



Anglia Ruskin
University

Cambridge & Chelmsford

Senate Code of Practice on Work-Based and Placement Learning

Procedural Document for 2009/10

First Edition

September 2009



Anglia Ruskin
University

Cambridge & Chelmsford

Senate Code of Practice on Work-Based and Placement Learning

Procedural Document for 2009/10

First Edition

September 2009

Foreword

This Procedural Document should be read in conjunction with the *Senate Code of Practice on Work-Based and Placement Learning* approved by the Senate on 20 November 2008. It describes the detailed implementation of the Senate Code in 2009/10.

The document is particularly intended for those staff within Anglia Ruskin and its UK and international partners who will be involved in either the delivery of modules and/or pathways which include aspects of work based and/or placement learning or the development of new modules and/or pathways which will include aspects of work based and/or placement learning. These staff include Deputy Deans (with responsibility for quality assurance), Heads of Departments, Directors of Studies, Programme Leaders, Pathway Leaders, Module Leaders, Proposal/Review Team Leaders and their teams, and other senior management and administrative staff within Anglia Ruskin and its partner institutions.

The *Senate Code of Practice on Work-Based and Placement Learning* is one of a series of Codes through which, in conjunction with other mechanisms, Anglia Ruskin's academic standards and quality of education are maintained, assured and enhanced. The Codes and associated Procedural Documents are closely linked and share common elements of Anglia Ruskin quality assurance policy and practice. They should therefore be read as a set.

The complete set of Codes, as at September 2009, covers (the date of initial Senate approval is shown in brackets):

- Admissions (24 September 2007)
- The Approval, Annual Monitoring and Periodic Review of Taught Pathways (18 June 2003)
- The Assessment of Students (15 June 2005)
- Collaborative Provision (13 June 2007)
- External Examiners for Taught Pathways (15 January 2003)
- Postgraduate Research Programmes (12 October 2005)
- Work-Based and Placement Learning (20 November 2008)

This Procedural Document was drafted by the following staff whose major contribution is gratefully acknowledged:

Anne McKee, Principal Lecturer, INSPIRE, Learning Development Services
Marian Redding, Head of Modular Programmes, Learning Development Services

An electronic version of this Procedural Document and the associated Senate Code of Practice is available at www.anglia.ac.uk/codes.

Jon Bouffler
Director of Learning Development Services
September 2009

Contents

Section and Title	Page
1. Introduction	3
2. The Pedagogy of Work-Based Learning in Design of Curriculum	3
• What is work-based learning?	
• Curriculum Partnerships	
• How do we design and facilitate work-based learning?	
• How does work-based learning differ from more traditional university-based learning?	
• How do we assess work-based learning?	
3. Using Risk Assessment to Support Placements	12
4. Mechanisms for Employer Involvement in Assessment, Evaluation and Feedback	12
5. Preparation of the Workplace as a Learning Environment	13
• Preparing the student	
• Preparation of mentors and supervisors	
• Learning Contracts	
6. Scholarly Approaches to Work-Based Learning	17
7. Skills, Experience and Credit for Prior Learning	18
8. Summary	18
References	21
Glossary	23
Appendices	25-37
A Work-Based Learning Information	27
B Guidance on Effective Risk Assessment	29
C Learning Contract	35
D Additional Resources	37

1. Introduction

- 1.1 This Procedural Document is based on the understanding that work-related and work-based learning take place in diverse contexts. Curriculum development and learning, teaching and assessment approaches must consider the context and provide the relevant strategies.
- 1.2 The *Senate Code of Practice on Work-Based and Placement Learning* uses a risk assessment (RA) tool that refers to different contexts and risks related to the management and assessment of curriculum delivered outside an HEI. This procedural document will also use risk assessment and show how this is relevant in practical terms.
- 1.3 Templates for risk assessment and learning contracts are provided. While an emphasis on risk may seem negative, the opposite is intended, as this will enable planning teams to anticipate commonly experienced problems and avoid them. Further templates to support preparation and implementation of placements will be added in future.
- 1.4 The document that has been produced uses context as the basis for discussion of pedagogy and the challenges faced by curriculum developers in this area. It is intended to function as a guide to each stage of curriculum management and to prompt academic teams to consider appropriate strategies to produce the best possible approaches to work-based, work-related and placement learning.
- 1.5 The Code of Practice includes sections on the:
 - Design of curriculum for work-based learning
 - Assessment of work-based learning
 - The pedagogical background
 - Working with employers
 - Preparing placements and mentors
- 1.6 The team that has prepared this Procedural Document is conscious of the continuing rapid evolution of knowledge and practice in this area and will continue to develop the procedural document and to offer advice to academic colleagues embarking on new areas of curriculum. The web-based version of the Code will contain links to useful resources.

2. The Pedagogy of Work-Based Learning in Design of Curriculum

- 2.1 Within higher education, work-based curricula can take many forms. Drawing upon research and acknowledged good practice, we identify the principles underpinning work-based curriculum design and learning support. We identify these principles by examining the following questions.
 - What is work-based learning?
 - How do we design and facilitate it?
 - How does work-based learning differ from more traditional university-based learning?
 - How do we assess work-based learning?

