hugenote kollege
Waar Christenwees grondvat in opleiding

QUALITY MANAGEMENT SYSTEM

D.07

TITLE: POLICY: WORKPLACE INTEGRATED LEARNING

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1. POLICY STATEMENT

Hugenote Kollege is committed to providing high quality teaching, learning, assessment to enable all students to achieve their full potential and comply with the requirements of the regulating authority/-ies. This include Workplace Integrated Learning (WIL), where it is required for a professional qualification.

2. PURPOSE

The Teaching and Learning Policy and Procedures aims to provide an effective framework for the delivery of highquality teaching and learning. As a means of addressing student development and graduate attributes, there has been interest in academic learning that is less didactic and more situated, participative, and 'real world' oriented. In this policy WIL is used as an overarching term to describe curricular, pedagogic and assessment practices, across a range of academic disciplines that integrate formal learning and workplace concerns.

- WIL allows students to apply what they've learned in class to a real environment. It provides them with professional skills related to the field of study.
- This policy addresses issues relating to student WIL placements, ethical practice and the public interest involved as proscribed by the relevant professional regulatory authority.
- The policy gives representatives of Hugenote Kollege the authority to protect the public interest by allowing them to vary, withdraw or deny the placement of a student in a practicum. This authority is balanced by the right of a student to appeal the decision to the Dean and the Appeals Committee.
- The policy also recognizes the need for transparency in the process of decisions made regarding any actions and decisions taken regarding WIL.
- The policy makes provision for the safety and security of students while in transit to and from the College and while at organisations for the purpose of WIL and engaging with the respective client systems/congregations.

The policy provides for the approval of organisations and staff deemed suitable for the purpose of the training of students

3. GUIDING POLICIES

- Council on Higher Education. 2011. Work-Integrated Learning: Good Practice Guide. HE Monitor No. 12.
- South African Council for Social Service Professions. 2020. Professional Board for Social Work. NORMS AND STANDARDS FOR BACHELOR OF SOCIAL WORK (BSW)
- Council on Higher Education's (CHE). 2015. Qualification Standard for Bachelor of Social Work.

4. SCOPE

This policy relates to all College staff engaged in lecturing/facilitating, supporting and managing learning. It applies to all learning programmes offered by the College irrespective of the type of activity, place of delivery, learning environment, level or the duration of the course.

5. PRINCIPLES

- Teaching and learning will integrate knowledge, understanding and skills through theoretical and practical modules that align with each other.
- The teaching and learning process is a planned interaction between the lecturer and students with the aim to assist students to become knowledgeable *and* skilled in a specific field. It therefore promotes behavioural change through the use of specific techniques and aids.
- Teaching refers to appropriate facilitation/lecturing practices for particular students and disciplines, for the promotion of learning towards the attainment of specific and critical cross-field outcomes.
- Teaching is an inter-active process in which the lecturer facilitates exchange of information/practice examples and skills with students to provide them with the knowledge and skills to enhance both professional and personal development.
- Learning refers to the activities and responsibilities of students in the attainment of specific and critical cross-field outcomes. It is the process of assimilating information with a resultant growth where knowledge and skills are internalised.
- Teaching and learning are based on the following principles of learning:
    - As people grow and develop, they become more self-directed and independent in their learning.
    - Learning is a life-long process.
    - A student's previous experiences may serve as an excellent resource for learning.
    - Students are more oriented to learning when specific learning needs are created from real life situations and the material learned is immediately useful.
    - Resistance to learning may occur if the student does not see the relevance in the material.
    - Intrinsic motivation to learn, grow and develop produces more permanent learning.
    - Positive reinforcement is effective.
    - Material to be learned should be presented in an organised manner.
    - Active participation by the student improves retention of knowledge.
    - Learning is enhanced by repetition of material.
    - Trust, support, and a climate of mutual respect are important to the adult learner
- Teaching and Learning consists of the following key components:
    - College-based learning involves "classroom instruction" (residential or virtual classrooms depending on the mode of deliverance) combined with tutorial/simulation activities with the

aim to ensure the integration of theory and practice. It also includes opportunities for self-study with the aim to encourage lifelong learning, and to contribute to work-place learning.

