

**UNIVERSITY OF WESTERN CAPE**

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**Faculty of Community and Health Sciences:** School of Nursing



**Title of thesis:** Determining institutional support needed for embedding service-learning in  
nursing at a Higher Education Institution in the Western Cape

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**Date:** November 2018

## **Abstract**

Service-learning (SL) is regarded as a teaching and learning method combining community participation with content-based class discussion and reflection. It involves a teaching and learning assessment process with community members. It therefore combines theory-based knowledge learnt at a Higher Education Institution (HEI) and the learning experiences produced through community engagement. National guidelines developed by the Higher Education Quality Committee (HEQC) are available for higher education to institutionalise service-learning (SL) in South African HEIs, but widespread inconsistencies with the implementation of these guidelines have been reported. This thesis is informed by a previous study conducted at an HEI in Western Cape that identified constraining factors required to institutionalisation SL within an academic programme.

The aim of this study was to determine the institutional support needed for embedding service-learning in nursing at a Higher Education Institution in the Western Cape.

A quantitative, descriptive, cross sectional survey design was used. The study population consisted of 60 nurse educators (lecturers and clinical supervisors). All-inclusive sampling was used because of the small number in the population. All questions were statistically analyzed using the statistical package for social sciences (SPSS 24) to provide descriptive statistics. The data was summarized, and the descriptive statistics were presented as frequencies, percentages, means and standard deviation.

Ethical clearance was received from the Humanities and Social Research Ethics Committee at UWC to commence with the research project. The principles on which standards of ethical conduct research are based was adhered to: confidentiality, privacy, beneficence and respect for human dignity. Respondents were autonomous and have the right to self-determination,

thus implying that the respondent had the right to decide to participate or withdraw at any time within a study, with no negative consequences. This study determined the enabling factors for institutionalizing the SL policy guidelines of the HEQC as perceived by nursing educators and to ascertain their conceptual understanding of SL. The findings indicated that the majority 24 (60.5%) of the respondents believed that UWC was at stage 1 of the overall level of SL institutionalization. This suggests that respondents in this study felt that the resources in faculties and departments at UWC are being directed towards the critical mass building stage of scholars in SL institutionalization. The following was reported in terms of the training needs. Although (n=12; 30%) respondents reported that they had received SL training sessions only (n=8; 20%) reported being aware of the HEQC assessment criteria and SL and having SL discussions in their communities of practice. However, (n=26; 65%) respondents specified their willingness to attend SL training sessions. Findings shows that (n=10; 25%) respondents correctly understand SL is while (n=11; 27.5%) of respondents have a correct understanding of community-engaged teaching and learning.



**Keywords:** *community engagement; higher education institutions; institutional support; institutionalization; service-learning; students; teaching and learning; nursing educators*

## Declaration

I hereby declare that the Mini - Thesis: *Determining institutional support needed for embedding service-learning in nursing at a Higher Education Institution in the Western Cape* is my own work. It is in partial fulfillment of requirements for the Masters in nursing degree from the School of Nursing in the Faculty of Community Health Sciences, University of the Western Cape. I declare that it has not been submitted before for any other degree, part of a degree or examination at this or any other university and that all the resources used or quoted have been indicated and acknowledged by means of complete references.

Sergio Lester Hendricks

November 2018

*Signature*



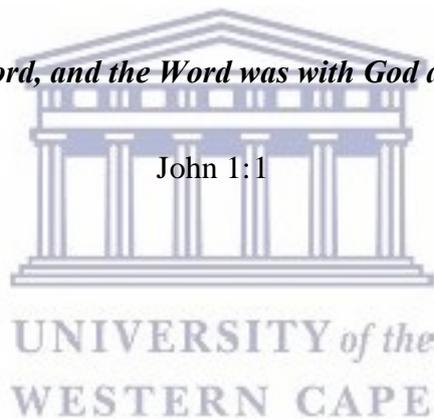
A handwritten signature in black ink, appearing to read "Sergio Lester Hendricks", written over a faint, illegible watermark.

## Acknowledgements

I am dedicating my work to God. Without Gods help I would not been able to complete.

Thank you, Lord Almighty, for all the love, peace, grace and favour you have shown me. I am forever grateful and thankful. I'm thankful for all the love and support from my parents, family, my wife and son. I'm sincerely thankful and grateful to my supportive supervisor, Prof Hester Julie for her continuous patience, guidance and supervision with me. Thank-you.

*“In the beginning was the Word, and the Word was with God and the Word was God”*



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## List of Abbreviations

(CHE) Council on Higher Education

(CHESP) Community Higher Education Service Partnership

(DoE) The Department of Education

(FCHS) Faculty of Community and Health Sciences

(HE) Higher Education

(HEIs) Higher Education Institutions

(HEQA) The Higher Education Quality Assurance

(HEQC) The Higher Education Quality Committee

(IOP) Institutional Operating Plan

(JET) Joint Education Trust (NQF) National Qualifications Framework

(SL) Service-Learning

(SON) School of Nursing

(UWC) University of Western Cape



# CHAPTER 1: Introduction and Background

## 1.1 Introduction

Historically, universities have existed to serve the needs of society. Hatcher and Erasmus (2008) stated that service-learning (SL) was progressively used as a tool within higher education to serve societal needs in the United States, Australia, Egypt, Ireland, Japan, Mexico, South-Korea and South-Africa.

Globally, SL has featured on the agenda of most government institutions. This is primarily because of its capacity to facilitate societal transformation and its relevance for educational programmes. Claims were made that Higher Education Institutions (HEIs) could serve the community and provide a sense of social responsiveness in students (Butin, 2006; Bringle & Hatcher, 2005; Higher Education Quality Committee, 2006). It has been argued that SL can provide opportunities to simultaneously engage students in the community with structured learning objectives while at the same time meeting the needs of the community (Crabtree, 2008; Busher, 2014). Teaching and learning have been identified as a fundamental way in which higher education institutions can address the inequalities in society (Higher Education Quality Committee, 2016).

## 1.2 Background

Internationally, SL opportunities in collaboration with HEIs are becoming more prevalent through development, support and sustainability within community development programmes, (Crabtree, 2008; Busher, 2014). In addition, both Crabtree (2008) and Busher (2014) indicated that international SL involves HEI interaction and student involvement with communities of different cultural identities and backgrounds through the development of significant reflection. Busher (2014) also stated that within the United Kingdom, the Council for Citizenship and Learning in the Community (CCLC) encourages SL through education and works with more than 200 HEIs for the improvement of the society. In the United States

of America (USA) there are three types of SL: International SL within the USA, SL abroad and SL in the USA by students from abroad. Therefore, in an international setting community interaction will be more of a challenge with respect to the cultural diversity that students will need to adapt to. Hence it is essential that HEI educators collaborate with community partners to provide students with meaningful community orientation in order to facilitate reasonable personal goals and an understanding of the local community (Busher, 2014).

In South-Africa, SL was introduced in the year 1997-1998 after the potential role of SL in HEIs were explored by the Joint Education Trust (JET) to grant funding and to establish a Community-Higher-Education-Service Partnership (CHESP) initiative (Lazarus et al, 2008). As early as 2000 South-Africa had a growth in SL comparable with the growth of SL in American HEIs. (Hatcher & Erasmus, 2008). In addition, Hatcher and Erasmus (2008) mentioned that SL was introduced in South-Africa as a well-defined method of teaching and learning at the time when an extensive HEI transformation was taking place.

Hatcher and Erasmus (2008) also stated that through the transformation of Higher Education (HE), JET launched the Community Higher Education Service Partnership (CHESP) with the purpose to assist South-African HEIs with the development of SL. The institutionalization of SL was facilitated through commissioned research of the CHESP project in 1999. This resulted in the formulation of national policy guidelines which mandated that community engagement and SL become an integral part of the higher education system in all HEIs. Best practice guidelines and quality assurance criteria for SL were published as support to academia (HEQC, 2004a; HEQC, 2006). The HEQC incorporated community engagement and its SL component into the national quality assurance system (CHE, 2004). Furthermore, CHESP supported SL by funding the development of more than 100 SL modules within eight HEIs in South-Africa (Hatcher & Erasmus, 2008).

In the Western Cape; the factors that influenced the implementation of the HEQCs SL policy guidelines in the nursing programs were explored in 2014 in a previous study (Julie, 2014).

This research focused on the readiness of the School of Nursing (SON) to institutionalize SL at an organizational and individual level. At the organizational level, the research indicated that the higher education institution had created an enabling environment for the school to institutionalize SL successfully. The personal readiness of the nursing educators was also highlighted in terms of SL scholarship and willingness to participate in SL capacitating activities (Julie, 2014).

In addition, the pedagogical benefits of SL include the empowerment of students by developing meaningful learning and academic achievement, therefore promoting the development of generic skills, and improving academic teaching strategies (Julie et al, 2005). Thus, SL offers students the opportunity to participate in their communities, integrating and incorporating academic curriculum through HEIs (Julie et al, 2005). Moreover, Brown (2016) agreed with Julie et al (2005) that there are many examples of SL within a nursing undergraduate education programme, emphasising reflection methods and descriptions used by nursing students as a foundational principle of SL. Furthermore, Julie et al (2005) state that SL provides nursing students with an opportunity to model professional skills and capabilities while developing confidence, thus enabling nursing students to service the needs of the community within and beyond the scope of the curriculum.

Wright (2003) noted that in order to enrich student learning opportunities at HEI's, there should be a shared responsibility between students, faculty and administrators in order to create a partnership to sustain this relationship.

### **1.3 Problem Statement**

The Faculty of Community and Health Science (FCHS) at UWC, as part of its commitment to pursue excellence in teaching and learning, regards the infusion of community engagement to formulate in the Institutional Operating Plan (IOP), as paramount to transform Health and Welfare Services in South-Africa (UWC, 2010). In its attempt to institutionalize SL; the

HEQC recommended that SL be incorporated into the mission statement, institutional and academic plans, and the strategic goals of HEIs. The HEQC further stated that SL must be adequately resourced and that enabling support mechanisms should be put in place for students and staff capacity development, with adequate monitoring and review of the SL programmes (HEQC, 2006). Some scholars like Erasmus (2007) and Julie and Adejumo (2015) suggested that SL be mainstreamed in the structural and procedural processes of academic programmes. Institutional support is thus an essential foundation to educators who are embarking on the pioneering path of a transformative pedagogy such as SL.

Service learning has been implemented at SON and the following challenges were identified through a previous study conducted by Julie in 2012. The majority of respondents (39; 81.3%) were unfamiliar with the national SL policy guidelines, whilst (44; 91.7%), were untrained in SL methodology and (45; 93.8%) had no SL discourse in their respective communities of practice (Julie 2014). These findings are an indication that the nursing educators at the SON were experiencing challenges concerning the implementation of the HEQC's SL guidelines.



#### **1.4 Aim of study**

The aim of this study was to determine the institutional support needed for embedding service-learning in nursing at a Higher Education Institution in the Western Cape.

#### **1.5 Research question**

What are the challenges nursing educators at the SON experience with regards to the implementation of the HEQCs SL guidelines and the institutional support needed for embedding service-learning in nursing at a Higher Education Institution in the Western Cape?

## **1.6 Objectives**

- 1.6.1 To determine enabling factors of SL institutionalizing at a HEI as perceived by nursing educators in the SON.
- 1.6.2 To identify constraining factors of SL institutionalizing at a HEI and policy guidelines as perceived by nursing educators in the SON.
- 1.6.3 To explore SL scholarship needs of the nursing educators in the SON.
- 1.6.4 To determine nursing educators conceptual understanding of SL

## **1.7 Rationale and significance of the study**

In the Western Cape, factors that influenced the implementation of the SL policy guidelines in the nursing curricula were explored in 2014. Through this exploration a gap was recognised with associated challenges. The local implementation of SL cannot be compared to international benchmarks, because research has demonstrated that SL has already been established with a firm foundation within the international context. Empirical studies will provide a more in-depth understanding of how educators can close the gap between the lack of SL understanding and the effectiveness of implementing SL at a South-African HEI. Therefore, to gain a better understanding of how to support and reassure the on-going implementation of SL in an HEI in South-Africa, not just in policy documents but also in practice. These findings will help the researcher to outline nursing educators understanding of SL within a university setting. Furthermore, to understand the practices and support for SL in a HEI in the Western Cape.

## **1.8 Structure of the study**

This dissertation has six chapters and is arranged as follows:

### **1.8.1 Chapter One**

This chapter introduces the topic, provides the background to the study and states the research problem, aim, research question and research objectives. Furthermore, a brief framework portraying the dissertation chapters is outlined, followed by the operational definitions for the study.

### **1.8.2 Chapter Two**

This chapter introduces the literature review and a theoretical background to the study is provided. Furthermore, in this chapter the researcher establishes the link between existing knowledge that have been studied and this study. This chapter will furthermore discuss contributing factors influencing factors SL at HEIs.

### **1.8.3 Chapter Three**

This chapter presents the research methodology, including the design and strategies to be employed. The target population and the sampling techniques described. The research instrument and its construction are presented. Furthermore, the methods used to collect the data are discussed, as well as the approaches to data management and analysis. The chapter provides a description of the validity and reliability of the data collected. Ethical considerations such as confidentiality, privacy, beneficence and respect for human dignity will be presented.

### **1.8.4 Chapter Four**

This chapter presents the demographic information of the respondents. Furthermore, the main findings of the study generated from the data collection tool. The findings are presented using graphs and frequency tables for easy interpretation and understanding.

### **1.8.5 Chapter Five**

This chapter presents discussions and the interpretation of research findings. Furthermore, this chapter provides conclusions and recommendations based on the research results.

## **1.8 Operational definitions**

### **1.8.1 Service-Learning (SL)**

In the South-African context SL is regarded as a teaching methodology combining community participation with curriculum outcomes and student reflection (Stacey, 1999). Service-learning challenges educators to make a paradigm shift towards collaborative learning, problem-based learning and interdisciplinary work (Kolb & Kolb 2005; HEQC, 2006). For the purpose of this study SL is defined as an engaged pedagogy that connects curriculum theory and community development projects with student reflection (Julie, 2015).

### **1.8.2 SL Institutionalization**

Where selected groups of college faculty and administrators work together to integrate SL programmes into curricula whilst facilitating and the development of collaborative relationships while building a mutually beneficial community and campus centred partnership (Prentice, 2002). In this study, SL institutionalization refers to an interactive and engaging, hands-on approach through a learning experience. Therefore, the students have interaction through teaching and learning challenges emerging within communities' settings (Van De Weghe, 2009).



### **1.8.3 Engagement**

Engagement is defined as universities through curricula which address important circumstances and background of a particular society while preparing an educated student for active civic, economic and cultural responsibility. Therefore, engagement refers to the manner in which HEI's prepare students for effective engagement within a particular community (Wade & Demb, 2009; HEQC, 2006).

#### **1.8.4 Community Engagement**

Community engagement refers to the knowledge and skills in areas of research and teaching of an institution, that are applied through various interactions, communications and improvements in order to uplift, develop and sustain a community (Wade & Demb, 2009). Therefore, community engagement is the method by which HEIs interact with community partners, thus facilitating a strong relationship between the institutions and the various stakeholders in those communities.

#### **1.8.5 Community Engagement in Higher Education (HE)**

According to Julie et al (2015), the HEQC compels HEIs to integrate community engagement and therefore SL, into their strategic objectives. It is therefore important to create and sustain an environment that provides academics with an operational SL policy that aims to facilitate successfully mainstreaming modules into academic programmes (Julie et al, 2015).

Therefore, community engagement at HEIs in South Africa refers to the promotion and development of social responsiveness in students, through community engaged service-learning programmes (Julie et al, 2007).



#### **1.8.6 Nurse Educators**

Nursing educators are defined as instructors who help students achieve curriculum outcomes by helping them to develop knowledge, skills, attitudes and critical thinking. These outcomes include patient care and safety, nursing delegation, and leadership in a responsible and authentic manner (Campbell & Daley, 2017). In this study nurse educators refer to both academics and clinical supervisors.

#### **1.8.7 Clinical Supervisors**

Clinical supervision is when a more experienced mentor, assessor, teacher and instructor helps guide the professional development of a novice or student practitioner. It is when an experienced nursing professional guides the student through developing professional

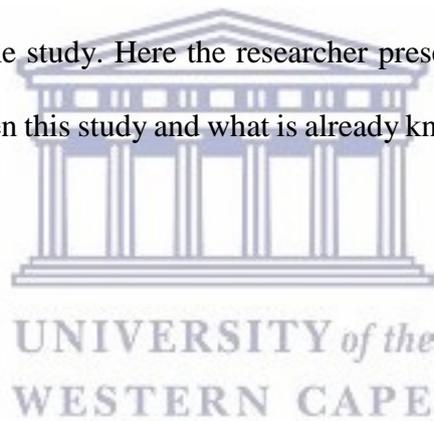
knowledge and skills. It also involves assessing students' abilities to perform clinical procedures (Butterworth & Faugier, 2013).

### **1.8.8 An Academic**

An academic is defined as someone who possesses certain intellectual aptitudes recognised by HEIs as serving to enhance student learning and experience through research and teamwork (Ramsden, 2003).

### **1.9 Conclusion**

This chapter presented the thesis outline for the chapters to follow. Furthermore, this chapter described the background, the research problem, the aim, research question and research objectives. It also clarified and presented the significance of the study. This chapter also defined the most important concepts for a simplified understanding. The next chapter presents a theoretical background to the study. Here the researcher presents a review of the literature and establishes the link between this study and what is already known with respect to this topic.



## CHAPTER 2: Literature Review

### 2.1 Introduction

This chapter focus on the issues most pertinent to the the institutional support needed for embedding service-learning in nursing at Higher Education Institutions.

### 2.2 History of SL

Service-learning has its origins in the United States and emerged during the 1960's and 1970's (Stanton et al 1999; Sigmon, 1979). The foundation of SL was modest with only basic principle available to guide initial SL programmes. In 1979 Robert Greenleaf collaborated two over used words namely: “servant and leadership”, thus creating servant-leadership whereby Sigmon proposed a form of experimental SL, therefore linking the individual, service centred learning and the institute together to form a renewed viewpoint of SL (Sigmon, 1979). Therefore, SL scholarships led to a rise in respect for the engagement between teacher and student within the profession, leading to the development of mentoring ability, their self-esteem, and their leadership skill, through the understanding within diverse communities (Bender & Jordaan, 2007).

