

FRAMEWORK DOCUMENT FOR THE SERVICE-LEARNING PROGRAMME

(Passed by the University Senate on 23 February 2012)

1. OBJECTIVE

The aim of the URV's Service-Learning Programme is to institutionalize Service Learning (hereinafter SL), a learning methodology that is fully established in some countries and in the process of becoming established in others. Some well-known, institutionally recognized experiments have taken place within the URV.

Table 1

An institutionalized practice is:	A marginal practice is:
Routine	Occasional
Widespread	Isolated
Legitimized	Unaccepted
Expected	Uncertain
Supported	Weak
Permanent	Temporary
Resilient	At risk

Source: Andrew Furco (2009). Institutionalizing Service-Learning in Higher Education (Office for Public Engagement. University of Minnesota)

Table 2

Components of Service-Learning Institutionalization
1. Clear definition and purpose for service learning.
2. Long-term vision for the role of service learning in the institution.
3. Service learning is tied to the institutional mission.
4. Service learning is used as a vehicle to accomplish other institutional goals.
5. There is strong faculty involvement and support for service learning.
6. Service learning is seen as a legitimate scholarly pursuit for faculty.
7. Students are aware of service-learning opportunities at the university.
8. Students actively assume roles in advancing service learning in their academic programmes
9. Community members in the service-learning partnerships have equal status as campus members.
10. There is a presence of a coordinating entity for service-learning activities.
11. There is a policy-making entity for service-learning activities and advancement.
12. There is adequate and appropriate staffing for service-learning coordination.
13. There is sufficient funding for service-learning coordination, participation and advancement.
14. The institution values service learning.
15. There is an ongoing assessment in place to monitor continuous improvement efforts.
16. Departments see service learning as a valuable component of their academic programme.

Source: Andrew Furco (2009). Institutionalizing Service-Learning in Higher Education (Office for Public Engagement. University of Minnesota)

2. LEGAL AND INSTITUTIONAL FRAMEWORK

2.1. URV

Service learning (SL) is a methodology that enables universities to respond to one of their biggest challenges today: linking their three missions (teaching, research and the so-called third mission, the social function of universities). In particular SL ties the first mission (teaching) to the ethical dimension of the third mission without detriment to the

second mission (research) to the extent that, depending on the nature of the service and how it fits into the curriculum, service learning converges with the internationally widespread concept of community-based research.

The link between SL and the URV's first and third missions is the reason why the two most important documents that define the institutional framework of the Service-Learning Programme are:

• The **Strategic Plan for Teaching** (passed by the University Senate on 28 November 2003). In accordance with the teaching model defined in this document and taking the Descriptors of Dublin into account, the Rovira i Virgili University has drawn up a model of specific, general and core competencies. Among the core competencies—which are those that all URV graduates must achieve independently of the degree they are studying—is competency number C5 “Commitment to ethics and social responsibility as a citizen and a professional.” SL experiences are one way of working to acquire this competency and also, as is well known, an ideal methodological strategy for acquiring other competencies, insofar as they involve the real contextualization of learning.

• The **Strategic Plan for the Third Mission** (passed by the University Senate on 28 May 2009). It expressly contemplates the promotion of SL and community-based research as an action associated to the objectives of axis 2 (society, volunteers and development cooperation).

In keeping with this institutional framework:

• The **governance programme** of the URV's current management team (period 2010–2014) expressly contemplates promoting SL as a strategy for the comprehensive training of students. It is the direct responsibility of the Office of the Vice-rector for Teaching and EHEA, with assistance from the Office of the Vice-rector for Students and the University Community, and the Office of the Vice-rector for Society and Institutional Relations.

2.2. State

Since this institutional framework was drawn up, the university system has made progress and now gives greater recognition to SL both at regulatory level and, albeit timidly, at the level of defining and specifying some university policies. Hence, at present, the institutionalization of a Service Learning Programme:

- responds to the provisions of article 64.3 of Royal Decree 1792/2010 of 30 December, which approves the **Statute of the University Student**. This Statute requires universities to encourage practices of social and citizen responsibility that combine the academic learning of the various academic programmes with the rendering of a service to the community designed to improve the quality of life and social inclusion.

