

Developing Professional Attitudes, Attributes & Abilities in years 1 & 2 of Higher Education

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Structure of the 1 hour session

US	YOU
1. Lindy: what she did with a cohort of 475 and why.	1. Write down any questions you want to ask
2. Anne: how technology made it possible and what has been done to spread the benefits beyond SoM	
3. Q&A on remaining questions	
4. Groups explore: How do we spread good practice with limited resources? What are the barriers? How can we overcome them?	4. Ideas on post-its, pair and group discussion
5. All contributions will be compiled into a short report after the session for the wiki.	

What's in the handouts

- Details of programme structure
- Assessment outline of PD thread
- Objectives and approach

So what are the 3 As ?

.....a variable, almost indefinable, set of:

Attitudes / Behaviours

e.g. 'Can-do', Dedicated, Respectful, Organised

Attributes / Characteristics

e.g. Self-Disciplined, Self-Motivated, Self-Confident, Creative, Self-Aware, Reflective, Self-directed in Learning.

Abilities / Skills

e.g. Prioritisation, Seeing the bigger picture, Communicating appropriately, Working with others.....

i.e. the characteristics of an employable professional

What a student thinks...



....it makes me think about what I have been doing and my strengths and weaknesses (and) means that I am able to identify where I need to improve and think about the different types of support that are available to assist me.

(A Level 1 international student)

Context for this curriculum development



- Lindy's role(s)?

Professional Development & Employability

...throughout SoM UG curriculum

In March 2007 a vague outline emerged...



"To develop 'something' that helps individuals prepare for ~~FTY~~ ...the world"

+
Important notes about 'it'

'It' will be:



- Empowering
- Supportive
- Owned by individual

'It' will incorporate :

- Enquiry-based approaches
- Self-development process (pdp)
- Reflection

'It' will have a physicality that:

- assists journey and records path
- encourages ownership
- supports creativity

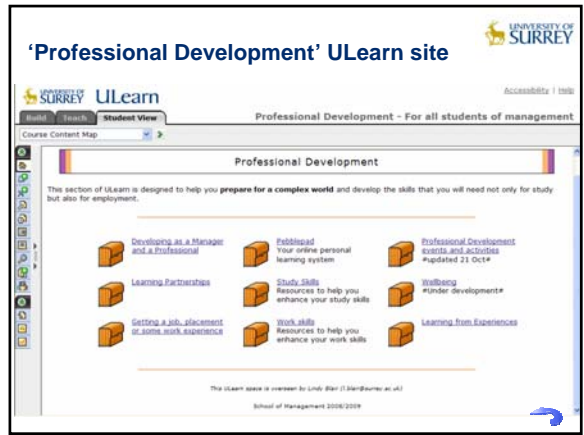
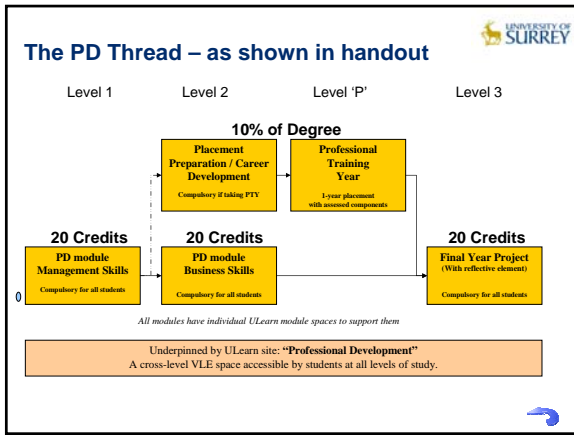
'It' will help individuals to:

- identify personal goals
- make personally-rewarding journeys
- access personally-effective support

'It' will *also* need to be:

- Practical for large cohorts of students!

475



From Flip-chart to Strategy!

FML L&T Strategy

FML will support a professional development vision which recognises that students are engaged in 'whole-life' learning throughout their time at Surrey that increases their employability and develops their professional identity.

a vision which sees 'whole life learning' as encompassing 'life-long learning', 'life-wide curriculum', and 'wellness' and wider student experience approaches; and which encompasses both formal and informal learning no matter where it takes place, e.g. in class, on placement, extra-curricular, university life, etc.

a vision which embeds professional development within the academic curriculum whilst encouraging and enabling students to make use of the wide range of developmental opportunities offered by the university.

a vision which sees the professional training year and exposure to the professional context as a key component of personal, professional and academic development and encourages all students to actively participate in these opportunities

So how does Lindy do it with 475 (level 1) + 417 (now level 2)?

What has been done that can benefit other Faculties?

Solutions through technology 1. The VLE

PREVIOUS YEARS

- Having to maintain and update several modular spaces in the VLE covering different aspects of [PD at different levels](#). Management Skills; Business Skills; PTO; PTY; Final Year Project.

