



Work Placements and Placement Learning

views of work placement tutors and colleagues involved placement management

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Introduction

The Surrey Centre for Excellence in Professional Training and Education is part of a network of Centres for Excellence in Teaching and Learning being established in England as part of a Government initiative to reward excellent teaching practice and invest in that practice in order to increase and deepen its impact. SCEPTRe's primary aim is to advance understanding and improve student experiences of learning in professional workplace settings and encourage the continuing development of knowledge and expertise of placement tutors and administrators, so that students are better prepared for learning in a complex world.

This Working Paper explores the meanings of work placement and placement learning. The paper is based on:

- 30 written responses to a series of questions posed during a presentation at the University of Wolverhampton: Placement Learning Conference held on July 11th 2006.
- Discussions at the University of Surrey into the nature of professional training, which is based mainly on year long work placements.

It is intended to be a vehicle for developing knowledge and understanding about work placement practice across the UK. It is being

developed in collaboration with the Universities of Wolverhampton and Westminster and other institutions are welcomed as participants in the knowledge-building process.

Readers might like to think about these questions in the context of their own experiences and practices and compare their answers with participants' responses (annex 1).

- Q1 What does work placement mean?
- Q2 What does placement learning mean?
- Q3 What forms of work placement are being used?
- Q4 What are the purposes of a work placement?
- Q5 What types of learning are gained through work placement?

Readers are invited to send additional perspectives for incorporation into future versions of the paper. Please send to:
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This paper and subsequent versions will be published on SCEPTRe's web pages.

<http://www.surrey.ac.uk/sceptre/>

What is a work placement?

We take work placement to mean – **a work context**, for the purpose of intentional learning that is relevant to the aims and intended learning outcomes of a higher education programme or module, **into which a learner is placed or places themselves**. By ‘work’ we mean paid/unpaid employment or, in certain programme contexts, self-employment.

The two contexts that are crucial to a work placement are:

- *Context 1*: The learner is undertaking a higher education programme within which experience of a relevant work setting is considered to be important to the development of the learner;
- *Context 2*: The experience of learning through work in the work place and support given to learning in the workplace setting, enables the learner to develop in ways that are consistent with the programme aims and intended learning outcomes.

Examples (not mutually exclusive) include:

Research-based experience – exposure to work practice through a research project – this involves the gathering and processing of information about the work context but does not involve direct engagement with work activities.

Observational experience – shadowing to understand what people do and how they behave in their particular work roles.

Fulfilling a role – direct involvement, under supervision and with appropriate induction and training, in the work activities of the particular work context. Fulfilling a role involves taking on responsibility.

Apprenticeship – participation in a sustained systematic structured programme of developmental activities aimed at developing competency, capability attitudes and values relevant to a complex work role under the guidance of mentors or supervisors.

Types of work placement

Figure 1 presents a summary of the types of work placement so far identified in our surveys. Work placements vary in their length – as little as a few days up to almost a fulltime year or 280 days spread over the length of a programme.

Figure 1 Summary of types of work placement

Longer than a module

Placements integrated within a programme

Foundation degrees

1 day per week for the whole of the second year

Vocational programmes

e.g. Social Work 200 days per year in practice setting

L1 30 days

L2 70 days

L3 100days

e.g. Nursing programmes are made up of 50 per cent theory and 50 per cent practice (4600 curriculum hours by statute) ie placement or practice based learning equivalent to 2300 hrs (about 280 days).

Sandwich placements within a programme

Year-long/6 months fulltime programme-based sandwich placements in a company.

Usually L2/3

Year-long self-employed placements under entrepreneurial schemes

Based on a module

Shorter module-based self-employed placements within entrepreneurial schemes

STEP scheme project-based company experience

Semester-long (8-12 week) placements

Variable time for participation e.g. 40hrs, 80hrs / 1 day per week / minimum of 20 full 8 hr days

Mini-placements (part of a module)

2-3 week shadowing

One week

Vacation experience

Vacation placements. Variable length often student led. Typically the basis for a project/dissertation.

What the learner *does* in the work placement, the nature of the experience and the learning that derives from the experience, vary enormously within these general descriptions of work placements.

In some work placement contexts, the emphasis is on professional formation and the placement environment is expected to support the development of competencies, capabilities, attitudes, habits and values that are consistent with practice in a particular professional field. In such contexts, Professional Bodies may be involved in setting criteria for the placement setting and the features of the setting that are necessary for learner development.

