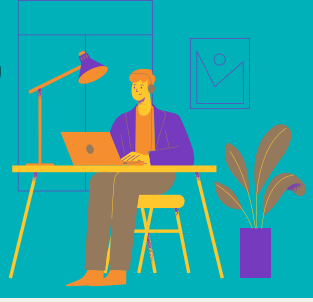
GUIDELINES FOR COMPLETING THE USP ACTIVITY FORM



01. Drafting the Description:

The description provides an outline of what the badge is about, an outline of the situation and task at hand.

It describes the context and the key objectives of the activity. It is typically written in the present simple tense stating what the student does in the context of the badge.

The description should avoid the use of personal pronouns referencing instead:

"the participant" or "the student" using the second person-indirect approach.
"The student explores career options..."

"Students participate in second year undergraduate practical classes as laboratory demonstrators"

"Students are introduced to the methodological and technical aspects of engineering graphics"

02. Drafting the Criteria:

The Criteria should describe what the student must do in order to earn the badge. It is written in the present simple tense each sentence leading with a verb.

Leading with the sentence: "*To earn this badge the student must*" the criteria should be short bullet pointed deliverables, in a direct and prescriptive style.

For example :
(Autocad)"Apply basic engineering drawing concepts including multiview drawings, projections, section views, dimensioning, viewports, layers, layouts, and scales."

(Careers Module) "Complete an ePortfolio consisting of:..."

(Societies Leadership) "Attend training OR have completed 2 on-line training modules, one general one and one committee position specific...."

03. Length of Description and Criteria:

The description and the criteria combine to form the backbone of the certificate output.

The description AND criteria combined should not exceed 200 words.

You can choose to employ a long description and shorter criteria or vice versa within this word count. The space available on the printed output is limited so the objective is to maximise the space available.

It is advisable to keep the description and criteria concise and brief. Note: You can also leverage the skills section to describe exactly what the student did.

When you provide the content, the USP team will generate proofs for your review, allowing you to make any necessary adjustments.

Note: The student can generate the certificate in long form; however, this is not the default view mode.

04. Drafting the skill description:

The skill description should be written in the past simple tense describing what the student did to develop that skill. The description should avoid the use of personal pronouns.

The description should include a specific statement relating to the work completed providing specific examples of how the student developed the skill.

(Autocad) - Critical Thinking : Employed critical thinking to complete the drawing assignments, which included tasks such as converting between orthographic and isometric projections...

(Lab demonstrator)-Innovative Thinking: Demonstrated originality and found new ways to express ideas when asked questions during demonstrations.

(Business Information Systems- Digital Skills: Effectively utilised MS Teams as the central platform for managing the group project. Created a dedicated team and channel for communication, enabling centralized access to shared conversations, files, and the team contract. Organised and conducted regular scheduled meetings on MS Teams, adhering to key principles of impactful discussions and effective online communication.

(Intercultural Encounters)-Communication: Collaborated effectively within a diverse team to give a group presentation related to the service-learning project. Adapted the presentation language to suit the target community partner and delivered the message clearly and concisely.

(Class Rep) Negotiation: Developed skills in negotiating a fair compromise between the class and academic staff, such as arranging assignment extensions