- is related to the concept of **University Social Responsibility** developed in the framework of the University Strategy 2015 (The social responsibility of the university and sustainable development. Ministry of Education, 2011).

- Finally, it is important to bear in mind Royal Decree 1027/2011, of 15 July, which establishes the Spanish Framework of Qualifications for Higher Education (MECES), since at both undergraduate- and master's-degree level, it is envisaged that students will be able to make ethical reflections in their specialist field::

- ◇ Article 6. Undergraduate level: *"c) have the ability to collect and interpret data and information on which to base their conclusions including, where necessary and relevant, reflection on matters of a social, scientific or ethical nature within their field of study."*

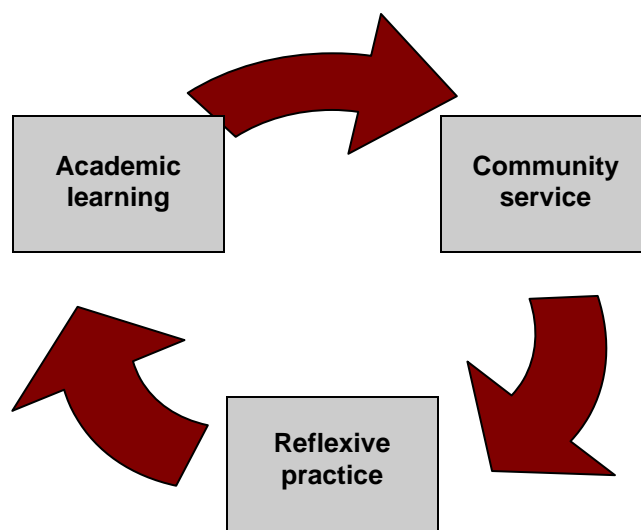
- ◇ Article 7. Master's degree level: *"c) evaluate and select the scientific theory and methodology appropriate to their fields of study so that they can make judgments with incomplete or limited information including, where necessary and appropriate, reflection on social responsibility or ethics related to the proposed solution in each case."*

These learning outcomes, which are consistent with the URV's nuclear competency C5, envisages **the university as a place for ethical learning** and assumes that there is a need to define strategies that will make this possible.

3. DEFINITION AND COMPONENTS OF SL

SL is an educational proposal that combines learning processes and community service in a single project, in which the participants learn while working on real needs and trying to improve their environment (Puig & Palos, 2006). It is a complex activity that links community service to the learning of content, competencies, skills and values through reflexive practice.

SL experiences always respond to the learning outcomes linked to the competencies of every programme of studies in the context of the curriculum.



- SL is **not** volunteerism, the purpose of which is community service. SL projects have two aims that are to be achieved at the same time: community service and the curricular learning that this service provides the student. There must also be the component of reflexive practice.
- SL is **not** always part of the curricular work experience programme. The subject Work Experience is one of the ways of fitting SL into the curriculum but work experience will not always involve SL.
- SL does not always mean carrying out community-based research but, depending on the nature of the service, it may.
- SL does not generally mean international cooperation but, depending on the nature of the service and who it is for, it may.

Table 3

The Seven Elements of High-Quality Service Learning
<p>1. Integrated learning</p> <ul style="list-style-type: none">• The service-learning project has clearly articulated knowledge, skill or value goals that arise from broader academic and/or developmental learning goals of the programme.• The service informs the learning content and the learning content informs the service.• Life skills learned in the community setting are integrated back into program-based learning.
<p>2. High-quality service</p> <ul style="list-style-type: none">• The service responds to an actual community need that is recognized by the community.• The service is age-appropriate and well-organized.• The service is designed to achieve significant benefits for students and community.
<p>3. Collaboration</p> <ul style="list-style-type: none">• The service-learning project is a collaboration among as many of these partners as is feasible: students, parents, community-based organization staff, afterschool programme staff, school and programme administrators, teachers and recipients of service.• All partners benefit from the project and contribute to its planning.
<p>4. Student voice</p> <p>Students participate actively in:</p> <ul style="list-style-type: none">• choosing and planning the service project;• planning and implementing the reflection sessions, evaluation and celebration; and• taking on roles and tasks that are appropriate to their age.
<p>5. Civic responsibility</p> <ul style="list-style-type: none">• The service-learning project promotes students' responsibility to care for others and to contribute to the community.• By participating in the service-learning project, students understand how they can impact the community.
<p>6. Reflection</p> <ul style="list-style-type: none">• Reflection establishes connections between students' service experiences and the academic/developmental learning curriculum.• Reflection occurs before, during, and after the service-learning project.
<p>7. Evaluation</p> <ul style="list-style-type: none">• All the partners, especially students, are involved in evaluating the service-learning project.• The evaluation seeks to measure progress toward the learning and service goals of the project.