- Practical learning (tutorials) involves the learning and practicing of the relevant skills in a laboratory setting created in classrooms (or virtual).

- WIL-based learning (work experience) refers to structured workplace learning activities at a work site. These activities entail the integration of the "classroom instruction" and workplace experiences and provide students with the opportunity to learn in the "real world". It also includes reflection activities that lead to personal growth and career-based learning.
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- Practical learning (tutorials) involves the learning and practicing of the relevant skills in a laboratory setting created in classrooms (or virtual).
- Work-based learning (work experience) refers to structured workplace learning activities at a work site. These activities entail the integration of the "classroom instruction" and workplace experiences and provide students with the opportunity to learn in the "real world". It also includes reflection activities that lead to personal growth and career-based learning.

Facilitating the training and learning cycle of the students require the following focus areas:

The Academic Field		**The Educational Field**			**Professional practice**
		Discipline oriented education	**Professionally oriented education**		
Academic staff, usually acting as researchers, develop new knowledge and thinking in their field of specialisation.		**Academic staff select academic concepts for their students to study, devise methods of teaching and assessment that are appropriate to students' conceptual development.**	**Academic staff select professional concepts and skills for their students to study, devise methods of teaching and assessment that are appropriate to students' professional development.**		**Professionals transfer/transform the knowledge learning at HEI in their field ofpractice**

Reference: Council on Higher Education. 2011. Work-Integrated Learning: Good Practice Guide. HE Monitor No. 12.

- The following didactic principles will direct and determine teaching and learning:
  - Recognizing: Students are assisted to develop an understanding of the learning material and to be able to link the theoretical information with practical assignments. Key concepts must be linked with real-life situations – case studies, class debates, etc. to assist students in recognizing the value of the learning material.
  - Acknowledgement: The student, through group activities and reflection activities, must learn to understand his/her own attributions to a specific situation. He/she must become aware of the cause-effect aspect of professional behaviour.
  - Development: Students must be encouraged to assess/evaluate their actions/outputs and to make changes to obtain different results. For this reason, students who are assessed as "not yet competent" during formative assessments, must be assisted with development plans to encourage on-going growth.

- Teaching and learning at the College will be "outcomes-based". This means that a specific objective will be specified as destination. These outcomes must reflect the competencies to be achieved by the student. It must also focus on the following three levels of competencies:

- Foundational (theoretical competence): The student must demonstrate an ability to comprehend the academic material through analysis, synthesis and evaluation.
- Practical competence: The student must demonstrate an ability to apply foundational competence within an operational context.
- Reflective competence: The student must demonstrate an ability to achieve student autonomy and evaluate own performance.

- Outcomes-based education is about a consistent, focused, systematic and creative implementation of four principles:
  - Clarity of focus on the learning outcomes that students ultimately need to demonstrate: The specific outcomes and critical cross field outcomes that are related to the curriculum provide both the lecturer/facilitator and the student with this clarity.
  - Design-down/build-back approach: Facilitators/lecturers start with the abilities, skills, knowledge, attitudes that students need to demonstrate and ensure that the assessment is focused on what students have achieved in relation to these learning outcomes (rather than focus on what was presented in the course of delivery). The assessment criteria associated with each specific outcome needs to be achieved, but assessment opportunities must assist students to reach potential through on-going development.
  - High expectations: The expectation must be that students are able to achieve these outcomes. Lecturers/facilitators must therefore ensure that they are aware of special needs to assist students to attain their full potential.
  - Expanded opportunity: Re-assessment opportunities must be provided (SAQA Position Paper, 2005).

6. IMPLEMENTATION

The implementation of the policy is the responsibility of the Academic Committee and deans of the various departments.

7. RELATED DOCUMENTATION

- Teaching and Learning Policy
- Assessment Policy
- Moderation Policy
- Appeals Policy

8. MANAGEMENT

The approval and regular review of the policy is the responsibility of the College Management.