Faculty of Engineering, Built Environment and Information Technology

Fakulteit Ingenieurswese, Bou-omgewing en Inligtingtegnologie / Lefapha la Boetšenere, Tikologo ya Kago le Theknolotši ya Tshedimošo

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Study Guide (updated 27/01/2023)

Faculty of Engineering, Built Environment and IT

Community-based Project Module

JCP 201/202/203

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1 Introduction

1.1 Welcome

After more than a decade in academia working in Aerospace engineering, I found myself connected to individuals and industries that ask questions about the role of engineers in the 21st century and more specifically how they needed to be trained to face future challenges the industry will face. One of the components that often get neglected or overlooked is the development of self-awareness and self-directedness in order to develop students to be balanced leaders in their individual fields. It is with renewed passion and curiosity I accepted my role to facilitate the community based module for the Engineering, Built Environment and IT Faculty.

The community based module is a credit bearing education experience where student are not only actively engaging in interpersonal skill development but also participate in service activities in collaboration with community partners. Students are given the opportunity to practice and develop their interpersonal skills formally taught in the module by engaging in teamwork with fellow students from different disciplines and also with non-technical members of community. The module intends for the student to develop, through reflection, understanding of their own experience in a team-based works space as well as a broader understanding of the application of their discipline knowledge and its potential impact in their communities in this way also enhancing their sense of civic responsibility.

Service learning has the potential to cultivate within students a professional skill of appreciation. It creates a personal toolkit with which a graduate can walk into any new environment with completely foreign stakeholders and systematically map, discover and appreciate the power relations and dependencies at play. The process of discovering impact and liability are primarily outward focused and impersonal, but questions of ethics require critical introspection.

Secondly, service-learning is transformative as it places the student in the centre of his own meaning making. This may lead him to question the validity of the epistemology of his discipline. In particular, it leads him to question whether his education is equipping him appropriately to solve South African engineering problems, whether it is current in its integration of technology and whether it is relevant. These processes are transformative as they push back against what is accepted – firstly in terms of societal values and secondly in terms of curriculum and pedagogy. This ability to push back through critical thinking is essential in the development of a professional backbone.

1.2 Educational approach

The module is facilitated with an experiential and active learning strategy to provide the students with the opportunity for hands-on learning within a community context. We use an active learning approach called service learning. Service learning is a "teaching and learning strategy integrating meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities" (Learn and Service America, 2010).

Students will engage in a personality typology to understand their communication style and their potential strengths or frustrations in team-based work which they will use throughout the module to reflect on their experience. They receive guidelines on community engagement and developing mutually beneficial goals within the campus-community partnership, after which they will do hands-on fieldwork. Formal and informal assessment through reflection activities guide the students through this module with a final report and presentation to wrap up their projects.

1.3   Responsibilities of the student

The level of development of self-awareness and self-directedness is a direct product of the students' engagement with the content for personal and professional development provided in this course. There are multiple assignment only assessed based on participation which could mean that student don't complete them or complete them for the sake of having done the work without truly integrating the experience. There are also peer assessments that the students are encouraged to use as a learning experience. An experiential learning module is far more effective when students participate and take responsibility for their own learning experience.

The skills developed in this module is universally beneficial to all walks of life, personal and professional. The module offers a unique opportunity for this process to transform individuals into impactful members of society and true leaders in the community. It is our hope that students acknowledge and perceive this module as such and take advantage of the module by continually applying what they learn, beyond the module and in their lives outside of their degrees.

To complete the module successfully the following is expected from you:
- Students will have to watch **all online lectures** provided.
- During the lecture, the guidelines and steps to complete the module successfully will be discussed.
- Registered students will be informed via ClickUP and an online lecture about possible projects.
- Students have to manage their engagement with the module within their own time but use the calendar guidelines provided by this study guide. **The most critical of these relate to the community partner engagement as well as the assignments for assessment. <u>If the timeline for community partner engagement and the process to formalise the project proposal is missed students will have to complete the module in the next year.</u>**
- In the case of any changes to the schedule or deadlines, students will be informed via ClickUP announcements and therefore these announcements should be seen as informal updates to the Study Guide.
- Two of the assignments include components of peer assessment. It is expected that you complete the assignment and assessment of your fellow students work with honesty and respect for their experience.

1.4   Group Work

The current and future workplace in EBIT disciplines places a lot of emphasis on the ability of student to operate in groups. For this module you will be divided into groups of 4 or 5. **This allocation will be done automatically, to mimic the professional project environment where you will *not* have a choice with whom you work**. Project Proposals and the final Evidence Document and Video Report are Group Assignments submitted by the Group Leader. To prevent certain members not participating, each student will perform an individual evaluation of each other's contribution as well as individual community partner assessments of their participation.

