



Wholesale & Retail

LEADERSHIP CHAIR



Cape Peninsula
University of Technology



*"Collaboration opens the window
to a world of opportunities."*

Project 2015/15:

**A model to operate and use a
retail store for workplace
experience and research on the
Cape Peninsula University of
Technology campus in Cape
Town**

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APPLIED RESEARCH
LEADERSHIP DEVELOPMENT
SERVICE TO RETAIL COMMUNITY

Project 2015/15:

A model to operate and use a retail store for workplace experience and research on the Cape Peninsula University of Technology campus in Cape Town

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ABSTRACT

The DHET White Paper for Post-School Education and Training (2013) has stated that often students who have completed their studies at universities and schools of technologies, are not finding employment in the workplace. The paper states that employers argue that students do not have practical workplace experience and skills required to cope in the workplace. This study's focus grew out of the need to ensure that students who complete their Diploma for Retail Business Management and other retail programmes have had the opportunity during their training to obtain experience of all the different functions and activities of a retail business (CPUT, 2015).

The aim of the study was to develop a model to guide the development and implementation of a retail store on the Cape Town campus of CPUT that will be used as a centre for retail and for students to gain the work experience and research required for their Diploma in Retail Business Management and other retail programmes to be successfully employed by the retail industry. This retail store could also be used for research purposes by students, staff in the retail department, staff at CPUT in general and by the retailers themselves.

This study comprised of a comprehensive literature survey of work integrated learning, with emphasis on approaches to workplace experience, and what is required by the retail industry and the retail programmes. Semi-structured interviews were used for data collection. This combination of structured and unstructured interviews allowed respondents to address pre-determined questions in a systematic and consistent manner, and still have the opportunity to discuss matters beyond the questions and give varied and detailed responses. All respondents were also given a short questionnaire to complete and the retail lecturers were asked to link the logbook workplace activities to the subjects they were teaching.

The target group for the study were retail lecturers at CPUT, five major retailers based in the Western Cape who participated in this project and who are knowledgeable experts from retail chain groups and five others who are experts in work integrated learning and or retail.

The result is a model that structures the practical operational, supervisory and management experience that students will be getting during their study period. The model also specifies possible research areas for students, staff, the retail industry and other experts. The model further outlines how the retail store must be jointly managed by all participating parties to ensure operational efficiency and the achievement of the experience and research objectives.

KEYWORDS:

Work-integrated learning, retail mall on academic campus, cooperative learning, research

不闻不若闻之, 闻之不若见之, 见之不若知之, 知之不若行之

"Tell me and I forget, teach me and I may remember, involve me and I learn."

Xun Kuang, 312-230 BC. from Xunzi, by Liu Xiang, 818 AD.

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CHAPTER 1

ORIENTATION INTO THE STUDY

1. INTRODUCTION

The structure of the South African education system after matric has for the most part separated the academic/ theory component from the practical/ workplace component. This has thus resulted in South African youth who enter the job market as having academic qualifications but no practical work experience (SABPP, 2014). Enhancing the employability of the South African youth is therefore a major priority (Blom, 2013).

A key feature of the National Development Plan, 2030 (RSA, 2011) is that the youth who graduate from South Africa's universities and colleges should have the skills and knowledge to meet the present and future needs of the economy and society. In 2011, this National Plan argued that there were three million young people between the ages of eighteen and twenty-four who were not in employment, education and training. The graduate unemployment is an indication that the universities and universities of technologies, in the face of skills shortages, do not produce graduates who are able to meet the needs of society and industry (RSA, 2011).

The White Paper for Post School Education and Training (DHET, 2013) has stated that often students who have completed their studies at universities, schools of technologies and TVET colleges are not finding employment in the workplace. The paper states that employers argue that students do not have practical workplace experience and skills required to cope in the workplace both from a psychological point of view and from technical capability (Blom, 2013, cited in Pop & Barkhuizen, 2010a). Employers are thus unable to use these graduates to fill their skills requirements because of their lack of practical skills and experience. Universities produce the wrong type of graduates who are not of high quality and not suited to specialised positions (Blom, 2013, cited in Pop & Barkhuizen, 2010a).

1.2 RATIONALE FOR THE STUDY

The focus of this study grew out of the need to develop a model to guide the development and implementation of a retail store on the CPUT campus. This store will be used as a centre for retail and for students to gain the work experience and research required for their retail qualifications at the campus and to be successfully employed by the retail industry. This retail store could also be used for research purposes by students, staff in the retail department, staff at CPUT in general and by the retailers themselves.

It is particularly important that students who complete their National Diploma for Retail Business Management (RBM) have an opportunity during their training to obtain experience of all the different functions and activities of a retail business (CPUT, 2015). The work experience at the CPUT Retail store is aimed at providing the student with an opportunity to gain experience in the

retail environment at operational, supervisory and managerial levels. The Retail Department at the University expanded their focus to ensure that students taking part in **all** their retail programmes would be exposed to some form of work experience at the retail store on the campus. Other programmes the department offers or aims to offer in the near future are the QCTOs Retail Store Manager (RSM) and the Retail Chain Store Manager (CSM).

A retail store on the CPUT campus would give students at the campus the work experience that is needed for the completion of a holistic retail-learning programme/ qualification, it would serve the retail needs of students and others who might wish to purchase basic food items such as snacks and treats in and around the campus area and, it could be used by students and staff at the campus to conduct research.

The work experience students would gain from working at the on-campus retail store would assist them to obtain work more easily and be of greater value to their employers than employees who have not had work experience (CPUT, 2015). Employing students with both theoretical and practical experience may help the business to become more profitable and competitive; the quality of the employees' work may improve and there could be an overall improvement in workplace culture and morale. Employees are also more confident, are team players, produce quality work and enjoy their jobs (The Centre for Workplace Skills, 2011). Incorporating Work Integrated Learning into a business curriculum has now become a popular way of improving university graduates' employability (Seethamraju, 2012).

The White Paper for Post School Education and Training (RSA, 2013) maintains that universities should try to build strong partnerships with employers in order to promote the expansion of workplace training opportunities especially in qualifications that depend on work experience. According to Cilliers and Smit (2014) the divide between the South African educational institutions and industry must be addressed. It is hoped that industry would play a more important role in the education, training, curriculum content and development of the retail qualification. In this study five major retailers expressed an interest in taking part in the establishment of the retail store on the CPUT campus thereby ensuring that partnerships between industry and the university occurs and establishing that the integration of work integrated learning with academia is crucial for this project to be successful.

If every young person gained an opportunity to undertake some form of work experience, the unemployment rate in South Africa and elsewhere would be reduced (Blom, 2013).

1.3 RESEARCH STATEMENT

The model for workplace experience, research and the operations of a retail store is essential to ensure that the retail students at an academic university get exposure to the world of work and are able to explore the research opportunities available within the store.

1.3.1 Research question

How can work integrated learning bridge the gap between practical work experience and academia and ensure that students at a retail store situated on an academic campus are able to gain workplace experience and use the store for research purposes?

1.3.2 Research aim

The aim of the study is to develop a model to guide the development and implementation of a retail store on the Cape Town campus of CPUT. This store will be used as a centre for retail and for other students to gain the work experience and research required for their studies, and to be successfully employed by the retail industry. This retail store could also be used for research purposes by students, staff in the retail department, staff at CPUT in general and by the retailers themselves.

1.3.3 Research objectives

The study aims to:

- develop a workplace experience model for retail students to gain experience by working in the retail store on the CPUT campus;
- develop a model for using the store for research purposes; and
- develop a model for the establishment, management and running of the store.

The deliverables for each research objective must cover:

- *develop a workplace experience model for retail students to gain experience by working in the retail store on the CPUT campus*
 - The main areas of retail activities required on operational, supervisory and managerial levels.
 - The split of these activities between the four educational levels (1st year to B Tech).
 - Minimum criteria for experience by major chains.
 - Allocation of how student's "experience time" in store must be scheduled and managed.
 - Specify retail activities for each educational level
 - A log book for recording experiences to be developed
- *develop a model for using the store for research purposes*
 - To enable students to get research experience
 - Specify type of research that could be conducted at different levels (1st year to 3rd year)
 - Include possibilities for retailers to use store for researching customers and retail practices

- Include possibilities for CPUT staff to use store to do research
- Include other departments at CPUT that could do research.
- *develop a model for the establishment, management and running of the store.*
 - Structures
 - Finances
 - Responsibilities
 - Facility designs
 - Involvement of stakeholders

1.3.4 Research design

This study comprised of a comprehensive literature survey of work integrated learning, with emphasis on approaches to workplace experience, and what is required by the retail industry and the retail programmes. Semi-structured interviews were used for data collection. This combination of structured and unstructured interviews allowed respondents to address pre-determined questions in a systematic and consistent manner, and still have the opportunity to discuss matters beyond the questions and give varied and detailed response. Respondents were also given short questionnaires to determine their views on how they envisaged work integrated learning to work in the retail store on campus.

The retail lecturers were asked to complete the practical activities their students would be expected to complete as part of the workplace/ practical section of their subject in the logbook. Lecturers were also asked to list an assignment leading from this outcome that would be linked to the curriculum in the relevant subject and give possible research areas that could emanate from this outcome.

1.4 CONTRIBUTION OF THE STUDY

Brink (2015) refers to Mthembu's argument that in spite of the practice of work-integrated learning (WIL) being introduced to Technikons (now universities of technologies) years ago, except for the Work-Integrated Learning Research Unit (WILRU) of the CPUT (CPUT), there are hardly any other knowledge centres in South Africa that focus on work-integrated learning, as both theory and practice. This study intends to add to current research that focuses on work integrated learning in South Africa. It is hoped that this model will inspire further research and serve as a work integrated learning model at other academic institutions. The results of the study may assist higher education institutions and retailers to set up retail stores on campus in order to promote work integrated learning and ensure that the education and training they deliver meets the needs of the economy. The study may stimulate further debate amongst stakeholders and research in this area to reflect on the importance of partnerships between industry and academia.

1.5 ETHICAL CONSIDERATIONS

Ethical research is the application of a particular standard of conduct or behaviour to a specific situation or decision. It is concerned with ensuring that the rights of the participants are respected and that participants are not abused or violated in the search for knowledge, scientific inquiry or for career advancement (Terre Blanche, Durrheim & Painter, 2007). A code of ethics is therefore necessary to define any good business practise and standards of conduct in the education, training and development (ETD) profession. Ethical approval for the study was obtained from the CPUT through the W&R Leadership Chair, Professor Roger Mason. Written, informed consent was obtained from all participants. Informed consent is an ethical requirement for all research studies (Terre Blanche *et al.*, 2007). They were informed of the purpose and objectives of the study and the importance of their contribution as stakeholders in the retail sector. They were also informed that their participation would be voluntary. The lecturers and retailers were asked to complete a consent form, which emphasised their voluntary participation. They were assured that issues such as confidentiality and their anonymity would be respected. Transcripts of the interviews and all confidential material were kept in a private place of storage and remain the responsibility of the researcher.

1.6 CONCLUSIONS

The collated data reported in this research paper will be presented in five chapters. An overview of these preliminary chapters is provided

Chapter one: Orientation into the study

This chapter will explain the rational for the study, the research statement and the possible contributions of the study.

Chapter two: Literature review

The literature review will discuss a global overview, the types of work integrated learning, student retailing internationally, the policy framework of work integrated learning, partnerships, benefits and implementation, enhancing work integrated learning – soft skills, reflection, the logbook and research possibilities.

Chapter three: Research design and methodology

This chapter outlines the research design and methods utilised that served as a blueprint for the empirical component of the study.

Chapter four: Discussion and results

The results of the data collection and analysis are reported in this chapter.

Chapter five: Conclusions, implications and recommendations

The conclusions on the retailer's perceptions of the retail store on the CPUT campus, the retail lecturer's feedback and possible implications thereof and recommendations will be discussed in the final chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The chapter starts by viewing the global overview of work integrated learning in 2.2. We try to understand the various types of work integrated learning options in 2.2.3 and explore the various student retailing stores on various academic campuses around the world in 2.2.4. We then examine the policy framework that surrounds work integrated learning in 2.3. You will note the importance of the partnerships between the student, the workplace and the university in 2.4.1 The benefits of work integrated learning and an implementation plan on how to start a work integrated learning programme are given in 2.4.2 and 2.4.3. We then contemplate the various ways in which work integrated learning can be enhanced in 2.5 and consider how research can enhance the work integrated learning experience from an informal research learning perspective.

2.2 WORK INTEGRATED LEARNING – A GLOBAL OVERVIEW

2.2.1 What is work integrated learning?

Skills have become the global currency of the 21st century (Smit cited in Brink, 2015). According to the World Association for Cooperative Education (2009), work integrated learning is a term given to any university, college or other academic programme that integrates theoretical learning with the world of work. Students are given the opportunity to apply the theoretical knowledge which they learned in their academic studies to the practice and experience the responsibilities of the world of work. According to Garraway (2010), knowledge at work and knowledge in the university are recognised as being differently structured, differently acquired and used for different purposes.

Bibby (2007) argues that theoretical learning acquired through traditional programmes could be difficult to apply in the workplace. Although theoretical knowledge gained from an academic environment is important, the need for a knowledge-in-practise type of learning is essential (Grosjean, 2007). He refers to theoretical learning gained from academic institutions as Mode 1 learning and knowledge gained in a practical environment as Mode 2 learning. It should be noted that the theoretical learning gained at formal academic institutions is not only limited to Mode 1 learning as there is a move toward Mode 2 learning as well. This can be seen in the Centre for Community Engagement and Work Integrated Learning (CCEWIL) at CPUT. According to the Centres website (2015), the centre seeks to strengthen CPUT's partnerships with industry, private organisations and the community in order to create an environment for the application of knowledge and production of well-grounded and socially responsive graduates. Mode 2 learning is seen as a context-driven, holistic form of knowledge and relates to learning outside formal institutions. Mode 2 learning engages personality, intellectual and craft skills (Rochford, 2007). This type of learning is not just about learning in the workplace but about taking it further into a lifelong

learning experience (Jonsson, 2007). Mode 3 learning, on the other hand, is derived from the student's own initiative (Grosjean, 2007). Workers who experience the Mode 2 form of learning have holistic skills, which make them more flexible and versatile and able to cope with the work environment.

