



Vaal University of Technology
Faculty of Engineering and Technology
Department Electronic Engineering
VUT
Learner Guide

Instructional offering: Experiential Learning II

Code: EEEXL2A

Instructional programme: Diploma: Engineering: Electrical

Assessment: Continues Workplace Based Learning

Document revision: 23/Nov/2018

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1 Word of welcome

The Department of Electronic Engineering welcomes you as a student to the Faculty of Engineering and Technology at the Vaal University of Technology.

The Vision of the Department is: To be a department that leads in innovative knowledge and quality technology education. The core values of this Department are:

- Integrity
- Honesty
- Punctuality
- Professionalism
- High academic standards
- Excellence
- Trust

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2 Philosophy of Teaching and Learning the subject Experiential Learning II

The nature of the learning process for Experiential Learning II must include but is not limited to the following:

In the workplace the students gain knowledge and understanding in a professional and social setting.

It is expected of the student to interact with the management, mentors, technicians and peers.

The student must also interact with the broader workplace community through attentive reading of workplace policy and documentation. Each student starts from an initial base of knowledge and experience gained from the previous semester's subjects in the focusing on the broader field of electronic engineering.

All students work from this point to build a more meaningful understanding of the practical application of previous subject matter and to enhance their ability to ask questions and find answers.

The student must learn how to deal with new situations with tough problems and unknown answers.

The following steps may guide the student in the learning process:

Articulate initial knowledge

Add to what is already known to refine and enrich it with the student's own efforts

Articulate and correct misconceptions

Make connections between different concepts as applied to the workplace

Realize the limitations of their own ideas when measure against workplace solutions.

Create and test well defined problems and ideas

Be concerned with the mental processes as well as the "answer"

Reflect on the way their conceptions are changing

Ask questions (what if, why, how..?)

The ideal learning environment must include but is not limited to:

Initial activities are accessible to everyone and come from common experiences in the workplace

The environment is both accepting and critical

Students are made to feel free to propose their own ideas without premature judgment

Students learn to support their ideas while interacting with management, mentors, technicians and peers

Conversations take place in which all students feel they can contribute

Ideas are illustrated and student interest engaged through demonstrations and experiments

An environment is created that fosters self-motivation among the students within the workplace

A variety of types of learning activities are used to meet the wide range of student needs

Students must develop a sense of accomplishment and satisfaction within the workplace.

The responsibilities of management, mentors, and technicians must include but is not limited to:

Help students learn the language of the discipline

Explain goals and methods

Validate knowledge brought by each student

Create interest and generate curiosity

Encourage students to work hard

Communicate standards of judgment

Help students learn how to use language precisely

Act as a resource without directly answering every question

Provide time to puzzle, wonder, and struggle when permitted.

Provide fair criticism

Encourage collaboration

Teach the student to be an active listener and learner

Question students so they realize the process of seeking explanations is critically important

The responsibilities of students must include but is not limited to:

- Make use of initial knowledge
- Think freely guided by your workplace environment
- Engage in an active social process of testing and clarifying their understanding
- Develop the ability to work effectively and intensely
- Avoid premature judgment of themselves or others
- Ask questions
- Carefully consider the ideas of others
- Learn to think independently and take responsibility for their own actions
- Value others as useful colleagues
- Evaluate their own progress in an objective manner

3 Qualification information

Name & Code: DoE:	Diploma: Engineering: Electrical DI0823 & DE0823
NQF level:	6

Rationale/Purpose of the qualification

The purpose of this qualification is to build the necessary knowledge, understanding, abilities and skills required for further learning towards becoming a competent practicing electrical engineering technician.

Specifically, the qualification provides:

A thorough grounding in mathematics, basic sciences, engineering sciences, engineering modelling, engineering design and the abilities to enable applications in fields of emerging knowledge together with an appreciation for the world and society in which engineering is practiced.

Preparation for a career in electrical engineering itself and areas that potentially benefit from electrical engineering skills, for achieving technical proficiency and to make a contribution to the economy and national development.

The educational base required for registration as a Professional Engineering Technician with ECSA.

For graduates with an appropriate level of achievement, the ability to enter a BTech degree programme.

