UNIVERSITEIT STELLENBOSCH UNIVERSITY

Co-Curriculum Recognition

Type of Document:	Regulation
Purpose:	To regulate the formal recognition of co-curricular activities to the academic transcript
Approved by:	Senate
Date of Approval:	23/11/2018
Date of Implementation:	01/04/2019
Date of Next Revision:	The Regulation must be reviewed during its fifth year of operation. It may be reviewed earlier, or more than once during its period of operation, if the owner of the Regulation considers it necessary
Date of Previous Revision(s):	*Fourth version*: 14 July 2015, Prof I Cloete, Senior Director: Institutional Research and Planning The regulation was preceded by three draft versions prepared by the Students' Representative Council, but not submitted to the RMT for approval: *Third version*: 3 March 2014, Ms Chrisna Robbertse, Chairperson: Academic Affairs Council and Students' Representative Council 2013/2014 *Second version:* 7 March 2013, Zandri le Grange, Chairperson: Academic Affairs Council 2011/2012 and Students' Representative Council 2012/2013 *First version*: Neil de Kock, SRC Policy Unit, Students' Representative Council 2011/2012
Policy Owner[1]:	Vice-Rector (Learning and Teaching)
Policy Curator[2]:	Senior Director: Division Student Affairs
Keywords:	Co-curriculum; co-curricular; recognition; experiential education; experiential learning; graduate attributes
Validity:	The English version of this regulation is the operative version and the Afrikaans version is a translation thereof

SU Policies are available at www.sun.ac.za/policies

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[1] Policy Owner: Head(s) of Responsibility Centre(s) in which the policy functions.

[2] Policy Curator: Administrative head of the division responsible for the implementation and maintenance of the policy

1. REGULATION PARTICULARS

Regulation Statement

Stellenbosch University acknowledges the role of experiential education as instrumental in developing the critical knowledge, skills, qualities, competencies and attributes required by graduates for the 21st century. The impetus is to recognise multifaceted learning experiences beyond the classroom, in turn, acting as a motivational driver towards student engagement, a proven factor leading to student retention and success. The academic transcript provides a summary of all formally assessed learning, awards and accomplishments obtained by a student whilst enrolled at SU. The academic transcript records student learning and development, as well as competency-levels attained in the experiential education domain. Co-curriculum course or award recognition will only be included on the academic transcript in the year of award or course completion.

Stellenbosch University acknowledges the conceptual understanding of the co-curriculum as life-wide experiential education[1] into which the academic life is embedded, whilst simultaneously being framing the academic experience, thereby complementing, augmenting and deepening the student learning experience. Shaping the co-curriculum in a purposeful way, enhances student engagement and connection to social, academic and institutional life. Furthermore, the SU co-curriculum encompasses intentional, experiential learning[2] activities that allow for the intersection of the personal-social-academic lives of students contributing towards holistic development and formation of the SU graduate attributes. The facilitator/lecturer in this space is known as an experiential educator[3] as the role involves more than just being a facilitator or matching learning style with teaching style. It is a student-centred process that embraces the dimensions of the experiential learning cycle through adaptive, flexible educational and learning styles[4].

The Stellenbosch University defines the co-curriculum as coherent, purposive experiential education that amplifies knowledge acquisition, develops critical skills and competencies, builds values and interests, fosters community formation, intentionally creating pathways for whole-student development towards African-centred, global citizenship.

Conceptual Framework

The SU co-curriculum office strives to position co-curricular education in ways which allows for and encourages students to engage critically with knowledge, its nature and its application. This approach acknowledges that student learning and formation occur well before admission to university. Students' knowledge and understanding of the world influence the learning and teaching within curriculum and co-curriculum. The co-curriculum recognition process

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1 Experiential education is defined as the philosophy and methodology in which experiential learning educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values. (Association for Experiential Education, 2004).

2 The SU co-curriculum approach is underpinned by experiential learning theory (ELT) which defines learning as a process whereby knowledge is created through the transformation of experience (Baker, Jensen, & Kolb, 1997; Gosenpud, 1986; Herz & Merz, 1998; Kayes, Kayes, & Kolb, 2005a, 2005b; Specht & Sandlin, 1991; Thatcher, 1986) cited in Kolb, A. & Kolb, D., 2009. The Learning Way: meta-cognitive aspects of experiential learning. Simulation & Gaming, 40: 297-327.

3 The experiential educator is a unique person in relationship with equally unique students, influenced by a wide variety of contexts in a collaborative partnership of learning through experience (Kolb, A. & Kolb, D. 2017. The Experiential Educator: Principles and practices of experiential learning. EBLS Press, USA.)