2.2 What is work-based learning?

There are many definitions of work-based learning, reflecting the diversity of what is being learned, how that learning is facilitated and where it takes place. Work-based learning can be and is many things. The purpose and context of work-based learning shape what kind of learning process it involves. The following broad and generic definitions capture its most shared significant characteristics.

- 2.2.1 The “learning people do for, in and through work.” (Brennan: 2007)
This definition is often used in Higher Education Academy publications. We have many examples from modules with placement components to pathways developed specifically for the work place. We recognise prior experiential learning and seek to incorporate this when developing curriculum.
- 2.2.2 Professor Hugh Barr distinguished between work-related and work-located work-based learning. Work-related learning refers to learning that takes place away from work with the objective of improving work performance. Work-located learning refers to learning that takes place in the work place. (Barr: 2003)
- 2.2.3 There is a long established tradition of work-based learning both here in Anglia Ruskin and within higher education. Much of this has been rooted in professional and vocationally oriented learning, such as health and social care, schooling and engineering. Within these disciplines, learning at both undergraduate and postgraduate levels anticipates the demands of professional practice and work. Usually these are subject to regulation from professional and statutory regulatory bodies.
- 2.2.4 More recently, particularly since the Leitch Report¹ the number and types of higher education modules, courses and pathways have significantly increased. These newer provisions have focused upon enhancing the employability of learners. This has involved developing skills which enable learners to apply knowledge and understanding to work and practice. Many of these courses and programmes require some kind of ‘licence to practice’ and involve some external regulations.
- 2.2.5 For example, the underpinning aim of work-based learning (within the built environment) is to use the academic skills developed during periods in university to support professional practice which will take place during the work with an employer(s). Throughout the module(s) students will develop both the specific skills related to their role within an organisation and the transferable skills of planning, negotiation, record-keeping and self-evaluation. On completion of the module(s), students will have proven their competence and subsequently their employability.

¹ <http://www.dcsf.gov.uk/furthereducation/uploads/documents/2006-12%20LeitchReview1.pdf>

2.3 Curriculum Partnerships

- 2.3.1 Typically, work-based learning involves not just a university provider but also other stakeholders or organisations. Curriculum design and quality assurance are shared between a university and those who have an interest in the course or pathway. For example, traditional work-based courses for those studying for the professions require recognition from professional and statutory regulatory bodies. Examples of these include: the Nursing and Midwifery Council (NMC) for courses for student nurses and midwives, the General Medical Council for medical students, and the Training and Development Agency for schools (TDA) for student teachers.
- 2.3.2 Some of the newer kinds of work-based learning courses, which include Foundation Degrees, also need recognition from licensing bodies. Increasingly, work-based learning courses involve not just collaboration between a university and regulatory body over quality assurance but also collaboration over the design and delivery of the curriculum. This extended collaboration involves a stakeholder curriculum.
- 2.3.3 A stakeholder is a person or organisation who has an interest in a course of study. In the context of the curriculum a stakeholder is a person, group or organisation who is a learner, teaches or otherwise supports learning, is a provider of the course of study (such as a university or employer), accredits or quality assures the course of study. The perspective of each stakeholder is taken into account in the design, delivery and curriculum development of a course.

When developing a stakeholder curriculum:

DO consider the wide range of possible organisations that may contribute:

- Employers
- Sector skills councils
- Foundation Degrees Forward
- Professional or Statutory Regulatory Bodies
- User Associations

2.4 How do we design and facilitate work-based learning?

2.4.1 *Where does work-based learning take place?*

- (a) For our purposes, this question relates to the extent to which work-based learning takes place within a university or in another environment. A learner can be exclusively, predominantly or partially based either in the work place or a university. What needs to be learned and why is a determining factor in influencing the mix of work-based and university location. For some courses of study, experience of the work place will be critical for learning. Typically, this is the case when a learner needs to develop skills and practices or if knowledge can only be gained from experience.

- (b) Where *experience* is critical to *learning*, learners may need to be substantially based in the work place. For example, a trainee midwife will need to learn to manage the process of childbirth. While the trainee midwife will need to acquire the relevant knowledge and understanding associated with the process of childbirth, that will not be sufficient. Experience of managing the process with *real* clients, *in the context in which they will be working* in the future, is essential.

2.4.2 Access to appropriate experience

- (a) **It is not just presence that is important when students are based in the work place. What really matters is access to appropriate experiences.** The student midwife will need to see 'normal' and 'complicated' cases. One of the challenges of work-based learning is that these cannot be ordered or scheduled to fit placement timetabling. The curriculum needs to take account of the lower levels of control over what will be happening in the work place when planning learning. Within professional education, there are different strategies for doing this. Many involve the 'capturing' and sharing of experience. Examples of this include simulations of various kinds and, at a leading edge for clinicians, tele-medicine. Learning outcomes may be written with a broad focus to enable achievement within different practice contexts.
- (b) The educational issue about location revolves around what is being learned. Some learning is best learned, or can only be learned, through practice. This includes skills and knowledge. Flexibility may be required to ensure that access to experiences necessary to develop skills and competencies is provided. These may need to be acquired in a timely way, that is, at a specific point in the curriculum, so that learners can continue to the next stage of their learning.
- (c) Certain professions require standards of behaviour that involve 'fitness for practice' and this has to be demonstrated and can take precedence over academic rules. Professional standards are not static and the intended learning outcomes need to both anticipate and respond to trends and changes.
- (d) Higher level skills (as discussed by the Leitch Report) are sought within work-based learning and these will be incorporated into the intended learning outcomes.
- (e) Work-based learning involves not just formal, codified knowledge, much of which can be learned from textbooks but also informal, experiential knowledge. Work-based learning pedagogies tend to emphasise a process-driven, rather than content-driven curriculum. They employ student-centred, self-directed, evidence-based and problem-solving approaches to learning.

