



### WORK-INTEGRATED EDUCATION

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### Related documents

<p>UJ documents (e.g. Policies, Regulations, Guidelines, Contracts)</p> <ul style="list-style-type: none"> <li>• UJ Statute;</li> <li>• UJ Vision, Mission and Values;</li> <li>• UJ Strategic Plan;</li> <li>• UJ Operational Plan;</li> <li>• Academic Programme Policy;</li> <li>• Academic Regulations;</li> <li>• Admission Policy;</li> <li>• Community Engagement;</li> <li>• Language Policy;</li> <li>• Development and Evaluation of Learning Material Policy;</li> <li>• Policy on Higher Degrees and Postgraduate Studies;</li> <li>• Policy on People with Disabilities;</li> <li>• Policy on Recognition of Prior Learning;</li> <li>• Staff Development Policy;</li> <li>• Teaching and Learning Policy;</li> <li>• Assessment Policy;</li> <li>• UJ Code of Academic and Research Ethics;</li> <li>• UJ Programme Review Manual;</li> <li>• UJ Transport Policy;</li> </ul>	<p>E.g., Legislation, DoE and HEQC directives and guidelines)</p> <ul style="list-style-type: none"> <li>• Higher Education Act (Act 101 of 1997);</li> <li>• South African Qualifications Authority (SAQA) Act (Act 58 of 1995);</li> <li>• Criteria and Guidelines for Assessment of NQF Registered Unit Standards and Qualifications: SAQA, October 2001;</li> <li>• Guidelines for integrated assessment: SAQA, September 2005;</li> <li>• Ministry of Education: National Plan for Higher Education in South Africa: February 2001;</li> <li>• CHE: Higher Education Quality Committee (HEQC) Criteria for Institutional Audits: November 2004;</li> <li>• CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004;</li> <li>• Labour Relations Act (Act 66 of 1998);</li> <li>• CHE Work-Integrated Learning Good Practice Guide (2011);</li> </ul>
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<ul style="list-style-type: none"> <li>• UJ Personal Accident Insurance Cover;</li> <li>• Guidelines for Good Practice for WIL at UJ.</li> </ul>	<ul style="list-style-type: none"> <li>• CHE Good Practice Guide for Service Learning (2006);</li> <li>• National Skills Development Strategy (NSDS) III (2011);</li> <li>• National Development Plan: Vision 2030 (2011);</li> <li>• Higher Education Qualifications Sub-Framework (2011) and 2013 (revised);</li> <li>• NQF Level Descriptors (2012);</li> <li>• Protection of Private Information (POPI) Act No 4 Of 2013;</li> <li>• White Paper on Post-School Education and Training (2013).</li> </ul>
<p><b>Stakeholders affected by this document (units and divisions who should be familiar with it):</b></p>	<ul style="list-style-type: none"> <li>• Council</li> <li>• Senate</li> <li>• Management Executive Council;</li> <li>• Subcommittees of Senate;</li> <li>• Central Academic Administration</li> <li>• Faculty/College Administration</li> <li>• Academic Departments</li> <li>• Academic support divisions</li> <li>• Executive Deans and Vice-Deans</li> <li>• Executive Directors, Senior Directors;</li> <li>• Directors and Heads of DepartmentAcademic departments</li> </ul>
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## 1. PREAMBLE

The University of Johannesburg (UJ) programme qualification mix (PQM) ranges from formative general and professional, to career-focused academic programmes.

UJ programmes address national, continental, and global imperatives, support the transformation of the higher education system and advance the values of freedom, democracy, equality and human dignity.

The quality of UJ's programmes lies at the heart its mission of *"Inspiring its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge"*.

Hence, UJ commits to offering internationally recognised academic programmes, which have national legitimacy, credibility, and well-understood academic, professional, and career-orientated outcomes.

Work-Integrated Education (WIE), embedded in a range of career-orientated programmes, allows for the acquisition of knowledge, skills and behaviours by means of blended lectures and practical work, complemented by contextualised and well-structured authentic modalities of learning in action.