2.2.2 Definitions of work integrated learning

Grosjean (2007) uses the term co-op work to describe people who can fit into organisations quickly because they have such holistic skills. He refers to cooperative education as a type of work integrated learning that provides a timely response to the increasing demand for education relevant to the global economy. Universities are increasingly faced with the pressure to produce employable, work-ready graduates for a constantly and rapidly changing work environment. Success in this respect would ultimately translate into evidence confirming the employability of students (Jacobs, 2015). According to Martin and Hughes (2009), cooperative education is a structured educational strategy that integrates academic learning with learning through productive work experience in a field related to a student's academic or career goals. Work integrated learning involves the formation of partnerships, specifically between the student, academic institution and the workplace. Each partner has specific roles to adhere to in the integration of the learning process. Work integrated learning is a bridge for the student between the academic present and their professional future (Martin, Rees & Edwards, 2011). Coll, Eames, Paku, Lay, Hodges, Bhat, Ram, Ayling, Fleming, Ferkins, Wiersma and Martin (2009) state that cooperative education or work integrated learning is a strategy in which students undergo a traditional academic learning programme, usually at a higher education institution, and combine this learning with some time spent in a workplace relevant to their programme of study and career aims. They argue that internationally, work integrated learning goes under a number of names; in the United Kingdom it is called sandwich degrees and in the USA and worldwide, it is called cooperative education and internships. Patrick, Peach and Pocknee (2009) refer to work integrated learning as an umbrella term used for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum. They emphasise that work integrated learning is about more than just placements and this is reflected in the broad range of approaches adopted, including placements, project work, simulations and virtual work integrated learning. According to Wheeler (2015), work integrated learning includes theoretical forms of learning, problem-based learning, project based learning and work placed learning.

As can be seen, there are various explanations and definitions of work integrated learning. The Council for Higher Education (CHE, 2011) gives the most basic definition for work integrated learning; it is an educational approach that aligns academic and workplace practises for the mutual benefit of students and workplaces.

2.2.3 Types of Work integrated learning

There are many definitions and terms that are related to work integrated learning and often cause debate and confusion. Blom (2013) summarises the terms and definitions in the table below:

Term	Definition
Apprenticeship	A system of training a new generation of practitioners, usually in a vocational/artisanal field. In an apprenticeship model, most of the training is done while working for an employer, interspersed with theoretical education
Articles	An apprentice in a professional firm, generally in accountancy or legal fields – the student is known as an ‘articled clerk’
Cooperative education	A system of education which involves a partnership between the institution, the workplace and the student for the purposes of gaining workplace experience
Experiential learning	Learning through doing and the reflection on what was done. In South Africa, this term is often used synonymously with cooperative education
Fieldwork; Field-based learning	Work undertaken outside the institution in order to gain knowledge through direct contact and observation of the ‘field’.
Internship	A recent graduate undergoing supervised clinical/practical education/training. A substantial period of authentic work, usually undertaken post-course as a stand-alone component
Learnership	A means of obtaining a qualification while working. Structured, on-the-job training comprising theory and practice and culminating in a qualification in a specific occupation
Practicum	A period of work that provides the student with the opportunity for practical experience in the real world as part of an academic programme
Problem-based learning	A pedagogical approach that encourages students to learn through structured exploration of a practice-based problem
Project-based learning	This approach usually requires drawing on multiple disciplines to solve problems and often results in a measurable product or service
Sandwich course	The alternation of study periods with training periods in industry or professional practice, also sometimes known as integrated course or cooperative course
Service learning	A structured learning experience that combines community service with academic coursework in response to community-identified concerns

Table 1: Terms and definitions commonly used in terms of work integrated learning

2.2.4 Student retailing

Student run businesses on an academic campus is not a new concept (Meglio, s.a.). The University of Massachusetts has student run businesses that date back to the 1960s when students were demanding more say on how their universities were run. Universities of Colorado, Maryland and Massachusetts all give students the opportunity to run businesses and thereby get workplace learning:

- The Trep Café at the University of Colorado is a fully serviced café run by business students.



Figure 1: The Trep Café at the University of Colorado

- The Alumni and Student Federal Credit Union at Georgetown University is completely run by students with no help from faculty or administrators. It draws its employees from all over the university, especially the business school.



Figure 2: The Alumni and Student Federal Credit Union at Georgetown University

- The Smith Store at the University of Maryland sells products such as school t-shirts. Undergraduate students run the store completely.



Figure 3: The Smith Store at the University of Maryland

- Student Agencies at Princeton University date back to the 1900s when some students needed services such as laundry, newspaper deliveries or basically any service that might be required on campus.



Figure 4: Student Agencies at Princeton University

- Eight students run businesses at the University of Massachusetts (Amherst). On this campus, student-run businesses date back to the 1960s, when young people were demanding more say in how their campuses were run. Some of the businesses are snack bars, People's market, Bike Co-op and Design & Copy.



Figure 5: Student businesses at the University of Massachusetts

- Washington University runs a Student Entrepreneurial programme which allows students to develop, own and operate a business provided it benefits the campus. Some of the businesses that are running are, University Trucking, U-Shuttle, WashU Wash, Swap, Bears Bikes and Wydown Water.
- At the Jack Welch College of Business, students run real businesses on campus. At the student-run business, The Peak, Accounting and Finance students run the books, track inventory, and manage payroll. Marketing students create events, promotions, advertisements, store design, and branding. Management students oversee staffing, store flow, and work with the University on facilities and other issues.

- The Lovely Professional University in Punjab (LPU) built a cosmopolitan style, multi-storeyed, air-conditioned Student Centre known as Uni-Mall on its Campus. The Uni-Mall has shops run and managed by students. The university tries to provide its students with all the resources required for setting up of ventures.



Figure 6: The Lovely Professional University in Punjab

Burgess (2012) discusses the case study of pop-up retailing at a university. Pop-up retailing are temporary stores that literally pop-up to enable retailers to test a particular brand or concept for a short period. The store operated under the University's business license and was filed as a temporary business. This made the filing of sales tax reports easier. An Employer Identification Number was secured from the Internal Revenue Service which made opening an account in the store's name possible. This allowed the coordinator to maintain control of the account without owing individual federal income taxes on the store's profits. Sales tax forms were filed online each year and taxes are paid electronically. A retail promotion course offered in the College of Business at a mid-sized southern university consisting of a large commuter student body was used to practise work integrated learning. The course is part of an accredited fashion merchandising programme and consists of eight weeks of lectures with the rest of the semester centred on completing the practical part of the project. Students are required to design, produce, operate and analyse the outcomes of a pop-up retail consignment store on campus. It is not practical to operate a full time retail store at the university but a pop-up retail store offers the same basic benefits and gives students added experiences of a grand opening and closing of the store location. The purpose of the project is to give students practical experience in planning, promotions, merchandising, logistics, accounting and customer service whilst at the same time enhancing critical thinking and team building. The profits from the store funds further research, scholarships and travel grants. More than forty-eight students had benefited financially from this project in the first year of implementation

2.3 WORK INTEGRATED LEARNING – A POLICY FRAMEWORK

The Global Competitiveness Index 2013 -2014 (World Economic forum, 2013) rates the quality of the South African educational system as 146 out of 148 countries in the world with low primary and tertiary enrolment rates. The report states that raising educational standards and making the labour market more efficient will be critical in view of the country's high unemployment rate of over twenty percent, with the rate of youth unemployment estimated at close to fifty percent. These alarming statistics bring to attention the vital role of education and skills development to ensure the rapid and effective delivery of skills and training driven by industry demands within a framework of partnerships (Brink, 2015).

According to Taylor and Govender (2013), the term work integrated learning was introduced for the first time into a Department of Education document by the Higher Education Qualifications Framework (HEQF) in South Africa in 2007. South Africa's Higher Education Quality Committee (HEQC) defines cooperative education as enhanced learning based on cooperation between education institutions and industry, commerce and the public sector (CHE, 2004). Workplace learning was initially referred to as in-service training in South Africa. The concept of work integrated learning evolved through experiential training, experiential learning and in 2004, became known as work integrated learning (Taylor & Govender, 2013).

Indeed, one of the strategic objectives of the Department of Higher Education and Training is to provide a dynamic interface between the workplace and learning institutions and to promote quality learning at work and for work (DHET). The White paper for post school education and training (DHET, 2013) state that students who complete their academic programmes at universities, universities of technologies, TVET colleges and programmes that have been funded by SETAs are not in general finding work easily. Employers describe students as lacking in skills which is related to their lack of practical workplace experience. Workplace learning must thus be seen as an integral part of a qualification and programme design.

Skills shortages in South Africa, globalisation and the ever-increasing focus on new information and communication technologies have changed the focus of the higher education sector to include work integrated learning in the race to improve graduate employability in the country. The increasing costs of higher education and reduced government funding have led to a greater focus on graduate employability (Seethamraju, 2012).

The White paper (DHET, 2013) encourages universities to build strong partnerships with industry in order to promote work placement opportunities, especially in areas where qualifications or professional registration depends on practical workplace experience. The paper argues that workplaces are good sources of information on the current skills shortages. The document is one of a range of recent skills development and human resource draft legislation that highlights the responsibility of higher and further education and training institutions to ensure that the education and training they deliver meets the needs of the economy (Brink, 2015). The document also states

that successful vocational or occupational learning takes place as a result of an integration of theoretical learning, workshop-based practical learning, and learning in the workplace – hence the Department of Higher Education (DHET) focus on work integrated learning.

The National Development Plan, 2030 (RSA, 2011) states that the graduates of South Africa's universities and colleges should have the skills and knowledge to meet the present and future needs of the economy and society and that there should be clear linkages between education and training and the world of work. The plan argues that the problem of graduate unemployment in the face of skills shortages is an indication that universities produce graduates who do not meet the needs of industry and society. There are currently about 3 million young people aged 18-24 who are not in employment, education or training and one of the aims of the plan is to significantly decrease the number of young people who are not employed or in education and training by 2030. Taylor and Govender (2013) argue that the fact that 50 million people in South Africa, of whom nearly 70% are under the age of 35, a 25.2% official unemployment rate (Statistics SA, 2012), and a national vision 2030 (2011) to reduce unemployment in SA to 6% by 2030 should send a strong message that education, training and skills development are important.

Taylor and Govender (2013) state that according to the National Development Plan, 2030, eleven million jobs need to be created in South Africa by 2030, with the reduction of the current unemployment rate to 6% by 2030, need to be created (Brink, 2015)

The National Skills Development Strategy 111, 2011 - 2016 was released in January 2011. Its grounding function is to improve the effectiveness and efficiency of the skills development arena in South Africa. The National Skills Development Strategy 111 has eight goals and is designed to respond to the eight skills development challenges, as outlined in Chapter 1 of the report. The eight challenges are

- I. the inadequate skills levels and poor work-readiness of many young people leaving formal secondary and tertiary education and entering the labour market for the first time, and the many who enter the world-of-work without a formal qualification;
- II. the longer-term unemployed, who lack basic numeracy and literacy, and do not possess entry-level skills;
- III. the continuing skills shortages in the artisan, technical and professional fields;
- IV. the over-emphasis on NQF level 1-3 learnerships, with insufficient progression towards more appropriate (intermediate and higher) skills;
- V. the approach by businesses to retrench rather than retrain and redeploy working people when structural change occurs;

- VI. systemic blockages, such as the lack of synergy between the various post-school sub-systems; the lack of role clarity of the various parts of the skills-development system; inefficiency and waste; and the silo mentality, which prevents partnerships and alignments;
- VII. the absence of coherent skills-development strategies within economic and industrial sectors;
- VIII. the urban bias of economic development, and consequently, the urban bias in skills development initiatives

These skills impact on the ability of the South African economy to expand and provide increased employment opportunities. The intention of the strategy is thus to make sure that the energy and resources of education and training stakeholders are focused on ensuring that these challenges are addressed, and that a significant measurable impact is achieved over the five-year period of the strategy (National Skills Development Strategy III, 2011). The eight goals are:

1. Establishing a credible institutional mechanism for skills planning
2. Increasing access to occupationally- directed programmes
3. Promoting the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities.
4. Addressing the low level of youth and adult language and numeracy skills to enable additional training
5. Encouraging better use of workplace-based skills development.
6. Encouraging and supporting cooperatives, small enterprises, worker-initiated, NGO and community initiatives
7. Increasing public sector capacity for improved service delivery and supporting the building of a development state.
8. Building career and vocational guidance

Although government has introduced a number of policies regarding the necessity of work integrated learning in the South African education and training landscape, these policies have been introduced within a policy vacuum (Blom 2013). Work integrated learning is managed differently by different institutions, and also among different universities of technology, both nationally and internationally (Wessels, 2014). These efforts are done within the organisations own institutional policy frameworks, and is largely an unfunded, informal arrangement. Consequently, only a relatively small number of students benefited from work integrated learning (Blom, 2014). These institutions, associations and networks have implemented work integrated learning in accordance to their own contexts and policies, but a national framework, does not yet exist (Blom, 2014).

2.4 WORK INTEGRATED LEARNING – PARTNERSHIPS, BENEFITS AND IMPLEMENTATION

2.4.1 Work integrated learning - Partnerships

Work integrated learning benefits both the workplace and the students. It builds linkages between workplace knowledge and academic knowledge. Hence, work integrated learning cannot occur without partners who have these different types of knowledge. Further, these partners need to be committed to the work integrated learning process.

