

CHAPTER B1

Work Integrated Learning in the English Higher Education System *Norman Jackson*



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Summary

This Chapter provides a descriptive summary of the approaches used in English Higher Education to the design of curricula that enable people to develop the attitudes and capabilities to be professional. There are many ways of achieving such an educational objective. **My proposition** is that a concept that only considers designs that integrate discipline specific knowledge and skills with relevant professional work, is limiting in its ability to represent the designs that have the potential to develop attitudes and capabilities that are relevant to being a professional. We need an inclusive concept of Work Integrated Learning if we are to embrace the diversity of higher education designs that seek to combine and integrate learning through study and work.

Introduction

This synthesis should be viewed as a starting point for an ongoing exploration of the curriculum designs that seek to enable learners to develop the attitudes and capabilities to be professional by combining learning experiences and outcomes achieved through formal study and through work. This Chapter will be refreshed as new Chapters are added to the e-book which describe institutional approaches to Work Integrated Learning (WIL).

Concepts and terminology

We have to recognise that the paradigm within which WIL is framed sees university study and work as two very different things. While for many people work is synonymous with having a job, the notion of 'work' can also be defined in terms of purposeful co-ordinated activity aimed at producing something useful (Morin 2004). Using such a broad definition of work incorporates the purposeful activity of studying in order to learn as well as more traditional notions of work in which learning is more typically a bi-product of the work enterprise. Seeing 'work' in this way makes 'work' the core integrating concept rather than the prevailing paradigm of a course of study that integrates work experiences into it. One advantage of adopting work as the context for integration is that 'work' involves a far richer conception of knowledge and individuals' roles in producing and using it, and a more complex set of problem working situations than students' generally encounter in formal study alone (see for example Earut Chapter 2).

The term **Work Integrated Learning (WIL)** is not widely used in the UK. A typical definition of WIL 'an educational strategy in which opportunities are created for students to integrate disciplinary knowledge and skills with work, through the application of that knowledge and the use of those skills in real professional contexts' (Griffith University 2008) emphasises the connection between the knowledge and skills gained through discipline

study and their application in a relevant professional work context. But this definition could be broadened to recognise that not all WIL situations will result in the direct application of much of the specifics that have been learnt in a disciplinary context.

My preference is for a broader and more inclusive concept along the lines of 'higher education designs that seek to combine and integrate study, work, formal and informal learning and social interaction in institutional and work¹ contexts (and increasingly virtual e-learning contexts as well)'. This approach to designing a higher education curriculum involves experiences of 'working' in formal educational environments where learning is the focus of the work enterprise, and work settings where learning is a bi-product of paid or unpaid work enterprises.

Critical to the concept is the idea that these forms of education are by 'intentional design', and such designs reflect a belief that this form of integrated experience has educational value above and beyond education that does not provide opportunities for such integration. The integration of learning in these different contexts is considered to be crucial to the development of the learner and the achievement of the learning outcomes for a programme or more broadly for a graduate from an institution, but the ways in which the study and work-related components of the experience can be combined, and the levels of integration and connectivity, are quite varied. At one end of a continuum are curricular designs where intensive study in an institutional environment and intensive practice in a work environment are totally integrated (for example nursing and other health related programmes). At the other end of the continuum students' themselves are the main integrating agent between the two environments.

WIL requires a co-operative and formalised partnership between a higher education institution, the provider of the work opportunity and the student so that what is learnt in the work environment can be evaluated, recognised and integrated with learning in the academic environment.

The term *work placement* is used to describe a work context¹ into which a learner is placed or places themselves for the intended purposes of gaining relevant work experience and for developing themselves personally and professionally in ways that are relevant to the aims and intended learning outcomes of a higher education programme/module or award.

The term *work experience* is used to denote some sort of exposure to a work setting that may or may not be relevant to the outcomes of a particular higher education programme. The term *intern or internship* (normally unpaid summer vacation positions with a business or community organisation) is not widely used although it is becoming more popular and UK students do encounter it when they chose their work placement in Europe or N America.

The term *sandwich programme* is also used to denote a higher education curriculum containing a work placement that is integral to the achievement of the intended learning outcomes for the programme. *Thick sandwich* programmes contain a year long work placement normally in the 3rd year of a 4 year programme. *Thin sandwich* programmes contain one or sometimes two shorter (typically 6 months or semester (12 to 15 weeks) work placements. In sandwich programmes the experience of working and learning in the work place enables the learner to develop in ways that are consistent with the programme aims and intended learning outcomes.

The term *professional training* is sometimes used to describe work place learning where there is an explicit commitment to professional formation (to be and become professional). Therefore a criterion for the selection of work 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. Where there is a direct link to professional domains in which Professional Bodies or Statutory Regulatory Bodies oversee standards such bodies might be involved in determining or approving some of the parameters for work place learning and assessment.

¹ **Work** - paid or voluntary in private business or industry, public or voluntary service or community situation. The idea of self-employment - students developing their own business enterprise is growing in importance as a more enterprising culture develops.