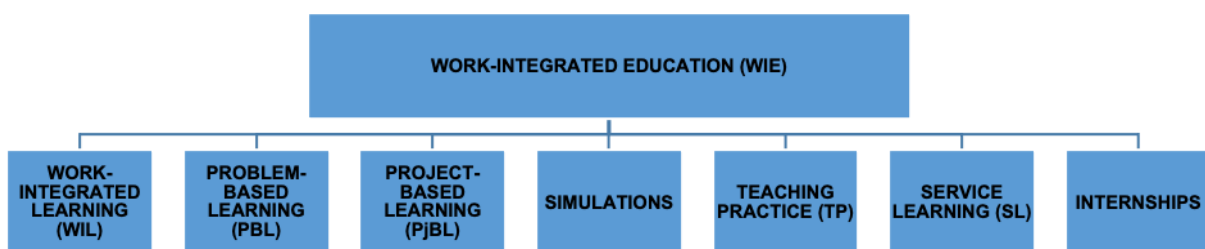
In essence, WIE is a wide and inclusive concept which embraces different modalities of learning in action, and is commonly referred to as work integrated learning or WIL globally.

Some of the main modalities, as illustrated in Figure 1, are: Work-integrated learning (WIL), problem-based learning (PBL), community based learning (CBL), project-based learning (PjBL), simulations, teaching practice (TP), service learning (SL), and internships.

These modalities which allow for the practice of knowledge in different fields of study, support the 'learning to be' philosophy of teaching.

The 'learning to be' teaching philosophy is defined in the UJ Policy on Teaching and Learning (approved, 2016), as follows:

***"Learning to be"***: a view of higher education that conceptualises learning as becoming a practitioner of a knowledge and professional domain. Learning to be presupposes learning the practices of the knowledge domain (discipline or profession), which include principles, dispositions, attributes, competencies, activities, skills, procedures and values. It also requires learning how to best utilise the conceptual frameworks and/or theories of the domain, as well as the practices of inquiry, to identify and solve problems or interpret and address everyday issues.



**Figure 1: Work-Integrated Education Modalities**

**2. PURPOSE**

The purpose of this policy is to:

- 2.1 Provide a clear framework of regulations, guidelines and procedures for the design, implementation, monitoring, assessment, and review of WIE 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 requirements;
- 2.3 Provide benchmarks to guide the planning, development, design and implementation of WIE to ensure institutional clarity and quality in the management thereof.

**3. SCOPE**

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

**4. DEFINITIONS**

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

**Table: Definitions and Clarification of Concepts**

CONCEPTS	DEFINITION/CLARIFICATION
<b>Academic Programme</b>	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).
<b>Advisory Committee</b>	The body through which the relevant academic department and the workplace (industry, commerce, public sector, community and/or organisation) and/or professional body cooperate closely in the planning, organisation, monitoring, assessment, and review of WIE.
<b>Community based learning /</b>	Community-based learning and community based research use participatory and action based methodologies to ensure collaborative and inclusive

CONCEPTS	DEFINITION/CLARIFICATION
<b>community based research</b>	partnerships. CBR and Learning are undertaken with people, not on people.
<b>Learning in Practice</b>	Learning in practice is a distinctive aspect of teaching education, which involves the presentation of micro-lessons, preparation of lesson plans, and critical reflections on such activities. Teacher education students are required to complete a minimum of 20 weeks of teaching practice at schools.
<b>Work-integrated Education (WIE)</b>	Work-integrated Education (WIE) is the umbrella term for various learning modalities which facilitate an applied pedagogy through the meaningful integration of theory with practice. Such learning modalities include: Work-integrated learning, problem-based learning, project-based learning, simulations, teaching practice, service learning, and internships. These modalities of WIE facilitate learning in action in an authentic context, and depending on the design of the modality, such learning occurs under the supervision and/or mentorship of person/s representing the University, workplace, community or professional organisation. It addresses specific competencies and capabilities identified for the acquisition of a qualification that makes the learner employable and assists in the development of related personal attributes. Workplace/service employees, community representatives and professional bodies may be involved in the assessment of the learning experience, together with University academic employees.
<b>Work-integrated Learning (WIL)</b>	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 and the University, as relevant. WIL 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.
<b>Problem Based Learning (PBL)</b>	This modality of WIE includes a range of pedagogic approaches that encourage students to learn through the structured exploration of a research- or practice-based problem. With PBL students work in small self-directed groups to define, carry out and reflect upon a task, which is usually related to, or based on, a “real life” problem (CHE 2011:74).
<b>Project Based Learning (PjBL)</b>	Project Based Learning (PjBL) combines PBL and workplace learning in that it brings together intellectual inquiry, real-world problems, and student engagement in relevant and meaningful work. Project work is

