



**Tshwane University
of Technology**

We empower people

WORK INTEGRATED LEARNING

WORK GUIDE

2016

WORK INTEGRATED LEARNING
(INDUSTRY EXPOSURE)
012 382 9714

FACULTY OF ICT
(INFORMATION AND COMMUNICATION
TECHNOLOGY)

Department of Computer Science

WORK INTEGRATED LEARNING WORK GUIDE

FACULTY: Information and Communication Technology

DEPARTMENT: Computer Science

Subject: IDC30BD
IDC30BT

Year:

Semester:

Surname: Initials:

Student number:

Documentation approved:

1. Student information	
2. Workstation information	
3. Undertaking by student	
21a. Duties performed during IDC30BD/IDC30BT	
22. Log sheets (24 weeks)	
23. Report	
24. Evaluation by student	
25. Evaluation of student by supervisor/mentor	
26. Students personal abilities evaluated by mentor	
27. Mentor's evaluation of work Integrated Learning programme	
28. Declaration by the student	

Result: Fail – Incomplete (FC)
Pass – Complete (PC)
Pass – Exemption (PE)
Pass – Recognition (PR)

Coordinator

Date

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Dear Student

Welcome to a very interesting and exciting phase of your studies.

By now you are in a fortunate position to be placed at a workstation for this specific level of your Work Integrated Learning (Experiential Learning).

As you probably know by now, finding a position at a workstation is not easy as the requests for placement exceed the placement possibilities by far. So, do your utmost and give your full co-operation to your mentor/supervisor. You still have a lot to learn and your future depends on your attitude towards your vocation.

Please read through all the information supplied and make sure that you understand fully what is expected of you. Your progress depends on you and will be reflected on your academic record.

This workbook must be submitted to Your Department as soon as you complete your training.

Last but not least you and your mentor are not alone in this venture. We are there to support and guide you both. So, should you need any help (including problems, advice or enquiries), do not hesitate to contact your WIL (Cooperative Education) Lecturer or the Office of Co-operative Education.

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We wish you everything of the best during this important phase of your studies.

Regards

1. STUDENT INFORMATION

Surname				Initials	
Student number					
ID number					
Home address					
	Postal code				
Postal address (if not the same as home address)					
	Postal code				
Telephone number (Home)					
Telephone number (Work)					
Cell phone number					
E-mail address					
Driver's licence	Yes		No		
Own transport	Yes		No		

2. WORKSTATION INFORMATION

Company name					
Street address					
	Postal code				
Postal address (if not the same as street address)					
	Postal code				
Telephone number					
Fax number					
E-mail address					
Name of mentor					
Mentor telephone number					
Mentor e-mail address					
Date of employment					
Position					

Supervisor / Mentor



3. UNDERTAKING BY THE STUDENT

I, _____ (ID No. _____),
(student no. _____), a student registered with Tshwane University of Technology
for the year _____ for the National Diploma in Computer Systems Engineering, am required to
do practical training as part of my academic programme.

I undertake:

1. To obey all rules and regulations governing the Company/Institution/Department where I have been placed for the duration of my training.
2. Not to claim any remuneration and/or allowance during and after completion of my work integrated learning, unless the Company/Institution/Department voluntarily offers me a stipend.
3. To be responsible for the provision of my own accommodation, meals and transport between my place of residence and work for the duration of my training, unless the Company/Institution/Department is in a position to offer such.
4. Not to hold the Company/Institution/Department liable for my employment after completion of my studies.
5. Not to hold the company or Department liable for any injury that may be sustained during the period of Work Integrated Learning.

I declare that I do understand the undertaking as appears above.

Signed at _____ on the _____ day of _____, 20____.

Student

Head of Department

4. Introduction

Work Integrated Learning (WIL) and theoretical knowledge are equally important and essential for the awarding of most of the tertiary education qualifications at a TUT (ICT). Co-operation between the Employer and TUT (ICT) is of outmost importance. The purpose of this document is to indicate and explain the procedures and guidelines.

5. Vision and Mission statements (TUT)

Vision

To be the leading higher education institution with an entrepreneurial ethos that promotes knowledge and technology, and provides professional career education of an international standard, this is relevant to the needs and aspirations of Southern Africa's people.

Mission

In support of this Vision, we:

- create, apply and transfer knowledge and technology of international standard through cooperative professional career education Programmes at undergraduate and postgraduate levels;
- serve and empower society by meeting the socio-economic development needs of Southern Africa through the fruits of our teaching and skills of our staff and students;
- extend the parameters of technological innovation by making knowledge useful through focused applied research and development; and
- establish and maintain a strategic partnership network locally and internationally for the mutual benefit of the institution and its partners.

