

CAN WE REALLY ASSESS PROFESSIONALISM?

Learning objectives for the professional experience at the University of Surrey

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OUTLINE



- University's tradition of professional training/WIL/cooperative education
- Expectations: employability but more
- University framework for assessment of professional training
- · Diversity of learning objectives
- · The real student experience
- How to assess this?

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'...the pursuit of learning and the advancement and dissemination of knowledge, in Science and Technology and all that pertains to a fuller understanding of humanity, in close co-operation with the industrial life of the country and with commerce and the professions; so that by its discipline and inspiration and by the sharing of their life and interests its Members at all levels may grow in wisdom as well as knowledge and be enabled, according to the best of their several talents and abilities, to enrich their own lives and the life and livelihood of the community.'

University of Surrey Royal Charter, 1966







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Holding an unrivalled graduate employability record for a decade, our distinctive position has been consolidated through an overhaul of the Professional Training Programme, resulting in a further increase in graduate employment for 2007/08.

The Complete University Guide 2009, in association with The Independent was released in April 2008. It is produced by Mayfield Consultants and is sponsored by PriceWaterhouseCoopers. Overall, Surrey has moved up five places into the top 30. The University also achieves exceptional rankings in the subject tables, including ten subjects with top ten places.

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UK POLITICAL AGENDA FOR HE 🏍 SURREY



- 1963, Robbins Report: "breadth", depth"
- 1999, Dearing Report: Skills
- 2007, Leitch Review of Skills in England:

"In our rapidly-changing world, having a highly-skilled workforce isn't an optional extra; it's an economic necessity. But developing the right culture for skills and employment isn't just about being able to compete in the global economy. It's also the most effective way of tackling family poverty, encouraging people to strive for a better life, and increasing social mobility." World Class Skills: Implementing the Leitch Review of Skills in England July 2007 Cmd 7 181

- Globalisation
- Competition **FUNCTIONALIST MODEL**
- **Employability**

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"a set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupations." Yorke & Knight 2003

"Increasingly, it is the students' capacity to fend for themselves in the wider world that is coming into view, their capacities to sustain themselves, to engage with the wider world, to be resilient and to prosper - not just economically - in it. We are witnessing the emergence, surely, of a curriculum for life." Barnett and Coate 2005:119

"to facilitate the development of degree-level learning through an associated emphasis upon the reflective learning processes. Moreland 2005

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WHY PROFESSIONAL **TRAINING**



- · Development of personal qualities
- · Development of existing and new skills
- · Application of, and new, subject knowledge
- Critical reflection on experiences
- Enhanced employability for the immediate and future
- Contribution to economy
- Contribution to social wellbeing

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QAA CODE OF PRACTICE FOR THE ASSURANCE OF ACADEMIC QUALITY AND STANDARDS IN HIGHER EDUCATION Section 9: Work-based and placement Learning September 2007

"it may not be possible for all students in work-based or placement learning situations to have exactly the same learning experiences. It is important, however, that they all have opportunities to achieve the same learning outcomes)." p.10

"Many awarding institutions assign a credit value to sets of learning outcomes, including those linked to work-based and placement learning. The credit value indicates both 'how much' (the amount) of learning is expected and 'how hard' (the relative level of difficulty) it is. "p.10

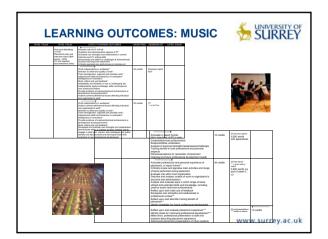
"It is important that the assessments are designed to test whether the particular agreed learning outcomes have been achieved." p.11

"In designing assessment for contexts where the learning and/or assessment takes place 'off campus', it is important that any assessment tests the intended learning outcomes both accurately and fairly." p.11

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ASSESSMENT AND P CREDITS			ASSESSMENT MODE						
Faculty	Programme		By workplace	Student report	Presentation	By visiting tutor	Attendance of briefing/ debriefing	Additional academic work	TOTAL P CREDITS
		+							
FAHS	Music	+	40	10 + 30	10	20	10		120
	Music & sound Recording		40	20 + 30	10	20			120
	Dance & Culture					* = 70	10	40 Reflection	120
	Economics L100		60	35	10	15			120
	Psychology		45	40	10	25			120
	Sociology		45	40	10	25			120
	Applied Psychology and Sociology		45	40	10	25			120
	Politics		50			20	5+5	40 Essay	120
	Foreign language	_	30	10*** + 60	With ***	20			120
	Foreign language	_	15	10 + 25		10			60 (20 weeks)
FHMS	Biosciences (1 placement)		40	10 + 50		20			120
	Biosciences (2 placements)		30	30 + 30		30			120
	Chemistry BSc	Т	3 x 5 + 25	15 + 40	10	3 x 5			120
	Chemistry MChem	Т	2 x 2.5		15 + ** IndustD	2.5 + 7.5		** Poster	30 P credits
	Nutrition/Nutrition Food Science		40	10 + 50		20			120
	Dietetics								
	Nursing Studies								
FEPS	Computing			40		** 30 + 35		15 log	120
	Mathematics	Т		40		30 + 35		15 log	120
	Electronic Engineering	Т	65	15 + 25				15 log + paperw	120
	Physics	Т	30	45	5	20			% of 120
	MMAE / ETITB		45	25 + 25	5	20			=10% Of degre
	Civil Engineering	Т	45	25 + 25	5	20			=10% Of degre
FML	Management		20	60		10	20 46 weeks	10 PTO module	120
	Law (per placement)		30	10		10	10		60
		_							





THE REAL STUDENT **EXPERIENCE**



Jessica. Independent Video Production Company

terms of personal development and change, this year has been particularly beneficial. I wouldn't say I have changed as a person so much. I still believe in the same things and have the same outlook on life however I feel I have grown as a person in a number of ways."

James, Multinational Software Production and Marketing

"I really felt that I had become an "I really felt that I had become an integral part of the team, not only in Europe but the entire PPG team. My placement had enabled me to work within many different parts of the company, frequently being in contact with members of the team all over the

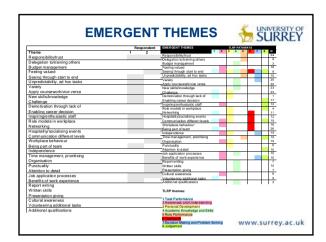
Miyanda. Home Office Assessment & Consultancy Unit

"I had to adapt very quickly to my new schedule. I had greater responsibilities than those of previous jobs such as the importance of keeping information and documents strictly confidential."

Jenni, Political Lobbvist, Friends of the

"My transformation between being a student with some retail experience to becoming a professional was almost unbelievable. For me, becoming a professional meant stepping out of becoming a protessional meant stepping out or my comfort zone, and learning to deal with situations which I didn't expect or predict to happen. It meant keeping calm and cool... It meant an exponential growth in confidence, when speaking privately in meetings or publicly to an audience."

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CONCLUSIONS



- Policy on the ground results in wide variability of learning objectives
- ☐ Learning outcomes are consistent with Eraut et al.'s (2005)Learning Trajectories (task performance, awareness and understanding, personal development, academic knowledge and skills, role performance, team work, decision making and problem solving, judgement
- Challenge is how best to assess and accredit these

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