WIL-AFRICA
WORK INTEGRATED LEARNING
CONFERENCE 2022

THEME: CO-OPERATIVE EDUCATION & WORK INTEGRATED LEARNING IMPLEMENTATION DURING & POST COVID
27-30 SEPTEMBER
EAST LONDON ICC

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SASCE SOUTHERN AFRICAN SOCIETY FOR COOPERATIVE EDUCATION

ETDP SETA

In partnership with

DUT DURBAN UNIVERSITY OF TECHNOLOGY

MUT MANGOSUTHU UNIVERSITY OF TECHNOLOGY

ARRIVAL AND REGISTRATION DAY: 27 September 2022

ARRIVALS

14h00: Delegate Registration

Optional Visit to WIL Host Companies (Johnson & Johnson OR Mercedes Benz – pre-arranged)
18h00: Welcome Cocktail (Venue: Guild Theatre) and Musical - WSU & BCC

DAY 1: 28 SEPTEMBER 2022

08h00: Registrations (continued)
08h30 – 08h45: Welcome Address and Introduction of Minister of Higher Education, Science, and Innovation: **Mrs N Nxesi, SASCE President**
08h45 - 10H00: Official Opening of Conference: **Dr Blade Nzimande**, Hon Minister of Higher Education, Science, & Innovation

10h00 – 11h00: **Plenary 1: Curriculum and the Future of Work. Facilitator:**
Speaker: Prof R Balkaran: DVC Teaching and Learning, CPUT
Topic: Developing a Curriculum that is Fit for the Future of Work and Local Context
Panelists: ***Dr M Makua*** *(MUT),* ***Dr Kavita*** *(NUST, Namibia), Botho University, Botswana*

Discussions ***Discussions*** ***Discussions*** ***Discussions***

11h00 - 11h15 **TEA BREAK**

11h15- 12h15: Plenary 2: WIL in the curriculum: Quality Assurance and Perspectives of Quality Councils. Facilitator

1. **Dr Makhapa Makhafola:** Council on Higher Education**: - WIL in the Higher Education Qualifications Sub-Framework (HEQSF)**
2. **South African Qualifications Authority (SAQA) – Mr J Nel**

Discussions ***Discussions*** ***Discussions*** ***Discussions***

12h15-13h00: Plenary 3: Raising the bar on youth employability: Leveraging industry partnerships: Mr S Ori

1. **Dr Sampan Silapanad,** Co-Chair: World Association for Co-operative Education (WACE) and President: Western Digital Corporation. (confirmed). Topic: **Partnerships for Graduate Employability**: **Case of WACE and Western Digital Corporation**
2. **Mr C Maqubela,** SACGRC**: Strategic Partnership programs for Improved Graduate Employment Opportunities**

Discussions ***Discussions*** ***Discussions*** ***Discussions***

13h00-14h15: **LUNCH BREAK**

14h30 – 16h55: Parallel Sessions				
Time slot	**Conference Room 1**	**Conference Room 2**	**Conference Room 3**	**Conference Room 4**
	SESSION CHAIR: A Sipengane	**SESSION CHAIR: M Payi**	**SESSION CHAIR:**	**SESSION CHAIR: S Reynders**
14h30-14h50	**Mesuwini, J; Durban University of Technology** *Sub-Theme: Current Practice in WIL: Challenges and Opportunities* Technical and Vocational Education and Training Lecturer Work-Integrated Learning	**Hudson,L; CPUT** *Sub-Theme: WIL Innovations during and post Covid* Reflection on Learning, Teaching and Assessing WIL in Post Pandemic Environments	**Els, L; CUT** *Sub-Theme: Developing skills for employability* The South African Millenial: Are Our Graduates Employable?	**Nyika, R;Modise, MA; Timire,J; Central University of Technology** *Sub-Theme: Developing skills for employability* Harmonisation of Work Integrated Learning (WIL) with needs of green economy: An analysis of the On-Job Education and Training (OJET) Practice of Engineering TVET Trainees in Zimbabwe
14h55 – 15h15	**Ngubane, P; EThekwini TVET** *Sub-Theme: Current practice in WIL: Challenges and Opportunities* Work-Integrated Learning: A TVET Experience	**Ngoepe,M; Sesoko,MP; Qalinge,L; Quan-Bafour,K. UNISA** *Sub-Theme: WIL Innovations During and Post Covid* Innovative Work Integrated Learning Models in Distance Education: The University of South Africa's Post covid -19 Pandemic Experience	**Namutuwa,M; Namibia University of Science and Technology** *Sub-Theme: Developing skills for Employability* Assessing the Influence of the Namibia University of Science and Technology Programmes on Graduate Employability	**Raphotlhe,M;ETDPSeta; Nduna,J;CPUT,** *WIL, Recognition of Prior Learning (RPL) and Articulation* Role Players in the Provision of RPL: A case study of the RPL Pilot Project of the ETDP SETA
15h20 – 15h40	**Mlambo,T; *ETDPSeta; Nduna,J; CPUT; Rand,A;CPUT; Jack,M; BCC; Mawila,P; BCC; Njengele,T;BCC*** *Sub-Theme: Current practice in WIL: Challenges and Opportunities* A Comparative Analysis for the Practice of Work integrated Learning in the South African TVET sector and a University of Technology.	**Fredericks,B; Alexander,G. CUT** *Sub-Theme: WIL Innovations During and Post Covid* Implementing Work Integrated Learning in an Undergraduate Language Practice and Media Studies Programme Pre and during Covid-19	**Batholmeus,P;NUST** *Sub-Theme: Developing Skills for Employability* Employability Improvement Programme for Career Preparation: Namibian students' perspective	**Lloyd,S; Reynders,C. APPETD** *WIL, Recognition of Prior Learning (RPL) and Articulation* Policy Insufficiency to Implement Work-integrated Learning through Recognition of Prior Learning
	***SESSION CHAIR:* S Roopnarain**	***SESSION CHAIR: TBC***	***SESSION CHAIR: M Kgware***	
15h45-16h05	**Mkhonza, L; ETDPSeta; Nduna, J; CPUT. Dekoker,S; CPUT. Gwaze,R; Ikhala TVET. Bikitsha,M; Ikhala TVET. Yukuthwama, B; Ikhala TVET** *Sub-Theme: Current practice in WIL: Challenges and Opportunities* Challenges that Prevent Best Practice of Work Integrated Learning in the South African TVET sector	**Scheepers,J; Stringer,T; Kohlhofer,W. Jackson,D; CPUT** *Sub-Theme: WIL Innovations during and post Covid* Exploring Alternative Approaches to Traditional WIL Industry Placement through Hybrid Modalities of WIL in Engineering and the Built Environment in a University of Technology context	**Makou,T; TUT** *Sub-Theme: Developing Skills for Employability* Work Integrated Learning (WIL) in an Entrepreneurial Approach for the Tshwane University of Technology Students	
16h10 – 16h30	**Reddy, L; CPUT** *Sub-Theme: Current practice in WIL: Challenges and Opportunities* Analyzing Work-integrated Learning Assessment Practices through the Lens of Autonomy Principles	**Mabelane,E; VUT** *Sub-Theme: WIL Innovations During and Post Covid* Exploring Alternative WIL modalities	**Mashaba,N; MQA** *Sub-Theme: Developing Skills for Employability* Insights from the MQA Work Experience Tracer Study Research	
16h35 – 16h55	**Vimbelo,S; CPUT. Scholts, Z; CPUT** *Sub-Theme: Current Practice in WIL: Challenges and Opportunities* Challenges in Implementing WIL in the Advanced Diploma in Technical Vocation Teaching at CPUT	**Rangongo,F; Dakora,E; Sol Plaatjie University** *Sub-Theme: WIL Innovations During and Post Covid 19* Implications of Covid-19 on Work-Integrated Learning: Reflections from Sol Plaatje University	**Scheepers,J; Stringer,TK; Kohlhofer,W; Jackson,D; CPUT** *Sub-Theme: Current Practice in WIL: Challenges and Opportunities* Topic: Work Integrated Learning in the TVET Sector: Perspectives of College Lecturers and Industry	