The term *work-based learning* is used if the learner is already in the work place and the higher education programme is designed around the learner and their employer's interests. Learning activity, outcomes and assessment are regulated through an individually or organisationally negotiated agreement or contract. Some work-based programmes are designed by learners (with tutor support) others by employers (with tutor support). Such programmes often contain within them a mechanism for accrediting prior learning gained through the experience of work.

The terms *Placement Administrators* or *Placement Managers* are used to describe the people who coordinate and organise and work placement activity. *Placement Management* is a term that some administrators are using to describe their role. The terms *Placement Tutors* or *Visit Tutors* are used to describe the people who visit students while they are involved in work placement. *Placement Supervisors* or *Mentors* are terms used to describe the people who oversee and support students in the work place.

Work Integrated Learning in the UK

This is an indicative list of approaches and readers are invited to contribute further examples.

Programmes with module or longer (e.g. year long) work placement

These programmes tend to be part of an individual learner's initial professional formation. They are offered at both undergraduate and postgraduate levels and they have been established for over 50 years. *Thick sandwich* programmes contain a year long work placement normally in the 3rd year of a 4 year programme. *Thin sandwich* programmes contain one or sometimes two shorter (typically 6 months or semester long - 12 to 15 weeks) work placements. In general, the employment context does not impact greatly on the academic curriculum and it is left to the student to transfer and integrate their learning between these two contexts.

Programmes with alternating taught and short practice placements or modules which contain both practice and institution-based study

These programmes involve a truly integrated curriculum where placement alternates with university study throughout a programme. Such programmes are offered at undergraduate and postgraduate levels and they are the norm in health-related professional / vocational programmes. These programmes tend to be part of an individual learner's initial professional formation in teacher training, and health and social care areas. Periods of placements in practice situations are a compulsory part of the overall programme. These programmes are often regulated by Statutory Regulatory Bodies.

The amount of time spent in a work place / clinical setting is often defined by a Statutory Regulator for example. Social Work requires a student to gain 200 days practical experience in a practice setting (L1 30 days, L2 70 days, L3 100days). 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).

Foundation Degrees

Foundation degrees were launched in September 2001. Foundation degrees are only offered at undergraduate level. They aim to provide students with specific business, technical and specialist skills needed in the workplace. They are vocationally linked higher education qualifications developed in collaboration with employers. They provide specialist technical knowledge and skills within specific fields and can be delivered in a variety of ways, via the internet, distance learning and direct through universities, or linked to Further Education colleges and Higher Education colleges under a lead university. Their design allows progression to an honours degree and they encourage flexible learning (work-based, work-related and distance learning).

Workplace –based learner negotiated and designed programmes

Learning programmes are a mixture of work-based projects or portfolios of activities, distance/on-line learning, institutional or workplace courses, collaborative or network-based learning. These programmes also include student generated records of learning for the purpose of awarding academic credit for prior or current experiential learning. The learning described in these records is personal and highly contextualised. Academic credit is gained in one of two ways: by mapping learning against the outcomes for existing academic modules, or by demonstrating learning against negotiated learning outcomes that are themselves aligned with level descriptors that contain within them the dimensions of the academic standards being sought. The model is found in negotiated work-based learning schemes like those of the University of Middlesex².

The University for Industry's *Learning through work* scheme provides a national award scheme and on-line support and guidance system for this type of learning³. Eight institutions are participating in this scheme. University of Chester; University of Derby; University Northampton; Northumbria University; University of the West of England, Bristol; University of Staffordshire; Wakefield College; University of Southampton

Industry-based collaborative training accounts

Collaborative Training Accounts are an Engineering and Physical Sciences Research Council (EPSRC) funded initiative which supports a number of innovative industry-based education programmes such as industry based EngD's and Knowledge Transfer Partnerships (KTP)

EngD programmes

These are typically blended courses of e-based self-study along with intensive on-campus study periods and are aimed at full-time employees.

Knowledge Transfer Partnerships

These are collaborative partnerships with business and industry to enable a company to become more innovative and productive and to boost profits and are supported by a Government (dti) grant. A high quality graduate is recruited to work on a specified project lasting between 1 and 3 years. During this time they have huge training opportunities, including the chance to take a Masters degree or PhD. The application procedure is quick and a grant offer is usually received within 6 weeks of applying. The success rate for KTP is high (c. 70%) and there is an opportunity to resubmit applications.

STEP programmes <http://www.step.org.uk>

STEP (Shell Technology Enterprise Programme) is designed around 8 week placements for undergraduate students in their second or penultimate year of study. STEP can help to identify business needs and provides access to undergraduates with relevant skills to enable companies to It is primarily focused on SMEs, although larger companies are also eligible to apply. Projects can be in any subject and can help companies to research products or markets, and improve information systems or operational procedures

Employer customised programmes

In these programmes an employer, in negotiation with the institution is the main contributor to shaping the work integrated learning programme. The employing organisation contracts an institution to develop a customised curriculum for a group of its own employees. The programme may be delivered entirely in the work place or it might also involve on-line and institution-based learning.

The government is keen to extend this type of collaboration and a new funded initiative has recently been launched <http://hefce/learning/employer/> (see below). The idea extends to private and public sector Academies

² <http://www.mdx.ac.uk/subjects/wbl/wbs/index.htm>.

