



**Tshwane University  
of Technology**

**Faculty of Engineering and the Built Environment**  
**Department of Electrical Engineering**

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13 April 2015

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Dear Prof Naidoo

**RE: TUT RESPONSE TO DEFERRAL OF DIPLOMA IN ELECTRICAL ENGINEERING (HEQC  
REF: NDEE03)**

The Department of Electrical Engineering of the Faculty of Engineering and the Built Environment of the Tshwane University of Technology took note of the inconsistency found in the submission and submits the following amendment. We trust that you find the amendment satisfactory.

**CHE REASON FOR DEFERRAL**

*"There is no information on the management of WIL which is a structured part of the curriculum design. The assessment purpose requires strengthening."*

**RESPONSE TO CONCERN**

In the following sections additional information is provided on the management and assessment of WIL as a structured part of the curriculum in the Diploma in Electrical Engineering.

- **WIL as integral part of curriculum**

The WIL component (module) forms an integral part of the curriculum of the Diploma in Electrical Engineering where industry partners play a major role in supporting students to apply their skills and knowledge in real world applications. This provides students with an opportunity to master different techniques and skills to become a competent electrical engineering technician.

- **Student placement**

The number of WIL placements is negotiated with employers three years in advance which will determine the number of students that can register for the different fields of specialisation (Clinical, Digital Electronics, Instrumentation and Power) in the Diploma in Electrical Engineering for each year.

Departmental academic staff visits employers in industry to approve each workplace-based-learning site with reference to the employer's training programme, training facility and trainer(s) / mentor(s) ability to apply the specific specialised curriculum content as stipulated in the WIL study guide and workbook.

Once a workplace-based-learning site is approved, contracts are signed with the employer to establish a working relationship that outlines the different roles and responsibilities of the respective parties. The number of students that can be accommodated per semester is also negotiated during this process. Workplace-based-learning sites are approved for a maximum period of five years.

A student is also required to sign a learning agreement with TUT and the employer indicating the different role-players and their respective responsibilities. The learning agreement contributes to ensure that the learning outcomes of the module, as indicated in the WIL study guide and workbook, are achieved and assessed to meet engineering technician requirements as specified by the Engineering Council of South Africa (ECSA).

Students are placed at employers relevant to their field of specialisation and number of places available at the employer.

- **WIL programme structure**

The WIL study guide and workbook is designed to outline the required learning outcomes for the workplace-based-learning module. The study guide and workbook indicates the fundamental, core and elective knowledge and skills (outcomes) required for each of the fields of specialisation (Clinical, Digital Electronics as well as Instrumentation and Power). The different outcomes that must be achieved will be



assessed through the use of rubrics to set a uniform standard of assessment for student's learning at all workplace-based-learning sites.

During the semester prior to their workplace-based-learning placement, students will be briefed on the requirements of the WIL module. This includes but is not limited to: placement, accommodation, study guide and workbook use, report back, behaviour and attitude, lecturer visit, Labour Relations Act, leave (sick, study), assessment, outcomes, final report and debriefing etc.

- **Supervision and assessment**

As part of the agreement with an employer, they are required to provide a mentor/s for the student(s) who will train them in the different fields of specialisation to achieve the outcomes as stated in the WIL study guide and workbook.

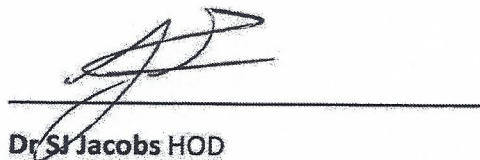
On completion of specific training periods the mentor will assess the student's learning against the outcomes indicated in the WIL study guide and workbook. Feedback between the assessor and the student take place immediately after the assessment and where required, remedial action is discussed with the student to address shortcomings to meet a given outcome. The mentor/trainer/assessor will record and monitor the progress of the student regularly and systematically. The employer is required to report any serious deviation in a student's behaviour or learning to the WIL coordinator of the Department of Electrical Engineering for further action. All specified documentation will be send to the WIL coordinator at the end of the WIL module. Students who did not achieve all outcomes at the end of the training period will have to re-register for the WIL module to complete these outcomes.

Students must email weekly reports, signed by the mentor/trainer at the end of the month to the WIL coordinator. These reports will indicate the progress of the student and if any intervention or site visit is required.

At the end of the module students are required to write and submit a final report and do a short presentation on their workplace-based-learning experience. The purpose of this report and presentation is part of the process to verify if the outcomes were achieved and also serve as a debriefing and reflection on the learning.

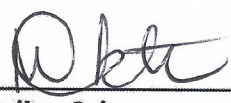
Departmental academic staff is required to visit workplace-based-learning sites during the WIL semester to ensure employers and students adhere to workplace-based-learning requirements. All workplace-based-learning sites must be visited during this semester and lecturers are required to submit a report for each of these sites visited.

Sincerely



Date: 13/04/15

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Date: 23/04/2015