DO consider how intended learning outcomes reflect the following:

- Access to relevant experience
- Occupational standards developed by sector skills councils
- Professional Body competency statements
- QAA subject benchmarks
- Employer-specific or employability statements
- Practical issues around achieving complex skills within a module timescale
- Any other stakeholder recommendations
- Emerging standards and practice trends. (These may be identified by stakeholders)

2.4.3 Characteristics of work-based learning

(a) As stated earlier, work-based learning is very diverse. The following characteristics draw upon those defined by Lyn Brennan (Brennan: 2007).

(b) Work-based learning is:

- Task-related: Learning is derived from the performance of tasks in the work place. (*National Occupational Standards provide a guide to required sector tasks and expectations.*)
- Team-based: Work and practice often require team work. People with different roles, skills and expertise collaborate towards commonly understood goals.
- Strategic and innovative: While there are routine elements to work, complex tasks and practices necessitate strategic planning and innovation when faced with unpredictable and uncertain situations. (*Some public services need their employees to be capable of planning and providing emergency responses. Examples of these include: Road Traffic Accidents, involving the Fire Service, Ambulance Service and Police.*)
- Concerned with enhancing personal performance: The need to update, enhance and extend practice and performance through continuing professional development is a focus of much work-based learning. (*Learning Contracts provide a means of identifying and negotiating personalised intended learning outcomes. It is often necessary to support learners to become self-reflective and self-directed to develop these skills in the working environment.*)
- Concerned with improving the performance of a business, enterprise or organisation: In the work place, the performance of individuals is important but so, too, is the performance of teams, organisational systems and their cultures. Work-based learning often situates learning in these different contexts. (*Curriculum design will be linked to or take account of organisational structures and systems and how these may need to adapt to enrich the*

learning experience. Much of the research on learning organisations examines this.)

2.5 How does work-based learning differ from more traditional university-based learning?

2.5.1 *Critical differences include:*

- Lack of control about what happens in the work place. The work place differs from the lecture theatre, classroom or seminar in the extent to which it can be controlled and managed. Traditional university-based learning environments can be arranged and ordered for specific learning activities. As noted earlier, for work-based learning, this drives the curriculum away from content and towards process. Work-based curricula tend to be process-oriented.
- Processes cluster around learning from experience. Typical pedagogic approaches include inquiry-based, evidence-based and problem solving. These approaches seek to 'capture' experience so that it can be examined and critiqued. These approaches aim to make experience educational. Reflective cycles are an important method for encouraging learning from everyday work experiences. Reflection is a powerful educational tool for moving practice on and identifying changes required in the work place. *(Links to appropriate reading will be available on the curriculum website. It maybe necessary to outline generic approaches for disciplines to customise.)*
- Work-based curricula typically emphasise 'learning how to learn' and self-directed learning. These build capacities within learners to personalise and contextualise their learning. In professional education these are highly valued because they enable learners to keep up-to-date with rapidly evolving knowledge bases and respond to change. *(For example, trainee school teachers need to be able to adapt their practices in line with sector trends. This might be changing approaches to teaching and assessing reading in primary schools, or sciences in secondary school.)*
- The work place is a learning environment. It can be shaped through the organisation of work and the practices of work, to facilitate learning. For example, it may be necessary for learners to temporarily move to different departments to widen and further their experience and to achieve learning outcomes. It may be relevant for resources to be made available within a department so that there is easy access.
- Even in a work place that is conducive to learning, presence is not enough. A learner needs access to experiences that are appropriate for what they need to learn. For example, a student teacher needs experience of teaching a class, not simply covering for any teacher on sick leave or organising after-school activities.

- Learning values and behaviours appropriate for work and practice is often an important aspect of learning. It is also an area of learning appropriately served by reflection. (*The implications for both the learner and the standing of Anglia Ruskin are explored further under the mentoring and placement sections*).

2.5.2 As with all learning, clear learning outcomes are important. Work-based curricula are more likely to be activity-based, inquiry-orientated and collaborative.

2.5.3 Curricula tend to be activity-based because learners are developing the ability to engage in work and/or practice. This will involve developing skills, levels of competence, values and attitudes appropriate to a working context or professional practice. Particularly at higher levels of competence, inquiry-based approaches are used to develop the ability of learners to handle complexity and deal with uncertainty and unpredictability. Problem-based learning is one example of an inquiry-based pedagogic approach. Learners are faced with a difficult scenario or case to solve. Evidence may be incomplete and the best course of action debatable. The use of small-scale research or projects is also common. Learning tends to be collaborative because learning takes place in groups or teams.

