



University of Venda
UNIVERSITY OF VENDA

COMMUNITY ENGAGEMENT POLICY GUIDELINES AND PROCEDURES

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

This document contains the procedures, guidelines, and general information of Community Engagement (CE) to be followed by staff members at the University of Venda. The University sees CE as an integral part of teaching, learning and research.

The HEQC broadly defines **Community Engagement** as “initiatives and processes through which the expertise of the higher education institution in the areas of teaching and learning are applied to address issues relevant to its community. Key features that UNIVEN seeks to include as part of constructing community engagement experience in UNIVEN include: (a) Intent and focus; (b) Context (c) Mutual benefits (d) Value add; (e) Improvement of the quality of life and (f) Scholarship of Engagement. CE is thus realized through the following interdependent categories:

- a) Engaged Teaching and Learning.
- b) Engaged Research [Community Based Participatory Research].
- c) Humanitarian Programmes.
- d) Community Partnership.

a) **Engaged Teaching and Learning¹** refers to course- or curriculum-related teaching/learning activities that involve students with the community in mutually beneficial ways. This includes internships, field placements, service learning and other community-based learning experiences, involvement in community-based research or other community-based projects. **Community Based Learning:** Community-Based Learning (CBL) is an academic approach to learning and teaching that combines community engagement with explicit academic objectives. Students participating in CBL are able to establish connections between their academic work and the community context in which service is provided. CBL enhances academic curricula and fosters civic engagement.

b) **Engaged Research and [Community Based Participatory Research]**

Engaged research involves community as genuine partners and applies universities' research capacity to address community problems and aspirations. This approach to research may result in knowledge transfer and exchange, the commercialisation of intellectual property, the establishment of spin off companies and joint venture activity between universities and community partners. Just as importantly, engaged research promises significant social and environmental benefits, many of which are economically quantifiable.

c) **Social Responsibility and Humanitarian Programmes**

Social responsibility relates to UNIVEN's social responsiveness which refers to UNIVEN's intention to respond to real needs within their communities, through provision of intellectual leadership in areas of community interest and concern, offering university resources and facilities for community use and working with communities for mutually productive outcomes. Social responsiveness is realised by integrating the broadening of knowledge (learning) and the discovery of knowledge (research) with community realities (application), culminating in a systematic approach towards the implementation of the core functions within the university.

¹ UNIVEN uses the concept of WIL to embrace Engaged Teaching and Learning

Volunteerism refers to engaging in activities of public benefit without remuneration or any legal requirements to do so.

d) Community Partnerships

Community partnership refers to any form of working relationship entered into between UNIVEN and a specific community. The partnerships shall relate to partnerships for Work-Integrated Learning (WIL), Community Engaged Research (CER), and Public Responsibility. The partnership may either be formal or informal.

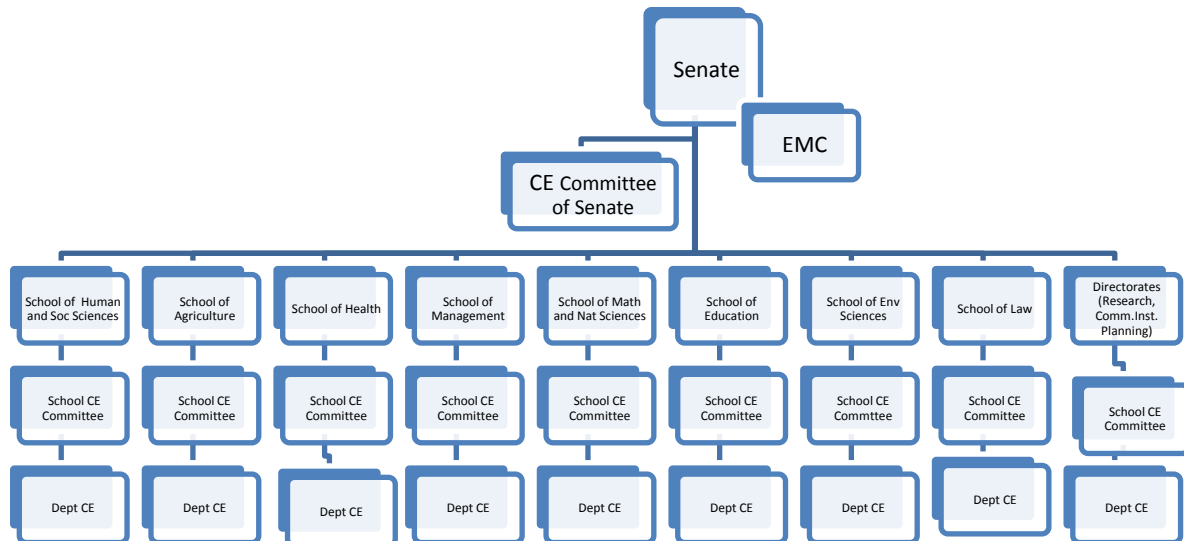
Formal partnership

A formal relationship means a working arrangement in which the roles, responsibilities and obligations of each party are clearly articulated in a signed memorandum of understanding (MoU), memorandum of agreement (MoA) or Service Level Agreement (SLA).

Informal partnership

Informal partnership refers to an unwritten working arrangement which is not cemented by the signing of MoU, MoA or SLA.

1.2 COMMUNITY ENGAGEMENT MANAGEMENT FLOW



The Deputy Vice-Chancellor Academic oversees the overall management and promotion of community engagement at the University of Venda. He or she discharges this responsibility through the Director of Community Engagement, Deans and the Community Engagement Committee, which is a Committee of Senate. The activities of the Community Engagement Committee are managed by the Chairperson who shall be the Deputy Vice-Chancellor Academic. The Deputy Vice-Chancellor may delegate this responsibility to one of the Directors or Deans.

Recognising that planning, coordination and management of CE activities appropriately rests with the Schools and centres through individual academics, Deans and Heads of Departments, the Directorate Community Engagement is expected to provide support and coordination functions between and amongst Schools and Centres. In order to achieve this, a coherent governance framework informed by the Statute will be used.

Schools, Centres and support service divisions make provision within their own management frameworks for putting community engagement alongside teaching and learning and research into operation. Schools and Centres are responsible for controlling and managing this function in accordance with the community engagement framework of the University. These environments themselves oversee that the prescribed ethical code is adhered to in all interactions with the community, and that the interests of the community are served.

New programmes or projects that are initiated are approved by the relevant Schools before being submitted to the Community Engagement Committee and registered. Representatives serving on the committee on behalf of the School are also nominated by the School.

1.3 MEMBERSHIP OF COMMUNITY ENGAGEMENT COMMITTEE

The terms of reference for the CE Committee include amongst others ensuring that communications, activities and mandates of CE filters through to Schools and Departments.

