UL PRACTICUM

MODULE

Student Module Outline and
Assessment Strategy

UL PRACTICUM SPRING 2017

MODULE CODE: BR4104
ECTS: 6
LECTURER NAME: Bernie Quillinan
CONTACT DETAILS: bernie.quillinan@ul.ie
OFFICE HOURS: Thursdays 9.00-11.00am
Dear Student,

A warm welcome to module BR4104.

It is a pleasure to welcome you to the this module the Practicum at the University of Limerick.

We are pleased that you have chosen to undertake this module with us and hope that you find your time at the University of Limerick exciting and enriching both intellectually and socially.

UL Engage is committed to facilitating students’ personal and professional development within a supportive, respectful and flexible environment. We strive to demonstrate the qualities of openness, balance, rigorous scholarship, research and respect for diversity and creativity. We believe that successful completion of this practicum is a foundation on which you can build many other skills and knowledge appropriate to your future career opportunities. We do hope you will find the module both stimulating and enjoyable.

The purpose of this handbook is to provide you with information about the UL Practicum and to direct you to other sources of information about undertaking this module at the University of Limerick. Further information about the Practicum can be found on SULIS.

This handbook should be read in conjunction with the Mature Student Handbook, which is available online at: www.ul.ie/admissions and the Student Handbook - Student Academic Administration, which is available online at www.ul.ie/studentacademicadmin/. These resources contain important information, which will support your endeavours as a student on the programme and hopefully enable you to make better use of the opportunities offered to you during your time with the University.

Best wishes

Bernie

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University of Limerick
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E-mail: Bernie.quillinan@ul.ie
www.ul.ie/engage/
**INTRODUCTION**

**What is the UL Practicum?**

The UL Practicum provides curriculum based accredited learning that deploys academic expertise in response to identified community needs, in the context of applied community projects, designed and implemented by collaborative teams comprising UL Staff, Community Partners and Students.

**What makes the UL Practicum different to other modules?**

- UL Practicums are undertaken in partnership with an identified community
- There is an agreed understanding regarding the roles, expectations and outcomes of academic, student and community partners
- UL Practicums include an evaluation of project outcomes and impacts
- Learning outcomes and assessments focus on applied academic expertise and generic transferable skills (see, for example: UL graduate attributes weblink; Department of Education and Skills, 2016: 33).
- Student learning takes place in a variety of non-traditional formats and fora.
- Reflective practice is a core component of the UL Practicum.

**Who is it for?**

Communities and Academics work together with students on collaborative projects. Undergraduate and Postgraduate students are eligible to participate, subject to approval by Programme Course Director and/or Home institution.

**Why do it?**

The UL Practicum enables UL Staff and students and Communities to come together as partners to: address identified community needs; transform learning and develop UL graduate attributes; and to carry out best practice community oriented research.
Aims and Objectives
This module will provide students with practical experience, generic skills development (such as applied research work, team work, problem-solving and project work) and may afford the opportunity to be part of a multi- or inter-disciplinary team. It will enable them to apply the disciplinary knowledge that they have learnt to multi-faceted real-world problems. Students will: take part in problem identification and ideation; develop a deeper understanding of academic issues areas and problems in consultation with external stakeholders; work towards solutions in collaboration; implement identified changes and evaluate outcomes. A reflective practice will underpin the student experience throughout.

Learning outcomes
Civic Learning Outcomes are the Knowledge, Skills and Values individuals need to be effective Active Citizens (Tisch, 2013). An effective Active Citizen is a person who understands the obligation and undertakes the responsibility to improve community conditions, build healthier communities and address social problems. He or she understands and believes in the democratic ideal of participation and the need to incorporate the contributions of every member of the community. Communities can be geographic, interest-based and even "virtual" and may be local, national or global (Tufts, 2013).

The UL Practicum is designed to enable students to:

- Develop the capacity to apply curriculum-based knowledge in a real-world setting.
- Develop graduate attributes to work effectively as a member of a multi-disciplinary team in collaboration with external community stake-holders
- Develop project work and problem solving skills
- Develop competence in conveying ideas clearly and effectively to a range of different stake-holders in different organizational and/or community or cultural settings contexts.
- Explore issues of social responsibility, ethical practice and in sustainable community contexts.
- Develop the capacity to see new opportunities to address commonly identified issues/problems within the community
- Recognize the capacity of those outside their own area of expertise to deliver their own professional and/or experiential expertise into collaborative project work.
- In addition to the above Learning outcomes, academic staff may identify additional subject-specific learning outcomes specific to Practicum project.
- Opportunities for students to identify additional learning outcomes of their own are also encouraged.
Course Structure

UL Practicum workshops
All UL Practicum students must participate in the UL Practicum workshops. Workshops will address topics such as roles and responsibilities, UL graduate attributes, reflection, learning in community engaged placements, partnership principles, agreements and ethical considerations, engaged research methods, measuring impact and outcomes.

Community focused activities
Academic supervision of the project work is carried out by the responsible academic for your project. The involvement of your Practicum Partners is contingent on the parameters of each individual Practicum Project and negotiated during the first part of the programme in the general project set up. You may be required to sign a community learning partnership agreement, detailing the responsibilities of the academic department, of the community hosts, and agreed guidelines for your participation in the programme. In addition to the academic content of your programme, the UL Practicum offers an opportunity for students to learn a variety of important transferable skills in a supported environment. You will be supported to develop graduate attributes (knowledgeable, proactive, creative, responsible, collaborative, articulate) to work effectively as a member of a multi-disciplinary team in collaboration with external community stake-holders.

