

 <p>UNIVERSITY of the WESTERN CAPE</p>	UNIVERSITY OF THE WESTERN CAPE		
	<h2>Co-Curricular Policy Document</h2>	Council Approval Reference	C2013/06
		Implementation Date	5 December 2013
		Revision / Amendment Number	
		Revision / Amendment Date	
		Policy Owner	CSSS
		Executive Management Portfolio	DVC: SDS
		Contributors	SDSSC
		Circulated by:	
		Circulated to:	

UNIVERSITY OF WESTERN CAPE (UWC)

CO-CURRICULAR RECORD POLICY

DATE OF APPROVAL: C2013/06

Approved by Council, 5 December 2013 (C2013/06)

SECRETARIAT

Private Bag x17, Bellville 7535,
South Africa
T: +27 21 959 2727
F: +27 21 959 3443
secretariat@uwc.ac.za
www.uwc.ac.za

A place of quality,
a place to grow, from hope
to action through knowledge

CO-CURRICULAR RECORD POLICY

1. Introduction

Students are at the centre of any academic institution. The academic transcript alone does not reflect a holistic student learning and developmental experience in higher education. It is for this purpose that the Co-curricular Record (CCR) Policy is developed as a strategic initiative to provide students with a record of a holistic learning and developmental experience at UWC. The meaning of the "Co-Curricular Record" is defined in the policy, and the reasons are provided for student involvement in co-curricular activities as a critical part of skills development, education and learning experience, which contribute to the achievement of the graduate attributes, and inculcating the values of responsive and active citizens. The policy further outlines the roles and responsibilities of staff and students for entering, verifying and accessing data on the CCR.

As a higher education institution, the University of the Western Cape acknowledges the role students play in co-curricular activities. This policy framework provides a guide on the application of the co-curricular record, including outlining applicable essential student learning outcomes and development indicators that contribute to skills transfer and transformative education influenced by the demands of a dynamic society. Student Development and Support has as its focus the co-curricular programmes/interventions which are informed by its strategic goals as guided by the Institutional Operating Plan framework, whilst UWC's graduate attributes are linked to each learning outcome and development indicator in this policy.

2. Definition and Uses of the Co-curricular Record (CCR)

2.1 The co-curricular record is defined as a non-academic record which reflects a range of substantial co-curricular participations/initiatives of students for the academic year of study or years of study at the university.

2.2 The Co-curricular activities and programmes may be led by faculty members or staff, or by students themselves, but they must comply with the set criteria, stated goals, measured outcomes and development indicators.

2.3 The development and implementation of the CCR allows students to receive official records which reflect the education, learning and skills acquired from co-curricular engagement. The activities are initially verified and certified by the relevant department/section/centre/unit/faculty, after which they are sent to the Validator for pre-selection, before their submission to the Co-curricular Selection and Approval Subcommittee (CCSAS) for pre-approval. The CCR complements the student's academic record and CV when applying for employment, sourcing funding, and even pursuing further studies amongst other possibilities. In addition, students are enabled to review their CCR and plan the nature and scope of their co-curricular involvement to fulfil their future learning goals from the first year of their studies. The CCR further provides UWC with an overview of the extent to which students are involved in co-curricular activities and the range of learning outcomes linked to these activities.

3. Policy Statement

Consistent with its *Vision, Mission, Values and, Educational Purpose*, UWC seeks to create an enabling environment that facilitates active learning for students through *inter alia* complementary learning experiences and opportunities inside and outside of the classroom that prepare them for future responsibilities such as work, volunteerism, enterprise

development and life opportunities among others. As is the case with an academic transcript, the second student record is important to document the education, learning and skills developed that the student gains from co-curricular involvement. This will be an official verified transcript.

4. Outline of the CCR

The CCR consists of two categories, namely "co-curricular involvement" and "awards and recognition", with the latter as a functional area within the area of Student Development and Support.

4.1 In the **co-curricular involvement** category:

4.1.1 Approved co-curricular involvement that the student has participated in will be recorded along with any position held, a brief description of the activity/role and the date or period when the student participated in the activity.

4.1.2 For each approved co-curricular involvement recorded, the learning outcomes and development indicators linked to it will be indicated. Extensive internal consultation is underway and a review of UWC's own graduate attributes, IOP and other literature resulted in a modified version of the learning outcomes designed by the Council for the Advancement of Standards in Higher Education to frame the learning outcomes for the CCR. The broad learning outcomes can be found in Appendix A along with the more specific development indicators associated with each learning outcome.

