CHAPTER FIVE

COMMUNITY ENGAGEMENT

Introduction

In this report “community engagement” is treated as a broad umbrella term for social engagement in the areas of clinical service, placement, internship and community-based learning within the professional disciplines (“service learning”) and community outreach (including community-based research; public and social policy inputs; and training and programme design). Community engagement also includes student-driven community outreach initiatives.

The community of UKZN is a range of interest groups that arise from our local context and are involved in projects related to African scholarship. These groups include employers, alumni, professional and social groupings, non-government and community-based organisations (NGOs and CBOs), business, industry and our public/private partners (local municipalities, government, embassies, trusts, foundations, corporates and individuals that ensure that the institution is socially engaged). These interest groups also extend to include those who are involved in a wide range of international collaborative arrangements.

Given the broad scope of the University’s understanding of “community”, community engagement takes place at various levels - locally, nationally and internationally. These levels of activity may be conceptualised as concentric circles, with the university at the centre with activities radiating out to the province, the country, Africa and the rest of the world. Most activity (particularly student involvement) occurs within the province, concentrated close to the University and rippling outwards towards the outlying parts of the province.

Sources of Information on Community Engagement Activities

Some sense of the enormous range and scope of the University’s community engagement can be obtained from a database and accompanying report (commonly referred to as the Soni Report) arising from a survey of activities commissioned by the Executive Director: Outreach, Professor Dhiru Soni, during his post-merger year of

---

1 The members of Institutional Audit Task Team 4 developed this operational definition based on interpretations contained in existing documents, such as the Academic Promotions Guidelines (Report of the Academic Promotions Sub-committee – Community Service Criterion for Academic Promotion, 13 May 2006) and Goal Two of the institutional 10-year Strategic Plan (2006). It is in keeping with the CHE’s definition contained in Criteria for Institutional Audits, CHE/HEQC, June 2004, p.24

office. This initial survey identified 326 projects, which are representative rather than exhaustive, involving 169 University staff members. Public Affairs and Corporate Communications produced a promotional version of the Soni Report in 2005, which provides a synopsis of some of the projects.³

In 2007, in response to an open call to the University to detail their outreach initiatives for an updated version of this publication, Public Affairs received 41 project reports which were packaged into a document⁴ that provides further examples of projects in national priority areas and serves as a convenient reference point for the discussion that follows.

Further information for this chapter was derived from the faculty and school reports produced in preparation for the Institutional Audit where faculties and schools were requested to respond to questions relating to their community engagement activities.

In addition, Task Team 4 in gathering information for its report on community engagement to the Institutional Audit Coordinating Committee administered and analysed a questionnaire to faculty staff involved in community engagement and service learning,⁵ and evaluated service learning activities in its Report, which provides examples and material referred to below.

A: STRATEGIC GOAL: RESPONSIBLE COMMUNITY ENGAGEMENT

The University’s Mission Statement recognises critical engagement with society as one of the three pillars of its core business. This statement emerged from a context in which both merger partners had a long and rich tradition of community engagement. The merger, in combining these two legacies, created an exceptionally strong platform for critical engagement with society, from engagement with the NGO and CBO sectors, to public/private partnerships, to community-based research projects.

The University’s Strategic Plan 2007-2016 translates this key element of its mission into the goal of “Responsible Community Engagement”. This goal (Goal 2) commits the University to “contribut[ing] through knowledge to the prosperity and sustainability of our province, and to nation-building, by connecting with and committing ourselves to the communities we serve in a manner that adds value and earns their respect, admiration and trust.”⁶

The three strategies associated with this goal are as follows:

The University will:

1. Promote and reward community engagement that adds value;

---


⁵ Task Team 4 Report, Appendices C-G.

2. **Embed community engagement that adds value in selected niche academic programmes;**
3. **Give effect to public/private partnerships, including mutually advantageous dynamic agreements with local municipalities and government.**

The University has already made considerable strides towards the implementation of these strategies, as will become clear in the section below.

### 1 Strategy 1: Community Engagement that Adds Value

The Strategic Plan states that “community engagement will be deemed to add value if it is within the framework of the University’s mission and vision and fits within the local and national development imperatives; addresses issues of significant concern and importance to the community’s interest and wellbeing; and disseminates and applies knowledge generated by the University or otherwise enables the University to generate further knowledge”.7

#### 1.1 Framework of UKZN Vision and Mission

In line with the University’s mission, the University’s community engagement manifests itself in three types of activity relating to teaching, research and service8 - the three legs of its mission. The teaching category may be taken as an illustration of how the University’s core business of teaching is extended into the realm of community engagement.

The teaching category consists primarily of programmes involving service learning, which are discussed in detail below. Distance learning may also be included in this category. Distance learning students constitute a particular community, to whom the University extends its programmes through this particular mode of delivery. The primary purpose of open learning programmes in Education, Nursing and Community Development is to educate in-service rural practitioners within an outreach paradigm. In many cases the programmes were set up in response to national needs, as requested by the Department of Education and the Department of Health, and they are strongly motivated by a concern for social upliftment, demonstrating a high level of social responsiveness.9

However, teaching and learning is not limited to the teaching of students of the University alone. An example of how the University extends teaching far beyond its boundaries in the fields of adult education and community-based education is the Adult Education newspaper, *Echo*, that has been produced for 20 years by the Centre for

---

8 On the proportions of each category to the whole, see graph, Soni Report, p.6.
9 See An *External Review of Open Learning at the University of KwaZulu-Natal*, Quality Promotion Unit, University of KwaZulu-Natal, November 2004, pp.6-7.
Adult Education in Pietermaritzburg. A total of 55 000 copies are printed and distributed weekly.

The teaching category would also include the provision of customised short courses and training programmes for targeted groups in government, industry and the community. Examples are the Outreach Programme in the School of Statistics and Actuarial Sciences; English in the Workplace to non-English speakers; the Law Certificate for Municipal and Local Government Personnel; courses on Ethics for eThekwini Municipal Managers; and a ten-month programme offered through the Sinomlando Centre in the School of Religion and Theology, which trains community workers in the “Memory Box” methodology for intervention in the lives of children affected by HIV and AIDS. The Enhancing Care Initiative (ECI) in the Nelson R Mandela School of Medicine, which is an externally funded programme to prepare health services staff of the province to provide comprehensive care for people living with HIV/AIDS, has led to the development of Certificate and Masters level programmes in this field. From its position as an SADC Regional Centre of Excellence for Vulnerability Assessment and Analysis, the African Centre for Food Security trains and develops capacity in Food Security, and the national Department of Agriculture’s Directorate for Food Security and Rural Development has sent their entire staff complement to attend a short course.