Consider the following intended learning outcome:

'Evaluate the professional and/or occupational standards relating to own specific practice'.

This outcome enables any learner to consider current standards even if these change during the course. It relates to any learner from any profession and at any level. It requires analysis/reflection and should result in better understanding of the profession and its standards.

It can be used for a report, an essay, a portfolio of evidence or a research project. The findings cannot be anticipated but new knowledge may result for the learner and the profession or organisation.

2.6 How do we assess work-based learning?

2.6.1 For those in vocationally orientated or professional education, assessment is closely linked to employability and fitness-to-practice. The link with employability is a distinguishing feature of work-based assessment. 'What' is being assessed includes *knowledge, understanding, skills, capacities, judgement, attitudes and performance*. Module assessment will depend on what is being assessed, by whom and where.

2.6.2 Assessment of skills in real situations can often be simulated within the university but can alternatively be legitimately seen as a work place supervisor/assessor responsibility. This requires adequate preparation and support of work-based assessors.

- 2.6.3 The choice of assessment method depends on what is being assessed and the purpose of assessment. In common with assessment practices in more traditional higher education settings, an **important consideration is whether assessment is formative or summative**. Formative assessment feeds-forward to support and enhance future learning. Summative assessment involves making judgements based upon systematic ‘testing’ to determine what has been learned, and how well it has been learned, as a public record of achievement.
- 2.6.4 Stake distinguished between formative and summative assessment when he said: “When the cook tastes the soup, the judgement is formative. When the customer tastes the soup, the judgement is summative.” (Stake: 1976)
- 2.6.5 The example helpfully illustrates that the method of assessment can be the same, it is the purpose which is different. It is the purpose which determines whether assessment is formative or summative. ***In work-based learning it is important for learners to be clear about whether they are being assessed formatively or summatively, particularly when the method of assessment and the person performing the assessment are the same.***
- 2.6.6 For example, a trainee nurse needs to know that s/he can talk with her nurse teacher during a drug round about the challenges s/he is experiencing, juggling working in a busy ward and ensuring that patients get the appropriate drugs, in time. That conversation can help both the trainee nurse and the nurse teacher identify the skills and working practices the trainee needs to know and be able to do. If the nurse teacher accompanies the trainee nurse on a drug round to assess her management of the drug round, the trainee needs to demonstrate her/his competence. Disclosures of challenges s/he has experienced may distract from that.

An Example from the Department of the Built Environment, Faculty of Science & Technology:

Part of the assessment requires the student to identify her/his likes, dislikes, successes, failures, strengths and weaknesses and review the opportunities and threats of professional membership. Following on from this, s/he will produce an action plan including an assessment of potential professional membership routes which will enable her/him to plan how and over what timescale s/he intends to improve the identified areas for development. The assessment is very much geared to the student, focusing on the competencies required of a professional, for example, in the Chartered Institute of Building.

- 2.6.7 There is a substantial literature in education for the professions that examines the importance of training for ‘rater’ (assessor) reliability and validity. (Mc Manus, Thompson, Molton: 2006) It is important that one learner does not have a ‘soft’ assessor (dove), and another, a ‘hard’ assessor (hawk), especially when future employment is at stake. In a

litigious age, the fairness and robustness of assessment practices are critical. Poor results are likely to be challenged.

2.6.8 For an Anglia Ruskin award, our University will be responsible for quality assuring assessment processes and practices. In some instances this will be shared with professional and statutory bodies. For further information see the Senate Code of Practice on the Assessment of Students Procedural Document.

2.6.9 Knight and Page identified some key work-based assessment issues. A selection of these includes:

- Internationally, there is a continuing quest for more: a) reliable (trustworthy), b) valid (properly representative of achievement being assessed), c) useful and d) affordable practices.
- Assessment takes place for a variety of reasons, including: a) to give students feedback on achievement in order to shape future learning, b) to describe student achievement to outsiders, especially employers and graduate schools, c) to direct student attention to the most salient parts of the curriculum, d) to provide data that can be used for management purposes. Attention to one of the four may compromise others.
- There is a generous range of methods in currency in higher education. Methods are not tied to any particular assessment purpose, although some may be more congenial (or a better fit) to some purposes than others.
- What individual teachers (may experience) as assessment problems are often curriculum design or programme management problems.
- Assessment is mainly a local craft activity, taking place in single modules, units or courses. This militates against programmatic (or comprehensive) assessments of achievements that are slow growing and which are outcomes of years of study, not of a few weeks spent on a single course.

(Knight and Page: 2007)

The following Centres for Excellence in Teaching and Learning (CETLs) have useful resources for those wishing to design work-based learning and develop good assessment practices:

The Middlesex Work-Based Learning Centre for Excellence in Learning and Teaching: <http://www.mdx.ac.uk/wbl/cfe/>

The Assessment for Learning Centre for Excellence in Learning and Teaching: <http://www.ltscotland.org.uk/assess/for/index.asp>

Work-Based Learning for Education Professionals, The Institute of Education: <http://www.wlecentre.ac.uk/cms/>

Practice-Based Professional Learning, the Centre for Excellence in Learning and Teaching, the Open University: <http://www.open.ac.uk/pbpl>

3. Using Risk Assessment to Support Placements

The use of the risk assessment tool is twofold. In the first instance the Senate Code² provides an overview of placement and work-based arrangements that guides teams to the specific requirements our University has at each level of engagement. Secondly, the table in Appendix One illustrates the forms which may have to be developed to implement a new pathway. In Appendix Two an individual risk form is shown. This is a standard University form and is supported by the insurance arrangements entered into for the purposes of ensuring the safety of students on placements.

