



**University of  
Nottingham**

UK | CHINA | MALAYSIA

# **Methodological and Organisation Aspects of Assessing Skills Acquired upon Completion of the WBL Period**

**Dr Tina Byrom**

**April 2019**

## Partnership Development

### Objective 1

Develop a comprehensive and coherent approach to partnership development and activity

### Actions

- UG and PD and Research in Education PMs support respective course teams to review and further develop internal and external partnerships
- Devise a clear strategy detailing core partnership activity priorities for 14 – 15
- Employability stakeholder group has a strategic function and direction

### Evidence to Inform Practice

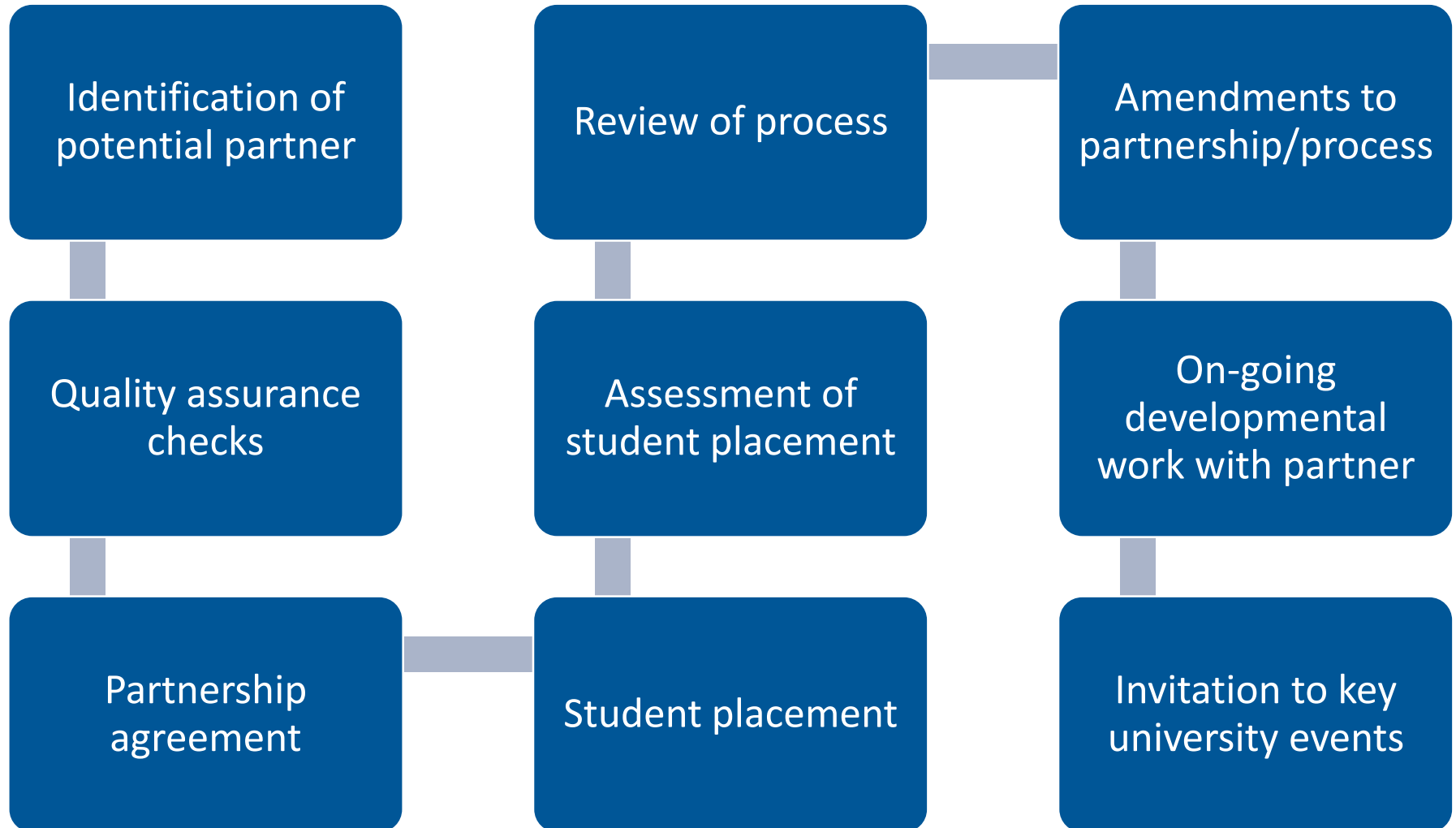
Internal meeting minutes; employability stakeholder group minutes; PDCRs

### Expected Outcomes

Clear strategy in place; increased partnership activity; broader external membership of employability stakeholder group; purposeful agendas set for employability stakeholder group meetings; key focus for partnership activity understood and embedded within practice