Teaching offered in the name of the University elsewhere in Africa falls within the category of community engagement in that it serves a continental interest group, advances African scholarship and provides the University with valuable international exposure. As a Collaborating Centre for the World Health Organisation, the School of Nursing is currently leading a programme that is assisting six universities in Africa, particularly Muhimbili University in Dar-es-Salaam, to develop Masters programmes in Nursing. The aim of the project is to curb the outward migration of nurses from African countries where no postgraduate programme exists. As a Joanna Briggs Collaborating Centre for evidence-based nursing and midwifery practice, the School of Nursing has promoted the setting up of evidence-based translation groups within nursing institutions in a number of countries in Africa. The Africa Centre for Food Security is providing leadership in the collaborative development of multi- and trans-disciplinary programmes in food security with institutions such as Bunda College of Agriculture (Malawi), and

12 SER of the School of Languages, Literature and Linguistics, p.6.
13 See UKZN Outreach 2007, p.19.
14 Offered through the Unilever Ethics Centre attached to the School of Philosophy and Ethics (School response to Task Team 4 questionnaire (Task Team 4 Report, Appendix D, p.6.))
15 See SER of the Faculty of Humanities, Development and Social Sciences, p.7, which cites other examples as well.
16 See Invited Presentation Prepared for the Regional Centre of Excellence: Vulnerability Assessment and Analysis, African Centre for Food Security, School of Agricultural Sciences and Agribusiness, UKZN, p.5, where the potential for further such courses is also discussed.
17 For further details on this programme see Chapter 3.
18 SER of the School of Nursing, pp.1-2.
Makarere University (Uganda). In 2008 the Centre offered a two-week Masters level course on food security and vulnerability monitoring and measurement developed in collaboration with the World Food Programme and the Food and Agricultural Organisation of the United Nations, targeted particularly at Vulnerability Assessment and Analysis practitioners in southern and eastern Africa.

1.2 Local and National Development Imperatives

The Soni Report identified a wide range of areas of engagement and grouped activities into categories to present a more comprehensive picture. From the graph below, it is evident that projects demonstrate a high level of response to local and national development imperatives.

Dominating the two most prominent sectors (youth and health) are issues relating to HIV/AIDS. The database records the following examples of projects to which the University is contributing in this area:

- The HIV/AIDS Community Intervention programme – working with izangoma and izinyanga;
- Siyazama – an AIDS education project with rural women bead-workers;
- The Sinomlando Centre – a community-based research and development oral history, memory work project providing emotional support, with bereavement counselling, for AIDS orphans; and
- The HIVAN Vegetable Garden – students work with communities to improve food supplies for communities devastated by AIDS.

---

19 See Invited Presentation Prepared for the Regional Centre of Excellence: Vulnerability Assessment and Analysis, African Centre for Food Security, School of Agricultural Sciences and Agribusiness, UKZN, p.6.


21 Soni Report, p.10. The vertical axis indicates the number of projects.

22 For further details of this project see UKZN Outreach 2005, p.13.

23 For further details of this project see UKZN Outreach 2005, p.14.
In addition, the Africa Centre for Population-based Research is conducting research into the HIV/AIDS pandemic in South Africa, funded by the Wellcome Trust.

Community engagement that responds to local and national imperatives is not confined to pockets within the University. All faculties employ their diverse expertise in multiple ways in response to the needs and challenges of our context, as the following examples derived from the self-evaluation reports prepared for the Institutional Audit indicate:

Faculty of Education
• Duty Bearers: a project that explores cultural approaches to dealing with vulnerable children in the context of AIDS and poverty in Ixopo (a rural community in KwaZulu-Natal);25
• Dedicated community engagement projects within the School of Adult Education and Higher Education and its Centre for Adult Education;26
• Partnerships with schools as communities.27

Faculty of Engineering28
• Water and Environmental Research projects, such as Paper Products from Recycled Paper,29 with a range of external partners such as the eThekwini Municipality, the Water Research Commission and the South African Sugar Association;
• Vibration Research and Testing.30

Faculty of Health Sciences31
• Clinics and services to communities that are under-served, or those unable to access rehabilitation and therapeutic services, such as a mobile clinic and pharmacy in the Valley of a Thousand Hills in partnership with Rotary International and the Pharmaceutical Society of South Africa;
• Participation in the Transnet-sponsored Phelophepa train that ensures access to health care in rural areas.32

24 For further details of this project see UKZN Outreach 2005, p.14.
25 SER of the School of Language, Literature, Media and Drama Education, p.9. For further details of the project see UKZN Outreach 2007, p.9.
26 SER of the Faculty of Education, p.8. For details of two of these (Peace Education’s Educating for Peaceful Change and Phelophepa Edu-clinic) see UKZN Outreach 2007, p.18.
27 SER of the Faculty of Education, p.8. For an example see UKZN Outreach 2007, p.7 (Peer Support Structure Project).
28 SER of the Faculty of Engineering, p.7.
29 For further details of this project see UKZN Outreach 2007, p.31.
30 For further details see UKZN Outreach 2005, pp.33-4.
31 SER of the Faculty of Health Sciences, p.10.
32 For further details of this project see UKZN Outreach 2005, pp.18-19.
Faculty of Humanities, Development and Social Sciences

Among many others,
- A community-based tourism project located in the School of Anthropology, Gender and Historical Studies;
- An Applied Population Studies programme within the School of Development Studies that offers training to a cohort of 30 government officials;\(^{34}\)
- Community-based projects housed in the Centre for Civil Society.\(^{35}\)

Faculty of Law

- Law Clinics that focus on providing specialised legal services to indigent clients and marginalised communities;
- Street Law programmes that raise awareness and educate communities on human rights and democracy.

Faculty of Management Studies\(^{37}\)

- Health Economics and HIV/AIDS Research Division (HEARD): dedicated to improving, through applied research, the public and private sector understanding of the socio-economic impact of HIV/AIDS and to developing the practice of health economics in developing countries;
- Business incubation programme run by the Centre for Entrepreneurship in conjunction with the KZN Department of Economic Development.

Nelson R Mandela School of Medicine\(^{38}\)

- Happy Valley Clinic, which aims to deliver health care services to the underprivileged rural community of Ngcolosi;\(^{39}\)
- CAPRISA: community-based research on HIV/AIDS;
- Centre for Occupational and Environmental Health: South Durban Health study on air pollution;
- Centre for Rural Health: health issues in rural communities.