4. Mechanisms for Employer Involvement in Assessment, Evaluation and Feedback

4.1 Assessment

4.1.1 Employers can be involved in the assessment of learners both formatively and summatively. They can provide valuable feedback about a learner's skills, performance, participation in group work, ability to exercise initiative, think creatively and handle complexity. These are a few of the 'hard' and 'soft' competencies and capacities that work-based learning can enable.

4.1.2 In professional education there are a range of assessment methods that have been developed that are appropriate to and for the work place. These include: structured and unstructured observations, videos of practice, supervisor/trainer reports, case analysis (examination and reflection of practice), 360-degree assessment (assessments on a learner from a range of people occupying different roles, who the learner works with – a form of group assessment) and a range of simulations and scenario tests.

4.1.3 Knight and Page (2007) raised general concerns about the reliability, validity and expense of work-based assessments. Issues of reliability and validity are often about the level of appropriate training of assessors rather than the robustness of the method – though that is not always the case. Expense tends to be related to development costs and then costs of scale and duration of use. For example, the start-up costs of procuring equipment for videoing practice are likely to be more than maintenance and use. Volume and frequency of use will affect maintenance. In parallel to this are the costs of training both users and assessors.

For us at Anglia Ruskin, there are four key questions to be asked when determining the role of the employer in assessment:

- 1) Is the proposed method of assessment appropriate for what is being assessed?
- 2) Is the assessor prepared for and capable of conducting the assessment?

² <http://www.anglia.ac.uk/codes>

- 3) Are the conditions under which the assessment takes place suitable and fair?
- 4) Who is bearing the costs of assessment? Alternatively, who is bearing which of the assessment costs?

4.2 Evaluation and feedback

- 4.2.1 Assessment of learners is only one form of employer evaluation and feedback. There is also feedback on the curriculum, by which we mean the design of the planned course of study and the experience of that in practice. Feedback about what really happened can help improve the design of the course and the utility and quality of the learning experience offered. There are many methods for gathering such feedback, including surveys, end-of-course interviews with supervisors, mentors, managers or others who form part of the employer organisation.
- 4.2.2 Programme committees offer a forum for such feedback. Placement evaluation could range from a simple check-list for supervisors to a detailed placement audit.
- 4.2.3 The audit process may happen separately to programme committees but should feed in. The risk assessment includes audit for substantial placement arrangements.
- 4.2.4 Learner feedback may need to be sensitively handled as criticism of work colleagues or senior managers can be damaging. It is important within the partnership to agree how this type of information will be handled appropriately. Positive feedback on mentor support should be passed on with thanks as mentors must be encouraged to take on another student.
- 4.2.5 Valuable feedback will be given by appointing externals with work-based experience.

5. **Preparation of the Work Place as a Learning Environment**

- 5.1 All forms of work-based learning, whether this involves students going out on a placement, or learners already based in the work place, require the learning to be structured to ensure there will be access to appropriate experiences.
- 5.2 The starting point to successful work-based learning is the explicit identification of roles and responsibilities and the objectives of the relationship between the parties involved. These need to be clearly communicated. A written agreement is strongly recommended to outline and manage expectations and responsibilities. This could take the form of a Learning Contract (see paragraph 5.7) and/or memorandum of understanding.
- 5.3 It is strongly recommended that a risk assessment is conducted before using an organisation as a site for work-based learning. Anglia Ruskin Risk Management (RM) Department provides detailed guidelines and templates for this process (see **Appendices A and B**).

5.4 Some of the risks you might expect to assess would be the student's non-achievement of the learning outcomes, student safety while on placement, and damage to the reputation and standing of our University.

5.5 Preparing the student

5.5.1 For any form of work-based learning students will have their own queries. A student-focused preparation for learning in the work place that is highly recommended is ***Getting Started with University-Level Work-Based Learning*** (Durrant: 2009).

5.5.2 When using placements, it is vital to ensure that student conduct maintains and enhances the reputation of our University. Preparing students is therefore as necessary and equally important as the training of the mentor/supervisor.

5.5.3 Students must have a clear understanding of what the process of work-based learning offers and of the requirements placed upon them. It is also important not to make assumptions about students' knowledge of the work place, for example, appropriate attitudes and behaviours, and to ensure they are aware of any ethical considerations.

5.5.4 The way in which students present themselves to the mentor/supervisor is most important to solicit an effective response, and successful relationships require the students to seek, welcome, receive and utilise input from mentors/supervisors, at appropriate times and in an appropriate way.

5.5.5 Maintaining a learning log/diary and the creation of a portfolio are common methods of assessment in work-based learning. Students, therefore, need to develop skills of reflection, goal setting and the linking of theory to practice.