Mission of Cooperative Education

- Create, apply and transfer knowledge and technology of international standard through cooperative professional career education Programmes at undergraduate and postgraduate levels;
- Serve and empower society by meeting the socio-economic development needs of Southern Africa through the fruits of our teaching and skills of our staff and students;
- Extend the parameters of technological innovation by making knowledge useful through focused applied research and development; and
- Establish and maintain a strategic partnership network locally and internationally for the mutual benefit of the institution and its partners.

6. Vision and Mission statements (Dept: Computer Science)

Vision

To be a world-class Computer Science Department that provides top quality service and equips students with necessary skills as required by a dynamic industry.

Mission

The mission is to facilitate the development of well rounded, educated, productive and ethical individuals who are well versed in technical, social and environmental issues. The goal is to provide students with a rich diversity of necessary skills along with avenues in which to explore their varied interests and successfully launch them into variety of careers, each involving a lifelong process of learning service and leadership within their own local, national and global communities.

7. Definition of terms

Work Integrated Learning (WIL)

It is a specific period during which the student should actively be involved in prescribed practical work at an appropriate workstation.

Mentor/Supervisor

A qualified subject expert with several years' appropriate experience. A Student will be doing Work Integrated Learning under the direct supervision of this person.

Workstation

Refers to the place of work allocated to a student by an employer for the purpose of Work Integrated Learning.

Workbook

Is a document students receive before commencing Work Integrated Learning, which remains the property of the TUT (ICT). In this logbook students must, on an ongoing basis, list the tasks they are expected to be done. The report must be verified by the mentor/supervisor by means of a signature and the firms' official stamp.

Evaluation

Experiential Learning Co-ordinators are to provide projects and/or assignments for the students to complete. Students are, to the satisfaction of the supervisor and Co-operative Education Co-ordinator, submit these upon his/her return to the TUT (ICT).

8. Advantage of the Work Integrated Learning program

a) Advantages to the mentor/employer

- i) Students could be appointed and used to relieve permanent staff of routine tasks, handle peak workloads and carry out special projects.
- ii) Employers and students are provided with an opportunity to determine, in a non-threatening situation, whether there is a suitable "match" for permanent employment.
- iii) In-service training offers an ideal opportunity to assess the potential of employees for further development and advancement.
- iv) The employment of students could increase the motivation of permanent staff with whom they work.

b) Advantages to the TUT (ICT)

- i) Deliver multi-skilled graduates.
- ii) Develop applicable programmes for new students.
- iii) Provide theoretical and practical skills development.
- iv) Opportunities for more creative programming to accommodate the needs of commerce and industry.
- v) Be able to collaborate with commerce and industry in developing mature individuals.
- vi) Be able to keep students motivated and to regard the opportunity as a challenge.
- vii) An opportunity for academics to forge links with commerce and industry.
- viii) Students would be marketing the different programmes of the TUT (ICT).

c) Advantages for the students

- i) Experience the realities of the workplace and the business environment.
- ii) Obtain practical experience.
- iii) Gain the opportunity to investigate/explore and establish career choices.
- iv) Gain the opportunity to define personal areas of interest, values, strengths and aptitude.
- v) Be able to give feedback to lecturers on development of interpersonal skills.

- vi) Be given the opportunity to integrate theory with practice.
- vii) Develop a relationship with employees and mentors.
- viii) Be more sensitive towards different training styles.
- ix) Given the opportunity to acquire adaptable work habits.
- x) Given the opportunity to obtain referees and references.
- xi) Given the ability to expand on previous training experiences.
- xii) Opportunity to identify professional role models in the business environment.
- xii) Opportunity to develop responsibility.

9. Application by students for Work Integrated Learning

On successful completion of the Academic (theory) semesters of their studies at the Tshwane University of Technology (ICT), students should fill in and submit the prescribed form entitled “Application for Work Integrated Learning” to assist them in finding a workstation where they will be able to do their Work Integrated Learning.

Students must realize that **the TUT (ICT) only facilitates Work Integrated Learning and cannot be held responsible for finding work placement for students. The final responsibility rests with the student.** The Tshwane University of Technology (ICT) is under no obligation to assist, or find and/or arrange financial assistance for or on behalf of the relevant departments.

Your Department will not get involved in the Financial and Bursary aspects of students who require any financial assistance. Students must approach the relevant departments.

During the Work Integrated Learning the students must notify their respective Department of any training cancellation or changing of workstation.

