

Assessment of Work-Based Learning

Dr Stephen Gomez

Faculty of Applied Sciences

UWE, Bristol

University of Reading, 13 April 2005

academic

- Input to the curriculum
- Allow links with industry
- Individual tuition
- Recruitment
- Personal growth of students
- Staff development

WBL

student

- Transforming activity
- Academic improvement
- Education through experience
- Applying knowledge in the workplace
- Enhance employability & personal development
- Networking; Earn money

employer

- Cheap pair of hands
- Fresh blood
- Opportunity to screen future employees
- Input into academic training
- Staff development

Approaches to the assessment of wbl.

- Assessment related to Intended Outcomes
- Three types of wbl
 - Experience
 - Experiential learning
 - Competency-based placements

Case study

- Sandwich degrees
- Optional placement year
- Diverse placements
- Diverse geographical locations

Assessment: the way we were ...

- Notional 'p' credits
- Simple assessment system:
 - Visiting tutor's report – one visit!
 - Employer's report
 - Final report (4,000 words)
- Pass / Fail system

An unsatisfactory state of affairs ...

- **Excellent learning on placement is not acknowledged**
 - Cutting edge research
 - Latest industrial developments
 - Treated as colleagues or graduates
 - Authors on research papers
 - ... but outside academic framework!
- **Snapshot assessment**
 - Single visit by academic tutor
 - Little or no tracking or steering of learning

An unsatisfactory state of affairs ... cont'd

➤ No negotiation of learning

- Student learning directed only by work supervisor
- Supervisor often unsure of university's expectations
- Little opportunity for student – tutor – supervisor interactions

➤ Poor pedagogy

- Learning not adequately captured by single report and snapshot visit

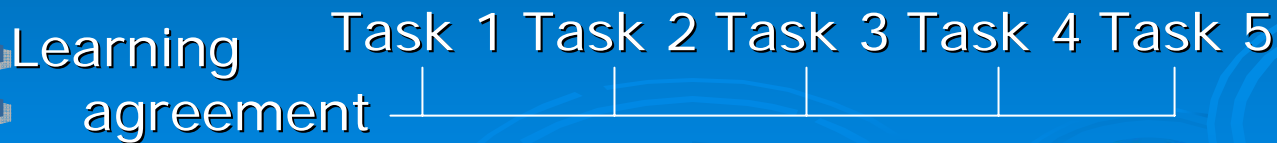
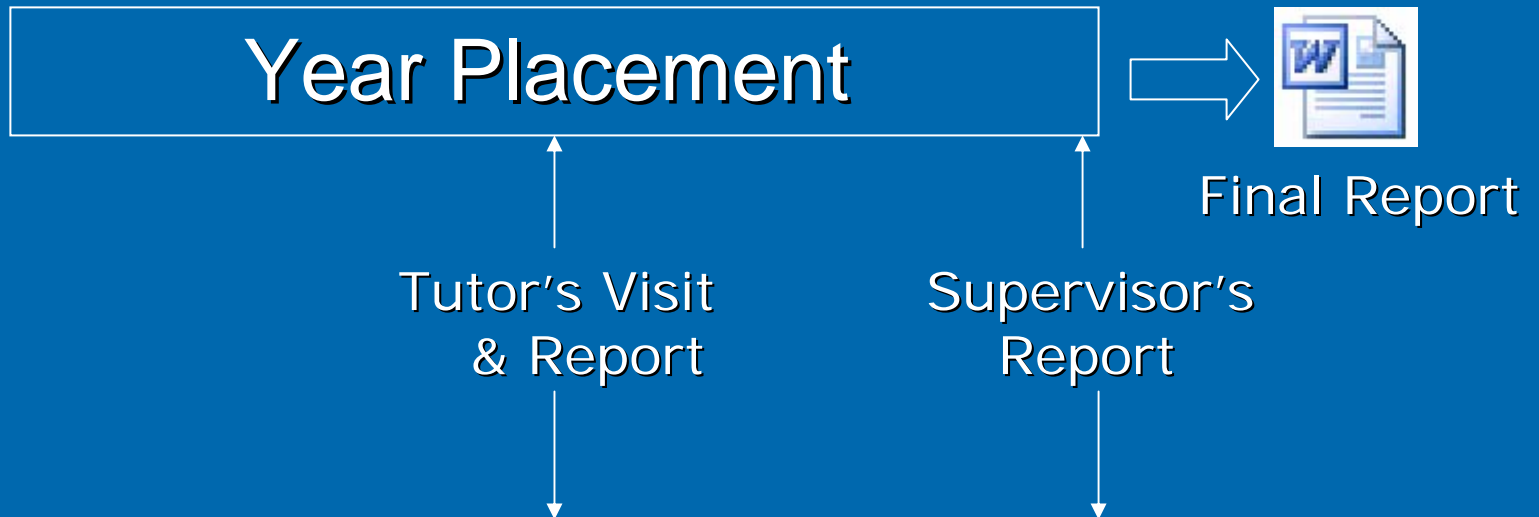
Wish list ...

- Students to be rewarded for high quality placement learning with real academic credit.
- Students to negotiate learning with supervisor and tutor.
- Tutors to track & assess learning remotely and more frequently.
- Greater communication between student, tutor and supervisor.

Pedagogic approach ...

- **Deconstruct placement year.**
 - Final year module; 20 L3 credits
- **Assessment based on criteria for awarding academic credit.**
 - Learning outcomes
 - Level of learning
 - Assessments that meet Los
 - Notional learning time
- **Portfolio of learning approach.**

Pedagogic approach ... cont'd



Modular approach

Anatomy of a task ...



Task

- Description of task
- Learning outcomes
- Generic skills
- Specific skills
- Evidence of learning
- Justification of level
- Reflection

Consequences of new pedagogic approach ...

