

NELSON MANDELA UNIVERSITY

INSTITUTIONAL REGULATORY CODE (IRC) (Policies, Procedures, Rules etc.)

To be completed by initiator of policy/policy owner:

1. POLICY TITLE:	Policy and Guidelines for Experiential Learning
2. FIELD OF APPLICATION: (All persons to whom policy applies)	Faculty Academic Staff
3. COMPLIANCE OFFICER(S): (Persons responsible for ensuring policy implementation)	Faculty Management Committee
4. STAKEHOLDER CONSULTATION (State the stakeholder group/s consulted during policy formulation/revision)	Deans Forum Faculty Boards and Management Committees
5. DESIGNATION OF POLICY OWNER: (Person responsible for maintaining policy)	Director: Engagement Office

POLICY HISTORY (*To be completed by policy owner*)

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POLICY AND GUIDELINES
FOR
EXPERIENTIAL LEARNING

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SECTION I

1. AIMS AND OBJECTIVES

The policy is aimed at:

- 1.1 Describing the processes involved in the management of experiential learning as well as the roles and responsibilities of all participants.
- 1.2 Meeting the experiential learning quality assurance requirements of the HEQC, Professional Bodies and the Nelson Mandela University.
- 1.3 Providing a framework for other policies linked to the effective functioning of experiential learning for example the Policy on Programme Advisory Boards.
- 1.4 Serving as a guide to the development and implementation of experiential learning as a component of academic programmes.

2. DEFINITION OF CONCEPTS

2.1 **Co-operative Education** is the umbrella concept for the co-operative partnership between the University and its external stakeholders which include industry, commerce, the public sector and the broader community, and it aims to;

- enhance **experiential learning** which includes **work-integrated learning and service learning**.
- enhance **engagement** with external stakeholders which includes partnerships for training, development and dissemination of new technologies, advisory committees and exchange of knowledge and technology through guest lecturers

2.2 Experiential Learning

Experiential learning is an extension to the formal educational components of the tuition normally provided by an educational institution and may assume various forms with the objective of facilitating learning in the real world-of-work and/or extending to the candidate the opportunity for experiential performance within this environment; purposeful monitoring is implicit and it is preferable to include or reflect on the candidate's final performance evaluation any achievement(s) during experiential instruction / training / learning; the objective is (also) guided exploration of an occupation, irrespective of the frequency or duration of the interval in order to allow the candidate first-hand experience of the demands of immediate usefulness (Heinemann, De Falco & Smelkinson, 1992:19; Pastoré & Korngood, 1987:48). **Experiential learning opportunities can be provided on campus and do not necessarily have to take place off-campus in the workplace.** In those cases where it is necessary to offer experiential learning on campus, the same quality assurance guidelines and procedures must apply as for off campus experiential learning. The emphasis is on learning through action, suggesting that experience adds value to the learning process.

2.2.1 **Work-integrated learning (WIL)** is a structured form of experiential learning in a learning programme that focuses on the application of theory in an

authentic or simulated workplace context. It addresses the specific competencies identified for the acquisition of a qualification, and supports the development of a range of skills that will render a qualifying student more employable. Work-integrated learning can either take place sequentially i.e. students first complete the theoretical component and then engage with Experiential learning in the workplace, or it can be an iterative process alternating in phases of on campus theory in its workplace practice.

The simulated workplace approach is particularly applicable to the humanities and economic sciences.

This experiential learning policy does not cover the aspects related to academic learning and classroom activities, it focuses at the undergraduate level on the aspects that relate to the student experience in preparation for and during the work placement in industry or the community. The policy also applies to the experiential learning component of postgraduate programmes where there are no professional boards involved.

- 2.2.2 **Service learning** (SL) is applied learning which is directed at the needs of under-served communities and is integrated into the curriculum and learning programme. Service learning takes place in the community. If it is credit bearing the same principles and quality requirements would apply as for work-integrated learning.

The purpose of service learning is to engender a sense of civic responsibility in students, enabling them to share the knowledge, skills and attitudes learned during their studies with civic society. It aims at developing a student's life skills and awareness of personal, social, cultural values and respect for and understanding of others thus leading to be more responsible citizens. Service learning engages students in activities where both the community and students are primary beneficiaries and where the goals are to provide services to the community and to enhance student learning in a reciprocal partnership.

3. ENGAGEMENT

In the context of the Co-operative Education model, engagement refers to the communication, liaison and interaction with external stakeholder partners through which opportunities are created for partnership development in terms of teaching, learning and research.

