UNIVERSITY
OF
JOHANNESBURG

WORK INTEGRATED LEARNING AND SERVICE LEARNING POLICY

Document number	**5P/5.11**
Custodian	**Academic Development and Support**
Responsible Division	
Status	**DVC Academic**
Approved by	**Senate**
Date of approval	**17 July 2007**
Amendments	
Dates of amendments	**5 June 2014**
Review date	**2019**

Related documents	
UJ documents (e.g. Policies, Regulations, Guidelines, Contracts)	**Other** (e.g. Legislation, DoE and HEQC directives and guidelines)
UJ Vision, Mission and Values; **Academic Programme Policy;** **Academic Regulations;** **Admission Policy;** **Community Engagement;** **Language Policy;** **Development and Evaluation of Learning Material Policy;** **Policy on Higher Degrees and Postgraduate Studies;** **Policy on People with Disabilities;**	**Higher Education Act (Act 101 of 1997);** **South African Qualifications Authority (SAQA) Act (Act 58 of 1995);** **Criteria and Guidelines for Assessment of NQF Registered Unit Standards and Qualifications: SAQA, October 2001;** **Guidelines for integrated**

• Policy on Recognition of Prior Learning; • Staff Development Policy; • Teaching and Learning Policy; • Undergraduate Assessment Policy; • UJ Code of Academic and Research Ethics; • UJ Programme Review Manual; • UJ Transport Policy; • UJ Personal Accident Insurance Cover; • Guidelines for Good Practice for WIL at UJ.	assessment: SAQA, September 2005. • Ministry of Education: National Plan for Higher Education in South Africa: February 2001; • CHE: Higher Education Quality Committee (HEQC) Criteria for Institutional Audits: November, 2004; • CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004; • Labour Relations Act (Act 66 of 1998); • CHE Work-Integrated Learning Good Practice Guide (2011); • CHE Good Practice Guide for Service Learning (2006); • National Skills Development Strategy (NSDS) III (2011); • National Development Plan: Vision 2030 (2011); • Higher Education Qualifications Sub-Framework (2011); • NQF Level Descriptors (2012) • Protection of Private Information (POPI) Act No 4 0f 2013; • White Paper on Post-School Education and Training (2013).
Stakeholders affected by this document (units and divisions that should be familiar with it).	• Executive Deans and Vice-Deans; • Heads: Academic Departments; • Lecturers (Part-time and Full-time); • Executive Directors and Directors: Academic Support Divisions; • Heads: Academic Support Units; • Students.
Website address of this document:	**INTRANET**

CONTENTS

WORK INTEGRATED LEARNING AND SERVICE LEARNING POLICY

1. PREAMBLE

The University of Johannesburg provides a wide spectrum of academic programmes from formative general and professional to career-focused academic programmes that address national and regional imperatives, support transformation of the higher education system and advance the values of freedom, democracy, equality and human dignity.

Central to the University's mission statement of "Inspiring its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge" lies the quality of its programmes and a commitment to offering academic programmes that have international recognition as well as national legitimacy, credibility and well understood academic, professional and career-orientated outcomes. A range of career-orientated academic programmes includes work integrated and service learning modules in which knowledge and skills acquired in the lecture hall and laboratory are complemented by contextualised well-structured authentic learning in work- based contexts and/or service activities aimed at addressing service needs in a community. The modules concerned are integrated into the respective academic programmes and are based on best practice in respect of curriculum development, programme design, programme structure, relevant module approval (internal and external) and learning activities.

The University takes note of the emerging terminology around the concept of Work Integrated Education (WIE), but will for the present standardise on and retain the use of the term Work Integrated Learning (WIL) in its programmes. Refer to Appendix A.

The Work Integrated Learning (WIL) and Service Learning (SL) Policy is the principal means by which the University assures the quality and standards of these modes of learning delivery.