South-Africa started exploring the feasibility of SL in 1997 and through political encouragement when the Department of Education (DoE) in South-Africa published the White Paper on Higher Education regarding the progress of SL and CE became important for development and the incorporation by national policies (Department of Higher Education and Training ,2013). Service-learning was then rapidly moved to the stage where it was firmly entrenched in HEI policy documents (HEQC, 2006). The Higher Education Quality Assurance Criteria for Institutional Audits, (HEQA, 2004a:26) defines SL as: ‘Applied learning which is directed at specific community needs and is integrated into an academic

programme and curriculum. It could be credit-bearing and assessed and may or may not take place in a work environment'. Over the last decade increasing numbers of SA HEIs have explored the integration of various forms of SL into curricular programmes and there were outcomes for those who participated within this SL experiential pedagogy. Thus, SL is now developing more in educator training and teaching programmes, and much emphasis has been focused on the need to evaluate SL within HEIs (Bender & Jordaan, 2007; Bringle & Hatcher, 2005).

Service-learning institutionalization is still regarded by faculties as a theoretical pedagogy and the SL footprint within HEIs are not considered to be mainstream yet (Butin, 2015; Shrader et al, 2008). Shrader et al (2008) stated that SL and community engagement institutionalization have the opportunity to grow within HEIs through integrating into undergraduate programmes. In addition, Shrader (2008) stated that community engagement institutionalization this can be achieved by including faculty members.

Academics play a pivotal role in SL institutionalization at the SON in association with undergraduate programmes, also assisting with the supervision and guidance of students through their knowledge, development and other learning experiences. Motives as to why the Furco's self-assessment rubric for the institutionalization of SL in higher education prevailed above the other frameworks and was preferred by the researcher, and as to why it was the most suitable for the purpose of the study will be presented.

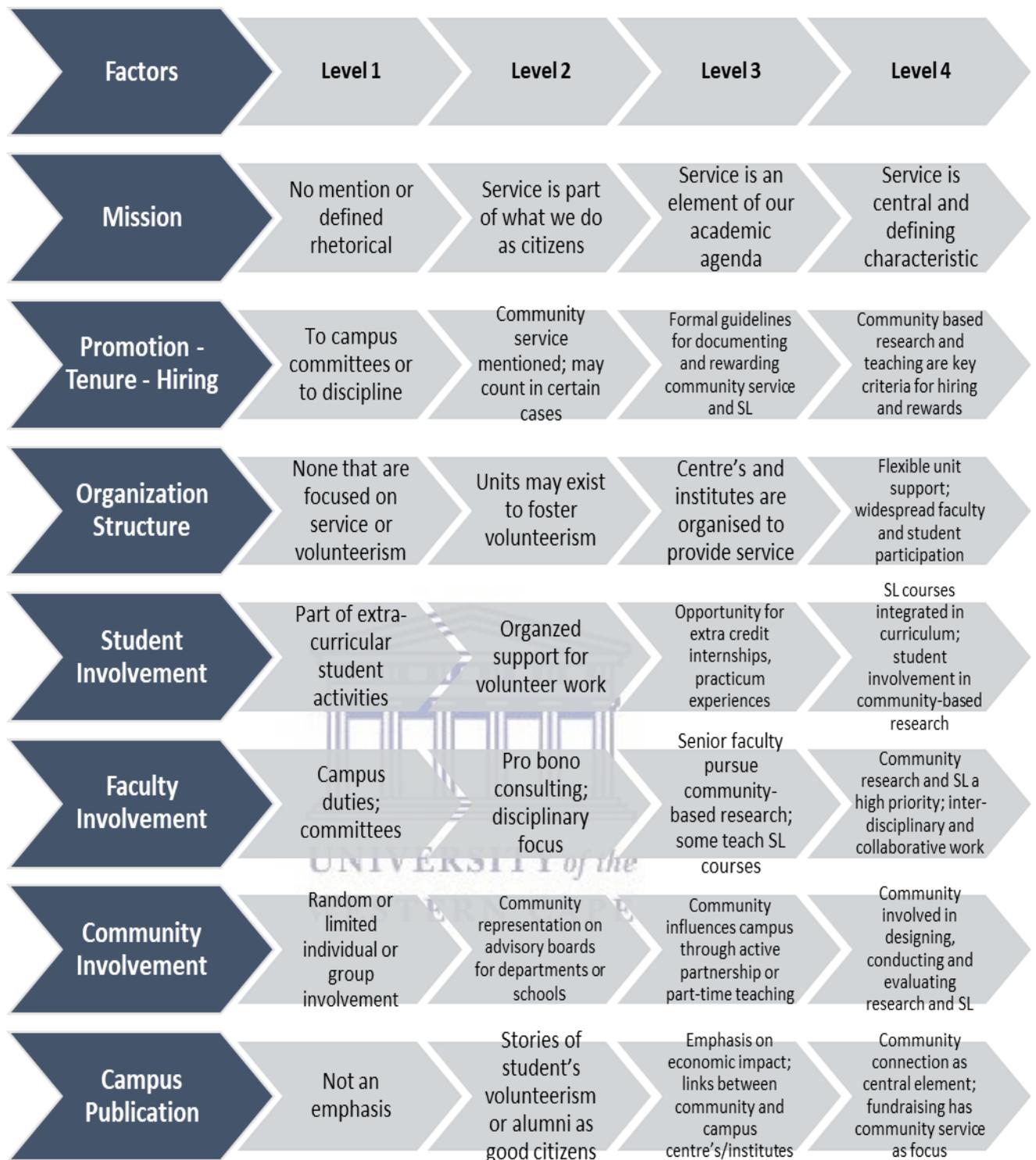
### **2.3 Service-learning institutionalization frameworks at higher education institutions**

Julie (2014) identified four frameworks commonly used for SL institutionalization, namely: Holland's matrix for levels of commitment (1997), Furco's self-assessment rubric (2002), The Wingspread framework (2004) and the South-African model for SL institutionalization

(HEQC, 2006). The researcher will discuss what these SL institutionalization frameworks are and explain why the preferred framework was chosen for this study.

### **2.3.1 Holland's matrix for levels of commitment**

Holland's matrix for levels of commitment to service includes seven institutional factors that influence SL at HEIs. These factors are: mission promotion, tenure, hiring organization structure, student involvement, faculty involvement, community involvement and campus publication. Furthermore, each factor has four levels of institutional commitment to SL, based on these seven organizational factors which either delay or promote institutionalization within a HEI (Holland, 1997). The seven different organizational factors aligned with the four levels of institutional commitment to service are the most common factors used to form the foundation of SL frameworks at HEIs (Holland, 1997). Furthermore, HEIs at any level of commitment to service, can match its organizational factors to test the connection between its planning, objectives and outcomes (Holland, 1997). Thus, the continuum of levels of commitment to SL are outlined from data analysis through institutional implementation and HEIs involvement (Holland, 1997). Level One indicates a poor level of SL institutionalization, and Level Four indicating a positive approach to SL institutionalization (see Figure 2.1 below).



**Figure 2. 1 Holland's matrix for levels of commitment (adapted from Holland 1997)**

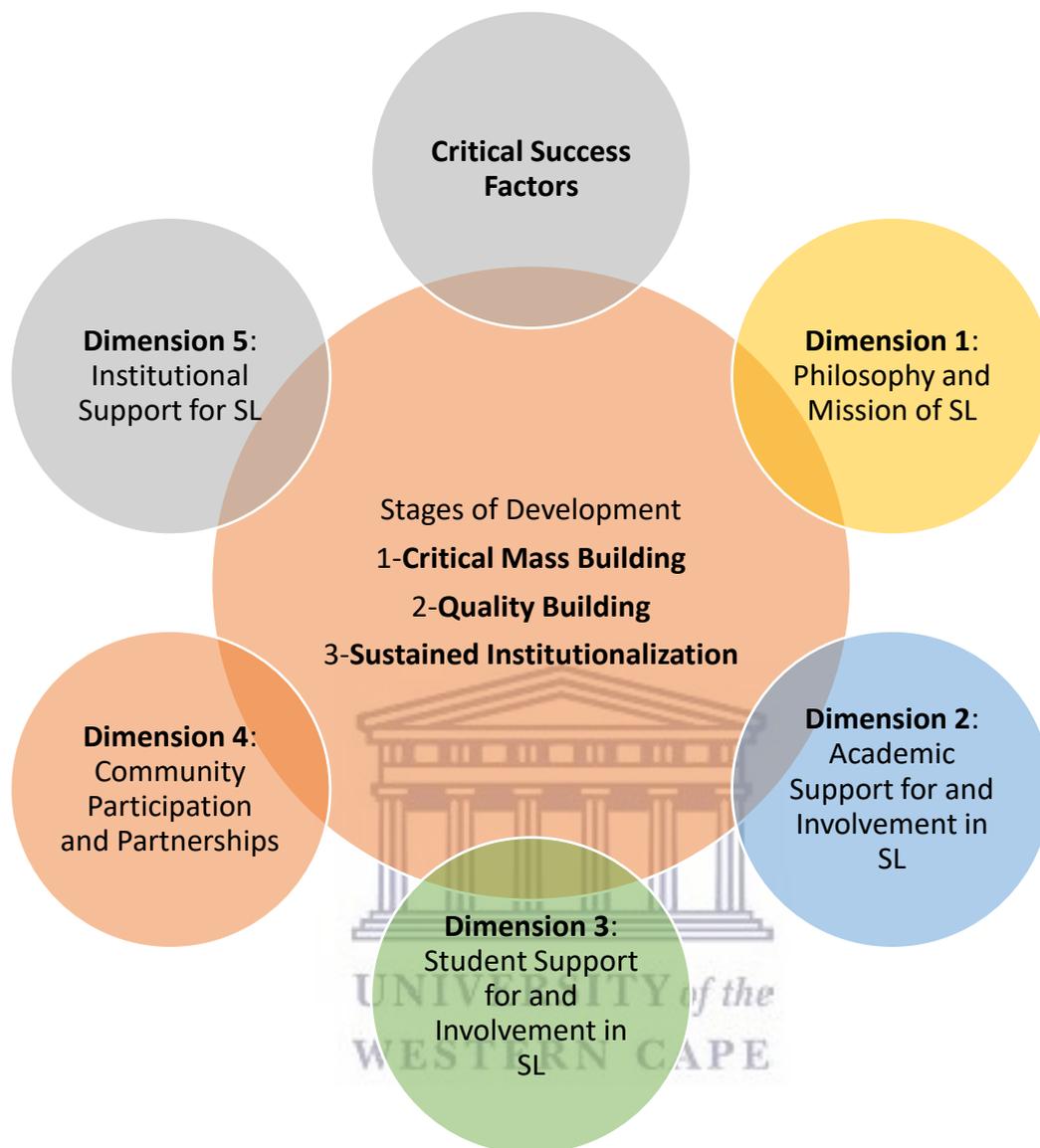
### 2.3.2 Furco's self-assessment rubric

Furco's self-assessment rubric (2002) for the institutionalization of SL within HEIs is a self-assessment rubric for determining SL implementation in higher education. The instrument

measures the current level of SL institutionalization according to three stages against critical success factors across five dimensions. The critical success factors for SL institutionalization are described in the five dimensions: philosophy and mission of SL; academic support for and involvement in SL; student support for and involvement in SL; community participation and partnerships and institutional support for SL. These dimensions are further divided into sub-components and graded according to three stages to indicate at which level of SL institutionalization the HEI is operating at. These three stages are; Stage 1- critical mass building; Stage 2- quality building stage; Stage 3-sustained institutionalization. At Stage 1, the critical mass building stage, the HEI is focused on building a critical mass of SL scholars and developing SL activities across the campus. During stage 2, the quality building stage, institutional activities are focused on enhancing the quality of the programme, rather than upscaling it. Stage 3 is focused on sustaining SL by institutionalizing it in the core functions and operations of the institution.

The critical institutional success factors encapsulated in Furco's self-assessment rubric are similar to those specified in two national policy documents: The Criteria for Institutional Audits (HEQ, 2006) and the Good Practice Guide and Self-evaluation Instruments for the Management of the Quality of Service-Learning (HEQC 2006) as stated by Julie (2014).

Furco's (2002) self-assessment rubric for the institutionalization of SL in higher education in Figure 2.2 below.



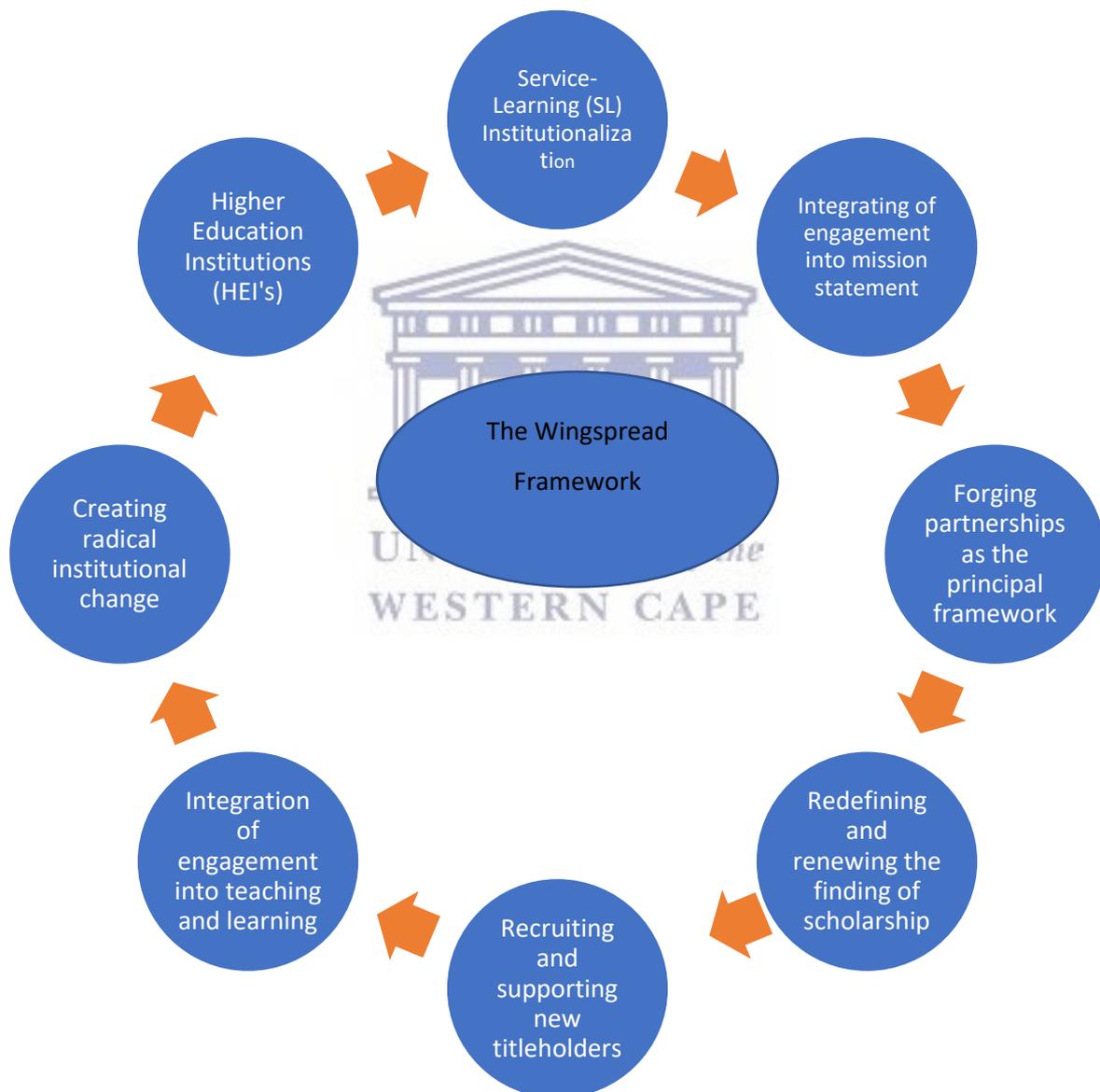
**Figure 2. 2 Furco’s self-assessment rubric for the institutionalization of service-learning in higher education (2002)**

### **2.3.3 The Wingspread framework**

The Wingspread framework was also observed as a suitable framework as it helps strengthen engagement with the process of institutionalization within HEIs (Brukardt et al, 2004). Butin (2006) described the Wingspread framework as having similar factors to Furco’s self-

assessment rubric for institutionalization. It states that it is possible to integrate the Wingspread framework within the mission statement of the HEI, thus promoting engaged pedagogy through the development of stronger partnerships without changing the essential structure of the institution (Butin, 2006).

Furthermore, the Wingspread framework has the goal of transformation of HEIs according to Brukardt et al (2004) & Butin (2006) and is based on the seven specific factors that are listed in the Figure below.



**Figure 2. 3 The Wingspread framework**

These critical aspects lay the groundwork for institutionalization and engagement at HEIs (Bukardt et al, 2004; Butin, 2006). However, Butin (2006) argued that SL practices and policies are limited within the transformational institutionalizing of SL at HEIs. Butin (2006) stated that the Wingspread framework is not on an equal level with Furco's rubric as it lacks in the overall implementation steps. Therefore, the researcher elected the Furco's rubric above the Wingspread framework for the purpose of this study, as it is viewed as a wider and more in-depth model.

#### **2.3.4 South-African SL framework for institutional levels**

The South-African model for SL institutionalization (HEQC, 2006) consists of eleven quality indicators, as well as the institutional process, institutional output and impact and institutional review. Factors include mission and philosophy, academic support for and involvement in SL development. Other factors are institutional support, student support and involvement in SL and community participation and partnerships. These factors are further sub-classified within the various institutional processes within the table. The instrument can be adapted by HEIs for assessment purposes, and there are different levels that provide examples and suitable reflective questions that can be used for SL institutionalization (HEQC, 2006). Furthermore, an indicator is not limited to a certain level but may be applied across other levels as well (HEQC, 2006).

