



POLICY

WORK INTEGRATED LEARNING

1. Introduction

The Foundation for Professional Development (FPD) offers a range of academic programmes that include Work Integrated Learning (WIL) in various forms.

WIL can be defined as the component of a learning programme that focuses on the application of learning in an authentic learning work-based context under the supervision and/or mentorship of a person/s representing the workplace. It addresses specific competencies identified for the acquisition of a qualification that make the learner employable and assist in the development of related personal attributes.

This policy provides all the relevant stakeholders with the underpinning knowledge relating to the principles and procedures of Work Integrated Learning for the Foundation for Professional Development as it pertains to various qualifications.

2. Policy

2.1 Scope

- 2.1.1 This policy is applicable to all facilitators on a full-time, contract or temporary employment with Foundation for Professional Development.
- 2.1.2 It is also applicable to all students registered with Foundation for Professional Development and the South African Nursing Council.

2.2 Responsibilities of the Foundation for Professional Development

The Foundation for Professional Development maintains the responsibility of:

- 2.2.1 formal agreement(s) with one or more of the relevant authorities responsible for educational and/or clinical facilities, which address the work integrated learning or clinical learning opportunities, clinical accompaniment and supervision needs of learners placed in such health services;
- 2.2.2 a fixed physical address;

- 2.2.3 access to sufficient clinical facilities that are appropriate for the achievement of the outcomes of the programme; and
- 2.2.4 evidence of quality control mechanisms over clinical education and training.

3. Credit Values

- 3.1 Work-Integrated Learning (WIL) for qualifications that require a WIL component will be designed to incorporate periods of required work that integrate with classroom study.
- 3.2 Credit values, as the means of indicating the time (notional hours) that the average learner takes to master the outcomes for a particular unit of learning are curriculum based.
- 3.3 Where WIL is a structured part of a qualification the volume of learning allocated to WIL should be appropriate to the purpose of the qualification and to the cognitive demands of the learning outcome and assessment criteria contained in the appropriate level descriptors.
- 3.4 In the event that professional bodies stipulate the credit requirements, compliance is a prerequisite for the qualification.
- 3.5 The number of hours spent on WIL is determined by the relevant professional body, academic department or programme in consultation with partners and approved by the Academic Committee.

4 Assessment

- 4.1 Assessment is conducted in accordance with the provisions of the Institution's Assessment Policy.
- 4.2 Workplace employees and professional bodies are involved in the assessment of the learning experience, together with the Institution's academic employees.
- 4.3 Assessments are conducted in collaboration with the partners concerned.
- 4.4 Assessment requirements are clearly communicated to the students, as is the contribution of the WIL component to the student's progression each year and his/her attainment of the qualification.
- 4.5 Monitoring and capturing of student progress are conducted in liaison with the facilitators, mentors and assessors from both the Institution and the workplace/community, as applicable.
- 4.6 The Institution's administrative system is used to regulate and systematically record and monitor student progress.
- 4.7 A suitably qualified and/or experienced industry co-assessor/s (as applicable), who is familiar with the module or programme, outcomes and assessment criteria, the assessment methods, recording procedures, additional learning support, etc., is included.

5 Recognition of Prior Learning (RPL)

- 5.1 Students who possess previously acquired learning that equates to the stipulated learning outcomes of the specific WIL academic programme module/s may apply for recognition and accreditation in accordance with the Institution's Recognition of Prior Learning Policy.

6 Students with Disabilities

- 6.1 Students with disabilities may be taken into consideration for registration for programmes that include WIL in accordance with the provisions of the Institution's Policy on Student Disability and Policy on Student Selection, Admission and Enrolment and provisions as stipulated by the professional body where relevant.
- 6.2 It is the prospective student's responsibility to inform the Institution and the industry/community organisation in this regard and to declare such disability to the relevant professional body.

7 Remuneration for Students Registered for Wil Programmes

- 7.1 The purpose of WIL is to achieve competency in stipulated learning outcomes in a structured learning module/s that occurs in an approved environment for allocation of academic credits. Remuneration, if any, received by a student during this period is not a precondition of the WIL experience.
- 7.2 Whilst faculty/academic departments may advise on the matter of possible remuneration during WIL, all arrangements and contracts in this regard remain between the student and the WIL organisation.

