Service Learning Database

User Guide


Ons leer en dien
Gemeenskappe
Communities
Hoëronderwys-
instellings
Higher Education
Institutions
Dienstesektor
Services Sector
We learn and serve
Re ithuta le ho sebeletsa

Table of Contents

Introduction

At the University of the Free State (UFS) service learning (also referred to as "community service learning") has been identified as a valid educational approach that allows for the integration of community engagement in the academic programmes offered by the institution. Thus, section 4.2.1 of the UFS Community Service Policy (available via www.ufs.ac.za/servicelearning) states that "the inclusion of compulsory community service learning modules in all academic programmes (at least one per programme) is a policy priority and will be propagated accordingly". The UFS defines 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)

It is acknowledged that there are several other valid, effective forms of community-based education that staff and students engage in at the UFS. The service learning database, however, is specifically aimed at those modules that -

(1) bear the "service learning" designation ("service learning module" or module including service learning as pedagogical approach);
(2) strive to adhere to service learning requirements as set out in the definition provided above; and
(3) for which "service learning" funding is requested from the UFS budget annually.

This web-based UFS service learning database has the following purposes and functionalities:

The primary purpose is to collect information regarding service learning for management, research and reporting purposes, i.e. per academic programme, school, faculty, and for the institution (UFS) as a whole. The data to be collected includes the following:

- General module information
- Lecturers and other staff members involved
- Partners involved
- Student numbers, composition and success rates
- Budget information

In addition to the above, the database serves the function of compiling a portfolio per service learning module with evidence for purposes of the following:

- Performance management
- Application for promotion
- Recognition for excellence in service learning
- Quality management

In order for the above to be achieved, staff members who offer service learning modules would be required to give their co-operation in capturing the data. Since this is a task that is bound to be rather complex and time-consuming, especially when undertaken for the first time, the Division: Service Learning of the Centre for Higher Education Studies and Development (CHESD) commits itself to providing assistance and support throughout.

Support

- For technical support concerning the Service Learning Database, please contact Cora-Mare Smith at 051-401-2970 or send an email to CSmith@ufs.ac.za.
- For help concerning content, please contact Prof. Mabel Erasmus at 051-401-3732 or erasmusm@ufs.ac.za.

Access control and authentication

Access to the Service Learning Database

- Access to the database is granted by ICT Services. Please contact Cora-Mare Smith at 051-401-2970 or send an email to CSmith@ufs.ac.za.
- Open an Internet browser.
    - Type in the following URL in the Address field: http://apps.ufs.ac.za.csl.
    - Sign in under your Novell username and password.

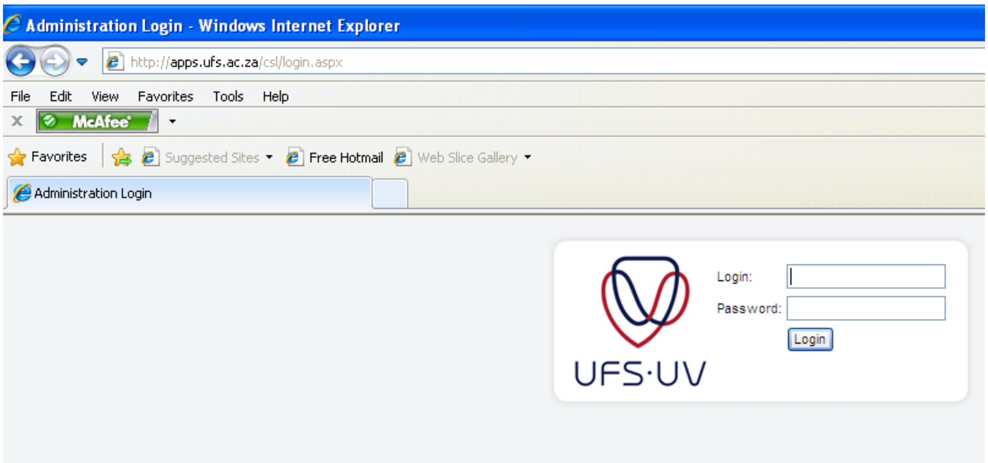


Figure 1

    - Press **Enter**.

Overview of the Service Learning Database

- Click on the down arrow next to **SL Modules**, as indicated in the figure below.
- The system will expand to display sub-links that will be discussed separately in the following sections.

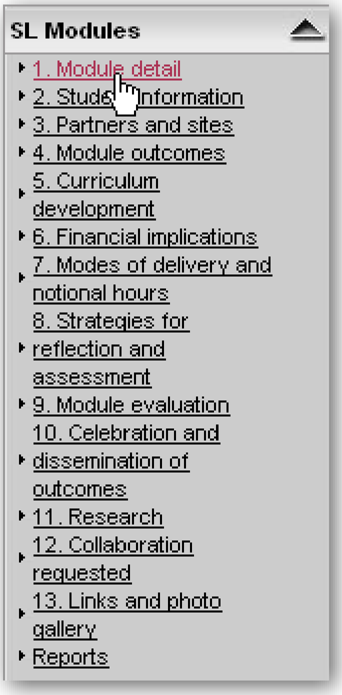


Figure 2

- When you click on a link the workspace will change accordingly.
- Please note the **Save** button at the bottom of the page of most workspaces.
  - It is important to **click** on the **Save button** before clicking on another sub-link (links numbered 1 – 13, or the Reports link), **otherwise data inserted will not be stored** in the database.
  - It is recommended that while entering data you save on a regular basis.

- With the exception of the **1. Module detail** and **Reports** links, there is a **Select Module** drop down list in the top right hand corner of the workspace.
    - Before entering data, it is important to **select** the appropriate **module code** and **year**.
    - If you fail to do this, your input into the page **will not be submitted** to the database.

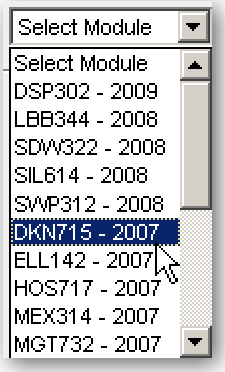


Figure 3

1. Module detail

This section is where the data capturing process starts. General information about the service learning module is captured according to the items requested in 1.1 to 1.19. The module detail requested is required for management purposes and will provide invaluable insight into the broad variety of modules offered per school, faculty and at the institution as a whole.

Add a new module

- Click on the drop down arrow next to **SL Modules**.
- Click on the **1. Module detail** link.
- If you have already captured information of a module or modules for more than one year, your module(s) will display as shown in Figure 5.

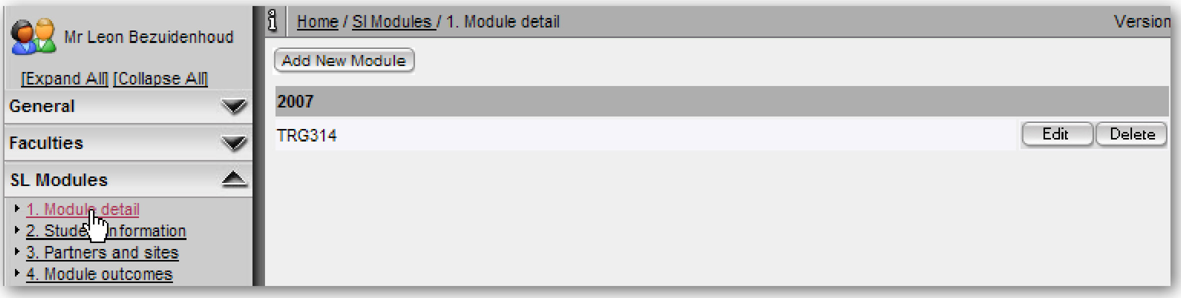


Figure 4

- Click on **Add New Module**.
- The form represented in Figure 8 below will appear in the workspace.
- Enter the **Year** that you wish to capture the data for.
    - o Data for the same module code can be stored for different years.

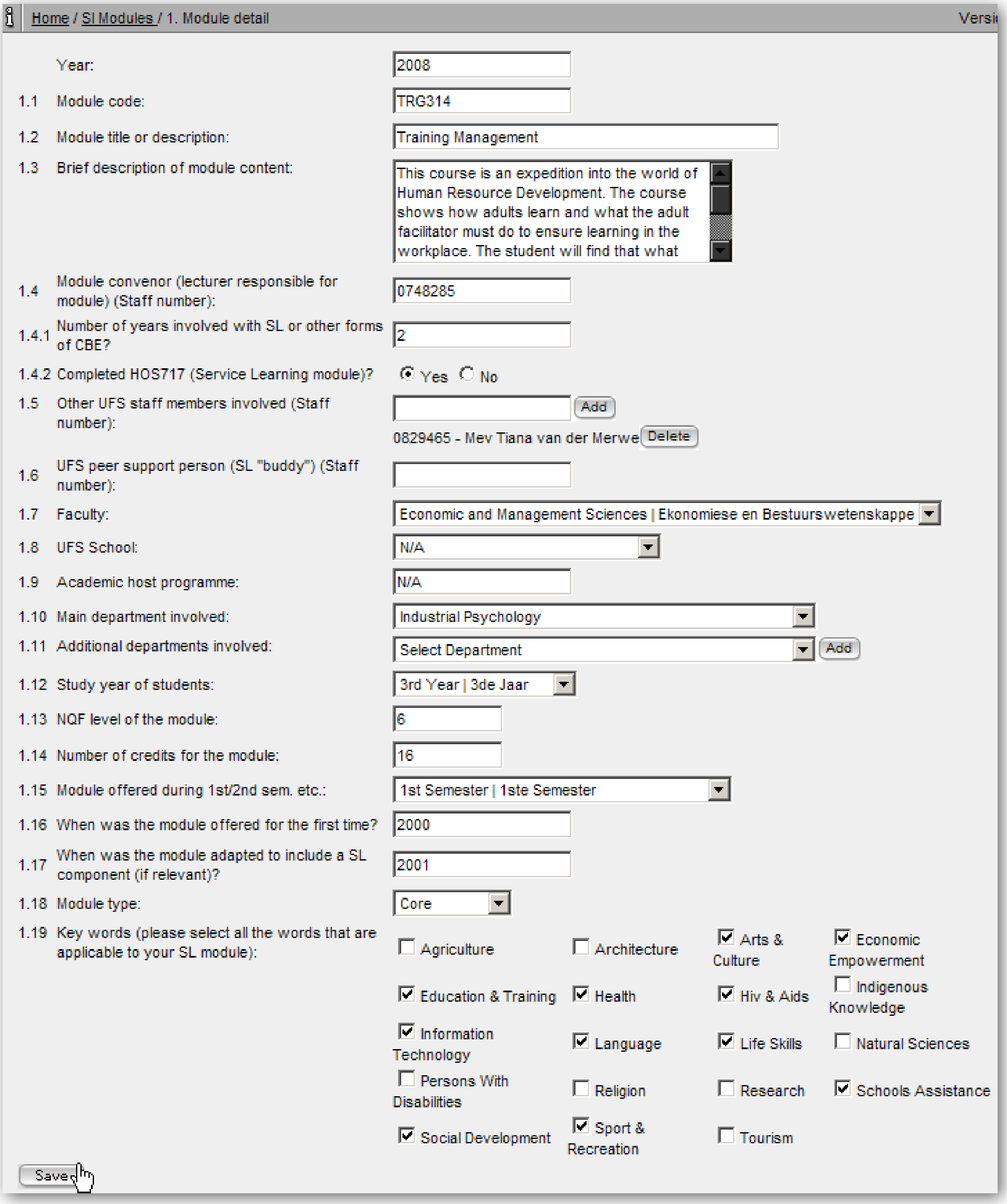


Figure 5

[Please note that the module information displayed in the User Guide has been used with the kind permission of the UFS staff member who offers the module.]

