

Service-Learning and Research Scheme (SLRS) 2009-2010

Student Guideline

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1. General Framework of the Service-Learning and Research Scheme (SLRS) at Lingnan University

1.1 Statement of Principles

Service-learning is a concept that imparts practical meaning to Lingnan University's long-standing motto, "Education for Service". It is a pedagogy that is manifested first and foremost in providing tangible assistance to others that involves a reflective element for student participants. Service-learning reflects a whole-person approach to education. It is designed to provide students with a valuable educational tool, while at the same time deliver a meaningful service to individuals. Lingnan University has traditionally stressed both academic excellence and outstanding service which cannot be actualized solely within the confines of an ivory tower. Individuals find fulfillment not in isolation, but rather in a social context; thus Service-Learning seeks to provide a vital link between the university and the community.

1.2 What Is Service-Learning?

Service-learning combines rigorous academic study with voluntary community service. The service performed by students illustrates and reinforces their academic study through the process of critical thought and self-reflection. Service-learning involves a constant interaction between three main stakeholders: the students, the relevant service agencies and the service targets.

The service performed may involve a wide range of activities, including knowledge delivery, community development, tackling social or environmental issues, or any activities that contribute to the well-being of individuals and communities.

The academic study may focus on a wide range of Lingnan's disciplines including humanities, business administration, social sciences and other majors. The activities are carried out by students on a voluntary basis with close cooperation by faculty members and social service agencies. Unlike field studies or internships, Service-Learning requires the active participation of students and it imparts the critical elements of reflection and analysis.

Service-learning is distinct from what has been referred to as "community service" in two significant ways. First, Service-Learning requires students to have some understanding of the overall mission, structure and governance of the scheme. In addition, students are expected to take an active role in serving the community and possibly gain an appreciation from other sectors. Second, there is a cooperative relationship whereby students learn from the social service agencies and service targets within the community, and in turn students aid the needs of the service targets.

1.3 Where and How Is Service-Learning Practiced?

An increasing number of universities and colleges around the world have been incorporating the concept of Service-Learning into their modes of study. These programs are not conforming to one established model; instead, they are being adapted to meet the specific educational needs of each institution and have great flexibility in operation.

While there is no particular ideological pattern for these programs, Service-Learning is often carried out on the departmental level as an elective course. This may include an element of Service-Learning as a part of the requirements for a given course. Service-learning may also be carried out on an inter-disciplinary basis, or even as a mode of independent study.

The establishment of the Office of Service-Learning (OSL) offers real-life opportunities for students to apply the knowledge and skills that they have gained from course work into the community and integrate useful knowledge into practice. Students' personal growth, self-fulfillment and satisfaction are expected to be enhanced after joining the SLRS.

Lingnan University's Service-Learning program was designed to develop students' motivation and cultivate their life skills through actively assisting those individuals in need including the elderly, high-risk youth, ethnic minorities, migrant workers and people with specific medical needs.

1.4 Principles of Good Practice

The most well-designed and executed Service-Learning scheme ensures that:

- There is reciprocity between the social service agencies' supervisors, course instructors, service targets, and students from Lingnan University. Their relationships are based on mutual respect and trust.
 - The learning is rigorous, sound and appropriate to the needs and academic level of the students involved. Any studies undertaken do not entail sweeping assumptions or foregone conclusions; instead, the program of study is based on the spirit of academic inquiry and exposes students to a wide range of viewpoints. Students are encouraged to examine critically any theories or viewpoints in the light of their own service experience.
 - The service is truly beneficial to the service target and the agency. The type of service activity performed, the amount of time spent and the quality of work done must be of value to the service target.
 - There must be a clear connection between the program of study and the service activity.
 - The opportunity for analysis and reflection is structured; for example, students may be required to keep regular entries in their log sheets of their day-to-day service activities
-
- Support services are provided to students in the preparation and execution of the service; meaning that students are properly prepared for the activities and that they are given continuous help in terms of advice and practical matters such as safety and health care.

1.5 Measuring the Effectiveness of the SLRS

In order to measure the effectiveness of the SLRS, a validated evaluative instrument should be developed to measure students' learning outcomes in terms of their subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills and research skills. Throughout the participation in the SLRS, it is believed that both course instructors and social service agencies can benefit from the programs; the former can have a new and innovative approach to teaching and the latter can be benefited by having more manpower to support their daily operations. The pilot test in 2004-2005 proved that the SLRS had substantial impacts on the community in terms of enhancing social solidarity and building up social responsibility and the leadership role of Lingnan University.

As a pilot scheme of the first semester of 2004-2005, an action research methodology was used to measure the effectiveness of the SLRS in three Service-Learning modes (the details of the evaluation were outlined in the Evaluation Protocol). The advantage of adopting an action research approach is to enable a greater flexibility in program implementation and modification of the design throughout the research.

2. The Roles and Responsibilities of Students

2.1 General Description

This section presents the major duties that students will be required to undertake during the Service-Learning program.

2.2 Roles of Students

The OSL facilitates partnerships between three parties: course instructors, students, and social service agency supervisors. In order for Service-Learning partnerships to be effective and beneficial for all parties involved, students are required to abide by the following regulations:

- Students are expected to get fully involved in the Service-Learning process and follow course instructors' guidelines in finishing all required work.
- Students are expected to follow the agency's practice with respect to working hours, dress code, and general professional behavior.
- Students should pay attention in handling personal and confidential information, and ensure it is being used for academic purposes only.
- Students should respect service users' privacy. Students must obtain prior written consent for the use of any video/audio learning aids.

2.3 Pre-practicum Stage

2.3.1 Orientation

There are two types of orientations required for all students:

- **Course orientation:** This is designed to give students an overview of the community services, medical care settings and the facilities/centers of which they would be working. It includes information concerning students' obligations and expectations to physically and psychologically prepare student for service practicum. Students are to understand the values, skills and knowledge required in community service as well as recognize the importance of privacy of personal data which requires signed disclosure consent (Please refer to *Service-Learning and Research Scheme: The Lingnan Model*, Appendix 11 for English version and Appendix 12 for Chinese version)
- **Agency orientation:** This orientation enables students to gain a better understanding of their designated agency. Prior to service, students should understand the basic functions and background of the agency and its role in the community.

