UNIVERSITY OF THE FREE STATE / UNIVERSITEIT VAN DIE VRYSTAAT

POLICY / BELEID

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Contact / Kontak	**Rev. C.D. Jaftha / Ds. C.D. Jaftha**
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Related policies and documents:	**Verwante beleide en dokumente:**
• UFS Education Policy	• UV-onderwysbeleid
• UFS Assessment Policy	• UV-assesseringsbeleid
• UFS Quality Assurance Policy	• UV-gehalteversekeringsbeleid
• UFS Research Development Policy	• UV-navorsingsontwikkelingsbeleid
• UFS Financial Policy	• Finansiële Beleid van die UV
• UFS Staff Development Policy	• UV-personeelontwikkelingsbeleid
• UFS Internationalisation Policy	• UV-internasionaliseringsbeleid

COMMUNITY SERVICE POLICY OF THE UNIVERSITY OF THE FREE STATE

1.   Preamble

1.1 The Community Service Policy of the University of the Free State (UFS) is founded on the vision and mission of the UFS to be an excellent, equitable and innovative university through the pursuit of scholarship as embodied in the creation, integration, application and transmission of knowledge by means of the promotion of an academic culture expressed through quality education, research and community service.

1.2 The Community Service Policy (hereinafter referred to as "the Policy") recognises the continuous challenge faced by the UFS in the field of pro-active transformation and the importance of responding vigorously to this challenge. This response necessitates becoming a model of a truly robust and responsive university that uses its teaching, research and community service capacities to make a significant contribution to the development of its province and also that of its wider region, South Africa and Africa. Such a contribution, with a "scholarship of engagement" at its heart, aims to enhance cooperation between the university and its surrounding community, using the UFS as a staging ground for continued and creative interaction. The Policy acknowledges the

SAMELEWINGSDIENSBELEID VAN DIE UNIVERSITEIT VAN DIE VRYSTAAT

1.   Aanhef

1.1 Die Samelewingsdiensbeleid van die Universiteit van die Vrystaat (UV) is gebaseer op die visie en missie van die UV om 'n uitnemende, billike en innoverende universiteit te wees deur die nastrewing van vakkundigheid ("scholarship") soos beliggaam in die skepping, integrering, toepassing en oordrag van kennis deur middel van die bevordering van 'n akademiese kultuur soos uitgedruk in opvoeding, navorsing en samelewingsdiens van gehalte.

1.2 Die Samelewingsdiensbeleid (hierna genoem "die Beleid") erken die voortdurende uitdaging wat die UV op die terrein van proaktiewe transformasie in die gesig staar en die belangrikheid daarvan om flink op hierdie uitdaging te reageer. Hierdie reaksie vereis dat die Universiteit 'n model sal word van 'n ware robuuste en responsiewe universiteit wat sy onderrig-, navorsings- en samelewingsdiens-vermoëns gebruik om 'n betekenisvolle bydrae tot die ontwikkeling van sy provinsie en ook dié van sy wyer streek, Suid-Afrika en Afrika te maak. Sodanige bydrae, met vakkundige betrokkenheid ("scholarship of engagement") aan die kern daarvan, het ten doel om samewerking tussen die Universiteit en die omringende gemeenskap te bevorder deur die UV te

concurrent challenge of operating in a truly African reality and reflecting an African consciousness and identity, and undertakes to champion the contextualisation of the UFS as a university of excellence in, and for, Africa. The Community Service Policy thus envisions community engagement in the form of a pioneering approach that is increasingly integrated with teaching, learning and research.

1.3 With a view to the transformation of higher education in South Africa, the Policy endorses the three points of departure for transformation of the higher education sector, namely:

1.3.1 increased democratic and diverse participation aimed at eradicating inequalities;

1.3.2 greater responsiveness to a range of social and economic challenges and a commitment to solutions which might require adaptation in terms of research, teaching, learning and curricula; and

1.3.3 increased co-operation and partnerships with all role-players in society (the community, as well as the public and private sectors).

1.4 The Policy further recognises the importance of open systems of knowledge-generation in close and co-operative

gebruik as 'n vormingsgebied vir voortgesette en kreatiewe interaksie. Die Beleid erken die gelyktydige uitdaging van binne 'n ware Afrika-realiteit te funksioneer en 'n Afrika-bewussyn en –identiteit te weerspieël, en onderneem om die kontekstualisering van die UV as 'n universiteit van uitnemendheid in en vir Afrika voor te staan, en beoog derhalwe gemeenskapsbetrokkenheid in die vorm van 'n baanbrekersbenadering wat toenemend met onderrig, leer en navorsing geïntegreer word.

1.3 Met die oog op die transformasie van hoër onderwys in Suid-Afrika, onderskryf die Beleid die drie vertrekpunte vir die transformasie van die hoëronderwyssektor, naamlik:

1.3.1 toenemende demokratiese en diverse deelname wat daarop gemik is om ~~die~~ ongelykhede uit te wis;

1.3.2 groter responsiwiteit ten opsigte van 'n reeks sosiale en ekonomiese uitdagings en 'n verbintenis tot oplossings wat aanpassing in terme van navorsing, onderrig, leer en kurrikulums mag verg; en

1.3.3 toenemende samewerking en vennootskappe met alle rolspelers in die samelewing (die gemeenskap, sowel as die openbare en privaat sektor).

1.4 Voorts erken die Beleid die belangrikheid van oop stelsels van kennisgenerering in noue en samewerkende interaksie met, en

interaction with, and in the interest of, the broader society. This Policy strives for the inclusion of such paradigms in community service, thus answering to the challenges of the current South African development context through the production of socially relevant forms of knowledge.

1.5 The Policy recognises and has taken into account the intentions, content, stipulations and contributions contained in:

1.5.1 the vision and mission of the UFS;

1.5.2 the UFS Strategic Plan 2006 – 2008;

1.5.3 the first UFS Community Service Policy (2002);

1.5.4 a Policy for Community Service at the Free State University – Foundational Document, 2002;

1.5.5 the UFS Draft Transformation Plan, Transformation Plan Task Team; April 2006;

1.5.6 Academic work at the UFS in terms of its intrinsic nature as a university: A foundation document of the UFS. Final version, May 2006;

1.5.7 the National Commission on Higher Education Report: A Framework for Transformation, NCHE, 1996;

1.5.8 the Education White Paper: A Programme for the Transformation of Higher Education, Department of Education, 1997;

in die belang van, die breër samelewing. Hierdie Beleid streef na die insluiting van sulke paradigmas in samelewingsdiens, en reageer sodoende op die uitdagings van die huidige Suid-Afrikaanse ontwikkelingskonteks deur die voortbrenging van sosiaal relevante vorms van kennis.

1.5 Die Beleid erken en neem die oogmerke, inhoud, bepalinge en bydraes in ag wat vervat is in:

1.5.1 die visie en missie van die UV;

1.5.2 die Strategiese Plan van die UV 2006 – 2008;

1.5.3 die eerste Samelewingsdiensbeleid van die UV (2002);

1.5.3 'n Beleid vir Samelewingsdiens aan die Universiteit van die Vrystaat – Funderingsdokument, 2002;

1.5.5 die Konseptransformasieplan van die UV, Transformasieplantaakspan, April 2006;

1.5.6 Akademiese werk aan die UV in terme van sy intrinsieke aard as 'n universiteit: 'n funderingsdokument van die UV, finale weergawe, Mei 2006;

1.5.8 die Verslag van die Nasionale Kommissie vir Hoër Onderwys: 'n Raamwerk vir Transformasie, *NCHE*, 1996;

1.5.9 die Witskrif op Onderwys: 'n Program vir die Transformasie van Hoër Onderwys, Departement van Onderwys, 1997;

1.5.9 the Higher Education Act, No. 101 of 1997;

1.5.10 a New Academic Policy for Programmes and Qualifications in Higher Education, Republic of South Africa: Council on Higher Education, 2002;

1.5.11 the Criteria for Institutional Audits, Higher Education Quality Committee; Council on Higher Education, June 2004; and

1.5.12 A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning, Higher Education Quality Committee (HEQC), June 2006.

2. Purpose of the Policy

2.1 Within the context and scope of the preamble above, the purpose of the Policy is to provide an institutional framework for the continuous improvement and expansion of community service as a core function of the UFS. The guiding principles for this purpose will be:

2.1.1 the further integration of community service with the teaching, learning and research activities of the UFS;

2.1.2 the nurturing of existing, and the promotion of new community service initiatives; and

2.1.3 the establishment of sustainable quality co-operative partnerships with communities and the relevant service sectors.