4 Experiential Educators organize learning activities in a manner that addresses the four learning cycle modes of experiencing, reflecting, thinking, and acting. As students move through the learning cycle experiential educators adapt their role from facilitator, content expert; assessor/evaluator to learning coach. Kolb, A. & Kolb, D., 2009. The Learning Way: meta-cognitive aspects of experiential learning. *Simulation & Gaming,* 40: 297-327.

integrates the institutional principles of learning and teaching as contributing towards the formation and cultivation of the cognitive character of students. The goal is to develop graduates that think effectively and critically, achieve depth in some field of knowledge, and develop an understanding of the ways in which to acquire knowledge and understanding of the universe, society, and self. Graduates will attain a broad knowledge of other cultures and other times, be able to make decisions based on reference to the wider world and to the historical forces that shape it, have understanding of and experience in thinking systematically about moral and ethical problems, and be able to communicate with cogency. Opportunities for further personal development are embedded within the academic programmes, as well as stand-alone activities inside and outside of the classroom. Students are offered the opportunity to engage with a wide range of experiential learning opportunities through participation in leadership programmes, mentoring, tutoring counselling, sport, societies, volunteerism, awareness-raising initiatives, career advice and so forth.

Co-curriculum Regulation Objectives
The following regulation objectives guide the recognition of co-curriculum opportunities to the academic transcript:

1. To contribute to Stellenbosch University's Vision 2040 as reflected in the Strategic Framework (2019-2024) towards being Africa's leading research-intensive university, globally recognised as inclusive and innovative, where we advance knowledge in service of society;
2. To develop skills, competencies and values towards the formation of the SU graduate attributes;
3. To adhere to principles and provisions for the formal recognition of student experiential learning in the curriculum and co-curriculum;
4. To effect criteria for recording and acknowledging of co-curricular activities on the academic transcript.

People affected by this Regulation
All registered students at SU; DSAf; SU support divisions; faculties; SISS; Registrar's Division.

Who should read this Regulation
All staff members, all registered students at SU; deans; directors; department heads; units; divisions.

Website address/link for this Regulation

https://www.sun.ac.za/english/learning-teaching/student-affairs/Pages/default.aspx

2. PRINCIPLES GOVERNING THIS REGULATION

2.1 ***Quality Assurance of Learning & Development***
The SU academic and quality assurance principles must apply to learning, development, facilitating, assessments and evaluation of co-curricular activities.

2.2 *Multifaceted Experiential Education*

This Regulation endeavours to guide the academic transcript recognition of a wide spectrum of experiential learning activities, creating opportunity for students to apply for co-curriculum recognition in fields not specified in this Regulation.

2.3 *Extent of Transcript Recognition*

Transcript recognition will only be offered upon successful completion and assessment of a co-curriculum opportunity or programme.

2.4 *Graduate Attributes*

Accomplishments that are recognised on the academic transcript should demonstrate the SU competencies mapped to the SU Graduate Attributes which have been assessed and evaluated within the co-curriculum.

2.5 *Service Recognition, Student Development and Leadership:*

In addition to accomplishments in academia, sport and cultural activities, transcript recognition will be offered for service provision and personal development in terms of student leadership, community interaction, FVZS and other short courses successfully completed.

2.6 *Verification of Achievements and Experiential Education*

The experiential educator will verify that course assessments and evaluation requirements are met. The list of student names will be forwarded to the line-manager or head of department for approval. Thereafter the approved list of student names will be sent to the co-curriculum office. The co-curriculum office will moderate a minimum of 10% of the results in accordance with SU quality assurance principles before students' names are forwarded to SISS for the inclusion of their co-curricular achievements on the academic transcript.

2.7 *Co-curriculum Categories*

Typical categories for co-curriculum recognition are academic leadership; student leadership; personal leadership; social impact; intercultural engagement; sport and wellbeing; scholarships, awards and service recognition. The current co-curriculum categories are listed and described in Appendix A. The Co-curriculum Recognition Committee may add to, delete from, or change these categories from time to time, without requiring re-approval of the regulation.

3. PROVISIONS OF THE REGULATION

3.1 The Registrar's division is responsible for issuing academic transcripts. The transcripts are issued together with the degree certificates as part of the academic record at the annual graduation ceremonies. This practice creates a clear coherence between curriculum and co-curriculum accomplishments.

