



North-West University

**GUIDELINES FOR
WORK-INTEGRATED
LEARNING AND
SERVICE LEARNING**

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1. Introduction and background

1.1 Purpose and overview of the Guidelines

As an outflow of the work of the *Higher Education Quality Committee in 2002*, in which the quality and the practice of teaching and learning in higher education was conceptualised, several publications on the topics of work-integrated learning (WIL) and service-learning (SL) have garnered more attention. These publications were compiled for the Council for Higher Education (CHE) and the Higher Education Quality Committee (HEQC) and emphasised the need for curriculum reform which should result in *inter alia* better prepared students for the world of work and graduates with an increased social responsibility. Examples of such publications include *Work-integrated Learning: Good Practice Guide (CHE, 2011)*, *Service-learning in the Curriculum: A Resource for Higher Education Institutions (HEQC, 2006)*, *Service-learning in the Disciplines: Lessons from the Field (HEQC, 2008)*, *Good Practice Guide and Self-evaluation Instrument for managing the quality of service-learning (HEQC, 2006)*, and *Higher Education Monitor: A Case for Improving Teaching and Learning in South African Higher Education (2007)*. Information gleaned from these publications provided for a good overview on the topic and was greatly relied on for the compilation of these guidelines.

The purpose of these Guidelines is to provide an overview of directives on national level regarding quality teaching and learning **practices** of WIL and SL. These Guidelines also explain how the NWU responded to the national directives as reflected in the vision and mission of the University, the strategic plan, Annual Performance Plan, the teaching and learning strategy and related policies and rules.

A conceptual framework for WIL and SL is provided with specific focus on the shift in perspectives and practices, the crossing of knowledge boundaries and the general understanding of concepts. As there is an overlap between WIL, SL and community engagement, the guidelines also aim to clarify the inter-relatedness and stand-alone characteristics of the activities. A framework for WIL and SL, with reference to the inter-relatedness with community engagement is provided.

A section is devoted to clarifying the broader **definitions** of WIL and SL on national level and how the University responded to it in the formulation of definitions for the three activities.

These Guidelines inform on the **governing and operational principles** for the management and administration of WIL and SL activities centrally in the University and in the faculties. The Guidelines also provide an overview of the structures and systems developed and implemented in the University to administer and manage the three activities and to form a logical connection between the core functions of the institution: teaching and learning, research, and community engagement. The focus is on the structures created such as the Central Work-integrated and Service-learning (WISL) Office, the WIL Offices in faculties and the WISL system's role and functions.

A section is furthermore devoted to the incorporation of WIL and SL activities in the formal curriculum/ programme and module design and development, how it impacts on the teaching and learning and assessment practices and the quality assurance implications such as evaluation, monitoring and programme review. A brief overview of matters important in the appointment of partners and service providers is also provided.

The Guidelines should be read with the North-West University Position Statement: Proposal for the management and administration NWU *Position statement on work-integrated learning, service-learning, and community engagement at the North-West University (2020)* and viewed as the forerunner of the Standard Operating Procedures for the integrating, implementing and continuous evaluation, monitoring and improvement of WIL and SL at NWU. It is also advised that the NWU Community Engagement policy as well as the *Draft Institutionalising Service-learning – Guideline and Resources (2019)* be consulted. Another useful resource providing more guidelines on the appropriate response to the Covid-19 pandemic in the context of work integrated learning in universities was compiled by Universities South Africa and is available on their website.

2. Conceptual framework for WIL, SL and CE

The concept of **work-integrated learning (WIL)** is firmly entrenched in the *Higher Education Qualifications Sub-framework (HEQSF, 2013:11)* and implemented to varying degrees and different forms in most of the South African higher education institutions (HEIs). This can be related to the fundamental changes in the last number of decades in the relationship between HEI, government and demands from the professions and the workplace. WIL and SL is primarily intended to enhance student learning, and to this end several innovative curricular, pedagogical and assessment forms have developed in response to concerns about professional competence, graduateness, employability, work-readiness, and civic responsibility.

The HEQC considers **community engagement (CE)** as a core function of HE and values the potential to advance social development, justice, and social transformation. This has forced HEIs to redefine themselves in relation to broader societal expectations and resulted in the development of *inter alia* **service-learning (SL)**.