The electrical engineering technician completing this qualification will be competent and able to display the following learning outcomes:

- Solving well defined electrical engineering problems.
- Applying scientific and electrical engineering knowledge.
- Performing electrical engineering designs.
- Conduct investigations, experiments and collate data analysis.
- Using appropriate engineering methods, skills and tools.
- Communicating technical information in a professional manner.
- Demonstrating critical awareness of the impact of the engineering activity.
- Effectively working as an individual and in teams.
- Engaging in independent learning.
- Acting professionally and ethically at all times.
- Engaging in engineering practice via work integrated learning.

Qualification knowledge profile	Dip: Engineering: Electrical credits = 360
Mathematical sciences	35 minimum credits
Natural sciences	28 minimum credits
Engineering sciences	126 minimum credits
Engineering design	28 minimum credits
Computing and IT	21 minimum credits
Complementary studies / Ethical issues	14 minimum credits
Work integrated learning	30 minimum credits

4 Module

Name:	Experiential Learning II	EEEXL2A
Prerequisite:	300 credits	

On successful completion of this subject the student will have basic knowledge, experience and understanding to:

Be able to practice calibration and measurement skills

Be able to demonstrate the understanding of the basics of measurement setups, techniques and standards applicable.

Be able to conduct functionality determination of electrical, electronic or computer test equipment used in the specific field as practiced.

Be able to operate electrical, electronic or computer test equipment used in the specific field as practiced.

This unit links the work covered in the previous modules in a practical manner, for analysis and as practice.

Learning profile of the subject

Assessment profile (Bloom analysis)						Knowledge profile						Learning outcomes profile						
Lower order skills		Higher order skills				Mathematical sciences	Basic sciences	Engineering sciences	Engineering design	Computing and IT	Complementary studies / Ethical issues	Problem solving	Application of scientific and engineering Knowledge	Engineering Design	Communication	Engineering Management	Project Management	Application of Complementary Knowledge
Knowledge skills		Cognitive intellectual skills																
Subject specific		Generic																
Knowledge Remember	Comprehension Understand	Application knowledge Understanding	Analysis	Synthesis	Evaluation													
10%	5%	70%	5%	5%	5%	5%	5%	60%	7%	20%	3%	15%	60%	5%	10%	5%	2%	3%
100%						100%						100%						

5 Assessment

Assessment takes place on a continuous basis by means of a variety of methods and should include the following:

- Active participation in discussions
- Log Book (Annexure A)
- Progress Report (Annexure B)
- Final Report (Annexure C)

Summary

Assessment	Dates	Hours	Final mark
Final Report	Week 20	56	100%

6 Learning Activities

When you active involved with Experiential I you should:

- Understand what is expected of each training section you undertake in the workplace.
- Ensure that you attain the outcome for each training section you undertake in the workplace since you must be declared competent in order to receive the credit for the subject.
- Do all learning activities (exercises) as outlined by your mentor
- Be well prepared for all work activities and report for work on time.
- Successful completion of each activity stipulated by your mentor is compulsory.
- Submit the final report fully completed and signed off by the mentor and/or manager, on time.

7 Time schedule / Semester planner

You must make sure that you adhere to all dates of all learning activities in the workplace environment

This is a scheduler for your use to ensure punctuality.

Week	Activity
1-20	7.1 Complete a logbook of activities on a daily basis
10	7.2 Complete Progress Report and submit to Co-operative education at VUT Vanderbijlpark Campus Submit partially completed logbook (Annexure A) to Co-operative education at VUT Vanderbijlpark campus
20	7.3 Complete Final Report and submit to Co-operative education at VUT Vanderbijlpark Campus Completed logbook (Annexure A) and submit to Co-operative education at VUT Vanderbijlpark campus



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Annexure A

Log Book

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GENERAL INFORMATION - WPBL (EEEXL2A)

STUDENT NUMBER: INITIALS & SURNAME: ID NUMBER: E-MAIL: TELEPHONE (WORK):		STUDENT'S POSTAL ADDRESS:
		CELL PHONE:
COMPANY NAME: DIVISION: TRAINING SITE/STREET ADDRESS:		
MENTOR INITIALS & SURNAME: E-MAIL:		
VUT OFFICE USE : <i>ACCEPTED</i> <input type="checkbox"/> <i>DECLINED</i> <input type="checkbox"/>		

ACTIVITIES COMPLETED

ACTIVITY NUMBER	NAME	DATES	
		STARTED	COMPLETED

ACTIVITIES SCHEDULED FOR THE REMAINDER OF THE TRAINING PERIOD

ACTIVITY NUMBER	NAME	ESTIMATED DATES	
		START	COMPLETION

PERSONAL GROWTH

The following is a summary of what I have learned during the past three months in the units that I have completed.