2 Administrative information

ClickUP will be the primary medium of delivery through which teaching and administration of this module will be facilitated. Google Forms will also be used form some of the reflection assignments and feedback on these assignments will be communicated via ClickUP

The primary source of communication for this module will be through ClickUP announcements. Any queries can be directed to the JCP email account and should follow the line of communication as stipulated in Section 2.2.

Please note: Email referred to Dr L Smith and Ms Mahendri Krishanduth will be redirected to the JCP account to keep all communication at a central location. Emailing a different account to the JCP account can add another 48 hour delay to the response time.

2.1 Contact details

	Name	Room number and building	Telephone number	E-mail address
Module coordinator	Dr Lelanie Smith	Eng 3, R2-2	012- 420 3333	jcp_coordinator@up.ac.za
	Office hours	Students who wish to see Dr L Smith must make an appointment via e-mail at least 48 hours in advance. Or make use of the open blackboard sessions schedules throughout the year.		
Administrative Official	Ms Mahendri Krishanduth	Eng 3, R2-2	012- 420 3333	jcp_coordinator@up.ac.za
	Office hours	Announced on ClickUP		

PLEASE NOTE: Please follow the instructions (Student help at http://eduvation.up.ac.za (Student help link) how to ensure that you will receive e-mails from ClickUP. It is the responsibility of each to student to make sure they are receiving communications from the ClickUP JCP account. No excuses of "emails not received" will be accepted.

2.2 Email Protocol

Please note that more than 1650 students are enrolled in the module, therefore to ensure your queries are responded to in a timely fashion the line of communication will be as follows:

1. Before any email to the JCP coordinators please review the announcements made and the study guide. Any queries that have been announced or that appear in the study guide will be answered by redirecting the student two platforms.
2. The discussion board on ClickUP is used for discussions between students. This will allow you to ask a question which some of your peers will know and can answer. The coordinators of this module will review the discussion board from time to time but will not communicate any

information through this platform. Ideally the class representative will be active on this platform.

3. Once groups have been formed, mentors will be assigned to each group. In the event that you do not see an answer to your query on the announcements, in the study guide or on the discussion board, your mentor can be asked.

4. Finally, if all lines of communication have been exhausted, the JCP email account can be used.

Please note: Emails are primarily used for sharing of documents or in sensitive cases that need to be handled privately. E-mails will be answered, where possible, within 48 hours. E-mails to the lecturer must contain all the needed information such as name and surname, student and group numbers and a SHORT description of the reason for the email. It is crucial that when you email to jcp_coordinator@up.ac.za that the heading of your email describes the query you have to ensure a timely response.

At minimum emails require group number and project title. All emails should include all the group members unless it is a private sensitive matter. The same email thread has to be used for all inquiries to JCP. Multiple emails will lead to delays in response time.

Each trespass of email protocol leads to a single demerit for the whole group. Three trespasses lead to a 2% reduction on the average mark of each group member. Please keep each other informed and accountable!!

2.3 Timetable

All lectures will take place online and can be completed at the students own pace. There are suggested timelines for the activities that students can use to manage their time and complete their project in the allocated time frames. Assignment **deadlines that are _NON-negotiable_**! Please make sure you stick to the suggested timeline so you can reach those deadlines easily. This is your responsibility and a critical outcome to the lessons learnt in this module.

2.4 Study material

No specific textbooks are prescribed for this module, however there are various notes made available to guide reflection and understanding of the personality types used at the beginning of the module.

2.5 JCP Mentors

The module typically has approximately 1650 students from across the EBIT Faculty. In order to make sure student teams have guidance and mentorship, each team is provided with a mentor that is appointed and trained to support the group through the JCP process. Mentors cannot be selected by the teams themselves. Mentors can be any student that has passed the JCP module and is studying a course in EBIT. Mentors are not team administrators but guides on the professional development in the group.

Only one mentor per group will be allowed.

2.6 Grievance procedures

JCP should be viewed as starting to work at a new company. There are different levels of employees and a specific protocol to voicing grievances. All grievances should be reported in writing, providing details of the complaint or issue. The following procedure is in place to support students through the process. If the first point does not resolve the issue then the second point will be the next step to take and so on.