³ <http://www.learndirect-ltw.co.uk/ep/web/home/ltwhome/homepage/> .

that will work collaboratively with Further and Higher Education Institutions to design and deliver employer-led curricula and awards.

Importance of experiencing real world work

Work environments differ from institutional study environments because learning is not the primary purpose: learning is normally a bi-product of the work enterprise. The term **work placement** is used to describe a work context¹ into which a learner is placed or places themselves for the intended purposes of gaining relevant work experience and for developing themselves personally and professionally in ways that are relevant to the aims and intended learning outcomes of a higher education programme/module or award.

Types of work placement

Table 1 summarises 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.

Table 1 Summary of types of work placement

Longer than a module

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| Placements integrated within a programme e.g. 6 weeks campus – 6 weeks clinical placement |
| <i>Foundation degrees</i> 1 day per week for the whole of the second year |
| <i>Vocational programmes</i> 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% theory and 50% practice (4600 curriculum hours by statute) ie placement or practice based learning equivalent to 2300 hrs (about 280 days). |
| Sandwich placements within a programme. Usually L2/L3 Year-long/6 months fulltime programme-based sandwich placements in a company. |
| Year-long self-employed placements under entrepreneurial schemes |

Based on a module

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| Shorter module-based self-employed placements within entrepreneurial schemes |
| STEP scheme project-based company experience |
| Semester-long (8-12 week) placements <i>Variable time for participation e.g. 40hrs, 80hrs / 1 day per week / minimum of 20 full 8 hr days</i> |
| Mini-placements (part of a module) |
| 2-3 week shadowing |
| One week |

Vacation experience

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| Vacation placements. Variable length often student led. Typically the basis for a project/dissertation. Includes summer internships where students volunteer to gain work experience. |
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Table 2 distinguishes five types of placement learning experience categorised according to whether:

- The placement is physically within or outwith the organisation
- The work of the placement organisation is relevant/not directly relevant to the academic field of study, the intended professional domain and the learning outcomes for a programme.
- Whether the student is located day-to-day within the organisational environment or operates at a distance.

Table 2 A variety of placement contexts resulting in different experiences and learning

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| Physical placement in organisations that are relevant to the field of academic study or intended professional domain |
| Remote placement in organisations that are relevant to the field of academic study or intended professional domain |
| Placement in organisations that are not specifically relevant to the field of academic study or intended professional domain |
| Placement in student-created organisations |
| Placement in a students' self-created business or social enterprise |

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.

Quality assurance and evaluation of WIL

Each university and college of higher education is responsible for ensuring that appropriate standards are being achieved and maintained and a good quality educational experience is being provided. Student and the wider public interests in sound standards of higher education qualifications, and the quality of the educational experience are safeguarded by the Quality Assurance Agency for Higher Education (QAA).

Quality Assurance Agency (QAA)

The Quality Assurance Agency for Higher Education (QAA) was established in 1997 to provide an integrated quality assurance service for UK higher education. The independent body is funded by compulsory subscriptions from universities and colleges of higher education and through contracts with the main higher education funding bodies. It is the organisation that enables the Higher Education Funding Council (England) to fulfil its obligation to ensure that the education it funds is of an appropriate standard.

Working with peer review processes QAA has created a *Code of [Good] Practice for the Assurance of Academic Quality and Standards* which universities and colleges can use as a reference point when reviewing their own systems and practices. The Code is also used as a reference point in the peer review of institutional quality assurance systems and practices. The *Code* has 10 sections and the ninth element covers placement learning. Section 8 – career education, information and guidance is also relevant.

QAA is also responsible for overseeing the development of Progress Files to help to make the outcomes, or results, of learning in higher education more explicit and more valuable. The Progress File consists of a transcript or record of achievement; a process - personal and development planning; and the students' own

personal development records. The process of learning through reflection and representing and recording both the experience and the learning, is an important process in Work Integrated Learning.

External Examiners

The UK has a system of external examining whereby experienced teachers from an institution that is not the institution where WIL is offered, or practitioners from business and industry are invited to scrutinise the outcomes from WIL. This happens when the WIL contributes directly to the award i.e. when it is credit bearing.

System level evaluation of WIL

Evaluation is understood in terms of three purposes: for accountability; for understanding and for development.

System-level evaluation for accountability includes:

- Periodic Institutional Audit of quality management systems (including those set up to support WIL) by the QAA.
- Student feedback through the annual National Student Survey. Consideration is being given to introducing more questions to the survey instrument to particularly focus on WIL experiences.
<http://www.hefce.ac.uk/news/hefce/2006/survey.htm>
- Accreditation Reviews of Professional Bodies, where WIL is important to course outcomes
- Evaluations of specially funded projects for example placements funded under the EU-Leonardo scheme or ESRPC.

System-level evaluation for understanding and development

System level evaluations tend to be studies commissioned by a system-level organisation such as the Higher Education Funding Councils or the Higher Education Academy. Recent studies relevant to WIL commissioned by these bodies include studies by Little and Harvey (2006), Nixon et al (2006) and CHERI & KPMG (2006):

The new research capacity provided by the Centres for Excellence is beginning to have an impact as they also will commission research studies. Many of these will be local (within the host institution) but some will have systemic implications (see for example Yorke 2005).