2. PURPOSE

The purpose of this policy is to:

2.1 establish a clear framework of regulations, guidelines and procedures for the design, implementation, monitoring, assessment and the review of the intended learning outcomes of WIL and SL modules as they pertain to the academic programmes concerned;

2.2 ensure that the academic programme and specific module outcomes meet the relevant statutory and professional body requirements, as well as academic-related requirements;

2.3 provide benchmarks to guide the planning, development, design and implementation of WIL and SL to ensure institutional clarity and quality in the

management of these modules.

3. **SCOPE**

This policy applies to all credit-bearing, subsidised academic programmes that contain a WIL or SL component and to all academic departments across all faculties and campuses offering such programmes.

4. **DEFINITIONS**

For the purpose of this policy, unless otherwise stated, the following definitions shall apply:

Table: Definitions and Clarification of Concepts

Concepts	Definition/Clarification
Academic Programme	A purposeful and structured set of learning experiences (i.e. the teaching, learning and assessment activities) that lead to a qualification (degree, diploma or certificate).
Advisory Committee	The body through which the relevant academic department and the workplace (industry, commerce, public sector, community organisation) and/or professional body cooperate closely in the planning, organisation, monitoring, assessment and review of WIL and SL.
Community Engagement	Initiatives and processes that employ the knowledge capital and resources of a higher education institution in the creation of partnerships (be they structured within an academic programme or not) between the institution and communities that address the development needs of such interest groups. Such initiatives and processes are made available by the institution to the interest groups for no financial consideration.

Internship	The study-related service or employment, primarily for the purpose of gaining experience which may be required: • after the qualification has been attained, in which case it is not part of the academic programme and is excluded from this framework; or • as a requirement for graduation, in which case it falls within the ambit of this policy. Articles are specific instances of internship, occurring in the legal and accounting profession. Articles may only be regarded as WIL if they meet the requirements of WIL and are a requirement for graduation. (In the case of Intern Psychometrists and Psychologists, students are required to apply for their internships post graduation and go through a selection process for placement.)
Mentor	The person responsible, on the part of the industry/community organisation, for putting the WIL or SL programme into effect as per the agreement with the University Lecturer and/or the department. It is possible for one person (in the industry, community organisation etc.) to perform the roles of both mentor and supervisor.
Mentoring	The relationship between a person with more experience and specific skills and one who seeks to develop the skills and expertise of the mentor.
Placement	A supervised learning experience, in an authentic context, undertaken by a student who has registered for a WIL or SL module/programme.

Service Learning	A form of teaching and learning that is directed at specific community needs and integrated into a credit-bearing academic programme and curriculum in which students participate in contextualised, well-structured and organised service activities aimed at addressing identified service needs in a community and subsequently reflect on such experiences in order to gain a deeper understanding of the linkage between curriculum content and community dynamics as well as to achieve personal growth and a sense of social and civic responsibility. The experience is assessed and takes place under the supervision and/or mentorship of a person/s representing the community. A collaborative partnership that enhances mutual reciprocal teaching and learning among all members of the partnership (lecturers and students, members of the communities or representatives of the service sector) is required.
Supervisor	A student's immediate superior/line manager who carries the responsibilities of guiding, supervising and assessing the student during supervised work experience. Also referred to as the clinical instructor or field supervisor. It is possible for one person (in the company, industry, community etc.) to perform the roles of both mentor and supervisor.
Work Integrated Learning	The component of a learning programme that focuses on the application of learning in an authentic learning work-based context under the supervision and/or mentorship of a person/s representing the workplace. It addresses specific competencies identified for the acquisition of a qualification that make the learner employable and assist in the development of related personal attributes. Workplace/ service employees and professional bodies are involved in the assessment of the learning experience, together with University academic employees. Refer to Appendix A for other terms currently in use.

5. POINTS OF DEPARTURE

5.1 The Higher Education Framework (HEQF) (October 2007), the Higher Education Qualifications Sub-Framework (2011), the South African Qualifications Authority (SAQA) level descriptors (2012), as well as

nationally recognised guidelines such as HEQC criteria and HEQF requirements are used as a point of departure for WIL and SL module planning, development and design within the contextual framework of the academic programme concerned.