1. *Report the grievance or concern to your assigned mentor for the group (the primary function of the mentor is to serve as a two-way communication channel between the student groups and the lecturer). The mentor is your first line manager and the person you report to.*
2. Report the issue to the jcp_coordinator@up.ac.za email account. *This can be perceived as contacting human resources if the first report to the mentor was not sufficiently addressed.*
3. Email both Dr L Smith and Ms Mahendri Krishanduth directly. *This is like contacting the CEO if the structure of the organisation has not been following appropriate protocol.*
4. *Where the co-ordinator is unable to or fails to resolve the matter, you should consult <u>your</u> Head of Department. This level is extremely serious and should not be taken lightly. Evidence of all previous lines of communication needs to be compiled and stated and clearly have failed for this to be followed.*

3 Module information

3.1 Purpose of the module

The module offers an opportunity for personal and professional development through applying discipline knowledge to a service learning activity. This module demonstrates reciprocity between academia and community with the service activities designed and organized to meet both the learning objectives of the module as well as the service needs identified by the community partners. This module aims to emphasize the importance of effective communication to facilitate collaborative efforts between a wide range of disciplines and non-technical partners.

3.2 Module outcomes

The main **learning outcomes** of the module are as follows:

- Develop a self-reflection practice to provide a foundation for continual self-awareness and self-directedness.
- Develop critical awareness and professional responsibility of the **sustainability and impact of discipline activity** on the social, industrial and physical environment and understand issues relevant to the project.
- Understand how to communicate and listen effectively <u>within a team</u> and the community and work effectively in a **multidisciplinary environment.**
- Apply the practice of effective communication through writing assignments and presentations.

3.3 Articulation with other modules in the programme

JCP is an active learning module which aims to create opportunities for students for professional development. In this it links to any module in the different programmes in EBIT that enhances these aspects, formally or informally. The content in this module serves as a tool for students to use and refer back to as they progress through their degrees and into their work life.

3.4 Module structure

The module consists of various online activities and in-person experiential reflective activities taking place during the week before formal classes start as well as 40 hour of community based experiential learning. A critical learning outcome of experiential learning is the ability to be self-directed which means not all activities are formally assessed but only receive participation marks. It is in the students' best interest to engage in these activities for their own development.

The module follows a structure through which the students are made aware of their potential global impact through their degree in the form of the Sustainable Development Goals (SDGs). The idea here is to cultivate and stimulate global awareness and understanding their local impact from that perspective.

A large part of the 40 hours outside of the hands-on community work is related to personal and professional development to equip the student with communication and self-reflection skills that can enhance their ability to engage with their team members and with the community. This includes a dynamic personality typology tests that allows for self-awareness of the individuals motivation for their behaviour in different situations (handling conflict, receiving or giving critical feedback etc) as well as strategies to support an effective approach to this.

Study Theme	Study Units	Notional Hours	Number of Lectures
1. Service Learning	1.1 Introduction to Active Learning and Service Learning 1.2 Introduction to the Sustainable Development Goals 1.3 Atomic Habits	2	1
2. Safety, Security and Sexual Harassment Awareness	2.1 Security and safety awareness when moving into communities 2.2 Sexual harassment awareness	2	2
3. Professional Development	3.1 Emotional and Technical Intelligence 3.2 Truine Brain and the SCARF Framework 3.3 Matching/Mismatching 3.4 Levels of Listening	4	4
4. Teamwork dynamics	4.1 Enneagram Structure and tool for improved communication and teamwork 4.2 Nine Enneagram motivational strategies 4.3 Reflections	20	10
TOTAL:		28 Hours	

The 40 hours work in community is part of the experiential learning where students engage in practical work with their team members and have to work together to produce the outcomes agreed upon in the project proposal. Students are assessed in a variety of self-reflection exercises and through peer feedback and finally through a video report and presentation of their work in the community.

Study Theme	Study Units	Notional Hours	Number of Lectures
5. Community Project	5.1 Selection of Community Partners and Projects 5.2 Allocation to Groups and initial meetings 5.3 Allocation to Community Partners and first meetings towards project proposals 5.4 Video Report and Evidence Documents	12	1
6. Hands-on community work	6.1 40 hours are compulsory with up to 8 hours for planning	40	0
Total:		52 Hours	

To pass this module, the candidate must achieve a pass of 50% or more in the final mark. **The same academic regulations apply to this module as your other modules**.