‘When understood and applied correctly, **community engagement and SL** constitute serious academic work that enhances the most fundamental educational purposes: building knowledge and skills.’ In instances where **SL** is integrated into the institution’s mission and strategic goals and where it forms part of the academic planning, adequate resources and enabling mechanisms (including incentives) should be in place. This is required to support the implementation of SL, including staff and student capacity development; as well as review and monitoring arrangements to gauge the impact and outcomes of SL programmes on the institution and on other participating constituencies. (*The Good Practice Guide and self-evaluation instruments for managing the quality-of-service learning, HEQC/JET, 2006*).

2.1 Understanding WIL, SL and CE and the nexus between knowledge and skills

According to the *Work-integrated Learning: Good Practice Guide (HEQC, 2011)*, **work-integrated learning** can be defined by identifying the three distinct forms of professional knowledge namely:

- 1) the academic discipline or field (including current research), 2) the educational field, consisting of curricular, pedagogic and assessment practices’ as well as professionally oriented education and 3) professional practice.

Although the three fields have different emphases and areas of focus, all operate within the same knowledge system. When linkages are built between the three fields, it has an influence on student learning. “The WIL approach seeks actively to build linkages between the world of teaching and learning, and the world of professional practice”.

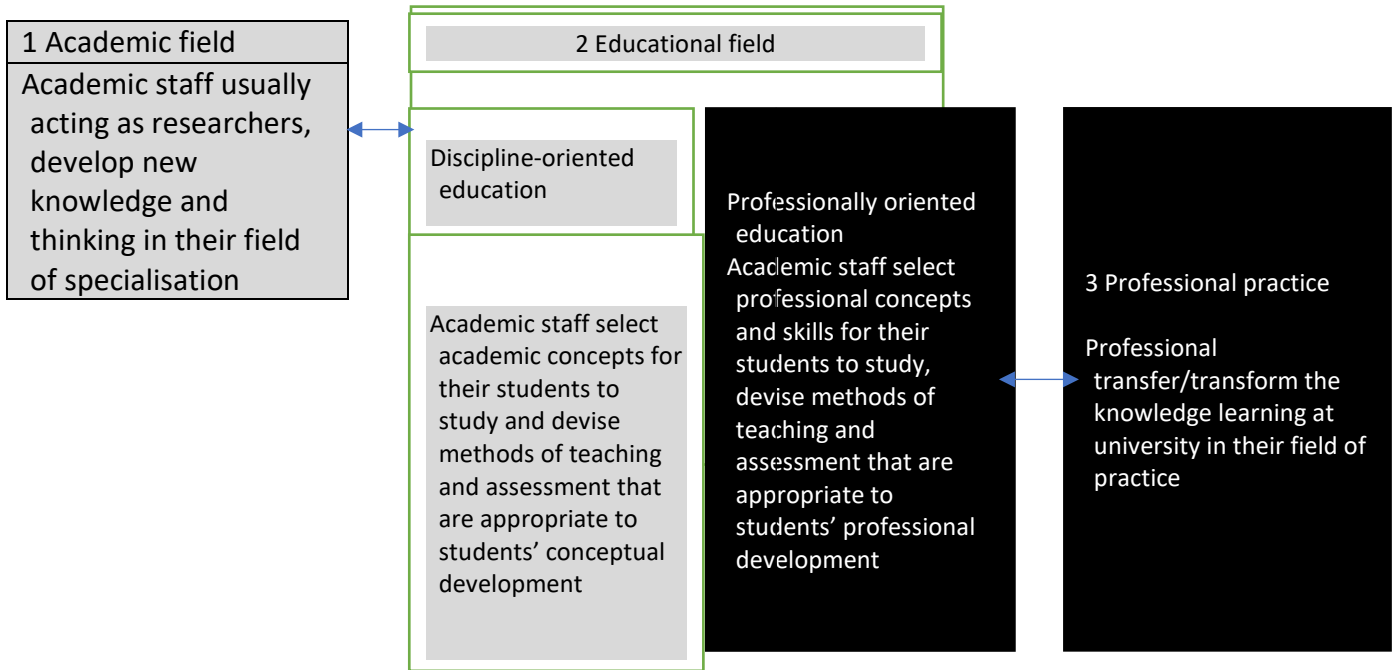


Figure 1: A professional knowledge system in a WIL approach (HEQC Work-integrated learning: Good Practice Guide 2011).