Membership of the CE Committee entails:

Vice-Chancellor and Principal (Ex-Officio)

Deputy-Vice Chancellor, Academic [Committee Chairperson]

University Registrar

Deans (Ex-Officio)

Dean, School of Management Sciences

Dean, School of Mathematics and Natural Sciences

Dean, School of Health Sciences

Dean, School of Human and Social Sciences

Dean, School of Agriculture

Dean, School of Environmental Sciences

Dean, School of Education

Dean, School of Law

Directors

Director, Research and Innovation

Director Centre for Rural Development and Poverty Alleviation

Director International Relations

Director Centre for Higher Education Teaching and Learning (CHETL)

Director, Student Affairs

Director, Communications and Marketing

Schools representatives

School of Agriculture

School of Health Sciences

School of Human and Social Sciences

School of Environmental Sciences

School of Law

School of Education

School of Mathematics and Natural Sciences

School of Management Sciences

School's Community Engagement Committee

- Dean or Vice-Dean of a Schools Representative as a convener
- One CE Representatives of each department unless decided otherwise

Departmental Community Engagement Committee

- Head of Department or representative as a convener
 - Nominated members of the Department
-

1.4 FUNCTIONS OF THE COMMUNITY ENGAGEMENT COMMITTEE

- Facilitates communication on CE matters at Schools and Departmental level;
- Oversees participatory development of CE policy framework;
- Processes inputs and recommendations of CE initiatives between Schools and the CE directorate;
- Reviews and publicises UNIVEN's recent and ongoing community engagement's initiatives at school levels;
- Facilitates the identification of and publication CE flagships in the University;
- Promotes awareness of CE and socially responsive activities within the university and externally;
- Advises on issues of concern for communities, initiating linkages, development partnership and alliances between the university and relevant public and private sectors, groups and organizations;
- Profiles examples of good practices involving CE and social responsiveness programmes beyond HEIs;
- Advises on the mechanisms for reporting relevant university decisions, strategies and outcomes to the wider regional
- Makes recommendations to the Senate about annual recognition awards and incentives for the community and process that help maintain effective communication between the university and the communities of the region.
- Advises on the development, monitoring and review of community engagement goals as outlined in the University Strategic Plan.
- Initiates senate discussions
- Oversees the production of annual CE reports to the Senate and Council.
- Oversees the maintenance and update of CE website
- Facilitates the interaction between the university and the CE Advisory Board.
- Facilitates effective community engagement links between the community and the university.
- Considers other matters relating to community engagement as referred to by the Vice-Chancellor and the Deputy Vice-Chancellor(s).

1.5 FUNDAMENTAL PRINCIPLES

The University of Venda aims to contribute to positive growth and development of both rural and regional communities in Southern Africa. In this respect, the underlying principles that guide CE are:

- Building **authentic partnerships** that demonstrate shared leadership in knowledge industry, **collaboration** and **reciprocity**;
- Sustainable partnerships**: UNIVEN believes that the partnerships it establishes with various parties can only be sustained if there is a clear definition of roles and responsibilities of all parties to the agreement; collective decision-making and implementation; adherence to mutually defined rules; mutual respect for diverse and divergent views; *in situ* recognition of the need for capacity development and the accompanying co-learning; and effective sharing of lessons learnt, be they positive or negative.

- c) **Partnerships** shall be guided by the commitment to build a sense of ownership of the initiatives by members of partner communities. Feedback to all members of communities shall be given regularly, in line with mutually agreed time frames. Roles, responsibilities and anticipated benefits accruing to each party shall be jointly defined and serve as a guide for partner relations.
- d) **Building on inherent community strengths:** Approaches to development have tended not to appreciate the inherent strengths of communities that external agents seek to help improve.
- e) **Adherence to respected local protocols:** Respected protocols of community entry and working relationships shall be adhered to, taking into account the fact that there are multiple community leadership institutions, in particular in rural areas.
- f) **Management of expectations:** Both rural and regional communities have their own expectations from the university which must be taken seriously. Special attention shall be paid to building long-term relationships with partner communities and their institutions.
- g) **Managing intellectual property rights:** No party shall take advantage of the other for personal or organizational gain. Systems and procedures for fair sharing of benefits and failures shall be established and implemented with equal involvement of all members of the partnership. This shall include but not be exclusively co-authoring scientific papers, books and other peer-reviewed and non-peer-reviewed publications.
- h) Serving with **compassion**, demonstrating honesty and authenticity-promoting responsible science and **scholarship of engagement**;
- i) **Promotion of Interdisciplinary, Multidisciplinary and Trans-disciplinary Collaboration**;
- j) Cultivating **awareness of self** in relation to social inequities through **reflection** and **meaningful service with the community**;
- k) Working towards **social justice**, directing our pedagogy and practice towards creating a more equitable society;
- l) Educating for **social awareness and responsiveness:** Education at UNIVEN **should be transformative**, creating graduates who are socially aware, ethical and responsible community members. Students should be equipped with knowledge, skills, and motivation to work effectively in a diverse society;
- m) **Adherence to high quality standards:** Established partnerships shall always strive to perform to the highest standard as benchmarked and evaluated by peers;
- n) **Commitment to social and civic responsibility:** Rural and regional communities comprise of people with various persuasions, inclusive of those who deserve external support for them to earn a decent living on the one hand and the well to do on the other; and
- o) **Inclusivity:** Univen embraces contributions from **students, academic** and **service staff** towards public good. We embrace community engagement philosophies in teaching and learning, research and social responsibility programmes of the University.

1.6 VALUES

The following values influence CE programmes at UNIVEN:

- a) **Vhuthu, 'Vumunhu', 'Botho', 'Ubuntu':** an ancient African word, meaning "humanity to others". Recognising the interconnectedness of human beings, academics and community members. 'Vhuthu' also means "I am what I am because of who we all are";
- b) **People Orientation:** We listen to people and interact with communities so that teaching and learning programmes at UNIVEN has the community voice in them;
- c) Communities are **partners, co-creators and co-learners** in knowledge development processes;

- d) **Reciprocity** should be central to our practice, so that all partners in the service learning process teach and learn, serve and are served. **Sharing:** We share with the public, the knowledge, the challenges and the resources were possible towards public good;
- e) **Authenticity, Responsibility and Accountability:** We strive for honesty, responsibility and accountability for public good;
- f) **Truthfulness and Trustworthiness:** We commit ourselves to cultivate community informed, credible, reliable and trustworthy research and learning programmes;
- g) **Engagement** as a core value for community, student and staff's programmes.

1.7 ROLES AND RESPONSIBILITIES

1.7.1 The role of the University-Community Engagement Directorate

Acting on and responding to the values and mandate of the institution, the Community Engagement Directorate shall ensure that,

- a) A well establish and documented system of reporting and feedback mechanism is maintained;
- b) Formal and informal lines of communication are visible and utilized by all stakeholders;
- c) Stakeholders know what to do and whom to contact in case there is no feedback or a break in communication;
- d) A system is in place that ensures fair and equitable distribution of and access to, facilities and resources to all stakeholders;
- e) Intellectual property rights of community members are honoured and respected.
- f) Stakeholder representativeness is constantly reviewed;
- g) Regular and ongoing evaluation is done according to negotiated criteria;
- h) A system of periodic auditing is established; and
- i) A special sub-committee to address any particular emergency/disaster in the community is convened.

