



NWU Student Life Operational Framework

NWU Student Life

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NWU STUDENT LIFE OPERATIONAL FRAMEWORK

1 Preamble

The NWU Student Life Operational Framework (hereafter referred to as the “*framework*”) is provided to enable the University to create, sustain and develop a Student Life environment which offers a vibrant student experience that is diverse and integrated, functioning within a unitary multi-campus Institution.

2 INTERPRETATION AND APPLICATION

This framework must be applied in a manner which is consistent with:

- 2.1 the Higher Education Act 101 of 1997, as amended;
- 2.2 the Statute of the North-West University (2022)¹;
- 2.3 the Personal Information Privacy Policy (2021);
- 2.4 the Policy on Business Continuity (2021);
- 2.5 the Policy on Students Living with Disabilities (2021);
- 2.6 the Policy on Student Discipline (2019);
- 2.7 the Institutional Rules on Student Governance (2021)²; and
- 2.8 additional legislation, policies and rules of the University which may be applicable to Student Life and its functions.

3 Purpose

This framework is provided by the University Management Committee aimed at:

- 3.1 Establishing a vibrant student community which celebrates the diversity of students, staff and the University community.
- 3.2 Facilitating and enabling valuable learning experiences that contribute to the holistic development and growth of students.
- 3.3 Supporting and actively contributing towards an innovative teaching, learning and research environment, where applicable.
- 3.4 Promoting and encouraging the use of functional multilingualism within the Student Life environment.
- 3.5 Ensuring transformation, equity of access, and sustainability as it pertains to co-curricular programmes.

¹ Hereafter referred to as: the Statute.

² Hereafter referred to as: the Institutional Rules.

4 DEFINITIONS

In this framework –

“co-curricular programmes/content” – refers to activities, programmes, engagements, and learning experiences that take place outside of the classroom or lecture hall and contributes towards the holistic development of students, as it pertains to arts, community engagement, leadership, peer mentoring, sport, etc.

“Functional Areas” – refer to the areas of service delivery within Student Life portfolio namely, Campus Arts, Campus Health Care Centres, Campus Radio Stations, Campus Sport, High Performance Institute, Student Governance and Leadership, and Student Counselling and Development.

“Residence Life” – refers to the co-curricular programmes presented as part of the student offering in University Residences and at Day Houses of the University.

“student” – is defined in terms of the Statute as a person admitted and registered as a student for a programme leading to the attainment of a qualification.

“student leadership structures” – refers to the student leadership structures established in accordance with the Statute, Institutional Rules on Student Governance, and the Constitution of the Students’ Representative Council of the North-West University³.

“Student Life” - refers to the co-curricular programmes and services that are planned, coordinated and executed by Student Life, including its functional areas, Residence Life and the SRC, SCCs and/or its subordinate student leadership structures.

“student volunteers” – refer to students forming part of co-curricular programmes functioning under the supervision of a Student Life functional area, with such student volunteers not forming part of a student leadership structure(s).

5 CO-CURRICULAR PROGRAMMES

5.1 Development of the Annual Programme:

- 5.1.1 The Executive Director: Student Life annually provides for a process whereby an aligned and unitary programme of co-curricular content is developed.
- 5.1.2 Each Campus Director: Student Life is responsible for coordinating the development of a campus-level programme of co-curricular content, in accordance with paragraph 5.1.1.
- 5.1.3 The functional areas of Student Life are responsible for the development of programmes of co-curricular content within their specific functional areas.
- 5.1.4 The relevant student leadership structures are responsible for the coordination of specific programmes of co-curricular content forming part of their roles and responsibilities as provided for in the Statute, Institutional Rules on Student Governance, and SRC Constitution, done in collaboration with Student Life.

5.2 Scope of the Annual Programme:

The annual programme of co-curricular content will:

- 5.2.1 Indicate the activities, programmes, events and learning experiences presented by Student Life.
- 5.2.2 Account for the student volunteer programmes functioning under the supervision of the relevant functional area.
- 5.2.3 Where relevant, be developed in collaboration with the relevant student leadership structures.
- 5.2.4 Where relevant, be published in the annual calendar of the University.

