



Education, Training and Development Practices
Sector Education and Training Authority

**FINAL
REPORT**

**RESEARCH PROJECT 3: DEVELOPMENT
AND EXECUTION OF COLLEGE ACTION PLANS
TO IMPROVE THE PRACTICE OF FIVE AREAS
OF WORK INTEGRATED LEARNING**



At the cutting edge of skills development

APPROVAL OF THE RESEARCH REPORT

FINAL REPORT

RESEARCH PROJECT 3: DEVELOPMENT AND EXECUTION
OF COLLEGE ACTION PLANS TO IMPROVE THE PRACTICE OF FIVE AREAS
OF WORK INTEGRATED LEARNING

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RESEARCH PROJECT 3: DEVELOPMENT AND EXECUTION OF COLLEGE ACTION PLANS TO IMPROVE THE PRACTICE OF FIVE AREAS OF WORK INTEGRATED LEARNING

EXECUTIVE SUMMARY

Globally, Work Integrated Learning (WIL) is regarded as an appropriate pedagogical approach that could achieve innovation, entrepreneurship, and economic recovery. Consequently, there is a growing research interest in the practice of WIL. In line with the international trends, the Education, Training and Development Practices - Sector Education and Training Authority (ETDP SETA) embarked on a strategy to increase research capacity. This approach resulted in the establishment of the Research Chair in WIL to identify areas or elements of WIL that pose a challenge to the effective and efficient practice of WIL in the Technical and Vocational Education and Training (TVET) sector.

For the past two (2) years (i.e., 2022 and 2023), the ETDP SETA WIL Research Chair conducted research on the practices and challenges of WIL and found out that the practice of the following five areas of WIL need interventions: 1) the preparation of students for their workplace learning, 2) student placements, 3) monitoring, 4) assessment of students' workplace learning, and 5) building and maintenance of WIL partnerships.

For the current year (i.e., 2024), the WIL Research Chair conducted Participatory Action Research (PAR) with ten (10) selected TVET colleges to encourage continuous reflection, planning, and implementation of interventions to improve the practice of WIL and align such practices with current trends and new developments in the labour market. The main objective was to find out how the selected TVET colleges developed and executed college action plans to improve the practice of the five areas or elements of WIL. The sub-objectives were 1) to analyse the steps that were taken by the colleges to develop and execute their action plans; 2) to gain an understanding of the suggested activities during the development of college action plans, and to examine the involvement of students' workplaces in the development and execution of college action plans.

Data collection took place in two phases, started at the beginning of May 2024 to the end of June 2024. During the first phase, attention was focused on interviews on the development processes of college action plans. The second phase focused on interviews on the implementation or execution processes of college

action plans. The responses of the participants were followed with telephone interviews to clarify some of the statements made. Some of the responses were discussed and clarified during the workshops and other discussion forums.

The findings that were derived from the responses of the project leaders from the ten TVET colleges indicated several steps that were followed by the colleges to prepare for the development of action plans. Such steps included the signing of the Memorandum of Agreement (MoA) with CPUT, identification of college project leaders for the WIL Research Project, organisation of institutional workshops and the establishment of college WIL Committees.

The findings also shed some light on the activities that were suggested in developed college action plans. Such activities included 1) the selection of an academic learning programme to serve as a pilot to improve the five areas of WIL, 2) the development and offering of structured work readiness programmes to prepare students for workplace learning, 3) the formation of new stakeholder partnerships and exploration of new funding sources, 4) conducting of per term student visits in work sites, 5) identification of existing and working models to assess students' workplace learning, and 6) convening of frequent stakeholder meetings.

The participation of the workplaces in the development and execution processes of the college action plans was indicated by the submission of programmes for stakeholder engagement meetings, attendance registers and signed commitment letters from the representatives of the workplaces.

Several recommendations that were put forward were related to the implementation of the suggested activities in collaboration with the world of work. It was concluded that the implementation of the suggested activities in developed action plans and planned execution of college action plans could improve the practice of the five areas of WIL, which pose a challenge in the TVET sector. The focus of the WIL Research Chair in 2024 was therefore to develop a mechanism for ETDP SETA to improve the practice of identified WIL areas/elements in TVET Colleges and facilitate the development of interventions and innovative ways which include the integration of WIL with technology.



ETDP-SETA

Education, Training and Development Practices
Sector Education and Training Authority



SECTION 1

SECTION 1

RESEARCH PROJECT 3: DEVELOPMENT AND EXECUTION OF COLLEGE ACTION PLANS TO IMPROVE THE PRACTICE OF FIVE AREAS OF WORK INTEGRATED LEARNING

INTRODUCTION

Globally, Work Integrated Learning (WIL) is regarded as an appropriate pedagogical approach that could achieve innovation, entrepreneurship, and economic recovery. Consequently, there is a growing research interest in the practice of WIL. In line with international trends the Education, Training and Development Practices - Sector Education and Training Authority (ETDP SETA) embarked on a strategy to increase research capacity and established a Research Chair in WIL to identify areas or elements of WIL that pose a challenge to the effective and efficient practice of WIL in the Technical and Vocational Education and Training (TVET) sector.

For the past two (2) years (i.e., 2022 and 2023), the ETDP SETA WIL Research Chair conducted research on the practice and challenges of Work Integrated Learning (WIL) and found out that the practice of the following five areas of WIL need interventions.

- 1) the preparation of students for their workplace learning,
- 2) student placements,
- 3) monitoring,
- 4) assessment of students' workplace learning, and
- 5) building and maintenance of WIL partnerships.

For the current year (i.e., 2024), the WIL Research Chair conducted participatory action research to encourage interventions to be carried out to improve the practice of the identified areas/ elements of WIL in the TVET sector and align such practice with current trends and new developments in the labour market. The 10 selected TVET colleges that were involved in participatory action research were requested to develop and execute college action plans. It was envisaged that these colleges would engage in continuous reflection, re-planning, and implementation of plans, and capacitate other colleges in their regions to improve the practice of WIL. The 2022, 2023 and 2024 projects formed an integral part of the SETA's research initiatives that are presented in the following section.

1.1. Research projects of the WIL Research Chair

The agreed focus of the Research Chair, as set out in the Memorandum of Agreement (MoA) was that there would be four research projects that the Research Chair would focus on, from March 2022 up to March 2026. The four research projects are reflected in Table 1 below:

Table 1: Research projects

NO.	RESEARCH ACTIVITY	TIMELINES
Project 1	Validation of the research findings of the 2020/21 study on current WIL practice at 10 selected TVET Colleges	15 March 2022 to 15 November 2022
Project 2	Barriers that prevent 10 TVET Colleges from conducting the four WIL elements effectively and efficiently.	15 March 2023 to 15 November 2023
Project 3	Development and execution of action plans for improving the practice of four WIL elements by 10 TVET Colleges.	15 March 2024 to 15 November 2024
Project 4	Reflections of 10 TVET Colleges on the processes of developing and executing action plans, and replanning based on identified strengths and weaknesses of the processes.	17 March 2025 to 17 November 2025

This report focuses on research project 3, which is the development and execution of college action plans to improve the practice of four WIL elements by 10 TVET Colleges. The report is divided into four (4) sections. The first section is an introduction that provides the background to the study as well as clarity on the parameters of the study. The second section

describes the methodology that was utilised for the study. The third section shares the research findings on the development and execution of college action plans. These findings were derived from the responses of the staff from ten selected TVET colleges. The final section summarises the findings, recommendations, and conclusion.



SECTION 2

RESEARCH METHODOLOGY

- 2.1 Research questions
- 2.2 Research objectives
- 2.3 Literature Review
- 2.5 Research Approach
- 2.6 Research Plan
- 2.7 The Implementation Phase
- 2.8 Data collection
- 2.9 Data analysis

RESEARCH METHODOLOGY

2.1 Research questions

This study was guided by the following primary as well as secondary questions.

Primary question

How did the selected 10 TVET colleges develop and execute their action plans to improve the practice of five identified elements of WIL?

Secondary questions

- 2.1.1 What steps were taken by the colleges to develop and execute their action plans?
- 2.1.2 What activities were suggested in the developed and submitted college action plans?
- 2.1.3 What did the colleges do to ensure that the workplaces of college students confirm their participation in the development and execution of college action plans?

2.2 Research objectives

The main objective of this study was to find out how the selected TVET colleges developed and executed college action plans to improve the practice of the five areas or elements of WIL.

The secondary objectives were:

- 2.2.1 **To analyse the steps that were taken by the colleges to develop and execute their action plans.**
- 2.2.2 **To gain an understanding of the suggested activities during the development of college action plans.**
- 2.2.3 **To examine the involvement of students' workplaces in the development and execution of college action plans.**

2.3 Literature Review

The study was guided by the general literature on the importance and practice of five identified areas of WIL and Participatory Action Research (PAR).

2.3.1 Importance of Work-Integrated Learning

Globally, Work-Integrated Learning (WIL) is regarded as a critical component of the TVET sector and an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop employability skills. Mather, McKay, and Allen (2020) point out that an integration of workplace practice and learning can help learners to acquire knowledge and skills that could enable them to generate income and contribute towards economic growth and social development of a country. In South Africa Several studies focus on the practice of the following five (5) areas or elements of WIL.

2.3.1.1 Preparation of students for workplace learning

Several studies highlight the importance of preparing students before they are placed in workplaces. lipinge, Batholmeus and Pop (2020: 531) indicate that employers in Namibia have raised concerns on the lack of readiness skills amongst students placed in their organisations for WIL "According to the employers, students need to be familiar with some skills such as basic communication, willingness to learn and flexibility. Industry then only enhances these skills by providing an opportunity or platform to apply them." Other studies that support the quality preparation for WIL include Bates and Bates (2013), Dwesini, (2014); Grace & O'Neli, (2014); and Rayner & Papakonstantinou, (2015). These studies indicate that WIL preparation programs enable positive and rewarding experiences in terms of employability skills development that are required for professional practice. The Organisation for Economic Co-operation and Development (OECD) also advocates for the preparation of learners for "jobs that have not yet been created, for technologies that have not yet been invented, and to solve problems that have not yet been anticipated." (OECD, 2018: 2).

Studies on the use of simulations to prepare students have increased after the COVID-19 pandemic. Recent studies (lipinge, Batholmeus and Pop, 2020) regard simulated work-based learning as an innovate way to deliver work readiness programmes. Different views on the purpose of using simulations are documented. One view is that simulations should be used to prepare

students for workplace learning and another view is that they should replace WIL placements. (Chad, 2020; Masethe & Masethe, 2012). These authors state that simulations allow students to immerse themselves in a realistic worksite activity without leaving campus. This study supports the view that simulations should be used as an integral part of work readiness programmes and not as a replacement for WIL placements.