1.5.10 die Wet op Hoër Onderwys, no. 101 van 1997;

1.5.11 'n Nuwe Akademiese Beleid vir Programme en Kwalifikasies in Hoër Onderwys, Republiek van Suid-Afrika: Raad vir Hoër Onderwys, 2002;

1.5.12 die Kriteria vir Institusionele Oudits, Hoëronderwys-gehaltekomitee; Raad vir Hoër Onderwys, Junie 2004; en

1.5.13 'n Gids tot goeie praktyk en self-evaluaringsinstrumente vir die bestuur van gehalte-diensleer, Hoëronderwys-gehaltekomitee (HEQC), Junie 2006.

2. Doel van die Beleid

2.1 Binne die konteks en bestek van die aanhef hierbo, is die doel van die Beleid om 'n institusionele raamwerk te voorsien vir die voortdurende verbetering en uitbreiding van samelewingsdiens as 'n kernfunksie van die UV. Die rigtinggewende beginsels vir hierdie doel sal wees:

2.1.1 die verdere integrering van same-lewingsdiens met die onderrig, leer en navorsingsaktiwiteite van die UV;

2.1.2 die koestering van bestaande en die bevordering van nuwe same-lewingsdiensinisiatiewe; en

2.1.3 die daarstelling van volhoubare samewerkingsvennootskappe van gehalte met gemeenskappe en die tersaaklike dienstesektore.

2.2	More specifically, the Policy strives to ensure that:	2.2	Meer spesifiek streef die Beleid daarna om te verseker dat:
2.2.1	the mission, purpose and objectives of the UFS regarding community service are relevant and responsive to the local, national and international context;	2.2.1	die missie, doel en doelwitte van die UV ten opsigte van samelewingsdiens relevant en responsief is met betrekking tot die plaaslike, nasionale en internasionale konteks;
2.2.2	the commitment of the UFS to community service is reflected in strategic planning, policies and procedures;	2.2.2	die verbintenis van die UV tot samelewingsdiens in strategiese beplanning, beleide en prosedures weerspieël word;
2.2.3	the leadership, organisational and management structure manifests the commitment of the UFS to community service;	2.2.3	die leierskap, organisatoriese en bestuurstruktuur die verbintenis van die UV tot samelewingsdiens manifesteer;
2.2.4	there is, within limits of affordability, sustainable resource allocation for the delivery of quality integrated community service as part of the core functions of the UFS;	2.2.4	binne die grense van bekostigbaarheid, daar volhoubare hulpbrontoewysing vir die lewering van geïntegreerde samelewingsdiens as deel van die kernfunksies van die UV is;
2.2.5	community service is managed, co-ordinated and facilitated effectively at all academic and support service levels of the UFS;	2.2.5	samelewingsdiens effektief op alle vlakke van akademiese en steundienste aan die UV bestuur, gekoördineer en gefasiliteer word;
2.2.6	sustainable institutional support is available for the development and implementation of community service;	2.2.6	daar volhoubare institusionele ondersteuning beskikbaar is vir die ontwikkeling en implementering van samelewingsdiens;
2.2.7	the UFS supports community service as a means to promote contextualised, relevant teaching and learning;	2.2.7	die UV samelewingsdiens as 'n middel tot die bevordering van gekontekstualiseerde, relevante onderrig en leer ondersteun;
2.2.8	engagement, collaboration and partnerships are cornerstones of the community service objectives of the UFS;	2.2.6	betrokkenheid, samewerking en ven-nootskappe hoekstene van die samelewingsdiensdoelwitte van die UV is;

2.2.9 the UFS supports research on, in and through community service;

2.2.10 the impact and output of community service are monitored and evaluated; and

2.2.11 community service activities/initiatives are reviewed continuously.

3. Definitions and terms

3.1 For the purposes of the Policy the following definitions shall be applicable:

3.1.1 **Community service**: Employing the scholarly expertise and resources of the UFS to render mutually beneficial services to communities within a context of reciprocal engagement and collaborative partnerships.

3.1.2 **Community:** "Communities" refer to specific, collective interest groups, conjoined in their search for sustainable solutions to development challenges, that participate or could potentially participate as partners in the similarly inclined community service activities of the UFS, contributing substantially to the mutual search for sustainable solutions to jointly identified challenges and service needs through the utilisation of the full range of resources at their disposal.

2.2.9 die UV navorsing oor, in en deur samelewingsdiens ondersteun;

2.2.10 die impak en uitset van samelewings-diens gemoniteer en geëvalueer word; en

2.2.11 samelewingsdiensaktiwiteite/-inisia-tiewe deurlopend hersien word.

3. Definisies en terme

3.1 Vir die doeleindes van die Beleid sal die volgende definisies van toepassing wees:

3.1.1 **Samelewingsdiens**: Die aanwending van die vakkundigheid en hulpbronne van die UV in wedersyds voordelige dienslewering aan gemeenskappe binne die konteks van wederkerige betrokkenheid en samewerkende vennootskappe.

3.1.2 **Gemeenskap**: "Gemeenskappe" verwys na spesifieke, kollektiewe belangegroepe, saamgesnoer in hul soeke na volhoubare oplossings vir ontwikkelingsuitdagings, wat as vennote deelneem, of potensieel kan deelneem, aan die soortgelyk ingestelde samelewingsdiensaktiwiteite van die UV. Deur gebruik te maak van die volle verskeidenheid hulpbronne tot hulle beskikking, lewer hulle 'n beduidende bydrae tot die gesamentlike soeke na volhoubare oplossings vir uitdagings en diensbehoeftes wat gesamentlik geïdentifiseer is.

3.1.3 **Service sector:** Any actor responsible for service-delivery in or to the community. This includes the public sector at national, provincial and local level, as well as the private sector in all its guises. At the community level it can also include Non-governmental Organisations (NGOs), Faith-based Organisations (FBOs) and Community-based Organisations (CBOs).

3.1.3 **Dienstesektor**: Enige medespeler wat vir die lewering van diens in of aan die samelewing verantwoordelik is. Dit sluit die openbare sektor op nasionale, provinsiale en plaaslike vlak in, sowel as die private sektor in al sy gedaantes. Op gemeenskapsvlak kan dit ook Nie-regeringsorganisasies (NRO's), Geloofsgebaseerde organi-sasies en Gemeenskapsgebaseerde Organisasies (GBO's) insluit.

3.1.4 **Service:** In the context of social transformation "service" at a higher education institution can be defined as social accountability and responsiveness to development challenges through the key functions of teaching and research in close cooperation with local communities and the service sector in a spirit of mutuality and reciprocity. On the one hand this encompasses making available the institution's intellectual competence and infrastructure to improve service delivery. On the other hand, it is a focused modification and contextualisation of what is taught, learnt and researched.

3.1.4 **Diens**: In die konteks van sosiale transformasie kan "diens" aan 'n hoëronderwysinstelling omskryf word as sosiale verantwoordelikheid en responsiwiteit ten opsigte van ontwikkelingsuitdagings deur middel van die sleutelfunksies van onderrig en navorsing in noue samewerking met plaaslike gemeenskappe en die dienstesektor. Aan die een kant behels dit die beskikbaarstelling van die instelling se intellektuele bevoegdhede en infrastruktuur om dienslewering te verbeter. Aan die ander kant, behels dit 'n toegespitste wysiging en konteks-tualisering van wat onderrig, geleer en nagevors word.