➤ Positive

- Greater clarity of students' placement learning
- Alignment of academic criteria with modules delivered at the university
- Greater involvement of tutor in the learning process

➤ Negative

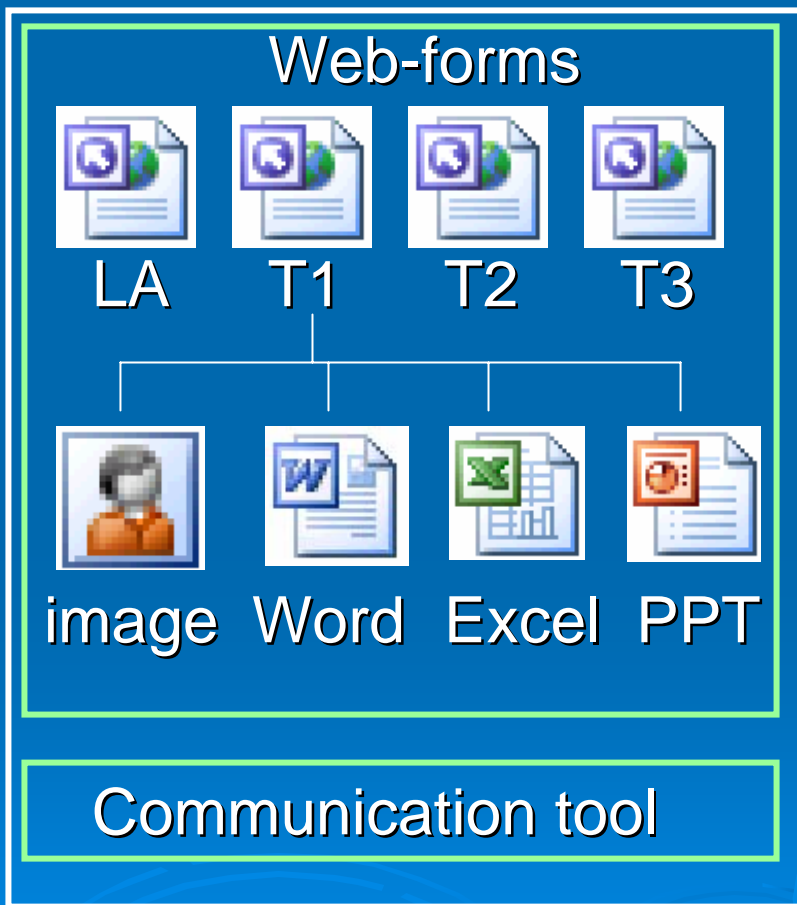
- Greater involvement of tutor in learning process – time costs
- Difficulty in viewing a paper-based portfolio

Birth of Profile ...

- **Track-record of producing web-based solutions**
 - First institutional VLE
 - Early adopter of internet technologies
- **Ability to adapt internet technologies**
 - to track student learning remotely
 - Production of a web-based e-portfolio system
- **Work supported by HEFCE**

Basis of the Profile e-portfolio ...

Work supervisor 



Student 

 Tutor 

Password protected e-portfolio

Features of Profile

➤ Free-standing

- Not constrained by limitations of commercial VLEs
- Life-long access to your portfolio

➤ Custom-written programs

- tailored to meet specific needs

➤ Devolved management

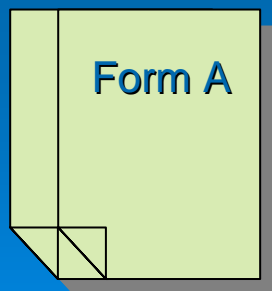
➤ Simple administration

Demo of Profile



The Role of Forms

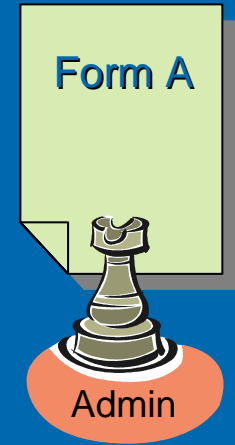
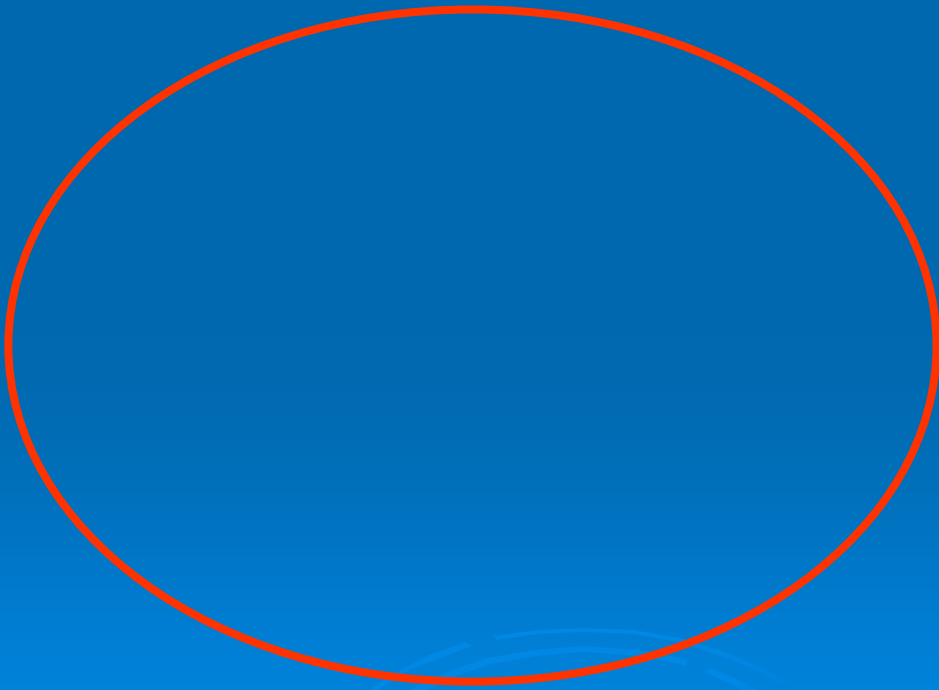
- **Forms** are lifeblood of administrative tasks
- Fine details differ...
- ...but all share **common features**...
 - Distribution
 - Help
 - Attachments
 - Sub-sections
 - Hand-in/filing
- We have emulated these on the web...
 - We provide the **common features**, you provide **specific forms**
 - Result is a **highly flexible** recording system – **Profile+**