19h00 for 19h15 – Awards Dinner

DAY 2: 29 SEPTEMBER 2022

08h30 – 08h45 Reflections on Day 1

08h45 – 09h30: **Plenary 1**: **Towards an ideal WIL funding model. Facilitator: Dr T Mashongoane**

Facilitator-led discussion

*Panelists***: Association of SETA CEOs (ASCEO), Mr S Ori** Durban University of Technology, KZN WIL Forum (TVET), Prof Songca (WSU), Mr Nqandela (DHET)

09h45 – 10h30: Plenary 2: **WIL as a vehicle for socio-economic development of the country: Facilitator: Dr T Mashongoane**

Presenter: Mr S Zungu, Deputy Director General: TVET

Panelists: SAPCO, Mr S Mlotshwa (Centres of Specialization); Mr A Sipengane: Services Seta (Entrepreneurship Strategy)

10h30 – 10h45 **TEA BREAK** (Poster presentations**)**

10h45 –12h45: COMMISSIONS

Commission 1: Student Commission-

Commission 2: Impact of Reduced and/or Discontinued WIL on Employability: Facilitator: S Ori

Commission 3: Graduate Employability Issues-Facilitator:

Commission 4: Articulation between TVET and University: Facilitator: N Nduna

12h45 – 14H00: LUNCH BREAK

13h35- 14h30: **Office of the Premier, Eastern Cape**

14h30 – 15h30: Plenary 3: Graduate employability: Navigating the challenges of the new world of work: Facilitator: Dr FR Nofemela

1. Ms S Jingisa, Sentech*: **Enhancing student employability in the 4IR era: The Sentech Case Study***
2. *Mr G Potgieter, Resolution Circle: **A New Approach to WIL***
3. Ms J Kay & Ms Z de Reus, WACE/ Practera**: *Global Challenge: Building African students' employability through global industry* experience**

15h30-15h45: TEA BREAK (Poster Presentations)

15h50 – 17h00: **CAPACITY DEVELOPMENT WORKSHOPS**

Conference Room	Conference Room	Conference Room	Conference Room
Nofemela,F; Myende,L; MUT; Maku,V; CPUT Using Simulation to Develop Work-readiness Skills (The Employability Improvement Program)	**Overmeyer,P; Fisher,A; CPUT** Electronic Data Gathering Using Microsoft Forms: Interactive Workshop	**Scheepers,J; CPUT** Building Student Leadership in Inter-disciplinary Contexts for Engaged Citizenship and the World of Work	**Drotsky,N; CPUT** "Project Based Learning, The New Now: How to Navigate WIL within a Changing HE Environment".

OPTIONAL: GALA DINNER AND TVET WIL NETWORKING EVENT @ R15000 for 10 attendees.

DAY 3: 30 SEPTEMBER 2022

08h30 – 11h30

- Commissions Feedback and Way Forward– Facilitator: Ms Kula, SAPCO General Secretary
- Closing remarks and Vote of Thanks – Mrs SN Nxesi, SASCE President

OPTIONAL: 29 -02 OCTOBER

Battle of Municipalities (BOM) Talent Search. *This is an opportunity to witness Work-Integrated Learning in action as TVET WIL students will be working in various capacities during the event.*

PRE-RECORDED PRESENTATIONS

Makhathini,T; MUT

Sub-Theme: WIL Innovations During and Post Covid

Topic: Re-thinking Work Integrated Learning Assessments During COVID-19 pandemic: Opportunities and Threats

Nofemela,F; MUT

Sub-Theme: Developing Skills for Employability

Topic: Towards a Work-readiness Training Framework

POSTER PRESENTATIONS

Mutanga,MB; MUT

Sub-Theme: Developing Skills for Employability

Industry Relevance of Information Technology Curriculum: Case of a University of Technology

Bulose,S; Nofemela,F; MUT

Sub-Theme: Developing Skills for Employability

The Potential Impact of a Structured Internship Program in Enhancing Employability of New Graduates

SPEAKER PROFILES

Dr Sampan Silapanad

Vice President, Hard Disk Drive Operations – Thailand Western Digital Corporation

Dr. Silapanad started his career at National Semiconductor, before moving to Seagate Technology, and then to Western Digital Corporation. His expertise and experience have been in the field of Electronics and HDD manufacturing for 40 years.