5.2   WIL and SL are aligned with the vision and mission of the University through the expansion of its intellectual learning and teaching capital into structured work experience and service-orientated activities aimed at addressing identified service needs in the community as well as the establishment of strategic partnerships for the placement of students in authentic and controlled work environments or for addressing identified needs in the community for the purpose of redress, empowerment of communities and social justice, while not excluding WIL/SL activities that take place within University established structures.

5.3   The University as an engaged university is committed to interacting with communities, whether internal or external, in a reciprocal relationship where both or more parties (the students, community, potential employers and the University) benefit from the relationship.

5.4   This policy, in respect of SL in particular, is inextricably linked to the University's Policy on Community Engagement.

5.5   The University has identified the terms *work integrated learning* and *service learning* as the most appropriate terminology to describe learning that takes place in an authentic work or a service orientated environment.

5.6   The University makes a clear distinction between WIL and SL, acknowledging differences in areas such as philosophy, programme management, programme and module structure, student involvement and institutional support, as determined by the faculties/academic departments, approved by Senate and contained in the relevant Faculty Rules and Regulations.

5.7   WIL and SL address specific competencies identified for the acquisition of a qualification.

5.8   WIL and SL are coherently designed as an integral part of the academic programme concerned. The structure and content of the module/s are clearly reflected in the purpose of the academic programme, its outcomes, criteria and assessment processes. Associated faculty guidelines and regulations demonstrate how these are given effect and specify any further requirements such as professional or statutory body stipulations, and any other special responsibilities.

6.   GUIDELINES

The following guidelines pertain:

6.1   Programme Structure

All academic programmes containing WIL and SL modules are subject to the same programme design and development principles, with due regard to national and professional requirements as promulgated. The University's *Academic Programme Policy* and *Guidelines for the Approval, Accreditation, Registration and Amendment of Subsidised and Non-subsidised Academic Programmes* are in accordance with the standards stipulated by the HEQC.

6.2   Work integrated Learning (WIL) and Service Learning (SL) Module Structures

WIL and SL (including WIL/SL learning that takes place within University

established structures) are integral parts of an academic programme adhering to the principles of curriculum development. As such:

6.2.1 each module provides specific learning outcomes and assessment criteria that are aligned with the purpose and exit-level outcome of the programme concerned;

6.2.2 WIL or SL modules may be structured as follows:

    a. a separate WIL or SL module/s in which curriculum coherence is clearly demonstrated;

    b. overarching/floating module/s in which WIL or SL is integrated across a number of modules in the programme in which curriculum coherence is clearly demonstrated;

    c. WIL or SL is coherently integrated into one or more of the modules of the academic programme and contributes to the credit value of the module/programme concerned;

6.2.3 all modules are pitched at an appropriate NQF level and allocated SAQA credit values.

6.3 Credit Values

6.3.1 Credit values, as the means of indicating the time (notional hours) that the average learner takes to master the outcomes for a particular unit of learning are curriculum based.

6.3.2 In the event that professional bodies stipulate the credit requirements compliance is a prerequisite for the qualification.

6.3.3 The number of hours spent on WIL and SL is determined by the relevant professional body, academic department or programme in consultation with partners, approved by Senate and contained in the Faculty Rules and Regulations.

6.4 WIL Opportunities and SL Experiences

6.4.1 WIL opportunities and SL experiences are appropriate to the module outcomes and assessment criteria, aligned with the purpose of the programme and in accordance with the provisions of the Teaching and Learning Policy.

6.4.2 A learning guide is available as a hard copy and/or electronically for every WIL and SL module (see also 6.2.2) taking into account the module outcomes and assessment criteria in addition to other documentation required to facilitate and record the learning experience, e.g. log books and monitoring guidelines.

7. ASSESSMENT

7.1 Assessment is conducted in accordance with the provisions of the University's Assessment Policy, Higher Degrees and Postgraduate Studies and Faculty Policies, approved by Senate and contained in the Faculty Rules and Regulations.

7.2 Appropriate formative and summative assessment strategies are developed in collaboration with all the constituents involved in the partnership.