# Process for Developing and Sustaining Partnerships





# Regulatory Frameworks

QAA Benchmark  
Statements

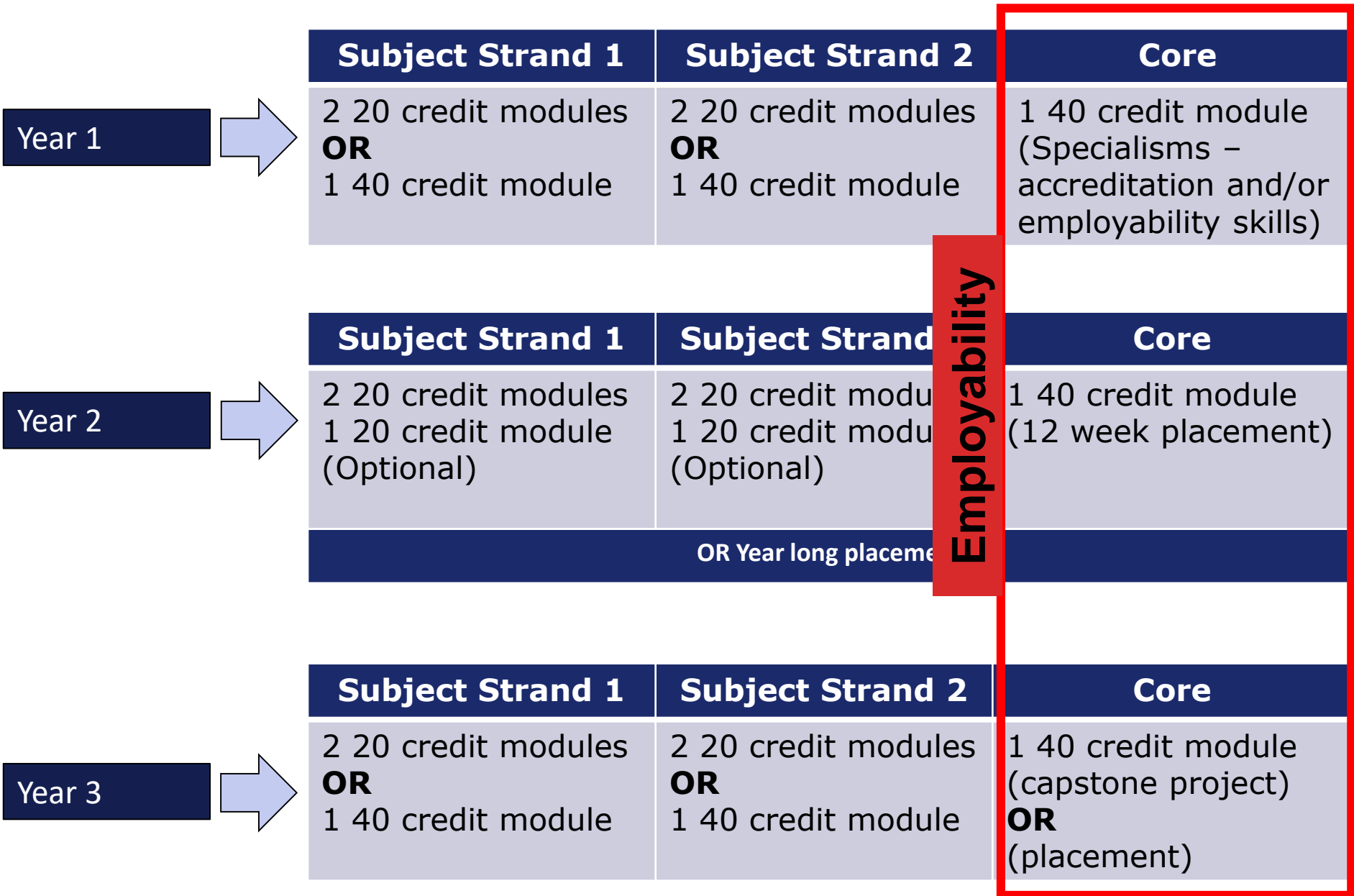
University QA  
Frameworks

Placement  
Requirements

Professional Body  
Requirements

- 
- ```
graph TD; A[QAA Benchmark Statements] --> D[Inform development of learning outcomes  
Influence assessment (type)]; B[University QA Frameworks] --> D; C[Placement Requirements] --> D; E[Professional Body Requirements] --> D;
```
- Inform development of learning outcomes
  - Influence assessment (type)

# Course Structure: Focus on employability







Placements now take many different forms and the term itself can be somewhat misleading ... whilst many institutions facilitate the contact of students and employers, to a greater or lesser extent most take the view that it is the student's own responsibility to locate and secure employment, as it provides good experience for after university

(Herbert and Rothwell, 2005:16).

Within universities, work placements frequently take two forms: either learning *for* work, common in professional courses, or learning *through* work, associated with experiential learning

(Hardwick, 2012:3).



1. Demonstrate evidence of the ability to compare personal experiences and beliefs about the work of the host organisation with those derived from theory and from evidence gathered at and from the organisation.
2. Exercise appropriate judgement in negotiating, planning, carrying out and evaluating a small scale investigation with others.
3. Research, analyse and evaluate a range of information.
4. Communicate effectively through reflection and written investigation.

