

## Student Reflections on Teaching, Learning and the Workplace at a University in South Africa

Kem Ramdass

University of South Africa, Johannesburg, South Africa

**Abstract**—The declining number of students enrolling for a qualification in clothing management was evident at a university in South Africa. Higher Education Institutions experienced difficulties in recruiting students for textile and clothing manufacturing programmes due to a negative public perception of the industry. This has brought with it the need to revise the Clothing Management programme in order to keep abreast with the changes in the industry and to align the programme to meet the regional demand for graduates. Work integrated learning aims to incorporate academic study from a theoretical perspective to practical application, therefore infusing a reflexive component of knowledge, skills and attributes that employer's value. It provides an opportunity for students to reflect on what is being learnt in their respective fields and use the work integrated learning aspect to reflect on the application of theory to practice. The fashion production programme (previously known as clothing management programme) implemented in 2013 after a rigorous re-curriculation process has enabled students to be exposed to industry in all years of study, thereby breaking the work integrated learning (WIL) aspect into the three years of study (previously 6 months in the 3<sup>rd</sup> year). The objective of this paper is to highlight the experiences of students in relation to their teaching, learning and experiential learning. Quantitative and qualitative data was gathered through a series of questionnaires over a four year period and analysed to determine students' experiences in relation to teaching, learning and the workplace.

### I. INTRODUCTION

The South African education policy has been influenced by globalization of the economy since 1994. Skills development has become a national concern, and South African higher education institutions need to be responsive to the needs and expectations of the industry, of the state, of society they serve in view of social upliftment and economic prosperity. The priority for the SA government is the development of an educated workforce that is able to create jobs and add value to nation building [6;10;11].

Changes in the global economy created the requirement for flexibility, adaptability and innovation that led to new education and training demands in order to remain competitive. The most significant demand is the proposed need for a highly skilled labour force that has the ability to employ new knowledge, technologies, business improvement methodologies and ultimately add value to existing goods and services. Essentially, these skills and capabilities are developed through a broad general higher education system.

#### A. Bridging the gap between the workplace and the student

The vision of the national skills development strategy three document (NSDS III) is to provide a skilled and capable

workforce that shares in and contributes to economic development. The mission is to increase access to quality and relevant education and training and skills development opportunities including workplace learning in order to enable effective participation in society and the economy and reduce inequalities [13].

In order to enable learning to occur, the organisation needs to be willing to accommodate the student. However, the small to medium clothing manufacturers lack the infrastructure to accommodate work integrated learning as the organisational structure is "flat." The larger companies like Seardel and Trubok have outsourced their production to decentralised industry clusters in remote areas where labour rates are cheaper. However, there is a small cluster of manufacturing organisations that are located in the central business district of Johannesburg. Many manufacturers welcome the intake of student interns as they are provided a subsidy by the fibre processing and manufacturing sector education and training authority (FPM SETA). Others are reluctant as they do not have the required infrastructure to handle students, while others bluntly refuse. Students have opted for the larger retailers like Woolworths, Mr Price and Edcon which thus prevents students being exposed to the manufacturing environment. Manufacturers' have begun to realise that the clothing industry in South Africa would be a "sunset industry" with a lack of "new blood" that has creativity and innovation with an exposure to the latest technology.

Dr Blade Nzimande (Minister of Higher Education and Training) (DHET) has prioritised as one of the policy objectives "a stronger and cooperative relationship between higher education institutions and the workplace [9]. In essence, he emphasised the cooperation and collaboration among the relevant stakeholders with a view to promote work place learning, especially in the disciplines such as engineering, science and technology [8;9;10]. Work integrated learning has become problematic for thousands of students who fail to find placements, thus preventing them from graduating.

### II. THE CLOTHING INDUSTRY IN SOUTH AFRICA

The clothing industry is a hands-on industry where rapid change occurred in the past few decades in terms of production, technology and skills application. It has evolved into a multi-faceted industry that is not only concerned with the manufacture of clothing but also the systems of production, distribution, diffusion, reception, adoption and consumption which drive the clothing industry.

The formation of alliances between academia, industry and sector education and training authorities would enhance the experience of students in their relevant career paths. The alliance would extract maximum benefits to all parties with the intention of providing a skilled workforce for the industry. The white paper on higher education explicitly explains the importance of this alliance in an endeavor to address the current unemployment rate in South Africa.

