

## References

American Evaluation Association. Quotes posted by Dr. Michael Scriven (Western Michigan University) on Evaltalk\* 5/9/06, from <http://www.eval.org/Resources/Listservs.htm>

Argyris, M. & Schön, D. (1974). *Theory in practice: increasing professional effectiveness*. San Francisco: Jossey-Bass.

Arlington, V.A.: American Association of School Administrators. Retrieved December 17, 2010, from <http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED380910>

Assessment in outcomes-based education. (1998.) Retrieved February, 2009, from <http://www.polity.org.za/polity/govdocs/regulations/1998/reg98-1718.html> - outcomes-based education

Babb, S. (2004). *Learnerships in South Africa: Factors which help and hinder*. Unpublished master's thesis, Gordon Institute of Business Science, University of Pretoria, Johannesburg.

Ball, C. & Eggins, H. (Eds.) (1989). *Higher education into the 1990's: new dimensions*. Milton Keynes: SRHE and Open University Press.

Ballantyne, R. & Packer, J. (1995). *Making connections: using student journals as a teaching / learning aid*. Australia: HERDSA (Higher Education Research and Development Society of Australasia Inc.).

Barnett, R. (1994). *The limits of competence: knowledge, higher education and society*. Buckingham: SRHE and Open University Press

Beckett, D. & Hager, P. (2002). *Life, work and learning: practice in postmodernity*. London: Routledge.

Bickman, L. & Rog, D. (1998) (Eds.). *Handbook of applied social research methods*. California: Sage Publications.

Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32(3), 347-364

Billett, S. (1994). Situating learning in the workplace: Having another look at apprenticeships. *Industrial and Commercial Training*, 1994, 26(11), 9-16.

Billett, S. (2000). Guided learning at work. *Journal of Workplace Learning*, 16 (7), 272.

Billett, S. (2003). Workplace mentors: Demands and benefits. *Journal of Workplace Learning*, 15(3), 105.

Billett, S. (2004). Workplace participatory practices. Conceptualising workplaces as learning environments. *Journal of Workplace Learning*, 16 (5-6), 312.

Billett, S. (2004a). Workplace participatory practices: conceptualising workplace as learning environments. *Journal of Workplace Learning*, 16(5-6), 312-325.

Blaxter, L., Hughes, C., & Tight, M. (1991). *How to research*. Buckingham: Open University Press.

Boud, D. (2000). Sustainable assessment: rethinking assessment for the learning society. *Studies in Continuing Education*, 22(2), 152-167.

Bratton, J., Denham, D. & Deutschmann, L. (2008). *Capitalism and classical sociological theory*. Toronto: University of Toronto Press.

Brian, C. (2006). An evaluative study on building the bridge between the training room and the workplace. *Evaluation & Research in Education*, 19(1), 21-37.

Britten, N. & Fisher, B. (1993). Qualitative research and general practice. *The British Journal of General Practice: The Journal of the Royal College of General Practitioners*, 43, 270-271.

Burger, R. & Woolard, I. (2005). The state of the labour market in South Africa after the decade of democracy. *Journal of Education & Training*, 57(4), 453-476.

Caro, F. (1971). *Readings in evaluation research*. Russell Sage Foundation.

Castle, J. (2004). *Project in adult education, part II programme evaluation*. Course book.

Clarke, L. & Winch, C. (2004). Apprenticeship and applied theoretical knowledge. *Educational Philosophy and Theory*, 36(5), 509-521.

Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, California: Sage Publications.

Critical Cross-Field Education and Training Outcomes, Decision: SAQA 0204/96. *SAQA Bulletin*, 1997, 1(1), 6-8.

Davies, T.A. & Farquharson, F. (2003). Factors affecting the provision of learnerships to unemployed people. *Durban Institute of Technology: Centre for Skills Development and Technology Transfer*.

Davies, T.A. & Farquharson, F. (2004). The learnership model of workplace training and its effective management: Lessons learnt from a South African case study. *Journal of Vocational Education and Training*, 56(2), 181-203.

Dewey, J. (1933) *How we think*. New York: D. C. Heath.

