

Learning Outcomes and Articulation: A South African Perspective

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ARTICULATION



Systemic

legislation, national policy and formal requirements within the education and training system

Specific

formal and informal agreements within the educational and training system, guided by guidelines, policies, and accreditation principles.

LEARNING OUTCOMES



A written statement of what the successful student/learner is expected to be able to do at the end of the module/course unit, or qualification (Adam, 2004).

LEARNING OUTCOMES



Knowledge: cognitive representation of ideas or events.

Skills: performance of a task.

Competence: demonstration and deployment of knowledge and skills.

(National Qualifications Authority of Ireland, 2003)

LEARNING OUTCOMES



Different categories of outcomes:

- subject specific outcomes

relate to the subject discipline and the knowledge and/or skills particular to it;

- generic outcomes

relate to any and all disciplines e.g. written, oral, problem-solving, information technology, and team working skills, etc.

LEARNING OUTCOMES



The identification of generic skills is seen as important in enhancing the employability of graduates whatever their discipline (Alan, 2004).

ARTICULATION ITEMS



- **National Articulation Baseline Study**
- **Seven case studies**
- **Articulation enablers**
- **Way forward for articulation**

ARTICULATION INITIATIVES

‘FROM’ TVET COLLEGES



- Alternate Access for Students
- All National Diplomas in Engineering
- Students register for a cognate TVET qualification e.g. N4-N6
- Access with Exemption
- Civil Engineering at a DUT campus

ARTICULATION WITH TRADITIONAL UNIVERSITIES



- Articulation through credit accumulation, exemption, and transfer
- Up to 50% exempted
- Handbook/Rulebooks
- Postgraduates DUT → traditional universities
- Postgraduates traditional universities → DUT

ARTICULATION INITIATIVES INVOLVING WORKPLACE



Bachelor of Technology (BTech) degrees admission requirements stipulate a minimum of one year of post-Diploma experience in an appropriate workplace.

These degrees include learning outcomes that require the demonstration of the ability to integrate theory, practical and workplace-based exposure.

ARTICULATION ENABLED THROUGH 'SUPPLEMENTARITY



Notion of “access and success” through
'supplementarity' as per CAT policy (SAQA,
2014b: Clause 15a; 15d)

The six-week Geometry ancillary module:
Access through 'supplementarity' can enable
articulation. Learning Outcomes not complex

MANAGEMENT OF ARTICULATION AT DUT



- **No formal university-wide Articulation Policy.**
- **Draws on National Policies
(Articulation Policy, RPL, CAT)**
- **Admission contingent upon HoDs and Deans**

ENABLERS OF SUCCESSFUL ARTICULATION



- Civil Engineering in Pietermaritzburg – a successful initiative
- Commitment of Leadership
- Proximity TVET College campuses to DUT
- Support provided to transitioning students
- Tracking of student performance
- Sustainability not threatened by advent of HEQSF-aligned qualifications

THANK YOU

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