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¹ S22: 2009-12-01 Item 8.17 Annex 8.17 (whole policy review)

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³ Policy was edited, renumbered and Glossary and Roles added.

⁴ S54: 2020/09/03 Item 8.26 (Full review)

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GLOSSARY AND ROLES

Campus	An organised space (physical or virtual) where teaching and learning and associated activities take place. Also known as a registered site of delivery at The IIE.
Community	In the context of this policy, community refers to any group or body of people external to The Institute's internal stakeholders who share common interests, values, and experiences, and who live or interact in a particular geographical area or online platform. Communities can be based on a range of factors such as race, ethnicity, religion, nationality, language, occupation, or shared interests, and they can play a significant role in shaping the social, cultural, and political fabric of society.
Community Engagement	<p>Refers to the initiatives and activities in the area of Learning and Teaching, and Research, undertaken by The Institute's staff and students in partnership with the community, with the aim of developing knowledge and skills to address social, cultural, environmental, and economic needs. Community Engagement can take the form of community outreach, volunteering, service learning, community-based research, and participatory action research.</p> <p>The goal of community engagement is to promote equitable and sustainable change to create mutually beneficial partnerships that empower community members to transform their own communities.</p>
Community Outreach	<p>Community outreach is a form of community engagement that addresses the development needs of a community.</p> <p>Outreach is often used to promote awareness, build relationships, and provide access to resources, information, or services. Outreach is also intended to create opportunities for mutual learning and exchange, and to promote positive change and impact.</p>
Community-based research	A collaborative approach to research that involves partnerships between academic researchers and community members. The aim of this type of research is to address problems and issues that are important to the community and to involve community members in the research process as active partners. Community-based research often focuses on issues related to health, social justice, education, and the environment, and it is designed to be both relevant and accessible to the community. The goal of this approach is to produce research that is informed by the perspectives and needs of the community, and that leads to positive outcomes and improvements for the community. Community-based research is also meant to empower community members, build capacity, and promote collaboration between academia and the community.

	Community-based research is also referred to as a scholarship of engagement, which is research that goes beyond traditional modes of academic research and teaching by actively involving and partnering with external communities or organisations. It involves the application of scholarly expertise and research to address real-world issues and contribute to the betterment of society.
Distance Education	<p>Distance education can be seen as a form of community engagement as it provides opportunities for individuals and communities to access education and learning opportunities regardless of their location.</p> <p>Distance education can also help to build and strengthen communities by providing access to education and training that can lead to personal and professional development, and by promoting the sharing of knowledge, skills, and ideas.</p>
Experiential Learning*	Experiential learning is a broader approach that encompasses various learning experiences that involve active engagement and reflection. It emphasises learning by doing, where students engage in hands-on activities, experiments, simulations, or real-world projects. Experiential learning aims to connect theory and practice by allowing students to apply their knowledge and skills in practical contexts. Reflection is a critical component of experiential learning, as it encourages students to analyse their experiences, identify patterns, and extract meaningful insights.
Participatory action research	<p>Participatory action research is a research approach that involves actively engaging and collaborating with community members.</p> <p>Community members and researchers work together to identify problems, collect, and analyse data, and develop solutions. The research approach is designed to be inclusive, democratic, and empowering, with the goal of promoting the active involvement of community members in creating positive change in their own communities.</p> <p>The ultimate goal is to generate knowledge that is relevant, useful, and accessible to the community, and to promote sustainable change.</p>
Responsible Active Citizenship	Responsible active citizenship refers to the qualities and actions of individuals who are actively engaged in their communities and take responsibility for contributing to the common good. It involves participating in civic activities, such as volunteering and advocacy, and working towards positive social, cultural, environmental, and economic change. Responsible active citizens are committed to transformation, social justice, equality, and human rights. They also take responsibility for their actions and show respect for others, even those with different

	opinions or beliefs. It helps to ensure that individuals have a voice in shaping their lives and communities.
Service Learning*	Service learning is an educational approach that combines service and volunteer work with academic learning. It is a type of experiential learning in which students engage in service projects in their communities, typically in the areas that relate to their coursework or field of study. The goal of service learning is to provide students with real-world experiences that complement their academic studies and help them develop a deeper understanding of the course material. Through their service activities, students actively contribute to the betterment of their community, creating a lasting and meaningful impact. By means of reflection, students are able to connect their service experiences to their academic work and to their personal and civic growth.
Volunteerism	Volunteerism refers to a form of community engagement whereby students and/or staff engage in organised community activities that address a social, cultural, environmental, and/or economic need, which are not for curricular purposes, or monetary compensation. The primary goal of volunteerism activities is to promote relationship building, critical self-awareness, engaged citizenship and learning through participating in shared projects.
Work-Integrated Learning*	<p>Work-integrated learning (WIL) is an educational approach that integrates academic learning with practical work experiences in real-world settings or simulations. It is designed to provide students with opportunities to apply and enhance their knowledge, skills, and competencies in authentic work environments related to their field of study. The focus of work-integrated learning is on preparing students for the workforce by developing their practical skills, industry-specific knowledge, and professional competencies.</p> <p>WIL is typically a characteristic of vocational and professionally oriented qualifications. WIL may take various forms, including simulated learning, work-directed theoretical learning, problem-based learning, project-based learning, and workplace-based learning (CHE, 2013. HEQSF).</p>
The IIE /the Institute)	The Independent Institute of Education (Pty) Ltd

* Service learning emphasises community engagement and service, experiential learning focuses on active engagement and reflection, and work-integrated learning integrates academic learning with practical work experiences. While they overlap in terms of hands-on experiences and active learning, their specific goals and emphasis differ.