Faculty of Science and Agriculture

- An extensive range of projects in the areas of community education, food security and sustainable livelihoods, Indigenous Knowledge and Information Systems, agricultural development, renewable energy development, ecotourism, conservation and the environment.\(^{40}\)

---

\(^{33}\) SER of the Faculty of Humanities, Development and Social Sciences, p.10.
\(^{34}\) For further details see SER of the School of Development Studies, p.16.
\(^{35}\) For further details see SER of the School of Development Studies, p.16.
\(^{36}\) SER of the Faculty of Law, p.9. For further details see UKZN Outreach 2005, p.36.
\(^{37}\) SER of the Faculty of Management Studies, p.7-8. For a summary of HEARD’s activities see UKZN Outreach 2007, p.7.
\(^{38}\) Faculty response to Task Team 4 questionnaire.
\(^{39}\) For details see UKZN Outreach 2007, p.12.
\(^{40}\) For further details see UKZN Outreach 2005, p.35.
\(^{41}\) SER of the Faculty of Science and Agriculture, pp.8-9. For further details on some of these projects see UKZN Outreach 2007, pp.24-29, 33.
1.3 Importance to Communities

Community engagement activities linked to research as described in *UKZN Outreach 2005* reflect an emphasis on applied research, and demonstrate a significant concern for the interest and wellbeing of communities. Projects cover a broad and diverse range of areas, as demonstrated by the following examples:42

- Community-Based Quarrying: a five-year feasibility study for the Department of Transport whereby rural women will share in the proceeds from a gravel quarry;
- Community-Based Tourism: participative research in Msinga and Kranskop;
- A Sweet Potato Breeding Programme;
- Prison Theatre: participative research into the rehabilitative role of theatre with youth and women in Westville Prison; and
- A 10-year review of Union Activities, particularly leadership development, with the Self-employed Women’s Union.43

Such activities are generally related to economic, political, social and cultural needs. They may be associated with the range of applied research units and research centres nested within the colleges, and they include consultancies with community partners.

1.4 Dissemination and Application of Knowledge

The category of “service” includes scholarly activities not directly involving teaching and research that promote the goal of responsible community engagement by disseminating and applying knowledge generated by the University. “Service” includes involvement in professional bodies, and various kinds of government, business and community structures, active engagement with legislative and policy processes, engagement in public debate about particular issues of national importance, and other activities that apply the expertise of the University to address a particular community need.

The faculty and school audit reports provide numerous examples of such activities,44 as does the Institutional Audit Task Team 4 Report. Examples from this source are the contributions of the School of Agricultural Sciences and Agribusiness to the Land Claims courts; the impact of the School of Environmental Sciences on the Water Research Commission and wetlands preservation; the participation of the School of Adult and Higher Education in Standard Generating Bodies; and the involvement of the School of Social Work and Community Development in the Global Standards Committee, and their contribution to the KwaZulu-Natal Provincial Cabinet briefing on traditional leadership.45

The database linked to the Soni Report draws attention to the high level of volunteerism such initiatives display.46

---

42 Soni Report, p.9.
43 For further details see *UKZN Outreach 2005*, p.32.
44 SERs of the Faculty of Science and Agriculture, p.9; and of the Schools of Development Studies, pp.14-16 (professional activities); and Literary Studies, Media and Creative Arts, p.4 (participation in the festivals and activities of the Centre for Creative Arts).
45 See Task Team 4 Report, Appendix D.
“Service” projects that disseminate and apply knowledge include student-driven community outreach initiatives informed by students’ own theoretical understanding of the social environment in which they learn, conduct research and experience fieldwork. These projects may emerge from students’ experiences during their field practice and as part of integrating theory and practice. Students also undertake community service on the basis of their understanding and interpretation of the national agenda and social development locally and nationally.

Student projects span a wide range, from school and community-based projects, to initiatives with NGOs and governmental organisations in both urban and rural areas. Some examples are the Saturday School Extra Tuition programme (SSTP) run by students for some 300-400 learners under the oversight of a member of staff in the Faculty of Education, and the Masakhane project. Masakhane offers a seven-day leadership course for learners in Grade 11, predominantly from schools in disadvantaged areas throughout KwaZulu-Natal. The focus has been on developing Learner Representative Councils in schools. This is one of six projects run by the Community Development Association, a community outreach initiative organised by students mostly based on the Edgewood campus, whose aim is to “reposition the role and ideologies surrounding teacher education”.

1.5 Reward for Community Engagement that Adds Value

As part of its strategy towards the achievement of responsible community engagement the University undertakes to promote and reward community engagement that adds value. In terms of the Promotions Policy and criteria, annually revised by the University Staffing Committee and approved by Council, that are used to guide the academic promotions process, “community service” is one of the three key areas, along with teaching and learning and research, that form the basis of evaluation for promotion. The fact that community service and publications emanating from community engagement or service learning activities are given recognition as scholarly activity affirms community engagement as one of the three pillars of the University’s mission.

2 Strategy 2: Community-based Academic Programmes

A significant number of qualifications, particularly in professional disciplines, already require community engagement in the form of community-based learning, internship, and clinical practice.

The University undertakes to ensure that these activities take place in an environment of reciprocity where community input is valued and communities regard the University as a resource, and the University is able to make a positive impact by diffusing knowledge into communities and influencing the direction of public and social policy.

48 See The Community Development Association (CDA): Information Document 2007, by Thabo Msibi, which includes a table detailing the various projects offered under the umbrella of CDA.
49 “Academic Staff Personal Promotions and Awards for Meritorious Performance 2008” (approved by the University Staffing Committee on 21 November 2007).
Quality management of these programmes is discussed below.

3 Strategy 3: Partnerships

Taking the projects detailed in UKZN Outreach 2007 as an illustration, UKZN’s community engagement activities are rooted in partnerships with external stakeholders of various kinds, whether NGOs, business and industry, other higher education institutions nationally and internationally, international agencies, funders, local communities, schools, clinics, or a combination of several such entities.

The Strategic Plan places particular emphasis on partnerships with local municipalities and government, of which there are already a number of examples, some, such as the Integrated Smallholder Agriculture Project in the key areas identified in the Plan.

4 Conclusion

The University’s Strategic Plan foregrounds the fact that our community engagement activities are premised on the need to respond to imperatives at all levels, from the local to the international, in a context of transformation. It is clear from the description of community engagement activities above that the University has embraced the goal of responsible community engagement. Community engagement involving a wide array of external stakeholders is deeply embedded in the core activities of many schools. Projects as diverse as water provision, bio-technology and sustainable livelihoods, promoting adult literacy, mathematics and science education, HIV/AIDS, and Ethics courses on governance, all contribute to the achievement of national and global objectives. These objectives include broadening participation in the economy, promoting sustainable development (in keeping with the national strategy for agriculture), promoting local development, strengthening governance and administration, improving the delivery of social security services, improving levels and quality of health care, promoting gender and race equity, improving justice and the schooling system and

---

51 Ixopo Duty-Bearers Project (Woza Moya); Peace Education Programme’s Educating for Peaceful Change; UKUSA Arts programme; Rehabilitation; Ujamaa Centre for Community Development and Research.