- Complete the fields numbered 1.1 to 1.19.
- The fields marked with an asterisks (*) are compulsory fields and if left empty, you will be prompted to complete it.

1.1 * Enter the **Module code** in the space provided without using any spaces or symbols.
1.2 Enter a **Module title or description** in the space provided.
1.3 Provide a **Brief description of module content** in the space provided.
1.4 * Enter the **Staff number** of the lecturer responsible for the module. Ensure that the staff number is preceded by enough zeros to include seven digits.
1.4.1 Enter the **Number of years** the staff member in 1.4 has been involved with SL or other forms of community-based education (CBE).
1.4.2 Click in the appropriate option to indicate whether the staff member in 1.4 has completed the Service Learning module (HOS717) that forms part of the MA in Higher Education Studies.
1.5 If applicable, provide the **Staff number** of a second UFS staff member involved and click **Add**. Ensure that the staff number is preceded by enough zeros to be seven digits. The staff number will display below the input field. Repeat for any other UFS staff members involved in the module.
1.6 Enter the staff number of any other staff member who provides peer support.
1.7 * Select the **Faculty** that the module belongs to from the drop down list.
1.8 If applicable, choose the appropriate School that the module belongs to from the drop down list.
1.9 Specify the main academic programme that hosts the module (if applicable).
1.10 From the drop down list options that depend on your Faculty selection in 1.7, choose the **Main department involved** with this module. If the relevant department does not appear in the list, leave open – N/A will display.
1.11 Choose any additional departments involved from the drop down list and click **Add**. The code of the selected department will display below the input field. Repeat if necessary.
1.12 * Select the **Study year of students** in this module from the drop down list.
1.13 Select the **NQF level of the module** corresponding to the study year of students.
1.14 Type in the **number of credits** for the module.
1.15 * Specify the semester(s) during which the module is offered from the drop down list.
1.16 Specify **when the module was offered for the first time**.
1.17 If applicable, specify **when the module was adapted to include a SL component**.
1.18 * Select the **Module type** from the drop down list.
   - Select **Fundamental** when the module is a compulsory component of the academic programme that is aimed at developing the student's foundational skills.
   - Select **Core** when the module is compulsory for achieving the core exit level outcomes of the academic programme.
   - Select **Elective** when students have a choice in whether or not they want to enrol for the module.

1.19 Select all the **Key words** that are applicable to your SL Module.

- Click **Save**.
- The new module is added to the list in Figure 7.

Edit a module

If you have already captured module data, you may return to it whenever you need to edit the information. Please follow these steps:

- Click on the drop down arrow next to **SL Modules**.
- Click on the **1. Module detail** link.
- A list of the modules per year, that you have already added, will display as shown in Figure 7.
- Click on **Edit** in the same line as the code of the module you want to edit.
    - Select the appropriate module listed under the relevant year.
- Make the necessary changes to the fields in Figure 8.
- Note that 1.5 and 1.6 should automatically determine and display the name and surname of the staff member if a valid personnel number was entered.
- To remove an item, click on **Delete** next to it and click **Save**.
- Click **Save** to update the module information that has been captured into the database.

Delete a module

- Click on the drop down arrow next to **SL Modules**.
- Click on the **1. Module detail** link.
- If applicable, a list of existing modules will display as shown in Figure 7.
- Click on **Delete** in the same line as the code of the module you want to delete.
    - Select the appropriate module listed under the relevant year.
- The window in Figure 9 will appear.

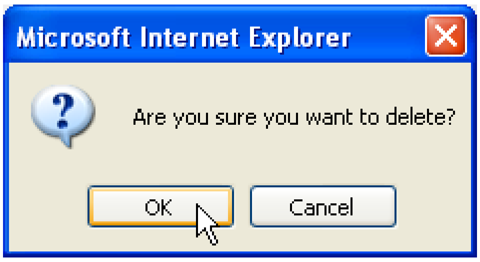


Figure 6

- Click on **OK** to confirm.
    - Alternatively, click on cancel to exit from deleting the module.

2. Student Information

This section has been developed to conveniently allow staff members to have direct access to the student profile data of the service learning modules that they offer. It will also be possible for administrators and other interested parties to collate the data for reporting and research purposes.

- Click on the drop down arrow next to **SL Modules**.
- Click on the **2. Student Information** link.
- The student profile data of any module selected from the drop down list is automatically extracted from the PeopleSoft database system.

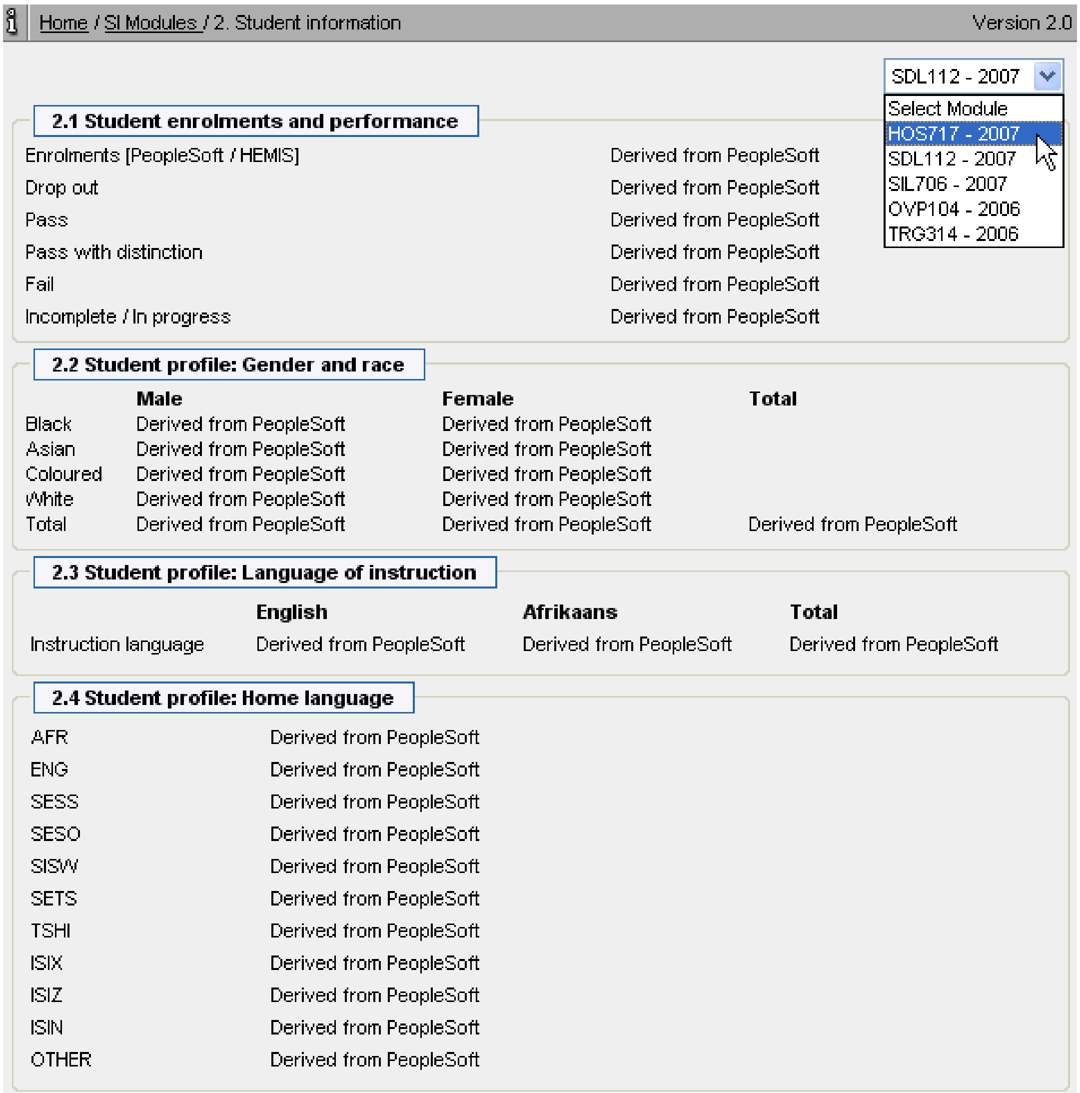


Figure 7

- Please note that the student profile will ONLY be displayed in reports generated that include this section.
    - For more information, please refer to the Generate a report section.

3. Partners and sites

This section allows for relevant data regarding service learning partnerships to be captured. We need to know with whom, at which sites and how often service learning engagement takes place in order to coordinate and synchronise the work more effectively. At the UFS staff members are encouraged to enter into triad service learning partnerships and thus aim at identifying both "community" and "service sector" partners (see the UFS Community Service policy that is available via www.ufs.ac.za/servicelearning for an explanation). For quality management purposes you are expected to upload documentation that provides evidence of negotiations and agreements regarding the outcomes of the engagement that you entered into with your external partners.

- Click on the drop down arrow next to **SL Modules**.
- Click on the **3. Partners and sites** link.
- The workspace will display fields that have to be completed.

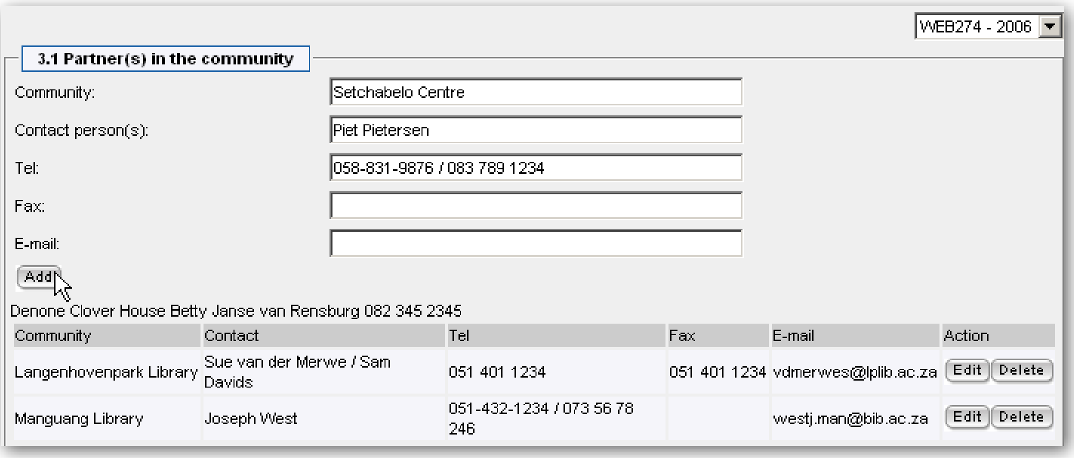


Figure 8

- From the **Select Module** drop down list in the top right hand corner, select the appropriate module code and year.
  - If you fail to do this, your input cannot be saved into the database.
  - For more information, please refer to the 1. Module detail section.
- Any previously saved input data will appear in the applicable fields.

