

Template for the Integration of Service-Learning in the Curriculum of a Module (CHESP, 2006)

SECTION A: ORGANISATIONAL COMPONENT

1.	Title of the module/ course:			
2.	Details of principal academic person responsible for the module:			
	Name:		Title:	
	Position:			
	Academic department:			
	Faculty/ School:			
	Higher education institution:			
	Tel. Work:		Fax:	
	Cell:		Email:	
3.	Details of principal service sector/ provider person responsible for the module (main contact person):			
	Name:		Title:	
	Position:			
	Organisation:			
	Tel. Work:		Fax:	
	Cell:		Email:	
	Postal address:			
4.	Details of principal community person (contact person in the community) responsible for the module:			
	Name:		Title:	
	Position:			
	Organisation:			
	Tel. Work:		Fax:	
	Cell:		Email:	
	Postal address:			
5.	If the relevant Faculty Board has approved the module, please provide the institutional code for the module.			
6.	NQF level of the programme in which the service-learning module is included:			
7.	Credit value of the module:			
8.	Discipline:			
9.	Faculty/ Department/ School offering the module:			
10.	Programme(s) in which the module is offered:			

11.	Date approved by the Faculty Board:	
12.	Date/ year of 1st offering:	
13.	Date of evaluation and review:	
14.	Indicate the Critical Outcomes of the module/ programme (this could include the main outcomes and/or main educational goals):	
15.	What community development priority will the module attempt to address?	
16.	How was the community development priority identified?	
17.	Types of delivery and estimated notional study hours per type:	
	Student activity	Number of notional study hours (for the whole module)
		Percentage of total notional hours (for the whole module)
	Lectures:	
	Practicals:	
	Tutorials/ study guides/manuals	
	Service provider/ agency placements:	
	Community placements:	
	Structured reflection time:	
	Tests/ examinations:	
	Other (specify):	
	Sub-total: No. of contact hours	
	Resource-based learning:	
	Self-directed study:	
	Study on assignments:	
	Examination preparation:	
	Other (specify):	
	Sub-total: No. of notional self-study hours:	
	Total: No. of notional hours required to complete the module:	

**SECTION B: ACADEMIC COMPONENT:
INTEGRATION OF SERVICE-LEARNING IN THE CURRICULUM**

Phase 1: Module Development and Design (Plan)

1.	List of module descriptors/ study units/ themes (content topics or syllabus as previously known):
2.	Describe with whom and how you designed a collaborative partnership with service providers.
3.	Indicate and describe the service-learning model or adapted model used.
4.	Formulate all the Specific Learning Outcomes for the module.

Phase 2: Module Implementation (Act)

1.	Indicate what and how you had to revise or adapt the module.

2.	<p>Indicate who the appropriate partners are that fit the specific learning outcomes for student learning but also meet the outcomes, resources and needs of the partners.</p>
2.1	<p>Indicate the meaningful collaborative service activities for the students.</p>
3.	<p>Plan logistics, budget, and create useful forms and documents. Indicate what and how the following will be/ were implemented:</p>
3.1	<p>Plan transportation arrangements for service-learning activities.</p>
3.2	<p>Budget.</p>
3.3	<p>Coordinate scheduling of contact sessions and placements.</p>
3.4	<p>Monitor attendance and involvement of students.</p>
3.5	<p>Plan documentation and record keeping (i.e. what will you use?).</p>
4.	<p>Consider the possible risks and liability issues immanent in the module.</p>
5.	<p>Plan and organise student orientation and training.</p>
5.1	<p>Introduce the concept of service-learning (to students, i.e. how will you do this?).</p>

5.2.	Orientate students to general logistical considerations.
5.3	Introduce broader issues relating to the module.
5.4	Orientate students to their expectations and responsibilities.
6.	Indicate how sustainable community – service partnerships will be/ were maintained.

Phase 3: Reflection and Assessment (Reflect)

1.	Indicate how students will engage in structured reflection (indicate the model and activities).
2.	Formative and summative assessment of student learning: Assess student learning activities and assignments.
2.1	Statement of student assessment criteria:
2.2	Indicate the methods of student assessment to be used in the module (indicate the weighting for each method – formative and summative assessment). Include the rubric, if used.

Phase 4: Module Evaluation (Evaluate)

Monitoring and evaluating the impact

1.	Demonstrate and celebrate the completion of the module. Indicate what and how the following will be/ have been implemented:
1.1	Express appreciation and recognition of all stakeholders.
1.2	Exchange valuable information.
2.	Evaluate and review for improvement. State – in your own words – what would constitute success for this module in terms of...
2.1	The community:
2.2	Higher education (e.g. students, academic staff, institution):
2.3	Service agency (service provider):
2.4	Partnerships:
2.5	Indicate HOW impact on students, academic staff, department, profession, community and service agencies will be assessed.
3.	Expand or terminate the partnership.
3.1	Indicate HOW and WHAT in terms of determining the future of the partnership.

Research
What are the anticipated research outcomes of the module?

**SECTION C: MANAGING QUALITY COMPONENT:
MANAGING AND ENHANCING THE QUALITY OF THE SERVICE-LEARNING MODULE**

The following are module/ course level guidelines from *A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning* (HEQC/ JET, 2006) and should be applied as a checklist for the evaluation of the module with service-learning. Chapter 9 and Appendices K-S should also be implemented.

Indicator	Exemplary	Accomplished	Developing	Beginning
Indicator 1: Partnerships are designed to be collaborative.				
1.1 Care is taken to identify and select appropriate partners that fit the outcomes for student learning, while also meeting the outcomes, resources and needs of the partners.				
1.2 Partners are recognised and validated, through clarification of roles, expectations and benefits.				
Indicator 2: Service-learning is integrated in the curriculum.				
2.1 The service-learning module conforms to institutional curriculum requirements and legislation.				
2.2 Service-learning is conceptualised as pedagogy.				
2.3 A curriculum model was adopted for designing the service-learning module.				
Indicator 3: Planning takes place for implementation of the designed module.				
3.1 Transportation arrangements for service-learning activities are planned.				
3.2 Scheduling of contact sessions and placements is coordinated.				
3.3 Students' attendance and involvement are monitored.				
3.4 Possible risks and liability issues immanent in the module are considered.				
3.5 Documentation and record-keeping are planned.				
3.6 Available resources (physical space, human resources and operating costs) are identified and planned.				
Indicator 4: Student orientation and training are conducted.				
4.1 Students are introduced to the concept of service-learning.				
4.2 Students are orientated to general logistical considerations and risks.				
4.3 Students are introduced to the broader issues relating to the service-learning module.				

