
			
POLICY: MANAGEMENT OF EXPERIENTIAL WORK-BASED LEARNING			
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Related documents			
Da Vinci documents (e.g. Policies, Regulations, Guidelines, Contracts) Policy: Curriculum Design and the Development of Learning and Assessment Resources Policy: Da Vinci QMS Preamble		Other (e.g. Legislation, DHET and CHE directives and guidelines) Constitution of the Republic of South Africa: 1996 NQF Act, No. 67 of 2008 SAQA: National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part Qualifications and Professional Designations in South Africa Higher Education Act (Act 101 of 1997) CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004 CHE: Distance Higher Education Programmes in a Digital Era: Good Practice Guide Council on Higher Education. 2011. Work-Integrated Learning: Good Practice Guide. HE Monitor No 12.	
Website address of this document:		www.davinci.ac.za/da-vinci-policies-and-procedures/	

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1 Preamble

This policy forms part of the set of general quality management policies of The Da Vinci Institute for Technology Management.

Da Vinci offers outcomes based, distance education opportunities. This policy details the principles and process that will ensure that programme offerings are aligned with the principles of a Mode 2 institution, whilst adhering to the required academic standards and empowering students with the knowledge and skills to contribute to the society and economy of the future.

The policy details the principles and processes relevant to the management of experiential and work-based learning.




2 Scope

The policy applies to experiential and work-based learning as an integral part of all curricula offered by The Institute. The curricular modalities (discussed in the Policy for Curriculum Design and the Development of Learning and Assessment Resources) used, require formal and non-formal engagements of workplace contexts. This policy guides such engagements.

3 Purpose

The purpose of this policy is to ensure that experiential and work-based learning result in meaningful applications of theory in real-life contexts, by employing a combination of work-directed theoretical learning, problem-based learning, project-based learning and workplace learning (discussed in the Policy for Curriculum Design and the Development of Learning and Assessment Resources).

4 Guiding Principles

-  Experiential and work-based learning is purposefully curriculated in line with The Institute's conceptual framework for its academic programmes
-  Experiential and work-based learning should promote learning outcomes that contribute to the knowledge generation in the context of application within a real-world environment
-  The success of experiential and work-based learning is dependent on a real-world interaction in keeping with the purpose of the qualification and aligned to a Mode 2 approach.

5 High Level Processes

5.1 Placement process

Generally, students who are registered with The Institute are employed. However, for unemployed students The Institute attempts will seek to and support

arrangements with industry for placement purposes. Under no circumstances must this service be misconstrued as recruitment for employment.

5.2 Employed student workplace mentoring system

Where appropriate the line manager (or his/her nominee) could be responsible for assisting and mentoring the student in the application of theory in real-world work contexts. In addition, the line manager could be required to sign-off on the workplace application-related elements of each assignment. The Da Vinci Institute will utilise workplace experience as aligned to programme outcomes and suitably structured experiential learning.

5.3 Monitoring visits

Regular monitoring visits by a faculty or staff member takes place throughout the programme.

Monitoring includes:

- ☞ Meeting with students, individually and in groups
- ☞ Meeting with the line manager (or his/her nominee)
- ☞ Monitoring implementation
- ☞ Reporting to The Institute on work-based challenges.

5.4 Authentic Assessment

Experiential and work-based learning is integrated into all modular formative and summative assessments and these are assessed by the relevant lecturer. In addition students are required to complete an Integrated assessment, designed to ensure theory is applied in the context of real or simulated work contexts and where applicable, relevant to the student's own workplace, displaying an applied knowledge of the learning experience.

5.5 Administrative support

The Institute's Programme Coordinators monitor the implementation of learning activities and monthly reports on the academic progress of students are compiled and where relevant, submitted to the employer.

In addition, The Institute supports opportunities for students to give feedback to employers, for example, by arranging workplace colloquia where completed assignments and/or reports are presented.

The Programme Coordinators make inputs to the institutional reports based on an analysis of the student assignment submissions.

6 Supporting the Da Vinci Way

In keeping with the purpose of The Institute's qualifications the following are utilised:

- Mode 2
- Learning Styles and Experiential Learning
- The Business Leadership Framework (as documented in the Institutional Conceptual Frames)

7 Responsibilities

In this section, the roles and responsibilities of the main role-players are described. Specific deliverables and contributions may be agreed with the role-players, documented in their annual Key Performance Indicators and/or informally agreed in terms of specific projects.

7.1 Executive Dean: Economic and Management Sciences

The role of the Executive Dean: Economic and Management Sciences will provide strategic leadership on matters related to the management of experiential and work-based learning that will promote the application of theory in real or simulated work contexts.

7.2 Dean: Teaching and Learning

The role of the Dean: Teaching and Learning involves the responsibility for the overall governance and quality assurance of all teaching and learning activities, including experiential and work-based learning processes and procedures.

7.3 Dean: Design

The role of the Dean: Design involves the responsibility for the overall governance and quality assurance of all learning design and development activities, including experiential and work-based activities as encapsulated in the learning material and module assignments.

7.4 Programme Co-ordinators

The Programme Co-ordinators of The Institute are responsible for the monitoring of experiential and work-based learning, including providing academic progress reports to the employer.

8 References

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

Council on Higher Education. 2014. Distance Higher Education Programmes in a Digital Era: Good Practice Guide. CHE, Pretoria.

Department of Labour. 1997. Skills Development Act, Act 97 of 1998.

9 Version Control

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