

# The URV Service Learning Programme

## Faculty Guide



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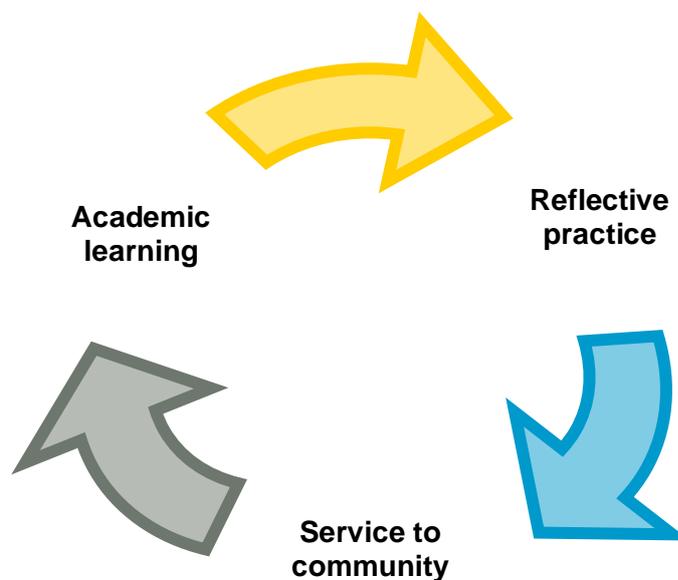
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## 1. WHAT IS SERVICE LEARNING?

Service Learning (hereafter SL) is an educational proposal that combines the processes of learning and service to the community in one project, thus creating a tool for the comprehensive training of the student.

Its primary object is to train socially responsible professionals, given that, together with the learning of the content, competencies and skills associated with each qualification, it develops civic and social engagement through reflective practice.

In particular, SL provides a link between the URV's first mission (teaching), second mission (research) and third mission (ethics) insofar as its focus on curriculum-based service coincides with the internationally understood concept of community-based research.



SL must:

- Combine academic learning and community service.
- Be connected to the curriculum (see **point 5** of this guide).
- Must include reflective practice (see point 7 of this guide).
- Foster the student's acquisition of transversal competency CT7, which is to learn how to: *Apply the principles of ethics and social responsibility as a citizen and professional.*

## What Service Learning is not

SL is **not volunteer work**. In volunteer work, the only aim is to provide a service to the community. In contrast, SL projects have two simultaneous aims: service to the community and student learning as a result of this service. Reflective practice is also an important and necessary component.

SL does not always take the format of **external curricular internships**. The external internships subject is one of the ways SL is incorporated into the curriculum, but it is not the only one.

SL is not always associated with **community-based research**, but it may be depending on the nature of the service provided.

SL is not generally associated with **international cooperation in development**, but it may be depending on the nature of the beneficiary and/or the service provided.

## 2. BENEFITS OF SL

As stated in the Framework Document of the URV's Service Learning Programme, approved by the Governing Council on 23 February 2012, the benefits of SL extend to the teaching staff, the students, the beneficiaries and the University insofar as it:

### BENEFITS OF SL FOR TEACHERS

- It enables teachers to participate directly in University Social Responsibility (USR).
- It enables teachers to collaborate with organisations and entities from the community in the development of teaching and potentially adds another dimension to their research.
- It enables teachers to participate in processes of social innovation.
- It enables teachers to connect their teaching with the other two missions of the university: research and the third mission.
- It encourages interdisciplinary teaching teams.
- It promotes the role of the teacher as mentor, guide and facilitator of the learning favoured by the EHEA.
- It increases participation and motivation among students.
- It facilitates training and competency-based evaluation and in particular the transversal competency of commitment to ethics and social responsibility as a citizen and as a professional.

