higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

REPORT OF THE RESEARCH COLLOQUIUM ON POST-SCHOOL EDUCATION AND TRAINING

Towards successful Workplace-Based Learning in South Africa

22-23 October 2015
Burgers Park Hotel
Pretoria

**Report compiled by the Manufacturing, Engineering and Related Services SETA (merSETA)
on behalf of the Department of Higher Education and Training**

*"Together Moving Post-School Education
and Training Forward"*

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ACKNOWLEDGEMENTS

ACRONYMS	
AET	Adult Education and Training
BUSA	Business Unity South Africa
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
CHIETA	Chemical Industries Education and Training Authority
CBE	Council for the Built Environment
CHE	Council on Higher Education
CPUT	Cape Peninsula University of Technology
DG	Director General
DHET	Department of Higher Education and Training
DPSA	Department of Public Service and Administration
DUT	Durban University of Technology
FET	Further Education and Training
FETI	Further Education and Training Institute
HEI	Higher Education Institution
HETMIS	Higher Education and Training Management Information System
HEQSF	Higher Education Qualifications Sub-Framework
HSRC	Human Sciences Research Council
HWSETA	Health and Welfare Sector Education and Training Authority
ILO	International Labour Organisation
MOU	Memorandum of Understanding
NBI	National Business Initiative
NC(V)	National Certificate (Vocational)
NGO	Non-Governmental Organisation
NMMU	Nelson Mandela Metropolitan University
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
NSDS	National Skills Development Strategy
PSET	Post-School Education and Training
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
OECD	Organisation for Economic Co-operation and Development
SACPO	South African College Principals Organisation
SAGDA	South African Graduates Association
SASAS	South African Social Attitudes Survey
SASCE	South African Society for Cooperative Education
SATN	South African Technology Network
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SMME	Small, Medium and Micro Enterprise
SSP	Sector Skills Plan
STATS SA	Statistics South Africa
ToR	Terms of Reference
TUT	Tshwane University of Technology
TVET	Technical and Vocational Education and Training
UNISA	University of South Africa
UNIVEN	University of Venda
UoT	University of Technology

WSP	Workplace Skills Plan
W&RSETA	Wholesale and Retail SETA
WBE	Workplace- Based Education
WBL	Workplace-Based Learning
WIL	Work- Integrated Learning
WWF-SA	Worldwide Fund for Nature – South Africa

The annual Research Colloquium is organised by the Research Forum on Post-School Education and Training (PSET) under the auspices of the Department of Higher Education and Training (DHET). The purpose of the Research Colloquium is to deepen the conversation among stakeholders in the PSET sector in order to share research findings and promote research utilisation and dissemination.

The first Research Colloquium was held in November 2014 and looked at the "*State of research on PSET in South Africa*". The Research Colloquium report is available on the DHET website: www.dhet.gov.za.

The second Research Colloquium focused on "*Workplace-Based Learning: Towards Successful Workplace-Based Learning in South Africa* and took place on 22 - 23 October 2015.

Over a period of two days, a total of approximately 210 delegates attended the Colloquium. The Colloquium hosted a wide range of representatives from; Universities, Research Centres at Universities, Non-Governmental Organisations (NGOs), the South African Colleges Principals Association (SACPO), Technical and Vocational Education and Training Colleges (TVET), Government Departments, Professional Bodies, DHET entities, Labour Organisations, Employers / Business and Student Unions.

The Colloquium took place at an opportune time as the DHET was in the process of developing a policy on WBL. The Colloquium provided an opportunity for the inclusion of important insights that needed to be addressed in the policy.

The Research Colloquium comprised seven sessions:
- Session 1: Opening and global overview
- Session 2A: Panel discussion: Expectations of WBL: Lessons from research and practice
- Session 2B: Panel discussion: Expectations of WBL: Lessons from research and practice
- Session 3: Panel discussion: Quality and quality assurance of WBL
- Session 4: Policy context for WBL
- Session 5: State of research on WBL
- Session 6: Implications for policy
- Session 7: Information systems for WBL: Innovation leaders

Common themes around policy prescriptions emerged over a wide range of topics from different perspectives. Despite the varied participants, similar recommendations were put forward. These included the following:

- The need for a common language, appropriate terminology and typology for WBL;
- The need for more research on WBL in South Africa;
- Employer/ Higher Education Institution mentorship and support for learners in the workplace;
- Curriculum alignment to industry;
- The need for a close relationship between institutions and industry;
- The need for roles and responsibilities of all role players to be formalised, and
- The need for Business to take a more proactive role in education and training.

The policy recommendations are explored in more detail at the end of each section of this report. Based on the presentations and discussions over the two- day colloquium, it became evident that co-operative and work-integrated education models provide economic and social benefits for government, educational institutions, business and civil society; and that this results in a wide range of graduate attributes and innovative competencies that are required in the twenty-first century workplace.

1. INTRODUCTION

At the time this report was compiled, the Department of Higher Education and Training (DHET) was in the process of developing its Policy for Workplace-Based Learning (WBL) which is driven by six imperatives. These imperatives include the need for a common understanding of the target groups and purpose of WBL; the need for a common language, appropriate terminology and typology for WBL; the need to clarify roles and responsibilities of various key players; the need for a registration and information system to facilitate the placement of students and graduates in WBL; the need to enable planning improvement and accountability through monitoring and reporting and the need to support the implementation of WBL through appropriate funding mechanisms underpinned by funding regulations.

Through this Colloquium, discussion around issues such as the lack of a common understanding of the WBL concept, the need for more in-depth and large scale research projects for WBL took place.

The concept of WBL is known in the Post-School Education Training landscape, and there seemed to be general acceptance of the value of WBL, particularly with respect to its intrinsic role as part of the learning curriculum and to support the concept of employability once the qualification is completed. Historically and in current practice; various forms of WBL are evident. The Minister of Higher Education and Training emphasises the notion of "*every workplace a training space*" in South Africa, however there seemed to be a general consensus that the very notion of workplace learning must be revisited, its modalities examined and best practice captured to ensure that all learners across the various sectors gain the real benefits of WBL. In addition, the employer or workplace perspective cannot be ignored as WBL should be mutually beneficial to all involved parties.

WBL has manifested in different forms in South Africa and the differential of WBL in many parts of the PSET system was highlighted as a challenge. The PSET system was reported to have insufficient capacity to facilitate the placement of increasing numbers of students and graduates in WBL. Many students exiting the PSET system were reportedly unable to find employment; owing, in part, to their lack of skills associated with workplace experience.

The Research Colloquium highlighted the different perspectives of WBL from diverse contexts and this set the tone for a renewed focus on WBL in South Africa. The Colloquium was intended to draw attention to how the labour market and the forces of supply and demand in the labour market influence strategies related to WBL. The aim of the Colloquium was to bring all the different needs

and priorities of learners, businesses and training providers together to enable delegates to discuss and debate their understanding of WBL and how it should be practiced.

2. SESSION 1: OPENING AND GLOBAL OVERVIEW

The Programme Director, Dr Mashongoane, welcomed participants, noting that this was the second Research Colloquium specifically involving the Department of Higher Education and Training (DHET) and its entities. He noted that, through events such as these the Department continued to make strides in the (PSET) System through research.

He highlighted that the renewed emphasis on (WBL) had sparked some confusion and that, through the Colloquium discussions, clarity on conceptual issues would be provided. He stated that further discussions would take place on how and why forces of supply and demand influence reviews of concepts and strategies related to WBL. The disjuncture between supply and demand would be difficult to address without WBL. Therefore, institutional and industrial collaboration is key.

2.1 Opening Address by Mr Gwebinkundla Felix Qonde, Director – General, DHET

The Director-General (DG) acknowledged the need to deepen the conversation on PSET among stakeholders, it being vital for continued and increased support from global partners/players and investors to enable funding for areas that require investment in South Africa.

He said that the DHET had undertaken several initiatives to promote and encourage research. One of these was the DHET Research Agenda that was published on the DHET website in 2014. The Research Agenda was set out to inform research needs of the Department for the period of April 2014 to March 2017. The purpose of the Agenda was to inform planning processes within the DHET to enlighten research stakeholders of the Department's focus areas, and to assist the DHET to guide resource allocation for research. Priorities were also to serve the purpose of guiding research on PSET undertaken by academics as well as independent institutions.

Internationally, WBL has emerged as an important part of education and training and has given rise to a renewed global conversation on WBL. WBL is driven by two main imperatives, namely its value as a form of knowledge and pedagogy and its contribution towards the employability of young people.

He reported that current and future occupations require a wide range of qualifications, as well as relevant sets of skills. The White Paper for PSET (DHET, 2013) highlighted that graduates exiting the system often could not find jobs as a result of a lack of skills associated with workplace experience. Programmes that offer WBL opportunities are increasingly recognized as providing learners with qualities required by employers and they also increase career opportunities for graduates. The role of research to evaluate the effectiveness of WBL in South Africa as well as the cost benefits to employers was highlighted.

The DG elaborated on DHET's view that WBL has been a central element of higher education programmes and has been well established. WBL is an indispensable component of artisan training and has served as the key site for artisanal development. It has also been a requirement for professional councils for many years and it serves as a licence for a graduate to practise as a professional.