Course Assessment
A range of formative and summative assessment methods will be used. Assessments will be designed to compliment the interactive teaching and learning approaches. In particular, methods conducive to workplace assessment will be employed (McDowell, 2002). Examples of these may include all or some of the following: project presentations, reflective assignments, real time problem-solving tasks, portfolios and profiles, negotiated assignments and learning contracts, group assignments, self, peer and co-assessment.
Students will engage with three facilitated workshops over the Semester. Practicum workshop details are listed below. Other meetings may be organised with the team throughout the course of the project.

<table>
<thead>
<tr>
<th>WORKSHOP</th>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop one</td>
<td>Thursday 9th February 2017</td>
<td>9-11</td>
<td>S207</td>
</tr>
<tr>
<td>Workshop two</td>
<td>Thursday 9th March 2017</td>
<td>9-11</td>
<td>S207</td>
</tr>
<tr>
<td>Workshop three</td>
<td>Thursday 6th April 2017</td>
<td>9-11</td>
<td>D1049</td>
</tr>
</tbody>
</table>

**Workshop One**

This workshop focuses on introducing you to the practicum and project specific details:

- Background and context to working and learning with community partners
- UL Graduate Attributes;
- Introduction to Reflective Study (learning diaries)
- The nature of knowledge in Community Engaged Learning and Community Engaged Research
- Introduction to Community Engaged Learning and teaching approaches
- Community, Academic, Student roles and responsibilities
- Assessment Strategy

**Workshop Two**

This workshop will provide a space to review your progress and to share and reflect upon your Practicum. In this workshop, you will:

- Share and reflect upon your experience with other Practicum students.
- Identify opportunities to develop your graduate attributes and skills in the Practicum placement
- Identify strategies to overcome challenges in the work being undertaken in your Practicum placement.
- Learn how to plan for evaluation, and outcomes
- Identify how to implement principles of ‘Engaged Scholarship @UL’ in your Practicum project (in terms of its implementation of partnership principles, agreements, ethical considerations)
- Present a Practicum Progress report

**Workshop Three**

This workshop will address personal/professional development on your practicum placement and explore ways to continue your development going forward:

- Engaged research methods.
- Project impact evaluation
- Review of practicum experience.
- Review of graduate attribute development.
Students will undertake both formative and summative assessment methods.

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. More specifically, formative assessments, help students identify their strengths and weaknesses and target areas that need work. The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

<table>
<thead>
<tr>
<th>ASSESSMENT TYPE</th>
<th>PERCENTAGE WEIGHTING</th>
<th>SUBMISSION/PRESENTATION DATE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJECT POSTER PRESENTATION</td>
<td>50%</td>
<td>April 27th 9-11</td>
<td>Submit A4 poster in pdf format by 20th April to <a href="mailto:tracey.gleeson@ul.ie">tracey.gleeson@ul.ie</a>. All support information flyers/ handouts for printing must be submitted in pdf format to <a href="mailto:tracey.gleeson@ul.ie">tracey.gleeson@ul.ie</a> by 9am Monday 24th April</td>
</tr>
<tr>
<td>WEEKLY REFLECTIVE DIARY</td>
<td>20%</td>
<td>Feb: 17th, 24th March: 3rd, 10th, 24th, 31st April: 7th Friday by 4pm</td>
<td>Formative feedback in individual/group sessions will be based on your weekly reflections. (250-500 words)</td>
</tr>
<tr>
<td>GRADUATE ATTRIBUTE SELF-ASSESSMENT</td>
<td>10%</td>
<td>May 4th 9-11</td>
<td>Focuses on whole person development, in particular personal development. Select one/two areas which you might focus on. Formative feedback in individual/group sessions will be based on your graduate attribute self-assessment. Submit by e-mail to <a href="mailto:Bernie.quillinan@ul.ie">Bernie.quillinan@ul.ie</a></td>
</tr>
<tr>
<td>FINAL PRACTICUM REFLECTION</td>
<td>20%</td>
<td>May 4th 9-11</td>
<td>Your Final reflection will focus on your complete practicum experience. Areas highlighted from your Graduate Attribute self-assessment and weekly reflective diaries may inform your final reflection. Submit Final Reflection to Bernie Quillinan, office S210A (1,500 words +/- 10%)</td>
</tr>
</tbody>
</table>
The purpose of the poster presentation is to assess:

- Ability to produce a poster of their community project in collaboration with the other members of the project group;
- Ability to present work contained in the poster to their colleagues and community partners;
- Understanding of the project, its results and wider context.
- Students contribution to the project.

**Mark Allocation**

- Poster content (15 marks max)
- Poster presentation (15 marks max)
- Oral performance (10 marks max)
- Student Contribution (10 marks max)

**Student Contribution**

The criteria for the allocation of marks in each area are below. The mark will be broadly the same for all members of each project group producing a poster, unless there is clear evidence that individual contributions have been significantly different. Marks for the oral performance will be given for ability to succinctly present their work and answer questions pertaining to it and its implications.

**Assessment Procedure and Instructions**

Posters should have a clear **project title** and include **aim/objectives**, **intervention, outcomes**, **conclusion (recommendation/s)** **references**, **student names** and **community partners**. (N.B. Consent form must be signed for photos/images you wish to use).

The poster assessment will take place on the **Thursday 27th April, in the UL Pavilion**. Each project group should jointly prepare a poster of their work. An copy of the poster, in A4-page PDF format, must be submitted electronically to tracey.gleeson@ul.ie by **Thursday April 20th**. These electronic copies will be retained for review by the External Examiners.

The poster must be ready for display, on the day of assessment.

Each student will individually present their poster to two assessors and answer questions. They will be expected to explain and defend the entire poster on which they have collaborated as well as displaying a detailed knowledge of their own specific contribution.