4.4 Students are orientated to their responsibilities and what is expected of them.				
Indicator 5: Sustainable service-learning partnerships are maintained.				
5.1 Communication mechanisms in the partnership are maintained.				
5.2 Representatives of partners acquire skills and are provided with support to fulfil their commitment to the partnership outcomes.				
Indicator 6: Formative assessment of student learning is conducted.				
6.1 Students are engaged in reflection.				
6.2 Student learning is assessed formatively.				
Indicator 7: The process is managed.				
7.1 All plans related to the module (see <i>Indicator 3</i> , above, on planning) are coordinated.				
Indicator 8: The impact is monitored and evaluated.				
8.1 The impact on students, academic staff, department, profession, community, and service provider is assessed.				
8.2 Partners' outcomes are assessed.				
Indicator 9: Summative assessment of student learning is conducted.				
9.1 Student learning is assessed summatively.				
9.2 Quality assurance is assessed.				
Indicator 10: The completion of the service-learning module is demonstrated and celebrated.				
10.1 Appreciation is expressed for all stakeholders, and recognition is given.				
10.2 Valuable information is exchanged.				
10.3 Service-learning achievements are demonstrated and celebrated.				
Indicator 11: Evaluation and review for improvement take place.				
11.1 Formative module evaluation takes place.				
11.2 Summative module evaluation takes place.				
11.3 The service-learning module is revised where necessary.				
Indicator 12: The partnership is expanded or terminated.				
12.1 The future of the partnership is determined.				

Example of Service-Learning Agreement

(Adapted from the California State University, 2005, www.CalState.edu)

This Agreement entered into this ____ day of _____, ____ between the Trustees of the _____, referred to as “HIGHER EDUCATION INSTITUTION (HEI),” and _____, referred to as “SERVICE PROVIDER/ COMMUNITY-BASED ORGANISATION/ AGENCY”

I. STATEMENT OF PURPOSE

- A. The HEI..... [provide a description of the ways in which your HEI is committed to service-learning].
- B. The SERVICE PROVIDER (Name)..... [provide the mission of the organisation/ agency].
- C. The SERVICE PROVIDER and HEI recognise the opportunity for meaningful learning experiences for the HEI, SERVICE PROVIDER and service-learning students (STUDENTS). The HEI supports the goals and objectives of the SERVICE PROVIDER programme in which the STUDENT will participate.

II. PRIORITIES

A. Programme (Module/ Course) Activities

Activities will be accomplished in accordance with the Learning Plan, reviewed and agreed upon by the STUDENT, HEI and SERVICE PROVIDER prior to the start of the experience.

The **STUDENT** will:

1. Participate in all relevant training by the SERVICE PROVIDER as stated in (Section III-A-2, Training and Orientation) this document.
2. Model professional and appropriate behaviour when working with clients, and when on SERVICE PROVIDER site.
3. Support SERVICE PROVIDER events that are part of the service-learning experience as required by academic staff member.
4. Meet the goals of the SERVICE PROVIDER programme or project or service and the service-learning module/ course in which the STUDENT is enrolled.
5. [Add any additional duties specific to the scope of work. Please be as specific as possible in this section or attach an amendment and reference it here.]

B. Safe and productive environment. [Reference SERVICE PROVIDER’s policy about safe work environment.]

1. **SERVICE PROVIDER** will:

- a. Give STUDENT a complete tour of the site, and ensure that STUDENT is aware of all emergency procedures and is able to act responsibly in the case of an emergency.
- b. Ensure that STUDENT is aware of the unique nature of the population of the _____ programme/ project/ service, and is prepared to work with this population.

2. **HEI** will ensure that STUDENT agrees to the following:

- a. Abide by SERVICE PROVIDER rules and regulations while on site and working with SERVICE PROVIDER clients.

- b. Ensure that his/her interactions with clients are safe, positive and productive.
- c. Support the programme/ project/ service and its objectives by providing support for clients or SERVICE PROVIDER staff as necessary and agreed upon in (Section II-A, Programme/ Module/ Course Activities) this document.
- d. [Add any other pertinent information regarding specifics of the site and the nature of the service-learning work experience.]

III. STRUCTURE AND SUPPORT OF SERVICE-LEARNING STUDENT

A. SERVICE PROVIDER

1. Site Supervision – [Name of Site Supervisor responsible for safety and participation of STUDENT while on site]. Site Supervisor will meet with the STUDENT at least [give number of times per week/ month/ semester] to update him/ her on projects and to provide support. All programme/ project staff will support the STUDENT as they interact with him/ her, and provide guidance and advice as necessary and appropriate. A secondary site supervisor [give name of this person] will be responsible for the STUDENT in the absence of primary supervisor.
 - a. The SERVICE PROVIDER director or his/her designee will meet [give number of times per week/ month/ semester] with ___(NAME)___, academic staff member at HEI that has assigned the service-learning experience.
 - b. The SERVICE PROVIDER director of the service-learning Centre at HEI shall meet as appropriate in order to facilitate the most mutually beneficial experience for all parties involved, or at the request of any of the parties involved.
2. Training and Orientation – [Name of Site Supervisor or designee] will provide specific training needed by the STUDENT prior to his/her working with clients or providing service to the SERVICE PROVIDER, HEI, and academic staff member.
3. Work Space – STUDENT will have an appropriate space at the SERVICE PROVIDER site in which to conduct his/her assigned work. SERVICE PROVIDER will provide access and training for any and all equipment necessary for STUDENT to fulfil his/her required service role.
4. Evaluation – The SERVICE PROVIDER site supervisor will fill out survey(s) regarding the quality of service that the student provided to the site, and as agreed upon in the *study guide and/or learning contract* or document.

B. HEI – HEI will assign STUDENT to the SERVICE PROVIDER from _____(MODULE/ COURSE NAME)_____. STUDENT can provide service to the _____ programme/ project that [describe the programme or project or initiative in which the STUDENT will be participating].