The above indicates how the three worlds can be brought into alignment, and it indicates that there is no separation between the academic and professional elements of WIL (implying that elements of professional practice can be drawn on in constructing a curriculum for academic subjects). The focus of WIL is, however, *professionally oriented education*, as shown by the highlighted areas

It is beneficial for students to engage with the discipline scientific domain with an experienced lecturer as a guide; and it is also beneficial for students to engage with the world of professional practice. The WIL approach seeks actively to build linkages between the world of teaching and learning, and the world of professional practice (*Work-integrated learning: Good Practice Guide, HEQC 2011*).

In terms of **service-learning**, the *Good practice guide and self-evaluation Instrument for managing the quality of service -learning, HEQC/JET, 2006*) states that the 'field of experiential education is the pedagogical foundation of service-learning'. It further states that SL is rooted in the theories of constructivism which implies that learners learn through their experiences, constructing or making their own knowledge through cognitive development and increased understanding of the world around them (*BADA & Olusegu, 2015*).

It further states that 'to ensure that service promotes substantive learning, SL connects students' experience to reflection and analysis in the curriculum (*Duley, 1981*).' It clearly states that SL makes it earnest to focus on the importance of contact with complex, contemporary **social problems** and efforts to solve them as an important element of a

complete educational process (Bandura (1977), Coleman (1977), Dewey (1963), Freire (1970, 1973), Kolb (1984), Argyris and Schön (1978), Resnick (1987), Schön (1983, 1987) in *Good Practice Guide and Self-evaluation Instrument for managing the quality of Service-learning*, HEQC/JET, 2006)

Adapted from the *Good Practice Guide (Good practice guide and self-evaluation Instrument for managing the quality of service -learning, HEQC/JET, 2006)*, in this pedagogy, **community engagement** and academic excellence are 'not competitive demands to be balanced through discipline and personal sacrifice [by learners], but rather interdependent dimensions of good intellectual work' (Wagner, 1986: 17). The pedagogical challenge is (Eskow, 1979: 20-21), 'devising ways to connect study and service so that the disciplines illuminate and inform experience and experience lends meaning and energy to the disciplines' (Good Practice 2006).

The link between CE and SL is well documented (*Criteria for institutional audits, HEQC, 2004a*) and (*Criteria for Programme accreditation, HEQC, 2004b*) and is demonstrated in the following diagramme:

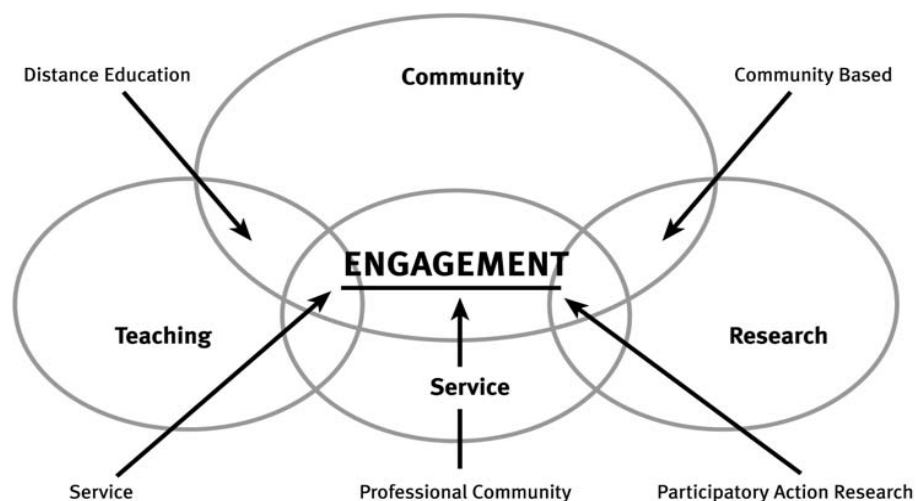


Figure 2: Culmination of the various educational activities into the activity of engagement (adapted from Bringle, Games and Malloy, 1999).

3. Defining work-integrated learning, service learning and community engagement

3.1 National level context

3.1.1 Work integrated learning

Over the last few decades, a strong shift has taken place in higher education from pure didactics to a more participatory workplace-oriented learning experience. This change is the result of the rethinking of graduate attributes and the ability of graduates to be more adaptive to the work environments and professional practices.

