THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

服務學習及領導才能發展處
Service-Learning and Leadership Office

Service-Learning
Handbook

Opening Minds • Shaping the Future
啟迪思維・成就未來

"The best way to find yourself
is to lose yourself in the
service of others."
(Mahatma Gandhi)

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Preface

The Hong Kong Polytechnic University (PolyU) aims to nurture students to become not only competent professionals in their own fields but also "responsible global citizens who make meaningful contributions to their profession and the community". To achieve this goal, PolyU introduced a mandatory Service-Learning Requirement (SLR) as part of the new four-year undergraduate curriculum in the 2012-13 academic year.

This handbook aims to give you a comprehensive understanding of service-learning (SL), including the requisite responsibilities, attitudes and ethics, the practical skills required in service delivery, and the resources and support available at PolyU to facilitate your further engagement in SL.

Your comments on this handbook are valuable to us. If you have any suggestions, please contact the Service-Learning and Leadership Office (SLLO) on 2766 4376 or at sllo.info@polyu.edu.hk. We hope you find the handbook useful.

Service-Learning and Leadership Office
The Hong Kong Polytechnic University
August 2025

1. **What is Service-Learning at PolyU?**

"To learn and to apply,
for the benefit of mankind."

(PolyU Motto)

1.1   Definition

"Service-learning is a form of experiential education in which students engage in activities that address human, and community needs together with structured opportunities intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning"(Jacoby,1996).

At PolyU, we hold a similar view and define service-learning (SL) as an experiential learning pedagogy that integrates community service with academic study and reflection to enrich students' learning experience, and to achieve institutional and programme intended learning outcomes (ILOs). SL enhances students' sense of civic responsibility and engagement on one hand and benefits the wider community on the other. It emphasises learning through engagement in services. Participation in voluntary service activities alone does not qualify as service-learning.

PolyU adopts a broader definition of SL that entails both.

- Activities that directly serve people in need (e.g. health education for under-developed communities, scientific literacy classes for children in underperforming schools, building bridges for remote villages), and

- Civic engagement activities that indirectly serve the community or an underprivileged group (e.g. community-based research on sustainable development, consultancy services for NGOs or underprivileged groups, advocacy for social justice).

- Both local and non-local service activities can be included in SL.
  SL subjects must be Level 2 or above subjects and carry a minimum of 3 credits. They may take the following forms:

- An open-for-all GUR subject (e.g. on a generic topic such as globalisation, inter-cultural issues or poverty) that is appropriate and contributes to the general education of students in any discipline;

- A GUR subject targeted for students from specific academic backgrounds (e.g. subjects that address broad-based interdisciplinary

issues and concepts, such as health care for the elderly or engineering solutions for poverty relief, which require more in-depth background knowledge specific to particular faculties or programmes); or

- A DSR subject that fulfils both the SL and discipline-specific requirements.

The list of approved SL subjects available at PolyU can be found on the SLLO website at http://www.polyu.edu.hk/sllo/.

1.2   Service-learning and desired graduate attributes

PolyU is dedicated to developing students into well-rounded graduates with professional skills and a global perspective. Service-learning (SL) is a powerful way to help you grow into the kind of graduate PolyU envisions—one who is not only skilled in their field but also ready to make a positive impact on the world. Through SL, you will develop key attributes that prepare you for success in your career and as a responsible citizen. Specifically, SL helps you become:

- *A critical thinker and an innovative problem solver*

  You will learn to analyze information, question assumptions, and evaluate different perspectives using evidence and logic. SL projects challenge you to identify real-world problems—whether in a local community or a global context—and create practical, creative solutions. For example, you might design a health education program or propose sustainable engineering solutions, applying your academic knowledge to address community needs.

- *An ethical leader and a socially responsible global citizen*

  SL fosters your ability to lead with integrity, work effectively in teams, and make ethical decisions in professional and everyday situations. You will gain a deeper understanding of diverse cultures and societal needs, building empathy for others. By engaging in service, you'll embrace your responsibilities to society, your nation, and the global community, preparing you to contribute meaningfully as a compassionate professional. SL projects provide hands-on opportunities to practice newly acquired skills, reflect on your experiences, and grow into a graduate who is ready to tackle complex challenges with confidence and care.

1.3 Requirements and intended learning outcomes

In an SL subject, you will first learn the concept and practice of service-learning, either through an e-learning module or instructions in class. You will need to attend lectures, tutorials, seminars and/or workshops and learn both

- Discipline-specific knowledge and skills (academic content of the subject that you are expected to apply in the SL project); and
- Project-specific knowledge and skills (such as background of the targeted clients/underprivileged community, health and safety, ethical concerns, and generic skills).