**Table 2. 1 South-African SL framework for institutional level guidelines for institutional input (Adapted from HEQC, 2006; Julie 2014)**

<b>Institutional Input</b>				
<b>Indicator 1</b>	<b>1.1</b>	<b>1.2</b>	<b>1.3</b>	<b>1.4</b>
The institution's mission, purpose and goals with regard to SL are indicative of its responsiveness to the local, national and international context.	SL (and, if relevant, community engagement more generally) that is fully integrated with teaching, learning and research is part of the institution's mission, purpose and strategic goals.	The institutional commitment to SL, as expressed in its mission, purpose and strategic goals, is responsive to and aligned with local, national and international priorities.	The strategic priorities and transformation goals of the institution provide adequately for the development and implementation of SL.	The institution's philosophy and values include the notion of SL as a scholarly activity (e.g. in terms of a scholarship of engagement), and SL is afforded due recognition.
<b>Indicator 2</b>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>2.4</b>
The institution's commitment to SL is reflected in policies, procedures and strategic planning.	The institution has an inclusive policy giving effect to its commitment to SL.	There is synergy between and integration of the various institutional policies with regard to SL.	The institution's commitment to SL is reflected in its strategic planning, with clearly defined procedures, time frames, responsibilities, reporting and communication arrangements.	Effective mechanisms for managing the quality of SL are implemented.
<b>Indicator 3</b>	<b>3.1</b>	<b>3.2</b>	<b>3.3</b>	
The institution's leadership, management structures and organisational apparatus reflect its commitment to SL.	The institution has purposeful leadership and/or line management and dedicated structures to create an enabling environment for community engagement in general, and SL in particular.	There exist adequate management structures to facilitate the development of cooperative partnerships with external stakeholders in order to develop quality SL modules.	There are institution-wide structures that take responsibility for the planning, implementation and review of service-learning.	
<b>Indicator 4</b>	<b>4.1</b>	<b>4.2</b>	<b>4.3</b>	

There is adequate resource allocation for delivering quality SL as part of the institution's core functions.	The institution has a clear policy and procedures to ensure that funding (financial resources) for SL is adequate and allocated appropriately.	The recruitment and performance management of staff are aligned with the institution's need for special expertise in the development, coordination and promotion of SL.	Provision for infrastructure and information resources is indicative of the institution's commitment to SL.	
<b>Indicator 5</b>	<b>5.1</b>	<b>5.2</b>	<b>5.3</b>	
Engagement, collaboration and partnerships are cornerstones of the institution's SL objectives.	The institution has effective structures and processes for the identification and formulation of regional engagement and collaboration.	The institution has clear guidelines on partnership agreements with communities and the service sector, which accommodate SL initiatives.	The institution collaborates and networks at regional, national and international levels with other HEIs engaged in SL.	
<b>Institutional Process</b>				
<b>Indicator 6</b>	<b>6.1</b>	<b>6.2</b>	<b>6.3</b>	
SL is managed, facilitated and coordinated effectively at institutional level.	There is reciprocity, continuous communication and effective coordination among internal and external SL stakeholders.	SL is accommodated in the institution's management information system for effective integration as a core function.	Management of resource utilisation for SL is dealt with by the appropriate institution-wide structures.	
<b>Indicator 7</b>	<b>7.1</b>	<b>7.2</b>	<b>7.3</b>	<b>7.4</b>
There is adequate institutional support for the development and implementation of SL.	There is adequate SL capacity building and development for staff.	The institution has clear guidelines for student development to ensure that students are adequately motivated and prepared to enter programmes that include SL courses.	The institution has specific opportunities or programmes for capacity building with regard to SL for partners and other external respondents or stakeholders.	There is institutional recognition for excellence and innovation with regard to SL, for staff, students and external partners/respondents.

<b>Indicator 8</b>	<b>8.1</b>	<b>8.2</b>	<b>8.3</b>
The institution supports SL as a means to promote contextualised, relevant teaching and learning.	The institution provides adequate, ongoing support to promote good practice in teaching and learning through the pedagogy of SL.	SL is supported as a vehicle for academic transformation in the direction of more contextualised curricula and learning materials, orientated towards South Africa and Africa.	The institution ensures the assessment of students' SL is appropriate, contextualised and includes input from external partners.
<b>Indicator 9</b>	<b>9.1</b>	<b>9.2</b>	<b>9.3</b>
There is institutional support for research on and through SL.	Staff members and postgraduate students are encouraged and supported to conduct research on and through SL.	The institution encourages the sharing and dissemination of the findings of SL research to academic colleagues and external partners (communities and the service sector).	The institution actively supports and creates opportunities for participatory, inter-disciplinary, inter-institutional and international research collaboration, specifically within the context of SL.
<b>Institutional Output and Impact</b>			
<b>Indicator 10</b>	<b>10.1</b>	<b>10.2</b>	<b>10.3</b>
Monitoring and evaluation of SL are conducted to gauge its output and impact.	Quality arrangements for community engagement in general, and SL in particular, are formalised and integrated with those of teaching and learning	The impact of SL on student recruitment, retention and throughput is monitored and evaluated annually.	The institution has clear and consistent procedures to evaluate the contribution of SL as a competitive advantage in responding to local, regional and national priorities.
<b>Institutional Review</b>			
<b>Indicator 11</b>	<b>11.1</b>	<b>11.2</b>	<b>11.3</b>

Review of SL takes place for continuous improvement and innovation.	The institution implements a formalised cycle of review and benchmarking of its status with regard to the delivery of quality SL.	The SL policy that exists is regularly reviewed and refined in a process that includes all relevant stakeholders.	The institution supports the dissemination of outcomes of its SL initiatives to external partners in order to promote reciprocity, accountability and transparency.
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## 2.4 HEIs in alignment with SL institutional support

At HEIs the principal stakeholders for SL institutionalization are academic staff, students and the community they serve (Bender & Jordaan, 2007; Bringle & Hatcher, 2005). Furthermore, SL has to be presented and supported at the institutional level for the administration and staff members within the mission statement, policy, budget allocations in order to develop the understanding of SL at a foundational level. The above factors all form part of the SL infrastructure through academic staff members' roles and the integration of SL with other aspects of institutional work. Furthermore, academic staff should be informed about curriculum and course development activities, expectations of recognition such as rewards, and support for activities related to SL. In addition, students would SL included in the curriculum through modules or course content through the institutionalization of service and SL scholarships. This would provide the platform to build community relationships through the resources available through HEIs. Students are therefore also viewed as stakeholders in community SL and should consequently be given an opportunity to reflect on institutionalization of such learning opportunities within the community (Bender & Jordaan, 2007).

## 2.5 HEIs in alignment with educators and academics

Academics and educators at HEIs, uses SL as a teaching and learning platform for educational purposes (Butin, 2010). It is only through empirical research that one can learn about and understand the weight that SL carries for academics and educators' development, thus challenging them to find a more holistic foundation and approach to SL, as opposed to only focusing on the needs of communities and students (Zlotkowski, 1995).

Wright (2003:11) highlighted the following ten principles offered by the American Association for Higher Education, American College Personnel Association and the National Association of Student Personnel Administrators (1998). According to Wright (2003:12) these principles provide an outline for strengthening institutionalization within the academic learning environment at HEIs.

1. Learning is about making and maintaining connections - biologically, mentally and experientially - through class experiences that are combined with meaningful activities outside the classroom.
2. Learning is improved by "taking place in the context of a compelling situation." This situation would balance challenges with opportunities and utilise the brains ability to conceptualize new ideas, while also providing time for reflection.
3. Learning is about constructing knowledge and searching for meanings, which includes active participation by the learner.
4. Learning about developmental" and holistic, building upon experiences to construct new knowledge.
5. Learning involves individuals who collaborate with others, which creates powerful learning environments.
6. Learning is influenced by the educational climate.

7. Learning requires "constant feedback if it is to be sustained, practice if it is to be nourished, and opportunities to use what has been learned."
8. Learning often times takes place informally outside the classroom through social activities and casual interaction with faculty, staff, and students.
9. Learning is "grounded in particular contexts and individual experiences, requiring effort to transfer specific knowledge and skills to other circumstances."
10. Learning involves individualized assessment of progress. (Wright, 2003:12)

The researcher Wright (2003) set an important foundation for the strengthening of SL institutionalization by incorporating these factors into the academic learning environment. Moreover, SL is contextualized and regarded as a teaching methodology that combines community participation with content-based class discussion and reflection. Thus, by aligning the key factors identified by both scholars (Wright and Butin), the researcher in this study focused to strengthen the SL institutionalization platform through a holistic approach that involved an academic setting at HEIs. SL challenges academics to make a paradigm shift towards collaborative learning, problem-based learning and interdisciplinary work. As those students who serve others are also learners and have significant control over what is expected to be learned. It can therefore be argued that such learners are able to serve others more productively through the control of the service they provide within a community (Sigmon, 1979).

Traditionally, leadership positions within student organizations through policies and curricula activities provide the platform for developing leadership skills (Wurr & Hamilton, 2012). Therefore, the researcher agrees with Naudè (2007) that a shift is needed from a closed to a more open system, encouraging education that is more reactive and receptive through academics and educators at HEIs for the needs of the students and the communities.

## 2.6 Higher Education Institutions in alignment with student awareness

South-African HEIs have specific goals identified to explore the potential of community engagement through research. These enabling mechanisms were identified and highlighted as key challenges for community engagement through engaged teaching and learning that needed to be promoted (HEQC, 2006).

Increasing empirical support thus highlights SL as a means for HEIs and students to partner with communities in order to address development aims and goals. However, it only became broadly valued as a curricular innovation in the 1990s (Stanton et al, 1999). Experimental learning – an aspect of SL – is as students participate in activities that involve community engagement and engage in reflection in order to achieve the curriculum outcome (Jacoby, 2014). Therefore, the effectiveness of SL in communities allows students to become more aware of real-life situations and the need to focus on the needs of the communities, as opposed to their own personal needs and wants (Julie et al, 2005). This perception is confirmed by the most recent Department of Education (DoE) policy document which states that community engagement is regarded as an integral part of teaching and research and has therefore incorporated community engagement and its SL component into national quality assurance systems (HEQC, 2004b).

Julie et al (2005) stated that the partnership between students, faculty, HEIs and communities can create a purpose for SL teamwork and thus reduce conflict and competition amongst peers and staff. A common thread in SL is the focus on community needs, experiential learning and service provision through reflective practice. It can therefore be argued that SL should be both relevant and meaningful to the community, the students and institutionalization within HEIs. The following criteria are essential for SL (HEQC, 2006):

- Relevant and meaningful service with the community.
- Enhanced academic learning indicating a clear connection between module objectives and service activities.

- Structured opportunities for reflection to transform, clarify, reinforce and expand concrete experiences into knowledge.
- Purposeful civic social responsibility

These factors suggest state that SL is rooted in the theories of experiential education and constructivism. Of particular relevance is Kolb's experiential learning cycle which links education, work and personal development (HEQC, 2006).

Denby (2008) argued that in order to improve a society through education, it is vital to select a method of teaching that focuses on creating a foundation of social responsibility in students, whereby they view civic responsibility as a primary goal. In addition, Denby (2008) stated that the collaboration between knowledge, skills and experience creates a solid foundation for learning and success. According to Rowe (2012) the educational outcomes of the National Qualifications Framework (NQF) can be supported by integrating SL with HEIs. Rowe (2012) furthermore argued that students should be allowed to identify and solve problems through critical thinking via their own interaction with the community. Students are expected to work effectively as members of a team in communities and organizations. In addition, students should have a holistic understanding and approach to real-life problems that occur not only in segregation but in larger settings throughout the world (Rowe, 2012). Rowe also argued that students should have an awareness of the integral part that SL plays within the curriculum and curricular outcomes. It is evident that there is a need to improve the connection between SL and students awareness programmes. SL guidelines and leadership programmes are also intended to provide students at HEIs with opportunities to become engaged leaders. Furthermore, Denby (2008) suggested that, through SL, students can enhance their understanding and knowledge of a proposed outcome by going out into the communities and understanding the civic needs associated with the outcome. This can lead to

important class discussions by getting different views from the students regarding, for example, how and why certain government institutions lack certain qualities.

According to both Crabtree (2008) and Busher (2014) SL can provide an opportunity to simultaneously engage students in the community, through structured learning objectives while also meeting the needs of the community. Through the commitment and the readiness of the educators and students who are actively engaging with the community, they can better understand the needs of the community. SL is featured on the agenda of most governments because of its capacity to facilitate transformation within the community while also being appropriate for educational programs. Thus, the researcher agrees with other scholars that HEIs could serve communities through the implementation of SL, thus conveying a sense of social responsiveness to students through the community activities that they engage in (Butin, 2006; Bringle & Hatcher, 2005; HEQC, 2006).

## **2.7 Service-Learning through teaching and learning at HEIs**

Internationally and nationally there has been a rapid shift in the scholarship of teaching and learning, leading to a call for an improved definition of teaching and learning in South-Africa, which takes into account the quality of support and identification of constraints that need to be identified (CHE, 2016). The National Development Plan proposed outcomes which would extend through the university curricula, encouraging SL institutionalization by enhancing and increasing student participation while also improving community service (CHE, 2016). Teaching and learning have thus been identified as a key strategy by which higher education institutions can address the inequalities of society (CHE, 2016).

Furthermore, the White Paper (1997) links community engagement with the transformation of HEIs. SL was embedded in the HEI policy documents after being piloted for a relatively brief period in ten HEIs through the Community Higher Education Services Project (Julie &

Adejumo, 2014). Higher education reviewed and affirmed as its priority that community engagement be actively implemented throughout the universities, via a series of comprehensive policy positions. Thus, with the dedicated reporting criteria to the (HEQC) policy review became a requirement for all HEIs (Community Engagement in South African higher education, 2010).

The NRF (National Research Foundation) strategic plan encourages a commitment between HEIs, SL and community engagement through teaching and research. Thus highlighting the fact that HEIs should embrace the challenges associated within the dynamics of community engagement through research, learning and development (NRF, 2008).

HEQC (2006) furthermore notes the following core factors for the conceptualization and implementation of community engagement within a South-African HEI. Specific goals were highlighted and promoted, including:

- Exploring the potential of community engagement in teaching and learning;
- Exploring the potential for community engagement through research;
- Identifying the enabling mechanisms for and key challenges to community engagement in higher education (HEQC, 2006:6)

Moreover, the National Development Plan proposed outcomes which would enhance student participation, thus improving community service, through policy update policy reform regarding SL institutionalization and community engagement within HEIs (CHE, 2016).

Wade & Demb (2009) therefore agreed with this notion by affirming that where community outreach and service activities are treated as scholarly outcomes, there are more positive research and teaching and learning understandings.

Learning outcomes are formed when in service to others within the community (Sigmon, 1979). SL is as one who serves so that other people's priorities are cared for first, and that

those who have been served grow while being attended too. Consequently, a community grows and benefits from this as learning flows from service to others.

### **3. Conclusion**

The literature review discussed various concepts, including academic understanding, student awareness, community engagement and the influence of teaching and learning on SL institutionalization within HEIs. This review was an overview of current SL institutionalization frameworks and the differences between them were highlighted and discussed. It is clear that SL institutionalization is increasingly prominent at both an international and at national level and that it continues to grow within the HEIs. While more SL and CE programs are embedded at policy levels, more exposure of this as part of curricula programmes is needed. The research has shown that SL institutionalization can be beneficial within HEIs if there is applied and dedicated commitment from academics, educators and faculties.



# CHAPTER 3: Methodology

## 3.1 Introduction

In this chapter the research methods will be discussed. An overview and rationale for the research design will be presented, followed by a description of the study design population and the sampling methods used. The data collection and analysis will be discussed, as well as the ethics considerations.

Research methodology is defined as a systematic plan for conducting research which can include a diversity of both qualitative and quantitative research methods (Kothari, 2004). It examines information in a systematic and scientific manner that is appropriate to a specific topic (Kothari, 2004; Saunders, 2011; Rajasekar et al, 2013). This systematic approach to research methods refers to the process of finding a problem, formulating a hypothesis, collecting the facts or data, then analysing these facts, for the formulation of conclusions of the theoretical method ((Kothari, 2004; Saunders, 2011; Rajasekar et al, 2013).

## 3.2 Research design

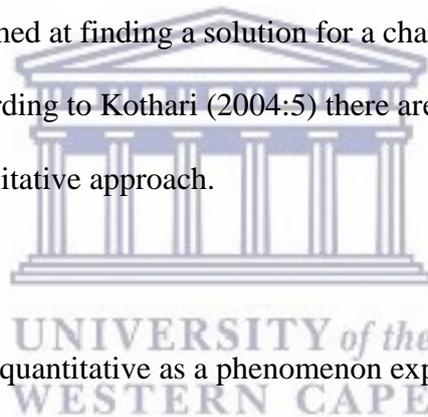
Grove et al (2013) defined research design as the blueprint for conducting a study and stated that the purpose of a research design is to enhance control over the factors that can influence the validity of the findings. The different types of research designs according to include (Kothari, 2004):

- Descriptive and Analytical
- Applied and Fundamental
- Quantitative and Qualitative
- Conceptual and Empirical

Descriptive designs “explore and describe the phenomena in real life” with the intention of generating new knowledge about under-researched topics (Burns & Grove, 2005).

Descriptive design thus defines what actually exists, it determines the frequency in which the phenomenon occurs, and categorizes the information without seeking to establish a cause–effect relationship (Brink et al 2006). Kothari (2004) therefore stated that descriptive research describes current state of affairs as it exists in present time and the researcher has no control over the variables and can only report on what is currently happening. Analytical research designs are where the researcher uses existing facts and evidence to seriously analyse and evaluate prevailing data (Kothari, 2004).

Kothari (2004) further stated that applied research is directed at finding a resolution for an immediate problem within an organisation or society. Fundamental research design is relating the formulation of a theory aimed at finding a solution for a challenging and practical problem (Kothari 2004) According to Kothari (2004:5) there are two basic approaches to research, quantitative and qualitative approach.



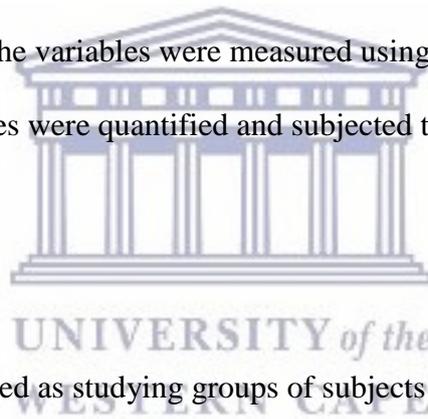
Kothari (2004) also described quantitative as a phenomenon expressed in measures of quantity and is based through the application of an amount or total. Kothari (2004) thereafter defined qualitative research designs as subjective assessment of opinions, attitudes and behaviour.