*Note: Although a supervisor may give general advice, it is not their role to correct or edit a display before the assessment.*
## Poster Presentation Marking Criteria

**PROJECT TITLE:**

**STUDENT 1:**

**UL ID NUMBER**

**STUDENT 2:**

**UL ID NUMBER**

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Poster Content <em>(appropriateness, accuracy, sequencing etc. of material presented)</em></th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-15</td>
<td>Excellent poster. Contains informative, appropriate and concise content. Clear aims and objectives</td>
<td></td>
</tr>
<tr>
<td>8-11</td>
<td>Good, concise content. No significant deficiencies, but a number of minor corrections needed. Clear text and diagrams with a well-defined focus, reflecting a good knowledge of material and good competence in its critical assessment.</td>
<td></td>
</tr>
<tr>
<td>4-7</td>
<td>No major flaws, but a number of significant deficiencies. Poor aim/objectives. Difficult to identify the poster’s focus. Includes unnecessary material</td>
<td></td>
</tr>
<tr>
<td>0-3</td>
<td>A number of major flaws. Lacking in overall structure. Evidence of a lack of basic knowledge and critical ability. Nothing approaching an acceptable poster.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARK**

\[15\]

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Poster Presentation <em>(visual impact, attractiveness, appropriate balance of text and figures)</em></th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-15</td>
<td>Very well organised poster. Excellent organisation and flow</td>
<td></td>
</tr>
<tr>
<td>8-11</td>
<td>Well organised poster. No significant deficiencies, but a number of minor corrections needed. Clear text and diagrams with a well-defined focus, reflecting a good organisation and flow, lay-out, headings)</td>
<td></td>
</tr>
<tr>
<td>4-7</td>
<td>No major flaws, but a few deficiencies in presentation. Poorly designed poster</td>
<td></td>
</tr>
<tr>
<td>0-3</td>
<td>A number of major flaws. Lacking in overall structure. Evidence of basic mistakes e.g., spelling, unexplained abbreviations, and grammar).</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARK**

\[15\]
### Oral Performance
*(ability to describe the project and answer questions, understanding of the project)*

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-10</td>
<td>An excellent, thorough understanding of all aspects which allows poster to be presented confidently, questions to be answered accurately and fluently, and the discussion to be extended with confidence into difficult or unfamiliar areas.</td>
</tr>
<tr>
<td>5-7</td>
<td>Very Good.. A thorough understanding of most aspects which allows the poster to be presented confidently and questions to be answered with some ability to extend the discussion into difficult or unfamiliar areas.</td>
</tr>
<tr>
<td>2-4</td>
<td>An adequate understanding of most aspects. Fairly good presentation of poster. Ability to answer some questions. Some ability to extend the discussion so as to make relevant links.</td>
</tr>
<tr>
<td>0-1</td>
<td>Little understanding shown. Poor presentation of poster. Able to answer simple question. Unable to make relevant links. Virtually no ability or understanding demonstrated.</td>
</tr>
</tbody>
</table>

**TOTAL MARK**

### Student Contribution
*(contribution to the process, inputs including challenges encountered and solutions implemented to address them)*

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-10</td>
<td>Evidence of significant contribution to the project including challenges encountered and solutions implemented to address them</td>
</tr>
<tr>
<td>5-7</td>
<td>Evidence of good contribution to the project. Good explanation of challenges encountered and approaches to address them.</td>
</tr>
<tr>
<td>2-4</td>
<td>Evidence of some contribution, with little explanation as to why progress/input was impeded or why some expected outcomes were not achieved</td>
</tr>
<tr>
<td>0-1</td>
<td>Little/no evidence of any meaningful contribution presented. Unclear/no explanations for same.</td>
</tr>
</tbody>
</table>

**TOTAL MARK**

**TOTAL POSTER PRESENTATION MARK**

**STUDENT FEEDBACK**
# UL PRACTICUM

## Weekly Reflection Diary

*Adapted from The DEAL Model (developed by Ash & Clayton, 2009)*

<table>
<thead>
<tr>
<th>Name:</th>
<th>UL Semester Week:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID:</td>
<td>Project Team:</td>
</tr>
</tbody>
</table>

**Describe** (What took place (who was/was not present, what did you/others do,/not do?))

**Evaluate** in what way did you succeed or do well? In what ways were you challenged? How did this experience make you feel (positive/negative)? How has your perspective/thoughts changed in light of your experience?

**Articulate Learning** (what did you learn? How did you learn it?)

**Plan** (What will you do in light of it?)

**Student Feedback**
Final Reflection Essay Guidelines

Before you write your final reflection, use the following prompts to create a comprehensive reflection piece detailing your community engaged learning experience and what you learned from it.

STEP 1: DESCRIBE

Describe your experience objectively. Answer the following prompts:
What did you do?
Where did you do it?
Who were you working with and/or for?
When did this happen?
Why did you do it?
What did others do?
What actions did you/others take?
What else happened that might be important? (e.g., equipment failure, weather-related issues, etc.)

STEP 2: EXAMINE

Examine your experience in terms of the following four learning outcomes: civic knowledge, civic skills, civic values, or civic motivation. To guide you, prompts associated with learning outcomes are listed below.