- **No supplementary or special exams are available.**

4 Assessment

4.1 ASSESSMENT PLAN

	Assessment type	Assessment task	Due date	Weight
1	Study Guide Assignment	ClickUP	17 Feb	1
2	SDG Assignment	ClickUP	17 Feb	1
3	Service Learning Assignment	ClickUP	17 Feb	1
4	Atomic Habit	ClickUP	17 Feb	1
5	Enneagram Personality Test (EPT)	Online questionnaire	17 Feb	1
6	Team Contract	Turnitin assignment (1 page)	17 Feb	1
7	Project Proposal	Turnitin assignment (1 page Template)	3 Mar	10
8	Reflection on EPT	Turnitin assignment	17 Feb	1
9	Sexual Harassment Assignment	ClickUP	17 Feb	1
10	Peer assessment of Reflection of EPT	Turnitin assignment	17 Feb	1
11	Reflection on the 9 EPT types in practice (Head Types)	Google Form	17 Feb	3
12	Reflection on the 9 EPT types in practice (Heart Types)	Google Form	17 Feb	3
13	Reflection on the 9 EPT types in practice (Body Types)	Google Form	17 Feb	3
14	Community Work (Community Partner Assessment)	Google Form	20 March – 22 Sept	30
15	Reflection on Group Work	Google Form	29 Sept	4
16	Reflection on Community Engagement	Google Form	29 Sept	4
17	Reflection on Group Contribution (Part 1&2)	Google Form	29 Sept	4
18	Final Video Report and Evidence document	ClickUP	29 Sept	30
				Must add up to 100

NB! Any mark related matter has to be raised via email up to 4 weeks after the marks have been released. No marks will be changed after 4 weeks have passed.

4.2 GROUP MANAGEMENT

A team can function as a cooperative unit if each member is aware of their role within the group. It is also important to change roles to ensure everyone has an opportunity to develop their skills and also for others to understand what these different roles require. Although this is not formally assessed, it will be part of the reflection assignment at the end of the project. The team roles can be, but are not limited to the following:

a. Group leader and co-leader: Moderates team discussion, keeps the group on task, and distributes work. Keeps the group aware of time constraints and deadlines and makes sure

meetings start on time. Checks to make sure all group members understand the concepts and the group's conclusions.

    b. Group Liaison: Serves as group spokesperson to the class or instructor, summarizing the group's activities and/or conclusions. Seeks to uncover new potential in situations and people (fellow team members but also clients) and explore new areas of inquiry.

    c. Reporter: Takes notes summarizing team discussions and decisions, and keeps all necessary records.

NB! All team members are expected to know the guidelines and rules required to go through the JCP process. Please make sure to read the study guide and stay on board with the announcements, discuss how you understand the requirements and expectations set by the module and keep to the deadlines for the course.

4.3 GROUP CONTRACT

Group work is a core 21st century practice to develop towards becoming a professional. It is important to understand that in working with others there will always be the potential for miscommunication and misunderstanding leading to judgements and conflict. The benefits of a cooperative highly functioning group lead to more than a successful product but also allows individuals to have a meaningful and engaging experience and feel connected to a common goal and impact.

We are all different, which is what makes us all able to contribute to a project uniquely. We need to up front set the stage and frame how we want to work together towards achieving the best outcomes for the projects. Towards this end, it is important to set up a group contract so everyone understand what each member expects, what the project expects and to be able to communicate those expectations clearly. This also forms a baseline for each team member to hold the others accountable.

Examples of points to explore towards completing the Group Contract:

    a. Respect for each other's time
        i.   Punctuality for meetings/engagement/work sessions
        ii. Participation and presence for full meetings
        iii. Meeting breaks or lengths
    b. Respect for each other's experience
        i.   Each member will take turns listening as well as talking, and active listening will be a strategy for all group discussions.
        ii. Seek consensus of based on the opinions from EACH group member
        iii. Offensive (condescending, blasphemous, sexist or racist) remarks are not acceptable. [Define what offensive means so there is clarity from the group members]
        iv. Aggressive and dominating behaviour is not acceptable. [Define how aggressive or dominant behaviour) means so there is clarity from the group members]
    c. Expectations
        i.   Preparation for meetings/engagement/work sessions (reading material, ideas related to tasks and decisions to be made)
        ii. Meeting deadlines (Negotiation of deadlines and If it looks as though there will be a problem meeting a deadline, the person concerned should seek help from other members of the team in time to avoid a delay)
        iii. Assessment and feedback on quality of tasks that has been completed (all members have a right to point out if any contract agreements have been violated)
        iv. Contingency and on-boarding plan if any member discontinues the module or if a new team member is assigned to the group at a later stage by the course coordinators.
    d. Responsibilities for group sessions

       i. The group leader will communicate the outline and purpose of each meeting prior to the meeting

      ii. The group leader is responsible for all group assignments to be uploaded

  e. Process for resolving disputes during group sessions

       i. The group members will isolate the point or area of disagreement and discuss the matter in order to come to a group consensus. If consensus is not reached, proceed to point (ii).

      ii. The group leader will decide on the relevance and importance of the dispute towards maintaining group well-being and ability to remain focused on the project goals. The dispute can be postponed to be addressed later if its relevance and importance is perceived to be minimal. The mentor can also be included in this part of the conversation.

     iii. The group leader will decide on the amount of time for the discussion before requesting a vote from the group

     iv. If there is no consensus even after the vote the mentor will support the group leader towards a common agreement.