The objectives of the orientation for students are:

- To understand the role and responsibilities of students in the Service-Learning process.
- To understand the community service settings.
- To understand the core roles and expected level of competence of the courses, agencies and the OSL and the assessment mechanism.

2.3.2 Training Workshops

There are two kinds of training workshops--Leadership Training Workshops organized by OSL and Specific Training Workshops conducted by service agencies (if any) . Students are required to attend the Leadership Training Workshop to learn and practice appropriate, service-provision attitudes and skills such as leadership skills, organization skills, communication skills and social competence in service agency, medical care, and laboratory settings. Students are necessary to join the Specific Training Workshops* (e.g., social sciences research skills and service-related skills) to enhance Service-Learning practicum. These workshops seek to increase student confidence and better equip students with necessary practicum skills and competencies with the following objectives:

- To understand the meaning and significance of service practicum.
- To acquire essential communication and problem-solving skills needed during the service process.
- To develop greater sensitivity towards service targets.
- To formulate learning objectives to discuss with agency supervisors during site visits.

* *Specific training workshops will be arranged by correspondent service agencies in some Service-Learning programs*

2.4 Service-Learning Agreement

It is essential for students to identify what they expect to learn and accomplish throughout the Service-Learning program. The Service-Learning Agreement serves as a tool for self-directed learning since it is planned by each student to accommodate individual needs, vision and development expectations.

2.5 Implementation of Community Service

During the practicum period, students might be asked to perform tasks similar to general program assistants. A minimum of one and half hours per week are devoted to supervision, group discussion or the equivalent. The performance of students is mainly assessed by the course instructors. Students are required to complete tasks throughout the service practicum in Modes 2 and 3 (please refer to 2.5.5). Major tasks to be undertaken by students include:

2.5.1 Service Proposal

The Service Proposal guides student practicum. Students should submit a proposal outline to program coordinators and discuss with agency supervisors before attending the agency orientation. Ask “WH” questions during program preparations to channel learning objectives:

- *What* are the clear objectives?
- *How* are these objectives justified?
- *How* and *where* can these objectives be fulfilled?
- *When* will the program be completed?

Prior to beginning work at the agency, a course instructor approved Service Proposal is required. Students must state clearly the time schedule, budget plans, and progress reports. The finalized proposal should be submitted prior to the first consultation meeting. The proposal must include:

- Rationale and objectives of the task.
- Target service users of the task.
- Brief description of the task.
- Theories, methodologies, specific knowledge and skills to be applied.
- Tentative plan with proposed intervention.
- Time, venue, manpower, budget and resources needed for the task.
- Expectations of learning opportunities, objectives and outcomes.
- Limitations and solutions, if any.
- Evaluation form for obtaining feedback from service users.

* Please refer to Appendix 3 for “Program Proposal template”.

2.5.2 Consultation Meetings

In order to understand the progress, program coordinators will conduct two consultation meetings at the beginning and the middle of practicum. Students are required to attend the meetings with their course instructors. Each group should provide 3-5 available meeting dates and times to program coordinators. During the consultation meetings, students are expected to report their progress and any difficulties. The course instructors will guide students to link

practicum experience with academic knowledge while the program coordinators assess logistic needs and offer relevant support. Students are also welcome to contact the program coordinators and their course instructors regularly for further advice. The purposes of the two consultation meetings are as follows:

- 1st consultation
 - Submit program proposal
 - Report program progress
 - Discuss initial linkage between service & academic knowledge
- 2nd consultation
 - Report program progress
 - Submit written linkage between service & academic knowledge

In order to facilitate a better communication in the consultation meetings, students should talk about their program progress, observations and feelings and how they have linked up their academic knowledge with the service practicum. For better preparation, please find the following guidelines.

Guidelines for preparing consultation meetings

1st meeting preparation	Details
Prepare program proposal	<ul style="list-style-type: none"> ● How is the program progress? ● What are the plans for the coming activities? ● What are the purposes of the program? ● What are your group / individual learning objectives?
Prepare log sheet	<ul style="list-style-type: none"> ● What have you done in the orientation / activities? ● How did the participants feel? Was there any feedback from them? ● Do you have any feeling or special experience gained from the activities? ● Do you have any observation that can be linked up with your course?
Prepare evaluation notes	<ul style="list-style-type: none"> ● Have you held debriefing after each activity? ● Was there anything that you think you did well? ● Was there anything that you can improve?
Explore the linkage between service practicum and academic knowledge	<ul style="list-style-type: none"> ● Is there any theories / methodologies / academic knowledge that you can apply in the program?
2nd meeting preparation	Details
Prepare log sheet	<ul style="list-style-type: none"> ● What have you done in the orientation / activities? ● How did the participants feel? Was there any feedback from them? ● Do you have any feeling or special experience gained from the activities? ● Do you have any observation that can be linked up with your course?
Prepare evaluation notes	<ul style="list-style-type: none"> ● Have you held debriefing after each activity? ● Was there anything that you think you did well? ● Was there anything that you can improve?
Prepare written outline of the group report and reflective essay	<ul style="list-style-type: none"> ● Do you have any observation that can link up with your academic knowledge? ● Which area(s) you would like to focus on your group report and reflective essay?
Evaluate program effectiveness	<ul style="list-style-type: none"> ● Have you achieved the program objectives? ● Have you achieved your learning objectives? ● Have you collected any feedbacks from participants?

2.5.3 Service Practicum

There are three forms of service practicum (Please refer to Appendix 1):

- One-to-one work
- Group work
- Community programs

2.5.4 Weekly Records (Reflective Diary)

Recording experiences is essential to reflection as students are provided the space to summarize and analyze program and personal progress. Each student will receive their own Service-Learning log sheet for weekly entries.

* Please refer to Appendix 5 for Reflective Diary

2.5.5 Written Work

A student's practicum evaluation report is an important part of self-assessment as it provides students the opportunity to review their experiential learning progress through analysis of personal learning objectives and volunteer development supported by theories learned in class. Learning experiences are reviewed on the basis of learning agreements.

