

**DRAFT DOCUMENT, JUNE 2009**

**STELLENBOSCH UNIVERSITY**

**RISK MANAGEMENT GUIDELINES  
FOR COMMUNITY INTERACTION  
FOR STAFF MEMBERS**

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## 1. Introduction

Community interaction is a core function of Stellenbosch University (SU). This development is in line with the statement of the National Plan for Higher Education which indicates that community engagement is currently not viewed as an option in South African Higher Education, but as an essential part of scholarship. The general vision for community engagement in South Africa is based on the White Paper on the Transformation of Higher Education (1997)<sup>1</sup>. SU has committed itself to the integration of its three core functions, namely teaching and learning, research and community interaction (SU also adopted the concept community interaction in its policy rather than community engagement). In its Community Interaction Policy, the University commits itself to the transformation process of higher education and to be an active role player in the development of South African society.

This document does not cover the detail that exists in each and every field of community-based learning and associated placements. This document is not prescriptive, but serves as a broad guideline to support staff members, students and external partners during community interaction and service-learning activities in the prevention and quality risk-management practices.

The broad concept of Community Interaction (CI) will be used in this document, implying all community interaction activities including Service-Learning (SL).

## 2. Assumptions

The following assumptions are important in risk management for CI at SU:

- 2.1 The University places a high priority on the development, safety and health of its staff and students.
- 2.2 Through its designated staff members, the University takes a proactive stance in risk analysis and risk management, which includes issues of liability and insurance.
- 2.3 Risk management forms part of good practice in CI as it creates an awareness of and commitment to providing quality service and general ethical practice in teaching and research.
- 2.4 Risk management strategies and procedures will be adequately planned during programme and module development and clarified during the CI orientation of students and the implementation of programmes.
- 2.5 SU commits itself to supporting staff, students and community partners with training and/or orientation pertaining to emergency situations, risk management strategies and insurance policies to members of staff who are engaged in CI.
- 2.6 It is a responsibility of the individual faculty, through its designated CI Committee or similar arrangement, to appoint a team or panel to advise staff members who wish to implement CI activities. This team should provide assistance with the evaluation of CI placements, risk analysis and management.
- 2.7 SU faculties will develop or already have developed safety guidelines specific to the placement and training of their students in addition to these guidelines, if required.

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<sup>1</sup> Department of Education (2001). *Draft National Plan for Higher Education in South Africa*. Department of Education (1997). *Education White Paper 3: A Programme for the Transformation of Higher Education*. General Notice 1196 of 1997. Pretoria

- 2.8 Every staff member and student has a co-responsibility to ensure his or her own safety by keeping to safety measures and procedures throughout CI activities. This constitutes an essential element of his or her development as a responsible citizen and future professional service provider.
- 2.9 Agreements are entered into with the provincial or local authority and/or community service organisations in terms of which the authority or organisation undertakes to collaborate with SU staff and co-supervise the work of the students. The Divisions related to specific agreements could be consulted. A list of possible consultants and their contact details is available in this document.
- 2.10 A student's participation in CI is considered against the background of the indemnity form signed at registration as SU student.
- 2.11 In essence, risk management is the responsibility of all partners. CI does involve risk, but the University Management assumes that potential risk is outweighed by the advantages of engaging in CI and that risk management which includes general ethical protocol, forms part of any organisational structure. General guidelines will be made available on the CID website. Specific ethical codes will be determined by different faculties. ***The protection of human health should be the primary consideration in all risk management decisions.***

### 3. Definition of terms

**Community Interaction** is described in the broadest sense as interaction between the University and the community. This includes the concept service-learning and other academic and/or non-academic service-related activities.

**Community** is described as the specific grouping in society with whom the interaction occurs at a given moment.

SU defines **service learning** (SL) or “community service learning” as “an educational approach involving curriculum-based, credit-bearing learning experiences in which students (a) participate in contextualised, well-structured and organised service activities aimed at addressing identified service needs in a community, and (b) reflect on the service experiences in order to gain a deeper understanding of the linkage between curriculum content and community dynamics, as well as achieve personal growth and a sense of social responsibility. It requires a collaborative partnership context that enhances mutual, reciprocal teaching and learning among all members of the partnership (lecturers and students, members of the communities and representatives of the service sector)”. The above definition serves as the basis for discussions regarding risk management matters in this document.