### BENEFITS OF SL FOR STUDENTS

- It strengthens the link between student and university (sense of belonging)
- It encourages students to actively engage with their social environment.
- It develops the student's commitment to ethics and social responsibility as a citizen and professional in a manner that is effective and which can be evaluated.
- It enables teachers to participate in processes of social innovation.
- It increases awareness of diversity and multiculturalism.
- It develops the student's acquisition of the transversal and degree-specific competencies in a manner that is effective and which can be evaluated.
- It increases the student's desire to learn.
- It strengthens the relationship between student and teachers, thus favouring effective learning processes.
- It adds new perspectives to careers guidance processes.

### BENEFITS OF SL FOR THE COMMUNITY

- Provides an opportunity to train a generation of citizens and professionals and instil in them a strong sense of social commitment.
- Provides support for socially vulnerable individuals and groups.
- Enriches society by providing innovative programmes and services in the community (social innovation).
- Offers an opportunity for close collaboration between students, community and professionals.
- Encourages those involved to regard with the URV as their own university.

### BENEFITS OF SL FOR THE UNIVERSITY

- It encourages the direct participation of the whole university community in USR.
- It helps to develop the third mission (commitment to people, to science, to the community and to values).
- It is privileged framework that makes effective the comprehensive educational model that turns students into citizens who through their cultural awareness, specific knowledge and skills and critical and humanist spirit will form the basis of a fairer, more compassionate and sustainable society.
- It promotes a comprehensive vision of the University's various missions.
- It promotes the processes that lead to teaching improvement and quality.
- It increases the possibility of creating links with the territory by offering new opportunities for direct collaboration with teaching staff and students.
- It reinforces the role of the University as an institution that contributes social and economic well-being to the territory.
- It promotes processes of social innovation.
- It provides the University with its own distinct identity and personality.
- It fosters a sense of belonging to the University.

### 3. QUALITY ELEMENTS OF SL

The Framework Document for the Service Learning Programme of the URV adopts and adapts the seven quality elements defined by the University of Stanford and widely accepted by the international community. As a result, to be recognised as Service Learning, any experience must include:

The seven quality elements of Service Learning
<p><b>1. Integrated learning</b></p> <ul style="list-style-type: none"> <li>• The Service Learning project has clearly stated objectives regarding knowledge, skills and values that are based on the programme's broader objectives regarding academic learning and/or development.</li> <li>• Service configures learning and learning configures service.</li> <li>• The life skills that are learnt in the community setting are reintegrated into the learning based on the programme.</li> </ul>
<p><b>2. High quality service</b></p> <ul style="list-style-type: none"> <li>• The service answers a real need recognised by the community.</li> <li>• The service is designed to provide significant benefits both for students and for the community.</li> </ul>
<p><b>3. Collaboration</b></p> <ul style="list-style-type: none"> <li>• The Service Learning Project is a collaboration between all of the participants involved.</li> <li>• All those involved benefit from the programme and help in its planning.</li> </ul>
<p><b>4. The student's voice</b></p> <p>The students actively participate in:</p> <ul style="list-style-type: none"> <li>• choosing and planning the service project and</li> <li>• planning and implementing the sessions for reflection, evaluation and celebration.</li> </ul>
<p><b>5. Civic responsibility</b></p> <ul style="list-style-type: none"> <li>• The service learning project encourages students to take responsibility for taking care of others and for contributing to the community.</li> <li>• By participating in the Service Learning Project, students understand how they can have an impact on the community.</li> </ul>

**6. Reflection**

- Reflection establishes the connections between the students' service experiences and their development and academic learning.
- Reflection takes place before, during and after the Service Learning Project.

**7. Evaluation**

- All those involved, in particular the students, play a role in evaluating the Service Learning Project.
- The evaluation measures progress towards the learning and service objectives of the project.

