



## **Introduction**

This document aims to address the comments regarding the WIL component of the Bachelor of Arts in Visual Communication Design as set out in the correspondence of 27 August 2015.

### *Comment:*

Comments: There is a lack of alignment with regard to the information in section 2, the curriculum design, and the % learning time specifically in relation to WIL. Workplace based learning is indicated in the curriculum but not in the % learning time. There are inconsistencies with regard to the credits for WIL

The institution does not take responsibility for placement of students notwithstanding the fact that this is a compulsory component of the curriculum. This is contrary to the stipulations in the HEQSF.

### **Contents:**

1. WIL Credits
2. WIL (in relation to Programme Design)
3. Table indicating the type of learning activities, number of hours
4. WIL Integrated-Learning: Overview
5. Responsibility for placement of students in appropriate work-based learning sites

### **Attachments:**

1. WIL Policy
2. Study guide: Professional Practice
3. WIL Introduction Letter
4. WIL Placement and Progress forms
5. WIL Assessment: Employer
6. WIL Assessment: Subject Manager

## **1. WIL Credits**

WIL EL credits 5

## 2. WIL (in relation to Programme Design)

WIL is addressed in the Professional Practice Study Guide and consist of two components that the learner has to complete: Work-directed theoretical learning (1 credit) and Experiential Learning (4 credits).

Professional Practice 301

(VC\_PP 301)

Level 7

5 credit

Compulsory

### 3. Table indicating the type of learning activity, number of hours

Type of Learning Activity	Hours	% of learning time
Direct contact time (lectures, face to face, limited interaction or technology assisted, tutorials, Syndicate groups)	420	35 %
WIL (Practical experiential learning, simulated learning, laboratory work, practicals etc excluding workplace-based learning)	300	25 %
WIL (Workplace-based learning)	40	3.33 %
Independent self-study of standard texts and references and specially prepared materials (study guides, books, journal articles, case studies, multi-media)	240	20 %
Assessment	200	16.67 %
<b>Total</b>	<b>1200</b>	<b>100 %</b>

## 4. WIL INTEGRATED-LEARNING OVERVIEW

### 1. Work-Integrated-Learning: Overview

The Bachelor of Visual Communication Design programme implements Work-Integrated-Learning using four interconnected components: (1) *Scenario and Project-based learning*, which forms the foundation of WIL and provides an ongoing WIL thread to the programme; (2) *Professional practice*, which provides key communication, teamwork, business and financial-management skills presented by industry professionals; (3) *Experiential learning*, which provides practical application of skills learned and workplace experience; and (4) *The Open Window Creative Hub*, which extends WIL beyond the boundaries of the programme and provides an access point for students to the Film Arts industry and creative collaboration.

#### 1. Scenario and Project-Based Learning:

- The scenario and project-based learning approach is an integral part of the overall Bachelor of Visual Communication Design programme design and forms the basis of Work-Integrated-Learning throughout all three levels of study.
- Students are introduced, from foundation to third-year level, to working with scenarios relating to their field of study and specific subjects.

- Students are guided through a series of industry-related projects in both major and elective subjects to prepare them for the workplace and give them the opportunity to apply their skills to a practice-based project.
- The project-based learning approach is particularly suitable for the career-focused Visual Communication programme as it gives students an introduction to the types of projects and processes they will have to follow as part of their professional career. This also prepares them for experiential learning.
- The integration of scenario and project-based learning, into all levels and all subjects of the programme, provides the student with an early and ongoing orientation towards the world of work and familiarises the student with how theoretical skills fit into, and apply to, its associated professional context.

**Note:** Please refer to **Visual Communication curriculum** for more detail regarding the manner in which scenario and project-based learning have been incorporated into module outcomes for specific subjects.

## 2. Professional Practice:

- Professional Practice is a compulsory module in the final module of the third year and takes the form of *work-directed theoretical learning* where guest lecturers present a series of topics related to professional practice
- The Professional Practice module provides the learner with the basic toolset to function in the workplace as part of a team. It introduces the learner to concepts relating to communication skills, teamwork and creative collaboration.
- Further topics are aimed at introducing the student to business and personal financial-management aspects related to entering the workplace and starting a professional career.