Source: *Service Learning 2000 Center at Stanford University (1998)*

4. BENEFITS OF SL

For students

- Reinforces the link between the students and their university (sense of belonging).
- Encourages students to engage in active commitment to their community.
- Is an effective and assessable component of the URV's core curriculum and, in particular, encourages a commitment to ethics and social responsibility as citizens and professionals.
- Improves sensitivity to diversity and multiculturality.
- Is an effective and assessable way of working on the general and specific competencies of the course of study.
- Motivates students to learn.
- Reinforces the relationship with lecturers and encourages effective learning processes.
- Assists students in their search for a career.

For faculty

- Enables faculty to use organizations in the community to help in their teaching and, potentially, to add a new dimension to their research.
- Links teaching with the other two missions of the university.
- Encourages interdisciplinary teaching teams.
- Encourages teachers to play the role of mentor, guide or facilitator for learning advised by the EHEA.
- Improves student participation and motivation.
- Facilitates the training and assessment of competencies.

For the university

- Enables the third mission to be put into practice (commitment to people, science, the community and values) and encourages the direct participation of the whole university community.
- Increases the sense of belonging to the university.
- Favours a joint vision of the university's various missions.
- Encourages processes of improvement and teaching quality.
- Is a privileged framework within which to carry into effect the integral training of students as citizens, whose cultural level, specific knowledge and skills, and their

critical and humanistic spirit must be the basis of a more just, supportive and sustainable society.

- Increases the possibilities of creating links with the region by offering new opportunities to faculty and students.
- Reinforces the role of the university as an institution that provides social and economic welfare to the region
- Provides the university with a personality and an identity all of its own.

For the community

- Gives support to groups and institutions that are underprivileged or without resources.
- Improves the environment, enriching and innovating programmes and services within the community.
- Makes possible close collaboration between students, community and professionals.
- Is an opportunity to train a generation of citizens and professionals with a strong social commitment.
- Identifies the URV as the community's university.

5. SL IN THE UNIVERSITY CONTEXT

5.1. SL in the international university context

University service learning is well established in numerous South-American countries, as well as the USA and Canada. In these last two cases it is worth pointing out that associations have been created with the specific purpose of promoting service learning and which offer a wide range of resources. The aim of SL is for universities to collaborate not to compete. The leading practitioners are:

Campus Compact (USA)

Campus Compact is a national coalition of more than 1,100 college and university presidents – who represent more than 6 million students – committed to fulfilling the civic and social purposes of higher education. As the only national higher education association dedicated exclusively to campus-based civic engagement, Campus Compact promotes public and community service

that develops students' citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum.

National Service-Learning Clearinghouse - NSLC (USA)

The NSLC supports service-learning projects in higher education, kindergartens, primary and secondary education, community-based organizations and all others interested in strengthening schools and communities using service learning.

Canadian Alliance for Community Service-Learning

The Canadian Alliance for Community Service-Learning supports and creates networks to ensure the effective implementation of SL in Canada. Its aim is for students, educators and communities to learn and work together to strengthen individuals and societies.