The Work Integrated Learning Good Practise Guide (2011) refers to work integrated learning partners who are external to the university and partners who are internal to the university. Internal partners would be the lecturers, placement officers, units that support work integrated learning and the students. The external partners would be the employer, formal or informal institutes that support work integrated learning such as the community, NGOs and SETAs. Work integrated learning then is a three-way partnership between the university, students and the work place organisation. The university requires all parties in the relationship to assume definite responsibilities, perform specific functions, and achieve benefits because of the involvement (Martin & Hughes, 2009).

Garraway (2006) argues that interactions between representatives from the workplace and academia are not always productive. When they meet to discuss issues of teaching and learning they are separated from each other in that they come from different worlds and have different motivations, interest and outputs. To achieve a productive alignment between higher education and workplaces, academic staff should develop an understanding of how to integrate experiences across different areas of learning, both within and outside academic contexts (Winberg, Engels-Hills, Garraway, Jacobs & Volbreacht, 2006). Knowledge at work and knowledge in the university are recognised as being broadly, differently structured, differently acquired and used for different purposes (Garraway, 2010). Winberg, Engel-Hills, Garraway and Jacobs (2012) distinguish between disciplinary knowledge and situated knowledge. They argue that in order to ensure a strong basis for practice, students need disciplinary knowledge; while to develop an understanding of the field of practice, students need situated knowledge. Situated knowledge tends to play a minor and supporting role at knowledge based universities where disciplinary knowledge is valued. In professional practise however, situated knowledge is significant. Disciplinary knowledge then provides the scientific or theoretical basis for a profession.

Wessels (2014) states that the core business of work integrated learning is dependent upon the commitment of the work integrated learning lecturers/coordinators. This is because a student's studies are dependent on the work integrated learning coordinator working together with the appropriate lecturers and organisation in order to plan a full educational programme that may include both a theoretical and experiential learning component.

2.4.2 Work integrated learning – Benefits

According to the CHE (2011), the workplace is where students go to learn from experts, not where they go to learn basic level skills (with certain exceptions). The workplace provides opportunities for students to observe experts in their field and to work under their supervision. The workplace is also where students bring new knowledge, insights and fresh ideas.

Benefits of work placements for students

- they are able to apply their academic knowledge to the workplace
- integrate their learning with other life experiences in the workplace
- Develop strengths which they may not have discovered until they entered the workplace.
- Improve on weaknesses
- Clarify for themselves their career choice and find out for themselves the range of jobs within the particular field (Roopnarain & Akoobhai, 2014).
- Gain operational knowledge and understanding which can only be learnt from working within the organisation itself.
- Develop a business network
- Learn soft skills such as workplace dynamics.
- Understand the importance of formulating goals and objectives when working on workplace projects
- Have increased motivation, maturity and confidence when they get back from their work placement (Roopnarain & Akoobhai, 2014).

Benefits of work placements for the employer

- Observe and evaluate potential employees
- Gain assistance in the workplace
- Develop future sector specialists
- Build relationships with external partners such as the universities
- Increase the knowledge base within the company
- Learn about new research development within their specific sector
- Advise academia on curriculum development in terms of workplace applicability.
- Generate ideas and processes that could impact research
- Reduce the costs of recruiting employees

Benefits of work placement for the university

- Integrate theory with practise and thereby improve the quality of student who enters the labour market
- Form partnerships with industry for student placements.
- Update their own skill sets by keeping up to date with industry placements
- Receive feedback on curriculum development in terms of practical application
- Improve the educational process by providing a holistic learning experience for the student.

Mischke and Prinsloo (UNISA, s.a.) argue that the more engaged the student is, the bigger the chances of his or her success in the learning module and, invariably, in the workplace as an employee. If student learning is to be successful, all the role players involved in the work placement (student/ employer/ university) should have clearly defined roles and clear and realistic expectations of their responsibilities (Martin & Hughes, 2009).

The Work Integrated Learning Good Practise Guide (CHE, 2011) states that work integrated learning work placements are not always utilised to their fullest. Students do not have to just observe experts at work and work under their supervision – they can also reflect on the organisation itself, its culture, diversity, leadership styles, gender, politics, its commitment to health and safety and observe /understand how diversity works.

Managers recognise that work integrated learning addresses organisational issues, which brings value to both the employee and the organisation, as it would take place at work, reduce the time employees would need to take off to attend training and deliver individual learning. Work integrated learning allows employees to develop and improve their people relations and understand how their particular job influences the workplace and the global world (Spencer, 2007). Learning done at work can provide a richer experience for both the employee and the organisation (Bibby, 2007). To grow, an organisation must build its strength internally, especially with the employees. An organisation cannot build its strength outside if it cannot build strength at home (Bhattacharjee, 2009).

2.4.3 Work Integrated learning – Implementation

Implementing work integrated learning involves four stages (Blom, 2014); planning, preparation, placement, post placement. She presents four tables, grouped as Table2 that clearly explain the activities required for implementation of each phase:

Phase one: Planning which is usually done at management level.

Planning activities	1	Develop institutional policy, strategy and operational plan and allocate budget
	2	Conceive of a quality assurance framework for WIL, including a monitoring plan
	3	Set up structures for supporting WIL, e.g. a central office, research and capacity building
	4	Develop action plans at different levels: faculty, department, programmatic
	5	Set up a database for tracking of students

Phase two: Preparation involves the buy in and preparation of stakeholders.

Preparation activities	1	Brief and prepare/train WIL practitioners and support staff in relation to their responsibilities
	2	Develop/tweak the curriculum with academics, teaching staff and industry partners
	3	Plan the workplace/work-related activities and develop task books/reporting formats
	4	Identify and recruit host employers and prepare them to manage and mentor students
	5	Select and prepare students for WIL, including appropriate behaviour as learner-worker
	6	Match eligible students to host employers and finalise logistics, e.g. accommodation/travel

Phase three: Placement refers to the actual work related placement.

Placement activities	1	Register students on the database developed for this purpose
	2	Students engage in workplace activities as appropriate according to programme requirements
	3	Workplace mentors and supervisors mentor and ensure that tasks are concluded as required
	4	Academic staff monitor, support and assess students and workplace mentors as required
	5	Academic staff and workplace mentors evaluate the programme

Phase four: Post placement involves reviewing and evaluating the work integrated learning programme for continuous improvement.

Post-placement activities	1	Assessment of work-related tasks/activities (task books, logbooks, reports, project outcomes)
	2	Feedback in respect of assessment; experience of the workplace; new insights; lessons learnt
	3	Feedback to and from employers in respect of student performance and/or relevance of tasks
	4	Review and evaluation of programme; analyse data; disseminate findings on practices
	5	Adjustments to work-related tasks/activities; logistics; training of staff and workplace mentors

Table 2: The four phases of implementing work integrated learning

2.5 ENHANCING WORK INTEGRATED LEARNING – SOFTSKILLS, REFLECTION, THE LOGBOOK AND RESEARCH POSSIBILITIES

Although still predominantly seen as being situated in a workplace environment, work integrated learning is now viewed as much more than just a work placement. Many universities are looking to incorporate work integrated learning into the core curriculum to provide a range of meaningful learning opportunities relevant to the real world (Patrick, *et al.*, 2009).

One of the main purposes of work integrated learning is to provide graduates with a comprehensive skill set that would be required by potential employers. Literature however notes that higher education institutions fail to provide students with a comprehensive skill set, especially

in behaviour and soft skills (Coll, *et al.*, 2009). Employers require new graduates to have a set of general employability skills and job specific skills (Nofemela, 2015).

2.5.1 Soft skills

Martin and Hughes (2009) argue that universities do not sufficiently emphasise the development of behavioural skills to prepare graduates for the work place. Work integrated learning then is not just about students putting their academic learnings into practise in the workplace, it is also about preparing students to enter the workplace with marketable, relevant, and transferable skills (Sattler, 2011). Healy (2009) argues that industry wants universities to turn out graduates who are able to cope with rapid structural adjustments and who are able to thrive in the services economy. According to Healy, universities need to do a lot more work on student job skills such as those in communication, teamwork and problem solving.

Students need to learn how to use the most up-to-date technology in workplace settings and basic workplace etiquette such as coming to work on time, organisation dynamics, working as a team, critical thinking and business savvy. Many students who come from the universities have been so academically focused that they tend to lack the soft skills and real world experiences (Sattler, 2011). Employers have requested that the labour force for the twenty first century have the information, technological skills and soft-skills to function successfully in the workplace (Cilliers & Smit, 2014).

Martin and Hughes (2009) list the most important non-technical competencies needed by a graduate to include being able to work in a team, solve problems, have good interpersonal communication skills, be eager and willing to learn and have good decision making and time management skills.

Martin, *et al.* (2011) maintain that work integrated learning essentially provides opportunities to enable students to apply academic theory to the real world setting/environment, with students able to test out the extent of their skills/competencies linked to interpersonal attributes such as self confidence, communication, people skills, teamwork and professional standards. Similar soft skills needed in the workplace have been noted by Pop and Barkhuizen (2013); skills such as good work ethics, understanding workplace etiquette and good and appropriate business communication skills.

Besides the professional skills work integrated learning requires from student, these additional competencies or personal attributes (illustrated in Figure 7) are similar requirements for all work integrated learning placements (Martin *et al.*, 2011).

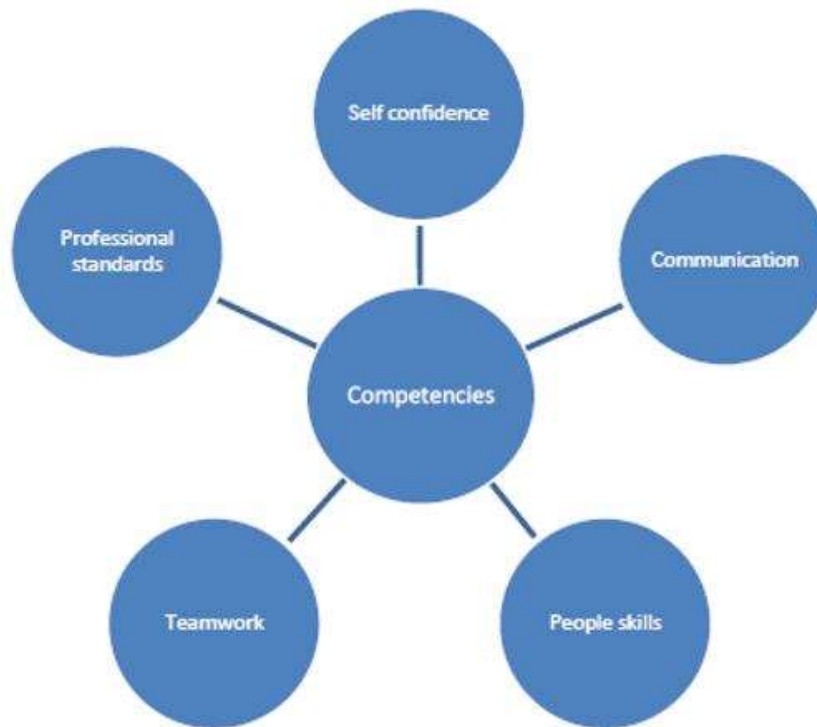


Figure 7: Competencies as linked to interpersonal attributes (Martin, Rees & Edwards, 2011)

2.5.2 Reflection

Before work integrated learning starts, students should have their theoretical knowledge from their academic learnings, an idea of where or what their placement in the workplace will involve and critical thinking skills. Students need to see the relevance of their academic learning and how it might apply to the workplace setting before they go on placement (Martins & Hughes, 2009). According to Coll, *et al.* (2009) work integrated learning is based on the notion of critical reflection and should make the student more self-aware and help them to engage in metacognition. Learning in the workplace is an active and participative process in which students improve their performance at work by doing daily work activities. Work activities may require them to interact with employees, customers and tools and may furthermore encourage them to think in ways that are appropriate to the business (Bamber & O'Shea, 2009). Such work activities demand that their learning becomes a social and an interactive experience where knowledge is not just received but is seen through reflection as these employees are engaged with real problems within their work context (Bamber & O'Shea, 2009).

A student's learning experience is often diverse. The student will learn all aspects of their job whilst on their work placement, how to do it, how to relate to their fellow workers, supervisors and employers. Students also learn how the nature of their job influences society itself. Often what they

learn may have little to do with their work itself, as one cannot assume that all their learning at work is related just to the work (Spencer, 2007).

The work integrated learning experience can be enhanced by ensuring that students keep a journal. Martin, *et al.* (2011) refer to this as a reflective journal. The journal should not just allow the student to reflect on all the tasks and experiences they may have had during their work placement, but should include evaluations and re-evaluations of their experiences, determining a way forward and plan of action, re-visiting their feelings and questioning why they felt or still feel in a particular way. The journal should encourage metacognition or thinking about thinking. Martin, *et al.* (2011) refer to Fleming and Martin (2007) who encourage reflection in action. This allows the mentor or supervisor to read the students reflections and provide feedback and discussion.

The pop-up retailing course, as discussed by Burgess (2012) required each student to prepare a journal in which they explained their contributions to the project as a class and as an individual. They were required to reflect on their learnings about how previous course and work experience affected their decisions, how their experience with the store and the project in general might influence their future course work and career plans, and how different decisions would have affected outcomes.

2.5.3 Logbook

The CHE (2011) has stated that university lecturers need to ensure that the students who graduate from their programmes are prepared for the world in which they will live and work. The curriculum therefore needs to show integration of professional and academic skills in order to meet this requirement. One of the most important responsibilities of the university lecturer and placement officers is to ensure that the course content is accurate and a reflection of the curriculum (CHE, 2011). Burgess (2012) states that work integrated learning can never cover the full syllabus because some workplaces may not have access to all the technology that the student has been exposed to in the institution. Student expectations, as well as workplace/employer expectations, need to be carefully managed and planned for.