In order to further refine the SL risk-management focus, the following basic terms need to be defined (cf. *Service-Learning in the Curriculum*, pp. 112-113):

**Risk management** is formally defined as the process whereby an organisation (HEI) establishes its risk management goals and objectives, identifies and analyses its risks, and selects and implements measures to address its risks in an organised fashion. The goal of risk management is to improve performance by acknowledging and controlling risk, which improves the HEI's ability to avoid unpleasant surprises that can occur during the implementation of a service-learning module or project. This helps the organisation (HEI) to take control of the risks that cannot be avoided.

**Risks** can be categorised into different types and levels (people, property, income and goodwill). The simplest definition, however, is “the possibility of loss, injury, disadvantage or destruction”.

**Liability** in general includes almost every type of duty, obligation, debt, responsibility or hazard. More specifically legal liability indicates under which circumstances a person is obliged to bear the damage he or

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she has caused another. To found liability as a matter of course certain requirements must be met, namely the act of a person, wrongfulness, fault, harm and causation.

**Liability prevention** involves the systematic identification, analysis, measurement and reduction of risks. It encompasses both service learning products (e.g. poster, pamphlet, diet plan) and experiences and also includes the service or community agency. Liability could pertain, for example, to incidents such as slipping on a wet stairway or being involved in a motor vehicle accident, and in worker's compensation cases, among others.

**Agreement and contracting** refer to an arrangement made between two or more parties whereby they signify their assent, whether in writing or otherwise, to a course of action, or to a distinct intention, that affect the parties.

**Insurance** involves a contractual agreement that calls for one party, in exchange for a consideration, to reimburse another party for certain specified losses<sup>2</sup>

## 4. Guidelines for staff involved in CI

It is important that staff members should be aware of the potential risks of CI and to disclose this in the programme or module study guide. Students need to be prepared to perform their CI tasks in a professional, responsible and safe manner, protecting the student and the community partner.

### 4.1 General guidelines for staff members

A staff member who is responsible for a CI activity should take the following guidelines into account:

- a) Assume primary responsibility for and take reasonable steps towards ensuring the safety of CI students and community members, in close collaboration with other staff involved and external partners.
- b) Contemplate and be sensitive to reasonable foreseeable risks.
- c) Understand that staff members who are involved in CI should play an active role in ensuring safe and healthy SL conditions for the students.
- d) Take responsibility for the orientation of students regarding safety, liability and ethical matters before the CI commences.
- e) Take all reasonable precautions to ensure that the SL students are not exposed to foreseeable risk in the course of their involvement in CI activities.
- f) Adhere to relevant University policies and procedures, and, in addition develop procedures to deal with emergency situations that are specific to the placement of your CI students and review them periodically.
- g) Keep emergency contact information (faculty contact person, student, South African Police Services (SAPS), hospital, placement centre, ambulance and emergency service) readily available and keep (make available) copies of emergency procedures at the University and placement site at hand for the duration of the CI programme.
- h) Ensure that students have at least one cellular phone that is ready for use (with emergency numbers entered into the cellular phone). Students should receive orientation regarding the use of the relevant contact numbers in an emergency situation.
- i) Build a good relationship with the SAPS and other emergency personnel and make arrangements ahead of time for the speedy rendering of assistance in the event of an incident or the provision of information about local unrest, dangerous areas and/or obstructed routes.
- j) Investigate placement centres and do site reviews before, during and after the CI module is offered if at all possible.

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<sup>2</sup> Risk Management Guideline for Service-Learning, (Draft 8), April 2008 University of Freestate

- k) Provide campus and CI site orientations to familiarise students with policies, procedures and risks involved in the specific service activities they will engage in and the populations they will serve. This should be undertaken in conjunction with external partners at the community sites or centres.
- l) Ensure that all students sign the attendance register on the day when the risk management guidelines are discussed in class. For quality and risk management purposes staff members are required to keep this register on file.
- m) Know that staff members will be indemnified and protected by the University (insurance coverage, i.e. professional indemnity and liability coverage), provided that the staff member was acting within the scope of his or her employment.
- n) Remember that reporting of incidents should ideally take place within 24 hours, or as soon as possible.
- o) Staff members who transport more than 12 persons at a time are required to have a professional (endorsed) public driver's licence.

