



Service-Learning Handbook

2024/25

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1. INTRODUCTION

The ambition of the ScotGEM programme is to develop rurally orientated generalist doctors who can deliver health care *and* help drive change in the delivery of healthcare across Scotland. This is supported in part through several 'Agents of Change' projects during each of the four years of the programme.

Much medical training is focused upon using techniques to gather information from each individual patient in order to inform the choice and delivery of treatment. However, to practice as a medical professional embedded in local and global communities, requires interaction with the wider environment. This necessitates changes to the existing medical education models. One of the models being adopted in the ScotGEM degree programme is third sector placements and projects.

In Year 1 you will spend approximately 20 hours either working with a third-sector organisation on placement **or** undertaking a service-learning project. The School of Medicine works in partnership with over 50 third-sector organisations encompassing diverse remits which include working with people living with long term health conditions, mental ill-health, addiction, poverty and inequalities. These services work with all age groups from birth to end of life, individuals and families and whole community approaches.

Third sector organisations and community groups provide an invaluable opportunity for students to learn about community engagement and their role in public health, which enables the development of a fuller understanding of the social determinants of health, the options for social prescribing and the impact on health and wellbeing that community organisations offer. Service-learning benefits from a unique partnership between the third sector and medical education where you will engage with people as people first rather than a patient.

2. HOW IT ALL WORKS

Service-learning placements and projects offer an equally valuable opportunity to gain experience and to learn. You will have the opportunity to decide whether you would prefer to undertake either a project or a placement, and which organisations would be your preference for placement.

Placements

ScotGEM staff have worked together with each host organisation to provide information for each of the placements. This information will be made available to students on Solas in September. You will have one week to read about each host organisation and to gather enough information to assist you in making your preference selection.

All information provided is current, however it is possible that the opportunities offered by a placement provider and/or the location of the placement, may be subject to change at short notice.

Projects

A project offers the opportunity to undertake a local service evaluation, assessing community needs and assets. You will devise your own project focused on your areas of interest, current learning and prior experience. Building on your current or prior volunteering experience, projects will offer an opportunity to connect place, people and community engagement with your health education interests.

A service-learning project option can be selected as a preference; a brief project outline is required to be submitted along with your preference choices on Solas. If the project option is selected and agreed, you will conduct a project instead of a placement.

2.1 Allocation Process.

The preference submission, where you can indicate your project and placement preferences, will be available on Solas at the same time as the placement information sheet is made available.

Project: you will be able to indicate whether a project is your preference (you will also need to select four placement preferences as a back-up in case for any reason your project proposal does not go ahead) by selecting a project as one of your five preferences in total.

Placement: you will be able to indicate which placements are your preference by selecting five placement preferences in total.

You may only select a project/each placement once on the preference submission. We try extremely hard to make sure that you will be allocated one of your preferences, however, on some occasions this is not possible. Please understand that if you don't get one of your preferences, that this will be for reasons beyond our control.

2.2 Factors Determining Selection and Allocation.

When deciding on your preferences, you may wish to take into account factors such as your interests, areas of learning you want to develop and any previous experience volunteering. Opportunities to link your preference to your GCM practice localities may also be a factor to consider. For the placement options, you might want to consider location of the placement and the time(s) of day or night which the placements can offer. Information pertaining to the locations and times available for each placement has been provided by the third sector organisations. Placement times and days will vary between organisations but may take place during the working day, after hours and/or at the weekend.

2.3 Arranging your Service Learning

Arranging your Third-Sector Placement.

The ScotGEM Placement Coordinator will finalise the allocations early October. Once you have been allocated a third-sector placement, you will be provided with the contact details for the host organisation. It is then *your* responsibility to liaise with the placement contact to arrange the days and times for their visits and to ensure that the required number of hours are completed at the placement.

Before commencing your placement you are required to sign the ScotGEM Student Service-learning Placement Agreement by completing the MS Form. A copy of the agreement is in Appendix 1.

Please also look at the guidance contained within the [Student Placement Safety Policy](#).

Arranging your Service-Learning Project.

If you select a project preference you will also be required to submit a brief project outline. This will provide a very brief overview of the project focus and areas you would like to explore. You will receive agreement for a project by early October, with feedback on your project outline by mid-October. You will then be asked to work up a project plan before starting on your project.