4.1.3 To guard against the CCR containing too much information, the specific development indicators will not be reflected on it. Instead, the information in Appendix A can be printed out and used as a means of providing a fuller description of the learning outcomes that appear on the CCR.

4.1.4 The CCSAS will annually publish a list on the Student and Staff portals of the approved CCR involvements and the learning outcomes linked to each activity. This will enable students to plan their schedule of co-curricular involvement for the year.

4.1.5 Students choose to participate voluntarily

4.1.6 Nominators and students, if unsatisfied with the decision reached by the CCSAS, have a right to appeal to the Deputy Vice Chancellor: SOS and the Registrar.

4.1.7 The CCR will be signed by the DVC: SOS and the Registrar, and the UWC logo will appear on the CCR when it is printed.

4.2 In the **awards and recognition** category:

4.2.1 Approved awards and recognitions will be recorded along with the date when the student received the award or recognition.

4.2.2 Only awards and recognitions granted to individuals representing UWC as a student will be approved.

4.2.3 Student Development and Support will annually publish a list on the Student and Staff portals of the approved CCR awards and recognitions, after the DVC: SOS has signed.

4.2.4 Only the student and authorized University personnel will have access to the student's Co-curricular Record that is captured and stored on the ICS system/SAS!.

5. Process to Approve Co-Curricular Involvement that can be Recorded on the CCR

- Once the CCSAS has approved the activity, it will be captured on SASI by the Validator. A student that has participated in the activity or after being nominated by a coordinator in a department/ section/centre/unit/faculty will then be able to request recognition for such involvement, after it is pre- approved by the CCSAS and later certified by the DVC: SOS and the Registrar.
- It will be the responsibility of the student applicant or a nominator to complete the form to request recognition of a co-curricular involvement; it will be the responsibility of the student to apply through the portal and the application is then submitted directly to the Validator for submission to request recognition of a co-curricular involvement.
- From the list of learning outcomes and development indicators found in Appendix A a department/section/centre/unit/faculty will have to identify the appropriate learning outcomes and development indicators for the activity that they are submitting for approval.
- The completed form is then submitted to the CCSAS for pre-approval.
- Students must apply for acknowledgement within a year of completing the involvement. A flow chart of the approval process is provided in Appendix B.
- The department/section/centre/unit/faculty offering the co-curricular activity will be expected to complete a form, Appendix C, in which *inter a/ia* the activity is described and the learning outcomes and development indicators that each activity aims to develop in students are specified.

6. Process to Approve Awards and Recognition that can be Recorded on the CCR

- The department/section/centre/unit/faculty offering the award and recognition of excellence or outstanding achievement will be expected to complete a form (see Appendix Din which the award and recognition is described.
- The completed form is then submitted to the Student Development and Support Awards Committee for approval. Once the Student Development and Support Awards Committee has approved the award and recognition, it is recommended to be included in the CCR by nomination or application, provided it meets the requirements.

7. Roles and Responsibilities related to Implementing the CCR

- The DVC: SOS and the DVC: Academic are responsible for strategically promoting co-curricular student involvement and the Co-curricular Record among UWC students and staff.

Student Development and Support Services Committee, through the CCSAS, is responsible for:

- o Developing the CCR policy and the methods and systems for implementing it.
- o Overseeing the development and implementation of an electronic system for submitting co-curricular activities for approval and recording on the CCR database.
- o Ensuring that mechanisms are in place to monitor the quality of the approved co-curricular involvements and verifying student participation in these activities.
- o Overseeing the provision of training opportunities and materials for staff capacity to develop appropriate learning outcomes for their co-curricular activities.
- o Overseeing the provision of training opportunities and materials for students to raise awareness about the importance of co-curricular involvement, enable them to plan their schedule of co-curricular activities and reflect on the learning gained, and provide capacity for students to use the ICS/SASI system to request acknowledgement of participation in an approved co-curricular activity and print their CCR.
- o In conjunction with ICS, overseeing the development of an electronic system for implementing the CCR.
- o Coordinating an annual update of the names and contact details of programme coordinators for each approved co-curricular involvement.

Students are responsible for ensuring that they:

- o Plan their co-curricular involvements in accordance with their personal development plan throughout their university studies.
- o Request via the Validator and finally, the CCSAS, that their co-curricular involvements and/or awards and recognition are recognized and recorded on their CCR within a period of a year of completing the involvement or receiving the awards and recognition.
- o Print a copy of their CCR when required.
- o Use their CCR to complement their Academic Record when applying for employment or further studies.
- o Develop a portfolio to detail more fully the learning gained from their co-curricular involvements and/or awards and recognitions.
- o Save a copy of their CCR as a pdf file prior to graduation, though there will also be a back office process in place for printing the CCR after graduation.