**PURPOSE OF  
PLACEMENT**

**BEFORE  
PLACEMENT:  
PLANNING FOR  
PLACEMENT**

**DURING  
PLACEMENT:  
EXPERIENCE**

**AFTER  
PLACEMENT:  
WHAT WAS  
ACHIEVED?**





- Presentation of project output (e.g. video; marketing flyer; research findings) - assessed
- Employers attended presentations and contributed to the assessment (assessed presentations; provided a feedback form)
- Students asked questions following presentations and responses were graded
- Mixture of information gathered to assess against learning outcomes



## Project 2: Final year capstone project

- Demonstrate professional attributes when working with others through co-operative approach to team based activities
- Use diplomacy when working with others, shaping and influencing the direction of team tasks
- Demonstrate effective organisation skills that secure successful project completion
- Work flexibly and creatively with others
- Demonstrate leadership qualities within the context of the role



## Working with others

| Competency                                                                                                    | Fail                                                                                                                                               | 3rd                                                                                                               | 2.2                                                                                                                                                                                       | 2.1                                                                                                                                                                                                  | First                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Team Working                                                                                                  |                                                                                                                                                    |                                                                                                                   |                                                                                                                                                                                           |                                                                                                                                                                                                      |                                                                                                                                                                                     |
| Descriptor<br>Co-operates enthusiastically with others in own team and across the organisation as appropriate | <ul style="list-style-type: none"><li>Undermines the work of the team through limited co-operation, attendance, attitude towards project</li></ul> | <ul style="list-style-type: none"><li>Demonstrates some commitment to the team but this is inconsistent</li></ul> | <ul style="list-style-type: none"><li>Is reliable and contributes to the work of the team</li><li>Works effectively when instructed but does not lead on aspects of the project</li></ul> | <ul style="list-style-type: none"><li>Positive contribution made to the work of the team</li><li>Looks for ways to improve the team work</li><li>Helps to resolve conflict within the team</li></ul> | <ul style="list-style-type: none"><li>Highly professional approach to the team</li><li>Takes responsibility for the success of the project</li><li>Able to enthuse others</li></ul> |

# Assessment: Employer feedback

|                                  | Fail = 1 (Fail) | Poor = 2 (3 <sup>rd</sup> ) | Average = 3 (2.2) | Good = 4 (2.1) | Strong = 5 (First) |
|----------------------------------|-----------------|-----------------------------|-------------------|----------------|--------------------|
| Attendance                       |                 |                             |                   |                |                    |
| Organisation                     |                 |                             |                   |                |                    |
| Timekeeping                      |                 |                             |                   |                |                    |
| Flexibility                      |                 |                             |                   |                |                    |
| Team work                        |                 |                             |                   |                |                    |
| Co-operation                     |                 |                             |                   |                |                    |
| Leading others                   |                 |                             |                   |                |                    |
| Acting on instructions           |                 |                             |                   |                |                    |
| Making decisions                 |                 |                             |                   |                |                    |
| Creative approach                |                 |                             |                   |                |                    |
| Comments on strengths            |                 |                             |                   |                |                    |
| Comments on developmental area/s |                 |                             |                   |                |                    |

- Utilise an Assessment Centre (AC) methodology as a developmental tool within the placement
- Measure and subsequently enhance professional competencies
- Competencies were determined through job analysis and competency modelling (e.g. written and oral communication; problem solving and analysis; planning and organising)
- AC exercises included: in-tray prioritising; presentation role-play; written report; leaderless group discussion
- Students prepare development plans relating to the competencies identified as requiring development



## Review Process: Student feedback

- The placement actually made me decide what age level I want to teach as I am going on to a PGCE next year. I gained a lot of confidence and skills working with others in a team
- I gained a insight to a different life style which I had very little knowledge about and it made me gain a lot of respect for the people I worked with. It made me realise I want to help individuals in later life rather than working with children
- 100% that was not where I wanted to work and it was clear that working at a preschool/nursery was definitely not for me
- Everything. Had no idea what I wanted to be when I finished uni but now I have a clearer idea and the placement has really pushed me to develop as many skills as possible and is facilitating my learning of becoming a football coach. Helping get experience and making it really easy! Encouraged me to do the coaching course which I am now doing
- A sense that I will be OK in the wider world. Project management skills



## Review Process: Student gains

- Yes, as it has helped me to decide what i would like to do in the future as a career
- Yes as it highlighted the other things you don't think about when looking for future careers - actually doing the job gives you insight
- Yes because it made me decide what I wanted to do in the future. It also allowed me to generate skills that I can develop at university
- I think it has helped me in a future career but maybe not with my degree.
- Yes, the experience was important to my development as it has given me a good step on the right path to progress further in my intended career plans
- Definitely because I know now that I do not want to work in this environment with staff or children this young
- Yes. Without this experience, I wouldn't have been in the position I am in, where I am ready to apply for PGCEs and post graduate teaching courses
- I feel that my placement has helped me work out what jobs I don't want to do after my degree, and also think that it has helped me show confidence





Despite being an old phenomenon, emerging patterns of internationalisation are arguably driven by new mechanisms and activate new patterns of cooperation and conflict inside universities. Internationalisation represents novel patterns of transformation but these processes are also mediated and modified by existing university institutions, policies and practices.