## 4.2 Guidelines for placement site visits

When visiting a potential CI placement site staff members are advised to follow the following stipulations:

- a) Investigate placement centres thoroughly beforehand and identify any potential risk in collaboration with the community partner.
- b) Provide alternative placements and/or opportunities for students in SL courses to avoid potential risks and considering the safety needs of any student.
- c) Be aware of special rules and regulations regarding placement centres that work with children, the elderly, and persons with disabilities.
- d) Keep proper records of the individual CI student's schedule of service and whether the service was indeed rendered.
- e) Enter into agreements with the placement site authorities, local authority and/or provincial departments or community-based organisations to outline what their roles and responsibilities will be regarding supervision and assessment of CI students. Capture all decisions in writing (General documents for use are available on the CI website).
- f) Provide students with contact information of the site supervisor to the students.
- g) Provide the location of the site and directions via personal or public transportation, preferably in the form of a map with clear indications.

## 4.3 Guidelines for CI student orientation

Staff members need to consider the following when planning orientation sessions for students:

- a) Campus and/or site orientations should be adapted to accommodate variations among CI modules, academic departments and placement centres.
- b) Attendance of CI orientation and training sessions should be compulsory for students. The first session should take place on campus informing students about the service provider and the nature of their service placements.
- c) The second session ought to be presented by a senior service sector or community representative and should take place at the site where students are going to serve, informing them about emergency policies, work procedures, and other rules and regulations of the site.
- d) Discuss the CI module with students so that they fully understand their responsibilities, the outcomes, goals and objectives of the module.
- e) Don't assume that students are aware of such issues as liability or sexual harassment issues. Let them ask questions to adequately address uncertainty.
- f) Let students give informed consent indicating their awareness of security matters by signing the attendance register on the day when safety matters are discussed in class. Keep this register on file.
- g) Discuss safety measures, security and ethical issues in the course of the orientation of CI students. Make essential information regarding reasonably foreseeable risks available in pamphlet form or in other written forms.

- h) Don't assume that student fees will automatically absorb **incidental** SL costs or that the placement centre will pay such expenses. They can be an additional financial burden for CI students. Discuss this with the CI students in advance.
- i) Be aware that special insurance policies for professional coverage (and others) are available for specific students and programs.

#### **4.4 Guidelines for the safety component of the CI study guide**

The safety guidelines included in the CI study guide should comprise the components listed below, as well as additional protocol required by any specific field of training (e.g. medical, nursing or allied health profession).

- a) Include a description of the nature of the CI experience and placement.
- b) Specify the rights, duties and responsibilities of the students in the CI experience and placement.
- c) Stress that the SL experience is compulsory. Offer an alternative for students who, for an acceptable reason, cannot follow the specified CI. Allow students to select their placement sites randomly (as far as possible).
- d) Stress the mandatory attendance of campus and on site orientation in connection with the CI programme.
- e) Stipulate the duration, total number of hours per week, quarter and semester of the CI module. Distribute the CI activity over a consistent period of time. Make the process clear by means of a calendar of events and guidelines of control and grading.
- f) Include important (and emergency) contact information, as well as that of the agent, service provider or supervisor. This may even be distributed by means of a separate handout or sticker or disk (as provided by Division for Community Interaction, DCI).
- g) Indicate the location and route to the placement site and provide information about transportation, safety and emergency procedures.
- h) Identify the collaboratively identified service needs of the community partner that will be met through the SL placement. Include the community partner throughout the planning process.