In order to define the URV's SL programme programme, visits were made to the following Canadian universities: **University of Ottawa, University of Toronto, University of Guelph and Wilfrid Laurier University.**

5.2. SL in the Catalan and Spanish university context

For some time now Catalan and Spanish universities have become increasingly interested in university SL. This interest has led to the creation of networks and initiatives whose purpose is to promote SL in universities, and exchange experiences or research in the field of educational research, in which the bibliography on this methodology is constantly increasing. Although interest in SL has almost always arisen out of the personal and ideological commitment of a sector of faculty, it is envisaged that the new regulatory framework to be provided by the Student's Statute should tend towards more institutionalized formulae of SL, although there is still some considerable way to go to catch up with the well-established situation in other countries. Important points of reference are:

- The study by Miquel Martínez (ed.) (2008) "**Aprenentatge servei i responsabilitat social de les universitats**", published by Octaedro and the Jaume Bofill Foundation.

• The **Spanish Network of Service Learning**, set up in 2010 as a collaboration space for educational institutions, and the social and professional organizations that have been driving SL forward in various fields and Autonomous Communities (<http://www.aprendizajeservicio.net/>).

• The **xarxa APS(U)** (Catalan acronym for University Service-Learning Network), **led by the Institute of Educational Sciences of the University of Barcelona** which, among other activities, has organized every year since 2010 a meeting on university SL.

• The **Promotion Centre for Service Learning** (Barcelona), whose aim is to promote the study, the dissemination and the development of SL at all educational levels (<http://www.aprenentatgeservei.org/>).

5.3. SL at the URV: history

Within the Rovira i Virgili University, interest in SL is by no means new and some lecturers have been experimenting with the methodology for several years now. One faculty, the Faculty of Education Sciences and Psychology, even managed to have an SL project approved by the faculty board, although it could not be completed in its entirety; and four of the experiments were given prizes in the annual Teaching Quality Awards (two of which were also awarded the Jaume Vicens Vives Distinction for University Teaching Quality of the Catalan Government).

It is significant that SL was expressly included in the Strategic Plan for the Third Mission as an action associated with the objectives of axis 2 (society, volunteerism and development cooperation) as a result of the proposal made by the teaching staff involved in a well-established SL project in the field of Law (the URV's Environmental Legal Clinic of the Tarragona Centre for Environmental Law Studies [CEDAT]).

The approval of the Strategic Plan for the Third Mission prompted the Environmental Legal Clinic and the Science Shop of the APQUA Project—part of the Department of Chemical Engineering which was also actively working to promote SL experiments in its field—to organize in conjunction with the Institute of Education Sciences the 1st Symposium on Service Learning and Community-based Research at the URV, which was held on 8 April 2010. The aim was to identify all the experiments that were being carried out in this methodology at the URV so an open call was made to find researchers willing to make a presentation during the Symposium. The result of the call was that experiments in SL were reported in a wide variety of fields: Law, Social

Education, Environmental Engineering, Computer Engineering, Chemical Engineering, Nursing, Teacher Training, Education, Journalism and Psychology. A brief description of some SL experiments at the URV, as well as further information about the APQUA project and a bibliography for further reading, will soon be available in issue 41 of the electronic journal *Temps d'Educació* (<http://www.raco.cat/index.php/TempsEducacio>).

This symposium was an important milestone in the process of institutionalization of SL in the URV because it gave rise to the idea of creating a teaching network that would exchange experiences and work in a coordinated and interdisciplinary fashion within the university to design a joint proposal for institutionalizing a Service-Learning Programme. The subsequent inclusion of SL on the governance programme of the URV's management team has given the network and the Office of the Vice-Rector for Teaching and EHEA the opportunity to work together on the project.

The teaching network, which was set up in the framework of the Institute of Education Sciences' 2010–2011 call for grants for teaching innovation, has 22 members from various departments and its aims are the following:

- To promote SL and community-based research as a learning strategy that is socially committed to the region and to the international community.
- To publicize and consolidate the projects that are underway at the URV.
- To reinforce the existing collaborations between lectures from different study programmes and create new ones.
- To make a proposal about how SL should be regulated, recognized and promoted, on the basis of international experiences in the institutionalization of SL programmes.
- To ensure that all the projects that are being carried out and the results obtained are given widespread coverage.