- Mode 1: Community-based ILP Mode
Course instructors are required to sign weekly log sheets and assignments; no specific report needs to be submitted.
- Mode 2: Partially Integrated Course Mode (PICM)**
Students are required to submit the service practicum proposal and report.
- Mode 3: Fully Integrated Course Mode (FICM)
Year-based: Students are required to submit the research proposal and senior thesis.
Summer-based: Students are required to submit the service practicum proposal and report.

**Most students in our program are in Mode 2.

Group Report Required Elements

- Introduction
- Background information about service agency
- Description of conducted service or activities organized
- Evaluation of conducted service or program
- Budget plan
- Limitations
- Recommendations
- Conclusion
- Connections between service experience and course work

Reflective Essay Required Elements

- Brief description of service experience
- Feelings about the service, service targets and service agency
- Academic theories related to service experience
- Experiences and reflections throughout service period
- Overall reflection composed of Service-Learning experience

Remarks: It is for reference only. Please refer to the requirement of course instructors (if any)

2.5.6 Logistic Support

Some logistic support may be needed during the service practicum. Agency supervisors will provide basic facilities and support for students. On-campus program coordinators are also available to students and may be contacted in the following ways:

Inquiry Topic	Protocol	Remarks
Mass e-mail sending	Forward an email in English version and /or Chinese version (if necessary) to osL@Ln.edu.hk before 3 working days.	Please check information carefully.
Venue booking	Send an e-mail to osL@Ln.edu.hk at least two weeks in advance with the following information: <ul style="list-style-type: none"> • Contact information (i.e. group name, contact person, phone number, e-mail) • Date • Time • Venue (size needed) • Number of users • Purpose • Additional materials / equipment needed 	OSL General Office- (Rm 322, NAB)
I. T. equipment booking	Fill in the “User Request Form” at the OSL General Office. Submit the completed form with OSL approval to I.T.S.C. directly.	General Office (I.T.S.C.) - MB 401, Main Building, Lingnan University, Tuen Mun
Other materials booking (e.g. Service-Learning Publications, Digital Video, Digital Camera, Stationery)	List out the items and quantity needed and email to OSL email address at least 5 working day in advance.	Rules & Regulations: Subjected to form requirements.
Expense Reimbursement (Maxi HK\$500)	Fill in the Reimbursement & Transportation Allowance Claim Form (Appendix 6) and attach official expense receipts on A4 paper.	Money will be automatically deposited to the given account number
Transportation Allowance (HK\$100)	ONLY students who need to visit the agency over 8 times and attended all the S-L related activities e.g. training, consultations, etc can claim the transportation allowance	For transportation allowance, please make sure that you have given the account number to university before (You can check it from the banner system)

OSL General Office working hours is from 0900-1230, 1400-1730 (Mon-Fri).

2.5.7 Financial Fund

Generally, sponsorship will be provided by service agencies for students activities. Students can also apply for financial funding from OSL if necessary. Except for special circumstances, each group can be sponsored up to HKD\$500. If students choose to have a poster presentation for the report-back seminar, a maximum of \$150 will be subsidized for this alone. Students should submit all receipts (original copies with a simple financial report) to the OSL General Office at the end of the program.

2.6 Assessment

2.6.1 Students' self-evaluation

Students are required to submit pre- and post-test questionnaires in Modes 2 and 3, and mid-term and final self-evaluation reports in Mode 3, in order to show what they have learnt and how they have developed.

2.6.2 Course instructors' evaluation

Course instructors have the authority to decide whether or not students have met the learning objectives and assign relevant grades. Continuous assessment will be carried out based on students' performance throughout the practicum period. Different kinds of assessment will be used by the course instructor. Students should work according to the instructions of the course instructors through the whole process.

2.6.3 Social service agencies' assessment

Agency representatives will review student performance via questionnaires as well as mid-term and final evaluation forms.

2.6.4 Program coordinators' evaluation

Program coordinators will review the implementation process through evaluation questionnaires. An evaluation of the SLRS is built into the current programs. Students are required to complete all of the following:

- Pre-test questionnaire;
- Reflective Diary;
- Post-test questionnaire;

2.6.5 Overall assessment criteria

The overall assessment criteria are based on the following six learning domains:

- Subject-related knowledge
- Communication skills
- Organizational skills
- Social competence
- Problem-solving skills
- Research skills

2.7 Miscellaneous

2.7.1 Failure in the service practicum

A student who fails the course must retake it or take a suitable substitute course approved in writing by the department concerned.

2.7.2 Absence from the service practicum

If students was absent from the service practicum deal to health reasons or any other emergencies, they should inform and seek approval from course instructors, service supervisors and officers at OSL.

2.7.3 Grading system

Performance of students is graded in both Modes 2 and 3. Grades are awarded according to the grading system of Lingnan University.

2.7.4 Appeal mechanism

Grades and reassessment are governed by the same regulations issued from Lingnan University:

- A student might appeal to the Registrar for a review of grades. The Registrar would then refer the appeal to the Program Director/Head of Academic Unit concerned, who would inform the subject teacher. The Program Director/Head of Academic Unit would return the result of the review to the Registrar, who would then inform the student.
- A student might appeal to the Registrar for a reassessment. The Registrar would then refer the appeal to the Program Director/Head of Academic Unit concerned. The Program Director/Head of Academic Unit would return the result of the reassessment to the Registrar, who would then inform the student.
- An appeal for review or reassessment requires a deposit, which would be refunded only if the appeal results in upgrading.
- Appeals must be made within 5 working days from the release of preliminary examination results.
- Results of appeals would be determined within 7 working days from the day when the application is lodged.

(Source: Part VII: Regulations Governing University Examinations pg. 273-288, Lingnan University Calendar 2004-2005.)