3.1 In section 3.1, supply contact details of a partner in the community.

- Enter the name of the community partner (e.g. an NGO or community grouping) in the **Community** field. Please note that the "community" involved in the service learning could be learners from a specific school, parents of such learners, regular clients of a library, home-based patients linked to a hospital or clinic, etc.

- Type the name of the main **Contact person** representing the community in the space provided.
- Supply any available contact details for this person like telephone number, fax number and/or e-mail address in the spaces provided.
- Click on **Add**.
    - The input will appear under the Add button. It will only be listed in the table in 3.1 and stored in the database once you click on **Save**.
    - Click on **Edit** in the table to make changes to a partner in the same line. The current input appears in the applicable fields in section 3.1. Make the necessary changes and click on **Save**.
    - Click on **Delete** to remove a partner in the same line. The partner is removed from the table in section 3.1.
- Please note that more than one community partner can be listed by repeating the steps indicated above.

3.2 In section 3.2, supply the name and contact details of the service sector partner involved in the service learning module. Please note that it is possible that this will be the same as above (3.1), for example if your partner is a community-based organisation (CBO). It is, however, recommended that you strive to bring a service sector partner to the table as well in order to strengthen the partnership formation, facilitate networking and enhance sustainability.

- Complete the fields in the same way as indicated for 3.1 above.
- Click on **Add**.
    - The input will appear under the Add button. It will only be listed in the table in 3.2 and stored in the database once you click on **Save**.
    - Click on Edit to make changes to a partner in the same line. The current input appears in the applicable fields in section 3.2. Make the necessary changes and click on **Save**.
    - Click on Delete to remove a partner in the same line. The partner is removed from the table in section 3.2.
- Please note that more than one service sector partner can be listed by repeating the steps indicated above.

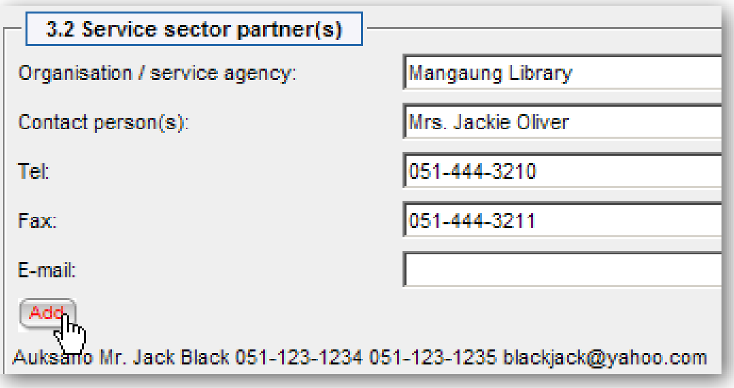


Figure 9

- Upload a document that provides evidence of the negotiated outcomes, roles and responsibilities that the various parties have agreed on. This can be a contract / agreement / Memorandum of Understanding / minutes of a meeting between the parties involved. For an example of what such negotiations should comprise, please refer to the UFS Guidelines for Service Learning Negotiations template (available via www.ufs.ac.za/servicelearning).
  - For more information on how to upload a document, refer to the Uploading documents or images section.

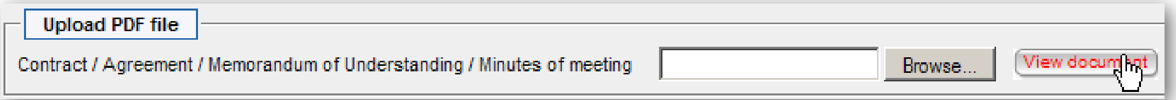


Figure 10

3.3 In section 3.3, specify any service learning site(s)

3.3.1 If applicable, select the identified key engagement site(s) where the service learning will take place from the drop down list.

3.3.2 Specify any other engagement sites.

3.3.3 Specify the number of students per site.

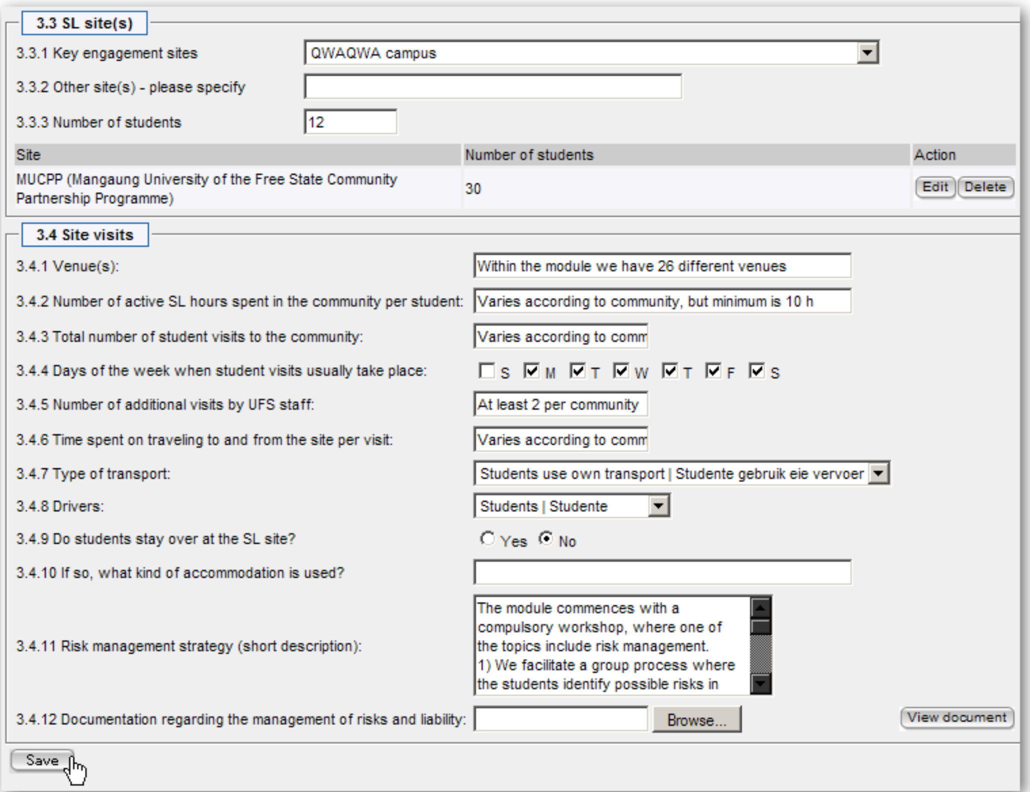


Figure 11

3.4 In section 3.4, provide information about site visits.

3.4.1 Specific venues used (e.g. community centre or a recreational facility within a specific community setting)

3.4.2 The estimated number of active hours spent in the community per student.

3.4.3 Estimated total number of student visits to the community (please note that one visit by students cannot qualify as "service learning").

3.4.4 Indicate the days of the week when student visits usually take place.

3.4.5 Indicate the number of additional visits to the community sites by UFS staff members (for purposes of negotiating time-release or assistance!)

3.4.6 Indicate the estimated time spent on travelling to and from the site(s) per visit.

3.4.7 Indicate the type of transport mostly used.

3.4.8 Indicate who mostly drives the vehicles.

3.4.9 Indicate whether students normally have to stay over at the site(s).

3.4.10 If so, indicate the type of accommodation used.

3.4.11 Provide a short description of the risk management strategy for the module (as it pertains to the UFS, you, students and external partners).

3.4.12 For quality management purposes you are required to upload risk management documentation used as evidence of how risks and liability issues are addressed, especially in preparing students for this service learning module.

  - For more information on how to upload a document, refer to the Uploading documents or images section.

- Click **Save**.

4. Module outcomes

In service learning we strive to achieve a balance between the mutual, reciprocal service and learning that should take place. In an effort to clearly delineate the nature and scope of what can be expected by and from all parties the specific outcomes for the various constituencies or participants have to be negotiated and formalised by the partners before the module is implemented. During and after the implementation monitoring and evaluation of the module will be undertaken collaboratively in terms of these outcomes.

- Click on the drop down arrow next to **SL Modules**.
- Click on the **4. Module outcomes** link.
- The workspace will display fields that have to be completed.

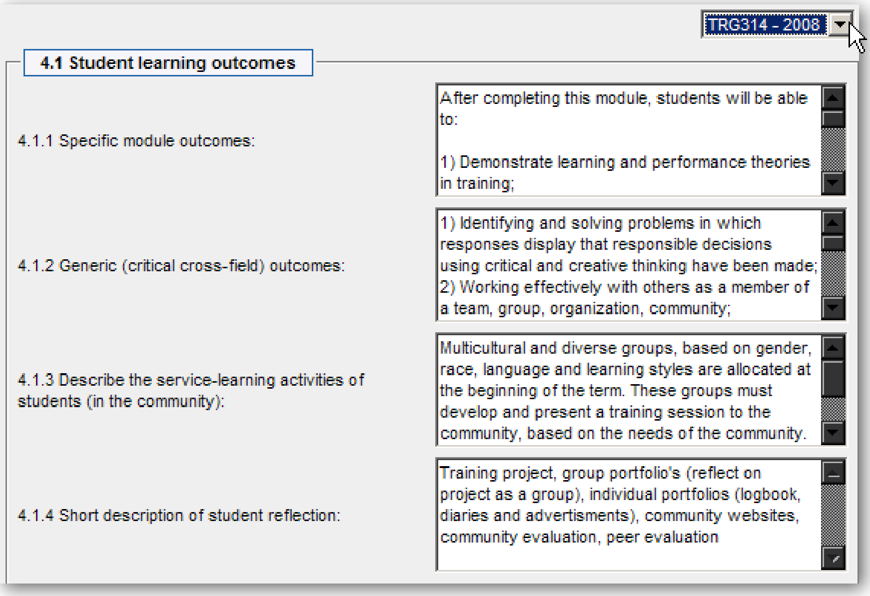


Figure 12

- From the **Select Module** drop down list in the top right hand corner, select the appropriate module code and year.
- Any saved input data will appear in the applicable fields.