52 CASME; Paper Products from Recycled Paper; Rural Enterprise and Rural Entrepreneurship Programme.

53 DramAidE.

54 School-University Partnerships; Continuing Professional Development for Educators Workshop.

55 HEARD.

56 Sondela Community Newsletter; Phelophepa Edu-clinic; Street Children in KwaZulu-Natal; Farmer Access to Innovation Resources.

57 Siyabona Creative Learning Trust; Farmers’ Support Group (appointed as a Centre of Excellence in Community Participation, Appropriate Technology and Indigenous Knowledge).

58 Peer Support Structure Project; Learning Together; Fast Forward.

59 Government: DramAidE; Amagugu Esizwe Maloti-Drakensberg Transfrontier Project; Integrated Smallholder Agriculture Project; Westville Prison Creative Writing Project; Local Municipalities: KwaZulu-Natal Local Association Youth Project; Law Certificate for Municipal and Local Government Personnel. On these projects see UKZN Outreach 2007.
advancing social reconstruction and citizenship. Members of various schools, programmes and centres, through their community engagement activities, have contributed and are contributing, to the development of social and public policy in key areas. The various social applications of more theoretical debates within disciplines and the reciprocal relationships with communities that result from them encapsulate a crucial part of the work of faculties and add a necessary African dimension to the African scholarship to which we aspire.

In short, the University's community engagement takes place within the framework of the University's mission and strategic goals and adds value, in that it responds to “local and national development imperatives; addresses issues of significant concern and importance to the community’s interest and wellbeing; and disseminates and applies knowledge generated by the University or otherwise enables the University to generate further knowledge”. The long histories of engagement in the two merger partners have been melded into an even more colourful kaleidoscope that reflects the face of the new University and highlights community engagement as a crucial component of African scholarship.

B: QUALITY MANAGEMENT OF COMMUNITY ENGAGEMENT ACTIVITIES

1 Institutional Responsibility

1.1 Responsibility at Senior Management Level

In devising an Executive Management structure to take the institution forward into the merger, the centrality of community engagement to the University’s mission was recognised in the creation of an Executive Director: Outreach. The portfolio was to be responsible for coordinating outreach and partnership activities for an initial period of a year, with the ultimate goal of transferring responsibility for the management of outreach projects to the colleges, faculties and schools where the community engagement programmes are located and managed.

At the end of the portfolio term, experience had confirmed that the community engagement component of UKZN core business is embedded within the academic units. With the termination of the post of Executive Director: Outreach, Executive responsibility for the scholarship aspects passed to the academic Deputy Vice-Chancellors in charge of the colleges, with institutional aspects falling within the portfolio of the DVC: Research, Knowledge Production and Partnerships. The DVCs and Heads of College, as accounting and operations executives, are ultimately responsible for the planning, monitoring and academic compliance of community engagement activities within or attached to academic units within the colleges. The responsibilities of the DVC: Research, Knowledge Production and Partnerships were to include:

- Legal aspects of initiating partnerships;

60 UKZN Strategic Plan 2007-2016, p.8.
• The technical support aspect of community engagement that involves agreements, Memoranda of Agreement and Memoranda of Understanding and other forms of establishing formal relations with civil society partners; and
• Maintaining and updating the institutional database on community engagement.

In short, community engagement was to have two accountability levels, namely, academic [Colleges] and management of information [DVC: Research, Knowledge Production and Partnerships].

In the event the transition was imperfectly effected and the functions of the DVC Research, Knowledge Production and Partnerships are now under review by Council.

1.2 Responsibility at the Faculty Level

It is important to realize that most community engagement activities are located in the faculties and not in separate units. This has not always been the case. During the apartheid era the “progressive” universities became home to many NGOs and CBOs which could not easily function outside of such a protective environment. While such units enriched the University in many ways, their activities often did not involve the academics themselves, or the students. In the 1990s the University of Natal made a concerted effort to distinguish between those activities that belonged within a University because they added to the research or teaching agenda, and those that did not. Gradually these units were integrated into the core of University functioning, and today we find a fully integrated community outreach thrust at UKZN, with responsibility for the quality management of community engagement activities being vested in the faculties and their structures.

1.3 Committees

There is no overarching University Committee that oversees community engagement activities, analogous to the University Teaching and Learning Committee and the University Research Committee.

At the faculty level, the Faculty of Education has a Community Engagement Committee, a standing committee of its Faculty Board, to review the relationship between the Faculty and the community and to monitor the Faculty’s community engagement projects. However, such a structure is the exception rather than the rule.

2 Policies and Procedures

The University has no overarching institutional policy on community engagement. However, this does not mean that processes and procedures for the quality management of community engagement activities do not exist. A high level of integration of teaching and learning, research and community engagement can be demonstrated. It therefore follows that teaching and learning programmes and research activities incorporating elements of community engagement are governed by the same policies and procedures as those outlined in Chapters 3 and 4 above.
2.1 Integration

The University’s teaching, research and community engagement activities are inextricably linked, as illustrated in the conceptual framework diagram below.61

Teaching, research and service appear to be most fully integrated in the Faculty of Education.62 Although the extent of integration varies, a high level of integration of core functions across both the Humanities and the Sciences is confirmed in the faculty and school Institutional Audit self-evaluation reports63 and may be most conveniently demonstrated in the case study of the School of Environmental Sciences presented below.64


62 Soni Report, Graph, p.6

63 SERs of the Faculties of Humanities, Development and Social Sciences, p.10 (which provides further examples); Science and Agriculture, pp.7-8; of the Centre for Science Access, p.10; and of the Schools of Architecture, Planning and Housing, pp.7-8; Biochemistry and Microbiology, p.8; Development Studies, p.17; Language, Literacy, Media and Drama Education p.10; Philosophy and Ethics, p.6; Psychology, p.14; and Science, Mathematics and Technology Education, p.8.

64 Source: SER of School of Environmental Sciences, pp.11-14; Task Team 4 Audit Report, Appendix B.
Integration of Teaching, Research and Community Engagement: The Case of Environmental Sciences

Community engagement is strongly embedded in, and indeed central to, the teaching, learning and research activities of the School of Environmental Sciences. The very nature of the disciplines that make up the School (Geography, Soil Sciences, Agrometeorology, Agricultural Extension, Rural Development, Rural Resource Management) demands that academics and students engage with the environmental, economic and social challenges around sustainable natural resources, and the human-environment interactions that are intrinsic to them.

Guided by national and international priorities, academic staff are involved in nationally and internationally-funded research projects that involve both theoretical and applied research, often action research, deeply rooted in community engagement. The key research fields of many staff members focus on the processes and politics of community engagement in environmental decision-making in South Africa, and their published papers reflect their contribution to the ongoing debates in these areas. Academics within the School have played a key role in the formulation of policy nationally and locally through the application of their research, and this reflects community engagement at the most strategic level.