Fred
Bloggs
John Smith

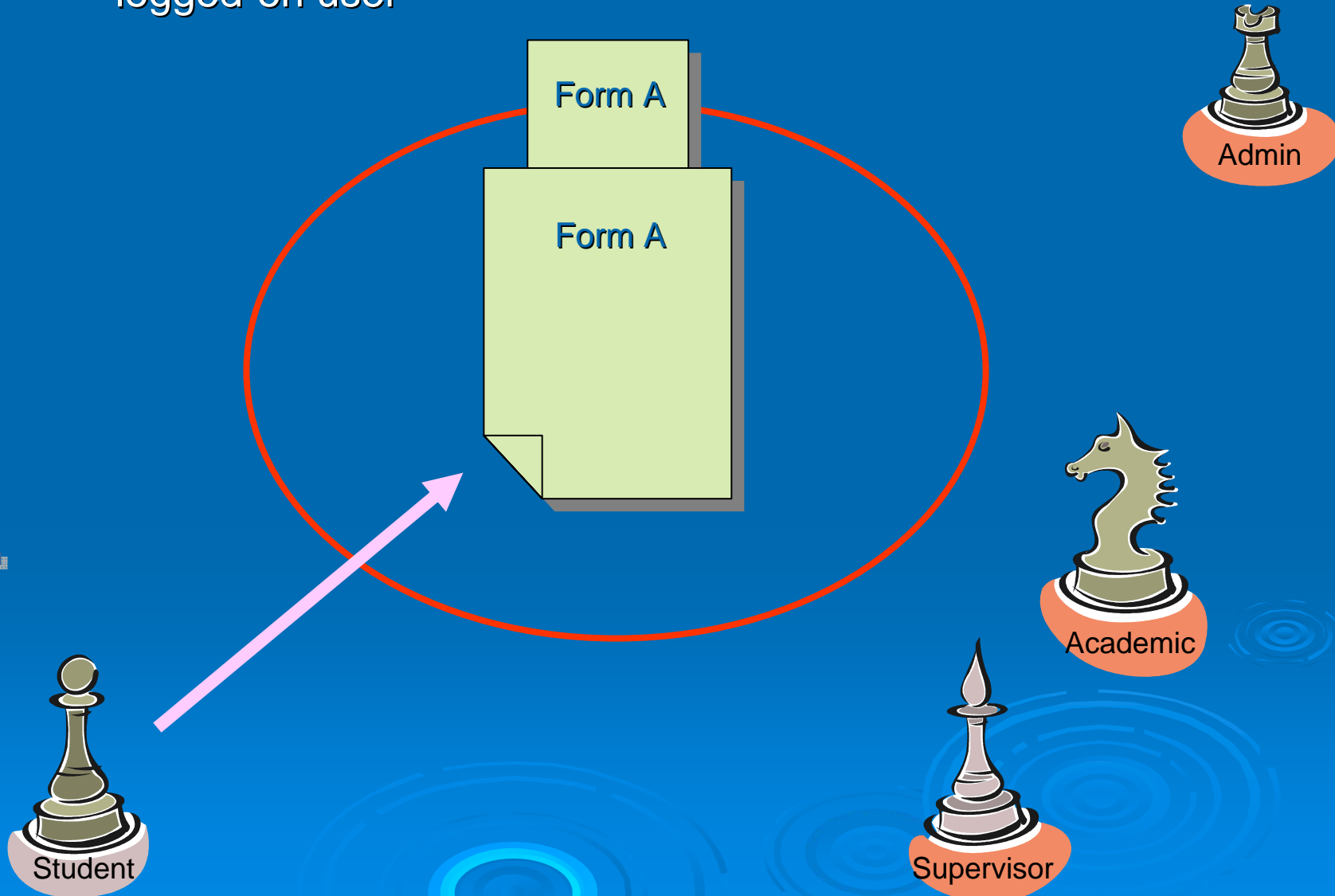
Profile+: Forms

- **Administrator** can create forms (eg using FrontPage) and upload to the realm