You will be required to write up an SL project proposal, either individually or in groups, before implementing the project. Normally, you will be expected to spend a minimum of 40 hours in service. During and after the SL project, you will be guided in debriefings and/or will write reflective journals to critically reflect on the SL experience and demonstrate your learning gains.

In completing an SL subject, you are expected to achieve the following four common intended learning outcomes (ILOs):

1. **Apply the knowledge and skills** you have acquired to deal with complex issues in the service setting;
2. **Reflect on your roles and responsibilities**, both as a professional in your chosen discipline and as a responsible citizen;
3. **Demonstrate empathy** for people in need and a strong **sense of civic responsibility**; and
4. **Demonstrate understanding of the linkage between the academic content** of the subject and the **needs of society**.

In addition to the above common ILOs to all SL subjects, each SL subject also has its own learning outcomes associated with the academic content of the subject.

1.4 Assessment and evaluation

SL subjects normally do not require examinations; instead, your performance will be graded by continuous assessment, using a letter-grading system ranging from grade F (Failure) to A+ (excellent).

Each SL subject also has its specific ILOs related to its academic content and the

project theme. You will be graded in all the ILOs of your SL subject. These can be found on the Subject Description Form, which will be uploaded to eStudent (https://www38.polyu.edu.hk/eStudent/) during the subject registration period for your reference.

In addition, you are strongly encouraged to collect feedback from service users and collaborating agencies throughout the process, which will be useful in improving and evaluating the effectiveness of the service, and demonstrating the quality of your service delivery and achievement to your subject teachers. You may include such feedback as evidence in your assignments, if appropriate.

SLLO has developed a set of pre- and post-experience questionnaires, as part of a university-wide evaluation, to monitor the impact of the SL experience on the development of students taking SL subjects. Please complete the questionnaires seriously and provide your honest feedback to help us continually improve the design and delivery of SL subjects at PolyU.

2. Responsibilities, Attributes and Ethics in Service-Learning

"Small acts, when multiplied by millions of people, can transform the world."

(Howard Zinn)

2.1   Roles and responsibilities

Service-learning (SL) project at PolyU brings together four key parties in the planning and delivery of an SL subject, i.e. the student, subject leader/course instructor, project supervisor and collaborating agency. Each party has specific roles and responsibilities for achieving the learning outcomes of an SL subject. In some cases, however, an individual can play more than one role, e.g. a subject leader can also be a project supervisor. Some service projects may not involve a collaborating agency, relying solely on PolyU staff and students to plan and deliver the service.

As a student, you should

- Be actively involved in the overall SL process, work as part of your team, respect your teammates and follow the requirements in completing all of the tasks;

- Be fully aware of the importance of ethical behaviour and follow the "Code of Conduct for Students Participating in Service-Learning Activities" (see Section 2.3);

- Identify community needs, prepare a service project proposal under the guidance of the subject teacher/project supervisor and implement a service project plan to serve the community with full commitment; and

- Reflect regularly on your performance, learning gained through the service and societal problems or issues of concern to the community.

Irresponsible behaviour and a poor attitude in delivering the service will adversely affect students' final grades and can even result in them failing the subject. Students who have failed an SL subject will need to retake it. You may refer to the PolyU Student Handbook for guidelines regarding retaking a subject.

- The subject leader/course instructor is usually an academic or teaching staff member from the subject offering department. He/she is responsible for knowledge delivery in lectures and maintaining close contact with the project supervisor and collaborating agency with respect to the service project plan and students' performance in delivering the service.

- The project supervisor may be a teaching staff member/assistant, a staff

member from SLLO or someone from the collaborating agency. The project supervisor is responsible for supervising students at the service sites, assisting in their knowledge integration process and assisting the subject leader/course instructor in liaising with and engaging all partners in planning and conducting training workshops to prepare students for the service project.

- The collaborating agency is responsible for liaising closely with the subject leader/course instructor and project supervisor, and providing orientation and guidance and, in some cases, project supervision for students.

2.2 Developing a positive attitude towards service-learning

In addition to knowing your roles and responsibilities, attitude is very important for the success of your SL experience. A positive attitude will bring optimism to your study and service project and make your project run more smoothly.

