

## 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/co-operative education
- Expectations: employability but more
- University framework for assessment of professional training
- Diversity of learning objectives
- The real student experience
- How to assess this?

'...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



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.

## UK POLITICAL AGENDA FOR HE

- 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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# UNIVERSITY REGULATIONS FOR ASSESSMENT OF PROFESSIONAL TRAINING



**Level P descriptor:**  
 Develop and/or apply theory and develop skills independently in external educational settings or in practical and operational contexts;  
 Develop knowledge and skills which can contribute to subsequent project work and study;  
 Develop transferable skills and improvement in presentation, communication, team-working and interpersonal skills in a professional context.

**Assessment must comprise:**

[Areas below may be combined]	% of 120 P credits
Student performance in workplace assessed by employer	30-50
Student reports(s)	30-50
Oral presentation by student	up to 10
Report by visiting tutor	5-20
Student participation in briefing and debriefing	up to 20
Additional academic work during placement	up to 30

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PROFESSIONAL TRAINING PROGRAMMES		ASSESSMENT MODE					TOTAL P CREDITS	
Faculty	Programme	By workplace	Student report	Presentation	By visiting tutor	Attendance of briefing/debriefing		Additional academic work
FAHS	Musit	40	10 + 30	10	20	10		120
	Music & sound Recording	40	20 + 30	10	20			120
	Dance & Culture	40			70	10	40 Reflection	120
	Economics Econ	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 Extra
	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	3 x 5 + 25	15 + 40	10	3 x 5			120
	Chemistry MChem	2 x 2.5		15 + ** (incl 50)	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		40		30 + 35		15 log	120
	Electronic Engineering	65	15 + 25				15 log + essay	120
	Physics	30	45	5	20			% of 120
	EMBAE / EITTB	45	25 + 25	5	20			-10% or deposit
	Civil Engineering	45	25 + 25	5	20			-10% or deposit
	Management	20	60		10	20 48 weeks	10 PTD module	120
FML	Law (per placement)	30	10		10	10		60

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# LEARNING OUTCOMES: MUSIC



LEVEL	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1	<p><b>Level 1 Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Identify and describe the basic elements of music (pitch, rhythm, dynamics, timbre, texture, form).</li> <li>Perform simple musical pieces on a chosen instrument.</li> <li>Participate in group singing and playing.</li> <li>Understand the role of music in society and culture.</li> </ul>	<p><b>Level 2 Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Develop a personal repertoire of music.</li> <li>Perform more complex musical pieces.</li> <li>Collaborate with others in a group setting.</li> <li>Understand the historical and cultural context of music.</li> </ul>	<p><b>Level 3 Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Develop advanced technical skills.</li> <li>Perform solo and chamber music.</li> <li>Collaborate in a professional ensemble.</li> <li>Understand the role of music in contemporary society.</li> </ul>	<p><b>Level 4 Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Develop a high level of technical proficiency.</li> <li>Perform at a professional standard.</li> <li>Collaborate in a professional ensemble.</li> <li>Understand the role of music in the arts and culture.</li> </ul>	<p><b>Level 5 Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Develop a world-class level of technical proficiency.</li> <li>Perform at the highest professional standard.</li> <li>Collaborate in a world-class ensemble.</li> <li>Understand the role of music in the global arts and culture.</li> </ul>

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# LEARNING OUTCOMES: MANAGEMENT



LEVEL	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1	<p><b>Level 1 Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Understand the basic concepts of management.</li> <li>Identify the key functions of management.</li> <li>Describe the role of the manager.</li> </ul>	<p><b>Level 2 Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Develop a personal understanding of management.</li> <li>Apply management theory to practice.</li> <li>Collaborate in a group setting.</li> </ul>	<p><b>Level 3 Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Develop advanced understanding of management.</li> <li>Apply management theory to complex situations.</li> <li>Collaborate in a professional setting.</li> </ul>	<p><b>Level 4 Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Develop a high level of understanding of management.</li> <li>Apply management theory to complex situations.</li> <li>Collaborate in a professional setting.</li> </ul>	<p><b>Level 5 Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Develop a world-class level of understanding of management.</li> <li>Apply management theory to complex situations.</li> <li>Collaborate in a world-class setting.</li> </ul>

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