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Faculty of Information Technology

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY

WORK INTEGRATED LEARNING LOGBOOK

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STUDENT DETAILS	
STUDENT NAME:	
ITS NUMBER:	
STUDENT IDENTITY NUMBER / PASSPORT NUMBER	
CAMPUS	
ACADEMIC YEAR	
STUDENT'S POSITION AT EMPLOYER	
START DATE OF TRAINING	
END DATE OF TRAINING	

EMPLOYER DETAILS	
NAME OF EMPLOYER	
DEPARTMENT	
NAME OF WORKPLACE SUPERVISOR	
CONTACT NUMBER	
EMAIL ADDRESS	
PHYSICAL ADDRESS OF EMPLOYER	
POSTAL ADDRESS OF EMPLOYER	

PART A: WIL INFORMATION

1. INTRODUCTION

Work Integrated Learning is a mode of learning that integrates the theoretical concepts of classroom activities with Industry/ Community experience. Undergraduate courses at Richfield Graduate Institute of Technology (RGIT) will progressively provide opportunities for students to undertake the form of Work Integrated Learning (WIL) that is appropriate and relevant to their programme. Co-operative Education, as well as other Work Experience Programmes, falls under the definition of Work Integrated Learning.

2. DEFINITION OF WORK INTEGRATED LEARNING

Work Integrated Learning (WIL) is defined as the component of a learning programme that focuses on the application of learning in an authentic learning workplace based context under supervision. It addresses specific competencies identified for the acquisition of a qualification, enabling the development of skills that makes the student employable. Work Integrated Learning describes an approach to carrier focussed education that includes classroom based and workplace based form of learning that are appropriate for the professional qualification.

3. PURPOSE OF WORK INTEGRATED LEARNING

Work Integrated Learning (WIL) refers to the real life or simulated work experience offered to you the student as part of your fulfilment of your programme of study towards the Bachelor of Science in Information Technology. Students will not be allowed to graduate without successfully passing their Work Integrated Learning module.

The purpose of Work Integrated Learning is to:

- Develop real knowledge on the job training experiences and to ensure that each student is aware of the actual work environment and activities involved in their chosen discipline.
- Enable students to utilise Work Integrated Learning to supplement the theoretical knowledge.
- Promote students with personal and professional development through Work Integrated Learning.
- Provide students with an opportunity for a gradual introduction into the workplace.
- To allow for employer/student negotiated learning.

4. OBJECTIVES OF WORK INTEGRATED LEARNING

The student needs to achieve the following objectives with regards to Work Integrated Learning (WIL):

- Ability to use and navigate end-user applications such as word processors, spreadsheets, databases, and presentations in an integrated business information technology environment.
- Ability to match software and hardware components to their appropriate use in application and problem-solving scenarios.
- Ability to design interactive business webpages using cutting-edge Web Design Technologies and Object-Oriented Programming solutions which are impactful to the continued evolution of the internet economy.
- Interpret the design of web-based technological architectures in providing solutions to problems concerned with the evolution of the new economy with its deep roots in e-commerce.
- Articulate and demonstrate the design of distributed Object-Oriented Programming solutions in meeting the challenges of the new economy and how these Object-Oriented Programming solutions can be integrated with wider Web Technologies for holistic solutions which promote the expansion of the Web/Internet Economy.
- Describe and define the major components of a relational database from database modelling to database design.
- Understand and apply fundamental object-oriented programming concepts.

- Understand and apply web development concepts and integrated tools for the new economy.
- Perform work-related activities in a simulated work environment.

5. GUIDELINES / PROCEDURES FOR WORK INTEGRATED LEARNING (WIL):

5.1 Aims of WIL

- To expose students to the real world of the workplace while still studying
- To assist students to gain general work experience in a professional work environment.
- To help students develop a range of valuable generic skills.
- To make the transition from students to employee easier
- To apply and practice, in an organisation, many of the concepts, theories and techniques studied in your qualification.
- To develop your graduate capabilities such as effective oral and written communication, teamwork, planning and organising, thinking creatively, problem solving and life-long learning
- To gain experiences that you the student can bring back into the classroom for discussion and analysis.
- To advance your general awareness of business practice as a basis for final year studies and ongoing career aspirations.