8. Application of this Policy and Monitoring of Implementation

- This policy is applicable to all students, as well as staff that offer co-curricular activities and/or provide student awards and recognition.
- The Student Development and Support Services Committee is responsible for reviewing and monitoring the implementation of this policy and recommending revisions to the policy when necessary.
- Co-curricular Record shall be issued by Student Academic Administration at the end of November of the student's final academic year of study.
- Co-curricular Record issued at times other than the designated date for issue shall be charged for.
- All official co-curricular records shall be date stamped by Student Administration.

GRADUATE ATTRIBUTES	LEARNING OUTCOMES	DEVELOPMENT INDICATORS
GRADUATE ATTRIBUTE 1 SCHOLARSHIP: A critical attitude towards knowledge:	Intellectual growth	<ul style="list-style-type: none"> • Utilises critical thinking skills as tools for analysis • Develops the capacity to identify and solve problems • Expands the knowledge base • Produces personal and educational goal statements • Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion • Obtains a degree
GRADUATE ATTRIBUTE 2 CRITICAL CITIZENSHIP AND THE SOCIAL GOOD: A relationship and interaction with local and global communities and the environment:	Leadership development	<ul style="list-style-type: none"> • Develops leadership style and principles • Serves in a leadership role • Serves as a mentor or facilitator to others • Embraces leadership principles for the common good • Sets good examples to be modelled • Encourages and inspires others
	Social responsibility	<ul style="list-style-type: none"> • Lends a helping hand in developmental community projects • Contributes to addressing injustices • Contributes to knowledge dissemination about the benefits of a sustainable environment • Understands and participates in relevant governance systems
	Adaptability	<ul style="list-style-type: none"> • Responds to challenges, transitions and new situations • Generates new ideas and innovations • Adapts to the demands and expectations of varied contexts • Keeps updated about the topical national and global news and <u>changes</u>.
GRADUATE ATTRIBUTE 3 LIFELONG LEARNING: An attitude or stance towards themselves:	Effective communication	<ul style="list-style-type: none"> • Writes and speaks coherently using the language that recognises the context. • Communicates clear messages • Able to articulate ideas with confidence and clarity • Able to make presentations and speeches using available modern technology
	Professionalism	<ul style="list-style-type: none"> • Carries oneself in a manner appropriate to a situation • Understands basic protocol and etiquette

		<ul style="list-style-type: none"> • Able to understand practices unique to each environment you interact with • Showing concern and reflect the values of the organisation
	Self-awareness	<ul style="list-style-type: none"> • Shows and displays self confidence • Shows self-respect and respect for others • Develops and articulates personal belief system • Identifies personal strengths and growth areas
	Values Exploration	<ul style="list-style-type: none"> • Demonstrates how values and ethics influence decision making processes • Displays core values and morals • Appreciation for helping others
	Planning a Career	<ul style="list-style-type: none"> • Identify interests, abilities, strengths, values and transferable skills and their impact on personal and career decisions. • Considers career options and ideal work environment • Captures the relevant skills through experiential learning in a broad sense • Compiles a CV and a profile for job search or job creation purposes
	Healthy behaviour	<ul style="list-style-type: none"> • Chooses behaviours that encourage and promote healthy lifestyle • Uses information available to reduce risk exposure. • Articulate the relationship between health and wellness • Adopts reliable stress management techniques
	Independence	<ul style="list-style-type: none"> • Displays self-reliant behaviours • Demonstrates initiative and outcomes oriented • Able to develop and manage the budget • Undertakes tasks or duties without direct supervision • Leverages commitments and multitasks when necessary • Takes responsibility for one's own actions
	Collaboration	<ul style="list-style-type: none"> • Embraces and appreciates team work to achieve common objectives. • Understands group dynamics • Applies conflict resolution skills • Balances divergent views to reach a workable solution

	Information Literacy	<ul style="list-style-type: none"> • Able to realise when information is required • Uses diverse sources of information to formulate a decision or perspective • Follows ethical guidance in relation to information gathering, processing and dissemination • Uses technology as a tool for information processing
	Appreciating diversity	<ul style="list-style-type: none"> • Understands and acknowledges human and cultural differences • Encourages engagement with people different to oneself • Appreciates the presence of different and respects viewpoints and perspectives • Acknowledges and understands the impact and value of diversity on society and humanity in general.

Programs and services must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to needs of individuals, special populations, and communities.