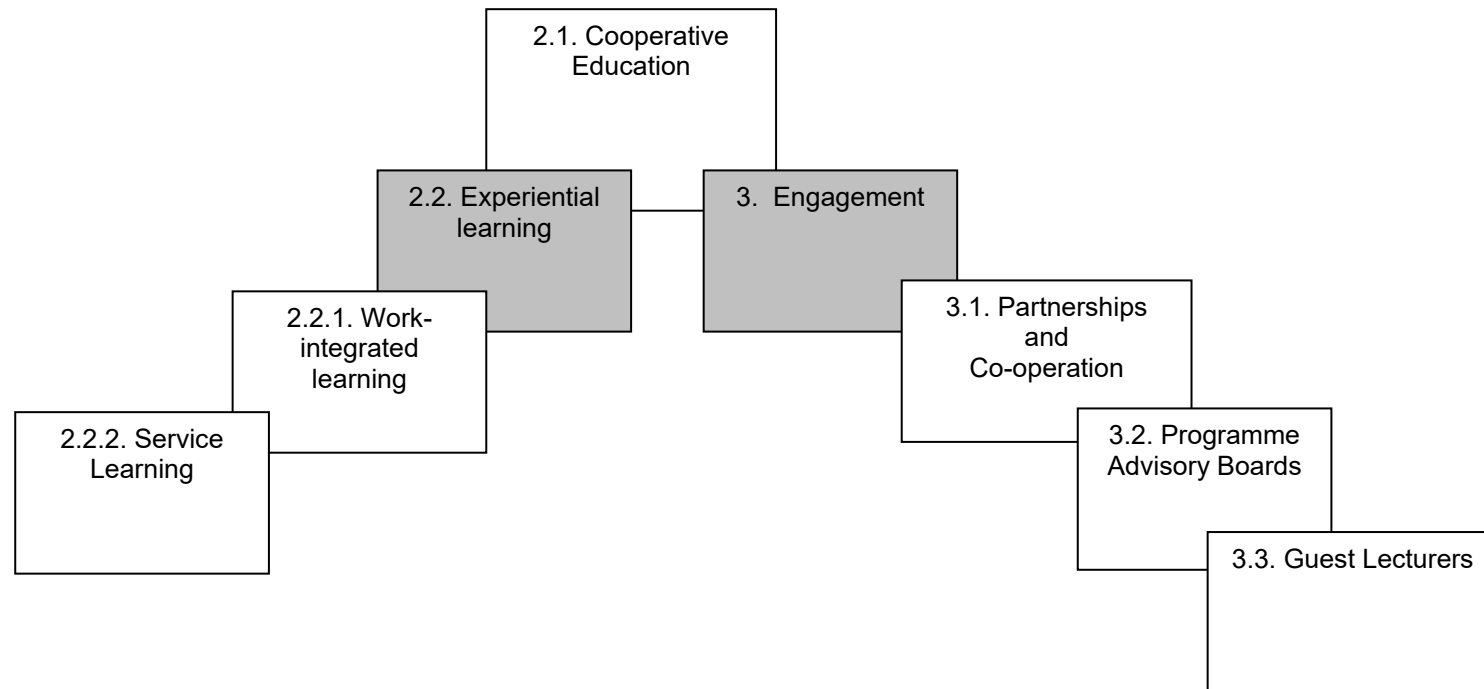
- 3.1 **Programme Advisory Boards** are structures consisting of knowledgeable external stakeholders and staff members providing advice on aspects relating to the curriculum (including admission and assessment requirements), external needs, vocational profiles, relevance of programmes, continuing education and the development of co-operative education partnerships
- 3.2 **Partnerships** are based on agreement between various parties in a formal manner through which opportunities are created for students to acquire skills as required by industry, commerce and the professions.
- 3.3 **Guest lecturers** are knowledgeable members from the external community who

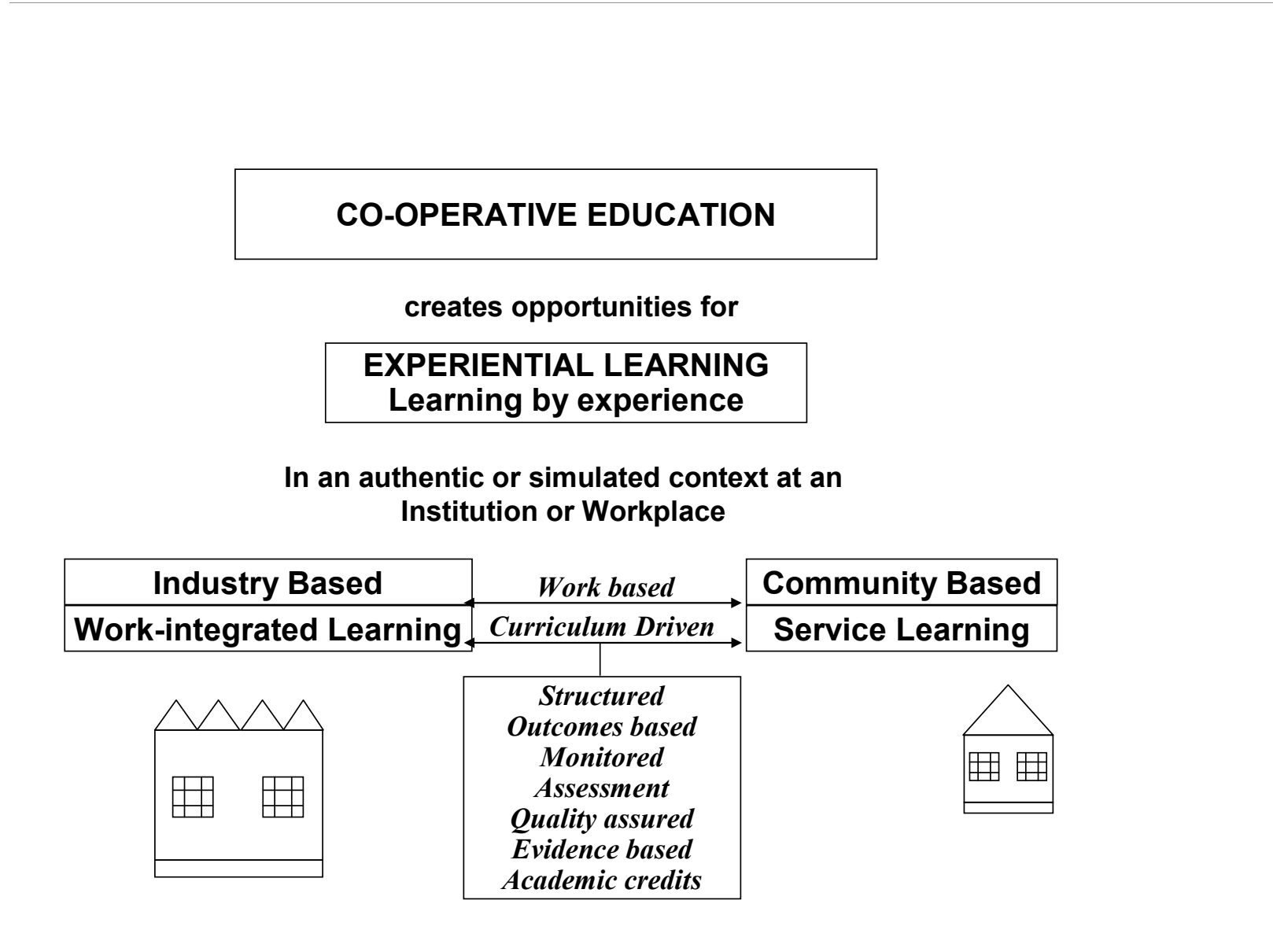
render a service to the university by addressing students and staff on topics such as new developments and trends in industry, the relevance of current subject theory in and the current needs of the workplace. The university staff will also reciprocate by disseminating knowledge and skills regarding new technologies and their application in the workplace. Opportunities are also provided to academic staff to acquire hands-on experience in the workplace.