## 4. WHO CAN BE A BENEFICIARY OF SL?

Any group, entity, association, NGO or public institution can be a beneficiary of SL provided that they meet the following requirements:

- Direct and indirect beneficiaries of SL must be socially vulnerable individuals or groups.
- Beneficiaries of SL may also be entities and institutions whose purpose is to work for the common good.
- In principle, companies or other private entities or organizations cannot be beneficiaries of the service. Nevertheless, such entities may benefit from student activities aimed at the common good during the course of their duties whilst engaged at the said entities. Various factors are taken into account when deciding whether a company qualifies as a beneficiary of SL (for example, the nature or size of the company) and each company must be analysed on a case by case basis. Individualised support may be received by sending an email to [aps@urv.cat](mailto:aps@urv.cat) before the application is submitted to the Teaching and Academic Policy Committee, as delegated by the Governing Council.
- The students must engage in non-profit activities.
- The student's activities must not generate unfair competition in the professional sector. In order to ensure this, it is essential that the beneficiary bears in mind that the student is engaged in a learning activity as part of their university training, which means that they may make mistakes and that the final product may be unsatisfactory. The URV must work to ensure the quality of the service, but under no circumstances does the URV commit to providing a professional service through its SL programme.

It is also recommended that

- as far as is possible products resulting from the SL are made freely available to the public.

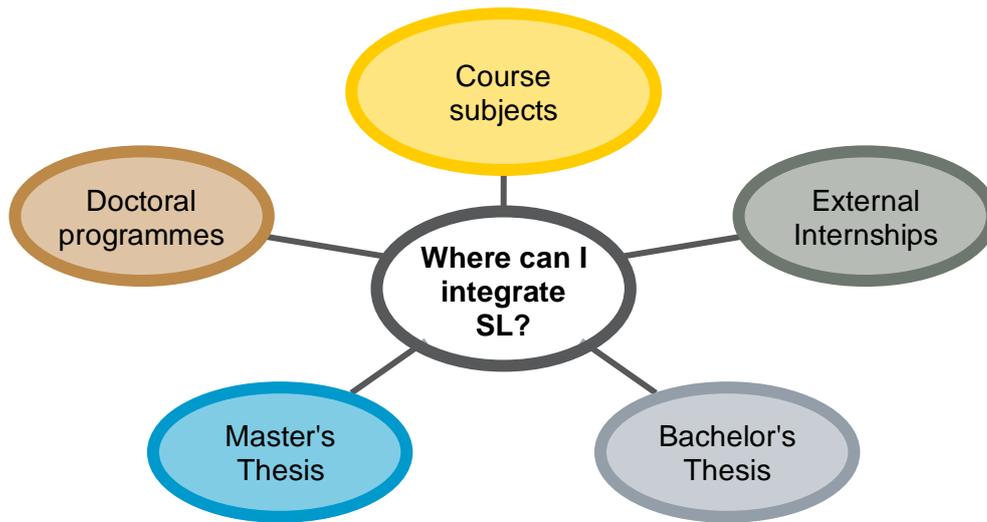
The following advice is intended to help you find beneficiaries of the SLP:

- Consult the **Catalogue of Service Learning projects**, which offers a wide range of projects in all areas of knowledge of the URV, and in collaboration with locally operating non-profit entities.
- Participate in the [Social Marketplace of the URV](#), an activity aimed at facilitating contact between social entities and the university community in the context of the Service Learning Programme.
- Consult the [Map of beneficiaries](#) of the Service Learning Programme of the URV.
- Establish contact with teachers already engaged in SLP activities in order to exchange experiences and best practices. Contact the email address [aps@urv.cat](mailto:aps@urv.cat) for information.

## 5. HOW TO INTEGRATE SL INTO TEACHING

In accordance with the definition and elements of SL, at all times the student's learning must be academic, which necessarily means that it is linked to and dictated by the student's course of study in terms of planning, supervision and evaluation.

The following options all provide an opportunity to participate in SL:



- SL can be added as a methodology to any bachelor's or master's subject on the curriculum. In the case of External Internships, Bachelor's Degrees and Master's Degrees, you should consult the faculty criteria regarding course configuration.
- SLP occupies both time and space and this must be taken into account when planning the subject.
- It may be included as an optional or compulsory activity.
- It can be aimed at all students registered for the subject or at a specific group (limited places).
- The subject into which SL is integrated must allow for the evaluation of transversal competency CT7: *Apply the principles of ethics and social responsibility as a citizen and professional*, in addition to the other specific competencies of the subject.