4.1 Student learning outcomes as specified in the module study guide or dictate.

4.1.1 Specific module outcomes (preferably linked to exit level outcomes of the academic programme).

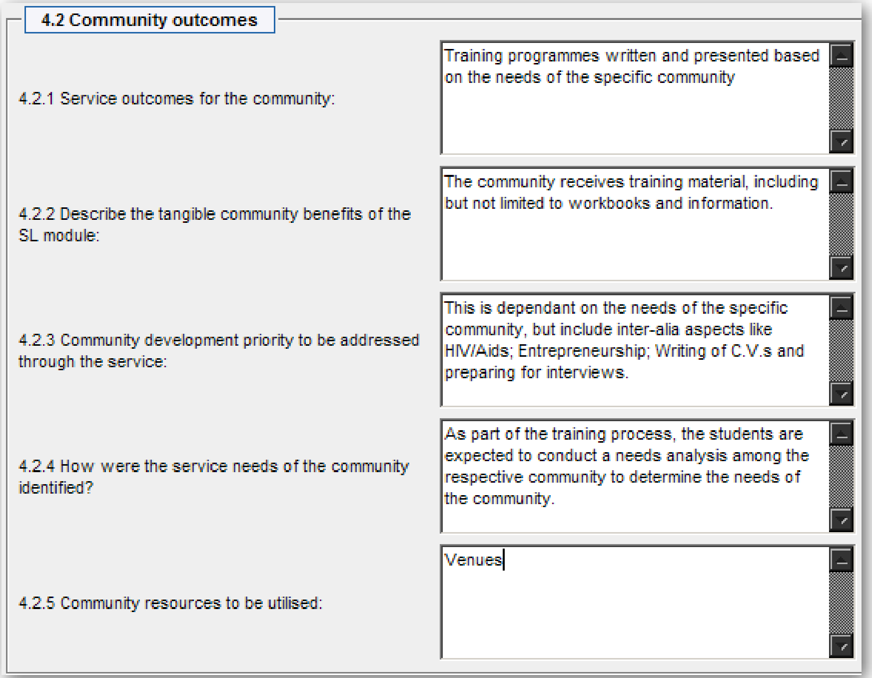
4.1.2 Research has shown that service learning could be an ideal vehicle for achieving several of the “generic competencies”, also referred to as “critical cross-field outcomes” (CCFOs). It is required by government (see policy documents of the Department of Education) that these outcomes be included in all academic programmes, i.e. each programme should make provision for the following learning opportunities:

- identifying and solving problems by using critical and creative thinking;
- working effectively with others as a member of a team, group, organisation and community;
- organising and managing oneself and one’s activities responsibly and effectively;
- collecting, analysing, organising and critically evaluating information;
- communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion;
- using science and technology responsibly, effectively and critically, showing responsibility towards the environment and health of others;
- demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;
- contributing to the full personal development of each student and the social and economic development of society at large by making it the underlying intention of any programme of learning to make an individual aware of the importance of:
  1. reflecting on and exploring a variety of strategies to learn more effectively;
  2. **participating as responsible citizens in the lives of local, national and global communities;**
  3. being culturally and aesthetically sensitive across a range of social contexts;
  4. exploring education and career opportunities; and
  5. developing entrepreneurial opportunities.

Please note that merely cutting and pasting from the above list is not what is required; you have to indicate how the selected CCFOs are integrated with the specific module outcomes and/or exit level outcomes of the programme.

4.1.3 Provide a concise description of the service learning activities of students in the community.

4.1.4 Give a short description of how student reflection should encourage achievement of the above outcomes (a detailed reflection plan can be uploaded under 8.1).



4.2 Community outcomes

4.2.1 Service outcomes for the community:	Training programmes written and presented based on the needs of the specific community
4.2.2 Describe the tangible community benefits of the SL module:	The community receives training material, including but not limited to workbooks and information.
4.2.3 Community development priority to be addressed through the service:	This is dependant on the needs of the specific community, but include inter-alia aspects like HIV/Aids; Entrepreneurship; Writing of C.V.s and preparing for interviews.
4.2.4 How were the service needs of the community identified?	As part of the training process, the students are expected to conduct a needs analysis among the respective community to determine the needs of the community.
4.2.5 Community resources to be utilised:	Venues

Figure 13

4.2 Community outcomes (to be identified in close collaboration with the community partners).

4.2.1 Indicate the service outcomes that have been identified with and by the relevant community members.

4.2.2 Staff and students are encouraged to ensure that some visible, tangible "products" will result from the service learning engagement which can be left behind as evidence of what has been achieved by the partnership. Please describe.

4.2.3 Service learning outcomes have to be seen in the broader context of community development priorities that have been identified by community members.

4.2.4 Indicated how the service needs and development priorities of the relevant community members were identified.

4.2.5 Service learning encourages an asset- or resource-based approach to community involvement and therefore special attention is given to how community strengths and resources are utilised within the partnership, i.e. community members sharing their knowledge and experience with staff and students; community sites and venues made available; community members acting as facilitators and co-instructors for students.

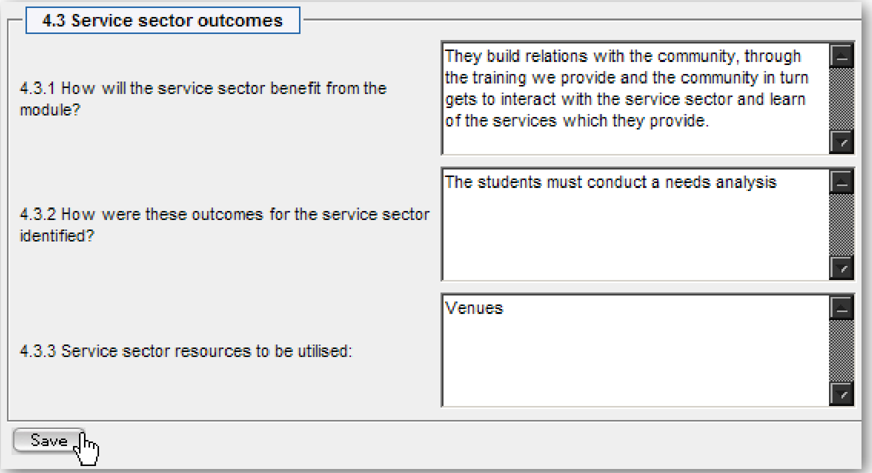


Figure 14

4.3 Service sector outcomes - to be identified in close collaboration with partners from the service sector (public or private) as members of the triad service learning partnership.

4.3.1 Indicate how the service sector partners will benefit from the modules (as identified by themselves).

4.3.2 Indicate how these outcomes (benefits) have been identified.

4.3.3 Indicate what resources the service sector partner will make available for the implementation of the module (e.g. transport, venues, supervision, acting as co-instructors for students).

- Remember to click **Save** regularly.

5. Curriculum development

In accordance with the service learning ethos of reciprocity and knowledge sharing this section is aimed at eliciting evidence of how students and external partners contribute to the relevance and contextualization of the curriculum. Such an action development approach is aimed at enriching and grounding academic programme content over time. Staff members are hereby encouraged to keep their own reflective diaries in which they regularly capture knowledge and insights (the latter might be of a tacit, visceral nature) gleaned from listening to and interaction with external partners, colleagues and students.

- Click on the drop down arrow next to **SL Modules**.
- Click on the **5. Curriculum development** link.
- The workspace will display fields that have to be completed.

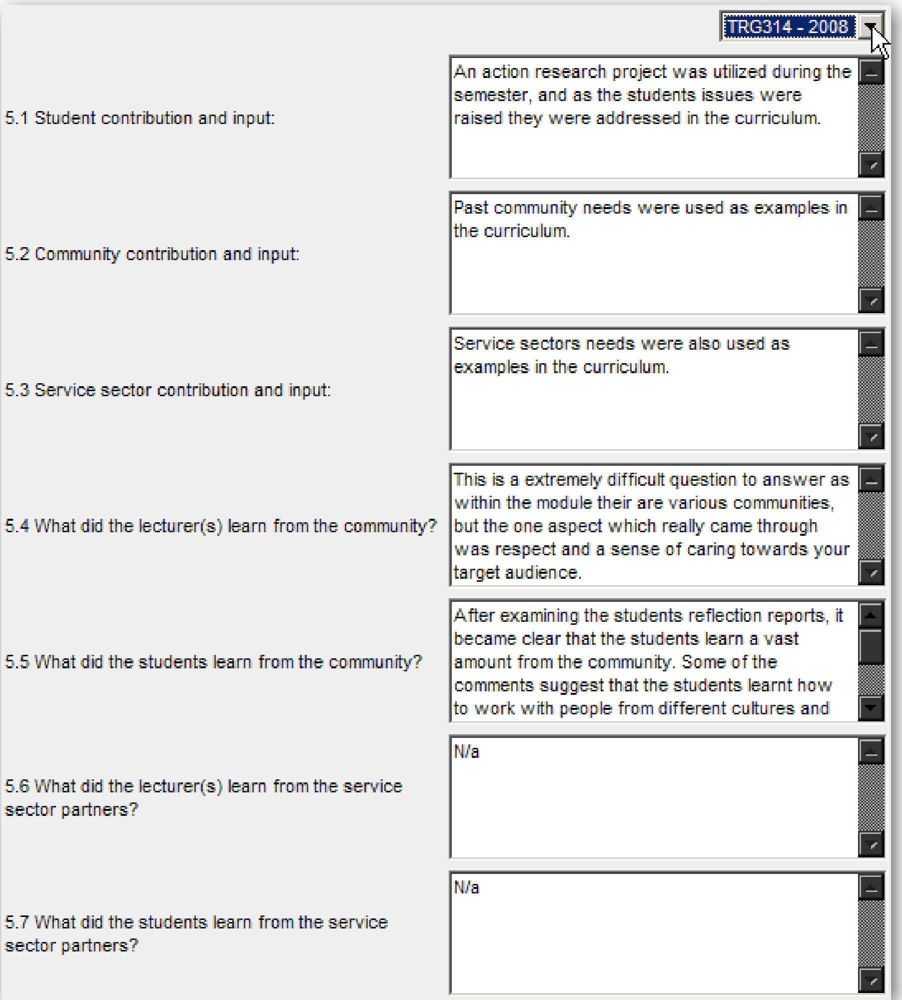


Figure 15

- From the **Select Module** drop down list in the top right hand corner, select the appropriate module code and year.
- Any saved input data will appear in the applicable fields.

Student contribution and input. Studies have shown that students gain in terms of empowerment and ownership if they are given the opportunity to contribute in some way to the development of the module - before, during or even after the implementation.

5.1 **Community contribution and input.** Explicitly indicating how community members have contributed to the development of the module, its implementation and the curriculum content, is aimed at acknowledging their insight, experiential understanding and knowledge.

5.2 **Service sector contribution and input.** Provide an indication of how the professional knowledge of service sector staff members have been utilised in developing the curriculum.