In addition, the DG highlighted that key challenges of WBL implementation have emerged and that some of these include deterioration of the partnership system which has resulted in a shortage of mid-level skills in the engineering and construction fields. Hundreds of students are unable to complete qualifications, owing to a lack of access to WBL opportunities. Many students, who complete vocational qualifications, are unable to obtain work experience to improve their chances of employability.

Finally, the DG reported that WBL is central to the attainment of occupational qualifications which is also vital to the economy of the country. Many professional graduates are unable to practise owing to the lack of WBL. We therefore need to seek ways to address challenges for the students and the future prosperity of our economy.

2.2 Global Perspectives on WBL

The first session brought to the fore the different perspectives and forms of WBL from around the world. The different forms of apprenticeships in various countries were described and the success of the apprenticeship programmes highlighted.

2.3 Dr Ashwani Aggarwal, International Labour Organisation

In his presentation, Dr Aggarwal asserted the growing importance of quality apprenticeships and provided some examples of how these systems have fared in different countries. He pointed out challenges that other countries faced with regard to WBL, which he noted were no different to the

ones faced by South Africa. He discussed the benefits that WBL has had on learners during the transition to the workplace as well as the investment and economic returns of WBL programmes. Furthermore, he highlighted the concept of quality and how to increase the quality of the apprenticeships. He also acknowledged the national imperative to create jobs through artisanal programmes.

Dr Aggarwal emphasised that through apprenticeships, there should not be a skills mismatch. In areas where apprenticeships are done well, the needs of industry are met in terms of skills demand and companies see increased productivity and economic returns. The apprentice in turn enjoys greater employment stability.

He concluded by noting some of the challenges with apprenticeships in other countries and listed the following:
- lack of placement opportunities;
- weak involvement of social partners;
- exploitation;
- lack of funding;
- difficulties in the relationships between public training providers and the private business sector; and
- reinforced gender stereotypes.

2.4 Mr Ken Duncan, Swiss-South African Cooperation Initiative

Mr Ken Duncan presented on the history of developed countries with respect to WBL and noted that WBL is multifocal and multidisciplinary so there is no one single theory of WBL in existence. He emphasised that the need to come up with a single working definition and system of WBL globally is becoming more relevant. He conveyed the fact that WBL is about doing "real work" under the guidance and mentorship of a master artisan/skilled professional. WBL is experiencing learner-driven increases world-wide, and there is more emphasis on the need for lifelong learning.

Mr Duncan pointed out that WBL is dynamic; the process includes the psychology of the individual, the sociology of the workplace, and the economics of the workplace as well as education and training. WBL consists of a tripartite agreement between the learner, the training provider and the employer. The question that needs to be asked is how to implement WBL and South Africa can use examples

from across the world. Research is key to ensuring that WBL is done right and brings with it gains for all involved parties.

2.5 Key Themes from Session 1

- Terminology and definition of WBL.
- Linking WBL with informal apprenticeship systems.
- Theories of learning intertwined with theories of organisational development.
- Assessment of learners and evaluation of programmes require more attention than any other aspect of WBL.

2.6 Key Discussion Points

South Africa requires continued investment from global partners for funding. There is a need for and great opportunity for research on WBL that has been identified, especially large-scale and in-depth research in the South African context. Research also needs to be done to evaluate the effectiveness of WBL in South Africa as well as the cost benefits to employers. The quantity and quality of research coming from Australia and Germany should be used as an example for South African research.

A key challenge identified with the implementation of WBL was the partnership system. It seems that the partnership between institutions and industry has deteriorated resulting in a shortage of mid-level skills in the engineering and construction fields. Research has indicated that WBL is most popular among employers where it leads to a rapid increase in the productivity of the trainee. Therefore, if training grants are used judiciously, it can steer people in the right direction.

Improved student retention, progression of the education and training system, enhanced employability and wider partnerships have been identified as benefits of WBL. It has however been noted that not all students enrolled at universities or TVET colleges need WBL.

Research conducted by the International Labour Organisation (ILO) across countries, indicates that the importance of apprenticeships is increasing globally and that it has a positive impact on youth unemployment with positive returns on investment for companies. However, the lack of placements, weak involvement of social partners, the exploitation of apprentices, inadequate funding, difficult relationships between public training and private business and gender stereotypes have been identified as challenges for the successful implementation of quality apprenticeship systems in some

countries. Different standards used in institutional and industrial assessments need to be addressed and there needs to be a close relationship between institutions and industry.

2.7 Policy Implications and Recommendations

Research into WBL needs to be multi-disciplinary and multi-focal. Since work processes are increasingly similar around the world, understanding how best to implement WBL is becoming more relevant globally. WBL requires a tripartite alliance between learner, employer and institution and although it is initially disruptive to all; the regulatory environment can facilitate or impede the necessary partnership. The DHET is in the process of developing a policy framework on WBL; however there is a lack of a common understanding of the concept of Work- Integrated Learning (WIL) and WBL which needs to be taken into account. The WBL policy framework is driven by various imperatives which include:

- the need for a common understanding of the target groups and purpose of WBL;
- the need for a common language, appropriate terminology and typology for WBL;
- the need for clarity on roles and responsibilities of various key players;
- the need for a registration and information system to facilitate the placement of students and graduates in WBL;
- the need to enable planning improvement and accountability through monitoring and reporting;
- and to support the implementation of WBL through appropriate funding mechanisms underpinned by funding regulations.

3. **SESSION 2A: EXPECTATIONS OF WORKPLACE-BASED LEARNING: LESSONS FROM RESEARCH AND PRACTICE**

Session 2A unpacked the practical side of WBL and how it should ideally look in the work- place. This panel session was moderated by Ms Makano Morojele from the National Business Initiative (NBI).

3.1 Mr Shakeel Ori, Durban University of Technology (DUT)

Mr Ori discussed the debates on terminology and definitions of WBL. He presented the idea of Work-Integrated Learning (WIL) being the ideal term because it is important in obtaining a qualification and that employability and academic achievements are enhanced through WIL. Mr Ori proposed that industry needed to be more involved in the conversation on WIL and that, through WIL, business can ensure a pipeline of skills that will ensure increased productivity (even in an economic downturn). However, he did caution that the relationship between the employer and the institution could become strained due to lack of resources and funding.

3.2 Mr Sean Fenn, Business Unity South Africa (BUSA)

Mr Fenn challenged the concept of WBL. He problematised the challenges faced by the industry as well as the limitations to policy and the legal implications. He mentioned that the economic climate had already had a devastating impact on the automotive industry which has seen high rates of retrenchments, evidence that companies are struggling. He pointed out that if teams within businesses are shrinking then the chances of WBL going wrong is high and that the learner suffers because of a lack of capacity to manage the learning.

Mr Fenn emphasised that unless the WBL model can assist companies in terms of increasing profits and productivity it would be difficult to get employers to buy in to the concept of WBL. Furthermore, he reported that business was often not ready for WBL or WIL; they needed a menu; systems and processes that they can understand. In terms of capacity within businesses to ensure that what should happen is actually happening; there are also challenges. He supported the notion that the WBL policy should be grounded in a mechanism to get businesses to conform.

Mr Fenn stressed that the WBL system should be holistic with benefits for all involved and that a critical reason for the failure of WBL was learner attitudes when entering the workplace. Students find it difficult to acclimatise to the environment and social constructs of business.

3.3 Advocate Pieter Fourie, Council for the Built Environment (CBE)

Advocate Fourie used the Council for the Built Environment to illustrate the mechanism of WBL as well as the funding issues with regard to the programme. He focused on the barriers of WBL, the impact of these barriers, the interventions required to break the barriers and the parties responsible to address the barriers. Advocate Fourie stated that skills development begins at school level with regard to the Grade 10-12 learners completing mathematics and science subjects to enable them to be better equipped at university level. After graduating, interns undertaking studies require workplace training with suitable mentors in a suitable workplace. Candidates registered in a profession who require work experience before becoming professional also require the right mentor.

3.4 Ms Ashleigh Alistoun, KPMG

Ms Alistoun spoke about learnerships in business and the challenges that KPMG faced with regard to implementation of learnerships. She mentioned that the Chartered Accountant (CA) learnership was easily accepted by businesses and easily implemented with the help of the Sector Education and Training Authorities (SETAs). She reported that other learnerships were not so easily implemented due to resistance from business, who noted that the processes were onerous. Ms Alistoun noted that there are problems within the system with regard to delayed certificates and prolonged periods of waiting to get learnerships registered; which impacts negatively on the business and makes business resistant to skills development initiatives. She concluded that there needed to be better collaboration and better efficiencies within the system so that business can see the benefits and buy-in to skills development efforts.

3.5 Dr Rooksana Rajab, Resonance Institute of Learning (Pty) Ltd

Dr Rajab focused on workplace preparation for students and the role of socialisation of the student into the working environment. She stated that the workplace should be made ready in advance before the learner arrived; but also that the process was too bureaucratic. Dr Rajab supported the notion that all parties must be aware of their roles and understand expectations, timing, resources and funding needs for WBL to be successful. She agreed that "attitudes" are from both sides - the student and the employer. Employers are needed to nurture the students and guide them in order to get the best from them. In terms of socialisation, she emphasised that the student needed to be integrated into the work environment so that they could become productive citizens; the students should not be made to feel that they were just temporary but rather that they could make a difference and contribute positively in the organisation.