3.1.5 For the purpose of this policy **Developmental Engagement** is defined as a dynamic, interactive endeavour aimed at ensuring positive outcomes within communities and to maximise the quality of life of those involved. Such development requires

3.1.5 Vir die doeleindes van hierdie beleid word **Ontwikkelingsbetrokkenheid** gedefinieer as 'n dinamiese, interaktiewe strewe en poging wat daarop gerig is om positiewe uitkomste binne gemeenskappe te verseker en om die lewensgehalte van die

an enabling environment of mutuality and reciprocity, ensuring that collective growth and development of all partners take place, and that contributions by communities and the service sector are valued and duly recognised. In the context of community service learning (see 3.1.7), the emphasis is on reciprocal teaching and learning among all members of the partnership (communities, service sector, UFS staff and students).

betrokkenes te maksimeer. Sodanige ontwikkeling vereis 'n bekwaam-makende omgewing van onderlingheid en wederkerigheid, wat verseker dat gesamentlike groei en ontwikkeling van alle vennote plaasvind, en dat die bydrae van gemeenskappe en die dienstesektor op prys gestel en behoorlik erken word. In die konteks van samelewingsdiensleer (kyk 3.1.7) val die klem op wederkerige onderrig en leer tussen alle lede van die vennootskap (gemeenskappe, die dienstesektor, UV-personeel en -studente).

3.1.6 **Community engagement**:
Continuously negotiated collaborations and partnerships between the UFS and the interest groups that it interacts with, aimed at building and exchanging the knowledge, skills, expertise and resources required to develop and sustain society.

3.1.6 **Gemeenskapsbetrokkenheid**:
Voortdurend onderhandelde same-werking en vennootskappe tussen die UV en die belangegroepe waarmee dit in interaksie verkeer, gerig op die bou en uitruil van die kennis, vaardighede, kundigheid en hulpbronne wat nodig is om die samelewing te ontwikkel en te handhaaf.

3.1.7 **Community service learning (or: "service-learning"):** An educational approach involving curriculum-based, credit-bearing learning experiences in which students (a) participate in contextualised, well-structured and organised service activities aimed at addressing identified service needs in a community, and (b) reflect on the service experiences in order to gain a deeper understanding of the linkage between curriculum content and

3.1.7 **Samelewingsdiensleer (of: "diens-leer")**: 'n Opvoedkundige benadering wat kurrikulumgebaseerde, krediet-draende leerervarings behels waarin studente (a) aan gekontekstualiseerde, goedgestruktureerde en georgani-seerde diensaktiwiteite deelneem wat daarop gemik is om geïdentifiseerde diensbehoeftes in 'n gemeenskap aan te spreek, en (b) oor die dienservarings nadink ten einde 'n dieper insig in die verband tussen kurrikulum-inhoud en

community dynamics, as well as achieve personal growth and a sense of social responsibility. It requires a collaborative partnership context that enhances mutual, reciprocal teaching and learning among all members of the partnership (lecturers and students, members of the communities and representatives of the service sector).

3.2 The Policy distinguishes between the following community service categories:

3.2.1 Category A
Community service that is integrated into academic work, i.e. academic programmes of students and research conducted by staff. The following sub-categories are identified:

3.2.1.1 community service learning (core, elective and foundational modules);

3.2.1.2 compulsory practical work and mandatory community service as required by legislation;

3.2.1.3 internships, clinical practice and work-based education in community settings, and other community-based forms of professional training; and

3.2.1.4 participatory community-oriented research.

3.2.2 Category B
Scholarly and other expert service to the community by staff members. The following sub-categories are identified:

samelewingsdinamiek te verkry, sowel as om persoonlik te groei en 'n sin vir sosiale verantwoordelikheid te ontwikkel. Dit vereis 'n samewerkende vennootskapskonteks wat onderlinge, wederkerige onderrig en leer tussen alle lede van die vennootskap (dosente en studente, lede van die gemeenskappe en verteenwoordigers van die dienstesektor) verbeter.

3.2 Die Beleid onderskei tussen die volgende samelewingsdienskategorieë:

3.2.1 Kategorie A
Samelewingsdiens wat geïntegreer is met akademiese werk, d.w.s. studente se akademiese programme en navorsing wat deur personeel gedoen word. Die volgende subkategorieë word geïdentifiseer:

3.2.1.1 samelewingsdiensleer (kern-, elektiewe en basismodules);

3.2.1.2 verpligte praktiese werk en gemeenskapsdiens wat deur wetgewing vereis word;

3.2.1.3 internskappe, kliniese praktika en werkgebaseerde opvoeding in samelewingskontekste, en ander samelewingsgebaseerde vorme van professionele opleiding; en

3.2.1.4 deelnemende gemeenskapsgeoriën-teerde navorsing.

3.2.2 Kategorie B
Vakkundige en ander kundige diens aan die samelewing deur personeellede. Die volgende subkategorieë word geïdentifi-

3.2.2.1 research projects (e.g. contractual policy research) with and in communities;

3.2.2.2 workshops and short courses for community members;

3.2.2.3 the initiation and management of community development projects by UFS staff and students;

3.2.2.4 consultation services in a community context; and

3.2.2.5 service to and within the UFS as a specific segment of the community.

3.2.3 Category C
Extra-curricular community involvement and interaction, such as non-academic community outreach on a voluntary basis.

4. Strategies for the implementation of integrated community service

In order to accomplish the above-mentioned objectives, the following strategies for the implementation of the Policy will be followed:

4.1 The integration of community service as a core component of the vision, mission, objectives and organisational structure of the UFS

4.1.1 The UFS is determined to ensure that community service is firmly integrated into the vision, mission and values of the institution, with a view to inculcate a culture of community service equal to the cultures of teaching and research

3.2.2.1 navorsingsprojekte (bv. kontraktuele beleidsnavorsing) saam met en in gemeenskappe;

3.2.2.2 werkswinkels en kort kursusse vir lede van gemeenskappe;

3.2.2.3 die inisiëring en bestuur van gemeenskapsontwikkelingsprojekte deur UV-personeel en –studente;

3.2.2.4 konsultasiedienste in 'n samelewings-verband; en

3.2.2.5 diens aan en binne die UV as 'n spesifieke segment van die gemeenskap.

3.2.3 Kategorie C
Buitekurrikulêre betrokkenheid en inter-aksie, soos nie-akademiese uitreiking op 'n vrywillige basis.

4. Strategieë vir die implementering van geïntegreerde samelewingsdiens

Ten einde die bogenoemde doelwitte te bereik, sal die volgende strategieë vir die implementering van die Beleid gevolg word:

4.1 Die integrering van samelewingsdiens as 'n kernkomponent van die visie, missie, doelwitte en organisatoriese struktuur van die UV

4.1.1 Die UV is vasbeslote om te verseker dat samelewingsdiens heg geïntegreer word met die visie, missie en waardes van die instelling met die oog daarop om 'n kultuur van samelewingsdiens gelykstaande aan die kulture van

already existing at the UFS.

4.1.2 The inclusion and reflection of community service in the strategic planning, policies and procedures of the UFS is of paramount importance. This will be evident in the management structures and the organisational mechanisms of the UFS, as well as in the sustainable resourcing of community service as a core function.

4.1.3 The UFS will coordinate community service through the Chief Directorate: Community Service, the Community Service Management Committee, the Community Service Portfolio Committees of the Faculties (reporting to the Faculty Boards), as well as the "flagships" (i.e. key sites for multi-disciplinary engagement) of the UFS. Community service will be supported, promoted and communicated by the Chief Directorate: Community Service in co-operation and consultation with the above committees.

4.1.4 The UFS will initiate and implement steps aimed at addressing the potential risks and liabilities associated with community service activities.

4.2 The integration of community service into academic programmes and curricula

4.2.1 The inclusion of compulsory

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onderrig en navorsing wat reeds aan die UV bestaan te kweek.

4.1.2 Die insluiting en weerspieëling van samelewingsdiens in die strategiese beplanning, beleide en prosedures van die UV is van die hoogste belang. Dit sal duidelik blyk uit die bestuurstrukture en die organisatoriese meganismes van die UV, sowel as die volhoubare hulpbronvoorsiening aan samele-wingsdiens as 'n kernfunksie.