In any work placement, what the learner actually does and therefore what the learner learns and how they learn it are primarily determined by the employing organisation and a learner's own decisions. But the specification of these things at a generic level also typically involves negotiation between the employer, the placement tutor (institution) and the learner.

Formative assessment and ongoing evaluation of performance of the learner in the work placement is generally the responsibility of the employer (and through self-assessment the student). The summative assessment of learning derived from the work placement is the responsibility of the institution often aided by work place mentors and supervisors.

Variations in the period and pattern of engagement in workplace settings begs the question as to whether different forms of engagement result in different outcomes irrespective of the nature of the work and experience involved.

Q Does this synthesis broadly accord with your experience? If not please suggest how it might be refined.

Q What other defining features might be included in this synthesis?

What does placement learning mean?

Perceptions of placement tutors and administrators at the University of

Wolverhampton are given in annex 1. They can be synthesized and connected through the core ideas of:

Context – *work place, people working and learning, community of work-specific practice, real life situations*

Experience and opportunity – *for students to experience/gain experience of working and learning in the work place.*

Learning and development: *diverse and rich conceptions of – new learning, personal growth / professional development / greater maturity, new skills, applying existing knowledge, learning through doing / reflecting on doing, encountering and coping with new situations / cultures in which to learn*

Collaboration and partnerships – *university-student-employing organization to create the context and opportunity for learning.*

Placement learning as preparation for becoming a professional

The intention of some placement learning experiences is to help develop the habits, values, knowledge, understanding and competencies that are relevant to particular professional fields. Terms like professional training or practice learning are used when this is the objective.

The University of Surrey uses the term *professional training* to describe its mainly year-long, fulltime placement learning experiences. Senior tutors, placement and visit tutors and administrators at the University of Surrey associate professional training with the following core ideas (see annex 1 for detail):

Context – *working and learning in a professional work environment; 'doing a proper job', learning through doing / experiencing a job in the real world; year in industry.*

The word 'Professional' is important to the context. The year-long experience of working in a relevant professional environment is about helping students to learn to be and become professional in that context and other similar professional contexts in the future.

Experience – *that is different to anything previously encountered; acts as a bridge between study and employment; enables professionalism to be developed by working alongside professionals; broadens horizons; and provides opportunity for practical experience related to study.*

Learning and development – *promotes personal development and professional formation; enables a learner to mature; promotes the acquisition of a comprehensive range of skills and capabilities; fosters understanding of cultures and work processes and practices; produces people who are self-confident and competent.*

Adds value – *helps students to get more out of their final year of university-based study and improves motivation and grades.*

Collaboration – *working alongside professionals.*

Placement learning as training to be a professional or to be professional

When training is attached to the idea of placement learning it implies certain things. Training is '*activity leading to skilled behavior*¹'. It is an organised process or experience through which people come to know and understand and become skilled in ways that are appropriate for particular roles and functions.

But people associate many things with the term training. For example²: acclimatization (getting to know something); apprenticeship, coaching, development, discipline of doing things in certain ways, repeated exercise, experimenting, familiarization, doing the groundwork, habituation, instructing, getting ready for something, mentoring, nurturing, orientation, planning, practicing, preliminary activity or steps, preparation or preparing, prerequisite for achieving something, rehearsal, teaching, trying out, tutoring. This plethora of meanings and associations means that the word 'training' is conceptually a very accommodating word. The downside is that when tutors, employers, workplace supervisors/mentors and students use the term they might be thinking of different things.

In the context of professional training at the University of Surrey, the idea of *training to be a professional* does not seem to be problematic in those fields where there is a strong sense of identity about what being a professional means (e.g. in the regulated fields of health care and engineering). Professional training is a more problematic concept in those disciplinary fields where *being professional* is the objective, rather than being a professional in [any defined profession or occupation]. In such areas the idea of professional training is more consistent with an influential experience through which behaviours, values and attitudes that are consistent with being professional are developed, rather than a closely specified programme to develop specific competencies, values and attitudes for a particular professional role. The alternative terms professional year or professional experience are sometimes used to draw out this conceptual distinction.

The related concepts of placement learning, professional training and work based learning

There is considerable overlap in the way placement tutors and administrators

¹ <http://www.webster-dictionary.org/definition/training>

² <http://www.webster-dictionary.org/definition/training>

understand placement learning and professional training. Both involve learners who are engaged in a higher education programme, working and learning in workplace situations over a sustained period of time. Perhaps the only difference is the explicit commitment in the concept of professional training, to professional formation (to be and become professional) and therefore a criterion for the selection of placement environments is the extent to which learners are able to engage in practices and forms of social interaction that support a process of professional formation.