2.3.1.2 Placement of students

The Council on Higher Education (CHE, 2011) highlights the importance of aligning workplace practice to the outcomes of learning programmes when selecting work sites for placing students to ensure that the selected workplaces are conducive to students' learning.

The benefits of placing students in workplaces are documented in several studies. Govender and Wait (2017) point out that WIL placements inspire students to embrace prospective future careers and encourage them to contribute to economic innovation and growth.

2.3.1.3 Monitoring of students' workplace learning

There are few studies that describe best practices for monitoring students' workplace learning. Dean and Sykes (2020), indicate that to monitor student progress effectively, one needs to understand how students learn to accomplish their assigned tasks on WIL placements. Their findings indicated that students initially learn through performing an intermediary cluster of practices that enable them to orient, adapt and conform to new configurations of people, things, spaces, tools, bodies, and technologies such an understanding could provide guidelines on what to monitor. Jackson et al. (2017) mention that employer's understanding of work-integrated learning is crucial for monitoring students, as workplace mentors should understand how to monitor the performance of the students.

2.3.1.4 Assessment of students' workplace learning

Studies view the provision of feedback as an integral part of assessment practices. (Al-Bashir, Kabir and Rahman 2016). Their study investigates best-practice models of industry feedback practices for WIL activities. These practices include the early involvement of students in defining goals/objectives

and expectations with their supervisor; and clearly stated criteria for evaluating performance against the stated goals. of using portfolios and reflective practice (Baas et al., 2020) are also recommended. Reflection and portfolios provide evidence of what students learned about workplace culture, norms of practice and behaviour, as well as evidence of the development of a wide range of graduate attributes, not just those relating to technical competencies. The employer or mentor should also authenticate evidence of the development of these hard and soft skills.

2.3.1.5 Building and maintaining WIL partnerships

Global studies emphasise the importance of building and maintaining WIL partnerships (OECD, 2018; UNESCO 2016). In South Africa, the Department of Higher Education and Training encourages linkages between universities, colleges, SETAs, and employers (DHET 2016: 25). Partnerships are viewed as central to all WIL processes.

The literature on the practice of five areas of WIL was relevant for this research as the study aimed at improving the practice of the five areas of WIL during the development and execution of college action plans.

2.3.2 Participatory Action Research (PAR)

Several studies indicate that PAR emphasises dialogic engagement with co-researchers, and the development and implementation of context-appropriate strategies oriented towards empowerment and transformation at a variety of scales (Kemmis, McTaggart and Nixon, 2015; Elder and Odoyo, 2018; Fine and Torre, 2019). These studies define PAR as a research approach that involves the active participation of people affected by the research. They describe the goal of PAR as to enhance an understanding of the world by working together to change it. According to Cornish et al (2023:1) PAR "prioritises the value of experiential knowledge for tackling problems" and encourages people who are directly affected by a program to have a say in the research process. Figure 1 below shows the PAR cycle which is a series of stages that involve planning, action, observation, and reflection. Participatory Action Research

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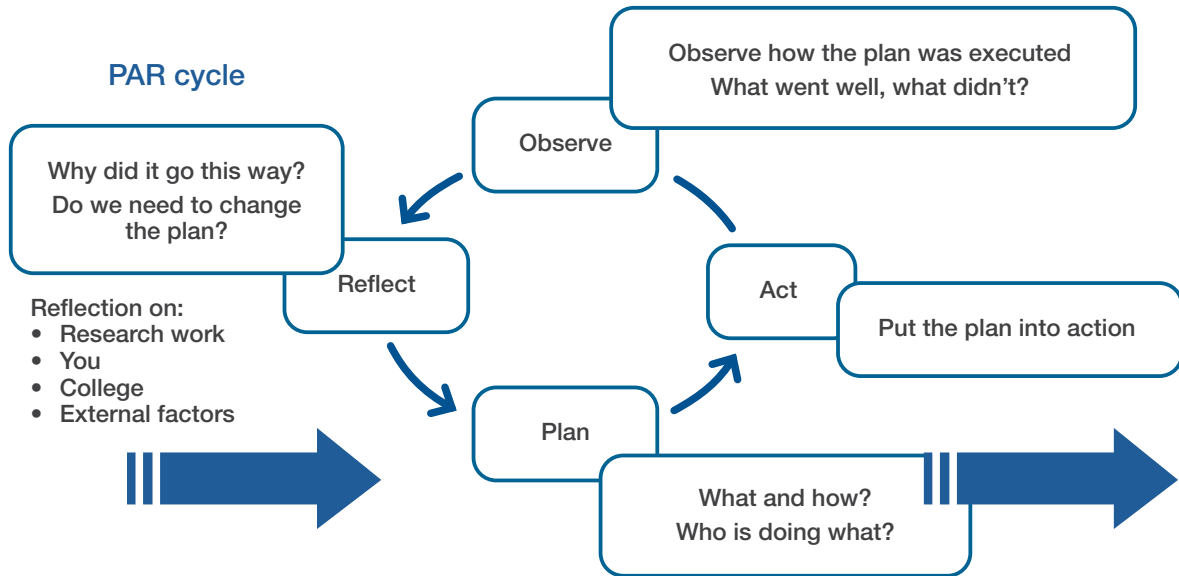


Figure 1: The Participatory Action Research (PAR) Cycle

2.4. Theoretical framework

The Experiential Learning Theory (ELT) was used as the pedagogical foundation of WIL because it emphasizes the importance of involvement, experience, and engagement in the learning process. Experiential education stems from the notion that if the learners are

required to listen only, they forget; if they see diagrams or are shown teaching aids, they may remember, and if they are involved through doing, they understand what they are learning. Figure 2 below shows Kolb's (1984) concept of experiential learning which explores the four-stage cyclical pattern of all learning from **experience** through **reflection** to **conceptualization** and **action**.

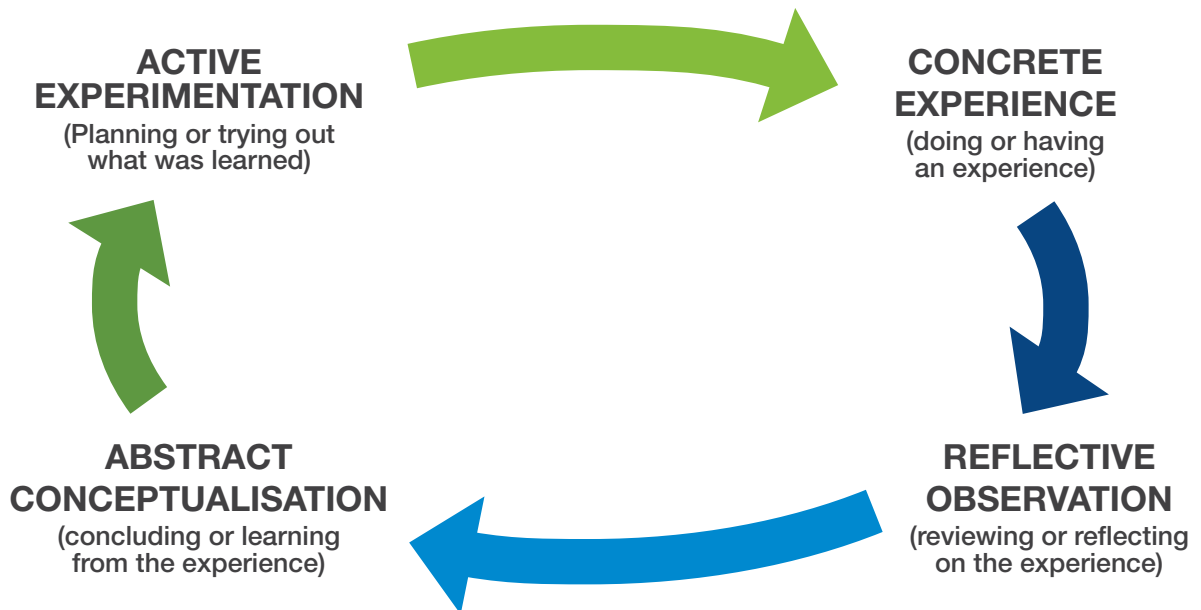


Figure 2: Kolb's (1984) concept of experiential learning



Kolb's (1984) ELT is a constructivist learning theory that states that learning is best achieved through direct experience and reflection: and that links education, personal development, and work. The theory is called "Experiential learning" to emphasize the central role that experience plays in the learning process. An emphasis that distinguishes ELT from other learning theories. During this learning process, "knowledge is created through the transformation of experience."

ELT is based on a four-stage cycle that learners can enter at any stage, but must follow in order:

- 2.4.1 Concrete experience: Learners directly engage with an experience.**
- 2.4.2 Reflective observation: Learners observe and reflect on the experience from different perspectives.**
- 2.4.3 Abstract conceptualization: Learners develop theories, concepts, or models based on their reflections.**
- 2.4.4 Active experimentation: Learners test their theories or concepts in new situations.**

ELT was appropriate for this study because it enabled the researcher to determine the extent to which the practice of WIL uses Kolb's experiential learning cycle to promote effective learning that could enhance student employability. Despite the shortcomings and suggested improvements of Kolb's (1984) ELT that have been pointed out by Bergsteiner, Avery and Neumann (2010), Yardley, Teunissen and Dornan (2012), Morris (2019) and Kong (2021), it guided the research process of the study successfully as the researchers followed its stages and sequence.

2.5 Research Approach

The study adopted an exploratory case study approach that analysed specific WIL-related issues within each of the 10 selected South African TVET colleges. Qualitative research approaches were used to explore concepts that relate to WIL and understand the opinions or experiences of TVET college staff and workplace mentors who deal with students' workplace learning. Case studies were used because they are regarded as a popular research method that could capture the complexities of real-life situations so that the phenomenon can be studied in greater levels of depth (Yin, 2014).

2.6 Research Plan

The following work plan outlines the way the research project was planned to ensure the development and execution of college action plans. The project was planned to run from April 2024 to November 2024, for a total of eight (8) months.

2.6.1 Awareness raising for the CPUT's Finance Department

A meeting was held with a dedicated person for the generation of invoices to discuss written deliverables and timelines for Research Project 3.

2.6.2 Budgeting for the costs of the research project

A budget was prepared to determine the costs of the salaries for the personnel that were appointed to execute the research plan. These costs included operational costs such as travel, accommodation, and subsistence of the research team as well as printing and photocopying of the documents.