4.1.3 Samelewingsdiens sal deur die Hoofdirektoraat: Samelewingsdiens, die Samelewingsdiensbestuurs-komitee, die Portefeuljekomitees vir Samelewingsdiens van die fakulteite (wat aan die Fakulteitsrade rapporteer), sowel as die "vlagskepe" (d.i. die sleutelterreine vir multi-dissiplinêre betrokkenheid) van die UV gekoördineer word. Samelewingsdiens sal deur die Hoofdirektoraat: Samelewingsdiens in samewerking en raadpleging met die bogenoemde komitees ondersteun, bevorder en gekommunikeer word.

4.1.4 Die UV sal gepaste stappe inisieer en implementeer wat daarop gerig is om die potensiële risiko's en aanspreeklikheid wat met samele-wingsdiensaktiwiteite gepaardgaan aan te spreek.

4.2 Die integrering van samelewingsdiens met akademiese programme en kurrikulums

4.2.1 Die insluiting van verpligte same-

community service learning modules in all academic programmes (at least one per programme) is a policy priority and will be propagated accordingly. This prioritisation is informed by the proven record of community service learning as an educational approach that leads to a deeper understanding of the linkage between curriculum content and community dynamics, as well as the achievement of personal growth and a sense of social responsibility within students and staff involved.

4.2.2 The inclusion of community service learning modules in academic programmes takes place in coherence with other relevant policies, for instance the UFS Education Policy and the UFS Assessment Policy, and its applicable procedures.

4.2.3 Curriculum development that facilitates the inclusion of CSL modules or components in academic programmes is implemented by the relevant faculty portfolio committees.

4.2.4 Curricula for community service modules will be developed, taking into account local and traditional knowledge, as well as the indigenous knowledge systems of partners such as local communities and the services sector, thus enhancing the relevant processes of academic transformation aimed at ensuring reciprocity and participatory, open systems of

lewingsdiensleermodules in alle akademiese programme (ten minste een per program) is 'n beleidsprioriteit en sal dienooreenkomstig gepropageer word. Hierdie prioritisering spruit voort uit die bewese rekord van samelewingsdiensleer as 'n opvoedkundige benadering wat lei tot 'n dieper insig in die verband tussen kurrikulum-inhoud en samelewings-dinamiek, sowel as die bereiking van persoonlike groei en 'n sin vir sosiale verantwoordelikheid in studente en personeel wat betrokke is.

4.2.2 Die insluiting van samelewingsdiens-leermodules in akademiese programme vind plaas in samehang met ander tersaaklike beleide, byvoorbeeld die Onderwysbeleid van die UV en die Assesseringsbeleid van die UV, en hul toepaslike prosedures.

4.2.3 Kurrikulumontwikkeling wat die in-sluiting van SDL-modules of – komponente in akademiese programme fasiliteer, word deur die tersaaklike portefeuljekomitees van die fakulteite geïmplementeer.

4.2.4 Kurrikulums vir samelewingsdiens-modules sal ontwikkel word met inagneming van plaaslike en tradisionele kennis, sowel as die stelsels van inheemse kennis van die vennote, soos plaaslike gemeenskappe en die dienstesektor, en sodoende die tersaaklike prosesse van akademiese transformasie, gerig op wederkerigheid en deelnemende,

knowledge generation.

oop stelsels van kennisgenerering, verbeter.

4.3 Support for and recognition of staff involved in community service

4.3.1 In the light of the particular challenges associated with the implementation of community service, sustainable support for and recognition of the achievements of staff members are regarded as priorities.

4.3.2 The UFS will strive to integrate appropriate recognition of and credit for involvement of staff in community service into the performance management system of the UFS as it is developed and implemented, ensuring growth in the status of community service in line with that of teaching and research. Such recognition, integrated with institutional and faculty mechanisms, will be aimed at recognising the achievements of staff members who excel in integrated community service in any of the following areas:

4.3.2.1 successful conceptualisation and planning of integrated community service;

4.3.2.2 successful building of responsive and co-operative partnerships that leads to the implementation of integrated community service; and

4.3.2.3 successful fundraising initiatives aimed at implementing integrated community service programme.

4.3 Ondersteuning vir en erkenning van personeel wat betrokke is by samelewingsdiens

4.3.1 In die lig van die besondere uitdagings wat met die implementering van samelewingsdiens gepaardgaan, word volhoubare ondersteuning vir en erkenning van die prestasies van personeellede as prioriteite beskou.

4.3.2 Die UV sal daarna streef om toepaslike erkenning van en krediet vir die betrokkenheid van personeel by same-lewingsdiens in die prestasiebestuur-stelsel van die UV te integreer soos dit ontwikkel en geïmplementeer word, en sodoende groei van die status van samelewingsdiens in lyn met dié van onderrig en navorsing verseker. Geïntegreer met institusionele en fakulteitsmeganismes, sal sodanige erkenning gemik wees op die prestasies van personeellede wat uitmunt in geïntegreerde samelewingsdiens op enige van die volgende terreine:

4.3.2.1 suksesvolle konseptualisering, beplan-ning en implementering van geïntegreerde samelewingsdiens;

4.3.2.2 suksesvolle bou van responsiewe en samewerkende vennootskappe wat lei tot die implementering van geïntegreerde samelewingsdiens; en

4.3.2.3 suksesvolle fondswerwingsinisiatiewe wat gemik is op die implementering

4.3.3 Consonant with its mission, and based on the collective engagement profile of the relevant department, academic programme or faculty, the UFS will strive to determine an individually negotiated weighting for community service for staff members.

4.3.4 The UFS undertakes to support and facilitate staff development and capacity-building programmes in relation to integrated CS, such as initiatives undertaken by the Centre for Higher Education Studies and Development (CHESD).

4.4 The development of co-operative partnerships with communities and the service sector

4.4.1 Well co-ordinated partnerships with communities and the service sector are of vital importance; and the UFS strives for the setting up of responsive and co-operative partnerships, with the emphasis on mutuality and reciprocity for the benefit of all parties involved.

4.4.2 Co-operative and contextualised partnership-building approaches are followed, ensuring maximum community and service-sector participation and decision-making in a transparent, accountable and democratic manner. Such participation

van geïntegreerde samelewings-diensprogramme.

4.3.3 Ooreenkomstig die missie van die UV, en gebaseer op die kollektiewe profiel van betrokkenheid van die tersaaklike departement, akademiese program of fakulteit, sal die UV daarna streef om 'n individueel onderhandelde gewig vir samelewingsdiens vir personeellede te bepaal.

4.3.4 Die UV onderneem om personeelont-wikkeling en kapasiteitsbouprogramme met betrekking tot geïntegreerde SD te ondersteun en fasiliteer, soos inisiatiewe wat deur die Sentrum vir Hoëronderwysstudie en –ontwikkeling (SHOSO) onderneem word.

4.4 Die ontwikkeling van samewerkings-vennootskappe met gemeenskappe en die dienstesektor

4.4.1 Goed gekoördineerde vennootskappe met gemeenskappe en die dienstesektor is lewensbelangrik, en die UV streef na die daarstelling van responsiewe en samewerkende vennootskappe met die klem op onderlingheid en wederkerigheid tot die voordeel van alle betrokke partye.

4.4.2 Samewerkende en gekontekstuali-seerde vennootskapbouende benaderings word gevolg en verseker maksimum gemeenskaps- en dienstesektordeelname aan besluit-neming op 'n deursigtige en demokratiese wyse. Sodanige

should be concretised by way of standard operating procedures, memorandums of understanding and service-level agreements.

4.4.3 Communities contribute to partnerships through their own social capital. The UFS values and duly recognises this input in order to ensure an effective response to the challenges identified by the community in addition to the contributions made by the UFS and the service sector.

4.4.4 The UFS undertakes to empower its staff members in partnership-building, ensuring that good practices are adhered to.

4.4.5 The "flagships" (i.e. key sites for multidisciplinary engagement) in the form of the Mangaung University Community Partnership Programme (MUCPP), the Free State Rural Development Partnership Programme (FSRDPP), the Lengau Agri Centre, the Qwaqwa Campus of the UFS and the Boyden Observatory, are central to the implementation of community service at the UFS; the UFS will continue to support and engage with them.

