduct and the Disciplinary Procedures of the College.

16.2 Misconduct

Misconduct shall be dealt with according to the guidelines determined by the Minister of Public Service and Administration including the Labour Relations Policies customised by the College.

17. LEAVE

Interns are entitled to the following leaves:

17.1 December holidays if/when the College/institution closes.

17.2 Sick leave.

17.3 Annual leave to be administered according to the signed contract.

17.4 5 - Days family responsibility leaves per annum in the event of death/sickness.

17.5 Study leave to be treated in terms of the College's leave provisions.

18. THE INTERN

18.1 Rights and Obligations:

The intern has the following rights and obligations:

18.1.1 To compile monthly progress reports on areas learned.

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18.1.2 To raise grievance concerning any shortcomings in the training. This should be done in writing.

18.2 Monthly Stipend:

18.2.1 The Intern stipend paid by the College on a monthly basis will be as per the approved annual allocation or as per the funder agreement.

18.2.2 The Intern stipend paid by SETA on monthly basis will be as per the approved annual allocation or as per the funder agreement.

18.3 Terms and Conditions:

18.3.1 The intern's development programme should be in line with his/her field of study and the goals of the NSDS III. The intern's mentor may recommend that the intern be moved to another section/department based on the intern's developmental needs.

18.3.2 The intern shall comply with all the terms and conditions as stipulated by Capricorn TVET College, related Acts, Regulations, Standards, Policies and Procedures.

18.3.3 No alteration, addition or variation of this contract is of any force or effect unless reduced to writing and signed by both parties.

19. STUDENTS AND LECTURERS:

19.1 Terms and Conditions:

Students and Lecturers should participate in the *WIL Programme*.

19.1.1 Students participating in a WBE posts placement programme must be selected based on Performance, Attendance & Conduct.

19.1.2 Students found violating workplace rules & policies must be withdrawn from the programme with immediate effect.

20. WIL DATA COLLECTION, RECORDING AND REPORTING

ACTIVITIES	RESPONSIBILITIES
Logbooks: Students and Lecturers	HOD and senior lecturers: Check that logbooks are completed while at the

	workplace.
Monitoring and checking of logbooks. Complete monitoring tool at the workplace. Facilitate the claiming process of stipends after all logbooks are checked.	Senior Lecturers – will be responsible for students' logbooks and claim forms. HOD – will be responsible for Lecturer's logbooks and claim forms.
Mentor at the workplace and sign the completed reporting template.	Supervisor at the workplace.
College System and Skills accord template capturing and recording	Senior Lecturers and SSS section.

21. REPORTING STRUCTURE

Students → Senior Lecturer → HOD → Report to Senior SSS Officer (*to be consolidated on the Campus database system*) → Campus Manager → WIL Coordinator (Central) → Deputy Principal: Academic → Principal → DHET.

21.1 Reporting Formats

21.1.1 Current Template/Report.

Learner Name, contact details, ID No, Address, Student number and number of days on Placement.

21.1.2 College to add:

- a) Name of Employer
- b) Contact details of the employer
- c) Name of supervisor
- d) Name of Lecturer

21.1.3 Other Reports.

- a) Logbooks (Reporting on logbooks is required by the learner and the employer).
- b) Monitoring reports
- c) Evaluation reports

- d) Classroom Feedback session (Reporting to other students on their experiences and serve as motivation).

21.2 When should data be ready to be reported to DHET

21.2.1 Quarterly Report

21.2.2 Annual Report

22. WIL IMPLEMENTATION STRATEGY

22.1 Implementing the workplace-based component of WIL programmes includes a number of activities in a cyclical process that corresponds with programme delivery over the course of the academic year. The four-phase cycle of planning, preparation, placement and post-placement shown in the diagram below could be conducted more than once a year depending on the length, structure and requirements of each programme concerned.

The activities to be managed in each phase of the WIL cycle are as follows:

PHASE	ACTIVITY	RESPONSIBILITY	TIME FRAMES
Phase 1: Planning	Plan and budget for WIL implementation (at college, campus and programme levels, as necessary)	College Management	Oct - Nov
Phase 2: Preparation	Brief and prepare college staff to play their roles in implementing the workplace-based component of college programmes.	Centre Managers/ WBE Coordinator	Jan - March
	Plan the workplace component of the curriculum and obtain or develop task books / logbooks (for each college programme that includes WIL)	SES and Senior Lecturers	Jan - March

