**University of Pretoria Community Engagement Award[[1]](#footnote-1)**

**INVITATION TO SUBMIT ONE NOMINATION PER FACULTY FOR THE UP COMMUNITY ENGAGEMENT AWARD 2018/19**

The Vice Chancellor initiated an institutional award for community engagement from 2015. Community engagement aligns to UP 2025, Goal 3, to strengthen the University’s impact on South Africa’s social and economic development. Curricular community engagement creates opportunities for innovative learning environments, experiences and assessment practices.

Previous winners:

2015: Dr Martina Jordaan, Faculty of Engineering, Built Environment and IT

2016: The Law Clinic, Faculty of Law

2017: Marco van Dijk, Faculty of Engineering, Built Environment and IT

2018: Dr Victoria Rautenbach, Faculty of Natural and Agricultural Sciences

The time has come to begin the nominations for the 2018/19 Award. Each Faculty may nominate one curricular community engagement module for the award. The nominees be of the lecturer(s) responsible for a module registered on the Community Engagement Management System (CEMS) and the module should have been operating for at least three years as data are required for that period. The role of the students within the module must be highlighted as the criteria are aligned to the Talloires Network’s criteria for the MacJannet Awards as reflected in the nomination template (Addendum A). The winner of the institutional award may be nominated for the MacJannet Award if the role of the students within that module meets the criteria for that award.

The following process is proposed:

* Each Faculty may nominate the lecturer(s) of one curricular community engagement module for the award.
* The nomination must be completed on the attached template (Addendum A).
* The completed form must be submitted to Maliga Govender by 15 September 2018.
* Submissions will be evaluated by a panel.

The evaluation panel will sit on 29 October and will comprise the Vice Chancellor, Vice Principal: Academic, Vice Principal: Research, previous year’s winners of Laureates, Academic Achievers, Chancellor’s Award, Young Researchers and Community Engagement.

* The results will be communicated to the Department of University Relations that handles the annual Achievers’ event by the end of February 2017.

Only one institutional award will be made annually.

The template to be completed is attached (Addendum A) as well as the evaluation rubric (Addendum B).

**ADDENDUM A**

**University of Pretoria**

**Community Engagement Award**[[2]](#footnote-2)

1. Nominee’s information

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| Name |  | | |
| Title |  | | |
| e-mail |  | Telephone number |  |

1. Nominator Information

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| --- | --- | --- | --- |
| Name |  | | |
| Title |  | | |
| e-mail |  | Telephone number |  |

1. Recommendation by the nominator (100-200 words)

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1. Nominated Module’s Information

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| Name of module |  | | |
| Module code |  | | |
| Module outcomes |  | | |
| Number of credits |  | | |
| Student success rate over the last three years (2015 – 2018) | 2013 | 2014 | 2015 |
| Number of students registered in current academic year |  | | |
| Number of years the programme has been running |  | | |
| Total number of academic or administrative staff involved in the current academic year |  | | |
| Total number of community members served by the programme in the last 3 years | 2013 | 2014 | 2015 |

1. Please provide a brief overview of the module, describing each of the following in order: History (when the module was established, who established it and for what purpose), how the module is currently run (role of lecturer, students, Community Engagement Office, community members). (300-400 words)

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1. How are lecturers and administrative staff involved in the leadership or advising of the module? In particular, give some details of the involvement of the lecturer nominated for this award. (200-300 words)

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1. What is the role of communities in the module’s activities? Do community members have leadership roles in the activities? Are communities engaged in sustaining the activities for the long-term? (200-300 words)

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1. Write a short description of what the students actually do in the community. Do students have leadership roles in the activities? What roles do students play? (200-300 words)

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1. What is (are) the primary issue(s) addressed through this module. How were the issues identified and how are they significant concerns of the community? How do you involve the community in decision making about module outcomes and activity outputs? Include any relevant historical background or contextual information. (200-300 words)