THIS YEAR

- Creation of an over-arching [Professional Development](#) site in ULearn that bridges all levels and supports each of the PD thread modules

Solutions through technology 2. The VLE

PREVIOUS YEARS

- Poster presentations in self-selected groups. Huge number of emails asking what to do and how; requesting & changing presentation slots; getting posters printed (cost issues)

THIS YEAR

- Powerpoint presentations
- Used sign-up groups on the VLE that also identified timeslots for the presentations
- Addressed the 'why' in lectures, 'what' in the assignment briefs, and 'how' in video tutorials all available in the VLE. ALL email queries diverted to a single discussion board in ULearn. Students answered each other's questions.
- Used PhD students to help evaluate presentations

Solutions through technology 3. PebblePad

PREVIOUS YEARS

- Students submitted hand-written paper-based PDP workbooks including skills audits, SWOT analysis, action plans etc.
- 17 identical Pebblepad tutorials in one week

THIS YEAR

- E-portfolios can grow and develop. They are flexible, customizable, editable. An e-portfolio gateway enables tutor access to each student's portfolio from a single web link. Facilitates sharing and peer feedback. No hard-copy filing.
- Students now share their e-portfolios with their personal tutors
- Practical video 'how to' tutorials created by Steve Rowett
- Weekly one-hour drop-in sessions for help with PebblePad run from SPLASH.

Spreading good practice & lessons learnt

All material deemed useful beyond the School of Management was extracted and made available:

- on the website (quickest and easiest to update)
- as self-contained customizable learning resources focusing on different skills & topics. Created in Course Genie / Hot Potatoes and including activity worksheets in Word.
- In FAHS, everything is made available in one place. A departmental site in the VLE catering to all programmes and levels. A virtual office with programme-related information, PDP resources, careers info, placement support etc.

Generic Professional Development Resources on website

- At <http://www.surrey.ac.uk/placements/contents.htm>

The screenshot shows a webpage titled 'Professional Development' with the following sections:

- Developing Professional Skills**
 - Identifying your strengths and weaknesses
 - Improving your professional skills
 - Choosing a career
 - Boosting your CV
 - University of Surrey Careers Service
- Getting a job**
 - Completing application forms
 - Online applications and tests
 - Preparing CVs and covering letters
 - Interviews & Assessment Centres
- Placements**
 - Finding a placement
 - Overseas students wishing to undertake a placement
- Practicalities**
 - The 1000 handbook for placement students contains a lot of useful, practical advice to guide you through your placement.
 - The Student Advice & Information Service (StudentAdvice@surrey.ac.uk) can give advice on law and compliance relating to placements.
 - Applying for a National Insurance Number
 - Request a Council Tax Exemption letter from Registry
 - Employer practices which require an employment contract
 - Relevant regulations for the arrangement of professional training

Integration of resources from 'Destinations'

The screenshot shows the 'Destinations' website with the following content:

- Skills from your degree**
 - Your strengths and weaknesses**: This self-assessment contains ten questions to emphasize your strengths and explore your weaknesses. It will reveal much to think about in a person, your attitude to change and your ability to learn.
 - What are your skills?**: A list of skills to consider.
 - Challenges record book**: A tool for tracking progress.
- Facing a challenge**: A section with a video of a person speaking, discussing how to overcome difficulties.

Generic Skills Development Resources in ULearn

The screenshot shows a quiz titled 'Referencing Skills' with the following questions:

1. Simpson (2000) Family and Society 2nd edn. Springfield: Springfield Press.
 - Correct
 - Incorrect
2. Simpson, B. (2003) 'Get My Money In: Simpson, L. (ed.) Reflections on Family Springfield: Springfield Press pp. 65-90
 - Correct
 - Incorrect
3. Simpson, L. 'Nature or Nurture?' Journal of Life vol. 12 no. 3 pp 29-41 (2000)
 - Correct
 - Incorrect
4. Smithers, W. J. (1996) 'Who Shot Mr Burns?' Springfield Herald 2005: May p. 4
 - Correct
 - Incorrect

Transferable skills / PDP support material

The screenshot shows a webpage titled 'Develop your academic skills' with the following resources:

- Skills self-assessment
- Audiovisual Cleaners
- Reflective Learning
- Presentation Skills
- Referencing Skills
- Skills for online research
- Working in Teams
- Time Management
- Need help with your study skills?

Departmental sites

The screenshot shows the ULearn interface for Psychology(HCB) - Student Support. The page is titled 'Welcome to the BSc Psychology & BSc Applied Psychology & Sociology' and features a grid of icons for various resources:

- Programme information & modules
- Placement
- Skills Development & PDP
- Launch time order activities
- Useful university links
- University policy
- Contribution Board
- Writing your Psychology dissertation
- Arrangements for students abroad, April 20, 2020
- Course, with exams

Spreading good practice: are resources enough?

- Take-up is patchy, less embedded and completely dependent on the unrewarded enthusiasm of individual tutors and lecturers in departments
- As a 'central adviser' wouldn't I be more credible /effective if I were teaching students of my own? (Action research)
- More doers at the chalkface, not advisers?
- With limited resources, how do we spread and embed good practice? What are the barriers? How can we overcome them?