7.3 Assessments are conducted in collaboration with the partners concerned.

7.4 Assessment requirements are clearly communicated to the students, as is the contribution of the WIL or SL component to the student's progression each year

and his/her attainment of the qualification.

7.5   Monitoring and capturing of student progress are conducted in liaison with the facilitators, mentors and assessors from both the University and the workplace/community, as applicable. The University's administrative system is used to regulate and systematically record and monitor student progress.

7.6   A suitably qualified and/or experienced industry co-assessor/s (as applicable), who is familiar with the module orprogramme outcomes and assessment criteria, the assessment methods, recording procedures, additional learning support, etc., is included.

8.   ACADEMIC MANAGEMENT OF WIL AND SL

8.1   The University and Workplace/Community Partnerships

8.1.1   In the context of WIL and SL, joint partnerships are established between the University and the workplace (e.g. industry, commerce, public sector) or community organisation (as represented by its leaders) with a view to collaborating closely in the planning, organisation, implementation, assessment and review of WIL and SL programmes.

8.1.2   The collaborative learning venture between the University and place of work or community organisation is fully documented, e.g. as in a learning agreement or memorandum of understanding.

8.1.3   In instances where the University functions as a place of learning and a place of work e.g. clinics owned by the University and managed by the same academic department that offers the WIL or SL module/programme, the role and responsibilities of the University/academic department as a place of learning is clearly distinguished from the University as a place of work.

8.1.4   In instances where a support or service unit in the University provides WIL or SL opportunities to students from an academic department, e.g. Psychology, the partnership between the department and/or faculty and the service or support unit is documented, e.g. as in a memorandum of understanding or learning agreement.

8.1.5   The faculty and academic department concerned takes ownership of the learning opportunities and experiences they provide in respect of WIL and SL, as well as the core activities of teaching, mentoring, learning and assessment, and is accountable for the quality of the WIL and SL module/s and its/their integration within the academic programme.

8.2 Faculty Management

8.2.1   The management and administration pertaining to WIL and SL are the responsibility of the faculty and academic departments concerned in compliance with related University policies and regulations.

8.2.2   WIL and SL comply with criteria determined by the Council for Higher Education as contained in the Criteria for Programme Accreditation (November 2004) viz. Criterion 1, 7 and 15.

8.2.3   WIL and SL are aligned with requirements stipulated by professional bodies.

8.2.4   Advisory Committees, as authorised sub-committees of the faculty, are constituted for each academic programme that includes WIL or SL module/s as components of the academic programme.

8.2.5   All new academic programme submissions for Senate approval purposes shall clearly specify the WIL or SL component in respect of resource implications such as estimated income (fees, subsidy) and associated costs as they pertain specifically to WIL or SL, e.g. industry contacts, supervisory visits, transport and

the support units.

8.2.6 Appropriately qualified academic employees are dedicated to oversee the functions associated with the implementation of WIL and SL.

8.2.7 The University carries liability insurance for academic employees and students that may arise from WIL or SL activities on or away from the premises of the University. Should students enter into a formal contract of employment with an employer for the WIL component of their studies, the contract is between the student and the company concerned with liability cover provided under the Compensation and Diseases Act and the Occupational Health and Safety Act.

8.2.8 A WIL or SL placement agreement that stipulates the learning outcomes pertaining to the placement, the responsibilities of all concerned, the lines of authority and grievance procedures, is signed by the academic department concerned, the student, the WIL or SL partner and professional body, as applicable. (A placement agreement does not constitute an employment contract.)

8.3   Institutional Support: UJ WIL and SL Forum

8.3.1 WIL and SL are broadly overseen by a UJ WIL and SL Forum.
8.3.2 Support for WIL and SL-related matters is offered by the UJ WIL Coordinator.
8.3.3 The role and responsibilities of the UJ WIL Coordinator to include:

8.3.3.1 Representing UJ on WIL-related matters
8.3.3.2 Serving as a contact point for WIL-related matters for UJ
8.3.3.3 Arranging UJ WIL Forum meetings and serving as Secretariat for such
8.3.3.4 Providing and keeping records of WIL Forum meeting documentation
8.3.3.5 Providing timely WIL-related reports (including statistics) as required
8.3.3.6 Providing a WIL update report at each UJ WIL Forum meeting
8.3.3.7 Submission of an Annual Report for WIL
8.3.3.8 Promoting work integrated education, including WIL, at UJ
8.3.3.9 Attending relevant WIL meetings
8.3.3.10 Supporting Faculties on WIL-related matters
8.3.3.11 Keeping abreast of UJ, national, regional and international experiential education and skills development-related developments and reporting on these
8.3.3.12 Participating on structures such as the Southern African Society for Co-operative Education (SASCE)
8.3.3.13 Submission of an annual budget for WIL
8.3.3.14 Ensuring that the UJ WIL website is up to date
8.3.3.15 Facilitating WIL training for new WIL coordinators.

9.   RECOGNITION OF PRIOR LEARNING (RPL)

9.1   Students who possess previously acquired learning that equates to the stipulated learning outcomes of the specific WIL academic programme module/s may apply for recognition and accreditation in accordance with the University's Recognition of Prior Learning Policy.
9.2   RPL has no application in respect of SL.

10.   STUDENTS WITH DISABILITIES

10.1   Students with disabilities may be taken into consideration for registration for programmes that include WIL or SL in accordance with the provisions of the University's People with Disabilities and Undergraduate Student Admission Policies as well as the Academic Regulations and provisions as stipulated by the professional body where relevant.
10.2   It is the prospective student's responsibility to inform the University and the

industry/community organisation in this regard and to declare such disability to the relevant professional body.

11.   INTERNATIONAL STUDENTS

International students, once registered for a programme that includes WIL or SL, are required to fulfil all the requirements of such programmes and are supported in this as is any other student registered at the University.

12.   REMUNERATION FOR STUDENTS REGISTERED FOR WIL PROGRAMMES

12.1   The purpose of WIL is to achieve competency in stipulated learning outcomes In a structured learning module/s that occurs in an approved environment for allocation of academic credits. Remuneration, if any, received by a student during this period is not a precondition of the WIL experience.

12.2   Whilst faculty/academic departments may advise on the matter of possible remuneration during WIL, all arrangements and contracts in this regard remain between the student and the WIL organisation.

13.   QUALITY MANAGEMENT

13.1   The institutional audit and programme accreditation requirements, as stipulated by the HEQC to assure quality of academic programmes with a view to continuous improvement, include management of the quality of the planning, development and design of all modules, including WIL and SL modules, within all programmes.

13.2   The management of quality in WIL/SL programmes and related arrangements is the responsibility of the relevant academic department and faculty and is conducted in accordance with the provisions of the Academic Programme Policy and Faculty Policy as approved by Senate

16.   RISK MANAGEMENT

Students who are completing their WIL or SL as part of their academic programmes shall be covered in accordance with the Risk Management Policy of the University.

17.   POLICY REVIEW

The policy review will be conducted in accordance with the approved University Policy on Policy Development and takes place in consultation with the relevant quality assurance structures at faculty and institutional level under the auspices of the official custodian of this policy, namely Academic Development and Support.

Appendix A

Terminology associated with the term Work Integrated Learning

Associated term	Definition/Clarification
Cooperative education	A philosophy of learning that promotes the concept of enhanced learning based on cooperation between education institutions and the public sector, thereby preparing students for professional careers by combining academic training with practical work experience in industry, business, and government services.
Experiential learning/training	A formal learning component provided by the education institution to facilitate learning in an authentic workplace. An umbrella term encompassing various forms of learning from experience. Replaced by the terms work integrated learning and service learning at UJ.
In-service training	A historic term for work integrated learning that was replaced by the terms experiential training and then experiential learning.
Work-based/Workplace learning	Another term for work integrated learning, referring to learning that occurs in a workplace.
Work integrated education	An emerging term, referring to the work-based learning experiences which take place in an organisational context relevant to a student's future profession, or the development of generic skills that will be valuable in that profession The choice of *education (WIE) rather than the notion of learning (*WIL), is because education is considered the more complete and fuller term, referring to both (learning and teaching combined.

I