2.6.3 Provision of Human Resources

2.6.3.1 The contracts of two experienced researchers were renewed to coordinate the activities of the research team and build capacity in terms of designing research tools for the research team. These researchers liaised with the Research Office of the ETDP SETA to ensure that all research reports meet the required standard of the SETA.

2.6.3.2 In addition, two postgraduate students were selected to serve as Master's and PhD interns, and they were involved in the literature review, capacity-building workshops, and data collection and analysis processes.

2.6.3.3 Research assistants were also identified within the selected TVET colleges to liaise with the core research team and assist with logistical arrangements when the researchers visited the colleges.

2.6.3.4 The contract of the project administrator was also renewed to do requisitions and ensure effective administration of all the activities of the research project.

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2.6.4 Consultations with selected TVET Colleges

An updated database of the principals and their contact details was developed for the selected TVET colleges to accommodate changes that occur with annual appointments. After being informed about the research project, the recently appointed principals were asked to submit the names of their senior staff members and/or WIL/Research Coordinators. These individuals oversee coordinating the research activities within their colleges and collaborate closely with the Cape Peninsula University of Technology's core research team. All the principals of the 10 selected colleges were requested to ensure that their research coordinators involve their industry partners, as the plan was to encourage close working relationships between the TVET colleges and industry and involve the industry in all the processes that aim at improving the practice of WIL.

All the principals were requested to sign partnership agreements with the Deputy Vice Chancellor for Research, Technology, Innovation and Partnerships of the Cape Peninsula University of Technology. This was to ensure that their selected research coordinators involved industry partners and relevant TVET college staff in research activities and, in turn, received additional duty allowances from the Cape Peninsula University of Technology for their rendered services. Two TVET colleges that were reluctant to sign the MoA were replaced with colleges that were willing to participate in the research project.

2.6.5 Plan for the Capacity Building Workshops.

In response to the research findings that indicated gaps in terms of preparing students for workplace learning, capacity building workshops that focus on Work Readiness Programmes were conducted for TVET college lecturers to enable them to prepare their students for workplace learning.

The capacity-building workshops were planned in collaboration with the Department of Teacher

Professional Development (TPD) in the Faculty of Education of the Cape Peninsula University of Technology. This is because this department started to offer a new qualification (i.e., the NQF Level 7 Advanced Diploma in Technical and Vocational Teaching (ADTVT)) that has a WIL component for TVET college lecturers in 2022. Two (2) staff members (i.e., the Head of the Department and the Programme Coordinator) were requested to join the core research team and participate in the planning and offering of WIL capacity workshops.

In addition, a WIL Coordinator from the Department of Operations Management in the Faculty of Business and Management Sciences who was trained to conduct staff capacity-building workshops on the Employability Improvement Programme (EIP) was requested to join the core research team and work closely with two (2) staff members of the Faculty of Education.

It was envisaged that the plan for capacity building workshops would ensure the continuous development and improvement of staff capacity building workshops that will capacitate TVET college staff to develop action plans to:

- Prepare students effectively for workplace learning,
- Strengthen WIL partnerships for placing students with relevant stakeholders, and
- Develop appropriate monitoring and assessment tools for students' workplace learning.

It was also envisaged that the planned capacity-building workshops would contribute to the improvement of the WIL component of the new qualification for TVET college lecturers, and that appropriate monitoring and assessment tools that would be developed would be useful for the practice of WIL even at the Universities of Technology and the Comprehensive Universities.

Table 2 below summarizes the research plan that was submitted to the ETDP SETA Research Unit in April 2024.



Table 2: Research objectives, timelines, deliverables, resource tools and allocations

RESEARCH OBJECTIVE			
To find out how the selected TVET colleges developed and executed college action plans to improve the practice of the five areas or elements of WIL.			
RESEARCH ACTIVITY	TIMELINES	DELIVERABLES	RESOURCE TOOLS AND ALLOCATIONS
2.4.1 Renew contract appointments of 2 experienced researchers and a project administrator. Select 2 post-graduate interns and identify a research coordinator in each selected TVET College	April 2024	Appointment letters or contracts of the core research team and names of identified research coordinators in selected TVET Colleges	CPUT's Department of Human Capital (HR) Responses of TVET Colleges
2.4.2 Design research instruments	April 2024	Designed interview schedule Planned workshops	TVET College staff
2.4.3 Consult with selected TVET Colleges in different provinces	April 2024	Email correspondence Responses from TVET Colleges	Databases with information on TVET College principals Telephone calls Virtual meetings
2.4.4 Conduct research	May 2024 to June 2024	Responses of the research participants	TVET College staff
2.4.5 Analyse and interpret data	July 2024	Raw data report	Responses of the research participants
2.4.6 Plan and conduct capacity-building workshops	June 2024 to 5 October 2024	Attendance registers Description and photographs of the workshop	Facilitators Microsoft Teams
2.4.7 Write a draft and final report	7 October 2024 to 28 February 2025	Draft and final reports	Proof reading and packaging services

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2.7 The Implementation Phase

2.7.1 Site and Participant Selection

Although the names of the colleges and participants are disclosed in this section, they will be removed in the final report to uphold confidentiality and ethical principles. The final report will use the numbers to ensure that the names of the colleges and participants are not disclosed.

2.7.1.1 Site selection

2.7.1.1.1 TVET Colleges

Ten TVET colleges that were identified by the DHET in collaboration with the ETDP SETA, to be supported to become Centres of Excellence in terms of spearheading the Fourth Industrial Revolution (4IR) and WIL were selected.

Description of how the colleges became involved in the WIL research project.

The ETDP SETA WIL Research Chair and her research team visited four (4) TVET Colleges and informed them that the colleges were requested to participate in the study on the practice of WIL. The findings of Work-Integrated Learning (WIL) research were presented and validated with the colleges. These findings highlighted the need to improve the practice of the five areas of WIL that posed a challenge in terms of their practice. During the visits, the Research Chair emphasized the importance of developing and executing a comprehensive college action plan. She facilitated discussions regarding the necessity of this plan and shared a detailed presentation outlining the steps for its completion. The colleges were requested to share the presentation with internal and external stakeholders to ensure a collaborative approach. Six (6) TVET colleges that were not visited were invited to participate in an online workshop and the process that was followed during the in-person visits was repeated.

Although the DHET identified a college in each of the nine (9) South African provinces, the Northern Cape province was not represented as its selected college did not sign the MoA and was therefore replaced with a college in the Eastern Cape. The selection for the study was possible in eight provinces that are reflected in Table 3 below:

Table 3: Selected provinces and TVET Colleges

NO.	PROVINCE	TVET COLLEGE
1.	Eastern Cape	1) Ikhala
		2) Buffalo City
2.	Free State	3) Goldfields
3.	Gauteng	4) Western College
4.	KwaZulu Natal	5) Majuba TVET College (replaced Umgungundlovu TVET College)
5.	Limpopo	6) Lephalale
		7) Vhembe
6.	Mpumalanga	8) Ehlanzeni
7.	North West	9) Vuselela
8.	Western Cape	10) West Coast

The details of the project leaders that were selected by the colleges were confirmed when ten participating TVET colleges were requested to respond to the questions or items and submit their responses by email. The received email messages that served as evidence of the responses from the participating TVET colleges, had names and contact details of the selected project leaders. Such messages have been submitted in a separate file as an integral part of the collected raw data.

2.7.1.1.2 Workplaces

The selected colleges were requested to involve their top four (4) industry partners that provided workplace-learning opportunities to college students. Table 4 below reflects the names and contact details of workplaces that were involved by the colleges in the development and execution of college action plans.



Table 4: Names of workplaces that participated in the development and execution of college action plans.

NO.	PROVINCE	TVET COLLEGE	SELECTED WORKPLACES
1	Eastern Cape	1) Ikhala	a) 4RGA
			b) Laurens Electrical
			c) Enoch Mgijima Municipality
			d) Department of Home Affairs
			e) Department of Sport, Arts and Culture
			f) Doves Funeral Parlour
			g) Abatsha Accounting
			h) Kia Motors
			i) Queens Casino
			k) Garden Court
			l) Mayfair Hotel
			m) Department of Economic Affairs (EC)
			n) Department of Health
			2) Buffalo City
		b) Department of Health	
		c) Department of Human Settlements	
		d) Bumb'ingomso	
2	Free State	Goldfields	a) FS Compusteps and Information Technology
			b) Office of the Premier (Free State Province)
			c) The Ryze
			d) Thusanong District Hospital
3	Gauteng	4) Western College	a) West Rand District Municipality
			b) Pillar of Strength Ministries
			c) WGH Consult
			d) Mogale City Local Municipality
			e) Batho Pele Sales and Merchandising (Pty) Ltd
4	KwaZulu Natal	5) Majuba TVET College (replaced Umgungundlovu TVET College)	a) Newcastle Municipality
			b) Newcastle Provincial Hospital
			c) Department of Correctional Services
			d) Endumeni Municipality
5	Limpopo	6) Lephalale	a) Makgobathe Security Services
			b) Modimolle-Mookgophong Local Municipality
			c) Paramount Computer Academy
			d) Clicks – Lephalale Mall

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NO.	PROVINCE	TVET COLLEGE	SELECTED WORKPLACES
		7) Vhembe	a) Tshavhudi House of Beauty b) Tshitshite Funeral Undertakers c) Mukula Medical Centre d) Masana Skills Development Centre
6	Mpumalanga	8) Ehlanzeni	a) Kruger Lowveld Chamber of Business and Tourism (KLCBT) b) Internship Success Pty (Ltd). c) National Youth Development Agency (NYDA) d) Khositi Artisan & Skill Training Institute
7	North West	9) Vuselela	a) Department of Correction Services b) Department of Education Refentse Circuit c) VSL Training and Skills Development d) Fasego EnviroTech Engineer's & Investments
8	Western Cape	10) West Coast	a) South African Police Service b) 7441 FM Radio c) Orange Technologies d) Agrimark Operations (Pty) Ltd

2.7.1.2 Participant selection

The college staff that served as project leaders for the national WIL Research and Capacity Building Project were selected from each college. The workplace mentors or supervisors of college students' workplace learning that were requested by the colleges to participate in the development and execution of college action plans were identified for further engagement and advice.

2.8 Data collection

Data collection which took place in two phases started from the beginning of May 2024 to the end of June 2024. During the first phase attention was focused on interviews on the development processes of college action plans. The second phase focused on interviews on the implementation or execution processes of college action plans. The responses of the participants were followed with telephone interviews to clarify some of the statements made. Some of the responses were discussed and clarified during the workshops and other discussion forums.