Primary, secondary and tertiary education is an intangible service that has a direct impact on the provider. Should service quality mechanisms be implemented at all levels of the education system, it may be presumed that the graduate completing a qualification would be perceived to have the “graduateness quality” that is required by public and private sectors of industry. Thus, there is greater emphasis placed by the Council on Higher Education in meeting student’s expectations. Universities, that were reluctant to change their operations to deliver quality services to the student, are now realizing the importance of becoming student orientated with the implementation of student surveys being conducted to reflect positive experiences as well as areas requiring attention [12;13].

The Gauteng region is one of the main retail centres in South Africa with the bulk of clothing manufacture taking place in KwaZulu-Natal and the Western Cape. The employment opportunities for the Clothing Management graduates in Johannesburg reflect the retail focus of the Gauteng region. The University is one of six comprehensive universities in South Africa with the vision to be a premier African university, offering a mix of vocational and academic programmes.

The Diploma in Fashion Production is a vocational programme that has been developed in consultation with industry, alumni, current students and colleagues from other Higher Education Institutions (HEIs) offering clothing related qualifications. It has been designed to contribute to the vision and Programme Qualification Mix (PQM) of the University as well as to the knowledge economy of South Africa which is currently experiencing a severe shortage of intermediate, high and scarce skills. It is the intention of the programme to prepare “work-ready” graduates for a number of career opportunities within the supply chain of specified fashion products.

The Faculty of Art, Design and Architecture has set strategic goals that support the institutional goals and drive departmental strategic planning. Growth areas that have been identified are to increase student numbers, improve throughput rate, continued staff development, increased research output, programme and curriculum development and differentiation between competitors. The Department of Fashion Design is committed to contributing towards the universities vision, mission and values by continuing to offer programmes that promote teaching and learning excellence that are informed by institutional policies as required by both the students and the clothing industry within the Gauteng region [14;15;16]. The university strives to provide ongoing

revision and development of curricula that is relevant, current and improves the supply base of employable candidates to industry.

### III. THE WORKPLACE EXPERIENCE

The student’s workplace experience needs to be supervised by an experienced staff member within industry, while exposing the student to the length and breadth of activities within the scope of the organisation. Importantly, the confidentiality clause needs to be maintained by the student during and after the process of work-integrated learning. Students need to be prepared to exercise their professional, ethical and technical skills so that they add value to the organisation while gaining experience in the workplace. A clear outline of roles and responsibilities need to be exercised at the very beginning of the learning period [14;15;16].

Students need to:

- be loyal to the organisation and the relevant stakeholders
- know their roles and responsibilities
- behave in an ethical and professional manner at all times
- be punctual to the daily routines
- meet the standard of dress required

Universities on the other hand need to meet their obligations of assisting students find placement in industry, maintain a professional relationship with industry and the FPM SETA. A Memorandum of Understanding (MOU) is developed with all stakeholders so that there are no misunderstandings. The MOU clearly stipulates the role of each stakeholder. Lecturer’s develop practical assignments that need to be presented for assessment purposes.

### IV. RESEARCH METHODOLOGY

The research process underpinning this investigation comprises a mixed-method approach which involves the collection and analysis of data through both qualitative and quantitative means. It comprises a literature review of journals and reports, focus group interviews with students. Students were also asked to complete a questionnaire on their experiences at university [5].

The research participants were third year clothing management and fashion students who would complete their diploma in the said year. Students go to industry from July to December of their third year of studies. A random sample of 50 students participated in the focus group interview where questions were asked. A random sample of 100 students participated in the completion of a questionnaire.

### V. LITERATURE REVIEW

Since the aim of education (both basic and higher) is to enable a student to apply himself/herself through knowledge,

skills, attitude and behaviour in the world of business, reflection is a process that involves theoretical insight that is applied into practice [2;3;4]. It involves a connection between theory and practice, analysis and evaluation and rests on the foundation of theories, beliefs assumptions and actions [7]. The objective of work integrated learning is to provide practical experience to the student, thus honing on the reasoning and analytical abilities in students [6;7;8). The ability to reflect is developmental as learning is an ongoing process and is central to the development of reflective practice.