In addition, Kothari (2004) mentioned that conceptual research is mostly associated to philosophers and thinkers using abstract ideas to generate new concepts and reinterpret existing ones. Furthermore, stating that empirical research designs primarily focus on data-based through observation or experiment, often without regard to theory or structure (Kothari 2004).

This study focused on the nursing staff employed at a university and their understanding of the institutional support needed for embedding SL in an undergraduate nursing curriculum. Hence, for the purpose of this study a descriptive research design was used. It was the most appropriate as the intention was to explore and describe factors influencing SL institutionalization at a HEI and to quantify the problems within the three phases of development.

### **3.2.1 Quantitative research**

Quantitative research is a structured way of collecting and analysing data obtained from different sources involves the use of, questionnaires, and surveys, computational, statistical, and mathematical tools to formulate result. (Grove et al, 2013). For this purpose, quantitative research method was used as the variables were measured using an established instrument (Furco, 2002) and the responses were quantified and subjected to statistical analysis.



### **3.2.2 Cross sectional design**

Cross sectional design is defined as studying groups of subjects in various phases of development, trends, patterns and analyses data from a population, or a representative subset of a population, at a specific point in time. This happens simultaneously with the purpose to describe changes in the phenomenon across stages at a specific point in time (Grove et al 2013:220). A cross sectional design was deemed appropriate for this study as all nursing staff members, clinical supervisors and lecturers were at different stages of development regarding their SL nursing knowledge and understanding.

### **3.3 Research Setting**

The SON is located within the Faculty of Community and Health Science (FCHS), which includes Nursing, Physiotherapy, Occupational therapy, Dietetics and nutrition, Biokinetics, Natural medicine and Social work (UWC 2016). The under- and postgraduate programmes that are offered by the SON are approved by the South African Nursing Council (SANC). SON currently host an average of 1100 undergraduate and an average of 70 postgraduate students. The university employs approximately 32 clinical supervisors on full-time contracts in addition to the 31 lecturers within the SON. These nurse educators are required to ensure that the nursing programmes meet all the requirements stipulated by South African Nursing Council (SANC 2005).

#### **3.3.1 Study Population**

A study population refers to a group of people from the general population who share characteristics that make them suitable candidates to participate in the study (Alvi, 2016). In this study, study population included a total of 63 nursing staff members, employed at a university in the Western Cape of South Africa for a minimum period of 6 months. This included all educators (academics and clinical supervisors) employed at the SON during the data collection period from November 2017 to December 2017. These nurse educators were selected as the target group for this study because they provide the platform to transfer current nursing knowledge through curriculum outcomes. Furthermore, their roles as experienced nursing professionals as mentors, assessors, teachers and educators of students contribute to the effectiveness of enhancing student learning opportunities (Campbell & Daley, 2017).

The researcher wanted to highlight important connecting factors between nursing educators (clinical supervisors and academics) and the effective implementation of SL as it relates to curriculum outcomes.

### **3.3.2 Sampling**

Sampling is defined as a process through which a smaller group of respondents are selected from the population in order to investigate a purpose, and these individuals are known as the respondents of the study (Alvi, 2016; Martínez-Mesa et al, 2016). These respondents are those who meet all of the inclusion criteria and who are finally selected to take part in the study. Total population sampling was used as all nurse educators were included because of the small number of respondents within the SON. Total population sampling is defined as a method used where the entire population meet the criteria for the study being investigated through their specific skills, knowledge and experience (Etikan et al, 2016).

### **3.3.3 Inclusion criteria**

Inclusion criteria is defined as specific qualities that are needed for respondents to be included as part of the target population (Grove et al, 2013). The academics and clinical supervisors had to be employed at SON for a minimum of six months prior to the research taking place in order to be eligible for the inclusion criteria within this study. This was because even newly appointed staff would have been fully oriented regarding the teaching and learning approaches and policy of the university within this time frame and so would have been able to provide information relevant for the study objectives (Julie, 2014).

### **3.3.4 Exclusion criteria**

Exclusion criteria is defined as the factors that result in a respondents exclusion from the target population within a study (Grove et al, 2013). In the context of this study, all clinical supervisors and academics who had been employed for fewer than six months at the university or which were on maternity leave or extended sick leave were excluded from this research

### **3.4 Data collection method**

Data collection is the systematic approach used to gather information from the study sample, thus allowing the researcher to answer the research questions, and achieve the study objectives. Data collection is therefore essential for future trends, probabilities and predictions (Grove et al 2012:507). The most common types of primary data collection types are; observation method, interview method and through questionnaires (Kothari, 2004). A questionnaire is a common method used for collecting data and is defined as a self-completion survey instrument and consists of a number of questions that are printed or typed in a definite order (Brace, 2018; Kothari, 2004). The purpose of using a questionnaire in this particular study was to provide a standardized set of questions to all respondents (Brace 2018:4). Therefore, a Furco's (2002) self-assessment rubric for the institutionalization of service-learning in higher education questionnaire, later revised by Julie (2014) was used.

#### **3.4.1 Data collection instrument**

Furco's (2002) self-assessment rubric for the institutionalization of service-learning in higher education was used as a diagnostic and benchmarking tool to identify any problems in the SL institutionalization process at the institutional level. Firstly, because the critical success factors of Furco's self-assessment rubric are similar to the recommended indicators and arrangements for managing quality of SL as specified by the HEQC (HEQC, 2006a). Secondly, because Furco's self-assessment rubric, like the HEQC, advocates a developmental approach to SL institutionalization. Thirdly, the results can potentially be converted into an action plan to advance SL at UWC (Furco, 2002; HEQC, 2006).

No permission was necessary as the instrument is freely available and in the public domain. The author has also stated that 'there is no one right way to use the rubric...the dimensions and components of the rubric should be adapted to meet the needs of the campus (Furco, 2002).

The self-assessment rubric for the institutionalization of service-learning in higher education questionnaire revised by Julie (2014). The questionnaire was divided into four sections:

Section A of the questionnaire gathered information on the socio-demographic features of the respondents. It included five questions regarding the respondent's age category, gender, position within the SON and number of years of employment at the university, teaching qualifications, and the number of years of teaching experience.

Section B focused on SL institutionalization at UWC as it was perceived by the respondents and is modelled on Furco's (2002) self-assessment rubric for the institutionalization of service-learning in higher education. This section included questions 6- 27.

Section C included question 28 which consisted of nine yes/no items. This section of the questionnaire explored the SL scholarship needs of the respondents as determined by their previous exposure to SL, requests for SL information, their willingness to participate in SL capacity building, and their understanding of SL.

Section D consisted of two open-ended questions that asked respondents to describe their current understanding of SL and community engaged teaching and learning. See Appendix 1 for the complete questionnaire.

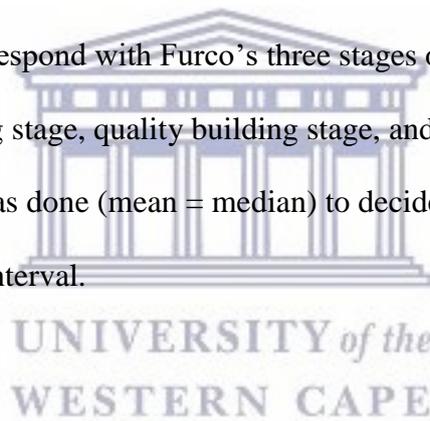
The Furco's rubric thus provided an outline for self-assessment that specifically addressed issues related to SL at HEI's. Furthermore, Furco's rubric is best suited for early-stage positions of an institute as it does not include a sophisticated rating scale nor does it specify the nature of the evidence necessary to determine the factors leading to institutionalisation. Therefore, institutes that have progressed further towards institutionalisation may require a more advanced and detailed framework (Mitchell et al, 2005). There have been concerns over the last few years regarding the long-term progress and development of SL within HEIs (Mitchell, 2008; Young et al, 2007).

### **3.4.2 Data Analysis**

Data analysis is best described as a process in which the collected data is inspected, cleaned and transformed through organizing and shrinking. Hence the data is analysed and interpreted in order to form some type of finding or conclusion (Grove et al, 2013).

All questions were statistically analysed by using the statistical package for social sciences (SPSS 24) to provide descriptive statistics. SPSS is a tool used at most HEIs and is described as the most common statistical data-analysis software package used in educational research (Muijs 2010:73). The data collected was first entered into a Microsoft Excel spreadsheet and then imported into SPSS for the data analysis. The data was summarized, and the descriptive statistics were presented as frequencies, percentages, means and standard deviations.

The responses for the five dimensions Furco's self-assessment rubric were converted to a Likert-type scale (1–3) to correspond with Furco's three stages of development. These included critical mass building stage, quality building stage, and sustained institutionalization stage. The test of normality was done (mean = median) to decide on the correlation test and was used at 95% confidence interval.



### **3.5 Validity and reliability**

#### **3.5.1 Validity**

Validity refers to the degree to which an instrument measures what it is supposed to measure. Thus, the validity of an instrument is a measure of the degree in which it reflects the concept being studied (Brink et al, 2006; Grove et al, 2012).

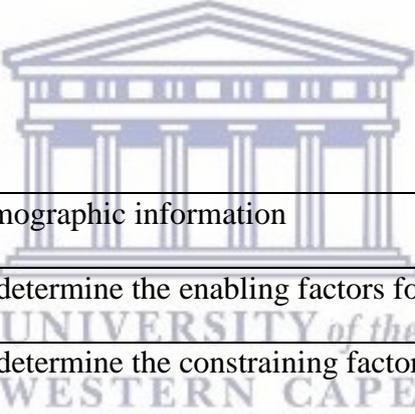
There are four main types of validity namely, statistical conclusion validity, internal validity, construct validity, and external validity (Drost, 2011). Construct validity describes how well a concept is transformed or translated into an idea or behaviour through a cause-effect relationship into a functional operational reality (Drost, 2011). Construct validity is further sub-divided into translation validity and criterion-related validity (Drost, 2011). Translation

validity focuses on whether the operationalisation reflects the factual meaning of the construct and attempts to assess the degree to which constructs are accurately translated through either face validity or content validity (Drost, 2011).

Face validity is defined as a measure of which a test is subjectively viewed and how the representation of a research transparency is what it appears to be at ‘face value’ and this may not be a good judgement to measure the degree. Therefore, face validity is often regarded as weak form of construct validity (Drost, 2011). For this reason, face validity was excluded from this study.

Content validity further determines the extent to which the measurement technique includes all major elements that are relevant to the construct being measured (Grove et al, 2012). See Table 1 below for an outline of content validity.

**Table 1.2: Content validity**



Questions 1-5	Demographic information
Questions 6-27	To determine the enabling factors for SL institutionalizing
Questions 6-27	To determine the constraining factors for SL institutionalizing
Question 28	To explore the SL scholarship needs
Question 29	To ascertain nursing educators’ conceptual understanding of SL

### **3.5.2 Reliability**

Reliability describes the consistency of the measures obtained for an attribute, item, study, situation or clinical setting (Grove et al, 2012). Golafshani (2003) and Brown (2002) both stated that there are three different strategies for estimating reliability within a quantitative study. Test-retest reliability, equivalent or parallel reliability and internal consistency

reliability. Brown (2002:17) furthermore elaborated on the three different strategies. Test-retest reliability calculates and compares two sets of scores after administering one test on two occasions, equivalent or parallel reliability calculates and compares two sets of scores after administering two tests on two occasions. Internal consistency reliability, which scrutinises the extent to which all the items in the instruments consistently measure a concept or construct connected to the inter-relatedness of the objects within the test (Brown 2002:17; Tavakol & Dennick 2011:53).

For the purpose of this study the internal consistency reliability was applied. Cronbach alpha is used to measure internal consistency of a test or scale with the theoretical value of alpha being expressed between 0 and 1. It was developed in 1951 by Lee Cronbach (Brown 2002; Tavakol & Dennick, 2011). The value of alpha below 0.5 is not acceptable for majority of the items. Thus, the ideal value of alpha is considered between 0.65 and 0.8 or higher but below 0.95. In this way 0.8 value of alpha refers to a perfect consistency among the items. Cronbach's alpha coefficient was used in this study to test the internal consistency among scale items for section B of the questionnaire (Brink et al, 2008). According to Julie and Adejumo (2014) the Cronbach's alpha coefficient yielded was 0.89, indicating high internal consistency for the Furco (2002) items.

### **3.6 Ethics considerations**

Emphasis on ethical issues have started as early as 1970's and more focus regarding ethical guidelines that should be adhered to relating to issues of design, analysis and reporting of research was to be followed (Rogelberg, 2008). The researcher received ethics clearance to engage in this study from the Humanities and Social Research Ethics Committee and followed the recommended procedures for research that includes the participation of human beings. Refer to Appendix 2: Ethics Clearance Letter. Project registration number: HS17/9/11.

### **3.6.1 Informed consent**

Grove et al (2012) stated that informed consent is when the researcher provides each prospective participant with a statement disclosing specific information regarding the research project being conducted. Informed consent consists of four essential factors, disclosure of essential information, comprehension, competence and voluntarism (Grove et al, 2012). In this research all respondents were given a written consent form accompanied with a letter explaining the type of information needed from the respondent, the background explaining what the research was about, and information about respondents' right to withdraw at any stage of the process with no negative consequences (Brink et al, 2012). See Appendix 3: Informed Consent form.

### **3.6.2 Privacy**

The respondents were informed that the information collected will remain anonymous and the researcher did not link any information to the respondent. It was the researcher's duty that all respondents' identity are kept confidential. (Brink et al, 2012). To ensure anonymity, the surveys were anonymous and didn't contain information that might have identified the respondents, data was backed up to the cloud in a password protected file to ensure data security.

### **3.6.3 Beneficence**

Beneficence is defined as an ethical principle in which someone should aim to do good, and not to harm. In the context of research this implies that the respondents should be protected from harm and discomfort (Brink et al, 2012). No respondents in this study were subjected to any emotional, psychological, physical, social or economic harms.

### **3.6.4 The right to freedom of choice and withdrawal**

Respondents in this study were autonomous and had the right to self- determination, thus suggesting that they had the right to decide to participate or withdraw from the study (Brink

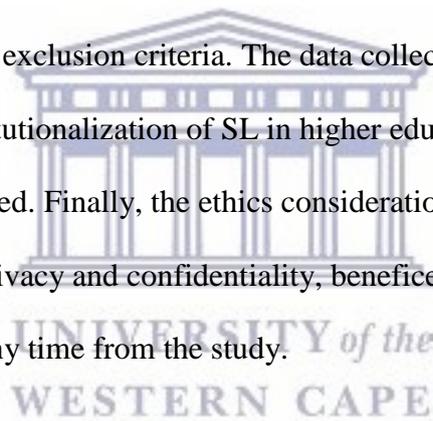
et al, 2012). Furthermore, no penalty or harm was brought against respondents if they decided to withdraw from this study (Grove et al, 2012). See Appendix 4: Information Sheet.

### **3.6.5 Data Protection**

All the information gathered from the respondents were kept in a secure safe and only the researcher and the people directly involved with the study had access to the data (Brink et al, 2012). The surveys and collected information in this study are kept in the office of the researcher's supervisor, in a locked cabinet. This will be kept for a minimum of five years after which the data will be destroyed.

### **3.7 Conclusion**

This chapter focused on the research methodology. Furthermore, the rationale for the research design was outlined and confirmed. The researcher described the study population, sampling process, and the inclusion and exclusion criteria. The data collection instrument, Furco's self-assessment rubric for the institutionalization of SL in higher education was outlined. The data and analysis were also presented. Finally, the ethics considerations were presented, including issues of informed consent, privacy and confidentiality, beneficence, and the right to freedom of choice and withdrawal at any time from the study.



# CHAPTER 4: Findings

## 4.1 Introduction

This chapter will focus on the main findings generated from the data collected using Furco's self-assessment rubric for the institutionalization of SL in higher education. The demographic profile of respondents will be presented first, followed by Furco's three stages continuum of development and the presentation of Furco's overall score for all five dimensions. The enabling and constraining factors for institutionalizing the HEQC's SL policy guidelines as perceived by nursing educators will be presented. Nursing educator's scholarship needs and their conceptual understanding of SL and community-engaged teaching and learning will also be shown.

Finally, the differences between the two variables of SL and community-engaged teaching and learning are presented.

### 4.1.1 Demographic profile of the sample

The demographic profile of respondents included their gender, age category, number of years of clinical experience, highest educational qualification, number of years of employment, and the employment category of respondents at their current institution.

**Table 4.1 Demographic profile of sample**

<b>Gender, age group, nursing experience, highest qualification, years of employment and employment category of respondents</b>		
<b>Variable</b>	<b>Frequency</b>	<b>%</b>
<b>Gender (N = 40)</b>		
Male	9	22.5%
Female	31	77.5%
<b>Age group (years) (N = 40)</b>		
20–30	6	15.0%
31–40	11	27.5%
41–50	14	35.0%

51–60	9	22.5%
<b>Total years nursing experience (N = 40)</b>		
<10	12	30%
10–20	11	27.5%
21–30	10	25.0%
31–40	6	15.0%
>40	1	2.5%
<b>Highest qualification (N = 40)</b>		
Diploma	6	15.0%
Degree	10	25%
Honours	4	10.0%
Masters	15	37.5%
Doctorate	5	12.5%
<b>Years employed at institution (N = 40)</b>		
0–2	24	60.0%
3–5	1	2.5%
6–8	6	15.0%
9–11	2	5.0%
> 11	7	17.5%
<b>Employment category (N = 40)</b>		
Lecturer	14	35.0%
Clinical supervisor	22	55.0%
Academic officer	4	10.0%

#### 4.1.2 Gender

The findings indicate that the gender at the school of nursing is predominately employed with females been the majority of 31 (77.5%) and the minority of 9 (22.5%) males.

### 4.1.3 Age group

The findings indicated that the SON has a majority of respondents 14 (35.0%) that was of a matured age between 41-50 years old. The age group 31-40 years old followed with 11 (27.5%) and the 51–60 age group of 9 (22.5%).

**Table 4.2 Cross Tabulation of age and gender of the respondents**

Age Groups		Gender		Total
		Male	Female	
	20-30 years	1	5	6
	31-40 years	3	8	11
	41-50 years	4	10	14
	51-60 years	1	8	9
Total		9	31	40

Table 4.2 shows that there was 1 (2.5%) male from the age group of 20-30 years and 5 (12.5%) respondents were female from the same age group. In next age group 31-40 years, there were 3 (7.5%) male respondents and 8 (20%) female respondents. Furthermore, there were 4 (10%) male respondents and 10 (25%) female respondents were from age group 41-50 years. One male and 8 (20%) female respondents were from age group 51-60 years.