Here are some tips for developing a positive attitude towards SL:

- Focus on learning instead of grades: Try to enjoy your learning experience, enhance your comprehension of the academic material, gain practical experience and develop positive values and attitudes through reflection. Great students are motivated by their curiosity and passion for learning, which also lead to good grades;

- Foster a positive service environment: Bring a positive, professional attitude to your project. Build rapport with service users, teammates, and agency staff to create a collaborative and supportive atmosphere that enhances your project's success;

- Embrace Feedback and Disagreements: Welcome constructive criticism and differing opinions as chances to grow. Reflect on feedback thoughtfully and use it to improve your approach, aligning with PolyU's emphasis on critical thinking ;

- Celebrate Others' Strength: Try to compliment others on their strengths and share constructive opinions with others in an appropriate manner;

- Express gratitude for everything: Consider the positive and constructive attributes of your service experience, and what you can learn from them;

- Treat a problem as a challenge: You should have a positive attitude that treats any problem as a challenge instead of an obstacle to your SL experience; and Never see a failure as failure: You may have problems in implementing your original plan or living up to your expectations. Nonetheless, you should never see a failure as failure, but see it as a learning experience and consider why things have failed and how to cope with the problems.

Finally, please practise adopting a positive attitude every day and make it second nature to you. With a positive attitude, you will be able to successfully conduct your service, serve your clients and community well, and learn a lot from the process. A positive attitude will also make you happier in your daily life.

2.3   Ethics in service-learning

"Ethics" is especially important in the service setting because:

1. Service users are mostly from vulnerable groups in the community. e.g., the elderly or people with disabilities;
2. As a member of PolyU, you do not act solely as an individual, but also represent the University. Thus, you should strive to help preserve the University's good image; and
3. PolyU strives to maintain a high ethical standard in practice and to nurture you to become an ethical leader.

Therefore, students taking an SL subject should strictly follow the code of conduct below:

Code of Conduct for Students Participating in Service-Learning Activities

Students participating in Service-Learning (SL) activities should be fully aware of the importance of behaving in an ethical, responsible and professional manner. Students should abide by the following statements, which are important and applicable to most SL activities. The subject leader may add specific guidelines for a particular project, if appropriate.

Responsibility

- Students should be punctual and responsible in completing their commitment to the service project; absence from the service without prior approval is not acceptable.

- Students should follow the instructions of project staff during service delivery and should not leave the service team without permission.

- Students should not report for duty if they are infected by a contagious disease or under the influence of drugs or alcohol.

Professionalism

- Students should wear their PolyU SL t-shirt, if provided, or neat and modest clothing. Avoid expensive jewellery or flashy attire to maintain a respectful and safe presence when delivering the service.

- Students should follow the agency's policies and procedures, particularly with respect to office protocols and policies related to privacy ordinance and other work ethics.

- Students should respect the privacy of service users by obtaining their consent before disclosing their personal information, photos, videos or audio clips.

Prohibit sexual harassment

- Students should have knowledge of the service user's culture, and be sensitive to and respect the differences during the service delivery.

- Students must not engage in sexual activities or sexual contact, and should avoid any intimate physical contact with the service users.

- Students should report cases of sexual harassment to the subject staff and/or relevant authorities.

- Students should neither tolerate or engage in verbal exchanges of a sexual nature, or in any behaviour that might be perceived as sexual, with service users or representatives of collaborating agencies.

Respect service users

- Students must not use derogatory language in written or verbal communications to or about service users.
- Students must not tolerate verbal exchanges or engage in behaviour that might be perceived as discriminatory against an individual on the basis of her/his age, race, gender, ability or ethnicity.

Avoid conflict of interest

- Students should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, learning, research or business interests.
  For example: Students should not give or lend money or personal belongings to service users, nor should they engage in any type of business transactions with service users during the service period.

Possible consequences of misbehaviors

- Any illegal, unethical or harmful acts performed during the service period will have serious consequences for the student. The University may take disciplinary action against any student who engages in misconduct or violates the laws of Hong Kong or any of the University's regulations and rules, such as sexual harassment, theft or assault. Such cases may be referred to the Student Discipline Committee or even the Police for investigation.

➢ Note: Before starting your SL project, you must complete the "Learn to Serve, Serve to Learn: Introduction to Service-Learning" e-learning module provided by the Service-Learning and Leadership Office (SLLO). This module includes a mandatory unit on sexual harassment, equipping you with essential knowledge to maintain a respectful and ethical service environment. Access the module via the SLLO website (https://www.polyu.edu.hk/sllo/) or contact SLLO at sllo.info@polyu.edu.hk or 2766 4376 for assistance.