More specifically students are expected to:

- Identify the relationships between various course disciplines and practical applications.
- Acquire a knowledge of the organisation / industry in which they are working.
- Participate in the culture of the organisation.
- Define their individual role/s in the organisation and wider business community.
- Recognise the role of ethics in business.
- Reflect on their workplace performance.

5.2 Duration of Work Integrated Learning

A student will be placed at a suitable and appropriate employer (training institution) for a period of 150 hours (minimum 19 working days).

5.3 Orientation of the Work Integrated Learning Programme

An orientation programme is useful for helping students understand the culture of the workplace, and to avoid potential conflict and complaints. For example, the organisation/company might have a dress code or might discourage the use of private telephone calls, use of email or surfing the internet. There might be conventions for telephone message taking or memo-writing. There are usually time-keeping arrangements which need to be strictly adhered to and so on. Students need to know what the 'rules' are and why these rules might be important for the functioning of the organisation/company.

The Work Integrated Learning Co-ordinator and Lectures will orientate the student on the following:

- The importance of successfully completing the WIL Module
- Meeting programme specific outcomes
- The link between WIL and theory
- How WIL is preparing you the student for placement in an actual job environment
- Inform the student about the workplace 'rules'
- Introduce the student to the workplace supervisor.

- Inform the student that the supervisor/mentor will provide support and assistance.

5.4 Letters of Placement to the Student and Parent

The student and the parent of the student are given letters stipulating the importance of WIL for completion of one's qualification. It gives the student an indication of what is expected of him/her. The WIL coordinator needs to provide additional orientation and mentoring information regarding the student's roles and responsibilities during the placement period. A Memorandum of Understanding (MoU) is signed with employers who take on students for a WIL programme. RGIT provides the student with a letter of placement indicating the employer and period of WIL.

5.5 WIL Placements

Work Integrated Learning placements occur through competition, using a process of job description, matching of skills, aptitudes, and interests as well as interviews between employers and student. Placements found by students must be accepted as suitable by WIL co-coordinators of RGI to qualify as WIL. The student must complete Work Integrated Learning at an accredited employer.

5.6 Employer Partnership

The Institution, the student and the employer are partners in the WIL programme and, as such, must co-operate very closely in the planning, organisation, and control of the system. RGI will provide the student with a letter of placement indicating the employer and period of WIL.

The intention is for the Campus Manager/Cluster Directors to utilise this framework to develop suitable relations with industry professionals/companies, which respond to the needs of students seeking WIL. The framework will enable the Institution to develop and approve a broader and responsive range of WIL programmes through a less prescriptive 'light-touch' process, whilst maintaining rigorous quality procedures.

5.7 Aspects in which students should receive Training.

The student will receive training as per the outcomes specified below. However, the student will not be limited to these outcomes:

- Ability to apply end-user applications such as word processing, spread sheets, databases, and presentations in a business information technology environment.
- Demonstrate an ability to select and apply the use of software and hardware components to its full potential by understanding technical operations of these components.
- Apply problem solving techniques in a technical environment.
- Identify, evaluate, and manage a project plan in an integrated business information technology environment.
- Ability to utilise the required technical skills to efficiently implement the designed solutions in a distributed information technology environment concerned with data communication, networks, and internet environment.
- Describe, define, and apply the major components of the relational database model to database design.
- Understand and be able to use fundamental programming concepts.
- Demonstrate and apply fundamental knowledge of Web Development.
- Understand and be able to use fundamental programming concepts.
- Perform work related activities in a work simulated environment.

5.8 Evaluation / Assessment of the student at the Training Institution

The student and his/her employer (Training Institution) organizes his/her Work Integrated Learning according to aspects referred to in his/her logbook. The employer must appoint a mentor for the student. At the end of

the training period the student reports to his/her mentor. The mentor completes the Assessment Sheet / Mark Sheet in the logbook and allocates a mark for the Bachelor of Science In Information Technology.

5.9 Remuneration

Students are engaged in productive work during their experiential learning. Remuneration is not compulsory. However, if employers do wish to remunerate the students, students will be paid according to pay scales that are developed by participating employers.

5.10 Monitoring students

Ms teams meetings will be set up with the employer for feedback on students' progress.