3. Schedules

3.1 Time Schedule for SLRS 2nd Semester, 2009-2010

Time Schedule	Tasks
11 th – 15 th Jan, 2010	● S-L Program recruitment and Add-drop period
18 th – 29 th Jan, 2010	● Agency Orientation – Site visit ¹
25 th Jan, 2010	● Briefing of S-L Leadership Training
30 th Jan, 2010	● S-L Leadership Training ² (AYP / Boy's Brigade Adventure Training)
Jan - Apr, 2010	● Service Practicum (Minimum service hours: 30 ³) ● Specific Training Workshops ³
1 st – 5 th Mar, 2010#	● 1 st Consultation Meeting
24 th Mar, 2010	● Reflective Meeting ⁴ (BSS students only)
7 th – 13 th Apr, 2010#	● 2 nd Consultation Meeting
26 th Apr, 2010 (BBA) 10 th May, 2010 (BSS & BA)	● Report-back Celebration ⁵

The schedule dates are for BSS and BA courses ONLY. For BBA courses, please refer to course outline for the consultation schedule.

¹ Please prepare program plan and service practicum schedule before attending

² Compulsory for all students who joined Service-Learning programs

³ Including leadership training workshop, specific training workshops, agency visit, consultation meetings, reflective meeting, preparation time and activity hours. Please refer to the program information sheet for the details of service hours.

³ Specific training might be held by agency if necessary

⁴ Compulsory for BSS courses, Optional for BBA and BA courses

⁵ The format of presentation can be in either Panel or Poster

3.2 Timeline for Documents Submission

Submission Date	Item	Remark
11 th – 18 th Jan, 2010	Enrollment Form cum Pre-test Questionnaire	Appendix 1
	Grouping Form	Appendix 2
18 th – 29 th Jan, 2010	Program Proposal (if applicable)	Appendix 3 (Proposal template)
23 rd Apr, 2010 #	✧ Attendance Sheet	Appendix 4
	✧ Reflective Diary	Appendix 5
	✧ Reimbursement & Transportation Allowance Claim Form	Appendix 6
	✧ Service Target Record	Appendix 7
	✧ Post-test Questionnaire	Appendix 8
	✧ Agency Evaluation Score (For student's reference only)	Appendix 9
	✧ Individual Reflection Essay #	2,000 – 3,000 words #
	✧ Group Report #	Around 20 pages #

Please refer to the course outlines for specific requirements.

3.3 Details of Training Workshops & Seminars

Training Workshops

Time Schedule	Tasks	Targets
<p>Date: 25 Jan, 2010 (Mon)</p> <p>Time: 4:45-5:30pm</p>	<p>1. Briefing of Service-Learning Leadership Training</p> <ul style="list-style-type: none"> - Goal setting - Reminders about training <p>Venue: GEG02</p>	<p>Compulsory for all Service-Learning students</p>
<p>Date: 30 Jan, 2010 (Sat)</p> <p>Time: 9:00am-7:00 pm</p>	<p>2a. Service-Learning Leadership Training</p> <ul style="list-style-type: none"> - Briefing of SLRS - Team building activities <p>Venue: The Hong Kong Award for Young People, Duke of Edinburgh Training Camp - www.ayp.org.hk</p> <p>Gathering Time & Place: 8:00am at LU Main Entrance</p>	<p>Compulsory for all Service-Learning students</p>
<p>Date: 30 Jan, 2010 (Sat)</p> <p>Time: 9:30am-5:30 pm</p>	<p>2b. Service-Learning Leadership Training</p> <ul style="list-style-type: none"> - Briefing of SLRS - Team building activities <p>Venue: Anchor House, The Boys' Brigade, Ma Wan Park Noah's Ark - www.bbhk.org.hk</p> <p>Gathering Time & Place: 8:30am at LU North Gate</p> <p><i>(Remarks: For those who absent without prior approval, HK\$250 will be charged for training fee)</i></p>	<p>Compulsory for all Service-Learning students</p>
<p>Date: 24 Mar, 2010 (Wed)</p> <p>Time: 6:30 - 8:30pm (Dinner will be included)</p>	<p>2. Reflective Meeting</p> <ul style="list-style-type: none"> - reflection - group discussion <p>Venue: Art Gallery</p>	<p>Compulsory for All BSS Courses;</p> <p>Optional for BBA & BA Courses</p>

20. Have you participated in Service-Learning before? If so, what was your previous program?

No.

Yes. I have participated in S-L program for _____ times.

The previous program was/were: _____

21. Why do you choose to participate in SLRS?

22. What do you expect to learn through SLRS?

23. Which region below do you prefer to conduct Service-Learning program if you are selected to be an outstanding Service-Learning student? Why?

Yunnan

Taiwan

Guangzhou

Beijing

USA

B. Service Practicum

Please put a '√' in the following box to indicate your S-L Program (*according to your relevant course*).

BUS301 Strategic Management Sec.1	<input type="checkbox"/> Crossroads Foundation :Crossroads Foundation Strategic Management Program (國際十字路會策略發展計劃) (LCCP- Social Enterprise Program)
BUS301 Strategic Management Sec.2	<input type="checkbox"/> Association for Engineering and Medical Volunteer Services – The Endeavor : Strategic Planning on Gardening (園藝策略發展計劃) (LCCP- Social Enterprise Program)
SOC203 Social Gerontology	<input type="checkbox"/> TWGHs (Tai Tung Pui Care and Attention Home): Life Story Album (生命故事錄) (LCCP – Elderly Program) <input type="checkbox"/> NAAC Fu Tai Neighbourhood Elderly Centre : Be a Happy Person Program (開心快活人) (LCCP – Elderly Program (Inter-generational) Program) <input type="checkbox"/> NAAC Tin Shui Neighbourhood Elderly Centre : Happy 1+1 Program (開心 1+1 計劃) (LCCP – Elderly Program)
SOC204 Society and Social Change	<input type="checkbox"/> Elder Academy at Lingnan: Healthy Tai Chi of the New Generation (長青健康新一代) (LSLEP – Health Care Research Program) <input type="checkbox"/> International Social Service Hong Kong Branch: Cross Boundary & Inter-country Casework Service (跨境及國際個案工作服務) (LCCP – Family’s Program)