A total of fifteen members of the network and the Office of the Vice-Rector for Teaching and the EHEA have worked on the URV's SL programme. The interdisciplinary nature of the members of the work group, their previous experience in SL and, in many cases, also their experience in holding managerial positions within the university, is one of the strong points of the process that the URV has followed for the institutionalization of SL.

Members of the team:

Aitana de la Varga (coordinator of the Public Law network), Rosario Barrios (Education), Misericòrdia Camps (Psychology), Maria Teresa Franquet (Private, Procedural and Financial Law), Montse García (Computer Engineering and Mathematics), Jordi Gavaldà (Chemical Engineering), Maria Marquès (Public Law), Víctor Merino (Public Law), Antoni Pérez-Portabella (Communication Studies), Carmen Ponce (Education), Mònica Portero (APQUA), Carmina Puig (Anthropology, Philosophy and Social Work), Rosa Queral (Education), Ramona Torrens (Anthropology, Philosophy and Social Work), Jacky Verrier (Romance Studies).

6. THE INSTITUTIONALIZATION OF SL AT THE URV

6.1. Action plan

According to the experts, the first guarantee of success in the process of institutionalizing SL is to assume that:

- it is a **long-term process** that involves a sustained, planned effort over several years.
- it is not a linear process, but rather a complex spiral of interdependent issues and activities.

Andrew Furco (2009). Institutionalizing Service-Learning in Higher Education (Office for Public Engagement. University of Minnesota)

On the basis of this premise, a progressive action plan is put forward for the institutionalization of SL at the URV, the timing of some of the points of which is subject to the availability of additional resources.

Components of Service-Learning Institutionalization (see table 2 in section 1 of this document)	Actions	People in charge	Timing	Human and economic resources
1. Clear definition and purpose for service learning	Study for the drafting of the Programme proposal	Office of the Vice-Rector for Teaching and the EHEA	2011	Office of the Vice-Rector for Teaching and the EHEA SL-URV network (ICE) Board of Trustees
	Approval of the Framework document of the Programme	Governing Council	February 2012	
	Drafting of SL guides for lecturers, students and community	Office of the Vice-Rector for Teaching and the EHEA	February 2013	Subsidy from the Ministry Educational Resources Service SL-URV network (ICE)
2. Long-term vision for the role of service learning in the institution	Approval of the Framework document of the Programme	Governing Council	February 2012	URV
3. Service learning is tied to the institutional mission	Express inclusion of SL into the Strategic Plan for the Third Mission	Senate	May 2009	URV
	Approval of the Framework document of the SL Programme	Governing Council	February 2012	URV
	Coordination with the Volunteers Office and URV Solidària to define the offer	Office of the Vice-Rector for Teaching and the EHEA Office of the Vice-Rector for Society and Institutional Relations	2013	Volunteers Office URV Solidària Faculties and schools In the future, SL Area
4. Service learning is used as a vehicle to accomplish other institutional goals	Approval of the Framework document of the SL Programme	Governing Council	February 2012	URV
	Promotion, training and publicity of the benefits and opportunities of SL among	Office of the Vice-Rector for Teaching and the EHEA Office of the Vice-Rector for	As from February 2013, continued action	Subsidy from the Ministry SL-URV network (ICE) ICE

	the members of the university community	Students and the University Community Office of the Vice-Rector for Society and Institutional Relations Rector's Delegate for Training PDI		
5. There is strong faculty involvement and support for service learning	Promotion of teaching staff initiatives as part of the SL programme	Office of the Vice-Rector for Teaching and the EHEA Office of the Vice-Rector for Postgraduate Studies and Lifelong Learning Faculties and schools	As from February 2013, continued action	Faculties and schools (SL academic organization) In the future, also SL Area
	Promotion of networking, reinforcement of the existing collaborations among teaching staff on different study programmes and the creation of new ones.	Office of the Vice-Rector for Teaching and the EHEA	Since July 2010 Continued action	SL-URV network (ICE)
6. Service learning is seen as a legitimate scholarly pursuit for faculty	Programme is publicized in faculties, schools and departments	Office of the Vice-Rector for Teaching and the EHEA	Initial publicity: February 2013 Continued action	Office of the Vice-Rector for Teaching and the EHEA Educational Resources Service SL-URV network (ICE)
	Inclusion in the URV's Teaching Methodologies Guide, and in the tools and mechanisms for teaching planning and support	Office of the Vice-Rector for Teaching and the EHEA	Up and running in time to plan the academic year 2013–2014	Educational Resources Service
	Courses on SL provided as part of the PROFID programme	Rector's Delegate for Training PDI	Since 2010	ICE
	Recognition of the SL activities validated by the Teaching Committee for the PDI's Working Hours Agreement	Office of the Vice-Rector for Teaching and Research	Beginning of academic year 2013–2014	URV