6 STUDENT LIFE LANGUAGE PLAN

In accordance with the Language Policy of the North-West University, Student Life must adopt, implement, maintain and monitor a language plan in consultation with the University Management Committee and Senate of the University.

³ (2021). Hereafter referred to as: the SRC Constitution.

7 COMMUNITY ENGAGEMENT AS PART OF CO-CURRICULAR PROGRAMMES

- 7.1 As part of the holistic development of students, the integration of sustainable and valuable community engagement activities is provided for in terms of the Community Engagement Policy (2021).
- 7.2 Community engagement activities act to the benefit of both the identified community and the University and must be linked with an identifiable group inside or outside the University.
- 7.3 Within the Student Life environment, such activities and projects may be for-profit or non-profit, and can include community service(s), outreach, volunteerism, and developmental activities focussed on recruitment.

8 TABLE OF CONTENTS

The following frameworks account for functional area specific matters:

- Part 1:** The Operational Framework for Campus Arts
- Part 2:** The Operational Framework for the Campus Health Care Centres
- Part 3:** The Operational Framework for the Campus Radio Stations
- Part 4:** The Operational Framework for Campus Sport
- Part 5:** The Operational Framework for the High-Performance Institute
- Part 6:** The Operational Framework for Student Counselling and Development

THE OPERATIONAL FRAMEWORK FOR CAMPUS ARTS

9 SPECIFIC DEFINITIONS

The following definitions are provided -

“arts-related student leadership structures” – refers to subordinate student leadership structures affiliated to the relevant SCC as provided for in the SRC Constitution, functioning specifically within the arts environment of Student Life.

“performing arts” – refers to creative activities conducted in the presence of an audience for the entertainment and education of others through the conveyance of artistic expression.

“visual arts” – refers to creative objects displayed for the entertainment and education of others through the conveyance of artistic expression.

“literary arts” – refers to written and creative texts for the purposes of entertainment and education through the conveyance of artistic expression.

10 GENERAL FUNCTIONS

The general functions of Campus Arts include:

- 10.1 The creation and maintenance of co-curricular arts opportunities for the participation of students at both competitive and non-competitive levels related to performing, visual and literary arts with such participation being either internal or external to the University.
- 10.2 The education, development and promotion of co-curricular arts content aimed at student and audience development.
- 10.3 The management, organisation and execution of an annual programme of co-curricular arts content.
- 10.4 The management and oversight of arts related facilities and infrastructure in collaboration with the relevant University stakeholders.
- 10.5 The generation of additional third-stream income, where required, as part of achieving financial sustainability through the harnessing of arts related resources.

11 THE PROGRAMME OF CO-CURRICULAR ARTS CONTENT

- 11.1 The programme of co-curricular arts content includes:
 - 11.1.1 Performing arts related to the identified genres of performing arts practiced by students either individually or in groups.
 - 11.1.2 Visual arts related to gallery exhibitions, videography, photography, fine arts, and public artwork involving the participation of students.
 - 11.1.3 Literary arts related to written creative works produced by students.
- 11.2 Specific internal and external arts events:
 - 11.2.1 Can be managed, coordinated and executed by Campus Arts, in collaboration with the relevant internal and external stakeholders and service providers.
 - 11.2.2 Are guided by formal agreements between the University, relevant external stakeholders and service providers.
- 11.3 *Development of a programme of co-curricular arts content:*
 - 11.3.1 Campus Arts annually facilitates a process whereby the programme of co-curricular arts content is developed, in line with the provisions provided for in this framework.
 - 11.3.2 Campus Arts approves the programme of co-curricular arts content developed by arts-related student leadership structures and assists with the execution thereof, where required.

12 ARTS-RELATED STUDENT LEADERSHIP STRUCTURES

Arts-related student leadership structures are affiliated to the relevant SCC of a particular campus and may be eligible to receive assistance and support from Campus Arts. Arts-related student leadership structures are established as subordinate student leadership structures in accordance with the SRC Constitution.