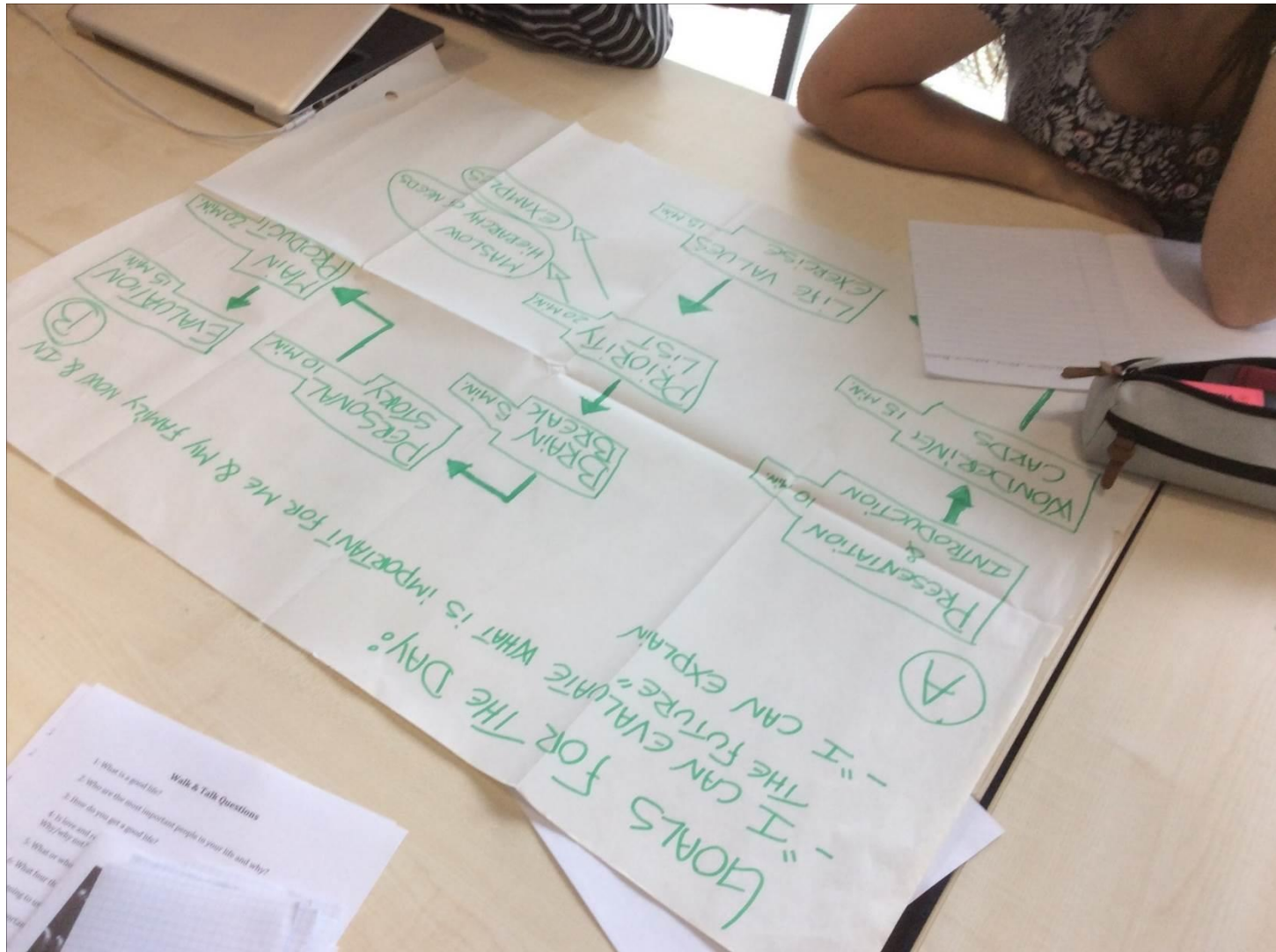
(Trondal, 2012; 352)