According to the *Work-integrated Learning: Good Practice Guide (HEQC, 2011)*, WIL can be described as:

“An approach to **career-focussed education** that includes classroom-based and workplace-based forms of learning that are appropriate for the professional qualification. What distinguishes WIL from narrow conceptions of learning-for-work is the emphasis on the integrative aspects of such learning. WIL could thus be described as an educational approach that aligns academic and workplace practices for the mutual benefit of students and workplaces; in this regard, WIL should demonstrably be appropriate for the qualification concerned”.

The term WIL is used for a wide range of curricular, pedagogical and assessment forms such as action-learning, simulated learning, work-directed theoretical learning, problem-based learning, project-based learning, and workplace-based learning. WIL is therefore about the learning experience in an appropriate working environment where the integration of theoretical knowledge gained from a formal university experience with a practice-based experience can take place.

It is furthermore important to note that the intended alignment between theory and practice is not restricted to the traditional workplace and can vary in nature, place, duration, and placement in a curricular structure. The appropriate concepts and skills as well as the methods of teaching and assessment selected by professionally oriented academic staff should assist in students’ career focused professional development and their general education.

3.1.2 Service learning

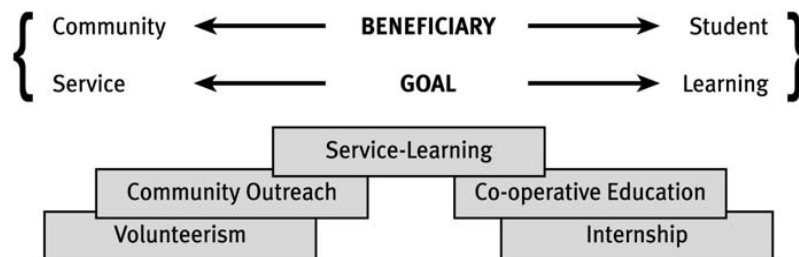
In the Glossary of the *Criteria for Institutional Audits (HEQC, June 2004a)* ‘SL’ is defined as:

“Applied learning which is **directed at specific community needs and is integrated into an academic programme and curriculum**. It could be credit-bearing and assessed and may or may not take place in a work environment”.

This definition is in alignment with one of the most cited international definitions that states:

“SL activities are course-based, credit bearing educational experiences in which students participate in an organised service activity that meets identified community goals and reflected upon the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of civic responsibility” (*Bringle and Hatcher, 2004:127*).

To further enhance the understanding of SL the adapted model of *Furco (1996:2-6)* is provided. In this model which identifies the various forms of student community engagement an important aspect should be noted namely that:



(Adapted from *Furco, 1996, 2-6*).

Figure 3: Various forms of student community engagement.

“SL modules or courses engage students in activities where both the community and student are primary beneficiaries and where the primary goals are to provide a service to the community and, equally, to enhance student learning through rendering this service.

Reciprocity is therefore a central characteristic of SL. The primary focus of programmes in this category is on integrating community service with scholarly activity such as student learning, teaching, and research. This form of community engagement is underpinned by the assumption that service is enriched through scholarly activity and that scholarly activity, particularly student learning, is enriched through service to the community.” (*Good Practice Guide and Self-evaluation Instrument for managing the quality of Service-learning, HEQC/JET, 2006*), *NWU Community Engagement Policy, 2021, North-West University Draft Institutionalising Service-learning – Guideline and Resources (2019)*.

The concept of **scholarship of engagement** has its origin embedded in these reciprocal relationships (*Boyer, 1996: 11-20*.)

SL has become the vehicle for community engagement and should therefore be reflected in the strategic plans of the University and systematically be planned for, resourced, and managed in a developmental manner (HEQC, 2006).

3.1.3 Community engagement

Since the release of the *Education White Paper (1997)* the understanding and perception of community engagement has change significantly. Where CE was initially viewed as a

standalone third core activity in HEI, a blending of teaching and learning and research activities with community responsibilities has taken place.

Community engagement (CE) is defined by the *Criteria for programme accreditation, HEQC (2004b)* as “Initiatives and processes through which the expertise of the higher education institution in the areas of teaching and research are applied to address issues relevant to its community. Community engagement typically finds expression in a variety of forms, ranging from informal and relatively unstructured activities to formal and structured academic programmes addressed at particular community needs (**service-learning programmes**)”.