3.2 The regulation applies to all registered students of Stellenbosch University. Award recognition and co-curriculum recognition will not be granted retrospectively after the graduations. A two-month window-period will be allowed in exceptional circumstances. A motivation addressed to the co-curriculum manager must reach the co-curriculum office no later than 31 January for the year immediately subsequent to the experiential learning opportunity.

4. PROCEDURES FOR IMPLEMENTING THIS REGULATION

4.1 FUNCTIONS OF THE CO-CURRICULUM RECOGNITION COMMITTEE (CRC)

The Co-curriculum Recognition Committee (CRC) will consist of the following people:

- The Senior Director: Division: Student Affairs as chair of the committee
- The Registrar
- The Director: Centre for Student Communities
- The Director: Centre for Student Leadership & Structures
- Representation from the Committee for Learning and Teaching
- Representation from the Centre for Academic Planning and Quality Assurance
- The Chairperson of the AAC
- The Co-curriculum Manager as secretariat

4.1.1 The CRC abides by the principles and procedures for implementation as set out in this regulation document;

4.1.2 The CRC has the right to co-opt members without voting-rights for specific sessions depending on the type of application received or the nature of the situation;

4.1.3 A majority vote will determine the outcome of an application process should consensus not be reached. The CRC chairperson will have the casting vote in the event of a voting-tie;

4.1.4 The Co-curriculum Office ensures that minutes are recorded and that all electronic documents submitted to the CRC are marked confidential and are retained;

4.1.5 The manager: co-curriculum schedules meetings of the CRC for the consideration of applications received;

4.1.6 The CRC will meet at minimum, annually before the end of September;

4.1.7 CRC will adjudicate all co-curriculum programme/activity applications for accreditation – both new applications and reapplications for recognition on the academic transcript;

4.1.8 Co-curriculum recognition on the academic transcript will be subject to quality assurance mechanisms and processes.

4.1.9 Conflicts are resolved by the co-curriculum manager and only if this is not possible, then these are referred to the CRC. The CRC will address these disputes in its meetings comprising of at minimum a quorum of 50% + 1 and above attendance of voting members. The decision of the CRC is final.

4.2 SHORT-COURSES

This regulation does not govern the administration or award of short-courses within the co-curriculum domain.

4.2.1 All short-courses are administered by INNOVUS.

4.2.2 The University recognises the importance of student learning and development through short-course attendance and participation. SU will annually record the completion of short-courses on a student's academic transcript without requiring a request from the student.

5. REGULATION CONTROL

5.1   Regulation Owner
The Vice-Rector (Teaching and Learning) is the owner of the regulation.
The Vice-Rector delegates the overall responsibility for executing the regulation to the Senior Director: Student Affairs as curator of the Co-curriculum Regulation.

5.2   Date of Implementation
The previous versions of the regulation were partially implemented with effect from September 2013. Recognition of co-curricular achievements follows the period 2013, with no retrospective recognition for students who graduated prior to 2013. The same principle applies for any additions/alterations to the list of recognised achievements introduced at a later date. No achievement prior to the revision date is recognised with retrospective effect.
The implementation date is as in the table on the cover sheet of this regulation.

5.3   Revision
The Regulation is revised every five years or earlier as determined by the CRC.

5.4   Action in case of non-compliance
Every case of non-compliance must be referred to the CRC. The Committee has the right to declare a recognised experiential learning opportunity as invalid and to recommend to the Registrar to remove the recognised activity from the record of approved activities accordingly.

6. RESPONSIBILITIES

6.1   Vice-Rector: Teaching & Learning
Accountability for the Regulation and its impact at SU;

6.2   The Registrar:
Approves the recommendations of the CRC, by which approval, a particular item shall appear on the transcript;

6.3   Senior Director: DSAF
Chairs the CRC meetings and is responsible for this regulation across the institution;

6.4   Manager: Co-curriculum
Responsible for the recognition process for new and renewal of co-curriculum programmes/activities;
Evaluates the suitability of programmes for presentation to the CRC; as such, all co-curricular activities seeking recognition on the academic transcript will be evaluated for readiness to be presented to the CRC;
Responsible for the secretariat of the CRC
Responsible for communication of the regulation to relevant institutional stakeholders.

7. REVIEW PROCEDURE

The Co-curriculum Office monitors the implementation of this regulation and recommends a reviewal process to the CRC as may be required by legislation, organisational changes and other considerations, or at least every five years.