Teachers who wish to incorporate SL into a subject must follow a specific procedure given that the formal inclusion of a URV Service Learning experience has implications both for teacher and student recognition and for quality control.

There are three times when this procedure may be carried out:

**1) *If the academic year has still not started:***

This is the conventional route for validating applications.

**2) *If the academic year has started:***

In this situation, the SLP will not appear in the Course Guide for the academic year because it is written during May and June of the previous year. Depending on when the application to incorporate SL receives approval, the teacher may find that they have to begin the SL experience without a formal resolution from the Teaching and Academic Policy Committee. If this is the case, the recommendation is to begin the experience whilst informing the student that it is still pending formal recognition.

**3) *If the experience has already been completed:***

This route may only be used in exceptional circumstances. Only experiences carried out since the 2011-12 academic year are eligible for a request under these circumstances.

## 6. PROCEDURE FOR INCORPORATING SL INTO YOUR SUBJECT

1. Find a beneficiary (see **point 4** of this guide) and agree the tasks that the student is to undertake.



2. With the beneficiary, complete the teacher application to carry out Service Learning (see **annex 11.1** of his guide)



3. Register application



4. Send a copy of the application to [aps@urv.cat](mailto:aps@urv.cat) with the subject "Còpia sol·licitud"



The Teaching and Academic Policy Committee, as delegated by the Governing Council, will evaluate the proposal.



**Experience approved**



### 5. Recognition granted

If the experience is to be repeated the following academic year, this may be stated in section 7 of the Course Guide. Evaluation: "Other comments and 2nd exam session".

This may only occur is it has been validated, if not, the student will not receive SLP recognition, despite it appearing in the Course Guide.



**Experience not approved**



5. Make the necessary modification and present it again to the Student and University Community Committee at least seven days before the date on which the committee is

5. Don't make any changes. The experience may go ahead, but without inclusion in the SLP or official recognition for either teachers or students.

<sup>1</sup> Applications can be registered telematically, in paper format at any auxiliary registry of the URV and via any of the other ways for submitting documents permitted by Law 39/2015. You can find the different options at: <https://seuelectronica.urv.cat/registre.html>

Once the experience has been approved, there are certain elements that **the students** must know about and which the teaching staff must explain at the start of the subject:

### SLP guide for students

This can be found in annex 11.8 of the present guide and provides the following information:

- What the SLP is and how it works.
- The benefits of SLP.
- The agreements and ethical principles that the student must accept.
- Guidelines for effective reflective practice.
- The accreditation awarded.

### Compulsory/optional nature of the experience

- Whether the SL experience is undertaken by the whole class or only available to a limited number of students.
- The process and criteria to be followed by those who wish to do an SL experience. The selection criteria will be decided and communicated by the teaching staff when appropriate.
- **Annex 11.2** of the present guide contains an example of a student application that can be used to make the selection.

### Monitoring and evaluation

- How will the process be monitored and evaluated?
- Students must fully understand the schedule that they must follow:
- **Point 7** of this guide (What is reflective practice?) contains a series of tools that can be used to obtain reflections from the students that can be evaluated.
- In the case of BTs/MTs, the SL field must be included in the metadata field in the [Institutional Repository](#) of the URV.

### Competencies

- Transversal competency CT7: *Apply the principles of ethics and social responsibility as a citizen and professional* is one of the elements of the SL experience that must be evaluated. **Annex 11.4** of the present guide provides the evaluation criteria.
- If CT7 does not initially form part of the subject, the teaching quality support officer and the course coordinator can be asked to add it to the map of competencies.