1.7.2 Roles of participating stakeholders

Stakeholders

- a) Agree on how they will evaluate the quality of the partnership on regular basis.
- b) Consult each other before making decisions;
- c) Have a right to information about the activities and the progress, benefits as well as short falls of the partnership;
- d) Communicate openly with each other and all activities of the partnership are transparent;
- e) Know how and where to complain when they have problems regarding the running of the partnership;
- f) Challenge insensitive treatment from each other;
- g) Maintain the principles of confidentiality particularly on sensitive matters;
- h) Attend Partnership meetings regularly; and
- i) Inform each other in case there are problems honoring the appointment.

CHAPTER 2

WORK INTEGRATED LEARNING [ENGAGED TEACHING AND LEARNING]

2.1 INTRODUCTION

Work Integrated Learning is an umbrella term, used at the University of Venda, to include different learning strategies such as experiential learning, industrial attachment, clinical practice, service learning, internship, practicals (professional practice), and community service. Some of these concepts are used interchangeably, depending on the profession.

WIL involves students in the teaching and learning that takes place in a working environment and or community. It should be credit-bearing and aligned to specific competencies identified for the acquisition of a qualification. Examples of programmes that involve students in this type of learning include Social Work in the; Advanced Nursing Science; Psychology and Teacher Education although the terminology may be used differently in different schools and departments.

WIL requires a Participatory Curriculum Development. The aim is to develop a curriculum from the interchanges of experience and information between the various stakeholders. Participatory curriculum development seeks to identify the entire stakeholder, including educationalists, researchers, policy makers, and community representatives.

Academics in different departments will design the curriculum and develop materials to orientate students upon entry into WIL and develop guidelines for workplace mentors. Monitoring of workplace activities will also be done by academics with specific objectives in mind:

- To collect evidence regarding the learning of the student;
- To detect the student's progress towards attaining the learning outcomes;
- To obtain the workplace or community service supervisor/mentor's evaluation regarding student's performance and conduct;
- To attend to problems identified; and
- To assist the student to reflect on experiences in order to optimise learning.

2.2 PROGRAMME ADVISORY STRUCTURE

- a) Each programme has to introduce a process of continuous consultation, which involves adequate representation by the vocational and career focused community and all stakeholders.
- b) The advisory structure and processes ensure continued relevance of the programme concerned.

2.3 ROLES AND RESPONSIBILITIES REGARDING WIL

2.3.1 Role of the learner/students

- a) Students actively participate in their learning and take personal responsibility of construction of their own knowledge and skills through reciprocal interactions with community members;
- b) The student first learns about what is expected from them., how, when and whom to contact in case she or he needs assistance;
- c) Students are required to draw out a checklist for conducting community assessment, which will be discussed and finalized in the class before they visit the community;

- d) Students must review both prescribed and recommended library material on how to conduct community based work;
- e) Students must ensure that their log books, and reports are signed by community mentors preceptors or supervisor;
- f) Student must compile a portfolio of evidence;
- g) Reflective activities of students form part of the learning packages.

2.3.2 The role of the educator/ lecturer

The educator is a facilitator of community engagement processes for students, staff and the department. He or she

- Prepares the students for field/practical work;
- Compiles and discusses the learning outcomes for students before they leave for practicals and field experiences;
- Discusses assessment and evaluation with the student;
- Liaise and orientates field supervisors;
- Structures reflection sessions with and without participating stakeholders at regular intervals;
- Makes necessary referral where appropriate;
- Is a team-builder and a resource person; and
- Is adaptable to community circumstances.

CHAPTER 3

ENGAGED RESEARCH: PROCEDURES AND GUIDELINES

3.1 INTRODUCTION

When conducting an engaged research the following procedures shall apply:

- a) **Stage I: Establishment of partnerships:** A seed grant will be made available to researchers for the establishment of community partnerships. The seed grant should be used for convening meetings with relevant stakeholders. Applicable tariffs will be contained in the RPC tariff list.
- b) **Stage II: Situational Analysis:** a grant is provided for needs analysis, identifying problems, prioritising, targeting and developing an action plan.
- c) **Stage III: Project/ programme implementation:** a grant is provided for programme/ project implementation in accordance with the existing research policy. This grant is utilised for the implementation costs of the project/ programme (Refer to Chapter 8 of the Research and Innovations Policy).

3.2 ASSESSING CE BASED PROPOSALS

An engaged research proposal will be assessed in terms of the following criteria:

- a) Problem identification and formulation has evidence and or intention for community involvement.
- b) Rationale includes community participation and or capacity building.
- c) Research objective has a community benefit dimension.
- d) Prior Experience in Community Engagement.
- e) Role of Community/Communities in the Project.
- f) Human Resource Development (General) and community capacity building efforts.
- g) Equity and redress.
- h) Ethics of community engagement.
- i) Reporting and feedback mechanism.
- j) Collaboration efforts.
- k) Potential Outcomes and value add to the body of knowledge “community engagement”.
- l) Work Plan – Research Activities embrace community participation.

The template/tool to guide the evaluation of such proposal should be accessible to researchers.

CHAPTER 4

PUBLIC RESPONSIBILITY/SOCIAL RESPONSIBILITY

4.1 INTRODUCTION

This Chapter provides a framework for the university's commitment to public responsibility. It also gives provide procedures and substantive guidelines for the development and implementation of public responsibility programmes and activities. Public Responsibility, which may also be referred to as social responsibility, entails all extra-curricular community engagement activities including humanitarian programmes. The public/social responsibility programmes of this University shall include the following:

a) Disaster/outbreaks relief

The University recognises its responsibility to assist when calamities occur in the region. Consequently, it commits itself to setting aside a reasonable amount for disaster relief that is to assist where a natural or human made catastrophe has occurred which has caused magnificent loss to human life, health the environment or property in the region. To ensure easy response to such catastrophe, a disaster sub-committee of the Community Engagement Committee will be established and shall consist of the following members:

- a) Director Community Engagement;
- b) 2 x members of the Community Engagement Committee and
- c) 2 x members of the School which is involved in working with the subject-matter most relevant to the calamity.

The disaster sub-committee will

- a) Convene within 24 hours after a disaster has been reported;
- b) Devise an action plan which outlines an appropriate response to the disaster within 48 hours;
- c) Oversee the implementation of the action plan;
- d) Report to the relevant structures on the plan and its implementation within 3 days after the required action has been completed;
- e) Coordinate students who assist with disaster relief activities and may apply to be credited for such activities as Work Integrated Learning according to the relevant programme/course requirements and or the principles of Recognition of Prior Learning as entrenched in the relevant policies.

b) Charitable Fund

- UNIVEN endeavours to assist in the fundraising efforts, which makes provision for bursaries of students who are financially needy and who are unable to obtain sufficient funding from any other source.
- The fund will be financed by voluntary contributions from donors who may include staff members. It will make appropriate arrangements, where possible, to ensure that staff members who choose to donate to the said fund will obtain tax-exemptions or rebates.

c) Not-for-profit short courses

UNIVEN encourages volunteer service work and not-for-profit short courses for the benefit of the communities surrounding it and including itself. The University will support such activities, which shall be taking place with the authorisation of and under the supervision of the Community Engagement Committee with an amount of at least R 25000, 00 per annum out of its own budget.