The University’s Strategic Plan recognises the importance of engaging with communities on the basis of mutual benefit, in such a way that local resources inform and shape scholarly work, and communities are enriched by a shared learning experience and enhanced capacity. The objective of many research projects in the School is to provide information, guidance and support to communities, community organisations and institutions that serve the public. The School acts in an advisory capacity, or takes on an activist position, to help communities or community organisations secure their right to a healthy living environment, or to protect natural or social resources that are key to the sustainability of local areas. The School is well recognised for the advocacy role it plays, and for its independent position, and staff members are regularly asked by community groups to play an active role in environmental decision-making in the community.

Engaging in community projects provides staff with excellent teaching material at both undergraduate and postgraduate levels. The projects provide rich case studies of dynamic and immediate environmental issues that are used for teaching students. The undergraduate curriculum in many programmes includes fieldwork, practical exercises and fieldtrips that are informed by the research projects of the staff and enable the students in their turn to engage with communities and community organisations at all levels. Some of the Honours modules provide good examples of teaching that enables students to actively engage in community projects and to develop outputs that can be used by community organisations for environmental education. Research internships where students are linked to an external partner to conduct research are used as a means of bridging the gap between honours and masters programmes.

A significant proportion of the School’s Masters students are drawn from the ranks of working middle management in government, non-government and private sector organisations. These students complete a period of coursework followed by research in the organisations and communities in which they work. Invariably the research involves community engagement of an intensive nature and usually over an extended period of time (at least six months). During this time students design interventions or investigations that will positively affect the development or implementation of policy related to the environment, resulting in a legacy that is mutually beneficial to the researcher and his/her organisation and that underlines the integration of teaching, learning and community engagement in the core business of the School.

Research projects indicate a high level of integration between community engagement and research within the institution. It is noteworthy that the Faculty of Science and Agriculture, whose research productivity is the highest in the University, also
demonstrates a significantly higher proportion of community-based research projects than any other faculty.\textsuperscript{65}

A high level of integration of teaching and learning, research and community engagement has been demonstrated above. As stated above, it therefore follows that teaching and learning programmes and research activities incorporating elements of community engagement are governed by the same policies and procedures as those outlined in Chapters 3 and 4. For example, UKZN Outreach 2007 provides details of two modules that combine student learning with service in a way that is mutually beneficial to students and the community.\textsuperscript{66} The identifying codes of these modules (Land Care 113 and CRMS 330) indicate that they are properly recorded on the ITS database and have followed the regular procedures for approval and accreditation both internally and externally.

The many community-based research projects emanating from research centres within the University are regulated by the policy governing the establishment of such centres referred to in Chapter 4 that places ownership of centres and responsibility for their activities within faculties. Faculty Research and Higher Degrees Committees do not treat research projects that are community-based, whether fundamental or applied, differently from any other types of research in terms of quality assurance processes. For example, provision is made in all projects for ethical clearance to be obtained, if necessary in terms of faculty and University guidelines and procedures.

Policies and procedures related to credit-bearing modules and community-based research are thus fully integrated with the policies, quality structures, planning processes and review and monitoring arrangements related to teaching and learning, and research in general.

\section*{3 Analysis of Quality Arrangements for Community Engagement Activities}

It will be apparent from the description of quality arrangements above that there are institutional weaknesses in the implementation and monitoring of the University’s community engagement objectives.

There is no shared understanding of the term “community engagement”,\textsuperscript{67} and a perception that outreach activities are not sufficiently recognised by the institution. It may be that community engagement is not particularly well-articulated as a promotion criterion, but it must be recognised that the new institution is still in a process of consolidation and that the community service criterion for personal promotion, like many policies, has only recently been developed\textsuperscript{68} and is not as yet fully institutionalised. However, as more staff begin to take advantage of this opportunity, the number of staff

\begin{itemize}
  \item Soni Report, Graph p.6.
  \item \textit{UKZN Outreach 2007}, pp.27,33.
  \item See SER of the Faculty of Humanities, Development and Social Sciences, pp.9-10.
  \item This policy, and Goal 2 of the Strategic Plan, were significantly informed by a Report of the Academic Promotions Senate Sub-committee – \textit{Community Service Criterion for Academic Promotion}, 13 May 2006.
\end{itemize}
promoted annually on the basis of community service, as compared with research and teaching, has the potential to serve as a measure whereby the institution could evaluate the nature and extent of institutional responsiveness to this aspect of its mission.

The University has no overarching institutional policy on community engagement or conceptual framework document for monitoring social responsiveness and formalising accountability. The structural elements to coordinate and evaluate community engagement activities are largely lacking. There are no formal institution-wide mechanisms or instruments for evaluating particular outreach initiatives in terms of community engagement objectives and the impact on communities. Evidence is scattered, much of it contained in the Annual Reports of individual projects, and we do not have a holistic picture. While it is true that some initiatives, particularly those that are required to account to external funders, do review their operations and effectiveness on a regular basis, this is not institutionalised in policy and practice.

The manner in which executive responsibility has been assigned has not been clearly communicated to the University community and it is not generally understood, for example, who at the senior management level is spearheading the implementation of the strategies for promoting responsible community engagement identified in the Strategic Plan.

With the dismantling of the Outreach portfolio, there is a perception that community engagement has lost a senior manager to champion this domain of scholarship. The database of engagement activities developed during the term of office of the Executive Director: Outreach, a useful tool, has not advanced beyond the first establishment phase. As the report accompanying the database makes clear,\(^{69}\) this was envisaged as a four-phase project. Besides the obvious purpose of auditing the University’s community engagement activities, the database was intended to provide the University with a tool for fundraising and a means of identifying synergies that could promote interdisciplinary projects, more partnerships with communities, and a more holistic approach to community engagement.\(^{70}\) To complete the project as proposed, further information-gathering (to be linked to a GIS database) is required, and the information already on the database needs to be evaluated and updated prior to providing appropriate access to the University community through the InnerWeb.

Weaknesses at faculty level mirror those at the institutional level. The Faculty of Science and Agriculture’s Institutional Audit self-evaluation report articulates the situation in most faculties:

“\[The weakness that has been identified that needs improvement is the development of a formal framework for outreach activities within the Faculty. Also there is a need to develop a quality monitoring/assurance system for the non-formal community engagement activities. The Faculty also needs to have a detailed inventory of community-based research and outreach activities so as to provide the necessary support and leadership.\]”\(^{71}\)

---

\(^{69}\) Soni Report, pp.2-4.

\(^{70}\) Soni Report, p.5.

\(^{71}\) SER of the Faculty of Science and Agriculture, p.10.
The lack of a formalised framework for outreach activities in faculties is also reflected in funding arrangements.