During this period, he has initiated several projects related to linking the industry with skill development for Thailand's manpower and has been actively involved in such projects, connecting with the government, society, and all stakeholders as a representative of Western Digital. Presently, Dr.Silapanad is a board member in nine ministries covering works in the areas of education, society, science and technology, and environment. He is also President of Thailand's Electronics and Computer Employers Association (ECEA), and Co-chair of the World Association for Cooperative Education (WACE). With effective implementation of student development programs in industries for 14 years, more than 1,500 students have joined the program including 300+ foreign students from 100+ local and overseas universities.

He has received many awards from both Thai and international organizations on his effort and achievement in raising the quality of education system and addressing the UN's Sustainable Development Goals and ESG's.

Prof R Balkaran

 **Deputy Vice Chancellor: Teaching & Learning at the Cape Peninsula University of Technology (CPUT)**	Prof Balkaran is the Deputy Vice Chancellor: Teaching & Learning at the Cape Peninsula University of Technology (CPUT).He has also been appointed Chair of the Board of CHEC in 2021 and has served as Director during the periods 2019 and 2020 His experience extends to Local and Provincial Government levels as well as Business Management in the private sector. He attained his Masters degree (Cum Laude) at the University of Durban Westville with specific emphasis in Provincial and Local Government. He completed his Doctorate at the University of KwaZulu Natal in 2003. He has been an academic for the past 25 years and has a particular flair and passion for the Hospitality & Tourism sectors as well as Policy Studies, Education and the Social Sciences. As an academic his experience extends to that of Lecturer, Senior Lecturer, Head of Department, Deputy Dean, Executive Dean and currently Deputy Vice Chancellor Teaching and Learning. He functions at various fora within the Tourism, Business and Education sectors and served as National Chair for (TESA) Tourism Educators South Africa (2015-2017), Council member of the WCED (2019). He was the President of the South African Commerce Deans Association (SACDA), (2017-2018) and the Chair for Operation Phakisa Coastal and Marine Tourism Skills Expert Group. As Chair of the Board of CHEC, Prof Balkaran is responsible for driving the CHEC agenda which consists of running projects that directly benefit the members of the consortium, CPUT, UWC,SU and UCT. He also sits on the National Coordinating Committee of the National Framework for Enhancing Academics as University Teachers.

	Judie Kay is currently WACE Vice Chair Programs and Partnerships and a WACE Executive Committee member. Previously, Judie held senior positions in three Australian Universities managing Institutional employability and work integrated learning strategies. Currently Judie is leading the WACE Global Challenge and WACE partnerships with national associations and global bodies. Judie was awarded a Life membership to Australian Collaborative Education Network ACEN (2020) and the WACE global award for "Excellence in Innovation, Entrepreneurship and Commitment to Co-operative education and Work integrated learning "in 2015.

	Zoe has over 10 years' experience in industry engagement, business development, programs management, marketing, events and communications roles across both corporate and NFP sectors including technology, international education, tourism, law and mining. She is passionate about social impact and enabling industry partners and students to engage both locally and globally to create a more just world. Zoe holds a Bachelor of Business and is currently the WA Co-Chair of the International Education Association of Australia (IEAA).

ABSTRACTS

Technical and Vocational Education and Training Lecturer Work-Integrated Learning: Challenges and Opportunities

Sub-Theme: Current practice in WIL: Challenges and opportunities

Joseph Mesuwini
Durban University of Technology

Abstract

Lecturer work-integrated learning (WIL) aims to equip lecturers with industry skills and processes. Technical and Vocational Education and Training (TVET) lecturers lack industry experience which is necessary for effective teaching and learning. There is a lacuna of research as TVET lecturers' industry experience is not much researched. The qualitative study adopted an interpretive paradigm and employed face-to-face semi-structured interviews to generate data from 18 TVET lecturers and 9 industry personnel. The interview schedule was piloted to eliminate ambiguity and grammatical errors. The study employed Kolb's (1984) experiential learning theory. The theory suggests that experiential learning takes a cyclical pattern with four stages: concrete experience, reflective observation, abstract thinking and active experimentation. Findings revealed that TVET lecturers acquired relevant industry experience through work-integrated learning. Lecturers were exposed to the latest machine types, technology processes and different industry protocols and conditions. Lecturers benefited from making industry networks where they shared good industry practices, technology changes and teaching and learning samples. Conversely, there were challenges with a lack of support from some industry personnel. Lecturers highlighted a lack of hands-on engagement on some machines due to the value attached to those machines. The lecturers' contact times created tensions with industry personnel as they followed college operating hours during WIL. The study recommends a suitable WIL model that supports an effective skills transfer.