The Co-operative Education Lecturers for the IDC30BD/IDC30BT subject will assist students as follows:

- Providing a template for compiling a detailed curriculum vitae
- Preparing student for personal interviews
- Provisions of application forms where applicable
- Provision of addresses where applicable
- Presentation of curriculum vitae to companies for a possible placement

10. Registration for Experiential Learning (IDC30BD or IDC30BT)

It is compulsory for all students who intend to do Work Integrated Learning at a workstation to be registered for the either of the subjects Industry Exposure 3B (IDC30BD Technical Applications) or (IDC30BT Software Development) at the Tshwane University of Technology. No student will be registered without proof of acceptance at a workstation.

11. Registration for Work Integrated Learning (WIL)

It is compulsory for all students who intend to do Work Integrated Learning at a workstation to be registered for this at the Tshwane University of Technology. No student will be registered without proof of acceptance at a workstation. Students should personally register at the Department of Computer Science during which a logbook will be issued for the guidance of both student and the mentor at a particular workstation.

Students register for Work Integrated Learning by virtue of their completion of the information sheet, which is handed to the co-ordinator. You will be expected to give your full co-operation in the quest for finding a workstation. Students will be expected to attend all orientation lectures, as and when these are arranged for them.

12. Work Integrated Learning

The Mentor: Workstation

Students are expected to perform tasks during their Work Integrated Learning (as instructed by the mentor) under supervision of the mentor who is responsible for guidance in the respective field of study for which the student is registered. The mentor has to complete the performance appraisal and sign the workbook to confirm that prescribed tasks were performed to satisfaction. Mentors are requested to rate the work done by the student on the monthly report on a scale of 1-5 (1=poor, 2=fair, 3=average, 4=above average, and 5=excellent). On completion of the project/assignment the student must hand it to the mentor for verification of authenticity pertaining workstation, and comment on its content.

The Student: Workstation

The workbook is to be completed by the student as to what he/she has done during the Work Integrated Learning period. Should problems arise with regard to the logbook, which cannot be resolved with the respective mentor, students are welcome to contact the Department Computer Science during office hours.

It is of outmost importance that students perform the prescribed tasks personally.

On completion of the project/assignment the student must hand it to the mentor for verification of authenticity pertaining to that particular workstation, and comment on its content.

Period of Work Integrated Learning

The period/duration of Work Integrated Learning for students in all ITC Faculty Diplomas is a minimum of **24 weeks** at a Workstation. The student may change from one workstation to another, though this is not advisable.

Submission of Relevant Documentation

At the end of the Work Integrated Learning period, the workbook, project/assignment and all relevant evaluation forms regarding Work Integrated Learning should personally be handed in at the Department of Computer Science in office no 20-207. It is very important that workbooks should be properly filled in according to the instructions given by the co-ordinator and handwriting must be LEGIBLE and CLEAR.

13. Guidelines for mentor, student and T.U.T.

13.1. Mentor/employer

- a) Should be aware of the objectives of the course that the student is following and must convey the information to the staff that is responsible for the student during his/her placement.
- b) Should inform the student about the policy of the organization regarding any travel expenses for the interview or transport each day to the workplace.
- c) Must notify the Work Integrated Learning co-ordinator before any action is taken to terminate the student's placement or any disciplinary procedures are applied.
- d) Should identify a mentor/supervisor in the workplace who is responsible for the student during the period of Work Integrated Learning.
- e) Should impress upon the student unambiguous, detailed conditions, such as Working hours, payment and workdays. The policies of the business firm must be addressed before Work Integrated Learning commences.
- f) Should orientate the student on the first workday with regard to e.g.
 - Layout of the planned training programme
 - Grievance and disciplinary procedures
- g) Should schedule a feedback session with the student at the end of Work Integrated Learning period.

13.2. The student

- a) Should accept his/role as a representative of the TUT (ICT).
- b) Should be aware of the steps of incompetent skills during Work Integrated Learning.
- c) Will complete projects and assignments from the mentor and Work Integrated Learning co-ordinator.
- d) Must comply with the standard set by the mentor.
- e) Must communicate regularly with the mentor/supervisor
- f) Must be fully prepared for interviews and the Work Integrated Learning.
- g) Must be aware of the conditions of the job:
 - Grievance and disciplinary procedures
 - Work hours and payment
 - Hygiene, health, safety and fire regulations
 - Accommodation and transport

13.3. The TUT (ICT)

- a) Should try to guarantee a visit by the co-ordinator to students, as well as the complete settlement of the evaluation.
- b) Should provide sufficient resources to acknowledge the value of the experiential training component.
- c) Should inform the mentor of the aims and objectives of the course and specific aims and objectives during Work Integrated Learning.
- d) Should provide students with a tutorial/orientation on the global concept of Work Integrated Learning, procedures for Work Integrated Learning and the general expectations and needs of commerce and industry.
- e) Should prepare students for interviews, curriculum vitae, etc.
- f) Should maintain contact with the mentor on regular basis.
- g) Should organize a feedback session with the student about feedback and evaluation of experience and training.