1. Training and Reflection – HEI will provide a training session for the STUDENT regarding his/her responsibilities as described in Section II. The service-learning director and academic staff member [these people can be named specifically or just in title] will provide opportunities for STUDENT to reflect on his/her experience working at the SERVICE PROVIDER's site.
2. Supervision and Accountability – _____ [Name S-L director or his/her designee] _____ is responsible for ensuring that the work of service-learning students is carried out effectively to meet the needs of the SERVICE PROVIDER and will work closely with the STUDENT, SERVICE PROVIDER and ACADEMIC STAFF member to meet the expectations and priorities of the SERVICE PROVIDER'S site.

IV. LENGTH OF AGREEMENT TERM

A. **Initial Term** – The HEI and SERVICE PROVIDER have reached this initial agreement for the term beginning _____ and ending _____. This term represents [an academic year, calendar year, semester, quarter].

This agreement shall become effective upon execution and shall continue until terminated by either party after giving the other party 30 days advance written notice of the intention to so terminate; provided further, however, that any such termination by SERVICE PROVIDER shall not be effective against any STUDENT who at the date of mailing of said notice by SERVICE PROVIDER was participating in said programme/ project until such STUDENT has completed the programme/ project as mutually agreed upon.

B. **Renewal process** – This agreement can be renewed [decide how often] and is based on STUDENT feedback, SERVICE PROVIDER evaluations and ACADEMIC STAFF desire to continue this relationship or partnership for the purpose of service-learning under the conditions that:

1. The HEI and SERVICE PROVIDER continue to be committed to actively supporting the goals of the other.
2. The STUDENT work is meaningful and helps to provide essential support to the SERVICE PROVIDER.
3. The relationship and/or partnership is consistent with the goals of the SERVICE PROVIDER, HEI, STUDENT and the service-learning module/ course.

[A renewal process is only applicable if the academic staff member intends to continue placing service-learning students at this site for the foreseeable future, or if the service-learning director feels that this site can be used for other service-learning opportunities and that the partnership should be kept up to date with an ongoing Memorandum of Understanding.]

The attached General Provisions [can be added by academic staff or HEI if needed], consisting of one page, is incorporated by reference and made a part of this agreement.
This document reflects my understanding of the relationship.

SERVICE PROVIDER

HIGHER EDUCATION INSTITUTION

Authorised Signatory

Authorised Signatory

Print Name

Print Name

Date

Date

Guidelines on How to Prepare Students for Any Off-campus, University-related Activities

(University of the Witwatersrand, 2005)

This document serves as a 'checklist' for anyone organising any kind of activity off campus on behalf of an academic department, club, society or administrative unit on behalf of the University of the Witwatersrand. It supplements the draft risk management policy.

1. RISK ASSESSMENT

Assess risk factors before students go to site, so that they can be adequately prepared. The following categories could be helpful in this assessment:

- Environmental safety – such as occupational hazards in industrial areas, quality and availability of water in rural areas and no road signs in townships.
- Road safety – such as gravel/ muddy roads in rural areas, dangerous areas to stop at, high accident areas, mountain passes, misty areas and heavy traffic areas.
- Prevailing infectious diseases – such as malaria, cholera, typhoid and HIV/AIDS..
- Animal and insect prevalence – mosquitoes, snakes, spiders, scorpions and other scary animals!
- Crime and violence – such as any known 'hot spots' for hijacking/ bag snatching/ sexual violence.

2. TRANSPORT

Wits University has a list of approved transport vendors. Should the hiring of vehicles be necessary, it is imperative that this be done through one of these companies, as they will have NETCARE coverage. A list of these vendors can be obtained from the University Transport Department.

University insurance will only cover trips made from campus to places of duty, and from places of duty back to campus. In other words, it will not cover trips made from private homes to place of duty and *vice versa*.

3. STUDENT PORTFOLIOS

It may be useful to ask students to take responsibility for certain **portfolios** and they would then have to equip themselves with skills, information and kit to fulfil their responsibilities. Portfolios could include first aid, communication, transport, equipment, budget, food, accommodation and recreation.

4. ANY STUDENT EXCURSION IS LIKELY TO NEED THE FOLLOWING

- Telephone numbers – emergency numbers for police, NETCARE, university contact persons (lecturer concerned and other people on emergency duty), next of kin for students in group, students on excursion, contact people on site of excursion.
- Instructions on what to do in the unfortunate event of an accident or injury (please see guidelines provided by Alexander Forbes).
- Maps and addresses of destination and route to get there.
- Cellphone per group and one with international connection if going across borders.
- List of things to take – this can be both preventative (students have been known to take their own ironing boards!) as well as proactive. Useful reminders could include passports, drivers' licences, student cards, visas, torches, matches, drinking water, mosquito repellent, sun block, closed shoes, notepads, raincoat and any other appropriate clothing.
- First-aid kit and someone who knows how to use it.

5. DRIVERS

Each vehicle needs two dedicated, responsible and mature drivers, who sign for the hiring of vehicles. They need to know that they are responsible for the vehicles and at no time should they part with the vehicle's keys. It will be their responsibility to check spare tyre and hazard triangles, and to enquire about road conditions, tolls and speed limits, and should be advised not to drive at night. If they are to cross borders, they need to ensure that they have the required vehicle papers and insurance payment. Maximum number of passengers for a normal driver's licence is ten.

6. FORMS TO BE COMPLETED

- * Next of kin and medical history;
- * Indemnity, which has to be signed by parents/ guardians where student is under 21; and
- * Departmental form indicating approval and responsibility.

Acknowledgement of Risk Form for Students

(<http://tcc.edu/students/specialized/civic/servicelearningforms.htm>)

I am aware of the possible risks inherent in the nature of the _____ event at the _____. I have made an informed decision to participate and feel that I possess the skills, abilities, and knowledge that are prerequisite. I am aware that such participation has the potential for accidents or illness while travelling to and from this activity as well as during the activity. I will conduct myself in a responsible manner and in accordance with the University Student Conduct Guidelines.

If you have questions or concerns about the nature of this activity or possible risks involved please call _____. If you need accommodations for a documented disability, have special dietary needs, or wish to share emergency medical information, please notify the service-learning coordinator or responsible university staff member 72 hours before the event.