2.9 Data analysis

The process of analysing data started during the first week of July to mid-July 2024. The responses that were received from the college staff were classified according to each college to identify emerging themes and trends from the raw data and to determine how college action plans were developed and executed to improve five areas of work-integrated learning. Coding and numbering were used to identify the responses of the colleges. This means that the data that was collected by means interviews and workshops was analysed qualitatively.

SECTION 3

RESEARCH FINDINGS

- 3.1 Responses of the colleges on the development of action plans
- 3.2 Responses of the colleges on the execution of College Action Plans
- 3.3 Responses of the colleges on the involvement of the workplaces in the development and execution of college action plans



RESEARCH FINDINGS

3.1 Responses of the colleges on the development of action plans

3.1.1 Steps taken by the colleges to prepare for the development of action plans.

COLLEGE 1

Following the Research Chair's visit and presentation, Ikhala TVET College immediately took the steps shown in Figure 3 below:



Figure 3: Ikhala College process

Each working committee was tasked with specific aspects of the action plan such as curriculum development, student placement, and industry collaboration. The college WIL Committee ensured the alignment of the plan with industry needs and expectations and facilitated the plan's efficient development and execution.



COLLEGE 2

The college organised a workshop in which the Research Chair and her team presented and validated the findings. From the findings, it became clear that the practice of five elements of WIL needs improvement. The Research Chair indicated that the college needs to develop an action plan to improve the practice of five identified areas of WIL. The college also invited external stakeholders to participate in the workshop.

The college organised a strategic planning workshop to discuss the development of a college action plan and discuss how the developed plan will be executed by the college. External stakeholders were invited to participate in the strategic planning workshop. The college also appointed a coordinator of the WIL Research Project and signed a Memorandum of Agreement (MoA) with the Cape Peninsula University of Technology (CPUT).

COLLEGE 3

The college staff were invited to participate in a workshop in which the need to improve the practice of WIL through the development of a college action plan was highlighted. The coordinator of the WIL research project was appointed, and a MoA was signed with CPUT.

COLLEGE 4

The college signed a Memorandum of Agreement with CPUT, committing itself to ensuring the success of the WIL research project.

COLLEGE 5

A Memorandum of Agreement was signed with CPUT to involve the college staff in Participatory Action Research (PAR) which aims to improve the practice of five identified areas of WIL.

COLLEGE 6

The college management signed a Memorandum of Agreement with CPUT and appointed a coordinator or project leader for the WIL research project.

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COLLEGE 7

The college management invited stakeholders such as the community, lecturers, the Head of Department, the Students Representative Council, and other relevant stakeholders to participate in the development of a college action plan. A Memorandum of Agreement was also signed with CPUT.

COLLEGE 8

The college signed a Memorandum of Agreement with CPUT and organised a meeting to discuss the development of a college action plan.

COLLEGE 9

A Memorandum of Agreement was signed with CPUT to ensure the improvement of the practice of WIL through the development of a college action plan and participatory action research.

COLLEGE 10

The college organised a workshop in which the college staff and selected external organisations discussed the development of a college action plan. The college also selected a project leader and signed a Memorandum of Agreement with CPUT.

3.1.2 Suggested activities in developed and submitted action plans by the participating colleges are shown table 5 to 14 below.

COLLEGE 1

Table 5: IKHALA TVET COLLEGE

IKHALA TVET COLLEGE				
WIL AREA OR ELEMENT	ACTION (SUGGESTED ACTIVITIES) (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
1. Preparation of students for workplace learning	Pre-entry support and Job Readiness Workshops: To be part of the timetable. Explore how best the college can use technology to improve the practice of WIL and align it with the changing world of work	Trimester and Semester: for improvement to be part of the timetable, once a Week 2025	Partnerships and Linkages staff Career Guidance WBE Coordinators/lecturers Lecturers, WIL Coordinators and partnerships and linkages staff	College Budget External funding budget 4IR technology, funding, staff training
2. Placement of students	Limited host employers in rural campuses: encourage SMMEs to host students.	Continuous	Partnerships and Linkages staff WBE Coordinators/lecturers	External funding
3. Monitoring of student	Permanent campus placement officials to continuously monitor.	Quarterly and randomly	Partnerships and Linkages staff WBE Coordinators/lecturers	External funding and college funding
4. Assessment of students' work placement	Permanent campus placement officials and lecturers to continuously monitor	Quarterly and randomly	Partnerships and Linkages staff	External funding and college funding
5. Building and maintenance of WIL Partnerships	Have stakeholder engagement sessions	Semester	Partnerships and Linkages staff	College Budget

COLLEGE 2

Table 6: BUFFALO CITY TVET COLLEGE

BUFFALO CITY TVET COLLEGE				
WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
1. Preparation of students for workplace learning	Offer structured work readiness programmes	From January 2025	Deputy Principal: Academic Services and the Deputy Principal that is responsible for Partnerships and Linkages.	Funding

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BUFFALO CITY TVET COLLEGE

WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
2. Placement of students	Explore alternative ways to provide placement opportunities for WIL students.	Ongoing	Staff of the Partnerships and Linkages Unit and WIL Coordinators (i.e., Both administrative and academic staff).	Funding
3. Monitoring of student	Develop a monitoring plan in collaboration with students' workplaces	February 2025	Staff of the Partnerships and Linkages Unit and WIL Coordinators (i.e., Both administrative and academic staff).	Funding
4. Assessment of students' workplace learning	Involve the academic staff in developing appropriate assessment tools and processes.	February 2025	Deputy Principal: Academic Services and the Deputy Principal that is responsible for Partnerships and Linkages.	Funding
5. Building and maintenance of WIL Partnerships	Organise regular stakeholder engagement sessions and virtual meetings	February 2025	Partnerships and Linkages staff	Funding

COLLEGE 3

Table 7: GOLDFIELDS TVET COLLEGE

GOLDFIELDS TVET COLLEGE

WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
1. Preparation of students for workplace learning	<p>Establish Campus Placement Committees</p> <p>Establish College Placement Committees</p> <p>Develop a Placement Plan</p> <p>Staff capacitation</p> <p>Student workplace readiness training</p> <p>Identify possible host employers.</p> <p>Student Workplace Induction</p> <p>Work Readiness Programme</p>	<ul style="list-style-type: none"> • Trimester • Semester • Annually 	<p>Internal:</p> <p>DP: Registrar</p> <p>Campus Managers</p> <p>Placement Committees</p> <p>Human Resources Development</p> <p>Placement Officers</p> <p>External:</p> <p>Business Chamber</p> <p>Funders (SETAs)</p> <p>Industry</p> <p>Companies that provide work readiness programmes</p>	<p>Legislation:</p> <p>College WIL Policy</p> <p>Staff Development Policy</p> <p>College Strategic Plan</p> <p>Partnerships:</p> <p>Business Chamber</p> <p>Funders (SETAs)</p> <p>Industry</p> <p>Governance:</p> <p>College Council</p>



GOLDFIELDS TVET COLLEGE				
WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
2. Placement of Students	Determine the number of students that require placement who will be exiting the system. Organise a work readiness session for students exiting the system. Facilitate induction of students and placement with relevant host employer	<ul style="list-style-type: none"> Trimesterly Semesterly Annually 	Job Placement Officers	College WIL Policy College Strategic Plan College Vehicle
3. Monitoring of students' workplace learning	Develop a placement monitoring plan for the year. Monitor students at their respective workplaces around the Lejweleputswa District Municipality and surrounding areas.	<ul style="list-style-type: none"> Quarterly Semesterly Annually 	HoDs Lecturers Job Placement Officers	College Vehicles Monitoring Tool Monitoring plan
4. Assessment of students' workplace learning	Assess the workplace where students are placed in terms of its relevance and existence. Confirm if students are allocated mentors to guide them through the experiential programme. Provide students with logbooks and check that they are updated on a regular basis	<ul style="list-style-type: none"> Quarterly Semesterly Annually 	Job Placement Officers Lecturers HoDs	WIL Policy Assessment Tool
5. Building and maintenance of WIL partnerships	Stakeholder Engagement	Annually	Internal: DP: Registrar Campus Managers Placement Committees Human Resources Development Placement Officers External: Business Chamber Funders (SETAs) Industry	College Placement Budget SETA Funding

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COLLEGE 4

Table 8: WESTERN TVET COLLEGE

WESTERN TVET COLLEGE				
WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
1. Preparation of students for workplace learning	<p>Implementation of a job readiness programme from N4</p> <p>Training of students on soft skills</p> <p>Identifying and training lecturers to be assigned for WIL implementation.</p>	Upon enrolment into a programme (Intro N4, N4)	<p>Deputy Principal: Academic (DPA)</p> <p>Deputy Principal: Registrar (DPR)</p> <p>All Business and NC(V) lecturer</p> <p>Assistant Director (ASD): Placement and Linkages</p> <p>ASD: Student Support Services (SSS)</p>	Funding opportunities
2. Placement of students	<p>Identification of relevant workplaces (legislative requirements: conducive workplace, tools of trade, OHS, etc) – due diligence</p> <p>Alignment of placement to vocational (curriculum) requirements</p> <p>Culture fit – induction/orientation into the workplace</p> <p>Understanding of the processes at the business supported by technology</p> <p>Understanding of the current placements (mainly Gen-Z) – adaptation of the workplace to the new employees</p> <p>Managing the expectations upon placement (entry point – learning – progression)</p>	At exit levels as per the curriculum requirements	<p>DPA</p> <p>DPR</p> <p>ASD: Placement and Linkages</p>	<p>Funding opportunities</p> <p>Partnership agreements</p> <p>Expression of interest</p>
3. Monitoring of student	<p>Responsible officials to assess the conduciveness of the workplace</p> <p>Accountability on the placed students for their our success (logbooks, etc) and understanding of their outcomes linked to commitment (time management, quality of work) – resilience</p> <p>Processes at the business supported by technology</p> <p>Regular monitoring of attendance</p>	Periodical	<p>SETA/Funders</p> <p>Responsible lecturers</p> <p>Partnership and Linkages office</p>	<p>Funding opportunities</p> <p>Soft logbooks (computerised)</p> <p>Aligned Organisational Structure (Human Resource)</p> <p>Office space</p>
4. Assessment of students' workplace learning	<p>Development of an assessment tool standardised per vocation addressing the following:</p> <p>Training alignment to learning outcomes</p> <p>Resources (tools of trade)</p> <p>The Practicality of the logbooks (unrealistic) – explore simulation in a practical environment</p> <p>Incorporate independent teams to assess progress – developmental in nature (looking at the required exposure)</p> <p>Explore rotation without compromising business processes and continuity</p>	Periodic	<p>Mainly the college through due diligence</p> <p>All lecturers</p> <p>Partnership and linkages office</p>	<p>Funding</p> <p>Updated Soft logbooks (computerised)</p> <p>Transportation</p>