Volunteer programmes are essentially altruistic by nature. Although students and staff members may learn from these programmes, they are generally not related to, or integrated into, curricular activities.

4.2 THE ELEMENTS OF VOLUNTEERISM

4.2.1 Humanitarian Programmes: Humanitarian Programmes refer to UNIVEN assisting in response to disasters and calamitous problems occurring to our immediate communities. Humanitarian problems might be long term or short term. For example, this would encompass the provision of food aid to indigent persons. Furthermore, UNIVEN understands that charitable activities are part of its public responsibility and supports such as part of its humanitarian programmes.

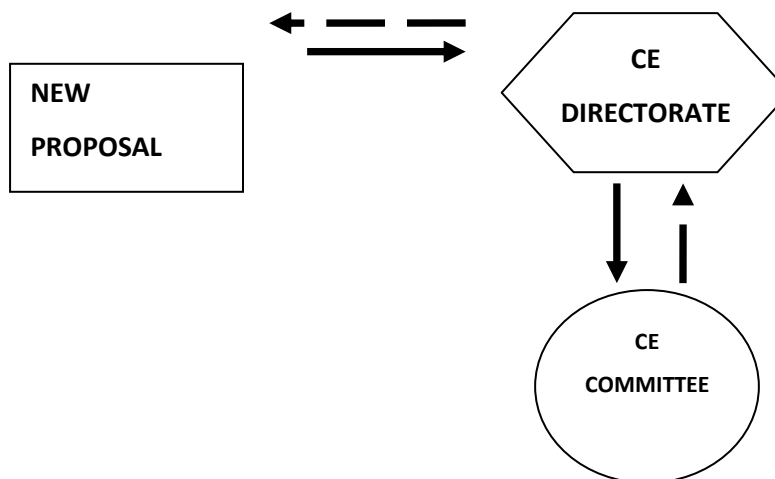
4.2.2 Non-Academic Community Service: Non-Academic Community Service refers to services which are rendered for the benefit of communities which are not having an academic or training benefit to the provider (student or staff member) attached. Examples would include Basic Computer Literacy Training and teaching communities on democracy, government processes, and participation in debates on specific issues.

4.2.3 Not-for-profit short courses: Another instance of volunteerism are not-for-profit short courses or workshops which aim at capacitating communities; e.g. training communities on specific skills needed such as farmers on new methods of farming or how to use anti-pesticides, entrepreneurs and emerging farmers.

4.3 IMPLEMENTATION PROCEDURES

Identification of Public Responsibility Programmes

Any stakeholder may identify and make a proposal. Proposals must be submitted to Community Engagement Directorate. The Community Engagement Directorate canvasses the proposal and makes recommendation based on the criteria enumerated at 4.3 above. It submits the proposal to the Community Engagement Committee which will then take a decision.



4.4 FUNDING FOR SOCIAL RESPONSIBILITY AND HUMANITARIAN PROGRAMME

The budgeting and management of funding process shall be the responsibility of the CE Committee through the Director Community Engagement. Budgeting will follow the university budgeting procedures provided that all cost accounts are allocated accordingly following different forms of Social Responsibility and Humanitarian programmes outlined in this Chapter.

CHAPTER 5

COMMUNITY PARTNERSHIPS

5.1 INTRODUCTION

Partnership refers to any form of working relationship entered into between UNIVEN and a specific community with the goal of improving the quality of life of people. This relationship may be either formal or informal. Each partnership may involve the university and a community only but may include other relevant stakeholders.

A formal relationship means a working arrangement in which the roles, responsibilities and obligations of each party are clearly articulated in a signed Memorandum of Understanding (MoU), Memorandum of Agreement (MoA) or Service Level Agreement (SLA).

Informal partnership refers to an unwritten working arrangement which is not cemented by the signing of MoU, MoA or SLA.

The partnerships shall relate to Community-Based Participatory Research (CBPR) (Chapter 3), Work-Integrated Learning (WIL) (Chapter 1) and Public Responsibility (Chapter 4). Also articulated in this chapter is how the partnerships will be established and sustained.

The UNIVEN-community partnerships policy recognises and acknowledges the diverse constituencies the university must collaborate with in order to identify issues that impede the achievement of improved quality of people's lives.

In this respect, UNIVEN endorses partnerships with rural communities be they villages, municipal wards or Traditional Leadership Councils. However, the university's regional development focus dictates that partnerships be established with 'targeted' communities such as professional bodies, all three spheres of government, the private sector, funding agencies, state-owned enterprises, civil society and any other organization or institution with the goal of addressing life improvement issues.

Targeted Partnership: As part of the University of Venda education, students, including postdoctoral scholars, may establish relationships with outside entities, such as private companies or non-profit organizations (including government agencies, foundations, public action organizations, school systems, etc.) These relationships may range from student internships that are part of a formal educational programme established by the student's department or programme to the actual conduct of a student's scholarship project at the outside entity. All of these relationships may have considered educational value for the student, providing unique educational or research resources and familiarizing students with the work environment of private companies or non-profit organizations.