Keywords: Work-integrated learning, lecturer, TVET, industry, challenges, opportunities

Work-Integrated Learning: A TVET Experience

Sub-Theme: Current practice in WIL: Challenges and opportunities

Ngubane,P;
Thekwini TVET College

Abstract

Work-Integrated Learning (WIL) refers to a well-planned programme in which students learn by doing in a real-world working environment that is relevant to their qualifications. WIL can be initiated by institutions, or students can apply directly to industries. Industries establish requirements for students interested in doing WIL. WIL requires students to be productive and to do real work that has a social and economic impact. Department of Higher Education (DHET) proposed that Sector Education and Training Authority (SETAs), individual employers, educational institutions and the DHET work together to address challenges such as increasing access to workplaces for students in vocational and higher education through a variety of work-integrated learning programs. DHET also suggests that TVET lecturers improve and update their industry knowledge and experience by providing appropriate work-exposure opportunities. It is necessary for lecturers to have industrial experience in order to properly drive WIL programmes for students. WIL projects have resulted in increased job knowledge and skills, as well as improved attitudes and behaviours toward work readiness. Students must be prepared for the working environment, and WIL allows them to gain experience while learning. Constructivist learning theory was used because it allows the teacher/lecturer to interact with students while they are completing activities and ask them questions to promote reasoning. Even though students work under the management of the company, lecturers must monitor students' progress and behaviour through meetings and logbooks. There is concern that lecturers have little industry contact and thus are unable to participate in WIL. The success of TVET colleges' programmes/qualifications is dependent on a proper plan to execute WIL therefore TVET colleges are required to place students in the workplace for WIL purposes as it is required by the industry for skills-related job opportunities.

A comparative analysis for the practice of work integrated learning in the South African TVET sector and a University of Technology.

Sub-Theme: Current practice in WIL: Challenges and opportunities

[1]Mlambo,T; [2]Nduna,J; [2]Rand, A; [3]Jack,M; [3]Mawila,P; [3]Njengele,T
[1]ETDPSeta, [2]Cape Peninsula University of Technology, [3]Buffalo City College

Abstract

The Higher Education Quality Sub-Framework (HEQSF) which was published by the Council on Higher Education (CHE) in 2013 recognises Work Integrated Learning (WIL). as characteristic of vocational and professionally oriented qualifications and encourages education institutions to incorporate WIL into programmes at all levels. This Framework also provides guidelines for the practice of WIL. This presentation attempts to identify gaps between the guidelines that are provided by the Framework and the current practice of WIL in the TVET sector using a comparative analysis of practice in one University of Technology. The presentation focuses on the practice of four elements of WIL which were identified through the ETDP SETA's previous research, i.e., preparation of students for workplace learning; placement of students; monitoring; and assessment of students' workplace learning. Qualitative approaches that included online questionnaires and interviews were used to collect data from placed students of NATED programmes, college staff, workplace mentors and trade union representatives. The findings that were triangulated from different data sources and verified with 10 selected TVET Colleges at a later stage, indicated that the practice of the four elements of WIL need interventions and close working relationships with all relevant stakeholders. The findings also revealed that there are differences in the practice of WIL in the TVET sector and the University of Technology and that the practice of WIL in the TVET sector is not in line with the HEQSF guidelines. Based on the findings, several recommendations to improve the practice of WIL in the TVET sector are put forward and education institutions are encouraged to work closely with all relevant stakeholders to bridge gaps that impede the implementation of WIL-related policies and other official documents. The presentation also highlights the importance of WIL best practice for student employability, progression and RPL opportunities.

Keywords: work integrated learning; policy and practice; preparation; placement; monitoring; assessment.

Challenges that prevent best practice of work integrated learning in the South African TVET sector

Sub-Theme: Current practice in WIL: Challenges and opportunities

[1]Mkhonza,L; [2]Nduna,J; [2]Dekoker,S; [3]Gwaze,R; [3]Bikitsha,M; [3]Yukuthwana,B
[1]ETDPSeta, [2]Cape Peninsula University of Technology, [3]Ikhala TVET College

Abstract:

Several challenges that prevent the best practice of work integrated learning are noted by the literature. These include the complexity of coordinating educational activities with external partners, a lack of resources, a clash of agendas as well as legal and ethical issues. This paper presents the findings on the challenges that prevent South African public TVET Colleges from practising the four elements of work integrated learning effectively and efficiently. Such WIL elements were identified through the previous research of the ETDP SETA as 1) the preparation of students for workplace learning; 2) the placement of students; 3) monitoring and 4) assessment of students' workplace learning. The paper adopted a qualitative approach that encouraged the use of an online questionnaire which was followed up with interviews with TVET College staff and workplace mentors and/or supervisors. The findings revealed many challenges that relate to the terminology, conceptual confusion, different interpretations of work integrated learning, and inappropriate placement of students. The paper also presents the reflections of a college student in the Western Cape who turned her challenge of inappropriate placement into an opportunity for RPL and access to a national diploma of a University of Technology. The findings also indicated that some of the challenges that impede best practice of work integrated learning in TVET Colleges are systemic in nature. Based on the findings, several recommendations are proposed. The recommendations include the development of action plans by TVET Colleges and execution of interventions by all relevant stakeholders. The paper also presents initial thoughts of an action plan of a TVET College in the Eastern Cape to stimulate debate on how the four elements of WIL could be improved.

Keywords: work integrated learning; challenges; preparation; placement; monitoring; assessment

Analyzing work-integrated learning assessment practices through the lens of autonomy principles.
Sub-Theme: Current practice in WIL: Challenges and opportunities

L Reddy;
Cape Peninsula University of Technology

Abstract

There is generally an increasing interest in the vocational aspects of higher education, including WIL. Yet there is often an assumption that students will make connections between these two sites, but this is often not the case; connecting university knowledge and practices to that of working life thus remains vexing problem. In this research we examine this connectivity with a focus on WIL assessment as this may highlight what lecturers' judge as important knowledge. The lens for examining assessment is that of the LCT concept of autonomy codes. Whereas we find that work and university practices and knowledge may be quite well connected, our theoretical lens reveals an unexpected outlying field that may be less well connected to disciplinary knowledge, that of communicative practices judged as valuable by the lecturers. The paper suggests how these two fields, general communicative and disciplinary knowledge and practices may be better integrated for the purposes of improving student learning.