VI. TYPES OF REFLECTION AND DEFINITIONS

According to Schön [12] there are two types of reflection, namely: retrospective (reflecting on what has happened) and reflection-in-action (thinking on your feet). The researcher concurs with Boud and Bates[1; 2] who suggest that there is a relationship between the intellect and experience which lead to new understanding and appreciation. Boud [2] also indicates that reflection is a process that analysis, evaluates and reviews experiences.

It is important to note that reflection is gained through the application of knowledge and may be positive or negative. Should experience be negative, reflection would enable a person to introspect and learn to improve on from that experience. The researcher concurs with Trigwell et al [17] that reflection on experience enables the assessment and understanding in the application of knowledge. It is a personal process that triggers change in the individual. Reflection does not necessarily need to take place in the working environment; it can take place at any time.

As an example, I would like to demonstrate the administration of health care by nurses in a hospital. Graduated nurses should have the theoretical knowledge and skills in administering health care. Clamp [4] reported that

attitudes govern the administration of health care and that the generic reason for poor care is ignorance and incongruous attitudes. Should the receiver of the service respond by complaining, the respondent would reflect and adapt accordingly. Reflection enables learning to occur, thus improving the individuals’ knowledge, skills, attitude and behavior [10, 11]. It can be seen as a mental process that takes place usually looking back at actions that have taken place. Reflective learning usually takes place through relationships between teachers, learners, learners and teachers, and learners and other people which endorses continuous learning in the life span of people which is termed life-long learning.

In the context of workplace experience, students would be able to develop reflective aptitudes through trial and error. This needs to occur where mistakes are tolerated. Thus supervisors of students require patience to create a safe environment where learning can take place.

VII. FINDINGS AND DISCUSSION

Focus group interviews were conducted randomly over 5 years focusing on 3rd year level students of 2 diploma courses offered (Table 1).

The table indicates that in 2007 there was a 36% pass rate in the clothing management programme and 28% pass rate in the fashion programme for the 3 year national diploma. On average there was a 46.4% pass rate for the clothing management programme over the 5 year period. The fashion programme had a 32% pass rate on average over the past 5 years.

Students were asked to reflect on what they considered important when considering a HEI. How important is EACH of the following to you when considering an institution to further your studies? In a sample of 100 students, the students reflected in Table 2.

TABLE 1. THE FOLLOWING TABLE PRESENTS INFORMATION ON STUDENT INTAKE AND PASS RATES

Year	2007 Clothing/Fashion	2009	2011	2012	2013
Student intake	25/50	25/50	25/50	25/50	25/50
Pass rates	9/14	8/13	11/15	17/16	13/22
percentage	36%/28%	32%/26%	44%/30%	68%/32%	52%/44%

TABLE 2. DURING THE PAST YEAR, HOW OFTEN HAVE YOU USED THE FOLLOWING ACADEMIC SUPPORT SERVICES?

	Never	Once in 6 months	Once in 3 months	Once a month	Once a week	Once a day
The IT/computer labs	12			5	25	58
The Library/ Libraries				14	21	65
The Learning Centre	65		20	12	3	
The Student Services Bureau	95				5	
Academic Support Unit	87				13	
Student Counseling	81				19	
Centre for Technology Assisted Learning (CenTAL)	100					
EduLink				7	30	63
The tutors appointed for the modules you are registered for	95			5		

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The table above reflects that students do not use all the academic facilities provided by the institution. Students remarked that they did not have the time to use these facilities as they have a “full” day, which meant the curriculum was long and did not allow them excess time.

TABLE 3. HOW IS YOUR STUDIES AT THE INSTITUTION CURRENTLY BEEN PAID FOR? (MARK ALL APPLICABLE OPTIONS)

Bursary	20
Loan	35
Self	12
Parents	13
Family (excluding parents)	10
Company/business	0
Other (please specify)	0

Fortunately the FPM Seta agreed to provide bursaries for students. In 2007 the university received 10 bursaries. In 2013 there were 56 bursaries made available from 1st year to B.Tech Level of study. The remaining students were sponsored by their parents, loans, family and some had part-time employment to pay for their studies. As a lecturer within the department dealing with seta bursaries, the students faced major challenges as monies were not paid on time, and students did not receive their marks.

On average 60% and above indicated that they were satisfied with the teaching methods, study materials were adequate, teaching time was sufficient. However many

considered that they were overburdened with the work load of the curriculum.