3. **Practical Skills in Service Planning and Implementation**

"Do not look down on yourself. Everything is possible with hard work."

(Andrew Lam, a student of ITC2S01:
Engaging Fashion as a Communication Media for the Needy)

3.1 Working with the collaborating agency

When working with the collaborating agency, it is important to recognize that its primary purpose is not to serve you, but to provide opportunities for you to learn from the service experience.

To work well with the agency, you should adhere to the following principles:

- Get to know about the agency before the service project commences by investigating its mission, background and services, and respect the agency's values, staff and work culture;

- Communicate with the agency about your specific responsibilities, the feasibility and expected outcomes of the service project; and

- Follow the agency's policies and procedures, particularly the office protocols and policies related to privacy ordinance and other work ethics.

3.2 Working with service users

As the service users are often vulnerable groups in the community, it is important to adhere to the following guidelines when working with them.

Provide the best service

- Deliver services to the best of your ability and show your commitment to the service users;

- Exercise careful judgment and take steps to ensure the service quality is maintained and protect your service users' interests to the greatest possible extent; and

- Inform service users the purpose of the services you are providing, the possible risks related to the services (such as risks related to health an allergies), the limits to the services (such as the time frame) and their right to refuse or withdraw at any time during the service period.

Maintain good relationships

- Maintain positive relationships with the service users by showing your care and concern;

- Be sensitive to and respectful of the wishes and culture of your service users;

- Show awareness and understanding of the challenges they face, and express empathy towards their needs and feelings.

3.3 Designing a service-learning project

A good planner in SL will plan the service project in depth and breadth. You should pay attention to the following areas when planning your SL project.

Areas	Details	Useful question
Backgrounds	Explain the identified needs of the community and how your SL project will help to address them.	• Who are the target service recipients, and how many recipients does your project plan to serve? • What help or services do they need? And why? • How will the services that the project plans to provide help to address those needs? • What benefits or effects will the project bring to them?
Project Objectives	Explain the objectives or intended outcomes of your project.	• What does the project aim to achieve? • What specifically will the target service recipients be able to gain from the project? • What other positive effects, if any, will the project have on the community?
Service overview and schedule	Provide an overview of the service activities and timeframe	• What service activities will be carried out to achieve the stated project objectives? • Where will the activities be conducted? • When will they start? When will they be completed?

		• Is there a need to do any preparation before beginning the onsite service, and if yes, when and where?
Materials and budget	Provide a summary of the equipment/materials required and an estimation of the budget.	• What equipment and/or materials will be needed? How many? • What else needs to be prepared in advance? • How much will the materials cost?
Manpower deployment	Provide a member list and a description of the duties and responsibilities of each member in the SL project.	• Who are the members of the Project team and what are the main duties and responsibilities of each member? (In allocating duties, consider the strengths of each member that can benefit the project, and whether the allocation is fair to all.)
Detailed activity plan	Provide a detailed execution plan for each of the planned service activities	• How will each of the service activities be conducted - what, when, how and by whom? • Have you considered what might go wrong when carrying out the service (e.g., bad weather or participants not interested in the service)? • Are there any back-up plans if things do not go as planned?
Others	Provide a plan to evaluate the project outcomes, safety precautions, etc.	• How will you evaluate whether the project has achieved its stated objectives? • What action needs to be taken to ensure that the service environment is safe, both for the service providers and the service recipients? • What other things that are unique to the project need to be considered?

"The best preparation for tomorrow is doing your best today." *(H. Jackson Brown, Jr.)*

3.4   Other core skills required for service-learning experience

Service activities require numerous skills, which vary according to the nature of the different service projects. However, some core skills are required in all service projects, which can take a lifetime to learn. The following hints and quotes may help inspire you to understand the essence of each skill.

Core skills	
Communication	• Keep smiling • Be an active listener • Show a keen interest in understanding others

Teamwork	• Be humble
	• Be flexible and open
	• "The meaning of TEAM:
	    Together **E**veryone **A**chieves
	    More." (David Chambless)

Problem-solving	• Be well prepared • Be positive • *"Do it, fix it, try it."* #
Leadership	• "A leader is one who is willing to. be a servant." # • Have shared missions/objectives • Express care and concern towards other team members

 # Peters, T. (2012). A Bias for Action! Retrieved from
http:llwww.tompatars.com!slidasluploadad/BiasForAction101605.ppt
 # Graanlaaf, R. K. (1970). The Servant as Leader. Indianapolis, IN: The Robert K. Greenleaf Cantre.