It is then *your* responsibility to liaise with any communities, stakeholders, or groups you identified in your project outline. If you require support to do this, please indicate so when submitting your project outline.

Before commencing your project you are required to sign the ScotGEM Student Service-learning Project Agreement. A copy of the agreement is in Appendix 2.

Please also look at the guidance contained within the [Student Placement Safety Policy](#).

2.4 Attending your placement

You will negotiate with the host organisation the days and times you attend, and the activities you will be involved in. You are expected to learn about the organisation, what it does and how it contributes to health and well-being. You are also expected to contribute to the organisation by taking part in or organising activities.

Examples of previous students' activities include:

- Accompanying staff on home visits to families and individuals
- Attending support groups and organising activities
- Preparing food parcels
- Community gardening
- Developing activities for children and young people
- Meeting with and supporting people who live on the streets
- Research and data collecting

2.5 Volunteering already?

If you already volunteer with a third-sector organisation or community group, you can make use of your current or previous experience as a volunteer for a service-learning project. This should be detailed in your project outline. If you would like to discuss this option further, please contact js502@st-andrews.ac.uk.

Alternatively, if you are currently volunteering and you wish to continue to work for them for your placement, it may be possible for this to be facilitated. If this applies to you, please contact scotgem-placements@st-andrews.ac.uk as soon as possible,

2.6 Travel Expenses.

You are entitled to claim travel expenses for your travel to and from your third-sector placements, in accordance with the [ScotGEM Students' Travel and Expenses Policy](#).

3. LEARNING OUTCOMES

The placements and projects will be an opportunity for you to recognise the complexity of health and well-being and how psychological and sociological factors can also affect a person's health. You will be able to improve your interpersonal skills by working alongside stakeholders connected with the communities and partner organisation and identify different aspects of personal safety while working out with the normal workplace.

The learning outcomes for this placement are for you to be able to:

- **Describe** the contribution the third sector or community groups make to public health and wellbeing.
- **Examine** social determinants of health inequality.
- **Assess** opportunities for social and/or greener prescribing.
- **Review** the benefits that volunteering, or community service brings to an individual, community and wider society
- **Assess** how service learning can impact on your medical learning.
- **Demonstrate** professionalism and confidentiality in working with communities and voluntary sector organisations.

The placement or project also gives you an opportunity to meet GMC Outcomes for Graduates (2018)

Professional values and behaviours

- Professional and ethical responsibilities
- Patient safety and quality improvement
- Dealing with complexity and uncertainty
- Leadership and team working

Professional skills

- Communication and interpersonal skills
- Using information effectively and safely

Professional knowledge

- Recognise how society influences and determines the behaviour of individuals and groups and apply this to the care of patients.
- Apply theoretical frameworks of sociology to explain the varied responses of individuals, groups and societies to disease.
- Recognise sociological factors that contribute to illness, the course of the disease and the success of treatment and apply these to the care of patients – including issues relating to health inequalities and the social determinants of health, the links between occupation and health, and the effects of poverty and affluence.
- Explain the sociological aspects of behavioural change and treatment concordance and compliance and apply these models to the care of patients as part of person-centred decision making.

Safeguarding Vulnerable patients

- Recognise where addiction (to drugs, alcohol, smoking or other substances), poor nutrition, self-neglect, environmental exposure, or financial or social deprivation are contributing to ill health.
- Take action by seeking advice from colleagues and making appropriate referrals.

Leadership and Team Working

- Describe the principles of how to build teams and maintain effective teamwork and interpersonal relationships with a clear shared purpose.
- Recognise and show respect for the roles and expertise of other health and social care professionals and doctors from all specialties and care settings in the context of working and learning as a multi- professional team.

Health Promotion and Illness Prevention

- Explain the concept of wellness or wellbeing as well as illness, and be able to help and empower people to achieve the best health possible, including promoting lifestyle changes such as smoking cessation, avoiding substance misuse and maintaining a healthy weight through physical activity and diet
- Evaluate the environmental, social, behavioural, and cultural factors which influence health and disease in different populations.

4. EXPECTATIONS

Appendix 1 and 2 includes a list of what you are undertaking to do, please read this through.

For placements, please get in touch with your host organisation within a few days of receiving the email about your host. It is your responsibility to make the first contact.