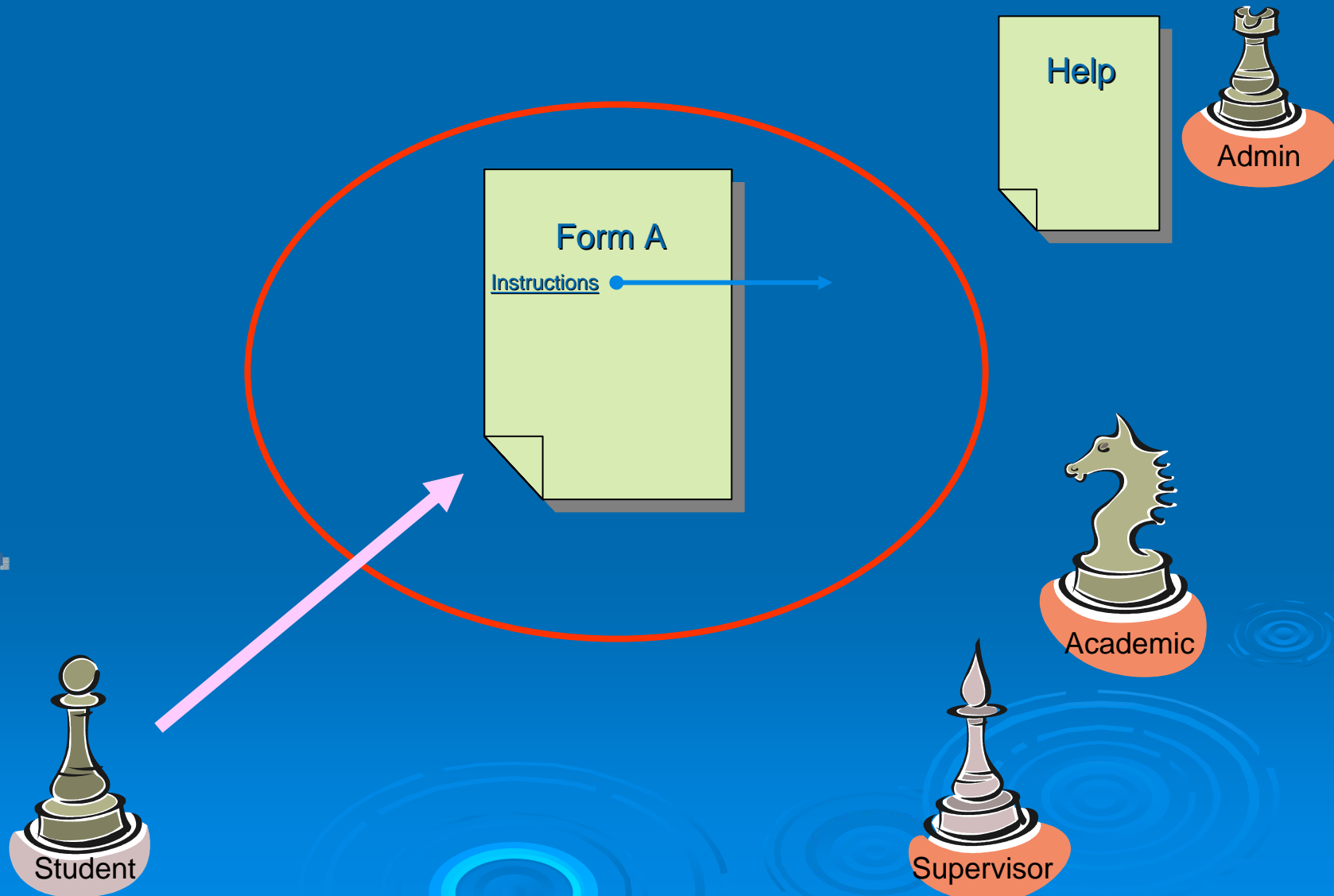
Profile+: Forms

- **Administrator** can make form available to particular type of logged-on user



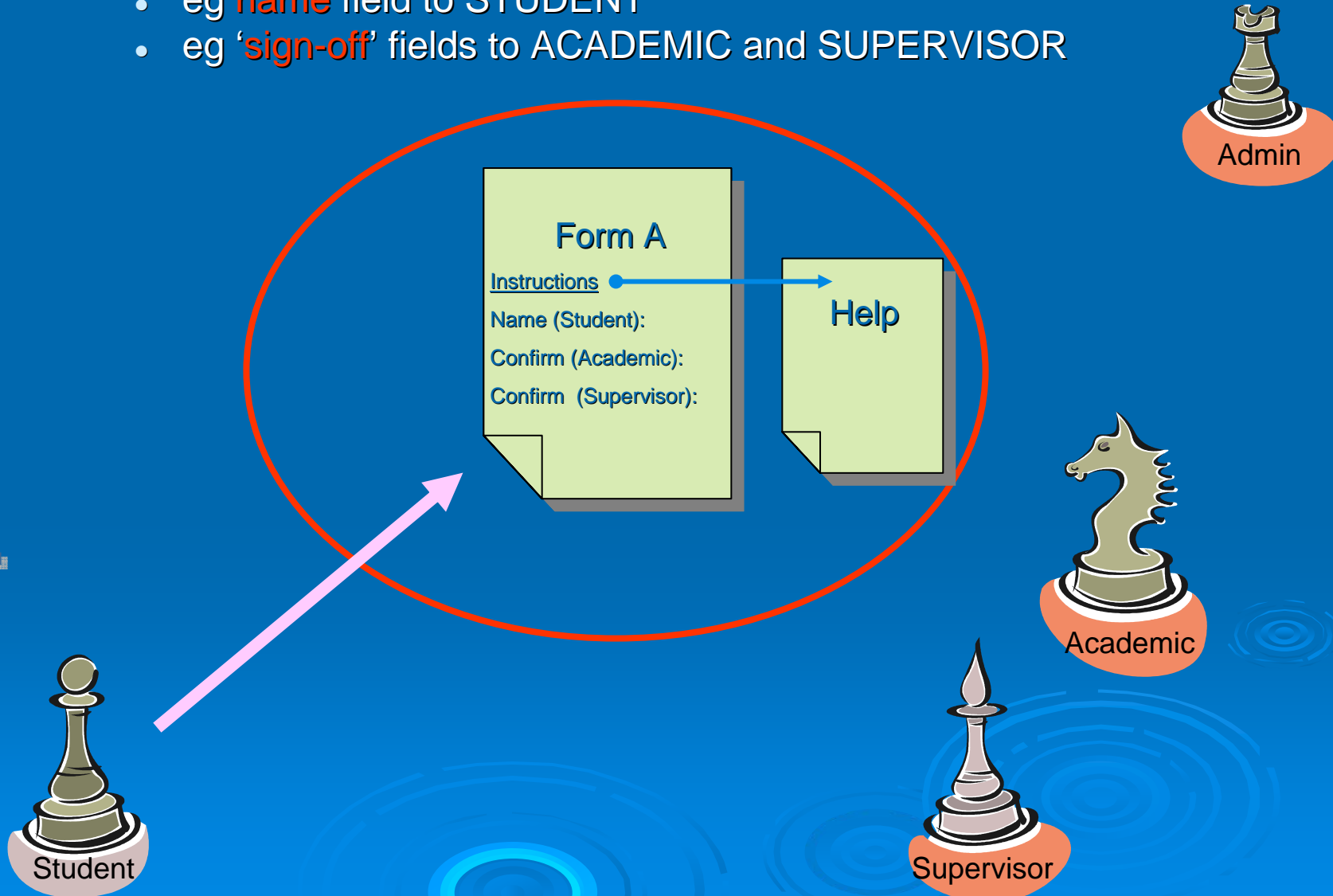
Profile+: Form Instructions

- Form might contain links to Instruction/Help web-pages



Profile: Form Elements

- **Administrator** can restrict form **elements** to particular user-type
 - eg **name** field to STUDENT
 - eg **'sign-off'** fields to ACADEMIC and SUPERVISOR




My Profile Start Page - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://www.profile.ac.uk/scripts/login1.plx>

Google Search Web Search Site PageRank 160 blocked Options



Logout
[Dave Lush](#)

Forms
[Show Forms](#)

Sharing
[Invitations](#)
[My Conversation](#)

Back to
[Start Page](#)

Placement Details Form (file name = a_Placement_Details)
View [Placement Details Form](#)

Health & Safety Form (file name = b_Health_Safety)
View [Health & Safety Form](#)

Learning Agreement (file name = c_Learning_Agreement)
Create an instance of the form [Learning Agreement](#)

Individual Task Form (file name = d_Individual_Task)
View [Individual Task Form](#) (# 1)
Create an instance of the form [Individual Task Form](#)

- To create the first or a new blank copy of a form, click on the appropriate 'Create an instance of the form...' link above
- To access a form in order to view or fill it in, click on the appropriate 'View...' link above


http://www.profile.ac.uk/scripts/fud.plx?area=8&dir=/institutions/uwe.ac.uk/fas_placements/&file=d_Individual_Task.cfm&action=fi Local intranet

My Profile Start Page - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://www.profile.ac.uk/scripts/login1.plx>

Google Search Web Search Site PageRank 160 blocked Options



Task description

For each task you will need a separate form.
Press the SUBMIT button (at the bottom of form) before leaving this form to save changes.

Student name: ✓

Student number: ✓

[Click here to access LIBRARY of Examples](#)

Title of task* ✓

Date from ✓ Nov 04 **Date to** ✓ Nov 04

Brief description of the Task*
Keep it clear and succinct. ✓

What you hope to learn from the Task * ✓

Transferable Skills involved in the Task
Complete **only** those sections that apply to this particular task.
Click here for notes on Transferable Skills [HELP](#)

Give a brief explanation of how the selected 'Communication'

Logout
[Dave Lush](#)

Forms
[Show Forms](#)

Sharing
[Invitations](#)
[My Conversation](#)

Back to
[Start Page](#)

Local intranet

My Profile Start Page - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://www.profile.ac.uk/scripts/login1.plx

Google Search Web Search Site PageRank 160 blocked Options

profile.ac.uk

[Logout Dave Lush](#)

Forms
[Show Forms](#)