*Experiential Learning.* Learners are briefed on the outcomes, expectations and requirements of Experiential Learning, and given an overview of the process to follow.

**Note:** See the attached **Study Guide – Professional Practice** for a complete breakdown of the Professional Practice module.

## 3. Experiential Learning:

- Experiential learning gives learner the opportunity to apply theoretical knowledge, and skills gained during the programme, to real-world projects in a professional context.
- Central to this process is identifying career opportunities and implementing a plan to access the professional industry. Also developing technical and communication skills, the ability to work as part of a creative team, and identifying strengths and areas for improvement.
- Experiential learning provides an opportunity for learners to enter the workplace while having the support of the institution in the form of the WIL Coordinator and subject managers.
- Assessment forms an integral part of the experiential learning programme. See the attached WIL assessment documents and WIL policy.

#### *Credit breakdown of WIL*

Credit Value:	Action:
1	<b>Work-directed theoretical learning:</b> Industry experts present a series of workshops as part of the <b>Professional Practice</b> module. (See <i>Study Guide – Professional Practice.pdf</i> for details)  10 hours
4	<b>Experiential learning:</b> Learners complete 40 hours of practical work based experience.  <i>*Hours spend on actual work activity and gaining work experience in the workplace is difficult to quantify. For this reason students are advised to spend up to 80 hours gaining work based experience to ensure they enjoy maximum benefits from the programme.</i>

#### **The role of the Open Window Creative Hub:**

- The Open Window Creative Hub is an initiative that allows learners to gain practical work experience under the guidance of industry professionals with the added benefit of being localised on campus and working amongst fellow students and graduates.
- The Open Window Creative Hub is open to all graduate students, alumni, academic staff and industry experts. It is an environment where creative minds can perfect their existing skills, acquire new skills and earn money - in short, it is a bridge between the learning and professional environments.
- A key objective is to work in a multi-disciplinary environment where there is meaningful exchange and collaboration between photographers, designers, animators, filmmakers, product designers, illustrators, interactive artists, space designers, academics and entrepreneurs – bringing a range of skill and dynamic influence to every project.

- The Creative Hub environment becomes a perfect vehicle to extend the industry experience component of WIL. The Hub will access and administrate industry connections with our third year degree students and assure adequate feedback from the industry for the academic staff to be able to evaluate work integrated learning of undergraduates.

## **5. Responsibility for placement of students in appropriate work-based learning sites**

Since the WIL component at Open Window Institute includes workplace-based learning that carries credits, Open Window Institute has put various measures in place to take responsibility for the industry placement of its students. A structured approach to WIL ensures that the process is sufficiently monitored and assessed. It is the duty of the student to fill out the form (WIL Placement & Progress) available at the WIL Coordinator, indicating their area of speciality in order to be placed in a suitable workplace environment.

### **The Student Lab (SL)**

In order to facilitate student placement, Open Window Institute has introduced the Student Lab, which is a professional agency environment that deals with real-world commercial clients. The Student Lab sources industry projects, which are managed by senior staff and the relevant lecturers in the specific field. It is the responsibility of the Student Lab to generate and source work and to match the student's particular skill-set to a specific project. The Student Lab becomes the creative studio environment in which students find placement and in which students are guided and mentored.

### **Open Window Creative Hub (OWCH)**

Projects are generated for the Student Lab by the Open Window Creative Hub is a subsidiary of which is Open Window Institute that generates commercial projects and manages clients. OWCH is also responsible for the professional management of the Student Lab. The aim is to via OWCH, create an overlap between the professional industry context and the academic environment. Its function include the following:

- marketing
- seeking and fostering relationships with clients and agency for the benefit of OWI students
- generation of real industry projects
- management of clients
- quality control of projects
- a professional industry workspace

In conjunction with the Head of School, Open Window Creative Hub (OWCH) acts as the institutional WIL coordinator. Together, they have the following focused role (Work Integrated Learning: Good Practice Guide 2011:58).

- develop the guidelines against which WIL is practiced
- develop and maintain structures that supportive of WIL
- monitor the implementation of WIL
- collect, and interpret data related to WIL (in the form of the employer and student assessment forms)
- review and evaluate the OWI WIL initiatives.