CONCEPTS	DEFINITION/CLARIFICATION
	generally understood to facilitate students' understanding of essential concepts and develop practical skills (CHE 2011:75). The project is assessed and takes place under the supervision and/or mentorship of a person/s representing the environment / community in which the problem is to be solved. A collaborative partnership that enhances mutual teaching and learning among all members of the partnership (lecturers and students, members of the communities and representatives of the industry sector) is required.
<b>Simulations</b>	This occurs when learning is facilitated through an activity that involves the imitation of the real world in the academy. The act of simulating something entails representing certain key characteristics of the selected workplace and includes such things as laboratories, patient models, moot court etc. (CHE 2011: 76).
<b>Service Learning</b>	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 organized service activities aimed at addressing identified services 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 teaching and learning among all members of the partnership (lecturers and students, members of the communities and representatives of the service sector) is required.
<b>Clinical learning</b>	Clinical learning is the education of clinical practitioners that occurs in a practice setting, in a hospital, clinic, community, or other appropriate setting.
<b>Community Engagement</b>	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 the 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.

CONCEPTS	DEFINITION/CLARIFICATION
<b>Internship</b>	<p>The study-related service or employment, primarily for the purpose of gaining experience which may be required:</p> <ul style="list-style-type: none"> <li>• after the qualification has been attained, in which case it is not part of the academic programme and is excluded from this framework; or</li> <li>• as a requirement for graduation, in which case it falls within the ambit of this policy.</li> </ul> <p>Articles are specific instances of internship, occurring in the legal and accounting profession.</p> <p>Articles may only be regarded as WIE if they meet the requirements of WIE and are a requirement for graduation.</p> <p>(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.)</p>
<b>Mentor</b>	<p>The person responsible, on the part of the industry/community organisation, for putting a WIE programme (particular in the case of WIL and SL) 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.</p>
<b>Mentoring</b>	<p>The relationship between a person with more experience and specific skills and one who seeks to develop certain skills and expertise.</p>
<b>Placement</b>	<p>A supervised learning experience, in an authentic context, undertaken by a student who has registered for a WIL or SL module/programme. Self-placement refers to when a student sources a workplace to serve her/his WIE experience by her/himself with guidance and approval from academic and workplace supervisors. Note that not all WIE requires a placement.</p>
<b>Professional body</b>	<p>Are bodies, both statutory and non-statutory. Statutory bodies are established by an Act of Parliament and are responsible for a specific occupation. Examples include the Health Professions Council of South African and the Engineering Council of South Africa. Non-statutory bodies (such as the South African Institute for Chartered Accountants) are not legislated but, similar to the statutory bodies, responsible ensuring an environment in which their discipline membership, and practice develops in line with its principles.</p>
<b>Supervisor</b>	<p>A student's immediate superior/line manager who carries the responsibilities of guiding, supervising, and assessing the student during supervised work</p>



CONCEPTS	DEFINITION/CLARIFICATION
	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.
<b>Work integrated education</b>	Is an overarching term for learning which takes place in a real or simulated context and which seeks to provide students with experiences in preparation for the future world of work.

## 5. POINTS OF DEPARTURE

- 5.1 The Higher Education Framework (HEQF) (October 2007), the Higher Education Qualifications Sub Framework (2011), the Higher Education Qualifications Sub Framework (as revised 2013), 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 WIE planning, development, and design within the contextual framework of the academic programme concerned.
- 5.2 WIE modalities are aligned with the vision and mission of the University through the expansion of its intellectual learning and teaching capital in the form of structured learning-in-action 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. It may also address identified needs in the community for the purpose of redress, empowerment of communities and social justice. These forms of learning do not exclude WIE activities that take place within established University structures, or that are integrated into the curriculum in other ways.
- 5.3 As an engaged university, UJ 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 term Work-Integrated Education (WIE) as the most appropriate terminology, which embraces various, learning in action modalities that facilitate an applied pedagogy that links theory with practice.
- 5.6 The University makes a clear distinction between various WIE modalities, 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 All WIE modalities address specific competencies and capabilities identified for the acquisition of a qualification.
- 5.8 All WIE modalities 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.