Wessels (2014) explains that it is essential that policies and guidelines be in place in order to guide students and staff with regard to work integrated learning. This should be in the logbook and should cover a code of conduct for students during work integrated learning at the workplace, compliance with all the requirements for admission to the work integrated learning programme, attendance or completion of a student preparation programme, completing an individual interview with the work integrated learning coordinator, submission of a completed CV, signing a work integrated learning student agreement and achieving the required academic standards.

Martin, *et al.* (2011) refers to Martin and Leberman (2005) who stated that work integrated learning should be part of the entire programme of study and should not be seen as a stand-alone component. The underlying rationale for taking a particular approach to work integrated learning

stems from the academic institutions policies and procedures on work integrated learning. Some of the questions that can be asked before work integrated learning is implemented are:

- Is it a programme completion requirement and does it carry academic credit/ points?
- Is it undertaken within an academic year or outside of the academic year?
- How many students are involved?
- What number of hours is involved?
- Is it an individual/standalone paper, or is it a component integrated within a programme?
- Does it involve a scaffolded approach over a number of years with multiple exposures, or is it a single exposure in one year only?
- Is it stipulated as part of an accreditation requirement, or for registration and recognition by a professional field/ body/ agency?

(Martin, et al., 2011).

Work integrated learning is resource intensive (Seethamraju, 2012). In addition to additional academic and administrative workload to the lecturer, the costs of sourcing work integrated learning opportunities, maintaining partnerships with employers, designing curriculum and assessment for work integrated learning, and supporting students are resource intensive tasks

2.5.4 Research possibilities

Mackenzie and Knipe (2006) maintain that the research process is already a daunting prospect to inexperienced researchers and students, and the ongoing debate and contradictory information in textbooks adds to the confusion. They argue that textbooks and university courses fail to adequately explain the difficulties of the research process. If research was not steeped in so much jargon and at the mercy of established academics and methodologies, then more people would be able to do it. Geidt (1998) quotes instances of people dodging down alleys in the United States in order to escape the questioning of high school investigators and states that research would be an enjoyable way of learning how to learn if the research was as practical as this. He argues that moving toward a more “plebeian” (1998) view of research will help to build bridges between the differently resourced communities of South Africa.

Informal research then does not employ formal research processes and is thus not always reliable. Informal research cannot be relied upon for major decisions, but is quite effective as a mechanism to alert you of trends, issues, and impressions (Casilio,1991). Data collected informally is also an excellent starting point for more comprehensive efforts, or to quickly test an idea prior to a more rigorous study.

2.6 CONCLUSION

This literature study indicates that further studies into work integrated models and their effectiveness on the long-term work readiness of graduates is necessary. Preparing work ready students through teaching and learning strategies including work integrated learning is a complex and challenging task and requires strategic management and skilful balancing of various educational, administrative and professional demands. This study has viewed the global overview of work integrated learning, explored the various student retailing stores on various academic campuses around the world and examined the policy framework that surrounds work integrated learning. The partnerships between the student, the workplace and the university form the grounding for work integrated learning in the workplace. Without this partnership, work integrated learning will not be possible. The benefits of work integrated learning and an implementation plan as suggested by Blom (2013) was given. We then contemplated how soft skills, reflection and the logbook enhances the work integrated learning experience and considered how informal research can enhance the work integrated learning experience from an informal research learning perspective.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Brink, Van der Walt and Van Rensburg (2007) maintain that research is an exploration, a discovery and the careful study of unexplained phenomena. This chapter will discuss the research design and methodology used to investigate the perceptions of retailers, lecturers and other experts to determine how work integrated learning can bridge the gap between practical work experience and academia and, ensure that students at a retail store situated on an academic campus are able to gain workplace experience and use the store for research purposes. The research design and methodology was used to find an answer to the research question of how work integrated learning could bridge the gap between practical work experience and academia and ensure that students at a retail store situated on an academic campus are able to gain workplace experience and use the store for research purposes.

3.2 RESEARCH APPROACH

The aim of this exploratory research is to delve into an area that is not completely familiar in terms of implementing work integrated learning on an academic campus in South Africa. This exploratory research is descriptive in nature and includes an emergent design (Struwig & Stead, 2010). In this way, the research approaches may change during the study because of new information that might influence it. Struwig and Stead (2010) list three possible methods that may be used in exploratory research, all of which are used in this research study. Firstly, an analysis and description of case studies, which will be explained in detail. Secondly informal survey interviews with individuals who are likely to have opinions on the subject under investigation and thirdly, a study of secondary sources of information which could provide insights into a problem.

The research is based on the grounded theory approach which aims to construct theory by producing concepts that fit the data. Qualitative researchers prefer to begin research in a relatively open and unstructured manner. An unstructured approach encourages the researcher to be sensitive to unexpected events and too much reliance on theory or prior research may influence the researcher's understanding and interpretation of events (Struwig & Stead, 2010).

A case study design within the interpretive research paradigm was used to focus this research study. According to Bless, Higson-Smith and Sithole (2013), case studies seldom require statistical analysis and exploratory studies do not have hypotheses. The study explores people's perceptions and interpretation of objects and events around them based on their personal experience (Steinburg, 2009) – in this study the perceptions of retailers, lecturers and other experts regarding the implementation of work integrated learning on an academic campus. The truth then is always context bound and lies within the human experience. Interpretivists believe from an ontological

perspective that reality is a personal or social construct (Chilisa & Preece, 2005). Knowledge then is subjective and an epistemological assumption. From an interpretivist's perspective, the purpose of this descriptive research study is to understand the human experience and the perceptions of the retailers, lecturers and other experts regarding the implementation of work integrated learning on the academic campus.

A case study design is an in-depth study involving an individual or a small group of individuals or an institution (Brink *et al.*, 2007). It is often used when there is a new phenomenon about which there is not much information, such as the case of implementing work integrated learning on an academic campus. According to Struwig and Stead (2010), case studies are conducted to identify various features such as those that are common to all case studies, features that are not common to all case studies but show a relationship with certain case groups, and features that are unique to specific cases. Researchers can use a number of approaches for the collection of data when using the case study design. Brink *et al.* (2007) lists questionnaires, interviews, observations and written extracts by respondents as some of the approaches that can be used to collect data in a case study design. Questionnaires, interviews and the completion of tasks for a logbook on aspects that certain respondents were familiar with, were used in this study.

3.3 DATA COLLECTION

The basic material with which researchers work is called data. Data is collected by the researcher according to a pre-established plan (Brink *et al.*, 2007). To draw valid conclusions from a research study, it is essential that the researcher have sound data to analyse and interpret (Terre Blanche *et al.*, 2007). The research approaches changed during this study because data was not always sound or available. Terre Blanche *et al.* (2007) lists various ways when a researcher knows that a sensitive topic is being researched; participants want to know who you work for and want to know what is going to be done with the results. They note that sensitive research includes research into issues where there are strong alignments and tensions. In this research, certain respondents had strong alignments with their companies and did not want to be seen as creating tensions by voicing opinions that may not be in line with company policy. Hence, research approaches changed during this study because data was not always sound or available.

The type of data gathering techniques used are selected depending on the nature of the research design, the research problem and the respondents. Some of the techniques that can be used are interviews, observations, personal and official documents, and informal conversations (Chilisa & Preece, 2005). Interviews and questionnaires were used to collect the data and the results were sorted on the basis of their similarities and or dissimilarities. According to Struwig and Stead (2010), this indicates the various ways in which people observe, perceive, experience or conceptualise certain aspects and are mapped out.

In this study, semi-standardised interviews were used for data collection. This is a combination of structured and unstructured interviews (Struwig & Stead, 2010) in that even though pre-determined questions were set and addressed in a systematic and consistent manner, respondents still had the opportunity to discuss matters beyond the questions and give varied and detailed responses. Bless *et al.* (2013) refers to this as a non-scheduled structured interview in that the list of questions are drawn up prior to the interview but the interviewer is still free to formulate other questions that are appropriate for a given situation. A semi-standardised interview guide and questionnaire were designed based on the objectives of the study and a review of relevant concepts in the literature (see annexures A, B, C).

3.4 SAMPLE PROCEDURES

The target groups for this study were five major retailers the Western Cape, other retail experts, lecturers from the retail department at the university and other skills experts. The sampling procedures used focused on the depth and quality of the data, therefore I selected samples purposefully rather than randomly (Struwig & Stead, 2010). My sample comprised of five major retailers who expressed an interest in participating in the work integrated learning retail store at the university, twelve lecturers from the retail department at the university, two retail experts and a further three work integrated learning and skills experts. The respondents from the five major retailers were senior or middle management employees within the learning and development divisions. They participated in interviews and completed a questionnaire which aimed to summarise their interviews. They were asked to share their views on the four models offered by the university on how the retail store could be established, managed and run. They were also asked to give their input into a logbook that would be used in the retail store to facilitate work integrated learning and to share their thoughts on how effective the store would be for research. The draft Logbook was also sent to each for feedback. The study was introduced to the retailers at a retailers focus group meeting.

The twelve lecturers from the retail department at the university were chosen purposefully as the scope of the project dictated that their feedback was necessary especially as they were teaching the retail subjects that required that the practical tasks listed in the logbook correlated with their teachings. They were introduced to the requirements of the project at their monthly management meeting. The questionnaire was emailed to the group together with a draft of the Logbook. It was necessary to seek further evidence from two retail experts and three work integrated learning and skills experts to substantiate the findings. A questionnaire was emailed to each participant together with the logbook for feedback.

The quotations used in the results section are verbatim quotes from the participants and indicate the background and context within which this study should be read. To maintain anonymity and confidentiality as requested by the respondents, codes rather than names were used when presenting respondents' quotations, e.g. R1, R2, etc.

3.5 DATA ANALYSIS

A researcher is able to organise and bring meaning to the research data through data analysis. Before analysing the data, all questionnaires, transcripts and field notes were checked for availability and completion. Brink *et al.* (2007) maintains that incomplete or inaccurately completed data must be discarded. In this research study, this resulted in the researcher having to adapt the research approaches in order to access findings that was sound and valid. Interview transcripts were downloaded from the digital recorder and typed verbatim. Responses were not rephrased to be grammatically correct. If raw data is summarised they no longer become raw data or the original idea (Struwig & Stead, 2010). Hard copy transcripts were used to analyse the data. Open coding was used to organise the data into categories (Chilisa & Preece, 2005). This is the process of interpreting data by linking a word or a phrase, or by breaking down words or phrases, in the transcripts into themes or concepts to form a meaningful finding from all the data collected. Struwig and Stead (2010) maintain that codes should be interpreted within a certain context, in relationship to other codes and are seldom isolated units of meaning. The advantage of using coding is that it is easy to change which sections should go under which themes or even change the themes completely whilst still keeping it linked to the research problem (Terre Blanche *et al.*, 2007). When similar codes are found throughout the transcripts, a strong case for the credibility of the research findings can be made (Chilisa & Preece, 2005). The results were collated and checked in order to ensure that the data was not just summarised or overanalysed.

3.6 ETHICAL ASPECTS

Ethics provide researchers with a code of moral guidelines on how to conduct research in a morally accepted way (Struwig & Stead, 2010). All participants in the study were informed verbally about the study and their role in it. The purpose and objectives of the study and the importance of their contribution to this work integrated learning process on an academic campus was emphasised. They were also informed that their participation would be entirely voluntary. Feedback from the lecturers at the CPUT was however requested as compulsory as the research project was requested by the Retail Department at the institution and the work integrated learning component of the curriculum being taught directly impacts the subjects each lecturer teaches in the development of the logbook. Brink *et al.* (2007) argues that unethical research is rarely intentional and often only occurs when the rights of the respondents are in conflict with the research itself. In this case, feedback from the lecturing staff was listed as imperative to the project. Further, lecturers were informed that their feedback was a departmental requirement. Written and informed consent was obtained from participants. All were asked to complete a consent form, which emphasised their voluntary participation and assured them that issues such as confidentiality and their anonymity would be respected. Lecturers were aware that their feedback would be reflected directly in the logbook section of the subject they taught. Transcripts of the interviews and all confidential material were kept in a private place of storage and remain the responsibility of the

researcher. The raw data and the materials collected would also be available to the research participants and other researchers. Participants were assured that their confidentiality would be maintained should another researcher wish to use the raw research data.

3.7 BIAS

Bias refers to influences that can compromise the sampling processes, collection of data, data analysis and the reporting of the final findings in qualitative research (Ogden, 2008). Janesick (2003) argues that when qualitative research is used, no research design is bias free or value free. It is important then for the researcher using qualitative data to identify his or her own bias, as this will influence the research report as a whole. Ethical issues should always be considered in qualitative research. Questions of how much to keep in the final report and how much to keep out of the final report should always been considered (Janesick, 2003). In this study, often the interviews between the participants and myself deviated from the interview format. It was thus important to present the information in the findings in a manner that best captured the social situation without compromising the research itself. In order to ensure that bias did not affect the interview and research process, I focussed only on the questions given in the interview schedule and covered only the answers that pertained to this in the findings.

Bias could also have affected the sampling selection of retail participants as I have worked with all of them for about five years. The sample selection however was restricted to just the five retailers who expressed an interest in participating in the opening of a retail store on the CPUT's campus. There is a familiar and casual relationship that has been developed over the years. Ogden (2008) argues that researchers manage bias such as this by being aware of their values and assumptions, by looking for data that is conflicting and by keeping an open mind to alternative interpretations of their data.

In order to gain trust and get authentic and relevant data for the research study, it is important for the researcher to develop a rapport with the respondents. My previous professional relationships with the various respondents helped create a good rapport between myself and them for the research especially as many did not want to speak on record. Rapport is important in interviewing scenarios in order to build an appropriate relationship. Rapport in research relationships can also be complex in that it can evoke dilemmas regarding the amount of self disclosure that it requires from the participants and how much information the researcher chooses to disclose or deem as necessary in the final report (Morgan & Guevara, 2008). All of this could have created a bias and lack of objectivity in the study. When working with qualitative data, objectivity is not a term that is commonly used. Instead of being objective, subjectivity is acknowledged and embraced (Miller, 2008). Babbie and Mouton (2001) discuss the concept of inter-subjectivity and maintain that objectivity could be seen in two ways. In the first, the researcher is central to the research study, so would need to be unbiased in their interpretations and reporting of the data. In the second, the

researcher needs to develop a relationship with the respondents in order to get the relevant data from them.