The following statements refer to assessment/ grading/ evaluation (e.g. tests or assignments):

- 1 = Never
- 2 = Rarely
- 3 = Often
- 4 = Always
- 5 = it is not applicable (N/A) to you as a student

Students were asked regarding their experience in the qualification and these are some of the discussions captured. Please outline your experience with regards to the following information.

On average students were happy with the assessment process, but bitterly complained that prompt feedback was lacking. Students complained that they did not receive constructive feedback in order to improve the problem areas.

Due to the wide range of subjects and number of lecturers, it is estimated that 60% of students felt that lecturers did not assist them as they should. Some lecturers were considered unapproachable, unenthusiastic and not helpful. Overall, there was a negative impression on lecturers.

The statements in Table 7 refer to the expected learning outcomes of your studies.

Overall their learning experience was average.

TABLE 4. STUDENT EXPERIENCES RATED FROM 1 TO 5 – (1 VERY BAD – 5 VERY GOOD)

Appropriate teaching methods are used		5	35	51	9
There is a link between theory and practice			12	21	67
Promotional materials accurately describe the qualification programme		7	18	45	30
The learning material (e.g. learning guide) provided is useful	3	5	22	40	30
Lecturing time is sufficient	10	8	19	35	28
Lecturers use all allocated lecturing periods for the module effectively			9	31	60
Tutorial time is sufficient	20		5	40	35
Laboratory practicals add value to the programme	7	8	5		80

TABLE 5. IN MY QUALIFICATION PROGRAMME

Clear assessment/ evaluation requirements are set	2	5	15	60	18
Relevant assessment/ evaluation tasks are provided			61	39	
Useful feedback on assessment/ evaluation is provided	61	33	6		
Prompt feedback on assessment/ evaluation is given	55	32	13		
There are appropriate appeal procedures in place regarding assessment/ evaluation			45	55	

TABLE 6. THE FOLLOWING STATEMENTS REFER TO THE LECTURERS IN YOUR PRIMARY FACULTY:

Lecturers incorporate relevant examples in class	18	22	35	13	12
Lecturers are enthusiastic	23	35	20	18	4
Lecturers organise the material in an understandable way	15	28	19	20	8
Lecturers are helpful	36	41	14	8	
Lecturers are approachable	45	21	18	16	
Lecturers are well prepared for lectures		12	68		
Lecturers encourage discussions in class	36	47	10	7	
Lecturers are fluent in the language of instruction			80	15	5
Lecturers maintain discipline		8	36	56	
Lecturers provide quality learning resources (learning guides, class notes, etc.)			25	65	10
Lecturers start classes at the time indicated on the timetable			5	95	
Lecturers enhance the offering of modules by integrating Edulink	85			15	
Lecturers have sufficient consulting times	55	25	20		
Lecturers are consulting with students during their consulting times	55	20	18	7	
Tutors are well trained	90	10			
Tutors are professional	62	20	18		

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TABLE 7. MY STUDIES PROMOTE THE DEVELOPMENT OF

Knowledge needed by potential employers to obtain work		25	20	55	
The ability to solve problems successfully	45	22	15	18	
Competence in using modern technology	21	33	41	5	
The ability to communicate	38	21	33	8	
The ability to learn independently	8	28	20	35	9
Increased creativity		32	57	11	
An understanding of the links between theory and practice	21		45	34	
The ability to think independently		55	31	14	

TABLE 8. THE FOLLOWING STATEMENTS PERTAIN TO OPERATIONAL SUPPORT SERVICES:  
CENTRALISED ACADEMIC ADMINISTRATION AND FACULTY-BASED ACADEMIC ADMINISTRATION SERVICES:

Receipt of my application form was acknowledged within an acceptable time	3	28	45	24	
The registration process was completed in an acceptable time	7	18	75		
Information about registration procedures was clear	12	36	45	7	
Information about courses/ programmes was easily obtainable	1	33	66		
Problems with administrative matters are resolved effectively	8	20	35	25	12
Disputes about examination results are resolved easily		5	73	22	

It may be noted that on average 57% indicated central administration were often helpful to them. Students felt that centralised administration could be more helpful in many aspects to improve the student's life.

Students felt that faculty based admin was more helpful in comparison to centralised admin and were more approachable.

Students felt that the social and university environment was good, however they bitterly complained that there was a struggle for parking at the campus.

Students were totally disappointed with the financial aid scheme as they struggled to obtain bursaries for their studies.