8 Defined Work Integrated Learning

- 8.1 Defined WIL requirements for certain qualifications are attached to this policy in the form of Addenda.

9. Communication of Policy

This policy will be communicated to all relevant individuals and stakeholders.

10. Evaluation and Review

This policy will be evaluated on a regular basis and reviewed once a year in the light of learner feedback gathered through learner evaluation mechanisms, and staff feedback through annual programme review reports

11. Operational Procedures and other documents:

- Policy on Assessment
- Policy on Academic Programme Development
- Policy on Student Disability
- Policy on Student Selection, Admission and Enrolment
- Clinical Workbook and Learner Guides
- All associated forms and registers

References

- Constitution of the Republic of South Africa: 1996
- Higher Education Act (Act 101 of 1997)
- CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004
- Ministry of Education: National Plan for Higher Education in South Africa: February 2001;
- Higher Education Qualification Framework (HEQF): Government Gazette Vol. 481, July 2005;
- Ministry of Education: Higher Education Qualification Framework: October 2007;
- CHE: Higher Education Quality Committee (HEQC) Criteria for Institutional Audits: November, 2004;
- CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004;
- Criteria for programme accreditation; The programme criteria (HEQC, 2004);
- Criteria for Institutional audits: Criterion 11 (HEQC, 2004).
- Relevant SANC Curriculum Framework guidelines on WIL

Addendum A: Nursing Qualifications

Definitions

“experiential learning” is the process of learning through experience, and is more specifically defined as ‘learning through reflection on doing’;

“clinical accompaniment” means a structured process by a Nursing Education Institution to facilitate assistance and support to the student nurse education a clinical facility to ensure the achievement of the programme outcome;

“clinical educator” within a traditional work placement or internship provides discipline specific expertise with the goal of meeting the professional competency requirements of the programme. Other terms that are similar include: preceptor, clinical instructor, clinical supervisor, clinical tutor, mentor, clinical faculty;

“clinical facility” means a health facility whose primary purpose is the provision of care to patients and is also used to teach clinical skills to learners and students;

“clinical learning opportunities” means the range of learning experiences available in a health care setting or other experiential learning sites for a learner to gain required clinical skills;

“clinical placement” means the period spent by a learner in clinical and other experiential learning sites to ensure that the purpose of the auxiliary nurse education and training programme is achieved;

“clinical supervision” means assistance and support extended to the student by the professional nurse or midwife in a clinical facility with an aim of developing a competent, independent practitioner;

1. Requirements for Clinical Training and Accompaniment

- 1.1. Clinical education and training must only be provided in clinical facilities that are appropriate and relevant for the achievement of the programme outcomes.
- 1.2. Clinical learning must take place in a range of clinical settings and other learning sites that will facilitate the achievement of the programme outcomes.
- 1.3. The Foundation for Professional Development must set clinical learning outcomes for each learning area of the programme.
- 1.4. Processes, procedures and responsibilities must be negotiated and formalized by both the Foundation for Professional Development and the clinical facilities.
- 1.5. The Foundation for Professional Development will take responsibility for and provide evidence of clinical accompaniment.
- 1.6. The clinical facility must take responsibility for and provide evidence of clinical supervision along with the appointed Preceptor as advised by the FPD.

2. Work Integrated Learning

- 2.1. All learners regardless of programme are to complete a minimum number of credits as set out in that programmes qualification rules.
- 2.2. These credits must be acquired in an appropriate and accredited clinical facility and at least 70% of these must be supervised and mentored.
- 2.3. The WIL in the case of Nursing qualification is based on a Clinical Model accepted in the National Strategic Plan for Nurse Education, Training and Practice 2012/13 – 2016/17.

- 2.4. WIL for Early Childhood Development meets the requirements of the Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators.