### 4.1.4 Years of nursing experience

The above Table 4.2 also shows that the SON has a well-balanced and experienced workforce, with the majority of staff 17 (42.5%) having more than 20 years of nursing experience, compared to 12 (30%) staff with fewer than 10 years of working experience.

### 4.1.5 Highest qualification

The outcomes for the results was that the majority of respondents held a Master's degree 15 (37.5%) and a minority of 6 (15 %) held a Diploma. This is lower than the recommended

minimum qualification to teach on the Bachelors nursing programme. At the time of data collection only 5 (12.5%) staff members who participated in this study had a Doctoral degree.

#### 4.1.6 Years employed

The representation at the SON had the majority of respondents 24 (60.0%) was employed within the first two years. This was shadowed by 7 (17.5%) respondents been employed more than 11 years at the school closely followed by 6 (15.0%) employed between 6-8 years.

#### 4.1.7 Employment category

The findings indicate a close encounter between clinical supervisors 22 (55.0%) and lectures 14 (35.0%) following closely. Followed by 4 (10%) year level coordinators. Thus, indicating a well-balanced outcome of understanding between the theoretical and clinical modules of the nursing programmes.

#### 4.1.8 Response rate

Only 40 of the 63 staff members at the university agreed to participate. Therefore, it was 67% of total population who participated in this study.

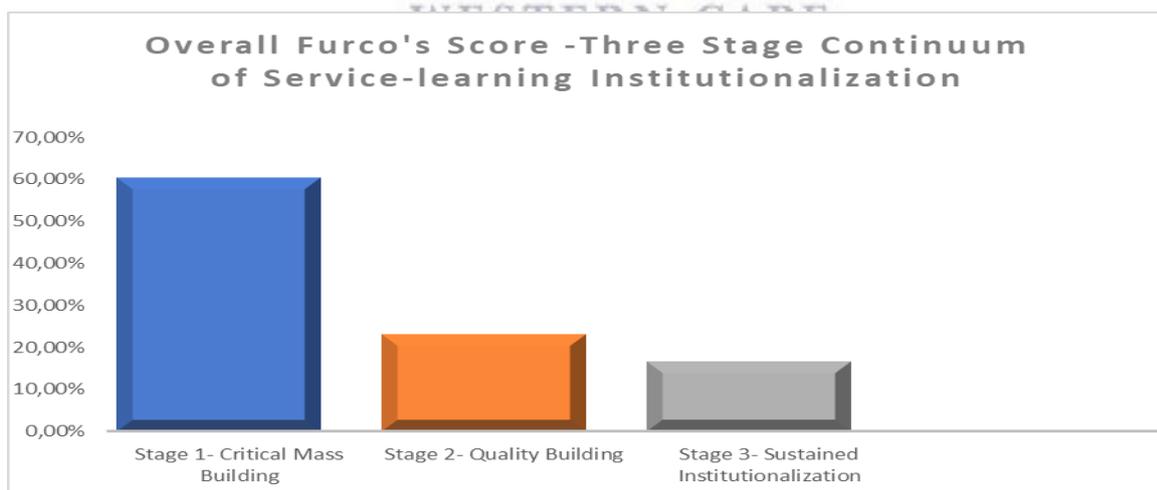


Figure 4. 1 Overall Furco Score

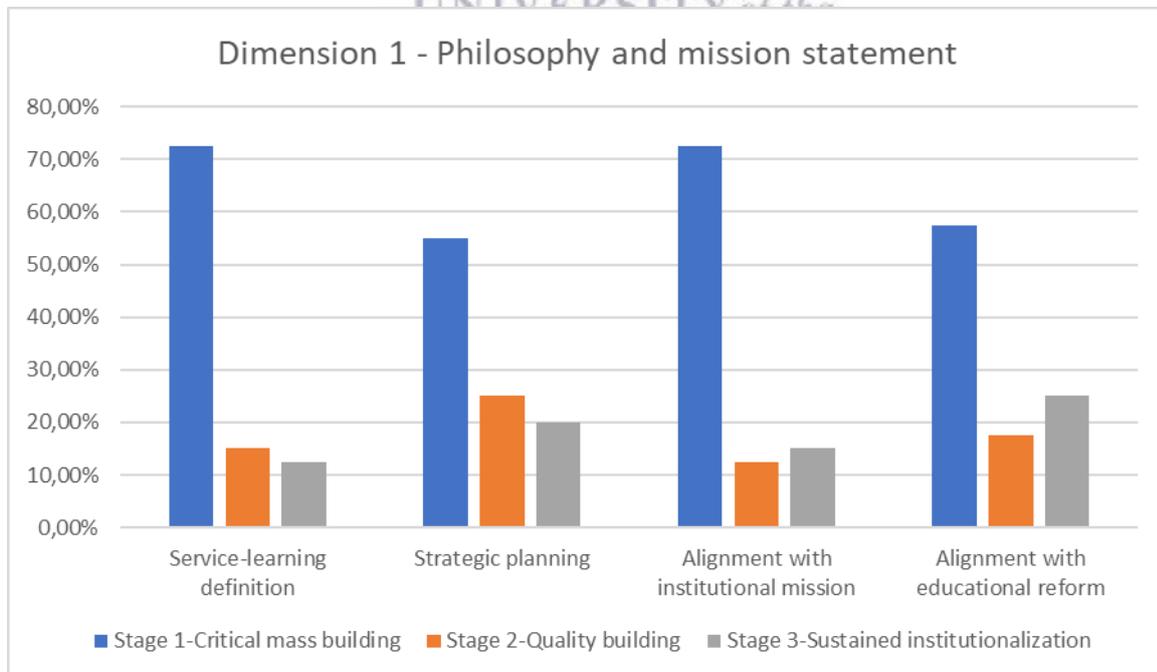
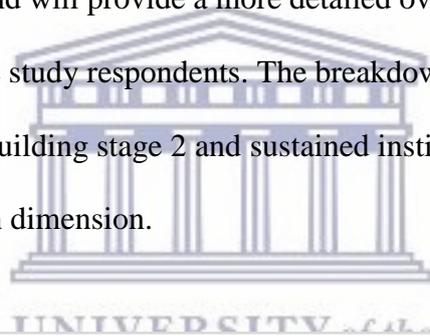
The overall Furco score for the stages of SL institutionalization are determined from the five dimensions of SL institutionalization. All the dimensions from the overall Furco score is represented to provide a summary from the stages 1, 2 and 3 of SL institutionalization at UWC. The dimensions were further divided to categorize the strengths and weaknesses of each dimension. The subsequent findings from the overall Furco score pertaining to the question: At what stage is UWC's in terms of SL institutionalization according to the Furco overall assessment scores of the respondents? The above Figure 4.1 for Furco overall score comprise includes of all three stages and represents the results established from staff employed at the Son, UWC. The findings indicated that the majority 24 (60.5%) of the respondents believed that UWC was at stage 1 of the overall level of SL institutionalization. This suggests that respondents in this study felt that the resources in faculties and departments at UWC are being directed towards the critical mass building stage of scholars in SL institutionalization. The overall Furco score also clearly shows that most of the SL endeavours were less focused on quality building 9 (23%) of the respondents and sustained institutionalization 7 (16.5%). The overall Furco score of each individual dimension are displayed in Table 4.3 below in order to provide an enhanced breakdown of respondents' responses within each stage.

**Table 4.3 Furco's self-assessment rubric for the institutionalization of service-learning in higher education**

Critical success factors	Stages of development			
	Stage 1: Critical Mass Building	Stage 2: Quality Building	Stage3: Sustained Institutionalization	Total
<b>Dimension 1:</b> <i>Philosophy and Mission of SL</i>	26 (64%)	7 (18%)	7 (18%)	40 (100%)
<b>Dimension 2:</b> <i>Faculty Support for and Involvement in SL</i>	28 (69%)	7 (18%)	5 (13%)	40 (100%)
<b>Dimension 3:</b> <i>Student Support for and Involvement in SL</i>	23 (58%)	10 (24%)	7 (18%)	40 (100%)

<b>Dimension 4:</b> <i>Community Participation and Partnerships</i>	<b>20 (50%)</b>	<b>12 (30.8%)</b>	<b>8 (19.2%)</b>	40 (100%)
<b>Dimension 5:</b> <i>Institutional Support for SL</i>	<b>24 (61%)</b>	<b>10 (24%)</b>	<b>6 (15%)</b>	40 (100%)
<b>Total Furco Score</b>	<b>24 (60.5%)</b>	<b>9 (23%)</b>	<b>7 (16.5%)</b>	40 (100%)

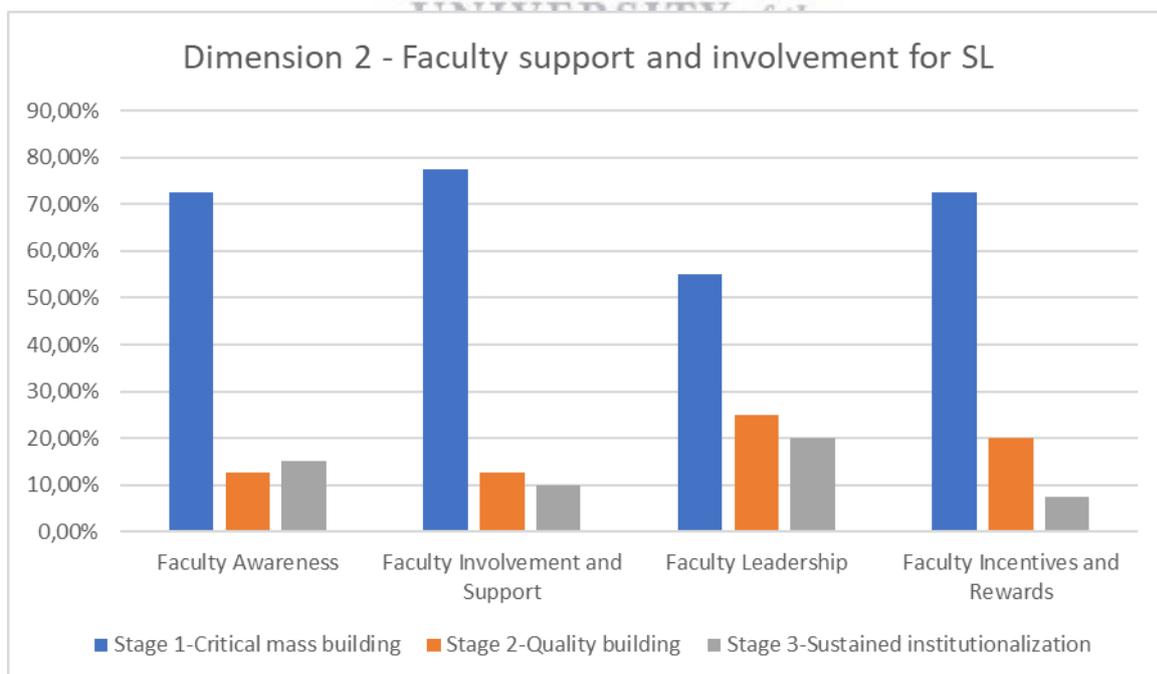
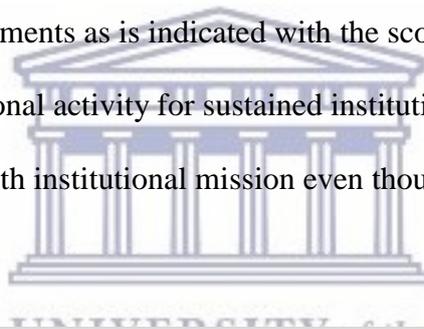
Furco’s self-assessment rubric for the institutionalization of SL in higher education in Table 4.3 above clearly shows a strong level of SL institutionalization for the dimensions at Stage 2. The Furco’s overall scores for community participation (n=12; 30.8%), student support (n=10; 24%) and institutional support (n=10; 24%) being closely aligned. While the dimensions of academic support (n=28; 69%) and philosophy and mission of SL (n=26; 64%) were firmly operating at stage 1 according to the data. The breakdown of data for each dimension is presented next and will provide a more detailed overview of the essential components as reported by the study respondents. The breakdown of each component for the critical mass stage 1, quality building stage 2 and sustained institutionalization in stage 3 will be dissected separately in each dimension.



**Figure 4. 2 Philosophy and mission of SL (Dimension 1)**

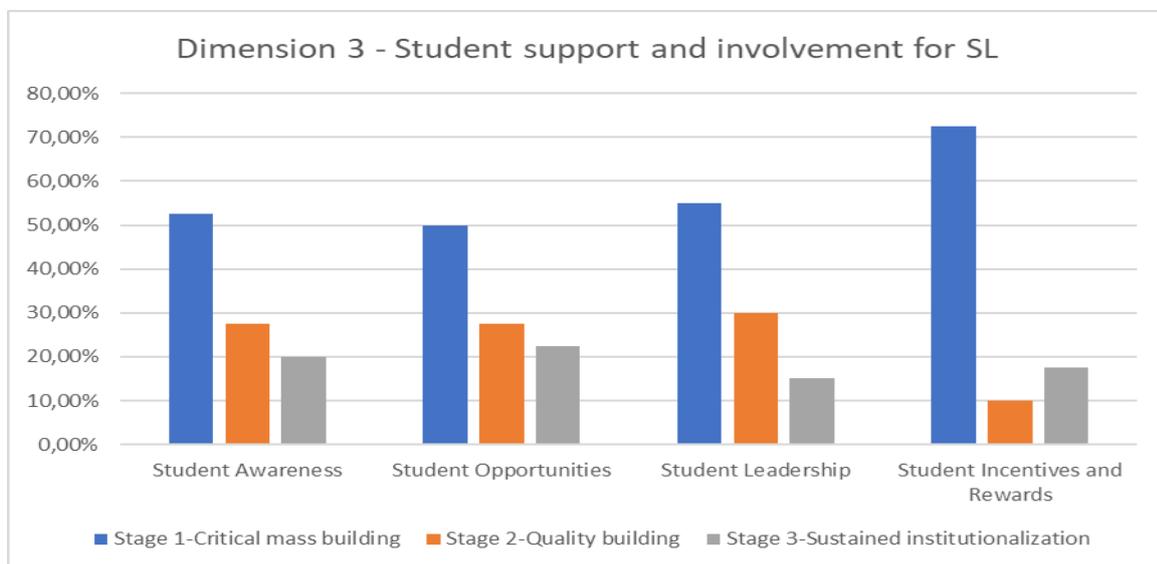
The findings for the overall score in Furco’s philosophy and mission statement of SL was analysed and presented in Figure 4.2 above. This dimension ranked second with a total score of (n=24; 64%) on Furco’s self-assessment rubric for the institutionalization of SL in higher education. This clearly indicates that philosophy and mission of SL has a high percentage and minimal input needs to be focused in this area. The data indicated that the university is performing well in respect to its alignment with institutional mission within the critical mass building stage at (n=29; 72.5%). Followed by alignment with educational reform with (n=23; 57.5%) of respondents. This exceeded the quality mass building stage with SL alignment with institutional mission (n=5; 12.5%) and SL alignment with educational reform (n=7; 17.5%) both respectively receiving the least amount within this stage.

The tendency is apparent in UWC’s undertaking to align SL with the educational reform efforts in strategic policy documents as is indicated with the score of (n=23; 57.5%) for stage 1. It is also noted that institutional activity for sustained institutionalization was the lowest at (n=6; 15.0%) for alignment with institutional mission even though UWC has not yet progressed to stage 2.



**Figure 4.3 Faculty support and involvement for SL (Dimension 2)**

The findings for the overall score in Furco’s faculty support and involvement for SL is presented in Figure 4.3 above. The findings show that academic support and involvement for SL ranked as the highest percentage with a total of (n=28; 69%) of respondents. Therefore, faculty involvement and support were at (n=31; 77.5%) and ranked at stage 1, the highest within this dimension for faculty support and involvement for SL institutionalization. These findings indicate that only minor input needs to be provided with respect to faculty support and involvement for SL. Faculty leadership, with a response of (n=10; 25.0%), was the highest within stage 2. Faculty incentives and rewards for SL institutionalization was reported as indicated by the lowest score of (n=3;7.5%) for this stage.

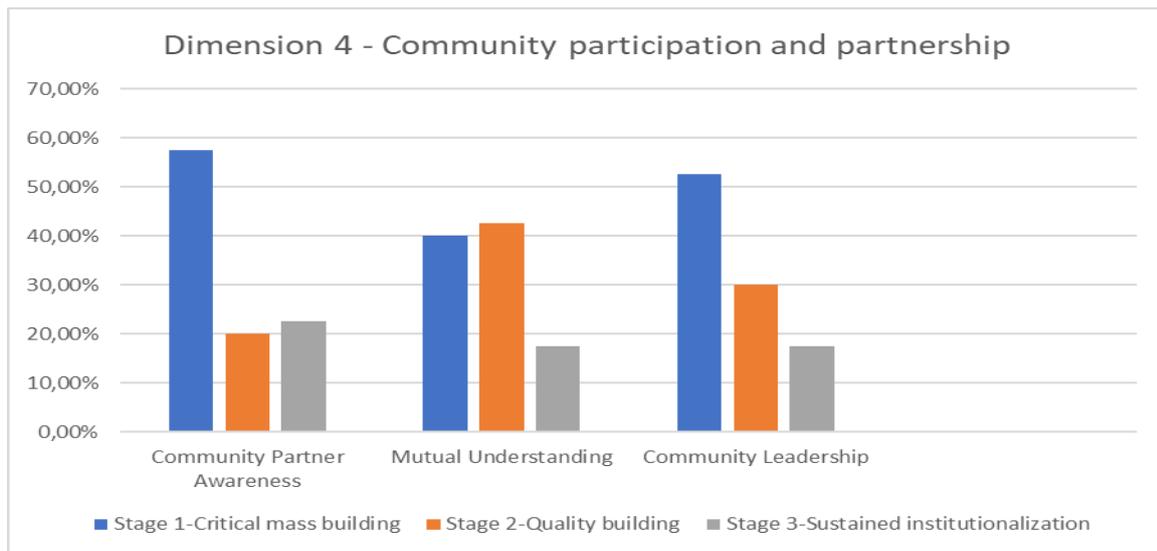


**Figure 4. 4 Student support and involvement for SL (Dimension 3)**

The overall Furco’s score for student support and involvement for SL was at (n=23; 58%) for stage 1, (n=10; 24%) at stage 2 and (n=7; 18%) at stage 3. Thus, the findings indicated that the student support and involvement for SL is currently fourth and therefore is at stage 1.