NB! Please review the lectures on the Enneagram and professional development to support the handling of the process. Some tips when handling disputes and conflict in the group:

a. Remain open-minded and flexible – do not let your personal beliefs, judgements and interest close off avenues to explore towards resolution

b. Keep the interest of the group well-being and project outcomes as a focus

c. Allow each person a chance to speak and do not interrupt or disregard anyone's opinions, attempt to understand the persons experience and perspective.

d. Listen patiently to each person's perspective

e. Focus on the problem and/or defining the problem and avoid personal attacks

f. Aim to define the problem clearly and do not jump to the solution too fast. Remain open to the reality that the problem can not be resolved and a manner of moving forward needs to be negotiated.

g. Consider developing a decision-making criterion to support the process of conflict resolution.

h. Honour confidentiality.

4.4 "FIRING" A GROUP MEMBER

Individual group members can be fired by their colleagues. Please note that this will lead to that group member failing the module.

A group member can only be fired if:

a. The group member received a written warning (a written warning consists of an email to the offending student with the group leader and mentor CC'd) stating the reason for the warning, with an explanation e.g. noting deadlines that may have been missed.

b. On his/her/their 3rd offence the student must be asked by the group to attend a disciplinary hearing, consisting of the group leader, the offending student, the mentor and a senior teaching assistant or the JCP coordinator. After the disciplinary hearing, the student will be informed if the lecturer/teaching assistant agrees with the dismissal.

Please note that the availability of this tool is not to be taken lightly. Firing a group member would mean that that person FAILS the module automatically. However, experience has shown that some students choose to ignore deadlines, etc. to the detriment of the group.

This tool is to be used with maturity, honesty, and professionalism. Make use of the lecture material to first try and understand the circumstance of the student and try and communicate the expectations from the group.

4.5 PROJECT PROPOSAL

Each group has to review the list of available partners and decide with which of the partners to connect. The group leader will make the selection of the community partner(s) that the team want to engage with and time will be allocated to engage with the partner.

After the contact sessions with the community partner, the group leader has to complete the sections outlining the Project Proposal (template is available on ClickUP) that needs to be reviewed and approved by the course coordinator and the community partner. This step is to ensure that all parties agree of what the 40 hours will entail.

Note the following:
- Group may **not** be smaller than four members and not more than five members**.**
- Students may identify their own projects that adhere to the guidelines for community projects stipulate in Section 4.5.1.
- Student will be randomly allocated to groups *and these groups are final*. If there are any concerns about the members of the group, students are encouraged to use the course material on effective communication to engage with the challenge.
- A student must be identified as the project leader. He/she will be the link between the lecturer and the group. The group leader will be the main person communicating to the module coordinators, but including all team members in their communications.
- **Students may not start with their fieldwork before their project proposals are approved by both the course coordinator and the community partner.**

4.5.1 Project Guidelines for own projects
Some of the important criteria:
- You may not earn money while doing the project.
- You may not do the project for a private company. (Individual on merit)
- You may not promote a political party.
- You may not do a project that promote a religion.
- You may not only do a fundraising project.
- You may link your project with the outreach projects of religious organisations
- You may link your project with the outreach projects of the residences
- There must be a supervisor on site or a mentor must be appointed
- Must be linked to an EBIT discipline

Projects that have been rejected in the past:
- Renovations of an RDP house/house for a private individual.
- Painting projects.
- Doing a project not related to the broader community on a private farm.
- The website for a religious organisation or political party.
- Fundraising projects – that include blanket drives.
- Renovations on a church/mosque/temple.
- Handing out of food to the poor.
- Projects where students only do routine tasks, like cleaning cages or washing dishes.
- Informal projects not connected to a specific organisation and/or institution and/or where there is no community member or mentor to supervise.