Chilisa and Preece (2005) maintain that bias may occur because of the social position of the researcher in the community and list the various categories that define this social position, one of which is educational background. They argue that each of these categories implies or carries with it some kind of power which further guides and shapes the research. This is particularly true in this research paper as the researcher's background in education and as an assessment specialist shaped and influenced the design of the logbook in this project.

Two other forms of bias that are imperative to this study need to be mentioned, that of non-responsive bias and termination bias. Non-response bias could occur when some of the participants refuse to take part or answer some of the questions in the research instruments and termination bias could occur when participants withdraw from the research before it is completed (Chilisa & Preece, 2005). The results will indicate instances where participants refused to take part or answer some questions in the research instruments and instances where a retailer withdrew from the research before it was completed.

3.8 CONCLUSION

This exploratory study is descriptive in nature and explores the process of implementing work integrated learning on an academic campus in South Africa. Qualitative researchers prefer to begin their research in an open and unstructured manner which encourages sensitivity to unexpected events (Struwig & Stead, 2010). As case studies are often used when there is a new phenomenon about which there is not much information, it is appropriate to use this research approach when investigating the work integrated learning process at the university. The respondents in this study are retailers who were interested in participating in this project, lecturers who taught retail subjects and other experts in the retail and work integrated learning fields. They were selected purposefully rather than randomly.

Semi-standardised interviews and survey questionnaires were used in order to generate the necessary data. Data analysis involved a systematic process of recording the interviews with respondents on a digital recorder and transcribing the data verbatim. The data was then organised into categories through the process of coding. As no research design utilising qualitative data is bias free, various aspects of bias that could affect the study were discussed.

CHAPTER 4

DISCUSSION AND RESULTS

4.1 INTRODUCTION

The purpose of this descriptive research study from an interpretivist's perspective, is to understand the human experience and the perceptions of the retailers, lecturers and other experts regarding the implementation of work integrated learning on the academic campus. A descriptive approach was used to understand the perspectives of the five major retailers who had expressed an interest in participating in the work integrated learning retail store at the university, the twelve lecturers from the retail department at the university, the two retail experts and the three work integrated learning and skills experts. One of the retailers who had expressed an interest in participating in the setting up of a work integrated learning store on the CPUT campus stopped communication on the project after the first interview. Their feedback is included in this study.

This chapter discusses the retail store and the non-profit organisation coffee shop currently on the campus, the proposed board to help manage the store and the possible draft retail models. The findings will be noted in the results section under various themes identified in the study and sub headings as identified in the study outcomes. The possible research aspects and the retail qualifications that ground the study in the retail logbook are also discussed.

4.2 STAKEHOLDER INVOLVEMENT – Non-profit organisation, Boards and Draft Models 1, 2, 3 and 4 (Annexure E)

4.2.1 Non-profit organisation

The university currently has a non-profit organisation that run a coffee shop in the space where it hopes to start the retail store. The idea was that they would run the coffee shop whilst at the same time, manage the retail store. The retail store has the opportunity to service approximately 800 staff members and 15 000 students on the CPUT Cape Town campus.

4.2.2 Management Board

It was agreed that the retail store would be managed by a board that will comprise of representatives from the non-profit organisation, the university, students and retailers. The board will then make decisions on how to run that store so it meets the requirements of all stakeholders.

4.2.3 Draft models

The following possible business models were identified after consultation with the retail industry. Table 3 summarises the models which are then discussed in more detail thereafter.

Model	Nature of model
1	Mini-mall with multiple retailers each with own mini store - competition
2	Department store with multiple retailers each running a separate department – non-competitive
3	One shopping centre with independent stores operating jointly and cooperatively – non-competitive
4	One shop allocated to only one retailer – non-competitive

Table 3: Summary of draft models

Draft Model 1 – Shelves in store

In this model the non-profit organisation would manage the coffee shop and the operations of the store - shelves in the store are allocated to retailers to run as their own store. Retailers would be competing on own brand products.

- A mini mall with retailers responsible for their own mini stores within this mall.
- Allocated shelves and space – competing on own brand products
- Stock implications:
 - Product Mix - Own brands + agreed mix by Board,
 - Consignment stock
 - Weekly replenishment – no store room facility
 - Supply – closest or nominated store/warehouse
 - Shelves – Retailers provide own
 - One facing per product.
 - Unique number – bar code
- Financial implications:
 - Retailers provide stock, shelves and display material.
 - Till records all sales and provides daily sales report.
 - Non-profit organisation coffee shop to receive and deposit all cash/payments
 - Monthly payments to Retailers on invoice, based on sales report
 - Every retailer is profit centre
 - Non-profit organisation coffee shop / Retail Shop receive % on sales for operations management (e.g. 8%, 10% or 12%)
 - No rent
 - Students paid with WIL grant by SETA
 - Profit of Mini Mall – reinvest in Mini Mall

Draft Model 2 – One departmental store with different retailers

In this model the store would be run by the non-profit organisation coffee shop but instead of having a shelf allocated to a retailer to stock with his/her choice of products, each retailer will be allocated a department to stock on his/her shelf. This would eliminate the direct competition within the shop.

- One store consisting of a coffee shop with different departments
- Each interested retailer responsible for one department on allocated shelves / spaces - No competing of products and cooperation on workplace learning
- Stock implications:
 - Every retailer allocated a department
 - Retailer determines product mix of the department
 - Consignment stock
 - No store room facility
 - Supply – closest or nominated store/warehouse
 - Shelves – Retailers provide own – approved by Board to fit in with business image
 - Unique number – bar code
- Financial implications:
 - Retailers provide stock, shelves and display material – Approved by Board to ensure right image of store
 - Till records all sales and provides daily sales report.
 - Non-profit organisation coffee shop to receive and deposit all cash/payments
 - Monthly payments to Retailers on invoice, based on sales report
 - Every department is a profit centre
 - Non-profit organisation coffee shop / Retail Shop receive a % on sales for operations management (e.g. 8%, 10% or 12%)
 - No rent
 - Students paid with WIL grant by SETA
 - Profit of Store – reinvest in Store
 - Mentors paid by Mentor grant by W&RSETA through retailers

Draft Model 3 – Mini mall with independent stores

One shopping centre with independent stores would be established with all the interested retailers to run the shop in conjunction with the non-profit organisation. The space would then be completely neutral and non-competitive. The retail store would be managed by a board that will comprise of representatives from the non-profit organisation, the university, students and retailers. The board will then make decisions on how to run that store so it meets the requirements of all retailers.

- One shopping centre with independent stores
- Mini mall board
- Cooperation between retailers on workplace learning and research
- Stock implications:
 - Retailer decide with students' advice
- Financial implications:
 - Retailer provide stock, shelves and display material, layout

- Store is a profit centre
- Retailers pay a % on sales for Mini Mall Board – Common areas + research + training
- No rent
- Students paid with WIL grant by SETA
- Mentors paid by “Mentor grant” by W&RSETA through retailers

Draft Model 4 – One independent retailer for operations

In this model, an independent store would be established. The space would then be completely neutral and non-competitive and will be completely utilised by one retailer.

- One independent store – open tender for concept and size
- Board for cooperation on workplace learning and research
- Stock implications:
 - Retailer decides with students’ advice
- Financial implications:
 - Retailer provides stock, shelves and display material, layout
 - Store is a profit centre
 - Retailers pay a % on sales for Board for research - training
 - No rent
 - Students paid with WIL grant by SETA
 - Mentors paid by “Mentor grant” by WRSETA through retailers

Mentors

- It was suggested that retired retailers (used as mentors) be included in this project to assist students with the running of the store. The W&RSETA could possibly pay these retired store managers.

4.3 RESULTS

The open coding of the interview data was grouped into themes based on the research questions, interview schedule and questionnaire and the retail stakeholder and lecturer meetings that introduced the study (see chapter 1, section 1.3.1 and Annexures A and B). The results will be discussed based on the feedback from the retailers and lecturers and other retail and skills specialists.

4.3.1 Stakeholder meeting

Fourteen stakeholders comprising of retailers interested in participating in the establishment of a retail store and academics met to discuss the project. They were introduced to the topic by the head of the Retail Department at the university. The purpose of the meeting was to discuss the

draft business models for the retail store and for retailers to provide feedback on the document presented.

we'd like (you) to be part of the project and obviously give us some ideas on how to go about it, because we don't know.... It is the first ...of this sort of thing... we want to tap into your wisdom... (R8)

The university currently has a non-profit organisation that run a coffee shop in the space it hoped to start the retail store. The idea was that they would run the coffee shop whilst at the same time, manage the retail store. The retail store has the opportunity to service approximately 800 staff members and 15 000 students on the CPUT Cape Town campus.

if you look at the area that we identify... this entrance... this is where the two tills will be, in 4metres, we can easily fit in 5 retailers with 4 shelves space available for each. Now it seems small, but if you think about the market here, what products will they need.... Surely you'll find you've room for about 20-50 products that you can sell. (R8)

The pros and cons of establishing the store and various other structural options were discussed. It was agreed that the store would not be able to give the student all the workplace experience.

This will never be 100% (R2)

It's impossible to involve 700 students in a small shop like this (R8)

The draft document was to be amended to include and to analyse the other models proposed. Retailers would then discuss the models with their superiors and revert to the university on the workability and support to the models.

4.3.2 Facility designs and structures

During the interviews, the retailers were shown the amended models for the retail store – Annexure E. They were asked to indicate which model they preferred and which they did not. All went to lengths to stress that they were giving their personal opinions and not those of their respective companies.

Respondent 2 was in favour of Model 3. She wanted the option were there was an independent store.

We have little space we have autonomy. I'd want a branch manager in there and I make my money and everything, and I'm happy with that (R3)

She was not in favour of option 2 as this would be just one shelf. She also stated that she was in favour of the concept with retailers trading alongside each other and suggested one type of retailer only, i.e. one grocer, one clothing, one homeware and one maintenance/DIY retailer.

Respondent 5 preferred model 1 and 2. According to him

Less is more as it gives the learner more diversity (R5)

Model 4 was not acceptable as there was no competition. He further stated that all 4 models could work depending on the context and confirmed that retailers would be able to work with the space allocated.

Respondent 3 favoured model 2 and felt that each retailer should sell different products. Model 3 would for her, be a nonstarter.

In my opinion we've now moved away from the purpose that we originally started off with in terms of it being a training lab and we've now moved into operational and profit sector, which is not what the original intention, in my opinion, was. So that's a bit of a problem (R3)

Respondent 4 preferred model 4 because it would be neutral and just one group would be running the store and this means bigger space.

the bigger the space the better, and my reason for that is not necessarily profit, but if you want to teach the student properly, you need at least a large part of a business in operation...if it was bigger it would benefit more the senior students, where they are tasked to work either in a management job or in a shadow-management job with a manager where they understand the total workings of the business, rather than to pack a shelf (R4)

Model 1 and 2 were not favoured in that it would be difficult to put into practise from a retail perspective. He concluded by stating that model 3 and 4 were more suited as more space was more practical because running a store required a lot of space. He felt strongly that models 1 and 2 would not work with the workplace component because the store would not be a workplace if it is just packing shelves.

Respondents 6 and 7 were extremely reluctant to talk and stated that they preferred models 3 and 4 but were uncertain how model 3 would be run. They were concerned if the shops would compete with each other or if they would sell different things.

4.3.3 Finance and Responsibilities

All respondents agreed that the board would oversee the running of the store and make decisions about who to employ and would appoint a store manager.

Respondent 2 felt strongly that each retailer should be responsible for their own invoicing. The infrastructure and point of sale should be set up by the retailer. She also felt that housekeeping and security should be provided by the university and she would be prepared to pay toward that as a tenant.

Respondent 5 recommended that one pay point be used and that purchases be reconciled at the end of the day. He was also prepared to make an initial investment. This would include design, shelving, Look'n Feel, product and possibly running expenses – all of this would have to be

negotiated. He argued that initially there would be an investment that's calculated over time (example 6 months) and after 6 months the store must be able to self-sustain and he would look at a breakeven point.

There should be a financial model that will fund this store for the first 6 months, after this period it must self-sustain, so the manager should have run this store positively and the income can start being yielded, because it's not an infinite process (R5)

Ultimately, for this retailer, the institution must take overall responsibility and he would be prepared to pay an initial fee.

Respondent 3 believes that a till system can be set up with costs per retailer. The store could print out what each retailer has sold and make payment once a month to each retailer.

Respondent 4 stated that any normal store would have housekeeping and security. If model 4 was used, then the retailer would take full responsibility for housekeeping and security. But if model 3 was used, then he would expect the university to pay 50/50.

Respondents 6 and 7 felt strongly that because the purpose of the retail store is for training, the university should come up with the investment, they would definitely not invest in the store. They argued that they were already investing by sending their bursary funded students to the university.

So we are already investing so would they want us to invest more? (R6)

They believed that housekeeping and security should be supplied by the university.

4.3.4 Target market, trading times and products

Respondents 2, 3, 4, 5, 6 and 7 agreed that their target market would include lecturing staff at the university, administrative staff and students. Respondents 6 and 7 however argued that at this stage the university needed to identify three things; the model, then operations/partnerships and then the survey to get an understanding of the campus.