WESTERN TVET COLLEGE

WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
5. Building and maintenance of WIL Partnerships	Establishment of strategic partnerships with commerce and industry Regular review sessions (bi-annually) Advocacy of the TVET sector Employers having a say on the programme (structure, logbooks) – leverage from their contacts and influence. Limit the expected administration and improve coverage of outcomes.	Periodic	DPR DPA	Advocacy of placement of students to commerce and industry

COLLEGE 5

Table 9: MAJUBA TVET COLLEGE

MAJUBA TVET COLLEGE

WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
1. Preparation of students for workplace learning	Inform students about WIL and placement opportunities. Conduct Job Readiness Training/Workshops for Students. Induct/Orientate SETA-funded students before they start their workplace learning.	Timelines are dependent on the SETA funding processes. Once a group of students are funded, they are inducted to prepare them for the workplace.	The College has appointed 10 part-time facilitators who are Subject Matter experts and are responsible for facilitating the job readiness training. The college also has dedicated project officers who are responsible for monitoring and evaluating the training. Partnership & Linkages Project Team. This includes facilitators and project officers and project administrators. Workplace Managers/ Mentors/ Supervisors SETA WIL Representatives	Presentations prepared by the facilitators and project team. College classroom venue that has a projector and is conducive to training. Refreshments College Certificate Presentation on WIL SETA Presentation Conducive Venue Refreshments Workplace Managers/ Mentors/ Supervisors SETA WIL Representatives

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MAJUBA TVET COLLEGE

WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
2. Placement of students	<p>SETA Funded students are placed at the workplace.</p> <p>NCV Level 4 WBE students are placed at the workplace.</p> <p>Match students to host employers with students</p>	<p>Students are placed for a period of 18 months.</p> <p>Students are placed for a period of 10 days</p>	<p>Partnership & Linkages Unit</p> <p>Partnership & Linkages Unit including campus vocational lecturers/ senior lecturers</p>	<p>Policy & Procedure on the Placement of Students</p> <p>Signed MOA between College and SETA</p> <p>SETA WPBL</p> <p>Agreements</p> <p>Fixed Term Contracts</p> <p>Student ID & Qualifications</p>
3. Monitoring of student	Students are monitored at the workplace.	<p>Monitoring SETA Funded:</p> <p>30% Telephonic monitoring per month</p> <p>100% What's App support.</p> <p>20% Physical monitoring per month</p> <p>100% Quarterly monitoring (Physical)</p> <p>Monitoring WBE Students</p> <p>100% Physical Monitoring</p>	<p>Project Officers that are appointed in the Partnership & Linkages Unit.</p> <p>Majuba TVET College has 7 appointed Project Officers and 1 Assistant Director responsible for monitoring of students.</p> <p>Other Subject Matter Experts (Lecturers) are co-opted periodically.</p> <p>WBE students are monitored by vocational lecturers</p>	<p>Weekly Planning Schedules</p> <p>Monitoring Schedule approved by P&L Manager</p> <p>Monitoring Tools for mentor and student</p> <p>Monitoring Register</p> <p>Vehicle & Accommodation booking forms and authorization.</p> <p>Company visits book</p>
4. Assessment of students' workplace learning	<p>Assessment & Evaluation of QCTO approved logbooks and evidence generated.</p> <p>Provide feedback to mentors and students on gaps identified in logbooks and the student and monitoring tools</p>	As per scheduled monitoring visits and logbook inspection s	Project Officers that are appointed in the Partnership & Linkages Unit.	<p>QCTO Approved Logbooks</p> <p>Training Plans</p> <p>Evidence generated for Workplace activities</p>
5. Building and maintenance of WIL Partnerships	<p>College to build on establishing partnerships with public and private sector and securing fully signed.</p> <p>Industry protocols.</p>	This is ongoing activity throughout the academic year	<p>Deputy Principal: Innovations & Development</p> <p>Assistant Director: Partnership & Linkages</p> <p>Partnership & Linkages Unit.</p>	<p>MOU Template</p> <p>Value Proposition Presentation</p>

COLLEGE 6

Table 10: LEPHALALE TVET COLLEGE

LEPHALALE TVET COLLEGE				
WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
1. Preparation of students for workplace learning	The college renders special inductions to students at exit levels and work readiness programmes. The students are given the Logbooks to work on while on campus for workplace preparation	Continuous	Deputy Principal: Academic Services and WIL Coordinator	Simulation room
2. Placement of students	Exit levels students are identified and placed. NCV level 4 students are placed while at the college. NATED students are placed through SETAs after completion of N6 studies	Ongoing	Campus Managers and WIL Coordinator	SETAs Funding
3. Monitoring of student	Random monitoring by special visits to host employers. Logbooks indicate the duties performed by students. The supervisors sign the Logbooks to keep performance rating of each student.	February 2025	WIL Coordinators	Funding
4. Assessment of students' workplace learning	Competency Assessments/ Evaluations are done at workplace. Feedback is given to the WIL Coordinator for curriculum realignment.	February 2025	Deputy Principal: Academic Services	Funding
5. Building and maintenance of WIL Partnerships	The College has an Annual Performance Target of 10 new stakeholder per year. Beyond partnerships establishment, there is continuous stakeholder engagement	February 2025	WIL Coordinator	Funding

COLLEGE 7

Table 11: VHEMBE TVET COLLEGE

VHEMBE TVET COLLEGE				
WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
1. Preparation of students for workplace learning.	The register is filled for attendance	From the registration of students until they exit.	Placement officers, lecturers, and Heads of Departments	College budget

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VHEMBE TVET COLLEGE

WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
2. Placements of students.	Students placed at different host employers	Each time, the theory part is done	Lecturers and HODs	Curriculum resources
3. Monitoring of students' workplace learning.	Visits to the workplaces where students are placed.	During the student placement period	Workplace mentors, lecturers and HODs	Curriculum resources
4. Assessment of students' workplace learning.	Checking what students did during their workplace learning period.	During the monitoring stage and after the placement	Moderators and lecturers	Curriculum resources
5. Building and maintenance of WIL partnerships.	WIL partnerships, meetings, communication	Ongoing	Partnership Manager, Marketing officer, Lecturer, HoD	College database for WIL partnerships

COLLEGE 8

Table 12: EHLANZENI TVET COLLEGE

EHLANZENI TVET COLLEGE

WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
1. Preparation of students for workplace learning.	Preparation of students start at exit level in all our campuses.	Ongoing	Lecturers, HODs and Student Support Services Officials.	Job preparedness workshops in collaboration with external stakeholders.
2. Placements of students.	As and when funding is available, recruitment and selection processes will be done to select suitable students. Induction sessions will be conducted in collaboration with external stakeholders.		Job Placement Coordinator, Student Support Services Officials and external stakeholders	We utilise college resources, but we have an agreement with one of our partners to conduct induction sessions and take them through a two-day emotional intelligence training.
3. Monitoring of students' workplace learning.	Ehlanzeni TVET College conducts monitoring on a quarterly basis in various workplaces.	Ongoing	Currently, we are utilising the services of the College Job Placement Coordinator and the Partnerships Manager	We are using limited college resources. One of our external stakeholders is assisting us with monitoring students in various workplaces using their own resources.



EHLANZENI TVET COLLEGE

WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
4. Assessment of students' workplace learning.	When monitoring is conducted, we do check the logbooks, but proper assessment is not done.	Ongoing	Job Placement Coordinator and Student Support Services Office	We are using college resources, and one of our external stakeholders is assisting the college by checking the logbooks when conducting monitoring.
5. Building and maintenance of WIL partnerships.	We have signed MoUs with several stakeholders to assist the college in hosting students in various workplaces	Ongoing	Job Placement Coordinator and Partnerships & Linkages Manager	We are using College resources.

COLLEGE 9

Table 13: VUSELELA TVET COLLEGE

VUSELELA TVET COLLEGE

WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
1. Preparation of students for workplace learning	Identification of the need: - Skills audit is conducted before the beginning of each recruitment	Continuously	- College - SETA's - Stakeholders	- Office space (boardroom) - Cellphone/ Telephone - Laptop - Internet
	Determination of Budget: - Identify the source of Funding (liaise with SETA's) Determine costs involved	Continuously	- College - SETA's - Stakeholders	- Office space (boardroom) - Cellphone/ Telephone - Laptop - Internet
	Recruitment and selection criteria: - The Selection Committee will set criteria and check from the pool of submitted CVs database who meets minimum requirements (Certified copies of ID, Senior Certificate and Qualifications).	2 weeks	- College - SETA's - Stakeholders - Students	- Desktop database - Laptop

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VUSELELA TVET COLLEGE

WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
2. Placement of students	Appointment of interns and mentors: - Interns to be appointed during the implementation for a period of six (6), or 12, or 18, or 24 months.	2 weeks	- College - SETA's - Stakeholders - Students	- Office space (boardroom) - Cellphone/ telephone - Laptop - Internet
	- Inform the selected candidates about their appointment	1 week	- College - SETA's - Stakeholders - Students	- Office space (boardroom) - Cellphone/ telephone - Laptop - Internet
	Compile appointment letters: - All students must sign the acceptance letter, agreements, contract of employment and mentorship form	2 week	- College - SETA's - Stakeholders - Students	- Office space (boardroom) - Cellphone/ telephone - Laptop - Internet
	Induction: - Invite interns and mentors to attend	Within a month of their appointment	- Placement Officer - Mentor - Intern	- Office space (boardroom) - Cellphone/ telephone - Laptop - Internet
	Rotation: - Interns to rotate every six (6) months until contract ends	After every six (6) months	- College - SETA's - Stakeholders - Students	- Office space (boardroom) - Cellphone/ telephone - Laptop - Internet
3. Monitoring of student	- College placement officer, SETA official and Stakeholder will monitor and evaluate the implementation of the programme - Where there is a need a hybrid monitoring should be conducted	Tri/bi-annually	- College - SETA's - Stakeholders (Host Employees) - Students	- Office space (boardroom) - Cellphone/ telephone - Laptop - Internet
4. Assessment of students' workplace learning	- Self/ Peer-Assessment - Supervisor/ Employer Evaluation - Portfolio Assessment	After every 3/4 months	- College - SETA's - Stakeholders (Host Employees) - Students	- Office space/ site visit - Stationary - Cellphone/ telephone - Laptop - Internet
5. Building and maintenance of WIL Partnerships	- Regular Review Meetings - Diversification - Long-Term Planning	After every 3/4 months	- College - SETA's - Stakeholders (Host Employees) - Students	- Office space/ site visit - Stationary - Cellphone/ telephone - Laptop - Internet