8. REGULATION DEFINITIONS

TERM	DEFINITION
Co-curriculum (noun)	At Stellenbosch University, we speak of the co-curriculum in the same manner as the curriculum denoting knowledge and knowledge creation, skills, competencies and capabilities, both inside and outside of the classroom. The usage of the term co-curriculum denotes a noun, both singular as well as plural. We will therefore talk about co-curriculum recognition; co-curriculum strategy; co-curriculum co-ordinator and so forth.
Co-curricular (Adjective)	The process of acquiring this knowledge describes activity or experiential learning, the doing part of co-curriculum, we use the term co-curricular as an adjective, both singular as well as plural. So we talk about co-curricular activities.
Graduate Attributes	SU Graduate Attributes – as purposefully embedded in the curriculum as well as co-curriculum. See Appendix B for a more detailed description of the graduate attributes. An enquiring mind, An engaged citizen, A dynamic professional, A well-rounded individual.
Experiential Learning	The SU co-curriculum experiential learning approach is underpinned by experiential learning theory (ELT) which defines learning as a process whereby knowledge is created through the transformation of experience (Baker, Jensen, & Kolb, 1997; Gosenpud, 1986; Herz & Merz, 1998; Kayes, Kayes, & Kolb, 2005a, 2005b; Specht & Sandlin, 1991; Thatcher, 1986) cited in Kolb, A. & Kolb, D., 2009. The Learning Way: meta-cognitive aspects of experiential learning. *Simulation & Gaming,* 40: 297-327**.**
Experiential Educator	The experiential educator is a unique person in relationship with equally unique students, influenced by a wide variety of contexts in a collaborative partnership of learning through experience (Kolb, A. & Kolb, D. 2017. The Experiential Educator: Principles and practices of experiential learning. EBLS Press, USA.) Experiential Educators organize learning activities in a manner that addresses the four learning cycle modes of experiencing, reflecting, thinking, and acting. As students move through the learning cycle experiential educators adapt their role from facilitator, content expert; assessor/evaluator to learning coach.
Student Experiential Educator	The student experiential educator assumes the role of experiential educator when leading an experiential learning opportunity for their peers. S/He may choose to present the activity to the Co-curriculum Recognition Committee for transcript recognition.
Experiential Education	Experiential education is defined as the philosophy and methodology in which experiential educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge; develop skills and clarify values – Association for Experiential Education, 2004**.**
Experiential Validator	This is a staff member currently in a fixed term or permanent work-agreement with the University who supports the student experiential educator by ensuring all co-curriculum transcript recognition criteria are adhered to as per implementation schedule and validator agreement (see supporting documentation)

9. ABBREVIATIONS AND ACRONYMS

ACC	Academic Affairs Council
CI	Community Interaction
CRC	Co-curriculum Recognition Committee
CSC	Centre for Student Communities
CSCD	Centre for Student Counselling and Development
CSL&S	Centre for Student Leadership & Structures
DSA	Division Student Affairs
IIS	Institutional Intent and Strategy
TR	The Rectorate
SIS	Student Information System
SISS	Centre for Student Information System Support

10. SUPPORTING DOCUMENTS

Name of document	Status (identified, in process, approved, etc.)
Teaching and Learning Policy	Approved 2018
Strategy for Teaching and Learning 2017-2021	Approved in March 2017
SU's Vision and Institutional Strategic Framework	Approved by SU Council in June 2018
SU Rules for Obtaining and Utilising Student Feedback about Programmes, Modules and Lectures	Approved in 2016 Under revision
Assessment policy and practices at Stellenbosch University	Under revision
Institutional Student Feedback Policy	18 April 2008
Quality Assurance Policy	Under revision
Language Policy of Stellenbosch University	Approved in 2016
SU Policy on Teaching and Learning Materials	Approved: June 2007 Under revision
Disability Access Policy	Approved in April 2018

APPENDIX A

Co-curriculum Accreditation Categories

Academic Leadership

Students who demonstrate academic leadership take ownership of their own learning journey through actively pursuing excellence in academia. Academic leadership includes enrolling in learning opportunities and research beyond the required degree course-work. It involves knowledge acquisition and application towards positive change.

Student Leadership

A student leader takes responsibility for sharing knowledge through inspiring and motivating others; mentoring; campaigns etc. A student leader strives to change the world by starting within their own community through positional as well as non-positional leadership. They model consistent, values-based leadership centred on service to the student community, University and beyond.

Personal Leadership

Personal leadership or leadership of the self is the student's ability to define a personal-leadership pathway, be goal-directed, acting with consistency; integrity and clarity. Personal leadership entails applying principles of student leadership and academic leadership and practicing wellbeing within their personal domain first and foremost.