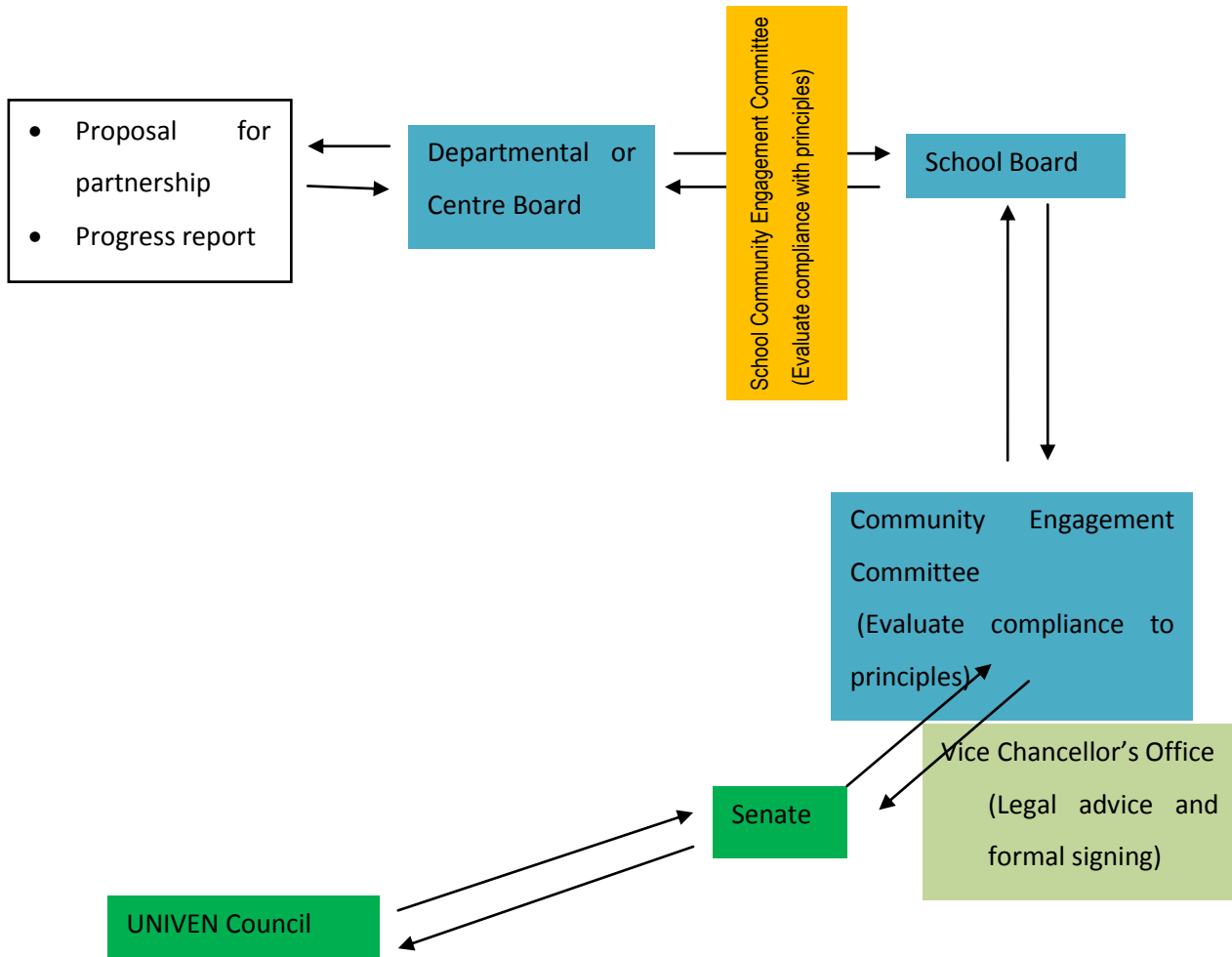
5.2 COMMUNITY ADVISORY BOARD

A 25-30 member Community Advisory Board (CAB) shall be established to provide an oversight role on Community Engagement matters.

Composition:

- The CAB shall be made up of representatives of community members, UNIVEN academic and support staff, government, civil society (NGOs and CBOs), business, funding agencies, traditional leaders, and undergraduate and postgraduate students.
- The lifespan of each CAB shall be five years. An individual shall only be eligible to serve a maximum of two terms.
- The CAB may invite experts on community engagement to advise it whenever it becomes desirable to do so.

5.3 FORMAL UNIVEN-COMMUNITY PARTNERSHIP ESTABLISHMENT AND SUSTENANCE FLOWCHART



CHAPTER 6

FUNDING AND INCENTIVES FOR COMMUNITY ENGAGEMENT ACTIVITIES

6.1 PROPOSED INCENTIVES

All types of proposed incentives are discussed hereunder.

6.1.1 Vice-Chancellor School Community Engagement Excellence Award

Incentives are in place to stimulate active community engagement work at school and individual level amongst staff members. These include the presentation of a Vice-Chancellor's Community Engagement Excellence Award in the form of certificates, trophies and cash as follows:

Review Criteria: An engaged school is one that:

- a) Has a significant number of staff members engaged in community engagement scholarship, academic service learning, and/or Schools/staff members' community engagement,
- b) Uses community-based learning to facilitate students' integration of community work and reflection into their academic study;
- c) Encourages and rewards the scholarship of engagement where community-based action, or applied research is pursued; and
- d) Provides support to key individuals/ departmental / programmatic initiatives which engage the community in efforts to fulfill the University's mission.
- e) Demonstrate:
 - Sustained leadership in working with the community and or community organizations in addressing critical community concerns, e.g. Rural development and poverty alleviation and/or
 - Innovative ways of working for the well-being of communities, and/or
 - Value add
 - Documented excellence in extending university knowledge
 - ✓ Evidence of the impact on a targeted audience, and/or
 - ✓ Evidence of impact on scholarship/research, instruction and curriculum development, and/or student learning.

6.1.2 Excellence in Community-Based Teaching and Learning

These awards will be given to individuals who utilize exemplary community-based teaching and learning strategies that enhance student learning and engage in public problem solving. Focus on Rural development and Poverty alleviation should carry more weight in the scoring.

Review Criteria: Quality of the teaching and learning will be evaluated on the following criteria:

- a) Facilitating student learning in a community-based context;
- b) Teaching at least one community-based learning course per year;
- c) Joining theory and practice that results in students understanding of relevance and application;
- d) Facilitating reflective learning;
- e) Understanding and facilitating community engagement learning outcomes for students; and
- f) Demonstrating scholarship related to community-based teaching.
- g) Demonstrating commitment in community engaged teaching (experiential learning accompaniment, etc.

- h) Suggesting creative ways to work with students and faculty in an educational, community development context.
- i) Having arrangements for monitoring and evaluating engaged teaching and learning

6.1.3 Excellence in Community-Based Research

This award will be given to faculty/community teams that provide pertinent data and responses to community needs with a focus on research. Award will be given to faculty/community partner team that contributes to community-based research.

Review criteria:

- a) New or innovative approaches to “defining, discovering, and disseminating knowledge” and/or a “commitment to social action for social change” via community-based research activities;
- b) Collaboration with community entities, democratization of knowledge, and/or social change/justice implemented via research activities; and
- c) Any community-based research in Rural development, Poverty alleviation, crime prevention , social action and/or social change that attempts to promote social justice (not exhaustive);
- d) Production publishable material in peer reviewed journals; and
- e) Promotion of scholarship of engagement

6.1.4 Excellence in Community-University Partnerships

Excellence in this category is given to a community partnership that has helped UNIVEN to realise the mission and vision of local and regional development.

Review Criteria

Individuals, School, Department and or community organization receiving this award is recognized for excellence in:

- a) Providing venues for a project to advance a community-based scholarship;
- b) Serving as a co-educator , co-learners and co-researchers in a project; and
- c) Being able to secure a sizable amount of funding
- d) Having a partnership sustainability plan
- e) Monitoring and evaluating its partnership processes and outcomes.

6.1.5 Excellence in social responsiveness and extra-curricular, humanitarian outreach programmes

This category considers an individual or school/Departments that

- a) Make deliberate efforts to promote UNIVEN's core value of Ubuntu, social responsibility and volunteer work;
- b) Engage in student coaching and mentorship programmes for community outreach;
- c) Engage in Community outreach programmes for staff;
- d) Plan public seminars, advocate and conduct awareness campaign;
- e) Has an active community outreach programme;
- f) Mobilise resources for outreach programmes;
- g) Coordinate their outreach programmes;
- h) Monitor their outreach programmes ;

6.1.5.1 Public Responsibility Medallion

The Community Engagement Committee may decide to recognise outstanding achievements in the field of public responsibility service by recognising such service with the ‘University of Venda Public Responsibility Medallion’ for the categories staff, students or communities.

