UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
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UFS
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Guidelines for Service Learning Collaboration

This document relates to future collaboration between
staff members of the following Department / Centre / Institute

(1)

in the Faculty of

at the University of the Free State,

(2)

Community Partner

and

(3)

Service Sector Partner (Organisation)

These discussions pertain to services to be rendered or projects to be undertaken by students from the University of the Free State (UFS) in a community and service-provision context, whilst enhancing student learning and development.

Guidelines for Discussions on Service Learning Collaboration

Dear future partners

We are looking forward to a productive, cooperative partnership with your organisation(s) and constituency. This discussion document describes the general expectations of the collaboration.

The UFS offers credit-bearing, curriculum-based Service Learning modules to its students in order to afford students the opportunity to integrate theoretical academic work with practical application in a community-based environment, where they also render a service. This leads to personal growth, a deeper understanding of development challenges of the country and enhances students' sense of social responsibility. A partnership for Service Learning 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.

In order to achieve this, the UFS needs partners who are willing and able to assist in such joint teaching–learning–service endeavours. In view of this we request your assistance in formulating the following goals, expectation and responsibilities that will form the terms of agreement.

The title of this Service Learning module is: _____ Code: _____

The students are in their _____ year of study.

The Service Learning (SL) collaboration will be in effect from ____/____/20____ to ____/____/20____.

1. The names of all partner organisations/bodies and particulars of key staff representing them

1.1 Community partner

Community	
Contact person	
Telephone	
Cell phone	
Fax	
Email	

1.2 Service sector partner

Service agency	
Contact person	
Telephone	
Cell phone	
Fax	
Email	

1.3 Partner from the University of the Free State

UFS Department	
Contact person	
Telephone	
Cell phone	
Fax	
Email	

2. The partnership's collective vision and goals

The above partners agree to work together to reach the following shared vision and goals:

-
-
-

3. Expectations of, and anticipated benefits for, each partner

3.1 Community partner

-
-
-

3.2 Service sector partner

-
-
-

3.3 UFS partner (lecturer)

-
-
-

4. Short description of the service learning activities (service-rendering) of the students

5. Intended learning outcomes for UFS students enrolled for the service learning module

-
-
-
-

6. The roles, responsibilities and key tasks for each partner, including the timeline if possible

(In addition to what is stipulated below, please refer to the attached Annexures A and B)

_____ (*Name of UFS department*) agrees to:

-
-
-

_____ (*Name of partner organisation*) agrees to:

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-
-

7. The partnership's financial and staffing considerations, including fund-raising initiatives if additional funds are needed

_____ (*Name of UFS department*) agrees to:

-
-
-

_____ (*Name of partner organisation*) agrees to:

-
-
-

8.   **The partnership's risk management plan and what each partner's role will be in risk management**

_____ (*Name of UFS department*) agrees to:

-
-
-

_____ (*Name of partner organisation*) agrees to:

-
-

9.   **The partnership's plan for ethical decision making and steps to be followed when ethical issues are at stake.**

10.   **The partnership's anticipated products and any copyright or ownership issues**

11.   **The service learning module's student assessment plan and what each partner's role will be in the assessment**

_____ (*Name of UFS department*) agrees to:

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-
-

_____ (*Name of partner organisation*) agrees to:

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12. **The partnership's plan for publicity and what each partner's role will be in publicising the joint endeavour**

_____ (*Name of UFS department*) agrees to:

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-
-

_____ (*Name of partner organisation*) agrees to:

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-
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13. **The partnership's plan for monitoring & evaluation (M & E) of activities**

We agree to use the following criteria to identify whether the partnership is achieving its goals:

-
-

_____ (*Name of UFS department*) agrees to the following M & E interventions:

-
-
-

_____ (*Name of partner organisation*) agrees to the following M & E interventions:

-
-
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14. The partnership's plan for joint celebration and demonstration of achievement and what each partner's role will be

_____ (*Name of UFS department*) agrees to:

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-

_____ (*Name of partner organisation*) agrees to:

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-
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15. Communication among the partners

We commit to open and regular communication by means of the following:

-
-
-

The following information is required:

- Who in each party/organisation will be responsible for communication?
- Indicate the lines of communication to be followed.
- How, and how often will communication take place?

16. Other service learning or research activities at the site – either in collaboration with the UFS, the Central University of Technology (CUT) or other institutions

(**NOTE:** All efforts should be made to synchronise and coordinate such activities.)

17. Recourse to be taken when conflict occurs within the partnership

## 18.	Revision of the service learning collaboration

This document will be scrutinised every _ _ _ _ _ _ _ _ _ _ _ _ (*add period*) and can only be changed on agreement by all parties involved.

## 19.	Arrangements for the dissolution of the partnership

## 20.	Ideas for the promotion of sustainability of the partnership? Dreaming about the future...

Sources:

Dorfman, D. 1998. *Building partnerships workbook*. Portland: Northwest Regional Educational Laboratory.

Mihalynuk, T.V. & Seifer, S.D. 2004. *Partnerships for higher education service-learning*. Community Campus Partnerships for Health.

