UNIVERSITY OF ZULULAND

POLICY AND PROCEDURES

on

WORK INTEGRATED LEARNING & SERVICE LEARNING

POLICY NUMBER		POLICY OWNER	DVC Teaching & Learning & DVC Research and Innovation
OVERSEEING COMMITTEE(S)		MANCO → Senate → Council	
APPROVAL DATE	……… 2019	REVISION DATE	………… 2025

POLICY STATEMENT

The University of Zululand requires students to get practical exposure on what they learn in class to prepare them for the challenges of the global economic world and become responsible citizens. This policy provides guidelines and direction to the University regarding functioning and implementation of work integrated learning (WIL) and service learning (SL) at UNIZULU.

REVISION HISTORY

CURRENT APPROVAL CYCLE			
POLICY NUMBER:		**SENATE NUMBER(S):**	
DATE OF APPROVAL BY APPROPRIATE FIRST COMMITTEE:			
DATE OF SENATE APPROVAL:			
DATE OF COUNCIL APPROVAL:			
EFFECTIVE DATE FOR IMPLEMENTATION:			
NEXT REVISION DATE:			

APPROVAL HISTORY			
DATE OF FIRST APPROVAL:			
POLICY NUMBER	**SENATE NUMBER(S)**	**SENATE / MANCO REVISION DATE**	**COUNCIL APPROVAL DATE**

RELATED POLICIES	
POLICY NUMBER	NAME OF POLICY
	Teaching and Learning Policy
	Community Engagement Policy
	Research and Innovation Policy

DRAFT 2

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SECTION A: POLICY

PURPOSE AND RATIONALE

This policy intends to provide guidelines and direction to the University of Zululand (UNIZULU) regarding the rules and procedures to be followed in the implementation of work integrated learning (WIL). It will also ensure that those University structures that are responsible for implementation of this policy are identified.

All programmes that have WIL/SL should ensure that WIL and SL is undertaken at UNIZULU, to advance and enhance the graduate attributes of UNIZULU students. also the component should take into account the interconnectedness with the rural context and comprehensivity nature in which the UNIZULU operate in; in terms of the identity; values and culture of the area

1 DEFINITIONS

1.1 Work Integrated Learning (WIL): is an inclusive term to explain an integrated approach to formal learning and work place needs. This is to enhance graduate employability and civic responsibility. 'it is the component of a learning programme that focuses on the application of learning under a supervisor or mentor in a workplace. It focuses in a specific set of competencies identified for the acquisition of a qualification'.

In the context of UNIZULU, WIL includes; action-learning, apprenticeships, cooperative education, experiential learning, inquiry learning, inter-professional learning, practicum placements, problem-based learning, project-based learning, scenario learning, service-learning, team-based learning, virtual or simulated WIL learning, work-based learning, work experience (CHE, 2011)

1.2   Workplace-based learning

Workplace learning (WPL) takes place when students are placed in work environments for the purposes of learning. Learning in the workplace therefore usually involves students in planning and implementing an activity, in reflection on and evaluating the activity, and making adjustments for future action

1.3   (Critical) Service Learning

a)   it is a form of community engagement that create a linkage between curriculum and community

b)   It is a way of thinking about teaching and learning where students are engaged in communities to address a social need while they gain experience in a reciprocal manner with the community.

c)   Service learning is a pedagogy that asks students to learn and develop through active participation in service activities to meet issues in community organisations. There is reciprocity in the exchange between students and the community.

d)   The service is decided on in collaboration with the community partners

e)   The service is integrated into students' academic curriculum and provides structured opportunities for them to think, write, talk about their experiences during the service activities.

f)   The service is part of an academic curriculum which assist students to critically think and reflect about their learning through service and further connect the learning to the existing knowledge

g)   The service allows students to think critically about socio-economic and political issues of the country and general society.

h)   It creates a platform for students to be critical responsible society who respond 'critically to shape quality of human life'

1.4   Problem Based Learning

a)   'Problem-based learning (PBL) can be used to bring about radical change so that 'problems' rather than academic subjects are the organising structure of the curriculum' (CHE, 2011). The integrated set of real (or realistic) problems require students to systematically acquire, understand and master all the knowledge and skills. The individual problem will engage students in the forms of inquiry, thinking,

information processing, collaboration and communication. Students are exposed to real-life activities or working environments while they are also learning practical skills.