Public responsibility programmes should be evaluated based on the following criteria:

- Adding value to the core business of UNIVEN;
- Measurable benefits for the beneficiaries of the programme;
- Benefits for beneficiaries must be commensurate to resources expended;
- Improving the quality of life of beneficiaries;
- Relevant to vision and mission of UNIVEN;
- Beneficial to communities to which UNIVEN has a connection / *nexus*;
- Sound financial and resource management procedures must be in place;
- Financial sustainability;
- Transparency of the project.

6.2 PROPOSED EVALUATION OPTIONS

Each year staff members may submit:

- a) A two page overview in support of a merit review. This narrative should include the following elements and be framed in the context of interdisciplinary contributions, but not exclusive of disciplinary contributions;
- b) Statement of role with respect to the mission and needs of the Department and or School. This statement should include a description of objectives and participation in each. It should also be explicit with respect to how the level of appointment in the Department/ School figures into allocation of efforts and productivity.
- c) Self-assessment of recent activities with respect to the individual's role in CE.
- d) Report activities, their success and shortcomings with respect to the CE and interdisciplinary and disciplinary goals.
- e) Assessment of the broader impacts of role and activities in relation to
- f) the mission of UNIVEN - Rural and Regional development as well as Rural development and Poverty alleviation activities
- g) Reflect on the relationship between individual goals and activities and the needs of the broader community. Have the successes furthered the goals of the school/department/university? Have they supported other core values underlying the foundation of UNIVEN? Are there reallocations of effort that might be made that would better meet responsibilities of UNIVEN, etc.?
- h) **Evidence of engagement in building long-term interdisciplinary collaborations.** UNIVEN values the collaborative efforts in which each school member engages. Substantial time investments are incurred to cultivate and maintain teams. These efforts may be well beyond efforts that are singular and independent of others. UNIVEN values schools that integrate colleagues from a diverse suite of disciplines, host institutions or agencies into their teams and who invest in cultivating long-term research collaborations.
- i) **Evidence of attracting research support for cross-cutting activities:** UNIVEN values efforts to attract research funding and other forms of support from non-traditional sources, such as private and not-for profit organizations, international organizations and government. UNIVEN further recognizes that forms of support may be in the form of investments of time and energy by team members and colleagues (in kind).
- j) **Evidence of productivity of interdisciplinary endeavors:** UNIVEN values efforts to produce tangible evidence of interdisciplinary endeavours through the form of publications in interdisciplinary peer reviewed journals, scholarly writings in the form of monographs or books, workshops, field trips for practitioners and academics, new course offerings and outreach materials that are research-based. The Institute also values efforts that lead to the creation of interdisciplinary communities of practice.

- k) **Evidence of integration into a broader body of knowledge and practice:** UNIVEN values extra efforts to ensure that scholarship activities are known and understood by those able to apply it in a research, educational and community context. Recognition should be given to differential on-the-ground impacts of some outreach products **from a policy and agency standpoint**. Moreover, quality interdisciplinary contributions, based in empirical data and team efforts, may take more time to produce. Thus, evaluation of the strict number of products produced, without reference to the quality and impact, would be inappropriate. UNIVEN values outreach efforts that may be framed in terms of positive economic and psycho-social impacts.

6.3 PROPOSED NOMINATION PROCESS

Candidates should be nominated via an open call for nominations from the University community, including students, Schools, staff, community and self-nominations.

6.3.1 School /staff nomination materials include:

- a) a letter (template) of nomination from the nominating individual detailing the nominee's unique qualifications for the award based upon the qualifying criteria above;
- b) Nominee's current CV;
- c) A letter of support from the community members affected by the individual.
- d) An overview of the unit, its mission and goals, and a brief history demonstrating sustained community involvement and impact based upon the qualifying criteria above;
- e) Letter of support from the Dean (department/unit) or Advisor/Sponsor (organization).

6.3.2 Selection Process

- a) The VC, in consultation with the CE Committee creates a CE Awards Selections Committee to review all service and engagement award nominations.
- b) The Committee will be composed of five members who have a demonstrated commitment to community engagement: one Senate representative, one from SRC and one additional member (maybe a community representative).
- c) The VC should appoint the Chair.
- d) Selections Committee members will serve three-years (as with other Committees), staggered terms with the exception of students who serve for one year.
- e) The Selections Committee will meet at least once annually to review all nomination materials, meeting as often as necessary to determine the most qualified recipient based upon the guidelines above and submit its recommendation to the VC prior to December 31.
- f) The VC and EMC should make the final decision based upon the Committee's recommendations. Announcement of the award recipients should be done at the award ceremony.
- g) The Selections Committee may recommend that outstanding but unsuccessful nominations be carried forward for one or, in exceptional cases, two years. Such nominations could be updated if the nominator so chooses, but this is not required. In such cases, the nominators should be notified.
- h) The VC may also assign a non-voting staff coordinator (The Registrar or Deputy Registrar) to accept, assemble and distribute nominations materials, coordinate committee meetings, track award details for web site posting and communications announcements. Recipient should be recognized on the UNIVEN awards web site.

6.3.3 Proposed awards

- **Cash amount:** as recommend by the CE Committee to Senate
- **Terms of award:** To be in line with those of Research and Innovation.

6.3.4 Eligibility for Incentives

- The Incentives policy is applicable to full time University staff only.

CHAPTER 7

QUALITY ARRANGEMENTS FOR COMMUNITY ENGAGEMENT ACTIVITIES

7.1 INTRODUCTION

Quality arrangements of a CE project revolve around the following four departments and structures:

- a) The CE Committee of SENATE reviews and makes recommendations for quality improvement of all registered projects.
- b) The Schools CE Committees review all CE projects at School level before forwarding same to the CE Committee of SENATE.
- c) Learning materials for Work Integrated Learning (WIL) are reviewed by Quality Assurance Department of the IPQA.
- d) The Ethics Committee of the RPC reviews all ethical matters pertaining to the project.
- e) Where necessary, the community advisory board is asked to review and or give recommendations for quality improvement on CE project particularly those that have a CE dimension.

The following are indicators for assessing the quality of a CE project:

INDICATORS FOR ASSESSING AN INDIVIDUAL/DEPARTMENT/ SCHOOL/ CE PROJECT ELEMENTS	
1. SIGNIFICANCE /IMPORTANCE	(Community, Students, Scholarship)
2. APPROPRIATENESS	(Community, Students, Scholarship)
3. ADEQUACY /SUFFICIENCY	(Community, Students, Scholarship)
4. SCHOLARSHIP	(Community, Students, Scholarship)
5. RESULTS	(Community, Students, Scholarship)
6. IMPACT	(Community, Students, Scholarship)
7. ENVISAGED OUTCOME (Joint fundable proposal; functional partnership, outreach, etc.)	(Joint fundable proposal; functional partnership, outreach, etc.)
8. ADDITIONAL INFORMATION	

7.2 MONITORING AND EVALUATION

Community Engagement monitors and evaluates the public responsibility programmes on behalf of the Community Engagement committee. It evaluates the programmes in cycles based on the criteria enumerated at 4.3 above. The duration of the cycles depends on the funds expended. It ensures that there are on-going evaluations. The Directorate will make its monitoring and evaluation reports available to the Community Engagement Committee.