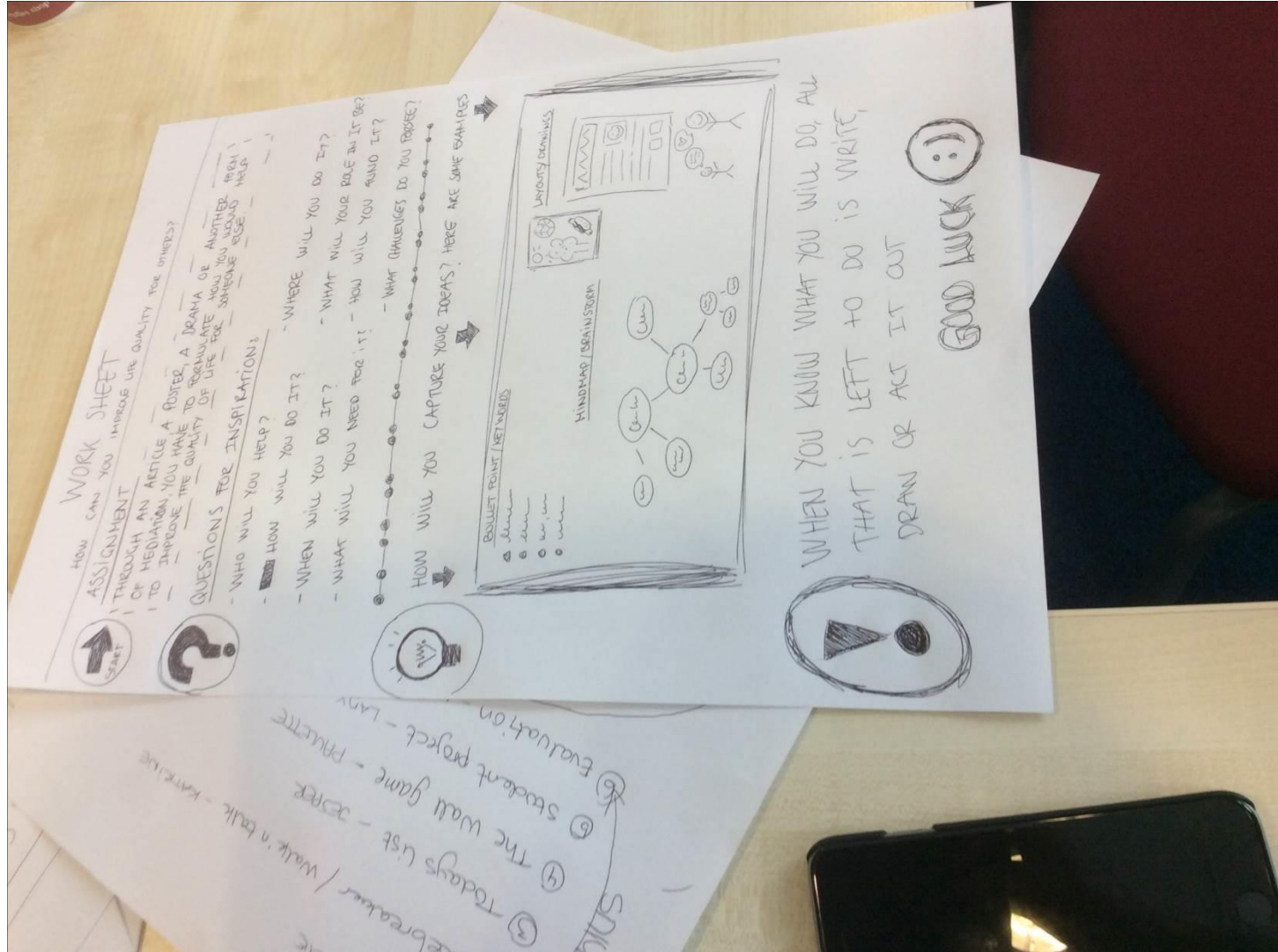
- Work collaboratively with others
- Plan, develop and organise learning activities for young people
- Deliver programme of learning to young people
- Critically evaluate project success based on a range of information