1 INTRODUCTION

- (1) Community Engagement is directly linked to the strategic intent of The Institute.
 - a) The Independent Institute of Education (Pty) Ltd (“The IIE”) aims to inspire individuals to develop a sense of self and be citizens of change in a complex world through its commitment to transformation and excellence in learning and teaching, scholarship, and community engagement.
 - i. We encourage and develop individuals to fulfil their potential and enable them to make meaningful contributions within their spheres of influence.
 - ii. We empower individuals to become mindful and ethical active citizens and leaders who challenge established ideologies, narratives, and ways of thinking.
 - iii. We foster creativity and innovation through embracing diverse ideas and solutions in our commitment to the co-creation of knowledge that transforms individuals and society.
 - iv. We pursue research and collaborations that improve and enrich lives, communities, and society.
 - v. We entrust individuals to take responsibility for their learning and development while providing them with appropriate support to enhance their success.
- (2) Community Engagement (CE) is a key consideration in several legislative documents.
- (3) The White Paper on Transformation (Department of Higher Education, 1997) laid the foundation for CE in Higher Education, which is one of the three pillars of Higher Education, the other two being Learning and Teaching, and Research. The paper states that one of the goals of higher education is, “To promote and develop social responsibility and awareness amongst students on the role of higher education in social and economic development through community service programmes.”
- (4) In addition, the National Development Plan 2030 (NDP), a long-term development plan for South Africa, aims to eliminate poverty and reduce inequality by 2030. CE is a critical component of the NDP's vision, as it seeks to empower individuals and communities to take an active role in the country's development.
- (5) The NDP recognises that sustainable development cannot be achieved through top-down planning and implementation alone. It requires active participation and collaboration from all stakeholders, including communities, civil society organisations, and the private sector. CE is a critical component of the NDP 2030, as it enables individuals and communities to take an active role in shaping the country's development and ensures that development is responsive to the needs and aspirations of all South Africans.

- (6) In the Higher Education Quality Committee (HEQC)'s Framework for Institutional Audits (2021) in South Africa "community engagement" is defined as follows:

"Initiatives and processes through which the expertise of the HE institution in the areas of teaching and research are applied to address issues relevant to its community. Furthermore, it is argued that community engagement, as a scholarly activity, is of critical importance both in shaping our students and future citizens and in producing knowledge that is the most relevant and useful to the South African context. It can take on many different forms and shapes within the context of higher education. These forms include distance education, community-based research, participatory action research, professional community service and service learning. In its fullest sense, community engagement is the combination and integration of service with teaching and learning (e.g., service-learning), professional community service by academic staff and participatory action research applied simultaneously to identified community development priorities."

- (7) CE can therefore not be limited to community service and outreach but should rather be used as a tool of transformation to make a significant contribution to the social, cultural, environmental, and economic landscape.
- (8) Within the context of The Institute, CE refers to the initiatives and activities in the areas of Learning and Teaching, and Research, undertaken by The Institute's staff and students in collaborative partnerships within the community, with the aim of developing knowledge and skills to address social, cultural, environmental, and economic needs. CE is a process of building and maintaining partnerships between The Institute, community organisations, businesses, government agencies, education and training providers, and other stakeholders.
- (9) The goal of CE is to promote equitable and sustainable change which creates mutually beneficial partnerships that empower community members to transform their own communities.
- (10) As per the definition of the HEQC, CE initiatives at The Institute include:
- a) Community Outreach
 - b) Community-based Research
 - c) Distance Education
 - d) Participatory Action Research
 - e) Service Learning
 - f) Volunteerism

2 SCOPE

- (1) This Policy applies to all Institutional staff, students, and other relevant stakeholders.

3 PURPOSE

- (1) This Policy aims to guide the promotion and practice of CE among students, staff, and other relevant stakeholders by:
 - a) Providing a structured system for overseeing and facilitating community engagement initiatives aligned with the strategic goals of The Institute.
 - b) Ensuring the integration of curriculum-based CE at all levels, which includes undergraduate and postgraduate qualifications into the learning and teaching, and research initiatives of The Institute.
 - c) Ensuring that CE is included in all modes of delivery, i.e., contact, distance, blended/hybrid and online.
 - d) Transforming the broader social purpose and motivation for CE, to contribute collaboratively to address social, cultural, environmental, and economic needs within community organisations, businesses, government agencies and other stakeholders.
 - e) Identifying niche areas within The Institute to produce socially robust knowledge through CE.
 - f) Cultivating human and intellectual resources to address pressing contextual and social challenges.
 - g) Maintaining the long-term sustainability of CE projects for both The Institute and the community.
 - h) Quality assuring the mechanisms in place for CE.
 - i) Transforming students and staff into responsible citizens.

4 VALUES⁶ (THE IIE)

- (1) The Institute values a transformative mindset, characterised by '**change**' (an acronym for the below concepts):
 - a) **Co-creation**: collaboratively pursuing knowledge that transforms individuals and society.
 - b) **Holistic thinking**: seeing the world as a set of interconnected and interrelated parts.
 - c) **Advocacy**: championing meaningful and positive change ethically and mindfully.
 - d) **Nation building**: promoting social cohesion that celebrates and embraces diversity, equity, and inclusion.
 - e) **Grit**: navigating the challenges that often accompany learning and transformative change with passion, perseverance, and resilience.
 - f) **Empowerment**: enabling individuals to participate actively in shaping their own lives and the world around them.
- (2) These characteristics collectively form a transformative mindset that embraces change, innovation, and growth, while empowering individuals and communities to create positive and lasting change in society.