5.10.1 Final Assessment

Work Integrated Learning (WIL) forms a core component of the curriculum for the completion of the Bachelor of Science in Information Technology. To pass Work Integrated Learning (WIL) the student must meet the sub-minimum marks as indicated below.

Assessment Criteria:

- To complete the practical training component, the student must have a final assessment / monitoring visit.
- The student must provide a report during this visit.
- On completion of the Assessment requirements, the supervisor and a representative from the Institution will ratify and sign-off the practical training component by completing the relevant sections of the booklet.

FINAL Mark = OBSERVATION Mark + SPECIFIC OUTCOMES Mark + REPORT Mark

= _____ %

5.10.2 Format of the Report

- Reports must be typed on one side of A4 paper, 1.5 spacing 12-point font size.
- Graphs, curves, and tables must be attached at the end of the report. Tables must be provided with headings at the top and figures at the bottom.
- Each page of the report must be numbered.
- Every section should start with a fresh page.
- Pages of reports must be bound or stapled together.
- Reports must, as far as possible, be set out as follows:

1. Title Page

Name of Student, Student ITS number, the date and the following words: "Report submitted in completion of the requirements for the Bachelor of Science in Information Technology"

2. Table of contents

List the different sections with page references.

3. Introduction

Short summary on the background and origin of the work as well as the purpose of the work.

4. Body of report

Your report should answer the following questions:

4.1 *Provide a Brief History of the Organisation/Company in which you are currently placed (attach the Organisation/Company organogram)*

4.2 *Provide a Short summary on the Department/s in which you have been placed in and the functions of the Department/s*

4.3 *Explain your tasks achieved thus far at the Organisation/Company?*

4.4 *Explain how you have applied the theoretical knowledge gained at Richfield to that of the Organisation/Company you have been placed in?*

5. Conclusion

Insert closing statements as your conclusion. Summarise your Workplace Experience.

6. Literature references

List according to the method prescribed by the Institution – Harvard Referencing Method

7. Addendum

Tables, graphs, etc.

6. ROLES AND RESPONSIBILITIES

6.1 WIL Co-ordinator

It is the responsibility of the WIL Coordinator to:

- Ensure constant and sustainable supervision of student activities and achievements.

6.2 Workplace Supervisor

The workplace supervisor must ensure the following:

- The student must engage in productive work rather than merely observing.
- The student may or may not receive any remuneration for any work performed and this is at the sole discretion of the employer.
- The student's progress is monitored by the WIL Coordinator and Lecturer during the student's placement at the employer.
- Student's performance during this period is supervised and evaluated by student mentor / supervisor / assessor.
- Completion of WIL is determined by the attainment of the initial skills and competences required by the workplace relevant to the field.

6.3 Lecturer

It is the responsibility of the lecturer to:

- Ensure that the student understands the requirements of the WIL module.

6.4 Student

It is the responsibility of the student to:

- Ensure that he / she understands and is aware of the expectations of WIL.
- Ensure that he / she passes the WIL module before graduation.

7. BENEFITS TO EMPLOYERS

- Employers can assess the students before they may decide to employ them permanently.
- Contribute towards economic growth by helping students to acquire skills, therefore making them more employable.
- It is a cost-effective way to train students and to identify potential employees.
- Potential tax benefits

8. BENEFITS TO STUDENTS

- They acquire skills that will render them more employable.
- They will be able to complete their studies.
- They will be able to bridge the gap between studying and working by putting into practice what they have learnt at RGIT.

9. BENEFITS TO RICHFIELD GRADUATE INSTITUTE OF TECHNOLOGY

- Provide employable students.
- Meet industry needs.
- Strengthen links with industry.

10. INSTITUTION'S EXPECTATIONS

- A workplace mentor should be selected and briefed before receiving student. This is the liaison person with whom the Institution would communicate with.
- The Institution obtains commitment on the programme development and on presentations for the students to get them more familiar with all areas of the workplace.
- Students should receive an orientation to:
 - Job expectations (tasks to be done, schedules, quality standards)
 - Basis for performance evaluations
 - Policy and Procedures when handling problems
 - Administrative responsibilities
 - Planned training (especially if safety is an issue)

11. STUDENT CODE OF CONDUCT AT WORKPLACE

The student is expected to abide by the required code of conduct stipulated by RGI at any workplace environment.