Did this experience differ from your initial expectations? Why or why not?
What was the goal you were trying to accomplish?
Were you able to effectively achieve your goal? Why or why not?
Which skills did you bring to the experience that helped you meet your goal?
How did your skills contribute to the diversity of the people with whom you worked?
Did you form any new assumptions that required you to change your approach? How so?
Did you acquire any new skills by having to work to achieve this goal?
Was this an easy or a difficult task to undertake? Why?
Did you recruit others to help accomplish your goals or raise awareness of the problem you are actively trying to address? Why and how? Or Why not?
How did your strengths and weaknesses contribute to working towards the goal you were trying to accomplish? What were the positive and negative effects of these personal characteristics?
In evaluating the plan in light of its benefits and challenges, did you recognize any need for you to change personally? How so?
Did this experience have any influence on your future educational or career path?
What personal knowledge and skills did you discover or acquire during this experience that will assist you in your future endeavours in this area?
Did this experience inspire you to continue a commitment to serving others?
STEP 3: ARTICULATE LEARNING

Use your responses to the prompts in both the “Describe” and “Examine” sections of this reflection template to create a thoughtful essay wherein you articulate what you have learned from your community engaged learning experience.

- Word Count 1,500+/- 10%.
- A cover page should include, your name, student number, title of your reflective essay and word count.
- Each of the following questions should be addressed in your essay:

  What did I learn?
  Provide a clear and concise explanation of the aspect(s) of learning in question so that someone outside of the course can understand.

  How did I learn it?
  Connect the learning to specific activities making it clear what happened in the context of that experience so that someone who wasn’t there could easily understand it.

  Why does it matter?
  Consider how the learning has value, both in terms of this situation and in broader terms, such as other activities, issues, professional goals, personal goals, courses, etc.

  What might/should be done in light of it?
  In what ways will you use this learning, what specific goals will you set to improve yourself and/or the quality of your learning?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulation about what was learned</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g., about one’s self / specific knowledge or skills through working on the project)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under-developed 1-4</td>
<td>Satisfactory 5-9</td>
<td>Good 10-14</td>
</tr>
<tr>
<td>Articulation about how this was learned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g., tasks, situations, feedback mechanisms)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulation about why this matters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulation about what you will do in future practice in light of this learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Ex. 20% = 20% |

| Under-developed 1-4 | Satisfactory 5-9 | Good 10-14 | Excellent 15-20 |

<p>| Articulation about what was learned (e.g., about one’s self / specific knowledge or skills through working on the project,) | Provides no clear connection between the experience and the learning. Fails to keep discussion specific to the learning | Provides minimal and/or unclear connection between the experience and the learning. Keeps the discussion reasonably well focused to the learning | Provides adequate and reasonably clear connection between the experience and the learning. Keeps the discussion reasonably well focused to the learning | Provides thorough and very clear connection (s) between the experience and the learning. Keeps the discussion very well focused to the learning |
| Articulation about how this was learned (e.g., tasks, situations, feedback mechanisms) | Consistently makes inaccurate statements and/or fails to provide supporting evidence for claims | Makes several inaccurate statements and/or supports few statements with evidence | Usually but not always makes inaccurate statements that are accurate and well supported with evidence | Consistently makes statements that are accurate and well supported with evidence |
| Articulation about why this matters | Consistently fails to provide examples to illustrate points | Only occasionally provides examples to illustrate points | Usually but not always provides examples to illustrate points | Consistently provides examples to illustrate points |
| Articulation about what you will do in future practice in light of this learning. | Draws conclusions and/or sets goals that don’t address the specific issue(s) raised by the experience | Draws conclusions and/or sets goals that only minimally address the specific issue(s) raised by the experience | Draws conclusions and/or sets goals that usually follow well from the line of reasoning presented | Draws conclusions and/or sets goals that follow very well from the line of reasoning presented |</p>
<table>
<thead>
<tr>
<th>QPV</th>
<th>Knowledge</th>
<th>Comprehension &amp; Application</th>
<th>Critical Thinking &amp; Analysis</th>
<th>Evaluation</th>
<th>Literary Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
<td>Outstanding knowledge &amp; understanding of principles and concepts related to this topic.</td>
<td>Comprehensively addresses the topic.</td>
<td>Outstanding ability to organise, analyse and express arguments and ideas in a balanced and logical manner.</td>
<td>Outstanding understanding of the subject matter well supported by the application of theory to practice.</td>
<td>Outstanding presentation and structure.</td>
</tr>
<tr>
<td>80-100%</td>
<td>Evidence of extensive and relevant reading from a variety of sources.</td>
<td>Outstanding linkage of theory to practice where appropriate.</td>
<td>Identifies strengths and weaknesses of materials in a highly reasoned way.</td>
<td>Recommendations made are focused, appropriate and emerge from the argument(s).</td>
<td>Excellent to outstanding flow of arguments and signposting of ideas.</td>
</tr>
<tr>
<td>3.60</td>
<td>An excellent knowledge and understanding of principles and concepts related to this topic.</td>
<td>Comprehensively addresses the topic.</td>
<td>Excellent ability to organise, analyse, express arguments and ideas in a balanced and logical manner.</td>
<td>Excellent understanding of the subject matter well supported by the application of theory to practice.</td>
<td>Excellent presentation and structure.</td>
</tr>
<tr>
<td>A2</td>
<td>Evidence of wide and relevant reading from a variety of sources.</td>
<td>Excellent linkage of theory to practice where appropriate.</td>
<td>Identifies strengths and weaknesses of materials in a highly reasoned way.</td>
<td>Recommendations made are generally focused, appropriate and emerge from the argument(s).</td>
<td>Excellent flow of arguments and signposting of ideas.</td>
</tr>
<tr>
<td>3.20</td>
<td>Demonstrates very good knowledge and understanding of principles and concepts related to this topic.</td>
<td>Excellent understanding of the topic chosen.</td>
<td>An excellent ability to demonstrate evidence of creative and critical thinking.</td>
<td>A very good understanding of the subject matter well supported by the application of theory to practice.</td>
<td>Adherence to recommended academic writing and referencing guidelines.</td>
</tr>
<tr>
<td>B1</td>
<td>Evidence of wide and relevant reading from a variety of sources.</td>
<td>Addresses the topic appropriately and effectively.</td>
<td>Very good ability to organise, analyse, express arguments and ideas in a balanced and logical manner.</td>
<td>A very good understanding of the subject matter well supported by the application of theory to practice.</td>
<td>Very good presentation and structure.</td>
</tr>
<tr>
<td>3.00</td>
<td>Very good linkage of theory to practice where appropriate.</td>
<td>Very good understanding of the topic chosen.</td>
<td>Identifies strengths and weaknesses of materials in a well-reasoned way.</td>
<td>Recommendations made are generally focused, appropriate and emerge from the argument(s).</td>
<td>Very good flow of arguments and signposting of ideas.</td>
</tr>
<tr>
<td>70-74%</td>
<td>Very good knowledge and understanding of principles and concepts related to this topic.</td>
<td></td>
<td>A very good ability to demonstrate evidence of creative and critical thinking</td>
<td>Very good adherence to recommended academic writing and referencing guidelines.</td>
<td>Very good adherence to recommended academic writing and referencing guidelines.</td>
</tr>
<tr>
<td>Undergraduate Grading Bands Marking Criteria (2015-2016)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The marking criteria below are suitable for written assignments/projects and can also be used for examinations in conjunction with applicable answer plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td><strong>65-69%</strong></td>
<td><strong>3.00</strong></td>
<td>Demonstrates good knowledge and understanding of principles and concepts related to the topic.</td>
<td>Addresses the topic appropriately and effectively.</td>
<td>Good development and presentation of arguments</td>
</tr>
<tr>
<td><strong>B3</strong></td>
<td><strong>60-64%</strong></td>
<td><strong>2.80</strong></td>
<td>Demonstrates a competent knowledge and understanding of principles and concepts related to the topic.</td>
<td>Addresses the topic in a competent manner.</td>
<td>Presentation of arguments in a balanced and logical manner.</td>
</tr>
<tr>
<td><strong>C1</strong></td>
<td><strong>55-59%</strong></td>
<td><strong>2.60</strong></td>
<td>Demonstrates satisfactory knowledge and understanding of principles and concepts related to the topic.</td>
<td>Addresses the topic satisfactorily.</td>
<td>Satisfactory development and presentation of arguments in a balanced and logical manner.</td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td><strong>2.40</strong></td>
<td>Demonstrates an acceptable knowledge and understanding of principles and concepts related to the topic.</td>
<td>Addresses the topic in an acceptable manner.</td>
<td>An acceptable development and presentation of arguments.</td>
<td>Demonstrates an acceptable understanding of the subject matter.</td>
</tr>
</tbody>
</table>
# Undergraduate Grading Bands Marking Criteria (2015-2016)