COLLEGE 10

Table 14: WEST COAST COLLEGE

WEST COAST COLLEGE				
WIL AREA OR ELEMENT	ACTION (What should be done?)	TIMELINES (When?)	RESPONSIBILITY (By whom?)	RESOURCES (Using what?)
1. Preparation of students for workplace learning	Conduct at least four work readiness programmes and find ways of using technology to deliver them.	During teaching and learning periods before student placements.	Student placement officers; student support officers, and ASD partnerships	Venue, catering, presentation material 4IR Centre
2. Placements of students	Determine the number of students that should be placed per semester. Seek more funding and form new stakeholder partnerships. Generate statistical reports on student placements.	Set yearly targets for student placements. Submit grant applications or requests every quarter. Generate tracking reports per semester	Student placement officers; student support officers, and ASD partnerships	College strategic plan, certification results analysis, stakeholder database and networking sessions.
3. Monitoring of students' workplace learning	Hold weekly review meetings with students. College staff will do per term visits to work sites.	Weekly to bi-weekly meetings Coordinated visits per term by college staff.	Host employers. Project leader, Heads of Departments, Senior lecturers, Lecturers	Logbook, student placement documentation
4. Assessment of students' workplace learning	Identify existing and working models to assess students' workplace learning.	Within 3 months	Project leader, Heads of Departments, and Senior lecturers.	vehicles, visiting schedule, human capital, meeting venue.
5. Building and maintenance of WIL partnerships	Hold stakeholder engagement meetings.	One meeting per trimester.	ASD: partnerships & Linkages. WIL Project Leader	Connectivity, telephone, vehicle.

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3.2 Responses of the colleges on the execution of College Action Plans

The colleges were requested to describe what they must do and how they should do what they must do, to execute their developed action plans successfully. They were also requested to indicate if they had started to implement some of the items of the action plan. The following section presents the responses of the colleges.

3.2.1 What the colleges must do to execute their action plans.

The responses of the colleges in relation to what they must do to execute their action plans are presented in Figure 4 below.

Figure 4: Suggestions on what the colleges must do to execute their college action plans.



3.2.2 How the colleges must do what they should do

The colleges were requested to explain how they must implement their suggestions in Figure 4 above. Their verbatim responses are reflected in the following section.

COLLEGE 1

The complex nature of WIL requires high-level coordination (Principal's office) to encourage DP Academic and DP responsible for WIL partnerships to work together and encourage their staff to also work together as a team. The college management must decide on the pilot programme. As NATED programmes are being phased out, occupational programmes are recommended.

COLLEGE 2

Conduct an institutional workshop to demonstrate the complex nature of WIL that involves both partnerships and academic processes/activities. The roles of academic and administrative staff should be clarified, and a closer working relationship should be encouraged.

COLLEGE 3

An appropriate workload model should be developed to reduce the workload of the academic staff and enable them to be involved in all areas of WIL.

COLLEGE 4

The principal must lead the discussions between the two deputy principals for partnerships and academic services and highlight the importance of close working relationships between academic and administrative staff to improve the practice of five areas of WIL.

COLLEGE 5

Raise awareness that WIL is a teaching and learning strategy that needs the involvement of both academic and administrative staff.

COLLEGE 6

Discussions with workplaces must take place to raise awareness that college students will spend 60% in the workplace and 40% at the college for occupational qualifications and that close working relationships between workplace mentors or supervisors and college staff will be crucial for understanding and adapting the curriculum.

COLLEGE 7

Establish WIL research committees and enhance understanding that developing college action plans is the first step of the PAR cycle of planning, acting, observing, and reflecting.

COLLEGE 8

For a start, the college should use the funds that are allocated for this project, (as indicated in the MoA), to improve the practice of five areas of WIL using ONE pilot programme.

COLLEGE 9

Explore sources of funding and establish strong partnership units to develop a communication strategy that will inform all parties involved about the importance of improving the practice of the five areas of WIL and to market the benefits of WIL.

COLLEGE 10

Conduct an institutional workshop to demonstrate how students' practical workplace learning activities should be integrated with theoretical classroom learning. Enhance an understanding of the integrative nature of WIL.

3.2.3 What the colleges have already done to execute their action plans.

The following statements were made by the colleges when they were requested to indicate what they have already done to execute their college action plans.

COLLEGE 1

High-level coordination of the WIL Research Project was done. The selected project leader, who serves as a manager in the Principal's Office, encouraged the DP Academic and DP responsible for WIL partnerships to work together and encouraged their staff to also work together as a team. Discussions on the selection of one pilot programme also took place. The college set up working committees, each tasked with specific aspects of the plan, such as curriculum development, student placement, and industry collaboration.

COLLEGE 2

An institutional workshop was conducted to clarify the complementary roles of academic and administrative staff in planning and implementing WIL activities. The

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college also signed an agreement with an external organisation for the organisation to serve as a liaison between the college and other workplaces that provide placement opportunities to students.

COLLEGE 3

Discussions on ways of reducing academic staff's workload to encourage their involvement in WIL have started, but the workload model has not been developed. This will be an ongoing activity.

COLLEGE 4

The principal and two deputy principals for partnerships and academic services met to discuss how the academic and administrative staff should collaborate to improve the practice of five areas of WIL.

COLLEGE 5

Awareness has been raised to enhance the college staff's understanding that WIL is a teaching and learning strategy that needs the involvement of both academic and administrative staff.

COLLEGE 6

The college had a meeting with external stakeholders to inform them that the college developed a five-year strategic plan and took a decision to phase out the NATED programmes and offer many occupational programmes that allow students to do six months of workplace learning and go back to the college for another six months and repeat the process for a period of three years. Occupational programmes address the challenge of unregistered students who do workplace learning to obtain diplomas in NATED programmes.

COLLEGE 7

"The importance of the WIL research committee was highlighted, but its establishment is still in the pipeline. What made our college realise the importance of WIL research was when the WIL Research Chair presented the cycles of Participatory Action Research and aligned the development and execution of our college action plans to the PAR cycle of planning, acting, reflecting, and replanning".

COLLEGE 8

The college decided to use R70 000, which was made available by the WIL Research Chair, to roll out the selected pilot programme that will improve the five areas of WIL. Several discussions on sourcing more funding have taken place.

COLLEGE 9

The college has explored various sources of funding to establish and resource its partnership unit.

COLLEGE 10

An institutional workshop was held and the involvement of academic staff in improving student WIL was discussed. External organisations were also encouraged to support WIL.

3.3 Responses of the colleges on the involvement of the workplaces in the development and execution of college action plans

This section presents the responses of the selected TVET colleges which describe how the colleges involved the workplaces that provide placement opportunities for college students in the development and execution of college action plans.

COLLEGE 1

The college convened a stakeholder engagement meeting and presented the validated research findings which were presented by the CPUT research team when they visited the college. The challenges of practising the five areas of WIL were highlighted, and suggestions to address such challenges were invited. The suggestions were used to complete a template for developing a college action plan.

COLLEGE 2

A strategic planning session was organised to discuss how the five areas of WIL could be improved. External stakeholders were invited to participate, and a template that was designed for the development of action plans was completed. The representatives of the workplaces were requested to provide the college with letters that confirmed their participation in the development of a college action plan as the college was required to submit evidence for the payment of the first tranche.



COLLEGE 3

The college discussed the Memorandum of Agreement (MoA) signed with CPUT to understand what it was expected to do to receive the allocated funds of the WIL Research Project. The college's project leader followed all the steps documented in Annexure B of the MoA and submitted an invoice for the payment of the first tranche.

COLLEGE 4

An institutional meeting was convened for the internal and external stakeholders to discuss possible solutions to the challenges that are associated with the current practice of WIL.

COLLEGE 5

A stakeholder engagement event was held, and external stakeholders were requested to participate in the development and implementation of a college action to improve the five areas of WIL.

COLLEGE 6

A meeting was held with academic staff members and the need to view WIL as a curriculum matter was highlighted.

COLLEGE 7

A stakeholder engagement meeting was organised by the college and all the attendees were requested to sign an attendance register. The workplace mentors were also requested to assist the college with evidence to show that they participated in the development of the college action plan.

COLLEGE 8

The college held a meeting with the workplaces that provide work placements for our students. The workplaces assisted the college to develop a college action plan.

COLLEGE 9

All the partners involved in WIL were invited to a meeting to discuss how to improve the practice of five WIL areas.

COLLEGE 10

In a stakeholder engagement meeting that was held on 6 July 2024 the college presented the research findings which highlighted the need to improve the five identified areas of WIL. A template for the development of a college action plan was completed using the suggestions for improving WIL from all the participants. External stakeholders were requested to sign the attendance register and write letters to confirm their commitment to assist the college in the execution of the developed action plan.



SECTION 4

SUMMARY OF THE FINDINGS, RECOMMENDATIONS
AND CONCLUSION

This section presents a summary of the research findings that were derived from the responses of the college staff. The responses shed some light on how the colleges developed and planned to execute their action plans.

4.1 Summary of the research findings

4.1.1 Steps taken by the colleges to prepare for the development of action plans.

4.1.1.1 Signing of the Memorandum of Agreement (MoA) with CPUT

The responses of the colleges indicated that all the principals of the ten participating colleges counter signed a Memorandum of Agreement with CPUT, committing themselves to be involved in the WIL research project until its completion. As the development and execution of college action plans formed an integral part of Annexure B of the Memorandum of Agreement, the colleges were expected to involve at least four external organizations in the development of their action plans and receive funding for achieving the stipulated deliverables.

4.1.1.2 Identification of college project leaders for the WIL Research Project

All the colleges stated that they identified the project leaders who served as a link between CPUT's core research team and the college. The project leaders were responsible for submitting college responses, which included the completed college action plans. The selection of college project leaders was included as a requirement in Annexure B of the MoA.

4.1.1.3 Organisation of Institutional workshops

All ten colleges indicated that they organised institutional workshops to discuss the development of college action plans and that external organisations were invited to participate in them.

4.1.1.4 Establishment of a college WIL Committee

One college stated that it formed a WIL committee to improve the practice of five areas of WIL.