Policy and infrastructure to support and promote WIL

Higher Education and the knowledge economy

Government policy for higher education is increasingly linked to policies and infrastructures for economic prosperity. In recent years the concept of the knowledge economy has dominated Government thinking⁴.

A knowledge economy demands an educational system that can ensure a wide base of knowledge workers, generate new knowledge, creativity and act as a major agent of economic growth. Our education system must provide the human capital, research and investment assets to meet the changing economic and social needs of the UK'.

This way of thinking has shaped the way Government has created its regional infrastructures to support the development of a knowledge economy and it is exerting a strong influence on the way it is encouraging higher education to interact with employers.

HEFCE policies and strategies to encourage WIL

⁴ Navigating the New Economy: Measuring and Defining Progress towards the UK knowledge economy. www.intellectuk.org/download.asp?file=632

The main source of funding for higher education is through the Higher Education Funding Council England (HEFCE). The Government's strategic influence on higher education is through HEFCE funding policies.

In 2006 the Government's grant letter to HEFCE setting out how it wanted to strategically influence higher education, tasked the Council with leading a radical change in HE through a systematic and strategic engagement with employers.

'There are two major priorities that I am asking Council to pursue... The first is to lead radical changes in the provision of higher education in this country by incentivising and funding provision which is partly or wholly designed, funded and provided by employers'.

As a result of this directive, new policy and funding incentives are being created to encourage more employer involvement in higher education <http://hefce/learning/employer/>

The scope of the areas under consideration are wide ranging:

- involvement of HE with the sector skills agenda, regional skills infrastructure and brokerage
- co-funding of HE provision between Government and employers
- measures to support greater flexibility in provision
- quality assurance approaches for customized and workplace learning
- supporting increasing employer and workforce needs for continuing professional development at higher levels
- the costs associated with workplace learning
- the contribution of e-learning and technology more widely.

One of the Government's ideas is to establish 'Academies' for all the major business sectors. Currently plans are advanced for construction, financial services and the food industry. These will be employer/university/college/sector skills council partnerships. They may well be regionally-based. They must be employer-led and provide 'high class provision'.

Strategic Development Fund

HEFCE is funding employer engagement projects via the Strategic Development Fund (SDF) which aims to:

- support and build on successful activity that promotes growth in employer engagement with HE provision
- enable institutions and their partners to assess where there may be gaps in meeting learner and employee skills and to develop the solutions which will address these
- promote a more strategic approach in HE to its contribution, through HE skills, to economic competitiveness and an effective public sector
- capitalize on opportunities for greater coherence of activity through collaborative solutions.

Policy implications for English universities

A recent review of work place learning⁵ for the Funding Council called for:

'HEFCE to expect that institutions' strategies for learning and teaching make explicit reference to workplace learning, and how the institution plans to engage with learners already in the workplace. For most people in the future, working and learning will be combined in different ways and with different expectations throughout the life course. More specifically, it will be important for both institutions and HEFCE to recognise that the majority of today's undergraduates are working alongside their studies (whether notionally full-time or part-time). Term-time working has become the norm and has significant implications for the student experience and approaches to learning. A small number of institutions have begun to assess and give credit for learning achievements outside of formal higher education programmes of study. We expect such trends to continue. On grounds of both social equity and the maintenance of academic standards, it is desirable that there is at least a minimum comparability in institutions' approaches to this issue.'

⁵ Towards a strategy for work place learning http://hefce.ac.uk/pubs/rdreports/2006/rd09_06/report.htm

HEFCE should also expect institutions to have established 'rules of engagement', so that individual departments that seek to engage with employers and workplace learners do so on the basis of an institutionally-agreed set of standards. These rules of engagement might include statements about the entitlements of learners, employers and the institution in relation to the workplace learning.

We noted above that some providers argue that the current funding methodology does not reflect the actual full cost of delivery of employment-based negotiated forms of workplace learning. On the basis of the available data, it is not possible to determine whether this is the case, but we suggest that HEFCE review current arrangements.

Current datasets do not contain sufficiently robust information to be used as an indicator for allocating additional funding for workplace learning. HEFCE should consider the use of initiative funds to support developments in workplace learning and employer engagement'.

Centres for Excellence in Teaching and Learning that have an interest in WIL

In 2005 England created a new discipline-based infrastructure to support cooperative / work integrated and practice-based learning. It is based on the concept of Centres for Excellence in Teaching and Learning (CETLs). Funding of £315 million over five years from 2005-06 to 2009-10 for CETLs represented HEFCE's largest ever single funding initiative in teaching and learning. The objective is to reward excellent education and invest in that practice in order to increase and deepen its impact across a wider teaching and learning community.

'Our aim is that CETLs will recognise, celebrate and promote excellence by rewarding teachers who have made a demonstrable impact on student learning and who enthuse, motivate and influence others to do the same. We envisage CETLs will sustain and stimulate further excellent practice through teaching that is informed by scholarly reflection, developed through innovative and adventurous thinking, extended through tested knowledge to learning in new contexts, and multiplied by active engagement in dissemination of good practice.' *CETL Invitation to bid for funds HEFCE 2004/05)*

The University of Surrey Centre for Excellence in Professional Training and Education (SCEPTre) is one of 74 Centres being created. Our remit is to support and enhance cooperative education across all disciplinary fields, initially within the University of Surrey but over the duration of the project expanding its support the wider system by working collaboratively with other CETLs which share our interests.