1.5 Project Based Learning

'Project-based learning (PjBL) involves learning through projects. Projects can be 'real' projects located in the world of work. Such projects generally involved elements of research and the supervision by both a university teacher and workplace supervisor or mentor' (CHE, 2011).

1.6 Placement

A supervised learning encounter taken by student in a controlled environment

1.7 Community engagement

Through community engagement, community and university knowledge and resources are brought together in and out of the classroom, as well as on and off campus to "enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged graduates, staff and citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."

1.8 Community:

The "community" in Community Engagement is not defined by sector, such as private or public, for-profit or non-profit; rather, community is broadly defined to include individuals, groups, and organizations external to campus that use collaborative processes for the purpose of contributing to the public good.

2   APPROVAL AUTHORITY

Authority for the approval of this policy vests in the Council of the University and shall not create rights, privileges, duties or obligations of any nature prior to Council approval.

3   SCOPE AND APPLICATION

3.1   This policy is applicable to all vocational and professional programs at UNIZULU without exception

3.2   Faculties shall secure a signed MoU with placement partners to avoid students who do not get placed

3.3   WIL shall be allocated credits and assessed accordingly

3.4   Placement of students should not be less than 100 days or minimum of 16 credits for a program of 3 years or more

3.5   Students shall be placed in accredited places according to professional bodies where applicable

3.6   Where workplace-based learning is not applicable other modalities of WIL should be used i.e. problem based or project base; service learning or critical service learning

3.7   Faculties shall develop a code of conduct that is compulsory to all students under WIL placement in line with other policies, UNIZULU strategy and rule books

SECTION B: PROCEDURES

4   IMPLEMENTAION AND OVERSIGHT RESPONSIBILITIES

4.1   It is the responsibility of the Department in a Faculty that offers programs that require WIL component to find placement for students in an accredited place

4.2   WIL shall be monitored/ supervised and assessed according to UNIZULU assessment policies

4.3   WIL shall be structured in a manner that enhance the graduate attributes; it should be aligned to the strategic goals of the University and should align to the geography of the university in an effort to be relevant and to address the socio-economic needs of the communities

4.4   Deputy Vice Chancellor (DVC) Teaching and Learning shall oversee the overall application and implementation of this policy at an Institutional level

4.5   Deans and Deputy Deans for Teaching and Learning shall oversee the application and implementation of WIL policy at Faculty level

4.6   Heads of Departments and WIL/SL coordinators shall ensure the application and implementation of WIL/SL policy at Departmental levels

4.7   An academic (WIL coordinator) is responsible for the WIL academic project i.e. the verification of the placement site (to ensure that it meets all the requirements); monitoring of the students to ensure that the required learning is received and the assessment of the outcome is done

5. POLICY REVIEW

5.1 This policy shall be reviewed after five (5) years or before then if a need arises for a review.

> 5.2 On recommendation of Senate or an appropriate management structure this section B of the policy shall be reviewed

> 5.3 The policy owner may review amend annexures that contain or illustrate forms or documents for effective administration and/or management at any time.

5.4   Nothing in this clause shall prevent Council from reviewing this or any other policy at any time prior to the stipulated cycle, in which event a new cycle shall commence from the date of such review.

6 IMPLEMENTATION AND OVERSIGHT RESPONSIBILITIES IN RESPECT OF THIS POLICY

6.1 The DVC Teaching and Learning shall provide an oversight on the provisions and implementation of this policy and its review.