CHALLENGES IN IMPLEMENTING WIL IN THE ADVANCED DIPLOMA IN TECHNICAL VOCATION TEACHING AT CPUT
Sub-Theme: Current practice in WIL: Challenges and opportunities

S.W Vimbelo, Z. Scholtz,
Cape Peninsula University of Technology

ABSTRACT

Literature shows that Work Integrated Learning (WIL) industry placement significantly improves student learning. However, the literature on vocational teachers' professional development indicates that the nature and reason for teacher placements differ from that of student placement. In this study, the placement is of students who want to become Technical and Vocational Education and Training (TVET) lecturers. The WIL for these students is divided into two components, that is, the Teaching Practice college-based component and the Industry -based component. The placements will be done for the first time since the programme is new, having started in 2021.

The purpose of this study is to identify the challenges faced in implementing WIL for the first time in the Advanced Diploma in Technical Vocational Education and Training (ADTVET) at Cape Peninsula University of Technology (CPUT). The study will help other institutions who have already started and those who have recently received accreditation for this programme, to become aware of the challenges in implementing WIL.

The study will use a qualitative approach whereby one WIL coordinator and the lecturer who is the coordinator of the programme will be interviewed. In addition, written feedback from students who have experienced the WIL programme will be analysed. The interviews and content analysis of students' feedback will identify the challenges faced in implementing the WIL programme and suggest possible ways of addressing them.

The study will use activity theory model (Engestrom, 1987) for understanding how the students learn in industry and transfer the learning to their teaching.

The WIL for students to become TVET lecturers is necessary as students are expected to transfer what they have learned from the WIL industry-based component of their course to the subjects they will be teaching. It is recommended that the WIL industry-based experience should be not limited to the ADTVET students only but be extended to the lecturers who are already practising and who have a high school qualification with no industry experience.

Reflection on Learning, Teaching and Assessing WIL in post pandemic environments

Sub-Theme: WIL Innovations during and post Covid

Hudson,L; Pinto-Prins, A;
Cape Peninsula University of Technology

Abstract

This paper is a reflection on Work-integrated Learning (WIL) in disruptive environments in the Faculty of Health and Wellness Sciences (FHWS) and the lessons learnt which may be applicable to other critical post-pandemic disruptive WIL environments. A narrative time line will be used to indicate the transition from emergency remote learning and teaching to developing sustainable yet agile procedures and principles. Such guiding documents are much needed for the unknown and uncertain future of learning, teaching and assessing in the various WIL modalities used as the mainstay methodology in the faculty, hence the need to develop a faculty WIL strategy (FHWS: WILS).

During the presentation, the author will reflect on how the Faculty's Learning and Teaching Strategy (LTS) aligns to the institutional Vision2030, that is to contribute toward "building One Smart CPUT" which fosters a sense of belonging and connectedness among staff and students. Guided by Regional and National imperatives such as the African Agenda 2063, the National Development Plan 2030 and the White Paper on Science Technology and Innovation, the Faculty, in compliance to Institutional approaches, strives to develop students with "a deeper sense of connectedness and sharing, whilst being highly competent to work in a technology driven economy and world." The faculty Work-integrated Learning Strategy, which emerged from the LTS, will provide further guidance for the implementation of a recently approved CPUT Policy (2021) on Learning, Teaching Assessment (LTA) as well as to facilitate the realization of Vision2030 (Oneness and Smartness) through hybrid pedagogic practices.

Innovative Work Integrated Learning Models in Distance Education: The University of South Africa's Post covid -19 Pandemic Experience

Ngoepe MG, Sesoko MP, Qalinge L & Quan-Baffour K,
University of South Africa

Abstract

The covid-19 pandemic has triggered the need for different innovative approaches to work based learning (WIL). Globally, institutions of higher learning were confronted with a need to come up with different models to replicate face to face practicum instructional activities in a purely online digital platform. The purpose of this paper is to explore and describe innovative WIL models in ODeL (Open Distance e-Learning) institutions post covid- 19. A qualitative research design was employed to collect data through WIL documents, webinars, interviews and desktop literature review from selected national, regional and international open distance learning institutions. Content analysis was carried out by identifying the themes that emerged from the data. The systems theory was identified as the theoretical framework since WIL innovation entails interaction between students, different work integrated host settings and furthermore, how it links with academic supervision and mentoring requirements.

The results of this study have great implications for ODeL institutions in that it confirmed a greater need to design WIL supervision and mentorship programmes that are aligned and supported by various digital technologies to promote graduateness in post covid-19. The results might be used to suggest ways of integrating technology solutions in WIL activities in UNISA's post covid- 19 open distance learning.

Key words: distance learning, Work-Integrated Learning, WIL digital tools, innovative models, post covid-19

Implementing Work-Integrated Learning in an undergraduate Language Practice and Media Studies Programme pre and during COVID 19

Brenton Fredericks; A Alexander

Central University of Technology

Abstract

Work Integrated Learning (WIL) provides students with an opportunity to put theory into practice. Students are given an opportunity to experience firsthand what they are required to do in the working environment. In South Africa Universities of Technology (UoT's) have compulsory WIL that form part of most courses. This paper reports on the experiences of the first group of third-year Language Practice and Media Studies students who went on WIL in 2019, but also addresses what the Department of Communication Sciences had to do in 2020 and 2021 due to Covid-19. During 2019 students were placed at organisations that would typically employ them once they have completed their qualification but in 2020 and 2021 students could not be placed because of lockdown measures implemented worldwide to curb the spread of the corona virus. Initially, the overall objective of this study was to assess student preparedness for the working environment, identify specific tasks that students were required to perform, how they found their working experience, for students to make recommendations on how learning content can be enhanced and to identify their strengths and weakness. Thereafter, it extended into a study that also explored innovative ways to complete WIL during lockdown periods. This is a qualitative study in which purposive sampling was employed- only students who went on WIL were included in the investigation. The results reveal that students were positive about their overall work experience but also identified some areas such as confidence, improving their translation skills, more writing practice, professionalism in the workplace and marketing require attention.