3. Experiential Learning

- 3.1. The training is subject to the learning outcomes prescribed by Foundation for Professional Development and is based on the stipulation of the South African Nursing Council.
- 3.2. On each learner intake, the clinical facility will be provided with proof of:
- Administration of Hepatitis B to the students.
 - Registration with the South African Nursing Council (SANC)
 - Indemnity for a legally approved staff organisation
- 3.3. Foundation for Professional Development shall provide the clinical facilitator or mentor for the accompaniment of students.
- 3.4. Students will not be remunerated for the services that they render while on training.
- 3.5. Students shall be subjected to the disciplinary code of the clinical facility or public service.
- 3.6. Student shall be subjected to any requirements as defined by the MOU with the appropriate clinical facility.

4. Facilitation of Clinical and Experiential Learning

- 4.1. Foundation for Professional Development will appoint a clinical facilitator/mentor for all experiential training.
- 4.2. This clinical facilitator/mentor will be in charge of the following:
- Orientation of the students placed at the facility.
 - Demonstrations and guidance as per the learner/facilitator workbooks and procedure files.
 - Checking and signing of learner time-sheets and appraisals.
 - Reporting on a monthly basis of the time spent with the learner as well as any procedures performed by the learner during this time and the competency level of the learner.
 - Assisting the learner with the completion of all evaluation tools as set out in the student workbook as part of the student's formative assessment.

5. Formative Assessment

- 5.1. Before the learner may be allowed to sit for the summative assessment in the form of South African Nursing Council examinations, they must be deemed competent in their Formative Assessments. This is determined as follows:
- Completion of the learner workbook with all evaluations with an outcome of 80% or higher
 - Completion of all procedures in the learner procedure files with an outcome of competent as per the accompanying Clinical Facilitator.
 - Completion of all required Clinical Hours as per the allocation that the learner is given.

6. Recommended Vaccines for Healthcare Workers and Nursing Students

Healthcare workers (HCWs) are at risk for exposure to serious, and sometimes deadly, diseases. If you work directly with patients or handle material that could spread infection, you should get appropriate vaccines to reduce the chance that you will get or spread vaccine-preventable diseases. Protect yourself, your patients, and your family members.

The Foundation for Professional Development hopes to, through its policy on vaccinations for HCW and nursing students to:

- Increase the awareness and greater education of vaccination benefits
- Understand local barriers to vaccine uptake
- Aid in the monitoring and contribution of data towards a National plan for HWC and Nursing Student vaccinations
- Implement resources during work integrated learning to educate students about the recommendations and benefits
- Maintain an institutional record of recommended vaccines and their uptake in the FPD student body.
- Adhere to any requirements and stipulations as defined in the MOUs in place with local healthcare facilities and stakeholders

In light of this the Foundation for Professional Development (FPD) makes the following recommendations pertaining to vaccinations:

Vaccine	Recommendation
Hepatitis B	If you don't have documented evidence of a complete hepB vaccine series, or if you don't have an up-to-date blood test that shows you are immune to hepatitis B (i.e., no serologic evidence of immunity or prior vaccination) then you should Get the 3-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2). Get anti-HBs serologic tested 1–2 months after dose #3.
Flu (Influenza)	Get 1 dose of influenza vaccine annually.
MMR (Measles, Mumps, Rubella)	If you were born in 1957 or later and have not had the MMR vaccine, or if you don't have an up-to-date blood test that shows you are immune to measles or mumps (i.e., no serologic evidence of immunity or prior vaccination), get 2 doses of MMR (1 dose now and the 2nd dose at least 28 days later). If you were born in 1957 or later and have not had the MMR vaccine, or if you don't have an up-to-date blood test that shows you are immune to rubella, only 1 dose of MMR is recommended. However, you may end up receiving 2 doses, because the rubella

	component is in the combination vaccine with measles and mumps.
Varicella (Chickenpox)	If you have not had chickenpox (varicella), if you haven't had varicella vaccine, or if you don't have an up-to-date blood test that shows you are immune to varicella (i.e., no serologic evidence of immunity or prior vaccination) get 2 doses of varicella vaccine, 4 weeks apart.
Tdap (Tetanus, Diphtheria, Pertussis)	Get a one-time dose of Tdap as soon as possible if you have not received Tdap previously (regardless of when previous dose of Td was received). Get Td boosters every 10 years thereafter. Pregnant HCWs need to get a dose of Tdap during each pregnancy.
Meningococcal	Those who are routinely exposed to isolates of <i>N. meningitidis</i> should get one dose.