5.3 Please indicate what you, as a lecturer, have learned from community members.

5.4 What did students learn from community members? (Please note that this question has been included in the post-implementation SL questionnaire – available via www.ufs.ac.za/servicelearning)

5.5 Indicate what you, as a lecturer, have learned from the service sector partners.

5.6 What did students learn from the service sector partners? (Question included in the post-implementation questionnaire)

5.7 What did students learn from the other students that they worked with during the service learning engagement? (Question included in the post-implementation questionnaire)

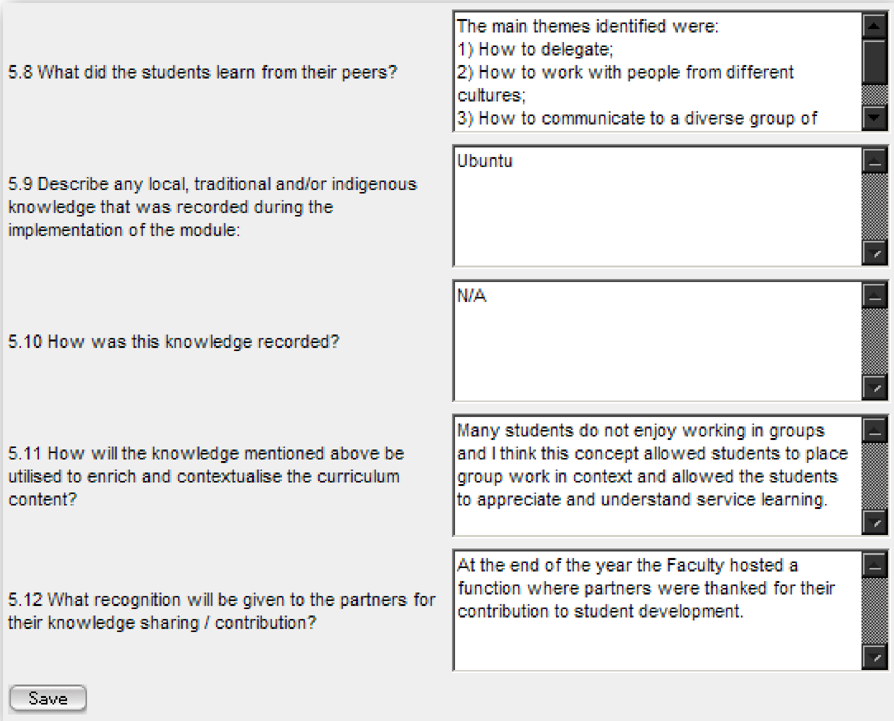


Figure 16

5.8 Describe any local, traditional and/or indigenous knowledge that was recorded during the implementation of the module.

5.9 Indicate how the above knowledge was recorded.

5.10 Indicate how the knowledge mentioned above will be utilised to enrich and contextualise curriculum content.

5.11 Please indicate how the relevant partners will be given recognition for their knowledge sharing and contribution.

- Remember to click **Save**.

6. Financial implications

Keeping track of the financial implications of implementing service learning modules is essential from a management perspective. This section allows you to show the amount per item that is required for the service learning module that you offer in order for you, your faculty and the institution to budget for appropriate funding. It also provides an input field for the amounts and sources of funding available for the module.

- Click on the drop down arrow next to **SL Modules**.
- Click on the **6. Financial implications** link.
- The workspace will display fields that have to be completed.

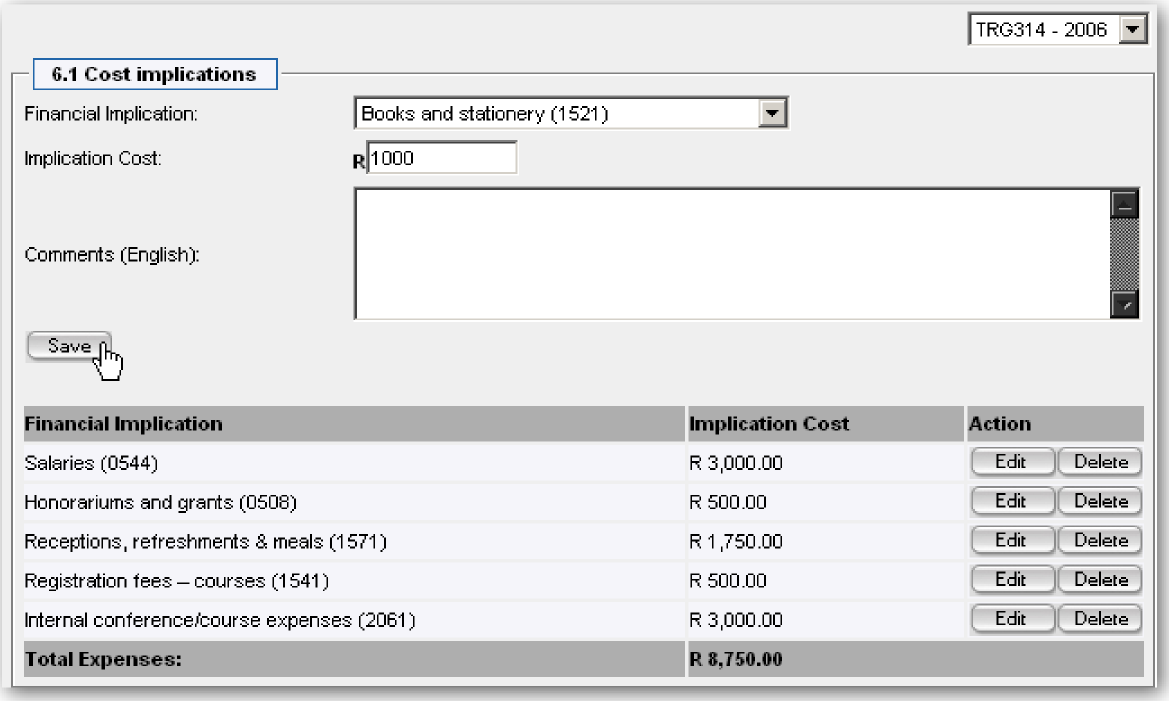


Figure 17

- From the **Select Module** drop down list in the top right hand corner, select the appropriate module code and year.
- Any saved input data will appear in the applicable fields.

6.1 Cost implications (Please note that you will initially submit the amounts as per the budget submitted in your funding application; after the implementation you will be able to update the spending according to the actual expenses incurred for the module.)

- From the drop down list, select the financial implication and the corresponding account number of the type of expense.
- Enter an amount spent, with no spaces or full stops, in the **Implication Cost** field.
- Enter any **Comments** that you would like to add at this stage in the field provided.
- Click **Save**.
    - The input will be listed in a table in section 6.1.
    - Click on **Edit** to make changes inside section 6.1 to a financial implication in the same line.
    - Click on **Delete** to remove a financial implication in the same line.