3.2 North-West University context

In the **NWU Strategy** the concepts of *social responsiveness, engaged scholarship and the ultimate benefit to the society through knowledge* are stated. The mission of the NWU is clear on having students emerge as socially responsive and educated graduates making distinctive contributions to society and the world of work (*NWU Strategy, 2015-2025, 5,7,8 &9*). These objectives are further translated into the *NWU’s 2021 Annual Performance Plan, 20*) as follows:

Goal 3: Integrate and align community engagement with teaching-learning and research to develop a culture of active citizenship

The implementation of this goal will be achieved through:

- 3.1. Develop graduate attributes through community engagement interventions.
- 3.2 Support and collaborate with communities for mutual benefit.
- 3.3 Promote the Scholarship of Engagement: Community Engagement, Engaged TL and Engaged Research.

Goal 1.7: Ensure that the NWU enhances the employability of graduates by way of well-managed and appropriate WIL and SL opportunities (also interrelated with Goal 3).

To enhance this, the NWU has committed to the establishment of (a) an automated WIL and SL data management, administration and reporting system (WISL system), (b) the establishing of the centralised WISL Office and Help desk. The latter will serve to support for the implementation of the WISL system and the curriculum integration of WIL and SL into relevant academic programmes or non-formal offerings.

The *NWU Teaching and Learning Strategy (2015-2025)* is clear on the University’s intentions to provide in-depth orientation to students to their fields of study, as well as a “broader understanding of contemporary societal challenges, in the form also of appropriate WIL and SL opportunities, to foster an ethic of care and social responsibility. Programmes are monitored and reviewed on a regular basis to ensure that they remain relevant and where necessary, meet the requirements concerning WIL and SL as underpinned by the appropriate disciplinary or statutory benchmarks, as well as feedback from students, employers, and alumni (as relevant).”

The NWU policy, rules and teaching and learning strategy documents assist in understanding the approach of the University towards CE, WIL and SL. Clearly stated definitions are available in these documents: *Policy on Community Engagement (2021)*; *Draft 2 Amended rules for teaching, learning and assessment at the NWU (2020)* and *Glossary of teaching-learning related acronyms, concepts, and designations (2019)*.

3.2.1 Work-integrated learning

“The NWU recognises WIL as purposeful, organised, credit-bearing, supervised and assessed educational activities and experiences that integrate theoretical learning with its application in an actual or simulated workplace context (generally associated with studies leading to professional qualifications).

Given the diversity and range of WIL activities, faculties may adopt approaches and practices appropriate to the context of their field and discipline. WIL associated with professional qualifications take the form of work placements, although the CHE also encourages innovative non-placement approaches. In the NWU context, WIL refers to work-based learning. Irrespective of its nature, WIL activities must align academic and workplace practices for the mutual benefit of students and workplaces” (*Amended rules for teaching, learning and assessment at the NWU (2020 P6)*).

WIL: *Credit-bearing educational activities that integrates theory & practice in actual workplace context for professional qualifications*

3.2.2 Service learning

“Service learning (SL) is a fundamental teaching and learning method aimed at advancing social change while preparing students for future citizenship through real-life learning experiences in communities. SL as a TL method is a collaborative process that links faculty, students, and community partners in organised, supervised, sustainable, and mutually beneficial learning experiences that address identified and agreed upon community needs. SL is often curriculum-based and credit-bearing, and always carefully structured and focused educational experiences related to a specific discipline. It includes reflecting on the service activity to gain a deeper understanding of discipline-related content, a broader appreciation of the discipline, and an enhanced sense of social responsibility” (*Amended rules for teaching, learning and assessment at the NWU (2020 P7)*).

SL: *Student preparation for the future, links community, students and faculty, structured learning experiences toward deeper understanding of the discipline.*

3.2.3 Community engagement

“CE is defined as the processes and activities performed by the staff and students, primarily aimed at strengthening or supporting society and or individuals in need of assistance or engagement. CE is a process, function, programme, or project used by the University which integrates teaching and learning, research, innovation, outreach/volunteerism in

partnership with communities to advance social responsiveness, development, and an ethic of care” (Community Engagement Policy (2021).

In addition to the abovementioned definitions, an abbreviated definition of “**scholarship of engagement**” adds value to the discussion. The term redefines the collaboration between academics and individuals outside the academy - knowledge professionals and the lay public (local, regional/state, national, global) - for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity to ultimately achieve positive and sustainable change of which the impact can be monitored.

CE: Societal needs are central and integrates T&L, Research and innovation, mutually beneficial collaboration.

4. Managing and administrating WIL, SL and CE at the NWU

4.1 Institutional level guideline

As SL activities are intrinsically linked to CE, the policies and guidelines related to CE are applicable and the support and involvement of the **Sustainability and Community Impact Office** should be integral to development and planning towards formalizing SL initiatives.