TABLE 9. AT THE FACULTY-BASED ADMINISTRATION OFFICES

The staff are helpful		8	55	37	
The staff are efficient		10	22	68	
The staff communicate well with the academic departments	6	9	25	45	15
The staff are accessible		11	18	61	10
The staff have adequate knowledge of the programme I have registered for		10	12	78	
The staff are professional		24	15	61	

TABLE 10. UNIVERSITY ENVIRONMENT AND SOCIAL CLIMATE  
AT MY CAMPUS

The security staff protect my safety		3	12	85	
The lecture halls are well equipped		14	15	71	
The toilet facilities are clean		68	12	20	
The laboratories/workshops are well equipped	8	6	31	55	
There are user-friendly facilities for the disabled		7	44	49	
The staff are professional		15	13	57	15
The sports facilities are sufficient		18	61	11	10
Fellow students do not discriminate on the basis of race	10	18	7	65	
Lecturers do not discriminate on the basis of race		27	18	55	
There is a wide range of social activities/clubs/interest groups		12	21	67	
Relevant information reaches me in time		22	31	47	
The Student Centre/ cafeteria/ tuck shop caters for the day-to-day needs of the students		2	12	86	
There are overnight study facilities available at examination time		45	38	12	
Students know where to seek help on campus when needed		18	25	40	17
Publications regarding student rights are readily available			19	81	
Grievance procedures are effectively communicated				100	
The Campus Health Service is effective			29	71	
There is an active HIV/AIDS testing service			30	70	
There is an active HIV/AIDS counselling service			30	70	
The website provides up-to-date information		20	58	22	
The faculty provides up-to-date information			15	85	

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TABLE 11. FINANCIAL AID

Loans are readily available		20	42	35	2
Bursaries are readily available	68		7	20	5
Information on merit bursaries is readily available	88	12			
Information on loans is readily available	23	41	20		16
Rules regarding Financial Aid are communicated clearly		35	57	8	
Financial Aid staff are helpful	85	3	12		

TABLE 12. RESIDENCES/ DORMITORIES

Information on the residences was available to me when I needed it			55	45	
The processing of residence applications is done in a fair manner		32	21	12	35
My room in the residence was ready when I first arrived				25	75
The accommodation in the residence met my expectations on the information received				25	75
The residence is clean			9		91
Accommodation in the residence is good value for money		8	22		70
The security arrangements at the residences are sufficient				25	75
The Residence Life Officer (RLO's)/ Houseparents' are approachable				25	75
The residence inhabitants are sensitive to cultural diversity	33	21	20	25	
The facilities available in the residence are sufficient for my needs		10	14	11	65

The following statements pertain to specific ACADEMIC SUPPORT

Technology-assisted learning:

Overall students were happy with technology assisted learning; however they were not happy with the printing facilities on the campus.

Overall students were happy with the library, but complained about printing and photocopying facilities.

The challenges and pressures of the information age are real and need to be dealt with. This is causing the global community and academia to rethink their provision of quality education to an exploding number of students. The challenges cannot be evaluated and fixed in a sequential way. It needs a new approach that is systematic, comprehensive, and technologically driven in a new way.

*A. Research findings of the focus group interview*

In order to present the findings of the study, the questions were categorized according to the areas of the investigation.

How were students received, orientated and supervised at their host institutions?

32% of the students reported that they were well received; however 60% mentioned that the orientation and supervision was poor. Students were left for long periods of time and not assigned responsibilities. Although planning takes place from January to June, many of the hosts do not develop programmes for the students. This may be due to the dynamic nature and changes in the organisation.

TABLE 13. THE COMPUTER LABORATORIES ON MY CAMPUS

Are accessible when I need them		24	38	38	
Are sufficiently equipped with computers			42	58	
Are well ventilated			100		
Are sufficiently equipped with the necessary software	41	48	11		
Have sufficient printers available	85	12	3		
Provide sufficient user support by the assistants in the labs	32		41	27	
The campus network is readily available off campus	48	49	3		

TABLE 14. THE LIBRARY

Is accessible when needed			38	62	
Provides the material that is listed in learning guides			45	55	
Provides sufficient photocopying facilities	100				
Has an efficient information-desk service	100				
Has sufficient electronic resources (databases, e-Journals) to meet my study needs	100				
Has sufficient printed material available to meet my study needs		15	28	57	
Has a user-friendly website		20	39	41	
Provides effective information skills training	100				
Is a quiet place to study			15	85	
Has a sufficient number of printers to meet the demands of students	100				
Has a user-friendly online catalogue		28	46	26	
Has a sufficient number of computers available for students	100				
Has a well-organised reserved-shelf facility				100	
Has staff who have the knowledge to answer users' questions			12	88	

These matters were brought to the attention of the hosts, and in collaboration with the FPM set, a structured plan was developed to expose students to the various aspects of the organisation.