Existing OWCH clients include Assupol, Law Society, Nike, Group M, Joe Public, The Bakery Ideas company and OWCH, in partnership with Open Window Institute has a relationship with IBM. The aim is for the learner to benefit from the relationships built by OWCH in order to possibly find placement.

The structured WIL component is complemented by Open Window Institute initiatives such as the OWI Business Club, which is open to all students to attend. It is a monthly event that hosts speakers from the industry and allows students the opportunity to learn in an informal manner and to ask questions.

In addition to the structured student placement via OWCH, its website and Facebook page offer job opportunities to students in order to further facilitate workplace learning. The contact list of studios and agencies, as well as, employment opportunities are provided to students via e-mail. Students must ensure that their e-mail addresses are correct. The WIL Coordinator continually circulates internship possibilities via email to Subject Managers for the referral of learners.

## **6. THE PROCESS:**

If the learner wishes to approach an agency directly, he or she has to contact the company of choice personally to make arrangements for starting the practical training and, should the company request it, arrange to provide him or her with a Curriculum Vitae and portfolio. If the Open Window Institute places the learner via OWCH he or she must notify OWCH timeously.

Students must discuss their plans with the WIL Coordinator who will record their place of employment. Students will be provided with an evaluation form that they have to hand to their employer on the day they start working at the company as well as guidelines for completing the student assessment report. It is the student's responsibility to ensure that the WIL

Coordinator receives both the employer and student assessment report before the end of the curricular year.

## **7. PART-TIME WORK BY LEARNERS**

Learners who are employed part-time and wish to use this opportunity to fulfil the WIL requirements must inform the WIL Coordinator of this fact. These learners are required to follow the process mentioned above.



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## **OPEN WINDOW INSTITUTE: SCHOOL OF VISUAL COMMUNICATION**

### **WORK INTEGRATED LEARNING POLICY**

The pedagogical approach of Open Window Institute is characterised by a Work Integrated Learning in various ways. Our Curriculum Design takes WIL into account. Programmes on offer at OWI are designed by lecturers in conjunction with Advisory Committees consisting of a industry experts as well as prominent academics from reputable universities including the University of the Witwatersrand, Pretoria University and the University of Stellenbosch. Learners' practical final-year portfolios (on exit level) are evaluated by external moderators who are sourced from the industry. These moderators are chosen because of their area of specialisation, their industry knowledge and skills in the same area in which the student majors. Students thus benefit from current industry feedback and is afforded the opportunity to network.

Besides the placement of learners in the industry, the Visual Communication degree syllabus makes provision for the integration of praxis and theory by means of a simulated learning method within the campus environment of OWI. Throughout their studies, students work on practical projects that simulate projects typically found in the industry or workplace. Practical projects are chosen for their relevance and the aims are conveyed to students through creative briefs. The learning environment is often collaborative and the lecturer guides the student towards suitable creative solutions, much like an Art Director would guide the designer, illustrator or photographer.

### **WORK-BASED LEARNING AT OPEN WINDOW INSTITUTE**

Work-based learning is compulsory for all final year Degree learners. Learners who fail to complete their credit bearing WIL component (consisting of work-based learning and the



theoretical component), will not receive a qualification. Learners must bear in mind that both reports (Experiential Learning: Employer Assessment and Feedback form and the Experiential Learning: Learner Self-Assessment & Feedback form) must be handed in as part of the requirements for obtaining the degree.

### **1. DURATION:**

Degree students must spend at least 40 hours during module 4 of the academic year academic year working on actual industry projects assigned by a real client. Degree students do not attend formal classes in order to complete these credits. Learners must however attend the theoretical classes that forms part of the WIL requirements. Together, the theoretical component and the Work-based learning amounts to a total of 5 credits (50 hours).

### **2. MONITORING AND EVALUATION OF EXPERIENTIAL LEARNING:**

Evaluation reports: Students must report to the WIL Coordinator to receive the briefs and assessment forms (one for the employer and one that has to be compiled by the student). The form for the employer is the Experiential Learning: Employer Assessment and Feedback form and the form for that the student has to fill out is the Experiential Learning: Learner Self-Assessment & Feedback form. Alternatively, the form can be accessed at the following link and should be made available to the employer.