Students should be provided with a Placement Profile, to include the following:

- General information about the organisation
- Supervisor's name and contact details
- List of activities/duties
- List of potential learning outcomes
- Any other relevant information, for example, suitable clothing
- Attitudes and behaviours appropriate to the work place
- Ethical practice and confidentiality

5.6 Preparation of mentors and supervisors

5.6.1 While different professional groups use terminology in different ways, Anglia Ruskin adopts the following definitions of the role of the mentor and supervisor as presented in the *Senate Code of Practice on Work-Based and Placement Learning*.

- ‘A ‘work-based’ **mentor** has experience and expertise that can benefit a mentee. Often the mentor can provide an exemplary role model for the mentee. Typically, the mentor/mentee relationship is confidential, fostering safety and openness to identify and address learning challenges. A mentor does not assess the mentee and is not normally the line manager’
- A **supervisor** is someone in the workplace who has responsibility for overseeing the progress of a learner. A supervisor may be required to engage in formative and/or summative assessment. The supervisor may be a line manager.

5.6.2 The Chartered Institute for Personnel and Development (CIPD) suggest mentoring is primarily about developing capability and potential in the work place role rather than developing performance and skills, the latter being defined more closely as coaching. It is useful to be clear about the difference between mentoring and coaching.

Its importance within successful work-based learning is the significant impact it can have upon recruitment and retention (the CIPD reports³ that one study had found that the loss of young graduates in the first expensive post training year was cut by two thirds).

It is important to provide both the mentor/supervisor and mentee with the right preparation for them to perform their roles successfully. Mentoring should be delivered and evaluated through appropriately qualified mentors, overseen by the Pathway Leader.

5.6.3 David Clutterbuck (1998) identifies that mentoring schemes are less likely to be successful without training. From his experience with hundreds of mentoring schemes he draws the following conclusions:

‘A rough estimate is that alliances put together without any training will deliver meaningful results for one or both parties in perhaps three out of ten relationships.’

If the mentor is well trained, the success rate rises to around seven out of ten. If the mentee is also trained, both parties are likely to record significant benefits in nine out of ten relationships. If third parties are also trained to support the relationship, the success rate may be even higher.’ (Clutterbuck: 1998)

5.6.4 Training should prepare mentors and supervisors for their role, how to support learning opportunities and, where applicable, how to assess. Training opportunities for placement mentors/supervisors must be at minimum, a Work Book, and can be as formal as a professionally accredited training programme.

³ <http://www.cipd.co.uk/subjects/Irnanddev/coachmntor> (accessed 17/06/2009)

- 5.6.5 Training content can be split into three behavioural components: knowledge, skills and attitudes. For the first two, the training should consist of conveying factual knowledge about the placement and the roles of individuals, and to help people master the skills they need for their role, by engaging them in practical exercises to develop skills such as active listening, giving feedback, building rapport, counselling, coaching and conflict handling. Attending to attitudes can be challenging. A discussion about expectations and appropriate behaviour could be helpful.

The following checklist provides a framework for structuring mentoring/supervision in the workplace:

- Arrangements for the training of mentors and supervisors
- Health and Safety induction arrangements
- Anglia Ruskin Liaison/Link tutor contact details and acceptable contact times
- Emergency contact details (for student and Anglia Ruskin)
- Assessment arrangements
- Placement evaluation arrangements
- Procedures for dealing with student difficulties

5.7 Learning Contracts

- 5.7.1 Learning Contracts provide a framework for training and development that can be individually designed to meet the needs of both the learner and the work place organisation. They encourage independent learning by enabling a discussion between mentor/supervisor and student in setting and/or negotiating the learning objectives. (Knowles: 1986)
- 5.7.2 Learning contracts can vary from fully self-directed at one end of a continuum to completely prescribed learning at the other.
- 5.7.3 A Learning Contract will outline what will be learnt, how it will be learnt, the evidence to be provided and whether/how this will be assessed.
- 5.7.4 Developing Learning Contracts has clear links to the Anglia Ruskin Personal Development Planning: <http://www.anglia.ac.uk/pdp>
- 5.7.5 **Appendix C** shows a sample Learning Contract.

Placement and Learning Contract References

<http://www.placenet.org.uk/> The forum for HE Placement professionals.

<http://www.asetonline.org/> ASET is the professional body for placement and employability staff.

Anderson, G., Boud, D., and Simpson, J. (1991) *Learning contracts: a practical guide*. London: Kogan Page.

Stephenson, J. and Laycock, M. (1993) *Using learning contracts in Higher Education*. London: Kogan Page.

Knowles, M. (1986) *Using Learning Contracts*. San Francisco: Jossey-Bass.

www.emccouncil.org European Mentoring and Coaching Council.

Turnock, C. and Mulholland, J. (2007) *Learning in the workplace: A toolkit for placement tutors, supervisors, mentors and facilitators*. Chichester; Kingsham Press.