Please reply to all communications from your host promptly. If the main method of communication is email, please check your email account daily. If the dates offered are unsuitable then explain why and suggest alternatives. Turn up on time - know where and when you should arrive. Please respect staff and volunteers' professionalism and accept their guidance. Follow health and safety guidelines – find out risks and how to minimise them.

You are with the host organisation as an undergraduate medical student. You are not expected to provide any professional advice in this role even if you have professional qualifications. Refer any questions to your host.

4.1 Attendance

You are expected to engage in suggested reading, attend timetabled teaching, engage with agreed activities and participate in the service-learning placement or project. If for any reason you are unable to do this, you must contact the Service-Learning Lead (Jayne Stuart js502@st-andrews.ac.uk). **If you are unwell or not able to attend, you must inform the host organisation and contact the Medical School office.**

4.2 Looking after yourself

When you are on your placement or project you may hear information that could be distressing to you personally. If this happens, please contact your personal tutor, year 1 lead, Jayne Stuart, GCM or student services. <https://www.st-andrews.ac.uk/students/advice/counselling/>

You may also hear information that could affect the safety of a vulnerable person. For example:

- A person mentions that they feel suicidal.
- A child says that their parents are violent towards each other.

If you hear any disclosure, you must mention this to your key contact in the host organisation. If in doubt, mention it!

5. ASSESSMENT

There are three components to the assessment of the placement:

- Placement or project summary (1500 words) exploring the role of third sector organisations and/or community groups within health and wellbeing strategies.
- Poster depicting a personal summary of the impact the service-learning placement or project will have on your future practice.
- Feedback from the organisation, community or stakeholders with whom students undertook their service learning.

5.1 The essay

Your essay should address the following points:

- **Describe** the organisation /community group's mission, purpose, culture, values, and leadership, and how it contributes to the health of the community.
- **Explore** the challenges and priorities the beneficiaries and/or community face in relation to health and health inequality.
- **Review** the organisation / community's strengths and assets, what challenges they face, and explore opportunities for social and/or greener prescribing. Use the SWOT framework to structure your view.

- **Review** the activities you undertook as a volunteer or in community service and the value it brought.

Where referencing is required, Vancouver or Harvard styles are acceptable.

5.2 The Poster

Your poster is a personal summary that assesses how this experience will impact on your own, personal, future professional practice, *with specific reference to the GMC Outcomes for Graduates*. The target audience for these posters is healthcare and third-sector professionals. You do not need to produce a physical version of your poster; a single PDF should be submitted. This should be a poster that could be printed in A1 size (83.0 x 56 cm or 32.7 x 22.0 inches).

Poster Guidance

In a busy poster session, people will be walking past your poster and you need to grab their attention and make it easy for them to answer the following questions –

1. What is this about?
 2. What are they trying to do, or what have they done?
 3. What is the bottom line?
- VISUAL IMPACT - Is the poster eye-catching? Make sure that the overall layout is tidy and looks professional. Avoid overcrowding: Do not intimidate the viewer with information overload in the form of blocks of text or detailed figures.
 - TITLE - Keep it short and punchy, including keywords
 - AUTHORS - Place your candidate number below title, in a smaller font.
 - LAYOUT - Make sure that it is easy to follow the reading sequence around the poster. Use bullet points but not to excess. Do not be constrained by a traditional paper layout - this is a poster!
 - READABILITY - Use adequate font size; Avoid BLOCK CAPITALS; Only use abbrevs if real. abs. necc.; Be extremely careful with use of full justification as it can stretch out your text and may result in interruption of words; Avoid using more than 3 font sizes on the poster; Use bold in preference to underlining or *italics*;
 - ILLUSTRATIONS/IMAGES - these are essential. Ensure a variety of styles and colours. Make them BIG, but at appropriate level of resolution. Use appropriate text to ensure readers understand the implications. Your images need to follow the following rules
 - You *cannot* photograph clients or volunteers
 - You can use images of yourself – make it clear if a photo is of yourself
 - You can use images provided by the organisation as long as you also gather explicit permission to use them in your work and potential subsequent display of that work

We intend to produce/publish/display/use for research purposes, a selection of the posters. You are required to complete the poster consent form on MS Forms regarding the use of your poster and complete at the same time you upload your poster. The marking criteria for the poster takes no account of your consent to display etc. If you choose not to consent to your poster being displayed, your mark will not be affected. If your poster is selected for display your candidate number will be replaced by your name.