3.6 Mr Andile Sipengane, SETA Perspective

Mr Sipengane spoke on the role of Sector Education Training Authorities in the WBL process, monitoring and evaluation. He mentioned that employers needed to be incentivised to support WBL but warned that things can go wrong such as a lack of support and a lack of mentorship for learners. Mr Sipengane also noted the problems SETAs faced with respect to identification of appropriate workplaces and onerous paperwork before implementation.

Mr Sipengane emphasised the pivotal role that SETAs have in the implementation of WBL:

- Work with institutions of learning and employers to place students;
- Provide assistance to employers to determine suitable projects for student placements;
- Advising and engaging in work placements within the relevant legislative framework;
- Distribute placement opportunities to post school learners to allocate suitable candidates;
- Offer advice to employers throughout the placement process;
- Offer incentives for placement opportunities;
- Determine the support employers require to ensure the success of WBL;
- Manage employer expectations;
- SETAs need to focus on more WBL interventions for Small and Medium enterprises with incentives to support business participation;
- The small and medium enterprises will further enhance entrepreneurial skills development, and
- There is great potential for growth and development in the small and medium business sector.

3.7 Key Themes from Session 2A

- Interaction between workplace and institutions long before the placement of graduates.
- Lack of understanding of the meaning and importance of WIL.
- Lack of support for employers.
- Lack of support for WIL students within the workplace.
- Lack of mentorship and coaching at the workplace.
- Misalignment to industry needs and the National Development Strategy (NDP).
- Lack of monitoring and evaluation.
- Lack of buy-in on the side of employers (incentives are important but it is also to address the requirements of managing the learning and the learner contributing to productivity).

3.8 Key Discussion Points

Session 2A highlighted the importance of a shared understanding of WBL as there are different understandings and often assumptions about WBL and there is a need to test these assumptions. The issues highlighted in this session address some of the blockages of WBL; what is working; and what needs to be improved. It was argued that WBL is an integral part of learning; it incorporates theory and practical skills for on- the- job learning. For WBL to be successful there needs to be an easily understood mechanism which comprises a system, guidance in terms of processes, a component of socialisation and social integration as well as ensuring that the workplace is ready and adequately equipped in terms of capacity to manage the learning in collaboration with the training partner. The current instability within the economy was also alluded to in this session; highlighting that the concept of entrepreneurship training and small business support cannot be ignored. These concepts need to be linked to learning and a diversification of workplaces could be something to be considered when formulating the concept of a successful WBL system. The idea of supporting multi-skills within an occupation and cross-skills across sectors was raised as a point of consideration with regard to WBL. This is important to consider when thinking about the future of work and what a typical worker will require to thrive in industries where the notion of jobs for life is becoming ever more unrealistic.

Generational challenges are also evident with respect to working with millennium youth (millennials) and how to deal with clashes regarding culture and values. It should be emphasised that WBL is about partnerships and facilitating placements to find the best fit for the learner and employer.

Industry participation in WIL is vital and therefore such platforms or discussions require industry's voice so that the policy can be crafted to speak to their diverse needs. There is often a disjuncture between industry expectations, student expectations and higher education institutions' expectations.

It was also noted that the session's discussions had not taken into consideration the fact that many lecturers do not have industry experience and therefore learners are unaware of workplace expectations so there is a disjuncture between theory and practice. Furthermore, the role of Small Medium and Micro-sized Enterprises (SMMEs) in WBL needs to be further explored and opportunities to engage the small business sector unpacked, to make more workplaces available for training.

3.9 Policy Implications and Recommendations

The discussions made reference to key considerations in terms of WBL formulation and implementation processes. There seemed to be consensus that for successful implementation there is a need to identify champions for change. A key component for success is the participation of industry, which plays a vital role in the process; after all without them there are no workplaces. All partners have to own the process and see it through. This means active involvement of stakeholders in the development of a WBL curriculum which is aligned to industry needs. Change in the culture of WBL or re-engineering it to determine best practice models needs to be considered but it requires all role-players to be on board in the process. This means that programmes need to be monitored, evaluated and improved to result in positive impact for all parties.

Through the discussion, a need to explore possibilities with the small business sector emerged. It was noted that it is critical to ensure they are engaged in terms of all potential opportunities for placement across all economic sectors. It stands to reason that, if all sectors are involved a "one size fits all" model would not be appropriate. A proposal emerged, suggesting that WBL needs an adaptable model to stimulate economic growth and this should be considered.

4. **SESSION 2B: EXPECTATIONS OF WORKPLACE-BASED LEARNING: LESSONS FROM RESEARCH AND PRACTICE**

Session 2B addressed aspects of what is desirable versus what is practical in terms of WBL. This panel session was moderated by Dr Angelique Wildschut from the Human Sciences Research Council (HSRC).

4.1 Ms Karin Hendricks, False Bay TVET College

In her presentation, Ms Hendricks explained how college students could access WBL through occupational learnerships, apprenticeships, and NC (V) qualifications. She explained how WBL is managed within False Bay TVET College. At False Bay TVET College, WBL is managed through collaboration between the academic and job placement units within the college. The academic unit is responsible for the learning side of WBL in terms of the integration of theory and practice; it integrates employability, develops of monitoring tools, conducts site visits and tracks of students. The placement unit markets the placement service to employers and provides placement services in terms of assisting with contractual issues, conditions of service and work-readiness workshops. The unit also builds and develops employer linkages and tracks students. Ms Hendricks stated that without partnerships, WBL would not work very well.

False Bay TVET College had over 200 industry partnerships and had 25 Memorandum of Understanding to support WBL in 2015.

4.2 Ms Sumaiyah Bux, Tourvest Destination Management

Ms Bux discussed WBL from the perspective of the employer and provided a practical example of Tourvest Destination Management. She reported that the company runs successful learnerships at NQF level 5 in partnership with CATHSSETA. She noted that most students were employed at the end of the learnership. Ms Bux conveyed the fact that the college curriculum is not always aligned with industry needs and that mentorship in WBL is essential to bridge this gap. Ms Bux further reported that the company had been successful in sourcing students from rural areas and that it is important to provide opportunities to disadvantaged youth. She also highlighted challenges that the employer faced with regard to WBL and that funding was not always available.

4.3 Ms Julie Nisbet, Boxer Superstores

Ms Nisbet spoke of the need to concentrate on where the aim or focus of WBL is. For example, identifying rural areas and then developing an approach to develop skills that are needed in that place at that particular time. Customising and contextualising programmes is crucial in order to be able to learn for the business, and deal with the transferability of skills. Ms Nisbet went on to discuss the expectations of business, providers and SETAs respectively. The expectation of business is to fill the skills shortages with highly competent staff, by taking learners through a practical process to ensure that the final result is a multi-skilled, competent contributor. The expectation of providers is to guarantee that the learners have been trained on the relevant unit standards and that they are found competent due to their undertaking of formative and summative assessments and workplace experience. The expectation of SETAs is to ensure that quality and standards are maintained to ensure a productive workforce that contributes meaningfully to the South African economy.

4.4 Mr David Mabusela, DHET

Mr Mabusela discussed the disjuncture between curriculum and practice and noted that; with occupational qualifications, the aim is to ensure integration between the three areas of the curriculum namely theory, practice and WBL. He highlighted some of the problems in South Africa that hinder the production of artisans through WBL, one of which is the lack of investment in technology and that the pace of technological advancement is faster that the skills production and hence there is a skills gap. Furthermore this is compounded by dysfunctional WBL which sees a sequencing of learning where theory comes first, then WIL, testing, and finally the qualification, which takes a long time and may result in unemployment because by the time the student qualifies the skills he/she has acquired may have become redundant.

4.5 Ms Bontle Kgotse, Department of Public Service and Administration (DPSA)

Ms Kgotse presented on up-scaling internship and learnership programmes in the public sector and the challenges faced by government departments. Placement with public employers is fraught with challenges pertaining to capacity constraints and limited resources. The focus is on building a capable state and strengthening the talent within the skills pipeline. Ms Kgotse referred to the fact that skills development levies for government departments needed to be monitored in terms of how the money is used for internships and learnerships. SETAs are a key role-player in helping to confirm capacity building priorities for specific public service departments. There tends to be under reporting on training conducted especially if the internship was funded by the SETA.

Ms Kgotse spoke about a number of challenges with regard to WBL which include; absorption of interns and learners into permanent employment; a lack of monitoring, evaluation and coordination between the employer and the institutions of learning. Interns are also covered under the Basic Conditions of Employment Act as it has been extended to include maternity leave. SETAs and all businesses need to be aware of this matter for planning. There tends to be absorption of learners into permanent employment, within government departments, even though the vacancy rate is only 10% and government cannot afford a huge wage bill.

It was noted that placing learners with public employers could create more challenges in the PSET system due to a lack of resources, mentoring and coaching which are inherent traits of public institutions.

4.6 Key Themes from Session 2B

- WBL can work well if there is support from all role players.
- WBL can be used as a vehicle to train and employ youth from disadvantaged backgrounds.
- WBL can be successful if monitored and evaluated on an on-going basis (keep records and data).
- Partnerships are critical.
- Challenges are faced by all role players.
- Curriculum alignment to industry requirements is problematic.
- Approaches need to be adaptable for a particular place and a particular time.

4.7 Key Discussion Points

One of the issues that was highlighted was that in some instances learners were only exposed to five days of WBL; however the panel concurred that in those instances it was usually a site visit for observation and exposure to the work environment.