	<input type="checkbox"/> Lingnan Primary School : Language Fun (語言加點 FUN) (LCCP – Youth-Elderly Program) <input type="checkbox"/> Lingnan Hang Yee Memorial Secondary School : Vanguard Training Program (中二先鋒領袖計劃) (LCCP – Youth-Elderly Program) <input type="checkbox"/> S. R. B. C. E. P. S. A Lee Yat Ngok Memorial Primary School: Digital Classroom Project (網上交流「悅」讀計劃) (LCCP – Youth Program)
SOC330 Crime and Delinquency	<input type="checkbox"/> The Hong Kong Federation of Youth Groups: Befriending Scheme (友情 SUN 天地) (LCCP – Youth Program) <input type="checkbox"/> The Hong Kong Police Force : Drugs Fighters (無「毒」友偶) (LCCP – Youth Program) <input type="checkbox"/> The Hong Kong Police Force : Facebook Crime (面書面面觀) (LCCP – Youth Program)
SOC333 Health, Illness and Behaviour	<input type="checkbox"/> Tsung Tsin College : Health Frontiers in Tuen Mun (健康 TWINS 計劃) (LHCP – Health Education Program)
SLP101 Community Engagement through Service-Learning	<input type="checkbox"/> TWGHs (Tai Tung Pui DAC cum Hostel): Sports & Artworks Program (活力無限藝術之旅) (LHCP – Rehabilitation Educational Program) <input type="checkbox"/> ELCHK Tin Shui Wai Integrated Youth Service Centre : Youth Companion Program (「動力伙伴」計劃) (LCCP – Youth Program)
VIS255 Art and Well Being	<input type="checkbox"/> Art for All: Holistic Community Artist Training Project (社區藝術家全面培訓計劃) (LCCP – Art Program)
CUS 203 Practicum in Cultural Criticism	<input type="checkbox"/> Hong Kong Arts Festival Society Limited : Hong Kong Arts Festival Program (香港藝術節計劃) (LCCP – Art Program)
CUS215 Gender, Sexuality & Cultural Politics	<input type="checkbox"/> Life in Harmony Limited: Food & Environmental Protection Promotion Project (飲食環保齊推廣) (LCCP – Educational Program) <input type="checkbox"/> Zi Teng : Zi Teng's Research Program (紫藤研究多面睇) (LCCP – Community Program) <input type="checkbox"/> GreenWise: Women Environmental Protection Program (婦女環保計劃) (LCCP – Educational Program)
CUS310 Media, Culture and Society	<input type="checkbox"/> Tuen Mun Healthy City Limited: Video on Health Promotion in Tuen Mun (健康推廣在屯門巡禮) (LHCP – Educational Program) <input type="checkbox"/> The Hong Kong Federation of Youth Groups: Anti-drug Video Production Program (禁毒影片大製作) (LCCP – Educational Program) <input type="checkbox"/> The Salvation Army Hong Kong & Macau Command, Tuen Mun East Integrated Service : South Asian Express (南亞資訊) (LCCP – Community Program)

C. Pre-test Questionnaire: Overall Evaluation of the Program

The Service-Learning and Research Scheme (SLRS) is designed to support the development of university-wide Service-Learning Programs (SLP) at Lingnan University and enhance students' learning abilities through community services. The aim of this questionnaire is to evaluate your learning efficacy and outcomes throughout SLRS participation. The questionnaire is set in a pre-test and post-test basis. You are requested to administrate the questionnaire based on your current situations. There are no right or wrong answers. Your responses will be used to evaluate the overall impacts of the SLRS to suggest future program improvements. Thank you!

Please circle the appropriate scores (1=least competent, 10=very competent) to indicate your learning abilities in the following aspects.

Items	Score									
	1	2	3	4	5	6	7	8	9	10
1. Subject-related knowledge (Overall)										
i) I am able to describe the nature of strategic management and its value for modern business, with particular emphasis on the globalization of modern business and external demands for corporate social responsibility and ethical practices.	1	2	3	4	5	6	7	8	9	10
ii) I am able to explain the basic concepts, principles and practices associated with strategy formulation and implementation.	1	2	3	4	5	6	7	8	9	10
iii) I am able to apply knowledge gained in other courses to the formulation and implementation of strategy from holistic and cross-functional perspectives.	1	2	3	4	5	6	7	8	9	10
iv) I am able to analyze and evaluate critically real life company situations and develop creative solutions, using a strategic management perspective.	1	2	3	4	5	6	7	8	9	10
v) I am able to present a credible business case in a team setting.	1	2	3	4	5	6	7	8	9	10
2. I am tense and nervous while participating in group discussions with peers / agencies / instructors / coordinators	1	2	3	4	5	6	7	8	9	10
3. Generally, I am comfortable while participating in a discussion with peers / agencies / instructors / coordinators	1	2	3	4	5	6	7	8	9	10
4. Presentation in front of peers / agencies / instructors/ coordinators usually makes me uncomfortable	1	2	3	4	5	6	7	8	9	10
5. I feel relaxed while talking with others	1	2	3	4	5	6	7	8	9	10
6. I will evaluate myself when an activity is completed	1	2	3	4	5	6	7	8	9	10
7. I have good time management skills	1	2	3	4	5	6	7	8	9	10
8. I can work independently on case work	1	2	3	4	5	6	7	8	9	10
9. I know how to allocate tasks to group members	1	2	3	4	5	6	7	8	9	10