13 SUPPORTED AND INDEPENDENT ARTS GROUPS AND PERSONS

Supported and independent arts groups and persons are not regarded as student leadership structures established by the SRC or any other student leadership structure. Supported and independent arts groups and persons function under the supervision of Campus Arts.

13.1 Supported arts groups and persons:

- 13.1.1 Supported arts groups and persons refer to students who are registered and recognised within Campus Arts, in accordance with the prescribed process as determined by Campus Arts.
- 13.1.2 Such students may receive support relating to infrastructure and resources from the University.
- 13.1.3 Such students may compete both internally and externally on behalf of the University in arts-related engagements, under the supervision of Campus Arts.

13.2 Independent arts groups and persons:

- 13.2.1 Independent arts groups and persons refer to students who are registered but not recognised by Campus Arts.
- 13.2.2 Such student groups and individuals must function self-sufficiently and may be eligible to receive support relating to infrastructure and resources from the University.

13.3 Registration and recognition of supported and independent arts groups and persons:

Campus Arts develops the operational documentation and processes guiding the **registration** and **recognition**, as well as the **management** and **functioning** of supported and independent arts groups and persons.

THE OPERATIONAL FRAMEWORK FOR THE CAMPUS HEALTH CARE CENTRES

14 INTERPRETATION AND APPLICATION

In addition to the authority provided for in paragraph 2 of this framework, the following legislation, agreements and professional guidelines apply:

- 14.1 the National Health Act 61 of 2003, as amended;
- 14.2 the Medicines and Related Substances Amendment Act 72 of 2000, as amended;
- 14.3 the Nursing Act 33 of 2005 - Code of Ethics for Nursing Practitioners in South Africa;
- 14.4 the Pharmacy Act 53 of 1974, as amended;
- 14.5 the Mental Health Care Act 17 of 2002, as amended;
- 14.6 the Health Professions Council of South Africa (HPCSA) – Ethical Guidelines for Good Practice in the Health Care Professions; and
- 14.7 the memoranda of understanding as agreed between the University and the Provincial Department of Health for both the provinces of Gauteng and North-West.

15 DEFINITIONS

The following definitions are provided -

“primary health care” – refers to essential health care that is based on scientifically sound and socially acceptable methods and technology, making universal health care accessible to all individuals and families within the University community.

“CHCC” – refers to the Campus Health Care Centres of the University.

“health care practitioner” – refers to a person employed for the purposes of providing primary health care services within the confinement the University.

“crisis” – refers to an extra-ordinary event occurring within the confines of the University, that would require specific tasks or reactions from the University members (including social and mental health care practitioners) to manage possible risks of both the affected person(s) and the University.

16 ETHICAL CONSIDERATIONS OF HEALTH CARE PRACTITIONERS

In accordance with the ethical guidelines for good practice in the health care professions, the services and functions of such persons must be in the best interest and to the wellbeing of their patient(s). The interpretation of the term patient is applied broadly to include students, staff, visitors, community members, and others requiring health-related assistance while within the ambit of the University.

17 VALUES OF CHCC

Remaining conscious of the values enshrined within the Constitution of South Africa and underpinned in the statute of the University, health care practitioners of the CHCC should:

- 17.1 Act in the best interest of the patients, regardless of the practitioner’s own convictions.
- 17.2 Refrain from harming a patient whilst retaining compassion and tolerance.
- 17.3 Respect human rights while upholding confidentiality, integrity, accountability and truthfulness.
- 17.4 Continuously aim to deliver quality care with the highest level of skill and knowledge available.

18 GENERAL FUNCTIONS

The general functions of the CHCC include:

- 18.1 Supporting the curricular and co-curricular programmes through the provisioning of primary health care services to patients.
- 18.2 Contributing to the holistic development of students, staff and the University community through continuous awareness raising programmes addressing relevant primary health care concerns.
- 18.3 Increasing patient access to primary health care information through the implementation of functional multilingualism, where practically possible and relevant.
- 18.4 Coordination of programmes focussed on the treatment and prevention of communicable diseases to students, staff and the University community.