Figures 1 and 2 depict a graphic representation of the above definitions.

Figure 1

The main components of Co-operative Education: Experiential Learning and Engagement





SECTION II

1. PRINCIPLES AND GOALS

The following principles and goals should underpin and drive the experiential learning component of academic programmes.

1.1 Principles

- Experiential learning should be purposefully curriculated for, in line with the vision and mission of the Nelson Mandela University.
- Experiential learning should promote learning outcomes that will contribute to skills development.
- It should be driven by a strategic institutional approach to industry/community partnerships within an agreed operational and strategic quality assurance framework.
- It should promote engagement and collaboration in a spirit of trust, accountability and transparency.

1.2 Goals

- To promote experiential learning as a strategy for applied learning.
- To engage in partnership agreements with stakeholders in commerce, industry, statutory bodies and communities, in striving to meet the education and skills development needs of a developing economy.
- To implement and co-ordinate the formal integration of academic studies with structured and supervised work experience and service within participating organizations.
- To ensure cost effective resource utilization and accountability in reporting structures.
- To ensure that the experiential learning component of each programme is assessed in line with outcomes based education principles.

2. PROGRAMME IMPLEMENTATION BEST PRACTICE

The programme delivery process should be premised on the learning outcomes and the value added to the growth and development of the student. The programme delivery should track the students' progress from preparation for the workplace, placement into the workplace, the monitoring and assessment of the learning at the workplace and the final evaluation and impact of the learning.

The structure and plan for the implementation of the experiential learning programme should be documented in learner guides that carefully outline the roles and responsibilities of the students, industry and the institution. (See section III).

Each programme should have a learner manual and this would typically include the following table of aspects.

- An introduction and definition of experiential learning and work-integrated learning/service Learning.
- Responsibilities of the institution, industry and students
- The programme and its time frames
- Admission requirements and prerequisites.
- Orientation and work preparedness programme and placement procedures
- The programme outcomes and records of learning
- Information about monitoring, visitation and assessment of the learners
- Structured feedback and performance review

The following five categories and descriptions of learning are recommended as a best practice guide for the operational and learning progression of the experiential learning cycle depicted in Fig. 3. The triangle in the centre depicts the three-way co-operative education partnership.

2.1 Work Preparedness and Orientation

Students should be adequately prepared for participation in the experiential learning. Policy and ground rules should clarify the roles and the obligations of the student, the institution and industry. The students should acquire the necessary skills to successfully complete the experiential learning process and should therefore prior to the experiential learning phase, be exposed to learning activities such as CV writing, interviewing skills etc.

2.2 Work Place Learning Programme Design

Learning criteria and specific outcomes should be documented to give guidance to the students, mentors and employers on the experiential learning areas for specific disciplines. Students should be guided on how the experiential learning should be integrated and recorded. Assessment criteria and evaluation timeframes should be documented clearly in the student Learner Guides.

2.3 Placement Learning Process

The Nelson Mandela University markets and promotes Co-operative Education to commerce, industry, the public sector and NGOs aimed at securing appropriate placement opportunities. It arranges mutually beneficial partnerships by facilitating the application, interview and placement process to ensure that students are suitably placed. Learners are encouraged to engage with staff in securing their own placements. All work placement stations secured should be approved by the relevant staff member.