4.5 The sustainable and strategic allocation of human, financial, infrastructural and information resources for community

deelname behoort deur middel van standaard- operasionele prosedures, memorandums van verstandhouding en diensvlakooreenkomste gekonkretiseer te word.

4.4.3 Gemeenskappe dra deur middel van hulle eie sosiale kapitaal tot vennootskappe by. Bo en behalwe die bydraes wat deur die UV en die dienstesektor gelewer word, heg die UV waarde aan en gee op 'n gepaste wyse erkenning aan hierdie inset wat daarop gemik is om 'n effektiewe reaksie op die uitdagings wat deur die gemeenskap geïdentifiseer is te verseker

4.4.4 Die UV onderneem om sy personeellede in vennootskapbou te bemagtig en sodoende te verseker dat by goeie praktyk gehou word.

4.4.5 Die "vlagskepe" (d.w.s sleutelterreine vir multidissiplinêre betrokkenheid) in die vorm van die Mangaung-UV-gemeenskapsvennootskapprogram (MUGVP), die *Free State Rural Development Partnership Programme (FSRDPP)*, die Lengau-agrisentrum, die Qwaqwa-kampus van die UV en die Boyden-sterrewag lê aan die hart van die implementering van samelewingsdiens aan die UV. Die UV sal voortgaan om hulle te ondersteun en by hulle betrokke te wees.

4.5 Die volhoubare en strategiese toekenning van menslike, finansiële, infrastruktuur- en inligtingshulpbronne

service	**vir samelewingsdiens**
4.5.1 The earmarking and sustainable allocation of strategic funding for the establishment of new community service programmes is a priority for the strengthening of the UFS community service agenda.	4.5.1 Die oormerk en volhoubare toekenning van strategiese befondsing vir die daarstelling van nuwe samelewingsdiensprogramme is 'n prioriteit vir die versterking van die UV se samelewingsdiensagenda.
4.5.2 The UFS strives to include the funding of integrated community service in allocation formulas (e.g. SLE allocations to and within faculties) in an appropriate manner.	4.5.2 Die UV streef daarna om die befondsing van geïntegreerde samelewingsdiens op 'n toepaslike wyse in toewysingsformules (bv. SLE-toewysings aan en binne fakulteite) in te sluit.
4.5.3 The UFS aims to ensure that the appointment of staff is aligned with the UFS's need for adequate and special expertise in the development, co-ordination and sustaining of community service.	4.5.3 Die UV streef daarna om te verseker dat die aanstelling van personeel belyn is met die US se behoefte aan voldoende en spesiale kundigheid in die ontwikkeling, koördinering en instandhouding van samelewingsdiens.
4.5.4 The UFS aims to ensure that its commitment to community service will be reflected, within limits of affordability, in the sustainable provision of infrastructure and information resources for the development, co-ordination and sustaining of community service.	4.5.4 Die UV streef daarna om te verseker dat sy verbintenis tot samelewingsdiens, binne die perke van bekostigbaarheid, gereflekteer word in die volhoubare voorsiening van infrastruktuur en inligtingsbronne vir die ontwikkeling, koördinering en instandhouding van samelewingsdiens.
4.5.5 Within limits of affordability, the UFS strives to allocate funds from the central UFS budget for the establishment of key sites for multidisciplinary engagement and for the implementation of community service learning modules.	4.5.5 Binne die perke van bekostigbaarheid streef die UV daarna om fondse uit die UV se sentrale begroting te allokeer vir die vestiging van sleutelterreine vir multidissiplinêre betrokkenheid en vir die implementering van samelewingsdiensleermodules.

4.5.6 Faculties should include and administer funds allocated in terms of 4.5.5 for the establishment of key sites for multidisciplinary engagement and the implementation of community service learning modules in their respective budgets

4.6 The pro-active communication and marketing of and fundraising for integrated community service programmes and projects

4.6.1 Upon the receipt of relevant information regarding the conceptualisation, implementation and/or promotion of integrated community service programmes and projects, the Strategic Communication Division is responsible for the dissemination of the information to as wide an audience as possible in order to strengthen the public image of community service and to inform the public regarding interventions of this kind. The utilisation of the UFS website and other internal communication forums plays a vital role in this regard.

4.6.2 Staff and students involved in community service are encouraged to devise strategies to ensure the promotion of their respective activities and the dissemination of information in a co-ordinated manner, both at the UFS and within the specific communities where community service takes place. Communities should be consulted regarding the means by

4.5.6 Fakulteite behoort die fondse wat in terme van 4.5.5 geallokeer is vir die vestiging van sleutelterreine vir multi-dissiplinêre betrokkenheid en die implementering van samelewings-diensleermodules in hul onderskeie begrotings in te sluit en te administreer.

4.6 Die proaktiewe kommunikasie en bemarking van en fondswerwing vir geïntegreerde samelewingsdiens-programme en -projekte

4.6.1 By die ontvangs van tersaaklike inligting ten opsigte van die konseptualisering, implementering en/of bevordering van geïntegreerde samelewingsdiensprogramme en – projekte, is die Afdeling Strategiese Kommunikasie verantwoordelik vir die verspreiding van die inligting aan so 'n wye publiek as moontlik ten einde die openbare beeld van samelewingsdiens te versterk en die publiek in kennis te stel van intervensies van hierdie aard. Die gebruik van die UV-webtuiste en ander interne kommunikasieforums speel 'n noodsaaklike rol in dié opsig.

4.6.2 Personeel en studente betrokke by gemeenskapsdiens word aangemoedig om strategieë te bedink om die bevordering van hulle onderskeie aktiwiteite en die verspreiding van inligting op 'n gekoördineerde wyse, beide aan die UV en binne die spesifieke gemeenskappe waar samelewingsdiens gelewer word, te verseker. Gemeenskappe moet

which they could contribute to such promotional drives.

4.6.3 Support for community service fundraising initiatives by the UFS is provided by the marketing skills and expertise of the UFS Corporate Liaison Office (UFS Marketing). Not only is the UFS Corporate Liaison Office involved in efforts to obtain funding from a variety of national and international sources, but it also facilitates the capacitating of staff members involved in community service and projects in the skills of proposal-writing for fundraising purposes.

4.7 The promotion of solution-driven community-oriented research

4.7.1 The Policy recognises the leading role played by the Research Development Directorate in all matters pertaining to community-oriented research at the UFS, as well as the facilitation function of the Research Portfolio Committees in the faculties.

4.7.2 The Policy supports the implementation of ethical, solution-driven, participatory action research in partnership with local communities and the service sector in order to address

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geraadpleeg word betreffende die wyses waarop hulle tot sulke promosieveldtogte sou kon bydra.

4.6.3 Steun vir inisiatiewe ten opsigte van fondswerwing vir samelewingsdiens aan die UV word deur middel van die bemarkingsvaardighede en -kundigheid van die UV se Kantoor vir Korporatiewe Skakeling (UV Bemarking) voorsien. Nie net is die UV se Kantoor vir Korporatiewe Skakeling betrokke by pogings om befondsing vanaf 'n verskeidenheid nasionale en internasionale bronne te bekom nie, maar dit fasiliteer ook die bekwaammaking van personeellede betrokke by samelewingsdiens en projekte gemik op die verbetering van vaardighede ten opsigte van die skryf van voorstelle vir fondswerwing-doeleindes

4.7 Die bevordering van oplossinggedrewe samelewingsgeoriënteerde navorsing

4.7.1 Die Beleid erken die leidende rol van die Direktoraat Navorsingsontwikkeling in alle sake wat op samelewingsgeoriënteerde navorsing aan die UV betrekking het, sowel as die fasiliteringsfunksie van die Navorsingsportefeuljekomitees in die fakulteite.

4.7.2 Die Beleid steun die implementering van etiese, oplossinggedrewe, deelnemende aksienavorsing in vennootskap met plaaslike gemeenskappe en die dienstesektor

development and service-rendering challenges. The Policy further recognises and values the input generated by communities and service providers during such research.

