Bologna hub online training

Autumn 2019
Work based learning
Professor Anthony Vickers

Introduction

This webinar will comprise of 5 topics, which are

- **A refresher on module level learning outcomes and LOLA**

- **Designing a work based learning module**

- **Designing a placement period module**

- **Degree Apprentices (aka Dual Degrees)**

- **Developing *spin out* students**

A refresher on module level learning outcomes and LOLA

bologna hub

Learning outcomes, defined by the ECTS Users Guide as;

statements of what the individual knows, understands and is able to do on completion of a learning process.

Learning outcomes can be

attributed to individual educational components and to programmes as a whole.

Assessment of Learning Outcomes

has to be assessed through procedures based on clear and transparent criteria.

bologna hub

Learning outcomes can be *attributed to individual educational components and to* programmes as a whole*.*

Programme level learning outcomes form part of the *programme specification* of a degree programme.

They are not usually directly assessed but provide a clear overview of the learning outcomes of the degree programme.

They follow the structure of learning outcomes, which we will now explore.

DAAD Deutscher Akademischer Austauschdienst
German Academic Exchange Service

Erasmus+

GEFÖRDERT VOM
Bundesministerium
für Bildung
und Forschung

Designing module learning outcomes.

Module Learning Outcomes must be clear, appropriate level statements of what a student is expected to achieve as a result of a period of Learning, completed by an Assessment, to demonstrate the LOs have been met. The Learning Outcomes, Learning, and Assessment, are essential elements of a well structured module. We remember the need for all elements through the acronym, LOLA.

A good module level learning outcomes is, amongst other things:

- **Active – it describes what students can do**
- **Attractive – students want to achieve it**
- **Comprehensible – students know what it means**
- **Appropriate – to the student's current goals and career plans**
- **Attainable – most students will mostly meet it, with due effort**
- **Assessable – we can see if it has been achieved**
- **Visible – in the course booklet and on the VLE**

Designing a work based learning module

There are many types of work based learning modules. I have experience of the following types.

A module in which the student works for a number of weeks in a company. This is often called a short placement. The majority of the learning outcomes are met during the placement period at the company. The company may or may not provide a salary, or meet costs.

A module where the student, or team of students, spends only one day at the company with the majority of the student work being undertaken at the University. These are sometimes called micro-internships. There is not usually a salary although costs may be met.

A module where the student, or team of students, spends no time at the company but works on a project supplied by a company. There may or may not be real or virtual contact.

A module that has an embedded "Challenge Week". During the week a student or a team of students work only on a project supplied by a company. The output is assessed at the end of the week in a short interview.

A module where the student spends one year on placement at the company, working as an employee, often with a salary.

Designing a work based learning module

A example Work Based Learning (WBL) module

A module where the student, or team of students, spends no time at the company but works on a project supplied by a company. There may or may not be real or virtual contact.

At my University this is module is CE299. It is taken by students in teams. The module is popular and restricts the number of students, who are chosen from their 1st year performance.

The learning outcomes of the module are:

1. Describe the processes involved in project management and produce a project management plan.
2. Use project management tools and techniques.
3. Explain and justify their team's finished product.
4. Report and reflect on their individual contribution to the team's effort.
5. Demonstrate an understanding of professional, legal and ethical issues that affect the work of professionals in their discipline.
6. Demonstrate the ability to research and use system development tools.
7. Produce a Curriculum Vitae, and cover letter.

Designing a work based learning module

A example Work Based Learning (WBL) module

The learning pathway: Students, in teams, are given a project description from a company. The description is not a detailed specification as the project methodology will be Agile (Scrum). The team is given enough information to start, and meet with the company two or three times to review progress on the project. Each student is expected to commit around 100 hours to the project, attend team meetings, and actively contribute to the project through use of project management tools (Jira), and the development of the product (code), evidenced on GitLab.

The assessment: The teams are assessed through two team reports, a team presentations, a challenge week, and an examination.

Designing a placement period module

CE300 – A placement year

This is a full year module available only to those students on degree courses which include the placement year. Students will undertake their placement at a host organisation. The student will be responsible for securing the placement with the assistance of the School and the Faculty Employability Team.

The aim of the module is to give the student the opportunity to put their academic learning outcomes into a work context and to add work related learning outcomes to their portfolio.

The module learning outcomes are:

An experience based knowledge of work roles.
A capacity to connect subject specific theory to practice in a work environment.
Communicate with a range of colleagues and clients in a working environment.
Capacity to work in a team within a work environment.
Improve personal professional practice through a reflective approach within a work environment.

Deutscher Akademischer Austauschdienst
German Academic Exchange Service

Erasmus+

GEFÖRDERT VOM
Bundesministerium
für Bildung
und Forschung

Designing a work based learning module

CE300 – A placement Year

The learning pathway: The module learning pathway is as a fully embedded employee of the company. The assessments, listed below, are designed to have minimal interference with the work experience, but to give an assessment of meeting the learning outcomes.