Participation of the beneficiary in the student evaluation will depend on the nature of each SL activity and experience. If the type of experience permits it, competency CT7, *apply the principles of ethics and social responsibility as a citizen and professional*, should be evaluated as an essential element of the SLP in accordance with the international standards approved by the Governing Council in the Framework Document of the Service Learning Programme.

- SL recognition for students:

After completing the SL experience, the teaching staff must fill in the form in **annex 11.5** of this guide and send it to [aps@urv.cat](mailto:aps@urv.cat) so that participation certificates can be issued to those students who have completed the subject.

The certificates will be administered by the Service Learning Programme. Once the certificate have been signed by the Vice-Rector of Social Engagement, students will receive the certificate of participation in his institutional email of the URV. The SLP participation certificate will only be issued once the satisfaction questionnaire has been submitted by the students. The questionnaire can be found under the Estudiant section of the SLP website.

- Quality Assurance of the SLP:

With the aim of improving the results of the Service Learning Programme and evaluating its quality and impact, **annex 11.6** of this guide must be completed within one month of finishing the experience and sent to [aps@urv.cat](mailto:aps@urv.cat).

## 7. WHAT IS REFLECTIVE PRACTICE?

Reflective practice is a technique aimed at the self-observation and critical self-evaluation of an action or set of actions with the aim of establishing connections between personal experience of the individual who carried out the actions and the theories and values that these actions bring into play. Critical reflection on one's own actions is regarded as a professional skill that is inseparable from the concept of lifelong learning.

According to the international quality standards governing Service Learning, reflective practice is one of the essential elements of Service Learning. Reflection makes it possible to integrate service to the community and academic learning. In particular, it works on the ethical dimension of learning because it gives meaning to that which has been directly experienced. This is why we cannot talk about SL without talking about reflective practice.

There are various ways of incorporating reflective practice into academic activity. They involve tools that enable students to provide evidence of their reflections and for these reflections to be evaluated. These may refer to different points before, during and after the experience. The teaching staff provides information on the reflective practice tools that can be applied to the SL experiences that are undertaken as part of a course subject. For SL experiences that form part of BTs, MTs and External Internships, the tools may be chosen by the students and validated by the teaching staff.

The following is a list of tools for reflective practice and some examples on how to guide students in the process of reflection<sup>2</sup>.

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<sup>2</sup> Adapted from: Centre for Global and Community Engagement (2011). *Professor Handbook*. Ottawa: University of Ottawa.

Domingo Roget, A.; Gómez Serés, M.V. (2014): *La pràctica reflexiva. Bases, models e instrumentos*. Madrid: Narcea, S.A. de Ediciones.

## TOOLS FOR REFLECTIVE PRACTICE

### Project proposal

- The project proposal can be used to reflect on the SL experience before it starts.
- The student has to present their project and explain their expectations, how they will carry it out and the challenges they will face.
- Allows the student to think about the experience that they are about to embark on and how they can take advantage of the opportunity.
- Can be used with other tools. For example, after completing the experience, the student may have to go back and re-evaluate their project proposal. Did everything go as they expected? If not, what differences

### Predict- observe- explain technique

- The POE facilitates reflection throughout the SL experience.
- It stimulates the student's initial ideas and interpretations in relation to experimental observation.
- As part of the technique, before the SL experience, the student writes down and submits their predictions and hypotheses and a brief summary of the reasoning behind them. The teaching staff must make clear the relationship between these initial ideas of the student and the related theories.
- The student contrasts their initial ideas with their subsequent interpretation of the facts, relating these to theoretical knowledge.
- The POE technique is used to help the student understand the role of prior knowledge in the interpretation of phenomena.
- This tool can be combined with the professional profile building and reflective learning tools.