The marking criteria below are suitable for written assignments/projects and can also be used for examinations in conjunction with applicable answer plans.

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Evidence</th>
<th>Some Discussion Attempted</th>
<th>Acceptable Recommendations &amp;/or Conclusions Presented</th>
<th>Some Inconsistencies in the Use of Recommended Academic Writing and Referencing Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-54%</td>
<td>Evidence of an average range of mostly relevant reading.</td>
<td>Some discussion attempted on the scope of the topic.</td>
<td>Acceptable recommendations &amp;/ or conclusions presented.</td>
<td>Some inconsistencies in the use of recommended academic writing and referencing guidelines.</td>
</tr>
<tr>
<td>C3</td>
<td>Demonstrates minimally acceptable knowledge from a wide area.</td>
<td>Minimally acceptable development and presentation of arguments.</td>
<td>Demonstrates a minimally acceptable understanding of the subject matter.</td>
<td>Minimally acceptable presentation and structure.</td>
</tr>
<tr>
<td>2.00</td>
<td>Evidence of an adequate range of relevant reading.</td>
<td>A minimally acceptable understanding of the topic.</td>
<td>Some discussion attempted on the scope of the topic but mainly descriptive in nature</td>
<td>Some inconsistencies in the use of recommended academic writing and referencing guidelines.</td>
</tr>
<tr>
<td>45-49%</td>
<td>Demonstrates weak knowledge from a limited area.</td>
<td>Weak discussion of the topic. Links between areas of work are limited.</td>
<td>Limited discussion attempted on the scope of the topic but very descriptive in nature</td>
<td>Limited recommendations or conclusions presented.</td>
</tr>
<tr>
<td>D1</td>
<td>Evidence of limited reading and application relevant to the topic</td>
<td>Weak understanding of the topic.</td>
<td>Demonstrates a weak understanding of the subject matter.</td>
<td>Major inconsistencies in the use of recommended academic writing and referencing guidelines.</td>
</tr>
<tr>
<td>1.6</td>
<td>Demonstrates poor knowledge.</td>
<td>Limited discussion attempted on the scope of the topic.</td>
<td>No recommendations or conclusions presented</td>
<td>Major inconsistencies in the use of recommended academic writing and referencing guidelines.</td>
</tr>
<tr>
<td>D2</td>
<td>Evidence of very limited reading and application relevant to the topic.</td>
<td>Insufficient understanding of the topic.</td>
<td>Inadequately addresses the question resulting in a limited understanding of the topic</td>
<td>Major inconsistencies in the use of recommended academic writing and referencing guidelines.</td>
</tr>
<tr>
<td>35-39%</td>
<td>Serious omissions or major inaccuracies evident.</td>
<td>Fails to address the topic adequately.</td>
<td>Demonstrates a very poor understanding of the area.</td>
<td>Very poor presentation and structure.</td>
</tr>
<tr>
<td>1.20</td>
<td>Fails to demonstrate an understanding of the topic. Evidence of very limited reading and application relevant to the subject within the text.</td>
<td>Fails to understand the topic.</td>
<td>Very poor development and presentation of arguments. A very poor understanding displayed with little or no discussion attempted.</td>
<td>Major inconsistencies in the use of recommended academic writing and referencing guidelines.</td>
</tr>
<tr>
<td>F</td>
<td>Fails to address the topic adequately.</td>
<td>Failure to address the question resulting in a very poor understanding of the topic</td>
<td>Demonstrates a very poor understanding of the area.</td>
<td>Very poor presentation and structure.</td>
</tr>
<tr>
<td>0-34%</td>
<td>Irrelevant material predominating or confused expression of ideas.</td>
<td>No recommendations or conclusions presented.</td>
<td>Very poor presentation and structure.</td>
<td>Major inconsistencies in the use of recommended academic writing and referencing guidelines.</td>
</tr>
</tbody>
</table>