Review of WIL, SL and CE should take place for continuous improvement and innovation and the institution implements a formalised cycle of review and benchmarking of its status regarding the delivery and quality thereof.

4.1.1 Central WISL Office

At institutional level the need for a central management, administration and reporting system for WIL and SL activities was recognised. A centralised Work Integrated and Service Learning (WISL) Office within the Directorate of Centralised TL Functions in CTL was established in 2021. This was done to manage the operational matters pertaining to the WISL system, serve as a Help Desk as well as facilitate extensive liaison with DHET, all the NWU and internal strategic partners and to provide institutionally wide coordination, training, support, systems design, and maintenance service to all faculties.

The role and function of the Office is to ensure that through ongoing collaboration, engagement, advocacy and advise in relation to the use and maintenance of the operational requirements of the WISL System, the optimal performance in WIL and SL practices will be facilitated. The Central WISL Office will be responsible for the systems administration **and ensuring the effective use of the WISL system** to support WIL and SL placements.

The WISL system serves to automate and manage the **placement** process for students involved with WIL and SL activities, the **linking of students to mentors and assessors**, and the reflection and/or **assessments required** for the successful completion of the WIL and/ or SL activities. The system supports non-functional requirements such as **ease of access** and **data capturing** with **user-centric design** and consistency, adherence to **security** principles and standards addressing role-based **security authentication** across/between components, **user authentication** and data protection.

On an institutional level WIL and SL activities must be monitored, evaluated, and reviewed to gauge the output and intended impact on all graduates. The WISL Office oversees the ongoing **monitoring, evaluation and impact assessment** of the use and efficiency of the WISL system in addressing faculty, industry, community, and student needs. **The WISL office, in collaboration with the relevant faculties and schools** will engage in ongoing monitoring and evaluation of student retention, throughput rates, outcomes, and programme impact. Impact studies should be prioritised and conducted to determine the WIL and SL module component's effect on students, on the service providers and on the community involved. To ensure a formalised cycle of review for WIL and SL components, the

impact analysis must be developed and implemented in line with the institutionalised monitoring and evaluation processes and methodologies.

Liaison	The Office will liaise with NWU strategic internal partners such as Q&APP, IT, Sustainability and Community Impact Office, faculties, and schools, as well as other key external partners for the implementation and continuous improvement of relevant guidelines, processes and procedures that align with institutional policy and rules, as well as meet professional accreditation, industry and community requirements for students engaging in WIL and SL. This will include liaison with the DHET and alignment to the strategies and goals of the Directorate for Work-integrated Learning, Partnerships, and Innovation.
Advisory	The Office will also contribute and collaborate with Q&APP, faculties and Faculty Teaching and Learning Support in curriculum planning for the purposes of integrating and embedding aligned WIL and SL activities, learning outcomes, learning material and assessment criteria.
Institutional Peer Advisory Committee	The Office will consult on, facilitate, and manage the initiation and establishing of a collaborative and interinstitutional advisory committee to further develop and improve WIL and SL practices.
Reporting	The Office will also be responsible for reporting on identified WISL system performance indicators and data to improve functionalities, user experience and to expand the scale of WIL and SL modules in faculties.
Monitoring and Evaluation	The role will also include ongoing monitoring, evaluation and impact assessment of the use and efficiency of the WISL system in addressing faculty, industry, community, and student needs.
Benchmarking	The Office will also initiate opportunities for national and international benchmarking , through stakeholder relationships.
Help Desk and Training	The WISL Central Office, through the help desk function, will provide faculties and schools the required technical training to facilitate the use of the WISL system.

4.2 Faculty/school level guidelines

The faculty/school's commitment to WIL, SL and CE is expressed in its vision, mission, goals, and objectives and is responsive to the context in which they operate. Ideally, **the strategic plan and faculty teaching and learning plans** should reflect the commitment to WIL and SL with clear synergy between the various teaching, learning, research, assessment, quality assurance plans, procedures, and activities.