10. Generally speaking, I know how to take a leadership role in organizing a mass activity	1	2	3	4	5	6	7	8	9	10
11. I cooperate successfully with other students in a variety of situations	1	2	3	4	5	6	7	8	9	10
12. I remain calm when problems arises	1	2	3	4	5	6	7	8	9	10
13. I am confident in my abilities	1	2	3	4	5	6	7	8	9	10
14. I am more aware of social happenings in the community	1	2	3	4	5	6	7	8	9	10
15. I am dynamic and adapt easily to new environments	1	2	3	4	5	6	7	8	9	10
16. When faced with a hard problem, I believe that, if I try, I will be able to solve it on my own	1	2	3	4	5	6	7	8	9	10
17. Before I solve a problem, I gather as many facts about the problem as I can	1	2	3	4	5	6	7	8	9	10
18. I know how to design innovative methods to solve social issues	1	2	3	4	5	6	7	8	9	10
19. I go through the problem-solving process again when my first option fails	1	2	3	4	5	6	7	8	9	10
20. I used my imagination in designing my SLRS / school project	1	2	3	4	5	6	7	8	9	10
21. I know the major research methodologies in social sciences / business studies	1	2	3	4	5	6	7	8	9	10
22. I know how to collect data for different research projects	1	2	3	4	5	6	7	8	9	10
23. I know how to write up a research proposal	1	2	3	4	5	6	7	8	9	10
24. I know the process of doing both qualitative and quantitative researches	1	2	3	4	5	6	7	8	9	10
25. I know how to write up a research practicum report	1	2	3	4	5	6	7	8	9	10
26. I can make a positive change in my life	1	2	3	4	5	6	7	8	9	10
27. I intend to work in a career that will make contributions to the society	1	2	3	4	5	6	7	8	9	10
28. I feel that I can alleviate social problems to some extent	1	2	3	4	5	6	7	8	9	10
29. I know I will feel satisfied with doing Service-Learning Project	1	2	3	4	5	6	7	8	9	10
30. I know I can learn better from the SLRS than traditional learning mode (e.g. lecture & tutorial, no service practicum)	1	2	3	4	5	6	7	8	9	10

Additional comments about the program

Please use * to indicate group leader

**Office of Service-Learning 2009-2010
Service-Learning and Research Scheme**

Grouping Form

BUS101 Association for Engineering and Medical Volunteer Services The Endeavor: Direct Sale Marketing Program (直銷市場推廣計劃)

	Full Name & Nickname	Student ID	Tel	Email@ln.edu.hk	Alternative Email
1					
2					
3					
4					
5					

BUS 101 Salvation Army: Handcraft Business (手工藝商業計劃)

	Full Name & Nickname	Student ID	Tel	Email@ln.edu.hk	Alternative Email
1					
2					
3					
4					
5					

Office of Service-Learning, Lingnan University
Service-Learning and Research Scheme

Program Proposal Template

No.	Item	Details
1	General Information (基本資料)	
	Title of the S-L Program	
	Service agency partner	
	Practicum period / date, time, venue	
	Service target	
	Number of service target / volunteers	
	Program fee & Pay method	
2	Background (活動背景 / 活動由來)	Why this service target is being chosen? What are the purposes of the S-L program?
3	Theme of the Program (活動主題)	Any topics / issues that you would like to bring into attention?
	Program name (If any)	
4	Aims and Objectives (目的及目標)	
	For service target	
	For students	
	For agency	
	For other stakeholders (If any)	
5	Service wok plan (活動內容)	
	Date, time, venue	
	Unit title	
	Activity objectives	
	Introduction / Programs / Activities / Instruction / Rundown	
	Person-in-charge / Division of labour	
	Materials / Equipment	

	Fee & Payment method	
	Other logistics arrangement	
6	Promotion & Recruitment (宣傳及招募)	
	Promotional method & Budget	
	Selection criteria	
7	Division of Labour (人力資源分配)	
	Roles & Responsibilities of different functions or activities	
8	Materials / Equipment (物資列表)	
	Materials to buy	List out quantity needed as well
	Materials to prepare but not to buy	
	Souvenirs / Prizes	
9	Budget Plan (財政預算)	
10	Evaluation (活動評估)	
	Program evaluation method	Data collection & analysis
	Self evaluation method	How will you know if the objectives and goals of the S-L students have been met?
11	Contingency Plan (預計困難及解決方法)	Limitations and solutions
	Additional areas:	
12	<i>Expected theories / methodologies / specific knowledge and skills to be applied in the practicum</i>	<i>Briefing go through the course outline and see which area(s) to focus on</i>
13	<i>Expectations of learning opportunities, objectives and outcomes</i>	<i>Think about what you would like to achieve after the program</i>

Office of Service-Learning, Lingnan University

Appendix 4

Attendance Sheet

**Student's attendance record
(for agency supervisors)**

For Official Use Only

Enrolment No. _____

Name of Student: _____

Name of Course Instructor: _____

Service Agency: _____

Department: _____

Attendance					Remarks	
No.	Date	Start	Finish	Total hours	Staff's Signature	on-going project(s)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Additional comments from agency supervisor/ course instructor

Office of Service-Learning, Lingnan University
Service-Learning and Research Scheme 2009-2010

Reflective Diary

Student Name: _____ Student Number: _____

Course: _____ Program Name: _____

Date: _____ to _____

1. What did you do? What did you observe?

2. What did you learn (Skills, abilities, academic knowledge e.g. theories learnt in lecture)?

3. How can your learning or observation related to your academic knowledge?

4. How would you evaluate your performance in the practicum?

5. How can you improve in the next activity or for your personal life learning?

Office of Service-Learning, Lingnan University
Service-Learning and Research Scheme

Reimbursement & Transportation Allowance Claim Form (One for each group)

Course Title: _____

Program Name: _____

Reimbursement:

Student Name: _____

Student No.: _____

Contact No.: _____

E-mail: _____

Bank Name: _____

A/C No.: _____

Transportation Allowance:

No.	Student Name	Student No
1		
2		
3		
4		
5		
6		
7		
8		

IMPORTANT NOTES:

- 1) OSL sponsors EACH S-L Group for a maximum of HKD\$500 for the S-L Activities and HKD\$150 for the Poster Presentation (even if the actual expenses exceeds \$150). Special circumstances require pre-approval.
- 2) OSL sponsors each student for HKD\$100 for transportation allowance
Requirement: Students need to visit the agency over 8 times and attended all the S-L related activities e.g. training, consultations, etc
- 3) ALL original receipts with company chops MUST be submitted to the OSL General Office (NAB322) at the end of the program.
- 4) Submission of catering receipts requires additional explanations and a Name List attachment.
- 5) ALL reimbursements will be auto-transferred to the claimer's A/C.