_____	_____
Participant Signature	Parent Signature of Minor Participant
Date	Date

_____	_____
Print Name	Print Name

Special Needs: Please tick
 Sign Language Interpreter _____ Braille _____ Large Print _____
 Dietary (specify) _____
 Other including Emergency Medical Treatment
 (specify) _____

Emergency Contact Person Emergency Phone Number _____

ACKNOWLEDGMENT OF RISK (general form) must be filled out and submitted to service-learning office prior to event or travel.

Guidelines for Ensuring the Safety of Students during Community-based Education
(University of Pretoria, 2005)

DEPARTMENT: FINANCE

1. POLICY STATEMENT

The University holds the view that the safety of its members of staff and students is of major importance. This applies when they are on the campus as well as when they are involved elsewhere in community-based education (CBE).

The University will take all reasonable steps to ensure the safety of its staff and students. The management structures of the University (represented by the deans and directors as well as the heads of schools, academic departments and support service departments) strive to ensure their safety.

2. RATIONALE FOR COMMUNITY-BASED EDUCATION (CBE)

CBE forms part of the learning experiences of students in a large number of fields of study and training programmes at the University.

The majority of students settle in a community after the completion of their studies. Their training should prepare them to deal with the circumstances that they will encounter in their work environment. The training that the University of Pretoria offers should therefore be appropriate for the contemporary South African society.

Students can only acquire some skills and insight through involvement in the community. The skills and insight that they acquire in the course of CBE/ service rendering is considered to be an important part of their preparation for adult life.

3. RESPONSIBILITY OF THE SCHOOL/ DEPARTMENT

The school/ department concerned has the primary responsibility for ensuring the safety of the students that are involved in CBE. If there are rumours of disturbance or unrest in a particular area, students should not be permitted to enter that area. The school/ department should take all reasonable precautions to ensure that students are not exposed to danger in the course of their involvement in CBE.

It is recommended that schools/ departments in which the students are involved in CBE/ service rendering should appoint a panel of knowledgeable persons each year to consider the necessity of the CBE placements and the adequacy of the precautionary measures. In this context, the term knowledgeable persons refers to persons that have previously been involved in CBE as well as persons in the communities in which the CBE will take place. It is furthermore suggested that the lecturers that are involved in CBE/ service rendering should arrange among themselves an orientation or training course each year on how to deal with emergency situations.

Before students are assigned to a particular place, that place should be investigated thoroughly by the lecturers concerned. An agreement should be entered into with the local authority (for example, the health authority or provincial education department) in terms of which the authority and the community undertake to supervise the work of the staff and students in exchange for the service that the latter render to the community. The decisions taken in this regard should be recorded in writing and be freely available. The lecturers should visit his/her students regularly.

Safety measures should be discussed thoroughly in the course of the orientation of the students. The measures should be made available to each student in written form. Lecturers are required to ensure that the students read the written measures under supervision and are given an opportunity to ask questions before CBE commences. The guardians of prospective students should be provided with written information on the risks related to the various fields of study.

At least one cellphone that is ready for use should be provided to students that travel together in a group. The school/ department should make arrangements with the police regarding the speedy rendering of assistance in the event of an incident. The telephone numbers of the local police station, organisation that does vehicle tracking for the University (Netstar) and a contact person at the University should be entered into the cellphone. Students should be trained in the use of the cellphone and be informed on the operation of the Netstar tracking system.

4. RESPONSIBILITY OF THE STUDENT

The University cannot assume total responsibility for the safety of its students. Each student is co-responsible for the maintenance of precautions that can ensure his/her safety. The cooperation of the student is indispensable for ensuring maximum safety. During the course of CBE students should have in their possession a pamphlet that contains essential information.

The following guidelines are applicable to students' responsibility regarding the ensuring of their safety during their participation in CBE:

- Should students become aware of any local unrest, they should not enter the area. In such an event they should liaise with the lecturer concerned. The area may then only be entered with the consent of the lecturer.
- Students should only go to their place of work or activity in the community during the day.
- Students should never travel alone in cars in the community.
- Students should preferably not accept food or drinks from families in the community.
- Students should never work alone in the community facilities. The groups in which they work should be as large as possible.
- When students work in the community, they should ideally be accompanied by at least one person that lives or works there.

- Students should not wear or carry conspicuous jewellery and other expensive items. Cellphones must be concealed.
- Students should ensure that their lecturers always know exactly where they are. Deviations from the programme should be communicated to the lecturers.
- Should students become aware that they have been exposed to an infectious disease, they should inform their lecturers thereof immediately. In the event of a needle prick or similar injury (that concerns students in the health sciences) the applicable regulations of the faculty concerned should be strictly adhered to. See annexure A in this regard.

5. RESPONSIBILITY OF THE DRIVER OF THE VEHICLE THAT CONVEYS STUDENTS

The driver of a vehicle that is used for CBE should check the vehicle thoroughly before the commencement of the trip to determine whether there is sufficient fuel for the planned trip, the brakes are in good working order, the tyres are in a sound condition and the equipment for fitting the spare wheel is in the vehicle.

Traffic rules should be obeyed at all times. The maximum permissible speed on gravel roads is 60 kilometres per hour. The maximum permissible speed of mini buses is 100 kilometres per hour.

A person that is under the influence of alcohol or drugs may not drive the vehicle.

As far as possible the driver should ensure that s/he knows where the destination is before commencing the trip. This implies that s/he should have previously undertaken the trip, use a reliable road map or be accompanied by a local person that knows the road.

The precautions against vehicle crime should be strictly adhered to.

Refer to the guidelines contained in annexure B in this regard.

www.up.ac.za

Annexure B: Hints for drivers/ passengers
(University of Pretoria, 2005)

DEPARTMENT: FINANCE

Hi-jacking of motor vehicles is the order of the day, and these incidents are becoming progressively more violent in nature. Drivers and passengers must be aware of the risks involved in travelling by road. The known modus operandi of the perpetrators are as follows:

- The assailant lies alongside the road and poses as a motor accident victim. He attacks you when you stop to render assistance.
- The assailant drives into your vehicle from behind. He attacks when you leave your vehicle to inspect the damage.
- The perpetrators pose as police or traffic officers in uniform and flag your vehicle down. They attack once your vehicle is stationary.
- Drivers and passengers are attacked when they stop for a rest or refreshments.
- Your vehicle becomes boxed in between two vehicles. The vehicle in front stops while the vehicle behind also stops close, leaving you with no room for escape.