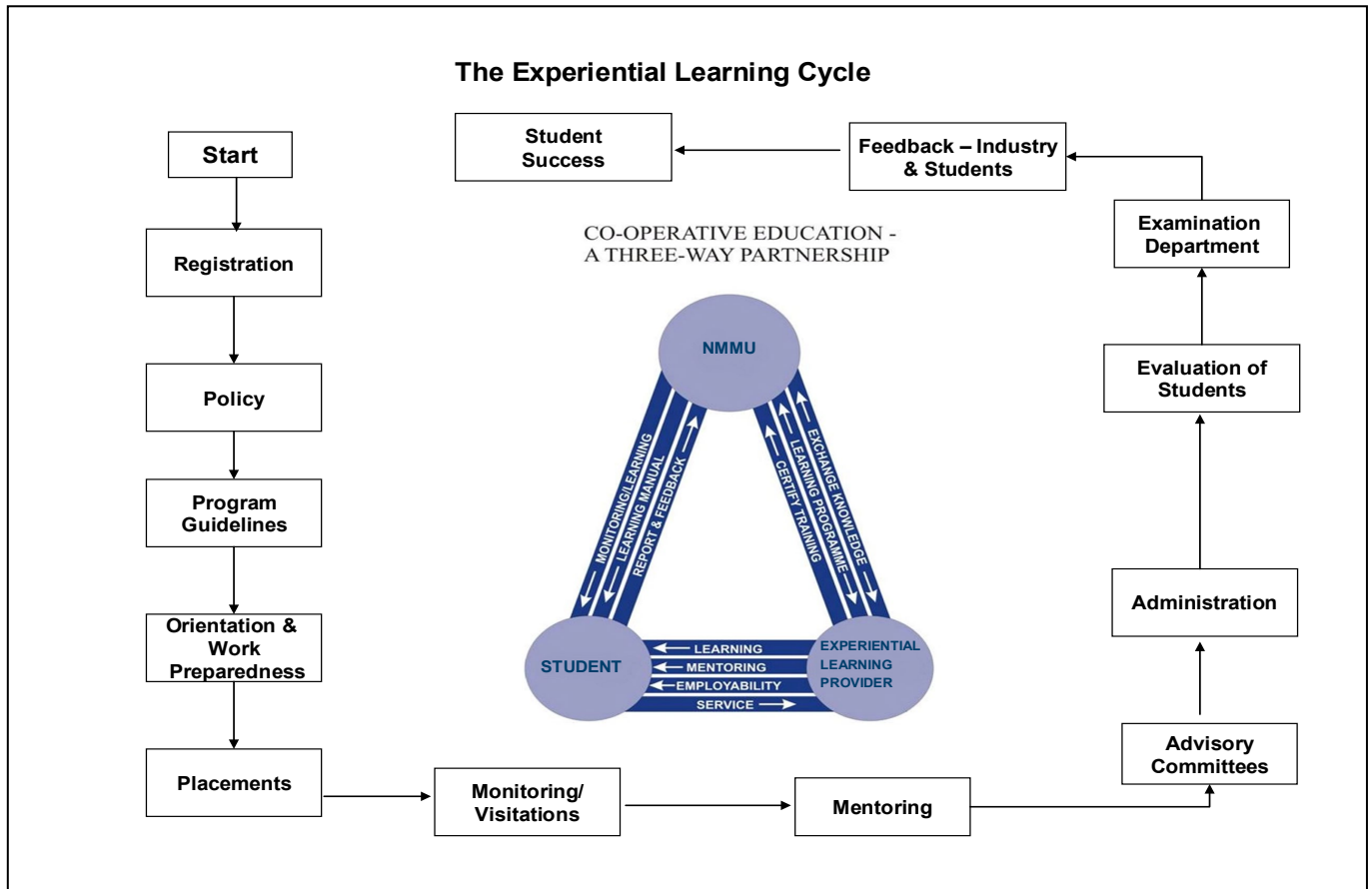
2.4 Communication, Visitation and Monitoring

Faculty staff monitor students as part of formative assessment to ensure that the students' learning experiences meet the expectations of all parties. The students, mentors, employers and academic staff should communicate or meet to discuss progress. Logbook entries, presentations or any other agreed evidence portfolios or artefacts should be used to assess student progress. Visits to students at the workplace where possible are planned timeously and by appointment. Frequency of visits will depend on geographical location, cost and related factors. The outcomes of such visits must be well documented. Grievance procedures and related communication procedures must be clearly communicated in the Learner Guides.

2.5 Assessment and Evaluation

Interim and continuous assessment may occur throughout the experiential learning period. Logbooks, assignment reports, projects, presentations, portfolios, artefacts or any other agreed upon evidence, may be used to assess student learning. Marks or records of competence may be used to reflect the achievement of learning outcomes. Structured and recorded feedback by students and employers serve as a quality assurance tool for review.

Figure 3



SECTION III

MANAGEMENT AND OPERATIONAL PROCEDURES FOR EXPERIENTIAL LEARNING

1. Introduction

Experiential learning is managed by means of a decentralised integrated management model composed of:

The Co-operative Education Unit (CEU) within the Engagement Office
Faculty Academic Staff
Academic Administration.

The decentralised integrated model involves a multifaceted approach of co-ordination and facilitation relative to serving students, employers and the university. This is achieved by centralising employer and marketing administration at the Co-operative Education Unit (CEU) and decentralising academic administration, instructional matters and programme implementation to faculties.

The Co-operative Education Unit reports to the Director: Engagement Office who in turn reports to the DVC: RII. This provides for coherent and independent institutional quality assurance and standardization of service to faculty students and employers.

2. Description of documented guidelines

- 2.1 Faculty specific prescriptions and guidelines are documented in Learner Guides.
- 2.2. These structured guidelines should be drawn up in co-operation with employers and professional bodies.
- 2.3 The policy document on experiential learning provides the framework for formulating the faculty specific guidelines.