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1. How has the module affected students who have participated? What knowledge or skills do they gain in the module? How are they assessed (be specific, including any role played by the community in the assessment)? (200-300 words)

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1. How engaged or supportive of this module is the Faculty/ university? What resources are provided by the university? How will the module find the needed resources to continue running into the future? What policies or mechanisms support the ongoing success of the module? (200-300 words)

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1. What has the module accomplished to date? Please be specific in describing positive outcomes, using qualitative and quantitative examples when available. (200-300 words)

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**ADDENDUM B:** Rubric

Nominee’s first name and surname: ……………………………………………………….…

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| Each Criterion  counts 25% | Exceeds expectations (5) | Meets Expectations (3) | Total  (25% x 5/ 3) |
| General impact of module (See section 4, Nominated Module’s Information; section 5, Brief overview of the module and Section 12, Accomplishments to date) | The module outcomes are coherent and enable student learning and application of learning  Module outcomes are aligned to programme outcomes  Activities are aligned to the learning outcomes of the module  Assessment is aligned to learning outcomes, activities and the context  Student success rate exceeds UP target success rate  Outcomes enable full community participation  The module has proven sustainable, flexible and scalable  Evidence shows that activities have made a difference/ had impact  Publications on community engagement in the discipline or more generally and/ or joint research projects | The module has clear and achievable outcomes aligned to the programme outcomes  Activities are aligned to learning outcomes  Assessment is aligned to learning outcomes, activities and the context  Student success rate is at least equal to target UP success rate (±82%)  Outcomes enable some community participation  The module is fairly new so sustainability not yet fully established  The module is fairly new so evidence of making a difference not yet available |  |
| Impact on UP, lecturers and staff (See sections 6, 11) | Degree of involvement of nominee  Leadership of nominee  Influence on resource allocation and policy to sustain community engagement  Evidence of institutional, national or international, impact through committee work, subject or community engagement associations  Independent evidence showing impact, level of engagement, leadership, etc. | Degree of involvement of nominee  Student advising/ briefing by the nominee  Liaison with other UP staff  Use of UP resources, policies, etc. to sustain the module |  |
| Impact on students (See sections 8, 10) | Students achieve learning outcomes aligned to the purpose of the module and relevant to their field of study  Students are clear about what they need to do in the community  Students are clear about the knowledge and skills they gain in the module  The knowledge and skills are rigorously assessed  The community participates in the assessment  Student leadership is evident | Students achieve learning outcomes aligned to the purpose of the module and relevant to their field of study/ Activities address the primary issues identified by the community, are sustainable and making a difference (even if they might not directly relate to a student’s field of study)  Students are clear about what they need to do in the community  Students are clear about the knowledge and skills they gain in the module  The knowledge and skills are rigorously assessed |  |
| Impact on community (See sections 7, 9) | Partnership in an equal and developmental relationship with communities, NGOs, municipalities, professional councils, etc. in line with Goal 3 of the UP 2025  Community leadership is evident  There is evidence of mutually beneficial relationship/s (qualitative and/ or quantitative)  Activities address the primary issues identified by the community  Procedures to identify issues are transparent  Beneficiaries of activities are asked to provide formal feedback (qualitative or quantitative)[[3]](#footnote-3)  Communities are involved in sustaining the activities in the long term | Partnership in an equal and developmental relationship with communities, NGOs, municipalities, professional councils, etc. in line with Goal 3 of the UP 2025  Community leadership is evident  There is evidence of mutually beneficial relationship/s (qualitative and/ or quantitative)  Activities address the primary issues identified by the community  Beneficiaries of activities might or might not provide feedback |  |
| TOTAL/100 |  |  |  |

1. [↑](#footnote-ref-1)
2. Adapted from the MacJannet Award Criteria, Talloires Network [↑](#footnote-ref-2)
3. A maximum of 5 pages of evidence may be submitted. [↑](#footnote-ref-3)