Marking Criteria – see Appendix 3.

5.3 Stakeholder feedback

Stakeholder feedback is an important part of assessing the following learning outcome: Demonstrate professionalism and confidentiality in working with communities and voluntary sector organisations.

Placements

Please use the feedback form on the Service-Learning Element page on Solas to gain feedback from the host organisation. We ask that students gain feedback at a mid-point in their placement to ensure they can use the feedback for going forward. The student will seek feedback and feedforward about participation, communication, and professionalism. We also want to hear how well students have done and how the organisation benefitted from students being with them.

Projects

Please use the feedback form on the Service-Learning Element page on Solas to gain feedback from the community stakeholders' you have engaged with. We ask that students gain feedback at a mid-point in their placement to ensure they can use the feedback for going forward. The student will seek feedback and feedforward about participation, communication, and professionalism. We also want to hear how well students have done and how the community benefitted from students engaging with them.

Your feedback forms should be returned to scotgem-placements@st-andrews.ac.uk by 24th Jan 2025 for review and must be uploaded to Solas by 28th February 2025.

Stakeholder and provider feedback is an important part of assessing the following learning outcome: **Demonstrate** professionalism and confidentiality in working with voluntary sector organisations.

And finally.....

Enjoy your service learning

6. Suggested Reading

Bringle, R. and Hatcher, J., (1995) A Service-Learning Curriculum for Faculty. *Michigan Journal of Community Service Learning*, Fall 1995, pp.112-122.

Cashman, S. and Seifer, S., (2008) Service-Learning. *American Journal of Preventive Medicine*, 35(3), pp.273-278.

Champagne, N. EdD, MEd, BS (2006) Service Learning, *American Journal of Health Education*, 37:2, 97-102, DOI: 10.1080/19325037.2006.10598885

Furco, A. & Norvell, K. (2019) What is service learning? Making sense of the pedagogy and practice. In: *Embedding Service Learning in European Higher Education: Developing a Culture of Civic Engagement*

Stewart, T. and Wubbena, Z., 2014. An overview of infusing service-learning in medical education. *International Journal of Medical Education*, 5, pp.147-156.

Useful Links

Regulator

<https://www.oscr.org.uk>

Support and resources <https://scvo.org>

<https://www.icsa.org.uk/knowledge/charity-resources> <https://scvo.org/support/running-your-organisation/governance> <https://youngtrusteesmovement.org/>

Appendix 1

ScotGEM Student Service-learning Placement Agreement (Non-Clinical) QUALITY COMMITMENT

THE ST ANDREWS SCHOOL OF MEDICINE UNDERTAKES TO:

Before

- Provide students with clear information about placement components and how they fit into the overall programme
- Define the learning outcomes and assessment criteria of the placement in terms of knowledge, skills and competencies to be acquired
- Support the student in finding an appropriate placement to work towards achieving the learning outcomes
- Select students on the basis of clearly defined and transparent criteria and procedures and sign a ScotGEM Student Placement Agreement with the selected students
- Conduct an appropriate risk assessment for the placement.
- Provide the Host Organisation with information about the academic framework, learning outcomes and assessment mechanisms which govern the placement
- Negotiate and sign a ScotGEM Student Placement Agreement with the student and the Host Organisation
- Ensure students and Host Organisations know how to raise concerns with the School of Medicine/University, or report any difficulties they might experience during the placement

During

- Monitor the progress of students on placement and provide ongoing support throughout
- Monitor the quality of the placement as per the ScotGEM Student Placement Agreement
- Ensure that a contingency plan is in place should the student be unable to complete the Placement at the Host Organisation

After

- Debrief the student on completion of the placement
- Maintain a list of approved Host Organisations and undertake review of regular providers

THE ST ANDREWS SCHOOL OF MEDICINE AND THE HOST ORGANISATION JOINTLY UNDERTAKE TO:

- Negotiate an agreed ScotGEM Student Placement Agreement
- Monitor the progress of the placement and take appropriate action if required
- Neither party will discriminate on the basis of race, gender, age, religion, sexual orientation or disability. Details of the University of St Andrews Equality and Diversity Policy can be found at: <http://www.st-andrews.ac.uk/hr/edi/>

THE HOST ORGANISATION UNDERTAKES TO:

Before

- Liaise with ScotGEM Programme Staff to agree the scope of the placement and the opportunities that it provides
- Assign students tasks and responsibilities to match their intended knowledge, skills and desired learning outcomes, and ensure that appropriate support and equipment are available
- Negotiate and sign a ScotGEM Student Placement Agreement with the student and the School of Medicine
- Appoint a named person to support and supervise the student throughout the Placement
- Confirm to the School of Medicine that it has its own risk assessment documentation for the Placement

During

- Monitor the progress of the student on placement and provide ongoing support throughout
- Provide the student with a full and clear induction, including health and safety arrangements, fire precautions, emergency evacuation procedures and the main findings of any risk assessment
- In form and consult with the School of Medicine/University in cases of accident or incidents involving the student, or breaches of discipline by the student
- Co-operate with the School of Medicine to meet the requirements of the student's academic programme, such as the need for assessment and feedback

After

- On completion of the Placement provide feedback to the School of Medicine, as agreed at the outset of the Placement

THE STUDENT UNDERTAKES TO:

Before

- Engage with the process of securing an approved Placement
- Ensure that any information provided by the School of Medicine and the Host Organisation is understood
- Seek any relevant advice from their own GP in relation to immunisations and health issues
- Ensure that all documentation which requires their input is submitted by the required deadline

During

- Comply with all arrangements agreed for the Placement and approach the opportunity in a professional manner which upholds and enhances the University's reputation
- Abide by the rules and regulations of the Host Organisation, including working hours, code of conduct, dress code, rules of confidentiality and social media policy
- Be fully aware of the health and safety aspects of the Placement and comply with all guidance issued by the School of Medicine and the Host Organisation

- Communicate with the School of Medicine pro-actively, especially if a problem arises, an accident/incident occurs, or there are any concerns about the Placement
- Complete all academic requirements as stipulated by the School of Medicine

After

- Where appropriate, on return, provide feedback on their experience, be pro-active in integrating their learning from the Placement with their academic studies, and in helping to prepare the next cohort of students for their participation in similar Placements
- Submit an assessed piece of work in the specified format at the end of the placement, before any specified deadline

PHOTOGRAPHY

Students are not authorised to take photographs of the service users, volunteers, or staff at the Host Organisations.

Images in Students' Assessment

Image(s) already in the public domain relating to the Host Organisation may be used in students' assessment and presentation materials. Images already in the public domain may include those on the website or Facebook page of the third sector organisation.

Images must not be used if they are subject to copyright restrictions, unless prior written permission for their use has been obtained from the owner(s) of the image(s).

Appendix 2

ScotGEM Student Service-learning Project Agreement (Non-Clinical) QUALITY COMMITMENT

THE ST ANDREWS SCHOOL OF MEDICINE UNDERTAKES TO:

Before

- Provide students with clear information about project components and how they fit into the overall programme
- Define the learning outcomes and assessment criteria of the project in terms of knowledge, skills and competencies to be acquired
- Support the student in agreeing the scope of an appropriate project to work towards achieving the learning outcomes
- Select students on the basis of clearly defined and transparent criteria and procedures and sign a ScotGEM Student Project Agreement with the selected students
- Ensure students know how to raise concerns with the School of Medicine/University, or report any difficulties they might experience during the project
- Will not discriminate on the basis of race, gender, age, religion, sexual orientation or disability. Details of the University of St Andrews Equality and Diversity Policy can be found at: <http://www.st-andrews.ac.uk/hr/edi/>

During

- Monitor the progress of students during the project and provide ongoing support throughout

After

- Debrief the student on completion of the project

THE STUDENT UNDERTAKES TO:

Before

- Engage with the process of agreeing an approved project
- Ensure that any information provided by the School of Medicine is understood
- Ensure that all documentation which requires their input is submitted by the required deadline

During

- Comply with all arrangements agreed for the project and approach the opportunity in a professional manner which upholds and enhances the University's reputation
- Communicate with the School of Medicine pro-actively, if there are any concerns about the project
- Complete all academic requirements as stipulated by the School of Medicine

After

- Where appropriate provide feedback on their experience, be pro-active in integrating their learning from the project with their academic studies, and in helping to prepare the next cohort of students for their participation in similar projects

- Submit an assessed piece of work in the specified format at the end of the project, before any specified deadline

Images in Students' Assessment

Image(s) already in the public domain relating to the project may be used in students' assessment and presentation materials. Images already in the public domain may include those on the website or Facebook page of the community organisation.