The five days are just for exposure and to observe and not to carry out any tasks. Furthermore, it emerged in the discussion that South African Society for Cooperation Education is involved in working with TVET colleges in terms of providing exposure programmes as well as developing text books for specific programmes/subjects. It was explained that the learners take their task books and complete activities in the workplace and these are signed off by the employer and the lecturer can also sign off and assess the work. This benefited 8 000 NC (V) learners across 50 colleges. Lecturer work experience is also prioritised and this includes the placements of 280 lecturers in the workplace.

With regard to the alignment of curricula with industry needs, a Wits representative raised the point that aligning the curriculum with business does not always work. South Africa was said to be nimble when it comes to curriculum. Therefore more is needed than just aligning curricula to industry. Curriculum aligned to the workplace has tensions because on the one side there is curriculum from an educational point of view which teaches more theory and often there is no direct link as to how the theory translates itself into the workplace. In South Africa, there are limitations on how flexible we can be with regard to alignment of the curriculum as the curricula are associated with qualifications.

4.8 Policy Implications and Recommendations

This session highlighted a number of key themes including the fact that the number of business players must be increased, education systems must be improved and relevant government funding can only be effective if all stakeholders work together as a team.

WBL processes and design must take the global market into consideration. Monitoring trends and keeping abreast of current conditions will assist in flexibility and responsiveness to the ever-changing demands of the local and global economy and will ensure that South Africa produces a relevant, skilled workforce.

WBL should consider that time and place matters. It needs to be concentrated on market demands. Identifying what works and what constitutes best practice for different sectoral contexts is important for success.

From the perspective of government departments, there is a need to partner with learning institutions in drafting curricula and policies. It is important to once again note that collaboration is key; an example of which is the joint initiative by the DHET and the Swiss-South African Cooperation Initiative SSACI in the process of establishing a dual apprenticeship system. There needs to be closer collaboration with a number of stakeholder forums; from the private sector to the public sector working together to formulate a broader, more inclusive National Artisan Development Strategy. Another important factor is mentorship, as it plays a significant role in the success of learners. Mentorship provides an opportunity for business to become more involved. There is an opportunity for every business to contribute.

Attitudes of students are also an important factor to consider. Supporting and promoting the achievement of student/learner potential is underrated. Coaching and mentoring of interns and support functions within the organisation, are all integral for WBL.

Student induction into the workplace is also important. TVET colleges understand the magnitude of the task but the call to look at funding models and partnership is of utmost importance. This includes marketing, building trust and explaining the benefits of WBL to industry.

5. SESSION 3: QUALITY AND QUALITY ASSURANCE OF WORKPLACE-BASED LEARNING

Session 3 focused on Quality and Quality Assurance of Workplace-Based Learning. The session was moderated by Dr Shirley Lloyd from the DHET, National Qualifications Framework (NQF) Directorate.

5.1 Dr Heidi Bolton, South African Qualifications Authority (SAQA)

Dr Bolton spoke on the pressure points in the system of the National Qualifications Framework (NQF) and the roles of the three Quality Councils in WBL. Dr Bolton asserted that WBL is an umbrella term and that there are different types of WBL, i.e. simulated learning, work-directed theoretical learning and project or problem-based learning. The different forms of WBL depend on the qualification. It is important that one understands the role of SAQA, NQF and the Quality Councils. The Quality Councils quality assure curricula and recommend qualifications for registration. SAQA interrogates the purpose of the qualification and its international comparability. SAQA recognises the role of professional bodies and registers professional designations on the NQF. WBL is an integral component in all of these aspects. It is important to note the importance of all these bodies, particularly with regard to the concept of articulation. Articulation within and across the Quality Councils enables students to move along their desired career paths, and this requires flexibility within the system.

5.2 Ms Althea Bloemstein, Health Professions Council of South Africa (HPCSA)

Ms Bloemstein presented the notion of a hybrid model of for health professionals. This hybrid model refers to the integration of WBL and quality assurance. She explained that in the health sector, there is a need for feedback; and organisations should participate by providing data and monitoring compliance. She stipulated that mentors need adequate training and that there does not necessarily need to be a change of focus in WBL. She suggested that perhaps one does not need to drastically change the curriculum to meet industry needs but rather to add tasks to the curriculum that mimic what is needed in the workplace.

5.3 Dr Glenda Raven, Worldwide Fund for Nature – South Africa (WWF-SA)

Dr Glenda Raven problematised the quality of mentoring and remarked that many workplaces do not know how to implement WBL. She stated that there are too few mentors and that mentorship in itself is a special skill which requires both time and confidence and it must be quality assured. The Worldwide Fund for Nature (WWF) has been trying to develop mentoring capacity to build a mentoring culture within their organisation.

A WBL programme that has been coordinated with a skills development partnership includes Cape Peninsula University of Technology (CPUT), Durban University of Technology (DUT), Mangosuthu University of Technology (MUT), Nelson Mandela Metropolitan University (NMMU), Tshwane University of Technology (TUT), University of South Africa (UNISA) and University of Venda (UNIVEN). A systemic approach to human capital development has been adopted. Achievements thus far have been around partnerships that they have been able to mobilise with SETAs; employer organisations and universities of technology.

5.4 Ms Portia Radingwane, Gert Sibande TVET College

Ms Radingwane presented the practical applications within the different stages of WBL, namely pre-placement for WBL, placement and post-placement. She postulated that lecturers should also embark on WBL. She also supported the notion of close monitoring and evaluation of WBL.

She concluded by saying that there can never be WBL without Workplace-Based Education (WBE). WBE is also a form of career guidance. WBE exposes a learner to the realities of the different fields available and the workplaces.

5.5. Prof Joseph I Kioko, Cape Peninsula University of Technology (CPUT)

Professor Kioko presented on the involvement of industry in teaching through enrolment planning at the Cape Peninsula University of Technology. Professor Kioko ascertained that there is a need to maintain joint university and industry involvement in WBL. Planning is critical in terms of the number of students, number of workplaces, vacancies and projections of need. WBL underscores the high quality of the qualification. The qualification and the quality assurance mechanism are inextricably linked and this is informed by the role of SAQA and the Quality Councils in terms of the WBL component.

5.6 Prof Jonathan Blackledge, City and Guilds London Institute

Professor Blackledge's presentation focused on the need to earn while learning, the Information Technology (IT) revolution and the lack of parity of esteem between vocational and university pathways. He postulated that universities need to adopt an employment- focused provision; offering a refreshed model. A model for twenty-first century education is the pursuit of practical knowledge which brings together theory and practice. Professor Blackledge said that theory is easy to teach but practice is more expensive and more difficult; and the bit in-between is the hard stuff where theory must forge itself into the practice of the workplace.

5.7 Key Themes for Session 3

- The importance of mentorship.
- Learner support within the workplace is essential for learner development.
- Roles and responsibilities of proponents of WBL (Quality Councils, Employers, Educators and Learners) should be understood to work towards a common purpose.
- Learner and employer expectations should be understood to ensure beneficial outcomes for all parties.

5.8 Key Discussion Points

A representative from Wits challenged the notion of conceptualisation with respect to Work-Integrated Learning (WIL) and Workplace-Based Learning (WBL). It was noted that the contextual background of individuals will impact on the understanding of WIL and WBL and what these terms mean. These conceptualisations are important when considering the WBL policy framework because once this is understood, aspects such as the quality assurance of WBL will fall into place.

Another point was raised with respect to learner assessment. If the workplace is so involved in the learning process then surely the educator and the workplace should both be involved in assessing the learning. The role of professional bodies and councils should also be made clear since they set the standards for practice.

It was also mentioned that learning institutions should take responsibility when placing learners in a workplace to ensure that mentorship is taking place. It was stated that Durban University Technology has three-day programmes at no cost to the employer to make sure that students receive appropriate mentorship.

The notion of e-learning was also highlighted. It was postulated that learners with online qualifications are not competent until they have workplace exposure and that in an age of technology and online learning, the role of WBL needs to be further unpacked.

5.9. Policy Implications and Recommendations

Throughout the discussion it became clear that context matters. Business is dynamic in nature and this has an impact on skills requirements. It is therefore important for the institution and the employer to work together closely, with regard to WBL.

From an employer perspective, it is necessary to clarify roles and responsibilities with regard to WBL. Employers do not necessarily want to get into a discussion around the conceptualisation of WIL/WBL. There seemed to be consensus that this conceptualisation / differentiation is for the academic arena. It would seem that employers principally want to know what their role is/or should be and what they need to do within their organisation in terms of skills development.

It was demonstrated that mentorship needs to be entrenched in the culture of WBL whether it be within companies or in the training institutions.

The discussion also tended to focus on lecturers. It was stressed that lecturers need industry knowledge to adequately teach learners in the classroom. In addition, the assessment of learning in the workplace needed to be closely monitored. It was mentioned that lecturers are often placed in workplaces during the holidays so they are exposed to the industry. The lecturers should be specialists in their field and be able to gain exposure in industry regularly so that they can keep up to date with what is happening.

The issue of parity of esteem between the academic and the vocational pathways was discussed; this is important to consider if articulation across the different pathways is to become a reality.

6. SESSION 4: POLICY CONTEXT FOR WORKPLACE-BASED LEARNING

Session 4 covered the state of WBL it South Africa. The Department presented its draft Policy on WBL. This session was chaired by Dr Engela van Staden from the DHET, University Academic Planning and Management Directorate.