Claimed by: _____

(Name: _____)

Approved by: _____

(Name: _____)

Date: _____

Date: _____

For the S-L Activities (Max.: HKD\$500)

No.	Date of Expenditure	Description	Amount HKD
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
Sub-total =			

For the Poster Presentation (Max. HKD\$150)

No.	Date of Expenditure	Description	Amount HKD
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Sub-total =			

TOTAL = _____

Office of Service-Learning, Lingnan University
Service-Learning and Research Scheme 2009-2010

Service Target Record (One for each group)

Semester: _____
 Group Name: _____
 Course Code & Name _____
 Course Instructor: _____
 Service-Learning Program: _____
 Social Service Agency: _____

Activity 1

Date of Activity: _____
Name of Activity: _____
Content: _____

Target Participants: Elderly / Youth / Ethnic Minority / Economically Deprived / Patients
 (Please circle) Others: _____
Number of Participants: _____

Activity 2

Date of Activity: _____
Name of Activity: _____
Content: _____

Target Participants: Elderly / Youth / Ethnic Minority / Economically Deprived / Patients
 (Please circle) Others: _____
Number of Participants: _____

Activity 3

Date of Activity: _____
Name of Activity: _____
Content: _____

Target Participants: Elderly / Youth / Ethnic Minority / Economically Deprived / Patients
 (Please circle) Others: _____
Number of Participants: _____

Post-test Questionnaire (For Student)

SLRS is designed to support the development of University-wide Service-Learning Programs (SLP) at Lingnan University and enhance students' learning ability through community services. The aim of this questionnaire is to evaluate your learning efficacy and outcomes over time through participating in the SLRS. The questionnaire is in pre-test and post-test basis. The pre-test shall be self-administrated within two weeks after the commencement of SLRS and the post-test shall be administrated within two weeks upon the completion of SLRS. Your responses will be kept strictly confidential and this evaluation will not affect your overall grading in this course. All parts of the survey should be completed.

Date: _____

Part I: Personal Profiles

- I. Name in English: _____
- II. Name in Chinese (if applicable): _____
- III. Student ID: _____
- IV. Services targets in the SLRS: Elderly / Youth / New Immigrant / Sick / Poor / Ethnic Minority / Women / Other: _____
- V. Number of service target: _____
- VI. Estimated number of hours participated in SLRS: _____

Part II: Service Practicum

Please put '√' in the following box(es) to indicate the program(s) that you are participating in

BUS301 Strategic Management Sec.1	<input type="checkbox"/> Crossroads Foundation :Crossroads Foundation Strategic Management Program (國際十字路會策略發展計劃) (LCCP- Social Enterprise Program)
BUS301 Strategic Management Sec.2	<input type="checkbox"/> Association for Engineering and Medical Volunteer Services – The Endeavor : Strategic Planning on Gardening (園藝策略發展計劃) (LCCP- Social Enterprise Program)
SOC203 Social Gerontology	<input type="checkbox"/> TWGHs (Tai Tung Pui Care and Attention Home): Life Story Album (生命故事錄) (LCCP – Elderly Program) <input type="checkbox"/> NAAC Fu Tai Neighbourhood Elderly Centre : Be a Happy Person Program (開心快活人) (LCCP – Elderly Program (Inter-generational) Program) <input type="checkbox"/> NAAC Tin Shui Neighbourhood Elderly Centre : Happy 1+1 Program (開心 1+1 計劃) (LCCP – Elderly Program)
SOC204 Society and Social Change	<input type="checkbox"/> Elder Academy at Lingnan: Healthy Tai Chi of the New Generation (長青健康新一代) (LSLEP – Health Care Research Program) <input type="checkbox"/> International Social Service Hong Kong Branch: Cross Boundary & Inter-country Casework Service (跨境及國際個案工作服務) (LCCP – Family's Program) <input type="checkbox"/> Lingnan Primary School : Language Fun (語言加點 FUN)

	<p>(LCCP – Youth-Elderly Program)</p> <input type="checkbox"/> Lingnan Hang Yee Memorial Secondary School : Vanguard Training Program (中二先鋒嶺袖計劃) (LCCP – Youth-Elderly Program) <input type="checkbox"/> S. R. B. C. E. P. S. A Lee Yat Ngok Memorial Primary School: Digital Classroom Project (網上交流「悅」讀計劃) (LCCP – Youth Program)
SOC330 Crime and Delinquency	<input type="checkbox"/> The Hong Kong Federation of Youth Groups: Befriending Scheme (友情 SUN 天地) (LCCP – Youth Program) <input type="checkbox"/> The Hong Kong Police Force : Drugs Fighters (無「毒」友偶) (LCCP – Youth Program) <input type="checkbox"/> The Hong Kong Police Force : Facebook Crime (面書面面觀) (LCCP – Youth Program)
SOC333 Health, Illness and Behaviour	<input type="checkbox"/> Tsung Tsin College : Health Frontiers in Tuen Mun (健康 TWINS 計劃) (LHCP – Health Education Program)
SLP101 Community Engagement through Service-Learning	<input type="checkbox"/> TWGHs (Tai Tung Pui DAC cum Hostel): Sports & Artworks Program (活力無限藝術之旅) (LHCP – Rehabilitation Educational Program) <input type="checkbox"/> ELCHK Tin Shui Wai Integrated Youth Service Centre : Youth Companion Program (「動力伙伴」計劃) (LCCP – Youth Program)
VIS255 Art and Well Being	<input type="checkbox"/> Art for All: Holistic Community Artist Training Project (社區藝術家全面培訓計劃) (LCCP – Art Program)
CUS 203 Practicum in Cultural Criticism	<input type="checkbox"/> Hong Kong Arts Festival Society Limited : Hong Kong Arts Festival Program (香港藝術節計劃) (LCCP – Art Program)
CUS215 Gender, Sexuality & Cultural Politics	<input type="checkbox"/> Life in Harmony Limited: Food & Environmental Protection Promotion Project (飲食環保齊推廣) (LCCP – Educational Program) <input type="checkbox"/> Zi Teng : Zi Teng’s Research Program (紫藤研究多面睇) (LCCP – Community Program) <input type="checkbox"/> GreenWise: Women Environmental Protection Program (婦女環保計劃) (LCCP – Educational Program)
CUS310 Media, Culture and Society	<input type="checkbox"/> Tuen Mun Healthy City Limited: Video on Health Promotion in Tuen Mun (健康推廣在屯門巡禮) (LHCP – Educational Program) <input type="checkbox"/> The Hong Kong Federation of Youth Groups: Anti-drug Video Production Program (禁毒影片大製作) (LCCP – Educational Program) <input type="checkbox"/> The Salvation Army Hong Kong & Macau Command, Tuen Mun East Integrated Service : South Asian Express (南亞資訊) (LCCP – Community Program)

Part III: Overall Evaluation of the Program

Please circle the appropriate scores (1=lowest, 10=highest) to indicate your abilities in the following aspects upon completion of the SLRS.