4.6 Funding

Each project's funding will be discussed during the project proposal session with the community partners. Each project will be assessed individually to determine the funding available – **but not more**

than R380 per student. This includes the **transport cost and where applicable the rental of the University cars**. A video recording will be made available with a detailed explanation of how to access the funding. In the case that there is money left from the budget, the money can be refunded to the module.

In order to apply for funding the Group Leader will have to fill in the Google Form provided on ClickUP. This from will require the upload of a single PDF with the following:
- Proof of banking (NOT a bank statement)
- Copy of ID
- Copy of Student Card

Note:
- **These documents do not need to be certified.**
- **The banking details and the ID details must be the same.**
- **It takes approximately 8 weeks to get the money once you have applied for funding so please make sure to plan accordingly.**
- **All slips need to be provided as part of the final submission evidence document.**
- **Make sure to read the instructions on the Budget form provided on ClickUP for information regarding transport payment.**

4.6.1   Unused funds
Any unused funds at the end of the work period must be repaid to the JCP office using the following banking details:

Bank account: University of Pretoria
Absa Hatfield
Account no: 2140000038
Reference: A0J728- 05372

Please forward the proof to the JCP email account and add it to your evidence document in the final submission.

4.7   PROJECT FIELDWORK

Students will be required to do at least 40 hours of fieldwork on site. They have to keep track of their log hours on a standardised form provided by the lecture (also available in ClickUP). These log hours have to be verified by a community member on site. The community and the mentor also have to assess the fieldwork of the student/s. A copy of the log hour sheet for each student will be submitted as part of the evidence documents in the final submission.

Note the following:
- **The time to travel back and forth from the project does not add up for the 40 hours.**
- **Only 8 of the 40 hours can be allocated to planning.**
- **_Each_ student needs to complete 40 hours of work in community!**
- **The video report does not count towards the 40 hours project fieldwork!**

4.7.1   Booking of tools – list what is available and the process to book
JCP has a variety of tools that can be booked and used during your community work. The group leader can fill in the Google Form provided on ClickUP to book tools for your work period.

4.7.2   TuksNovation

TuksNovation and JCP partners to offer students a space to do rapid prototyping for their JCP design projects. In addition, any start-up initiatives that emerge from JCP projects can be supported by the TuksNovation office. For more information see: https://tuksnovation.co.za/

4.7.3   Assessment criteria for the project fieldwork

Students will be assessed by the community partner that took responsibility for the work the group will complete. The community assessment will contribute 30% to the final mark of the student. The assessment by the community will take place via a Google Form and will be for each individual student as well as the group. These forms are sent directly to the community partner to fill in after the work has been completed by the JCP coordinator. It is the responsibility of the group leader to ensure the community partner has received this form and has completed it before the submission deadline. **No late submission will be accepted.**

Where these documents have not submitted the marks will be fortified. **A student will not pass where a community partner fails a student on his/her fieldwork.**

The criteria for the community members' assessment of the fieldwork are similar to the table below but will be sent by the JCP office as a Google Form. It also includes group work as well as individual assessment.

Group Work Assessment					
1. Did the members of the group work together as a team?	1	2	3	4	5
2. Did the outcomes of the project address the needs of your organisation?					
3. Was the group professional and clear in their communication with you?					
4. Did the group engage with you/community members and try to understand the purpose of their projects?					
Sub Total:					/20
Individual Assessment	0		1		2
1. Could you depend on the student to do the project?					
2. Was the student on time?					
3. Did the student prepare in advance for the project?					
4. Did the student discuss the outcomes of the project with the community members?					
5. Was the student committed to completing the project?					
6. Did the student take responsibility in terms of timely communication about potential delays or changes in the project					
7. Did the student show respect and practiced to listen to the needs of the community partner?					
8. Did the student learn from their mistakes?					
9. Could the student adapt to circumstances to complete the project?					
10. Did the student plan and organised the project sensibly? Where they aware of their personal safety?					
Sub Total:					/20
Final Mark:					/40

4.8 PROJECT VIDEO REPORT

The final assessment of JCP includes a video report. Details on uploading to ClickUP will be announced on the announcement page of ClickUP. The preferred platform for the video is a narrated PowerPoint that should be uploaded to a YouTube link that **is not published to the public**. Only the groups selected for the Top 20 video competition will receive notification and permission to publish content.