Resourcing	To meet the day-to-day administrative requirements, implementation and roll out of WIL and SL activities, allocation of funds towards WIL and SL activities such as administrative staff recruitment and appointments must be managed within the teaching
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	and learning faculty functions to ensure support of academic staff involved in WIL and SL.
Faculty based WISL Office	Faculties, and or the respective schools take full ownership of the WISL initiatives. WIL and SL activities should be managed, facilitated, and coordinated by the faculty/school's organisational and management structures albeit committees/systems/structures. This includes any change management implication prior to onboarding of such schools/faculties. The coordination function of WIL and SL activities and the actual placements of students and mentors related to these activities will be done by faculty-based WIL/WISL offices. For SL modules, however, other internal stakeholders such as the Sustainability and Community Impact Office are important as they can assist with the database of CE projects and knowledge base of community interaction, partnerships and underlying social impact.
Research	Research in WIL and SL should be encouraged, supported as well as viewed as an integral part of effective teaching, and the dissemination of research findings encouraged and rewarded in line with the Research and Innovation Policy. Collaborative research initiatives can be explored with the WISL central office.
Service Providers	Setting-up of partners or service providers , negotiations with, registration onto the WISL system, and other associated administrative requirements, also reside within the faculty. Arrangements and communication with these service providers, as well as the approval of new service provider partners will also be done within the faculties or schools.
Student Orientation and Preparation for WIL and SL	<p>Students should receive orientation and be informed about the outcomes, academic deliverables and scope, logistical considerations and risks and their responsibilities and expectations for WIL and SL experiences. In this context, orientation should thus be managed within the faculty and relevant schools, and in collaboration with the service providers where required.</p> <p>Timely curriculum/programme advice by the faculty during registration periods should take place to ensure that new and returning students register for a module with WIL or SL corresponding to the expected and correct programme progression and programme mapping.</p>
Teaching and Learning	Teaching and learning delivery and assessment is primarily a faculty concern and should be operationalised within the respective schools.
WIL and SL Partnerships	<p>Faculties are responsible for the arrangement of agreements and approval of suitable service providers. Faculties will be responsible for initiating relationships with the service providers, except in the case where students source their own service providers.</p> <p>Faculty and/or school need to familiarise themselves with the nature and details of the service providers, to understand the background, the vision, goals and the working environment and those aspects that</p>

	<p>students will be able to gain experience from. Sites visits will assist in understanding the environment that students will be placed in and serve as indications of matters to be addressed in an agreement and to clarify the respective roles and responsibilities</p>
<p>Curriculum Design at Programme or Qualification Level</p>	<p>The programme's purpose and focus must make provision for academic learning and clear practical opportunities that integrate both theoretical, industry, community relevant learning opportunities. Onwards, the curriculum (programme) is "consonant with the institution's mission, forms part of institutional planning and resource allocation, meets national curricular requirements as well as acceptable notional load, the needs of students and other stakeholders, and is intellectually credible. It is designed coherently and articulates well with other relevant programmes, where possible." (HEQC, 2004a & HEQC, 2004b). Programmes incorporating WIL and SL activities should therefore be designed with the above in mind.</p> <p>The concept of <i>curricular alignment</i> (Biggs, 1999) related to general curricula/programmes, which ensures that the pedagogy, assessment, and the intended outcomes of the curriculum/programme are well matched, is also applicable to the development of modules in WIL and SL.</p> <p>Furthermore, the assessment of WIL and SL components of the programme should be based on the same principles as all other assessments namely that it should be appropriate, fair, transparent, formative as well as summative, valid, authentic, and consistent with students receiving feedback within a reasonable time after assessment.</p> <p>Programme development and planning where WIL and SL modules are incorporated, need to address multiple interest and requirements and therefore the design, implementing, evaluating, and adjusting should take place in conjunction with all the role players in the process such as academics, the WISL central office, workplace representatives, community members and students.</p> <p>The development of a WIL programme or module can take place by drawing on various modalities such as work-directed theoretical learning, problem-based/oriented learning, project-based learning, and work-place learning. The glossary to the <i>Work-integrated Learning: Good Practice Guide (2011)</i> provides more details.</p>

4.3 Module level guidelines

As stipulated in the *Amended rules for teaching, learning and assessment at the NWU (2020)*, the design and development of WIL (and SL) modules as well as the teaching and learning delivery and assessment is primarily a faculty concern and therefore operationalised within the respective schools. The development of WIL and SL modules should be aligned with the aspects of the faculty's mission statement/ teaching and/or learning policy or procedure/community engagement policy etc. and purpose relating to WIL and SL.