4.1.2 Suggested activities in developed and submitted college action plans.

The developed and submitted action plans by all the ten TVET colleges indicated that five colleges understood what they were expected to do. The five colleges gave attention to all identified areas of WIL and demonstrated an understanding of WIL as a system that needs the involvement of academic and administrative college staff and external stakeholders. The selected project leaders of the five colleges were academic staff members who understood the importance of embedding WIL into the curriculum. The activities shown in Figure 5 were suggested in the action plans of the five colleges:

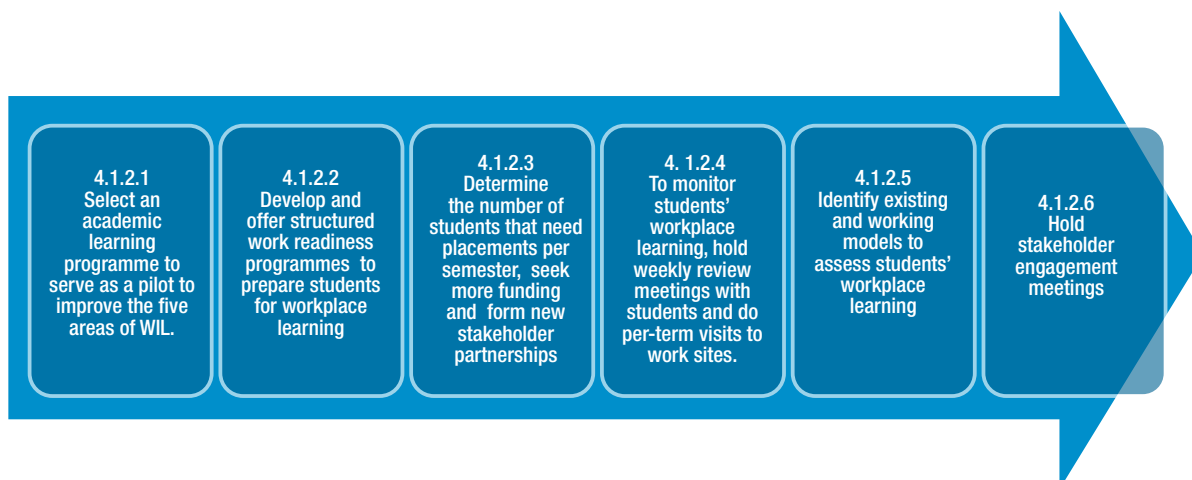


Figure 5: Suggested Activities

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The **action plans** from five colleges whose project leaders were placement officers or WIL coordinators described what the colleges currently do to prepare and place students, instead of describing plans to improve the preparation of students for workplace learning in the future. This misunderstanding was clear when some of the activities in the action plans included the following statements, “preparation of students starts at exit level in all our campuses (action plan from college 8), and “register is filled for attendance” (action plan from college 7), The College renders special induction to exit levels students (action plan from college 6), SETA Funded students are placed at the workplace (action plan from college 5).

To address the misunderstanding in developing the action plans, a virtual workshop was conducted to provide the colleges with opportunities to present and discuss their action plans and consolidate them into ONE comprehensive action plan for the TVET sector. It was envisaged that the discussion and consolidation of college action plans would allow the colleges to learn from one another and understand how they should have responded to some of the questions or items. The consolidated action plan in Table 15 below was presented at the WIL Africa 2024 Conference, which was hosted by SASCE in partnership with CPUT and West Coast College at the Century City Conference Centre in Cape Town.

Table 15: A consolidated action plan

WIL AREA OR ELEMENT	CURRENT PRACTICE AND CHALLENGES SUPPORTING LITERATURE	ACTION (What should be done?)	RESPONSIBILITY (By whom?)	Timelines (When?)	RESOURCES (Using what?)
1. Preparation of students for workplace learning	<p>Current practice: Placement units offer short orientation or induction sessions that are not part of the timetable.</p> <p>Challenge: There is inadequate preparation of students for workplace learning.</p>	<ol style="list-style-type: none"> Offer structured work readiness programmes that are part of the timetable and find innovative ways of using technology to deliver them. Provide pre-entry support Explore how the college can use technology to improve the practice of WIL and align it with the changing world of work. Create simulated workplace environments to prepare students 	<p>Lecturers, WIL Coordinators and partnerships and linkages staff</p> <p>Partnerships and Linkages staff</p> <p>Career Guidance</p> <p>WBE Coordinators/lecturers</p> <p>Lecturers, WIL Coordinators and partnerships and linkages staff</p>		<p>Human resources</p> <p>Financial Resources (funding)</p> <p>Human resources</p> <p>4IR technology, funding, staff training</p> <p>Simulation rooms for workplaces</p>
2. Placement of students	<p>Current practice The colleges place students and some of the students find their own placements</p> <p>Challenges</p> <ol style="list-style-type: none"> Not all students find placement opportunities. There are insufficient workplace learning opportunities. There are limited human resources to place students. 	<ol style="list-style-type: none"> Encourage SMMEs to host students. due to limited host employers in rural campuses Explore alternative ways to provide students with WIL (e.g., Involve students in projects of the world of work. Determine the number of students that should be placed per semester and. generate statistical reports on student placements. Seek more funding and form new stakeholder partnerships. 	<p>Partnerships and Linkages staff</p> <p>WBE Coordinators/lecturers</p>		<p>External funding</p> <p>Human resources</p>



SECTION 4

WIL AREA OR ELEMENT	CURRENT PRACTICE AND CHALLENGES SUPPORTING LITERATURE	ACTION (What should be done?)	RESPONSIBILITY (By whom?)	Timelines (When?)	RESOURCES (Using what?)
3. Monitoring of students' workplace learning	<p>Current practice Placed students in NATED programmes are not visited and monitored by most of the college staff. Monitoring is left in the hands of workplaces.</p> <p>Challenges 1. Students are regarded as employees of the workplaces, and are not as registered college students 2 There are limited human resources to monitor students' workplace learnings.</p>	<ol style="list-style-type: none"> 1. Regards workplace learning as 'learning' and not 'employment' 2. Request to be provided with standardized monitoring tools, guidelines, and processes, 3. Encourage and Involve more college staff to monitor students' workplace learning continuously 	Partnerships and Linkages staff WBE Coordinators/ lecturers		Additional human resources External funding and college funding
4. Assessment of students' work placement	<p>Current practice Assessment of workplace learning for NATED programmes is left in the hands of the workplaces.</p> <p>Challenges There is no quality framework and policy to guide WIL practice in general and WIL assessment) in particular.</p>	<ol style="list-style-type: none"> 1. Identify existing and working models to assess students' workplace learning. 2. Request to be provided with standardised assessment tools, procedures, and processes. 	College management and staff Project leader, Heads of Departments, and Senior lecturers.		External funding and college funding
5. Building and maintenance of WIL Partnerships	<p>Current practice Working relationships with workplaces are for the placement of students only, only, and not for all areas of WIL. because 1WIL is viewed as an administrative function of placing students and as an academic function.</p> <p>Challenges There are no well-established Partnership Units with clearly defined roles to encourage integration of work practice and learning outcomes.</p>	<ol style="list-style-type: none"> 1. Build close working relationships with workplaces and develop and implement collaborative action plans for improving the practice of all the identified areas of WIL 2. Hold stakeholder engagement meetings. to discuss ways of integrating work practice with the learning outcomes of academic programmes. 	ASD Ppartnerships & Linkages and WIL Project Leader		College Budget

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4.2 Execution of College Action Plans

The colleges were requested to describe what they must do and how they should do what they must do, to execute their developed action plans successfully. They were also requested to indicate if they had started to implement some of the items of the action plan. The responses of the colleges are summarised in Table 16 below.

Table 16: Responses of the colleges on the execution of their action plans

Name of the TVET college	What the college must do to execute its action plan	How the college must do what it should do	What the college has already done to execute its action plan
1. Ikhala	Select one learning programme and use it as a pilot to improve five identified areas of WIL.	The complex nature of WIL requires high-level coordination (Principal's office) to encourage DP Academic and DP responsible for WIL partnerships to work together and encourage their staff to also work together as a team. The college management must decide on the pilot programme. As NATED programmes are being phased out, occupational programmes are recommended.	High-level coordination of the WIL Research Project has been done. The project leader, who is a manager in the Principal's Office, encourages the DP Academic and DP responsible for WIL partnerships to work together and encourage their staff to also work together as a team. Discussions on the selection of one pilot programme have taken place.
2. Buffalo City	Change the practice of WIL as an administrative function only, and raise awareness that WIL is also an academic function of the college.	Conduct an institutional workshop to demonstrate the complex nature of WIL that involves both partnerships and academic processes/activities. The roles of academic and administrative staff should be clarified, and a closer working relationship should be encouraged.	An institutional workshop was conducted to clarify the complementary roles of academic and administrative staff in WIL.
3. Goldfields	Involve academic staff and external partners in the preparation of students, and in the monitoring and assessment of students' workplace learning	An appropriate workload model should be developed to reduce the workload of the academic staff and enable them to be involved in all areas of WIL.	Discussions have started but the workload model has not been developed. This will be an ongoing activity.
4. Western (Westcol)	Encourage close working relationships between the two Deputy Principals that are responsible for partnerships and teaching and learning so that both the academic and partnership requirements of WIL can be achieved.	The principal must lead the discussions between the two deputy principals for partnerships and academic services and highlight the importance of close working relationships between academic and administrative staff to improve the practice of five areas of WIL.	The principal and two deputy principals for partnerships and academic services met to discuss how the academic and administrative staff should collaborate to improve the practice of five areas of WIL.
5. Majuba	Encourage the involvement of academic staff in five identified areas of WIL	Raise awareness that WIL is a teaching and learning strategy that needs the involvement of both academic and administrative staff.	Awareness has been raised to enhance the college staff's understanding that WIL is a teaching and learning strategy that needs the involvement of both academic and administrative staff.



