POLICY

WORK INTEGRATED LEARNING

Introduction

The Foundation for Professional Development (FPD) offers a range of academic programmes that include Work Integrated Learning (WIL) in various forms.

WIL combines theory with practice and is a characteristic of vocational and professionally oriented qualifications. [1] WIL may take various forms including simulated learning, work-directed theoretical learning, problem-based learning, project-based learning and workplace-based learning. [1,2]

This policy provides all the relevant stakeholders with the underpinning knowledge relating to the principles and procedures of WIL for FPD as it pertains to various qualifications.

Scope

This policy is applicable to all facilitators on a full-time, contract or temporary employment with FPD. It is also applicable to all students registered with FPD and the applicable regulatory council, where required.

Responsibilities of FPD

FPD maintains the responsibility for:
- entering into formal agreement(s) with the relevant authorities responsible for the educational and/or clinical facilities, which addresses the WIL or clinical learning opportunities and the clinical accompaniment and supervision needs of learners placed in such facilities;
- maintaining a fixed physical address;
- ensuring access to sufficient facilities that are appropriate for the achievement of the outcomes of the programme; and
- providing evidence of quality control mechanisms over education and training.

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[1] South African Department of Education. 2013. The Higher Education Qualifications Sub-Framework. Available at:
https://www.gov.za/sites/default/files/gcis_document/201410/38116gon819.pdf
[2] National Qualification Authority. 2017. Standard Glossary of Terms. Available at:
https://hr.saqa.co.za/glossary/pdf/NQFPedia.pdf

Credit Values

WIL for qualifications that require a WIL component will be designed to include periods of required work that combine with self/facilitated study.

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, will be curriculum based.

Where WIL is a structured part of a qualification, the volume of learning allocated to WIL should be fitting to the purpose of the qualification and to the cognitive demands of the learning outcome and assessment criteria contained in the appropriate level descriptors. [1] The number of hours spent on WIL should be determined by the relevant professional body, academic department, or programme in consultation with partners and approved by the FPD Academic Committee.

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

Assessment

Assessment should be conducted in accordance with the provisions of FPD's Assessment Policy (See Policy A7: Assessment of Learning). Assessment of WIL should be developed and conducted in cooperation with the partners concerned, including workplace employees, professional bodies, and FPD's academic staff.

Assessment requirements (and how they contribute to the final grade) should be clearly communicated to students.

Monitoring and capturing of student progress should be conducted in cooperation with the facilitators, mentors and assessors from both FPD and the workplace/community, as applicable. FPD's administrative system should be used to regulate and systematically record and monitor student progress.

A suitably qualified and/or experienced industry assessor/s who is familiar with the module or programme, outcomes and assessment criteria, assessment methods, recording procedures, additional learning support etc. should be contracted.

Recognition of Prior Learning (RPL)

RPL can be defined as the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development. [1, 3]

Students who possess previously acquired learning that compares to the stipulated learning outcomes of the specific WIL academic programme module/s may apply for an award of credits in accordance with FPD's RPL Policy (See Policy A4: Recognition of Prior Learning).

Students with disabilities

Students with disabilities may be taken into consideration for acceptance into programmes that include WIL in accordance with the provisions of FPD's Policy on Student Disability (See Policy SR4: Student Disability) and Policy on Student Selection, Admission and Enrolment (See Policy SR1: Student Selection, Admission and Enrolment), as well as provisions specified by the relevant professional body.

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[3] South African Qualifications Authority. 2019. National Policy and Criteria for the Implementation of Recognition of Prior Learning. Available at: https://www.saqa.org.za/docs/pol/2013/natpol_irpl.pdf

It is the prospective student's responsibility to inform FPD and the industry/community organisation of any disability/s and declare such disability/s to the relevant professional body.

Remuneration for students registered for WIL Programmes

The purpose of WIL is to achieve competency in specified learning outcomes in structured learning module that occur 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. 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.

Defined WIL requirements

Defined WIL requirements for certain qualifications will be attached to this policy in the form of Addenda.

Communication of policy

This policy will be communicated to all relevant individuals and stakeholders. This includes, but is not limited to, students, employers, professional bodies, organisations hosting WIL, and departments of FPD.

Accountabilities

The Academic Committee is responsible for review and approval of this policy on an annual basis. The policy is to be distributed to staff via induction and distributed to students and FPD's community via the website and other publications.