14. Visits to students by the Work Integrated Learning Co-ordinator

The student and the mentor will be visited at the respective workstations on a continuous basis. Should any problems or questions arise, students and mentors are encouraged to discuss this during such a visit or otherwise contact may be made with the Department of Co-operative Education. Should the latter be the case, it would be most appreciated if enquiries could be faxed to this number **(012) 382 9777/9884**, e-mail address masethehd@tut.ac.za. Enquiries in a written form are much easier to follow up as the Co-operative Education Officer/Co-ordinator is sometimes off-campus (visiting workstations or at the satellite campus).

15. Misconduct of students at workstations

It is a privilege for students to receive Work Integrated Learning at workstations; it is not their right. Tshwane University of Technology (ICT) realizes that the presentation of Work Integrated Learning for students at workstations places a financial burden on commerce and industry and is very thankful to companies willing to receive students. Should any of our students become guilty of misconduct, Co-operative Education should be informed. Whilst at the workstation, students fall under the same conditions of conduct as other employees of the specific company.

According to the TUT (ICT) policy for Co-operative Education, the student is an ambassador of the TUT (ICT) during Work Integrated Learning.

Any behaviour by the student, which creates the impression of audacity or arrogance, must be avoided. A positive attitude and a desire to train students will exist among senior staff, staff and clients, if the student displays enthusiasm and a willingness to learn.

Students are warned not to become involved in staff problems or criticism about internal matters. The department sets a high standard and will not tolerate any misbehaviour or inferior production of work. Any transgression from the expected behaviour will unavoidably lead to disciplinary action.

16. Abuse of students at workstations

Students are being placed at workstations to receive Practical Experience. Both the student and the TUT (ICT) have faith in commerce and industry to ensure that students are not used as “cheap labour” e.g. drivers, door guards, cleaners etc. (unfortunately this has happened once or twice in the past).

Should it be found that the latter is the case, Co-operative Education retains the right to request the immediate withdrawal of such students from the workstation.

17. Sexual harassment

It is the TUT (ICT)'s responsibility to ensure that business firms who accept students for Work Integrated Learning, as well as the student, are aware of the fact that the TUT (ICT) has a sexual harassment policy and that harassment of any kind is seen in a very serious light. As the student is seen as an “employee” of the applicable business firm, that firm's disciplinary procedure will apply.

It is suggested that the student report the incident to the TUT (ICT)'s co-ordinator immediately. The business firm's sexual mediator will be contacted by the co-ordinator to investigate the complaint. The situation will be monitored by ensuring that the correct follow-up action is taken.

If the student is not satisfied with the result of the business firm or the TUT (ICT), the complaint may be continued in the civil court. The TUT (ICT) cannot support the student financially, but the student can make use of the Student Advice and Welfare services.

Any business firm that does not handle the situation fairly will not be utilized by the TUT (ICT) for future Work Integrated Learning.

18. Labour relations act: Work Integrated Learning

- a) A student undergoing Work Integrated Learning does not acquire the right to be appointed at the employer business.
- b) An employer should insert and add the following clauses in any contract entered into between such employer and a student, i.e.:
 - The student confirms that the company has created no expectation or otherwise for the employment of the student, after the duration of the Work Integrated Learning.
 - This agreement will terminate automatically on the expiry of the Work Integrated Learning period and no right or renewal exists with regard to this agreement or any employment with the company.
 - This agreement may be terminated prior to expiry date of this agreement, should the student act in breach of provisions of this agreement or any applicable company code.
- c) Should the employers insert such provisions in their agreements with regard to training, they will not be at risk with regard to further employment of any student.

19. Curriculum – Course Outline

NATIONAL DIPLOMA: Information Technology: Technical Applications

First semester:

- Computing Fundamentals IA
- Computing Systems IA
- Computing Skills IA
- Development Software IA

Second semester:

- Computing Fundamentals IB
- Computing Systems IB
- Computing Skills IB
- Development Software IB

Third semester:

- Development Software IIA
- Information Systems IIA
- System Software IIA
- Technical Programming I

Fourth semester:

- Development Software IIB
- Information Systems IIB
- System Software IIB
- Technical Programming IIA
- Technical Programming IIB

Fifth semester:

- Industry Exposure IIIA
- System Software IIIA

- System Software IIIB
- Technical Programming IIIA
- Technical Programming IIIB

NATIONAL DIPLOMA: Information Technology: Software Development

First semester:

- Computing Fundamentals IA
- Computing Systems IA
- Computing Skills IA
- Development Software IA

Second semester:

- Computing Fundamentals IB
- Computing Systems IB
- Computing Skills IB
- Development Software IB

Third semester:

- Development Software IIA
- Information Systems IIA
- System Software IIA
- Technical Programming I

Fourth semester:

- Development Software IIB
- Information Systems IIB
- System Software IIB
- Technical Programming II

Fifth semester:

- Development Software IIIA
- Development Software IIIB
- Industry Exposure IIIA
- Information Systems IIIA
- Information Systems IIIB

20. The objectives of Work Integrated Learning

Introduction

- The objective of experiential training is to give students the opportunity to apply and extend the theoretical knowledge they required at the T.U.T. in a working environment.
- Under capable supervision and guidance, the student learns to accept responsibility and to work independently in the industry. Experiential training nurtures in students a consciousness for ethics and for the requirements of the industry.
- Experiential training is equally as important as the structured theoretical training offered by the University. The program must be career-orientated and must be aimed at integrating academic training with practical skills as demanded by the industry.
- Experiential training that consists of routine work with a low grade of complexity, without contributing to the development of the student, is unacceptable. If training programs are a mere repetition of the theoretical syllabus of the University, it is also unacceptable.

Fields of training

In order to strive in the highly competitive field of Computer Science, a student is advised to get exposure to as many possible relevant aspects in the particular field. Fields of expertise that a student can be involved in includes:

Networks: installation, maintenance, support and management
Operating systems
Hardware: upgrading, installation, repair and support
Programming: write, test and install packages, support
Software engineering: project management, advanced system design
Databases: design and programming
Web development
Support

Primary Function

Responsibilities include maintenance or optimisation of the environments mention above.

Secondary Function

The design, development and implementation of additional or new systems.

Orientation

After the orientation the student should be familiar with:

- Management structures
- Company rules and regulations
- Working hours
- Training policies and procedures
- Industrial processes within the company
- Sign and keep a contract with a job description

Safety and first aid

A suitable course should be attended in order to:

- Empower the student to render first line medical aid
- Alert the student to unsafe conditions and practices.

General Administration

The student should be familiar with:

- Filing systems
- Record keeping
- General office procedures
- E-mail, telephone and fax

Report writing

The student should be able to:

- Report data and conclusions accurately and neatly
- Type neat reports using word processing facilities

21. ASSESSMENT METHODS AND CRITERIA

The outcome of this course is to gain practical industry related exposure which should be directly linked to the following skills:

- a) work ethics and proper work environment behaviour,
- b) communication skills both verbal and non verbal,
- c) presentation skills,
- d) problem solving and critical thinking,
- e) report writing and documentation skills,
- f) business skills and
- g) hands on work related practical skills depending on the field you are in.

Assessment of this course will be done partly by your supervisor / mentor at your workplace and by your WIL coordinator at the university. The assessment method will be integrated assessment which includes summative and formative assessment of the visits, logbook and supervisors report.

The mark allocation will be divided into 4 sections with each satisfying different criteria:

- a) **Industry Visits – 30%:** Each visit will count 15% of your final mark. Through the visits specific questions will be asked the supervisor / mentor of the student in order to measure the students' competency levels. These questions will involve your adaptability to the work environment, conduct, initiative, commitment and problem solving skills.
- b) **Logbook and Final Report – 25%:** Once you have completed your 6 months (24 weeks), you are required to submit a completed, printed version of this logbook with a final report. The final report should clearly indicate all the duties you have had to do during this period in both writing and pictures.
10% of that mark will go towards the completeness of your logbook and the remaining 15% will go to your report. For your report marks will be allocated to its completeness, formatting, English and Grammar so please read through it after writing.
- c) **Supervisors Report and Evaluation – 15%:** Your supervisors report and evaluation in sections 25 and 26 will account for 15% of your final mark.
- d) **Project at Work– 30%:** It will be expected of you to come up with a fully working project during the duration of your industry exposure. The details of the project specifications will be provided in a separate document. The project template is attached in Appendix A.

22. LOG SHEETS (24 weeks)

Month 1: From _____ to _____

[illegible]

Subtotal: Weeks Days Total to date: Weeks Days

Number of days absent from work: Reason:

Company stamp

Mentor/Supervisor Name

Mentor/Supervisor Signature

Date _____

23. REPORT

It is essential that the workbook reports should contain the detail of all tasks allocated to the student during the months of Work Integrated Learning. Reports written in “telegram style” will not be acceptable. These reports should contain enough data to place academic staff in a position to evaluate the Work Integrated Learning done as either acceptable or unsatisfactory for the specific period.