Should the evaluations reveal that the programme is not run in accordance with the criteria at 4.3 a recommendation will be made by the Community Engagement Committee that steps for improvement be taken. The Community Engagement Committee must approve such a recommendation. In the recommendation a reasonable period for the improvement of the programme must be specified depending on the circumstances, which may vary between 2 weeks and 6 months. In cases where grave irregularities are found, the Community Engagement Committee has the power to suspend a programme and recommend to Senate to discontinue it. The same applies if a recommendation referred to above is not implemented.

CHAPTER 8

RISKS IN COMMUNITY ENGAGEMENT

8.1 INTRODUCTION

A UNIVEN staff member who is responsible for a CE project should take the following guidelines into account:

- a) Assume primary responsibility for and take reasonable steps towards ensuring the safety of CE students and community members, in close collaboration with other staff involved and external partners.
- b) Contemplate and be sensitive to reasonable foreseeable risks.
- c) Understand that staff members who are involved in CE should play an active role in ensuring safe and healthy CE conditions for the students.
- d) Take responsibility for the orientation of students regarding safety, liability and ethical matters before the CE commences.
- e) Take all reasonable precautions to ensure that the CE students are not exposed to foreseeable danger in the course of their involvement in CE activities.
- f) Adhere to relevant UNIVEN policies and procedures, and, in addition develop procedures to deal with emergency situations that are specific to the placement of the CE students and review them periodically.
- g) Keep emergency contact information (faculty contact person / student / SAPS / hospital / placement centre / ambulance / emergency service) readily available and keep (make available) copies of emergency procedures at the University and placement site at hand for the duration of the CE course.
- h) Ensure that students have at least one cell phone that is ready for use (with emergency numbers entered into the cell phone). Students should receive orientation regarding the use of the relevant contact numbers in an emergency situation.
- i) Build a good relationship with the SAPS and other emergency personnel and make arrangements ahead of time for the speedy rendering of assistance in the event of an incident or the provision of information about local unrest/dangerous areas/obstructed routes.
- j) Investigate placement centres and do site reviews before, during and after the CE module is offered where it is possible. This might not be required in the case of post-graduate students who will choose / find their own CE sites.
- k) Provide campus and CE site orientations to familiarise students with policies, procedures and risks involved in the specific service activities they will engage in and the populations they will serve. This should be undertaken in conjunction with external partners at the community sites or centres.
- l) Ensure that all students sign the attendance register on the day the Risk Management Guidelines are discussed in class. For quality and risk management purposes, UNIVEN staff members are required to file this register.
- m) Staff members will be indemnified and protected by the University (insurance coverage, i.e. professional indemnity and liability coverage), provided that the staff member was acting within the scope of his/her employment.
- n) Reporting of incidents should ideally take place within 24 hours, or as soon as possible.
- o) Staff members who transport more than 12 persons at a time are required to have a professional (endorsed) public driver's licence.

8.2 GUIDELINES FOR PLACEMENT SITE VISITS

When visiting a potential CE placement site staff members are advised to follow the following guidelines:

- a) Investigate placement centres thoroughly beforehand and identify any potential dangers (preferably in consultation with the service provider).
- b) Provide alternative placements and/or opportunities for students in CE courses to avoid potential risks and considering the safety needs of any student.
- c) Be aware of special rules and regulations regarding placement centres that work with children, the elderly, and persons with disabilities.
- d) Keep proper records of the individual CE student's schedule of service and whether the service was indeed rendered.
- e) Enter into agreement with the placement site authorities, local authority and/or provincial departments or community-based organisations to outline what their roles and responsibilities will be regarding supervision and assessment of CE students. Capture all decisions in writing.
- f) Divulge contact information of the site supervisor to the students.
- g) Provide the location of the site and directions via personal or public transportation, preferably in the form of a map with clear indications.

8.3 GUIDELINES FOR CE STUDENT ORIENTATION

UNIVEN staff members need to consider the following when planning orientation sessions for students:

- a) Remember that campus and/or site orientations should be adapted to accommodate variations among CE programmes (teaching and learning, research and Humanitarian projects); modules, academic departments and placement centres.
- b) Compel students to attend CE orientation and training sessions to enable them to make an informed decision relating to risks involved.
- c) The first session should take place on campus informing students about the service provider and the nature of their service placements.
- d) The second session of the orientation ought to be presented by a senior service sector or community representative and should take place at the site where students are going to serve, informing them about emergency policies, work procedures, and other rules and regulations of the site.
- e) Discuss the CE project with students so that they fully understand their responsibilities, the outcomes, goals and objectives of the module.
- f) Don't assume that students are aware of such issues as liability or sexual harassment issues. Let them ask questions to adequately address uncertainty.
- g) Let students give informed consent indicating their awareness of security matters by signing the **attendance register on the day when safety matters are discussed in class. Keep this register in the file.**
- h) Discuss safety measures and security issues in the course of the orientation of CE students. Make essential information regarding reasonably foreseeable risks available in pamphlet form/writing. Do not give a false or misleading impression of security or protection.
- i) Don't assume that student fees will automatically absorb **incidental** CE costs or that the placement centre will pay such expenses. They can be an additional financial burden for CE students. Discuss this with the CE students in advance.
- j) Be aware that special insurance policies for professional coverage (and others) are available for specific students and programmes (i.e. nursing).

8.4. GUIDELINES FOR THE SAFETY COMPONENT OF THE CE GUIDE

The safety guidelines included in the CE (guide) should comprise the components listed below, as well as additional guidelines required by any specific field of training (e.g. medical, nursing or allied health profession).

- a) Include a description of the nature of the CE experience and placement.
- b) Specify the rights/duties and responsibilities of the students in CE experience and placement.
- c) Offer an alternative for students who, for an acceptable reason, cannot follow the specified CE. Allow students to select their placement sites randomly (as far as possible).
- d) Stress the mandatory attendance of campus and on site orientation in connection with the CE project or programme.
- e) Stipulate the duration, total number of hours per week/quarter/ semester of the SL module.
- f) Make the process clear by means of a calendar of events and guidelines of control and grading were necessary.
- g) Include important (and emergency) contact information, as well as that of the agent/service provider/supervisor. This may even be distributed by means of a separate handout or sticker/disk.
- h) Indicate the location and route to the CE site and divulge information about transportation, safety and emergency procedures.
- i) Discuss the collaboratively identified service needs of the community that will be met through the CE placement.

8.4.1 Guidance for CE students

The point of departure that guides this section of the risk management document is that each and every CE student has a co-responsibility to ensure his/her own safety by keeping to safety measures and procedures throughout his/her participation in the CE. Through this aspect of the CE experience students are afforded an opportunity to better prepare themselves for the world of work where they might be required to venture into new territories.

The following sets of guidelines should be included in the CE guides of students.