Work-based learning may provide a unifying concept but there is an important distinction to be made between learners who are engaged in a higher education programme that involves as part of its experience a period of working and learning in the work place, and a learner who is already based in the work place and engages in a higher education work based learning programme.

The distinction is blurred when someone who is based in work, undertakes (part-time) a campus-based higher education programme, uses their work context and experience as a resource for learning.

Purposes of work placement

Placement tutors and administrators see the work placement as:

***An introduction to work and working environments** – A chance to experience the authentic workplace before you really start; getting an insight into the real world of work; to see what it's like to work, to be a member of a team. To 'expose' students to new experiences/cultures*

***An opportunity to gain** relevant supervised experience of doing something in order to develop certain attributes – giving students experience in their chosen area of practice; to experience real-life situations.*

***An opportunity to learn / develop** – to develop skills – apply student subject*

knowledge and understandings; to see relevance of their subject to the wider world; develop awareness and skills in an applied situation; put theory into practice and take responsibility for their actions; to learn skills required for a given employment role, develop personal and interpersonal skills, academic knowledge, reflective learning; learn and communicate in a work environment.

***To fulfill a work role** – Do a job of work.*

***To become more employable** – gain valuable experiences for future employment.*

And where appropriate

***To learn how to become an effective and competent professional** – learn alongside professionals in the field.*

Types of learning acquired through work placement

The learning potential of a work placement is perceived by placement tutors and administrators as being huge and varied. The diversity of learning, the fact that learning is contextualized and socialized, and forms of learning (e.g. emotional intelligence and coping with the unexpected) that are not generally recognized in disciplinary learning contexts, all make the work placement an important environment for learning.

But the sheer diversity and complexity of learning, and the uniqueness of learning experiences also means that it is difficult to capture, represent and assess. The types of learning recognized by placement tutors and administrators includes:

***All types** from personal to work learning; formal informal and non – formal; experiential; competency-based; emotional; coping with ethical dilemmas; experimental' very complex on many levels.*

Different sorts of knowledge – explicit and tacit; about an employment area; practical; generic or subject specific; how to transfer existing knowledge between contexts; how to develop new knowledge just in time.

Learning about self – learning to self-develop; how to manage self; learn from others; how to cope in challenging/changing situations;

Learning about others and how to interact and work with others – working collaboratively, team working and networking.

Learning new and developing existing skills – transferable; leadership, problem working; organizational; time management; communication; project planning; execution and report writing; IT skills; key skills; research skills; technical skills

The sorts of changes that result from learning through a work placement include such things as – personal growth; self confidence; greater awareness; a stronger work ethic; greater initiative and willingness to take on responsibility; stronger sense of identity; greater self-discipline; and willingness to seek challenges even if they are not expected of you; able to find and create new opportunities.

Is the nature of learning the same or different for different types of placement?

It might be anticipated that the range of work placement experiences –from relatively short period exposure e.g. one semester – 1 day per week to year long fulltime participation; from an individually pursued research project to continuous participation in a range of tasks involving other people or the delivery of a comprehensive front-line service, might lead to differences in the outcomes from such experiences. Placement tutors and

administrators offer a range of perspectives on this question.

Five of the eleven respondents to this question felt that the learning from different sorts of placement situations is different.

Different - depends on length/type of placement/company project.

Not only different for different types of placement but also for different types of student. Each placement is individual, even when within the same company or setting.

Very different due to the large variety of variables which are possible from all sides – institution, student placement, location etc.

Difference in team working

overseas placements [have] additional issues

But others believe that:

'similar generic skills [are] gained from a lot of placements, but specific knowledge-based skills and technical competence gained from each placement'.

'I think many of the same skills are used across all types of work placement. It's just the mix of skills and degree to which you apply them that varies'.

Another perspective recognises the importance of the employment site in influencing the quality of the experience.

Experience of the 'real' world is likely to be common, but some may gain more when employer is 'good' at placement management.

And the motivations of students and commitment of tutors as also influencing the learning outcomes

'Depends also on motivation of student and support provided by supervisor and Uni'.

Finally, some respondents simply reported 'I don't know!' reflecting an absence of evidence on which to base a judgement.

Propositions about placement learning and professional training

Developing and evaluating propositions is a good way of sharing and co-creating understanding about something that is open to many interpretations. The propositions below are offered for evaluation and further development.