Examples of CETLs with explicit interests in Co-op Education / Work Integrated Learning are given in Annex 1.

This is a new area of policy that has yet to build infrastructures, networks and forms of engagement. But the policy has the potential through the additional brokerage, and research capacity to have a beneficial impact on Work Integrated Learning.

Organisations that promote and support work integrated learning

There are a number of organisations in the UK that promote and support work placement, work-experience, work-based-learning and the integration of learning in and through work into the higher education curriculum.

Some of these organisations are funded by Government others by individual or organisational subscriptions. The range of organisations professional administrative, student and employer interests, and some bodies attempt to address all these user needs. But no single body takes the lead role in work integrated learning and the world of organised support is not easy to comprehend.

Some of the more important organisations are listed below and further details are provided in Annex 2. Nb there are a growing number of for profit placement agencies not included here.

- Association of Sandwich Education and Training (ASET)

- National Council for Work Experience (NCWE)
- National Council for Graduate Entrepreneurship (NCGE)
- PlaceNet
- Placement UK
- Fledglings
- University Vocational Awards Council
- National Association of Student Employment Services (NASES)
- Association of Graduate Careers Advisory Services (AGCAS)
- The Higher Education Academy

Regional and County planning & development infrastructures

Higher education policy frameworks and infrastructures to support work integrated learning must also be seen in the context of regional and county initiatives to support work force development. Using SE England and the County of Surrey as an example we can illustrate the basic infrastructures that have the potential to influence employer-university interactions and partnerships for work integrated learning.

The influential organisations for planning, policy decision making, lobbying and development in the region and the county of Surrey are:

- SE England Development Agency (SEEDA)
- Learning and Skills Council (LSC)
- Higher Education South East (HESE)
- Surrey Economic Partnership (SEP)
- Surrey Chambers of Commerce (SCC)
- Surrey Lifelong Learning Partnership (SLLP)

Actions aimed at improving employer-educational provider interaction and raising the skills levels across the Region include:

- Regional Skills Productivity Alliance
- Action for Learning Business College Network
- Regional Skills Brokerage Model

Acknowledgements

This Chapter began life as a paper which attempted to respond to a list of questions provided by a delegation sponsored by the Japanese Government from the Miyagi National College of Technology Japan who made a study visit to the University of Surrey in October 2006 to learn about our approaches to WIL. The Chapter will be refined as contributions are made to the e-book. If you would like to contribute ideas or content to the paper please email the author *Professor Norman Jackson* Norman.jackson@surrey.ac.uk.

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ANNEX 1 CENTRES FOR EXCELLENCE IN TEACHING AND LEARNING WITH INTERESTS IN WORK INTEGRATED LEARNING

Creative Learning in Practice (CLIP)

Lead institution : University of the Arts London

www.arts.ac.uk/cetl.htm

Our approach will target the development of scholarship and research into learning and teaching through working with tutors and students, building on excellent practice in areas linking **work-related learning in the creative industries** and Personal Development Planning.

Centre for Excellence in Interdisciplinary Teaching and Learning in Mental Health

Lead institution : University of Birmingham

www.icmh.bham.ac.uk/

This CETL will develop a dynamic and **collaborative partnership between six schools in the university and the mental health service user, practice and policy communities**. Through this partnership it will enhance and expand the delivery and evaluation of innovative, interdisciplinary mental health programmes within higher education and the mental health sector.

Centre for Excellence in Media Practice

Lead institution : Bournemouth University

<http://media.bournemouth.ac.uk/about/cemp.html>

The Centre for Excellence in Media Practice at Bournemouth Media School will **work with a range of industry and education partners** to design and develop innovative ways of studying media practice. At the heart of the centre's philosophy is collaborative learning.

Centre for Stakeholder Learning Partnerships: Engaging the Wider Faculty, Realising the Wider Campus

Lead institution : University of Central England in Birmingham

www.hcc.uce.ac.uk/cetl

The CETL will create and evaluate a model of learning **partnership between a university and health and social care sector employers**. Working initially with Birmingham Children's Hospital NHS Trust we will build a learning organisation that is responsive to emerging educational needs. We will create and test innovative

methods of learning and secure a more seamless flow of support, resources and staff. The opportunities for staff and students in both organisations to learn from the work of others will result in dynamic curricula that enhance student learning experiences.

The Centre for Excellence in Performance Practice

Lead institution : De Montfort University

www.dmu.ac.uk/cepa

The centre will develop new teaching approaches and conduct pedagogic research. At its heart is the notion of exchange: between teachers, subject areas, students and practitioners, sustained by programmes of visiting scholars, internships and links with the creative industries.