Source: Centers for Disease Control and Prevention

Diploma in Nursing

Work Integrated Learning as defined in the Curriculum Framework for the Diploma in Nursing:

1. The learner will undergo work integrated learning throughout the programme. The work integrated learning will comprise of 197 credits (1970 hours).
2. The work integrated learning is based on a Clinical Model accepted in the National Strategic Plan for Nurse Education, Training and Practice 2012/13 – 2016/17.
3. Learning for Role Taking: According to the qualification rules at least 70% (138 credits) of work integrated learning must be achieved in an accredited and appropriate clinical facility.

Suggested areas for learning opportunities include but not limited to:

- Nursing Care & Needs approach:
 - General curative units (Hospital) / medical or surgical
 - Community Health Centres
 - Vulnerable Groups
 - Paediatric Units
 - Maternity Units
 - Casualty / Trauma
 - High Care Unit
 - Theatre
- Frail care/Hospices
 - Rehabilitation centres
 - Facilities for Physically & mentally challenged individuals
 - Community Outreach Programs
 - Primary Health Care Centre
 - Occupational Health Care Centre

Clinical Practical for Learning: According to the qualification rules 197 credits (1970 hours) of work integrated learning is required, of which 70% must be supervised and mentored.

Requirements for the appointment of clinical educators and/or mentors:

The Foundation for Professional Development will, in accordance with the relevant Institutional strategies and recruitment policies employ clinical educators with the relevant expertise in the subject matter and the ability to develop and revise their programmes.

- In the case of nursing qualifications, Lecturers are to be registered nurses and midwives with an additional qualification in nursing education.
- Lecturers are to have at least a Bachelor's Degree and an academic qualification at least one level higher than the level of the programme they are teaching.
- Lecturers have at least five (5) years clinical experience in the speciality area in which they teach.
- The Foundation for Professional Development, can at its discretion, pending the suitable qualification of the clinical educator make use of a Guest Lecturer pending the approval of the Academic Committee.
- Clinical educators should possess the required theoretical knowledge and clinical expertise appropriate to their teaching responsibilities.

- Clinical facilitators will be expected to remain clinically competent in their field and be part of the clinical preceptor team;
- Clinical facilitators are to be accessible to students through a cell phone
- Clinical facilitators are to be available during weekends, night-duty and vacation time in accordance with the relevant legislation and employment laws in accordance with a required flexi-time system.
- The Foundation for Professional Development requires that Clinical facilitators are in the possession of a valid driver's license.

Bachelor of Nursing and Midwifery

Work Integrated Learning as defined in the Curriculum Framework for the Bachelor's Degree of Nursing and Midwifery:

1. The learner will undergo work integrated learning throughout the programme.
2. The work integrated learning will comprise of 183 credits (1830 hours).
3. The work integrated learning is based on a Clinical Model accepted in the National Strategic Plan for Nurse Education, Training and Practice 2012/13 – 2016/17.
4. Learning for Role Taking: According to the qualification rules at least 70% (128 credits) of work integrated learning must be supervised and mentored and can be undertaken in clinical skills laboratories or other clinical experiences.

Suggested areas for learning opportunities include but not limited to:

- Nursing Care & Needs approach:
 - General curative units (Hospital) / medical or surgical
 - Community Health Centres
 - Vulnerable Groups
 - Paediatric Units
 - Maternity Units
 - Casualty / Trauma
 - High Care Unit
 - Theatre
- Frail care/Hospices
 - Rehabilitation centres
 - Facilities for Physically & mentally challenged individuals
 - Community Outreach Programs
 - Primary Health Care Centre
 - Occupational Health Care Centre

Requirements for the appointment of clinical educators and/or mentors:

The Foundation for Professional Development will, in accordance with the relevant Institutional strategies and recruitment policies employ clinical educators with the relevant expertise in the subject matter and the ability to develop and revise their programmes. Clinical lecturers comprise nurses, midwives and other health professionals who demonstrate clinical and educational expertise in their speciality area.