1) The learner is undertaking a higher education programme and as part of the programme he/she is *placed into* or *place themselves in* a work context that is relevant to the aims and intended learning outcomes and/or student development expectations for the programme.

Implicit in this proposition are the twin contexts of higher education programme and work-place setting, and the idea of placing someone or someone placing themselves into a context in which work, rather than education, is the priority enterprise.

2) The learner participates in authentic work situations with others involved in the same or related activities under the supervision of experienced colleagues.

Implicit in this proposition is that placement learning involves participation in a community of work practice under the guidance / supervision of an experienced member of the community of work practice. It also implies that part of the learning associated with placement involves learning about the work culture and how to work within and with a community of work practice.

3) Learners are expected to draw upon and apply the learning they have acquired through their higher education programme in the contexts and situations they encounter. But they will also have to learn new things that are relevant for the situations that they encounter for the first time and for which they have no previous knowledge or experience. New learning is developed through the experience of working - performing tasks, projects or engaged in problem working and observing/experiencing the effects.

HE teachers and curriculum designers stress the importance of the process of learners applying (transferring) the theoretical learning they have acquired through their programme of studying the work place. But the dominant interpretation of transfer, which treats the idea of transfer as unproblematic, is insufficient. The concept of consequential transitions is necessary, which recognises an extra dynamic in the process of exploring new territory in which pre-learned responses and solutions are unavailable. Such transitions may involve changes in identity as well as changes in knowledge and skill thus involving the full person not just learned attributes or techniques *New Approaches to Work Experience: 16-19 in 6 EU countries* <http://www.pjb.co.uk/npl/bp3.htm>

4) Learning is both contextualised (specific to work activity/work problems and organisational / social settings) and generic (e.g. problem working/ communicating/ social interaction). It is formal and informal, rich and complex and because learning and doing are bound together in a complex way it is not a simple matter to recognise, represent and capture what has been learnt. Learning to be professional in a placement setting requires the development of capability and commitment to evaluating and learning from the experience of working.

Learning through work placement is dependent on the ability of learners to construct and recognise meaningful learning for themselves. The development of capability to think about work processes as experiences for learning is a critical dimension of placement learning. As Winter and Maisch (1996) put it:

'The nature of professional work is that situations are unique and knowledge of these situations is never complete....knowledge is developed through the forms of [action and] reflection which practice itself requires. It follows that, for professional workers, a given state of reflective understanding will be transformed by further experience of practice and that future practice will be transformed by the reflection which arises from practice'.

Students' accounts of their experiences tell us that placement experiences can be powerful, emotional journeys of personal exploration, risk taking, discovery and growth as learners encounter and learn to cope with new and emergent situations and problems for the first time.

We welcome your views on any aspect of this working paper and suggestions for further questions aimed at exploring the meanings of placement learning.

Reference

Winter R and Maisch M (1996) Professional competence and Higher Education. The ASSET Programme, London, Falmer Press

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ANNEX 1 Views of Work Placement and Professional Training Tutors and Administrators

What does placement learning mean?

Context

- work context
- place other than HEI
- a place where the student can apply learning from the classroom
- on-the-job experience
- real life
- to use the workplace to develop skills
- authentic or simulated work situation- paid or voluntary, public or private – structured to expose students to particular workplace experiences
- going into a work situation, meeting new people, new environments and learning from them
- experience that occurs outside the classroom.. from which students gain from an academic, personal or collaborative point of view.
- learning in a workplace during permanent or temporary period of employment
- a situation where students can apply and enhance their subject skills in 'real world' situation
- learning that takes place in a real world environment
- learning in situ which is authentic and supported.
- contextualized and referenced learning located within a community of practice
- working on the job

Doing something for the student

- enhancing their experience

Opportunity for the student to

- experience practice (observe, rehearse it, do it)
- work with....
- work in an employment setting
- apply academic principles to real-time practical problems
- apply knowledge and understanding from subject learning
- relate theory to practice
- contextualize theory
- develop personal skills (confidence, leadership)
- develop professional skills
- gain both practical technical skills alongside the soft skills and discipline of employment and how those skills generate self-worth.
- enable students to gain a good knowledge of..
- go into industry and learn skills that will support their studies
- to apply classroom theory in a practical workplace
- to experience real life situations as part of the educational process
- for students to implement or discover ways of implementing skills and knowledge learnt