Drivers of vehicles and their passengers must constantly be aware of the possibility of vehicle hijacking and should endeavour to comply with the following rules:

- Keep vehicle doors locked at all times.
- Keep windows closed except for a slight opening to talk through and to increase the flexibility of the window.
- Do not give lifts to strangers or, in this instance, even friends.
- Stop only at safe and well frequented parking areas.
- Park in well illuminated parking areas.
- Lock and immobilise your vehicle during all stops.
- Use discretion at an accident scene and if flagged down by police/ traffic officers.
- Request identification from police and traffic officers at unusual roadblocks, without opening doors and windows.
- Avoid high-risk crime and trouble areas, and study and be familiar with alternative escape routes.

If a driver and his/her passengers are exposed to hijacking, the following guidelines should be followed:

- Under no circumstances should drivers and/or passengers risk their lives by aggressive behaviour during the attack.
- Comply with the instructions of the hijackers, be polite, and do not resist.
- Make a mental note of the number of hijackers and a description of each.
- Make a mental note of the make and colour of their escape vehicle.
- Make a mental note of the registration number of their escape vehicle.
- Make a mental note of the direction in which they flee.
- Telephone the police and the contact person at the University immediately after the incident and request assistance.

www.up.ac.za

Example of Grant Application
(University of the Free State, 2005)

CHIEF DIRECTORATE: COMMUNITY SERVICE

GRANT APPLICATION FOR THE DEVELOPMENT OF A UFS COMMUNITY SERVICE-LEARNING MODULE

Note: All lecturers who wish to develop and implement a new Community Service-Learning (CSL) module must complete and submit this application form to the **Community Service Committee of their faculty**. Please provide the information requested below in terms of your current thinking about the module. It is accepted that some of the information may change as a result of the planning process.

APPLICANT DETAILS:

Title and name:

Position

Contact details:

Faculty/ School/ Discipline:

Name of the programme/ learning programme within which the module will be offered:

COURSE/ MODULE DETAILS:

- 1. What is the proposed title of the module?**
- 2. Which academic discipline/s are likely to offer the module?**
- 3. What is the current status of the module?**

If it is an existing module

When was the module first implemented?

What is the university code for the module?

If it is a new module

When is the relevant Faculty Board likely to approve the module?

Pilot community Service-Learning module

Please indicate when the module will be implemented for the first time

- 4. What level (1st yr, 2nd yr, 3rd yr, etc.) of students are likely to participate in the module?**
- 5. How many students are likely to participate in the module?**
- 6. How many credits will students receive on successful completion of the module?**
- 7. Estimated number of (active) hours that students will spend in the community (..... hours) and intended frequency of visits (.....).**
- 8. What is the anticipated community issue(s) to be addressed by the module?**
- 9. What are the anticipated outcomes of the module for:**

- Community:
- Students:
- Service Providers:

10. In which community/ies do you anticipate the module to be offered?

11. Please provide a brief description of the envisaged community Service-Learning component of the module.

12. Community Partner/s (if they have been identified):

Community		
Contact Person		
Telephone		
Fax		
Email		

13. Service Partners (if they have been identified):

Service Agency		
Contact Person		
Telephone		
Fax		
Email		

14. Cost implications of the community Service-Learning module:

Item	Description	Costing
Additional staff required		
Transport costs		
Accommodation		
Other (please specify)		
Total		

15. Estimated income of the module

Item	Estimated income
Subsidy grant per FTE	
University fee charged per student	
Other (please specify)	
UFS grant applied for	
Additional financial assistance required	
Total	

LECTURER/ MODULE CONVENOR:

Name: _____ Signature: _____ Date: _____

**PROGRAMME DIRECTOR/ HEAD OF SCHOOL/ DEAN OF FACULTY:
(PLEASE INDICATE WHICH)**

Name: _____ Signature: _____ Date: _____

CHAIRPERSON: FACULTY COMMUNITY SERVICE COMMITTEE OR TASK TEAM

Name: _____ Signature: _____ Date: _____

OFFICE OF THE CHIEF DIRECTOR: COMMUNITY SERVICE

Recommended by: Date:

Example of Ethical Code of Conduct

(SA Council for Social Services Professions, 2005)

CODE OF ETHICS

GENERAL

The general starting point in this code of ethics (behavior code) is based on the ethics that:

- every person has unique value and potential, irrespective of his/her background, ethnicity, gender, creed, age or socio-economic and legal position;
- every person has the right to realise his/her inherited and acquired capabilities;
- the social worker has a responsibility to apply his/her professional knowledge to the benefit of each individual, group, community, and of humanity;
- the social worker has a primary obligation to render a professional service;
- the social worker acknowledges and takes his/her personal and professional limitations into account.

BEHAVIOR THAT AFFECTS THE PROFESSION

Behavior that affects the profession of social work includes among others that a social worker:

- scientifically evaluates and supports the profession in order to develop and enhance the esteem and integrity of the profession;
- questions unacceptable social work practices and maintains acceptable ones;
- protects the profession against unfounded criticism which can bring it into discredit;
- remains active in formulating, developing, assessing and implementing the professional policy;
- bases social work practices on scientific knowledge, remains au fait with relevant developments and takes part in research.

BEHAVIOR THAT AFFECTS A CLIENT

Behavior that affects a client includes among others that a social worker:

- acknowledges the uniqueness of each client;
- maintains a professional relationship with the client;
- acknowledges the client's right to self-determination;
- takes into account the client's rights, preferences and aims in structuring service, even in the absence of the client;
- endeavors towards enabling the client to use his abilities to the maximum;
- respects the client's right to decide whether to cooperate with the social worker or not, even in the case of a statutory order;
- maintains the client's right to confidentiality;
- does not refuse service to a client, irrespective of whether the client can pay the fees for such services or not;
- knows the client's decision to terminate service and prepares him/her for this.

BEHAVIOR THAT AFFECTS A COLLEAGUE OR OTHER PROFESSIONAL PERSON

Behavior that affects a colleague or other professional person includes among others that a social worker:

- respects the training and service of colleagues and other professional persons;
- respects the trust between colleagues;
- elucidates the criticism of and differences between colleagues in terms of the employer(s)'s existing structure of authority;
- protects and defends colleagues against unfair criticism;
- promotes opportunities for the exchange of knowledge and experience between colleagues and other professional persons.