6.1 Dr Ronel Blom, REAL Centre

Dr Blom presented on the different contexts and practices of WBL and how all the different purposes of WBL should be considered when thinking about terminology and definitions of WBL. The rationale for workplace-based learning as laid out in the draft policy on WBL is to enhance learning, not employment. Teaching, learning and assessment practices at institutions and workplaces to enhance learning are the driving force behind WBL. It is also intended to enhance employability. Improved learning of students results in more responsive and relevant skills, knowledge and attitudes that are of real value in the workplace.

Dr Blom highlighted that there is tension between the pedagogic rationale and the employability rationale and this must be managed because WBL does not necessarily lead to employment. There should be no expectations created that WBL automatically leads to employment.

Dr Blom mentioned that there are a few issues emerging from the WBL policy framework development. Firstly, there is no common language and there is also no common practice. We need to get to a set of common principles.

There is currently a clash between the universities and the TVET colleges. Universities believe that the Draft Policy on WBL is too focused on Universities of Technology. Universities of Technology hold the perspective that the Draft Policy is too focused on TVET colleges. Consensus needs to be found on who the draft policy is for. It is for everybody. It is for all role players in the education sector. There is no linear relationship between theory and practice.

6.2 Mr Eubert Mashabane, DHET

Mr Mashabane went through the draft policy on WBL and noted the objectives and the scope of the policy. There were a few issues emerging from the WBL policy framework development. WBL has been limited to certain sectors of the PSET system. For example, learnerships and apprenticeships where one must learn in the workplace in order to obtain a qualification. In other fields there has been silence when it comes to WBL. This can be seen largely as the result of a disconnect between

workplaces and institutions. With the high levels of graduate unemployment in the country we must bear in mind that, with regard to the draft policy on WBL, the objective is not to solve unemployment. This policy should seek to enhance institutional learning through workplace-based strategies. The second objective is to improve the employability of young people. The policy aims to eliminate the tensions between workplaces and institutions. This policy is not for everyone, it aims to target certain categories of people. This policy is not for those who are already in the workplace.

There is no common language and practice with regard to WBL. Government, together with industry and learning institutions, needs to reach agreement and establish a set of common principles. The Policy seeks to address the development of a common language in terms of concepts of definitions for workplace-based learning; the description of a typology of workplace-based learning in keeping with the different contexts and relevant approaches; work placement arrangements appropriate to specific qualifications; the quality assurance framework for learning in the workplace; funding arrangements in terms of workplace-based learning; and the monitoring and reporting requirements.

6.3 Key Themes from Session 4

- Terminology and definitions
- Clarity on the purpose of WBL - for learning and employability, not job creation
- Role of the various types of learning institutions
- Applicability of WBL across various types of qualifications
- Policy prescriptions

6.4 Key Discussion Points

The notion of entrepreneurship training was noted as not being supported by the draft policy on WBL; however the speakers in turn stated that one cannot specifically mention all learning interventions in the policy but rather broad categories of learning are addressed, which in turn should cater for specific learning areas or interventions depending on the context.

The notion of definitions for WIL and WBL were also discussed as it was noted that WIL has international acceptance, however policy makers are trying to make the WBL policy fit for purpose in a South African context. It was noted that WBL does not exclude definitions congruent with WIL but rather that it expands WIL for the South African context.

It was further noted that another important aspect in drafting the policy is the funding mechanism and the types of support that are available to drive the whole process of policy development. Therefore there is a need to prioritise and decide what can be done, for whom and by when.

6.5 Policy Implications and Recommendations

Session 4 allowed for candid discussion with regard to terms and definitions with respect to WBL and WIL. It explained how and why the concept of WBL has been chosen. There is a wide variation of perspectives and practices therefore it is important to recognise different concepts and uses of WBL when considering how to draft the policy. The context of the workplace is also important in terms of transformation. Funding institutions and supporting learners is key.

7. SESSION 5: STATE OF RESEARCH ON WORKPLACE-BASED LEARNING

Session 5 allowed for engagement on research on WBL. This session was chaired by Prof Kethamonie Naidoo from the Council on Higher Education (CHE).

7.1 Ms Josie Singaram, ETDP SETA

Ms Singaram provided an overview of current and planned research on PSET undertaken by DHET and its entities specifically on the different aspects of WBL. The major focus was on research relating to the labour market with a particular focus on skills planning and sector or subsector-based research. The second major area of research related to sector-specific issues including job creation, rural contexts, poverty, SETA grants, employee training, disability, cooperatives and client service.

The research focus on WBL included enquiries into internships, apprenticeships, learnerships and WIL and these covered a range of different types of research including case studies, evaluations, tracer studies, trend analyses, as well as sharing of best practice.

Studies on lifelong learning looked at issues relating to return on investment, progression and trend analysis. TVET research currently being conducted relates to articulation, credit accumulation and transfer, mapping the TVET system, capacity of institutions to deliver, vocational pedagogy and lecturer development. As a subsector within PSET, the community colleges deal with adult learning and the focus of the research includes the Adult Education and Training (AET) curriculum, youth employability and empowerment, efficiency of adult learning centres and worker education. The role of the National Student Financial Aid Scheme (NSFAS) is critical in terms of funding; and the research currently being conducted includes success and failure rates, allowances, return on investment and means testing. Career development also forms a key element within WBL and the focus of the research mainly relates to policy development and the competency framework as well as an evaluation study on the provision of the Khetha career development service.

In terms of the main types of research being conducted, the most common category of research relates to evaluation/impact studies/cost benefit analysis. In particular, this includes measuring the impact of training; assessing the capacity of TVET colleges to manage WIL, determining the costs of implementing learnerships, as well as evaluating the return on investment of such training. There were major focuses on skills needs analysis being conducted across different SETAs. Looking at trend analysis was another key area particularly with regard to learnerships and mandatory grants within

specific sectors. Another large focus area was categorised as 'other' and this covered sector-specific research that was not otherwise classified. It included research on areas such as the improvement of WIL for biodiversity skills.

7.2 Prof Volker Wedekind, REAL Centre

Prof Wedekind presented on the terms, definitions and purposes of WBL, the need to unpack the various ways in which learning occurs in the workplace and understanding the curriculum. Research shows that there is a great variety in relation to the purposes of WIL and WBL. Sometimes people are sent into the workplace to get work exposure, to understand the nature of the workplace and relate that back to their own knowledge. Other times it is more about an experiential process, socialisation process, enculturation process or forms of induction. Sometimes it is about learning from masters and observing them, at other times it is only job shadowing, or to understand the related aspects of work which is not necessarily what the prospective employees will be doing, but they need to understand how it fits in with the bigger picture.

Therefore it is clear that learning happens through a number of pathways and we need to conceptually unpack the types of learning and understand the curriculum. As in the case of universities, workplaces have their own curricula and sometimes curricula in the same industry are not standardised.

7.3 Mr Nigel Prinsloo, Further Education and Training Institute (FETI)

Mr Prinsloo presented a case study on learning for work in the TVET sector. He went through how the programme was implemented, what the key findings were and the challenges faced. He reported that the case study started three years ago, when N6 students came into the workplace but they were not ready according to the organisations in which they were placed.

Three sectors were targeted. These included the hospitality sector, the wholesale and retail sector and the engineering sector. Employers were asked about their requirements with regard to new entrants in the workplace, particularly those from TVET colleges. Placement commitments were then developed for students who were part of the programme. Through this initiative it was found that collaborative efforts were required for implementation to be successful.

Mr Prinsloo stated the following challenges which were identified through the case study research:
- Student attitudes cannot be taught. This can possibly be developed through reflective practice;

- Students need to develop a willingness to learn;

- Communication skills in the workplace are vital to the successful functioning of any business;

- Workplace 'etiquette' is vital; and

- Basic theoretical training is in place at most of the TVET colleges that were involved in the research.

7.4 Mr Nhlanhla Ngubane, South African College Principals Organisation (SACPO)

Mr Ngubane presented findings based on research that was conducted on WIL and the work of SETAs. He also presented findings on supporting entrepreneurship within WIL and shared the experiences of small businesses.

Mr Ngubane reported that after SETAs opened offices in 50 TVET colleges, it was found that colleges are vastly different and have different mechanisms for building relationships with the world of work. This however did not seem to be taken into consideration before the SETA offices were established in the colleges. It was found that some colleges have strong relationships with SETAs, but not others. The terms of reference seemed to be different for the various SETA offices with regards to operations. The new SETA structure is a superficial structure above the college structures. TVET colleges are by no means successful in building good partnerships with the world of work.

TVET colleges were under the impression that the SETAs would open the doors to industry. However, SETAs were not able to take over student support as their business is with their own business stakeholders (employers) and not with TVET colleges. It has been recommended that two specialists should be placed at the TVET Colleges to build relationships with industry. It has also been recommended that the DHET should require each SETA to create a senior-level post at national level dedicated to supporting TVET Colleges in relation to the world of work.

Another recommendation was made for the DHET to ensure that the future processes for TVET - SETA cooperation are clearly mapped out and structures and finances are in place to make this a reality. There has also been confusion relating to whether the specialist should report to the SETAs or to the colleges in which they are based and this needs to be clarified.

The implementation of the recommendations would provide a network of specialists in TVET colleges. SETAs and the DHET should facilitate communication amongst stakeholders and satisfy the needs of industry and government. This network would facilitate the necessary process for the labour market to signal to colleges what changes and improvements should be made to current programmes and

which new programmes should be created to meet industry needs; especially where workplace training opportunities need to be sought or created.