DESIGNING A POSTER AND COMMUNITY BRIEFING FOR A UNIVERSITY OF LIMERICK/
PLANNING AN ACADEMIC POSTER

An academic poster is designed to communicate clearly, concisely, and visually. It should also be self-explanatory. You shouldn’t need notes to understand it!

It takes skill to summarise a complex topic without losing some meaning or connections. So what do you need to consider first? And how might you use images or diagrams to help convey your message? Since a poster must communicate so concisely, you will need to spend some time identifying your key points.

Decide what you need to communicate, and how. What is your main message? What does your viewer need to know? Identify the key points, always keeping your topic or task in mind.

**ONCE YOU’VE DECIDED ON THE MAIN CONTENT, MAKE A ROUGH DRAFT OF THE INFORMATION YOU NEED**

- Decide on the main title
- Note the graphics you might need, such as photos, diagrams, graphs or charts

**REMEMBER:**
Academic posters need to show evidence of reading and research, so you must always include references.

**STRUCTURE**
Like other types of academic writing, an academic poster should be well organised, with clear headings and subheadings. Examples:

**Title**

**Introduction** - *Background*

**Aim/objectives** - *What problem or need are you addressing*

**Intervention** - *(Implementation/Solution/Rationale for solution/Why do it*

**Outcome** - *Evaluation - What did you achieve/what difference will it/has it made to the community*

**Conclusion** - *Recommendations*

**Student names/community partners**

**References**

**HOW DO I DESIGN A POSTER?**

**Developing a Layout - Visual Impact**

Mark off an area on the floor or on a table top the exact size of your poster. Print your text and lay your text in place. Cut it apart as needed to accommodate mock-ups of your image files. Add a title sketched to size. How does it look? What do you need to change to make your message clear?

Make sure important graphics or information stand out clearly in your design. Remember, you may not need graphics if words are more powerful.
Once you've identified your main content and structure, you need to identify the graphics and formatting which will communicate your message best. How will you organise your content visually? How might you use colour and type to enhance visual impact?

Remember: It's important to be very clear about the purpose of your poster. Keep returning to this as you plan your design. In an academic poster, the priority is to be clear, concise and professional.

USE OF TEXT

An academic poster needs to be clear and legible from a distance. You should therefore think about how to format the text and what size should it be?

- A poster should be legible from about one meter, and attract interest from about five meters.
- Aim for a word count of about 300 to 800 words. 300 words leaves plenty of room for graphics, while 800 words would be more text heavy.
- For clarity, use a sans-serif font like Arial or Helvetica. Make sure there is good contrast between text and background.
- To be legible at a distance, the main title should be around 70-100 pts, subheadings around 40 pts, body text around 24 pts.
- Format headings and subheadings consistently. This helps structure your information visually.

CHOOSING AND USING COLOUR

How to get started: Are there any colours already in place that you could use?

Maintain a colour scheme

Two or three related colours will give your poster a cohesive look. The colours need to go together well enough that they don’t conflict with your message. Colours that have something in common usually go well together. Blue and green go well together be-
If you use a standard twelve section colour wheel, any three neighbouring colours will work well together. For contrast in small quantities, the colour directly across the colour wheel can add impact. A soft blue-green background can make your display look attractive, clean, and professional. Thin red-orange borders on your images can make the images stand out. A single contrasting colour can be used in small amounts for impact.

**Keep backgrounds subtle**

Greys and muted colours help foreground information standout. Pale colour as a background can be unifying to your poster. Neutral backgrounds enhance and promote material that’s placed on top. Greys and pastels can be unifying while remaining in the background. Your poster can be mounted on a slightly larger piece of coloured poster board so that the poster seems to be in a coloured frame. If your images are black and white or muted, a colourful background or borders may help the images stand out.

**Use bright, saturated colours sparingly**

Bright, saturated colours can be jarring or distracting to the viewer. The primary colours, red, yellow, and blue, tend to look garish. These effects can detract from your message or make viewing unpleasant enough that someone may choose not to bother. Judicious use of bright colour can attract attention to your display or to a particular area of your poster, for example a border around an image or filling an important word. Restraint is important, however; if you’re not sure, leave it out.

**Large amounts of red, yellow or orange can overpower your message**

Most design sources agree that red, yellow, and orange can overpower your message. In many Western cultures, they evoke a sense of warning, urgency, and danger. Use them carefully. These colours aren’t necessarily wrong; they can add warmth to photographs and may be important to your subject matter. If it has a positive effect, use it. If your entire background is red, though, that might be all a viewer sees in the time they spend looking at your display.