12. PERFORMANCE APPRAISAL

The Institution's appraisal of Student performance is a vital educational tool. The information contained in the appraisal is of critical importance in our interview with the student following the work assignment as is the student's appraisal of the on-site learning experience. The primary goal of our programme is to enhance Student development. RGIT works closely with co-operating employers in a mutual effort to monitor performance and assist Students to develop. A candid evaluation is expected from the employer.

13. TARGETS & DELIVERABLES

The workplace booklet assists in keeping the WIL programme on target. It clearly outlines the training requirements and thus streamlines the functioning of the training programme.

Job Description

- It presents itself as a generic job description that could also be used for the induction of new trainees / employees.
- It would assist with the facilitation of any staff changes e.g. rotation, staff of leave.

Competency

- The levels of competency ensure that the focus of the training is on competency that is, that the trainees can perform the work and add value to the work environment.
- These levels are assessed, evaluated, and recorded in the booklet during the monitoring visits.

Regular Revision

- There is regular revision of the content and structure of the booklet to ensure that it remains relevant with regards to the changing needs of the profession and any structural changes that may take place in an organisation.
- Together with the monitoring visits, it ensures that there is regular revision of and on the spot progress assessments of the WIL programme.

Structured Format

- Due to the structured format, the booklet itself serves as an on-the-spot and up-to-date progress report for the student and supervisor / mentor.
- It therefore assists with the student's rotation schedule and ensures overall exposure to functions.

14. STUDENT CODE OF CONDUCT

I, _____, the undersigned student, ICAS number _____, do hereby undertake to abide by the following Code of Conduct. Any breach will result in disciplinary action against me, which may lead to expulsion without any further notice.

- Students are permitted to eat and drink only in designated areas of the workplace and at the designated times as stipulated by the agreed upon terms of the employer.
- Smoking will not be allowed at the workplace, or as stipulated by the agreed upon terms of the employer.
- Students shall not consume alcohol at the workplace or any other narcotic substances or have them in their possession.
- Any damage to the workplace property through wilful acts or negligence will not be allowed.
- Students shall not engage in any act of violence, threaten violence, or carry weapons to the workplace environment.
- Students' clothes and general appearance should in every respect reflect an awareness of the workplace environment and should be conducive to that workplace environment.
- Students are not permitted to bring friends or visitors to the workplace environment without prior consent of the workplace supervisor.
- Students are responsible for all resources under their control.
- Students shall comply with rules and regulations published by Richfield Graduate Institute of Technology as well as with the workplace from time to time.
- Students will perform their duties with skill, care and diligence according to the objectives, standards and expected outcomes of Richfield Graduate Institute of Technology as well as with the workplace.
- Students will acquaint themselves with all information that pertains to their duties and responsibilities.
- Students will seek further guidance or training as required.
- Students will observe all Acts, Regulations, instructions, and lawful directions relating to their official duties.
- Students will always behave in a manner that maintains or enhances the reputation of Richfield Graduate Institute of Technology and the workplace and adhere to all policies and procedures of Richfield Graduate Institute of Technology and the workplace.

Student Name : _____

Student Signature : _____

Date : _____

Lecturer Name : _____

Lecturer Signature : _____

Date : _____

Employer Name : _____

Employer Representative : _____

Representative Designation : _____

Representative Signature : _____

Date : _____

The student will be required to complete the following tables on a daily basis giving an indication of the tasks carried out at the workplace.

LOGSHEET

WEEK 1	DETAILS
DAY 1 _/_/_	
DAY 2 _/_/_	
DAY 3 _/_/_	
DAY 4 _/_/_	
DAY 5 _/_/_	

**STUDENT
 SIGNATURE**

**WORKPLACE MENTOR
 SIGNATURE**

The student will be required to complete the following tables on a daily basis giving an indication of the tasks carried out at the workplace.

LOGSHEET

WEEK 2	DETAILS
DAY 1 __/__/__	
DAY 2 __/__/__	
DAY 3 __/__/__	
DAY 4 __/__/__	
DAY 5 __/__/__	

**STUDENT
 SIGNATURE**

**WORKPLACE MENTOR
 SIGNATURE**

The student will be required to complete the following tables on a daily basis giving an indication of the tasks carried out at the workplace.