19 PROGRAMME OF CO-CURRICULAR CONTENT

19.1 Structured Programmes

Structured programmes of the CHCC include predetermined intervention programmes planned, coordinated and executed by the CHCC that closely relate to preventative care, vaccination programmes and health-related awareness campaigns.

19.2 Unstructured Programmes

Unstructured programmes of the CHCC include programmes requested by members of the University community, focussed on specific primary health care related matters, for a specific period of time or support. Such programmes are generally sporadic and done in collaboration with other departments or stakeholders within the University.

19.3 Emergent Programmes

Emergent programmes of the CHCC include reactionary programmes aimed at addressing unforeseen primary health care related risks and concerns. Such programmes may be done in conjunction with internal or external University stakeholders.

20 CRISIS INTERVENTION

- 20.1 In accordance with relevant legislation, provincial guidelines, University policies and procedures, the CHCC may respond and render services during a crisis.
 - 20.2 As part of such a crisis intervention the rights of possible victims, survivors or bystanders must be upheld, in line with relevant legislative considerations.
 - 20.3 The aim of such crisis interventions must be to minimize possible risks to the victims, survivors and bystanders, as well as the University.
 - 20.4 In accordance with legislation, specific statistical information is reported to relevant authorities as prescribed.
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OPERATIONAL FRAMEWORK FOR THE CAMPUS RADIO STATIONS

21 INTERPRETATION AND APPLICATION

In addition to the authority provided for in paragraph 2 of this framework, the following legislation, agreements and professional guidelines apply:

- 21.1 the Independent Communications Authority of South Africa Act 13 of 2000, as amended;
- 21.2 the Electronic Communication Act 36 of 2005, as amended;
- 21.3 the Broadcasting Complaints Commission of South Africa (BCCSA) Free-to-air Code of Conduct for Broadcasting Service Licensees (2009), as amended;
- 21.4 the Advertising Standards Authority of South Africa: Advertising Code of Practice; and
- 21.5 the Communication Policy of the North-West University (2018).

22 DEFINITIONS

The following definition is provided -

“student volunteers” – within the context of the Campus Radio Stations refer to students who perform specific tasks and duties related to radio broadcasting on a volunteer basis.

23 GENERAL FUNCTIONS

The general functions of the Campus Radio Stations include the following:

- 23.1 Facilitating independent broadcasting and information sharing platforms which promote the diverse interests of the NWU student community.
- 23.2 Contributing towards the holistic development of students as it relates to broadcasting through enabling social awareness, accurate information sharing and engaged discussion.
- 23.3 Supporting the teaching, learning and research environments, where practical and appropriate.
- 23.4 Promoting the implementation and development of functional multilingualism within the Student Life environment through the use of the identified target languages of the University in structured broadcasting and in unstructured and informal activities and programmes, aimed at increasing language capacities of students through broadcasting.

24 PROGRAMME OF CO-CURRICULAR CONTENT

- 24.1 The co-curricular programme of Campus Radio Stations includes the following:
 - 24.1.1 On-air content: developed by student volunteers as it relates to the producing, compiling, and presenting of audio materials and information broadcast to listeners.
 - 24.1.2 Training and development: referring to focussed and continuous training and evaluation interventions within the broadcasting environment, developing the critical broadcasting competencies of student volunteers.
 - 24.1.3 Information sharing: as it relates to the creation and publication of independent and non-student leadership associated publications within the Student Life environment.
 - 24.1.4 Community engagement: as it relates to specific projects executed in collaboration with the Campus Radio Station.
- 24.2 As part of ensuring sustainability and self-sufficiency of the Campus Radio Stations, third stream revenue is generated from broadcasting functions rendered to internal and external clients.