Sharing
[Invitations](#)
[My Conversation](#)

Back to
[Start Page](#)

Task description

For each task you will need a separate form.

Press the **SUBMIT** button (at the bottom of form) before leaving this form

Student name:

Student number:

[Click here to access](#)

Title of task*

Date from

Brief description of the Task*
Keep it clear and succinct.

What you hope to learn from the Task *

Transferable Skills involved in the Task

Complete **only** those sections that apply to this particular task.
Click here for notes on Transferable Skills [HELP](#)

Close Window | Transferable skills

What are transferable skills?

Generic, transferable or keys skills are those skills which are required for all disciplines. Employers are particularly interested in employing applicants with these skills. The skills are grouped under a number of headings.

Why record these skills?

As their name implies, these skills are transferable to all other tasks as well as more generic activities. By recording these skills, you demonstrate to us that you are aware of your learning and how these skills apply to your learning.

How to record the generic skills for a task.

Only include those skills that are relevant to the task. Not every category below needs to be included only the most appropriate.

Local intranet

My Profile Start Page - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://www.profile.ac.uk/scripts/login1.plx>

Google Search Web Search Site PageRank 160 blocked Options

profile.ac.uk

[Logout](#)
[Dave Lush](#)

Forms
[Show Forms](#)

Sharing
[Invitations](#)
[My Conversation](#)

Back to
[Start Page](#)

Deadlines for Assessment of the Portfolio

There are three deadlines within the LA. You set 3 of them and the final one is the deadline for the Faculty. Ensure that the first deadline is within the first 6 weeks of the start of the Profile web-site going 'live' and that the other two deadlines are evenly spread. Your VT will need to be satisfied that these dates are reasonable.

Deadline 1: For submitting the LA and Health and Safety form (usually 6 weeks from the start of your placement).	End of <input checked="" type="checkbox"/> Nov 04
Deadline 2: For submitting first installment of Activities.	End of <input checked="" type="checkbox"/> Nov 04
Deadline 3: For submitting second installment of Activities.	End of <input checked="" type="checkbox"/> Nov 04
Deadline 4: For submitting final instalment of Activities.	<input checked="" type="checkbox"/> 01 Aug 05

Please note that failure to meet these deadlines are likely to result in you being transferred from the PPM.

Learning Agreement sign off
The form becomes 'locked' when the work supervisor and visiting tutor have ticked their boxes.