4.7.3 Research at the sites of community service should be conducted in a multidisciplinary manner that is best suited to complementing the development agendas of the applicable community or service sectors. Communities and service providers should be encouraged to participate actively in research efforts and should commit to making a beneficial contribution.

4.7.4 Community service-oriented researchers should attempt to ensure that, through the empowerment of community members in respect of research methodologies and skills, the community will have acquired and will retain a certain amount of research skills after the completion of the research.

4.7.5 Researchers should ensure effective communication with the communities and service sectors participating in their research efforts, as well as extensive dissemination of research results in these communities and service sectors.

ten einde ontwikkelings- en diensleweringsuitdagings aan te spreek. Die Beleid erken en waardeer voorts die inset wat gedurende sodanige navorsing deur gemeenskappe en diensverskaffers gegenereer word.

4.7.3 Navorsing op die terreine waar samelewingsdiens gelewer word, moet op 'n multidissiplinêre wyse gedoen word wat die beste geskik is om die ontwikkelingsagendas van die toepaslike gemeenskap of dienste-sektore te komplementeer. Gemeenskappe en diensverskaffers moet aangemoedig word om aktief aan navorsingspogings deel te neem en behoort hulle tot die maak van 'n voordelige bydrae te verbind.

4.7.4 Samelewingsdiensgeoriënteerde navorsers moet poog om te verseker dat, as gevolg van die bemagtiging van gemeenskapslede ten opsigte van navorsingsmetodologieë en – vaardighede, die gemeenskap 'n sekere hoeveelheid navorsings-vaardighede sal verkry en, na die voltooiing van die navorsing, sal behou.

4.7.5 Navorsers moet effektiewe kommuni-kasie met die gemeenskappe en dienstesektore wat aan hulle navorsingspogings deelneem, verseker, sowel as omvangryke verspreiding van navorsingsresultate in hierdie gemeenskappe en dienstesektore.

4.7.6 Researchers should ensure that they do not create unrealistic expectations regarding research results and the implementation of the research recommendations in communities. They should further ensure that communities are aware of the limitations of the UFS as an implementation agent.

4.7.7 Researchers should focus on the community-oriented research needs of the service sector as well, thus ensuring that results can be implemented by the service sector to the advantage of the community.

4.8 The inclusion of community service in the UFS's quality management system

4.8.1 Under the guidance of the UFS Planning Unit and the Quality Management Portfolio Committees in the faculties, community service will be subjected to the same quality assurance processes as all other activities at the UFS.

4.8.2 The quality management of community service will take into account the contributions of the communities and service sector, as well as their assessment and evaluation of the impact of community service.

4.8.3 Staff members will be empowered in order to understand the content of the quality management requirements of community service as far as good practice indicators for self-evaluation,

4.7.6 Navorsers moet seker maak dat hulle nie onrealistiese verwagtinge ten opsigte van navorsingsresultate en die implementering van navorsings-aanbevelings in gemeenskappe skep nie. Hulle moet voorts seker maak dat gemeenskappe bewus is van die beperkinge van die UV as 'n implementeringsagent.

4.7.7 Navorsers moet ook op die gemeenskapgeoriënteerde navorsingsbehoeftes van die diensesektor fokus, en sodoende verseker dat resultate tot voordeel van die gemeenskap deur die diensesektor geïmplementeer kan word.

4.8 Die insluiting van samelewingsdiens in die UV se gehaltebestuurstelsel

4.8.1 Onder die leiding van die UV se Beplanningseenheid en die portefeuljekomitees vir gehaltebestuur in die fakulteite, sal samelewingsdiens aan dieselfde gehalteverseke-ringsprosesse onderwerp word as alle ander aktiwiteite aan die UV.

4.8.2 Die gehaltebestuur van samelewings-diens sal die bydrae van die gemeenskappe en diensesektor in aanmerking neem, sowel as hulle assessering en evaluering van die impak van samelewingsdiens.

4.8.2 Personeellede sal, wat betref aan-wysers vir selfevaluering, aantekening van bewyse en dokumentasiebestuur, bemagtig word om die inhoud van die gehaltebestuurvereistes van samele-

recording of evidence and documentation management are concerned.

4.8.4 The Policy will endeavour to promote programme evaluation and impact studies pertaining to the ongoing implementation of community service.

4.8.5 The Policy acknowledges the importance of benchmarking, not only as a tool for self-evaluation and quality assessment, but also as an instrument of motivation, learning and information-exchange.

4.9 International, national and regional relationships with role players in the field of community service

4.9.1 Owing to the growing importance of community service at higher education institutions in general and the UFS in particular, it is important to ensure that the UFS liaises and co-operates with similarly focused institutions at an international, national and regional level, over and above the forming of partnerships with local communities and the service sector. Emphasis should be given to the formation of partnerships in the Southern African Development Community (SADC) and other African regions, utilising available structures such as the African Union to enhance co-operation and to recruit support.

4.9.2 Such co-operation will include, but will

wingsdiens ten volle te verstaan.

4.8.4 Die Beleid sal poog om program-evaluering en impakstudies ten opsigte van die voortgesette implementering van samelewingsdiens te bevorder.

4.8.5 Die Beleid erken die belangrikheid van normbepaling ("benchmarking"), nie net as werktuig vir selfevaluering en gehalte-assessering nie, maar ook as 'n instrument vir motivering, leer en die uitruil van inligting.

4.9 Internasionale, nasionale en streeksverhoudinge met rolspelers op die terrein van samelewingsdiens

4.9.1 As gevolg van die toenemende belangrikheid van samelewingsdiens aan hoëronderwysinstellings in die algemeen en die UV in die besonder, is dit belangrik om te verseker dat die UV, bo en behalwe die vorming van vennootskappe met plaaslike gemeenskappe en die dienstesektor, met instellings met 'n soortgelyke fokus op internasionale, nasionale en streeksvlak sal skakel en saamwerk. Klem moet gelê word om die vorming van vennootskappe in die Suider-Afrikaanse Ontwikkelingsgemeenskap (SAOG) en ander Afrika-streke deur gebruikmaking van beskikbare strukture soos die Afrika-unie en NEPAD om samewerking te verbeter en steun te werf.

4.9.2 Sodanige samewerking sal insluit,

not be limited to, institutions in the higher and further education sectors, whether public or private; research institutions; organs of government; and members of the international community.

4.9.3 The UFS strives to include local communities and partners in its international, national and regional co-operation initiatives and networks, thereby strengthening its objective of being an engaged African university, while exploring the foundations it has established in indigenous knowledge systems.

4.9.4 The UFS undertakes to ensure the inclusion of community service in its formalised relations with other higher education institutions in respect of issues pertaining to teaching, learning and research, and strives to ensure the building of more partnerships to ensure exposure to a wider audience. The significance of the role of the Free State Higher Education Consortium in this regard is hereby acknowledged.

4.10 Student involvement in community service

4.10.1 The UFS acknowledges that it is dependent on and accountable to the communities it serves through the facilitation of meaningful learning experiences for the students originating from these communities; and therefore

maar nie beperk wees nie tot instellings in die hoër- en voortgesette-onderwys-sektore, hetsy openbare of private instellings; navorsings-instellings; staatsorgane; en lede van die internasionale gemeenskap.

4.9.3 Die UV streef daarna om plaaslike gemeenskappe en vennote in te sluit in sy internasionale, nasionale en streeksamewerkingsinisiatiewe en – netwerke, en sodoende sy doelwit om 'n betrokke Afrika-universiteit te wees versterk, terwyl dit die basisse wat dit in inheemse kennisstelsels daargestel het, verken.

4.9.4 Die UV onderneem om die insluiting van samelewingsdiens in sy geformaliseerde verhoudinge met ander hoëronderwysinstellings ten opsigte van kwessies wat met onderrig, leer en navorsing verband hou te verseker, en streef daarna om die bou van meer vennootskappe, en sodoende blootstelling aan 'n wyer publiek, te verseker. Die belangrikheid van die rol van die Vrystaatse Hoër-onderwyskonsortium in hierdie opsig word hiermee erken.