National Child Care Information and Technical Assistance Center (NCCIC). *QUILT: A checklist for developing a partnership agreement/contract.*
Web: http://www.nccic.org/quilt/checklist.html

Annexure A

Student Roles and Responsibilities (Guided by Lecturers)

1. *Students should clearly understand the requirements of their service learning module.*

    1.1   I have a clear understanding of both my lecturer and my community partner's expectations of me

    1.2   I have identified the skills needed to carry out this project, and I feel comfortable with those skills.

    1.3   I will endeavour to understand the needs of the community partner from their perspective.

    1.4   I know what to do in case of emergency.

2. *Students need necessary documents and awareness of legal issues.*

    2.1   If I will be driving, I have a valid license and insurance.

    2.2   I understand that <u>negligence</u> involves a mistake, lack of attention, reckless behaviour, or indifference to the duty of care of another person.

    2.3   I understand that <u>intentional misconduct or criminal misconduct</u> involves potential harm caused to an organisation or individual if the harm resulted from intentional or criminal misconduct.

    2.4   I understand that <u>invasion of privacy</u> involves confidentiality. I will therefore request and follow the confidentiality policies of the community partner and treat confidential information as privileged.

3. *Students should take responsibility for their behaviour throughout the community-based project*

    3.1   I shall be <u>punctual, responsible and reliable</u> to the community and the organisation.

    3.2   I shall <u>respect the</u> privacy of the community and the organisation.

    3.3   I shall <u>call or inform</u> the community partner, my lecturer and student team if I anticipate lateness or absence in case of emergency.

    3.4   I shall maintain a high level of <u>awareness of the community's surroundings</u>, and when appropriate, demonstrate respect for those with whom I work by <u>adapting</u> to the surroundings.

    3.5   I shall be <u>flexible</u> to changing situations as the level or intensity of activity within a community project is not always predictable.

    3.6   I shall <u>ask for assistance</u> when in doubt or when in difficult situations.

Annexure B

Roles and Responsibilities of the Service Sector and/or Community Partner

1. Remember that the students do not only want to help meet community needs that were identified by the community, but also have to utilise their community experience as the basis for their understanding of the course material and receive academic credit for learning through their efforts. Help students think about what the experience means to them, and encourage them as they explore larger organisational and societal implications.

2. Plan ahead and provide students with clear, well thought-out descriptions outlining tasks, responsibilities and skills needed for the success of the community project.

3. Provide an orientation to your organisation which could include the following:

   - A tour of the facilities and an introduction to the staff.
   - A review of rules, safety regulations, policies, dress codes, time-keeping requirements and other pertinent information.
   - A discussion of the students' roles, including specific community expectations.
   - A description of the "larger picture": Why you do what you do, and how the students' contributions fit in.
   - A review of skills needed to complete the community project.
   - An explanation of any jargon or site-specific language used by community partners.

4. Keep the students' full schedules in mind and provide them with specific and reliable information about the expected number of working hours, times and days of the week they are expected to work, as well as advanced notice of schedule changes if possible.

5. Stay involved and remember that you are truly a partner in the students' education and that students will benefit tremendously from your guidance throughout all phases of the community-based project. They will also appreciate regular feedback on their efforts, and acknowledgement of work well done.

6. Keep the University informed of any concerns, successes, or other issues related to the service learning activities. Concerns should be communicated immediately so that you and your University partner can resolve issues that might have a negative impact on the students or the project.

7. Please make yourself available to assist the lecturer with student assessment (if required) and with evaluation of the service learning activities for purposes of future improvement.

Roles and Responsibilities of the Lecturers

1. Hold discussions with the community partner and found out about community needs and the number of students that could be accommodated. Discuss how the "balance" between service and learning could best be maintained and how the necessary preparations and logistics could be done.

2. Work at balancing the needs of the community partner and the students and adjust their expectations as the implementation progresses.

3. Develop clear objectives for the pre-field preparation phase (theoretical component of the module). If students need to demonstrate a certain level of "readiness" for participation in the community project, plan how this will be assessed. If possible, involve the students in their own self-assessment based on solid criteria they have some control over.

4. Pay special attention to the explanation of how the content goals or learning outcomes of the course and community service relate to each other. Then, as students to respond by telling you exactly what they think they will be accomplishing during their involvement in the community service activities of the module.

5. Determine the amount of time students will be expected to spend in completing the service component of their course work. Give the students an estimate of total time the service component with take and assist them in developing realistic time frames.

6. Allow enough time each week for students to participate in structured discussions about their experiences in the community, and to relate their experiences to the readings and other course material. Also create opportunities for them to reflect on their experiences in writing and apply problem-solving thinking with regard to challenges they encounter in the early stages of their community responsibilities.

7. Find ways to involve students in setting their own learning outcomes (goals), and participating in the assessment of those outcomes. Requiring students to invest in this activity increases their sense of accountability to and ownership of the process and product of community service learning.

8. Check in with the community partners often, otherwise they might assume that you are automatically aware of certain issues which should be brought to your attention.

9. Allow the students to have regular and direct contact with you; do not assume that they would just form their teams and then go out and work independently on their community service learning project. They will need your guidance and support throughout.