

Curricular Community Engagement Framework and Toolkit

October 2024



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
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FOREWORD



PROF LORETTA FERIS
Vice-Principal: Academic

The University of Pretoria (UP) is firm in its intent to continue strengthening and mainstreaming curricular community engagement (CCE) as one of its core functions, alongside teaching, learning, and research. CCE is central to the academic project as we seek positive societal impact through the graduates we produce and the new knowledge we create. As a way of thinking and doing, it is of such strategic value that it enjoys unwavering support at the University's executive level. An example of this commitment and support is reflected in our dedicating the 2024 Senate Conference to 'Teaching with impact: Advancing curricular community engagement for societal transformation'.

As we continue our journey, I am pleased to present the UP Curricular Community Engagement Framework and Toolkit, which will play a pivotal role in our ongoing reimagining of community engagement (CE). The framework and toolkit are intimately linked to, and follow on from the UP Integrated Academic Framework launched in 2023. Specifically, it is integral to the Teaching and Learning System and Pathway, which is included in the toolkit.

Drawing from and acknowledging the contribution of knowledge systems outside of the academy, CCE influences how we transform our curricula, along with innovative programme design, delivery, and assessment. It is a significant vehicle through which we can advance transdisciplinarity in teaching and learning.

By establishing a common language and approach, while creating sufficient spaces to translate the development of activities within different contexts, we enable institutional consistency with local relevance. This will help us set internal benchmarks, learn from each other, and continue to push the boundaries of scholarship in CCE. The development of this framework and toolkit has been a collaborative effort, characterised by co-design and co-creation under the guidance of Prof Gerrit Stols, Director of the Department for Education Innovation, and Dr Eugene Machimana, Head of the Unit for Curricular Community Engagement.

With them, I would like to express deep appreciation to the CE Forum and Task Team for their hard work, dedication, and collaborative spirit. Your collective expertise and commitment to this project have been invaluable. Each member's unique perspective and tireless efforts have contributed significantly to the development of a robust and comprehensive CCE Framework and Toolkit. The team acknowledges Dr Brian Chicksen, whose facilitation and guidance through the conversations ensured productive and insightful discussions that drew out and integrated valuable contributions from all participants.

Special thanks go out to our community partners, whose active participation and feedback were crucial in ensuring that the toolkit and framework are grounded in real-world needs and perspectives. Your involvement has enriched the project and ensured its relevance and impact.

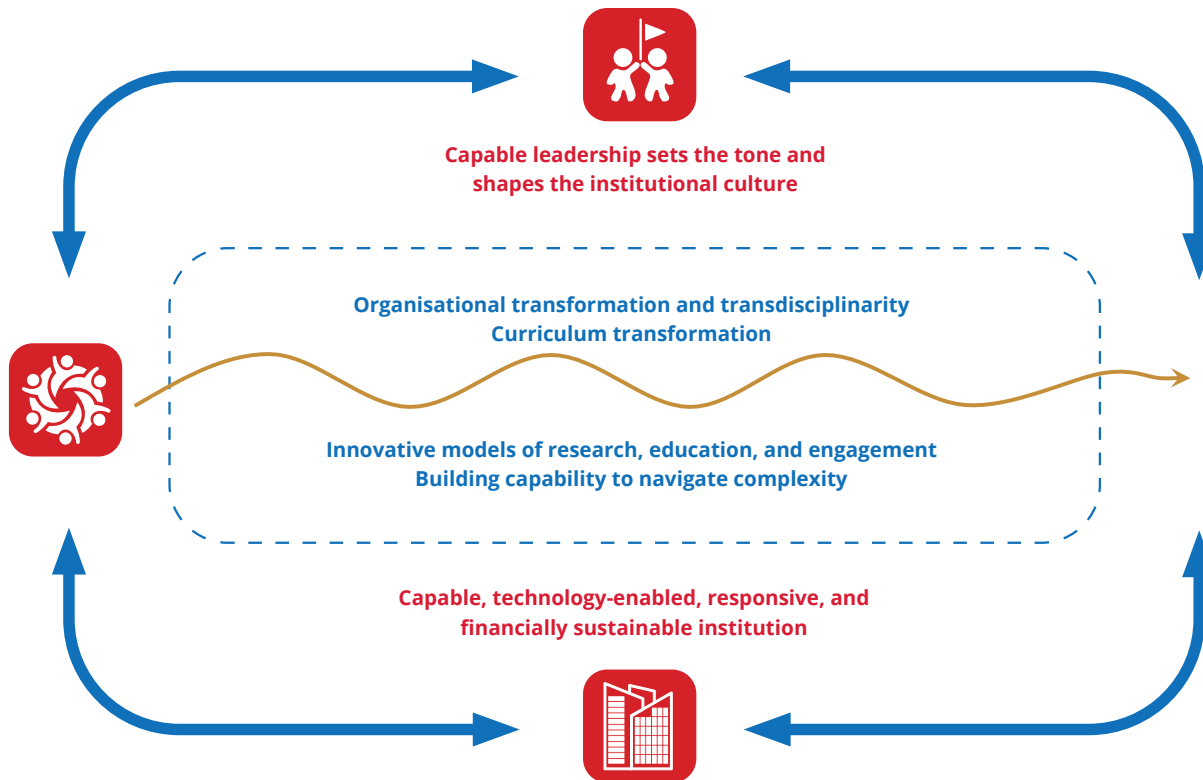
We would also like to acknowledge Prof Janice McMillan and Mr Sonwabo Ngcelwane from the University of Cape Town for their invaluable contributions during the initial brainstorming sessions. Your ideas and suggestions helped lay the groundwork for this project and provided a strong foundation upon which to build.

In conclusion, this initiative represents an important milestone in our pursuit of excellence. As such, it also represents a start, and its full value will be determined by the extent to which it is used and applied. In the spirit of continuous learning and improvement, it will need to be a 'live' document that stays abreast of developments in the field as we seek to make a bigger difference in the way we work together and with our partners to make a positive impact.



PART 1

OUR INTENT AND APPROACH



OUR INTENT AND APPROACH

The University as an agent of society

The University of Pretoria's institutional strategy, Destination 2026 and Beyond, explicitly sees the University as an agent for society. We exist because of society, and we function for the good of society. This is attuned to increasing global calls to rethink the future of higher education and is coupled with the growing momentum of universities seeking greater relevance, inclusivity, and contribution to just societal development.

As an institution for the public good, in the words of Chris Brink,¹ we go beyond the question 'What are we good at?' to ask, 'What are we good for?' This translates directly to how we give expression to our reimagined self through our operating practices and core functions of teaching, learning, research, and engagement.

Engaging with stakeholders for mutual benefit—the curricular community engagement context

Curricular community engagement (CCE) forms one of the critical interfaces between the University, its host communities, and society at large. Acknowledging our intimate relationships and interdependence with stakeholders and partners, our engagement is anchored on the concept of mutual benefit with two-way flows of knowledge between participants. We value and respect those we work with, embracing a plurality of knowledges, including the expert knowers from the communities we collaborate with.

Key features of our collaborations are establishing a shared understanding of the issues we collectively seek to address and co-designing initiatives for shared commitment and ownership.