The skills that are required in your service activities are also valuable for your personal development.

"We do not learn from experience... we learn from reflecting on experience." *(John Dewey)*
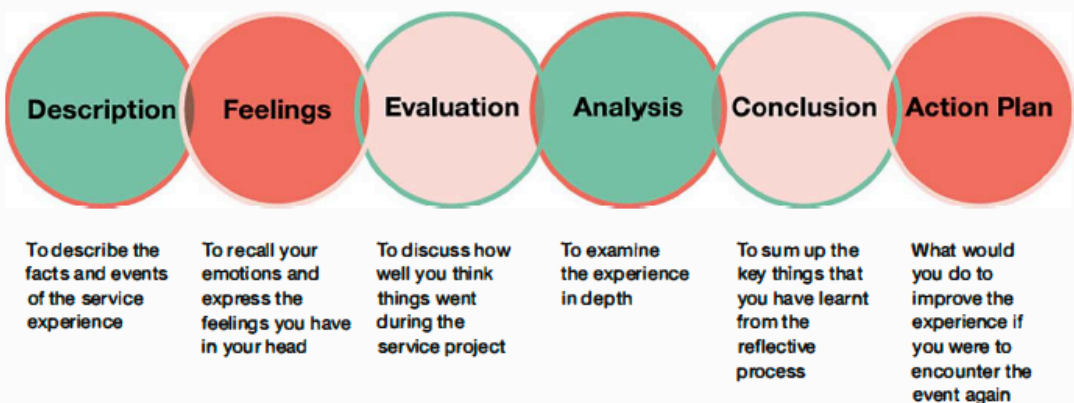
3.5   Reflection

Experience alone will not lead to learning. To learn from experience, you have to critically reflect on your performance, especially on the issues and difficulties you have encountered, the strategies undertaken to solve or deal with those difficulties, your own learning and development, and how to improve your future performance.

"Reflection activities direct the student's attention to new interpretations of events and provide a means through which the community service can be studied and interpreted, much as a text is read and studied for deeper understanding." (Bringle & Hatcher)
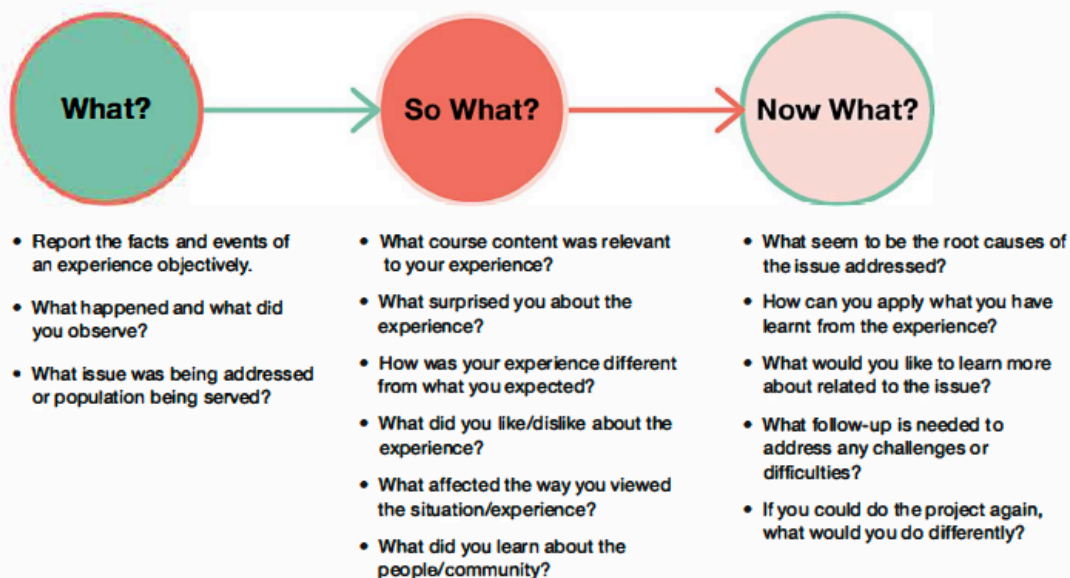
There are different types of reflective activities that you may be required to engage in, for example, reflective journals, debriefings, portfolios, presentations and reports.
The following two models are designed to help you engage in critical reflection.