LOGSHEET

WEEK 3	DETAILS
DAY 1 _/_/_	
DAY 2 _/_/_	
DAY 3 _/_/_	
DAY 4 _/_/_	
DAY 5 _/_/_	

**STUDENT
 SIGNATURE**

**WORKPLACE MENTOR
 SIGNATURE**

The student will be required to complete the following tables on a daily basis giving an indication of the tasks carried out at the workplace

LOGSHEET

WEEK 4	DETAILS
DAY 1 __/__/__	
DAY 2 __/__/__	
DAY 3 __/__/__	
DAY 4 __/__/__	
DAY 5 __/__/__	

**STUDENT
 SIGNATURE**

**WORKPLACE MENTOR
 SIGNATURE**

PART B: STUDENT ASSESSMENT

1. ASSESSMENT MARK SHEET

STUDENT NAME: _____

ITS NUMBER: _____

**ALLOCATION OF MARKS FOR THE BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY
EVALUATION (MARKING) WILL BE CONDUCTED IN THE FOLLOWING WAY:**

SECTION 1. OBSERVATION AT WORKPLACE (To Be Completed by the Employer; Allocated Mark Is 20%) MINIMUM MARK TO PASS SECTION1 IS 10%

NO.	OBSERVATION / WORKPLACE ATTRIBUTES	Mark Attained (✓)			
		0	1	2	3
1.	Ability of the student to meet the tasks /duties allocated toward the outcomes of the programme.				
2.	Ability of the student to communicate with fellow workers				
3.	Ability of the student to work as a team member with fellow workers.				
4.	Ability to listen and abide to instructions given.				
5.	Attendance and Punctuality				
6.	Dress Code				
7.	Neatness in performing tasks				
8.	Initiative				
9.	Self Confidence				
10.	Attitude				

SECTION 2. SPECIFIC OUTCOMES (To Be Completed By Supervisor / Mentor from the Workplace; Allocated Mark 60%) MINIMUM MARK TO PASS SECTION 2 IS 30%

NO.	SPECIFIC OUTCOMES	Mark Attained (✓)						
		0	1	2	3	4	5	6
1.	Demonstrate integrated knowledge and the practical understanding of the central disciplines of Information Technology which includes the development of web- and/or cloud-based technologies and solutions for any type of business and/or scientific application.							
2.	Demonstrate integrated knowledge and the ability to apply key concepts and paradigms in technologies that are driving the new economy, central of which are Data Science, Artificial Intelligence, Neural Networks and Financial Technology.							
3.	Demonstrate the ability to identify, analyse and critically reflect on complex web-based problems as well as complex Artificial Intelligence paradigms with a view to the application of solutions that drive and enable the new Financial and Technological economy.							
4.	Demonstrate an ability to develop advanced, complex, and appropriate models resourcefully and eclectically and strategies of information management in this technological economy in which Big Data and Artificial Intelligence-driven processes are key and central to growth systems and paradigms.							
5.	Demonstrate an understanding of the complexities of market competition, the need to create and maintain unassailable competitive advantage for the organization using the cutting edge of New Economy Technologies, processes and models based on harnessing Data Science, Artificial Intelligence and Financial Technology.							
6.	Demonstrate and understanding and a deep appreciation of the intricate industrial and occupational forces that need to be overcome and/or addressed to harness technology, the expanding body of knowledge and expertise thereof and make it the nucleus from which all business and competitive strategy derive.							
7.	Demonstrate an ability to identify, evaluate and address the continuous learning needs of the organization in order to continuously deliver products and projects that meet and satisfy customer and industry-wide needs while perpetuating the economic, technological and social relevance of the business.							

EMPLOYERS AUTHENTICATION

RGIT may confirm the information presented in the logbook with the employer(s) concerned.

I certify that (student's name) _____ has obtained the
experience as indicated in the logbook during the period _____ to

Name of Supervisor : _____

Position Held : _____

Signature : _____

Date : _____

OFFICAL ORGANISATION / COMPANY STAMP

4. OVERALL COMMENTS (WORK PLACE MENTOR):

DATE _____

SIGNATURE _____

5. OVERALL COMMENTS (WIL COORDINATOR):

DATE _____

SIGNATURE _____

6. OVERALL COMMENTS (LECTURER):

DATE _____

SIGNATURE _____