⁶ S57: 2021-09-02 Item 8.2.8 Insertion of new section

5 PRINCIPLES OF COMMUNITY ENGAGEMENT AND ASSOCIATED STANDARDS

- (1) Community engagement is fully integrated into the academic project at The Institute as a key principle, with the aim of enhancing The Institute's strategic intent and fostering collaborative relationships with community stakeholders. The following are the key components of the standard:
 - a) CE is a **collaborative process** between The Institute and its community stakeholders that builds on the strengths of each to achieve mutually beneficial outcomes.
 - b) **Planning:** the sites of delivery, faculty, and department/team will develop comprehensive plans for CE that align with The Institute's strategic intent. The plan will include clear goals, objectives, strategies, and metrics for measuring the success of CE initiatives.
 - c) **Integration:** CE engagement will be fully integrated into The Institute's academic project, with a focus on ensuring that all faculty, staff, and students are aware of the importance of CE and are committed to its implementation.
 - d) **Partnerships:** The Institute will establish partnerships with community stakeholders that are built on mutual respect, trust, and reciprocity. These partnerships will be based on shared goals, objectives, and interests and will be sustained over time through ongoing communication, collaboration, and feedback.
 - e) **Resources:** sufficient resources, including financial, human, and material, will be allocated to support CE initiatives. These resources will be used to develop and implement CE initiatives that are aligned with The Institute's strategic intent and values.
 - f) **Assessment:** The Institute will regularly assess the impact and effectiveness of its CE initiatives. This assessment will be based on the metrics and indicators established in the CE plan and will be used to inform ongoing improvements and modifications.
 - g) **Recognition:** The Institute will recognise and acknowledge faculty, staff, and students who demonstrate excellence in CE. This recognition will include formal and informal mechanisms, such as awards and publications, which acknowledge the contributions of individuals and teams to CE initiatives.

- (2) The Institute aims to foster responsible active citizenship through community involvement by developing teaching and learning, and research CE initiatives where appropriate. These initiatives allow students and staff to participate in initiatives in partnership with communities that aim to address a specific social, cultural, environmental, and economic challenge or need. The aim of these initiatives is to create awareness in staff and students to be responsible citizens. The following are the key components of the standard:
- a) **Responsible active citizenship** refers to the qualities and actions of individuals who are actively engaged in their communities and take responsibility for contributing to the common good. It involves participating in civic activities, such as volunteering and advocacy, and working towards positive social, cultural, environmental, and economic change. Responsible active citizens are committed to transformation, social justice, equality, and human rights. They also take responsibility for their actions and show respect for others, even those with different opinions or beliefs. It helps to ensure that individuals have a voice in shaping their lives and communities.
 - b) **Teaching and learning:** The Institute will ensure that CE initiatives are embedded in curricula where relevant, and appropriately scaffolded, and the sites of delivery will be responsible for the implementation, monitoring and evaluation of the teaching and learning CE initiatives that enable students to participate in activities in partnership with communities.
 - c) **Learning outcomes:** The Institute will ensure that all CE initiatives are aligned with the learning outcomes of the curriculum and will provide students with opportunities to develop skills and competencies that are relevant to their academic and professional goals. The Institute will ensure that where relevant, and achievable, CE initiatives will be recognised as part of the student's academic achievements.
 - d) **Partnerships:** The Institute will establish partnerships through its sites of delivery with its communities that are built on mutual respect, trust, and reciprocity. These partnerships will be based on shared goals, objectives, and interests, and will be sustained over time through ongoing communication, collaboration, and feedback. The terms (roles, expectations, communication channels, etc.) of the partnerships need to be explicit and agreed upon before the CE initiative commences.
 - e) **Resources:** The Institute will allocate sufficient resources, including human, material and financial where applicable to support CE initiatives. These resources will be used to develop and implement CE Initiatives that are aligned with The Institute's strategic intent and values.

- f) **Assessment:** The Institute will regularly assess the impact and effectiveness of its CE Initiatives. This assessment will be based on the metrics and indicators established in the CE plan and will be used to inform ongoing programmatic improvements and modifications. All CE initiatives must be captured on The Institute's tracker and reported on the dashboard. The Institute will also seek feedback from community partners and other stakeholders to ensure that CE initiatives are meeting their needs and expectations.
- (3) As a means for transformation, CE promotes awareness in staff and students of community needs and challenges and is used to find ways to empower communities and address past inequalities through the respectful co-creation of new realities. The following are the key components of the standard:
- a) CE is a **collaborative process** between The Institute and its community stakeholders that builds on the strengths of each to achieve mutually beneficial outcomes, including empowering communities to transform through addressing community needs and challenges, and to co-create new realities that are respectful and meaningful to all stakeholders.
 - b) **Awareness:** The Institute will promote awareness among staff and students of community needs and challenges, with a focus on historically marginalised and disadvantaged communities. This awareness will be based on sound research, data, and evidence, and will be used to inform the development of CE initiatives.
 - c) **Empowerment:** The Institute will seek to empower communities by involving them in the planning, implementation, and evaluation of CE initiatives. This involvement will be based on principles of participatory democracy, inclusivity, and social justice, and will aim to give communities a voice and agency in addressing their own needs and challenges.
 - d) **Addressing inequalities:** The Institute will prioritise CE initiatives that address past inequalities, such as those related to race, ethnicity, gender, sexuality, ability, and class. These initiatives will be designed to promote equity, inclusion, and diversity, and to challenge systems of oppression and discrimination.
 - e) **Respectful engagement:** The Institute will ensure that all CE initiatives are respectful of the diverse perspectives, cultures, and values of all stakeholders. This respect will be reflected in the language, symbols, and practices used in CE initiatives, and will be based on an understanding of the historical and contemporary experiences of all stakeholders.
 - f) **New realities:** The Institute will prioritise CE initiatives that aim to co-create new realities that are respectful and meaningful to all stakeholders. These new realities will be based on shared visions, aspirations, and values, and will be designed to address community needs and challenges in innovative and sustainable ways.