7. Students are aware of service-learning opportunities at the university	The SL programme is given visibility on the URV's website.	Office of the Vice-Rector for Teaching and the EHEA	February 2013	Subsidy from the Ministry Educational Resources Service
	Creation and publicity of a registry for SL experiences at the URV	Office of the Vice-Rector for Teaching and the EHEA Delegate Teaching Committee of the Governing Council	February 2013	Subsidy from the Ministry Educational Resources Service
	Inclusion in the URV's Teaching Methodologies Guide, and in the tools and mechanisms for teaching planning and support	Office of the Vice-Rector for Teaching and the EHEA	Up and running in time to plan the academic year 2013–2014	Educational Resources Service
	Drafting of the SL Guide for Students	Office of the Vice-Rector for Teaching and the EHEA	February 2013	Subsidy from the Ministry Educational Resources Service SL-URV network (ICE)
8. Students actively assume roles in advancing service learning in their academic programmes	Encourage students to take part in internal and external activities	Office of the Vice-Rector for Students and the University Community	As from February 2013, continued action	Office of the Vice-Rector for Teaching and the EHEA Office of the Vice-Rector for Students and the University Community
	Make it possible for participants to exchange experiences	Office of the Vice-Rector for Students and the University Community	As from February 2013, continued action	Office of the Vice-Rector for Teaching and the EHEA Office of the Vice-Rector for Students and the University Community
	Encourage students to take active part in setting up the SL programmes	Office of the Vice-Rector for Teaching and the EHEA Office of the Vice-Rector for Students and the University Community	As from February 2013, continued action	Faculties and schools (SL academic organization) In the future, also SL Area
9. Community members in the service-learning partnerships have equal	External supervisors included in the Friends of the URV Programme	Office of the Vice-Rector for Society and Institutional Relations	February 2013	

status as campus members				
10. There is a presence of a coordinating entity for service-learning activities	Creation of the SL Area as an integral part of the URV's central services	Office of the Vice-Rector for Teaching and the EHEA Office of the Vice-Rector for Students and the University Community Office of the Vice-Rector for Society and Institutional Relations Office of the General Manager	Pending	Depends on whether additional resources can be obtained
	Programme is publicized in faculties and schools (integration of SL in ordinary academic organization)	Office of the Vice-Rector for Teaching and the EHEA Office of the Vice-Rector for Postgraduate Studies and Lifelong Learning	As from February 2013, continued action	Office of the Vice-Rector for Teaching and the EHEA Educational Resources Service SL-URV network (ICE)
11. There is a policy-making entity for service-learning activities and advancement	SL promotion is included in the governance programme and responsibility is assigned to the corresponding vice-rectors	Office of the rector	2010	
	Responsibility for quality control of the SL programme is given to the Delegate Teaching Committee of the Governing Council	Governing Council	February 2012	
12. There is adequate and appropriate staffing for service-learning coordination	Creation of the SL Area as an integral part of the URV's central services	Office of the General Manager	Pending	Depends on whether additional resources can be obtained
	Training of staff (PDI or PAS) so that they can carry out the academic organization of SL	Rector's Delegate for Training PDI Office of the General Manager	As from February 2013, continued action	ICE Office of the General Manager