Advancing Skills for Professionals in the Rural Economy (Aspire)

Lead institution : Harper Adams University College

The centre focuses on professions serving the rural economy. We shall create a centre that brings together staff and students to provide a **focus for work-based learning, academic and professional skills development**, learner support (dyslexia, numeracy and study skills) and learning technologies. We aim to enhance support for all students, especially those who are part-time, sandwich or work-based learners and those with disabilities

Assessment and Learning in Practice Settings (ALPS)

Lead institution : University of Leeds

www.leeds.ac.uk/medicine/cetl.html

Health and Social care (H&SC) courses rely on the quality of students' learning experiences in practice settings. The excellence already demonstrated by us *within* professions can be extended and disseminated *across* professions, providing the opportunity to learn in an interprofessional environment. Identifying generic and specific professional competences will allow us to develop work-based educators and practitioners who will confidently support students' learning, and specifically **assessment, in the workplace and across professional boundaries**.

Centre of Excellence for Work-Based Learning for Education Professionals

Lead institution : Institute of Education, University of London

The Centre is focusing in particular on education professionals. We will build on existing innovative

practice in teaching, learning and assessment, with the objective of improving work performance. The centre will support **the development of our work-related programmes**, and enhance students' learning opportunities through face-to-face programmes and the use of new technologies to facilitate learning at work. The centre will also support new initiatives, including the development of accreditation and assessment frameworks, for workplace learning

Centre for Excellence in Work Based Learning (CEWBL)

Lead institution : Middlesex University
www.mdx.ac.uk/www/ncwblp/index.html

The CEWBL builds upon the **distinctive Middlesex University approach to work based learning as a field of study** as well as a mode of learning. This Centre specialises in negotiated work based learning programmes.

Centre for Excellence in Teaching and Learning in Mental Health and Social Work

Lead institution : Middlesex University

The centre will enhance teaching quality by:

- continuing to develop innovative programmes of learning for practice
- establishing a core capability-based curriculum, adaptable to mental health and social work, that allows workers to learn together and work together
- **delivering that curriculum in the workplace via team teaching and mentoring**

Centre for Excellence in Healthcare Professional Education (CETL4HealthNE)

Lead institution : University of Newcastle upon Tyne
www.cetl4healthne.ac.uk

This CETL will work with a range of partners across the region to design and deliver innovative learning and teaching for future health professionals - in order to meet the changing expectations of patients. Increasingly, **healthcare students will learn together in the workplace**, with simulated and real patients (and communities), and

Practice-based Professional Learning (PBPL)

Lead institution : Open University
<http://cetl.open.ac.uk/pbpl/>

The core work of this centre will involve evaluation, knowledge broking and research designed to enhance understanding and teaching practice concerned with the **development and integration of different modes of professional knowledge** and skill: formal academic, informal/tacit and self-regulative. A particular contribution will be further work to enhance distance and e-learning modes of engaging with work-based learners.

Centre for Excellence in Leadership and Professional Learning

Liverpool John Moores University
www.ljmu.ac.uk/lid/ltweb/cetl/02.htm

This CETL will develop existing innovative learning approaches within Physical Education, Dance, Sport and Exercise Sciences to enhance students' vocational, leadership and entrepreneurial skills. Building on novel community, industry and business partnerships, models for lifelong learning will be developed through **experiential opportunities in organisations dedicated to performance enhancement** and the pursuit of a healthy and active lifestyle.

Engineering Centre for Excellence in Teaching and Learning (engCETL)

Loughborough University
<http://www.engcetl.ac.uk>

This CETL will be the UK centre for excellence and innovative thinking for the design, research and development of the engineering curriculum that maximises the benefit derived from the integration of employer input.

CRUCiBLE: Centre for Rights Understanding and Citizenship Based on Learning through Experience

Roehampton University
www.roehampton.ac.uk/crucible/

CRUCiBLE, will enhance student learning through an active engagement with the world in dealing with issues of human rights, social justice and citizenship. We will make use of our existing expertise and experience in building partnerships between human rights organisations and universities to construct programmes and learning resource materials as well as **providing opportunities for student placements**.

Centre for the Advancement of Integrative Learning

University of Nottingham

www.nottingham.ac.uk/integrativelearning/

This CETL, led by staff recognised nationally for their outstanding achievements in learning and teaching, is based on an imaginative combination of three areas of excellence at the University of Nottingham: Entrepreneurship Education, History and the PADSHE project (personal development planning and ePortfolios). The CETL will build learning environments that foster students' abilities to integrate their learning - connecting academic study, reflective self-awareness and experiential learning inside and outside the curriculum.

Placement Learning in Health and Social Care University of Plymouth

The CETL for **Placement Learning in Health and Social Care** aims to enhance health and social care students' practice/placement learning. Various strands of development work relating to placement learning and teaching are planned: preparing and training staff, supporting students with disabilities, evaluating learning assessment tools, evaluating interprofessional learning opportunities, auditing and enhancing the learning context, and the role of OSCEs. Building on existing excellence, the CETL also aims to **develop new multi-professional placement opportunities at the cutting edge of service** in the South West including working with refugees and asylum seekers, prisoners, homeless people and carers.