The philosophies underpinning our engagement serve as guiding principles that shape our decisions and actions as we engage internally and externally. They reflect who we are and our beliefs, flowing through and being given expression in the work we do and our core functions.

Curricular community engagement in relation to teaching, learning, and research

Given the multifaceted relationships between core functions and the institutional goals, it follows that the core functions have numerous linkages and dependencies between them. Teaching and learning, on the one hand, and research, on the other, interact as two sides of the same coin. They share clear interdependencies and are inextricably linked.

Our curricular community engagement is rooted in and arises from our teaching, learning, and research. It is not an adjunct to them. As a critical interface between the University and society, it brings theory, practice, and research together as we embed the philosophies of citizenship and lifelong learning. It also gives expression to our intent to have a positive societal impact. As such, CCE must be valued and given the requisite attention and resources as an integral part of the academic project.

Our approach to curricular community engagement

We define CCE as the teaching, learning, and scholarship that engages academic staff, students, and the community in mutually beneficial and respectful collaboration. While sharing some similarities, CCE is distinct from work-integrated learning (WIL).

Our approach and practices are framed by our institutional engagement philosophy. Across the diverse publics we interact with, we are mindful of our potential impacts on others, how they might impact us, and the interests we share. Through collaboration and partnering, we amplify our societal contributions. CCE is more than just doing research on communities; it must include using the knowledge gained to address their issues in practical ways.

In a symbiotic relationship, staff, students, and partners are capacitated for CCE in fit-for-purpose ways. We also seek to continuously improve our CCE system and the collaborative and co-designed initiatives we undertake. Recognising the transient nature of the student journey, initiatives are considered through the lenses of continuity and sustainability.



¹Brink C, (2018): The Soul of a University. Bristol University Press. Bristol.

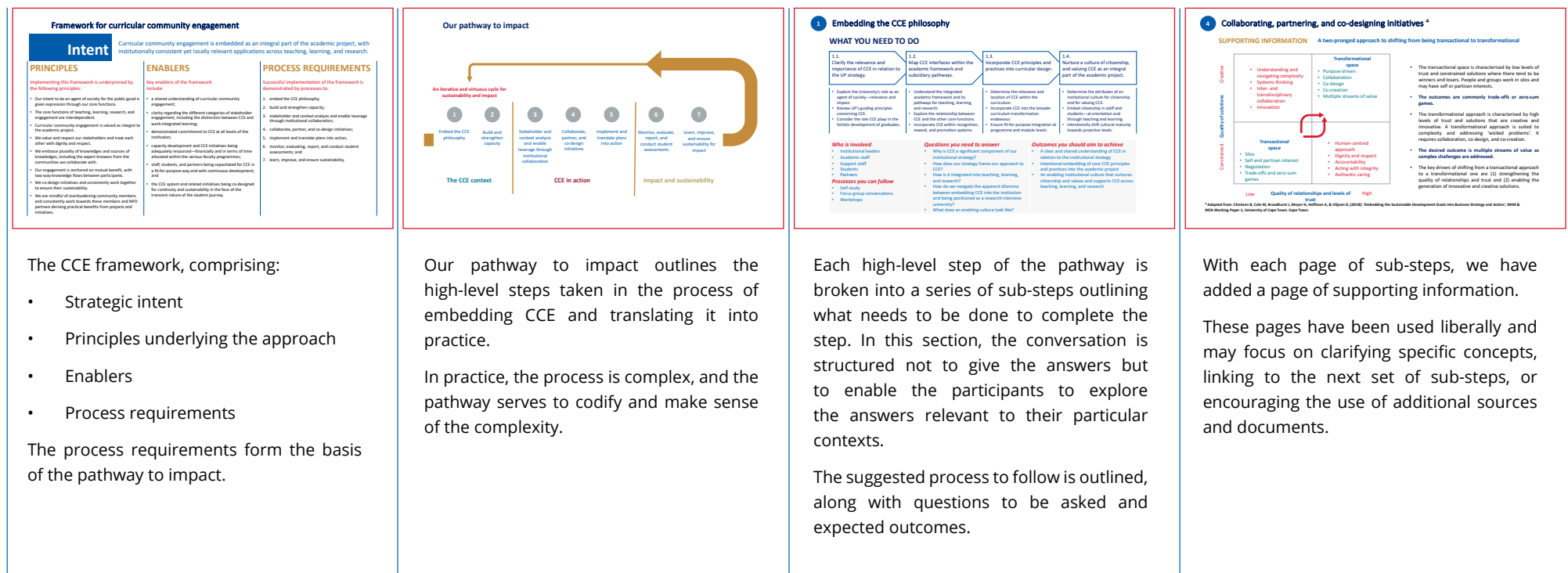
PART 2

THE FRAMEWORK AND TOOLKIT



About the framework and toolkit²

The Curricular Community Engagement Framework and Toolkit comprises **FOUR MAIN COMPONENTS** as outlined below



²Framework and toolkit architecture adapted from: Chicksen B, Cole M, Broadhurst J, Meyer H, Hoffman A, & Viljoen D, (2018): 'Embedding the Sustainable Development Goals into Business Strategy and Action', MtM & MilA Working Paper 1. University of Cape Town. Cape Town.

Framework for curricular community engagement

Intent

Curricular community engagement is embedded as an integral part of the academic project, with institutionally consistent yet locally relevant applications across teaching, learning, and research.

PRINCIPLES

Implementing this framework is underpinned by the following principles:

- Our intent to be an agent of society for the public good is given expression through our core functions.
- The core functions of teaching, learning, research, and engagement are interdependent.
- Curricular community engagement is valued as integral to the academic project.
- We value and respect our stakeholders and treat each other with dignity and respect.
- We embrace plurality of knowledges and sources of knowledges, including the expert knowers from the communities we collaborate with.
- Our engagement is anchored on mutual benefit, with two-way knowledge flows between participants.
- We co-design initiatives and consistently work together to ensure their sustainability.
- We are mindful of overburdening community members and consistently work towards these members and NPO partners deriving practical benefits from projects and initiatives.

ENABLERS

Key enablers of the framework include:

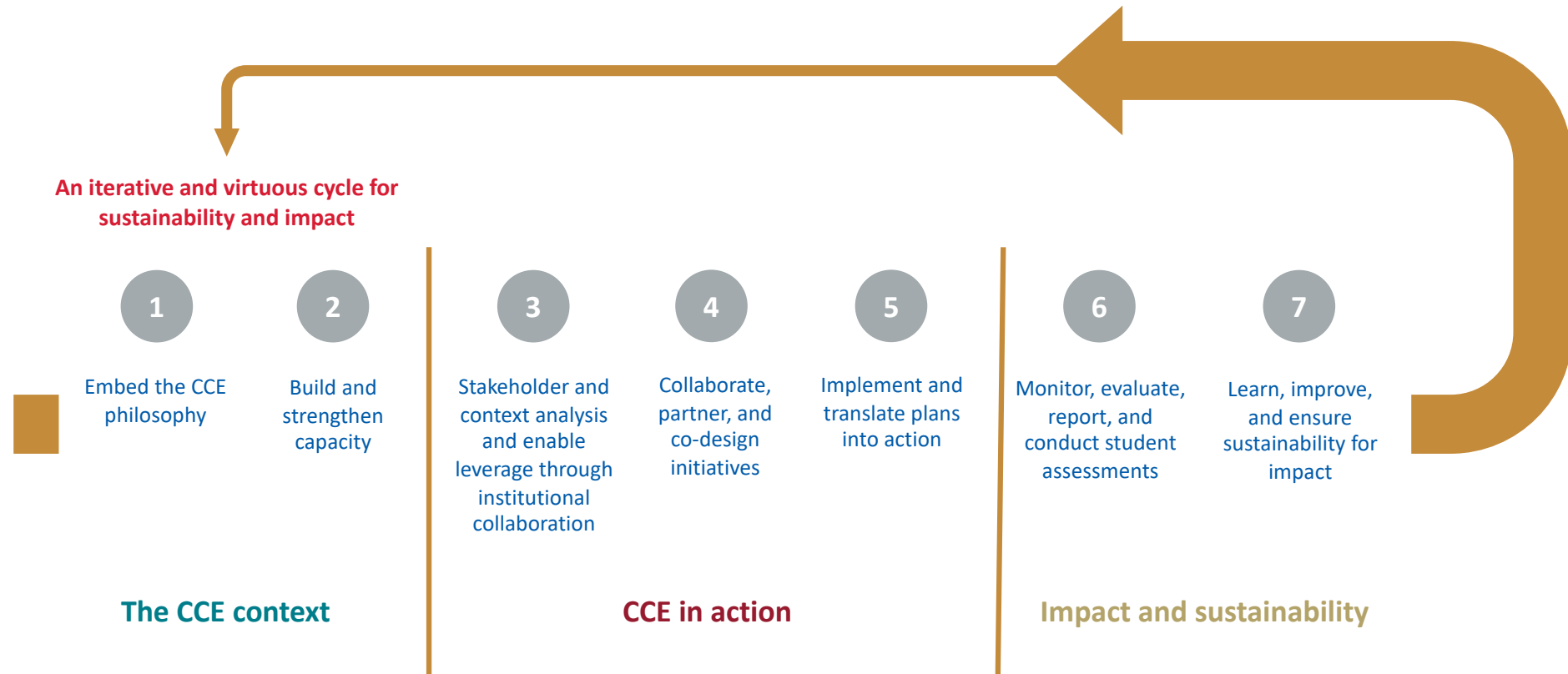
- a shared understanding of curricular community engagement;
- clarity regarding the different categories of stakeholder engagement, including the distinction between CCE and work-integrated learning;
- demonstrated commitment to CCE at all levels of the institution;
- capacity development and CCE initiatives being adequately resourced—financially and in terms of time allocated within the various faculty programmes;
- staff, students, and partners being capacitated for CCE in a fit-for-purpose way and with continuous development; and
- the CCE system and related initiatives being co-designed for continuity and sustainability in the face of the transient nature of the student journey.

PROCESS REQUIREMENTS

Successful implementation of the framework is demonstrated by processes to:

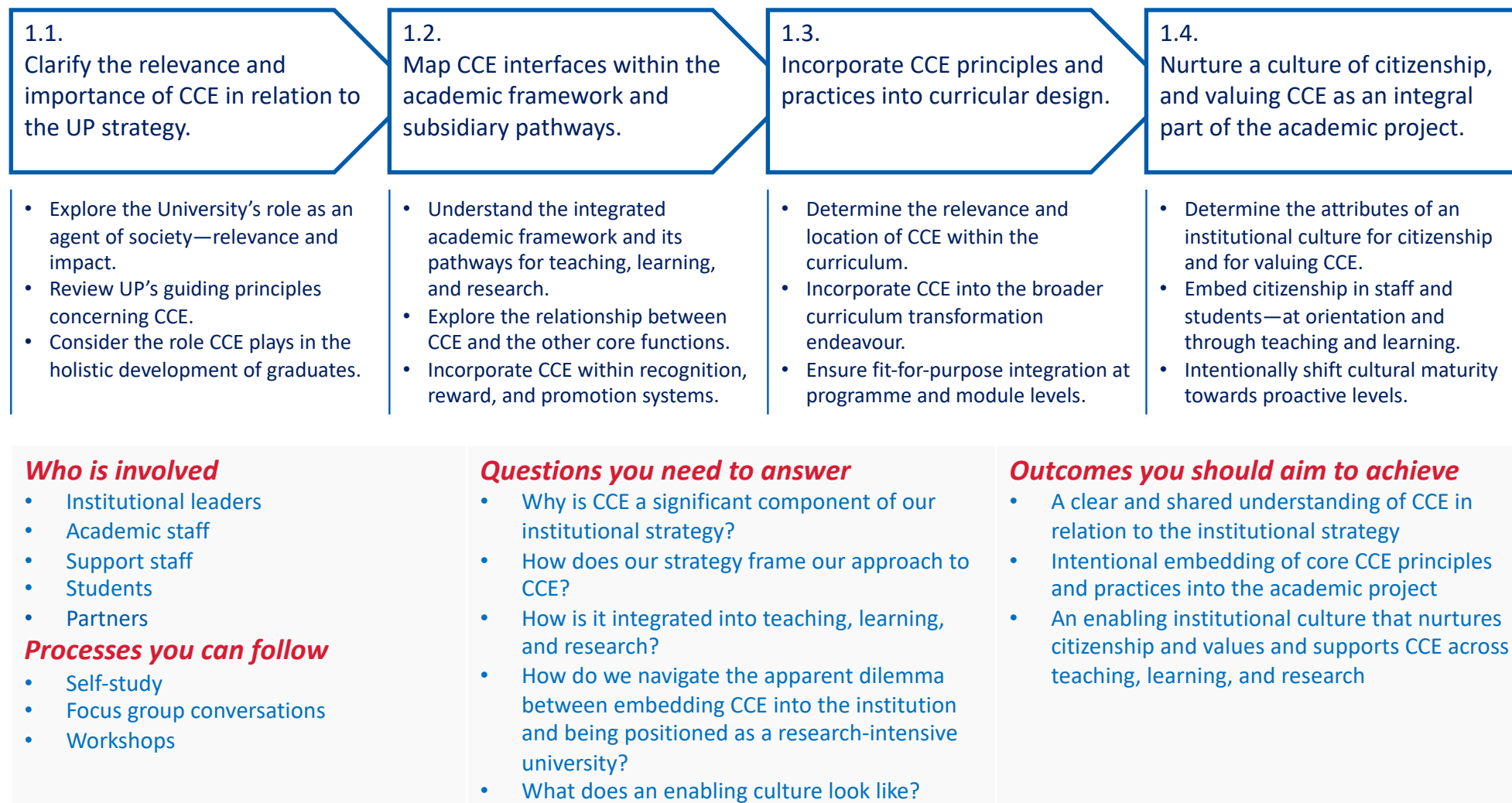
- embed the CCE philosophy;
- build and strengthen capacity;
- stakeholder and context analysis and enable leverage through institutional collaboration;
- collaborate, partner, and co-design initiatives;
- implement and translate plans into action;
- monitor, evaluating, report, and conduct student assessments; and
- learn, improve, and ensure sustainability.