<http://www.jotformpro.com/form/51313016247949>

The Employer Reports: The Creative Manager of the company must monitor and assess the student's contribution during the period of Work-based learning. The Creative Manager who mentors the learner at the agency must complete and send this report to The Open Window Institute's WIL Coordinator.

The Learner Self-Evaluation Report: The Learner must conduct a self-evaluation after the completion of the Work-based learning period and hand this report to the WIL Coordinator. Alternatively, the student form can be accessed at the following link:

<http://form.jotformpro.com/form/51313838215956>

BOTH reports must be submitted by 30 November of the final year of study.

The WIL Coordinator must hand both the student and employer assessment reports to the subject manager of the student's major subject(s). The subject manager compiles a student feedback report based on the reports received. The WIL Coordinator must ensure that the student receives the subject manager feedback report. Students have the option to meet with the subject manager to discuss their experiential learning feedback report.

### **3. CHOICE OF COMPANY/STUDIO OR AGENCY:**

The company, studio or agency must be recognised and active in the creation or production of products in the field of Visual Communication and associated disciplines. The choice of studio is dependent on the subject that the student majors in. The chosen creative and professional environment should complement the student's formal learning by providing a practical skill-set used in the industry. The aim is also to facilitate a smooth transition between the academia and the industry. The type of work undertaken as part of the WIL component is consonant with the student's major subject and ultimate career path and may include advertising agencies, production studios, design studios, multimedia studios, video editing and special effects houses, animation studios, *et cetera*.

In addition to the above mentioned Work-based learning experience, Open Window Institute will also notify learners of internship opportunities via its partner (Open Window Creative Hub). The aim is to not only facilitate the learner's placement in the industry, but to make it easier for learners to find suitable placement.

Here we have to describe how we notify the students.

#### **4. THE ROLE OF THE LEARNER**

It is expected from the learner to function as an active participant of the design studio or advertising agency. The learner's contribution must be recognised as part of the creative process. If the student is not allowed to participate in the creation of the projects, the student must see that he/she is as helpful as possible in any other way.

#### **5. PLACEMENT OF THE LEARNER:**

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## **7. PART-TIME WORK BY LEARNERS**

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## **8. FEEDBACK & INTEGRATION**

Subject Managers must consolidate all learner and employer assessment reports and the learner feedback reports, into a single WIL feedback report for that year. This report must highlight key value and problem areas that should be addressed in the course/programme. This report must be submitted to the WIL Coordinator to be used in planning of future courses, and/or additions or amendments to current offerings.



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## OPEN WINDOW INSTITUTE: SCHOOL OF VISUAL COMMUNICATION

### PROFESSIONAL PRACTICE

Subject code:	VC_PP 301		
Status of subject:	Compulsory Elective		
Level:	Year Three - Bachelor in Visual Communication Design		
Credits:	Total: 5	1 Credit	<b>Work-directed theoretical learning</b>
		4 Credits	<b>Experiential learning</b>
Contact hours:	Class/Group Individual Formal assessment	10 1 0.5	
Pre-requisites:	-		
Co-requisites:	-		

Studio:	HALL E
Head of Subject:	Pluto Panoussis
WIL Coordinator:	OWCH

### 1. Course Overview:

The Professional practice module is compulsory for all third-year major students.

It consists of two parts:

1. Professional practice: Industry experts present a series of workshops to prepare the student to enter the workplace.
2. Experiential learning: Practical work-based experience

This course introduces students to the experiential learning programme; its outcomes, requirements and procedures.