6. Scholarly Approaches to Work-Based Learning

- 6.1 There is much to learn about work-based learning. It is a site for innovative pedagogy. As such, promoting scholarly approaches to work-based learning is a practical strategy for enabling a systematic, research-informed and research-led approach to curriculum development. Boyer, defined scholarship as a 'four part paradigm':
- (i) The scholarship of discovery. Discovery is research broadly defined as systematic investigation.
 - (ii) The scholarship of integration. This is an interdisciplinary approach urging scholars to make connections with other bodies of knowledge, research methodologies and teaching pedagogies (approaches.) It requires synthesis.
 - (iii) The scholarship of application. This dimension of scholarship is about the relationship of knowledge to the needs of society, cast in terms of reciprocity. Society and higher education are seen as having mutual obligations and responsibilities. Boyer describes this in terms of a flow from theory to practice and practice to theory.
 - (iv) The scholarship of teaching. Described as the heart of the scholarly endeavour, teaching requires engagement in researching teaching practice as part of a process for making the sometimes very 'private act' of teaching public for the purpose of both accountability and curriculum development. (Boyer: 1994)
- 6.2 There are many research methods for engaging in each form of scholarship. Choice of method is often dependent on disciplinary preference and context. Internationally, applying this paradigm of scholarship in practice is a mark of excellence in learning and teaching. The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) website⁴ describes why and how.
- 6.3 There are clear parallels with CASTL and initiatives such as the CELTs in the United Kingdom. We have noted links to these, when appropriate, throughout the document.

⁴ <http://www.carnegiefoundation.org/programs/index.asp?key=21> (accessed 17/06/2009)

7. Skills, Experience and Credit for Prior Learning

- 7.1 Students often present evidence of prior learning that maps with their current intended studies and enables them to gain credit prior to commencing their studies.
- 7.2 In order to gain this credit many will make an experiential claim. This involves considerable reflection on work experience and learning. It is important to note that such experience must map to HE in content and level.
- 7.3 It is important when working with employers to understand their current training and work priorities so that where appropriate we can recognise prior learning. The Curriculum website⁵ gives guidelines.

For example, a student working in the engineering sector may have just gained skills in management, I.T. etc. In order to demonstrate that the level of skill equates to the module Intended Learning Outcomes (ILO's) in the award, a reflective portfolio is produced. Within this a series of forms of evidence equivalent to the assessment of ILO's must be provided.

Evidence might include – measures of competence within the sector, qualification at NVQ level, Qualifications and Curriculum Authority (QCA) accreditation, management reports of changes implemented as a result of prior learning, etc.

- 7.4 The Higher Skills @ Work team⁶ has been set up to develop employer engagement and offers a range of options to employers. An Employer Engagement Strategy document is in development.

8. Summary

- 8.1 This Procedural Document offers preliminary guidance for work-based learning, an area of growing significance for both us at Anglia Ruskin and in the higher education sector at large. The guidance offered here will be supported by web-based resources via the Curriculum Website. We will continue to develop advice and support in this area, as research, policy and practice evolves.
- 8.2 Members of the Working Group⁷ form the nucleus of a community of practice which will be fostered and developed.
- 8.3 If you need a working summary for practice, we end with a list of key considerations.

⁵ http://web.anglia.ac.uk/curriculum/accreditation_prior_learning_forms.phtml

⁶ http://www.anglia.ac.uk/ruskin/en/home/central/higher_skills.html

⁷ Jill Baldwin (AIBS), Dr Marian Bond (FST), Emma Brett (ALSS), Chris Curran (FoE), Anne Devlin (FHSC), Dr Jenny Gilbert (AIBS), Dr Anne McKee (LDS), Colleen Moore (ALSS), Marian Redding (Head of Modular Programmes), Alison Shilela (FoE), Paula Sobiechowska (FHSC), Tim Williams (FoE)

Must Do's

A - For all levels of placements (see the Risk Assessment Tool in the *Senate Code of Practice Work-Based and Placement Learning*).

- Include the following information in your module guide:
 - Procedures for the allocation of placements
 - Responsibilities of each party (Anglia Ruskin, student and placement organisation)
 - Arrangements for preparing students for placement
 - Support arrangements for students whilst on placement
 - Advice about resolving problems and concerns
 - Placement timescale/hours required
 - Induction arrangements
- Ensure that you have carried out a risk assessment for each placement and that this is updated on a regular basis (Risk Management website: **<http://rmd.anglia.ac.uk>**)
- Provide students with a Placement Profile which includes the following information:
 - General information about the organisation
 - Supervisor's name and contact details
 - List of activities/duties
 - List of potential learning outcomes
 - Any other relevant information, for example suitable clothing
- Provide placement supervisors with the following information:
 - Dates of placement
 - Expectations of supervisors
 - Health and safety induction arrangements
 - Anglia Ruskin Liaison/Link tutor contact details and acceptable contact times
 - Emergency contact details (for student and Anglia Ruskin)
 - Assessment arrangements
 - Placement evaluation arrangements
 - Procedures for dealing with student difficulties
- Define the terms mentor, supervisor, assessor etc. in your work-based learning setting and clearly communicate the type of relationship and objectives of each relationship to all parties. Be clear about the difference between mentoring and coaching.

B - For medium risk placements

- Ensure that you have followed the process for Criminal Records Bureau (CRB) checks (**<http://www.crb.gov.uk>**). Advice is available from Admissions within Corporate Marketing Services.