Student sign-off
Tick the box to confirm that you have completed the form.

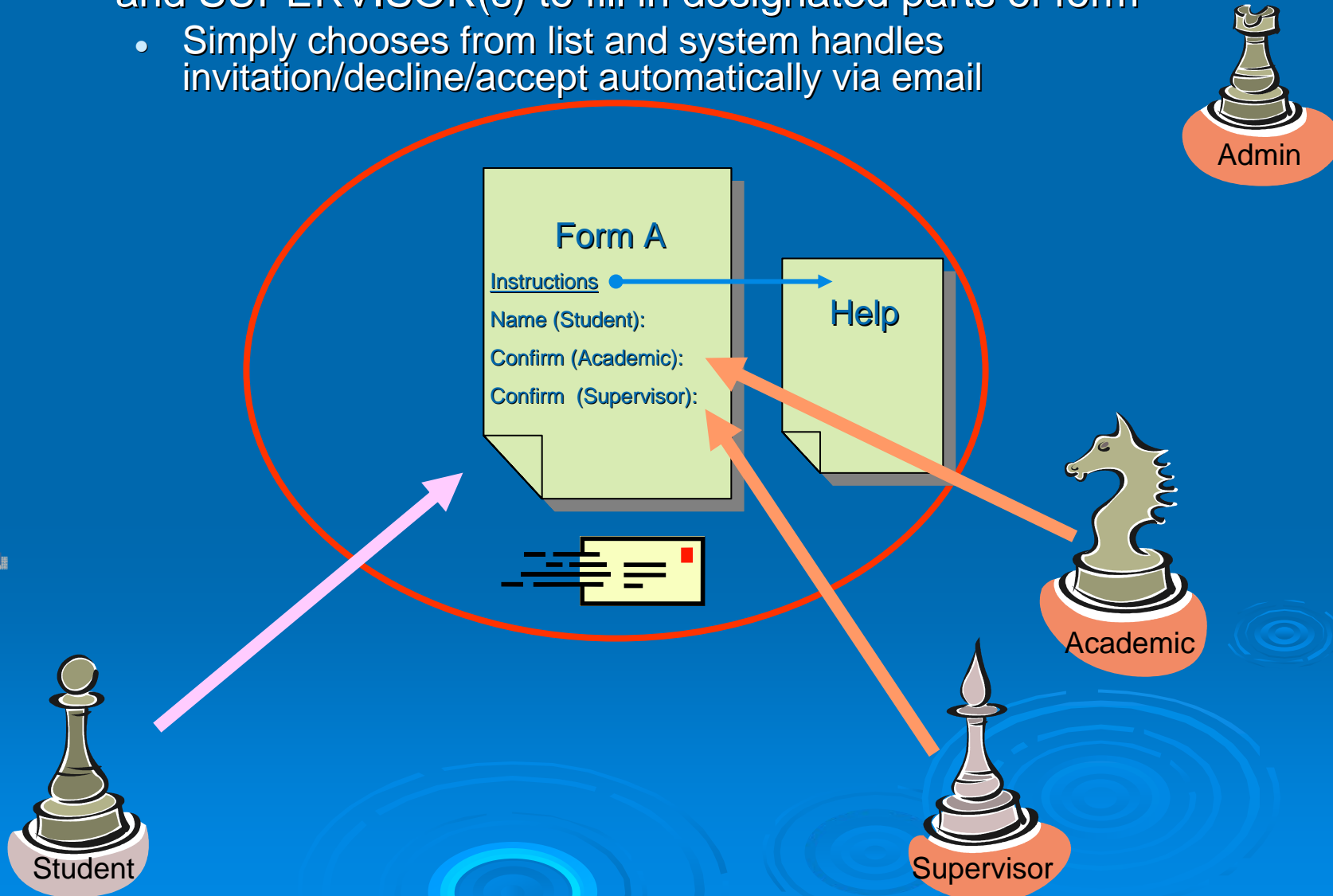
Work Supervisor sign-off
Tick the box to confirm agreement with the tasks listed.

Visiting Tutor sign-off
Tick the box to confirm that the Agreement equates to Level 3 activities and occupies about 200 'notional' learning hours.