4.10 Studentebetrokkenheid by same-lewingsdiens

4.10.1 Die UV erken dat dit afhanklik is van en verantwoording verskuldig is aan die gemeenskappe wat dit dien deur die fasilitering van sinvolle leerervarings vir die studente wat uit hierdie gemeenskappe kom; en hierdie Beleid

this Policy recognises the exceptional benefit of community service to students.

4.10.2 Students are regarded as valuable contributors to the development of community service at the UFS.

4.10.3 The utilisation of students during community service takes place as part of the broader transformation of the UFS as an institution, striving towards a multicultural approach to the implementation of community initiatives, exposing students to a variety of communities in order to ensure cross-cultural interaction and real-life societal enlightenment.

4.10.4 Although the emphasis of the UFS will be on academically integrated community service, it recognises and supports participation in well organised voluntary initiatives.

4.10.5 The UFS acknowledges and supports the important role that KOVSCOM, KOVSIE RAG and other student initiatives play in mutually supporting and complementing community service learning at the UFS, and encourages the expansion and consolidation of this role.

5. Approval, adjusting and reviewing authority

Since community service is an identified priority area within the UFS, all responsibility regarding approval, adjustment, amendment and review

erken derhalwe die uitsonderlike voordele wat samelewingsdiens vir studente inhou.

4.10.2 Studente word beskou as waardevolle bydraers tot die ontwikkeling van samelewingsdiens aan die UV.

4.10.3 Die benutting van studente vir samelewingsdiens vind plaas as deel van die breër transformasie van die UV as ’n instelling wat streef na ’n multikulturele benadering tot die implementering van samelewingsinisia-tiewe, blootstelling van studente aan ’n verskeidenheid van gemeenskappe ten einde kruiskulturele interaksie en daadwerklike sosiale ontwikkeling te verseker.

4.10.4 Hoewel die UV se klem op akademies geïntegreerde samelewingsdiens sal val, erken en ondersteun dit deelname aan goedgeorganiseerde vrywillige inisiatiewe.

4.10.5 Die UV erken en steun die rol wat KOVSGEM, KOVSIE-JOOL en ander studente-inisiatiewe in die onderlinge ondersteuning en komplementering van samelewingsdiensleer aan die UV speel, en moedig die uitbreiding en konsolidering van hierdie rol aan.

5. Goedkeurings-, aanpassings- en hersieningsgesag

Aangesien samelewingsdiens ’n geïdentifi-seerde prioriteitsarea binne die UV is, is alle verantwoordelikheid betreffende goedkeuring,

of this Policy is subject to the approval of the Executive Management, the Senate and the Council.

6. Administration of the Policy

The institutional responsibility for the management of the Policy resides with the Chief Directorate: Community Service, the Community Service Management Committee and the Community Service Portfolio Committees of the faculties.

7. Effective date of the Policy

This Policy will take effect on (date approved by Council) and will be deemed not to be retroactive in nature.

8. Glossary

A glossary of terms utilised in the Policy is provided for clarification.

8.1 **Internship** placements are intended to provide students with hands-on practical experience that will enhance their understanding of their area of study, achieve their learning outcomes and provide them with vocational experience. Generally, internships are fully integrated with the student's curriculum. Internships are used extensively in many professional programmes such as Social Work, Medicine, Education, and Psychology.

aanpassing, wysiging en hersiening van hierdie Beleid onderhewig aan die goedkeuring van die Uitvoerende Bestuur, die Senaat en Raad.

6. Administrasie van die Beleid

Die institusionele verantwoordelikheid vir die bestuur van die Beleid berus by die Hoofdirektoraat: Samelewingsdiens, die Samelewingsdiensbestuurskomitee en die Portefeuljekomitees vir Samelewingsdiens van die fakulteite

7. Datum van inwerkingtreding van die Beleid

Hierdie Beleid sal op (datum van goedkeuring deur Raad) in werking tree en sal as terugwerkend van aard beskou word.

8. Woordelys (glossarium)

'n Lys van terme wat in die Beleid gebruik word, word ter wille van duidelikheid voorsien.

8.1 Die doel met **internskap**plasings is om studente van daadwerklike praktiese ervaring te voorsien wat hulle begrip van hulle studieveld sal verbeter, hulle leeruitkomstes sal bereik en hulle van beroepsondervinding sal voorsien. In die algemeen is internskappe ten volle met die student se kurrikulum geïntegreer. Internskappe word op groot skaal in baie professionele programme soos Maatskaplike Werk, Geneeskunde,

8.2 A **partnership** can be defined as a collaborative engagement between two or more parties sharing a similar vision, aimed at reaching a common goal by devising and implementing a mutually agreed to modus operandi while maintaining their respective identities and agendas. A partnership entails the pooling and sharing of skills and resources, as well as risks and benefits, thus enabling such partnerships to accomplish goals beyond the capability of the individual parties. In the context of community service learning, a partnership entails knowledge-based collaborations between a university, an identified community and the service sector, where all partners contribute to the mutual search for sustainable solutions to challenges and service needs. Such partnerships do not only focus on the intended outcomes but also on the reciprocal teaching and learning, development, knowledge-generation and change that occur during the process. Successful partnerships are often identified by the following indicators:

- Shared philosophy, vision and values.
- A high priority on trust, mutual accountability and responsibility.

- Communication, evaluation and feedback.

Opvoedkunde en Sielkunde gebruik.

8.2 'n **Vennootskap** kan omskryf word as 'n samewerkende betrokkenheid tussen twee of meer partye wat 'n soortgelyke visie deel, gerig op die bereiking van 'n gemeenskaplike doel deur ontwikkeling en implementering van 'n werkswyse wat onderling oor ooreengekom is, terwyl hulle hul onderskeie identiteite en agendas behou. 'n Vennootskap behels die saamgooi en deel van vaardighede en hulpbronne, sowel as van risiko's en voordele, en stel sodoende vennootskappe in staat om doelstellings ver bokant die vermoëns van die individuele partye te bereik. In die konteks van samelewingsdiensleer behels 'n vennootskap kennisgebaseerde samewerking tussen 'n universiteit, 'n geïdentifiseerde gemeenskap en die dienstesektor, waar alle partye bydra tot die onderlinge soeke na volhoubare oplossings vir die uitdagings van diensbehoeftes. Sulke vennootskappe fokus nie net op die beoogde uitkomstes nie, maar ook op die wederkerige onderrig en leer, ontwikkeling, kennisgenerering en verandering wat tydens die proses plaasvind. Suksesvolle vennootskappe word dikwels deur die volgende aanwysers geïdentifiseer:

- Gedeelde filosofie, visie en waardes.
- 'n Hoë prioriteit op vertroue, onderlinge verantwoordbaarheid en verantwoordelik-heid.

- Kommunikasie, evaluering en terugvoering.

- Reciprocity.
- Equality and equity.
- Sustainability.

8.3 **Practicals** (e.g. clinical practice and practical teaching) is defined as a task-oriented process that focuses on the acquisition of relevant competencies (knowledge, skills and dispositions) required to produce quality practitioners (e.g. students in Nursing, Allied Health Professions, Social Work and Education). A clinical learning experience will take place in dynamic interaction between the learner/student and the external conditions in the teaching and learning environment.

8.4 A **Programme** is a structured scheme of actions and activities planned for an undertaking with specific objectives and outcomes in mind. In this sense, the term **programme** is used for a long-term undertaking of wider scope and implication. In an **academic sense** it can be viewed as a purposeful and structured set of learning experiences that leads to a qualification.

8.5 A **Project** is a structured scheme of actions and activities planned for an undertaking with specific objectives and outcomes in mind, but differs from a programme in that it is usually seen as an undertaking with the attainment of specific goals or objectives in mind and is usually seen to be

- Wederkerigheid.
- Gelykheid en billikheid.
- Volhoubaarheid.