3. Administration of experiential learning

A decentralised integrated model is used for the administration of experiential learning.

- 3.1 Faculty Officers register students for experiential learning.
- 3.2 Faculty staff members monitor the experiential learning received by means of workplace visits.
- 3.3 Records of experiential learning (logbooks) are approved by academic departmental heads or programme co-ordinators.

4. Placement of students

- 4.1 Placement of students is centralised at the Co-operative Education Unit.
- 4.2 The Co-operative Education Unit assists faculties in this matter and provides administrative and logistic support. It also provides a marketing and liaison service

between employers, academics and students.

5. Records of Experiential Learning

- 5.1 Logbooks are used to record the contents and extent of experiential learning received. The logbooks are checked by academic staff during workplace visits and on completion of the experiential learning by the student.
- 5.2 Once the experiential learning records have been approved by faculty staff, the Academic Head of Department forwards the results to Examinations Office for entering on the student's record.
- 5.3 The logbooks are held in safe keeping at the faculties for two years.

SECTION IV

THE RESPONSIBILITIES OF THE NELSON MANDELA UNIVERSITY, STUDENTS AND EMPLOYERS IN TERMS OF EXPERIENTIAL LEARNING

1. INTRODUCTION

The Nelson Mandela University develops and maintains, for example through the use of Programme Advisory Boards and Professional Body requirements, a relevant curriculum that is responsive to the needs of the workplace especially as relates to vocational and professional programmes. It provides effective mechanisms to assist students with their experiential learning placement.

It must further promote experiential learning on campus and in the community by engaging with and developing sound relationships and training partnerships with external stakeholders.

It develops an integrated administrative system for maintaining experiential learning records as well as employer databases.

The University assists employers to develop suitable experiential learning positions, the selection of students and the development of work based assessment techniques and instruments.

It monitors student progress in the workplace by means of personal visits, telephone calls and/or e-mails.

2. THE NELSON MANDELA UNIVERSITY'S RESPONSIBILITIES

2.1 Specific Responsibilities

- 2.1.1 Faculty and Co-operative Education Unit staff shall advise employers on how to set up experiential learning programmes.
- 2.1.2 Faculty staff will provide guidelines for experiential learning that relates to specific educational programmes.
- 2.1.3 Faculty staff must approve the suitability of experiential learning workplaces.
- 2.1.4 The University is responsible for ensuring that an appropriate public liability policy is in place to indemnify the University in respect of damage or loss caused by a student during the experiential learning process.

2.2 Monitoring , Assessment and Accreditation

- 2.2.1 Faculty staff shall monitor and assess experiential learning in collaboration with employers.
- 2.2.2 Monitoring and assessment must take place according to the requirements of

the programme and relevant Professional Body if applicable.

- 2.2.3 The University may accredit employers to offer experiential learning. Certificates are issued to employers for specific academic programmes. The accreditation will be valid for a specific period of time.
- 2.2.4 University staff shall visit employers periodically to ensure that the experiential learning being offered is in accordance with the prescribed standards and set criteria.
- 2.2.5 During visits to employers by University staff, students are required to provide documented proof (logbooks) that the learning is taking place in accordance with the requirements of the programme.
- 2.2.6 The University may require students to submit assignments /projects during their period of experiential learning.
- 2.2.7 The University may consider recognizing experiential learning which was completed before first registration. Applications will be dealt with in terms of the University policy on the Recognition of Prior Learning.
- 2.2.8 The University may consider recognizing experiential learning which has been approved by other Universities.

3. THE STUDENT'S RESPONSIBILITIES

INTRODUCTION

Students enrolled for experiential learning will receive instruction, and will be assisted with finding a placement by the Co-operative Education Unit and academic staff.

3.1 Specific Responsibilities

- 3.1.1 A student must register for the experiential learning module and pay the prescribed registration fee.
- 3.1.2 May be required to sign an employment contract with host employers for the duration of the experiential learning period.
- 3.1.3. Must demonstrate understanding of the goals and comply with the rules and regulations of the employer and the university.
- 3.1.4 Must take responsibility for co-ordinating and financing transportation, accommodation and related expenses incurred by the experiential learning placement.
- 3.1.5. Must notify faculty staff of changes in the address of the premises where the experiential learning is being provided.
- 3.1.6 Must have fulfilled both experiential learning and academic requirements before he/she will be considered to have completed a diploma/degree.
- 3.1.7 Must ensure that a logbook is kept up to date and signed by the employer.

- 3.1.8 Must ensure that the experiential learning he/she receives meets the requirements and complies with the programme guidelines. In the event of a specific workplace not meeting these requirements the period of experiential learning may be extended in order to meet the set requirements.
- 3.1.9 Can undergo experiential learning with more than one employer.

4. EMPLOYER RESPONSIBILITIES

INTRODUCTION

The employer makes available training facilities and staff (mentor) for purposes of providing experiential learning in the workplace. The exact nature of this learning is based on an agreement between the employer and the university and in accordance with the requirements of the specific programme.

Employers inform the University of work placement opportunities via the Co-operative Education Unit or by contacting faculties. Employers should conduct an orientation programme at the beginning of the work period to familiarize the student with the working environment and the employer's expectations. An increasing degree of challenging duties in accordance with the development of the student's capabilities, should be provided as the student progresses through the work period. A dedicated workplace mentor must be appointed by the employer.