- (4) Irrespective of the mode of delivery and as far as it is practical, all students will be offered an opportunity to engage in CE initiatives. The following are the key components of the standard:
- a) The Institute will ensure that all CE initiatives are designed to be inclusive of all students, regardless of the mode of delivery (contact, distance, or hybrid/blended). The Institute will provide **equal access** to CE initiatives through its sites of delivery and will take into account any potential barriers or limitations to student participation based on the mode of delivery.
 - b) **Practicality:** The Institute will strive to provide CE initiatives to all students, as far as it is practical, based on factors such as available resources, capacity, interest, and feasibility. The Institute will make a reasonable effort to identify and address any potential barriers to student participation and will work to ensure that all students are provided with equitable opportunities to engage in CE initiatives.
 - c) **Diversity and inclusion:** The Institute will strive to ensure that CE initiatives are designed to be inclusive of all students, and will take into account the diverse backgrounds, experiences, and perspectives of students. The Institute will promote diversity and inclusion in all CE initiatives.
- (5) As part of CE, The Institute will make available the necessary resources, expertise, and facilities, where appropriate, and in turn, the engagement allows The Institute to be responsive to societal needs and challenges. The following are the key components of the standard:
- a) The Institute will allocate necessary **resources**, including financial, human, and material, to support CE initiatives, where appropriate and reasonable.
 - b) **Expertise:** The Institute will provide the necessary expertise to support CE initiatives, including academic and professional expertise relevant to the CE initiatives. The Institute will also seek to engage with community partners who possess expertise and knowledge relevant to the engagement initiatives.
 - c) **Administrative support:** The Institute will provide necessary administrative support for CE initiatives.
 - d) **Facilities:** The Institute will make available necessary facilities to support CE initiatives, where appropriate. Facilities may include spaces for meetings, events, and workshops.
 - e) **Responsiveness:** CE initiatives will inform and guide The Institute's responsiveness to societal needs and challenges. The Institute will collaborate with community partners to identify and address social, cultural, environmental, and economic challenges and needs. The Institute will use the knowledge and insights gained through CE initiatives to inform its academic programmes and research activities and to enhance its responsiveness to societal needs.

- f) **Sustainability:** The Institute will strive to ensure the sustainability of CE initiatives, by building long-term partnerships with community stakeholders, and by integrating CE into its academic programmes and research activities. The Institute will work to ensure that CE initiatives are aligned with its strategic intent and values and are consistent with ethical and professional standards.
- (6) The Institute will not provide financial support to external organisations or remuneration for participants. The following are the key components of the standard:
- a) **Financial support:** The Institute will not provide direct financial support to external organisations as part of its CE initiatives. This includes providing funds for the initiatives of external organisations, providing grants or loans to external organisations, or making financial contributions to external organisations. It does, however, exclude fundraising initiatives.
 - b) **Remuneration:** The Institute will not provide remuneration for participants as part of its CE initiatives. This includes paying wages, salaries, or other forms of compensation to individuals who participate in CE initiatives.
 - c) **Exceptions:** The Institute may make exceptions to this standard in cases where providing financial support or remuneration is necessary to achieve the goals of a specific CE initiative, and where such support or remuneration is consistent with The Institute's strategic intent and values. Any exceptions must be approved by appropriate institutional leadership and must be documented and reported.
 - d) **Transparency:** The Institute will be transparent about its policies regarding financial support and remuneration for CE initiatives. The Institute will communicate these policies to community partners and stakeholders and shall ensure that they are consistent with ethical and professional standards.
 - e) **Accountability:** The Institute will establish mechanisms to ensure accountability and transparency in the allocation of resources for CE initiatives.
 - f) **Compliance:** The Institute will comply with all applicable legislative requirements, regulations, and guidelines related to the provision of financial support and remuneration for CE initiatives. The Institute will also ensure that CE initiatives are conducted in accordance with all relevant policies and procedures, including those related to conflicts of interest and financial management.
- (7) All CE initiatives are administered following proper governance principles. The following are the key components of the standard:
- a) The Institute will administer all CE initiatives following **proper governance principles**. This includes adherence to ethical and professional standards, as well as compliance with all applicable legislative requirements, regulations, and guidelines.

- b) **Oversight:** The Institute will establish appropriate oversight mechanisms to ensure that CE initiatives are conducted in accordance with proper governance principles. This includes establishing clear lines of authority and responsibility, as well as providing adequate resources and support for staff, students, and volunteers.
 - c) **Risk management:** The Institute will conduct a risk assessment for each CE initiative and establish appropriate risk management strategies to mitigate potential risks and ensure the safety and security of all staff, students, and the community. This includes identifying potential risks to participants, staff, students, and community partners, as well as implementing appropriate policies and procedures to address these risks. A key risk that must be considered is the exploitation of communities by researchers.
 - d) **Transparency:** The Institute will be transparent in its administration of CE initiatives. This includes providing clear and accurate information to community partners and stakeholders about the goals, objectives, and outcomes of each initiative, as well as reporting on the progress, outcomes, and impact of each initiative.
 - e) **Compliance:** The Institute will comply with all applicable legislative requirements, regulations, and guidelines related to the administration of CE initiatives. This includes compliance with all relevant policies and procedures related to ethical conduct, financial management, and conflicts of interest.
 - f) **Continuous improvement:** The Institute will engage in continuous improvement efforts to enhance its governance practices related to CE initiatives. This includes regularly reviewing and updating policies and procedures, as well as seeking feedback from participants and community partners to identify areas for improvement.
- (8) Staff and students are required to engage ethically and professionally with communities. The following are the key components of the standard:
- a) Ethical CE is an approach that prioritises respectful and collaborative partnerships with community stakeholders and is based on principles of fairness, transparency, and mutual benefit.
 - b) **Training:** The Institute will provide staff and students with appropriate training and education on ethical and professional CE. This includes training on the principles of ethical engagement, as well as on best practices for working with community stakeholders.