I need to know the customer (the age group etc), because if you're going to go with any brand, they might have sub brands. I can't go and plug in my top-end brand whether it's going to sell or not. I gave the guys feedback, I said please give us that (info), then number 2 let's go to the model and then...(R7)

Respondent 2 felt that trading times should be in line with those at the university. She feared unnecessary risk and theft if the store was to open when the university was closed. Respondent 4 on the other hand voiced concern about the trading times and argued that you cannot have a store closed in the retail world. He suggested that as this particular store is situated close to the edge of campus,

you could have a control system whereby the students access the store from campus, but public can enter from the other side. That would give the retailer more justification to

invest because I now have some possibility that I might be able to trade during the closed season (R4)

He further suggested that the university open their residences up to holiday makers for rent during the closed season. The store would then also have trade during the holiday periods. Respondent 3 expected students to work at her stores on the weekends as part of their workplace learning.

Respondents 5, 6 and 7 did not comment.

Respondents listed varying services they could offer. Respondent 2 listed air time, bus tickets, money transfers, travel tickets and computicket as some of the services they would offer. She also listed groceries and items for special events as part of her repertoire of services.

Respondent 5 stated that his stores were individually owned and it was an issue of trust so he was comfortable with others having access to his brand. Some of the products he would stock would be fresh produce to keep in the fridge such as juice and yoghurt. He also felt that product prices could be similar as we need to create some form of competition.

Competition is not bad... The idea is to teach the learners, they should say competition is an opportunity for us to do better – because you're growing, they're growing managers, they're growing supervisors... you can't go out there being scared of competition (R5)

Respondent 3 stated that in model 2 each retailer would get a category of what to sell so it's not competitive. She was against competition and stated that each retailer would sell a different kind of product range. She suggested stocking products such as locks, torches, bulbs and mini screwdrivers, things that students would use at the residence.

Respondent 4 was happy with competing for similar products. His company had a loyalty programme that would pick up trends of customers within 3 to 6 months. He had various express stores that ran on the same principle so was comfortable with competing brands and products.

Respondent 6 and 7 stated that they would stock more food products. They would focus on house brands to avoid taking on brands that other retailers might consider.

4.3.5 Mentors and work integrated learning

Respondent 2 stated that the size of the store would determine the work integrated learning activities. She stated that one mentor could look after all the students or each retailer would need to have an accountable person for their retail spot. This mentor or branch manager would sign off the logbook activities. The mentor could also be a retired branch manager. She was in favour of one person taking responsibility and it did not matter if the person was from her retail company or from any of the other retail companies.

For us it's a collaboration process here. You still want your brand and you want your business and all of that, that's perfectly fine but you are collaborating for a learning purpose. When he or she goes into your store, that's a different matter, then that's your

specific stuff that you're going to teach them, when they come to do their workplace experience in your physical store. That's how I see it (R2)

Her vision of the work integrated process is that students would have access to all the little stores in the 'mini mall' and the whole environment would be a learning environment for the students.

The specific stuff around your brand and who you are, the student will learn when he or she comes to your store, because we will have the learning component, let's say the practical component will happen within the mini-mall and the workplace experience component will still happen within the stores of the different retailers (R2)

She also recommended that students not get a stipend for the practical component which involves working at the store on the university campus but for the workplace component of the programme which would occur at the retailers stores.

Respondent 5 stated that he was willing to provide mentorship. He maintained that there should be a sustainable plan because whilst the relationship is permanent, the actual funding is time framed. The store manager could be funded for a specific time and should sign off the logbook.

Portfolio of evidence should be designed to cover assessment criteria. Learners will be exposed to what is required. Further integrated learning can be provided in actual stores (R5)

He argued that they are building the store for the practical component of the qualification. When this training is over, the students would be hosted for the work integrated learning component at their stores.

That's why we're supporting this, we're supporting this big (referring to the small space) ...that purpose would be served here. But then when you're finished with that, we're happy to host the learners back at work (at the stores) for the workplace experience. So this would have to be exclusive in terms of what it covers, in terms of the material...(R5)

Respondent 3 stated that the work integrated learning process at the campus store would depend on the model chosen. Her intention was to build long term relationships with the students.

Our intention here is to build a long term relationship with the students that work within our department. That particular student would get exposure to our stores on weekends and holidays, they'd do their internship there, and then they'd come into the business when they graduate on that work integrated learning year. Throughout the process they'd then start getting an idea of how our business works the different kinds of products on a small scale and then throughout the two years (so the first year we'd actually do the selection for the next year, year two, and then it would kind of be like a succession into ...) so it's a holistic training process, a pipeline into the business to get graduates of good quality, but it would start with this process as well (R3)

Respondent 4 stated that the manager would be the mentor and they would pay the person if they took him/her on for the role of mentor. He felt strongly that this study could not comprise of the workplace component.

if you've got a workplace component, you would never have got away with model 1 or 2, because it's not a workplace if it's only the shelves (R4)

He felt that the implementation of a store on a university campus could work if the store was large enough.

I like the retail store because I believe it can give us the retail manager that we want if they are involved, they can have weekly meetings, report back to the class, they can actually understand the mechanics of the business, how it grows, we're not making it, maybe we guess the wrong range, that kind of stuff. Whereas your lower student, the guy who must learn stuff like shelf packing, the answer for me doesn't lie in this it lies in actual stores (R4)

Respondents 6 and 7 stated that work integrated learning would work if it was based on a logbook that covered everything. The model chosen however would determine what is put into the logbook.

Respondent 9 envisaged a maximum of two retail stores in the allocated space each with qualified retail managers and supervisors. He stated that two students could work in each retail store, therefore four students in total for three months each (= twelve x four students per annum would give you forty-eight students per year). He said that the retail store manager or the department manager would be best suited to sign off the logbook.

Respondent 11 stated that the number of students who could work in this retail store could only be determined by the type of model chosen. She suggested five students at a time for four hours per day times the number of days per term for four terms per year. The logbook would be signed off by the supervisor and assessed by the relevant lecturer. Respondent 12 felt that the roles/ tasks performed by students in the retail store should be aligned with the syllabus. She suggested that the shift cycles for time spent by students in the store could be two weeks. Respondent 13 suggested that work integrated learning needs to be scheduled as part of the academic programme and that possibly ten to twenty students could be involved, depending on the number of retailers. The logbook would be signed off by the retailer at the store and then by the relevant lecturer. Respondent 14 suggested that five students could work at a time for periods of ninety minutes. Respondent 15 envisaged the theory that he taught in class being practised in the store and about eight students working there at one time. Respondent 16 stated that the logbooks should be done by an external person or teaching assistant as the lecturer will be off site lecturing. Respondent 17 suggested that three students work at the store per week. Respondent 18 suggested using a group size of six to eight on a revolving two-week block. Respondent 19 stated that the store should only be used as a component within the major subjects taught at the

university i.e. Retail Business Management and Business Management. As the store is small in size, he suggested a maximum of five students being placed in the store at a given time. The manager of the store would sign off the logbook.

4.3.6 Stakeholder concerns

Respondent 6 and 7 stated that it would help if the model was already defined, then the retailers would be able to respond. The model would determine the way ahead for this project. She argued that at this stage the university needed to identify three things; the model, then operations/partnerships and then the survey to get an understanding of the campus.

I need to know the customer (the age group etc), because if you're going to go with any brand, they might have sub brands. I can't go and plug in my top-end brand whether it's going to sell or not. I gave the guys feedback, I said please give us that (info), then number 2 let's go to the model and then...(R7)

The respondents were reluctant to comment further and stressed that they could only give their personal opinions and did not speak on behalf of the retailer.

Respondent 2 noted that competition would come into this from an operational point of view. She argued that there would have to be a lot of lobbying from the HR people in the business to make sure that the operators understand what the purpose of setting up this store is at the university.

it's not really there to make money...even though it's a trading store I think it's important that they understand it's for teaching purposes. So that's a potential risk (R2)

She then queried what learning would there actually be for the student and emphasised the importance of a logbook that guides this process of learning.

Respondent 5 expressed concern about continually having to pump money into the store and stated that it needed to self-sustain. He also expressed concern about the retail staff at the university who he argued needed hands on experience in retail. He wanted the lecturers to spend time in a retail environment and actually get retail experience because many are academics and do not have this experience. His biggest concern however was who would take ownership of this project.

I wonder if we're going to get to this place where we agree as to who runs what in the store because now we're got CPUT saying you guys should take ownership, and retailers are saying we're going to set it up but you take ownership, so that's my biggest concern – that we'll get a middle ground there (R5)

Respondent 3 also questioned who will take ownership of the project from start to finish and take the risk. She argued that it cannot be a never ending hole where the retailers are pumping stock into it. She queried what the university was going to do with the practical component.

In my opinion, what they're doing now is they're allowing the retailers to tell them what they want, rather than saying this is what we need to take place, this is how we think it should take place, which are the retailers who would be interested and how do they want to see it work. So the idea of how they want it needs to come from the University and then it's a case of this is the plan, who would like to be involved, how do we do it, how do we work it out, rather than saying, these are the five retailers and what do you want? Because we're all going to have conflicting ideas about how we want it... so CPUT needs to say this is the model they want, this is why they want it, this is how it will work with the students, the practical component, and then how do we work it so we get to that model (R3)

Respondent 4 admitted that they did not realise that for a part of the time, the campus is closed due to the holidays.

that's not normal for a business, to go into hibernation and then re-open again 3 months' later kind of thing (R4)

His main concern however was on the actual learning, the calibre of student who studies retail. He wants students who understand the mechanics of the business, students with spirit who can be trained to be retail managers. He expressed disappointment with students from the university.

We get youngsters from CPUT and in fact they can't even organise a file, I get these placements and I get angry, because they literally bring you a mess, and I say 'you want to run a store with millions in turnover? You can't even organise...'(R4)

Respondent 4 was also concerned about the amount of time and paperwork that was needed for these placements. He argued that students who come in for their placement had no idea what to do or what they were supposed to do. This was concerning for him as he believed that the students are pitched at the wrong level and the assignments are pitched at the wrong level.

You give a guy that's first-year an assignment 'design a skills plan for your company that you're visiting', who is going to show you that? It's a complex thing, you're not going to take some first-year and put him next to our national guy while he's spending weeks doing a skills plan, it's complex...Were I a lecturer, I'd say, give me a mock skills programme as you perceive it to be, but to do it with the company is never going to be achievable... and there's various other examples... I think the lecturers are out of touch with what we do (R4)

Respondents 2, 3, 4 and 5 expressed concern at how the store could service the learning of about 800 students who go through the retail department each year. Respondent 3 speculated that the students would perhaps need to spend a month at the most in the store on campus and Respondent 4 stated that if all students were to spend time in the store it would not work – each would spend maybe an hour at the most. Respondents 6 and 7 gave no comment.

Respondent 9 expressed concern about the lack of clarity regarding the collaboration between lecturers and the retail store management, and for work integrated learning requirements and quality assurance.

Respondent 10 stated that she would support a model that covered the various departments with a typical retail store. These departments should mirror the full scope of a typical store including all the complex workplace activities such as procurement, management of pricing, despatch and delivery, the proper management of inventory, credits and returns, working with suppliers, drafting of reports, management of profitability, sales and promotions, management merchandising, health safety, labour relations, recruitment etc. If a students' workplace experience is not properly structured and simplistically covers only basic tasks, then there is no point developing a retail store for workplace experience. She argued that at Management level (or below) every trainee should receive the full scope and depth of training that he or she would receive if taken on as a Trainee Manager for a large retail chain. The real challenge for her was to create a generic but valid experience for a student in the practical campus workplace that is equal to experience gained at a larger retail chain. She expressed concern because University and FET lecturers do not have practical workplace experience within the retail environment hence they cannot be responsible for practical training. She argued that in order for the practical campus training to have any validity whatsoever, a mandatory requirement that facilitators/assessors etc need to be sourced from the retail sector needs to be implemented.

No person who has not been a Manager in a Retail environment should be responsible for the practical Training of Retail Managers (R10)

Respondent 12 was concerned about the shift cycle allocation versus the student workload. She also voiced concern about the supervisors'/ retail managers understanding of the entire syllabus to ensure proper judgement of student performance. Respondent 13 was concerned about theft and how this would be controlled in the store. Respondent 15 was concerned about the scheduling of times in the shop and them clashing with lecture times. Respondent 16 was concerned about the logistics of the project and who would manage it. Lecturing staff already had a full schedule and would not be able to manage a project of this scale. Respondent 18 expressed concerns around security, control, accountability, management of the store and suitability of size. Respondent 19 was concerned about how to ensure that all 200 students who attend classes in the retail department would get exposure to learning in the store, clashes in time tables and how meaningful an experience this would be for the student.

4.3.7 Criteria for experience as stipulated by retailers

Respondent 2 advised that students need to be able to analyse, problem solve and have financial acumen as minimum criteria for experience before they can be even considered for a senior position in retail. Respondents 3 and 5 would expect students to have completed a degree before

they could be considered at managerial level. Respondent 4 argued that managers would need a BComm at the least if they were to run a store that makes billions.

4.3.8 Possibilities of using the store for research purposes

One of the aims of the retail store on the university campus is to open it up for research purposes and to enable students, staff in the retail department, staff at CPUT in general and the retailers themselves to use it to conduct research. All respondents stated that the store on campus could be used to conduct research; Respondent 3 however stated that it would be difficult to use the store for research purposes because it was not their target market. Respondent 5 maintained that they could test a product and would want to be perceived not by a price perspective but by a quality perspective. Respondents 6 and 7 stated that only a selected audience may be researched so this would not be a thorough research market. Respondent 4 already had a reliable tool to determine trends and shopping habits. R20 maintained that he would not use the store for research purposes as the target market is very limited and narrow.

I personally would not want to use it as I don't think the results would be very accurate for a retail business. Students can use it to practice doing research (R20)

The concept of students using the retail store on campus to practise doing research is not always reliable but is quite effective as a mechanism to alert you of trends, issues, and impressions (Casilio,1991).

Possible research areas, as given by some of the stakeholders are listed in Table 4 below.