# Planning: Work in progress



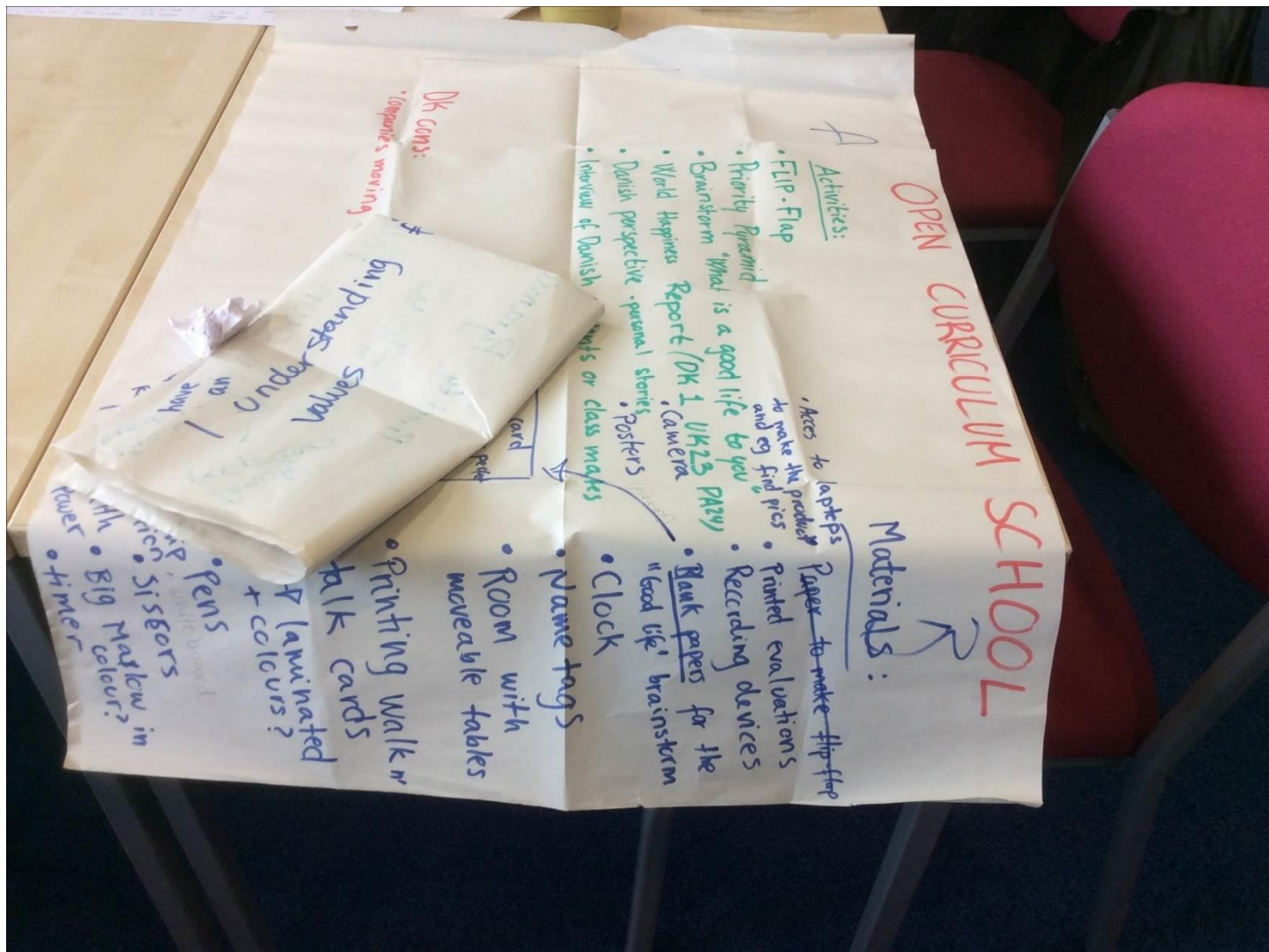
# Planning: Work in progress







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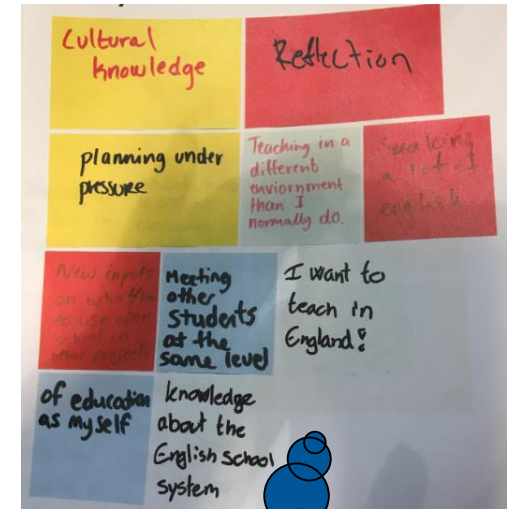
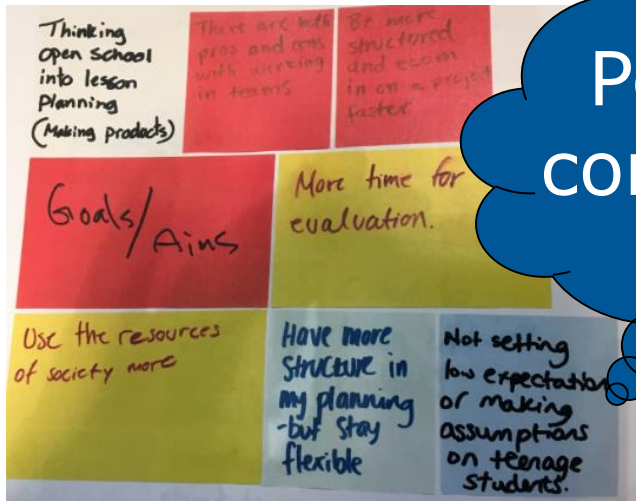