Keywords: Work Integrated Learning; curriculum; professionalism

Exploring alternative approaches to traditional WIL industry placement through hybrid modalities of WIL in Engineering and the Built Environment in a university of technology context

Scheepers,J; Stringer,T; Kohlhofer,W. Jackson,D
Cape Peninsula University of Technology

Abstract

A critical theoretical and conceptual analysis of the Work Integrated Learning (WIL) landscape reflects a myriad of ongoing challenges in securing meaningful industry placements for university students. Traditionally students were placed in an industry relevant to their discipline, but this is becoming increasingly difficult due to a lack of placement opportunities in industry. The challenges experienced with WIL in South Africa were further exasperated by the onset of the recent global pandemic and other political factors which further impacted negatively on the proliferation of placement opportunities for students. Universities of Technology as many other higher education institutions were particularly affected as a substantial part of the academic offering is to provide experiential and practical learning experiences for students. This paper explores how the Faculty of Engineering and the Built Environment, together with its university internal and external stakeholders, developed a strategy to mitigate the lack of placement opportunities for students. Departments in the faculty of engineering and the built environment have professional bodies which govern how WIL should be implemented and, in some cases with specific discipline specific Graduate Attributes and outcomes which need to be achieved. Through the exploration and implementation of various modalities of WIL (Winberg, et al, 2011), university practitioners and support staff were able to harvest existing partnerships with industry and the community to develop approaches to ensure that students experienced the world of work. Hybrid implementation of the WIL modalities can give the student the opportunity to experience a wider and more relevant field, leading to complete immersion in the graduate attributes. The paper explores reflection on: i) What are the factors that impede the successful implementation of WIL in South Africa? ii) How can the consideration of the WIL Modalities be used to address the WIL placement challenges? and iii) In what ways can collaborative conceptualisation

through quadruple helix partnerships address the WIL challenges? Through systems thinking the researchers make connections between policy, guidelines, previous research projects, and WIL practice. This research contributes to the knowledge and practice in WIL and how collaborative partnerships can lead to positive and meaningful WIL experiences for students.

Key words: Modalities of WIL, Quadruple and Triple helix partnerships, Engineering and the Built Environment, University of Technology, Graduate Attributes, University of Technology, industry

Exploring alternative WIL modalities for post Covid-19 pandemic

Edwin Mabelane* Simon Mohlala
Vaal University of Technology

ABSTRACT

Work Integrated Learning (WIL) is a compulsory component of the studies at Universities of Technology (UoTs), particularly in the fields of Engineering, Technology and Sciences undergraduate qualifications. Depending on the institution and registration of the qualification with relevant authorities such as CHE, SAQA &DHET, the duration of WIL varies from six (6) to twelve (12) months. The outbreak of the COVID-19 pandemic has had a tremendous impact on the institutions of higher learning globally. The South African institutions of higher learning were no exception, particularly how they administered their WIL which has in the main been a Workplace Based Learning model.

The pandemic brought with it country to country lockdowns which severely affected occupational industries and education sectors globally. In many cases this has resulted in, all non-essential workers instructed to work from home to curb the spread of the disease through minimising human contact due to the transmission nature of the virus (airborne). It has not spared the academics and changed the student routine learning both on and off campus in South Africa. This has induced a scare not only to people's health but also to the quality of education offered to students. It has brought into sharp focus how Workplace Based Learning (WBL) a modality of Work Integrated Learning (WIL) is assessed and managed under this pandemic.

The paper investigates the effectiveness of other WIL modalities such as Project Based (PB), Problem-based Learning (PBL) and Simulations as implemented during the pandemic as a form of new normal learning. This study draws on data generated using structured questionnaires. One of the outcomes of this study is that is that both UoTs and their industry partners did not have an alternative to Workplace Based learning and were struggling, to the competence assessment of students during WIL engagement. This was mainly due to the intermitted training session as imposed by covid-19 lockdown regulations on industries and lack of tolls of trades for student to work remotely.

Keywords: Work Integrated Learning, WIL Modalities, Covid-19 pandemic, University of Technology,

Implications of Covid-19 on Work-Integrated Learning: Reflections from Sol Plaatje University.

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Sol Plaatjie University

Abstract

The Covid-19 pandemic has impacted all sectors of society in a few ways. Higher education in particular has seen some of its academic offerings and their modalities challenged. During the height of the pandemic, the South African higher education sector opted to adopt a blended/mixed teaching and learning approach in order mitigate pandemic related challenges and complete the 2020 academic year. This approach presented its own challenges for traditionally contact based teaching and learning as well as programmes that require Work-Integrated Learning (WIL). As a teaching methodology, WIL has several approaches including work-based learning, problem-based learning, project-based learning, and work-directed theoretical learning. The WIL modality used at Sol Plaatje University (SPU) for the Diploma in Retail Business Management programme is work-based learning. This modality requires students to be physically placed in retail organisations for a period of three months. With Covid-19, this modality was initially negatively impacted by amongst others, the university flexible academic calendar, reluctance of host organisations to admit students, student and staff health and safety concerns, as well as lockdown regulations. Consequently, since the start of the pandemic to date, the WIL placement period has varied due to the above. The lack of simulators and other technology/online based modalities also made it challenging to plan and implement WIL activities. This paper reports on reflections and experiences of managing WIL in the context of SPU and the Northern Cape Province during the Covid-19 pandemic. It also draws on related literature as well as guidelines for universities to follow regarding work integrated learning in the context of the covid-19 pandemic.

Key works:

Covid-19, reflection, Work-integrated learning, WIL, higher education, SPU.

The South African Millenial: Are our Graduates Employable?