BEHAVIOR THAT AFFECTS THE EMPLOYER

Behavior that affects an employer includes among others that a social worker acknowledges and respects his employer's authority in as far as it is reconcilable with this line of behaviour.

BEHAVIOR THAT AFFECTS A SOCIAL WORK INSTANCE

Behavior that affects a social work instance includes among others that a social worker cooperates with social work instances whose policy, procedures and activities are aimed at rendering adequate service and encouraging professional practices that are reconcilable with this line of behavior.

BEHAVIOR THAT AFFECTS THE COMMUNITY

Behavior that affects the community includes among others that a social worker:

- * develops and promotes service to the community under all circumstances by making use of and developing resources in the community;
- * shows responsibility by being aware of social work policy, by initiating it, by developing and changing it in accordance with professional practices.

Example of Pre- and Post-implementation Focus Groups for Students
(CHESP, 2005)

CHESP STUDENT FOCUS GROUP PROTOCOL (PRETEST) *

(Please record the number of students present and which course they will be attending.)

INTRODUCTION

(This can be used as a guide to introduce the focus group discussion.)

The goal of this focus group is to have an open and interactive discussion. I want to learn more about how you feel about the service-learning course you are about to begin. As facilitator, I will be asking questions to guide the discussion, but will not be participating or offering my own comments or reactions.

The purpose of the focus group is to hear everyone's ideas and impressions. You do not need to repeat what others have said, but rather offer your own unique view or elaborate on what others have said. If you hear comments or ideas with which you disagree, do not hesitate to describe your perspective or contradictory view. The idea is to hear everyone's thoughts, not to reach agreement. There are no right or wrong answers.

OPTIONAL – IF FOCUS GROUP IS TO BE TAPED

This discussion will be tape-recorded. To ensure high quality transcription, it will be helpful if you speak one person at a time, and try to speak clearly and with more volume than usual so your comments are captured on tape.

- What do you understand by the term 'service-learning'?
- What kinds of activities do you think you will be involved in during the course?
- What kind of preparation do you think you will need in order to work with the community successfully?
- What do you expect to learn from the community?
- What do you expect to learn from the service provider (if applicable)?
- Do you think the assessment processes will be different from other courses? Justify your response.
- Do you have any fears or anxieties about participating in this course? Describe these.
- Do you foresee any difficulties? If so, what kind of difficulties?
- What do you expect the main benefits of this course to be? Probe: to you/ to the community/ to the service provider?

Thank participants.

* Adapted from Gelmon *et al* (2001). *Assessing Service-Learning and Civic Engagement: Principles and Techniques*. Providence, RI: Campus Compact.

CHESP STUDENT FOCUS GROUP PROTOCOL (POSTEST)

(Please record the number of students present and which course they have been attending)

INTRODUCTION

(This can be used as a guide to introduce the focus group discussion.)

The goal of this focus group is to have an open and interactive discussion. I want to learn more about how you feel about the service-learning course you have just completed. I will be asking questions to guide the discussion, but will not be participating or offering my own comments.

The purpose of the focus group is to hear everyone's ideas and impressions. You do not need to repeat what others have said, but rather offer your own unique view or elaborate on what others have said. If you hear comments or ideas with which you disagree, do not hesitate to describe your perspective or contradictory view. The idea is to hear everyone's thoughts, not to reach agreement. There are no right or wrong answers.

OPTIONAL – IF FOCUS GROUP IS TO BE TAPED

This discussion will be tape-recorded. To ensure high quality transcription, it will be helpful if you speak one person at a time, and try to speak clearly and with more volume than usual so your comments are captured on tape.

- What do you understand by the term 'service-learning'?
- What kinds of activities were you involved in during the course?
- Do you think you were adequately prepared in order to work with the community successfully? Explain why you say this.
- What did you learn from the community?
- What did you learn from the service provider (if applicable)?
- Were the assessment processes different from other courses? Give reasons for your answer.
- Did you experience any fear or anxiety during this course? Give reasons for your answer.
- Did you experience any difficulties? If so, what kind of difficulties?
- What do you think the main benefits of this course are/ were? Probe: to you/ to the community/ to the service provider?

Thank participants.

Example of Pre- and Post-implementation Questionnaires for Students
(CHESP, 2005)

CHESP STUDENT QUESTIONNAIRE (PRETEST)*

Dear Student

You are being asked to complete this questionnaire because you are enrolled in a course that has a service-learning component. We are very interested to find out what your expectations are of this course.

HIGHER EDUCATION INSTITUTION (HEI):

TITLE OF COURSE:

STUDENT NUMBER:

DEMOGRAPHICS

First, we would like to know some information about you.
(Please circle the correct response).

Gender

Female	1
Male	2

Race

Asian	1
Black	2
Coloured	3
White	4

What is your age? (years)

Which year of study are you currently in?

First year	1
Second year	2
Third year	3
Fourth year/ Honours	4
Master's	5

* Sources: Gelmon, S. *et al* (2001). *Assessing Service-Learning and Civic Engagement: Principles and Techniques*. Providence, RI: Campus Compact; Reeb, R.N. *et al* (1998). The Community Service Self-efficacy Scale: Evidence of Reliability, Construct Validity and Pragmatic Utility. In *Michigan Journal of Community Service-Learning*.

Name of service agency or service provider you will work with during the course
(where appropriate):

YOUR UNDERSTANDING OF SERVICE-LEARNING

Please provide your understanding of service-learning by completing the sentence below

I understand 'service-learning' to be

.....
.....

YOUR EXPECTATIONS OF THE COURSE

We would like to be informed about your expectations of the course in which you are enrolled.
Please indicate your level of agreement with each of the statements below.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
I think that I will learn from the community in which I work	1	2	3	4	5	6
I think that the community will benefit from the work I do	1	2	3	4	5	6
I think that the service provider will benefit from the work I do	1	2	3	4	5	6
I think that this service-learning course will take more of my time than other courses	1	2	3	4	5	6
I think that the service-learning course will cost me more money than other courses	1	2	3	4	5	6
I think that the service-learning course will require much more work than other courses	1	2	3	4	5	6

Were you involved/ consulted in the planning of the course in any way?

Yes	1	No	2
-----	---	----	---

If yes, specify in what way

.....