Learning and the application of learning

- form of learning
- knowledge gained from the work place

- contextualized and referenced learning
- specific learning outcomes can be met
- learn from experience
- learning from doing – in an authentic or simulated work situation
- applying learning to practice
- involves aspects of knowing, understanding how knowledge informs practice
- requires adaptation of knowing
- involves knowing self
- reflect on the developing skills
- basis for reflection
- contextualized theory
- learning from new people, new environments
- applying what they are learning in the classroom in a real life situation and finding out whether it works or not
- enables students to learn and enhance transferable skills
- putting learnt skills and knowledge into context
- application of knowledge
- to assist in increasing confidence and competence
- gaining insights through experience in a working environment

Student development

- develops personal knowledge
- develops skills
- develop key skills
- develop work skills
- develops areas of competence
- development of self
- personal knowledge
- personal and professional development
- fosters a professional attitude

Process

- Preparing students for the real world of work
- Developing skills learned at university and applying them to employment
- Collaboration between industry and university
- Allowing theory and practice to mesh together so students can contextualize information and learn to reflect to become a more rounded practitioner
- A mechanism to develop and transfer knowledge

Expectations

- Understanding student expectations of placements
- Mutual understanding between employer, student and university

Placement learning as preparation for becoming a professional

The University of Surrey uses the term professional training year to describe the placement learning experience of its students. Senior tutors, placement and visit tutors and administrators at the University of Surrey associate professional training with the following ideas:

Context

- University – professional world & vice versa
- professional environment – cultural aspects
- professional experience
- where University learning meets “real life”
- the ‘real world’ the ‘world of work’
- puts final 2 years study into context
- working and learning in a professional work environment
- we shouldn’t lose sight of the fact that it is about ‘doing a proper job’, learning through doing / experiencing a job in the real world
- year in industry
- work placement

Experience

- an experience that provides a bridge between study and employment
- broadening horizons and experience
- professional experience
- needs to be coached in conceptions of curriculum/experiences
- practical experience related to study
- experience for students of working alongside professionals where they can put into practice what they already know in theory
- giving students some valuable experience of the world of work
- new experience – different to anything encountered before
- to gain professional experience to broaden experience in a practical setting
- [exposure to] different teaching methods and attitudes to learning and teaching
- two-way exchange

Opportunity for the student to

- Giving students the opportunity & means to apply their degree to real life
- An opportunity for students to bridge the gap between knowledge and implementing this knowledge in an outside environment

Learning and the application of learning

- applying knowledge in a practical environment
- working alongside professionals where they can put into practice what they already know in theory
- enhancement of students learning through a period outwith University to gain professional experience to broaden experience in a practical setting
- ideas about career opportunities

Student development

- personal development & maturity of student
- skills acquisition
- broadening horizons
- transferable skills
- cultural change
- an enormous gain in skills and self confidence
- developing key competencies in their professional environment: communication; team working; leadership
- enhanced skills
- time management improved

- chance to mature and change
- maturity – getting more out of their final year. Enrichment
- [a way of] entering the ‘real world’ the ‘world of work’

Added value

- helpful for final year project / dissertation
- getting more out of their final year. Enrichment
- improves motivation
- extra cash!
- provides benefits in kind; Papers, Projects, Grade

Teachers

- encourages academics to look at outside world

What are the purposes of a work placement?

Placement Tutor/Administrator views on purposes include the following core ideas:

An introduction to work and working environments

- A chance to experience the authentic workplace before you really start.
- Getting an insight into the real world of work
- To give a ‘taster’ the adaptation of theoretical knowledge to practical situations.
- See what it’s like to work, to be a member of a team.
-

To gain relevant experience in order to develop certain attributes

- To gain experience, knowledge, self-confidence and self-esteem, maturity, practical skills. Business skills/acumen Social/cultural skills
- To give students experience in their chosen area of practice
- Real life experience of work.
 - Know skills required for a given employment role
 - Develop personal and interpersonal skills
 - Develop academic knowledge
 - Reflective learning
- To allow student to experience practice within defined parameters
- Real work experience. Practical skills – Learn & communicate in a work environment. Enhance skills (all).
- ‘Real world’ experience
- Gain experience, team working, communication skills, confidence building, applying knowledge, gaining independence.
- Gain ‘real’ experience.
- For students to gain real work experience and to reflect on their personal and professional development.
- To gain valuable experience/training whilst out on placement.
- To provide student with the opportunity to experience real-life situations and to give opportunity to learn alongside professionals in the field.
- To expand personal knowledge and experience.

