UNIVERSITY OF PRETORIA
Department of Education Innovation

POLICY ON COMMUNITY ENGAGEMENT

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1. PURPOSE

The purpose of the *Policy on Community Engagement* (CE) is to provide principles and a governance framework for integrated community engagement at the University of Pretoria. This framework aligns with the University's strategic priorities and serves as a foundation for informed decision-making.

2. SCOPE

This policy applies to all faculties, departments (including professional service departments), units, staff and students involved in all forms of community engagement and development (curricular research and non-curricular) with both internal and external community, across all campuses of the University of Pretoria.

3. CONSEQUENCES OF NON-COMPLIANCE

Non-compliance with the CE policy could lead to reputational harm and financial detriment for the University. As such, any negligent behaviour and misconduct impacting the university may trigger a disciplinary hearing in accordance with the relevant UP policies concerning students or staff members.

4. POLICY STATEMENT

The University will strive to provide human, financial and infrastructural resources to develop and sustain opportunities for students to cross social, cultural and other divides in the broader community in which they will function as graduates, through equitable partnerships with selected communities (including, among others, the three spheres of government, non- governmental organisations and corporations, as well as a variety of communities), which partnerships should be mutually beneficial and aimed at community development and empowerment. Implementation of curricular community engagement is mainly in the designated communities of Mamelodi, Eersterust, Pretoria Inner City, Pretoria North and Pretoria West (including Booysens, Claremont and Danville) as well as the precincts around the five UP campuses.

Faculties, departments, student structures and other stakeholders under whose auspices community engagement activities take place, will strive to:

4.1 In general

- Manage community engagement activities in accordance with good governance principles and UP policies;

- Include sustainable and relevant community engagement in their strategic and operational plans and in respect thereof take responsibility for implementation, risk management and quality assurance;

- Implement community engagement activities in their areas of proven competency only, subject to the self-identified problems of the communities concerned;

- Report on their community engagement activities to governance structures at the University, particularly the Senate Committee for Teaching and Learning;

- Give preference to implementing activities on platforms based in the communities identified by the University on a multi-, inter- and trans-disciplinary basis to maximise their potential impact;

- Train, support and appropriately acknowledge staff, student and community involvement and excellence in all forms of community engagement;

- Register all curricular community engagement activities on the Community Engagement Management System administered by the Head of Curricular Community Engagement;

- Conform to the provisions of relevant national legislation (e.g. The Children's Act and Protection of Personal Information Act (POPI Act).

- The UP personal accident policy provides coverage of students engaged in community activities but does not include private vehicles.

4.2 In terms of teaching and learning

- Monitor, assess and report on the impact of curricular community engagement initiatives and include the outcome in student reflection reports;

- Align the community engagement activity to the stated outcomes of the module of which it forms part;

- New staff members are required to participate in the Academic Induction to become acquainted with CCE.

- Align the outcomes with relevant Sustainable Development Goals (SDGs) associated with the module.

- Develop appropriate study guides for curricular community engagement

modules;

- Facilitate learning experiences in the community that expose students to South Africa

- All students must attend an orientation session on CCE before project involvement. This session may be conducted online (via video link) or face-to-face. For face-to-face sessions, please ensure that you invite the pertinent members from the CE Unit, as well as a representative from the Department of Security Services, with adequate notice.

- Orientate the community about its own role in the initiatives and avoid creating unrealistic expectations from the planned activities;

- Create adequate opportunities for structured reflection on experiences in the community to ensure that student learning outcomes are met;

- Assess students in curricular community engagement modules against stated learning outcomes and ensure that the credits for modules with community engagement align with the input requirements/ work intensity of the module;

- Consider the most suitable approach for the integration of community engagement into the curriculum in relation to specific disciplines and the community sector involved;

- Ensure that community engagement activities in the external community apply the knowledge gained in the classroom and from other resources and are relevant for the future career of the student and to the local, national and international context;

- Monitor, measure and evaluate the outputs and impact of community engagement activities annually, eliciting input from communities and student feedback.