### Professional profile building

- Professional profile building facilitates reflection throughout the SL experience. The POE facilitates reflection throughout the SL experience. Before the SL experience, the student notes down how they would like or how they imagine their professional profile to be. The student should include the professional ethical principles that they wish to appear in their profile, their priority competencies, any aspects that they reject, their values, the methodologies that they will adopt and those that they will reject, and their competencies regarding coexistence, discipline, conflict management and online working.
- They will then describe which aspects they wish to incorporate into their SL experience and how they will do this.
- During the experience, the degree of development, the difficulties and opportunities and any proposals for future professional improvement will

### Reflective Evaluation Stage (RAS)

- This stage occurs before and after the SL experience and consists of reflecting on and answering specific questions.
- Before the experience, the student should identify their training and personal objectives for the SL experience, state when and how they will achieve them and provide evidence of this.
- After the experience, the student must share their evidence and what they have learnt, ask for feedback from their peers and individually put forward proposals for improvement.
- The tool can be combined with the field journal. At the end of this document are some examples of this kind of reflection.

### Concept maps

- Facilitates reflection throughout the SL experience.
- Concept maps are a technique that uses a network of concepts to graphically represent knowledge.
- Good for allowing the student to organise and represent abstract ideas and thus make an in-depth analysis of the questions dealt with during the SL experience.
- Allows teachers to analyse the student's representations of concepts and to evaluate the student's ability to integrate them into a comprehensive mental diagram.
- To exploit further these types of representation, they may be complemented with V diagrams, a heuristic technique that illustrates the conceptual and methodological elements that interact in the knowledge construction process.

### Reflective Learning Record (RLR)

- Personal notebook used for focusing the process of reflection whilst promoting the transfer of knowledge into practice.
- The left hand page of the notebook includes a description of the SL experience, a record of the facts and the informative data provided. The right hand page is reserved for the student's reflections: comments, personal reflections, learning that can be taken from the experience.
- Initially, more attention is given to the descriptive part, but the volume of notes should be greater on the right hand page in the reflective learning process.
- This tool can be used as a methodology for writing the field journal.

## Journal

- Facilitates reflection throughout the SL experience.
- Consists of writing entries in a field journal. The frequency of the entries is specified by the teaching staff, although they should not be sporadic and should be written shortly after the activity.
- Offers the student different levels of reflection, from the most descriptive to the most analytical.
- The contents of the journal can be used for more focused reflections on different aspects of the experience (personal and professional development, relations with the people served and with the institutions, analysis of macro problems).
- The tool can be combined with the Reflective Evaluation Stage (RAS) and with the Reflective Learning Record (RLR)

## Midterm reflection paper

- Facilitates reflection throughout the SL experience.
- The student produces a reflection on everything they have experienced up to this moment, their expectations for the rest of the experience and how they will resolve any problems that emerge. If a project proposal was put forward at the start, this may be revisited and reformulated.
- Helps the teachers to see in which areas the student needs guidance in dealing with the challenges that they encountered during the experience.
- The tool can be combined with the project proposal and with problem solving.

## Problem solving

- Helps during and after the SL experience.
- Involves a series of skills that enable the development of strategies for managing and resolving conflicts, both when identifying the problem and finding possible alternatives.
- Enables the student to develop various competencies such as identifying problems, defining them, representing them and exploring possible strategies.
- This tool can be combined with ethical dilemmas and discussion and debate.

## Portfolio

- Facilitates reflection throughout the SL experience.
- Is a summary of other reflective activities: journals, proposals, writings, presentation notes. It is potentially more creative than the other reflective activities (it can include photographs and videos).
- Lets the student compile everything that they have worked on during the academic year or semester in a single document. If appropriate, it can include the project completed during the SL experience.
- In courses with portfolios of qualification-related competencies, it may include the SL experiences as a means of accrediting transversal competence CT7.

## Ethical dilemmas

- Facilitates reflection during and after the SL experience.
- In general, this reflective activity requires the student to carry out a case study of an ethical dilemma that they have encountered during their SL experience and to describe the skills that they have developed to deal with it.
- Ethical problems can be worked on with the whole class or in smaller groups, with the aim of proposing alternatives. They can also be used to involve any students who have not participated in the SL experience.
- This tool can be combined with problem solving, discussion and debate and with the final presentation of the experience.