Items	Score									
	1	2	3	4	5	6	7	8	9	10
1. Subject-related knowledge										
i) I am able to describe the nature of strategic management and its value for modern business, with particular emphasis on the globalization of modern business and external demands for corporate social responsibility and ethical practices.	1	2	3	4	5	6	7	8	9	10
ii) I am able to explain the basic concepts, principles and practices associated with strategy formulation and implementation.	1	2	3	4	5	6	7	8	9	10
iii) I am able to apply knowledge gained in other courses to the formulation and implementation of strategy from holistic and cross-functional perspectives.	1	2	3	4	5	6	7	8	9	10
iv) I am able to analyze and evaluate critically real life company situations and develop creative solutions, using a strategic management perspective.	1	2	3	4	5	6	7	8	9	10
v) I am able to present a credible business case in a team setting.	1	2	3	4	5	6	7	8	9	10
2. I am tense and nervous while participating in group discussions with peers / agencies / instructors / coordinators	1	2	3	4	5	6	7	8	9	10
3. Generally, I am comfortable while participating in a discussion with peers / agencies / instructors / coordinators	1	2	3	4	5	6	7	8	9	10
4. Presentation in front of peers / agencies / instructors/ coordinators usually makes me uncomfortable	1	2	3	4	5	6	7	8	9	10
5. I feel relaxed while talking with others	1	2	3	4	5	6	7	8	9	10
6. I will evaluate myself when an activity is completed	1	2	3	4	5	6	7	8	9	10
7. I have good time management skills	1	2	3	4	5	6	7	8	9	10
8. I can work independently on case work	1	2	3	4	5	6	7	8	9	10
9. I know how to allocate tasks to group members	1	2	3	4	5	6	7	8	9	10
10. Generally speaking, I know how to take a leadership role in organizing a mass activity	1	2	3	4	5	6	7	8	9	10

11. I cooperate successfully with other students in a variety of situations	1	2	3	4	5	6	7	8	9	10
12. I remain calm when problems arises	1	2	3	4	5	6	7	8	9	10
13. I am confident in my abilities	1	2	3	4	5	6	7	8	9	10
14. I am more aware of social happenings in the community	1	2	3	4	5	6	7	8	9	10
15. I am dynamic and adapt easily to new environments	1	2	3	4	5	6	7	8	9	10
16. When faced with a hard problem, I believe that, if I try, I will be able to solve it on my own	1	2	3	4	5	6	7	8	9	10
17. Before I solve a problem, I gather as many facts about the problem as I can	1	2	3	4	5	6	7	8	9	10
18. I know how to design innovative methods to solve social issues	1	2	3	4	5	6	7	8	9	10
19. I go through the problem-solving process again when my first option fails	1	2	3	4	5	6	7	8	9	10
20. I used my imagination in designing my SLRS / school project	1	2	3	4	5	6	7	8	9	10
21. I know the major research methodologies in social sciences / business studies	1	2	3	4	5	6	7	8	9	10
22. I know how to collect data for different research projects	1	2	3	4	5	6	7	8	9	10
23. I know how to write up a research proposal	1	2	3	4	5	6	7	8	9	10
24. I know the process of doing both qualitative and quantitative researches	1	2	3	4	5	6	7	8	9	10
25. I know how to write up a research practicum report	1	2	3	4	5	6	7	8	9	10
26. I can make a positive change in my life	1	2	3	4	5	6	7	8	9	10
27. I intend to work in a career that will make contributions to the society	1	2	3	4	5	6	7	8	9	10
28. I feel that I can alleviate social problems to some extent	1	2	3	4	5	6	7	8	9	10
29. I know I will feel satisfied with doing Service-Learning Project	1	2	3	4	5	6	7	8	9	10
30. I know I can learn better from the SLRS than traditional learning mode (e.g. lecture & tutorial, no service practicum)	1	2	3	4	5	6	7	8	9	10

Part IV: (Qualitative Comments for the SLRS, if any)

31. What have you learned through joining the SLRS? How do you rate your overall performance? Please provide example (s).

32. Do you plan to continue your services with the agency? Yes / No? Yes or No? Why?

33. Do you intend to serve the community in the future? Yes / No? Why?

34. Did your participation in the service practicum enhance your understanding of the course material? Yes / No? Why?

35. Did the Service-Learning components (training / lecture / service practicum) meet your expectations? Why or why not?

36. Do you have any suggestions to for SLRS improvements for the SLRS in the next semester?

Thank you for your time.

Office of Service-Learning, Lingnan University
Service-Learning and Research Scheme 2009-2010

Evaluation Form (For Social Service Agency)

General Information

Agency: _____

Person-in charge: _____

Student Name: _____

Student No.: _____

Evaluation

Please evaluate the student's performance and circle the appropriate number below:

1 = Very Unsatisfactory; 10 = Very Satisfactory

Attendance / Product Quality:	1	2	3	4	5	6	7	8	9	10
Work Attitude:	1	2	3	4	5	6	7	8	9	10
Individual Commitment:	1	2	3	4	5	6	7	8	9	10
Communication Skills:	1	2	3	4	5	6	7	8	9	10
Cooperation with Team:	1	2	3	4	5	6	7	8	9	10

Other comments:

Total Marks: _____ (Maximum 50 marks)