On the one hand, a link between Goal 2 of the Strategic Plan and resource allocation is demonstrated by the fact that community engagement is recognised as one of the three aspects of the University’s core business in the tools it uses to allocate human and financial resources to academic units. The School Planning Decision Support System (SPDSS) which is used to calculate a school’s workload, and hence its human resource needs, is premised on the assumption that every school on average spends 10% of its collective time on community engagement activities (compared with 45% on teaching, 40% on research and 5% on administration.) Provision has also been made in the RAM to allow budget allocations to colleges for community engagement initiatives, although, in the absence of appropriate data, this facility is currently inactive.

However, at an operational level, while many externally funded projects, particularly those related to HIV/AIDS, are more than adequately resourced, the sustainability of some initiatives is called into question when external funding dries up. These initiatives are then required to compete on an unequal footing for limited faculty resources, and may be forced to curtail these activities or cease to operate altogether. The Faculty of Law, for example, reports that the Law Clinics and its Street Law programme suffer from a lack of resources partly because they have evolved organically in response to the needs of the surrounding communities over time, and not in response to any Faculty Plan or coherent policy governing their operation.72

4 Summary, Key Issues and Recommendations for Improving the Quality Management of Community Engagement Activities

The University’s community engagement takes place within the framework of the University’s mission and strategic goals and adds value, in that it responds to local and national development imperatives; and “disseminates and applies knowledge generated by the University”.73 Building on the legacy of both merger partners, and in partnership with a wide array of external stakeholders, the University through its community engagement activities responds to imperatives at all levels, from the local to the international, and contributes to the achievement of national and global objectives and to African scholarship.

A high level of integration of teaching and learning, research and community engagement is demonstrated, which determines the policies and procedures used to manage the quality of community engagement activities.

The place of community engagement as one of the three pillars of the University’s core business is recognised in the SPDSS academic planning model for academic units and in the academic promotion process, although community engagement as an assessment criterion for promotion is under-utilised at present as the policy beds down in the institution.

72 SER of the Faculty of Law, p.10.
Although the University can be said to be doing well at the macro level, there are internal shortcomings at a structural level. In the absence of clear Executive responsibility for the institutional aspects of community engagement, there is no shared understanding of the terminology of community engagement, no overarching institutional policy, and no system for evaluating outreach initiatives that are not directly linked to teaching programmes or faculty research activities. The institutional database begun by the Executive Director: Outreach has not been updated or further developed. Formal frameworks for outreach activities within the faculties also need to be developed.

Task Team 4’s Report on community engagement produced in preparation for the Institutional Audit contains a number of suggestions for improvement in these areas, which need to be given serious consideration as the basis for an Improvement Plan.

The Task Team 4 Report\(^4\) recommends that:

- In the short term, the University community needs to be properly informed about the Executive champion for the institutional aspects of community engagement, and implementation of Goal 2 of the Strategic Plan.
- The appropriate member of the Executive should take steps to further develop the database of engagement activities as outlined in the “Soni Report”. As a first step faculties should be charged, via the DVCs and Heads of Colleges, with updating and amending what is currently on the database. For such an activity to be effective and successful, administrative support is required, and Deans should be requested to identify a person to take responsibility for maintaining the database on an on-going basis.
- The appropriate member of the Executive should take responsibility for the development of an institutional policy or framework for community engagement that includes a system for evaluating community outreach initiatives on the model of school reviews. As a matter of policy, self-evaluation and regular monitoring and assessment should be built into proposals for new outreach initiatives, and be a condition of their approval.
- On the completion of the annual personal promotion process, the Human Resources Division should analyse and produce a report on the broad categories of criteria used in applications and successful promotions, with a view to assessing the extent to which community service is used, and to publicising community service as a criterion for promotion.

C: QUALITY MANAGEMENT OF SERVICE LEARNING

1 “Service Learning”

There is no shared understanding of the term “service learning” nor of the distinction between “service learning” and “community engagement”.\(^5\)


\(^5\) See responses to the question relating to service learning in the SERs of the Faculties of Engineering, p.7; and Management Studies, pp. 6-8.
“Service learning” is here defined as any structured learning activity where students, as a credit-bearing part of a formal academic programme or qualification, learn from a community while offering service in the name of the University. This includes clinical service, placements, internships in the workplace, and community-based learning within the professional disciplines.

A list of academic programmes that include service learning requirements is contained in an Appendix. All eight faculties, to a greater or lesser degree, provide service learning in some form, with the health sector (Medicine and Health Sciences (which includes Nursing)) being the most prominent.

2 Policy Framework

Service learning activities at UKZN are not currently regulated by an overarching university policy, although the Faculty of Education is spearheading the development of a policy on the Professional Practicum under the umbrella of the University Teaching and Learning Committee.

The Faculty of Education has a policy on Teaching Practice school placement where students are expected to teach in at least two different teaching contexts that reflect the reality of schools in South Africa.76

In the College of Health Sciences service learning is governed by the Policy on Clinical Learning Management77 developed at college level and approved in May 2007, which formalises the practices that have been in place in the various disciplines for a number of years. In the health sector responsible community engagement and accountability is ensured by means of written contracts with the KwaZulu-Natal Department of Health, such as the Joint Health Services and Education Agreement,78 in terms of which jointly appointed clinical staff at tertiary and secondary hospitals teach students in clinical disciplines. Memoranda of Understanding such as that with the Valley Trust79 govern the appointment of clinical supervisors in community-based settings to oversee work-based training of students and set out the roles and responsibilities of all parties.

In the professional disciplines service learning is regulated by such bodies as the Health Professional Council of South Africa, the South African Nursing Council and the South African Pharmacy Council (in the case of Health Sciences) and the Engineering Council of South Africa (in the case of Engineering).

3 Responsibility for Quality Management of Service Learning

As with other academic programmes, responsibility for programmes incorporating service learning rests with the faculties. Some faculties report a system, consistent with arrangements for other programmes, whereby academic programme coordinators within

---

76 SER of the School of Education Studies, p.7.
77 SER of the Faculty of Health Sciences, Appendix 14.
78 SER of the Faculty of Health Sciences, Appendix 12.
79 SER of the Faculty of Health Sciences, Appendix 13.
schools, take responsibility for the day-to-day running of professional service learning programmes, with the support of administrative or technical staff.  

4 Processes and Procedures

Service learning practice in the University is premised on the understanding that service learning makes students active participants in responding to community and societal priorities, while furthering their academic goals. In terms of the criteria for good practice enunciated by Institutional Audit Task Team 4, there needs to be an appropriate balance between, and integration of, community service and student learning that is demonstrated on the academic side in contextualised learning materials, appropriate monitoring and assessment, and proper support; on the community side by input into the process and tangible benefits; and on both sides by a clear understanding of their roles. These criteria serve as a useful starting point for highlighting aspects of the various practices found at UKZN.