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Abstract

Employability can be described as the readiness of an individual to become a wanted employee, benefiting an organization. In fast-paced service orientated industries, being an employable graduate means that you know how to do the job properly and effectively.

Many a South African graduate struggle with the expectations in the workplace, as cultural differences are seldom embraced and understood whilst the transition from student to the workforce also adds to the conundrum.

This study has a dual focus. Firstly, it concentrates on feedback received from employers who hosted students from the Central University of Technology (CUT) during their time undertaking Work Integrated Learning (WIL) in the industry and secondly, feedback received from the students who attended Work Integrated Learning. Job readiness is a vast topic, as it's not only reliant on the student's knowledge of theoretical subjects. From the viewpoint of an employer, an employable graduate should have various additional skills and characteristics like a positive demeanour and a "can do" attitude.

Students who did their WIL in Bloemfontein, were engaged to explore their experiences of the workplace. This was done through interviews at the workplace. Feedback was also received from the relevant employers. Seventy-Eight percent (78%) of the students found the working environment challenging, but exciting. Most graduates interviewed felt that their host employers did not fully comprehend certain viewpoints and/or obstacles they experienced. Employers felt that a comprehensive focus should be placed on soft skills prior to placing students in the workplace. This study also focusses on extracting information from graduates, as to which hindrances they experienced in the workplace.

The results of this study will assist lecturers, curricula developers and employability practitioners, to better understand the expectations of employers and the difficulties faced by graduates within the South African Tourism Industry. A clear indication is given on the trait's desirable for employment and the skills required by employers, when looking to hire graduates. The ideal graduate and employer will be profiled in the study, to act as guideline for possible skills development programmes.

Assessing the influence of the Namibia University of Science and Technology programmes on graduate employability

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Abstract

There are skills gaps between industry requirements and the competencies that graduates from the higher education system in Namibia observed through high unemployment in the country. Higher education providers are therefore expected to provide academic programmes that respond to industry needs and develops employability skills. In response to this challenge, higher education institutions in Namibia have introduced the Work Integrated Learning (WIL) component in their training programmes curricula to contribute towards bridging the gap between skills required in industry and the training offered to contribute towards skills development. The Namibia University of Science and Technology Curriculum Framework specifically allocates a minimum of 10% of its undergraduates' programmes total credits towards WIL. This study therefore investigates the influence of NUST programmes on graduates' employability. This is done through the assessment of the impact of academic programmes on graduate employability through the attainment of graduate attributes. In addition, the study determines the impact of WIL on graduate attributes in terms of career success, skills from one context to another as well as transfer of skills from one context to another from the views of WIL industry mentors, WIL coordinators from the university and the NUST graduates cohort of 2017 and 2018. The participants selected are from the Health and Applied Sciences as well as Computing and Informatics faculties. The employment status of the 2017 and 2018 graduates in relation to WIL experience is also identified in relation to the programmes completed. The study uses quantitative and qualitative descriptive survey methodology to

collect data from the 2017 and 2018 NUST graduate cohort, industry mentors through self-administered open-ended questionnaire as well as focus group interviews with NUST programme coordinators. The findings of the research will be

outlined to make recommendations to education stakeholders as well as NUST and other higher education institutions to put in place mechanisms such as the framework that can assist in enhancing employability of graduates.

Key words: Employability skills, Graduate Employability, Work Integrated Learning, Higher Education Institutions

Employability Improvement Programme for career preparation: Namibian students' perspective

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Abstract

This research aims to evaluate the importance of the Employability Improvement Programme (EIP) on students' workplace and career preparation in Namibia. The EIP was introduced by the Japan International Cooperation Agency (JICA) and implemented at the Namibia University of Science and Technology (NUST) to prepare students for the workplace. During the EIP, students get to understand the importance of productivity in the workplace and continuously improve themselves at work through planning, executing their plans, checking if their plans worked, and being innovative to improve them. This is done through a simulated workplace in the form of a hands-on car assembly practice where students get to learn through doing. During the hands-on practice, students are requested to assemble the car to gain practical work exposure to enhance skills such as communication, critical thinking, teamwork, productivity, attention to detail, adaptability and other soft skills required in the labour market. Data in this study will be collected from students who have done EIP between 2019 and 2022 and have completed their Work Integrated Learning (WIL) in industry. An open-ended questionnaire soliciting an understanding of students' perspectives on workplace preparation, employability skills and application of skills in various industries will be used as a data collection instrument. The students participating in the study are those from the commerce, social sciences, health, engineering, spatial sciences as well as information technology disciplines at NUST. The EIP at the university in question is part of the WIL preparedness programme which not only focuses on the preparation part but also on the career guidance aspect. The findings of the study will therefore inform the application of the EIP to the Namibian context to ensure that the university prepares students and graduates for the changing world of work. It will also inform WIL stakeholders about the importance of the EIP and provide feedback to JICA and other cooperation partners including the Ministry of Higher Education Technology and Innovation in Namibia.

Key Words: Kaizen, Employability Skills, Workplace Preparedness, employability, Work Integrated Learning.

Work Integrated Learning (WIL) in an entrepreneurial approach for the Tshwane University of Technology Students

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Purpose:

Work-integrated Learning (WIL) is a leading pedagogy that combines theory with application. This pedagogy has expanded widely in the University of Technology context as the credit-bearing component of the curriculum. This field of study is experiencing further developments in the various forms of WIL, e.g. Simulation and Project-based, and problems based. There is a dire need for WIL in the entrepreneurial approach as employment points are dwindling due to economic situations and other universal catastrophes.

The aim of this study is to come up with a model of Work Integrate Learning (WIL) in an entrepreneurship approach. This idea is brought about by the fact that the unemployment rate in South Africa is unabatedly increasing as the number of years are increasing. This model will be developed for the students of the Tshwane University of Technology (TUT) to sign-off WIL.