Social Impact

This category recognises individual and collective actions and acts of service by students in response to the challenges and needs within communities. Students apply innovation and critical thinking; technical knowledge, skills, capabilities in acts of service towards social good.

Intercultural Engagement

Intercultural engagement involves active, willing engagement with other cultures that is founded on an understanding of one's own cultural position and deep respect towards people from other cultures. Students engaging in intercultural activities develop the ability to influence and lead in culturally diverse communities and society, harnessing difference as strength.

Sport & Wellbeing

This category offers recognition to students who engage in formally recognised activities that demonstrate self-care through taking responsibility for their physical and mental health. This includes experiential learning opportunities focusing on healthy life-style choices that enhance whole-student well-being and success. This category includes SU sport-codes offering experiential learning opportunities.

Scholarships Awards and Service Recognition

This category acknowledges student accomplishment and awards bestowed upon them such as the Rector's Awards; scholarship awards usually through a selection process. In addition students who have served the university community through volunteer programmes and special projects that are not accredited will receive acknowledgment.

APPENDIX B

SU Graduate Attributes – detailed explanation

An enquiring mind
- Lifelong learner
- Critical and creative thinker
- Exercises responsibility for learning and using knowledge

An engaged citizen
- Leader and collaborator
- Social entrepreneur
- Effective in a diverse environment

A dynamic professional
- Problem solver
- Uses sustainable and effective technology
- Innovative

A well-rounded individual
- Exposed to cultural, intellectual and sporting life
- Takes responsibility for own development
- Takes informed and considered decisions.

An enquiring mind

A graduate who can be described as having an "enquiring mind" is curious, a lifelong learner who thinks critically and creatively, and someone who uses systematic methods of enquiry to formulate decisions. An enquiring mind is open to new as well as diverse ideas, is willing to learn from the received wisdom of the past, as well as to invent new ways of knowing and doing. This involves taking the best from international and dominant ways of knowing, and in addition from indigenous, local, lay and underrepresented knowledge sources. It involves seeing the interconnectedness of different knowledge sources and knowledge systems, and being able to process ideas and information in multi-disciplinary teams. An enquiring mind exercises discernment with regard to knowledge sources, knowledge claims and the values of knowledge. He or she considers the responsibility and accountability that accompany knowing and learning, and the respect for
research-oriented approaches to problem solving.

An engaged citizen

An engaged citizen is one who is able to exercise leadership, and one who understands how to contribute as a member of a team and community, thus to collaborate and be of service. An engaged citizen cares for him or herself and exercises care for others in increasingly widening concentric circles. This implies, for example, care in the family setting, the workplace or the classroom, at a municipal or regional level, at the national, continental as well as international level. Citizenship implies an awareness of a relationship between commitment to the local and national polity, on the one hand, and an awareness of the dangers of various forms of exclusivity, on the other. A Stellenbosch University graduate should have had the opportunity to engage

critically in community interaction in the region, and to have considered potential solutions to the crises of sustainability and climate change. A SU graduate will be aware of the value of interaction on a

global level, and be open to influences from international settings. An engaged citizen has been exposed to the idea that transformation of society involves transformation of the self.

A dynamic professional

A SU graduate should have benefitted from the opportunity to learn to apply and communicate knowledge in various community, business, professional and personal settings. These forms of communication are oral, written, digital and multi-modal. A dynamic professional benefits from opportunities to grow and prosper and uses knowledge gained at university and beyond to solve problems in the workplace, home and community. A dynamic professional is innovative, takes initiative and is aware of the power of entrepreneurship. A dynamic professional has learnt the importance of ethical behavior and what this means in practice. At the same time, a dynamic professional is effective, and harnesses own talent as well as the capacity of others. The dynamic professional uses sustainable and effective technology. Finally, a dynamic professional has the flexibility to make career choices and decisions in relation to the changing nature of the world of work.

A well-rounded individual

The value of a SU curriculum (including the co-curriculum) should be evident in its cultivation of the humanity of the graduate. It should offer opportunities for the student to grow along social and individual dimensions, and along intellectual, as well as affective dimensions. The curriculum would provide individuals with the opportunity to grapple with issues of efficiency and mastery, as well as with values as guiding principles. It should provide the graduate with a sense of the importance of aesthetic, cultural, spiritual and traditionally scientific modes, with the value of physical as well as intellectual wellbeing and sporting life. A well-rounded individual would have had the opportunity to become a potential source of wisdom for him or herself, as well as to those with whom he or she interacts, and thus to take informed decisions. A well-rounded individual uses his or her education to enrich life in its broadest sense.