7.5 Dr Marius Wessels, Tshwane University of Technology (TUT)

Dr Wessels' presentation clarified that WIL and WBL were old phenomena. Although terms differ conceptually it is the same thing and he emphasised the need for more research to be conducted with regard to WBL.

Dr Wessels explained that the colloquium had two purposes, firstly, to consider the draft policy framework. Although there are differences between industries, the policy can accommodate the various sectors and sub-sectors. Secondly, the colloquium considers the research aspect with respect to the survey done on what is happening regarding research in the university sector.

WIL and WBL may differ conceptually, but in essence they are the same. New millennium universities need to find focus as there are various pillars: teaching, learning, technology, research and partnerships.

Experiential learning and service learning definitions were discussed. It was said that internship terminology differs amongst the various universities and universities of technology. Some are offered before obtaining a degree/qualification and others are offered after obtaining a degree/qualification. Furthermore, within the WBL policy framework, there is a need to accommodate many additional concepts and consider a glossary of terms relating to the policy, and the agreed terminology on a national level.

Dr Wessels went on to discuss the issue of simulations and authentic learning, and communicated that these were also vital. He explained that WBL in South Africa is primarily focused at undergraduate level. He also explained that further research needed to be conducted to address issues pertaining to curricula and teaching and learning strategy. He emphasised that WBL could not remain stagnant, and that there needed to be on-going development through research.

7.6 Dr James Keevy, JET Education Services

Dr Keevy discussed the need to recognise WBL as pedagogy. There is a need to understand how learning happens in the workplace and understand the national and international differences.

According to Dr Keevy, South Africa is currently a burning platform and it is time to stop talking and take action. He noted that the draft policy on WBL should be reviewed by all stakeholders before it is

discussed on wider platforms. He described how colleges prepare NC (V) students for work in terms of theory and practical work, but emphasised that they do not assist in terms of finding students their first job.

Cooperative education started with the need for students to finance their own education. Terminology is vital to getting it right, we should not introduce new terms at this stage as it would not be useful. Introducing a new term without a theoretical framework is not useful.

Dr Keevy noted that there is the reality of the lowest common denominator when an attempt is made to accommodate everything. We need to understand that everything cannot always be accommodated. He stated that WBL had not been colonised by higher education; it is used in a number of different areas not just in higher education.

It was further noted that the national framework is very useful. The Organisation for Economic Co-operation and Development (OECD) conducted a review on the TVET sector in 2014 and found that WBL was insufficient and the framework to coordinate market actors was also inefficient. He questioned how regulatory and prescriptive a new policy or new framework should be and that setting minimal standards and principles would be a good idea.

It was emphasised that WIL and WBL needed to be understood as pedagogy. We need to understand how learning happens in the workplace. The concept of a "learner worker" is a good term to use when we talk about WBL as pedagogy.

7.7 Mr Percy Mongalo, National Skills Authority (NSA)

Mr Mongalo looked at the role of SETAs post-2018 and mandatory grant allocations for employers; and discretionary grant allocations in relation to supporting WBL interventions. Mr Mongalo noted that regardless of where SETAs would be post-2018, more research on WBL needed to be done. There is a need to monitor the implementation of research projects. Mr Mongalo also raised questions around the implications of WBL regarding skills grant allocations.

Mr Mongalo started by stating after consideration of where the country currently stands with the National Skills Development Strategy (NSDS) III; the National Skills Authority (NSA) has recommended extending the NSDS III for the coming two-year period as well as the re-establishment of SETAs.

Mr Mongalo highlighted that in terms of the White paper the NSA have been given a new duty to monitor and evaluate and would like recommendations from WBL researchers on what they will be

monitoring and evaluating. Researchers are urged to look at the role of the NSDS, the SETA landscape and funding mechanisms post-2018 in terms of WBL, so that when the new strategy and policy is developed these inputs can be included to be sure the right things are funded. The input from researchers needs to be based on solid research finding with the aim of giving advice on policy development and funding from the National Skills Fund (NSF).

Mr Mongalo concluded by indicating the need to deal with the barriers faced by employers in placing learners, learners' willingness to participate in the WBL system and incentivising employers by advocating WBL in workplaces. Furthermore, the issue of having insurance for learners and employers needs to be addressed.

7.8 Mr Bhabhali Ka Maphikela Nhlapo, COSATU

Mr Nhlapo spoke from the perspective of Labour, highlighting the challenges faced by workers as well as shortcomings in the current WBL system.

He elaborated on why WBL as opposed to WIL is favoured. It was noted that currently and historically, WIL focused on younger workers and neglected older workers. From a labour perspective, the system was seen to be a quick- fix solution based on capitalist orientation and attempts to postpone workplace transformation. Secondly, it was said that there was a lack of recognition of experiential skills.

In regard to WBL, Mr Nhlapo commented on the pitching of WBL training levels against current low levels of workplace demands. Reference was made to Adult Basic Education (ABET) and its low level support and even ridicule experienced within the workplace. Furthermore, the presenter made reference to the role of equity and transformation in the workplace when it came to learner placement. He concluded that learner stipends are an important consideration and should be taken into account when implementing WBL.

7.9 Key Themes from Session 5

- The role WBL plays in employability and graduates being able to access employment.
- Funding models need to be considered and should be adaptable based on time, place, and resources.
- Understanding of WBL as pedagogy and the role of all parties in ensuring that teaching does not end in the classroom but should transfer into the workplace.
- The session made reference to similar themes identified in other sessions. These included:

- Applicability of WBL across various types of qualifications;
- WBL being used as a vehicle to address social responsibility with regard to youth, disadvantaged backgrounds and transformation;
- The need for continuous monitoring, evaluation and development; and
- The role of partnerships cannot be undervalued.

7.10 Key Discussion Points

In the discussion, it emerged that the policy should not be driven by funding. Funding comes only after the conceptualisation and strategy have been developed.

While discussing the funding issue, it was noted that the funding task team was to look at the current funding that SETAs and other role players provide to institutions and companies and assess the associated challenges and how to overcome them.

It was explained that for lawyers and doctors, internships are very different. There needs to be an understanding of how far the academic curriculum could take the student, and then what should be done to qualify as a practising lawyer or doctor. The difficulty with this is that there is no standardised platform and the knowledge required by learners varies greatly.

Terminology was highlighted again, and it was suggested that a possible solution could be to standardise concepts to levels of specific qualifications. For example, what undergraduate qualifications should be called, as the medical internship qualification has existed for many years. Internship after a formal qualification is not the responsibility of the education institution but rather of the medical board. There should be clarity on whether the internship should happen before or after a formal qualification has been acquired.

The discussion then turned to the issue of Recognition of Prior Learning (RPL). It was noted that there was research conducted with reference to artisanal RPL; and it was found that smaller industries were sometimes hesitant to train some of their workers towards a trade test, perhaps because they would have to pay them more once qualified. In respect of this, the discussion focused on the fact that there are examples of good practice and that perhaps these should be scaled up to meet the needs of the small and medium business sector. The policy should make reference to examples of best practice.

7.11 Policy Implications and Recommendations

With regard to the presentations and the discussions, it would seem that integration of WBL into the curriculum is key (making the workplace component a part of the course requirements). Student support and guidance is important from both the institution and the employer. Tracking students is also important, especially after they qualify to assess impact. It would seem that all role players sought clarity in terms of concepts and definitions within the WBL policy. There was consensus that these terms and definitions were too broad and hence practices vary drastically. The understanding of WBL as a pedagogy can assist in seeing workplaces as learning places, with millennial learners that require new and innovative teaching strategies.

8. SESSION 6: IMPLICATIONS FOR POLICY

Mr Firoz Patel, DDG for HRD, Planning and Monitoring Coordination at the DHET spoke on the implications for policy. He highlighted key issues that were raised over the two days that impacted on the development of the policy and stressed that we could not have a policy without considering the funding. He said that policy is linked to funding and it is important to consider the socio-economic model and cost-benefit analysis in relation to the policy.

He noted that the biggest debates had been with regard to terminology and funding. The purpose of the Department is to capture disparate ideologies, epistemologies, pedagogies, ways of working and definitions of learning. The foundation of DHET is based on the needs of all the academic and activist work done prior to 1994 and the integration of education and training. The White Paper on Post- School Education and Training has tried to bring this together.

Mr Patel highlighted that policy formulation is Government's responsibility and is inextricably linked to funding. He noted that the Presidency had put up a programme called the socio-economic impact assessment system, and that no Minister could get a policy through cabinet if it is not certified to have gone through a socio economic impact assessment, a cost benefit analysis, and that the issues regarding funding had been considered. He said that it also depended the type of policy. If the policy indicated that something was going to be done, it had to be done.

He presented the fact that there could not be a policy that promises people a nirvana, but is unable to deliver on that promise. There is a need to focus on workers in the workplace and lifelong education, not only new entrants. It is important to know what is required in terms of the curriculum and what will qualify a person. There are some qualifications where it is not necessary to go into the workplace in order to qualify. Not all qualifications require WBL.

Mr Patel then went on to elaborate on the fact that WBL should also be considered as a research methodology itself, using workers as researchers reporting on techniques, knowledge and experience.

The issue of linking training to grading and to pay is vital. The notion of informal learning should be scrapped and all types of learning should be recognized and be given meaning.