Possible research areas	2 nd year	3 rd year	Post grad years	Industry	Retail depart- ment	Other depart- ments
Define a customer profile of a retail business	x					
Research the policy and procedures for the successful development of products/ services for retail business.		x		x		
Research an effective quality control system for a retail business that has been developed				x		
Changing the face of the SME retail industry: its growth, challenges and opportunities			x			x
Conduct market research...						
Determine what products need to be bought for the retail store by doing market research		x				
Report on a research problem in the retail environment		x	x			
Retail Atmospherics: How does the retailing environment influence shopping behaviour?						
Research and define a problem in the retail environment		x	x			
Customer Service: How do consumers actually perceive the modern customer service experience? How can this be improved?	x	x				
Male/Female Shopping Behaviours: How do men and women shop differently? How do retailers cater for these differences?			x			
Unethical Consumer Behaviour: How can we measure unethical consumer behaviour? How can organisations measure and manage this?				x		
Analysis of shopping habits amongst learners at CPUT	x					x
Observation of customer behaviour	x	x		x	x	
Testing different prices/ promotional materials		x		x	x	
Carry out surveys on...	x					
Independent Retail Customer Service: Do small retailers have better expertise and closer relationships with customers and therefore a better experience? How can small retailers improve their service?						
The effectiveness of work integrated learning at a university of technology.						
The extent to which store location influences consumer buying behaviour. Compare a store within the retail store and the same store located at one of the 'real 'malls.						
WIL as an education intervention						
The effect of marketing and advertising on annual sales made by the store.						
The transfer of knowledge: from theory to practice						
WIL initiatives at tertiary institutions						
Perceptions of how students manage stress						

Table 4: Stakeholder suggestions for possible research areas

4.3.9 Retail qualifications

The following retail qualifications were examined for the purposes of this study:

Retail Business Management (RBM)

Retail Store Manager (RSM)

Chain Store Manager (CSM)

These qualifications were identified by the Retail Department as programmes that were currently (and some would ultimately be) offered at the university. The main areas of retail activities required on operational, supervisory and managerial levels were identified in the work experience module sections within each qualification. These retail activities were split between the three educational levels offered at the university to students in the following way:

Operational level – first year of study

Supervisory level – second year of study

Managerial level – third year of study

4.3.10 The retail work experience logbook

The aim was to put together a retail work integrated learning logbook that would encompass all the retail work experience activities that a student could experience at operational, supervisory and managerial levels in their three years of studies. As each retail qualification varied in scope and evidence requirements, it was hoped that a generic retail work integrated learning logbook could be put together. This logbook could then be adapted by the retail department to suit the particular programme the student is studying. Further, it was hoped that the retailers who take in graduates for the workplace component of their studies would also use the logbook or inculcate the tasks noted in the logbook into their workplace training schedules.

The activities noted in the logbook took into consideration the scope of work experiences and supporting evidence of all the qualifications with specific reference to the Retail Business Management Diploma (RBM) currently on offer at the university as requested by the head of the retail department at the university. The project spec decrees that the main areas of retail activities be split into the operational, supervisory and managerial levels – year 1 to year 4. The fourth year BTech programme had fallen away so the RBM was split into 3 levels. As it was essential that this logbook be used in the retail store to be developed on the university campus, it had to be adapted to suit the particular requirements of the retail store. The store would be relatively small and many of the requirements as listed in the workplace component section of the qualification could not be done for logistical and practical reasons.

Finally, four logbooks were designed to incorporate the evidence requirements that integrated the knowledge and workplace component of the curriculum. The first three logbooks would be used by

students in their first, second and third year of studies respectively. They comprised of work experience activities to be completed and signed off by the Mentor and/or store manager at the retail store on campus

- Logbook 1st year Operations
- Logbook 2nd year Supervisory
- Logbook 3rd year Managerial
- Logbook Combined – progression of learning

(Refer to Annexures D1, D2, D3 and D4)

The fourth logbook (Annexure D4) is a template in which the retail lecturers could include the knowledge component taught in class – the class assignments to be completed for the relevant subject could be linked to the activities listed in the logbook. Students, lecturers and retailers could also explore research possibilities linked to the activities listed in the logbook. This could form part of the knowledge or practical component of the curriculum and be used for class assignments. This logbook includes the work experience activities to be completed and signed off by the Mentor and/or store manager at the retail store on campus.

A draft copy of the logbook which included a theoretical and research component was sent to the lecturing staff at the university. The head of the retail department requested that they give their input and correlate their class theory to the activities in the logbook. Hence, if they were to give the student, for example, an assignment on customer service, then the student could use the retail store and the experiences therein to complete the assignment. The student could also be assessed on the assignment. The lecturers were thus asked to write in the assignments or activities they would complete with their students in class and ensure that the practice of it was done in the retail store. Six lecturers responded with feedback on the logbook. One gave feedback that was required and listed activities and tasks that correlated with the subjects she taught.

Assignment (linked to curriculum in relevant subject):

Critically evaluate the customer checklist to identify its usefulness or shortcomings as a tool for evaluating customer services. If there is no checklist available create one (R11)

Assignment (linked to curriculum in relevant subject):

Write a report evaluating the resolution process of 3 customer queries that you were involved in (R11)

Two gave feedback in the logbook that focused on the activities required but more explanation is needed.

Assignment (linked to curriculum in relevant subject):

submitted to Lecturer (R12)

Three gave general feedback on the logbook and one gave feedback on the curriculum content.

We need to think about an option where the supervisor does opt have to do Admin ((R13)

Where was this sourced, that is, what document was used to generate this paragraph?

This is not covered in the cluster (R16)

The feedback, specific and general were incorporated for most part into the logbook.

4.4 CONCLUSION

The purpose of the discussion and results is to understand the perceptions of the retailers, lecturers and other experts regarding the implementation of work integrated learning on an academic campus. The feedback from retailers, lecturers and experts reflect similar yet varying opinions on how students can gain the work experience and research required for their studies. The discussion describes the stakeholders involved with the project; the retailers who expressed an interest in the opening of a retail store or mini mall on the university campus, lecturers who work in the retail department at the university and who need to ensure that the theory they teach in their classrooms is practically implemented in the retail store thereby enhancing the concept of work integrated learning and, other retail and skills experts. The findings of this study are listed in the results section. Common themes from the interviews and questionnaires have been identified and listed under specific headings that sum up the commonalities and differences found.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

The conclusions in this chapter emanate directly from the interviews conducted and questionnaires submitted to five retailers who expressed an interest in participating in the opening of a retail store on an academic campus, retail lecturers and other experts in retail and skills. The sole purpose of the store is to promote work integrated learning thereby combining the academic/ theoretical component of the university teachings with the practical/ workplace component of the retail store. This retail store on the university campus would give students at the campus the practical experience that is needed for their retail-learning programme and introduce them to the work integrated component of their learning. It would also serve the retail needs of students and others who might wish to purchase basic food items such as snacks and treats in and around the campus area and, it could be used by students and staff at the campus to conduct research.

The respondents were asked to share their views on the four models offered by the university on how the retail store could be established, managed and run. They were also asked to give their input into a logbook that would be used in the retail store to facilitate work integrated learning and to share their thoughts on how effective the store would be for research. The aim is to enable students to get research experience at the various levels of their studies, for retailers to use the store for researching customers and retail practises and for university staff to use the store for research purposes.

The conclusions noted here summarise the results given in the previous chapter.

5.1.1	Objective 1: Develop a workplace experience model for retail students to gain experience by working in the retail store at CPUT campus
	<ul style="list-style-type: none"> Three qualifications were identified by the Retail Department as programmes that were currently (and some would ultimately be) offered at the university. For the purpose of the logbook, the main areas of retail activities required on operational, supervisory and managerial levels were identified for the work experience module of the Retail Business Management Diploma (RBM) currently on offer at the university as requested by the head of the retail department at the university. The retail activities were split between the three educational levels offered at the university to students; Operational level aimed at a student's first year of study, Supervisory level aimed at the students second year of study and Managerial level, the third year of study. The project spec decrees that the main areas of retail activities be split into the operational, supervisory and managerial levels – year 1 to year 4. The fourth year

	<p>BTech programme had fallen away so the RBM was split into 3 levels.</p> <p><i>Refer to Annexures D1, D2, D3 and D4 – Logbooks for year 1, 2, 3 and the combined Logbook indicating the progression of learning.</i></p> <ul style="list-style-type: none"> • Respondents agreed that the minimum criteria for experience in retail would be a degree. Managers would need a BComm at the least if they were to run a store that makes billions and staff need to be able to analyse, problem solve and have financial acumen as a minimum criterion before they could be considered for a senior position in retail • A sum up of the feedback received indicates that students should complete at least forty hours of work (five work days) at the retail store. This time would be scheduled by the Programme Coordinator and student. The student will also have to complete a timesheet indicating when they arrive and leave the store. <p><i>Refer to Annexures D1, D2, D3 - Logbooks</i></p> <ul style="list-style-type: none"> • As the store is relatively small, many of the requirements as listed in the workplace component section of the qualification could not be done for logistical and practical reasons. One of the aims of the logbook was to integrate the class theory with the practical workplace – it was thus necessary for the lecturers to give their feedback on the logbook and to complete the activities in the Evidence, Assignment and Research <i>Evidence requirements</i> section of the Logbook. Feedback from many of the stakeholders were not forthcoming and the feedback that was received, but for one, was generic or incomplete. <p><i>Refer to Annexures D1, D2, D3 and D4 – Logbooks for year 1, 2, 3 and the combined Logbook indicating the template that retail lecturers could use to list their class assignments and the possible research that could be done at the store.</i></p>
5.1.2	Objective 2: Develop a model for using the store for research purposes
	<ul style="list-style-type: none"> • All respondents stated that the store on campus could be used to conduct research but the type of research that could be done would not always be scientific research. Respondents, both retailers and lecturers, stated that only a selected audience may be researched so this would not be a thorough research market. It would be difficult to use the store for research purposes as the target market is very limited and narrow. Students could however, use the store as an introduction to research practises and to practice their research skills. Informal research then cannot be relied upon for major decisions, but is quite effective as a mechanism to alert you of trends, issues, and impressions (Casilio,1991). • Retail lecturers and experts listed various topics that could be researched at the store

	<p>– refer to list of research topics in Chapter 4.</p> <ul style="list-style-type: none"> • A research component has been incorporated in Addendum D4. This combined logbook serves as a template for retail staff and examines possible research areas that could be explored at various levels in the programme.
5.1.3	<p>Objective 3: Develop a model for the establishment, management and running of the store</p>
	<p><u>Facility designs and Structures</u></p> <ul style="list-style-type: none"> • Respondents felt that it would help if the model to be used at the store was already defined. • Four models were available for the retail store on campus. Evidence indicates that all five retailers chose a different model as their preferred choice bringing a completely diverse and challenging perspective to the fore and also questioning whether the differences in each model were actually understood. <p>Respondent 2 preferred model 3</p> <p>Respondent 5 preferred models 1 and 2</p> <p>Respondent 3 preferred model 2</p> <p>Respondent 4 preferred model 4 and</p> <p>Respondents 6 and 7 preferred models 3 and 4</p> <p>The retailers chose specific models because some did not want any form of competition whilst others saw competition as essential in retail.</p> <ul style="list-style-type: none"> • Respondents were concerned because for work integrated learning to take place, a store needed to be large enough so that the student can get exposure to all aspects of learning. • All respondents agreed that their target market would be the students at the university and lecturing and administration staff. • Feedback on trading times varied amongst retailers as some felt that the times of trade at the store should be the same as the start and closing times of the university. Others feared unnecessary risks if the campus was closed and the store was open and suggested that they would want students to work at their stores on the weekend if the campus was closed. Certain respondents' felt strongly that it was not normal for a retail store to go into hibernation and be closed for long periods when the university was closed and suggested keeping the store open and having a control system whereby students could access the store from the campus and the public could enter from another side.

	<ul style="list-style-type: none"> • Respondents were concerned about the scheduling of times in the store and if they would clash with the lecturing hours. • Respondents queried how much quality learning the student would be able to get in a store as small as this and emphasised the importance of the logbook in guiding this process.
	<p><u>Finance and Responsibilities</u></p> <ul style="list-style-type: none"> • Evidence indicates that all respondents agreed that housekeeping and security at the store be the responsibility of the university. Respondents however maintained that if model 4 was used then they would take full responsibility for housekeeping and security. Respondents were still concerned about theft and how this would be controlled in the store. • Feedback on the till points was diverse in that one respondent felt that each retailer should be responsible for their own invoicing whilst the rest of the respondents recommended that one pay point be used and that purchases be reconciled at the end of the day. • Respondents agreed to make an initial investment as start-up costs but felt strongly that the retail store model needed to self-sustain after a certain period. One retailer was not prepared to pay toward start-up costs or initial investments, as they argued, the store was set up for training and they were already investing in it by sending their bursary funded students to it, so why would they want to pay more. • It was accepted that the non-profit coffee shop at the university would have the overall management of the retail store. It was agreed however that the retail store would be managed by a board which would comprise of representatives from the non-profit coffee shop, the university, students and retailers. The board will then make decisions on how to run the store so it meets the requirements of all retailers. • Respondents were wary of how their operations and finance departments would react to the store functioning at full capacity and selling products yet not necessarily making a profit. They needed to lobby carefully from an HR perspective to make sure that the operators understand what the purpose is of setting up this store at the university.
	<p><u>Involvement of stakeholders</u></p> <ul style="list-style-type: none"> • Respondents were concerned at how the store could service the learning of 800 students who go through the retail department each year. As the number of students placed would depend on the model chosen at the retail store, varying numbers on placement were given by respondents.

