

Extract, on work-based learning, from the HEQC's 'Criteria for Programme Accreditation'

3.1.1 Programme design.

CRITERION 1 (p. 8)

(ix) The characteristics and needs of professional and vocational education are catered for in the design of the programme, where applicable. This includes the following, in addition to (i) – (vii) above:

- The programme promotes the students' understanding of the specific occupation for which they are being trained.
- Students master techniques and skills required for a specific profession or occupation.
- Work-based learning and placement in a work-based environment form an integral part of the curriculum, *where possible*.¹

3.2.1 Criteria for programme process (pp. 16-17)

Work-based learning forms an essential part of many professional and vocational programmes. Coordination of work-based learning should be effective and contribute to achieving the purposes of the programme.

Table 2: Criteria for programme process: areas and relevant aspects

AREA	RELEVANT ASPECTS	CRITERION
5. Coordination of work-based learning	<ul style="list-style-type: none"> ▪ Communication ▪ Recording system ▪ Monitoring system ▪ Mentoring system 	Criterion 15

See also summary p. 28.

3.2.1.5 Coordination of work-based learning (*where applicable*)² – p. 21

CRITERION 15: *The coordination of work-based learning is done effectively in all components of applicable programmes. This includes an adequate infrastructure, effective communication, recording of progress made, monitoring and mentoring.*

In order to meet the criterion, the following is required at minimum [note that the wording is very similar to that of Criterion 7 (iii) of the Institutional Audit Criteria]:

- (i) **Learning contracts or agreements** are implemented through which the student, the higher education institution and the employer can **negotiate, approve and assess the objectives and outcomes of the learning process**. Various parties, i.e. the institution, students, mentors and employers, adhere to the contract or agreement on their **roles and responsibilities**.
- (ii) **Regular and effective communication** takes place between the institution, students, mentors and employers involved in work-based learning. Good working relations are maintained between the various

¹ In some professional fields of study, work-based learning traditionally occurs after the award of the qualification, for example, in accountancy.

² In some professional programmes, e.g. law and theology, work-based learning does not traditionally form part of the curriculum. In some professional fields of study, work-based learning occurs after the award of the qualification, for example, in accountancy.

- parties involved.
- (iii) **A system** (both at the institution and at the place of employment) is in operation to **record and monitor regularly and systematically the progress** of the student's learning experience in the workplace.
 - (iv) **A mentoring system enables the student to recognise strengths and weaknesses** in his/her work, to develop existing and new abilities, and to gain knowledge of work practices.

This HEQC document further uses the same definitions as those at the beginning of the document for:

- Experiential learning (p. 35)
- Work-based Learning (p. 37)

The HEQC draft document on the **Criteria for Accreditation of Programmes offered through Distance Education**³ contains the same directives as the standard document. See pages 10, 24, 25 & 31-32.

³ South Africa. (2005). Council for Higher Education, Higher Education Quality Committee. *Criteria for Accreditation of Programmes offered through Distance Education* – Draft 4 February 2005. Pretoria.