4.3 In terms of research

- Integrate, where appropriate, community engagement into research programmes;

- Support research into community engagement (scholarship of application), financially and otherwise;

- Involve community partners in the formulation of research questions and the process of discovery;

- Ensure ethical conduct of research projects in communities as approved by the Ethics Committee;

- Provide feedback on research to communities to ensure mutual benefit;

- In publications such as articles featured in the Community Engagement Newsletters, community partners should be recognized and listed as co-authors.

- Move from theorising and reflection to action as researchers apply the knowledge gained in addressing the identified problem;

- Examine community development and community engagement determinants both in terms of factors based in the community as well as institutional factors that may influence sustainable community development;

- Follow an approach that acknowledges the unique characteristics of dependent variables, such as crime or other risk factors;

- Explore further, within or across faculties, the effects of community engagement as a practice on university students, community members and other role players such as lecturers, taking into consideration that all these groups exist with complex dynamics;

- Conduct research to address embedded inequalities and diversity;

- Conform to the applicable provisions of the University's research policies (in terms of approval, ethics clearance and registration on the relevant database inter alia);

- In line with the vision of the Strategic Plan, operationalise a longitudinal study to observe and define the impact of community engagement on sustainable community development, to be led by the Community Engagement office in the Department for Education Innovation.

4.4 In terms of non-curricular community engagement

- Obtain the necessary approval from the relevant authority under whose auspices the non-curricular community engagement activities are being conducted;

- Address embedded inequalities that result of historical injustice;

- Define the outcomes of each project in terms of benefits to the students and to the community;

- Register non-curricular community engagement activities on;

- Fund non-curricular community engagement from internal sources provided by student societies, residences, etc., to a limit, and then through external ('third-stream') sources and sponsorships, usually sourced by the students

themselves.

4.5 In terms of impact

- Determine annually, and express quantitatively, the improved impact on communities, the value add of the contribution of student engagement to the local economies in implementing projects and activities, support and sponsorship from the business sector, and redundant assets made available for CE purposes by UP;

- Implement a Participatory Impact Assessment Model whereby communities work together with the University to evaluate the impact of an activity on the beneficiaries;

- Research the impact made in communities on wider scale and include quantitative and qualitative measures as part of a longitudinal study, funded through external ('third-stream') sources if available.

5. DEFINITIONS

Community	The term *community* within community engagement is understood broadly and inclusively. It encompasses a diverse range of stakeholders and groups that universities interact with through their core functions of teaching, research, and service.
Community Engagement (CE)	Community engagement at the University of Pretoria is defined as the planned, purposeful application of resources and expertise in teaching, learning and research in the University's interaction with the external community to achieve mutually beneficial outcomes in ways that are consistent with the Institution's vision and mission
Community Service	Community service refers to All those activities in which staff and students commit their time, effort, expertise and skills to the benefit of the community.
Curricular Community Engagement (CCE)	Curricular Community Engagement is a programme-based approach to integrating community-based learning into the curriculum of a formal academic programme.

Non-curricular Community Engagement	Non-curricular Community Engagement encompasses voluntary, non-credit-bearing initiatives undertaken by university staff or students outside the formal curriculum. These activities are not formally assessed, but they are planned, student- or staff-led, and conducted in equitable partnership with external communities to address identified needs, foster social responsibility and personal growth, and advance the University's civic mission. Typical examples include residence outreach projects, student-society programmes and staff volunteer efforts.
Scholarship of Application	Community-engaged research conducted by postgraduate students and academics is a particular research methodology in which the external community and social partners collaborate with academic researchers to produce disciplinary or trans-disciplinary knowledge that is used for the benefit of the community as well as the researcher.
Social innovation and social value	Community-based social innovation focuses on discovering new strategies, concepts, ideas and innovations that meet social needs while aligning with the renewed emphasis by Government on social-economic development in South Africa (compare with HESA, 2009) to make significant contributions to the social, economic and scientific development or advancement of their societies as well as internationally.
University Social Responsibility (USR)	University social responsibility is wider than just community engagement. It involves contributing to the betterment of society through the integration of social responsibility into institutional management, teaching, research, services and public activities. USR extends the traditional mission of universities to develop solutions for economic, social, and environmental problems in society to make our world more just, inclusive, peaceful and sustainable (adapted from http://www.usrnetwork.org/).
Virtual reality sites	An online or digital environment simulating real-world scenarios specifically designed for educational purposes, where immersive technologies such as virtual reality headsets and interactive simulations are utilised to

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facilitate learning.