Images must not be used if they are subject to copyright restrictions unless prior written permission for their use has been obtained from the owner(s) of the image(s).

Appendix 3 Marking Criteria

Essay

| | Fail (<50%) | Weak (borderline pass) (50-54%) | Satisfactory (55-64%) | Good (65-79%) | Excellent (80-89%) | Outstanding (90-100%) |
|---|--|--|--|--|---|---|
| Accurate description of third sector organisation or community group. (20%) | Fails to describe the organisation or community group and its mission, purpose, culture, values, and leadership and how it contributes to the health of the community. | Briefly describes the focus of the organisation or community group, and its mission, purpose, culture, values, and leadership and in a way that lacks specificity or clarity. | Describes the focus of the organisation or community group and its mission, purpose, culture, values, and leadership with some contextual understanding of how it contributes to the health of the community. | Describes the focus of the organisation or community group and its mission, purpose, culture, values, and leadership with good contextual understanding of how it contributes to the health of the community. | Accurately describes the organisation or community group and its mission, purpose, culture, values, and leadership and shows a clear, contextual understanding of how it contributes to the health of the community. | Comprehensively captures the organisation or community group and its mission, purpose, culture, values, and leadership and shows a detailed understanding of how it contributes to the health of the community. |
| Exploration of the challenges and priorities the beneficiaries and/or the community face in relation to health and health inequality. 20%) | Fails to explore the challenges and priorities key beneficiaries and/or the community face in relation to health and health inequality. | States in a basic fashion the challenges and priorities the beneficiaries and/or the communities face but perhaps does not explore how challenges relation to health and health inequality | Provides some contextual understanding of the challenges and priorities beneficiaries and/or the community face in relation to health and health inequality. | Provides good contextual understanding of the challenges and priorities beneficiaries and/or the community face in relation to health and health inequality. | Accurately describes key beneficiaries and/or the community and shows clear, contextual understanding of the challenges and priorities they face in relation to health and health inequality. | Describes key beneficiaries and/or the community and comprehensively shows a contextual understanding of the challenges and priorities they face in relation to health and health inequality. Shows clear understanding of relationships / dependencies / synergies within the broader context of healthcare and/or community. |

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|---|---|--|--|---|--|--|
| SWOT framework analysis of organisation (30%) | Unbalanced or incomplete analysis that provides no insight and demonstrates an inadequate understanding of organisation/community or opportunities for social and/or greener prescribing. | Complete SWOT analysis that is unbalanced and doesn't demonstrate a depth of insight into the organisation/community or opportunities for social and/or greener prescribing. | Provides a view of the organisation/community's strengths and assets, and what challenges they face, but this view may not be comprehensive. Identifies limited opportunities for social and/or greener prescribing. | Provides a balanced view of what the organisation/community's strengths and assets, and what challenges they face. Identifies some opportunities for social and/or greener prescribing. | Provides a balanced view of what the organisation/community's strengths and assets, and what challenges they face. Provides constructive / insightful commentary that demonstrates a clear understanding. Identifies relevant opportunities for social and/or greener prescribing. | Provides a balanced, comprehensive, clear and articulate view of the organisation/community's strengths and assets, and what challenges they deal with. Provides a credible constructive / insightful commentary that is contextually relevant with excellent identification of opportunities for social and/or greener prescribing. |
| Review of activities undertaken by the student and the value it brought (20%) | Fails to adequately review the activities undertaken by the student. Refers to generic roles rather than student's personal experience. | Provides a brief review of activities performed by the student that is incomplete or doesn't fully relate to an overall role or service by the student nor its value. | Provides a brief review of their key activities and attempts to relate to the role or service to the organisation or community and its value. | Provides a structured review of their key activities and relates this to the role or service to the organisation or community. Demonstrates a basic understanding of the importance / value of their contribution through service learning. | Provides a structured, detailed review of their activities and relates this clearly to the role or service to the organisation or community. Shows a clear understanding of the importance / value / limitations of their contribution through service learning. | Provides a detailed, structured review of the activities / role or service undertaken by the student and relates it contextually to the organisation or community. Shows a sophisticated understanding of the importance / value / limitations of their contribution through service learning. |