To ‘expose’ students to new experiences/cultures

- To expose students to new experiences – different workplace settings working alongside a range of workers, either authentic or simulated, solving practical problems.

Opportunity to learn / develop

- Aspirational – to learn to be a sound worker – thinking critically, morally autonomous practitioners (personal purpose)
- Cynical fear – to learn to be procedurally, technically correct sound worker (what I think govt want).
- To prepare for complex/direct work with service users (**legislation (risk) in a range of settings – to be ** for practice.
- Helping students transfer skills, to test depth of understanding of curriculum, to develop own skills – reflect and understand our learning journey (Bruner's Spiral).
- To develop skills – apply student subject knowledge and understandings
See relevance of subject to wider world.
- Allow students to ask questions, gain practical experience of undergraduate theory
- To observe practice and reflect on differences 1.1. working as a professional and the curriculum.
- To learn both value of technical learning and how skills relate to values required by employers.
- To help students gain a better knowledge of working in the industry.
- To develop personal and professional development. Enables the student to learn new skills, related to subject they are studying, learn transferable skills, to take responsibility for their actions – i.e. Projects real life jobs. To be independent, to work in a team with others. Time keeping, time management, confidence.
- Develop student awareness of a work situation e.g. interactive, teamwork, etc.
- Learning in a working environment
- To develop awareness and skills in an applied situation.
- Placing subject in applied context
- Use of current work practice as a part of learning
- Expertise, experience development and assimilation. Personal engagement and people skill and social management
- Opportunity to practice theory into practice

To work

- Do a job of work.

To become more employable

- Gain valuable experiences for future employment
- Employability.
- Enhancing employability

For employers to

- To allow employer to demonstration practical aspects of the field

What types of learning are gained through a work placement?

Types of learning

All types from personal to work earning

Formal informal and non – formal.
Situational learning.
Experiential learning
Competency based learning
Emotional intelligence. Emotional learning – ethical dilemmas resolved
'Experimental' very complex on many levels
Learning at work through knowledge gained at University.
How to make use of theory in practice.
Apply theory to practice
Deep learning through experience and application
increasing and developing knowledge, skills and values; having a good understanding
of these areas and being able to apply them

Different sorts of knowledge

Practical knowledge
Learning about explicit and tacit knowledge
Knowledge of an employment area
Cognitive knowledge acquisitive application
Knowledge generic +/- subject specific
New subject knowledge and skills
Learning new software
Transfer of knowledge material of benefit to both employee and employer
How to contextualise theory
Knowledge of career pathways.. how to progress
When in Rome.

Learning about self

Learning to self develop – use supervision – learn from others – social learning,
modelling.
Learning about self – honesty, values.
How to manage – self and others.
Judgement of own skills and capability.
Learning to cope with challenging situations
Self awareness of personal skills in relation to the needs of the employer
Learn about yourself – your character, your skills (or lack of) areas to improve.

Learning about others and how to interact and work with others

People skills
Meeting with all sorts of people
Dealing with others
Learning about individuals who we service
How to work appropriately **** with vulnerable *****
Team working. Team Work
Sharing their ideas and problem solving with others

Learning through reflection

Reflection
Reflection and the assimilation of knowledge

Learning how to work in a particular environment

Learning about organisation
Organisation culture.
Cultural, political.

Learning about employment (employers, business etc.)

Business awareness.

Manufacturing, marketing, sales

Awareness of how businesses function.

become more aware of industry

organisational/business awareness

Learning new and developing existing skills

People skills

Social skills

Develop social skills in the workplace

Transferable skills.

Enhancement or transferable skills (leadership, team-work, flexibility etc.

Problem solving skills

Organizational skills

Time keeping.

New skills.

Develop existing skills – communication etc. .

Generic skills enhancement e.g. communication.

Project planning, execution and report writing.

Interpersonal skills and communication.

Practical skills.

IT skills.

Key skills.

Skills in report writing

skills related to research and production of project report

communication skills; how to communicate with others

technical skills

Problem solving giving them projects to enable to put their knowledge of HE into practice,

also if things don't go according to plan you have to rectify it.

Changes resulting from experiencing and learning

personal growth

self confidence

confidence building

greater awareness

work ethic

initiative

willingness to take on responsibility

responsibility for own development

self identity (culture, gender ability)

developing personal values.

self- discipline.

responsibility.

learning to take responsibility and make decisions

learning to be responsible for their actions

learning to look for challenges even if there are not expected of you.

able to find new opportunities.