25 STUDENT VOLUNTEERS

- 25.1 Student volunteers include the following roles:
 - 25.1.1 Team leaders performing specific functions.
 - 25.1.2 Presenters.
 - 25.1.3 Producers.
 - 25.1.4 Journalists.
 - 25.1.5 Newsreaders.
 - 25.1.6 Marketers.
 - 25.2 Campus Radio Stations develop the operational documentation and processes guiding the **application, selection, and training** of student volunteers.
 - 25.3 Campus Radio Stations develop the operational documentation and processes guiding the **management and functioning** of the Campus Radio Stations.
 - 25.4 Student volunteers are not regarded as student leadership structures established by the SRC or any other student leadership structure; student volunteers function under the supervision of the Campus Radio Stations.
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OPERATIONAL FRAMEWORK FOR CAMPUS SPORT

26 INTERPRETATION AND APPLICATION

In addition to the authority provided for in paragraph 2 of this framework, the following legislation, agreements and professional guidelines apply:

- 26.1 the National Sport and Recreation Act 110 of 1998, as amended;
- 26.2 the South African Boxing Act 11 of 2001, as amended;
- 26.3 the Safety at Sports and Recreational Events Act 2 of 2010, as amended; and
- 26.4 the Regulations of University Sport South Africa (USSA) (2018).

27 DEFINITIONS

The following definitions are provided -

“sport codes” – refer to sport categories that participate at a competitive level and are prioritised by the University.

“sport clubs” – refer to sporting groups that have been registered in accordance with the provided processes of Campus Sport for the primary purpose of recreational participation.

“commercialization” – within the context of Campus Sport refers to the optimisation of sport activities for the purpose of generating income. This can include income generated through sport-related broadcasting and media, access management, merchandising, and sponsorship income.

28 GENERAL FUNCTIONS

The general functions of Campus Sport include:

- 28.1 The creation of co-curricular sporting opportunities for students to participate in sport through recreational participation in sporting codes, as well as, participating and competing in sport on a competitive basis both internally and externally to the University.
- 28.2 The creation of awareness and promotion of recreational sport for students that contributes towards their physical well-being.
- 28.3. The management, coordination and approval of an annual programme of co-curricular sporting content.
- 28.4 The management and oversight of sporting related facilities and infrastructure in collaboration with the relevant University stakeholders.
- 28.5 The management of sporting events and functions hosted at the NWU, done in collaboration with relevant internal and external stakeholders.

29 PROGRAMME OF CO-CURRICULAR SPORTING CONTENT

The programme of co-curricular sport content includes:

- 29.1 High-performance sports: the highest level of sporting participation for student athletes, participating at external sporting engagements on behalf of the University, including international and national participation such as USSA, Varsity Sport and Varsity Cup.
- 29.2 Competitive sports: participation of student athletes at both internal and external sporting engagements, in preparation for participation in high-performance sports, including national, provincial and regional participation.
- 29.3 Recreational sports: internal participation of students in sport on a non-competitive basis either individually or in groups, with a priority focus on physical well-being and social cohesion.

- 29.4 Residence sports: internal competitive and non-competitive participation in sport by students who belong to specific University Residence and Day House groups, aimed at improving social cohesion and mass participation in sport. Residence sports is primarily coordinated and executed by the relevant student leadership structures, under the supervision of Campus Sports.

30 Specific Sporting Events:

Specific sports events can be managed, coordinated and executed by Campus Sport, in collaboration with the relevant internal and external stakeholders. Such events are guided by formal agreements between the University and relevant external stakeholders.

31 Development of a Programme of Co-curricular Sporting Content:

- 31.1 Campus Sport annually facilitates a process whereby the programme of co-curricular sporting content is developed, in accordance with paragraph 5 of this framework.
- 31.2 Campus Sport approves the programme of co-curricular sporting content focused on residence sports as developed by the relevant student leadership structures and assists with the execution thereof, where required.

32 External Funding Generation:

- 32.1 As part of commercialisation towards ensuring the sustainability of sport at the NWU, various external funding sources are harnessed that form part of the ongoing business of Campus Sport.
- 32.2 Such external funding sources originate from sport activities; or sport related activities, and may include but are not limited to:
- 32.2.1 Sport facilities and sport infrastructure.
 - 32.2.2 Event access management of sport events and tournaments.
 - 32.2.3 Approved sponsorship and advertising agreements focussed on sport,
 - 32.2.4 Publications, media and other broadcasting agreements of sport.
 - 32.2.5 Approved sport merchandising and sales.