4.1 Contextualised Learning Materials

By its nature service learning adds a dimension of social relevance to student learning. Disciplines are applied in local African environments, and the curricula, if they are to be relevant, must be contextualised and Africa-orientated. This is almost invariably the case.

4.2 Appropriate Monitoring and Assessment

The summary of service learning assessment in those programmes evaluated by Task Team 4 indicates that service learning programmes employ a range of mechanisms appropriate to their particular context to record and monitor the progress of students' learning experiences, from daily activity records with weekly reflection, to logbooks with a reflective report, to portfolios incorporating contracts and self-assessment, which form part of formal assessment.

---

80 SERs of the Faculties of Humanities, Development and Social Sciences, p.11; and Science and Agriculture, p.10.
81 See Task Team 4's criteria for determining good practice in service learning derived from the HEQC’s document A Good Practice Guide and Self-Evaluation Instruments for Management of the Quality of Service-Learning and Community Service Criterion for Academic Promotion, Report of the Academic Promotions Sub-committee, 13 May 2006 (Task Team 4 Audit Report, p.16). In the late 1990s, the JET-funded CHESP project contributed to the dissemination of this view of service learning within the former University of Natal.
82 See Task Team 4 Audit Report, Appendices D and E, Responses to Question 1; Module outline of Community Studies module, Faculty of Health Sciences.
83 Task Team 4 Audit Report Appendix G. See also Appendices D and E (responses to Question 2).
84 Food Service Management (Task Team 4 Audit Report, Appendix G, p.2).
85 School of Pharmacy and Pharmacology (Task Team 4 Audit Report , Appendix G, p.2)
86 School of Psychology (Task Team 4 Audit Report , Appendix G, p.3).
87 School of Social Work and Community Development (Task Team 4 Audit Report, Appendix G, p.3-4).
On-site supervisors serve in the role of community mentors and enable students to recognise strengths and weaknesses in their work, to develop their abilities and skills and to gain knowledge of work practices. Supervisors/mentors evaluate students, and this evaluation forms an integral part of assessment. These staff members provide an important communication link between the community, students and the institution, working closely with programme coordinators to ensure adherence to programme objectives.

4.3 Support

Mechanisms are in place for preparing students, and in many cases the external partners, for the service learning experience – an example of good practice distilled from the material on service learning gathered by Task Team 4.\(^88\) This preparation may be informed by research, as in the case of the Faculty of Education where staff are involved in several research projects related to the Professional Practicum including an NRF-funded project on mentorship and a project on preparing students for rural practice in the context of HIV and AIDS.

4.4 Understanding of Roles

The material on service learning gathered by Task Team 4, particularly the examples of good practice, indicates that expectations and responsibilities of the various role players are set out in written guidelines and memoranda, or are at least implicit in course outlines.\(^90\)

5 Analysis of Quality Arrangements for Service Learning

The various procedures outlined above are in line with the criteria set out by Task Team 4 for good practice in service learning, with one exception. Disciplines that require clinical training, by the very nature of the intervention, benefit communities, but this is difficult to document. Evidence from the community is generally not recorded in any systematic way. For example, hospitals re-negotiate with the College of Health Sciences every year, often telephonically, as to how many fifth-year Medical students they will place. They are eager to accept placements\(^91\) and express appreciation of the work done by students, but this is not documented. While there is evidence that the input of the community is highly valued, with the host organizations/communities being regarded as part of the service learning process, in many cases neither feedback from the communities, nor assessment of the impact and quality of the service in the communities, is sufficiently formalised.

---

\(^88\) School of Nursing (Task Team 4 Audit Report, Appendix G, p.2).

\(^89\) Task Team 4 Audit Report, Appendix F. See also responses to Task Team 4 Questionnaire Questions 6 and 7 (Appendices D and E).

\(^90\) Ibid.

\(^91\) Nelson R Mandela School of Medicine Response to Task Team 4 questionnaire, p.1.
5.1 Programme Administration and Support

By their nature, service learning programmes are expensive to run. While logistical support for service learning programmes overall is sufficient to ensure functionality, logistics places a heavy administrative burden on staff, and some faculties state that they are under-resourced in terms of administrative support.92

The national Departments of Health and Education have recognised that there are problems at a systemic level with clinical training in the Health Sciences. UKZN participated in the Department of Education’s national review in 2007 and we highlighted our own particular difficulties in our submission.93 These include the housing of medical students in rural areas and the high costs of transport. It is hoped that the funds that the Department of Health has made available to address deficiencies will go some way towards addressing some of these problems.

5.2 Staff Development

Service learning requires particular competencies in the academic staff involved in teaching. The School of Adult and Higher Education through the Centre for Higher Education offers a module for staff in experiential learning94 but awareness of this and other staff development opportunities in this field appears to be confined to the Faculties of Education and Law and the School of Social Work and Community Development.95

6 Summary, Key Issues and Recommendations for Improving the Quality Management of Service Learning

Although there is confusion about the distinction between “community engagement” and “service learning” and a shared understanding of how we use these terms needs to be developed, the University can cite numerous examples of good practice in service learning. Appropriate procedures and systems are in place to manage the quality of service learning programmes, although in many cases feedback from the communities, as well as assessment of the impact and quality of the service in the communities, is not sufficiently formalised. A mechanism to document this would be a valuable addition to the placement process.

Logistical support is provided, although there are difficulties in the Health Sciences, and some faculties state that they are under-resourced in terms of administrative support.

Capacity building initiatives for staff are in place but scant use is made of these opportunities, and it may be that staff need to be incentivised in some way to avail

92 Nelson R Mandela School of Medicine Response to Task Team 4 questionnaire, p.1; SERs of the Faculties of Health Sciences, p.11; and Law, p.10.
93 UKZN Submission to the Department of Education Review of Clinical Training in Health Sciences. See also Nelson R Mandela School of Medicine Response to Task Team 4 questionnaire, p.1.
94 For details see UKZN Outreach 2007, p.31.
95 See Task Team 4 Report, Appendix D, Responses to Question 8.
themselves of the support available to them, and that more targeted marketing of such options is required.

It is to be hoped that the policy on the Professional Practicum being developed by the Faculty of Education under the auspices of the University Teaching and Learning Committee will address such issues and provide a much-needed framework for consistent monitoring, evaluation and support for service learning programmes.
APPENDIX

PROGRAMMES THAT INCLUDE SERVICE LEARNING, BY FACULTY

Faculty of Education

The programmes which include an element of Teaching Practice are the following:

Certificate in Education
In the Certificate in Education Programme there are two service learning modules: Development in Practice 104 & Development in Practice 105. (See Handbook, p. 95.)