Our pathway to impact



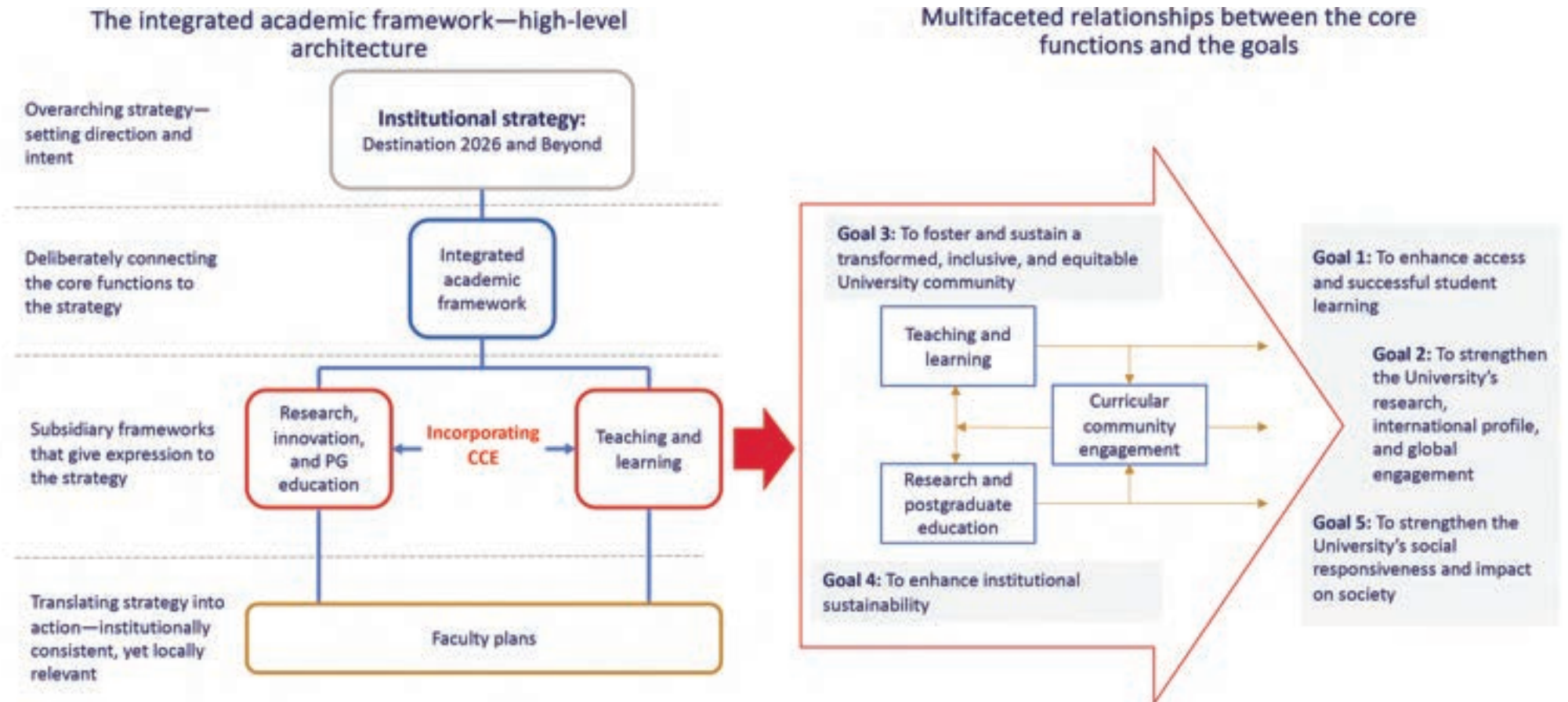
1 Embedding the CCE philosophy

WHAT YOU NEED TO DO



1 Embedding the CCE philosophy

SUPPORTING INFORMATION



Notes

2 Building and strengthening capacity

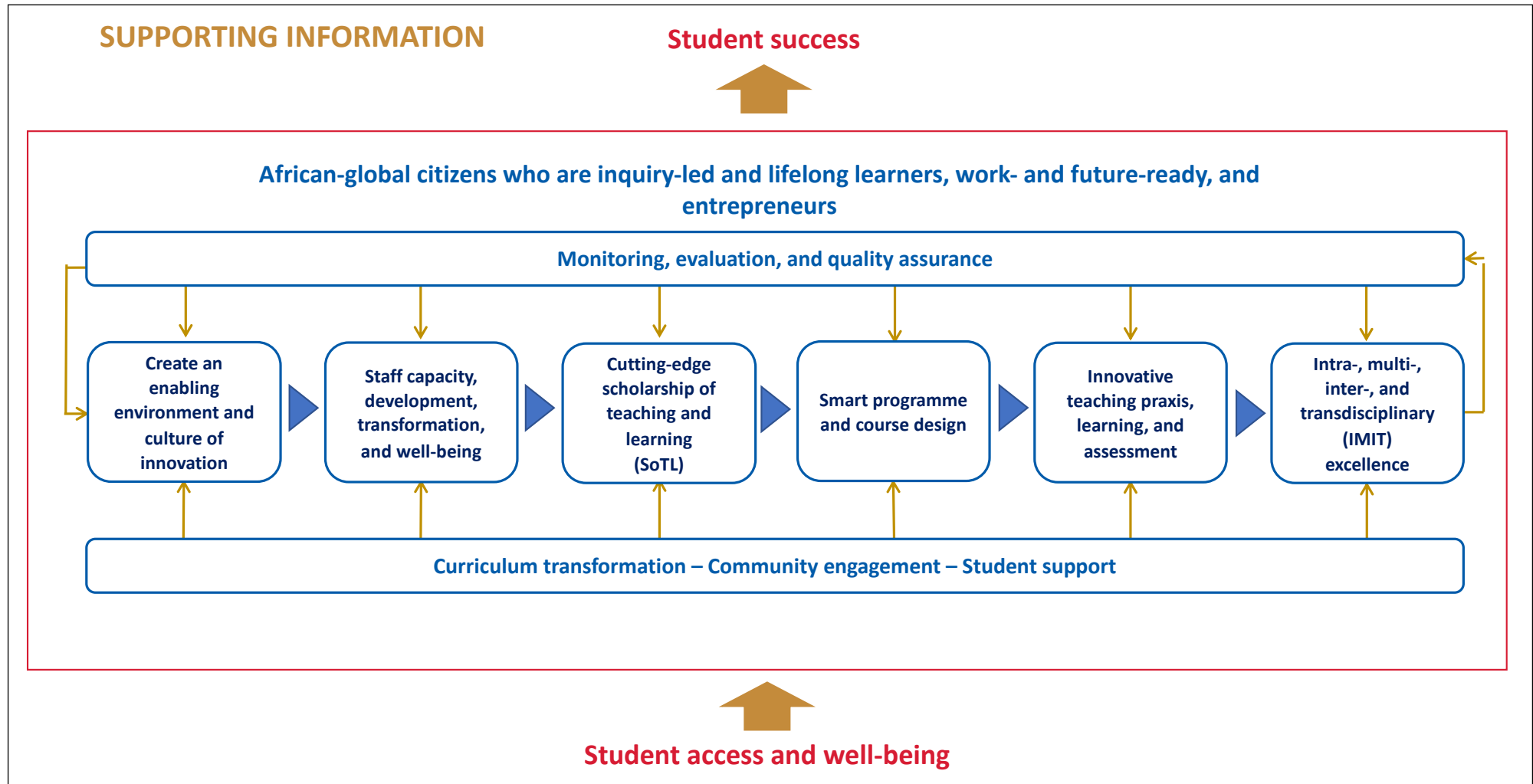
WHAT YOU NEED TO DO

<p>2.1. Understand and advance the core concepts and practices of CCE.</p>	<p>2.2. Strengthen capacity in leadership, facilitation, collaboration, and teamwork.</p>	<p>2.3. Strengthen capacity in project management.</p>	<p>2.4. Strengthen capacity in monitoring, evaluation, improvement, and impact assessment.</p>
<ul style="list-style-type: none">• Understand UP’s common language on CCE—philosophies and concepts.• Explore innovative pedagogies for CCE.• Advance the scholarship of teaching and learning (SoTL) related to CCE.• Incorporate CCE into talent and performance management systems.	<ul style="list-style-type: none">• Clarify the role of leaders as change agents and catalysts.• Nurture the leadership attributes that enable collaboration and teamwork.• Strengthen facilitation and communication skills for effective engagement.• Encourage cross-faculty collaboration in CCE work.	<ul style="list-style-type: none">• Plan effectively.• Optimise scheduling in the face of complex workloads.• Acquire resources and effectively manage scarce resources—staff complement, individual talent, infrastructure, and finances.• Ensure effective and integrated execution.• Ensure meaningful communication and engagement.	<ul style="list-style-type: none">• Clarify inputs, activities, outputs, outcomes, and impacts.• Understand the difference initiatives make and the changes they bring about.• Explore the relationship between interventions and both intended and unintended consequences.• Develop ‘next generation’ sets of indicators for impact.
<p>Who is involved</p> <ul style="list-style-type: none">• Academic staff• Support staff• Students• Partners <p>Processes you can follow</p> <ul style="list-style-type: none">• Self-study• Team workshops• Formal training programmes	<p>Questions you need to answer</p> <ul style="list-style-type: none">• What capacity and capabilities do we need for effective CCE programmes and initiatives?• How do we build capacity that is fit-for-purpose for different people categories?• How do we advance SoTL in CCE?• How do we define impact and demonstrate alignment with the institutional intent?	<p>Outcomes you should aim to achieve</p> <ul style="list-style-type: none">• Strengthened CCE capacity of individuals, teams, and departments• Strong capability in managing, evaluating, and reporting on CCE programmes and initiatives• Individuals, teams, and departments being at the frontline of SoTL in CCE	

2 Building and strengthening capacity

The Teaching and Learning System and Pathway

Integrating community engagement, staff capacity, and student development



Notes

3

Stakeholder and context analysis and enabling leverage through institutional collaboration

WHAT YOU NEED TO DO

3.1.

Establish a broad understanding of the CCE project area.

- Explore the range of locations that UP is active in.
- Explore the range of UP activities underway and CCE themes being covered.
- Explore possible internal collaborations.
- Prioritise UP project areas and CCE themes for collaboration, leverage, and optimal resource utilisation.

3.2.

Map and categorise the different voices and constituencies involved in the area.

- Understand the different types of stakeholders and their constituencies.
- Explore their particular interests and positions.
- Understand how they may be impacted.
- Understand their relative power dynamics and influence.

3.3.

Rank and prioritise challenges and opportunities within the CCE project area.

- Explore different challenges within the different project areas.