	Recruit host employers and prepare them to manage and mentor students during WIL placements	Senior Lecturers and Lecturers	Jan - Dec
	Select and prepare students for the workplace-based component of their programme.	HODs, Senior SSS officer & Senior Lecturers	Jan - April
	Match students to host employers.	Senior Lecturers and Lecturers	Jan - Dec
	Coordinate all WIL placement arrangements and logistics.	HODs	Jan - Dec
Phase 3: Placement	Students engage in workplace activities during placement according to programme requirements and agreement with employers	Senior Lecturers and Lecturers	Jan - Dec
	Workplace mentors - supervise and mentor students during their placement and complete logbook/report.	Host Employers, Senior Lecturers and Lecturers	Jan - Dec
	College staff support and monitor students during their placement.	HODs, Senior SSS Officer, Senior Lecturers and Lecturers	Jan - Dec
Phase 4: Post Placement	Formal / informal assessment of student and WIL workplace task books/logbooks	Senior Lecturers & Lecturers	Jan - Dec
	Students share their learnings and integrate them with their curriculum	Senior Lecturers & Lecturers	Jan - Dec
	Senior Lecturers and Lecturers study supervisors' feedback and integrate it into teaching.	Senior Lecturers and Lecturers	Jan - Oct

WIL placements	College	Jan - Dec
WIL review with students, employers, lecturers and management for future implementation.	Management	
Report on WIL to line managers.	Management	Jan - Dec

Workplace mentors supervise and mentor students during their placement and complete logbook/report.

22.2 **Monitoring**

22.2.1 Systematic monitoring and reporting promote good management, quality assurance and accountability.

22.2.2 Colleges are thus required to monitor and report on their implementation of the workplace-based component of their programmes.

22.2.3 This function needs to be deliberately planned. Colleges should set up monitoring and reporting systems that enable them to provide accurate, up-to-date information on WIL programmes, at campus and college levels, concurrent with programme implementation, for the following purpose:

Internal:

- a) Planning and decision-making related to WIL provision.
- b) Managing the placement and monitoring of students during WIL implementation.
- c) Ensuring consistency and continuity in College – employer relationships.
- d) Tracking students after graduation to determine the impact of WIL.
- e) Complying with WIL quality management and assurance processes.

External

- a) Providing information to the department as required in line with its monitoring and evaluation framework.
- b) Meeting the reporting requirements of SETAs for programmes or activities funded.
- c) Meeting the reporting requirements of external funders
- d) Reporting to Umalusi and the QTCO as required on programmes provided.

22.2.4 The purpose of monitoring

The College should ensure that regular monitoring visits at host companies are done. This will assist in identifying problems and challenges that may occur and have a negative impact on the student and/or host employer partnership. Monitoring is aimed at:

- a) ensuring that problems are addressed, furthermore, the College intervenes when a need arises;
- b) ensure that attendance registers and logbooks are completed on a regular basis;
- c) ensure that the partnership is strengthened and issues are ironed out;
- d) students are in compliance with the host employer's rules and regulations and that the use of PPE is adhered to;
- e) students' progress and activities during the placement;
- f) establish whether there are any concerns or issues; and
- g) tasks students were involved in during placement.

22.2.5 Types of monitoring

a) Physical monitoring at the workplace

During physical monitoring visits, students are observed at the workplace and a short session of no more than 30 minutes should be scheduled with students. This is to allow minimum interference at the company.

b) Monitoring at one centralized space

Students can be grouped together, and arrangements can be made to meet various groups on different dates in one centralized space. During these monitoring sessions logbooks; and attendance registers will be assessed, and challenges will be addressed.

c) Social media monitoring

Students are monitored through social media platforms e.g. WhatsApp groups or telegram groups. On this platform, challenges are addressed, and information are regularly shared.

d) Telephonic monitoring

Students may also be monitored through telephone calls. This will assist the college to gather information about the progress of the placement, challenges, and other aspects related to Work Integrated learning.

e) Virtual monitoring

Using different online platforms, e.g., Zoom, MS Teams, WebEx, Google meets etc. to engage with students to assess the progress of the work experience.

22.2.6 Approval to use own vehicle for assigned College responsibilities

- a) Subject to the unavailability of College vehicle(s), an employee may apply for approval to use his/her own vehicle in order to fulfil an assigned College responsibility.
- b) An application for approval to use your own vehicle must be made to the Accounting Officer of the College.
- c) An employee must first secure approval from the Accounting Officer before he/she can use own vehicle for assigned College responsibilities.
- d) An applicant (employee) must be the owner of the vehicle that shall be used to fulfil assigned College responsibilities.
- e) The College shall use the National Treasury-approved tariffs and calculations when determining the travel expenses incurred by an employee who had used his/her own vehicle.

23. DATE OF IMPLEMENTATION OF POLICY

The Work Integrated Learning policy shall become effective from the date on which it is approved by Academic Board and ratified by College Council.

24. REVIEW OF POLICY

This policy shall be reviewed every three (3) years or whenever a need arises.

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25. ADDENDUMS

- A. Log Book NCV Programme
- B. WIL Action Plan
- C. Workplace Evaluation Form
- D. Generic Log Book
- E. Checklist to determine Employer to host student's suitability
- F. College Workplace Monitoring Tool
- G. Letter to the host employer
- H. Letter to parents