Dingwall, R. 'Don't mind him – he's from Barcelona': *Qualitative methods in health studies*. In: Daly, J., MacDonald, I., & Willis, E. (Eds.). (1992). *Researching health care: designs, dilemmas, disciplines*. London: Tavistock/Routledge.

- Enslin, P. (2003). Citizenship education in the post-apartheid South Africa. *Cambridge Journal of Education*, 33(1), 73-83.
- Eraut, M. (1994). *Developing professional knowledge and competence*. London: Falmer.
- Eraut, M. (2004). Informal learning in the workplace. *Studies in Continuing Education*, 26(2), 247-273.
- Fergland, H., & Maxwell, G. (Eds.) (1961). *Is there a logic of discovery: current issues in philosophy of science*. New York: Holt Rinehart and Wilson.
- Fetterman, D. M. (1998, November 18). Empowerment evaluation and the Internet: A synergistic relationship. *Current Issues in Education* [On-line], 1(4). Available: <http://cie.ed.asu.edu/volume1/number4/>.
- Fetterman, D. (2001). *The foundation of empowerment evaluation*. Thousand Oakes, California: Sage Publications.
- Fetterman, D., M., & Wandersman, A. (2005). *Empowerment evaluation principles in practice*. New York: Guilford Press.
- Financial Charter Sector Council. (2004.) Retrieved October, 2008, from [http://www.fscharter.co.za/page.php?p\\_id=137](http://www.fscharter.co.za/page.php?p_id=137)
- Financial Sector Charter (2003)  
[http://www.treasury.gov.za/comm\\_media/press/2003/2003101701.pdf](http://www.treasury.gov.za/comm_media/press/2003/2003101701.pdf)
- Fordhman, P., Holland, D., & Millican, J. (1995). *Adult literacy: A handbook for development workers*. Oxford: Oxfam and Voluntary Service Overseas.
- French, E. (2011). The drama of OBE and the puzzles of policy. *The Thinker*, 23, 6-12.
- French, E. (2011), The drama of OBE and the puzzles of policy. *The Thinker*, 24, 6-11.
- Fuller, A. & Unwin, L. (2003). Creating a “Modern Apprenticeship”: a critique of the UK’s multi-sector, social inclusion approach. *Journal of Education and Work*, 6, 5-25.
- Gravett, S. (2005). *Adult education*. Pretoria: Van Schaik Publishers.
- Guba, E.G., & Lincoln, Y. S. (1981). *Effective evaluation*. San Francisco: Jossey-Bass.
- Hager, P. & Smith, R. (2004). The inescapability of significant contextual learning in work performance. *London Review of Education*, 2(1), 33-46.
- Hanson, N.R. (1958). *Patterns of discovery*. Cambridge: Cambridge University Press.
- Harris, R., Simons, M., Willis, P. & Carden, P. (2003). Exploring complementarity in on- and off-job training for apprenticeships. *International Journal of Training and Development*, 7(2), 82-92.

- Hattingh, S., (2003). Action steps for implementing learnerships. Roadmap Series.
- Hattingh, S., (2003). Learnerships: A tool for improving workplace performance. Roadmap Series.
- Heaphy, B. (2007). *Late modernity and social change: reconstructing social and personal life*. New York: Routledge.
- Houle, C. O. (1980). *Continuing learning in the professions*. San Francisco: Jossey-Bass.
- International Mentoring Association. (2011.) *Mentoring glossary*. Retrieved June, 2010, from <http://mentoring-association.org/resources/mentoring-glossary/#Coach>
- Jennings, R., Smith, M. J. & Solanski, G. (2004). Perspectives on learnerships: a critique of South Africa's transformation of apprenticeships. *Journal of Vocational Education and Training*, 57, 537-561.
- Kolb, D.A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Kraak, A. (2005). Convergence of public and private provision at the further-higher education interface. *Perspectives in Education*, 20(4), 53-66.
- Lave, J. & Wenger, E. (1991). *Situated learning. Legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Lewin, K. (1942). *Field theory and learning*. In D Cartwright (Ed.,) *Field theory in social science: selected theoretical paper*. London: Social Science Paperbacks, 1951.
- Lugg, R., Making different equal? Fractured state and ruptured policy: The National Qualifications Framework in South Africa. *Int. J. Educ. Dev.* (2008), doi:10.1016/j.ijedudev.2008.06.001
- McTighe, J & Wiggins, G. (2005). *Understanding by design*. Alexandria: Association for Supervision and Curriculum Development.
- Mattes, R. (2002). South Africa: democracy without the people? *Journal of Democracy*, 13(1), 22-35.
- Maxwell, J.A. (1996). *Qualitative research design: an interactive approach*. Thousand Oaks, California: Sage Publications.
- May, N., & Pope, C. (1995). Qualitative research: rigour and qualitative research. *British Medical Journal*, (311) 109-112.
- Merriam, S. B. and Associates (2002). *Qualitative research in practice: examples for discussion and analysis*. San Francisco: Jossey-Bass.
- Merriam, S. B. and Cunningham, P. M. (1989). *Handbook of adult and continuing education*. San Francisco, CA: Jossey-Bass.