## Discussion and debate

- Facilitates reflection during and after the SL experience.
- The participating student presents their SL experience to the class: the challenge that they have faced, how to resolve conflicts, the ethical dilemmas that have arisen, the learning achieved. The rest of the group gives their feedback.
- It enables students who have not participated in the SL experience to form part of the learning process based on the experience.
- This tool can be combined with problem solving, discussion and debate and with the final presentation of the experience.

**Final  
presentation  
of the  
experience**

- Facilitates reflection after the SL experience.
- The participating student gives a final presentation of their SL experience to different audiences: to the rest of their class, to the examination panel (in the case of BTs/MTs) and in a final visit to the entity.
- It enables students who have not participated in the SL experience and/or the collaborating entity to form part of the learning process based on the experience.
- It helps the student to appreciate the impact of their SL experience on the learning and the involvement of the university with the territory that it serves.
- This tool can be combined with the project proposal and the final analysis paper.

**Final  
analysis  
paper**

- Facilitates reflection after the SL experience.
- Written assignment that must include the relationship between the experience and the academic content of the subject, all connected with reflections on the experience.
- Allows the student to analyse their experience retrospectively and understand the impact that SL has on learning and the University is involved in its territory.
- This tool can be combined with the project proposal and the final presentation of the experience.

## EXAMPLES OF HOW TO GUIDE THE STUDENT IN THE REFLECTIVE PROCESS

The following are two examples of reflective questions taken from the Professor Handbook (2011) of the Centre for Global and Community Engagement of the University of Ottawa.

- The first example structures the reflection in terms of the time when it is carried out, including academic and personal aspects.
- The second example shows questions that can be answered after the SL has been completed. This example includes various ambits (personal, professional and academic).

### REFLECTIVE PRACTICE. EXAMPLE 1

#### BEFORE THE SL EXPERIENCE. PERSONAL REFLECTION

- What are your expectations regarding SL? What impact will SL have on your learning?
- How do you think that SL will influence you as a person?
- How do you think that SL will change your studies?
- How do you think SL will change the way you see your surroundings and your ability to help improve them?

#### AFTER THE SL EXPERIENCE. PERSONAL REFLECTION

- How has SL changed your approach to learning?
- Has SL influenced you on a personal level? How?
- Has SL had an impact on the way you view your studies? How?
- Has SL made you more aware of your surroundings and enabled you to help improve them? How?
- Evaluate the impact on your SL experience in the following areas:
  - Working with uncertainty or difficulties.
  - Building self-esteem.
  - Improving time management skills.

### AFTER THE SL EXPERIENCE. ACADEMIC REFLECTION

- Do you think SL is important in relation to knowledge previously acquired in the classroom?
- Give two examples of concepts (theories, rules, methods) that you have acquired during your studies and for which you have found a practical application or have seen exemplified during the SL experience:
  1. a) Give an example of the first concept.  
b) Explain the application or experience during the SL.
  2. a) Give an example of the second concept.  
b) Explain the application or experience during the SL.
- Analyse a situation or problem that you have encountered during the SL experience that you were able to resolve using the knowledge that you had previously acquired during your studies.
- Choose a situation from your SL experience and contrast it with what you have learnt in the classroom.
- How would you say that your SL experience has affected the way you think about your studies?

## REFLECTIVE PRACTICE. EXAMPLE 2

### INTRODUCTION

Describe the beneficiary of the service for whom you have worked:

1. What were your responsibilities?
2. What did the beneficiary need from the service and from the project in particular? What are the reasons for this need?
3. What does the beneficiary for whom you have worked do for the community?
4. What changes do you recommend for the organisation or entity?

### PERSONAL DEVELOPMENT

1. What have you learnt about yourself as a result of the SL experience?
2. What have you learnt about others as a result of the SL experience?
3. Has the way you think about the community changed as a result of the SL experience?
4. Can any prejudice be changed through the SL experience?
5. Have your values been challenged by the SL experience?
6. Has the SL experience had an impact on your long-term personal development objectives?
7. Do you feel more connected to the community or do you have stronger civic and social sentiments as a result of the SL experience?
8. Do you think the actions that you have been engaged will have an impact? Do you think you will make a difference?

