Curricular Community Engagement Award

Invitation to submit one nomination per Faculty for the UP Curricular Community Engagement Award

Photos: Previous winners of CCE Award

Curricular community engagement (CCE) aligns with Goal 5 of the University of Pretoria (UP) 2025 vision and aims to enhance the university's impact on South Africa's social and economic development. Curricular community engagement creates opportunities for innovative learning environments, experiences, assessment practices and university social responsibility.

CALL FOR NOMINATION: 2024 CCE AWARD

The call for nominations for the Community Engagement Award is herewith opened. Each Faculty may nominate one CCE module for the award. The nominees must be the lecturer(s) responsible for a module registered on the Community Engagement Management System (CEMS). The module should have operated for at least three years as data are required. The role of the students within the module must be highlighted as the criteria are aligned with 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 one CCE module's lecturer(s) for the award.
- The nomination must be completed using the attached template (**Addendum A**).
- The completed form must be submitted to **Maliga Govender** via email (**maliga.govender@up.ac.za**) by **13 September 2024**.
- A panel will evaluate submissions.

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

Only one institutional award is made annually. The template to be completed (Addendum A) and the evaluation rubric (Addendum B) are attached.

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ADDENDUM A: Curricular Community Engagement Award[1]

1.   Nominee's Information

Name	
Title	
e-mail		Telephone number	

2.   Nominator Information

Name	
Title	
e-mail		Telephone number	

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

4.   Nominated Module's Information

Name of module			
Module code			
Module outcomes			
Number of credits			
Student success rate over the last three years (2022 – 2024)	2022	2023	2024
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	2022	2023	2024

5. 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)

6. 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)

7. 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)

8. 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)

9. 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 is the community involved in decision making about module outcomes and activity outputs? Include any relevant historical background or contextual information. (200-300 words)

10. 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)

11. 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)

12. What has the module accomplished to date? Please be specific in describing positive outcomes, using qualitative and quantitative examples when available. Also indicate how the module has facilitated the ideal of university social responsibility (200-300 words)

Nominee's first name and surname: _____

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 over-view of the module and Section 12, Accomplish-ments 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 curricular community engagement in the discipline or more generally and/ or joint research projects	The module has clear and achievable out-comes 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 partic-ipation 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 sec-tions 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, leader-ship, 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 commu-nities, NPOs, municipalities, professional councils, private sector 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 (quali-tative or quantitative)[2] Communities are involved in sustaining the activities in the long term.	Partnership in an equal and developmental relationship with communities, NPOs, municipalities, professional councils, private sector 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			