# Planning: presenting ideas and gaining feedback

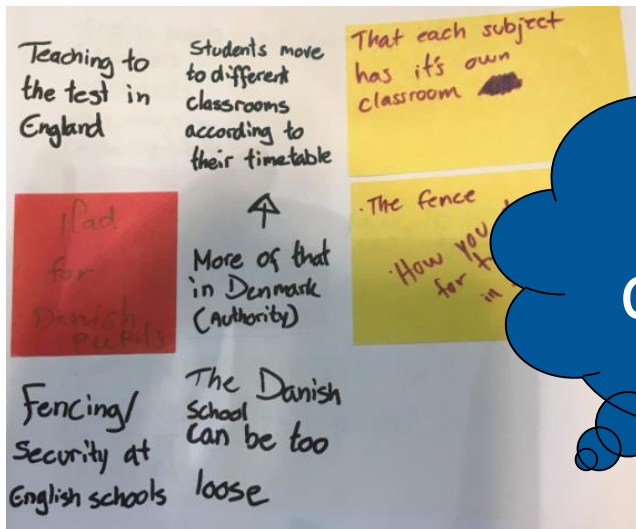




## Pedagogical considerations



## Cultural differences

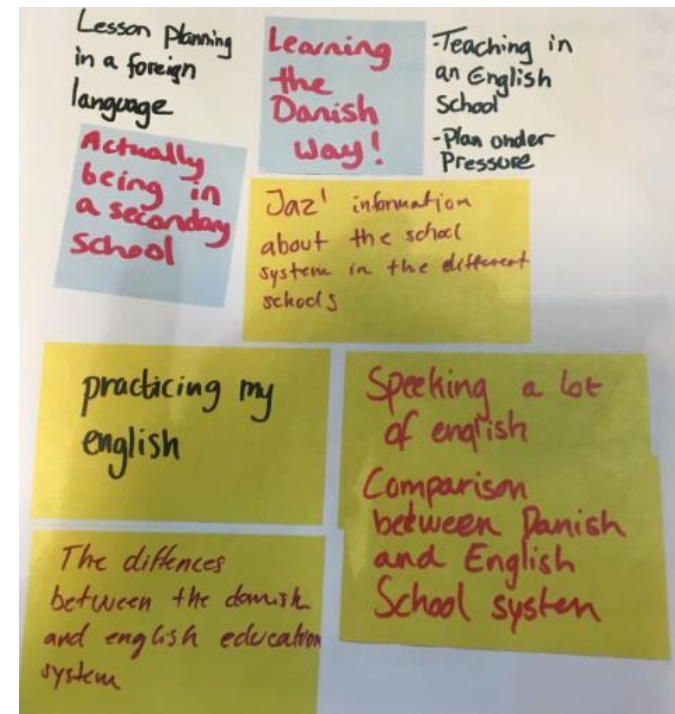
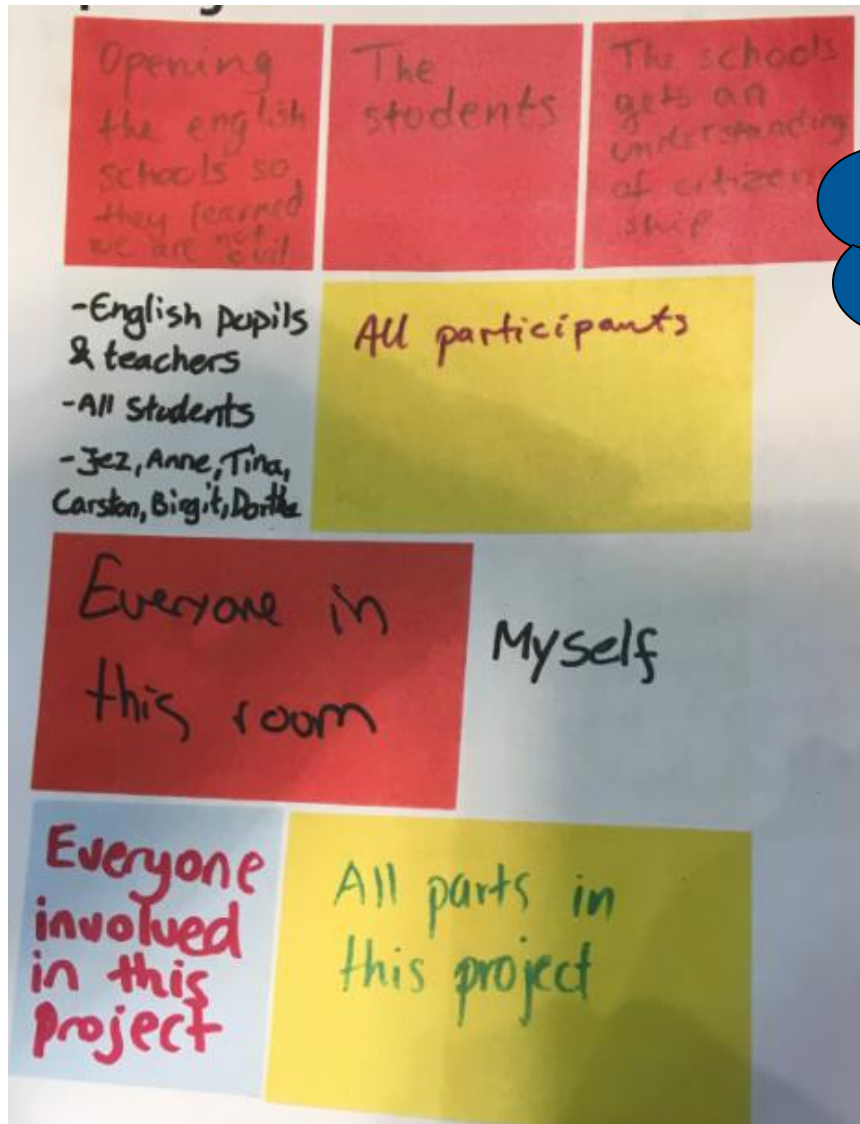