### **5. The role of external CI partners**

The following guidelines are offered as a broad outline of matters that should be negotiated with external partners in an open, collaborative manner. Partners are requested to consider the following actions for risk management purposes:

- a) Thoroughly review the CI agreement to understand the roles and responsibilities of all parties.
- b) Assign a supervisor for CI students at your placement site.
- c) Orientate all CI students to your partner organisation, agency, or government institution and its policies, procedures, clientele profile and emergency procedures. This will help to ensure that CI students act in safe, ethical and productive ways during their placement.
- d) Require SL students to sign in and out each time they serve, so that you are aware of who is at your placement centre at all times.
- e) Communicate problems with SL students to the designated SU staff members.
- f) Ensure that you have the contact number of the responsible faculty member and CI student in case problems or emergencies should arise, or accidents happen.
- g) Ensure that you receive the CI study guide distributed to the SL students of a particular module.
- h) Review each student's instruction and ensure that you can help the student to meet their CI objectives.
- i) DO NOT expect CI students to perform tasks beyond their capabilities as volunteers, or beyond their scope of work, as outlined in the CI study guide.

#### **AGREEMENTS WITH EXTERNAL PARTNERS & INSURANCE**

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A separate brochure could be designed for community partners to provide detailed information of the CI activity and the University guidelines.

The following individuals may be consulted at SU

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Director

Stellenbosch Foundation

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**Insurance** (claims and insurance will vary for different contexts)

Claims for theft, damage, third party, vehicle, etc.

REPORT WITHIN 24 HOURS

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## 6. Procedure to implement risk management

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The implementation of the risk management code in CI and SL placements (whether preventative or remedial) goes hand in hand with the University's approach to risk management, namely

- to place a high priority on the safety and health of its members of staff and students
- to take steps to identify potential dangers that are foreseeable by the reasonable person<sup>3</sup> and in a fair way<sup>4</sup> to reduce such risks and, whenever unavoidable, liability exposure by taking precautionary steps not to inhibit CI, but to sensitise those involved to tread lightly and contemplate foreseeable risks to minimise the risks in CI; and
- to provide tools (e.g. agreements) developed to formalise the relationships amongst the different role players.

## 6.1 Proposed risk management process

The ideal would be to integrate the above strategies and tools in one continuing process to complete any CI placement. The implementation of the risk management process would then be developed along the following lines:

- 1) Ensure that you are familiar with the guiding principles outlined above, subscribing to the underlying philosophies of CI and securing the best interests of the staff member, student, community partner and SU and thereby reducing risk in CI.
- 2) Design the CI module and study guide, including the comprehensive student orientation guidelines (compiled in consultation with the external partners) and inform students accordingly.
- 3) As a risk management tool, the CI study guide ensures that the student has been made aware of the guidelines for and limitations of SL, and that the risks associated with SL placement have been read, discussed and understood.
- 4) Create a new partnership with a suitable community-based partner or proceed with the specifics of an existing CI placement. Review the guidelines for CI site visits. Meet with the supervisor of the community-based site.
- 5) Draft the agreement between the external partner(s) and the University (or authorised signatory). The contents of the agreement should be negotiated with as few as possible changes to the constant and unchangeable segments thereof (for legal and practical risk management reasons), but nevertheless in a way promoting open and reciprocal community partnerships. After having had enough time to look the agreement over, recommend amendments (if necessary, acceptable and manageable), and having reached *consensus*, the agreement can be signed by the parties.
- 6) After the partnership agreement between the University and community partner has been agreed on and signed, the CI placement specifics are negotiated between the faculty member and the community partner. All these items are incorporated in the CI study guide who has been developed in congruence with the community partnership agreement and meetings.
- 7) Develop risk management procedures for the CI module and include it in the study guide.
- 8) Discuss risks and preventative conduct, emergency policies, accident procedures and liability issues with students during orientation.
- 9) Facilitate the signing by all students of the relevant attendance register on the day when the risks management guidelines are discussed in class.
- 10) Facilitate orientation of students by staff at placement centres.
- 11) Keep a register listing incidents relating to your SL module.

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<sup>3</sup> The criterion of the reasonable person takes the central place in the determination of negligence. The reasonable person is merely a fictitious person, a concept created by the law in order to have a workable objective norm for conduct in society. Foresee ability aims at foreseeing harm and taking steps to prevent such harm from realizing.

