

## THE SERVICE-LEARNING PRIORITIES OF THE HEQC

### THE HEQC'S QUALITY ASSURANCE SYSTEM

The HEQC's service-learning priorities are evident in the following quotations *from its Criteria for Institutional Audits* (2004a) and *Criteria for Programme Accreditation* (2004b).

#### FROM: CRITERIA FOR INSTITUTIONAL AUDITS

##### *Criterion 7*

(iv) In the case of institutions with service learning<sup>2</sup> as part of their mission:

- Service learning programmes which are integrated into institutional and academic planning, as part of the institution's mission and strategic goals;
- Adequate resources and enabling mechanisms (including incentives) to support the implementation of service learning, including staff and student capacity development; and
- Review and monitoring arrangements to gauge the impact and outcomes of service learning programmes on the institution, as well as on other participating constituencies. (HEQC, 2004a: 11)

##### *Criterion 18*

Quality-related arrangements for community engagement are formalised and integrated with those for teaching and learning, where appropriate, and are adequately resourced and monitored.

In order to meet this criterion, the following are examples of what would be expected:

- (i) Policies and procedures for the quality management of community engagement.
- (ii) Integration of policies and procedures for community engagement with those for teaching and learning and research, where appropriate.
- (iii) Adequate resources allocated to facilitate quality delivery in community engagement.
- (iv) Regular review of the effectiveness of quality-related arrangements for community engagement. (HEQC, 2004a: 19)

<sup>2</sup> 'Service-learning' appears without the hyphen in the HEQC documents.

FROM: *CRITERIA FOR PROGRAMME ACCREDITATION*

3.1.1 Programme design

*Criterion 1:* The programme is consonant with the institution's mission, forms part of institutional planning and resource allocation, meets national requirements, the needs of students and other stakeholders, and is intellectually credible. It is designed coherently and articulates well with other relevant programmes, where possible.

In order to meet the criterion, the following is required at minimum: [...]

(x) In the case of institutions with service learning as part of their mission:

- Service learning programmes are integrated into institutional and academic planning, as part of the institution's mission and strategic goals.
- Enabling mechanisms (which may include incentives) are in place to support the implementation of service learning, including staff and student capacity development. (HEQC, 2004b: 7-8)