	<ul style="list-style-type: none"> • The calibre of the retail student from the university was questioned as students, it was argued, did not understand the mechanics of business. • The retail lecturers were concerned about the mentors' knowledge and understanding of the syllabus to ensure proper judgement of student performance. • Retailers and other respondents argued that University and FET lecturers do not have practical workplace experience within the retail environment hence they cannot be responsible for practical training. They argued that in order for the workplace component to have any validity whatsoever, a mandatory requirement that facilitators/assessors etc. need to be sourced from the retail sector needs to be implemented • Evidence indicates that the university made every effort to build strong partnerships with industry in order to promote the expansion of workplace training opportunities. The White Paper for Post School Education and Training (RSA, 2013) maintains that universities should try to build strong partnerships with employers in order to promote the expansion of workplace training opportunities especially in qualifications that depend on work experience. The proposal given at the retail stakeholder meeting discussed the business model for the establishment, management and general running of the retail store. The proposal also briefly discussed the possibility of using the retail store for research purposes and for the development of a workplace experience model for retail students to gain experience in the retail store at the CPUT campus. The meeting convener stated clearly that as this was a new concept for the university and that they did not have the answers, hence feedback from the retailers was imperative as a project such as this required partnerships and discussion. • The discussion on practical skills and work components of learning indicates an overlap in definitions and shows how some stakeholders use the terms interchangeably without consulting the actual requirements of the curriculum.
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5.2. IMPLICATIONS AND RECOMMENDATIONS

5.2.1	Objective 1: Develop a workplace experience model for retail students to gain experience by working in the retail store at CPUT campus
	<ul style="list-style-type: none"> • All retailers were adamant that the minimum criteria for experience in retail in their stores would be a degree. They also emphasised the need for managers to be able to analyse, problem solve and have financial acumen as a minimum criterion before they could be considered for any senior position in retail <p><i>Recommendation 1: The university should focus on developing and implementing</i></p>

	<p><i>programmes such as the Retail Store Manager and the Chain Store Manager to ensure that potential managers receive specialised training in retail.</i></p> <p><i>Recommendation 2: The retail department at the university should ensure that the retail management programmes offered also teach the critical cross field outcomes in depth as the retailers list this as necessary skills for the retail manager.</i></p> <ul style="list-style-type: none"> Although the feedback received gives varying hours of work placement which can be summed up to students needing to complete at least forty hours of work (five work days) at the retail store, the actual number of hours to be spent at the retail store on campus can only be decided when the final model for the store has been chosen and after the retail lecturers have decided how long they would want their students to work in the store. <p><i>Recommendation 3: The retail department at the university should determine the number of hours they would want students to work in the retail store. They need to consider the size of the store on the campus, how much work can realistically be learnt and ensure that there are no clashes in the student timetable.</i></p> <p><i>Recommendation 4: The retail students should choose the days he/she would want to work at the store on campus after consultation with the timetable and communicate these dates to the Programme Coordinator. The student would also have to complete a timesheet indicating when they arrive and leave the store.</i></p> <ul style="list-style-type: none"> The retail store at the university campus would be relatively small, hence the type of activities that the student may be able to complete while on his/ her work placement at the store would be limiting. The concept of integrating class theory with the world of work in work integrated learning may then be a farce. The purpose of the logbook is to provide evidence of learning that has taken place in the workplace. <p><i>Recommendation 5: As the logbook is supposed to guide the process of work integrated learning in the retail store on campus, it needs to be adapted by the lecturers at the retail department to suit their needs as they know the theory they teach and the assignments and other homework that students are given and how this can be integrated into the world of work. Further, they know the limitations of the store in terms of size and logistics and will be able to isolate the most important aspects of learning to be completed by their student in the store. The general logbook as presented in this study could be used as a template to ensure consistency in presentation from all lecturers.</i></p>
5.2.2	Objective 2: Develop a model for using the store for research purposes
	<ul style="list-style-type: none"> Although the quality of the research that could be done at the retail store on campus is questionable the idea of conducting research should not be dismissed.

	<p><i>Recommendation 6: Students at 2nd and 3rd year levels and lecturers from the various departments at the university should be encouraged to conduct informal research as suggested by Geidt (1998). The traditional concept that research is only research if it is scientific is not true. Informal research is quite effective as a mechanism to alert you of trends, issues, and impressions (Casilio,1991). This then may lead to more formal and scientific research processes.</i></p> <ul style="list-style-type: none"> ○ <i>Lecturers should ensure that students are given class assignments that require them to integrate the research with the work being done at the retail store. Students should be encouraged to go out to conduct informal research at the retail store or on the university campus in general.</i> ○ <i>Lecturers from the retail and surrounding departments and retailers themselves may be able to use the store to conduct research. They should however always be aware that their results would just be an indication of trends, issues and impressions and that more formal scientific research process may be required.</i> ○ <i>Using the store for informal research could also be cost effective in that the informal research conducted could determine if further research is needed or if the idea should be rejected. Further research would then require scientific research processes and this requires time – and time is money.</i>
5.2.3	<p>Objective 3: Develop a model for the establishment, management and running of the store</p>
	<p><u>Facility designs and Structures</u></p> <ul style="list-style-type: none"> • All respondents had preferred different models and felt that it would help if the model to be used at the store was already defined by the university. <p><i>Recommendation 7: It is recommended that draft models 3 or 4 would be most suited to this venue in that an independent store would be established. The interested retailer/s would run the shop in conjunction with the non-profit coffee shop (Model 3) or simply run the shop on their own if Model 4 was chosen. The space would then be completely neutral and non-competitive.</i></p> <ul style="list-style-type: none"> • As the target market is very narrow and the trading times are restrictive in that they are dependent on the opening and closing of the university, the implication is that the potential returns in terms of learning and profitability are very small. The concern the retailers fear in terms of risks is understandable. The project however is about learning and not about operations and profit centres. <p><i>Recommendation 8: The target market as identified by all respondents would be students</i></p>

	<p><i>at the university and lecturing and administration staff. It is recommended that the target market be researched and reviewed every month. The trends should be noted and results implemented into the daily running of the store.</i></p> <p><i>Recommendation 9: It is recommended that the store run in accordance with the university times. If and when interest amongst people living in the surrounding areas is established and security at the campus is able to manage the extra traffic, only then should the trading hours at the store be lengthened.</i></p> <ul style="list-style-type: none"> • The varying range of products each retailer could bring to the shop indicates that a variety of different products would be available to the target market. This variety of products implies confidence in each brand, healthy competition amongst retailers and a regular turnover of products based on the suitability of the target group. <p><i>Recommendation 10: The retail store could (regardless of the model adopted) stock a variety of different products suitable to the target market.</i></p>
	<p><u>Finance and Responsibilities</u></p> <ul style="list-style-type: none"> • All respondents agreeing that housekeeping and security at the store be the responsibility of the university is an indication that this must be taken seriously, even if some retailers offer to take full responsibility for this. <p><i>Recommendation 11: It is recommended that the university take full responsibility for the housekeeping and security at the store on campus. If the retailer/ retailers want(s) additional housekeeping and security measures, over and above what is already offered, then this should be done at the retailers own cost.</i></p> <p><i>Recommendation 12: A monthly report should be provided to the board in which security gaps have been noted and updates and improvements recommended. This will also alleviate concerns by stakeholders.</i></p> <ul style="list-style-type: none"> • Respondents gave varying suggestions on how cash-ups could work at the store. <p><i>Recommendation 13: The recommendation that one pay point be used and that purchases be reconciled at the end of the day is the most suitable in terms of keeping control of finances within the store.</i></p> <ul style="list-style-type: none"> • Most respondents agreed to make an initial investment as start-up costs as a show of good faith. This cost however needed to be capped. <p><i>Recommendation 14: The board needs to consider how this can benefit the development of the retail store and how the process should work. They should accept 50% from the retailer/s concerned for the first 12 months. This money could be used as a back-up fund</i></p>

	<p><i>should any unforeseeable emergencies occur at the store.</i></p> <ul style="list-style-type: none"> • It was accepted that the non-profit coffee shop at the university would have the overall management of the shop. <p><i>Recommendation 15: The board would need to draw up a contract with the non-profit coffee shop on exactly how they will manage the store. The contract should be drawn up by an attorney and cover all aspects of management and budgets.</i></p> <ul style="list-style-type: none"> • It was agreed that the board would work with the coffee shop in terms of managing the retail store, but the coffee shop would maintain the day to day running of the store. <p><i>Recommendation 16: It is recommended that the board comprise of representatives who are staff from the university, senior students, retailers and from the coffee shop.</i></p> <p><i>Recommendation 17: Meetings should be held every month for the first 6 months and there after every 2nd month once the operations run smoothly.</i></p> <ul style="list-style-type: none"> • Respondents were wary of how their operations and finance departments would react to the store functioning at full capacity and selling products yet not necessarily making a profit <p><i>Recommendation 18: The staff in the Learning and Development departments of the large retail stores need to put together a plan of action which they can use to sell the idea of investment to their operations staff. The university should endeavour to help with any information they may require.</i></p>
	<p><u>Involvement of stakeholders</u></p> <ul style="list-style-type: none"> • There was general consensus that the store manager would serve as mentor to the students and sign off their logbooks. Many lecturers were concerned about the mentors' knowledge and understanding of the syllabus to ensure proper judgement of student performance. <p><i>Recommendation 19: The store manager/ mentor could be a retired branch manager. The board should ensure that mentors have the ability to understand an academic curriculum and the work required from the student in the logbook.</i></p> <ul style="list-style-type: none"> • The calibre of the retail student from the university was questioned as respondents felt that students did not understand the mechanics of business and the lecturing staff did not have hands on experience in retail hence they could not offer their students proper training. <p><i>Recommendation 20: One of the ways of ensuring that a better calibre student goes out</i></p>

to industry would be through this model of workplace experience and operations of the retail store. Thus, there should be more collaboration between the retail department (lecturers) and the major retailers' in order to ensure that lecturer professional development occurs. This will also ensure that the retailers are kept up to speed on academic trends in retail at the university.

Recommendation 21: Respondent 5 offered lecturers in house instruction on practical retail at his super store. The university should seriously consider this offer.

- One of the findings of the study indicated that academic institutions are reaching out to industry in an effort to form partnerships for the implementation of work integrated learning. One retailer reached out and offered the retail staff at the university hands on experience in retail as part of their professional development.

Recommendation 22: This relationship needs to continue if successful work integrated learning is to occur. The university should invite retailers and other stakeholders to campus at least once a year and give them feedback on the qualifications they are offering and the placement programmes that will be offered to students throughout the year. At the same time, more retailers should offer the academic staff hands on sessions in retail to assist with their teachings.

- The discussion on practical skills and work components of learning indicates an overlap in definitions and shows how some stakeholders use the terms interchangeably without consulting the actual requirements of the curriculum. The retailers are confident that this retail store would introduce the student to retail during the course of their study – all referred to this as the students' practical work component. The student would, they argued, get the real experience when they complete their work experience component with them toward the end of their retail study.

Recommendation 23: The university stated at the focus group session that students would be exposed to the work integrated component of the curriculum at the retail store on campus, not the practical component. They need to ensure that all stakeholders are given clear definitions of these terminologies to avoid future confusion.

5.3. LIMITATIONS OF STUDY

The White Paper for Post School Education and Training (DHET, 2013) has stated that often students who have completed their studies at universities, schools of technologies and TVET colleges are not finding employment in the workplace. Students do not have practical workplace experience and skills required to cope in the workplace both from a psychological point of view and

from technical capability (Blom, 2013, cited in Pop & Barkhuizen, 2010a). Employers are thus unable to use these graduates to fill their skills requirements because of their lack of practical skills and experience. Universities produce the wrong type of graduates who are not of high quality and not suited to specialised positions (Blom, 2013, cited in Pop & Barkhuizen, 2010a). Establishing an integrated framework which comprises of workplace experience and academic theory has had much talk but no proper action in South Africa. The concept then of establishing a retail store on an academic campus is relatively new. The details in the logbook is limited to exactly what the student can learn within the confines to the store. The size of the store and simple logistics determine what goes in and stays out of the logbook. The type of research that can be done at the retail store may be limiting due to the specific target market and the practical limitations within the store. Students can then be introduced to informal research practises. Another limitation of this study is the assumption that all stakeholders speak the same jargon. Work integrated learning, workplace learning, simulations, practical skills component, work component are but some of the terms that have cause confusion and contributed to the varying perspectives stakeholders have. The study does not supply solutions to questions of work integrated learning rather it focuses on how work integrated learning can be implemented in a small retail store on a university campus.

5.4. SCOPE FOR FUTURE RESEARCH

Brink (2015) refers to Mthembu's argument that in spite of the practice of work-integrated learning (WIL) being introduced to Technikons (now universities of technologies) years ago, except for the Work-Integrated Learning Research Unit (WILRU) of the CPUT (CPUT), there are hardly any other knowledge centres in South Africa that focus on work-integrated learning, as both theory and practice. This study intends to add to current research that focuses on work integrated learning in South Africa. It is hoped that this model will inspire further research and serve as a work integrated learning model at other academic institutions. The results of the study may assist higher education institutions and retailers to set up retail stores on campus in order to promote work integrated learning and ensure that the education and training they deliver meets the needs of the economy. The study may stimulate further debate amongst stakeholders and research in this area to reflect on the importance of partnerships between industry and academia.

5.5 CONCLUSIONS

The question of how can work integrated learning bridge the gap between practical work experience and academia and ensure that students at a retail store situated on an academic campus are able to gain workplace experience and use the store for research purposes leads to further questions on definitions of skills jargon. The development of a workplace experience model for retail students to gain experience by working on a retail store on an academic campus can be seen in the retail logbook. The limitations of the logbook are dictated by the size of the retail store and just how much can be done to give the student a truly authentic learning experience. The development of a model for the establishment, management and running of the store requires buy

in from retailers. Retailer participation, flexibility and enthusiasm for the project is key to ensuring that the project is a success. Incorporating the research component into the logbook is key to introducing the research component to students. Although the type of research may be limiting due to the specific target market and the practical limitations within the store, students are introduced to informal research practises. Informal research cannot be relied upon for major decisions, but is quite effective as a mechanism to alert you of trends, issues, and impressions (Casilio,1991). Data collected informally is also an excellent starting point for more comprehensive efforts, or to quickly test an idea prior to a more rigorous study.

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