The WIL and SL experiences should be integrated into the programme and **modules should conform to** institutional and HE curriculum requirements and legislation. **Module design and development** make use of WIL and SL as pedagogies and suitable programme models should be adopted. The normal structures required for module design, development and approval and oversight should be in place. During the development of existing or new modules the **notional hours and credit requirements** of the WIL or SL modules must be established by the programme owners involved ensuring alignment to the prerequisite requirements of the statutory and professional bodies, the institutional Senate Committee Academic Standards and discipline requirements. WIL and SL **module planning** takes into consideration the needs of all parties concerned such as the students, professional and statutory bodies, communities, and service providers.

To develop a formalised **module structure** for programmes containing WIL and SL components, the diverse nature of WIL and SL activities in various disciplines must be acknowledged and designed in the context that best suits the faculty. In that case, WIL and SL activities can be condensed into a single module level, or be scaffolded across a series of modules, or associated with a practical module where there is either or a combination of academic and practical activities within a module where credits and workload requirements need to be reasonably aligned to the academic WIL and SL components.

The minimum proviso for the utilisation of the WISL system to manage, administer or report on WIL and SL activities is that such activities are incorporated into modules.

The modules where WIL or SL are integrated, should explicitly indicate the development of graduate **skills that align to work-readiness and an effective application of theoretical knowledge** within practices.

Programme and **module outcomes** must also adhere to and address the **critical cross field outcomes** and competencies as stipulated by **South African Qualification Authority (SAQA)** as well as indicated by the qualification standards of the relevant professional regulatory bodies. Module outcomes should be in accordance with the institutional teaching, learning and assessment policy as well as being integrated on the module guides. The choice of WIL or SL modalities should adhere to the programme's outcomes and should be clearly defined in **module guides**, as well as the year books by the faculties before onboarding to the WISL system

The implementation of WIL and SL module requires detailed planning which includes arrangements for transport of students/mentors/lecturers/coordinators; scheduling of

placements and contact sessions, students' attendance and involvement, possible risks and liabilities considered, documentation and recordkeeping and available resources identified. All plans related to the module and the process are managed and coordinated by faculties.

In the NWU context, SL experiences will have to be incorporated into **modules** as it is a prerequisite for management and administering any such activity via the WISL system. In similar manner such as in the case of WIL modules, the ownership, oversight, and management are academic in nature and therefore remains in the faculties and schools.

During the development of **WIL modules**, specific aspects must be considered. Insight into the current state of knowledge in the discipline, state of the professional practice, philosophies of education, theories of teaching and learning and research in education, roles and forms of assessment, students' learning needs and their characteristics, practical, ideological and policy content of the school, faculty, and university as well as that of the profession should be considered.

WIL modules should assist in the integration of theoretical knowledge (university disciplinary learning) and practice (workplace) application, bringing of the professional practice to the core of WIL modules to assist in linking theoretical knowledge with practical learning. WIL modules should assist in placing students in an authentic professional context in which meaningful engagement can take place which will enhance integrative learning.

The impact of WIL and SL modules on students, academic staff, school, profession, community, partners, and service provider is **monitored and evaluated**.

5. Conclusion

The North-West University's mission is to ensure that graduates from their programmes are prepared for the world of work and equipped to play a meaningful role in the society and communities in which they will function. It is through exposure to well-chosen workplace experiences in WIL that the integration of academic knowledge and professional practice serve to prepare students for their role as professionals. It is also through assessed and proven competencies in the workplace that evidence is accumulated to answer to statutory and professional bodies requirements for workplace readiness prior to registration as a professional. In similar way graduates, through experience in formalised programme-directed SL and CE, gain personal qualities, professional and practical skills, and knowledge as identified in the outcomes of the programmes to enhance their graduate attributes and social responsibility. Through carefully planned and managed partnerships with service providers and communities, students are exposed to a larger world than just the academic environment and guided to become not only involved in real life problems but hopefully also in innovative solutions.

WIL and SL experiences are planned for, implemented, and monitored based on the premise that it forms part of the formal curriculum and therefore complies with rigid measures in terms of programme design and development, teaching and learning practices, assessment criteria and monitoring and evaluation and other quality assurance measures.

The management and administration of the WIL and SL experiences and processes at the NWU will now take place via the newly developed Centralised WISL system which requires that the experiences must be incorporated into a programme and embedded in one, or more of its modules. The management and administration of WIL and SL experiences on institutional and faculty/school level should enhance staff and students' ability to reach the intended programme outcomes and ultimate strategic aims of the University.

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