Done Local intranet

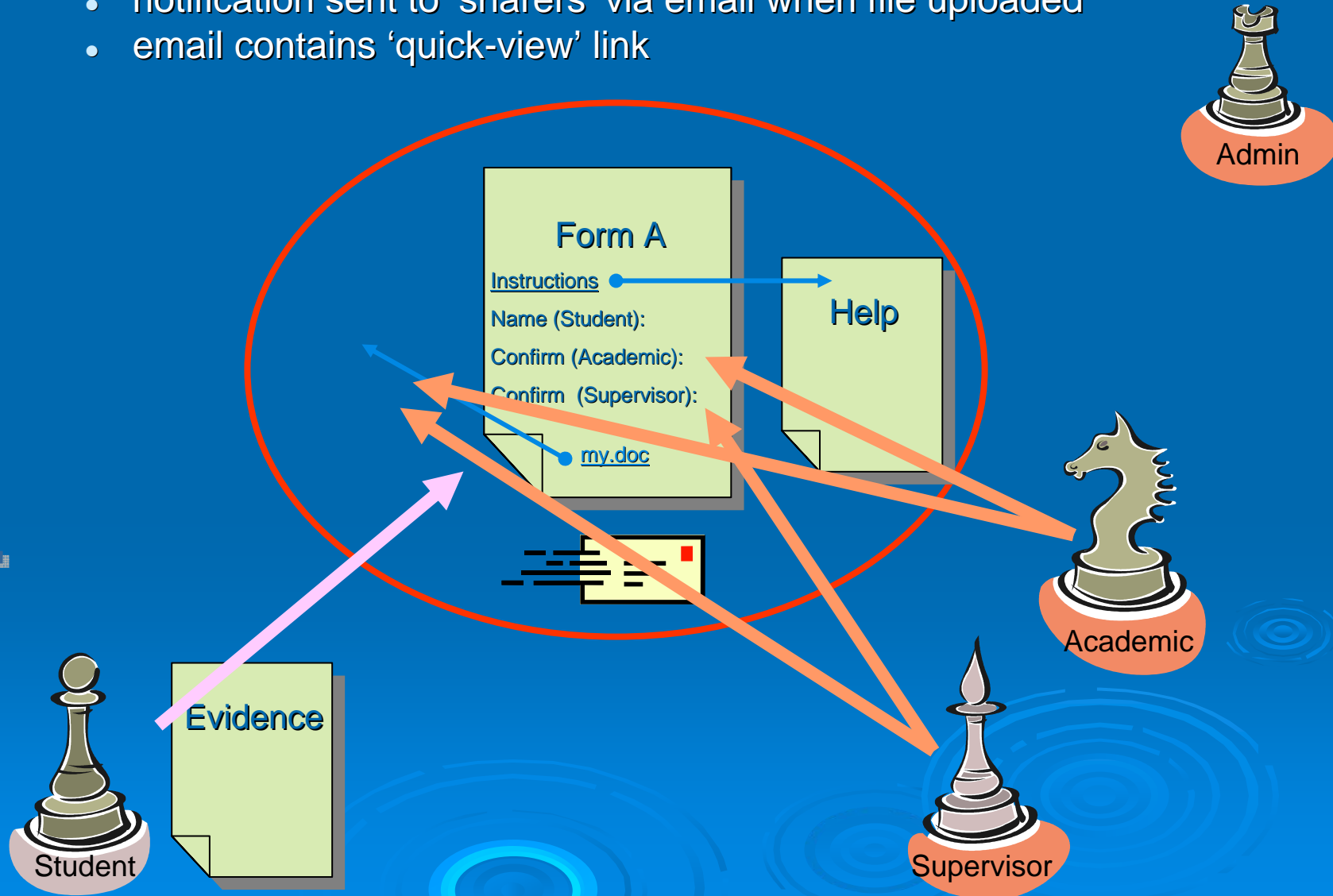
Profile+: Invitations

- Form recipient (STUDENT) can invite **specific** ACADEMIC(s) and SUPERVISOR(s) to fill in designated parts of form
 - Simply chooses from list and system handles invitation/decline/accept automatically via email



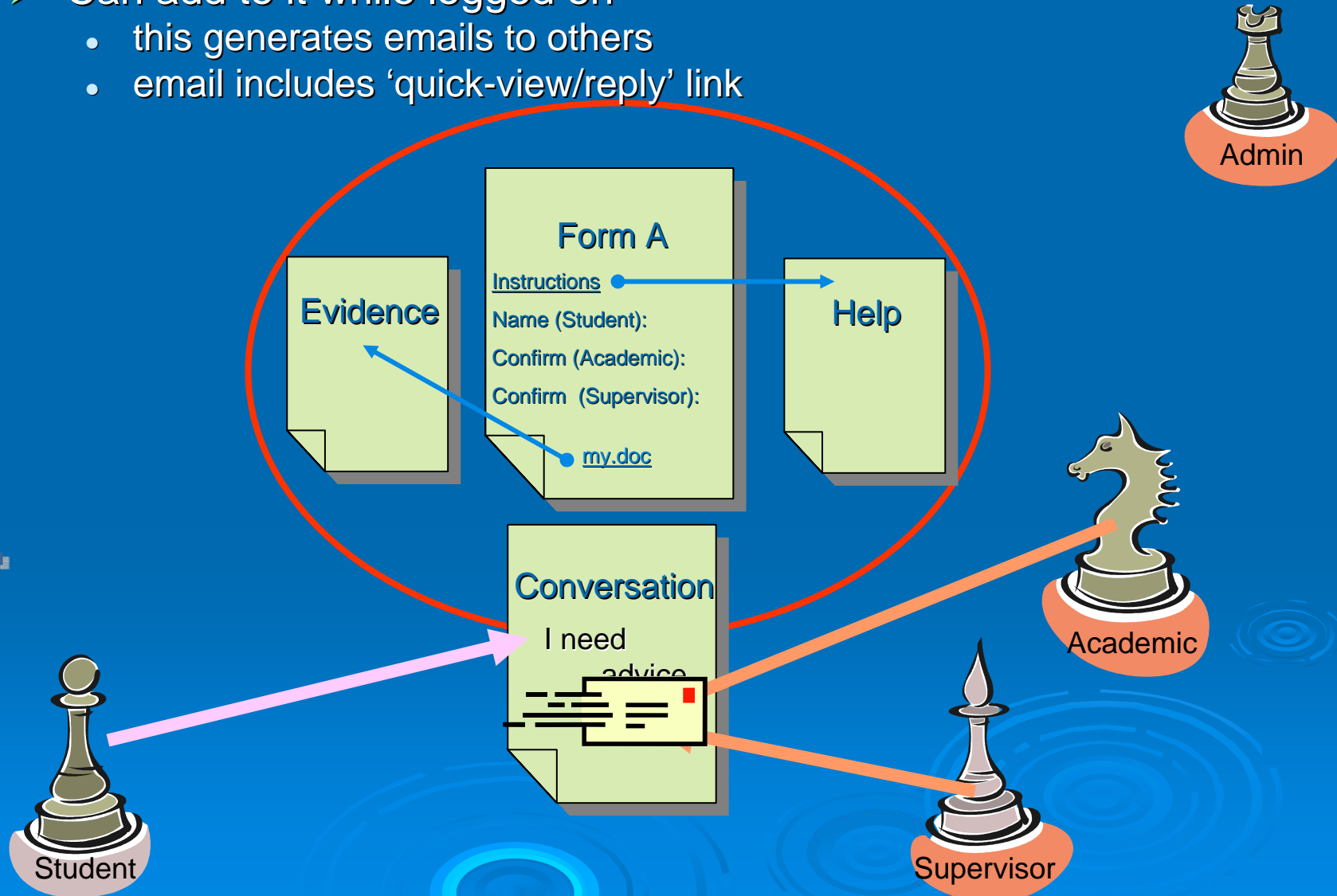
Profile+: Supporting Evidence

- If enabled, recipient (STUDENT) can upload files to attach to form
 - notification sent to 'sharers' via email when file uploaded
 - email contains 'quick-view' link



