



UFS·UV

UNIVERSITY OF THE FREE STATE  
UNIVERSITEIT VAN DIE VRYSTAAT  
YUNIVESITHI YA FREISTATA

**SHORT LEARNING PROGRAMME:  
SERVICE LEARNING CAPACITY BUILDING  
(SPSLCB)  
2011**

**CODE:** HEQC / H06 / ALL / SPSLCB

**TITLE:** Capacity Building in Service-Learning

**QUALIFICATION TITLE:** Please note that the SPSLCB articulates with the following qualification:  
Master of Arts (Higher Education Studies) MA(HES)

**NQF LEVEL:** 9

**CREDITS:** 24      **NOTIONAL LEARNING HOURS:** 240

**FORMAL CONTACT TIME:** 48 hours (workshop sessions blocked over 6 days; three blocks of two full days each)

**LEARNING ASSUMED TO BE IN PLACE:**

An honours degree or equivalent thereof, and relevant working experience in higher / further education.

**LEARNING OUTCOMES:**

The main aim of the short learning programme (SP) is to assist staff developers in designing a service-learning (SL) capacity-building programme for implementation at their HE institutions, based on independent intellectual consideration of key aspects of higher education community engagement. In cases where a SL capacity-building programme has already been implemented, critical reflection, review and improvement of the training programme will be included.

In order to achieve the above aim, the SP will include the following components: Candidates will, firstly, gain a thorough understanding of the concepts of community engagement and SL; the knowledge base to be attained will thus include conceptualisation, policy directives and a thorough understanding of the essential elements of SL. Secondly, candidates will develop the requisite competencies to institutionalise SL through a staff development programme (i.e. the SL capacity-building programme).

Learning outcomes will entail the acquisition and demonstration of the requisite advanced knowledge and skills, and the appropriate critical disposition, to design and develop SL modules, as well as a capacity-building programme for SL at a HE institution. On completion of the programme the candidate will be able to:

1. Articulate independent academic theses regarding contemporary perspectives on international and national policy directives for community engagement in HE, and service learning in particular.
2. Demonstrate an understanding of the complexities of and key requirement for sustainable partnership-building within the local and regional development context.
3. Apply the principles of collaborative planning, implementation and assessment with partners in the service sector and community through a thorough evaluation of alternative approaches that may be followed.

4. Develop an innovative curriculum for a SL capacity building programme in which SL features as an experiential, transformative pedagogy.
5. Embark on inter-disciplinary, problem-solving scholarly work within the application context of SL.
6. Design a strategy for quality management and benchmarking of SL in terms of what could be regarded as good practice in the South African context.
7. Implement reflective practices and reciprocity in learning in the SL curriculum, based on an advanced insight into the value of reflection as a developmental learning practice.
8. Design appropriate mechanisms for assessment of student learning in a SL environment.
9. Evaluate and select key components for a code of good conduct, ethics and risk management for community-based learning.
10. Demonstrate the capacity for Mode 2 research, and a thorough understanding of the principles underlying systematic, participatory research into and through SL.

In addition, the candidate will demonstrate that s/he is acquainted with, and is able to reflect on the following **more advanced** aspects related to capacity-building of SL module convenors. The candidate will be able to:

1. Reflect on a macro-vision of HE community engagement in SA and the place of SL within it.
2. Advocate for the appropriate institutional positioning of SL.
3. Contribute to contemporary discourses on open, collaborative modes of knowledge production.
4. Participate in the debate on SL in relation to notions of "sustainable development".
5. Consider the establishment of an institutional learning community and mentorship programme for SL.
6. Discuss transformational curriculum development in accordance with current educational trends.
7. Implement adult, experiential, co-operative and action learning strategies in the SL context.
8. Utilise online or E-learning and multi-media in SL.
9. Establish the value of SL as scholarship through theory-based research.
10. Develop a SL research project outline, utilising a research design and methodologies of the learner's choice. This component may be transferred to the combined research methodology and mini-dissertation module, HOS791, of the MA(HES) programme.