- Consider possible opportunities.
- Explore linkages and dependencies between risks and opportunities.
- Prioritise challenges and opportunities in pursuit of impact.

3.4.

Select a theme around potential CCE work.

- Conduct complex system mapping of the issues at hand.
- Determine the underlying drivers and contributing factors.
- Clarify complex risks and identify opportunities for leverage.
- Select nexus issues aligned with UP strategic focus areas as priority themes to frame CCE work.

Who is involved

- Academic staff
- Students
- Partners
- Community members

Processes you can follow

- Desktop study
- Workshops

Questions you need to answer

- What is the nature of the landscape within the project area?
- What are the key issues that communities are grappling with?
- Can threats be turned into opportunities?
- Can we consolidate challenges and opportunities around nexus issues for leverage and impact?

Outcomes you should aim to achieve

- A high-level understanding of the project area landscape
- Challenges and opportunities synthesised into a set of key issues
- A prioritised set of nexus themes aligned to the UP strategic focus and competence areas

3 Stakeholder and issue analysis³

SUPPORTING INFORMATION

We have a wide range of stakeholders from different constituencies, each of whom has distinct interests and brings different sets of skills and competencies.

	Academia	Quasi-academic	Government	Multilateral	Private sector	Civil society
Stakeholders	<ul style="list-style-type: none"> Universities Faculties Institutes and centres SDG Hub Science councils 	<ul style="list-style-type: none"> Think tanks SDSN entities 	<ul style="list-style-type: none"> National government departments Provincial government departments SALGA Local government Cities / municipalities 	<ul style="list-style-type: none"> UN and related agencies African Union AUDA-NEPAD Global Compact Network NBI 	<ul style="list-style-type: none"> Companies Industry bodies Associations 	<ul style="list-style-type: none"> NPOs Community-based entities Faith-based organisations Trusts Foundations
Contributions and focus	<ul style="list-style-type: none"> Networking Training Knowledge generation and thought leadership Collaboration Solutions 	<ul style="list-style-type: none"> Networking Knowledge generation and thought leadership Learning from experiences Collaboration Solutions 	<ul style="list-style-type: none"> Projects Strategic partnering Field laboratories Project partnering Knowledge generation 	<ul style="list-style-type: none"> Knowledge generation Funding Collaboration Influence 	<ul style="list-style-type: none"> Collaboration Partnering Funding Implementation initiatives 	<ul style="list-style-type: none"> Legitimacy Project identification and collaboration Field laboratories Implementation initiatives Funding Influence

³Adapted from: University of Pretoria, (2023): SDSN-South Africa, A Strategic Approach to Stakeholder Engagement, Working Paper. University of Pretoria. Pretoria.

Notes

4

Collaborating, partnering, and co-designing initiatives

WHAT YOU NEED TO DO

4.1.

Prioritise key stakeholders in the CCE theme identified.

- Explore the broad nature of the selected theme.
- Apply an interdisciplinary lens with internal collaborators.
- Understand the linkages, dependencies, and dynamics of dimensions within the theme.
- Prioritise stakeholders, ensuring adequate community participation.

4.2.

Engage with stakeholders relevant to the theme.

- Build and nurture the requisite engagement skills.
- Prepare for the engagement.
- Promote focused stakeholder engagement with theme-based prioritisation.
- Ensure human-centred approaches for mutual dignity and respect.
- Strengthen trust levels among participants.

4.3.

Establish a shared understanding of the issues from different perspectives.