4.1 Specific Responsibilities

- 4.1.1 The employer and student may negotiate a contract as to when experiential learning is to take place. Cognisance should however be taken of the nature of the academic curriculum. Academic staff and the Co-operative Education Unit may be contacted to provide advice.
- 4.1.2 The employer as a training partner, in collaboration with the University, controls the learning programme and assesses the students work.
- 4.1.3 A record of the student's experiential learning assessment must be maintained for monitoring and reference purposes. A logbook, provided by the University, may be used for this purpose.
- 4.1.4 On completion of the experiential learning, the logbook must be signed by the employer and the employer's official stamp placed on the document.
- 4.1.5 Employers must hand in certified logbooks to the relevant academic head of department or programme co-ordinator, who will either mark or verify that the student has met the requirements set for the programme.
- 4.1.6 Where employers are not able to offer all the experiential learning set for a specific programme, partial training at an approved institution / training centre may be considered. The University may also provide on - campus simulated experiential learning in exceptional cases.

SECTION V

THE FUNCTIONS PERFORMED BY ACADEMIC ADMINISTRATION, FACULTY STAFF AND THE CO-OPERATIVE EDUCATION UNIT IN TERMS OF EXPERIENTIAL LEARNING

1. Functions to be performed by Academic Administration (Faculty Officers)

- Registration of students once placed.

2. Functions to be performed by Faculty staff responsible for experiential learning

- Instruct and prepare students for the workplace. This includes orientation and clarification on the roles and responsibilities of the student, employer and the University as relates to experiential learning.
- Advise employers on how to set up programmes relating to experiential learning. This includes the provision of guidelines for experiential learning that relate to specific educational programmes.
- Monitor and assessment of experiential learning in collaboration with the employers and according to HEQC and Professional Body requirements.
- Approving employer facilities and programmes for experiential learning.
- Liaison with employers with regard to experiential learning needs.
- Employer contact and identification of placement opportunities.
- Serve on Programme Advisory Committees.
- Assist with the identification and development of placement opportunities.
- Approval of employers as per programme and professional body requirements.
- Academic control and oversight functions.
- Receiving and control of logbooks after completion of experiential learning.
- Determining whether the students meet the experiential learning requirements for diploma/degree purposes.

3. Functions to be performed by the Co-operative Education Unit

- Ensure that the infra-structure and activities of the unit enable the University to comply fully with HEQC and Professional Body requirements for the experiential learning component of University qualifications.
- Prepare the work environment by discussion with employers regarding the appropriate type of work, supervision and experiential learning assessment requirements.
- Co-ordinating and facilitating the professional development of staff involved with Co-

operative Education programmes.

- Provide feedback to faculties on employers visited with the aim of developing placement opportunities.
- Provide assistance and support to academic staff responsible for experiential learning in faculties.
- Assist students in securing placement by providing guidance in preparing a resume in a form suitable for submission to prospective employers. This function is closely co-ordinated with services provided by Student Counselling and Student Development.
- Monitor the quantity and quality of opportunities relative to the number and level of students that need to be placed.
- Research employment market conditions and project future needs.
- Ensure that students register for experiential learning at faculties.
- Identify new employers with the aim of expanding existing employer base.
- Assist new employers in developing and operating co-operative education programmes.
- Communicate with and visit established employers regularly to check on student performance and to answer employer questions and concerns.

SECTION VI

PROGRAMME DESIGN ACADEMIC CRITERIA

The following outcomes based template is recommended as a guideline to inform the design and structure of experiential learning. The assessment and audit criteria are used to monitor compliance for internal self-evaluation and the institutional audit process aligned to the HEQC requirements. This unit standard is registered with SAQA as HET10 for the HDHET qualification.

Table 1 : Guide to the Design and Structure of Work-integrated Learning for the Workplace

Ref.	Specific Outcome	Assessment and Audit Criteria / Evidence
SO1	Specify the outcomes for a learning programme and identify the outcomes best acquired at a workplace. Design and structure work-integrated learning to achieve outcomes. <i>(You will know this when →)</i>	<ol style="list-style-type: none"> 1. The learning outcomes for the Whole Qualification has been identified and documented in line with SAQA requirements. 2. The outcomes best acquired in the workplace have been identified and listed separately along with the assessment. 3. Discipline specific tasks have been identified and listed applicable to each learning outcome in the workplace with a view to mastering the outcome mentioned. 4. The critical cross-field outcomes and assessment criteria have been identified in relation to the discipline contextual outcomes.
SO2	Collaborate with workplace mentors on the condition of work, logistics and control mechanisms pertaining to experiential learning , and negotiate values and ethics relevant to work-integrated learning. <i>(You will know this when →)</i>	<ol style="list-style-type: none"> 1. Work-integrated learning in the context of Co-operative Education have been adequately documented and communicated to mentors in industry. 2. Administrative and logistical arrangement have been agreed between industry and the institution and correctly documented (time, prerequisite, registration, etc.). 3. The roles and obligations of the students, institution and industry have been clearly outlined to ensure responsibility and accountability. 4. Moral issues, values, dress code, related policies in place have been documented and communicated to mentors. 5. Industry given the opportunity to provide feedback on cohort of learners and the programme, to ensure ongoing review and improvement.
SO3	Communicate and negotiate details of the work-integrated learning with learners (Work preparedness and Placement). <i>(You will know this when →)</i>	<ol style="list-style-type: none"> 1. The definition and purpose of work-integrated learning is correctly communicated to the learner. This would include the benefits to students, industry and the institution. 2. The programme and learning outcomes of the Work Preparedness Skills Programme have been tabled and is understood and agreed with learners on time schedules, participation and assessment. 3. The learning outcomes of the placement process have been identified and the role of the student in taking responsibility to achieving the outcomes has been documented and communicated. 4. The placement process and logistical arrangements associated with document submission, interview schedules, regular communication and meeting agreed deadlines have been negotiated and agreed to ensure compliance. 5. Administrative and process documentation have been designed to ensure a smooth flow of evidence in achieving the outcomes.
SO4	Integrate Experiential learning with teaching and learning inside the classroom and monitor the integration on a continuous basis. <i>(You will know this when →)</i>	<ol style="list-style-type: none"> 1. The workplace learning outcomes and its integration with the academic outcomes are clearly demonstrated along with the weighted credits and assessment criteria. 2. Methods of recording and reflection on vocational experiences are agreed along with logistical arrangements for formative and summative assessment. 3. Projects, assignments, reports and oral presentation briefs along with submission details, are explained and documented to clearly show the integration of the work experience and the academic learning outcomes. 4. Instruments and tools are designed to measure and assess the critical cross-field outcomes within the discipline context. 5. Monitoring and visitation processes and agendas are in place to ensure opportunities for formative and summative assessment. 6. Opportunities are created to ensure documented feedback on their learning experiences as part of a quality review and continuous improvement.