**USING IMAGES**

**How to get started:**

- Do you have photos that were taken during your work?
- Did you create graphs and charts that could be simplified and colorized?
- People are drawn to photos of people; could you stage some photos to point out key points of your message?
- Can you change tables into simple charts?
- Any images that you can provide will be a help. Outside sources are a possibility, but don’t forget to get permission to use items that you didn’t create.

**Use meaningful, high-quality images**

Whether it’s an illustration, a photograph, a chart or a graph, make sure that it supports the focus of your poster. It needs to convey information. When you use an image, you tell the viewer that you think the information in the image is important. If they can’t easily see the importance, their attention will be lost.

Be ruthless editing images for quality; make sure the resolution is adequate for your purpose, the photograph is in sharp focus, and the colour and tone are as good as they can be. The poor quality of one image will detract from your poster’s overall quality. If there’s any doubt, leave it out.

If a photograph that must be included is of poor quality, consider tracing it and turning the important part into a simple, powerful line graphic.
Adjust colour and contrast in images
Software such as Photoshop can enable you to adjust colour casts, brightness, contrast, and focus. It usually can’t make a bad image good, but it can often make an average shot look a bit more professional.

Crop or edit images so the important information is obvious
Instead of showing a whole room, for example, enlarge a detail. Perhaps you want to show something you are doing at a small table at one side. If so, crop out everything else and just show the section of you at the table. If you have high enough resolution, enlarge that part and make the message obvious.

Give photos short titles or captions
Even if you’ve managed to reduce your text to a minimum throughout your poster, some people still won’t read it. Titles and captions on images help viewers to quickly understand what they’re looking at.

Simplify charts and graphs
Remove non-essential information. If you don’t mention the specific data on the poster, remove it from the image. Reduce the data in your images to what you need to make your point. **Use bold lines in graphs so the data can be seen and understood from 5 feet away.**

Lines on graphs should be made heavier than usual. They have to be seen and understood quickly. Sections in charts and graphs should be distinct as well; use different colours to clearly establish separations and relationships.

Place images so that they’re balanced visually in the poster and they help to lead the Viewer’s eye through the material
Don’t place all of your images on one side of the poster. Images should be spread evenly over the surface, pulling the viewers eyes to all areas. Lead the viewer through the material. Photographs of people looking to the right will lead the viewer’s eye to the right. If a photo of someone looking to the right is used along the right side of a poster, the viewer is directed away from the poster. If it still makes sense and has to be on the right side, flip the photo in a graphics application. Images of someone looking away from your poster lead the viewer away, too.

Images of someone looking away from your poster lead the viewer away too.
HOW DO I PRODUCE A POSTER?

A variety of software can be used to produce an academic poster.

One of the most popular is Microsoft PowerPoint, with a key advantage being that most computers have PowerPoint installed as standard. This allows you to share your work easily, and update it from any location. For example, you may need to add new information just before presentation.

Using PowerPoint you can integrate a range of media, produce diagrams and flowcharts easily, and create custom charts and graphs from your data.

HOW DO I PRESENT A POSTER?

At academic conferences and seminars people gather to hear about and discuss issues relevant to their subject area, and to meet others interested in the same challenges and questions.

At a poster presentation, you will normally be asked to stand beside your poster, say a few words, and answer questions. This allows people to discuss the content in a more informal, less daunting setting than during an oral presentation, which might have a very large audience. It is also possible to have more detailed one to one discussions with the people who are interested in your poster.

First, allow plenty of time to prepare and produce your poster. You will need to plan your content, design the layout, write and edit it, organise production and printing. It’s also a good idea to prepare handouts for people to take away.

Be prepared, anticipate likely questions and practise your responses.

HANDOUTS TO SUPPORT YOUR PRESENTATION

A template for a UL Engage Community Briefing document has been designed to present your community with a briefing report on your project. This Briefing will be a concise publication to include in your professional portfolio and to submit to your home University if required.

The template includes:

- An overview of the project
- Brief profile of community partners and students included in the project
- Outcome of the project including relevant graphics, photos, community testimonials (with permission).
- Training materials, brochures and any other supplementary information can be referred to and included in appendices.
- Your community poster
- Appendices
KEY POINTS

Allow plenty of time to prepare and produce your poster

Plan carefully, structure content clearly and present it suitably

Aim for a good balance of text and graphics

Consider preparing handouts of your poster

Practice your presentation before the session

Text should be large enough to be seen from 5 feet away.

The pieces should be organized in a way that leads the viewer through the display.

Make illustrations simple and bold.

The display should be self-explanatory so that you are free to talk.

Keep displays simple and text brief; a viewer should “get it” in 30 seconds. You can provide in-depth information in a handout.

A neutral coloured poster on matte board is more pleasing to the eye than one on a bright coloured background.

Try to keep 40% of the poster area empty of text and images. (Students often make the mistake of trying to fill all of poster in their enthusiasm to include as much as possible).

Limit your use of boxes and lines. (If you put text and images in boxes and separate the columns and sections with lines, your poster will look like it’s still on a grid. The lines stop the viewer’s eyes from scanning smoothly, and it becomes difficult to scan the entire poster. You can achieve an orderly poster with white space.)

If items go together, put them close to each other (e.g., keep a photograph or illustration near where it’s discussed in the text).

Your Community Briefing document should be concise,
WHAT DO WE WANT AND WHY?
Are there different interpretations and/or expectations regarding the aim of the project?
Are there agreed priorities?

WHAT SKILLS AND RESOURCES DO WE HAVE/NEED?
Do all the stakeholders have the relevant information to facilitate partnership engagement?
Have we identified strengths and resources (Community/University)?
What do we need?

WHO IS INVOLVED?
Who wants to be involved and is not included?
Who needs to be involved and is not?
Who is involved and does not want to be?