33 SPORTING CODES AND CLUBS

Sporting codes and clubs are not regarded as student leadership structures established by the SRC or any other student leadership structure, and function under the supervision of Campus Sports.

33.1 Sporting Codes:

- 33.1.1 Sporting codes participate at both competitive and non-competitive levels, respectively.
- 33.1.2 Sporting codes are prioritised by Campus Sport per campus, based on available resources and infrastructure, supported by sustainable and active participation of students.
- 33.1.3 Depending on the priority of the sporting code as determined by Campus Sport, each sporting code may receive support related to infrastructure and resources.

33.2 Sporting Clubs:

- 33.2.1 Sporting clubs are established for the interest of promoting participation and involvement in sport and are not prioritised as sporting codes.
- 33.2.2 Sporting clubs must be self-sustaining and receive minimal support from Campus Sport pertaining to infrastructure and facilities.

33.3 Registration and Recognition of Sporting Codes and Clubs:

Campus Sport develops the operational documentation and processes guiding the **registration** and **recognition**, as well as the **management** and **functioning**, of sport codes and clubs.

OPERATIONAL FRAMEWORK FOR THE HIGH-PERFORMANCE INSTITUTE

34 INTERPRETATION AND APPLICATION

In addition to the authority provided for in paragraph 2 of this framework, the following legislation and professional guidelines apply:

34.1 the National Sport and Recreation Act 110 of 1998, as amended.

35 DEFINITIONS

The following definitions are provided -

“**HPI**” – refers to the High-Performance Institute of the North-West University.

“**high performance athlete**” – refers to any athlete who participates at a national or international level in a recognised sport.

“**sport administrators**” – refers to any individual involved with the administration, coordination and management of sport and sport related matters, both internal and external to the University.

36 GENERAL FUNCTIONS

The general functions of the HPI include:

- 36.1 Providing services and assessments aimed at the holistic development of high-performance student athletes and external athletes.
- 36.2 Creating and presenting formal and informal learning experiences and skills development initiatives related to sport for both internal and external athletes, coaches and sport administrators.
- 36.3 Supporting the teaching, learning and research environment through specified partnerships with relevant Faculties.
- 36.4 Creating and sustaining education and awareness platforms focussed on the promotion of student wellness and physical health through sport.
- 36.5 The management and oversight of high-performance sporting related facilities and infrastructure in collaboration with the relevant University stakeholders.
- 36.6 The management of high-performance sporting events and functions hosted at the NWU in collaboration with relevant internal and external stakeholders.

37 PROGRAMME OF HPI FUNCTIONS

The programme of HPI functions include the development, assessment and training of high-performance athletes through -

- 37.1 The referral of high-performance athletes to sport-related services, including athlete recovery and rehabilitation services, either through referral to relevant internal or external services, or direct service provisioning by qualified members of the HPI.
- 37.2 Assisting with the training and sport progression of high-performance athletes.
- 37.3 Sport education and skills development through focussed programmes and initiatives aimed at development of sport-related skills and competencies, including informal sport mentorship engagements and programmes.
- 37.4 Community sport programmes geared towards recruitment of high-performance student athletes.

38 SPECIFIC HIGH PERFORMANCE SPORT EVENTS

Specific high-performance sport events can be managed, coordinated and executed by the HPI in collaboration with the relevant internal and external stakeholders. Such events are guided by formal agreements between the University and relevant external stakeholders.

39 EXTERNAL FUNDING GENERATION

- 39.1 As part of ensuring the sustainability of the HPI as a business unit, various external funding resources are harnessed that form part of the ongoing business of the HPI.
- 39.2 Such funding resources originate from, but are not limited to:
 - 39.2.1 HPI facilities, equipment and infrastructure.
 - 39.2.2 Approved sponsorship and advertising agreements focused on the HPI.
 - 39.2.3 Publications, media and other broadcasting agreements related to the HPI.
 - 39.2.4 Services related to sport education and skills development programmes and initiatives presented or coordinated by the HPI.
 - 39.2.5 Services related to athlete development, progression, recovery and rehabilitation rendered or coordinated by the HPI.

