MODULE CODE: SOC3-FW
MODULE NAME: Fieldwork
DATE: 2019 Academic Year

CREDIT VALUE: 12
NQF LEVEL: 7

CATALOGUE DESCRIPTION
Fieldwork is a practical extension of the academic programme in a defined module. Fieldwork is a multidisciplinary application of what has been learned theoretically. It measures the practical capabilities of the student within a field or sphere of learning.

MODULE OUTCOMES
As a result of this module students should be able to:
1. Demonstrate a variety of skills in the context of an organisation or programme.
2. Reflect on practical issues raised by the fieldwork experience.
3. Reflect on theoretical issues raised by the fieldwork experience.

MODE OF DELIVERY
This module primarily uses facilitated self-study, supported by engagement with supervising lecturer and individual as well as group work sessions.

MODULE WORKLOAD EXPECTATIONS

<table>
<thead>
<tr>
<th>LEARNING ACTIVITIES</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing placement survey, interview and writing fieldwork proposal</td>
<td>12</td>
</tr>
<tr>
<td>Field exposure</td>
<td>60</td>
</tr>
<tr>
<td>Maintaining journal</td>
<td>10</td>
</tr>
<tr>
<td>Reading</td>
<td>12</td>
</tr>
<tr>
<td>Writing reflection papers</td>
<td>8</td>
</tr>
<tr>
<td>Preparation and conducting final presentation</td>
<td>8</td>
</tr>
<tr>
<td>Workshops and reflection sessions</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL EXPECTED HOURS</td>
<td>120</td>
</tr>
</tbody>
</table>
ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>ASSESSMENTS</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork Placement (60 hours)</td>
<td>- *</td>
</tr>
<tr>
<td>Placement Proposal (and Working Agreement)</td>
<td>20%</td>
</tr>
<tr>
<td>4 x Reflection Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Presentation &amp; Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Workshops and Reflection Sessions</td>
<td>10%</td>
</tr>
<tr>
<td>Fieldwork External Supervisor’s Assessment</td>
<td>- *</td>
</tr>
<tr>
<td><strong>- Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

*Not for assessment purposes, for completion.

FIELDWORK PLAN and ASSESSMENT SUMMARY

To meet the requirements if the fieldwork component of this module students must complete/attend:

1. Actual placement
2. Placement proposal (including Fieldwork Agreement)
3. Four reflection papers
4. Presentation and final paper
5. Workshops and reflection sessions
6. External supervisor’s assessment

A lecturer at Cornerstone will accept internal supervising responsibility for the fieldwork placement will act as Faculty Supervisor.

1. Fieldwork Placement

Students must complete 60 hours of practical work in an appropriate organisation or programme.

Students on different programmes will be matched with subject appropriate organisations. For example students on the media studies programme will be matched with media based organisations e.g. Cape Town TV, students on the psychology programme will be matched to psychological service organisations e.g. Cape Mental Health, students on the entrepreneurship programe will be matched with social entrepreneurship projects and organisations and so on.

The placements are not assessed per se, but at least 60 hours must be completed at the placement.

2. Fieldwork Placement Proposal (including Working Agreement)

Students must submit a Fieldwork Placement Proposal which must be accompanied by a Working Agreement, signed by the Cornerstone Fieldwork Co-ordinator and a supervising member of host organisation aka the External Supervisor.

International students will complete a placement survey before arrival in Cape Town. Based on this survey students will interview with potential placement organisations. Students complete their Fieldwork Placement and Working Agreement based on their interview. Students complete their Fieldwork Placement and Working Agreement based on their interview.
The Fieldwork Placement Proposal must include the following:
- the organisation's core business; its vision and mission; target group in society;
- key thematic areas that may relate to student's area of study
- three (3) learning outcomes that students would like to achieve during their fieldwork. Outcomes should include academic enhancement, personal growth and/or social responsibility.
- the Fieldwork Working Agreement (signed by external supervisor and Cornerstone Fieldwork Co-ordinator)

**Length:** 1800 words  
**Value/weighting:** 20%  
**Due:** mid March, submit on Funda  
**Marking guide:**

<table>
<thead>
<tr>
<th>Clarity of field placement objectives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explaining programme and organisation's context</td>
<td></td>
</tr>
<tr>
<td>Relevance to curriculum explained</td>
<td></td>
</tr>
<tr>
<td>Structure, adherence to academic style &amp; language as per Academic Guidelines</td>
<td></td>
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</tbody>
</table>

**NOTE: A detailed marking guide will be made available on FUNDA**

3. **Reflection Papers**  
Students will maintain a journal during the course of the fieldwork experience, adding entries 2 – 3 times per week. Journal entries should reflect the students' major learnings as well as thoughts, feelings, joys, frustrations, experiences, relationships, and concerns regarding their fieldwork experience. Students can then use journal entries to compose reflection papers.