- Explore challenges and opportunities.
- Synthesise the key issues at hand.
- Understand participant needs and expectations.
- Incorporate expertise, insights, and experiences.
- Evaluate risks in relation to current realities and possible interventions.

4.4.

Co-design possible initiatives for mutual benefit.

- Understand the value from different perspectives.
- Co-design initiatives, ensuring ethical requirements are met.
- Explore alignment with sustainable development and the SDGs.
- Explore innovative resourcing.
- Determine what successful outcomes would look like—performance indicators.

Who is involved

- Academic staff
- Students
- Partners
- Community members

Processes you can follow

- Design workshops

Questions you need to answer

- Whose voices need to be heard at the table?
- How do we understand the issues through different lenses and different perspectives?
- How do we make a difference collectively?

Outcomes you should aim to achieve

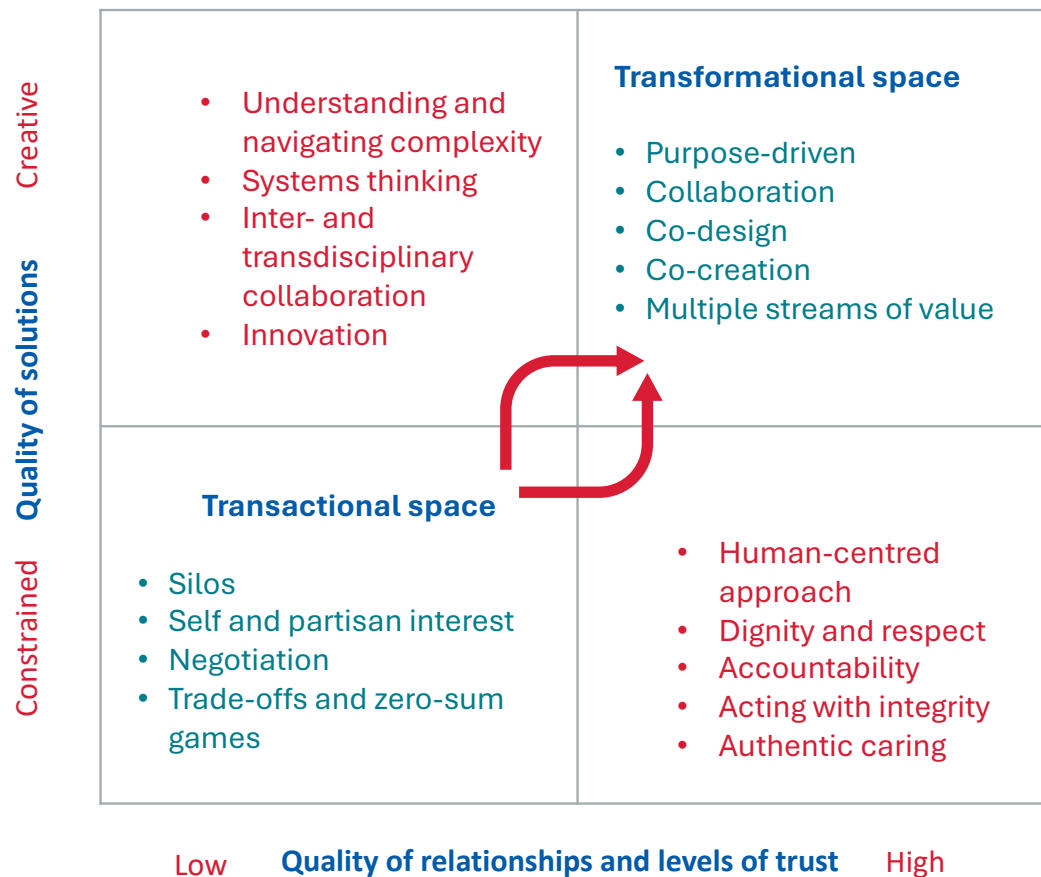
- A shared understanding of the issues at hand, incorporating different perspectives
- Strengthened trust among participants
- Co-designed initiatives with co-ownership
- A set of success indicators that demonstrate the difference being made

4

Collaborating, partnering, and co-designing initiatives⁴

SUPPORTING INFORMATION

A two-pronged approach to shifting from being transactional to transformational



- The transactional space is characterised by low levels of trust and constrained solutions where there tend to be winners and losers. People and groups work in silos and may have self or partisan interests.
- The outcomes are commonly trade-offs or zero-sum games.**
- The transformational approach is characterised by high levels of trust and solutions that are creative and innovative. A transformational approach is suited to complexity and addressing 'wicked problems'. It requires collaboration, co-design, and co-creation.
- The desired outcome is multiple streams of value as complex challenges are addressed.**
- The key drivers of shifting from a transactional approach to a transformational one are (1) strengthening the quality of relationships and trust and (2) enabling the generation of innovative and creative solutions.

⁴Adapted from: Chicksen B, Cole M, Broadhurst J, Meyer H, Hoffman A, & Viljoen D, (2018): 'Embedding the Sustainable Development Goals into Business Strategy and Action', MtM & MilA Working Paper 1, University of Cape Town. Cape Town.