<sup>4</sup> Fairness or reasonableness has to do with the convictions of the community depicting conduct as either in actual violation of the interests of an individual (that is wrongful or unfair) or in line with the *boni mores* (moral conduct). Risk Management Guideline for Service-Learning, (Draft 8), April 2008 University of Freestate

## 6.2 Written agreements

Written agreements may serve many useful purposes, for instance, ensuring that the parties have a shared understanding of the nature and extent of their work together, holding all parties accountable for the roles and responsibilities they have agreed to, clarifying legal obligations (*inter alia* evaluation, assessment and supervision), and the management of risks.

At a minimum the written partnership agreement (as far as risk management is concerned) should include the following:

- a) Each partner's expectations and anticipated benefits of the partnership
- b) The roles, responsibilities and key tasks for each partner, along with a corresponding timeline
- c) The partnership's intended outcomes
- d) The partnership's risk management plan and what each partner's role will be in risk management
- e) The partnership's anticipated products and any copyright or ownership issues
- f) Renewal process (if there is a desire to continue for the foreseeable future)
- g) Incorporation of general provisions pertaining to indemnification (i.e. allocation of responsibility for negligent conduct occurring in the performance of the agreement, and hold harmless provisions based on the need of the contracting parties); minimum general liability insurance and vehicle and property coverage and others.
- h) Proper designated signing (by competent parties to) and dating of the legally binding agreement.

Examples of template are available in the Annexure.

## 7. Guidelines for SL students

The point of departure that guides this section of the risk management document is that each and every CI student has a co-responsibility to ensure his or her own safety by keeping to safety measures and procedures throughout his or her participation in SL. Through this aspect of the CI experience students are afforded an opportunity to better prepare themselves for the world of work where they might be required to venture into new territories. **The following sets of guidelines could be included in the CI study guides of students.**

### 7.1 General guidelines for students

All CI students are required to –

- a) Participate in orientation, training and ongoing supervision for the CI experience.
- b) Sign the attendance register for the day on which the risk management guidelines are discussed in class.
- c) Be punctual and responsible in completing your commitment of time and task to the service provider or community.
- d) Follow the appropriate dress code.
- e) Always identify yourself when engaging with community members in order to ensure that they know that you represent SU as a student, and that they understand what the purpose of your involvement is.
- f) Inform a staff member or the service provider if you know you will be late or not be able to make it at all – this is not only professional courtesy, but indicates your whereabouts.
- g) Keep all information about clients you work with confidential.
- h) Show respect for the supervisor, staff and clients at the placement site.
- i) Be aware that you serve as ambassador of goodwill and are representing your University.
- j) Talk to your lecturer or another appropriate staff member if you experience any problem or become aware of safety risks at the placement site.
- k) Sign in at the placement site every time you are there (if required), and record your service hours on your time-record form. This will not only ensure that you receive credit for the hours you have served, but will help to allocate responsibility.

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- l) If you are uncomfortable with the placement site, you may request an alternative one. Do not just change by yourself.
- m) Refrain from smoking when engaged in CI activities.
- n) DO NOT engage in any type of business with clients for the duration of your placement.
- o) DO NOT give advice to clients that could have financial implications for them; always consult with your supervisor if such a temptation arises.
- p) Ensure that you act within the scope of the set outcomes of your CI assignment and remain within your current level of competency. If in doubt, consult your lecturer or site supervisor.
- q) Know that the University has **limited** insurance coverage (i.e. professional indemnity and liability coverage), which may make provision for your actions, depending on the specific circumstances, and provided that you act within the scope of your SL duties as outlined in your study guide.
- r) It should, however, be kept in mind that SU is not liable for any injuries and/or damages a student may suffer through his or her own doing. It is recommended that students discuss this matter with their own insurers.

