



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF HIGHER EDUCATION AND TRAINING

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WORK INTEGRATED LEARNING

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WORK INTEGRATED LEARNING

- Experiential learning for many years was the domain of the former Technikons. However, this does not mean that university qualifications do not have experiential training. For example the MBCHB has experiential training although it is called clinical training and is funded through the clinical training grant.
- The Minister approves the split between formal time and experiential time as it has funding implications. Experiential training is not funded.
- In recent years the terminology changed from experiential training to work integrated learning. However, this does not mean that institutions can just remove the “old” experiential training component and claim the whole qualification is now formal time. In the PQM process this will still be monitored.

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WORK INTEGRATED LEARNING

- The Directorate: Information systems has developed a web application where both the students and the employers can capture their information. It has been stated that this is not an unemployment database, meaning graduates who can't find work cannot register on this database.
- The student records his/her information regarding their placement requirements, such as the qualification they have or are registered for. This information will be verified against the databases at the DHET.
- The employers will register their details and the available placement opportunities.

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- The DHET will then matches and submit the lists of students needing placements to the employers.
- To be noted this is not a reporting tool, but a service for the students who need placements.
- SATN however has raised some concerns over this system and discussion between Ms Mapaseka Letho from the directorate Information systems co-ordination and a representative from the Skills branch took place on the 21st July 2016.
- The colleague from DHET indicated that iWIL has 3 categories of students

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- The first two categories do not require WIL for qualifications and they are matched if there is an available employer who has registered on the iWil system.
- The third category is where students require WIL for their qualifications and students registered in iWIL are referred back to their institutions
- It has however been found that the number of students registering on this system at this point in time is just over 500. The number of employers registered on this system at this point in time is very low.

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WORK INTEGRATED LEARNING – COMMENTS FROM THE COMMITTEE

- The first two categories that are place able are not WIL students but interns; therefore the system should not be called iWIL but something that is appropriate to its function;
- The interpretation of WIL was given to be “WIL students are those students who have registered with the institution and need work placement to integrate work requirements with the learning that happened from the institutions, as part of the qualification. The WIL students have learning outcomes to be achieved, the programme is structured such that there should be assessment, mentoring, etc.”
- The interns are not assessed by anybody, hence there is no targeted learning outcomes for them;

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WORK INTEGRATED LEARNING – COMMENTS FROM THE COMMITTEE

- The name iWIL for the system provides a false impression to students because it does not help them and therefore WIL students should not be allowed to register on this system;
- The committee raised the issue of the policy on WIL, they need a policy on WIL not on other issues like Work Place Based learning that was presented a Research Colloquium;
- WIL students should be the registered students at institutions not like the WIL students from TVET colleges that do not have a structured programme, however the WIL policy should cover TVET colleges;

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WORK INTEGRATED LEARNING – COMMENTS FROM THE COMMITTEE

- Challenges of WIL students from TVET colleges should be addressed separately from the policy;
- The committee needs feedback on comments that were provided for the WIL policy;
- The committee feels that universities should not be treated as one size fits all because their WIL students are different from TVET WIL students;
- The committee suggested that the WIL Policy should address funding
- The committee will send a framework of different definitions and terms regarding experiential learning such as WIL, Interns, etc.

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WORK INTEGRATED LEARNING – COMMENTS FROM THE COMMITTEE

- SATN members indicated they will need the intervention of the DHET regarding funding provided by the SETAs for WIL. Some challenges were raised by the members in regards to the SETAs administrative processes, identification of employers, etc.
- Regarding placements done by the DHET and/or its entities, UOTs will like to be involved to make sure that the workplaces are suitable and that they can follow a programme designed by the institution in line with the curriculum. Experiential learning requirements differ from programme to programme but costs for most students relate to travel to and from workplaces.

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