Report

The student must write a report regarding the work he/she performs. The report must be compiled in the following manner:

Introduction (50 words)

This section helps the reader understand your workplace and must include:

- The geographical location of your workplace;
- The name of your employing organization;
- The position occupied by you;
- The chronology – duration of your work with the organization.

Background (300 words)

This section provides the context in which you are working. It should include details such as:

- The nature of the work performed by your section/department;
- The department objectives;
- The nature of your work area;
- A statement of your duties;

Personal Role at Workplace (1000 – 2000 words)

This section must describe the actual work performed by you. If you work in a team, then it is not sufficient to narrate the work performed by the team; your own role must be clearly stated. You will be evaluated based upon the competencies that you claim in this section. Include details such as:

- Technical details of your work;
- How you have applied your knowledge and skills;
- The specific duties delegated to you and how you accomplished them;
- How you worked with the other team members (if applicable).

24. EVALUATION BY THE STUDENT

1. SUPERVISION	Never	Seldom	Sometimes	Frequently	Always
Was your immediate supervisor of assistance in your developing an effective relationship with co-workers?					
Did he/she appear interested in you as an individual?					
Did he/she give or provide for adequate training?					
Did he/she motivate you to improve yourself?					
Did you receive adequate instruction or assistance from your supervisor in the conduct of your work?					
Would you recommend that future students receive training at this company?					
The job satisfaction was positive.					
The overall impression of the work experience was good.					

2. CO-WORKERS	Never	Seldom	Sometimes	Frequently	Always
Did you get along well with your co-workers?					
Was there enough work to keep the employees busy?					
Co-workers showed interest in the employing organization.					
My co-workers displayed a willingness to improve themselves in their jobs.					
We communicated effectively with each other.					
Co-operation among my co-workers in accomplishing the work was always good.					

3. SELF	Never	Seldom	Sometimes	Frequently	Always
Did you feel you were performing work of value to your employer?					
My academic preparation for this employment opportunity was good.					
I received adequate training in my job.					
I had a good understanding of my job duties and responsibilities.					
The work atmosphere allowed for expression of my ideas.					
My present position provides skills development and training experience which will prepare me to achieve my specific career goals.					

4. T.U.T.	Never	Seldom	Sometimes	Frequently	Always
Did the proposed experiential training program satisfy all your personal needs and was provision made for shortcomings and expectations?					
Was the program discussed beforehand with you and did you understand the organisational set-up of the institution?					
Did you understand all the regulations of the University in connection with your experiential training and were you acquainted with the facts?					
Can you reconcile the restrictions within the organisation in question with the regulations of the University?					
Can you or your employer foresee any problems which need to be discussed?					
Are you aware of the fact that you must complete experiential training, as incorporated in the subject Experiential Training, before the National Diploma can be issued?					
Are you aware of the fact that you must register separately for Experiential Training I and Experiential Training II?					
Are you aware that you must register for the subject Project Design III along with Experiential Training II?					
Are you acquainted with the experiential training policy?					
The Work Integrated Learning Co-ordinator/lecturer(s) provided sufficient guidance, advice, assistance, etc. during visits and/or with telephone calls.					
Was the time sufficient that the Co-ordinator/lecturer(s) spent with you during the visit(s)?					
All/most of the special knowledge/skill/requirement expected of me was provided by the Institution.					

5. What was your wage/salary scale?

6. How much overtime was required from you?

7. What major fringe benefits did you enjoy?

8. Did this position contribute to your **personal** development (e.g. decision-making, responsibility, inter-personal relations, etc.)

9. How did Work Integrated Learning contribute to your **professional** development?

10. What do you consider to be the main advantage/disadvantage of Work Integrated Learning with this company?

11. Explain briefly any **special** or **additional** training which were provided to you.

12. Are there any other suggestion/improvement/change etc. which you would like to mention with reference to Work Integrated Learning?

13. Suggestions for the improvement in our academic program.

Student signature

Date

25. EVALUATION OF STUDENT BY SUPERVISOR / MENTOR

Assessment

Your evaluation of the student's performance will allow the student to assess the success of his/her work term. Your observations will also be of assistance to us in further counselling of the student.

This section should be completed by the individual in the best position to evaluate the student's training, work and attitude. It would be helpful if such a person could discuss it with the student.

Students are always interested in learning their mentor's/supervisor's assessment of their performance and are anxious for constructive criticism. We know from experience that your counselling can be most beneficial to their professional development, particularly their direct personal contact with the employer.