40 MEMBERSHIP

- 40.1 Athletes who have obtained membership to the HPI are eligible to receive the relevant services and assessments of the HPI, including usage of facilities and equipment managed by the HPI.
 - 40.2 Membership to the HPI includes:
 - 40.2.1 Internal members: eligible student athletes of the University who participate in a prioritised sport code (as prioritised by Campus Sport).
 - 40.2.2 External members: non-student athletes who are eligible for membership.
 - 40.3 The HPI develops the operational documentation and processes guiding the **processes** of membership to the HPI.
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OPERATIONAL FRAMEWORK FOR STUDENT COUNSELLING AND DEVELOPMENT

41 INTERPRETATION AND APPLICATION

In addition to the authority provided for in paragraph 2 of this framework, the following legislation, agreements and professional guidelines apply:

- 41.1 the Mental Health Care Act 17 of 2002, as amended;
- 41.2 the Health Professions Council of South Africa (HPCSA) – Ethical Guidelines for Good Practice in the Health Care Professions; and
- 41.3 the South African Council for Social Services Professions (SACSSP) – Policy Guidelines for Code of Conduct, Code of Ethics and the Rules for Social Workers.

42 DEFINITIONS

The following definitions are provided -

“student volunteers” – within the context of Student Counselling and Development, refers to students performing specific functions, roles and task related to psycho-social support, under the supervision of Student Counselling and Development.

“psycho-social support” – refers to the interventions that focus on both the psychological and social welfare needs of students and their immediate familial support structures and systems.

“crisis” – refers to an extra-ordinary event that might impact on the business of the University and would require specific tasks or reactions from University members – including social and mental health care practitioners – to manage and minimize possible risk for both the affected persons and the University.

43 ETHICAL CONSIDERATIONS FOR SOCIAL AND MENTAL HEALTH CARE PRACTITIONERS

In accordance with the Ethical Guidelines for Good Practice in the Health Care Professions, the services and functions of such persons must be in the best interest and to the well-being of their clients. The interpretation of the term client may be applied broadly in the event of a crisis to include students, staff, visitors, community members, and other individuals requiring psycho-social support and related assistance.

44 GENERAL FUNCTIONS

The general functions of Student Counselling and Development support the curricular and co-curricular environment through the rendering of services related to:

- 44.1 Student counselling and therapy.
- 44.2 Psychometric assessment as part of academic selection and admission recommendations provided to Faculties, as well as advice on academic course changes and career counselling provided to students.
- 44.3 Student disability support related to academic access, infrastructure accessibility and academic concessions.
- 44.4 Social welfare services.
- 44.5 Crisis-support services.
- 44.6 Holistic development of students and student leaders.
- 44.7 Psycho-education and psycho-social awareness.

45 STUDENT DEVELOPMENT PROGRAMMES

- 45.1 The following structured student development programmes function within Student Counselling and Development:
- 45.1.1 Peer helper programmes: student lay counsellors servicing the student community on a one-on-one or group basis, providing informal emotional support to students and acting as a mechanism of referral to professional support services through interventions.
 - 45.1.2 Peer advocate programmes: student volunteers servicing the student community on a group basis, providing informal support focused on social welfare and psycho-social awareness.
 - 45.1.3 Student leadership development programmes: focused development interventions aimed at developing leadership competencies amongst students and student leaders.
- 45.2 The programmes aim to holistically develop the basic competencies of students related to crisis management, psycho-social support and leadership within the University environment.
- 45.3 The functioning of such programmes is described within the relevant procedural guidelines as developed by Student Counselling and Development in accordance with paragraph 5 of this framework.

46 STUDENT VOLUNTEERS

Student volunteers are not regarded as student leadership structures established by the SRC or any other student leadership structure, and function under the supervision of Student Counselling and Development.

- 46.1 Student volunteers refer to students who form part of the following student development programmes:
- 46.1.1 Peer Helper programmes; and
 - 46.1.2 Peer Advocate programmes.
- 46.2 Student Counselling and Development develops the operational documentation and processes guiding the **selection** of student volunteers, and the **management** and **functioning** of student development programmes.

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