## 7.2 Guidelines for students entering an unfamiliar community

When you embark on your community interaction activities in an unfamiliar community, you should adhere to the following guidelines, which will enhance your learning experience:

- a) Make an effort to know your site supervisor. Ask him or her questions about the area. Solicit his or her advice on what precautions you need to take to avoid hazardous situations.
- b) Familiarise yourself with the area. Get to know the location of phones, 24-hour stores, police stations, agency staff, other service agencies in the area and local businesses.
- c) Be familiar with the rules of the site. These rules are in place to ensure the most efficient functioning of the operation. Rules about training requirements such as background checks, confidentiality pledges or immunisations are intended to protect both you and the people with whom you are working.
- d) Be accessible. Provide the phone number of your service site and a schedule of your hours to a relative or friend before leaving to do community service.
- e) Work in pairs. Try not to be alone with clients in close proximity without adequate supervision.
- f) Stay informed. Stay in touch with your fellow community and/or service agency workers and keep up with incidents and issues affecting the area in which you serve.
- g) Trust your intuition. Sometimes the only indication you will have about impending problems is your 'gut feeling'. These feelings are enough of a signal to take precautions or simply suspend your activity, but be sure to explain them to your supervisor.
- h) Do what feels right. If you do not feel comfortable or safe participating in a certain activity, do not hesitate to share your feelings with your site supervisor or another appropriate person. You are not required to participate in any activity that makes you feel uncomfortable or unsafe.

### 7.3 Safety guidelines for students

In addition to the above guidelines, also take note of the following:

- a) Make sure that you know who to ask for help at the University and the placement site when encountering any kind of CI problems or when in doubt, and in case of emergency.
- b) Make sure that you know how to handle emergencies or where to get help on your way to or exiting from the placement site.
- c) Again: Visit the placement site in pairs and threes – never alone.
- d) When you embark on CI excursions, ensure that the lecturers always know exactly where you are. Deviations from the programme should be communicated to the staff member.
- e) DO NOT report to your placement site under the influence of drugs or alcohol.
- f) DO NOT give or loan your client money or other personal belongings.
- g) DO NOT make promises or commitments to a client that you cannot keep.
- h) DO NOT tolerate or engage in a verbal exchange of a sexual or discriminatory nature or engage in behaviour that might be perceived as sexual or discriminating with a client or service provider.
- i) DO NOT enter into a personal relationship with a client or service provider during the placement.
- j) DO NOT wear or carry conspicuous jewellery and other expensive items. Conceal cell phones.
- k) Act promptly if subjected to severe medical risks or infectious diseases at the placement site.
- l) Should any problem arise while you are working in the community, you should immediately contact the nearest police station and enquire about the safest or recommended route to leave the area.
- m) Report any incidents with your lecturer and/or site supervisor as soon as possible.

### 7.4 Arrangements for travelling and transport

Since CI students almost always engage in off-campus activities, the following arrangements for travelling and transport should be adhered to:

- a) The driver of a vehicle transporting students should have a valid driver's licence older than two years and should be over the age of 20.
- b) Students who transport more than 12 persons at a time are required to have a professional (endorsed) public driver's licence.
- c) The driver of the vehicle should check it thoroughly (fuel, brakes, tyres, spare tyre) before departing on a CI trip.
- d) Always maintain a positive attitude towards other road users, especially pedestrians.
- e) Know the route and prescribed time schedules to the placement site. Be familiar with alternative escape routes.
- f) Avoid high-risk crime and trouble areas *en route*.
- g) Always go to the placement site during the day.
- h) DO NOT travel alone in a car to the placement site.
- i) Keep the vehicle's doors locked whilst travelling and windows preferably closed (or slightly open). Lock and immobilise (activate the alarm system and/or gear lock) when the vehicle is parked.
- j) Park in well illuminated parking areas if parking indoors.
- k) Make sure of approved parking on the premises of the placement site.
- l) DO NOT leave valuables or equipment in the parked vehicle.
- m) Obey traffic rules at all times (don't speed and overload).
- n) DO NOT give a client, service provider or stranger a ride in your own or a rental vehicle.
- o) DO NOT drive under the influence of drugs and/or alcohol.
- p) Go directly to the placement site without unnecessary stops (e.g. to buy refreshments at a shop). If absolutely necessary, stop only at safe and well frequented parking areas.
- q) Please take refreshments along to the placement site to inhibit unscheduled travelling in the vicinity of the placement site.
- r) Be very cautious at unusual roadblocks and accident scenes and if flagged down by police or traffic officers, request identification without opening doors and windows.