- 5.9 The policy acknowledges the primacy in many disciplines of the stipulations of the statutory professional bodies which ensure the ongoing professional registration of UJ's graduates.

## 6. GUIDING PRINCIPLES

Broad and overarching principles are provided to serve as a basis for faculties to develop their own set of guidelines, processes and procedures for WIE in terms of each modality. These principles must be applied, with due regard to national policy and objectives, professional and related institutional procedures and guidelines, in the design and implementation of work-integrated education.

- 6.1 **Programme structure and curriculum coherence:** The configuration and incorporation of WIE into a programme must be appropriate to the nature of the WIE modality, and ensure adherence to the standards of curriculum development. There must be coherence between WIE modality design, outcomes, assessment criteria and the programme purpose; appropriate designation of NQF levels; and appropriate allocation of credit values.
- 6.2 **Disciplinary context:** In terms of modality, design, curriculum and outcomes, WIE should meet the disciplinary context of the programme. This would entail consultation with relevant stakeholders.
- 6.3 **WIE opportunities:** It is the responsibility of the relevant academic department / school of the University to formally arrange WIE opportunities for students, particularly in respect of the modalities of WIL and SL. This implies the need to develop mutually-beneficial partnerships with relevant stakeholders, such as industry, communities, professional bodies and government.
- 6.4 **Quality assurance:** There must be clear quality assurance processes and procedures for the monitoring, mentoring, supervision, and assessment of students in WIE modalities. This includes the systematic recording and reporting of student progress against clearly defined criteria.
- 6.5 **Technology:** Appropriate technology should be used meaningfully to enhance the learning experience of students in WIE as well as to ensure greater efficiency in managing the logistical and administrative processes associated with WIE.
- 6.6 **Preparation:** As appropriate, students need to be adequately prepared for these experiences through a variety of orientation and / or reflective learning approaches.

## 7. ASSESSMENT

- 7.1 Assessment is conducted in accordance with University and faculty policies and regulations pertaining to assessment, as approved by Senate.
- 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, where appropriate.
- 7.4 Assessment requirements are clearly communicated to the students, as is the contribution of the WIE 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 the University and the workplace/community,

as applicable. The University's administrative system is used to regulate and systematically record and monitor student progress. Students at risk are assisted.

- 7.6 As relevant, a suitably qualified and/or experienced industry co-assessor/s (as applicable), familiar with the module or programme outcomes and assessment criteria, methods, recording procedures, etc., is included in the assessment process.

## **8. GOVERNANCE OF WORK-INTEGRATED EDUCATION (WIE)**

### **8.1 The University and Work-integrated Education Partnerships**

- 8.1.1 In the context of WIE (particularly in respect 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 WIE programmes.

- 8.1.2 The collaborative learning venture between the University and place of work or community organisation for applicable WIE modalities (particularly in the cases of WIL and SL), 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 WIE modality (particularly in the cases of WIL and SL), 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 WIE opportunities (particularly in respect of WIL and SL) 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 WIE, as well as the core activities of teaching, mentoring, learning and assessment, and are accountable for the quality of WIE modalities and their integration within the academic programme.

### **8.2 Management at College/Faculty level**

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

- 8.2.2 WIE complies 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 WIE is aligned (where applicable) 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 WIE modalities.

- 8.2.5 All new academic programme submissions for Senate approval purposes shall clearly specify the WIE modality in respect of resource implications such as estimated income (fees, subsidy) and associated costs as they pertain specifically to the WIE modality (particularly in the cases of WIL and SL), for example industry contacts, industry mentorship, supervisory visits, transport and the supporting units.

- 8.2.6 Appropriately qualified academic employees are allocated to overseeing the functions associated with the implementation of the WIE.