**Length:** ± 850 words each  
**Value/weighting:** 40% (10% each)  
**Due:** end Feb, end March, end April, end May, submit on Funda  
**Marking guide:**

| Capacity for critical self-reflection |  |
| Reflection on most significant learnings |  |
| Theoretical insights & reflection on ability to turn learnings into action |  |
| Clarity of expression |  |

**NOTE: A detailed marking guide will be made available on FUNDA**

4. **Final Presentation and Paper**  
The Fieldwork Co-ordinator will schedule a presentation where students will share their fieldwork experience with their colleagues, Fieldwork Co-ordinator and representatives from different departments. This presentation is an opportunity for students to demonstrate their engagement with the field, highlighting their understanding of practical, theoretical and personal issues.

**Length:** 10 minutes/ 2400 words  
**Value/weighting:** 30%  
**Due:** beg June, in class and submit on FUNDA
Marking guide:

<table>
<thead>
<tr>
<th>Ability to report on fieldwork &amp; the value of the fieldwork experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical issues in subject are with which student has wrestled in fieldwork</td>
</tr>
<tr>
<td>Practical lessons learned as a result of fieldwork</td>
</tr>
<tr>
<td>Capacity for critical self-reflection</td>
</tr>
<tr>
<td>Clarity of presentation &amp; handling of questions</td>
</tr>
</tbody>
</table>

**NOTE: A detailed marking guide will be made available on FUNDA**

5. **Workshop & Reflection Session Attendance**
Six workshops and four reflection sessions will be conducted throughout the semester to assist in developing skills for critical reflection on the service learning experience.

**Value/weighting:** 10%

6. **External Supervisor’s Assessment**
After the service learning placement a letter must be obtained from the External Supervisor providing his or her assessment of the student’s service learning experience in general, and specifically in relation to the negotiated learning outcomes. Standard forms for this are available on FUNDA.

*Not for assessment purposes.*

**WORKSHOP SESSIONS**

Six workshops will be held throughout the semester. The workshops will function as spaces to have critical conversations about service learning, with particular reference to students’ experience in their respective placements. As such the discussions will be both general (about service learning) and specific (as related to subject specific theoretical themes emerging from placement experiences).

1. **Learning service – What happens when rather than just do service, we learn service?**


2. **Service as political – Service learning is not a politically neutral exercise, what are the implications for service learning when we understand service as political?**

3. **Service and South Africa’s legacies of inequality** – *What do the legacies of inequality and injustice mean for those of us who undertake service here?*


4. **Service and social justice** – *How can service learning contribute to social justice? How is the concern for social justice relevant to our different professions?*


5. **Service and identity** - *What does service for the purposes of social justice mean for us as change agents, how are our identities implicated?*


McMillan, J. 2011 What happens when the university meets the community? Service learning, boundary work and boundary workers. *Teaching in Higher Education. 16*(5), 553-564

6. **Critical self-reflexive practice in service** – *What does service for the purposes of social justice mean for us as change agents, how is our practice in our respective professions implicated?*


**REFLECTION SESSIONS**

In addition to workshops four reflection sessions will be held over the semester. These sessions will be facilitated by a skilled facilitator. Reflection sessions will both be spaces for debrief as well as skills development. Skills will include exercising ethical self-reflexivity, listening, journalling etc.
**MODULE GROUND RULES:**

Late Assessments Will be penalised the standard 3% per day late penalty. Assessments **WILL NOT** be accepted for marking if they are more than 1 week late or submitted after the end of exam week.

Requests for an extension of a deadline as a result of serious personal problems or illness will only be considered on presentation of sufficient evidence verifying the reason for your inability to submit the work on time.

All written Assessments must be submitted on Funda.

You are responsible to keep a back-up copy (paper or electronic) of all work submitted.

Please ask for my assistance if you require help with Assessments or academic skills.

Students are also welcome to speak to me via skype and make an appointment if needed.

Assessments that will serve the moderation process have been indicated on the outline.

All written Assessments and discussion forum entries must utilise gender inclusive language.

All work submitted must be original. You must be able to show that it is your own work. Using someone else's work and passing it off as your own is plagiarism, which is an extremely serious academic offence. It is theft! Plagiarism, either intentional or accidental will be penalised and may result in failure of the module. Consult the 'Academic Guidelines 2014' (available in the 'Resources' page on this Funda site) for guidelines for the format of all written work.

- All written work must be submitted with the plagiarism declaration attached. If there is no declaration attached it will not be marked until such time as a declaration is attached.