



**Tshwane University
of Technology**

Faculty of Science

Department of Biomedical Sciences

Thursday, 08 April, 2015

Prof K Naidoo
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Dear Prof Naidoo

**RE: TUT RESPONSE ON THE ACCREDITATION OUTCOME OF THE DIPLOMA IN
VETERINARY TECHNOLOGY**

The Department of Biomedical Sciences at the Faculty of Science of the Tshwane University of Technology has taken note of the inconsistency found in the submission of the Category B Diploma and had made the following amendment. We trust that you find the amendment made to be satisfactory and up to your expectations.

CONCERN

The Institution needs to clearly indicate the workplace-based learning credits towards the programme

RESPONSE TO CONCERN

1. The response in Section 2 related to "WIL EL Credits" clearly indicates "0" Credits.
2. As such, **no workplace-based learning (requiring placement)** forms part of the design of this programme.
3. The section related to the types of learning in Section 3, clearly indicates that 364 Hrs (36C) are dedicated to practical learning, simulated learning, laboratory work etc. These teaching and learning types, representing 9.78% of the total curriculum is aligned with the requirements of the Guidelines of WIL (CHE, Monitor 12).
4. A laboratory (on-campus skills lab) designed for the training of students in laboratory operations was built and equipped for Veterinary Technology. The Facility is designed for the offering of laboratory training in Molecular Biology, Serology, Bacteriology and Parasitology. A veterinary technologist will assume the role of laboratory manager, responsible for managing student activities during training. Students will be rotated in all the four main sections of the laboratory, ensuring exposure of students to various techniques specific to each subfield of veterinary technology.
5. However, the department agreed to complete/answer the last questions in Section 3, providing clarity on how WIL (**Excluding workplace-based learning**) will be organised and managed. See the responses in Annexure A.

ANNEXURE A

EXPLAIN HOW THE GUIDELINES FOR THE WORKPLACE-BASED LEARNING COMPONENT OF THE PROGRAMME PROVIDE CLARITY ON THE ROLES AND RESPONSIBILITIES OF ALL INVOLVED PARTIES AND INCORPORATE ETHICAL AND EDUCATIONAL CONSIDERATIONS. HOW IS THE INFORMATION IN THE GUIDELINES COMMUNICATED TO STUDENTS?

The Department of Biomedical Sciences will, through the Course coordinator, be responsible for ensuring that proper laboratory-based training is advanced to students. The actual management and running of the laboratory is the role of the veterinary technologist Miss Susan West who is employed on an 8 am to 1 pm contract, whilst drafting of the facility guidelines and running of WIL will be the role of Miss Nomsa Letsoalo. The technologists will ensure students will have at least 20 hours weekly conducting experiments in any of the four subfields of veterinary technology, for liaising with industry and ensuring quality assurance and implementation of quality control measures within the facility in collaboration the University of Pretoria and Onderstepoort Veterinary Institute for Biochemistry and Virology facilities.

Academic staff members will design the training manuals for all laboratory-based activities. The successful completion of the training manual will be followed by a comprehensive report written by the students. This will be used as an assessment tool.

WHO TAKES RESPONSIBILITY FOR THE PLACEMENT OF STUDENTS IN APPROPRIATE WORK-BASED LEARNING SITES, AND HOW DOES THE RESPONSIBLE PERSON ORGANIZE THE PLACEMENTS? ARE THE REQUIRED FORMAL AGREEMENTS IN PLACE? (PROVIDE APPROPRIATE DETAIL)

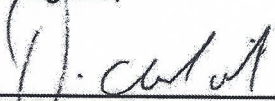
Since work-integrated learning will be conducted at the laboratory facility at the Tshwane University of Technology, we will not be placing students at private institutions; hence, no agreements are necessary. However, there will be collaboration with various institutions for expertise and supply of biological samples for practicals.

HOW IS WORKPLACE-BASED LEARNING MONITORED, SUPERVISED AND ASSESSED? SUPERVISED AND ASSESSED?

The Work Integrated Learning module in Veterinary Technology is an exit level module that will be assessed formatively using various assessment instruments, tools and methods throughout its duration. The purpose of assessment is to (1) monitor the level of learning taking place (diagnostic), (2) enhance learning and to (3) establish whether the student has achieved the required learning outcomes in the various units of the module applicable to industry.

The Veterinary Technology in-house Work Integrated Learning program will be composed of four rotations in four subfields of veterinary technology. A log book for Day one competencies according to SAVC guidelines will be issued to students. Upon completion of a specific field rotation, a formative assessment (test/practical report) will be conducted. The successful completion of the training manual will be followed by a comprehensive report written by the students as well a presentation of the observations. This will be used as an assessment tool.

Kind Regards,



Prof D du Toit

Head of Department Biomedical Sciences

Date: 10/04/15



Dr. Caroline Selepe

Director: Directorate of Quality Promotion

Date: 23/04/2015

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