Mr Patel stressed that mentoring and supervision is vital. WBL will not create jobs, it is only about employability. This means that students who go through WBL will more easily find employment, as the issue of equity and quality is vital. For students to have an equal opportunity to be employed,

funding does come into the picture. The delicate issues of funding as well as developing qualifications in which WBL is essential to graduate need to be considered very carefully in the policy. It is the responsibility of the Government to ensure that this is done accurately and practically.

Mr Patel conceded that many workers are experts at their jobs with no formal qualification and this needs to be addressed. The biggest hurdle in finding a solution to this problem lies around bureaucratic issues.

8.1 Key Themes from Session 6

- Importance of identifying funding mechanisms before finalising the policy;
- The policy must deliver what it says it will deliver;
- WBL in itself should be considered as a research methodology;
- Informal learning should be recognised;
- Mentoring and supervision is vital;
- WBL ensures employability and not employment; and
- There are experts with no formal qualifications.

8.2 Key Discussion Points

The discussion elaborated on the importance of definitions, but it was determined that the real focus should be on purpose and what we want to achieve, identify what worked in the past, continue with it, and discontinue what did not work.

Policy is linked to funding and it is important to consider the socio-economic model and cost benefit analysis in relation to what type of policy is produced. The most important factor is the qualification and how it is linked to the workplace component and this is what the policy needs to explicitly outline.

9. SESSION 7: INFORMATION SYSTEMS FOR WORKPLACE-BASED LEARNING: INNOVATION LEADERS

9.1 Ms Mapaseka Letho, DHET

Ms Letho demonstrated how to use the DHET Online Work-Integrated Learning system (iWIL). This system has been developed for students who need WBL or need to identify a workplace. It is also for employers who are willing to participate and who have WBL opportunities for students. She explained that iWIL was not for employment opportunities. The system matches the students with appropriate employers.

For successful registration, students and employers need cell phone numbers and email addresses so they can be contacted, and fill out the online information template. The system updates employers monthly on available places for students within their organisation and allows the employers an opportunity to update their requirements.

The process can also be completed over the phone by students, they just need to follow the steps online and complete the required fields.

9.2 Ms Ayesha Itzkin, Chemical Industries Education and Training Authority (CHIETA)

Ms Itzkin showcased an electronic platform where information is extracted from an online database system at company level. All information extracted belongs to real workers and learners in the sector. The online system is used to access CHIETA funding. A demonstration was given to the audience on the CHIETA system. This mechanism for skills planning was needed to get credible, valid and auditable information, as the Workplace Skills Plan (WSP) is not always of the right quality. Therefore, in 2011 CHETA put in place a system that extracts information at company level.

9.3 Mr Kris Moodley, Durban University of Technology (DUT)

Mr Moodley presented a system used at the Durban University of Technology called OLUMS. The system includes placement as part of the module. It manages the pedagogy of teaching and learning and includes monitoring, quality assurance and validation as part of the system.

OLUMS is a comprehensive solution to WIL. It is not a placement system, but it does include placements as part of one of its modules. We need monitoring, quality assurance and validation, these things are included in the system and someone can be trained on this in half an hour.

OLUMS helps to ensure that the second half of the Higher Education Qualifications Sub-Framework (HEQSF) requirements are met. The HEQSF states that the programmes should be appropriately structured and properly assessed. The curriculum is integrated into OLUMS; therefore it is a tool to manage the complete pedagogy of learning. The system monitors students all the way through universities or TVET colleges in terms of WBL until the learner graduates. Data is taken directly from the databases of the institutions; therefore there is no need for students to engage with the system.

9.4 Dr Daniel Prah, South African Graduates Development Association (SAGDA)

Dr Prah spoke on the need for monitoring, quality assurance and validation when it comes to WBL. SAGDA recruits unemployed graduates and places them in internship and WBL programmes; they monitor and evaluate them; track them and analyse how many of these students are being absorbed by employers. SAGDA partners with municipalities, TVET colleges and government entities in an attempt to bridge the gap between unemployed graduates and employers who are seeking scarce resources.

It was stated that SAGDA lacks the capacity to develop a comprehensive database to analyse unemployed graduates. Therefore, SAGDA seeks the support of other institutions and key stakeholders to aid them in developing such a system. CHEITA as well as other SETAs have helped SAGDA by awarding grants to enable the placing of interns.

Dr Prah emphasised the importance of the relationship between internships and mentorship. Graduates need mentors to develop their skills further based on the experiences of knowledge to become whole individuals who can actively contribute to the economy. Dr Prah referred to this as top-up skills. This section concluded by highlighting that discussions need to take place around when is the best time for interns to enter the workplace in an attempt to reduce the occurrence of interns being sent back by employers because of a variety of issues.

9.5 Key Themes from Session 7

- There are tools available to access WBL opportunities from various PSET institutions.
- The importance of tracking, monitoring and evaluation was mentioned as a key component.

9.6 Key Discussion Points

The discussion centred on the capabilities of the tools/online platforms available for WBL. It was found that the tools available to assist with WBL were good but they differ in terms of capabilities and

data fields. OLUMS does not engage all universities and colleges but there are possibilities for expansion, in fact some aspects of the tool are ready for roll-out, for example all 50 TVET colleges have been built into the tool. There are also possibilities to build in other learning modalities such as apprenticeships, internships and other skills interventions that require a WBL component.

9.7 Key Implications and Recommendations

Ms Itzkin noted the need to understand demand, to obtain information from employers in the chemical sector about what the employer needs. We need to plan for supply, to create a platform for students and graduates seeking WBL opportunities or jobs. The CHIETA system will help to track demand and supply as well as impact. The Protection of Personal Information (POPI) Act is extremely important, and this is also built into the system. CHIETA had 15 000 learner details but after it was cleaned up, only 700 traceable people remained and since then it has grown to 1000.

SAGDA noted the following issues to be considered in order to move forward:

- Effective workplace communication;
- Dealing with cultural differences in the workplace;
- Importance of diversity in the workplace;
- The importance of ethics in the workplace;
- Motivation in the workplace;
- Positive attitude in the workplace; and
- The availability of mentors.

10. CONCLUSIONS

Based on the presentations and discussions over the two-day period it is evident that co-operative and work-integrated education provides both economic and social benefits for government, educational institutions, business and civil society; and that this results in a wide range of graduate attributes and innovative competences that are required in the twenty-first century.

The findings are discussed below:

1. There seems to be variable understanding in terms of WBL and WIL. Perhaps the differences need to be made clear to ensure that, once implemented, WBL will ensure the desired outcomes for learners, organisations and training providers alike;

2. No single theory of learning in the workplace currently exists, however the discussions did seem to place emphasis on the WBL component becoming part and parcel of the curriculum and that pedagogy should extend into the workplace;

3. There is a need to ensure that adequate monitoring and evaluation of learners in the workplace is undertaken to ensure that they are learning what they are supposed to learn and to ensure that WBL can be assessed and continuously improved over time and in accordance with the varying needs of industry in terms of technological advancements and workplace culture;

4. Financial support and funding models should be carefully considered with regard to the type of learning required;

5. Roles and responsibilities of all stakeholders should be formalised and the WBL experience should benefit all parties;

6. It should be recognised that there may be disputes in the workplace with regard to cultural clashes, learner attitudes and miscommunication. However these can be ironed out if all parties are clear about their roles and responsibilities. It is also incumbent on all parties to be sensitive to each other's expectations before the learner enters the workplace; and

7. There must be a coalition of willingness among all role players to ensure that the WBL experience is positive and results in a meaningful interaction.

In summary, it should be recognised that WBL is more about learning, and less about working. Employability is about gaining those attributes that make a young person attractive as an employee, but it does not necessarily equate to employment, nor should it create the expectation that it does. WBL is not the solution for unemployment. Rather, it is a vehicle that enhances the graduates' ability to access employment opportunities. The unemployment conundrum can be partially addressed by

some sort of entrepreneurial intervention or learning component so that, if graduates find it difficult to access employment opportunities, they could access small business opportunities with support from Government.

Monitoring and evaluation of WBL should be approached in a combined assessment of the student's performance by the employer working with the student, the lecturer at the institution and the WBL coordinator/mentor to enhance the learning experience. At faculty level, policies and guidelines should be in place to guide students and staff with regard to WBL.

The work experience supplements the learning experience and reduces the disparity between educational outcomes and the workplace requirements. It then becomes important to measure the extent to which the students' experience in the workplace influences curriculum. For WBL to have its full benefit, we need to ensure that the regulatory environment is conducive to practice. If every workplace is to become a training space, the education and training system together with business and industry, should be incentivised to undertake the necessary work to encourage implementation. This becomes pertinent for the small business sector as well, due to the ever increasing difficulty in securing workplaces for placement in the current economic climate. WBL requires a tripartite alliance between learner, employer and institution but is initially disruptive to all; the regulatory environment can powerfully facilitate or impede the necessary partnership.