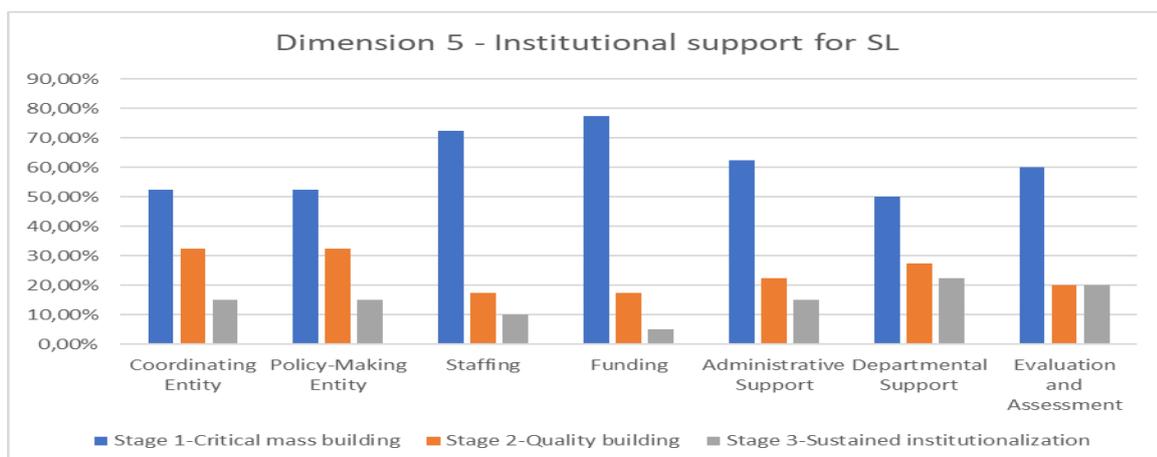
This is confirmed by the disaggregated data in Figure 4.4 which indicates that UWC is performing best in terms of student incentives and rewards of (n=29; 72.5%) and weakest in quality building of (n=4; 10%). This trend towards sustained institutionalization in this dimension was also reflected in student leadership and student incentives and rewards,

although to a lesser degree according to the scores of (n=6; 15.0%) and (n=7; 17.5%) respectively.



**Figure 4. 5 Community participation and partnership (Dimension 4)**

The findings of the overall Furco's score for community participation and partnerships ranked the lowest with (n=20; 50%), indicating that the level of SL institutionalization for this dimension was at the critical mass building stage. The breakdown of data indicates that community partner awareness of (n=23; 57.5%) and community leadership of (21; 52.5%) are at stage 1. Notably, mutual understanding has advanced beyond the quality building stage of (n=17; 42.5%) to reach (n=7; 17.5%) at the sustained institutionalization level.



**Figure 4. 6 Institutional support for SL (Dimension 5)**

The findings of the overall Furco's for institutional support for SL presented a total of (n=24; 61%), showing that this dimension was at stage 1 for SL institutionalization, and that it ranked 3rd best within Furco's overall dimension status. The disaggregated data in Figure 4.6 identified the components funding at (n=31; 77.5%) and staffing at (n=29; 72.5%) and that they were operating at critical mass stage 1. For the quality building stage, the coordinating entity and policy-making entity were both at (n=13; 32.5%) respectively. The findings also indicated that administrative support, policy-making and coordinating entity, has progressed to sustained institutionalization with (n=6; 15.0%).

#### **4.2 Summary of SL institutionalization**

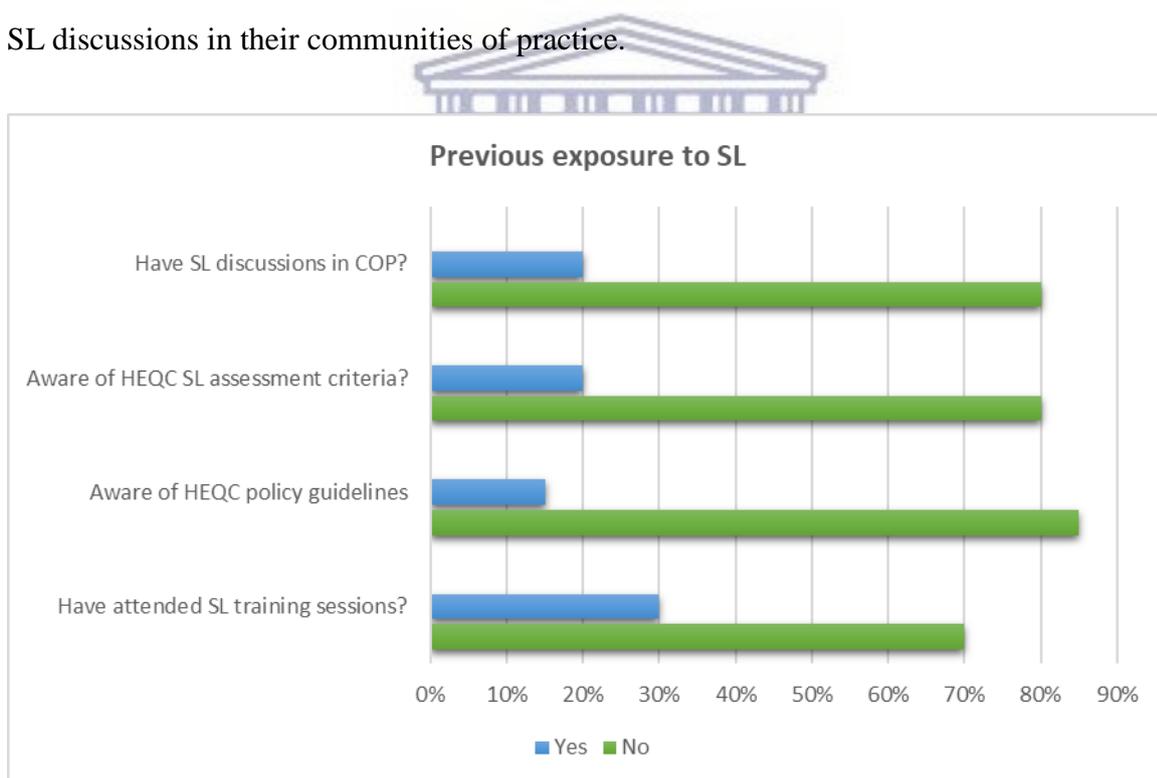
The overall Furco's score thus indicate that all of the components for SL institutionalization were embedded within the policy and organizational structures of UWC. The dimensions suggest that student support and involvement, community participation and partnerships and institutional support for SL that had most progressed according to the overall Furco's score. The disaggregated data of these dimensions show that UWC has improved to sustaining SL in UWC's involvement through student awareness, student opportunities, mutual understanding, community leadership, coordinating entity, policy-making entity and administrative support. The need for further institutional attention in terms of improving the quality building are academic support and involvement in SL. The findings further indicate that attention should be paid towards improving quality at UWC through institutional support, and include factors such as the philosophy and mission of SL, as well as academic support for and involvement in SL. Predominantly in the areas of SL characterisation in alignment with institutional mission and faculty support and involvement.

Respondents reported that they perceived that UWC had progressed to the sustained level in alignment with institutional mission. However, policies should pay attention to the quality issues that were related to this component since it scored only (n=7; 18%) for stage 2.

### 4.3 Previous exposure to SL

The following section reflected on SL scholarship within the SON and the SL theory gaps the SON recognized. The foundation of the SL was focused on the current level of SL scholarship within the SON. The self-identified SL training and building needs were measured by respondents previous exposure of SL. The overall willingness to participate in capacity building activities was also identified (Erasmus, 2007).

Respondents were asked about SL attendance training sessions, awareness of HEQC policy guidelines, HEQC assessment criteria and SL discussions in their communities of practice. The Figure 4.7 below provided a summary of responses. A total of (n=12; 30%) respondents reported that they had received SL training sessions. A total of only (n=8; 20%) of the respondents were aware of the HEQC assessment criteria and SL, and have thus implemented SL discussions in their communities of practice.

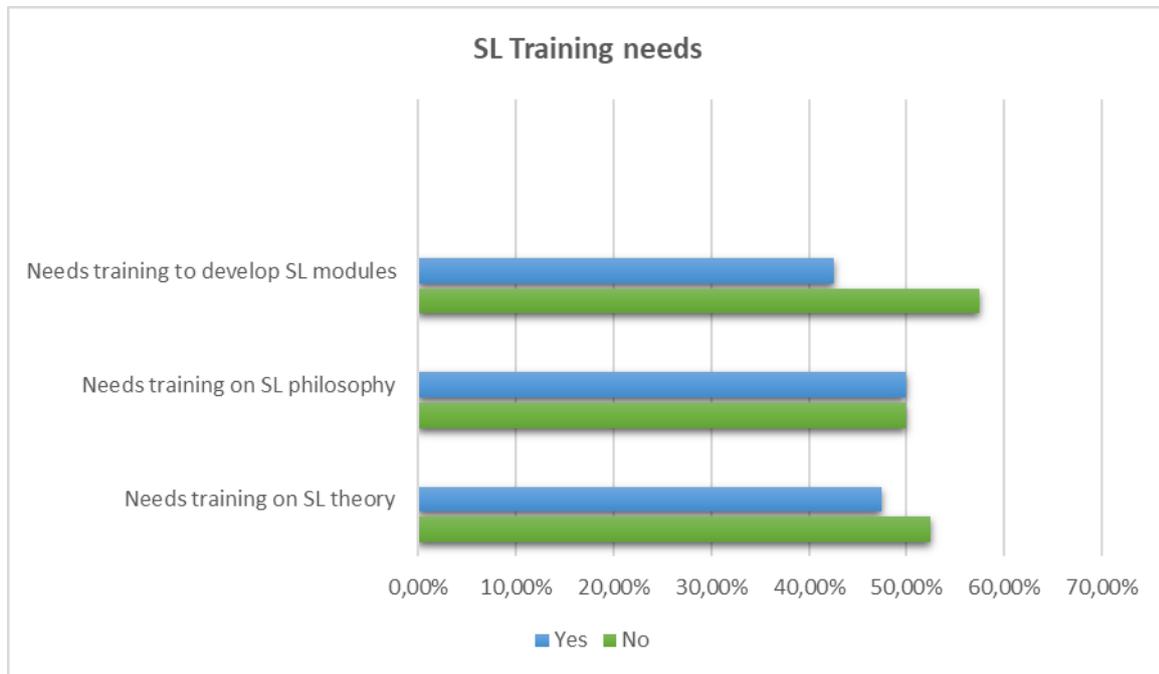


**Figure 4.7 Previous exposure to SL**

#### 4.3.1 Self-identified SL training needs

Respondents were asked to indicate if they needed training in the philosophy, theoretical foundations and development of SL modules. Their responses are summarised in Figure 4.8

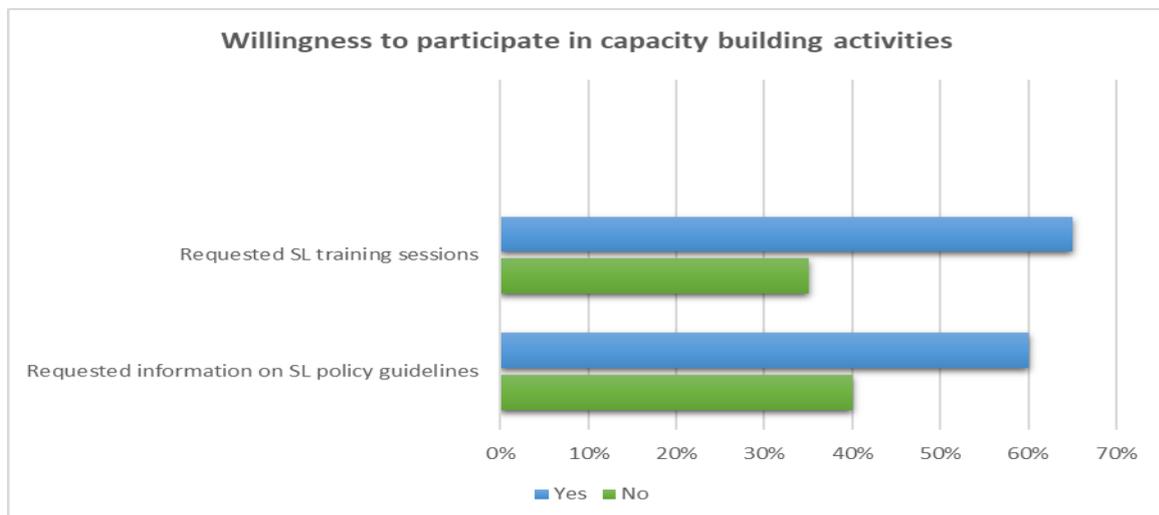
below. The findings indicate that more than half the respondents did not ask for training on SL theory or for the development of SL modules. The finding also indicated that (n=20; 50%) of respondents asked for training on SL philosophy.



**Figure 4. 8 Service-learning training needs**

#### 4.3.2 Willingness to participate in SL capacity building

The responses to the two questions on the willingness of respondents to attend SL training session and to participate in SL capacity building are presented in Figure 4.9 below.



#### Figure 4. 9 Willingness to participate in capacity building activities

The findings indicated that (n=26; 65%) respondents specified their willingness to attend SL training sessions. Another (n=24; 60%) reported that they were willing to participate in SL capacity building by asking for more information on SL policy guidelines.

#### 4.4 Understanding of SL and community-engaged teaching and learning

Respondents were asked to describe their current understanding of SL and community-engaged teaching and learning. The responses were coded according to the following four categories: correct understanding of SL and community-engaged teaching and learning, confused understanding of SL and community-engaged teaching and learning, limited or no knowledge of SL and community-engaged teaching and learning, and no response.

Participant responses are presented in Figure 4.10 below.

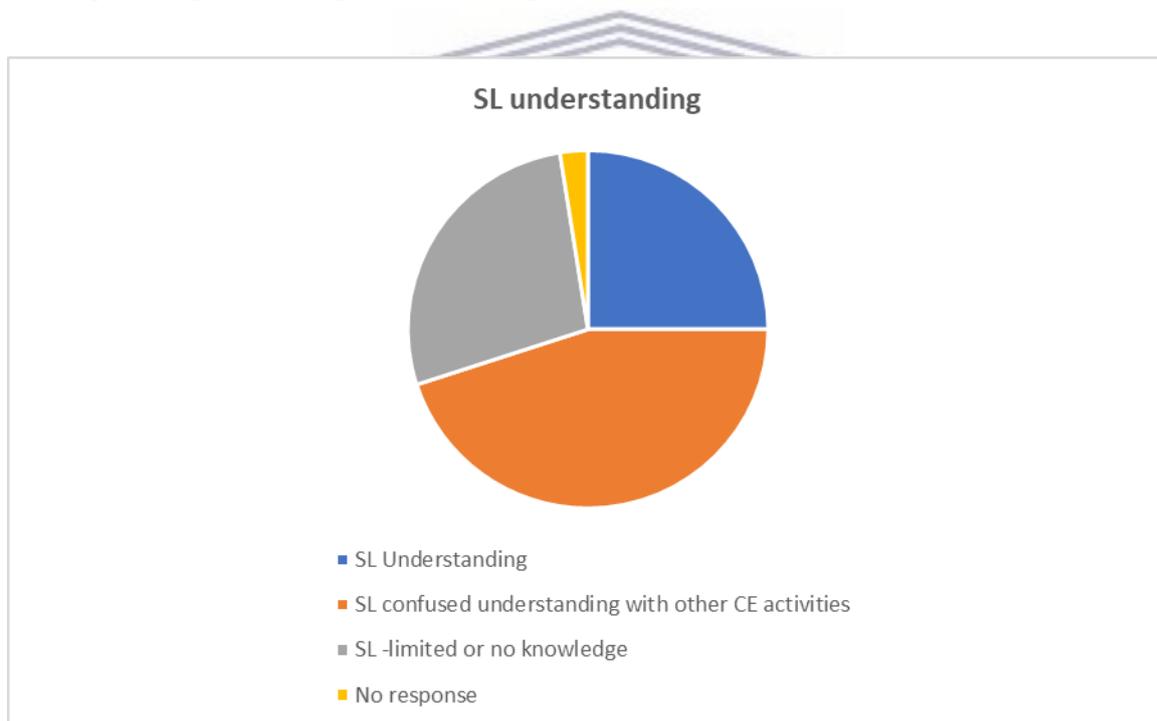


Figure 4. 10 Service-learning understanding

## 4.5 Service-learning correct understanding

Service-learning is as a teaching methodology that combines content-based class discussion with community participation with and through reflection (Stacey, 1999). Therefore, SL challenges educators to make a paradigm shift towards collaborative learning, problem-based learning, and interdisciplinary work (Kolb & Kolb, 2005; HEQC 2006). Moreover, SL is an engaged pedagogy that connects curriculum theory and community development projects (Julie, 2015). Thus, SL connects HEI's and promotes students learning experiences through reflection with curriculum outcomes focusing on the needs of the community. Below are some examples of respondent's views with respect to correct, confused and limited understanding of SL. The actual responses are presented below.