I: Gibb's Six-Stage Reflective Cycle#

Description	Feelings	Evaluation	Analysis	Conclusion	Action Plan
To describe the facts and events of the service experience	To recall your emotions and express the feelings you have in your head	To discuss how well you think things went during the service project	To examine the experience in depth	To sum up the key things that you have learnt from the reflective process	What would you do to improve the experience if you were to encounter the event again

 # University of Cumbria. Gibbs' (1988) reflective cycle, Academic Liaison, Employability and Skills (ALES). Retrieved from:
http://www.cumbria.ac.uk/Public/LISS/Documents/skillsatcumbria/ReflectiveCycleGibbs.pdf

II: Driscoll's "What? So What? Now What?" model#

What?
- Report the facts and events of an experience objectively.
- What happened and what did you observe?
- What issue was being addressed or population being served?

So What?
- What course content was relevant to your experience?
- What surprised you about the experience?
- How was your experience different from what you expected?
- What did you like/dislike about the experience?
- What affected the way you viewed the situation/experience?
- What did you learn about the people/community?

Now What?
- What seem to be the root causes of the issue addressed?
- How can you apply what you have learnt from the experience?
- What would you like to learn more about related to the issue?
- What follow-up is needed to address any challenges or difficulties?
- If you could do the project again, what would you do differently?

Driscoll, J. (1994). Reflective Practice for Practise. Senior Nurse. 13(7), 47-50.

3.6   Guidelines and tips for offshore projects

Some SL projects are conducted outside Hong Kong. Here are some travel tips and advice for offshore service trips.

Before the service trip, you should

- Make sure that your travel documents have ample validity. Passports must be valid for at least six months from the planned date of return to Hong Kong;

- Make sure that you have the right visa(s) for the countries/regions you will visit or transit and have comprehensive travel insurance;

- Make copies of your travel documents, insurance policy and visa(s) (hardcopies and/or softcopies) - carry the originals and the photocopies separately and leave a set of copies at home;

- Leave a contact telephone number, address and itinerary with your family member(s), relative(s) and/or friend(s);

- Equip yourself with information and knowledge about the destination, including travel alert news, guidelines from the World Health Organization (WHO), the Hong Kong Special Administrative Region (HKSAR) and the destination government, including but not limited to illness and crime, etc.; especially one month before departure; and

- Check with health professionals for information on recommended vaccinations and other health precautions, and purchase a medical/travel insurance policy that covers illnesses and accidents.

During the SL project, you should

- Respect the rules and regulations of the team, and respect your teammates;
- Avoid the consumption of alcohol, recreational drugs and tobacco (including smoking); please note that local laws and penalties will also apply to you when you are in the overseas countries, and the penalties for drug-related offences can be very severe;
- Follow the teachers' instructions and stay with the team, unless you have prior approval from the project supervisor;
- Do not leave your luggage and belongings unattended, and do not assume that other team members will take care of your belongings without prior communication;
- Do not bring expensive belongings with you. Be conscious of your personal security and be aware of pickpockets;
- Avoid taking shortcuts or going to places with few pedestrians at night. Even if prior permission has been obtained to go out, you should return to the lodgings **before 11pm**;
- Be careful when crossing roads, as some vehicles may not follow the road regulations and vehicles can come from all directions; and
- Do not ride on a motorcycle.
  **If you encounter any emergencies, you should notify the project supervisor immediately.

Health-related tips

- Drink only boiled or bottled water; do not drink tap water or unboiled water;
- Fatigue and lack of sleep can affect your health more than you think. Be sure to get enough rest and sleep, especially before providing services;
- Avoid cold drinks with ice, uncooked food, such as salad and pre-peeled fruits, especially food sold on the street;
- Bring some common medicines such as gastrointestinal medicines, cold medicines and pain-killers; you are also encouraged to purchase a travel medical kit;
- If you are taking any long-term medication, please make sure that you have enough doses as you may not be able to find such medicines at the service location; and

- If you feel unwell or develop a significant acute respiratory illness with fever and cough, notify the project supervisor immediately.

Dress code

- Be modest in your clothing. As a guideline, your shoulders, knees and waist should be covered while on service. Avoid tight-fitting clothes;

- Do not dress or carry any clothing/accessories with derogatory or discriminative language/graphics/implications; and

- Closed-toe shoes are advised, especially for SL projects that involve manual work. Avoid strapless sandals and flip flops/slippers while on service.