Mezirow, J. A. (1981). Critical theory of adult learning and adult education. *Adult Education Quarterly*, 32(1), 3-24.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.

National Education Policy Act, 1996 (Act No. 27 of 1996), in *Regulation* No. R. 1718, contained in Government Gazette Vol. 402, No. 19640, of 23 December 1998, Regulation Gazette, No. 6397,

Mouton, J. (1996). *Understanding social research*. Pretoria: Van Schaik Publishers.

Parlett, M. & Hamilton, D. (1976). *Illuminative evaluation*. In D. Tawney (Ed.), *Curriculum evaluation today: trends and implication* (pp. 84-101). London: McMillan.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3<sup>rd</sup> ed.). Thousand Oaks: Sage.

Peirce, C.S. (1933). *Collected works*, 1(188), 6(522-528). Cambridge: Harvard University Press.

Piaget, J. (1952). *The origins of intelligence in children*. Madison: International Universities Press.

Rule, P & John, V. (2010, in press.) *Your guide to case study research*. Pretoria: Van Schaik Publishers.

SAQA (2003) *Trends Emerging from the Monitoring of Sector Education and Training Authorities: September 2002- July 2003*. Pretoria: SAQA.

Schön, D. A. (1973). *Beyond the stable state. Public and private learning in a changing society*. Harmondsworth: Penguin.

Schön, D. (1983) *The reflective practitioner. How professionals think in action*. London: Temple Smith.

Schön, D. (1987). *Educating the reflective practitioner*. Retrieved June, 2010, from <http://resources.educ.queensu.ca/ar/schon87.htm>

Schroder, R. G. (1985). *Operational management: Decision making in the operations function* (2<sup>nd</sup> ed.). Singapore: McGraw-Hill.

Skills Development Act, No 97 of 1998, South Africa, Government Printers, Pretoria. Retrieved July 2001, <http://www.labour.gov.za/legislation/acts/skills-development/read-online/amended-skills-development-act>

Spady, W. G. (1994). *Outcome-based education: Critical issues and answers*.

Spradley, P. J. (1979). *The ethnographic interview*. Orlando: Holt, Rinehart and Weston, Inc.

Usher, R., Bryan, I. & Johnson, R. (1997). *Adult education and the postmodern challenge: Learning beyond the limits*. London: Routledge.

Worthen, J. R., & Sanders, J. (1987). *Educational evaluation*. New York: Longman.

Zepke, N. & Leach, L. (2002). Contextualised meaning making: one way of rethinking experiential learning and self-directed learning? *Studies in Continuing Education*, 24(2), 205-217.

## **WEBSITES**

[www.inseta.org.za](http://www.inseta.org.za)

[www.labour.gov.za](http://www.labour.gov.za)

[www.saqa.org.za](http://www.saqa.org.za)

[www.theskillsframework.com](http://www.theskillsframework.com)

<http://www.treasury.gov.za>

<http://www.socialresearchmethods.net/kb/sampteerm.htm>.

<http://cie.ed.asu.edu/volume1/number4/>.