WPBL (EEEXL2A) activity log compiled by:

Students signature

Date

WPBL (EEEXL2A) activity log certified as correct:

Mentor's signature

Date



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Annexure B

Progress Report

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GENERAL INFORMATION - PROGRESS REPORT WPBL (EEEXL2A)

STUDENT NUMBER:		STUDENT'S POSTAL ADDRESS:
INITIALS & SURNAME:		
ID NUMBER:		
E-MAIL:		
TELEPHONE (WORK):		CELL PHONE:
COMPANY NAME:		NUMBER OF EMPLOYEES:
DIVISION:		NUMBER OF STUDENTS IN TRAINING:
TRAINING SITE/STREET ADDRESS:		NUMBER OF ECSA REGISTERED STAFF:
		COMPANY'S SPECIALIZATION FIELD OR PRODUCTS
MENTOR INITIALS & SURNAME:		ACCREDITED ASSESSOR: Y/N
		CELL OR TELEPHONE:
WPBL PROGRESS REPORT START DATE:		END DATE :

VUT OFFICE USE :	ACCEPTED <input type="checkbox"/>	DECLINED <input type="checkbox"/>
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UNITS COMPLETED

The following table must show the units successfully completed during the past three months.

The units can be seen on page 10 to 14.

UNIT NUMBER	UNIT NAME	DATES	
		STARTED	COMPLETED

UNITS SCHEDULED FOR THE NEXT THREE MONTHS

The following table must show the units that are scheduled for the next three months of training.

The units can be seen on page 10 to 14.

UNIT NUMBER	UNIT NAME	ESTIMATED DATES	
		START	COMPLETION

PERSONAL GROWTH

The following is a summary of what I have learned during the past three months in the units that I have completed.

WPBL (EEEXL2A) Progress report compiled by:

Students signature

Date

WPBL (EEEXL2A) Progress report WPBL certified as correct:

Mentor's signature

Date



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Annexure C

Final Report

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MENTOR'S DECLARATION - FINAL REPORT WPBL (EEEXL2A)

STUDENT	INITIALS AND SURNAME :	
	VUT - STUDENT NUMBER :	
	ID NUMBER :	
COMPANY :		
TRAINING PERIOD	WPBL :	TO <i>START DATE:</i> <i>COMPLETION DATE:</i>
MENTOR	INITIALS AND SURNAME :	
	CELL OR TELEPHONE NUMBER :	
	E-MAIL:	
ASSESSMENT	MARK :	%
<p>MENTOR DECLARATION</p> <p>I, the above-mentioned mentor, declare that the above-mentioned student has completed the workplace based learning component (WPBL) of the qualification in the mentioned period under my supervision.</p> <p>The student was found competent in the outcomes as specified in the assessment report.</p> <p>The mark indicated above may be awarded to the student as the final result for work integrated learning WPBL.</p> <p><i>Signature</i> <i>Date</i></p>		
VUT OFFICIAL	FINAL MARK:	%

ASSESSMENT: FINAL REPORT WPBL EEEXL2A

SYLLABUS: ELECTRONIC ENGINEERING

UNIT GUIDE

F= Fundamental (Compulsory)
C= Core (Compulsory for specialization field)
E= Elective (Choice)

				ASSESSOR'S USE	
INSTALLATION AND COMMISSIONING		START DATE	END DATE	MARK	SIGNATURE
Unit 1	Plant equipment	F			
	Systems	F			
After completion of this unit the student should be able to demonstrate ability of the following: <ul style="list-style-type: none"> • Show the ability to work independently in an industrial environment. • Show the ability to successfully install and commission equipment or a system. 					

				ASSESSOR'S USE	
ENERGY SOURCE MEASUREMENTS		START DATE	END DATE	MARK	SIGNATURE
Unit 2	DC sources	C			
	AC sources	C			
	Alternative energy sources	E			
	Converters	E			
	Inverters	E			
After completion of this unit the student should be able to do the following: <ul style="list-style-type: none"> • Implementation of knowledge on different types of energy sources. • Implement operating principals of converters and inverters. 					

				ASSESSOR'S USE	
Unit 3	OTHER TOPICS RELEVANT TO MEASUREMENTS AND COMMISSIONING	START DATE	END DATE	MARK	SIGNATURE
	Any other specialization field specific topics may be added by the mentor. The mentor must give realistic credit values to the topics.				