- c) **Communication:** The Institute will ensure that all communication with community stakeholders is clear, respectful, and transparent. This includes clearly communicating programme goals, objectives, and outcomes, as well as ensuring that all communication is culturally appropriate and sensitive to the needs of the community.
 - d) **Mutual benefit:** The Institute will ensure that all CE initiatives are designed to provide mutual benefit to both The Institute and the community and that research findings are disseminated in a manner that is accessible and meaningful to community stakeholders. This includes identifying and addressing the needs and priorities of the community, as well as ensuring that programme outcomes align with The Institute's mission and goals.
 - e) **Respect:** The Institute will ensure that all staff and students engage with community stakeholders in a respectful and culturally appropriate manner. This includes respecting the cultural traditions and practices of the community, as well as ensuring that all interactions are conducted in a professional and respectful manner.
 - f) **Informed consent:** The Institute will ensure that all community stakeholders are fully informed about the nature and purpose of the CE initiative and that they provide informed consent in writing to participate in the CE initiative.
 - g) **Confidentiality:** The Institute will ensure that all personal and confidential information obtained during CE initiatives is protected and kept confidential.
 - h) **Protection of communities:** The Institute will protect communities from exploitation by researchers and will comply with ethical requirements in terms of working with vulnerable communities.
 - i) **Continuous improvement:** The Institute will engage in continuous improvement efforts to enhance its ethical CE practices. This includes regularly reviewing and updating policies and procedures, as well as seeking feedback from programme participants and community partners to identify areas for improvement.
- (9) The Institute will contribute to the scholarship of, and promote publications in, CE work. The following are the key components of the standard:
- a) The Institute will actively contribute to the scholarship of CE work by conducting research, evaluating outcomes, and developing new theories and best practices related to CE. This includes conducting both qualitative and quantitative research studies, as well as publishing articles, books, and other scholarly works related to CE.

- b) **Research:** The Institute will develop and implement research CE initiatives that enable staff, and where relevant, students, to participate in activities in partnership with communities. These initiatives will be aligned with The Institute's research priorities and will aim to address specific social, cultural, environmental, and economic challenges or needs. Findings of community-based research need to be disseminated in and through accessible (including open-source) platforms and must not be extractive.
 - c) **Promotion:** The Institute will promote publications related to CE work through various channels, including academic journals, conferences, and other professional development opportunities. This includes providing support and resources for staff and students who wish to publish their work, as well as actively promoting CE publications through The Institute's communication and outreach efforts.
 - d) **Quality:** The Institute will aim to ensure that all CE publications are of high quality and rigorously reviewed for accuracy, relevance, and scholarly merit. This includes adhering to ethical standards for research and publication and ensuring that all publications are based on sound research methodologies and are supported by appropriate data and analysis.
 - e) **Accessibility:** The Institute will strive to make CE publications accessible to a wide range of audiences, including academic researchers, community stakeholders, and policymakers. This includes publishing in open-access journals and making publications available through The Institute's website and other online platforms.
 - f) **Collaboration:** The Institute will encourage collaboration and co-authorship between staff, students, and community stakeholders in CE publications. This includes actively seeking out opportunities for joint publications and promoting the inclusion of community voices and perspectives in all CE research and scholarship.
 - g) **Recognition:** The Institute will acknowledge and celebrate the contributions of staff students, and community partners who engage in CE research and scholarship.
- (10) It is the responsibility of the sites of delivery, faculty, and relevant department/team to oversee the sustainable planning, design, development, resource allocation, implementation, monitoring, evaluation, and review of CE initiatives, to ensure their quality and promote continuous improvement. The following are the key components of the standard:
- a) The sites of delivery, faculty, and relevant department/team will ensure that CE initiatives are planned sustainably. This includes considering the long-term impact of the initiative on the community, as well as the resources required to sustain the initiative over time.

- b) Design and development: the sites of delivery, faculty, and relevant department/team will ensure that CE initiatives are designed and developed in accordance with best practices for CE. This includes considering the needs and perspectives of the community, as well as ensuring that the initiative aligns with the strategic intent, goals, and values of The Institute.
 - c) **Resource allocation:** the sites of delivery, faculty, and relevant department/team will ensure that appropriate resources, including financial and human resources, are allocated to CE initiatives. This includes identifying sources of funding, as well as identifying and recruiting staff and students with the necessary skills and expertise to support the initiative.
 - d) **Implementation:** the sites of delivery, faculty, and relevant department/team will ensure that CE initiatives are implemented effectively and efficiently. This includes developing and following a detailed implementation plan, as well as monitoring progress and addressing any issues or challenges that arise during implementation.
 - e) **Monitoring and evaluation:** the sites of delivery, faculty, and relevant department/team will ensure that CE initiatives are monitored and evaluated regularly. This includes collecting, recording, and reporting data on the outcomes and impact of the initiative, as well as using this data to make necessary adjustments and improvements to the initiative over time.
 - f) **Review:** the sites of delivery, faculty, and relevant department/team will ensure that CE initiatives are reviewed regularly to ensure their ongoing relevance and effectiveness. This includes conducting periodic reviews of the initiative's goals and objectives, as well as assessing its alignment with The Institute's strategic intent, goals, and values.
 - g) **Quality assurance:** the sites of delivery, faculty, and relevant department/team will ensure that CE initiatives are of the highest quality and adhere to ethical standards for CE. This includes ensuring that all initiatives are respectful of community needs and perspectives, as well as quality assuring plans, processes, reports, reviews, self-reflections, and improvement plans.
- (11) Where students participate in CE activities it should normally take on the form of experiential learning where activities are linked to the students' curricula wherever possible. The following are the key components of the standard:
- a) The Institute will encourage the use of experiential learning as a primary mode of engagement for students involved in CE initiatives. Experiential learning provides students with hands-on, practical experience that enhances their academic learning and fosters a deeper understanding and appreciation of community issues and challenges.