Foundation Direct University of Portsmouth

<http://www.port.ac.uk/departments/studentssupport/foundationdirect/aboutfoundationdirect>

Foundation Direct will provide enhanced campus-based and online support for the university's growing number of vocational foundation degree students. Centre tutors will provide generic skills and subject-specific guidance, careers management and Personal Development Planning. Students will learn how to **manage and evaluate their studies and work-based learning** and develop their professional practice. Foundation Direct will work with employers, FE college partners and professional bodies engaged with foundation degree students to ensure that curricula are developed and delivered appropriately. The CETL will research the effective support of foundation degree students and disseminate this good practice in collaboration with external partners.

Centre for Career Management Skills (CCMS) University of Reading

Web-site : www.rdg.ac.uk/cdotl/cetl-cms/

The Centre for Career Management Skills will build on the career management skills programme the university has run since 2002. Academics, careers staff and employers use lectures and online materials to develop students' career management skills. These award-winning materials are used in around 60 higher education institutions. The centre will support a network of HEIs in developing career management skills. Reading's existing material will be used as the cornerstone of a 'learning ladder' web-site. This will support students from foundation to postgraduate degree level courses to manage career transitions throughout their higher education experience.

Centre for Excellence in Inter Professional Learning in the Public Sector (CETL:IPPS) University of Southampton

Web-site : www.ipps.soton.ac.uk

Based on our extensive experience of integrating interprofessional learning into health and social care programmes the CETL will develop group-based interprofessional learning opportunities for students from these services to prepare them for the team based working in the changing world of public services.

Surrey Centre for Excellence in Professional Training and Education (SCEPTrE) University of Surrey

http://portal.surrey.ac.uk/portal/page?_pageid=1218,1&_dad=portal&_schema=PORTAL

This CETL aims to **enhance the learning experience of students, especially those on professional placement**, using an enquiry-based approach to education. It builds on our experience in Professional Training (PTr) and draws upon our expertise in e-learning, and in skills and personal development planning. PTr provides an excellent environment for using enquiry-led learning with tutor, peer and employer support.

The Capital Centre (Creativity And Performance In Teaching And Learning)

University of Warwick

<http://www2.warwick.ac.uk/fac/arts/english/capitalcentre/>

The Capital Centre will bring the expertise of the Royal Shakespeare Company - the world's largest classical theatre company - to the higher education community. It will offer a unique interdisciplinary approach to teaching and learning by creating a shared space for academics, teachers and students, and practitioners, writers and actors to inform each other's work. The key idea behind the centre is that making theatre through 'the rehearsal room experience' offers a model for great teaching, relying as it does on the arts of imagining other minds, role-play and improvisation, trust and teamwork, discovery through the creative process.

Centre for Professional Learning from the Workplace

University of Westminster

www.wmin.ac.uk/page-5818

The centre will integrate excellence in **promoting and enhancing students' workplace learning from Biosciences, Integrated Health and Media, Arts & Design**. Students will be carefully prepared for learning that is designed, supported and assessed with strong employer and professional body input and thus highly relevant to professional development. Workplace tutors will be supported in facilitating learning and offered a Postgraduate Certificate in Work-based Tutoring. Students will acquire effective reflective practices to enhance their ongoing professionalism. The centre will embed these practices in the current core provision and extend it to other provision within the university and the wider HE community.

ANNEX 2 ORGANISATIONS THAT HAVE AN INTEREST IN PROMOTING AND SUPPORTING WORK INTEGRATED LEARNING IN ENGLISH HE

National Council for Work Experience (NCWE)

<http://www.work-experience.org>

Promotes, supports and develops quality work experience for the benefit of students, employers and the economy.

NCWE's Activities:

- to disseminate information and good practice
- to encourage and support the development of quality and standards
- across all forms of work experience
- to encourage more employers to provide placement opportunities

It currently focuses these activities on students in further and higher education. NCWE seeks to work in partnership with all those organisations that are concerned with these issues in order to add practical value to their activities.

Association of Sandwich Education and Training (ASET)

www.studentemploymentservices.co.uk/aset/index.html

ASET, founded in 1982, is the professional body for placement and employability staff. ASET has been at the forefront of developments in sandwich courses and other forms of work placements in both higher and further education for 25 years. It has been the catalyst for the development of guidelines in many areas and also the promotion and dissemination of best practice. It also seeks to promote the general concept of work-based learning.

ASET is an educational charity run by work-based learning practitioners for work-based learning practitioners and offers support, advice, and guidance to all professionals who work in the field. Membership gives all relevant staff at universities, further education colleges, and employers the opportunity to benefit from, and contribute to, a wealth of expertise and advice.

PlaceNet

<http://www.placenet.org.uk/>

Placenet is a registered Charity dedicated to advance education of students in Higher Education and in particular but not exclusively by enhancing the organisation, management and provision of academic and quality vocational experience for such students.

Placenet is a subscription-based (£150 membership) network with about 170 members – mainly people who manage/co-ordinate work placements.

Fledglings

<http://www.fledglings.net/>

Fledglings is a commercial internet-based recruitment agency.: a resource for industrial placements and Graduate Jobs, as well as being a central source of fresh talent for Employers. The organisation promotes Companies who are offering Industrial placements and Graduate schemes to most of the UK Universities and their students. We will simplify and improve the recruitment process for the Employer in order to encourage and help create, more quality jobs for our students. Fledglings provides Placement Officers with a tool, which can help monitor their student's application activity and pro-activity on the site.