6.2 Faculty Deans shall oversee the overall implementation of the policy across the Departments in their faculties

6.3 MANCO has overarching oversight responsibility.

7   RISK MANAGEMENT

7.1   This policy should be read in line with Community Engagement policy

7.2   All parties involved in WIL/SL activities shall ensure that they take reasonable steps to minimise risk to students, academics and communities

7.3   Should be sensitive to reasonable foreseeable risk

7.4   WIL/SL coordinators and Academics who are involved in WIL/SL and placement of students should take the responsibility to induct or orientate student before they start WIL/SL

7.5   Potential risks should be investigated thoroughly before the placement of students

7.6   Academic staff will be indemnified provided they were acting within the limits of the policies of the University

7.7   In the case of any incidence, such cases should be reported within 24 hours of the incident taking place

7.8   Any person transporting students or persons above 10 should be in possession of public drivers licence

7.9 An academic who sends students to do WIL/SL should ensure that applicable structures know where the students are and have signed an indemnity forms

7.10   Every academic should ensure that they sign relevant leave before they leave for any work outside the university for WIL/SL

8 RESPONSIBILITY OF STUDENTS UNDERTAKING WIL

8.1 It is the responsibility of each student to take ownership of their learning during their WIL/SL

8.2 Students should ensure that they understand what is expected from them before they go to WIL/SL.

8.3 Students should make sure that they know who to contact in the case of emergency or when a need arises.

8.4 Students should observe culture and practices, policies of where they are doing their WIL/SL.

8.5 Logbooks and reports should be signed by supervising practitioners, mentors or supervisors. They should compile a portfolio of evidence to reflect their experience, which will then be assessed

9 RESPONSIBILITY OF AN ACADEMIC WHO COORDINATE/ SUPERVISE WIL INCLUDING COMMUNITY AND INDUSTRY PARTNERS

9.1 The WIL/SL Coordinator/ lecturer shall prepare students properly before they undertake practical work or WIL by making sure that students understand the learning outcomes of the module.

9.2   A coordinator and lecturer who teach the module that have WIL/SL component should discuss how students will be assessed and evaluated.

9.3   He or she should liaise with supervisors or mentors where students are attached to discuss issues of progress.

9.4   The lecturer should be available and be on a standby in case students need his or her assistance.

9.5   Stakeholders and academic staff should consult with each other on a regular basis to evaluate the quality of their partnership including the placement of students.

9.6   They should consult each other before making decisions and be accountable for their actions.

9.7   They should communicate openly to enhance openness and transparency on all activities of the partnership.

9.8   They should maintain confidentiality, more especially on sensitive matters. and or be sensitive to intellectual property (IP) issues where they are placed

9.9   The involved parties should inform each other in the case where there is a problem in honouring appointments.

9.10   They should ethically relate to each other during the partnership.

10 INTERNATIONAL STUDENTS

10.1 Shall the international students be admitted into the programme that has WIL/SL component; they shall comply with the requirements of such programme

10.2 It is the responsibility of the Faculty to secure placement for such students either for WIL/SL

10.3 In the case of SL the Faculty shall do risk analysis to ensure the safety of such students and communities where they are placed

11 STUDENTS WITH DISABILITIES

11.1 It is a Constitutional right for every citizen to have access to education. UNIZULU acknowledges also its responsibility towards transformation however, it is the responsibility of each person with disability to declare their disability to the University. And the University does not intend to put the lives of the students at risk including students with disabilities

11.2 Students with disabilities may be admitted in programmes with WIL/SL if their disability will not affect their performance or may not cause harm to their health

11.3 Should the student be admitted in a programme that offers WIL/SL, the requirements of the professional body shall be considered

11.4 It is the responsibility of the Department that offers WIL/SL to ensure that students with disability are placed in appropriate placements

12 ASSESSMENT & CREDIT WEIGHTING

12.1 WIL/SL shall be assessed in accordance with the provisions of the UNIZULU assessment policy

12.2 Both formative and summative assessments should be designed and implemented in collaboration with all parties/ partners involved

12.3 Assessment requirements including the rubric should clearly be communicated to the students

12.4 The number of hours spent on WIL/SL are determined by Professional body

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