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|--|---|--|--|---|--|---|
| Overall word limit is adhered to and used to effectively balance all subheadings in a logical way. (7.5%) | Inadequate in terms of length and organisation. | Unbalanced work or it is too long or too short. | Balanced work of appropriate length but not always logically structured. | Logically structured and of appropriate length. Well written and presented. | Logically structured and of appropriate length. Very well written and presented. | Logically structured, very well written and presented to an extremely high standard. Adheres to the word limit. |
| Standard of spelling and grammar (2.5%) | Very poor, multiple errors that significantly impact on legibility. | Poor, several errors that do not significantly impact on legibility. | Occasional errors, but legible. | Good standard with one or two errors. | Excellent standard with no errors. | Outstanding standard with no errors. Sophisticated or original presentation. |

Poster

| | Fail (<50%) | Weak (borderline pass) (50-54%) | Satisfactory (55-64%) | Good (65-79%) | Excellent (80-89%) | Outstanding (90-100%) |
|---|--|--|---|--|--|--|
| Does the poster provide assessment as to how their placement will influence their own, personal future practice? (40%) | Poster provides no self-assessment into the influence this service-learning experience placement will have on their own, personal future practice. | Poster provides minimal self-assessment into how their own, personal future practice may be influenced by the service-learning experience placement. | Poster provides self-assessment into how their own, personal future practice may be influenced by the service-learning experience placement | Poster provides self-assessment into how their own, personal future practice may be influenced by the service-learning experience placement The student assesses how they will build on these experiences to further impact on future professional practice. This may include reference to other experiences / feedback/ reflection the student has undertaken. | Poster provides thorough, rounded, self-assessment into how their own, personal future practice may be influenced by the service-learning experience placement The student assesses how they will build on these experiences to further impact on future professional practice. This may include reference to other experiences / feedback/ reflections the student has undertaken. | Poster presents clear application of self -assessment to future professional practice with concrete steps identified. This includes reference to other experiences / feedback / reflections and the content of service-learning experience placement feedback. The poster conveys a sense of energy and action to taking these steps. |

| | | | | | | |
|--|--|--|---|--|--|--|
| Is the poster aligned to relevant sections of GMC Outcomes for Graduates? (30%) | The poster demonstrates no alignment with GMC Outcomes for Graduates. | The poster aligns with some relevant sections of GMC Outcomes for Graduates but does this superficially or partially. | The poster aligns with relevant sections of GMC Outcomes for Graduates. | The poster aligns with relevant sections of GMC Outcomes for Graduates and demonstrates a good grasp of these Outcomes. | The poster aligns with relevant sections of GMC Outcomes for Graduates and also explores other relevant guidance e.g. Good Medical Practice. | The poster aligns with relevant sections of GMC Outcomes for Graduates and shows authentic grasp of wider contextual frameworks and relevant guidance, and relationships between them. |
| Does the poster follow style guidelines? Does the poster make it easy for a viewer to take away key messages. (27.5%) | Poster chaotically presented or most aspects of the style guidelines are absent. There are no clear messages for the viewer to take away. Information or images are inappropriate / unapproved / breach confidentiality. | The poster is legible; most of the style guidelines are followed but not all. There are some relevant messages that the viewer can extract from the poster. Information or images may potentially be inappropriate / unapproved/breach confidentiality | All the style guidelines have been followed. The key messages are clear for the viewer. Information and images are appropriate / approved / referenced. | The poster is clear and legible. It follows all the style guidelines and contains a balance of text and visual elements. The key messages are clear for the viewer and are engaging and memorable. This poster would be appropriate to present to a professional audience including those from healthcare, 3 rd sector organisations. | The poster is clear and legible. It follows all the style guidelines and demonstrates innovative and creative design characteristics. The key messages are engaging and memorable; and presented with sensitivity towards beneficiaries, organisations and community. | The poster is clear and attractive, follows all the style guidelines and demonstrates innovative characteristics. It contains a balance of text and visual elements and has been creatively designed to have maximum impact with its target audience. The key messages are highly engaging and memorable; and presented with sensitivity towards the |

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| | | | | | | client, organisation and community. |
| Standard of spelling and grammar. (2.5%) | Very poor, multiple errors that significantly impact on legibility. | Poor, several errors that do not significantly impact on legibility. | Occasional errors, but legible. | Good standard with one or two errors. | Good standard with no errors. | Outstanding standard with no errors. Clear and concise. |