HOW ARE WE GOING TO WORK TOGETHER?
Have we a clear communication process?
Have we an agreed leadership structure?

MUTUAL RESPECT

SHARED GOVERNANCE

© Please feel free to republish or copy this resource. All we ask is that you credit the author(s) and reference and source. UL Engage Resource (2016) Quillinan, B. ‘Framework for Communication and Shared Understanding’
As you begin your Practicum, please remember that you will be a representative of the University of Limerick, in the community. As such we ask you to carefully read and abide by the following guidelines, which have been designed to assist you, in having a positive and productive learning experience.

1. **Be punctual and responsible.** You are participating in an organisation as a reliable, trustworthy and contributing member of the team. Both the administrators and the people whom you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.

2. **Ask for help when in doubt.** You are encouraged to approach your community mentor/academic advisor with questions or problems as they arise. They can assist you in determining the best way to respond in difficult or uncomfortable situations.

3. **Call if you anticipate lateness or absence.** Call your community mentor/academic advisor if you are unable to come in or if you anticipate being late. The community depends on your contributed services and will be at a loss if you fail to come in as scheduled. Be mindful of your commitment; people are counting on you.

4. **Respect the privacy of people you are working with.** If you are privy to confidential information with regard to persons with whom you are working, i.e. organisational files, personal stories etc. it is vital that you treat this information as privileged and private. You should use pseudonyms in referring to this information in your course assignments.

5. **Show respect for the agencies with whom you work.** Placement within community programmes is an educational opportunity and a privilege. Remember, not only are you serving the community, but the community is serving you by investing valuable resources in your learning.

6. **Be appropriate in attitude, manners and appearance.** You are in a real world project and are expected to treat your collaborators and community members with courtesy and kindness. Dress neatly, comfortably, and appropriately.

**Be flexible.** Real life projects and people are not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and in producing positive outcomes for everyone involved.
In addition to the above expectations, as a participant in your community service learning experience, you are also responsible for the following limitations:

NEVER ........

- Report to your placement under the influence of drugs or alcohol.
- Give or loan money or other personal belongings to a community member.
- Make promises or commitments to a community member that neither you nor the organisation can keep.
- Give a community member or organisational representative a ride in a personal vehicle unless the person is authorised for transport. DO NOT transport a child by yourself.
- Tolerate verbal exchange of a sexual nature or engage in behaviour that might be perceived as sexual with a community member.

Tolerate verbal exchange or engage in behaviour that might be perceived as discriminating against an individual on the basis of age, race, gender, sexual, orientation, or ethnicity.

Other Safety Issues:

- If you take the bus, be sure to know the route and the bus fare.
- If case of breakdown or transportation problem, carry enough money to get home.
- Familiarise yourself with people, places and things in the area that can be of assistance in times of emergency (e.g. the location of phones, 24 hour shops, garda station etc.).

Give the phone number of the community mentor/academic supervisor where you’ll be engaged, to a roommate, friend, or relative before leaving for your placement site.

I have read and understood these guidelines and I agree to them.

Student name: _____________________________________________________

Signature: ___________________________ Date: ________________________

Received by.

Academic Module Leader: ____________________________________________

Signature: ___________________________ Date: ________________________
Consent From

UL Engage,
University of Limerick
Limerick, V94 T9PX,
Ireland

Permission to Use Photograph, Moving Image and Audio Clip

UL Practicum Project: ____________________________________________________________

Location: _______________________________________________________________________

I grant to UL Engage, its representatives and employees the right to take photographs/moving image/audio clip of me and my property in connection with the above-identified UL Practicum Project. I authorise UL Engage, its assigns and transferees to copyright, use and publish the same in print and/or electronically.

I agree that UL Engage may use such photographs/moving image/audio clip of me with or without my name and for any lawful purpose, including for example such purposes as publicity, illustration, advertising, and Web content.

I have read and understood the above:

Signature ________________________________________________________________________

Printed name _____________________________________________________________________

Organisation Name (if applicable) ___________________________________________________

Address _________________________________________________________________________

Date __________________________________________________________________________

Signature, parent or guardian _____________________________________________________ (if under age 18)
In order to assist with the on-going evaluation and development of this module I would sincerely appreciate if you would take a few moments to complete this evaluation form.

Thank you for your contribution. It is much appreciated.

Name of Student: ____________________________ Date: ______________________

Please indicate your Practicum placement:

Please indicate whether you agree or disagree with the following statements
(1=agree, 2=agree somewhat, 3=unsure, 4= disagree somewhat, 5=disagree)

<table>
<thead>
<tr>
<th></th>
<th>Agree 1</th>
<th>Agree Somewhat 2</th>
<th>Unsure 3</th>
<th>Disagree Somewhat 4</th>
<th>Disagree 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My practicum experience was meaningful to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. A practicum is a valuable method for learning</td>
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<tr>
<td>3. The community Site afforded opportunities to learn and use skills not previously known</td>
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<tr>
<td>4. I was well prepared for the practicum project</td>
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<tr>
<td>5. I received enough support throughout the practicum</td>
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<tr>
<td>6. I used a variety of skills in during my practicum</td>
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<tr>
<td>7. I would recommend this practicum to another student</td>
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<tr>
<td>8. I gained valuable experience from this module</td>
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<tr>
<td>9. I experienced diverse cultures or ethnic groups</td>
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</tbody>
</table>
List three positive aspects about your practicum placement

List three things that could improve this placement

We would appreciate it if you would write a short paragraph on your experience of undertaking a practicum placement. This information will be used for promotional purposes for other students who may wish to undertake a practicum module in the future.

Please rate your overall satisfaction with the module by placing a vertical mark (I) on the scale below (10 being the highest score)