## 2. Outcomes & Assessment:

OUTCOMES	ASSESSMENT CRITERIA
1. Identify and engage with an appropriate workplace	1.1 Identify a company/studio/agency for experiential learning 1.2 Make contact with the identified company by applying for an experiential learning position 1.3 Communicate your progress to the WIL Coordinator
2. Apply theoretical knowledge and skills in a professional context	2.1 Work as part of a creative team 2.2 Apply skills to specific tasks and projects 2.3 Develop technical skills in the workplace 2.4 Develop communication skills in the workplace
3. Observe your progress, conduct and effectiveness in a professional context	3.1 Identify your strengths in the workplace 3.2 Identify your weaknesses in the workplace 3.3 Identify your most valuable skills in executing creative projects 3.4 Identify skills that you need to develop to be more effective in the workplace
4. Reflect on and analyse your observations	4.1 Reflect on how you can develop your professional and technical skills in the future 4.2 Identify possible career paths
ASSESSMENT ACTIVITIES	
<p>a. Professional practice: Write a 2000 word report on all topics covered from week 2 to 8. Your report must give a summary of each component and explain the importance of these components in entering the workplace and becoming a career professional.</p> <p>b. Experiential learning:            - Source an appropriate company/studio/agency that are inline with your career goals and major subject.            - Gain practical experience by working for a company on creative projects.            - Complete a self-assessment report on your activities, conduct and progress while working for the company.            - The company must also complete an assessment report on your activities and conduct.            - Both your self-assessment and your employer's assessment reports must be handed in to the WIL Coordinator for your subject manager to compile feedback.</p> <p><i>*Students may consult with both the WIL Coordinator and their Subject Manager during the experiential learning period.</i></p> <p><i>*It is advised that students source companies for experiential learning no later than the second week of the professional practice module and complete their experiential period no later than 4 weeks after the end of the professional practice module.</i></p>	

## 3. Module Content:

Component:	Sub-components:
Professional practice & Experiential Learning	<ul style="list-style-type: none"> <li>Finding an appropriate workplace</li> <li>Entering the workplace (what to expect)</li> <li>What is experiential learning?</li> <li>Outcomes of experiential learning</li> <li>Self-assessment</li> <li>Finding your strengths and weaknesses</li> </ul>
Communication and teamwork	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Understanding team dynamics</li> <li>Your role in the team</li> <li>Creative collaboration</li> </ul>
Showcasing	<ul style="list-style-type: none"> <li>Your CV</li> <li>Your portfolio</li> <li>Using your CV and portfolio to best effect</li> <li>Promoting your idea</li> <li>Digital marketing</li> </ul>
Entrepreneurship	<ul style="list-style-type: none"> <li>Setting up a business</li> <li>Managing your money</li> <li>Basic accounting</li> <li>Income, Tax, and Labour Law</li> <li>Entertainment Law in South Africa</li> <li>Funding and proposals</li> </ul>

#### 4. Module Breakdown:

Week	Theme/Topic
1	Introduction to Professional Practice & Experiential Learning
2	Communication skills & teamwork in a professional context
3	Showcasing your work – CV's and portfolios
4	Entrepreneurship
5	Funding, proposals and digital Marketing
6	Basic accounting
7	Income, Tax, & Labour law
8	Copyright law in South Africa



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## **Open Window Institute's Visual Communication Experiential Learning Programme**

***Dear Sir / Madam***

**Student Name** is currently a Bachelor of Visual Communication learner at The Open Window Institute.

It is compulsory for final-year students to complete 40 hours of experiential learning at a recognised studio, company or agency of their choice in order to qualify for the degree programme. All experiential learning must be completed by the end of the curricular year.

The company is not expected to remunerate the student for work done during experiential learning. Should a company wish to pay a student, it is a matter between the employer and the student.

The Open Window has set aside the last module of the student's third/final year for experiential learning. However, should the company prefer the student to work during a different timeslot, this could be negotiated with the student as long as the required hours are adhered to.

It is expected from the student to function as an active participant of the design studio or advertising agency. If it is not possible for the student to participate in the creation of the projects, he or she should be as helpful as possible in any other way.

The manager/mentor will be given an evaluation form on the day the student starts working at the company, which has to be returned to the student on completion of his/her training. A signed confirmation notice on the company's letterhead of the student's employment must accompany the evaluation form.