- b) **Curriculum integration:** The Institute will promote the integration of CE activities into students' curricula wherever possible. This involves identifying opportunities to link CE activities with the learning outcomes of existing courses, as well as developing new courses or modules that specifically focus on CE.
 - c) **Alignment with learning outcomes:** The Institute will ensure that all CE activities involving students are aligned with the learning outcomes of their respective programmes. This includes identifying specific learning outcomes and competencies that students are expected to achieve through their involvement in CE activities.
 - d) **Supervision and support:** The Institute will ensure that students involved in CE activities receive appropriate supervision and support. This includes identifying faculty or staff members who can provide guidance and mentorship to students, as well as ensuring that students have access to necessary resources, such as training or equipment.
 - e) **Assessment and evaluation:** The Institute will develop and implement appropriate assessment and evaluation strategies for CE activities involving students. This includes identifying criteria for evaluating student learning and engagement, as well as collecting and analysing data on the outcomes and impact of CE activities on students and the community.
 - f) **Safety and risk management:** The Institute will ensure that all CE activities involving students are conducted in a safe, secure, and responsible manner. This includes identifying and addressing potential risks or hazards associated with CE activities, as well as ensuring that appropriate protocols and procedures are in place to mitigate these risks.
 - g) **Ethical considerations:** The Institute will ensure that all CE activities involving students adhere to ethical and professional principles and standards for CE. This includes respecting the rights and dignity of community members, as well as ensuring that students are aware of and abide by relevant ethical and legislative requirements and regulations governing CE.
- (12) There should be a diverse range of CE initiatives that will capture a range of student and staff needs, interests, and profiles. The following are the key components of the standard:
- a) The Institute will provide a diverse range of CE initiatives, incorporating all modes of delivery, which cater to the interests, skills, and profiles of staff and students, regardless of their background, discipline, or level of experience. This includes providing information on CE initiatives in a variety of formats and platforms, as well as identifying and addressing any barriers to participation.

- b) **Promotion and outreach:** The Institute, through its sites of delivery, will actively promote CE initiatives to students and staff through a variety of channels, including social media, newsletters, and campus events. This includes highlighting the benefits of participation in CE initiatives, as well as showcasing success stories and impact. Promotion and outreach initiatives need to be incorporated into the sites of delivery, faculty, and relevant department/team's CE plan.
- c) **Self-reflection and feedback:** the sites of delivery, faculty and relevant department/team will use self-reflection and feedback to develop improvement plans. This includes soliciting suggestions and ideas for new initiatives, as well as seeking feedback on the quality and impact of existing initiatives.

6 OBJECTIVES OF COMMUNITY ENGAGEMENT

- (1) The objectives of community engagement are to:
 - a) Incorporate CE into all aspects of teaching, learning, and research as a core component of knowledge generation, application, and dissemination.
 - b) Establish sustainable, mutually beneficial partnerships with communities for the growth and development of all parties.
 - c) Ensure sustainable resource allocation for delivering quality CE as a core responsibility of The Institute.
 - d) Develop measurable performance goals for CE.

7 RESPONSIBILITIES

- (1) All parties involved in CE should adhere to the relevant institutional policies and regulations in assuring the quality of CE initiatives, which is the responsibility of the relevant faculty, site of delivery, or department/team.
- (2) All parties involved in CE have a responsibility to build long-term, suitable, sustainable relationships with relevant stakeholders for the social and economic benefit of the community.
- (3) Relevant parties must partner with schools and other educational institutions to embed education for active and responsible citizenship into all learning.
- (4) All parties involved must use the CE metrics (see Annexure A) to record information about The Institute's CE efforts and document and disseminate case studies of community projects that positively impact communities.
- (5) Academic leadership must encourage and support academic associations to create networks of higher education at national, regional, and international levels to enhance CE efforts and acknowledge service and action in teaching and research.

- (6) The Dean: Research and Postgraduate Studies, in collaboration with the faculties and sites of delivery, must encourage and promote community-based research and participatory action research and must ensure that such research takes place within the context of all the ethical parameters associated with research on people and their human condition.
- (7) Academic leadership must create awareness of, and provide thought leadership on, issues of significance to the community.
- (8) Faculty and sites of delivery must identify, support, and organise CE initiatives.
- (9) The leadership team of The Institute must increase internal and external awareness and understanding of CE among staff and students.
- (10) The relevant Deans must provide capacity development workshops to relevant stakeholders in service learning, community-based and/or participatory action research, volunteerism, and organised outreach programmes.
- (11) The leadership team of The Institute must assist, where possible, to source funding for relevant CE initiatives.
- (12) The relevant faculty, site of delivery, or department/team must record all CE initiatives on the central database/tracker managed by the coordinating structure at The Institute.
- (13) The relevant faculty and site of delivery must ensure that, irrespective of the mode of delivery and as far as is practical, students are supported in actively participating in CE initiatives.
- (14) The Institutional Student Council (ISC) has a responsibility to encourage students to register and participate in meaningful and beneficial community engagement initiatives and report back to relevant institutional committees.