Work integrated learning (WIL)	Based on the CHE guidelines, WIL is defined as curricular, pedagogic, and assessment practices that integrate formal learning with defined periods of paid/unpaid, structured, supervised, and assessed workplace placement as part of the statutory requirements for awarding a qualification. WIL can be defined as authentic, situated learning oriented towards real-world and work-related competencies, and it aims to enhance student professional development by integrating theoretical knowledge attained through formal study with practice-based knowledge and skills gained from placement in professional contexts. WIL essentially comprises the career-focused education required to attain professional qualifications. It includes a range of pedagogical approaches, which are credit-bearing and comprise learning in formal and professional contexts.

6. ROLES AND RESPONSIBILITIES

Senate Committee for Teaching and Learning	The Senate Committee for Teaching and Learning and the Senate Committee for Research and Postgraduate Studies take responsibility within their respective spheres for strategic decisions on community engagement in undergraduate and postgraduate studies respectively.
CE Forum	The Community Engagement Forum is a broad stakeholder committee chaired by the Director: Department for Education Innovation or a person nominated by the Vice Principal: Academic
Faculty	Each Faculty has its own Community Engagement Committee or a standing item on community engagement on the agendas of teaching and learning and/ or research committees
Residences Committee Students	The Residences have a committee for community engagement. Each student society, the SRC and RAG have committees that plan, implement and monitor voluntary student engagement across a wide range of engagements

Community Engagement Office	The Community Engagement Office is in the Department for Education Innovation. It comprises a Head of Curricular Community Engagement, an Education Consultant two Project Coordinators, and two Site Managers. The office is responsible for training and liaising with faculties and other UP parties and communities to integrate community engagement to optimise academic outcomes and developmental impact on communities and sustain and maintain community partners for community engagement purposes. It is responsible for developing and maintaining an effective Community Engagement Management System. The office also interacts with the national body, the South African Higher Education Community Engagement Forum (SAHECEF), on behalf of the University. It engages with the Talloires Network, the University Social Responsibility Network (USRN) and international partner universities.

7. ASSOCIATED DOCUMENTS

UP Policies:

- Curricular community engagement framework and toolkit
- Policy on Assessment
- Policy on Curriculum Design and Delivery and addenda
- Policy on Teaching and Learning
- Policy on Work-integrated learning (WIL)

National Legislation:

- The Children's Act, Act 38 of 2005 (and any subsequent amendments)
- Protection of Personal Information Act (POPI Act)
- Promotion of Access to Information Act (PAIA) 2 of 2000

CHE:
- Higher Education Monitor 13. (2011). Work-integrated Learning: Good Practice Guide. http://www.che.ac.za/media_and_publications/higher-education-monitor/higher-education- monitor-12-work-integrated-learning.
- Kagisano Issue 6. (2010). Community Engagement in South African Higher Education. http://www.che.ac.za/media_and_publications/kagisano-series/kagisano-

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Department of Education and Department of Higher Education and Training:

- Department of Education. (1997). *Education White Paper 3: A Programme for the Transformation of Higher Education.* Department of Education.
- Department of Education. (2001). National Plan for Higher Education. Pretoria: Government Printers.
- Department of Higher Education and Training. (2013). National White Paper for Post-school Education and Training in South Africa. Building an expanded, effective and integrated post-school system. Government Printer.

8.   POLICY LIFE CYCLE

The policy is reviewed every five years.

9.   DOCUMENT METADATA

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