4. Supporting Students in Service-Learning

"Inspire life through life.
Build the dream with love. It seems easy,
but it takes infinite courage."

(Lemon Ning, a student leader of the student-initiated SL project "Connect Beyond Dreams" in Cambodia)

4.1   Resources to support service-learning

To achieve a smooth implementation of SL, PolyU has provided extra resources to cater for the needs of SL. For example, insurance, financial subsidies and scholarships are available to support students' SL activities.

Insurance

The University has a Group Personal Accident (GPA) Insurance Policy for all registered students against bodily injuries and deaths arising from accidents while engaging in activities endorsed by the University on-campus or off-campus, local or abroad, subject to certain conditions. On top of the regular GPA insurance, the University has procured a top-up GPA insurance covering students participating in community service activities organized or arranged by the University, including the servicing activities organized by individual SL subjects. This top-up GPA Insurance covers only ACCIDENTAL medical expenses, injuries and deaths.

Moreover, the University has procured a Group Travel Insurance policy for all registered students going overseas for activities or internships endorsed by the University outside Hong Kong. However, students are strongly advised to consider purchasing additional insurance prior to travel.

In addition, PolyU has public liability insurance to protect the legal liability of the University, its staff and students against claims brought by third parties for accidental physical damage to third party property and/or personal injury incurred in the course of the University's business operations, including the service activities organised by SL subjects.

The certificate of insurance, the claim procedures, claim forms, emergency contact numbers, etc. can be found at the FO website:
http://www.polyu.edu.hk/fo/FO_Web/index.php. The policies will be updated annually. For details of the insurance coverage, you may contact the Finance Office through email at fo.insurance@polyu.edu.hk.

Financial Subsidy Scheme for Offshore Service-Learning Projects

Academic Service-Learning is a graduation requirement for all full-time undergraduate students in PolyU. Credit-bearing service-learning (SL) subjects with non-local projects (hereafter: non-local SL subjects) require participating students to pay an outbound activities fee (OAF) to cover related expenses incurred, such as travelling and project cost. The University wishes that no student will be unable to participate in non-local SL

because of money, and therefore has set up this scheme under the administration of SLLO. Students enrolled in non-local SL subjects who have demonstrable financial difficulties in paying the OAF may apply for financial subsidies.

The maximum amount of subsidy is the OAF charged by the non-local service-learning subject. Should the full amount of the OAF not be required, the refunded amount will be deducted from the subsidy. The subsidy will be disbursed to students after successful completion of the service-learning subject and the submission of the post-service report.

Eligibility:

PolyU local students who are:

- Enrolled in a UGC-funded full-time programme leading to a PolyU award;
- Taking their first non-local service-learning subject;
- Receiving means or non-means-tested government grant, loan or assistance (i.e. the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS); Comprehensive Social Security Assistance (CSSA)).

The provision of the above are subject to review and changes. Please visit SLLO website at http://www.polyu.edu.hk/sllo/ for latest information.

5. **About the Service-Learning and Leadership Office**

"I slept and dreamt that life was joy.
  I awoke and saw that life was service.
  I acted and behold, service was joy."