### *B. Students' interactions with members of staff.*

Before students are exposed to the "world of work," a range of life skills are discussed in the form of role-plays, lectures, presentations. This covers themes such as writing and email, presentation of yourself, interview skills, resume writing, time management, sexual harassment, taking responsibility and accountability for your actions. Lecturers try and visit (time permitting) the students to determine their progress at intervals.

Through this endeavour, positive feedback was given by 95% of students. Some students had issues of favouritism, "back talking" to their supervisors and some students were fired from their positions due to a lack of accountability and responsibility.

The visits allow for problems or challenges to be investigated, and attended to if any. 21% of the WIL students did encounter problems during their WIL placements. Some of the problems experienced by students are: a lack of supervision, students being given too many responsibilities. Fortunately, the WIL co-coordinator negotiated a stipend for all students and all students were thankful for this gesture.

How was the overall experience at the organisation? Would you recommend the host institution to other students?

Of all the respondents, 90% received a rewarding experience and the learning provided was relevant to the profession, some comments given were:

The WIL experience was relevant and gave them an insight into industry and its practices and it allows us to practice the theory that we have learnt.

WIL made them to work independently and behave professional in the execution of duties. They are well aware of their boundaries. A large number of students 95% stated that they would prefer to work in the retail environment as they did not see themselves operating in the factory environment. At least 15% were offered a position after they had completed their WIL placement program. 65% stated that they would recommend the host organisation to other students wanting to do WIL.

Is the preparation given to students prior to the work integrated programme appropriate and adequate?

82% of the students agreed they were well prepared with general skills to take on the WIL programme as it provided them with insight into the challenges faced by organisations. Third year students were asked to present their experiences to 1st and 2nd year students so that students grasp the positive and challenging experiences of the industry and students.

The following themes were highlighted during the interviews with students:

- Certain subjects were not necessary for the qualification.
- Students were not treated well by the organisations

- Students were left on their own and not guided and exposed to the various departments.
- There was favouritism for certain students

### VIII. RECOMMENDATIONS AND CONCLUDING REMARKS

This trend of Higher Education Institutions experiencing difficulties is not only a South African phenomenon, but experienced in the UK and the US. Re-engineering technological strategies in teaching and learning is paramount to a changing environment as the demand for access to quality higher education escalates drastically on a year to year basis. Higher education institutions need to ensure that their faculties are familiar with sound curriculum practice. The underlying principles of constructive curriculum alignment, globalization, and quality assurance need to be integrated into programmes.

Due to the diversity of courses and educational levels in universities and having different facilities, equipment, staff and faculty members, the results of this study cannot be generalizable to all institutions. Hence it is recommended that every university carry out a similar study so that a model with more conformity will be produced for planning to improve educational services quality.

Students' recommended that there be an investigation into the subject matter of the curriculum. The curriculum was been totally revised to address these concerns. The new re-curriculated programme was implemented in 2013. Students are exposed to the industry in all 3 years of study with the 3rd year being the most amount of time (6 months). Overall, it can be stated that students had a positive experience in all 3 years of study at the university.

Universities strive to improve the students' experience, however, due to numerous challenges from all stakeholders, this may not always be possible. It is imperative that the leadership of institutions understand that students are the major stakeholders of the institution and that improvements can be made to improve the students learning experience. It is imperative that leadership of institutions take cognizance of the changing demands of higher education and respond accordingly [12].

Designing for learning is a critical factor in any academic programme. The quality of the programme indicates the demand from students and industry. The delivery of content and the learning process through reflexivity and praxis as well as the pedagogical approach would determine the "graduateness" of the programme. Learner-centredness, where teaching and learning revolve around the student is decisive to the quality of the programme. Reflective practice would ultimately determine the professional competence in the learning experience of the student. Thus the effort and input into the design of programmes is of crucial importance in order to meet the challenging needs of all stakeholders [12].

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