8.3 **Praktika** (bv. kliniese praktika en praktiese onderwys) word omskryf as 'n taakgerigte proses wat fokus op die verkryging van tersaaklike bevoegdhede (kennis, vaardighede en gesindhede) wat nodig is ten einde gehaltepraktisyns te produseer (bv. studente in Verpleegkunde, Aanvullende Gesondheidsberoepe, Maatskaplike Werk en Opvoedkunde). 'n Kliniese leerervaring sal plaasvind in dinamiese interaksie tussen die leerder/student en die eksterne omstandighede in die onderrig- en leeromgewing.

8.4 'n **Program** is 'n gestruktureerde skema van aksies en aktiwiteite wat vir 'n onderneming beplan word met spesifieke doelwitte en uitkomstes in gedagte. In hierdie sin word die term **program** gebruik vir 'n langtermynonderneming met 'n wyer omvang en implikasie. In 'n **akademiese sin** kan dit gesien word as 'n doelbewuste en gestruktureerde stel leerervarings wat tot 'n kwalifikasie lei.

8.5 'n **Projek** is 'n gestruktureerde skema van aksies en aktiwiteite wat vir 'n onderneming beplan word met spesifieke doelwitte en uitkomstes in gedagte, maar verskil van 'n program in dié opsig dat gewoonlik gesien word as 'n onderneming met die oog op die bereiking van spesifieke doelstellings en

limited in time – with a specific start and end date.

8.6 **KOVSCOM** is the student community service organisation where students get the opportunity to reach out to the community through projects for the youth, the elderly, the disabled, as well as numerous other needy groups.

8.7 **Volunteerism** can be defined as the engagement of students in activities where the primary beneficiary is the recipient *community* and the primary goal is to provide a *service*. Volunteer programmes are essentially altruistic by nature. Although students may learn from these programmes, they are generally not related to, or integrated into, the student's field of study. Volunteer programmes are thus essentially extra-curricular activities, taking place during holidays and outside tuition time. Students generally do not receive academic credit for participation in such programmes and they are generally funded by external donors and through student fundraising. Programmes are generally relatively small in scale and have a loose relationship with the HEI.

8.8 **Work-based learning** can be viewed as a component of a learning programme that

doelwitte en normaalweg beskou word as beperk wat tyd betref – met 'n spesifieke begin- en einddatum.

8.6 **KOVSGEM** is die diensorganisasie van die studentegemeenskap waar studente die geleentheid kry om na die gemeenskap uit te reik deur middel van projekte vir die jeug, ou mense, persone met gestremdhede, sowel as talryke ander behoeftige groepe.

8.7. **Vrywillige dienslewering** kan omskryf word as die betrokkenheid van studente by aktiwiteite waar die primêre begunstigde die ontvanger*gemeenskap* is en die primêre doel is om 'n *diens* te lewer. Vrywilligerprogramme is essensieel altruïsties van aard. Hoewel studente uit hierdie programme mag leer, is hulle gewoonlik nie verwant aan of met die student se studieveld geïntegreer nie, Vrywilligerprogramme is dus in wese buite-kurrikulêre aktiwiteite wat gedurende vakansies en buite klastyd plaasvind. Studente ontvang gewoonlik nie akademiese krediet vir deelname aan sulke programme nie en hulle word gewoonlik deur eksterne skenkers gefinansier of deur fondswerwing deur studente. Programme is gewoonlik relatief klein van omvang en staan in 'n losse verhouding tot die hoëronderwysinstelling.

8.8 **Werkgebaseerde leer** kan beskou word as 'n komponent van 'n leerprogram wat fokus

focuses on the application of theory in an authentic, work-based context. It addresses specific competencies identified for the acquisition of a qualification which relate to the development of skill that will make the student/learner employable and will assist in developing his/her personal skills. Employer and professional bodies are involved in the assessment of this form of experiential learning, together with academic staff.

op die toepassing van teorie in 'n outentieke, werkgebaseerde konteks. Dit spreek spesifieke bevoegdhede aan wat vir die verkryging van 'n kwalifikasie geïdentifiseer is en wat verband hou met die ontwikkeling van 'n vaardigheid wat die student/leerder aanstelbaar sal maak en sal meehelp om sy/haar persoonlike vaardighede te ontwikkel. Werkgewer- en professionele liggame is saam met akademiese personeel betrokke by die assessering van hierdie vorm van ervaringsleer.

9. Appendices

A range of related enabling documents, resources and tools will be added to the policy as they become available. Currently the following documents are resources are available:

9. Bylaes

'n Reeks van verwante instaatstellende dokumente, hulpbronne en instrumente sal by die Beleid gevoeg word soos wat dit beskikbaar word. Die volgende dokumente en hulpbronne is tans beskikbaar:

9.1 Capacity-building

24-credit module in Master's Programme in Higher Education Studies: Community Service Learning (HOS717)

9.1 Kapasiteitsbou

'n 24-kredietmodule in die Magister-program in Hoëronderwysstudies: Samelewingsdiensleer (HOS717)

9.2 Manual

Service-Learning in the Curriculum: A Resource for Higher Education Institutions (HEQC & JET Education Services)

9.2 Handleiding

Service-Learning in the Curriculum: A Resource for Higher Education Institutions (HEQC & JET Education Services)

9.3 CHESD Information Centre

Material resources on Community Service (CS), Community Engagement (CE) and Community Service Learning (CSL)

9.3 SHOSO-inligtingsentrum

Hulpbronne oor Samelewingsdiens (*Community Service*), Gemeenskaps-betrokkenheid (*Community Engagement*) en Diensleer (*Service Learning*)

9.4	**Dissemination of information**	**9.4**	**Disseminering van inligting**
9.4.1	Community Service website	9.4.1	Samelewingsdiens-webtuiste
9.4.2	List of CSL modules and CS projects (electronic input)	9.4.2	Lys van SDL-module en SD-projekte (elektronies ingesleutel)
9.4.3	The various editions of the newsletter *CommTalk*	9.4.3	Die onderskeie uitgawes van die nuusbrief *CommTalk*
9.5	**Partnerships**	**9.5**	**Vennootskappe**
9.5.1	Checklist for the development of a Community Service Partnership	9.5.1	Kontrolelys vir die ontwikkeling van 'n Samelewingsdienvennootskap
9.5.2	Framework for negotiating a partnership agreement for Community Service Learning	9.5.2	Raamwerk vir die onderhandeling van 'n vennootskapsooreenkoms vir Samelewingsdiensleer
9.5.3	Example: Memorandum of Understanding of the Khula Xhariep Partnership (within the FSRDPP)	9.5.3	Voorbeeld: Memorandum van Ooreenkoms van die Khula Xhariep-vennootskap (binne die FSRDPP)
9.6	**Funding**	**9.6**	**Befondsing**
9.6.1	Application form for funding of a CSL module	9.6.1	Aansoekvorm vir die befondsing van 'n SDL-module
9.6.2	Letter indicating the procedure to be followed when applying for funding for a CSL module	9.6.2	Brief waarin die prosedure aangedui word wat gevolg moet word wanneer aansoek gedoen word vir befondsing van 'n SDL-module
9.7	**Quality Management**	**9.8**	**Gehalteversekering**
9.7.1	*A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning* (HEQC & JET Education Services)	9.7.1	*A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning* (HEQC & JET Education Services)
9.7.2	UFS and CUT pilot-testing of self-evaluation instruments of the *Good Practice Guide*	9.7.2	Loodstoetsing deur die UV en SUT van die self-evalueringsinstrumente van die *Good Practice Guide*
9.8	**Research**	**9.8**	**Navorsing**

Acta Academica Supplementum 2005(3): *Research and (community) service learning in*

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South African higher education institutions. Robert Bringle & Mabel Erasmus (guest editors)	*South African higher education institutions*. Robert Bringle & Mabel Erasmus (gasredakteurs)

9.9   Evaluation

9.9.1   Pre-   and   Post-implementation Questionnaires for SL Students

9.9.2   Focus Group protocols: Service Sector Partners; Community Partners.

9.9   Evaluering

9.9.1   Pre- en Post-implementeringsvraelyste vir SDL-students

9.9.2   Fokusgroeprotokolle: Dienstesektor-vennote; Gemeenskapsvennote.