Notes

5 Implementing and translating plans into action

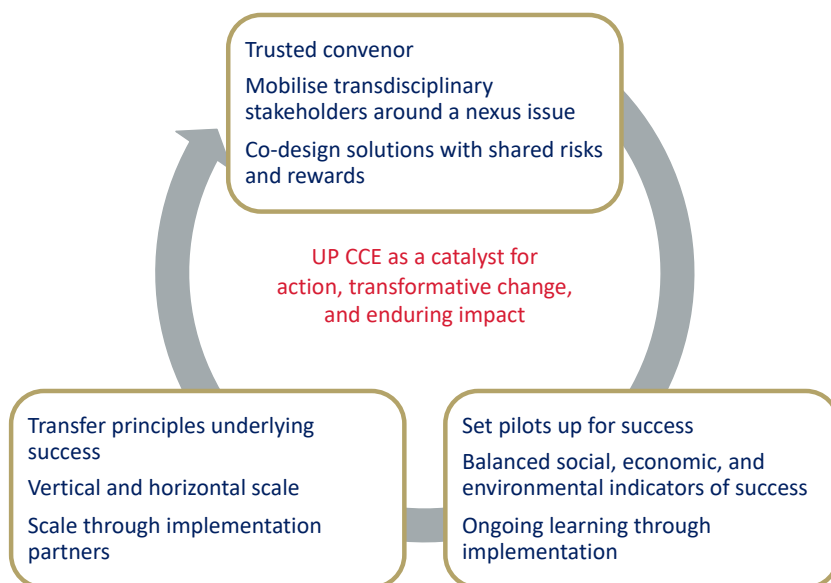
WHAT YOU NEED TO DO

<p>5.1. Mobilise broader community support for initiatives.</p> <ul style="list-style-type: none"> • Develop a comprehensive narrative for the collaborative team to engage the broader community. • Establish forums for engagement. • Utilise local languages for engagement. • Embrace the community voice and additional insights. • Enhance collective ownership for greater success and sustainability. 	<p>5.2. Refine initiatives and leverage technology.</p> <ul style="list-style-type: none"> • Refine co-designed initiatives, incorporating broader community ideas and concerns. • Risk-assess interventions and develop appropriate controls. • Utilise technological innovations for participant safety, effective implementation, and greater impact. 	<p>5.3. Project-manage the implementation of the initiative.</p> <ul style="list-style-type: none"> • Build capacity while implementing. • Optimise process management to reduce variability while navigating complexity. • Ensure smooth integration across admin, support, and implementation teams. • Anticipate and respond to changing circumstances. • Build capacity to bounce back in the event of headwinds and shocks. 	<p>5.4. Manage expectations, including preparing an exit strategy in case of failure.</p> <ul style="list-style-type: none"> • Have ongoing and fixed dialogue with key stakeholders. • Clearly articulate the objectives, implementation plan, and potential constraints. • Provide regular feedback to stakeholders on implementation progress and preliminary results. • Prepare a clear exit strategy as part of the design process.
<p>Who is involved</p> <ul style="list-style-type: none"> • Implementing team • Support staff • Partners • Community members <p>Processes you can follow</p> <ul style="list-style-type: none"> • Roadshows • Engagement in community fora • Collaborative implementation 	<p>Questions you need to answer</p> <ul style="list-style-type: none"> • How do we engage the broader community in the change process? • How could technology support implementation and ongoing engagement? • How do we get the best results? • How do we manage failure? 	<p>Outcomes you should aim to achieve</p> <ul style="list-style-type: none"> • Collaborative implementation of co-designed initiatives • Operational excellence • Increasing resilience • A clear exit strategy 	

5 Implementing and translating plans into action

SUPPORTING INFORMATION

Co-design – implement – scale⁵



In adopting an issue-led approach to engaging with stakeholders, we seek to have the right people around the table and to ensure that we are better prepared to deal with complexity by embracing different perspectives. Furthermore, we amplify stakeholder voices, particularly those from marginalised constituencies.

In supporting the sustainability of initiatives, a philosophy of shared risk is as important as shared rewards. All participants need to have ‘skin in the game’. This is not limited to economic risks but includes embracing local and indigenous knowledges in the co-creation of solutions and leveraging the embedded social networks of local communities. In this way, our initiatives are done **with** stakeholders rather than **to** or **for** them.

Successful implementation of pilots is evaluated through a balanced basket of indicators that are predetermined by all participants. In seeking scale, however, it is critical that we analyse the underlying drivers or principles of success, as these should be the primary focus for context-specific adoption and adaptation.

Recognising that as initiatives mature over time and the nature of our role intentionally transitions across the catalyst-participant-patron spectrum, our focus shifts from implementation to strengthening local value networks through implementing partners.

⁵Adapted from: London T and Hart S, (2011): *Next Generation Business Strategies for the Base of the Pyramid*, Second Edition. Pearson Education, Inc. New Jersey.

Notes

6

Monitoring, evaluating, reporting, and student assessment

WHAT YOU NEED TO DO

6.1.

Measure progress and outcomes using predetermined performance indicators.

- Measure progress against the plan.
- Ensure the availability of the requisite performance data.
- Ensure the integrity of the data.
- Measure performance against agreed output and outcome indicators.

6.2.

Evaluate performance and impact in relation to the indicators.

- Analyse performance in qualitative and quantitative terms.
- Explore the factors influencing performance.
- Understand the underlying reasons (performance drivers) for both successes and failures.

6.3.

Reflect on the initiative—the implementation and outcomes—and determine key learnings.

- What worked and what didn't?
- Establish the key principles underlying successes and failures.
- Key principles form the foundation of efforts to scale.
- Celebrate successes.
- Use 'failures' as learning opportunities.

6.4.

Develop requisite reports, provide feedback to the different stakeholders, and assess students.

- Use formal reporting as feedback to participating stakeholders and as part of governance processes.
- Ensure that feedback is provided to participants.
- Document stories and use case studies.
- Use effective packaging and channels of distribution.
- Employ innovative and effective assessment methods with meaningful demonstration of learning.

Who is involved

- Implementing team
- Academic staff
- Partners
- Community members
- Institutional leaders providing oversight

Processes you can follow

- Leverage existing feedback channels and create new ones

Questions you need to answer

- Did we do what we said we would do?
- Did we get what we thought we would get?
- Why did we get this set of results?
- Were there any surprises?
- What have we learned?

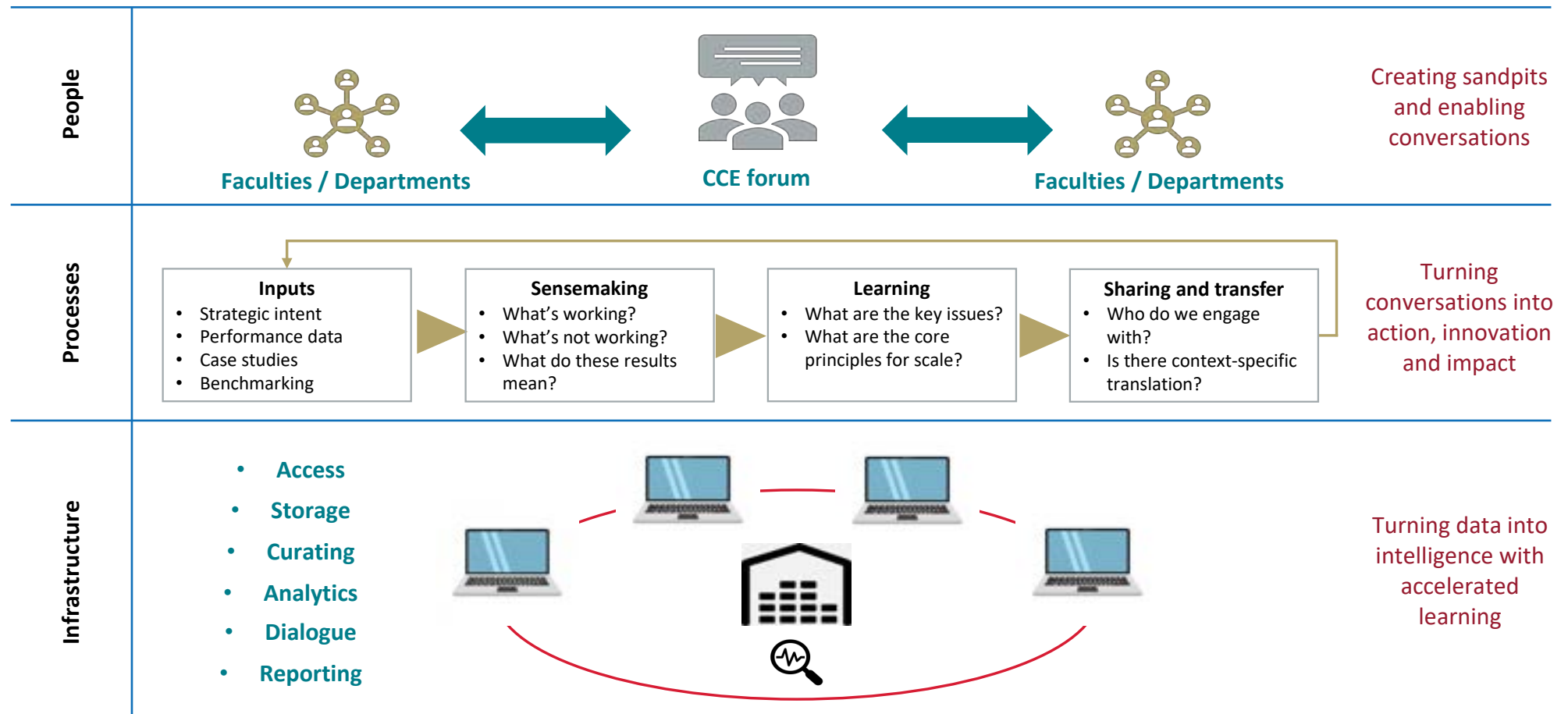
Outcomes you should aim to achieve

- Clear, open and honest reporting
- Effective messaging
- Governance requirements met
- Prominent profiling and positioning of the work being done
- Learning outcomes met