(Rabindranath Tagore)
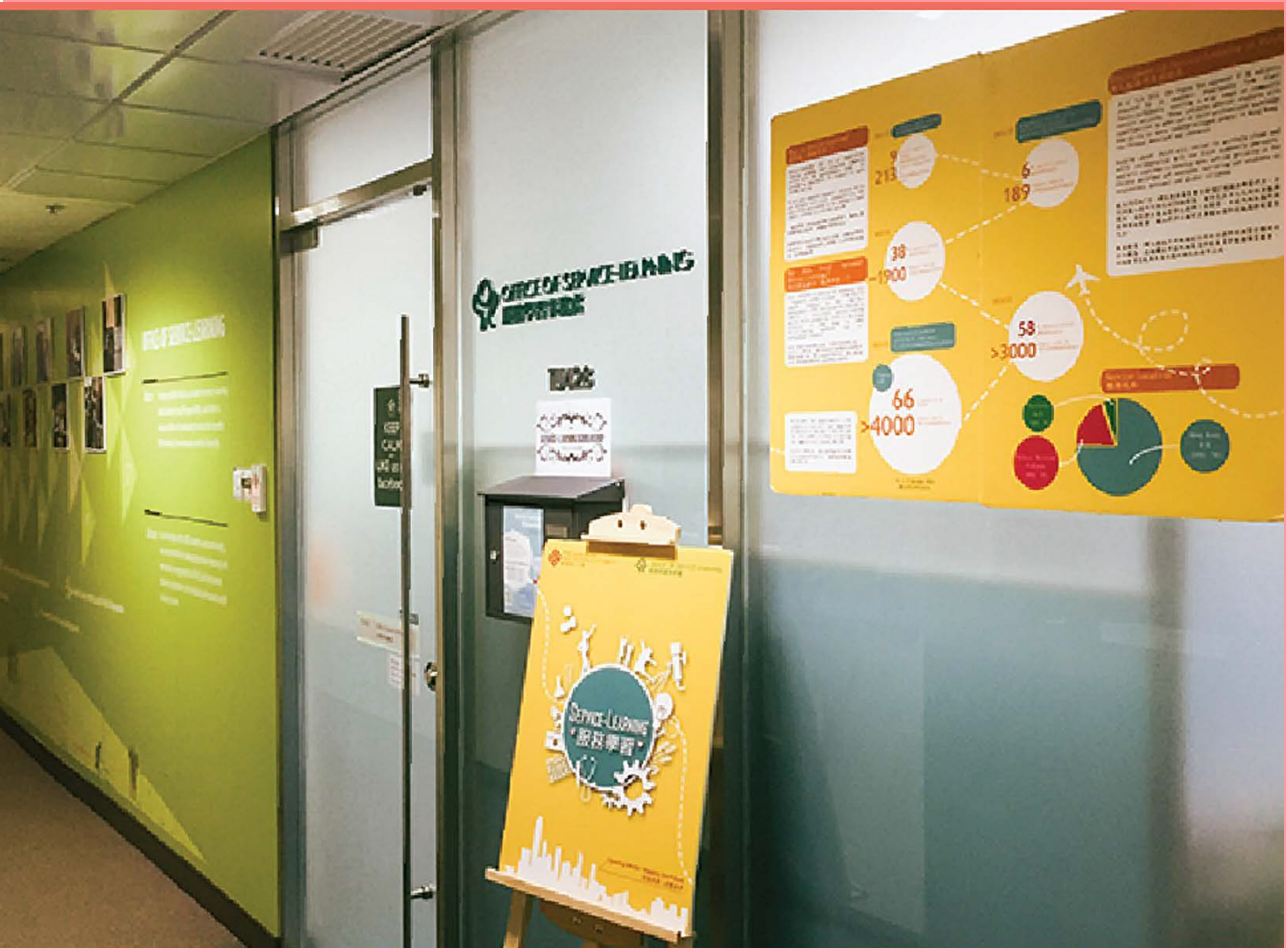
The Office of Service-Learning was set up in March 2012 to facilitate and support the implementation of the Service-Learning Requirement under the new four-year undergraduate curriculum. It was subsequently renamed as Service-Learning and Leadership Office (SLLO) in September 2019. In partnership with faculty staff, students and community partners, SLLO is committed to advancing SL and community engagement at PolyU, and nurturing students to become a civic-minded professional with a desire to serve.

SLLO strives to work collaboratively with community partners and PolyU departments and units to:

- Initiate, support and assist in the development and implementation of high-impact credit-bearing service-learning subjects at PolyU.

- Promote innovative and effective service-learning pedagogies that enhance students' learning and development as a civic-minded professional, particularly those that arise from our own research.

- Solicit and sustain strong community support for service-learning at PolyU, both local and international.

- Provide further opportunities and support for students' continual development and engagement in meaningful community services beyond credit-bearing service-learning subjects.

- Advance the scholarship and research in service-learning through rigorous evaluation studies of impacts and community-based research.

- Foster inter-institutional collaboration through service-learning, both locally and internationally.

- Nurture global youth leaders by providing programmes and learning opportunities to groom students to become future leaders with critical thinking, global vision and a sense of social responsibility.

You can connect with us through the following channels to ensure you do not miss any important updates or exciting news about SL on campus:

- Facebook page: Service-Learning and Leadership Office

- YouTube channel: Service-Learning and Leadership Office HK PolyU

- Newsletter
  Distributed via email to all staff and students at PolyU; available for download from the SLLO website.

- SLLO website: http://www.polyu.edu.hk/sllo

- General Office: HJ631
  Office Hours: Mon-Fri 9:00am - 12:45pm, 2:00-5:50pm

- General Enquiries: sllo.info@polyu.edu.hk / 2766 4376
  Answers to some frequently asked questions can be found at the SLLO website at http://www.polyu.edu.hk/sllo

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