The assessment: The student is assessed on the ability to gain the placement, a record of the work undertaken, recorded in the planning tool (Jira), and a final reflective essay.

Degree Apprentices (aka Dual Study Degrees)

Work Embedded Learning

Some of you may already have experience of the German Dual Study degree programmes. In those programmes students spend a near equal time in the company and at the University.

In the UK, degree apprenticeships have been established over the last 5 years. All degree apprenticeships (DA) are delivered against a standard and an assessment plan, published by the Institute for Apprenticeships & Technical Education.

https://www.instituteforapprenticeships.org

All HEIs delivering DAs must align to the standard and the assessment plan for the specific DA. The standards and assessment plans are established by a group of at least 10 employers.

Deutscher Akademischer Austauschdienst
German Academic Exchange Service

GEFÖRDERT VOM
Bundesministerium
für Bildung
und Forschung

Degree Apprentices (aka Dual Study Degrees)

Digital and Technology Solutions Professional (Software Engineer) DA

At my home University I designed our DA against this standard. This is a very different design methodology as usually in the UK an HEI designs their degree programmes against internal quality assurance processes and is not required to design against external detailed standards.

The programme involves a mix of face to face learning (2 semesters from 9) and distance learning (7 semesters from 9). The students work all year so some of their LOs are achieved through their work at the company.

We will graduate our first degree apprentices this year.

Developing *spin out* students

bologna
hub

Twenty first century students as job creators not seekers!

I fully believe that the 21st century will see an explosion of human creativity and imagination, on a scale never seen before. This will be partly fed by graduates of our degree programmes, as the problems we face become more and more complex and interdisciplinary.

What are we doing to develop 'spin out' students?

At the University of Essex we do, like others, run degree programmes with a focus on entrepreneurship, but what do we do for all students?

In the Q/A session of the webinar we can explore ideas but I will now outline our strategy at the University of Essex.

DAAD

Deutscher Akademischer Austauschdienst
German Academic Exchange Service

Erasmus+

GEFÖRDERT VOM

Bundesministerium
für Bildung
und Forschung

Developing *spin out* students

The University of Essex Strategy to support 'Spin out' students – People Support

Student Enterprise Officer: Dedicated to building a community of students focused on the development of those skills vital to starting and growing a viable, innovative and scalable business.

Essex Startup Consultants: Externals who are available to advise students on how to start up, acting as mentors as well as coaches, they support skills development and help create clarity of purpose for the entrepreneurs

Head of Startup Support: The team leader and responsible for the design and delivery of Essex Startup's business support. They set the culture as well as the ambience of Studio X, our collaborative working space and home of Essex Startups. Located at the Innovation Centre, the space brings students and local entrepreneurs together to share ideas, uncover fresh opportunity and in doing so, help sustain the local entrepreneurial ecosystem.

Essex Startups for International Students: Our team provide the support for those international students who want to transition from Tier 4 Visas for the purpose of staying in the UK to build a viable, scalable and innovative business. Constant access top advice, support and space, international students gain the support and infrastructure they need to make their ideas come to life.

Innovation Centre Management Team: From startup to scale up, the Innovation Centre offers space to grow. Run by Oxford Innovation, students who have attained a degree of commercial success, have a place to establish roots and flourish.

Developing *spin out* students

bologna hub

The University of Essex Strategy to support 'Spin out' students

Mini Bootcamps

Get ready! All our 4-hour Mini Bootcamps are bitesize and fun and you can join as many as you want:

Ideas creation and validation – Get real! See if you have what it takes to be an entrepreneur. Start generating ideas and see if they actually work.

Modelling and planning – The nitty gritty! Develop what it is that your business stands for and define your ideal customer.

Refining – Get out there! Work on your communication skills, understand branding and marketing. Get creative with visionboarding.

Business ready – Convey your story, get funding and improve your presentation skills.

Summary of your Learning Outcomes

You have gained an awareness, or a refreshment, of your knowledge of work based learning (WBL).

You have observed an assessment of the learning outcomes, learning pathway, and assessment written for two different examples of WBL modules.

You have gained knowledge of the degree apprenticeship system in the UK, and how it embeds learning into the workplace.

You have gained knowledge of support staff, and structures that can be built to support students with their ambitions to create jobs through entrepreneurship.

Erasmus+

Wer sich bewegt, bewegt Europa!

Nationale Agentur für EU-Hochschulzusammenarbeit
Erasmus+ National Agency „Higher Education"
DAAD – Deutscher Akademischer Austauschdienst
German Academic Exchange Service (DAAD)
Kennedyallee 50
53175 Bonn
http://www.daad.de
http://eu.daad.de
Servicenummer: 0800 2014 020

DAAD
Deutscher Akademischer Austauschdienst
German Academic Exchange Service

Erasmus+

GEFÖRDERT VOM
Bundesministerium
für Bildung
und Forschung