8 COMMUNITY ENGAGEMENT INITIATIVES

8.1 Community Outreach

- (1) Community outreach is a form of CE that addresses the development needs of a community.
- (2) Community outreach is often used to promote awareness, build relationships, and provide access to resources, information, or services. Community outreach is also intended to create opportunities for mutual learning and exchange and to promote positive change and impact.

- (3) This engagement is primarily focused on benefiting the community through delivering a particular service initiated from within The Institute and linked to an outcome.

8.2 Community-Based Research

- (1) A collaborative approach to research that involves partnerships between academic researchers and community members. The aim of this type of research is to address problems and issues that are important to the community and to involve community members in the research process as active partners.
- (2) Community-based research often focuses on issues related to health, social justice, education, and the environment, and it is designed to be both relevant and accessible to the community.
- (3) The goal of this approach is to produce research that is informed by the perspectives and needs of the community, and that leads to positive outcomes and improvements for the community.
- (4) Community-based research is also meant to empower community members, build capacity, and promote collaboration between academia and the community.

8.3 Distance Education

- (1) Distance education can be seen as a form of CE as it provides opportunities for individuals and communities to access education and learning opportunities regardless of their location.
- (2) Distance education can also help to build and strengthen communities by providing access to education and training that can lead to personal and professional development, and by promoting the sharing of knowledge and ideas.
- (3) Distance learning is a form of CE because it creates opportunities for students to connect with a wider community, collaborate with peers, and engage with real-world issues. Distance learning must therefore create opportunities for distance students to apply their knowledge and skills through community-based research or service-learning in their local communities.

8.4 Service-Learning

- (1) Service-learning is a specific form of experiential learning that focuses on integrating meaningful community service with academic learning. It is an educational approach that combines service to the community with learning and reflection. It typically involves students engaging in service projects in their communities, in areas that relate to their coursework or field of study.

- (2) The goal of service-learning is to provide students with real-world experience that complements their academic studies and helps them develop a deeper understanding of the course material.
- (3) The service component of the learning experience is also meant to make a positive impact on the community. Through reflection, students are able to connect their service experiences to their academic work and to their personal and civic growth.
- (4) Reciprocity is a central characteristic of both service learning and experiential learning and emphasises the mutual exchange and benefit between students and the community. Emphasis is placed on integrating community service with scholarly activities, i.e., research and teaching and learning.

8.5 Participatory Action Research

- (1) Participatory action research is a research approach that involves actively engaging and collaborating with community members.
- (2) Community members and researchers work together to identify problems, collect, and analyse data, develop solutions, and evaluate the success of interventions through an iterative process. The research approach is designed to be inclusive, democratic, and empowering, to promote the active involvement of community members in creating positive change in their communities.
- (3) The ultimate goal is to generate knowledge that is relevant, useful, and accessible to the community, and to promote sustainable change.
- (4) Only staff and postgraduate students can engage in participatory action research.

8.6 Volunteerism

- (1) Volunteerism refers to a form of CE where students and/or staff engage in organised community initiatives that address a social, cultural, environmental and/or economic need, which are not for curricular purposes, or monetary compensation.
- (2) The primary goal of volunteerism initiatives is to promote relationship building, critical self-awareness and engaged citizenship and learning through participating in shared projects.
- (3) All sites of delivery, including distance learning units, must have formal structures supported by the resources of The Institute to create and promote opportunities for students and/or staff to engage in volunteerism.
- (4) Volunteerism activities must be respectful, rights-oriented, and non-invasive. This means that they must be in response to an invitation and in tandem with the existing activities of a structure or group. Alternatively, they must support the activities of an existing structure or group.

- (5) Respectful volunteerism recognises the need for sustained services and/or support and therefore, sustained relationships with specific community-based structures should be maintained.
- (6) Students involved in volunteerism must work under the umbrella of those who are already mandated to do the work in response to a particular issue in a particular community⁷. It is more ethical to engage through existing organisations when the engagement of the individuals is, by definition, time-limited, as is the case for students.

⁷ S57: 2021-09-02 Item 8.2.8

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ANNEXURE A – COMMUNITY ENGAGEMENT METRICS

The metrics that are used to track community engagement at The IIE are:

CE Initiative	Metrics
<p>Community Outreach</p> <p>Community outreach is a form of CE that addresses the development needs of a community.</p> <p>Community outreach is often used to promote awareness, build relationships, and provide access to resources, information, or services. Community outreach is also intended to create opportunities for mutual learning and exchange and to promote positive change and impact.</p> <p>This engagement is primarily focused on benefiting the community through delivering a particular service initiated from within The Institute and linked to an outcome.</p>	<ul style="list-style-type: none"> • Number of community events hosted or sponsored by the institution that are open to the community (e.g., workshops, seminars, cultural and sporting events, lectures, etc.) (quantitative) • Number of community members reached through outreach activities (e.g., number of attendees) (quantitative) • Feedback from community members on the effectiveness and impact of outreach activities (e.g., surveys, focus groups, social media engagement – likes, shares, comments, etc.) (quantitative and/or qualitative) • Number of alumni who participate in community outreach events (quantitative) • Number of community partnerships (e.g., with other HE providers/universities, community organisations, industry partners, businesses, and other entities/stakeholders) (quantitative) • Number of staff involved in community activities (e.g., external examiners for other HE institutions, serving on boards, advisory committees, involved in community projects, involved in volunteerism, etc.) (quantitative) • Economic impact of The Institute on the local community (e.g., jobs created, student employment rates) (quantitative and/or qualitative)

