

'Designing for Professional Capability'
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Educational objectives

- To consider the implications for curriculum design of the university's policy for combining and integrating academic study and the development of professional capability
- To consider and develop deeper appreciations of what being professional means and how we create educational designs that enable learners to develop capabilities that are relevant to being professional
- To facilitate the sharing of ideas about module designs that combine and integrate academic study and the development of professional capability and attitudes.

Intended outcomes

- Enhanced knowledge and deeper understanding of the University's policies for undergraduate student development and how they affect teaching, learning and curriculum design.
- Greater self-awareness of how you as a teacher are developing professional capability.
- Awareness of research-based knowledge into how professional learn through work.
- Ideas for adapting an existing modules so that it more effectively combines and integrates academic study and the development of professional capability and attitudes.

Preparation

1) Please reflect on what being professional means to you in the context of being a higher education teacher by completing the on-line questionnaire 'How do we develop professional capability for being a good teacher?' At <http://sceptre.values-exchange.co.uk/?tabId=myvx>

We will use the anonymised results of the survey to stimulate discussion about the ways in which your professional development is being fostered.

2) Please bring with you the specification or outline for a module that you are teaching which you feel has the potential to improve the integration of disciplinary knowledge and theory with real world professional practice or problem working.

3) Try to find out from a programme handbook that you have access to, what strategies are being used to develop the professional capability of students.

Key concepts

A curriculum for knowing, doing and being Ron Barnett and Kelley Coat (2003)

Epistemology of Professional Practice and Professional Capability Michael Eraut (2007 / 2009)

Using our own lives to create principles for designing educational experiences that facilitate learning to be professional John Cowan (2009)

Background reading can be found on the Learning to be Professional wiki

<http://learningtobeprofessional.pbworks.com/Designing-for-professional-capability>

<http://surreyprofessionaltraining.pbworks.com/>

University of Surrey Curriculum Design context

For over 50 years the University of Surrey has been at the forefront of providing undergraduate education that seeks to combine academic development with the development of capability for working in the professional environment. Outside the Health programmes which have a fully integrated theory/practice curriculum, the main curriculum strategy we use to develop professional capability is the year long placement in a professional work environment. The University uses the term Professional Training¹ to describe this type of work integrated curriculum and it has proved to be successful in enabling our graduates to secure employment on completion of their degree. Between 1996 and 2007, Surrey had an average unemployment rate 6 months after graduation of 2.2 per cent, compared with the national average of 6.2 per cent: the lowest of any English university².

Institutional policies that reflect the University's commitment to developing professional capability

Validation Policy:

All undergraduate programmes in all disciplines (unless subject to statutory regulation e.g. in health-related professions) must provide opportunities for learners to develop their professional capabilities through year long work placements that will lead to outcomes that are relevant to learners' programmes.

University of Surrey graduate skills statement produced in 2003

Programmes offered by the University of Surrey are intended to ensure that graduates are **professional**, self-reliant, adaptable, creative, enterprising and ethically aware individuals, equipped with an excellent mix of subject knowledge and related skills, **experience of the wider world** and the **graduate skills necessary for their careers and personal development**.³ The graduate skills which **all** students at Surrey should possess are closely linked to the University's outstanding reputation for links with industry and the world of work. These are:

- Communication skills – e.g. written, oral, listening, visual
- Intellectual and cognitive skills – e.g. critical analysis, synthesis, evaluation, ability to challenge given views
- Interpersonal skills – e.g. working with others, leading others, flexibility, reliability
- Research and enquiry skills – e.g. competence systematically to explore existing knowledge, develop research questions and devise appropriate methodologies to arrive at results that add to knowledge
- Self-management skills – e.g. ability to accept responsibility for and manage personal learning and development, time management, taking initiative.

Surrey graduate skills statement 2003

Student Experience Strategy July 2008

Maintain distinctiveness: *by building a sustainable model to deliver "a complete education"*

We recognise the value of real world, hands-on, professional experience (currently mainly via the professional training year - PTY) as a key contributor towards our distinctive success in professional preparation. We want to enhance opportunities for the development of professional intelligence and capability for students who do not participate in the PTY

We will

- Continually seek new and robust ways of offering experience-based opportunities for learning that contribute to the development of the whole person, we understand whole person learning to include professional intelligence, skills and identity; and interpersonal, social and emotional, as well as intellectual, development
- we will develop a range of curricular and non-curricular opportunities for learning
- we will develop a toolkit to identify, document and appropriately recognize a broad range of whole-person learning, including strengthening PDP across the University

Develop the idea of a "life-wide curriculum" as an important part of our understanding of a complete education. *We recognize this implies a rethinking of the academic curriculum, the role of professional services, the importance of co-curricular (DAVE, Cultural Academy, etc) and non-curricular (external life events) activities for learning. We acknowledge that this will also require new ways of recognising learning gained from experiences outside formal academic programmes*

The challenge: Only half of our students participate in professional training year. If we believe that developing professional capability is fundamental to the Surrey graduate – how are we developing these capabilities outside the professional training experience?

¹ <http://www.surrey.ac.uk/professionaltraining/>

² Based on date from the Higher Education Statistical Agency (HESA). <http://www.hesa.ac.uk/>

Structure of session

EXPLORATION

2.00pm Introduction to session, explanation of the role of SCEPTRÉ

Refer to report of on-line questionnaire and discuss

What does being professional mean?

What do we mean by professional capability and how do we develop it as HE teachers?

Can we use these understandings to help us design educational experiences that encourage development of professional as well as academic capability?

Introduce Curriculum Guide and draw on this through the presentation.

- Generic behaviours and attitudes of being professional
- John Cowan principles for designing educational experiences that nurture professional capability.
- Ron Barnett – the educational projects underlying the idea of curriculum and the importance of integrating knowing-doing-being in educational designs to encourage development of professionals
- Michael Eraut – The epistemology of professional practice, how professionals learn through work and the learning trajectory model of professional capability

2.45 University of Surrey Curriculum context and institutional policies
Professional Training model for undergraduate education
Programme designs for developing professional capability (SoM model)
Life-wide curriculum model (SCEPTRÉ)

5 min break

APPLYING IDEAS AND PRINCIPLES

3.00 Small Group Brainstorming: 'How can we enrich the level of integration of discipline study and learning for the real professional world outside higher education in our module designs?'

3.15 Individual exercise: Taking a module design for which you have responsibility and drawing on the ideas that have been generated in your brain storming **try to identify three ways** in which you could enrich the level of integration of discipline study and learning for the real professional world outside higher education.

3.25 Ideas shared, discussed and clustered on sheet of flip paper. Then each group agrees one good/dominant idea for whole group feedback.

3.35 Each member of the group picks 1 idea to make a 1 min pitch to the rest of their group explaining how they could enhance their module design using the idea and why they think this will achieve the goal of developing professional attitudes and capability.

3.45 Whole group feedback – what interesting ideas emerged through the process?

3.50 Follow-up reading and resources : Learning to be Professional wiki
<http://learningtobeprofessional.pbworks.com/Designing-for-professional-capability>
<http://surreyprofessionaltraining.pbworks.com/>