13. There is sufficient funding for service-learning coordination, participation and advancement	Raising funds external to the URV	Office of the Vice-Rector for Teaching and the EHEA Office of the Vice-Rector for Students and the University Community Office of the Vice-Rector for Society and Institutional Relations	2011-2012	
	Study of the possibilities of passing the expenses on to the recipient of the service and proposal of a model of calculation	Office of the Vice-Rector for Teaching and the EHEA Office of the General Secretary Office of the General Manager	February 2013	Subsidy from the Ministry SL-URV network (ICE)
	Programme is extended to faculties, schools and departments (integration of SL into ordinary academic organization).	Office of the Vice-Rector for Teaching and the EHEA Office of the Vice-Rector for Postgraduate Studies and Lifelong Learning	As from February 2013, continued action	Office of the Vice-Rector for Teaching and the EHEA Educational Resources Service SL-URV network (ICE)
14. The institution values service learning	The SL programme is given visibility on the URV's website	Office of the Vice-Rector for Teaching and the EHEA	February 2013	Subsidy from the Ministry Educational Resources Service
	Issue of a certificate for students stating not only their SL experience but also the fact that they have followed specific training modules provided by the university on social action	Office of the Vice-Rector for Teaching and the EHEA Office of the Vice-Rector for Students and the University Community Office of the Vice-Rector for Society and Institutional Relations	2014	Office of the Vice-Rector for Teaching and the EHEA
	Recognition of the institutions and organizations in the community that take part in the programme	Office of the Vice-Rector for Students and the University Community Office of the Vice-Rector for Society and Institutional Relations	2013	Office of the Vice-Rector for Teaching and the EHEA Others if resources are available

	SL will be considered a URV institutional project that facilitates the transition to the EHEA and ERA for purposes of the five-yearly teaching premium	Office of the Vice-Rector for Teaching and Research Staff	On the basis of the validation of the SL experiences by the Teaching Committee	
15. There is an ongoing assessment in place to monitor continuous improvement efforts	Design of the programme to validate and monitor SL experiences	Office of the Vice-Rector for Teaching and the EHEA	October 2012	Subsidy from the Ministry Educational Resources Service SL-URV network (ICE)
	Approval of the programme to validate and monitor SL experiences	Delegate Teaching Committee of the Governing Council	October 2012	
	Creation and publicity of a registry for SL experiences at the URV	Office of the Vice-Rector for Teaching and the EHEA Delegate Teaching Committee of the Governing Council	February 2013	Subsidy from the Ministry Educational Resources Service
	Deployment of the monitoring programme	Delegate Teaching Committee of the Governing Council	As from February 2013, continued action	
16. Departments see service learning as a valuable component of their academic programme.	Communication of the benefits of SL and its link with the institutional missions	Office of the Vice-Rector for Teaching and the EHEA Office of the Vice-Rector for Postgraduate Studies and Lifelong Learning	As from February 2013, continued action	Office of the Vice-Rector for Teaching and the EHEA Office of the Vice-Rector for Postgraduate Studies and Lifelong Learning Educational Resources Service SL-URV network (ICE)
	Communication of the SL programme to faculties and schools. Link with the quality of the qualifications.	Office of the Vice-Rector for Teaching and the EHEA Office of the Vice-Rector for Postgraduate Studies and Lifelong Learning	As from February 2013, continued action	Office of the Vice-Rector for Teaching and the EHEA Office of the Vice-Rector for Postgraduate Studies and Lifelong Learning Educational Resources Service SL-URV network (ICE)

6.2. Link between SL and the curriculum at the URV

According to the definition and components of SL, student learning is always academic. This means that SL has to be linked to the curriculum, which impacts the planning, monitoring and evaluation of learning.

The options for linking SL to the curriculum at the URV are the following:

- Various subjects on the curriculum
- External work experience
- Final degree project and master's degree dissertation
- Core curriculum
- Doctoral Programmes

The link with the curriculum, as well as the other academic, ethical and legal aspects of SL, will be defined in the implementation phase of the action plan, and the relevant information will be given and incorporated into the SL guides for lecturers, students and community.

6.3. Deployment, interpretation and review of the action plan

The Delegate Teaching Committee of the Governing Council is entrusted with supervising the action plan, approving all the resulting documents, facilitating the implementation of the Programme, and interpreting, reviewing and updating the actions planned.