- 8.2.7 The University carries liability insurance and personal accident insurance for students involved in WIE activities (particularly in the cases of WIL and SL) on or away from the premises of the University. Insurance cover is subject to the terms and conditions of the UJ Insurance policy as well as the guidelines provided in the contract with the employer and the WIE Policy. Should students enter into a formal contract of employment with an employer for the WIE 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 WIE agreement (particularly in the cases of WIL and SL) that stipulates the learning outcomes pertaining to the WIE modality, the responsibilities of all concerned, the lines of authority and grievance procedures, is signed by the academic department concerned, the student, the WIE partner and professional body, as applicable. A WIE agreement (for example, in the case of placement) does not constitute a contract of employment with the host.

## **9. ADMINISTRATIVE SUPPORT AND COORDINATION OF WIE**

- 9.1 The University puts in place a system through which there is effective and efficient administrative support and coordination of WIE activities.
- 9.2 Such a system, which could be based on a centralised, decentralised or a mixed model, must allow for, amongst other functions, the following:
- 9.2.1 Representation of UJ on WIE-related matters.
  - 9.2.2 Maintaining of records of WIE engagements.
  - 9.2.3 Provision of timely reports on WIE matters to University management and other stakeholders.
  - 9.2.3 Promotion of WIE at UJ.
  - 9.2.4 Keeping abreast of UJ, national, regional, and international experiential education and skills-related developments.
  - 9.2.5 Participation on WIE-associated structures such as the Southern African Society for Cooperative Education (SASCE), Sector Education and Training bodies (SETAs), and other national and international platforms/associations.
  - 9.2.6 Financial support of WIE activities.
  - 9.2.7 Training of WIE coordinators and facilitators.
  - 9.2.8 The implementation of an effective WIE information management system integrated with the UJ system.
  - 9.2.9 Maintaining a UJ WIE website.
- 9.3 The system is subject to periodic quality reviews and is restructured as needed.

## **10. RECOGNITION OF PRIOR LEARNING (RPL)**

- 10.1 Students who possess previously acquired learning that equates to the stipulated learning outcomes of the specific WIE academic component may apply for recognition and accreditation of the WIE in accordance with the University's Recognition of Prior Learning Policy.
- 10.2 RPL has no application in respect of SL.

## **11. STUDENTS WITH DISABILITIES**

- 11.1 Students with disabilities may be taken into consideration for registration for programmes that include WIE 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.

- 11.2 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.

## **12. INTERNATIONAL STUDENTS**

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

## **13. REMUNERATION FOR STUDENTS REGISTERED FOR WIE PROGRAMMES**

- 13.1 The purpose of WIE 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 WIE experience.
- 13.2 Whilst faculty/academic departments may advise on the matter of possible remuneration during WIE, all arrangements and contracts in this regard remain between the student and the WIE organisation.

## **14. QUALITY MANAGEMENT**

- 14.1 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 WIE modalities, within all programmes.
- 14.2 The management of quality in WIE 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.

## **15. RISK MANAGEMENT**

Students who are completing their WIE as part of their academic programmes shall be covered in accordance with the Insurance Policy of the University. Refer to paragraph 8.2.7, above.

## **16. 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 Division for Teaching Excellence.

## **ANNEXURE 1: SUGGESTED FUNCTIONS OF THE WIE FORUM**

1. Provides strategic guidance on WIE matters within the University.
2. Supports research on topics relating to WIE.
3. Initiate, develop, maintain and monitor relationships with government, industry, community organisation, SETAs and professional bodies, to support WIE opportunities for UJ students.
4. Arrange for high level advice, statistical analysis and reports for faculties/college and the relevant management structures in UJ.
5. Promote the benefits of collaborating in WIE engagements to role-players inside and outside of UJ.
6. Arrange industry events, workshops and presentations with a focus on increasing student employability.
7. Work closely with the UJ International office to ensure support for global mobility programmes and for appropriate WIE experiences for international students.
8. Assist in the formulation, review and improvement of processes and procedures relating to WIE.
9. Assist the Division for Academic Planning, Quality Promotion, and Academic Staff Development in the monitoring and evaluation of the quality of WIE modalities in UJ.
10. Assist in identifying and sourcing funding for WIE initiatives and activities.
11. Facilitate WIE training for faculty/college WIE coordinators.
12. Develop a system to recognise external partners for involvement
13. Linking (where appropriate) with professional bodies for mentorship training and CPD programmes