6

Monitoring, evaluating, reporting, and student assessment

SUPPORTING INFORMATION

A possible integrated CCE knowledge management system⁶⁶Adapted from: University of Pretoria (2023); Innovation Africa@UP Transdisciplinary Platform Presentation. University of Pretoria. Pretoria.

Notes

WHAT YOU NEED TO DO

7.1.

Collective review of the range of CCE initiatives.

- Cross-departmental and cross-faculty conversations.
- Webinars, seminars and masterclasses.
- CCE summer school
- CCE Community of Practice and Centre of Excellence
- Institutional Annual CCE conference.

7.2.

Sharing learnings with adoption and adaptation of innovations for further initiatives.

- Create knowledge repository and curate stories.
- Recognise and celebrate successes
- Annual CCE award series
- Incentivise and incorporate transfer and innovation into performance management

7.3.

Explore scale – deeper and/or broader for greater impact.

- Understand differences and similarities of different contexts.
- Recognise that scale is context-specific.
- Transfer principles underlying success – rather than a clone or copy of a successful programme.
- Enable co-design of scaled initiatives to embrace and navigate local nuances.

7.4.

Explore continuity of initiatives through successive student cohorts.

- Continued strengthening of thematic approaches – owned by faculties and departments.
- Frame CCE direction based on themes, along with progressively deeper understanding of project areas.
- Leverage knowledge repository to support the research agenda.
- Focus on collective impact.

Who is involved

- Academic staff
- Students
- Partners
- Community members
- Institutional leaders

Processes you can follow

- Consider the full variety of learning spaces and learning processes.

Questions you need to answer

- How can we learn from each other and our collective set of experiences?
- How can we use our learnings to amplify impact?
- How do we enable and nurture a culture of adoption, adaptation and innovation?
- How do we scale and enable continuity?

Outcomes you should aim to achieve

- Rich sharing of knowledge with accelerated collaboration
- Continued embedding of CCE across UP with continuity of initiatives
- CCE impact clearly demonstrated and amplified
- UP positioned as a leader in CCE

7

Monitoring, evaluating, reporting, and student assessment

SUPPORTING INFORMATION

Aligning with and internalising the SDGs as we connect curricular community engagement to societal challenges⁷



We recognise that the UN Sustainable Development Goals are an accepted reflection of global societal challenges and aspirations. They also help to shape the way in which we develop the next generation of impact indicators to reflect societal transformation and meaningful existence.

This requires us to translate and internalise them to our context. We see the SDGs as centred on the human condition. Therefore, we must meet the basic requirements of our humanity at the outset. We can then seek to reach our human potential, which, in turn, determines the improvements we make to our human existence. We must, however, be mindful of our planetary boundaries and embrace coexistence with all forms of life. Finally, through partnering and collaboration, we amplify impacts across the SDGs and the sustainable development landscape.

We thus demonstrate congruence between our strategic approach and the intent of the SDGs.

⁷Adapted from: University of Pretoria, (2021): UP 2020 SDG Progress Report. University of Pretoria. Pretoria.

Notes

GLOSSARY

Abbreviation/Term	Definition/Description
Community	Community (individuals, local, regional, provincial, national, or international group members), in a higher education context (HEQC, 2006a), refers to specific, collective interest groups that participate, or could potentially participate, in the University's community engagement activities.
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	Curricular community engagement is a programme-based approach to integrating community-based learning into the curriculum of a formal academic programme.
NPOs	Non-profit organisations
SALGA	South African Local Government Association
Scholarship of application	Community-engaged research conducted by postgraduate students and academics is a research methodology in which the external community and social partners collaborate with academic researchers to produce disciplinary or transdisciplinary knowledge that is used for the benefit of the community and the researcher.
SDGs	Sustainable Development Goals
SDSN	Sustainable Development Solutions Network
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 government's renewed emphasis on socio-economic development in South Africa (compare with HESA, 2009) to make significant contributions to the social, economic, and scientific development or advancement of its society and the rest of the world.
SoTL	Scholarship of Teaching and Learning
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/).
UN	United Nations
USRN	University Social Responsibility Network

FREQUENTLY ASKED QUESTIONS

1. What is the process of listing my module to generate a CCE levy?

The module coordinator may submit a request to the Unit for Community Engagement for the inclusion of a module, specifically one with a Curricular Community Engagement (CCE) component, and listed as a transport levy-generating module. CCE modules should be submitted by the end of July.

2. What is the difference between Community Engagement (CE) and Work Integrated Learning (WIL)?

Community Engagement (CE) is integrated into either the teaching or research aspect of the curriculum. Work Integrated Learning (WIL) is considered an integral component of the qualification, and its credits are determined by the specific programme, often aligning closely with the standards set by the relevant professional body. The document clarifying the differentiation between CCE and WIL modules can be accessed [here](#)

3. Is there insurance cover for staff and students participating in CCE activities?

Staff and students are covered with UP insurance when they are on official visit to the community.

4. How should community engagement hours be calculated?

For details regarding the calculation of community engagement hours, please click [here](#) to refer to the relevant document.

5. How much is the transport levy for 2024?

The levy rate for the year 2024 stands at R292 per CCE module for transportation purposes, and it is subject to annual adjustments. The levy amount should only be used for transport.

6. What transportation options are available to students and staff traveling to communities?

Students have the option to use their personal vehicles. If they opt to use private vehicle, it is essential to ensure they have third party insurance to cover passengers. Additionally, the university offers vehicle rental services specifically for CCE activities. A bus may be hired for larger group of students.

7. Can students from different faculties work together on a CCE project?

Certainly, students have the option to collaborate on CCE projects. We encourage transdisciplinary community engagement for the benefit of all partners involved.

8. Where can students do community engagement work?

While students have the flexibility to engage with communities anywhere in the country, it is recommended to select areas within a 30km radius of any University of Pretoria campus. This is advised to manage cost implications and facilitate attending classes in between engagements.

9. Is Moja-Gabedi still operational? If so, could you please provide details on the procedure for booking its facilities?

Yes, Moja-Gabedi is fully operational. For bookings, please contact Community Engagement Office
Email: communityengagement@up.ac.za

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Community Engagement Forum members for 2024

A framework and toolkit developed through collaboration and co-design

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