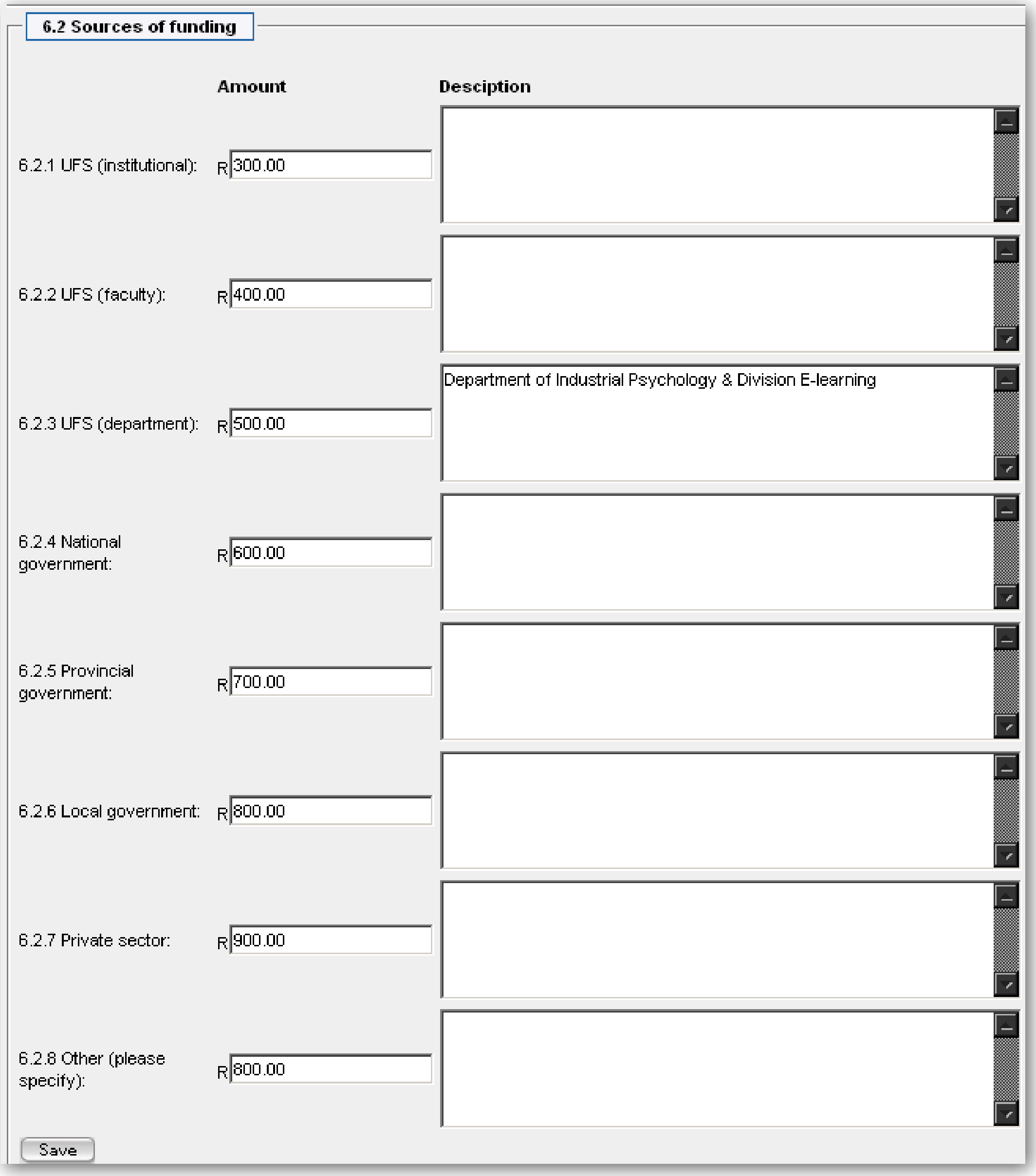


Figure 18

6.2 Insert all applicable **sources of funding** (amounts and description) for the service learning module.

6.2.1 UFS funding (allocated via the central budgeting process)

6.2.2 Funding allocated by the faculty (additional to 6.2.1.).

6.2.3 Funding allocated by the UFS department.

6.2.4 Funding by any national government department (describe which).

6.2.5 Funding provided by a provincial government department (describe which).

6.2.6 Funding obtained from local government (please describe which section).

6.2.7 Funding obtained from the private sector (describe which).

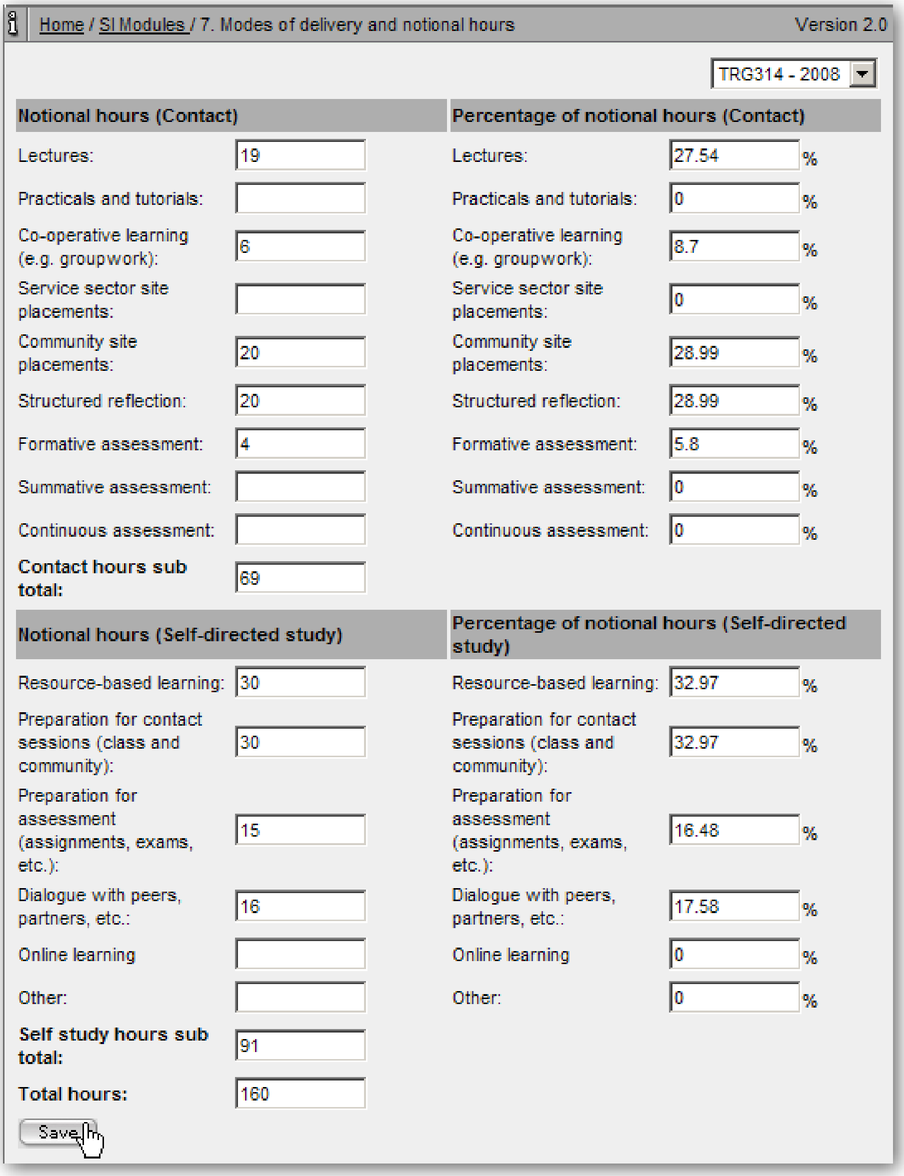
6.2.8 If any other funds have been obtained, please indicate here.

- Click **Save**.

7. Modes of delivery and notional hours

In this section you are required to indicate an estimated breakdown of notional hours per mode of delivery utilised for the implementation of the module, including both contact hours and self-directed study time. Please note that the **minimum requirement** for notional hours spent as **active service learning time** (usually spent at a service sector and/or community placement site) is 10% of the total number of notional hours (i.e. a 16 credit model = 160 notional hours = not less than 16 hours per students spent as active service learning time at a placement site).

- Click on the drop down arrow next to **SL Modules**.
- Click on the **7. Mode of delivery and notional hours** link.
- The workspace will display fields that have to be completed.


Home / Sl Modules / 7. Modes of delivery and notional hours   Version 2.0

TRG314 - 2008

Notional hours (Contact)		Percentage of notional hours (Contact)	
Lectures:	19	Lectures:	27.54 %
Practicals and tutorials:		Practicals and tutorials:	0 %
Co-operative learning (e.g. groupwork):	6	Co-operative learning (e.g. groupwork):	8.7 %
Service sector site placements:		Service sector site placements:	0 %
Community site placements:	20	Community site placements:	28.99 %
Structured reflection:	20	Structured reflection:	28.99 %
Formative assessment:	4	Formative assessment:	5.8 %
Summative assessment:		Summative assessment:	0 %
Continuous assessment:		Continuous assessment:	0 %
Contact hours sub total:	69		
Notional hours (Self-directed study)		**Percentage of notional hours (Self-directed study)**	
Resource-based learning:	30	Resource-based learning:	32.97 %
Preparation for contact sessions (class and community):	30	Preparation for contact sessions (class and community):	32.97 %
Preparation for assessment (assignments, exams, etc.):	15	Preparation for assessment (assignments, exams, etc.):	16.48 %
Dialogue with peers, partners, etc.:	16	Dialogue with peers, partners, etc.:	17.58 %
Online learning		Online learning	0 %
Other:		Other:	0 %
Self study hours sub total:	91		
Total hours:	160		

Save

Figure 19

- From the **Select Module** drop down list in the top right hand corner, select the appropriate module code and year.
- Any saved input data will appear in the applicable fields.
- The subtotals, total and percentage of notional hours are computed automatically when you enter the notional hours on the left in the fields provided.
- Indicate the estimated number of **Notional hours** per mode of delivery indicated in the table as **Contact** time, i.e. lectures; practicals and tutorials; co-operative learning (e.g. group work); service sector site placements*; community site placements*; structured reflection; and formative, summative and continuous assessment. Please note that the two modes indicated with an asterisk (*) represent the required **active service learning time** referred to above.
- Indicate the estimated **Notional hours (Self-directed study)** that the module entails, i.e. resource-based learning; preparation for contact sessions (class and community); preparation for assessment; dialogue with peers and partners; online learning; and other.

8. Strategies for reflection and assessment

In this section you are afforded an opportunity to provide evidence of how structured reflection is utilised to achieve module outcomes. The module's plan for appropriate assessment of student learning, assessment methods utilised and an example of a service learning assessment form may also be indicated and uploaded in this section. Please note that the ideal is to integrate the reflection and assessment plans as far as possible.

- Click on the drop down arrow next to **SL Modules**.
- Click on the **8. Strategies for reflection and assessment** link.
- The workspace will display fields that have to be completed.

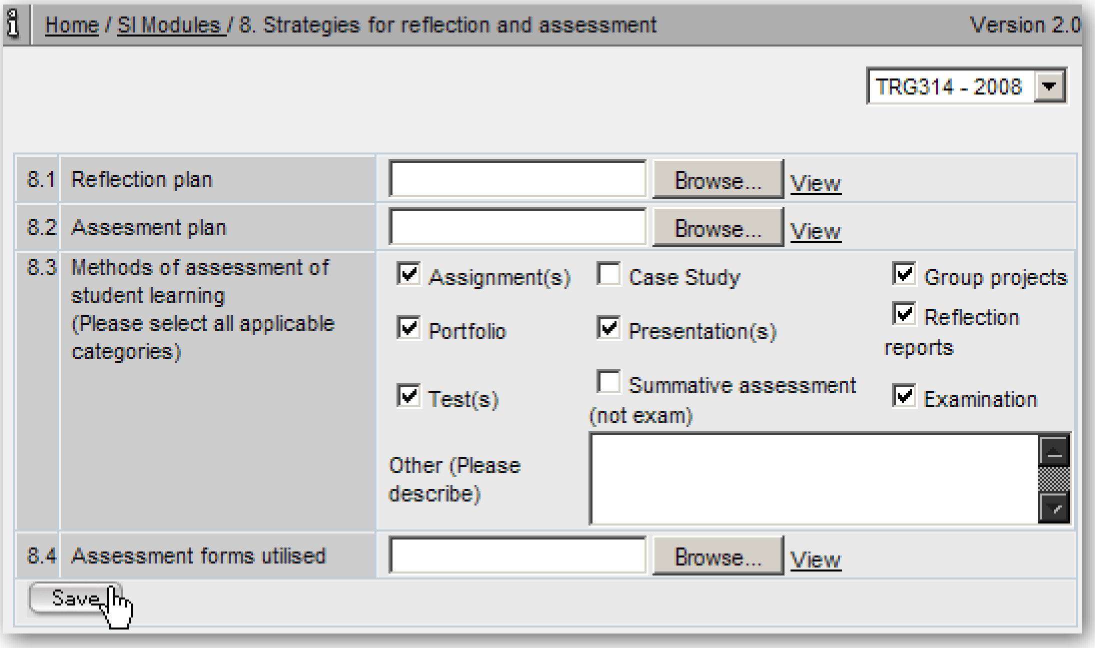


Figure 20

- From the **Select Module** drop down list in the top right hand corner, select the appropriate module code and year.
- Any saved input data will appear in the applicable fields.

8.1 If available, upload the **Reflection plan** for the module.
   - For more information on how to upload a document, refer to the Uploading documents or images section.

8.2 If available, upload the module's **Assessment plan**.
   - For more information on how to upload a document, refer to the Uploading documents or images section.

8.3 Select all applicable categories that are used in the module as methods of assessment of student learning.

- Type inside the space provided next to **Other (Please describe)** box, if you make use of any other forms of assessment not listed.

8.4 Upload a document as an example of the **Assessment forms utilised** in the module.

- For more information on how to upload a document, refer to the Uploading documents or images section.

- Click **Save**.

9. Module evaluation

For purposes of reviewing and improving the service learning module after each implementation cycle monitoring and evaluation of the module should be undertaken collaboratively by the relevant stakeholders. In this section you are required to report on the evaluation of the module for quality management purposes and in order to provide evidence of UFS accountability.

- Click on the drop down arrow next to **SL Modules**.
- Click on the **9. Module evaluation** link.
- The workspace will display fields that have to be completed.