SECTION VII

The work method, process and the roles and responsibilities of staff involved with experiential learning at the University.

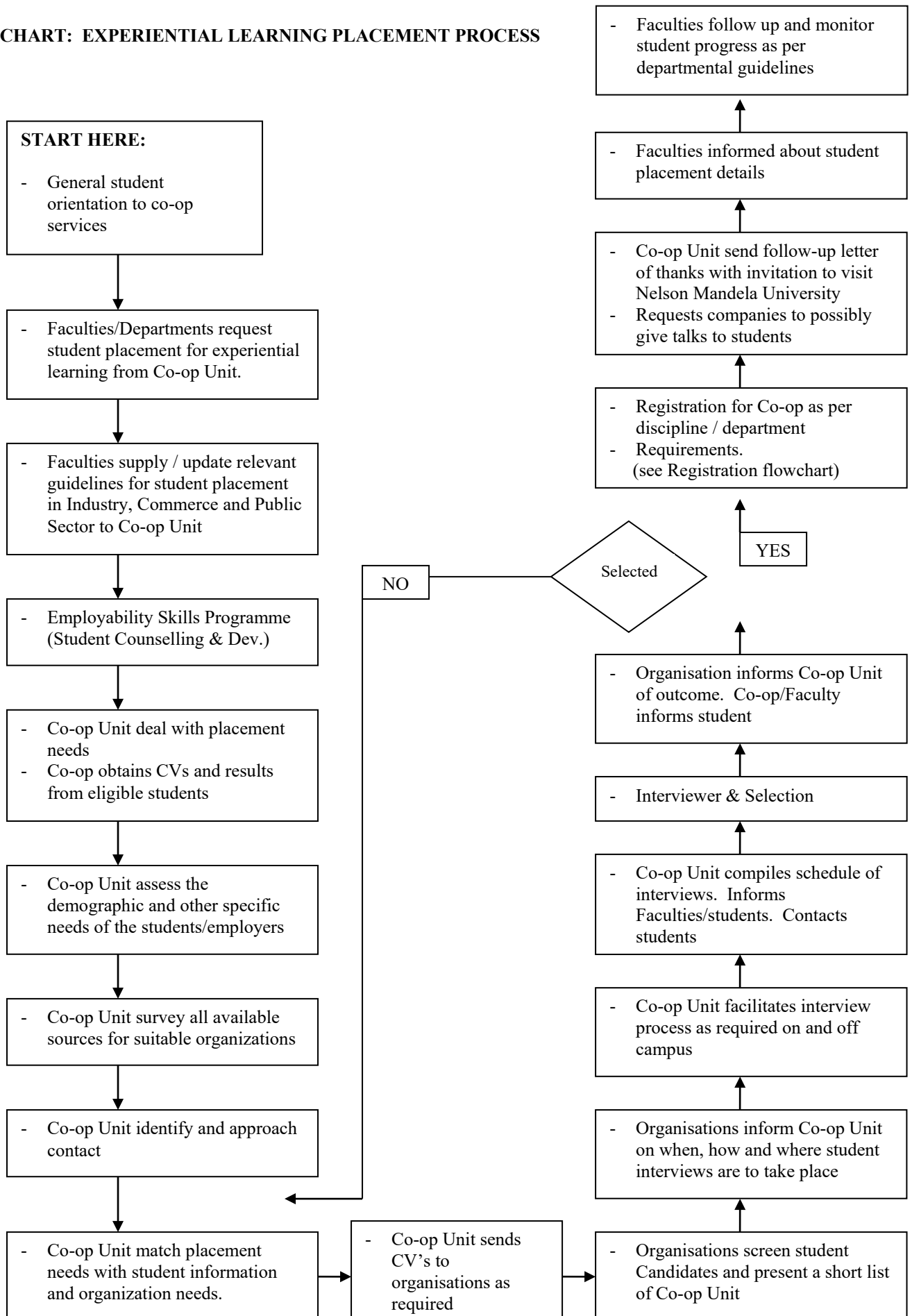
This is graphically represented by means of flowcharts.