The video report has two section that are submitted separately. The first is focused on the project and must be at most **2-3 minutes** long. The second video has to show what each member contribution towards the final video or during the hands-on engagement was as well as their reflection on their experience during the project and their professional development. This video is also at most **2-3 minutes.**

Although we strongly encourage creative visual communication for the final video report, there is a suggested structure. Even if the structure is not followed, the information of these components needs to appear in the video:

Video 1: JCP Project

1. Introduction and background
1.1 Description of community partner and identified needs (link to SDGs). Also address who the stakeholders are.
1.2 Project objectives
2. Project preparation
2.1 Group roles (described based on your understanding of the personality types)
2.2 Communication with community (How we planned to engage?)
2.3 Hands-on work in community (What we planned to practically do? What did we need to set-up/buy/design)
2.4 Risk Analysis
3. Project execution
3.1 What we did to practically address each outcome (Indicate each date and what you did and at least 5 photographs while you are working. Include 1 photograph of the team with your project with your T-shirts on)
3.2 Sustainability (quality) of the work performed
3.3 What would need to be done in a follow up session/group/year
4. Conclusion and hand-over recommendation of the project

Video 2: Group reflections and professional development

5. Reflections (choose one per student)
5.1 What did I learn about the broader impacts of my work and how I and others can affect change locally and/or globally?
5.2 What did I learn about the community, our partners, the needs they have?
5.3 What did I learn from the planning to execution phases of the project?
5.4 What did I learn about myself in relation to the group and work in the community?
5.5 What would I do differently in terms of project planning and execution and/or personal interaction in the group and community?

4.8.1 *Assessment criteria for the project video report*

Assessment Criteria - Video Report

CRITERIA	Excellent (E)	Proficient (P)	Competent (C)	Does Not (N) Meet Expectations
	10-8	**7-5**	**4-3**	**2-0**
Overall Quality: Project progress and outcomes reached as stated in the project proposal and relative to overall timeline. Understanding of the issues, challenges, and constraints. Aesthetically pleasing.	Recorded individual disciplinary contributions to the project are outstanding, adding significant value to the team, partnership and work completed	Recorded individual disciplinary contributions to the project are good, adding value to the team, partnership and work completed	Recorded individual disciplinary contributions to the project are adequate, adding value to the team, partnership or work completed	Recorded individual disciplinary contributions to the project are inadequate. without significant value to the team, partnership or work completed
Process: Detailed and appropriate plan for the semester. Employs human-centered thinking process which includes community partners throughout the process. Sufficient attention to all stages of the project.	Demonstrates comprehensive understanding of the work required; implements process in the teamwork and contributes in a significant way to the work	Demonstrates good understanding of the work required, with some evidence of putting process into practice and tangible contributions to the work	Demonstrates adequate understanding of the work required, implementing some elements into their own process and contributing in some way to the work	Demonstrates lack of understanding of the work required with no significant evidence of putting into practice or contributing to the work
Reflective/Critical Thinking: Critical approach to the client requirements. Work reflects consideration of the social, ethical, and economic aspects of the project, as well as aspects related to feasibility and sustainability. Seeks and incorporates feedback. Decisions based on an appropriate amount of information.	**Outstanding** critical and reflective thinking, including all three content components consistently well developed. Covers appropriate distribution of all themes over the semester.	**Building** critical and reflective thinking, including two content components generally well developed. Covers a variety of themes over the semester.	**Emerging** critical and reflective thinking, including one content component generally well developed.	**Inadequate** or missing critical and reflective thinking.
Teamwork/ Leadership: Primarily evaluated through team observation, 'meetings' section of notebook, and peer reviews.	**Outstanding** participation in class and team work, develops professional relationships, and fulfils role-specific responsibilities. **Excels** in work with team members, within and outside of formal team roles to accomplish team goals and leads when appropriate. Promotes team unity, assists others. **Outstanding**	**Good** teamwork and participation in class as well as role-specific responsibilities. **Willing** to work with other team members, within and outside of formal team roles, to accomplish team goals, acquires new knowledge when prompted by others. **Good** contribution to peer reviews.	Participates in class and teamwork **when prompted**, including role-specific responsibilities. Shows **some willingness** to work with other team members, within and outside of formal team roles, to accomplish team goals, acquires new knowledge when prompted by others. **Adequate**	**Inadequate** participation in class and teamwork, little or nothing done to build team unity. Incomplete role-specific responsibilities. **Little willingness** to work with other team members, within and outside of formal team roles, to accomplish team goals. **Inadequate** contribution to peer reviews.

	contribution to peer reviews.		contribution to peer reviews.	
Communication: Primarily evaluated through written and verbal, formal and informal communication in team observation, and peer reviews.	**Outstanding** communication with all audiences. Completes all documentation needed for the team, project management, and transition with minimal need for editing.	**Good** communication with all audiences. Completes all documentation needed for the team, project management, and transition with some need for editing.	**Adequate** communication with all audiences. Completes most documentation needed for the team, project management, and transition with need for editing.	**Inadequate** communication both written and orally, formally or informally, to most audiences. Incomplete documentation needed for the team, project management, and transition.