- In the case of nursing qualifications, Lecturers are to be registered nurses and midwives with an additional qualification in nursing education.

- Lecturers are to have at least a Bachelor's Degree and an academic qualification at least one level higher than the level of the programme they are teaching.
- Lecturers have at least five (5) years clinical experience in the speciality area in which they teach.
- the Foundation for Professional Development, can at its discretion, pending the suitable qualification of the clinical educator make use of a Guest Lecturer pending the approval of the Academic Board.
- Clinical educators should possess the required theoretical knowledge and clinical expertise appropriate to their teaching responsibilities.
- Clinical facilitators will be expected to remain clinically competent in their field and be part of the clinical preceptor team;
- Clinical facilitators are to be accessible to students through a cell phone
- Clinical facilitators are to be available during weekends, night-duty and NEI vacation time in accordance with the relevant legislation and employment laws in accordance with a required flexi-time system.
- The Foundation for Professional Development requires that Clinical facilitators are in the possession of a valid driver's license.

Addendum B: Higher Certificate in Anaesthetic Technology

Work Integrated Learning as defined in the Curriculum Framework for the Higher Certificate in Anaesthetic Technology:

1. The learner will undergo work integrated learning for six months after completing all theoretical components of the qualification.
2. The programme includes a Work Integrated Learning component of 60 credits.
3. According to the qualification rules at least 70% of work integrated learning must be achieved in an appropriate clinical facility.

Requirements for the appointment of clinical educators and/or mentors:

1. The Foundation for Professional Development will, in accordance with the relevant Institutional strategies and recruitment policies, employ clinical educators with the relevant expertise in the subject matter and the ability to develop and revise their programmes.
2. In the case of the Anaesthetic Technology qualification, lecturers are to be registered medical professionals with a valid Health Professions Council of South Africa (HPSCA) registration.
3. Lecturers are to have at least a master's degree in the speciality area in which they teach.
4. Lecturers have at least five (5) years clinical experience in the speciality area in which they teach.
5. The Foundation for Professional Development, can at its discretion, pending the suitable qualification of the clinical educator make use of a Guest Lecturer pending the approval of the Academic Committee.
6. Clinical and n educators should possess the required theoretical knowledge and clinical expertise appropriate to their teaching responsibilities.
7. Clinical facilitators will be expected to remain clinically competent in their field and be part of the clinical preceptor team;
8. Clinical facilitators are to be accessible to students by means of a cell phone.
9. Clinical facilitators are to be available during weekends, night-duty and vacation time in accordance with the relevant legislation and employment laws in accordance with a required flexi-time system.
10. The Foundation for Professional Development requires that Clinical facilitators are in the possession of a valid driver's license.

Addendum C: Higher Certificate in Early Childhood Care and Education

WIL meets the requirements of the Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators.

Definitions

“early childhood” refers in this policy to the period of human development from birth until the year before a child enters formal school;

“early childhood development (ECD) centre” refers to a partial care facility that provides an early childhood programme with an early learning and development focus for children from birth until the year before they enter formal school/Grade R;

“functional ECD centre” means a registered (Children’s Act, Act 38 Of 2005) site where ECD is facilitated according to all applicable good practice guidelines;

“supervisor” a suitably qualified person trained to supervise, mentor and assess the student in an ECD setting;

Work Integrated Learning as defined in the Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators:

1. The workplace-based component of ECD educator qualifications should take place in functional centres where the environment is suitable to support student learning.
2. All students shall be cleared in terms of the Children’s Act, Act 38 of 2005, as persons suitable to work with babies, toddlers and young children as contemplated in section 97 (3) and duly verified against Part B of the National Protection Register in accordance with section 126 of the said Act.
3. For the HCERT (ECCE) a minimum of six weeks or 16 – 24 credits of supervised and assessed WIL is required