Name of the TVET college	What the college must do to execute its action plan	How the college must do what it should do	What the college has already done to execute its action plan
6. Lephalale	Embed WIL in the college curriculum and encourage the alignment of the curriculum with industry needs.	Discussions with workplaces must take place to raise awareness that college students will spend 60% in the workplace and 40% at the college for occupational qualifications and that close working relationships between workplace mentors or supervisors and college staff will be crucial for understanding and adapting the curriculum	The college had a meeting with external stakeholders to inform them that the college developed a five-year strategic plan and took a decision to phase out the NATED programmes and offer many occupational programmes that allow students to do six months of workplace learning and go back to the college for another six months and repeat the process for a period of three years. Occupational programmes address the challenge of unregistered students who do workplace learning for obtaining diplomas in NATED programmes.
7. Vhembe	Link the improvement of practice for five areas of WIL to Participatory Action Research (PAR)	Establish WIL research committees and enhance an understanding that the development of college action plans is the first step of the PAR cycle of planning, acting, observing, and reflecting.	The establishment of the WIL Research Committee is still in the pipeline. The WIL Research Project introduced the cycles of PAR to the project leaders
8. Ehlanzeni	Find alternative sources of funding	For a start, the college should use the funds that are allocated for this project, (as indicated in the MoA), to improve the practice of five areas of WIL using ONE pilot programme.	The college is submitting the deliverables that are set out in the MoA to get an amount of R70 000 which will be available from the WIL Research Project for the college to rollout the selected pilot programme. Discussions on sourcing more funding have taken place.
9. Vuselela	Establish a strong and well-resourced partnerships unit that will strengthen WIL partnerships.	Explore sources of funding and establish strong partnership units to develop a communication strategy that will inform all parties involved about the importance of improving the practice of the five areas of WIL and to market the benefits of WIL.	The college has explored various sources of funding to establish and resource its partnership unit.
10 West Coast	Change the perception that WIL is employment and not learning.	Conduct an institutional workshop to demonstrate how practical workplace learning activities of students should be integrated with theoretical classroom learning. Enhance an understanding of the integrative nature of WIL	An institutional workshop was conducted and the involvement of academic staff in improving student WIL was discussed. External organisations were also encouraged to support WIL.

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From Table 16, all ten colleges started to execute their action plans, and the implementation of the action plans will be an ongoing process. The steps that were followed by the colleges to execute their developed action plans are reflected in Figure 6 below.



Figure 6: Steps that have been taken by the colleges to execute their developed action plans.

4.3 Involvement of workplaces in the development and execution of college action plans

From the responses of the ten colleges, it became clear that the stakeholder engagement meetings were used to involve external stakeholders in the development and execution of college action plans. The validated research findings were used to stimulate discussions and to get suggestions for completing the template which aimed at addressing the challenges of practising five identified areas of WIL. Annexure B of the Memorandum of Agreement, which was signed by the principals of 10 TVET colleges involved in the study

and the Deputy Vice Chancellor: Research, Technology, Innovation and Partnerships of the Cape Peninsula University of Technology, was cited by the colleges as a guide encouraging them to involve outside stakeholders in the creation of college action plans.

Annexure B of the MoA provided guidelines and timelines for the colleges to take the steps shown in Figure 7 below to get the first tranche of the WIL research project:

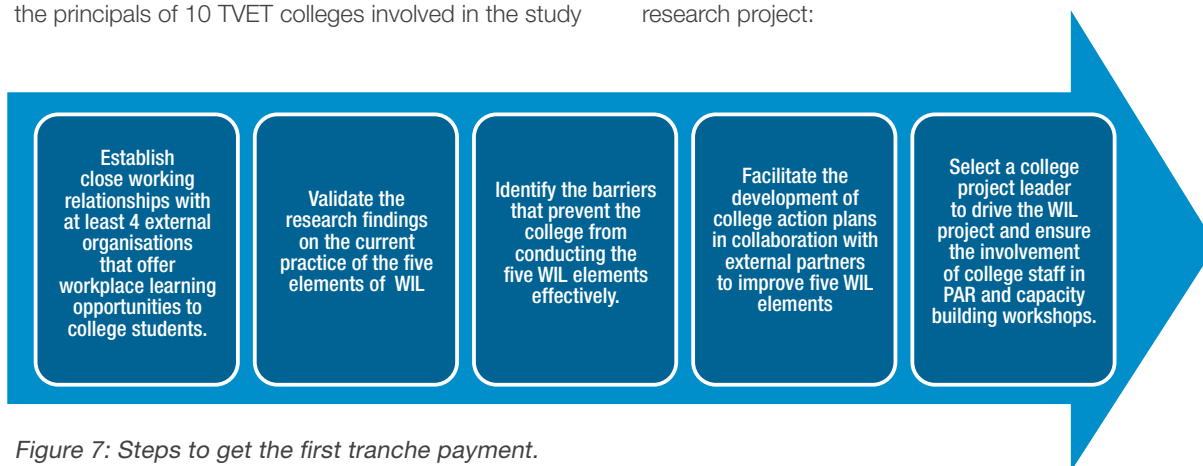


Figure 7: Steps to get the first tranche payment.

It was explained to all the participating colleges that the funds that were allocated to the colleges should be used for the operation of the WIL project to improve the practice of five identified areas of WIL. If, for example, the college would like to select ONE academic programme to pilot how lecturers could be involved in WIL, the colleges may use the funds to reduce some of the lecturers' workload and pay an additional duty allowance for staff that are involved in the WIL project as additional work. It was further explained that the funds could also be used to cater for external partners that would be involved in the development and execution of college action plans. The guidelines that were

associated with the payment of funds encouraged the colleges to invite external organisations to participate in the development and execution of college action plans.

The following table shows evidence submitted by each college to show the involvement of external organisations in the development and execution of college action plans. The information presented in Table 17 was extracted from the letters signed by external stakeholders to confirm their participation and from attendance registers submitted by the colleges as part of the collected raw data. The evidence was submitted to the ETDP SETA as a separate file for raw data.

Table 17: Submitted evidence of involving external organisations in the development and execution of college action plans

NO.	PROVINCE	TVET COLLEGE	SUBMITTED EVIDENCE
1.	Eastern Cape	1) Ikhala	a) A spreadsheet with a list of fourteen (14) organisations that attended the stakeholder engagement meeting. b) Commitment letters from four (4) external organisations
		2) Buffalo City	a) Commitment letters from four (4) external organisations
2.	Free State	3) Goldfields	a) Commitment letters from four (4) external organisations

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NO.	PROVINCE	TVET COLLEGE	SUBMITTED EVIDENCE
3.	Gauteng	4) Western College	a) Commitment letters from four (4) external organisations b) Attendance register of the stakeholder engagement meeting
4.	KwaZulu Natal	5) Majuba TVET College	a) Commitment letters from four (4) external organisations b) Attendance register of the stakeholder engagement meeting
5.	Limpopo	6) Lephalale	a) Commitment letters from four (4) external organisations b) Attendance register of the stakeholder engagement meeting
		7) Vhembe	a) Commitment letters from four (4) external organisations b) Attendance register of the stakeholder engagement meeting
6.	Mpumalanga	8) Ehlanzeni	a) Minutes of the stakeholder engagement meeting b) Attendance register c) Commitment letters from four (4) external organisations
7.	North West	9) Vuselela	a) Commitment letters from four (4) external organisations b) Attendance register of the stakeholder engagement meeting
8.	Western Cape	10) West Coast	a) Commitment letters from four (4) external organisations b) An attendance register of the stakeholder engagement meeting c) Programme of the stakeholder engagement meeting

From Table 17 above, it became clear that the inclusion of external stakeholders' participation as one of the deliverables of the college Research/WIL coordinators in signed MoAs increased their participation in the 2024 research project. The MoA emphasised that the colleges should involve at least 4 workplaces in the development and execution of college action plans. Table 18 below shows the number of workplaces that were involved in the development and execution of the college action plans.

Table 18: Number of workplaces that were involved in the development and execution of college action plans

NO.	PROVINCE	TVET COLLEGE	NUMBER OF WORKPLACES WHICH PARTICIPATED
1.	Eastern Cape	1) Ikhala	13
		2) Buffalo City	4
2.	Free State	3) Goldfields	4
3.	Gauteng	4) Western College	5
4.	KwaZulu Natal	5) Majuba TVET College	4
5.	Limpopo	6) Lephalale	4
		7) Vhembe	4
6.	Mpumalanga	8) Ehlanzeni	4
7.	North West	9) Vuselela	4
8.	Western Cape	10) West Coast	4
TOTAL			50

Table 18 above indicates that all the selected TVET colleges achieved their deliverable of involving at least 4 workplaces in the development and execution of college action plans. One college involved 5 workplaces while another college involved thirteen (13) workplaces. The total number of the workplaces that participated was fifty (50).

The increased participation of the workplaces addressed the challenge of the 2022 and 2023 research projects which was the non-participation of the workplaces of four (4) TVET college students. The non-participation of external partners was identified as a risk to the collaborative development and execution of action plans to improve the practice of five elements of WIL.

4.4 Recommendations

Based on the research findings, the following recommendations are put forward.

- 4.4.1 **Research on WIL in the College sector should be participatory in nature, involving the college participants, who indicated that there should be “no research about us without us” during the discussions of the WIL Africa 2022 Conference, which was held at the International Convention Centre in East London, Eastern Cape, South Africa.**
- 4.4.2 **There must be a Memorandum of Agreement (MoA) between the college management and the management of the university that conducts WIL research to formalise research partnerships.**
- 4.4.3 **The MoA should clearly define the roles and responsibilities of the colleges and the university and provide incentives for the college.**
- 4.4.4 **The MoA should clarify how the research funds would be allocated for each specified college deliverable.**
- 4.4.5 **The research should encourage the college participants to continuously reflect on their WIL practice, develop action plans to improve practice, execute their action plans, reflect on the developed and executed action plans, and embark on replanning over**

a long period.

- 4.4.6 **The research focus should shift from the practice of WIL and associated challenges to the implementation or execution of the action plans and impact evaluation of the developed and executed action plans).**
- 4.4.7 **All the activities that are suggested in the consolidated action plan of the colleges should be regarded as additional recommendations for this research project. Such activities include Such activities included 1) the selection of an academic learning programme to serve as a pilot to improve the five areas of WIL, 2) the development and offering of structured work readiness programmes to prepare students for workplace learning, 3) the formation of new stakeholder partnerships and exploration of new funding sources, 4) conduction of per term student visits in work sites, 5) identification of existing and working models to assess students’ workplace learning, and 6) convening of frequent stakeholder meetings.**

4.5 Conclusion

From the action plans and responses of the TVET colleges to the research questions, it is evident that the focus of the WIL Research Chair in 2024 was to develop a mechanism for ETDP SETA to improve the practice of identified WIL areas/elements in TVET Colleges and facilitate the development of interventions and innovative ways which include the integration of WIL with technology. It is envisaged that the implementation or execution of the developed and consolidated action plan will improve the practice of the five areas of WIL, which pose a challenge in the TVET sector. An investigation of such improvement could be done by means of impact evaluation studies on the effectiveness of the developed and executed action plans.

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