### 4.5.1 Correct theoretical understanding regarding SL

In this section respondents quoted as follow:

- *"...Service learning is a pedagogy applied where both the training institution and the services benefit by placing students at organisations to meet their learning objectives whilst rendering a service or contribute in alleviating the needs [socio-economic] of that community."*
- *"...Service learning is involving students in community service activities involved with facilitation of professionals, and teaching students to apply the experience to the academic and personal development."*
- *"...It is a method to combine learning objectives with community service to improve the overall skills with theory of practice and the application of learners."*
- *"...Service-learning is a learning orientated to the needs of a specific community that has been identified by an academic institution that integrates this learning in academic curriculum or programme."*

#### 4.5.2 Confused understanding regarding SL

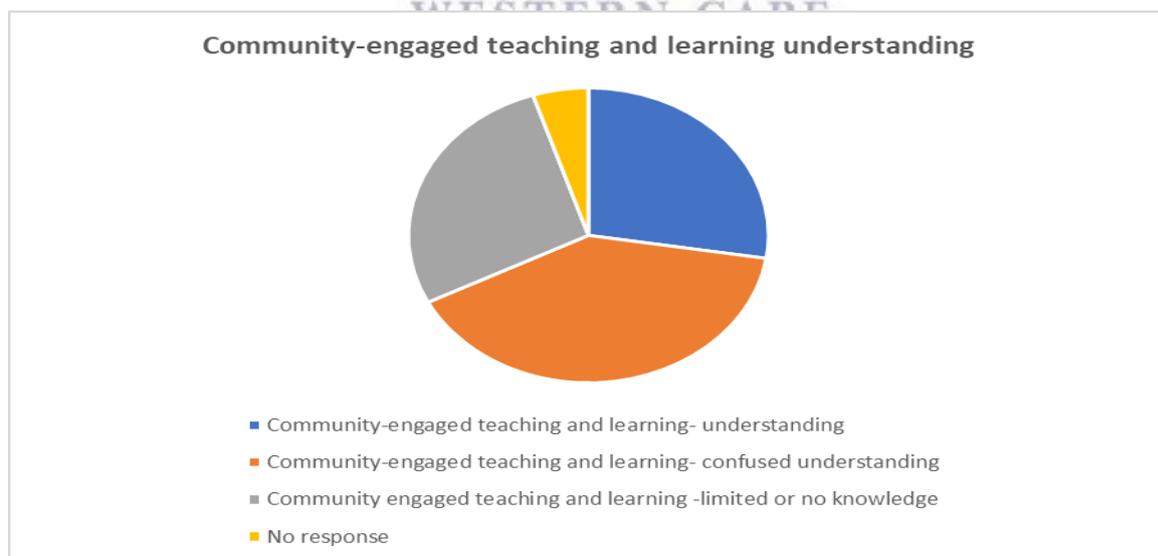
In this section respondents quoted as follow:

- “...A method of education in which various parties participate.”
- “...This is an engagement between the community and the institute to serve the community.”
- “...To integrate community service into mainstream academic programmes and vice versa.”
- “...Student learns in services.”

#### 4.5.3 Limited or no knowledge understanding regarding SL

In this section respondents quoted as follow:

- “...I do not understand it.”
- “...Not sure.”
- “...Very limited.”
- “...I have no idea what service-learning is.”



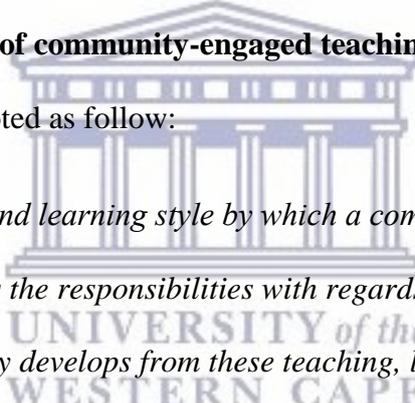
**Figure 4. 11 Community-engaged teaching and learning understanding**

## 4.6 Community-engaged teaching and learning correct theoretical understanding

Community-engaged teaching and learning integrates the student and curriculum of HEIs to a multi-cultural understanding of the community. Participation in, and contribution to, engaged teaching and learning is supported by the community and involves the institute, faculty staff and students. Therefore, community-engaged teaching and learning integrates community research and outcomes, and encompasses problem-solving with knowledge and skills development through the interaction and involvement of HEIs in order to uplift, develop and sustain the community (Brukardt et al, 2004). Below are some examples of respondent's views regarding correct, confused and limited understanding of community-engaged teaching and learning.

### 4.6.1 Correct understanding of community-engaged teaching and learning

In this section respondents quoted as follow:

- 
- *“...This is a teaching and learning style by which a community and students participates and shares the responsibilities with regards to what is being taught and learned. The community develops from these teaching, learning and research activities supported by the higher education institutes.”*
  - *“...The university is responsive to the needs of communities by engaging and involving them to actively participate in the decision-making of how to identify and solve the needs in that specific community.”*
  - *“...I think community-engaged teaching and learning is the way the HEI's work together with the community in providing teaching and learning to community members to improve and preserve their daily life. For example, like educating the community on the effects of drug abuse.*

#### 4.6.2 Confused understanding of community-engaged teaching and learning

In this section respondents quoted as follow:

- “...All areas involve all members or staff in teaching and learning.”
- “...It is an education done to community members with their engagement.”
- “...Optimal collaboration on all areas.”
- “...Community is engaged in teaching students.”

#### 4.6.2 Limited or no knowledge with respect to community-engaged teaching and learning

In this section respondents quoted as follow:

- “...Not sure.”
- “...Not sure.”
- “...Do not understand.”
- “...Not sure.”



**Table 4.4 Comparison between respondents’ understanding of SL and community-engaged teaching and learning (CETL)**

<b>Understanding</b>	<b>SL</b>	<b>CETL</b>
Correct theoretical understanding	10 (25%)	11 (27.5%)
Confused understanding	18 (45%)	16 (40%)
Limited or no knowledge	11 (27.5%)	11 (27.5%)
No response	1 (2.5%)	2 (5%)
<b>Total (percentage)</b>	<b>40 (100%)</b>	<b>40 (100%)</b>

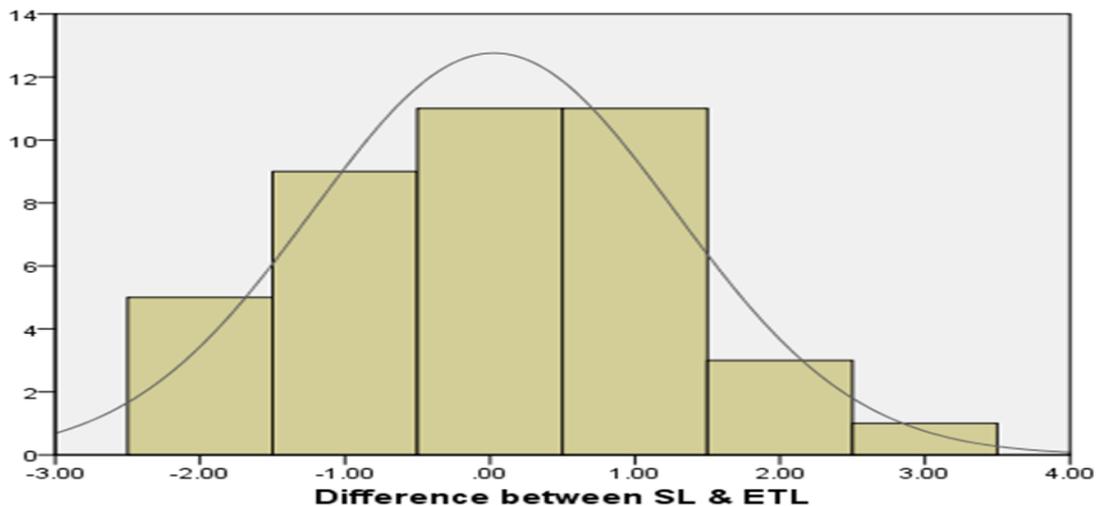
Table 4.4 above shows that (n=10; 25%) respondents correctly understand SL is while (n=11; 27.5%) of respondents have a correct understanding of community-engaged teaching and learning. Confused understanding of SL was determined in (n=18; 45%) respondents, while (n=16; 40%) had a confused understanding of community-engaged teaching and learning. There were (n=11; 27.5%) respondents with limited or no understanding of SL and the same number in the category of community-engaged teaching and learning. There was no response for (n=1; 2.5%) with respect to SL and (n=2; 5%) respondents did not respond with respect to community-engaged teaching and learning.



**Table 4.5: Difference between SL and community-engaged teaching and learning**

	N	Range	Std. Deviation	Variance	Skewness	Std. Error
Service-learning understanding	40	3	.797	.635	.182	.374
Community engaged teaching and learning understanding	40	3	.871	.759	.289	.374

The results generated from the collected data shows that there is a difference between SL and community-engaged teaching and learning. Table 4.5 above shows that there is a significant difference between the two variables of SL and community-engaged teaching and learning. The data shows that the standard deviation of both variables for SL is .797 while the standard deviation for community-engaged teaching and learning is .871. The level of variance is also different among both variables. The variance for SL is .635 and that for community-engaged teaching and learning is .759. The range of the variables and standard error is similar but skewness of engaged teaching and learning (ETL) is .289, which is higher than SL skewness .182. This indicates that community engagement tendency is higher through skill learning. The difference between SL and community engaged teaching is significant. The difference between the variables can more clearly be seen in the Figure 4.12 below.



**Figure 4. 12 Difference between SL and engaged teaching and learning (ETL)**

#### **4.7 Conclusion**

This chapter highlighted and focused on the data there were collected using Furco's self-assessment rubric and identified an indication for the current institutionalization of SL at UWC. The enabling and constraining factors for institutionalizing the HEQC's SL policy guidelines as perceived by nursing educators were presented. Nursing educator's scholarship needs and their conceptual understanding of SL were also highlighted.

The dimensions of data were organized and tabulated to facilitate meaningful understanding of the various components. Furthermore, respondents were asked to describe their current understanding of SL and community-engaged teaching and learning. These responses were coded according to four categories and the findings were presented. Furthermore, the differences between SL and community-engaged teaching and learning were shown. Tables and graphs were used in these findings.

In the following chapter the dissection of each dimension will be analysed and discussed.

# CHAPTER 5: Discussions of the findings

## 5.1 Introduction

In this chapter the findings of the study that were presented in Chapter Four will be discussed. Furthermore, a contrast with a baseline study conducted in 2014 was compared to the current study at the same university. The results were highlighted and compared to the current study in order to determine if it has changed or not. Furco's overall score for all five dimensions will also be discussed, followed by Furco's self-assessment rubric for the SL institutionalization in higher education. The overall Furco's score of each separate dimension will follow to provide an improved specific breakdown and outcome of each dimension.

## 5.2 Furco's self-assessment rubric for the institutionalization of SL

A noteworthy increase was identified in the Furco's overall score for all five dimensions relative to the baseline study that was conducted in 2014 (Julie, 2014). Within dimension 1, critical mass building remained unchanged with both studies yielding a similar finding of (64%). Furthermore, the critical mass phase reflected a decrease of (19.2 %) in all components within this dimension. However, a noteworthy increase for both of philosophy and mission of (9.7%), and institutional support of (13.2%) for sustained institutionalization in SL. The total Furco's score for sustained institutionalization therefore increased significantly by (13.7%) across all dimensions. There is therefore a positive shift within UWC as more respondents seem to be accepting SL sustained institutionalization.

Within quality mass building the largest increase was noted in community participation and partnerships (24.5%) followed by academic support and involvement in SL (9.2%). This seems to indicate that less attention is needed at these stages of development within the HEI. The baseline study at UWC showed a decrease of (19%) for overall level of SL institutionalization within critical mass building. However, for quality building there was an

increase of (4.3%), and an increase of (14.4%) for sustained institutionalization. This also demonstrates that there was an improvement in UWC within the quality building and sustained institutionalization stage. However, based on the findings more enabling and supporting factors are needed within the critical mass stage for SL institutionalization. In a recent national study conducted in South-Africa using Furco's self-assessment rubric, Butin (2006) recommended that it is important for faculty committees to sustain a level of commitment regarding SL institutionalization within HEIs. Mitchel et al (2005) argued that there had been a backward shift in the assessment of SL institutionalization due to internal factors. These included the fact that the study was conducted with a specific purpose in a certain audience, and was only a limited exercise.

### **5.2.1 Philosophy and mission of SL (Dimension 1)**

Institutions need to encourage and promote SL by expanding it on campus through integration into curriculum coursework; so that the knowledge gained from academic experiences are not an isolated experience but part of the larger campus (Mitchell et al, 2005: Rouse & Sapiro, 2007). In comparison with the baseline study there was a minimal increase in SL definition, with (5.8 %) in critical mass, a decline of (10%) in quality building, and (4.2%) in sustained institutionalization. This was followed by strategic planning with a (21.8%) drop in the quality building stage. A close percentage was noticed in alignment with institutional mission with a (2.5%) decrease in the critical mass building stage and an increase of (2.1%) in the quality building stage. Sustained institutionalization remained unchanged at (15%). This shows that transformation is underway in the alignment with institutional mission stage in comparison with the baseline study.

However, a previous a study showed that (31%) of respondents recognised SL within their institutional mission, and a follow up to this study revealed that this amount had increased to almost (50%) within a few years, suggesting that SL in alignment with institutional mission is

possible (Prentice, 2002). Therefore, the researcher agrees with Rouse and Sapiro (2007) who suggest that institutional support for SL needs to be integrated into curriculum and then maintained at suitably high levels of quality, and should be rooted at the campus level within the philosophy and mission statement.

### **5.2.2 Faculty support and involvement for SL (Dimension 2)**

There was a decrease of (11.2%) in the critical mass stage for academic awareness, followed by a decrease of (10.8%) for academic incentives and rewards. However, there was an increase for both academic awareness (10.8%) and academic leadership (9.6%). Thus, identifying that scholarship needs of nursing educators have improved within the SL sustained institutionalization stage. These findings agree with Bender and Jordaan (2007), in that academic educators have a fundamental role to play in curriculum development and change through administration, leadership and learning programmes at HEIs in South-Africa. These findings are therefore in alignment, indicating a positive reflection for sustained institutionalization within academic support and involvement for SL.



### **5.2.3 Student support and involvement for SL (Dimension 3)**

Service-learning and student learning are well-connected through the fulfilment of specific learning outcomes as SL offers students knowledgeable experiences that are linked to course content (Prentice & Robinson, 2010). The findings of this study, when compared to the baseline study in 2014, suggest that there was progress for all components within sustained institutionalization, with student opportunities reflecting the highest increase (14.75%), closely followed by student awareness (13.7%). Quality mass showed a steep decline with student awareness and student opportunities that jointly showed a decline of (18.3%), followed closely by student incentives and rewards with a (17.1%) decline. Critical mass

building showed a small increase in student awareness and student opportunities (4%), and an increase of (5.8%) in student incentives and rewards. In a study conducted in 2010, SL scored high in career and teamwork, civic responsibility, academic development and educational success from the outcomes of SL students (Prentice & Robinson, 2010). Therefore, the researcher agrees with Prentice and Robinson (2010) that students reported that SL helped them with an improved understanding of SL course work, lectures and readings and a more profound role within the community. Moreover, the findings demonstrate a decline in quality mass for student awareness and student opportunities. This is in alignment with Rouse and Sapiro (2007), who stated that students are inexperienced and unfamiliar with the community and therefore require constant SL training and supervision. Therefore, more focus is needed in this area of student awareness and opportunities with supportive SL training and supervision.



#### **5.2.4 Community participation and partnership (Dimension 4)**

The findings indicate that there was a decrease in this dimension when compared to the baseline study of 2014. Within critical mass building, a decrease was noted for community leadership (26.7%) followed by mutual understanding of (10%) and community partner awareness (7.1%). The most notable increase was identified in quality building for community leadership (15.4%) followed by mutual understanding (13.4%). Sustained institutionalization also reflected an increase in both, with community leadership (11.2%) followed by community partner awareness (10%). Thus, the findings are in agreement with Kaniki and Steele (2012), showing that HEIs are in the progression of various procedures of community-engaged institutionalization in South Africa.

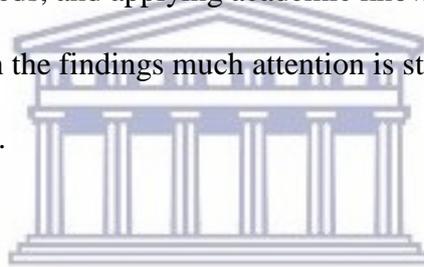
### 5.2.5 Institutional support for SL (Dimension 5)

Institutional support notably impacts SL through guidelines, policies and procedures, and therefore influences faculty engagement as well (Wade & Demb, 2009). It is noted that the strongest predictor for SL institutionalization is faculty support, followed closely by institutional support (Chadwick & Pawlowski, 2007). Within the institutional support for SL an increase was noted across all components for sustained institutionalization with evaluation and assessment reflecting the largest increase (15.8%) followed by departmental support (12.1%) when compared to the baseline study of 2014.

The findings show a decrease for critical mass stage in all compartments, with evaluation and assessment showing a (17.1%) drop, followed by administrative support (14.6%). Quality building remained essentially unchanged with a minimal variation of 0.8% between the studies. A probable reason could be that UWC has purposefully decided to address both the quality and sustaining issues simultaneously, which is suggestive of an infused approach to SL institutionalization. The university has therefore started incorporating SL in existing policies and structures as opposed to formulating a separate SL policy for the institution. Mitchell et al (2005) argues that, while there may be institutional policies and practices in place, there are still departments that need to engage in those areas that are not fully institutionalized, as there are too many variations of SL understanding across departments and programmes. The findings showed an increase in perceptions of institutional support for SL, thus indicating a willingness for departmental change and associated support. However, it is notable that there are still constraining factors within the components of the critical mass stage and more institutional support for SL is needed here.

### **5.3 Service-learning understanding**

Service-learning provides a platform at academic institutes to promote academic assistance and thus enable personal student development (Chadwick & Pawlowski, 2007). Another objective was to determine nursing educators' conceptual understanding of SL. With regard to the findings that were presented, the results reflect that only (n=10,25%) respondents at UWC had a clear conceptual understanding of SL. Furthermore, SL enables students to serve the community through the application of their theoretical and applied knowledge with through HEIs. Furthermore, students reflect on community service in order to facilitate deeper and broader understandings of their experiences and what they have learnt (Prentice, 2002; Lazarus et al, 2015). Therefore, the researchers agree with Daniels and Adonis (2004) that SL is to educate and expose the student to engagements with the larger community by focusing on the community needs, and applying academic knowledge to real world conditions. However, based on the findings much attention is still needed in the promotion SL understanding within HEIs.



### **5.4 Community-engaged teaching and learning understanding**

In South-Africa, HEIs emphasise community engagement as a fundamental part for the development of teaching and learning programmes (Lazarus et al, 2015). Furthermore, universities are actively engaging in communities through student teaching and learning activities. HEIs have historically always served the community (Wade & Demb, 2009). The results of this study found that only (n=11; 27.5%) respondents had a clear theoretical understanding of community-engaged teaching and learning understanding at UWC. The researcher agrees with scholars like Lazarus et al (2015), and Bender and Jordaan (2007) that community engagement aims to connect students to community activities with academic outcomes that reflects their learning. Furthermore, students provide relevant and meaningful services within the community, collaborating with HEIs through a teaching and learning

strategy (Bender & Jordaan, 2007). Wade and Demb (2009) argues that only through student participation and community engagement, will students be encouraged and prepared for civic responsibility through what they have learnt.