All CE students are required to,

- a) Participate in orientation, training and ongoing supervision for the CE experience.
- b) Be sure to sign the attendance register for the day on which the risk management guidelines are discussed in class/workshop.**
- c) Be punctual and responsible in completing their commitment of time and task to the service provider/industry and or community.
- d) Follow the appropriate dress code.
- e) Always identify themselves when engaging with community members in order to ensure that they know that they represent UNIVEN as students on community engagement, and that they understand what the purpose of their involvement is.
- f) Inform a staff member or the service provider if they know they will be late or will not make it at all – this is not only professional courtesy, but indicates your whereabouts.
- g) Keep all information about clients you work with confidential.
- h) Show respect for the supervisor, staff and clients at the community and placement site.
- i) Be aware that they serve as ambassadors of goodwill and are representing the University of Venda.
- j) Talk to your lecturer or another appropriate staff member if you experience any problem or may become aware of safety risks at the placement site.

- k) Sign in at the placement site every time you are there (if required), and record your service hours on your time record form. This will not only ensure that you receive credit for the hours you have served, but will help to allocate responsibility.
- l) If you are uncomfortable with the placement site, you may request an alternative one. Do not just change it by yourself.
- m) Refrain from smoking when engaged in CE activities, especially where children are around.
- n) DO NOT engage in any type of business with clients for the duration of your CE activity on site.
- o) DO NOT give advice to clients that could have financial implications for them; always consult with your lecturer if such a temptation arises!
- p) Ensure that you act within the scope of the set outcomes of your CE assignment and remain within your current level of competency. If in doubt, consult your lecturer or site supervisor/field coordinator.
- q) Recognise students leadership arrangements as it will facilitate easy communication
- r) Know that the University has **limited** insurance coverage (i.e. professional indemnity and liability coverage), which may make provision for your actions, depending on the specific circumstances, and provided that you act within the scope of your CE duties as outlined in relevant university policy(ies).
- s) It should, however, be kept in mind that UNIVEN is not liable for any injuries and/or damages a student may suffer through his/her own doing. It is recommended that students discuss this matter with their own insurers.

8.4.2 Guidelines for students entering an unfamiliar community

When you embark on your community engagement activities in an unfamiliar community, you should adhere to the following guidelines, which will enhance your learning experience:

- a) Make an effort to know your site supervisor. Ask him/her questions about the area. Solicit his/her advice on what precautions you need to take to avoid hazardous situations.
- b) Familiarize yourself with the area. Get to know the location of phones, 24-hour stores, police stations, agency staff, other service agencies in the area and local businesses.
- c) Be familiar with the rules of the site. These rules are in place to ensure the most efficient functioning of the operation. Rules about training requirements such as background checks, confidentiality pledges or immunizations are intended to protect both you and the people with whom you are working.
- d) Be accessible. Provide the phone number of your service site and a schedule of your hours to a relative or friend before leaving to do community service.
- e) Work in pairs. Try not to be alone with clients without adequate supervision within close proximity.
- f) Stay informed. Stay in touch with your fellow community and/or service agency workers and keep up with incidents and issues affecting the area in which you serve.
- g) Trust your instincts. Sometimes the only indication you will have about impending problems is your 'gut feeling'. These feelings are enough of a signal to take precautions or simply suspend your activity, but be sure to explain them to your supervisor.
- h) Do what feels right. If you do not feel comfortable or safe participating in a certain activity, do not hesitate to share your feelings with your site supervisor or another appropriate person. You are not required to participate in any activity that makes you feel uncomfortable or unsafe.

8.5. SAFETY GUIDELINES FOR STUDENTS

In addition to the above guidelines, also take note of the following:

- a) Make sure that you know who to ask for help at the University and the placement site in encountering any kind of CE related problems, or when in doubt, and in case of emergency.
- b) Make sure that you know how to handle emergencies or where to get help on your way to or exiting from the placement site.
- c) Again: Visit the placement site in pairs and trios – never alone.
- d) When you embark on CE excursions, ensure that the lecturers always know exactly where you are. Deviations from the programme should be communicated to the staff member.
- e) DO NOT report to your placement site under the influence of drugs or alcohol.
- f) DO NOT give or loan your client or community member's money or other personal belongings.
- g) DO NOT make promises or commitments to community members that you cannot keep.
- h) DO NOT tolerate or engage in a verbal exchange of a sexual or discriminatory nature or engage in behaviour that might be perceived as sexual or discriminating with a community member and or service provider.
- i) DO NOT enter into a personal relationship with a community partner / client or service provider during the CE placement.
- j) DO NOT wear or carry conspicuous jewellery and other expensive items.
- k) Conceal cell phones.
- l) Act promptly if subjected to severe medical risks or infectious diseases at the placement site.
- m) Should any problem arise while you are working in the community, you should immediately contact the nearest police station and enquire about the safest/recommended route to leave the area.
- n) Report every incident with your lecturer and/or site supervisor as soon as possible.

8.6 ARRANGEMENTS FOR TRAVELLING AND TRANSPORT

Since CE students almost always engage in off-campus activities the following arrangements for travelling and transport should be followed:

- a) The driver of a vehicle transporting CE students should have a valid driver's licence older than two years and should be over the age of 20.
- b) Students who transport more than 12 persons at a time are required to have a professional (endorsed) public driver's licence.
- c) The driver of the vehicle should check it thoroughly (fuel/brakes/tyres/spare tyre) before departing on CE trips.
- d) Always maintain a positive attitude towards other road users, especially pedestrians.
- e) Know the route and prescribed time schedules to the placement site. Be familiar with alternative escape routes.
- f) Avoid high-risk crime and trouble areas *en route*.
- g) Always go to the placement site during the day.
- h) DO NOT travel alone in a car to the placement site.
- i) Keep the vehicle doors locked whilst travelling and windows preferably closed (or slightly open). Lock and immobilise (activate the alarm system/gear lock) when the vehicle is parked.
- j) Park in well illuminated parking areas if parking indoors.
- k) Make sure of approved parking on the premises of the placement site.
- l) DO NOT leave valuables/equipment in the parked vehicle.
- m) Obey traffic rules at all times (don't speed or over load).

- n) DO NOT give a client, service provider or stranger a ride in your own or a rental vehicle.
- o) DO NOT drive under the influence of drugs and/or alcohol.
- p) Go directly to the placement site without unnecessary stops (e.g. to buy refreshments at a shop). If absolutely necessary, stop only at safe and well frequented parking areas.
- q) Please take refreshments along to the placement site to inhibit unscheduled travelling in the vicinity of the placement site.
- r) Be very cautious at unusual roadblocks and accident scenes and if flagged down by police/traffic officers, request identification without opening doors and windows.
- s) Be aware of risks (like hijacking) involved in travelling by road. Be as calm as possible under stressful circumstances. Try to remember particulars of the hijackers and their escape vehicle and convey these particulars to the police and contact person as soon as it is possible.
- t) **Remember that a trip in your own vehicle** will only be regarded as formally approved if you have written permission to claim for such a trip and keep record of the kilometres travelled. This will be handled in line with other related university policies
Take note: If you make use of your own vehicle without such permission, ensure that your vehicle will be covered by your own insurance.
- u) Note that the University's insurance coverage does not include travelling by taxi.
- v) If you have a breakdown or your vehicle is involved in an accident, gather all information and call in for help (if necessary). Inform your lecturer immediately and report the accident at the nearest police station.