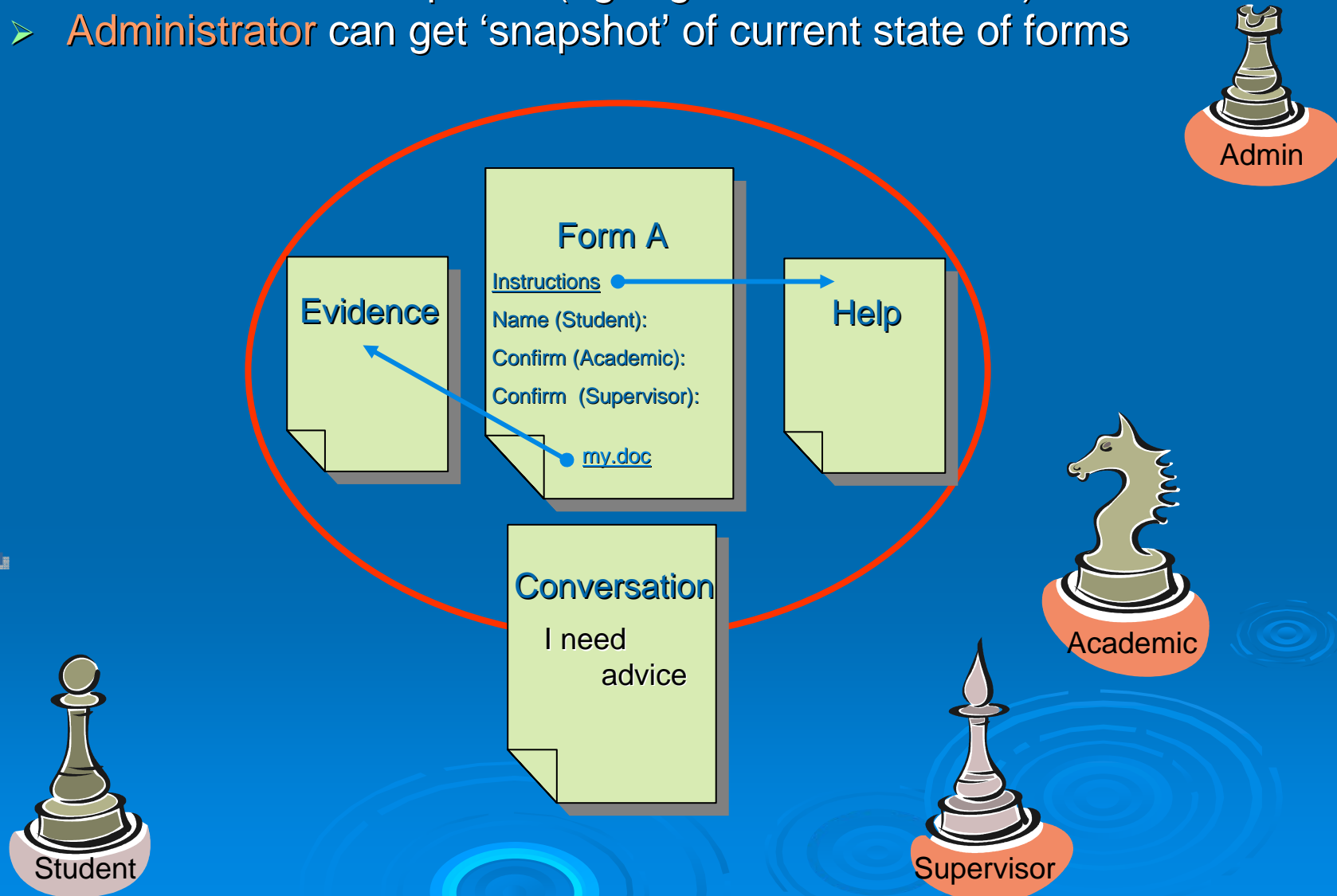
Profile: Conversations

- This feature supports communication between 'sharers'
- Can add to it while logged on
 - this generates emails to others
 - email includes 'quick-view/reply' link



Profile+: 'Handing in'

- **Administrator** can arrange for form to be 'locked' once certain form elements completed (eg 'sign-off' checkboxes)
- **Administrator** can get 'snapshot' of current state of forms



Version 3

- Greater devolved management
 - Administrators can create sub-realms, etc.
- Different grades of account...
 - full 'citizens' through to 'self sign-up'
- More flexibility re types of user
 - currently limited to STUDENT etc
- More/better management via email
 - eg email reminders of deadlines
- More options re control of form elements
 - eg 'date', intra- and inter-form dependency
- Better reporting procedures
- Full audit trail
 - eg **every** change to form recorded
- Other 'generic' suggestions made by users...

Profile⁺: More than placements...

- Reflection/PDP/Progress Files?
- Verified records for potential employers?
- Integration of professional qualifications?
 - Co-terminus Biomedical Sciences?
degree/laboratory training → State Registration
- Other disciplines?
 - Taught Doctorate in Psychology?
 - Nursing degree placements?
- CPD?
- Questionnaire-based research?