.....

Do you have a clear idea of the learning outcomes for the course?

Yes	1	No	2
-----	---	----	---

If yes, specify in what way

Do you think the service provider and community members involved in this course will benefit from the course as was intended?

Yes	1	No	2
-----	---	----	---

If **yes**, describe why this is so. If **no**, why not?

Have you been given clear rules and guidelines for working in the community?

Yes	1	No	2
-----	---	----	---

If yes, specify

What kind of preparation do you think you will need for working with the community?
 Specify

Do you think the assessment of this service-learning course will have to be different from that of other courses?

Yes	1	No	2
-----	---	----	---

If yes, specify how

Finally, please add any other comments (feelings, concerns, opinions; difficulties you foresee) you have about the course you are about to attend.

.

Thank you for your insights regarding service-learning!

CHESP STUDENT QUESTIONNAIRE (POSTTEST)*

Dear Student

You are being asked to complete this questionnaire because you are enrolled in a course that has a service-learning component. We are very interested to find out about your experiences of this course.

HIGHER EDUCATION INSTITUTION (HEI):

TITLE OF COURSE:

STUDENT NUMBER:

DEMOGRAPHICS

First, we would like to know some information about you.
(Please circle the correct response).

Gender

Female	1
Male	2

Race

Asian	1
Black	2
Coloured	3
White	4

What is your age? (years)

Which year of study are you currently in?

First year	1
Second year	2
Third year	3
Fourth year/ Honours	4
Master's	5

* Sources: Gelmon, S. et al (2001). *Assessing Service-Learning and Civic Engagement: Principles and Techniques*. Providence, RI: Campus Compact; Reeb, R.N. et al (1998). The Community Service Self-efficacy Scale: Evidence of Reliability, Construct Validity and Pragmatic Utility. In *Michigan Journal of Community Service-Learning*.

Name of service agency or service provider you worked with this during the course (where appropriate):

YOUR UNDERSTANDING OF SERVICE-LEARNING

Please provide your understanding of service-learning by completing the sentence below
I understand 'service-learning' to be

.....

YOUR EXPERIENCES OF THE COURSE

We would like to hear about your experiences of the course in which you are enrolled. *Please indicate your level of agreement with each of the statements below.*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
I learnt from the community in which I worked	1	2	3	4	5	6
The community benefited from the work I did	1	2	3	4	5	6
The service provider benefited from the work I did	1	2	3	4	5	6
This service-learning course took more of my time than other courses	1	2	3	4	5	6
This service-learning course cost me more money than other courses	1	2	3	4	5	6
This service-learning course required much more work than other courses	1	2	3	4	5	6

Do you think the course was well-planned?

Yes	1	No	2
-----	---	----	---

Explain your answer

.....

.....

What new knowledge, skills and/or attitudes did you gain through participating in the course?

Specify what these are

.....

Do you think the service provider involved in this course benefited from the course as was intended at the beginning of the course?

Yes	1
No	2
Don't know	3
No service provider	4

If **yes**, describe how the service provider benefited. If **no**, why not?

.....

.....

.....

Do you think the community members involved in this course benefited from the course as was intended?

Yes	1
No	2
Don't know	3
No community	4

If **yes**, describe how the community members benefited. If **no**, why not?

.....

.....

.....

Were you given clear rules and guidelines for working in the community?

Yes	1	No	2
-----	---	----	---

If yes, specify what these rules are (at least the three most important rules).

.....

.....

What kind of preparation did you receive for working with the community?

Specify:

.....

Do you think the assessment of this service-learning course was different from that of other courses?

Yes	1	No	2
-----	---	----	---

If **yes**, specify how

.....

Finally, please add any other comments (feelings, concerns, opinions; difficulties) you have about the course you have just completed.

.....

Thank you for your insights regarding service-learning!

Review of Planned Activity and Key Characteristics of Service-Learning

Programme/ course _____ Code _____

Programme coordinator _____ Duration of S-L (weeks) _____

Actual dates when students will be in the community _____

Year/ level of students _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

NB: Module template that includes learning outcomes and assessment criteria must be attached.

Key Characteristics of S-L	Alignment of planned activity		Reviewers' comments/ Improvements to be made
	Yes	No	
1. The community and the students are beneficiaries of the activity.			
2. The emphasis of the activity is on service and learning.			
3. Community needs have been established and evidence is available.			
4. The activity is appropriate for the community's needs.			
5. The learning outcomes are clearly documented and are achievable.			
6. Structured reflection is an integral aspect of learning and assessment.			
7. The implementation of the course is feasible.			
8. The criteria for placement of students in the community are explicit.			
9. The students are at an appropriate level of study for the S-L module/ course.			

Approved: _____

Date:

Feedback from Service-Learning Partners: (a) Community (b) Service Provider

Programme/ course _____ Code _____

Programme coordinator _____ Duration of S-L (weeks) _____

Dates for S-L _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

It may be more productive to arrange a focus group meeting for the partners and to initiate discussion around the following themes:

1. To what extent has reciprocity been a key feature of the partnership?
2. In what way does the HEI ensure equality and equity in the partnership(s)?
3. To what extent have partnerships been formalised through 'contractual' agreements for mutual benefit?
4. To what extent does the service-learning programme involve collaborative conceptualisation of programme objectives with all partners?
5. To what extent were you involved in the teaching, learning and assessment of the students?
6. What indicators of success have been agreed by all partners?
7. To what extent have these indicators been useful? Not useful?
8. What alternative indicators would you suggest?

Focus group conducted by:

Date on which focus group conducted:

Report on focus group meeting submitted to:

Date on which report was received:

Student Evaluation of Service-Learning Experience

Programme/ course _____ Code _____

Programme coordinator _____ Duration of S-L (weeks) _____

Year _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

The information required may be synthesised from the students' reflective journals. It will be useful for you to cluster the information under specific headings, for example:

1. To what extent did the academic department prepare you for S-L?
2. In what ways was your learning enhanced through community interaction?
3. What are your perceptions of the benefits the community derived from the S-L experience?
4. What are your views on the knowledge and skills needed for participation in S-L?
5. How were your knowledge and skills enhanced?
6. How did the department guide you in the structured reflection on the S-L experience?
7. To what extent did you achieve the learning outcomes for this module?
8. To what extent is there a relationship between the learning outcomes, the assessment and the actual S-L experience?