### PROFESSIONAL DEVELOPMENT

1. How has the SL experience changed your professional abilities?
2. What frustrations and difficulties have you encountered? How have you resolved them?
3. What have you learnt about your strengths and weaknesses?
4. Has SL had an impact on your professional aspirations?

### ACADEMIC DEVELOPMENT

1. What have you learnt from the community?
2. Has the SL helped you to better understand the concepts that underpin the subject or studies?
3. How does the SLP reflect or contrast with what you have learnt in class?
4. What have you learnt about your academic discipline and its capacity to influence society?
5. Has your understanding of the concept of education changed as a result of your SL experience?

## 8. RECOGNITION OF THE SLP

In accordance with the relevant procedure, an SL experience within the URV's SL programme and validated by the Teaching and Academic Policy Committee as delegated by the Governing Council leads to formal recognition for the teaching staff, the students and the collaborating entities.

### TEACHERS

For teaching staff, recognition reflects the dual training and social dimensions of the SLP. Consequently, participation in the SLP of the URV:

- is evaluated to determine the awarding of five-year teaching periods in relation to participation in institutional projects at the URV that facilitate the transition to the European Higher Education and Research Area.
- can be included in the Working Hours Agree as a Third Mission project.
- will earn the teacher the right to a certificate issued by the University.

Inclusion of the experience in the SLP of the URV obliges the teacher to make explicit reference to the programme during any activity and/or material intended to disseminate the experience.

### STUDENTS

In order to receive recognition, a student must pass the subject in which the experience has taken place. If this happens, the student will be awarded:

- the credits corresponding to the subject.
- a participation certificate issued by the University.

### COMMUNITY

For the community, recognition means that:

- the relevant individuals from the beneficiary organizations can participate in the Friends of the URV programme and the specified terms and conditions.
- the issuance of personal participation certificates by the University.

## 9. FUNDING OF SL

SL does not necessarily involve additional costs. Many SLP experiences can be carried out without the need for funding. This will depend on how the activity is set up, which is why when designing a SL proposal it is necessary to quantify exactly the costs involved and the resources available.

Above all, it must be remembered that SL is an activity that is carried out in the context of subjects from the curriculum and, as such, is funded through the normal funding channels used for teaching purposes, which vary depending on whether the student is studying an official qualification or a URV specific qualification.

If normal funding is insufficient, it is important to be aware that currently the SLP of the URV does not have its own funds from which to award grants for SLP experiences, which means that the promoter of the experience must explore alternative funding, if necessary.

## 10. BIBLIOGRAPHY

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## 11. ANNEXES

### 11.1 Teacher Application Form for Service Learning

Available in [PDF format](#) on the service learning URV website (Spanish version).

### 11.2 Student Application Form for Service Learning (if SL is optional for the subject).

Available in [PDF format](#) on the service learning URV website (Spanish version).

### 11.3 Student application for Service Learning as part of an External Internship/Bachelor's Degree/Master's Degree.

Available in [PDF format](#) on the service learning URV website (Spanish version).

### 11.4 Evaluation criteria for CT7.

Available on the [Intranet of the URV](#) > Informació acadèmica > Rúbriques i guies de les competències transversals.

### 11.5 Template for presenting data on Service Learning.

Available in [PDF format](#) on the service learning URV website (Spanish version).

### 11.6 Quality monitoring of Service Learning at the URV

Available in form of an [online survey](#) on the service learning URV website (Spanish version).

### 11.7 Examples of Service Learning validated at the URV.

You can consult the full [list of Service Learning projects](#) at the different centres of the URV (English version).

### 11.8 SLP Student Guide

Available in [PDF format](#) on the service learning URV website (English version).



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