Flowchart A / Table A – The Experiential Learning Placement Process

Flowchart B – The Experiential Learning Registration Process

Flowchart C – The Experiential Learning Management Process

FLOWCHART: EXPERIENTIAL LEARNING PLACEMENT PROCESS



THE EXPERIENTIAL LEARNING PLACEMENT PROCESS

JOB ADVERTS	INTERVIEWS	JOB OFFERS	EMPLOYMENT CONTRACT	REGISTRATION AND ASSESSMENT
<ul style="list-style-type: none"> • Adverts are placed on notice boards and e-mailed to academic staff and students. • Students are encouraged to apply to several of these. • Check the closing date for submission of CV's. • Hand in your CV with full academic record to the Department of Co-operative Education. • You may apply to a number of jobs if advertised at the same time. • A separate CV must be submitted for each job advert. • The name and telephone number of each applicant is recorded. • The CV's are then sent to the employers. 	<ul style="list-style-type: none"> • Employers draw up a shortlist of the applicants they wish to interview. • The Co-op Education Unit contacts the short listed applicants and schedules the interviews. • Applicants are informed of the time, place and venue of the interviews. • It is important to check the notice boards for interview schedules. • Applicants <u>must</u> confirm all interviews with the Co-op Unit prior to the interview date. • The majority of interviews will take place at the interview rooms at the Co-op Unit. 	<ul style="list-style-type: none"> • Applicants will be interviewed for a period of 15 to 20 minutes by two to three interviewers. • Applicants may be requested to attend a further interview at the premises of the employer. • The Co-op Unit may contact the successful applicants with the request to complete an offer of employment form, outlining the details of the job offer. 	<ul style="list-style-type: none"> • Within a time frame set by the employer, applicants will be requested to make a decision as to whether they accept or reject the offer. • Once a decision is made, it will be accepted as binding. • The Co-op Unit will advise the employer of the applicant's decision. • A formal training contract for a specified period is signed between the successful applicant and the employer. • The contract will specify that trainees will work proficiently, abide by the employer's rules and regulations. 	<ul style="list-style-type: none"> • Once placed with an employer, all students must register for experiential learning. • Experiential learning not registered with the faculty officer of the relevant faculty will not be recognised by the University for qualification purposes. • Registered students are issued with guidelines (logbooks) for their specific educational programmes. • Academic staff members monitor experiential learning by means of visits to the workplace, setting project work and telephonically. • Employers evaluate students in the workplace by means of logbook or by writing a report.

EXPERIENTIAL LEARNING REGISTRATION PROCEDURE

PROCESS FOR STUDENTS WHO CAN REGISTER ON CAMPUS

START HERE:
 - Students placed for experiential learning follow the normal registration process

- Students register on the prescribed dates.

- Students present to the Faculty Officer proof of registration to obtain their logbook & guidelines from the Faculty Officer or HOD.

- Students complete the employer detail form.

PROCESS FOR STUDENTS WHO ARE NOT ON CAMPUS FOR REGISTRATION

START HERE:
 - Students deposit their experiential learning subject & registration fee into the University's banking account.

- Students fax a photocopy of the deposit slip with their name, surname & contact details to the Faculty Officer. If they have registered electronically this may not be necessary.

- Students who qualify for a bursary/loan must contact the Financial Aid office to confirm whether the bursary/loan covers the experiential learning registration fee.

- The logbook & guidelines will only be posted to the student once he/she has been registered by the Faculty Officer.

- The student submits assignments to academic departments according to program guidelines specified in logbooks

- Student placement & company details are captured on the ITS system by Academic Administration via Faculty Officers. This information is forwarded to the academic departments for monitoring the student in the workplace.

Centre for Academic Engagement and Collaboration	Cooperative Education Unit Process: Experiential Learning (EL)	Process: Experiential Learning Management
Purpose: To manage and administer Experiential Learning (EL) within the University.		
Scope: Includes the required process for the successful completion of Experiential learning .		
Definitions: EL means Experiential Learning; AC means Advisory Committee Defined definitions could be found in the NMMU Policy on Cooperative Education		

Input	Flow Diagram	Output	Doc's	Who
<p>Start</p> <p>Students that successfully meet the admission requirements for EL. Approved employer</p>		<p>Preparation of students for EL and the workplace. Class Attendance and pass mark</p> <p>EL placement</p> <p>HOD approve admission to do EL; EL Registration per due dates</p> <p>Minimum one visit per semester plus telephonic a.o. contact</p> <p>Assessment; Issue of qualification</p> <p>Students who completed EL successfully Convene AC</p>	<p>Student prep. manual</p> <p>Employment letter; Approval from Acad dept</p> <p>Proof of registration and payment for EL; Logbook; Policy</p> <p>Report; Logbook; Policy & guidelines</p> <p>Assessment mark; Logbook with Policy & guidelines; Projects</p> <p>Written report or feedback session.</p>	<p>Students; Coop Ed /Acad staff;</p> <p>Students; Coop Ed/Acad Staff.</p> <p>Students; Reg. Dept; Coop Ed/Acad Staff;</p> <p>Students; Coop Ed/Acad Staff;</p> <p>Students; Coop Ed/Acad Staff;</p> <p>Students; Coop Ed/Acad Staff;</p>

Process owners: Prof.G. de Lange (CAEC)

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