CE Initiative	Metrics
<p>Community-based research</p> <p>A collaborative approach to research that involves partnerships between academic researchers and community members. The aim of this type of research is to address problems and issues that are important to the community and to involve community members in the research process as active partners. Community-based research often focuses on issues related to health, social justice, education, and the environment, and it is designed to be both relevant and accessible to the community. The goal of this approach is to produce research that is informed by the perspectives and needs of the community, and that leads to positive outcomes and improvements for the community. Community-based research is also meant to empower community members, build capacity, and promote collaboration between academia and the community.</p>	<ul style="list-style-type: none"> • Number of community-based research projects conducted by The Institute (quantitative) • Number of community partners involved in research projects (quantitative) • Number of students involved in community-based research projects (quantitative) • The impact of research findings on the community (qualitative) • Number of alumni who are employed in the community (quantitative) and how they are evaluated (qualitative) • Feedback from community members on the effectiveness and impact of research activities (e.g., surveys, focus groups, etc.) (quantitative and/or qualitative)
<p>Distance education</p> <p>Distance education can be seen as a form of CE as it provides opportunities for individuals and communities to access education and learning opportunities regardless of their location.</p> <p>Distance education can also help to build and strengthen communities by providing access to education and training that can lead to personal and professional development, and by promoting the sharing of knowledge and ideas.</p> <p>Distance learning is a form of CE because it creates opportunities for students to connect with a wider community, collaborate with peers, and engage with real-world issues. Distance learning must therefore create opportunities for distance students to apply their knowledge and skills through community-based research or service-learning in their local communities.</p>	<ul style="list-style-type: none"> • Number of courses offered through distance education (quantitative) • Number of students enrolled in distance education programmes (quantitative) • Completion rates of distance education programmes (quantitative) • Satisfaction rates of students and faculty with distance education courses (qualitative) • Number of distance students conducting community-based research (quantitative) • Number of distance students involved in service-learning in their local community (quantitative) • Number of programmes/ courses/SLPs/ MOOCs offered free of charge to the public/community via the distance mode of delivery

CE Initiative	Metrics
<p>Participatory action research</p> <p>Participatory action research is a research approach that involves actively engaging and collaborating with community members. Community members and researchers work together to identify problems, collect, and analyse data, and develop solutions. The research approach is designed to be inclusive, democratic, and empowering, with the goal of promoting the active involvement of community members in creating positive change in their own communities.</p> <p>The ultimate goal is to generate knowledge that is relevant, useful, and accessible to the community, and to promote sustainable change.</p> <p>Only staff and postgraduate students can engage in participatory action research.</p>	<ul style="list-style-type: none"> • Number of participatory action research projects conducted by faculty (quantitative) • Number of participatory action research projects conducted by postgraduate students (quantitative) • Number of community partners involved in research projects (quantitative) • Impact of research findings on the community (qualitative) • Feedback from community partners on the effectiveness and impact of the research process (qualitative and/or quantitative)
<p>Service-learning</p> <p>Service-learning is an educational approach that combines service to the community with learning and reflection. It is a type of experiential learning in which students engage in service projects in their communities, typically in the areas that relate to their coursework or field of study. The goal of service learning is to provide students with real-world experience that complements their academic studies and helps them develop a deeper understanding of the course material. The service component of the learning experience is also meant to make a positive impact on the community. Through reflection, students are able to connect their service experiences to their academic work and to their personal and civic growth.</p>	<ul style="list-style-type: none"> • Number of WIL modules that involve service-learning offered by The Institute (quantitative) • Number of students engaged in service-learning activities (quantitative) • Number of community partners involved in service-learning activities (quantitative) • Feedback from the community on the impact of service-learning activities on the community (qualitative and/or quantitative)

CE Initiative	Metrics
<p>Reciprocity is a central characteristic of this type of learning and an emphasis is placed on integrating community service with scholarly activities, i.e., research and teaching and learning. This form of CE is also referred to as 'academic service learning,' 'academic community service' and 'community-based learning,' and often forms part of Work Integrated Learning (WIL).</p>	
<p>Volunteerism</p> <p>Volunteerism refers to a form of CE where students and/or staff engage in organised community initiatives that address a social, cultural, environmental and/or economic need, which are not for curricular purposes, or monetary compensation. The primary goal of volunteerism initiatives is to promote relationship building, critical self-awareness and engaged citizenship and learning through participating in shared projects.</p> <ol style="list-style-type: none"> 1. All sites of delivery, including distance learning units, must have formal structures supported by the resources of The Institute to create and promote opportunities for students and/or staff to engage in volunteerism. 2. Volunteerism activities must be respectful, rights-oriented, and non-invasive. This means that they must be in response to an invitation and in tandem with the existing activities of a structure or group. Alternatively, they must support the activities of an existing structure or group. 3. Respectful volunteerism recognises the need for sustained services and/or support and therefore, sustained relationships with specific community-based structures should be maintained. 	<ul style="list-style-type: none"> • Number of volunteer hours contributed by students, faculty, and staff (e.g., volunteering at non-profit organisations, schools, hospitals, and other organisations) • Number of student organisations involved in CE initiatives (quantitative) • Feedback from the community on the impact of volunteer activities on the community (quantitative and/or qualitative) • Number of alumni engagements in institutional volunteer programmes (e.g., number of alumni who volunteer, alumni participation in mentorship or networking programmes, etc.) (quantitative)

CE Initiative	Metrics
<p>4. Students involved in volunteerism must work under the umbrella of those who are already mandated to do the work in response to a particular issue in a particular community⁸. It is more ethical to engage through existing organisations when the engagement of the individuals is, by definition, time-limited, as is the case for students.</p>	

Overall, these metrics should use a combination of quantitative and qualitative assessments of community engagement activities to provide a comprehensive evaluation of The Institute's Community Engagement efforts.

⁸ S57: 2021-09-02 Item 8.2.8