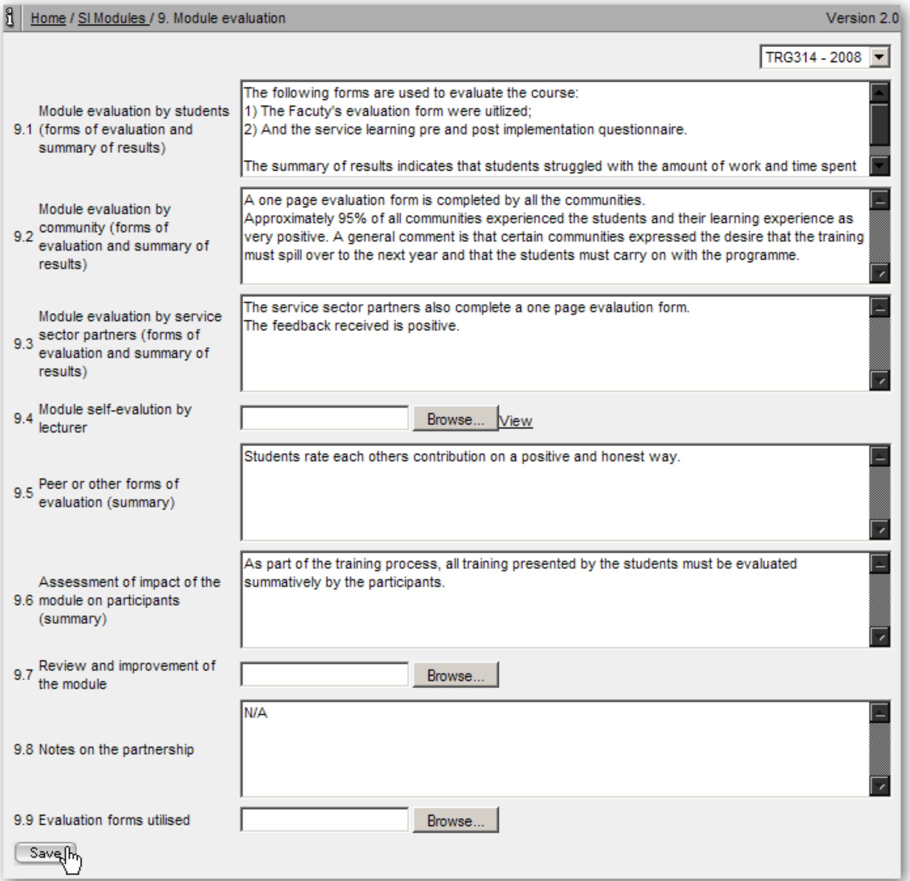


Figure 21

- From the **Select Module** drop down list in the top right hand corner, select the appropriate module code and year.
- Any saved input data will appear in the applicable fields.

9.1 Enter details about the **Module evaluation by students**. Mention what forms of evaluation are used and provide a summary of results.

9.2 **Module evaluation by community** (the same as above).

9.3 Module evaluation by service sector partners (the same as above).

9.4 If available, upload a document providing evidence of **Module self-evaluation by the lecturer** (such as the self-evaluation instrument provided in the following publication of the HEQC and JET Education Trust, *A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service Learning Modules* (available via www.ufs.ac.za/servicelearning).

9.5 Provide a summary of any peer or other forms of evaluation of the module.

  - For more information on how to upload a document, refer to the Uploading documents or images section.

9.6 Provide a summary of any assessments of the impact of the module on external participants in the space provided.

9.7 Upload a document that indicates the **Review and improvement of the module** that will be undertaken in response to the above evaluation.

  - For more information on how to upload a document, refer to the Uploading documents or images section.

9.8 Enter your notes/comments on the partnership.

9.9 Upload a document as an example of the **Evaluation forms utilised** for purposes of evaluating the module.

  - For more information on how to upload a document, refer to the Uploading documents or images section.

♦ Remember to click **Save**.

10. Celebration and dissemination of outcomes

At the conclusion of every service learning module implementation it is required that a celebration takes place during which the outcomes of what has been achieved together by the participant are disseminated and celebrated. It is advised that the "voices" of all the constituencies should be heard at this occasion, i.e. ensure that representatives of the community, the service sector, the students and the UFS are given an opportunity to address the gathering.

- Click on the drop down arrow next to **SL Modules**.
- Click on the **10. Celebration and dissemination of outcomes** link.
- The workspace will display fields that have to be completed.

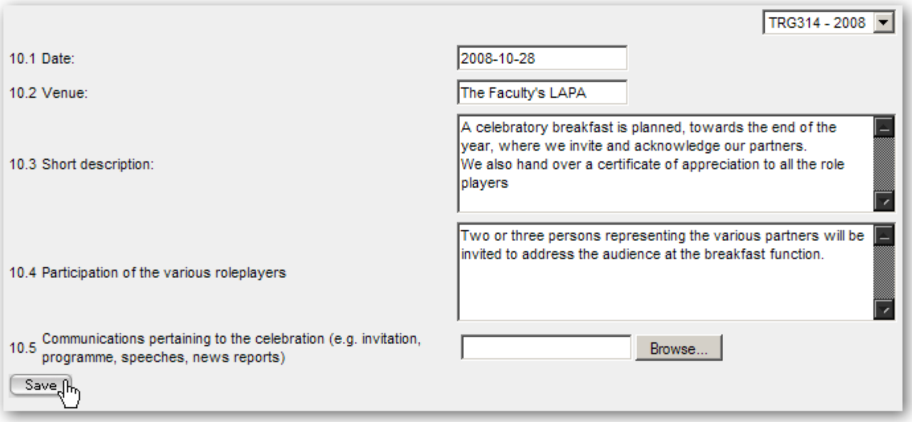


Figure 22

- From the **Select Module** drop down list in the top right hand corner, select the appropriate module code and year.
- Any saved input data will appear in the applicable fields.

10.1 Provide the date of the celebration event in the format yyyy-mm-dd.

10.2 Enter the venue where the event will take place or took place.

10.3 Provide a short description of the event.

10.4 Enter information on how the various roleplayers participated in the event.

10.5 Upload a document containing information on any **Communications pertaining to the celebration** such as an invitation, a programme, speeches and news reports.

- o For more information on how to upload a document, refer to the Uploading documents or images section.

- Click **Save**.

11. Research

Staff members are encouraged to conduct research on or through the service learning modules that they offer. Involving post-graduate students in these research initiatives further strengthens the UFS service learning research agenda and serves to further establish service learning as a legitimate component of the “scholarship of engagement”. In this section the research output, postgraduate studies and research projects that are linked to your service learning module can be indicated.

- Click on the drop down arrow next to **SL Modules**.
- Click on the **11. Research** link.
- The workspace will display fields that have to be completed.

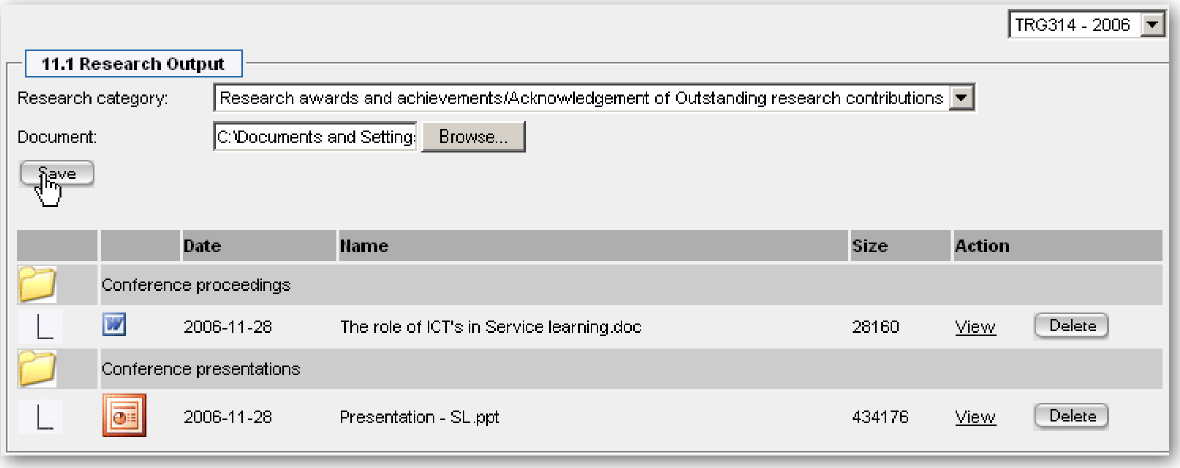


Figure 23

- From the **Select Module** drop down list in the top right hand corner, select the appropriate module code and year.
- Any saved input data will appear in a table in each section.

11.1 Research Output

- Select the appropriate category in which the research was documented from the drop down list. Please note that this list corresponds with the list of research outputs provided by the UFS Research Development Division.
- Upload a document relating to the selected category.
  - For more information, refer to the [Uploading documents or images] section.
- Click **Save**.
  - The input will appear inside the section in a table. (See Figure 26 below.)

11.2 Indicate **Postgraduate Studies** linked to the service learning module.

- Select the **Postgraduate Level** from the drop down list.
- Enter the **Field/discipline** that the postgraduate research falls in.
- Type in the **Title** of the research.
- Supply any available information about the **Student** performing the research.
- Click on **Save**.
    - The input will appear in the section in a table.
    - Click on **Edit** in the table to make changes to a partner in the same line. The current input appears in the applicable fields in section 11.2. (See Figure 27 below.) Make the necessary changes and click on **Save**.
    - Click on **Delete** to remove a partner in the same line. The postgraduate study is removed from the table in section 11.2.

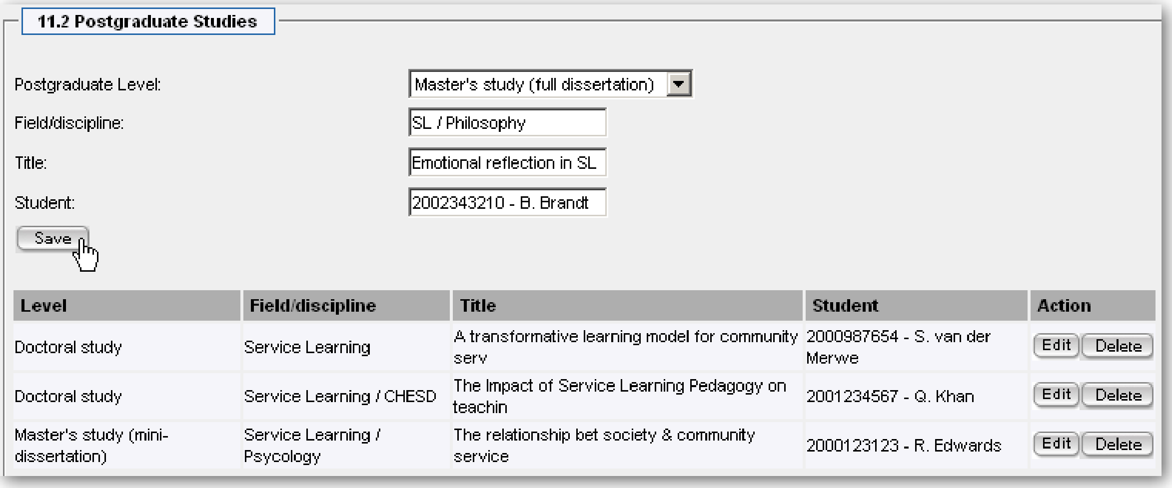


Figure 24

11.3 Indicate any **Research projects** linked to the service learning module.

- Enter the **Field/discipline** that the research project falls in.
- Type in the **Title** of the research project.
- Supply any available information about the **Project leader** supervising or managing the research project.
- Click **Save**.
    - The input will appear in the section in a table. (See Figure 28 below)
    - Click on **Edit** in the table to make changes to a partner in the same line. The current input appears in the applicable fields in section 11.3. Make the necessary changes and click on **Save**.
    - Click on **Delete** to remove a partner in the same line. The research project is removed from the table in section 11.3.