4.9 EVIDENCE DOCUMENT

This document must include the following:

- ✓ Original planning of the timeline for the project and actual timeline of the project
- ✓ Individual Log Hour statements for each member of the team
- ✓ Outline for original budget plan and final budget based on purchases.
- ✓ Proof of purchase documents (slips etc)
- ✓ Sponsorships for JCP details (Company/Person name, email contact and amount sponsored)

Without the correct evidence documents the module cannot be completed and marks will be withheld until these are updated/received.

4.10 Video Competition

Yearly there is a shortlist of 20 videos that are selected with prizes for the top 3 teams of the year. The videos are judged based on marks received for JCP, diversity in the group (discipline, gender, race), how closely to your discipline the project was and also the communication via video. These videos are all showcased on the JCP Facebook page and also the top 5 videos will be in the year-end function that is posted online.

NB! Other community project related competitions are announced via announcements on ClickUP.

4.11 Plagiarism

Plagiarism is a serious form of academic misconduct. It involves both appropriating someone else's work and passing it off as one's own work afterwards. Thus, you commit plagiarism when you present someone else's written or creative work (words, images, ideas, opinions, discoveries, artwork, music, recordings, computer-generated work, etc.) as your own. Only hand in your own original work. Indicate precisely and accurately when you have used information provided by someone else. Referencing must be done in accordance with a recognised system. Indicate whether you have downloaded information from the Internet. For more details, visit the library's website: http://www.library.up.ac.za/plagiarism/index.htm.

5 Support services

Please download a QR code reader on your cellphone. To download a QR code reader open your mobile app store (App Store, Google Play or Windows Marketplace) and search for QR code readers.

5.1 Safety in the evening and emergencies

- For any safety or emergency related matters, eg if you need a security officer to accompany you from your residence to campus, phone the Operational Management Centre (details at the back of your student card).
- The 24-hour, multi-disciplinary UP Crisis Line offers professional and confidential support to victims of crime in times of trauma. For assistance and immediate action, phone the UP Crisis Line on: 0800 00 64 28.
- Hatfield residence students: From 18:00 till 06:00 security officers are available to escort you (on foot) to and from your residence or campus anywhere east of the Hatfield Campus through to the Hillcrest Campus.

5.2 E-learning support

- Report a problem you experience to the Student Help Desk on your campus.
- Visit the open labs in the Informatorium Building or IT labs on your campus to report problems at the offices of the Student Help Desk.
- Approach the assistants at the help desks—campus specific (for example: adjacent to the Student Computer Laboratories in IT Building, NW2, CBT or Aldoel Building IT labs, etc).
- Call 012 420 3837.
- Email studenthelp@up.ac.za

5.3 Other support services:

FLY@UP: The Finish Line is Yours	• Think carefully before dropping modules (after the closing date for amendments or cancellation of modules). • Make responsible choices with your time and work consistently. • Aim for a good semester mark. Don't rely on the examination to pass.	www.up.ac.za/fly@up email: fly@up.ac.za	
Disability Unit	Academic support for students with learning disabilities: • Assistive technological services • Facilitation of test and examination accommodations • Test and exam concession applications • Accessible study venues and a computer lab • Referrals for recommended textbooks in electronic format	https://www.up.ac.za/disability-unit 012 420 2064 email: du@up.ac.za	
Student Counselling Unit	Provides counselling and therapeutic support to students	012 420 2333	

Student Health Services	Promotes and assists students with health and wellness	012 420 5233 012 420 3423	
The Careers Office	Provides support for UP students and graduates as they prepare for their careers	careerservices@up.ac.za 012 420 2315	
Department of Security Services	24-hour Operational Management Centre 24-hour Operational Manager Crisis Line	012 420-2310 012 420-2760 083 654 0476 0800 006 428	
Department of Student Affairs	Enquiries concerning studies, accommodation, food, funds, social activities and personal problems	012 420 2371/4001 Roosmaryn Building, Hatfield campus	
Centre for Sexualities, AIDS and Gender	Identifies and provides training of student peer counsellors	012 420 4391	
Fees and funding	http://www.up.ac.za/enquiry www.up.ac.za/fees-and-funding	012 420 3111	
IT Helpdesk	For student IT related queries	012 420 3051 studenthelp@up.ac.za	