Thus, it seems clear that HEIs are proactively assessing the needs of the community and incorporating student learning activities into them. Additionally, it is a relationship that encourages teaching and learning in order to promote academic development through experimental learning within the community (Bender & Jordaan, 2007). Furthermore, (n=16; 40%) of respondents showed a confused understanding of community-engaged teaching and learning understanding at UWC.

Therefore, more attention is still needed in the development, promotion, and support for community-engaged teaching and learning understanding at UWC.

## **5.5 Recommendations**

The challenges identified within the study is that there is still some misunderstanding of both SL and community-engaged teaching and learning among Nursing Educators at the university. A number of respondents (n=16, 40%) had a confused understanding of community-engaged teaching and learning. There is therefore still a gap between existing knowledge and contemporary understanding of SL. However, the respondents' outcomes acknowledge that there is a need for SL to be embedded within UWC as SL growth and development was identified within the study. It is recommended that more studies be done with respect to SL and community-engaged teaching and learning within HEIs. This will contribute to promoting SL and actively engaging in community involvement, thus facilitating a supportive process with HEIs.

- Add a national HEI policy reformation for new SL and community-engaged teaching and learning approaches
- Additional integrated curriculum course-based SL and community-engaged teaching and learning at this HEI.
- In-house faculty support and regular assessment and evaluation of regular faculty educational programmes at this HEI.
- Continuous promotion and maintenance of healthy relationships with community partners
- National financial support for the integration of sustaining SL and community-engaged teaching and learning at HEIs

## 5.6 Conclusion

The chapter discussed the overall score of Furco's self-assessment rubric for the institutionalization of SL and each specific dimension. There are different tools that are appropriate at HEIs, for the different developmental stages that the HEI is currently at with regard to SL institutionalization. The development and implementation of a model is the first and most important step to understanding its objective and the interrelationships among its factors. Thus, a model helps to expose assumptions and to therefore permit scholars and professionals to examine those assumptions (Wade & Demb, 2009). Furco's self-assessment rubric for the institutionalization of SL in higher education is a useful tool in directing HEIs to where they should direct their efforts and resources (Mitchell et al, 2005). The model showed that all five dimensions of Furco's self-assessment rubric were still at the critical mass building stage. Thus, it is clear that more SL institutionalization is needed at the university as sustained institutionalization scored the lowest amongst the respondents. It is important to encourage and maintain SL institutionalization within HEIs, and all faculties, academics, educators and community partners need to play a role in enriching the process.

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# Appendixes

## Appendix 1: Ethical Clearance Letter



**OFFICE OF THE DIRECTOR: RESEARCH  
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24 October 2017

Mr S Hendricks  
School of Nursing  
Faculty of Community and Health Sciences

**Ethics Reference Number:** HS17/9/11

**Project Title:** Determining institutional support needed for embedding service-learning in the undergraduate nursing programme at a Higher Education Institution in the Western Cape.

**Approval Period:** 20 October 2017 – 20 October 2018

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval. Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

A handwritten signature in blue ink that reads 'Josias'.

*Ms Patricia Josias  
Research Ethics Committee Officer  
University of the Western Cape*

**PROVISIONAL REC NUMBER - 130416-049**

## Appendix 2: Information Sheet



### UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa  
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#### INFORMATION SHEET

**Project Title: Determining institutional support needed for embedding service-learning in nursing at a Higher Education Institution in the Western Cape**

#### **What is this study about?**

This is a research project being conducted by School of Nursing at the University of the Western Cape. We are inviting you to participate in this research project because you are involved in the teaching of nursing in the School. The purpose of this research project is to determine the institutional support needed for embedding service-learning in nursing.

#### **What will I be asked to do if I agree to participate?**

You will be asked to complete a questionnaire. This will include the participant's knowledge and understanding of Service-learning (SL). The participant's awareness of SL policy guidelines and methodologies will also be evaluated.

#### **Would my participation in this study be kept confidential?**

The researchers undertake to protect your identity and the nature of your contribution. To ensure your anonymity, the surveys are anonymous and will not contain information that may personally identify you. To ensure your confidentiality, data will be backed up in a password protected file. The data will be kept in the research supervisor's office in a locked cabinet for a minimum of 5 years after which it will be deleted and or shredded

If we write a report or article about this research project, your identity will be protected. In accordance with legal requirements and/or professional standards, we will disclose to the appropriate individuals and/or authorities' information that comes to our attention concerning neglect or potential harm to you or others. In this event, we will inform you that we have to break confidentiality to fulfil our legal responsibility to report to the designated authorities.

**What are the risks of this research?**

There may be some risks from participating in this research study. The risks of the study are that you may feel discomfort or embarrassment regarding questions. Where necessary, an appropriate intervention will take place to assist you.

**What are the benefits of this research?**

The benefits to you include that it would be to identify what type of support is needed to enable you to embed Service-Learning in your teaching.

**Do I have to be in this research and may I stop participating at any time?**

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

**What if I have questions?**

This research is being conducted by Sergio Hendricks from the School of Nursing at the University of the Western Cape. If you have any questions about the research study itself, please contact me.

**Researcher:** Sergio Hendricks  
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Private Bag X17, Bellville 7535  
Cell: 0827814356  
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This research has been approved by the University of the Western Cape's Senate Research Committee. (REFERENCE NUMBER: **HS17/9/11**)

### Appendix 3: Informed Consent Form



UNIVERSITY OF THE WESTERN CAPE

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**Project Title: Determining institutional support needed for embedding service-learning in nursing at a Higher Education Institution in the Western Cape**

UNIVERSITY of the  
WESTERN CAPE

The study has been explained to me in a language that I understand and I hereby voluntary agree to participate in the individual interviews in this research study. All my questions have been answered and sufficiently clarified. I understand that my identity will not be disclosed and that I may withdraw from the study at any stage without giving any reason. I have been informed that the information gathered in this study will not be available to any person, other than the researcher, research supervisors, independent coder and statistician.

**Respondents name:** .....

**Respondents signature:** .....

**Date:** .....

## Appendix 4: Questionnaire

### QUESTIONNAIRE

Please complete all the questions by marking with an **X** beside your chosen answer in the box on the right.

**1. Years employed at current institution:**

1	0 – 2 years	
2	3- 5 years	
3	6 – 8 years	
4	9 – 11 years	
5	More than 11 years	

**2. Indicate your current position/portfolio (If you are a senior Professor who is the Head of the School, mark box 2 &3**

1	Lecturer	
2	Professor	
3	Head of Nursing School/Department	
4	Programme/ Discipline/ Year level Coordinator	
5	Clinical supervisor	

**3. Your highest nursing qualification:**

1	Diploma	
2	Degree	
3	Honours	
4	Masters	
5	Doctorate	
6	Other	

**4. Total number of years of nursing experience:**

1	5 – 10 years	
2	10 – 20 years	
3	21 – 30 years	
4	31 – 40 years	
5	More than 40 years	

**5. Your age group and gender:**

1	20 – 30 years	
2	31 – 40 years	
3	41 – 50 years	
4	51 – 60 years	
5	More than 60 years	
6	Male	
7	Female	

## INSTRUCTIONS

The following section deals with the institutionalization of service-learning in your institution. The question, focusing on a specific component of service-learning (e.g., definition, strategy, knowledge and awareness, etc.,) is followed by a series of options.

You are not limited to one box, so please tick as many the box (es) that contain statements that you agree with. Please mark your answer with an X at right box.

Andrew Furco,s (2002) *Self-assessment rubric for the institutionalization of service-learning in Higher Education* was modified.

### 6. DEFINITION OF SERVICE-LEARNING

1	There is no campus-wide definition for service-learning.	
2	'Service-learning' is used inconsistently to describe a variety of experiential and service activities	
3	There is an operationalized definition for service-learning on the campus	
4	There is an operationalized definition for service-learning on the campus but there is some variance and inconsistency in the application of the term	
5	The institution has a formal, universally accepted definition for service-learning that is used consistently to operationalize many or most aspects of service-learning on campus.	
6	Not sure	

### 7. STRATEGY FOR SERVICE-LEARNING

1	The campus does not have an official strategic plan for advancing service-learning on campus.	
2	Although certain short-range and long-range goals for service-learning have been defined for the campus, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	
3	The campus has developed an official strategic plan for advancing service-learning on campus, which includes viable short-range and long-range institutionalization goals.	
4	Not sure	

### 8. ALIGNMENT WITH INSTITUTIONAL MISSION

1	While service-learning complements many aspects of the institution's mission, it remains on the periphery of the campus	
2	Service-learning is rarely included in larger efforts that focus on the core mission of the institution	
3	Service-learning is often mentioned as a primary or important part of the institution's mission	

4	Service-learning is not included in the campus' official mission or strategic plan.	
5	Service-learning is part of the primary concern of the institution.	
6	Service-learning is included in the campus' official mission and/or strategic plan.	
7	Not sure	

#### 9. ALIGNMENT WITH EDUCATIONAL REFORM EFFORTS

1	Service-learning stands alone and is not tied to other important, high profile efforts on campus (e.g. community partnership efforts, improvement of undergraduate teaching, etc.)	
2	Service-learning is tied loosely or informally to other important, high profile efforts on campus (e.g. community partnership efforts, improvement of undergraduate teaching, etc.)	
3	Service-learning is tied formally and purposefully to other important, high profile efforts on campus (e.g. community partnership efforts, improvement of undergraduate teaching, etc.)	
4	Not sure	

#### 10. KNOWLEDGE AND AWARENESS OF SERVICE-LEARNING

1	Very few members know what service-learning is or understand how service-learning is different from community service, internships, or other experiential learning activities.	
2	An adequate number of academic members know what service-learning is and understand how service-learning is different from community service, internships, or other experiential learning activities.	
3	A substantial number of academic members know what service-learning is and can articulate how service-learning is different from community service, internships, or other experiential learning activities.	
4	Not sure	

#### 11. ACADEMIC INVOLVEMENT AND SUPPORT

1	Very few academic members are instructors, supporters, or advocates of service-learning.	
2	Few support the strong infusion of service-learning into the academy or into their own professional work.	
3	Service-learning activities are sustained by a few academic members on campus.	
4	A satisfactory number of academic members is supportive of service-learning.	
5	Few of them are advocates for infusing service-learning in the overall mission and/or their own professional work	

6	An inadequate or unsatisfactory number of KEY academics are engaged in service-learning.	
7	A substantial number of influential academics participate as instructors, supporters of Service-learning.	
8	A substantial number of influential academics advocates of service-learning and support the infusion of service-learning both into the institution's overall mission and the academic's professional work	
9	Not sure	

#### 12. ACADEMIC LEADERSHIP

1	None of the most influential academics on campus serve as leaders for advancing service-learning on the campus.	
2	There are only one or two influential academics who provide leadership to the campus' service-learning effort	
3	A highly respected, influential group of academics serves as the campus' service-learning leaders and/or advocates	
4	Not sure	

#### 13. ACADEMIC INCENTIVES & REWARDS

1	In general, academics are not encouraged to engage in service-learning	
2	Few if any incentives are provided (e.g., mini-grants, sabbaticals, funds for conferences, etc.) to pursue service-learning activities	
3	Academics' work in service-learning is not usually recognized during the review and promotion process.	
4	Academics are encouraged and various incentives are provided to pursue service-learning activities, but their work in service-learning is not always recognized during their review, and promotion process.	
5	Academic who are involved in service-learning receive recognition for it during the campus' review and promotion process	
6	Not sure	

#### 14. STUDENT AWARENESS

1	There is no campus-wide mechanism for informing students about service-learning courses, resources, and opportunities that are available to them.	
2	There are some mechanisms for informing students about service-learning courses, resources, and opportunities that are available to them, but the mechanisms are sporadic and concentrated in only a few departments or programs	
3	There are campus-wide, coordinated mechanisms (e.g., service-learning listings in the schedule of classes, course catalogs, etc.) that help students become aware of the	

	various service-learning courses, resources, and opportunities that are available to them.	
4	Not sure	

### 15. STUDENT OPPORTUNITIES

1	Few service-learning opportunities exist for students; only a handful of service-learning courses are available.	
2	Service-learning options (in which service is integrated in core academic courses) are limited to only a certain group of students in the academy (e.g., students in certain majors, health related fields, seniors, etc.).	
3	Service-learning options and opportunities (in which service is integrated in core academic programmes) are available to students in many areas throughout the academy, regardless of students' major, year in school, or academic and social interests.	
4	Not sure	

### 16. STUDENT LEADERSHIP

1	Few, if any, opportunities on campus exist for students to take on leadership roles in advancing service-learning in their departments or throughout the campus.	
2	There are a limited number of opportunities available for students to take on leadership roles in advancing service-learning in their departments or throughout the campus.	
3	Students are welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service-learning in their departments	
4	Not sure	

### 17. STUDENT INCENTIVES AND REWARDS

1	The campus has no <i>formal mechanisms</i> (e.g., catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.);	
2	<i>No informal mechanisms</i> (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in service-learning or reward students for their participation in service-learning.	
3	The campus offers some informal incentives and rewards (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in service-learning and/or reward students for their participation in service-learning	

4	The campus offers few or no formal incentives and rewards (catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.)	
5	The campus has one or more formal mechanisms in place (e.g., catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.) that encourage students to participate in service-learning and reward students for their participation in service-learning.	
6	Not sure	

#### 18. COMMUNITY PARTNER AWARENESS

1	Few, if any, community organizations that partner with the university are aware of the campus' goals for service-learning and the full range of service-learning opportunities that are available to students.	
2	Some, but not the majority of community organizations that partner with the university are aware of the campus' goals for service-learning and the full range of service-learning opportunities that are available to students.	
3	Most community organizations that partner with the university are aware of the campus' goals for service-learning and the full range of service-learning	
4	Not sure	

#### 19. MUTUAL UNDERSTANDING

1	There is little or no understanding between the campus and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities.	
2	There is some understanding between the campus and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities;	
3	There is some disparities between community and campus goals for service-learning.	
4	Both the campus and community representatives are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities.	
5	There is generally broad agreement between the campus and community on the goals for service-learning.	
6	Not sure	

#### 20. COMMUNITY PARTNER VOICE AND LEADERSHIP

1	Few, if any, opportunities exist for community representatives to take on leadership roles in advancing service-learning on campus	
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2	Community representatives are not usually invited or encouraged to express their particular communities' needs or recruit student and academic participation in service-learning.	
3	There are a limited number of opportunities available for community representatives to take on leadership roles in advancing service-learning on campus	
4	Community representatives are provided limited opportunities to express their particular organization's needs.	
5	Appropriate community representatives are formally welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service-learning on the campus;	
6	Community representatives are provided substantial opportunities to express their particular communities needs or recruit student and academic participation in service-learning	
7	Not sure	

#### 21. COORDINATING STRUCTURE

1	There is no campus-wide coordinating structure that is devoted to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service-learning.	
2	There is a coordinating structure, but it either does not coordinate service-learning activities exclusively or provides services only to a certain constituency (e.g., students, staff) or limited part of the campus.	
3	The institution maintains a coordinating structure that is devoted primarily to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service-learning.	
4	Not sure	

#### 22. POLICY-MAKING STRUCTURE

1	The institution's official and influential policy-making committees/structures do not recognize service-learning as an essential educational goal for the campus.	
2	The institution's official and influential policy-making committees/structures recognize service-learning as an essential educational goal for the campus, but no formal policies have been developed.	
3	The institution's policy-making committees/structures recognize service-learning as an essential educational goal for the campus, and formal policies have been developed.	
4	Not sure	

### 23. STAFFING

1	There are no staff/academics on campus whose primary paid responsibility is to advance and institutionalize service-learning on campus.	
2	There is an appropriate number of staff members on campus who understand service-learning who hold appropriate titles that can influence the advancement and institutionalization of service-learning throughout the campus: however, their appointments are temporary or paid from soft money (short-term grants) or external grant funds.	
3	The campus houses and funds an appropriate number of permanent staff members who understand service-learning and/or who hold appropriate titles that can influence the advancement and institutionalization of service-learning throughout the campus	
4	Not sure	

### 24. FUNDING

1	The campus service-learning activities are supported primarily by soft money (short-term grants) from sources outside the institution.	
2	The campus service-learning activities are supported by both soft money (short-term grants) from sources outside the institution as well as hard money from the institution.	
3	The campus' service-learning activities are supported primarily by hard money from the institution.	
4	Not sure	

### 25. ADMINISTRATIVE SUPPORT

1	The campus' administrative leaders have little or no understanding of service-learning, often confusing it with other campus outreach efforts, such as community service or internship programmes.	
2	The campus' administrative leaders have a clear understanding of service-learning, but they do little to make service-learning a visible and important part of the campus' work.	
3	The campus' administrative leaders understand and support service-learning, and actively cooperate to make service-learning a visible and important part of the campus' work.	
4	Not sure	

### 26. DEPARTMENTAL SUPPORT

1	Few, if any, departments recognize service-learning as a formal part of their formal academic programs.	
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2	Several departments offer service-learning opportunities and courses, but these opportunities typically are not part of the formal academic program and are not primarily supported by departmental funds.	
3	A fair to large number of departments provide service-learning opportunities that are a part of the formal of the formal academic program and/or are primarily supported by departmental funds.	
4	Not sure	

**27. EVALUATION & ASSESSMENT**

1	There is no organized, campus-wide effort underway to account for the number and quality of service-learning activities taking place.	
2	An initiative to account for the number and quality of service-learning activities taking place throughout the campus has been proposed.	
3	An ongoing, systematic effort is in place to account for the number and quality of service-learning activities taking place throughout the campus.	
4	Not sure	

**28. Please tick if saying YES to the following questions**

1	I have attended training session on service-learning.	Yes
2	I'm aware of the service-learning policy guidelines of the Higher Education Quality Committee (HEQC).	
3	I need training regarding the theoretical foundation of service-learning.	
4	I need training regarding the philosophy of service-learning.	
5	I need training in developing service-learning modules.	
6	I am aware of the HEQC's assessment criteria for service-learning.	
7	I have discussions on service-learning within my teaching group.	
8	I will like to receive information about the national service-learning policy guidelines.	
9	I would like to attend training sessions on service-learning.	

**29. Please describe your current understanding of service-learning**

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**30. Please describe how you would describe **community-engaged teaching and learning****

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Thank you for taking the time to complete the questionnaire.



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