In this study, the author's research on entrepreneurship and management to develop a conceptual model that will be peculiar to the TUT WIL students to sign-off WIL, and this research will be relevant in this context, as the rapid introduction of the entrepreneurial WIL (entWIL). The study will have inputs at the level of students, policymakers, and academics.The author would want the proposal to have a significant impact in terms of the TUT's graduation rate as WIL will be signed-off in diverse ways including the entrepreneurial approach. The author proposes the implementation of entWIL within the TUT programs that are employing WIL within their prescribed curriculums.

The Proposed entWIL mode should be reflective, systemic, and of academic nature which should be adopted by TUT and its faculties.

Work-integrated, Entrepreneurship, Entrepreneurial WIL, pedagogy, and Curriculum

MQA work experience tracer study research

Sub-theme: Developing skills for employability

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Mining Qualifications Authority(MQA)

The Mining Qualifications Authority's Work Experience Programme aims at placing learners within the workplaces to conduct on-the-job training (P1/P2 and vacation work) to complete their qualifications. The programme supports students from Universities of Technologies/Universities and TVET Colleges. The purpose of the study was to determine the effect of the Work Experience Programme on the lives of its beneficiaries, as well as the programme's value and relevance in relation to the labour market. This was done using a mixed methods research design that incorporated both quantitative (a survey comprising 877 questionnaires) and qualitative (208 participants) approaches.

The tracer study was conducted in 2020 with beneficiaries that completed their qualifications between periods (2015-2019). Most beneficiaries (47.2%) had a National Diploma, followed by a Bachelor's degree (37%). The majority of them (66%) were between the age group 26-30 years and nearly half (46.6%) were unemployed. This was partly due to the availability of limited job openings by host companies. The duration of the programme was criticised for not being enough to secure permanent employment as most companies require more than two years of experience. This is cause for concern given that South Africa has a high rate of unemployment, particularly among the youth. However, it is encouraging that 36.1% of those that are employed are in permanent positions. On-the-job training assists learners in acquiring industry-specific skills and experience, thereby increasing their employability, which in turn helps reduce the country's unemployment rate. Continued support for this programme can help to alleviate the country's triple challenges of unemployment, poverty, and inequality.

Work Integrated Learning in the TVET sector: Perspectives of college lecturers and industry

Sub-Theme: Current practice in WIL: Challenges and opportunities

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Abstract

Technical Vocational Education and Training (TVET) in South Africa (SA) is a key policy priority, playing a pivotal role in developing a knowledgeable and skilled citizenry who contributes effectively to the social and economic development of the country (DHET, 2013). Despite the introduction of TVET policy guidelines and relevant qualifications towards the professionalisation of TVET lecturers, there still exists numerous challenges faced by lecturers to integrate WIL curricula into academic programmes and practices. The research aim identifies factors that impact on Work Integrated Learning (WIL) in the TVET curriculum. An empirical study between SA and German researchers (2020 – 2021) analyses the views of TVET lecturers and industries in SA. Bi-national joint exchanges were conducted virtually and in person where data was collected via interviews with 38 TVET lecturers and 18 industry representatives. This enabled insights into the Mannheim's conjunctive experiential spaces (Bohnsack, R. 2018; Nentwig-Gesemann 2018, p. 131ff.) of the participants, their orientation framework, and relevant settings. The analysis of the empirical study allows for the identification of six key factors that impact on Work Integrated Learning in TVET curricula: i) Lecturer preparation, ii) Lecturer professional development, iii) Skills delivery, iv) Harmonisation of TVET curricula, v) Modernisation of TVET infrastructure and vi) partnerships with industry. In SA, the training and development TVET lecturers are observed as being one of the most critical needs. Rudman & Meiring (2018) acknowledges that these needs include "the academic, professional and motivational preparedness of college lecturers" and that most attention seemed to be focused on the macro and systematic level instead of on the micro-level - daily challenges related to teaching and learning. Industries highlighted the importance of practical experience and competences of students relevant for the world of work. The bi-national research study contributes to the sector by yielding recommendations to address challenges faced by TVET.

Key words: TVET (Technical and Vocational Education and Training), Work Integrated Learning (WIL), College lecturers, industry, curriculum, Factor, Impact, South Africa.

Harmonization of Work Integrated Learning (WIL) with needs of green economy: An analysis of the On-Job Education and Training (OJET) practice of Engineering TVET trainees in Zimbabwe.

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Abstract

It is a global imperative that nations transit to green economy in order to reduce the negative impact of climate change, adopt environmentally friendly principles and improve human wellbeing. Transition to green economy results creation of new green jobs and the demand for relevant skills for the green jobs becomes a fundamental prerequisite. This development requires Technical and Vocational Education and Training (TVET) whose key responsibility is to prepare individuals for the world of work to respond to the needs the new economy through green economy responsive work integrated learning practices. This study sought to assess the alignment of the ON-Job Education and Training (OJET) practices in TVET institutions in Zimbabwe to the demands of green economy. This was a qualitative study which used in-depth interviews, focus group discussions and document analysis to assess the harmonization of work integrated learning of the TVET system with the demands of green economy. Participants for the study were randomly selected from four TVET institutions in Zimbabwe. Twelve lecturers from engineering departments were purposively selected to take part in the study. Two focus group discussions with NC3 engineering students at each institution were carried out to evaluate whether On-Job Education and Training (OJET) prepared them for employability in the emerging green industries. Four Engineering syllabi were analyzed to assess whether they were in harmony with the demands of the green economy. The results showed that there was lack of harmonization of OJET practices and the demands of green economy. The evolvement of industries to green economy was very slow and old OBJET practices were still on use. The study recommended for a synergy between industrialists and TVET system in order to produce syllabi and graduates which drive transition to green economy.

Key words

Work Integrated Learning; On-Job Education and Training; Green Economy; Technical and Vocational Education and Training.

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