Instructions

- This evaluation may only be completed by the immediate mentor/supervisor of the student-in-training.
- This evaluation may only be completed in permanent ink.
- The student is to be evaluated on specific attitudes/abilities. There are specific options to choose from. Carefully read through all of the options before making an objective decision.
- Enter the specific number in the vacant block on the right hand side of the page (opposite to the options).
- Please supply a reason for your specific choice as we would like to make use of this information to either rectify our own curriculum and/or teaching methods and/or changes to our Workbooks.
- We recommend that this evaluation be completed at the end of the student's work term.

Please note that an "Outstanding" (4) rating should only be awarded in cases where the student really merits such a rating as a result of outstanding behaviour and work performance.

Your assistance and support in this Work Integrated Learning Program is sincerely appreciated.

1. Interest in work

- 4 Very enthusiastic.
- 3 Satisfactory amount of enthusiasm for job.
- 2 Interest spasmodic - occasionally enthusiastic.
- 1 Little enthusiasm for job.

2. Initiative

- 4 Self-starter. Ask for new jobs. Looks for work to do.
- 3 Acts voluntarily in most matters.
- 2 Relies on supervision. Must be told what to do frequently.
- 1 Always waits to be told what to do next.

3. Organisation and planning

- 4 Does an outstanding job of planning and organising his/her work.
- 3 Usually organises work adequately.
- 2 Does normal amount of planning and organising.
- 1 Unable to organise and plan work effectively.

4. Ability to learn

- 4 Brilliant.
- 3 Quick.
- 2 Average.
- 1 Slow.

5. Quality of work

- 4 Usually thorough. Good work. Few errors.
- 3 Work usually needs review. Has normal amount of errors.
- 2 More than average amount of errors for a trainee.
- 1 Work usually done on careless manner.

6. Judgement

- 4 Uses good common sense. Usually makes excellent decisions.
- 3 Judgement usually good in routine situations.
- 2 Judgement often not reliable.
- 1 Poor judgements. Jumps to conclusions without sufficient knowledge.

7. Dependability

- 4 Can always be depended upon in any situation.
- 3 Can be depended upon in routine situations.
- 2 Somewhat unreliable. Needs above average checking.
- 1 Unreliable.

8. Attitude towards work

- 4 Motivated. Eager to learn. Positive.
- 3 Usually motivated and willing to learn.
- 2 Lacks motivation occasionally. Accepts tasks without challenge.
- 1 Not motivated. Do not want new challenges.

9. How well does the student get along with others?

- 4 Always works in harmony with others. An excellent team worker.
- 3 Most relations with others are harmonious under normal circumstances.
- 2 Difficult to work with at times. Sometimes antagonizes others.
- 1 Frequently quarrel some and causes friction.

10. Acceptance of suggestions and criticism

- 4 Expresses appreciation and takes prompt action on suggestions and criticism by supervisor.
- 3 Accepts suggestions and criticism by supervisor in satisfactory manner.
- 2 Reluctantly accepts suggestions and criticism by supervisor.
- 1 Resents suggestions and criticism by supervisor.

☐

11. Communication skills - written expression

- 4 Good
- 3 Satisfactory
- 2 Needs improvement
- 1 Unsatisfactory

☐

12. Communication skills - oral expression

- 4 Good
- 3 Satisfactory
- 2 Needs improvement
- 1 Unsatisfactory

☐

13. Attendance

- 4 Regular
- 0 Irregular

☐

14. Appearance

- 4 Appropriate
- 0 Inappropriate

☐

15. Overall performance

- 4 Good
- 3 Average
- 2 Marginal
- 1 Unsatisfactory

☐

Company stamp

Mentor/Supervisor Name

Mentor/Supervisor Signature

Date

26. STUDENT'S PERSONAL ABILITIES EVALUATED BY MENTOR

To be completed by the employer at the end of the 24 week period.

JOB PERFORMANCE	Poor	Average	Good	Excellent
1. Has a sound knowledge of systems/procedures relevant to his/her job				
2. Work speed and accuracy				
3. Location of problems and ability to use own initiative to solve problems				
4. Learns from errors and acts accordingly				
5. Makes decisions quickly				
6. Accepts responsibility for decisions made				
7. Keeps abreast of new developments in job area				
8. Ensures that his/her work is consistently of good quality				
9. Preparedness to make an extra effort when required				
10. Job understanding				
11. Job satisfaction				

INTERPERSONAL SKILLS				
12. Bilingual				
13. Telephone technique				
14. Can accept criticism and directions				
15. Contributes effectively to group tasks				
16. Courteous to those in senior/similar/minor positions				
17. Tact				
18. Loyalty				
19. Human relations				
20. Handling of conflict				

GENERAL	Poor	Average	Good	Excellent
22. Initiative				
23. Computer/typing skills				
24. Work speed and accuracy				
25. Work under pressure				

Company stamp

Mentor/Supervisor Name

Mentor/Supervisor Signature

Date

27. MENTOR'S EVALUATION OF WORK INTEGRATED LEARNING PROGRAMME

1. Which objectives would your company like to achieve through participation in the Work Integrated Learning process? Arrange the items in order of priority, where one is the most important and eight the least important objective.