Using the Internet aims to:

- provide more, quality and varied opportunities for students, whilst offering support via their placement office
- allow Placement Departments in Universities to regain control over the jobs offered and monitor student applications
- reduce costs and eliminate hassle associated with the graduate recruitment process for employers

Placement UK

<http://www.placement-uk.com/pages/index.php>

The European Student Placement Organisation

University Vocational Awards Council

<http://www.uvac.ac.uk>

The University Vocational Awards Council (UVAC) is a not-for-profit organisation set up in 1999 by the higher and further education sector. We provide an independent voice for higher education institutions (HEIs) and further education colleges (FECs) on matters relating to higher vocational learning. Our mission is to champion vocational learning. It has a membership of approximately 100 universities.

The organization

- conducts research, provide information in the form of Guides and organises events to support our aims
- supports the recognition of prior learning and the national application of credit and transfer between educational institutions

- works with educational institutions, employers, governments and national and regional agencies to enhance graduate employability and progression
- in partnership with our sister validating body, NVC, we arrange the validation and accreditation of higher vocational learning programmes - including Graduate Apprenticeships, Foundation degrees and Personal Development Programmes
- strongly encourage the use of National Occupational Standards (NOS).

It has produced a guide on Integrating Work-Based Learning into Higher Education and is currently producing a Manual describing good practice in work-based learning.

National Association of Student Employment Services (NASES)

www.nases.org.uk

NASES is the national representative body for practitioners from all styles of Student Employment Services, including those in students' unions, careers and personnel offices. The web site offers a range of resources including a **Guide for Student Employment** a comprehensive textbook for the sector. It aims to bring practitioners, careers departments, placement offices, employer liaison workers, and Student Unions, up to date with best practice, and the principles of running a successful service. The website also hosts data bases such as **Job Shop DIRECT** A web advertising scheme for national employers to advertise their part time, temporary and vacation employment opportunities direct to Student Employment Services and **Vacation Link** a scheme where Student Employment Services allow students from other institutions to use their job search facilities during the vacation period.

AGCAS

<http://www.agcas.org>

The Association of Graduate Careers Advisory Services (AGCAS) is the professional association of careers professionals in Higher Education. It numbers among its 130 plus institutional members the careers services of all the universities and most of the major degree-awarding colleges in the UK and Ireland, as well as over 1,700 individuals concerned with the delivery of careers information, advice and guidance to HE students and graduates both in the UK and overseas. Its members collaborate with a small permanent staff towards the ultimate aim of improving the quality of careers

information, advice and guidance they are able to deliver. AGCAS established a Working Group in 2006 to examine work placement practice.

University for Industry (Ufi)

Learn Direct

<http://learndirect-business.co.uk>

learndirect is the largest e-learning organisation in the world. For large employers our aim is to provide e-training solutions that offer real business benefits to the employer and an unparalleled learning experience for the employee.

The on-line environment offers a support and guidance framework for the Learning Through Work programme that enables people to achieve recognized university qualifications without taking time off. Learning Through Work is ideal for employers who would like a tailored training programme for a group of staff. It offers a range of recognised higher education qualifications, ranging from undergraduate certificates, honours degrees and even postgraduate degrees and doctorates.

Council for Industry and Higher Education

<http://www.cihe-uk.com>

CIHE is a high level strategic partnership between leading people from a wide range of businesses, universities and colleges. The Council leads in developing an agreed agenda on the learning issues at higher education level that affect our international competitiveness, social cohesion and individual development.

National Council for Graduate Entrepreneurship (NCGE) <http://www.ncge.org.uk/>

The National Council for Graduate Entrepreneurship (NCGE) was formed in 2004 with the aim of raising the profile of entrepreneurship and the option of starting your own business as a career choice amongst students and graduates. By understanding the circumstances in which graduate entrepreneurship can flourish, NCGE's goal is to influence, and inspire, an increase in the number of students and graduates who give serious thought to self-employment or business start-up.

The Council, which is based in Birmingham, is not only focused on graduates starting businesses, but

understanding, developing and promoting a culture of entrepreneurship within Higher Education through research, education and facilitation. NCGE aims to become the national focal point for graduate entrepreneurship and will collaborate with bodies across the UK.. It provides:

- One-stop shop with on-line resources for current students and graduates
- A virtual net work of students, graduate entrepreneurs and mentors.
- Workshops and courses including 3 day business readiness courses to get students/graduates to the point where they can start a company within 6 months.

The Higher Education Academy

<http://www.heacademy.ac.uk>

Is the UK-wide organization that supports research and development relating to the enhancement of the students educational experience. In addition to commissioning research studies relevant to placement and work-based learning it provides on-line resources relevant to student employability and enterprise. It brokers a forum for placement learning organizations.

Higher Education Statistical Agency (HESA)

<http://www.hesa.ac.uk/>

HESA is the central source for the collection and dissemination of statistics about publicly funded UK higher education. It maintains statistics about students engaged in work placement.