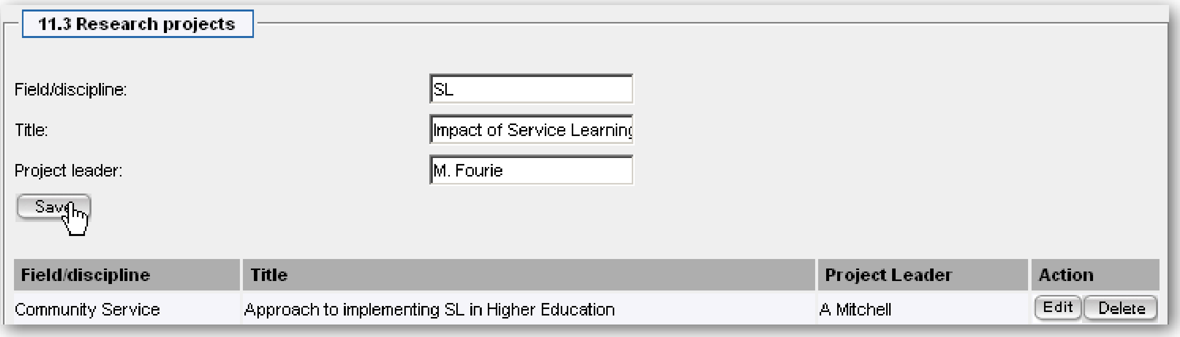


Figure 25

12. Collaboration requested

In this section you may indicate any form of collaboration that might be required for purposes of strengthening the service learning module and the achievement of its outcomes. This information can be used by administrators and others to make linkages with the relevant UFS departments and representatives from the other sectors indicated by you as the module convenor.

- Click on the drop down arrow next to **SL Modules**.
- Click on the **12. Collaboration requested** link.
- The workspace will display fields that have to be completed.

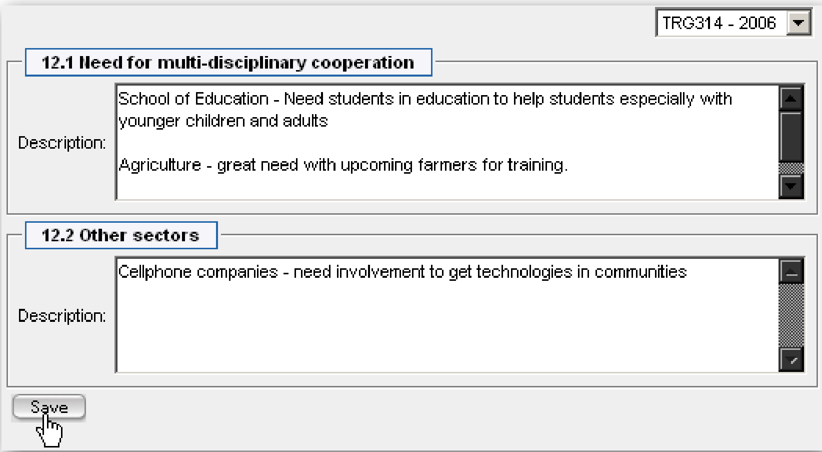


Figure 26

- From the **Select Module** drop down list in the top right hand corner, select the appropriate module code and year.
- Any saved input data will appear in the applicable fields. (See Figure 29 below.)

12.1 Indicate the **Need for multi-disciplinary cooperation** with regards to the module.
12.2 Discuss the forms of collaboration required from **Other sectors**.

- Click **Save**.

13. Links and photo gallery

In this section you are invited to indicate links to a website that is relevant to your service learning module. You may also upload photos taken during the implementation of the module. Please provide titles for the photos in the way indicated below.

- Click on the drop down arrow next to **SL Modules**.
- Click on the **13. Links and photo gallery** link.
- The workspace will display fields that have to be completed.

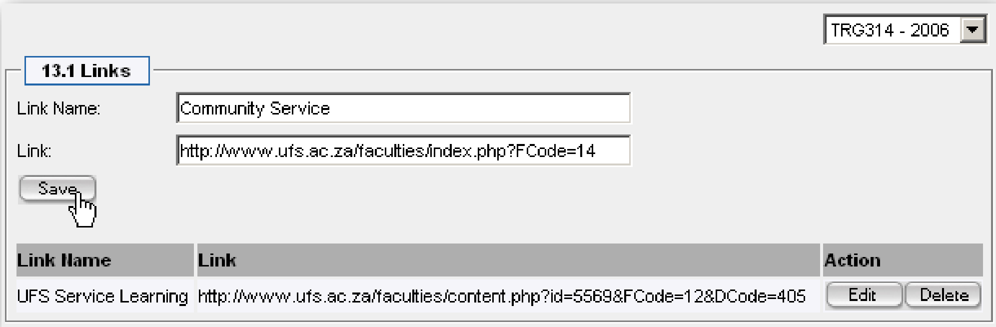


Figure 27

- From the **Select Module** drop down list in the top right hand corner, select the appropriate module code and year.
- Any saved input data will appear in the applicable fields.

13.1 Important **Links** related to the module

- Type in a name to identify the link by in the **Link Name** field.
- Copy the URL Address and ensure that there are no spelling mistakes.
- Click **Save**.

13.2 **Photo Gallery**.

- Rename your image files to more appropriately description about what the image is about before uploading, because the name will display in the report.
    - For more information, refer to the Reports section.
- Upload an image.
    - For more information, refer to the Uploading documents or images section.
- Click **Save**.

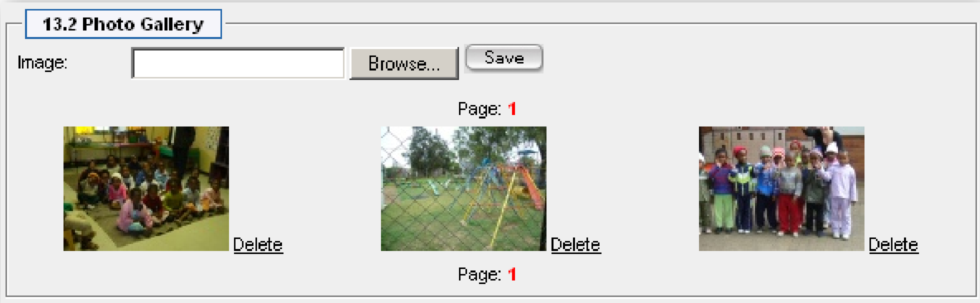


Figure 28

Reports

The ultimate aim of capturing module information is to generate reports that can be used for various purposes. A comprehensive module report can be generated for each individual module. It is also possible to generate reports that provide collated information per Faculty and for Institutional level purposes.

Generate a report

- Select the type of report from the **Select report type** drop down list.
    - Choose **Module report** for Module information.
    - Choose **Management information report** for information at Faculty and Institutional level.
- Select the year at which data must be extracted from the **Select year** drop down list.
    - For more information, refer to the 1. Module detail section.
- If the report type is a module report:
    - Select the module about which the report must be generated from the **Select module** drop down list.
    - **Select elements** of the module that must be in the report by clicking in all applicable boxes next to each section title. These section titles corresponds to the links numbered 1 – 13 on the left hand side navigation. Check all the boxes to have a complete module report.
- If Management information report was chosen:
    - Select the faculty in the **University of the Free State** from the drop down list.
    - If the report must be at departmental level, select the department from the **Select Department** drop down list.
    - **Select elements** of the module that must be in the report by clicking in all applicable boxes next to each section title. These section titles corresponds to the some of the links numbered 1 – 13 on the left hand side navigation. Check all the boxes to have a complete module report.
- Click **Generate Report**.
- A new browser window will open, and the generated report will be displayed in this window.
    - Please note that it might take a few seconds to generate the report.

Print a report

- Generate a report as indicated above.
- The report will display in a new browser window.
- Click **File** on the main menu.
- Select **Print…** from the list.
- A window will display where you can select your print options such as which printer to use, which pages to print and the number of copies to print.
- Click **Print**.

Save a report

- Generate a report as indicated above.
- The report will display in a new browser window.
- Click on **File** on the main menu.
- Select **Save As…** from the list.
- A window will display where you can specify where the report must be saved.
    - Ensure that you browse to a location that you will remember.
- Type in a name to the report in the **File Name** field.
- Ensure that **Web Page, HTML only (*.htm; *.html)** is selected from the Save as type drop down list.
- Click **Save**.

Uploading documents or images

It is strongly recommended that you only upload PDF-documents.

- Click on **Browse...** and a Choose file window appears.
- Locate the relevant file on your hard drive.

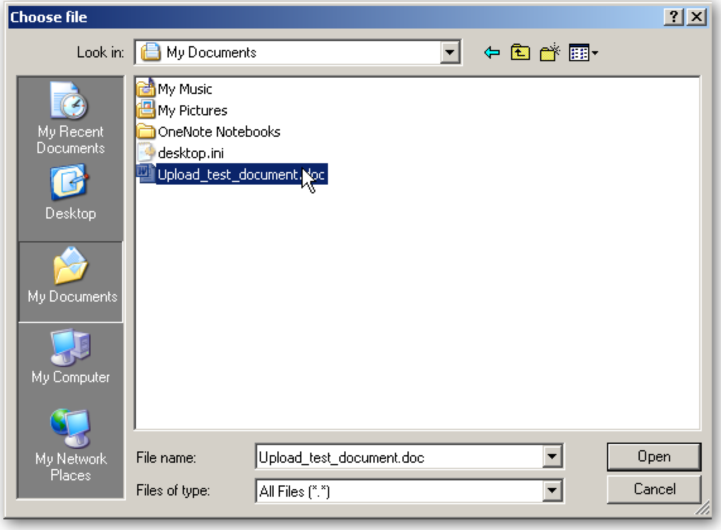


Figure 29

- Double click on the relevant document or click on **Open**.
- The path to the location of the selected document will display in the field next to the Browse… button.

Figure 30

- Remember to click **Save** at the bottom of the page you are on to store the document/image in the database.
- The option to view or delete will display to indicate that the document/image is uploaded.
- To ensure that you have uploaded the correct resource, click on **View document** or **View**.
- Remove an inappropriate uploaded document/image by clicking on **Delete** next to the resource you want to delete.

Please take note of the following:

- Uploaded documents are not included in generated reports. Implementation of this functionality dramatically increases the time taken to generate a report. Currently, the documents are only mentioned in the report and if applicable, will have to be printed separately.
- Uploaded images (such as photos) are also not displayed in the generated report; only the caption of the image is used. (Please note that this functionality will only be developed and activated at a later stage.)
- In order to compile an inclusive, complete module portfolio you will have to print uploaded documents and images separately and add them as addenda.

Thank you very much for your input and commitment!