CRITERIA	OBJECTIVE 1 TO 8
(a) Satisfaction of seasonal, project or short-term employee requirements	
(b) Recruitment of long-term employees	
(c) Recruitment of quality candidates	
(d) Cost effective labour	
(e) Affirmative action	
(f) Obtain productive work	
(g) Meet requirement of Skills Development Act	
Any other (please specify)	

2. Which elements of Work Integrated Learning are important to your company? Arrange items in order of priority, where one is the most important and six the least important element.

CRITERIA	ELEMENT 1 TO 6
(a) Pursuance of work PROJECTS/ASSIGNMENTS	
(b) Availability of quality candidates	
(c) Choice of more than one candidate	
(d) Length of Work Integrated Learning period	
(e) Initial selection of candidate by Experiential Learning Co-ordinator/lecturer(s)	
(f) Any other (please specify)	

3. Which criteria do you use when selecting students for Work Integrated Learning? Arrange the items in order of priority, where one is the most important and six the least important selection criteria.

SELECTION CRITERIA	CRITERIA 1 TO 6
(a) Related work experience	
(b) Academic preparedness	
(c) Academic achievement	
(d) Maturity	
(e) Interest/motivation	
(f) Any other (please specify) _____ _____	

4. Do you think that arrangements prior to placement were professionally executed?

Yes	No
-----	----

Comment

5. Was the student well-prepared for training with regard to theoretical knowledge?

Yes	No
-----	----

Comment

6. Would you like to conduct an interview with a student before accepting him/her?

Yes	No
-----	----

7. If you conducted an interview, was the student well prepared?

Yes	No
-----	----

8. Did the Co-ordinator/lecturer contact you telephonically to enquire about the student's progress and wellbeing?

Yes	No
-----	----

Comment

9. Did the Co-ordinator/lecturer(s) visit your company?

Yes	No
-----	----

Comment

10. Did you find the Co-ordinator's/lecturer's visit worthwhile?

Yes	No
-----	----

Comment

11. Was the student evaluation useful and comprehensive enough to evaluate the student sufficiently?

Yes	No
-----	----

Comment

12. Would you continue to accept student(s) for training in future?

Yes	No
-----	----

13. Would you be interested to accept students from other disciplines?

Yes	No
-----	----

Comment

14. Are there any sections/aspects of the syllabus that you think academic staff should place more emphasis on?

Yes	No
-----	----

Comment

15. Was the evaluation discussed with the student?

Yes	No
-----	----

Mentor/Supervisor Name

Company stamp

Mentor/Supervisor Signature

Date

28. DECLARATION BY THE STUDENT

I, _____, Student no. _____
(Please print)

Declare that:

- I have personally attended the Work Integrated Learning period as arranged with this company/organisation.
- I have met and carried out all the requirements for the Work Integrated Learning as set out in the Workbook.
- I have completed all PROJECTS/ASSIGNMENTS on my own without any assistance from anyone.

Student signature

Date



**Tshwane University
of Technology**

We empower people

WORK INTEGRATED LEARNING

(IDC30BD/IDC30BT)
012 382 9596

Student Name: _____

Student Number: _____

Course: _____

Examiner Name: _____

Signature: _____

**FACULTY OF INFORMATION AND
COMMUNICATION TECHNOLOGY**
Department Computer Science

Criteria	Break Down	Marks
Project at work (30%)	<ul style="list-style-type: none"> • <i>See project mark sheet</i> 	/ 30
Industry Visits (30%)	<ul style="list-style-type: none"> • <i>Work Performance</i> • <i>Problem Solving and Planning</i> • <i>New Knowledge</i> • <i>Commitment; Self Motivation, Enthusiasm and willingness to learn</i> • <i>Initiative (Thinking and acting independently)</i> • <i>Adaptability to work environment</i> • <i>Conduct</i> 	/ 30
Logbook and Final Report (25%)	<ul style="list-style-type: none"> • <i>Logbook</i> • <i>Final Report</i> 	/ 25
Supervisors Evaluation (15%)	<ul style="list-style-type: none"> • <i>Supervisors Report and Evaluation</i> 	/ 15
	<i>Total:</i>	/ 100