APPENDIX A: LIST OF ORGANISATIONS REPRESENTED AT THE COLLOQUIUM

- University of Johannesburg
- University of Mpumalanga
- Sol Plaatje University
- Durban University of Technology
- Walter Sisulu University
- Central University of Technology
- Tshwane University of Technology
- Mangosuthu University of Technology
- University of Kwa- Zulu Natal
- North West University
- UNISA
- Vaal University of Technology
- Cape Peninsula University of Technology
- Centre for Integrated Post- School Education and Training
- Researching Education And Labour Centre
- Catholic Institution of Education
- Harambee
- Blue Pencil
- South African Graduates Development Association
- Resonance Institute of Learning
- JET Education Services
- South African Institute of International Affairs
- Association of Private Providers of South Africa
- World Wide Fund for Nature SA
- Human Sciences Research Council
- South African Colleges Principals Association (SACPO)
- False Bay TVET College
- Gert Sibande TVET College
- Swiss-South African Cooperation Initiative
- International Labour Organisation
- German International Corporation

- Department of Higher Education and Training
- National Skills Authority
- Development of Planning Monitoring and Evaluation of South Africa
- Department of Public Service and Administration South Africa
- National Skills Fund
- National Student Financial Aid Scheme
- Human Resource Development Council
- Health Professions Council of South Africa
- Council for the Built Environment
- South African Qualifications Authority
- Transport Education and Training Authority
- Mining Qualifications Act
- Insurance Sector Education Training Authority
- Umalusi
- Fibre Processing and Manufacturing Sector Education and Training Authority
- Public Sector Education and Training Authority
- Health and Welfare Sector Education and Training Authority
- Chemical Industries Education and Training Authority
- Agricultural Sector Education and Training Authority
- Safety and Security Sector Education and Training Authority
- The Quality Council for Trades and Occupations (QCTO)
- Media, Information and Communication Technologies Sector Education and Training Authority
- Manufacturing, Engineering and related services Sector Education and Training Authority
- Council for Higher Education
- FOODBEV SETA
- Finance and Accounting Services Sector Education and Training Authority
- Energy and Water Sector Education and Training Authority
- Education, Training and Development Practices   Sector Education and Training Authority
- Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
- BANK Sector Education and Training Authority
- Local Government Sector Education and Training Authority
- Wholesale and Retail Sector Education and Training Authority

- Federation of Unions of South Africa
- Tourvest
- KPMG
- Imperial Technical Training Academy
- National Business Initiative
- Boxer Superstores
- Student Unions

APPENDIX B: RESEARCH COLLOQUIUM PROGRAMME

PROGRAMME

Research Colloquium on Workplace-Based Learning:
Towards Successful Workplace-Based Learning in South Africa

Date: 22-23 October 2015

Venue: Burgers Park Hotel
Corner Lillian Ngoyi and Minnaar Streets, Pretoria

Purpose of the Research Colloquium

1. To engage with research on Workplace-Based Learning

2. To contribute to the development of the policy on Workplace-Based Learning

Programme Director: Dr Thabo Mashongoane, National Skills Authority

Day 1 22 October 2015		
08:30 to 09:00	**REGISTRATION AND TEA**	

09:00 to 10:30	**SESSION 1: OPENING AND GLOBAL OVERVIEW** (Chair: Dr Thabo Mashongoane, National Skills Authority)	
09:00 to 09:15	Welcome and opening	Chair
09:15 to 09:30	Opening address	Mr Gwebinkundla Felix Qonde, Director General, Department of Higher Education and Training
09:30 to 09:50	Global perspectives on Workplace-Based Learning	Dr Ashwani Aggarwal, International Labour Organisation (ILO)
09:50 to 10:10	Global perspectives on Workplace-Based Learning	Mr. Ken Duncan, Swiss-South African Cooperation Initiative (SSACI)
10:10 to 10:30	Plenary discussion	All

10:30 to 11:00	**TEA**	

11:00 to 12:30	**SESSION 2A:PANEL DISCUSSION** (Moderator: Ms Makano Morojele, National Business Initiative)	
11:00 to 11:30	Expectations of Workplace-Based Learning: Lessons from research and practice	Mr Shakeel Ori, Durban University of Technology (DUT)
		Mr Sean Fenn, on behalf of Business Unity South Africa (BUSA)
		Advocate Peter Fourie, Council for the Built Environment (CBE)

		Ms Ashleigh Alistoun, KPMG
		Dr Rooksana Rajab, Resonance Institute of Learning (Pty) Ltd
		Mr Andile Sipengane, on behalf of all Sector Education and Training Authorities (SETAs)
11:30 to 12:00	Moderated discussion with panel members	Ms Makano Morojele, National Business Initiative
12:00 to 12:30	Plenary discussion	All

12:30 to 13:30	**LUNCH**

13:30 to 15:00	**SESSION 2B: PANEL DISCUSSION** **(Moderator: Dr Angelique Wildschut, Human Sciences Research Council)**	
13:30 to 14:00	Expectations of Workplace-Based Learning: Lessons from research and practice	Mr. Themba Dlamini, on behalf of Black Business Council (BBC)
		Ms Karin Hendricks, False Bay Technical and Vocational Education and Training College
		Ms Julie Nisbet, Boxer Superstores
		Ms Bontle Kgotse, Department of Public Service and Administration (DPSA)
		Mr. David Mabusela, DHET
		Ms Sumaiyah Bux, Tourvest Destination Management
14:00 to 14:30	Moderated discussion with panel members	Dr Angelique Wildschut, Human Sciences Research Council
14:30 to 15:00	Plenary discussion	All

15:00 to 15:05	**COMFORT BREAK**

15:05 to 16:30	SESSION 3: PANEL DISCUSSION (Moderator: Dr Shirley Lloyd, DHET)	
15:05 to 15:35	Quality and quality assurance of Workplace-Based Learning	Mr. Joe Samuels/Dr Heidi Bolton, South African Qualifications Authority (SAQA)
		Ms Althea Bloemstein, Health Professionals Council of South Africa (HPCSA)
		Dr Glenda Raven, Worldwide Fund for Nature – South Africa (WWF-SA)
		Ms Portia Radingwane, Gert Sibande Technical and Vocational Education and Training College
		Prof Joseph I Kioko, Cape Peninsula University of Technology (CPUT)
		Prof Jonathan Blackledge, City and Guilds London Institute
15:35 to 16:00	Moderated discussion with panel members	Dr Shirley Lloyd, DHET
16:00 to 16:20	Plenary discussion	All
16:20 to 16:25	Evaluation of the colloquium	All
16:25 to 16:30	Closing remarks for Day 1	Dr Thabo Mashongoane, National Skills Authority

Programme Director: Dr Thabo Mashongoane, National Skills Authority

Day 2 23 October 2015		

08:30 to 09:00	REGISTRATION AND TEA	

09:00 to 10:00	SESSION 4: POLICY CONTEXT FOR WORKPLACE-BASED LEARNING (Chair: Dr Engela van Staden, DHET)	
09:00 to 09:15	State of Workplace-Based Learning in South Africa	Dr Ronel Blom, REAL Centre, WITs University
09:15 to 09:30	Draft policy on Workplace-Based Learning	Mr. Eubert Mashabane, National Skills Authority
09:30 to 10:00	Plenary discussion	All

10:00 to 10:30	TEA	

10:30 to 13:10	SESSION 5: STATE OF RESEARCH ONWORKPLACE-BASED LEARNING (Chair: Professor Kethamonie Naidoo, Council on Higher Education)	
10:30 to 10:50	Overview of current and planned research by DHET and its entities	Ms Josie Singaram, Education Training and Development Practices Sector Education and Training Authority (ETDP SETA)
10:50 to 11:05	WIL they or won't they? Insights on WBL from case studies in the LMIP	Prof Volker Wedekind, REAL Centre, WITs University
11:05 to 11:20	A case study of learning for work (TVET)	Mr Nigel Prinsloo, Further Education and Training Institute (FETI)
11:20to 11:35	SACPO research initiatives: Work Integrated Learning	Mr Nhlanhla Ngubane, on behalf of South African College Principals Organisation (SACPO)

11:35to 11:50	Status of WIL Research: A TUT perspective	Dr Marius Wessels, Tshwane University of Technology (TUT)
11:50 to 12:05	Research into work-based learning: implications for pedagogy and practice in South Africa	Dr James Keevy, JET Education Services
12:05 to 12:20	National Skills Authority "Fast Tracking Workplace based learning Framework"	Mr Percy Mongalo, National Skills Authority (NSA)
12:20 to 13:10	Plenary discussion	All

13:10 to 13:30	**SESSION 6: IMPLICATIONS FOR POLICY**
13:10 to 13:30	Implications for policy · Mr Firoz Patel, DHET

13:30 to 14:30	**LUNCH**

14:30 to 16:30	**SESSION 7: INFORMATION SYSTEMS FOR WORKPLACE-BASED LEARNING: INNOVATION LEADERS (Chair: Ms. Melissa Erra, DHET)**	
14:30 to 14:50	Demonstration on Online Work Integrated Learning (iWIL)	Ms Mapaseka Letho, DHET
14:50 to 15:10	Integrity of unit level data from employers for WBL to enable accurate planning, linked to Discretionary Grant application and management	Ms Ayesha Itzkin, Chemical Industries Education and Training Authority (CHIETA)
15:10 to 15:30	OLUMS Intelligent Management and Tracking Systems: Work Integrated Learning Management and Tracking System	Mr Kris Moodley, Durban University of Technology (DUT)

15:30 to 15:50	Work place based learning "Host organisations and Graduates"	Dr Daniel Prah, South African Graduates Development Association (SAGDA)
15:50 to 16:15	Plenary discussion	All
16:15 to 16:20	Evaluation of the colloquium	All
16:20to 16:30	Vote of Thanks	Mr. Firoz Patel, DHET