

**GREAT ZIMBABWE UNIVERSITY**

**ROBERT MUGABE SCHOOL OF EDUCATION**

**WORK RELATED LEARNING (WRL) OPERATIONAL GUIDELINES**

**1. PREAMBLE**

The School of Education offers diplomas and degrees, some of which have a Work Related Learning component which is carried out at schools and relevant institutions.

The following programmes which offer Work Related Learning are:

1. B.Ed. Honours Bridging In-Service (1:2)

2. B.Ed. Honours Primary Pre-Service (3:1 and 3:2)

3. B.Ed. Honours Secondary Pre-Service (3:1 and 3:2)

4. B.Ed. Honours Early Childhood Development Pre-Service (3:1 and 3:2)

5. B.Ed. Honours Special Needs Education In-Service (2:1 and 2:2)

6. Post Graduate Diploma in Education (PGDE) (2:1)

7. M.Ed. Early Childhood Development (2:2)

8. M.Ed. Special Needs Education (2:1)

Work Related Learning provides students an opportunity to be exposed to the practical aspects of teaching and management in their respecting areas. In addition, B.Ed. students (SNE) and M. Ed (SNE and ECD) are expected to initiate a project to benefit the school and /or the community.

The School of Education will ensure that students are efficiently supervised and assessed while on Work Related Learning in liaison with school authorities. In all cases students are expected to be under the mentorship of a qualified and experienced teacher.

**2. REGISTRATION**

Students must register for each semester while on Work-Related Learning. Failure to register may result in either the unregistered students not being assessed or, if assessed, results being nullified.

**3**. **WORK RELATED LEARNING PLACEMENT**

**3.1 Application for Placement**

* It is the responsibility of the student to find Work Related Learning placement
* The school of Education will provide students with letters of introduction to schools /institutions
* On securing placement, students must formally inform the Department’s Work Related Learning Coordinator about their placement, providing full details of the schools/institutions during the residential session.
* Students who fail to notify the School of Education about their placement and are subsequently not supervised by the academic supervisors will be deemed to have deferred their studies.

**3.2 Changing WRL Places**

Students are not allowed to change their places of attachment without the permission of the Dean of the School. If for some compelling reasons, a student has to change their place of attachment, they must inform the Work Related Learning Coordinator’s Office immediately giving full details of their new organization and the mentors’ contact details. Students are discouraged from changing schools/ institutions unnecessarily.

**4. STUDENTS’ CONDUCT DURING WORK RELATED LEARNING**

The student must always bear in mind that their conduct during the Work-Related Learning period will reflect not only on them, but also on Great Zimbabwe University. Their conduct may affect the future WRL relationship between Great Zimbabwe University and the schools and institutions.

The conduct of students on Work Related Learning is governed by the host school/institution’s code of conduct as well as the Public Service Commission (PSC) regulations on professional conduct. University regulations governing student conduct (Ordinance 2) also apply to students on attachment during the entire duration of the Work Related Learning period. In this regard, students who commit disciplinary offences while on Work Related Learning placement are withdrawn from attachment and subjected to the appropriate disciplinary procedures in accordance with the Ordinance No. 2. Students who are either withdrawn or dismissed from host organizations on the grounds of indiscipline or incompetence automatically fail the Level.

**4.1** During the WRL attachment students are expected to:

* Conform to the Public Service Regulations
* Comply with all instructions issued by the mentor.
* Take part in all school activities.
* Put their best effort to acquire extensive knowledge and skills in order to achieve required standard of competence.
* Maintain good relations with all staff members of the institution.
* Promote the image of Great Zimbabwe University.

**5. ASSESSMENT OF STUDENTS**

**5.1** Students will be continuously assessed by both the schools /institutions in which they are attached and the University. The school/institution assessments will be conducted through the respective mentors while the university assessment will be conducted through supervisory visits by designated Academic Supervisors.

**5.2** The university will conduct at least four supervisory visits for pre-servicestudents and two supervisory visits for in-service students with respect to each student.

**5.3 Supervisory visits**

The students are expected to be prepared for teaching practice supervision and assessment all the time.All their documents should be in place and up to date.

The visiting lecturer must in all cases observe students’ records and the lesson being taught. If a lesson plan has not been prepared for the lesson to be assessed, the lesson will not be observed and only documents will be assessed resulting in subsequent failure of the student. Where a student is found absent on special circumstances, documents must be assessed. However, students are encouraged to communicate with the teaching practice office whenever they have problems.

The school-based reports need to be filed by the students and the visiting lecturers need to go through them. The School of Education considers the school-based reports to be critical therefore; these crits should be filed by the student teacher for the benefit of both the student and the visiting lecturer.

**FINAL ASSESSMENT**

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| **Group** | **Assessment** |
| PGDE | Average of the last two assessment grades |
| B.Ed. Bridging | Average of the last two assessment grades |
| B.Ed. In-service ECD | Average of the last two assessment grades |
| B.Ed.Pre-service ECD | Average of the two assessments per semester |
| B.Ed. (SNE) | Average of the two assessments per semester |
| B.Ed.Pre-Service Primary | Average of the last two assessment grades for the two semesters |
| B.Ed. Pre-service Secondary | Average of the last two assessment grades for the two semesters |
| M.Ed. (ECD) | Average of the last two assessment grades |

Ideally, the first visit is supervisory in nature and in all cases; detailed reports must be produced by the lecturer

**DEGREE PROGRAMMES AND MODULE CODES**

**DEPARTMENT OF CURRICULUM STUDIES**

**Graduate Diploma in Education**

CGDTP301 Teaching Practice

**Bridging for the Bachelor of Education Honours –Secondary In-Service**

CSBTP01: Teaching Practice

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

**Master of Education in Early Childhood Development**

ECDM507 Internship and Community Development

**Bachelor of Education Honours** **Early Childhood Development Pre-Service**

ECDP301 Preschool internship

ECDP302 Infant School Internship

**DEPARTMENT OF SPECIAL NEEDS**

**Master of Education Honours Special Needs Education**

SNEM201 Practicum in area of specialization

**Bachelor of Education Honours Special Needs Education**

SNE206 Practicum

**DEPARTMENT OF TEACHER DEVELOPMENT**

**Bachelor of Education Honours Primary Pre-Service**

TDPTP301 Teaching Practice

**Bachelor of Education Honours Secondary Pre-Service**

TDSTP302 Teaching Practice