Specific teaching requirements:
Development in Practice 104 - Requires normal teaching with one lecturer helping the students to prepare for the service-learning experience. Covers the theory that informs service learning.

Development in Practice 105 - Students are based in community organisations, NGOs or social movements for five weeks. Students however still come for their lectures as usual. Each student is allocated a supervisor. For this module there is a module coordinator and a number of supervisors. Each supervisor is allocated four or five students, dependent on the size of the class. Supervisors help with the support and reflection processes for the students. Supervisors are meant to visit students at least twice during this period; however, due to financial constrains this does not happen. This is regarded as a teaching practical and is allocated a budget.

National Professional Diploma in Education (NPDE)
Either EDPD153 Professional Practice or EDPD154 Professional Practice and School and Profession 252

One of the objectives of the NPDE is to provide students with an opportunity to apply in the workplace theories of teaching and learning studied in the programme. School experience is designed as part of the modules indicated above. School experience is organized in such a way that it spreads over the entire year with the students visited at least twice. During the first visit, fieldworkers establish a relationship with the school, and they identify a senior teacher who will mentor the student during the course of study and also discuss the role of the mentor in as far as guiding the student during the time allocated for school experience is concerned. Guiding principles are collaborative teaching and learning, ongoing professional development, grooming students as reflective practitioners, and teaching as transformation.

Bachelor of Education (BEd)
EDTP120 – Teaching Practice 120, EDTP220 – Teaching Practice 220, EDTP320 – Teaching Practice 320 and EDTP420 – Teaching Practice 420
The BEd programme is a four-year progressive engagement with the concept of becoming a professional. The aim of professional practice (Teaching Practice) is to assist student teachers to begin a long journey of professional growth. The first year (EDTP120) is campus-based (theme: looking at schools through the teachers’ eyes); the second year (EDTP220) is school-based (theme: Classroom pedagogy: Teaching, Learning and Assessment); the third year is again school-based (theme: being a subject/discipline expert) as is the fourth year (theme: becoming a member of the professional community).

Postgraduate Certificate in Education (PGCE)
School Experience 610 (EDTP610) and School Experience 620 (EDTP620)

The PGCE programme is a one year full time or two year part time progressive engagement with the concept of becoming a professional. This is both a campus-based and a school-based programme. It presumes that the disciplinary content of the students is already well-developed in their undergraduate degree. The programme therefore concentrates on developing classroom pedagogy, teaching, learning and assessment competences within the broad context of the social transformation goals of education. EDTP610 comprises two themes, viz. Looking at Schools through the Teachers’ eyes and Classroom pedagogy: Teaching, Learning and Assessment; EDPT620 comprises two themes, viz. Being a subject/discipline expert and Becoming a member of the professional community.

Faculty of Engineering

Practical vacation work in industry is a requirement in undergraduate curricula (Bachelor of Science in Engineering (BScEng); Bachelor of Science in Land Surveying; and Bachelor of Science in Property Development).

For the BScEng, candidates are required to complete a minimum period of 14 weeks practical work during vacations, which could include one or more workshop training modules.

Faculty of Health Sciences

All qualifications require clinical training, which is work-based.

Audiology, Occupational Therapy & Speech Language Pathology
Bachelor of Occupational Therapy
Bachelor of Communication Pathology (Speech-Language Pathology)
Students spend one morning a week for the entire academic year at fourth year level engaged in service learning activities.

Dentistry
University Diploma in Oral Health
Bachelor of Dental Therapy

Nursing
Bachelor of Nursing
960 hours for the total programme
Optometry
Bachelor of Optometry
All final year students are required to produce records, verified by approved clinical supervisors, of having performed a minimum of 100 supervised optometric examinations of patients in internal and external clinics. This includes patients seen in the course of their third year.

Pharmacy
Bachelor of Pharmacy
Duration: one term for 3rd and 4th years

Physiotherapy
Bachelor of Physiotherapy
Registration with the Health Professions Council is compulsory from the first year of study. Students are required to complete at least 1000 hours of recorded service learning in the treatment of patients before being awarded the degree.

Sport Science
Bachelor of Sport Science

Faculty of Humanities, Development and Social Sciences

Architecture
The Master of Architecture (by Coursework) degree, which follows the three-year Bachelor of Architectural Studies, requires that a candidate undertake a period of practical training for a minimum period of twelve months under the supervision of a registered architect, recorded on the forms prescribed under the Practical Training Scheme of the South African Council for the Architectural Profession.

Psychology
Psychology HIV/AIDS module: Duration: 1 semester
Masters Programme in Clinical/Counselling Psychology

Social Work
Bachelor of Social Work
From their second year of study students registered for this degree are required to register with the Council for Social Service Professions. Duration of Service Learning: One semester each year for 3 years

Community Development
The Bachelor of Community and Development Studies includes a Community-Based Learning module that gives students an opportunity to experience community development through involvement with a community project.
Postgraduate Diploma in Community and Development Studies

Faculty of Law
For the award of a Bachelor of Laws degree students are required to obtain a minimum of 16 credits from 4th level community service/public interest modules that include Clinical Law and Street Law.
Faculty of Management Studies

For the Master of Commerce in Leadership and Management offered through the Leadership Centre candidates are required to complete a 10,000 word action research project. Electives include a 16-credit service learning module.

Nelson R Mandela School of Medicine

Bachelor of Medicine and Bachelor of Surgery (MBChB)
As part of their undergraduate curriculum, students are sent health clinics or hospitals, generally in rural areas. In their second and third years, students spend two weeks in such placements. They are also placed in hospitals and clinics in fifth year for a year-long rural attachment placement.

Master of Medicine (specialist and sub-specialist)
Trainees serve in specialist training posts in their appropriate disciplines in various tertiary and secondary hospitals approved by the Health Professions Council of South Africa. Periods of incumbency vary according to the specialisation.

Faculty of Science and Agriculture

Bachelor of Science in Dietetics
26 weeks of practical training in Diet Therapy in the third year, involving problem solving, visits to hospitals and clinics, and case studies.

Postgraduate Diploma in Agriculture (in Human Nutrition)
To qualify for the Diploma students must complete an 11-month internship programme at accredited community placements in KwaZulu-Natal recognised by the University.

Postgraduate Diploma in Dietetics
Three of the four year-long modules prescribed for the Diploma entail community placement in a hospital or clinic for the duration of the module, and take the form of an internship.

Postgraduate Diploma in Food Security
This programme includes a semester internship in a community setting to give students practical experience dealing with food security issues in a community setting.

Postgraduate Diploma in Rural Resource Management
64 credits of this 128 credit qualification are derived from a community development/extension systems project with a client organisation or institution as the outcome of an internship.

The Community Resource Management Programme includes service learning modules on Community Participation and Programme Evaluation at the third year level.