**We would appreciate it if you could accommodate this student.**

You are welcome to contact me on: **012 648 9200** or e-mail: info@openwindow.co.za

*Thank you for your assistance in this regard. It is highly appreciated.*

*Yours sincerely,*

*Lerato Madisa (WIL Coordinator: Visual Communication Design)*



## WIL PLACEMENT AND PROGRESS FORM

[illegible]



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## OPEN WINDOW INSTITUTE: SCHOOL OF VISUAL COMMUNICATION

### Experiential Learning Employer Assessment & Feedback

Please complete the form and return it to the student. You may also email the completed form to our WIL Coordinator: **info@openwindow.co.za**

***We appreciate your feedback.***

***IMPORTANT:*** This evaluation form must be accompanied by a signed confirmation notice - on the company's letterhead - of the student's employment with your company.

<b>Company Name:</b>			
<b>The company specialises in:</b> <i>(Tick one or more)</i>	Advertising agency Design agency or studio 2D Animation Motion graphics UX company	Industrial design agency Photography studio or agency Editorial publication <b><i>Other (Please specify):</i></b>	
<b>Mentor:</b>			
<b>Contact Details:</b>			
<b>Student Name:</b>			
<b>Start Date:</b>		<b>End Date:</b>	
<b>Total hours:</b>			

1. **Involvement:** The involvement that you expected of the student in the activities of your company:

Observation only	General office maintenance and administration duties	Moderate involvement with creative projects	Full execution of creative briefs	Full involvement in all aspects
<b>Remarks:</b>				

Please complete the following questionnaire by allocating a grade to the performance of the student.

- 1 and 2: Extremely poor  
 3 and 4: Poor  
 5 and 6: Good  
 7 and 8: Very good  
 9 and 10: Excellent

NA: The student was not given the opportunity

2. **Professionalism:** Indicate the student's conduct with regard to punctuality, professional appearance and behaviour in the working environment:

1	2	3	4	5	6	7	8	9	10	NA
<b>Remarks:</b>										

3. **Conceptualisation and problem solving ability:** Was the student able to engage in conceptual and problem solving discussions in an intelligent and articulate manner? Did the student show sufficient creativity in solving conceptual and design briefs?

1	2	3	4	5	6	7	8	9	10	NA
<b>Remarks:</b>										

4. **Technical skills:** Did the student demonstrate competent computer and technical skills in the solving of project briefs?

1	2	3	4	5	6	7	8	9	10	NA
<b>Remarks:</b>										

5. **Design practice:** the student's ability to handle professional projects from client brief to finished artwork

1	2	3	4	5	6	7	8	9	10	NA
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Remarks:

6. **Co-operation** and interpersonal relationship with other members of the creative team (the ability to work towards a common goal)

1	2	3	4	5	6	7	8	9	10	NA
Remarks:										

7. **Consideration** towards employers and clients

1	2	3	4	5	6	7	8	9	10	NA
Remarks:										

8. **Motivation:** consider the intensity of work and realistic achievement within time constraints

1	2	3	4	5	6	7	8	9	10	NA
Remarks:										

9. **Leadership potential**

1	2	3	4	5	6	7	8	9	10	NA
Remarks:										

10. **Sense of responsibility** (is the student willing to accept complete assignments and is the student capable of completing these assignments?)

1	2	3	4	5	6	7	8	9	10	NA
Remarks:										

11. **Initiative**

1	2	3	4	5	6	7	8	9	10	NA
Remarks:										

12. **Critical faculty** (objectivity and realistic criticism)

1	2	3	4	5	6	7	8	9	10	NA
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Remarks:

**GENERAL**

14. What do you regard as his/her most commendable characteristics?

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15. In which areas is further development necessary?

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16. Which professional skills are mostly lacking?

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17. Would you appoint this person if he/she should apply for a vacant post at your company?

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Remarks (any further information that might be relevant)

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**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



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## EXPERIENTIAL LEARNING: SUBJECT MANAGER FEEDBACK

<b>Student Name:</b>			
<b>Major Subject(s):</b>			
<b>Company Name:</b>			
<b>Company Disciplines:</b>			
<i>Strengths Identified by Student:</i>		<i>Strengths identified by Company / Mentor:</i>	
<u>Feedback &amp; Suggestions:</u>			
<i>Weaknesses Identified by Student:</i>		<i>Weaknesses identified by Company / Mentor:</i>	
<u>Feedback &amp; Suggestions:</u>			
<b>Signature:</b>		<b>Date:</b>	