Staff Evaluation of Service-Learning Module/ Course

Programme/ course _____ Code _____

Programme coordinator _____ Duration of S-L (weeks) _____

Year _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

1. What are the key points emerging from the students' reflective journals with regard to:
 - 1.1 Achievement of the learning outcomes?
 - 1.2 Achievement of the critical cross-field outcomes (as identified by the department when planning the S-L)?
2. To what extent is there alignment of the assessment with the learning outcomes and the assessment criteria?
3. What are the views of the other partners regarding the assessment of S-L?
4. What are the implications of these comments with regard to short-, medium- and long-term planning?
5. What are the good practices that may be celebrated and/or disseminated?

Checklist for Review of Service-Learning Site Selection

Programme/ course _____ Code _____

Programme coordinator _____

Duration of S-L (weeks) _____

Year _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

1. To what extent are rules and guidelines for the placement of students in the community implementable?
2. What informed the selection of this site for the S-L experience?
3. To what extent was there alignment between the S-L outcomes and the placement site?
4. Comment on the effectiveness of communication between the S-L partners.*

* Requires the gathering of information from partners e.g. focus group meetings.

Module Review Reports *

Programme/ course _____ Code _____

Programme coordinator _____

Duration of S-L (weeks)_____

Year _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

Prepare a reflective account that addresses, *inter alia*, the following:

1. Preparation of students prior to S-L;
2. The appropriateness of the S-L site for the learning outcomes and assessment criteria of the module;
3. The alignment between the mission of the department and the rationale for implementing S-L;
4. Assessment of learning outcomes – appropriateness, participation of partners, alignment with assessment criteria;
5. Indicators of successful achievement of learning outcomes;
6. Adequacy of resource provision for module delivery;
7. Provision of opportunities for capacity building for staff and S-L partners;
8. Availability of guidelines to facilitate the development and/or strengthening of the partnership; and
9. Availability of guidelines for the capacity building of students.

Based on the above, develop an improvement plan for the module.

* The report is a reflective summation of all the data gathered.

Report: Focus Group Meeting (a) Community (b) Service Provider and (c) Students

Programme/ course _____ Code _____

Programme coordinator _____

Duration of S-L (weeks) _____

Year _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

This *pro forma* may be used to design an instrument for gathering information on, for example, communication:

1. To what extent did the HEI/ department implement mechanisms to facilitate communication among all parties?
2. To what extent were these mechanisms successful? Not successful?
3. What are the challenges with regard to communication?
4. What are the recommended strategies for improvement?

Self-evaluation Report: Service-Learning

Programme/ course _____ Code _____

Programme coordinator _____

Duration of S-L (weeks) _____

Year _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

This is a reflective account of the entire S-L programme for the evaluation at the end of the cycle. Such a report includes, *inter alia*, a reflective account of:

1. Departmental mission and alignment with institutional mission (fitness for purpose);
2. Rationale for S-L in the context of institutional mission and national goals (fitness for and of purpose);
3. Institutional support for S-L with regard to resources, capacity building, policies and procedures;
4. Appropriateness of existing resources and capacity; and
5. Recommendations for improvement (see Appendix S).

Template for Improvement Plan

Programme/ course _____ Code _____

Programme coordinator _____

Duration of S-L (weeks) _____

Year _____ No. of students _____

Partners: 1) Community _____

2) Service provider _____

Recommendations	Tasks and sub-tasks for implementation of recommendations	Responsibility	Timeframe for completion	Resources required/ available	Comments

S-L Coordinator _____

Date _____

Head of Department/ School _____

Date _____

South African Legislation Relevant to Risk Management in Service-Learning

CONSTITUTION, 1996:

The Constitution of South Africa guarantees all citizens a range of human rights. These can be identified in Chapter 2: Bill of Rights, which speaks among others things about human dignity, equality and freedom and security of person. This is relevant, as students are able to realise a number of rights. www.polity.org.za/html/govdocs/constitution/saconst.html?rebookmark=1

BASIC CONDITIONS OF EMPLOYMENT ACT, 75 OF 1997:

“To give effect to the right to fair labour practices referred to in section 23(1) of the Constitution by establishing and making provision for the regulation of basic conditions of employment; and thereby to comply with the obligations of the Republic as a member state of the International Labour Organisation; and to provide for matters connected therewith.”

www.workinfo.com/free/Sub_for_legres/Data/bcea1998.htm

COMPENSATION FOR INJURIES AND DISEASES ACT (COIDA), 130 OF 1993:

“COIDA regulates compensation payable to an employee (or her/ his dependents) as a result of work-related illnesses, injuries or death as the case may be.” (Schoeman and Taylor, 2005)

EMPLOYMENT EQUITY ACT, 55 OF 1998:

“The Employment Equity Act 55 of 1998 (EEA) is concerned with ensuring equality at the work place and the elimination of unfair discrimination. In addition thereto, it implements affirmative action in respect of designated employers.” (Schoeman and Taylor, 2005)

LABOUR RELATIONS ACT, 66 OF 1995:

“The Labour Relations Act 66 of 1995 is primarily concerned with the promotion of economic development, social justice and the peaceful regulation of labour relations, which regulates both the individual and collective relationship between the employer and the employee.” (Schoeman and Taylor, 2005)

OCCUPATIONAL HEALTH AND SAFETY ACT (OHSA), 29 OF 1997:

“The main purpose of OSHA is to provide a framework to prevent accidents at the workplace and to maintain health and safety standards. The Act is applicable to three categories of people: (i) employees at work; (ii) users of plant and machinery; and (iii) persons who are not at the workplace, but whose health and safety is affected by the activities of the employer.” (Schoeman and Taylor, 2005)

LONG-TERM INSURANCE ACT, 52 OF 1998:

“To provide for the registration of long-term insurers; for the control of certain activities of long-term insurers and intermediaries; and for matters connected therewith.” www.polity.org.za/html/govdocs/legislation/1998/act98-052.html?rebookmark=1

ROAD ACCIDENT FUND ACT, 56 OF 1996:

“To provide establishment of a road accident fund with the objective that the fund shall be the payment of compensation in accordance with this Act for loss or damage wrongfully caused by the driving of motor vehicles.” www.santam.co.za/FAIS/RPL/RAF%20Act%201996.pdf