### **BRIEF DESCRIPTION OF CONTENT:**

The contents indicated below are to be viewed in the context of the development of a SL capacity-building programme for staff members of a HE institution:

1. Policy directives for community engagement and SL.
2. Experiential and action learning strategies for SL.
3. A partnership model and partnership-building for SL.
4. Collaborative planning, implementation and assessment with partners.
5. Curriculum and programme development to include SL.
6. Quality management and benchmarking of SL.
7. Reflective practices and reciprocity.
8. Assessment of student learning in SL.
9. Risk management strategies for SL.
10. A code of good conduct and ethics for community-based learning.
11. Research into and through Service-Learning.

### **CRITICAL OUTCOMES SUPPORTED BY SHORT LEARNING PROGRAMME:**

Candidates will be able to demonstrate that they have gained the necessary competencies to:

1. develop a macro-vision on the integration of teaching-learning, service and research;
2. identify and solve problems pertaining to the development of SL modules (i.e. problem-solving skills);
3. work effectively in a team, using critical and creative thinking to design a SL capacity-building programme (i.e. cooperative skills)
4. organise and manage themselves and their activities, namely planning, preparing, conducting and recording the SL process (i.e. self-efficacy skills);
5. collect, analyse, organise and critically evaluate information on community engagement activities on their campuses (i.e. research skills);
6. communicate effectively in order to build trust among all involved in the SL capacity-building context (i.e. communication skills);
7. demonstrate an understanding of the world as a set of related systems and understanding the impact of SL on lecturers, students and external partners;
8. use technology effectively and critically in the SL capacity-building process (e.g. online learning);

9. demonstrate reciprocity in a compound, diverse learning context; and most importantly,
10. demonstrate a sense of social responsibility and an understanding of the need to participate as a responsible citizen in the life of local, national and global communities.

## **METHODS OF ASSESSMENT:**

Contemporary, authentic assessment methods will be used.

**Formative:** Continuous assessment that includes a variety of tasks and activities (e.g. case studies, individual assignments, an online group work assignment and a multi-media portfolio presentation).

**Summative:** A comprehensive portfolio assignment to be submitted at the end of the SP for purposes of final assessment of achievement of the learning outcomes.

A certificate will be presented to the learner on successful completion of the SP.

## **ASSESSMENT CRITERIA:**

The following aspects pertaining to SL are appropriately identified, explained, distinguished, reflected upon, communicated, critically evaluated and/or practically applied in the context of a learner-centred and community-oriented service-learning environment for a particular SL capacity-building programme that the candidate is or will be responsible for:

1. Policy directives for community engagement and SL.
2. Experiential and action learning strategies for SL.
3. A partnership model and partnership-building for SL.
4. Collaborative planning, implementation and assessment with partners.
5. Curriculum and programme development to include SL.
6. Quality management and benchmarking of SL.
7. Reflective practices and reciprocity.
8. Assessment of student learning in SL.
9. Risk management strategies for SL.
10. A code of good conduct and ethics for community-based learning.
11. Research into and through Service-Learning.

## **ORGANISING FIELD: 05**

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| • (1 = Agriculture and Nature Conservation)        | (7 = Human and Social Studies)                            |
| • (2 = Culture and Arts)                           | (8 = Law, Military Science and Security)                  |
| • (3 = Business, Commerce and Management Studies)  | (9 = Health Sciences and Social Services)                 |
| • (4 = Communication Studies and Language)         | (10 = Physical, Mathematical, Computer and Life Sciences) |
| • <u>(5 = Education, Training and Development)</u> | (11 = Services)   |
| • (6 = Manufacturing, Engineering and Technology)  | (12 = Physical Planning and Construction)                 |

## **DEPARTMENTAL OR PROGRAMME "HOME":**

Master of Arts (Higher Education Studies)

Centre for Higher Education Studies and Development (UFS sustained)

**DEVELOPER/COORDINATOR:** Prof. M.A. Erasmus  
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