- s) Be aware of risks (like hijacking) involved in travelling by road. Be as calm as possible under stressful circumstances. Try to remember particulars of the hijackers and their escape vehicle and convey these particulars to the police and contact person as soon as it is possible.
- t) The University has **limited** insurance coverage against claims that may arise from accidents and/or injuries during **scheduled and officially approved** trips to and from CI centres or community sites when a lecturer or student was the driver of a vehicle (either your own **authorised** or a rented vehicle). This means that you will be insured whether you are the passenger or the driver of such a vehicle.
- u) Remember that a trip in your own vehicle will only be regarded as formally approved if you have written permission to claim for such a trip and keep record of the kilometres travelled. **Take note: If you make use of your own vehicle without such permission, please ensure that your vehicle will be covered by your own insurance.**
- v) Please note that the University's insurance coverage does not include transport in a taxi.
- w) If you have a breakdown or your vehicle is involved in an accident, gather all information and call in for help (if necessary). Inform your lecturer immediately and report the accident at the nearest police station.

## 7.5 Communication and contact information

Each group of students must be in possession of a cell phone. Where applicable, the following telephone numbers must be available to the students and must be stored in the cell phone:

### EMERGENCY NUMBERS

#### **ALWAYS CONTACT YOUR SUPERVISOR FIRST**

**OR IF THE SUPERVISOR CANNOT BE REACHED : 021 808 2330 OR 021 808 4891**

#### CRIME RELATED AND OTHER RISK INCIDENTS:

**IF THE INCIDENT IS ON CAMPUS, CONTACT SU Protection Services (USBD) AFTER YOUR SUPERVISOR**

Mr L le Roux: 021 808 4963

#### **ALL CRIME- OR MEDICALRELATED INCIDENTS NOT ON CAMPUS**

**Police, Stellenbosch : 021 809 5003, 021 809 5015, 021 809 5000**

**Report incidents at the nearest police station if outside Stellenbosch area**

**Fire Brigade : 021 808 8888**

#### MEDICAL

**Ambulance service:** 021 937 0500, 021 937 0500/10177

**Medi-Clinic Emergency Unit (24 hours) : 021 861 2000**

**Stellenbosch Hospital: 021 887 0310**

Emergency services by air: contact ambulance service

#### **Reporting an incident for insurance purposes (via your supervisor):**

Chief Officer: Finance (SU) Elisma de Lange -

(Timeframe: within 2 hours for accidents and within 24 hours in cases of theft.)

#### **The following on-campus emergency services are available to students:**

\* Protection Services (as above) : 021 808 2330 or 021 808 4891

\* Campus Health: 021 808 3496  
 \* “If things are getting too much for me”: A counsellor at SU Student Counselling and Development: 021 808 4124, **24-HOUR CRISIS SERVICE 082 557 0880**  
 General Information SU Source: ([www.sun.ac.za](http://www.sun.ac.za); [rnew@sun.ac.za](mailto:rnew@sun.ac.za)) – *Where can I get help?*

## 8. References and resources

A comprehensive reference list will be available on the Stellenbosch University, Division for Community Interaction Website.

### Acknowledgement

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## 9. Annexure

**Annexure A: Risk Assessment Management at a glance**

**Annexure B: List of members of the SU Ad Hoc Committee for Risk Management in CI (to be appointed)**

**ANNEXURES C-E, including the STAFF AND STUDENT GUIDELINES FOR RISK ANALYSIS, ARE AVAILABLE ON THE CI WEBSITE**

**Annexure A: Risk Assessment and Release**

**Annexure B: Partners’ Application**

**Annexure C: Letter of Understanding**

**Annexure D: Supervisor’s Evaluation of Student**

**Annexure E: Student Evaluation**

**Annexure F: Community Interaction Partners’ Agreement**

**Annexure G: The Community Interaction Project**

**Annexure H: Learning Objectives**

**Annexure I: Risk Management at a glance**