## Cultural differences



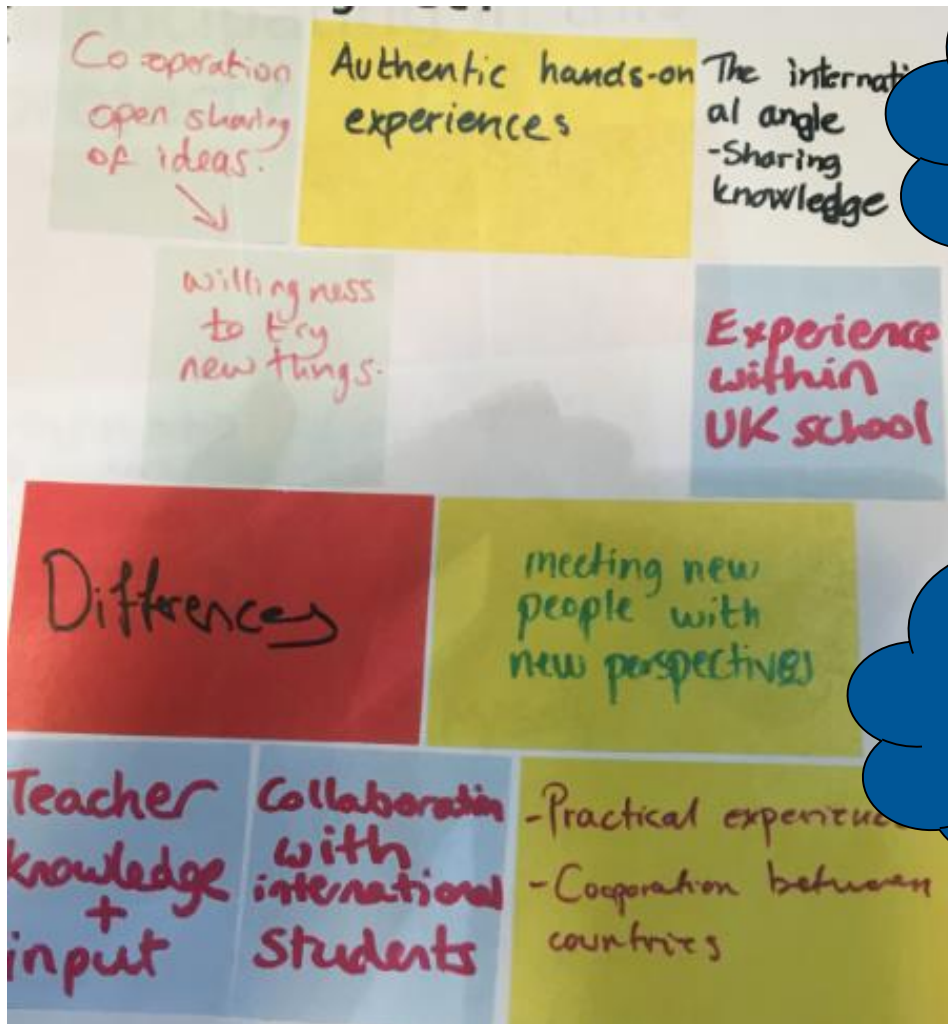


## Recognising benefits of participation





# Developing professional networks



Sharing  
knowledge

Co-operation



## Impact on local pupils

A word cloud of adjectives describing the impact on local pupils. The words are arranged in a roughly triangular shape, with 'Fun' at the bottom left and 'Involved' at the top right. The words vary in size and color, with 'Involved' and 'Fun' being the largest. The colors range from dark brown to light tan.

Involved  
Experience  
Engaged  
Different  
Fascinating  
Fun  
Intriguing  
Thoughtful  
Thought-provoking  
Interactive  
Educational  
Interested  
Informed  
Interesting  
Goals





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# **Skills and Qualifications Requirements for Supervisors of WBL**

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- Determined by the nature of the discipline and the context of the placement
- Professional bodies may stipulate specific qualification requirements (e.g. teaching; medicine etc)
- Where no qualifications are required, good practice is to ensure supervisors has knowledge and expertise of the field



- Personable and approachable
- Get to know the student
- Ensure health and safety requirements are met
- Ensure student is making progress on assessment requirements of placement
- Be clear about expectations and your role
- Be a positive role model
- Organised
- Make time to see the student – place meetings in respective diaries
- Provide clear guidelines of role and its requirements
- Ensure student is included in company wide activities where possible
- Challenge inappropriate behaviour appropriately





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# **Addressing Weaknesses**

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- Poor training of tutors
  - clear roles and responsibilities
  - internal communication systems in place
  - developmental meetings
  - sharing and dissemination of good practice
  - development of community of practice
- Multiple interpretations
  - be clear about what WBL means for you and your students
- No clear collaboration between stakeholders
  - take time developing the partnership/s
  - be patient and ensure you can answer the 'what's in it for me' question
  - invite partners into the university for meetings and other events so they feel connected
- Existing pedagogy is date
  - invest in training and learn from others



- Lack of time  
plan and schedule for work-based learning opportunities
- Limited places  
think creatively about the skills you want students to develop – could an alternative placement be found?
- No validation/recognition of informal learning  
this could be built into the assessment structure  
be clear about the main purpose of the placement
- Work-based learning tutor issues  
develop a strategy around work-based learning  
build a business case around the requirements (including time and costs)
- Lack of support  
look for internal support  
speak with students – what do they think about WBL/placement activity  
build a case to gain support within the University



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# Skills vs Competencies



# Competency

Knowledge

Skill

Ability

Behaviour

Commitment

Ability to perform a  
task well acquired  
through for  
example,  
experience, practice  
and effort



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