- Provide training opportunities for placement mentors/supervisors. This must be at minimum, a Work Book. If supervisors are responsible for any part of the assessment they must be prepared and supported by a member of academic staff.
- Draw up a Learning Contract with students and seek agreement of this from the placement supervisor.
- Provide supervisors with an opportunity to evaluate the placement experience.
- Ensure that processes are in place to audit placements. Faculty of Education and Faculty of Health and Social Care have numerous examples of audit.

C - For high risk placements:

- Ensure that fitness to practice guidelines are followed (Rules and Regulations:
*http://web.anglia.ac.uk/onet/students/student_rules_regs_15th_ed.pdf
f p. 47)*
- Ensure that Professional Statutory and Regulatory Bodies (PSRB) requirements are met.
- Ensure that robust arrangements for partnership working are in place.
- Provide clear guidelines for students and supervisors on the assessment of students in the work place. This would include assessment of their progress, formative and summative assessments, as well as how these will be moderated. Provision must also be made for re-assessment.

References

Barr, H. (2003) *Interprofessional issues and workbased learning*. In: Burton J. and Jackson N. (eds.) *Work Based Learning in Primary Care*. Oxford: Radcliffe Medical Press.

Brennan, L. and Hemsworth, D. (2007) *Incorporating into Higher Education Programmes the Learning People Do for, in and through Work* [online] UVAC available at http://www.uvac.ac.uk/downloads/0401_publications/LCCI%20guide%202%20%20FINAL.pdf, Pages 7 – 19 (accessed 17/06/2009).

Clutterbuck, D. (1998) *Learning Alliances*. CIPD Cited in Klasen, N. and Clutterbuck, D. (2002) *Implementing Mentoring Schemes: A practical guide to successful programmes*. Oxford; Butterworth-Heinemann. Page 255.

Durrant, A., Rhodes, G., Young, D. (eds.) (2009) *Getting Started with University-Level Work Based Learning*. London: Middlesex University Press.

Knight, P. and Page, A. (2007) The assessment of 'wicked competences: a report to the Practice-Based Professional Learning Centre for Excellence in Teaching and Learning, the Open University, available at <http://www.open.ac.uk/pbpl/activities/details/detail.php?itemId=460a62435af4> accessed 27 May 2009.

Mc Manus, I.C., Thompson, M., Molton, J. (2006) Assessment of examiner leniency and stringency (*hawk-dove effect*) in the MRCP (UK) clinical examination. *The British Medical Journal* 6.42.

Stake, R. E. (1976) Cited in Scriven (1991) *Evaluation Thesaurus*. Chicago, Page 169.

Glossary

Supervisor. Either within the university or work place, a supervisor has responsibility for overseeing the learning and work of a learner. A university-based supervisor usually teaches postgraduate students. He or she will be concerned with the knowledge and skills of a learner and their progress. A work-based supervisor may also be concerned with the knowledge, skills and progress of a learner but additionally how learning is applied in real practice. For supervisors in professional education the application of learning-in-practice is also an important dimension of their role. Where they might differ from work-based supervisors is a concern that learners are developing best current and forward-looking practice. A supervisor may be required to engage in formative and/or summative assessment. The supervisor may be a line manager.

Work-Based learning. Definitions of work-based learning reflect the diversity of learning activities related to what is being learned and how it is being learned. The following are established broad and generic definitions. There are many definitions of work-based (takes place in the work place) or work-related (takes place away from work with the objective of improving work performance). (Barr: 2003)

Work-based learning is learning which takes place at, from or for work. 'At' refers to the place where learning occurs, 'from' refers to the stimulus that provokes learning, and 'for' represents the purpose of the learning. (Segreaves et al: 1996)

Stakeholder Curriculum. In the context of the curriculum a stakeholder is a person, group or organisation who uses, provides, accredits or has responsibility for a planned course of study. A stakeholder curriculum is a planned course of study which includes all or some of the following characteristics:

- Has systematically taken into account a learner/student perspective,
- Has systematically taken into account the perspective of those who teach or otherwise support learning,
- Has systematically taken into account the perspective of those who have an interest in or are responsible for the curriculum, (for example, employers, professional and statutory bodies, potential clients, such as patients, consumers, community groups).
- Has a process of curriculum evaluation and development which takes into account the experiences and perspectives of stakeholders.

Barr, H. (2003) Interprofessional issues and workbased learning. In: Burton J. and Jackson N. (eds.) Work Based Learning in Primary Care. Oxford: Radcliffe Medical Press.

Segreaves L., Osborne N., Neal P. et al. (1996) Learning in Smaller Companies. Final Report. University Stirling. Stirling.

APPENDICES

Work-based learning information that links to the Risk Assessment Tool (see Senate Code of Practice)

Low	Medium	High
<p>1. Student briefing (to be included in module guide?):</p> <ul style="list-style-type: none"> • Procedures for allocation of placements • Responsibilities of each party (Anglia Ruskin, student and organisation) • Preparation arrangements • Support arrangements • How to resolve problems/concerns • Time scale/hours required • Induction arrangements <p>2. Health and Safety/Risk assessment</p> <p>3. Placement Profile</p> <ul style="list-style-type: none"> • Information about organisation • Supervisor name and contact details • List of activities/duties • List of potential learning outcomes <p>4. Information for supervisors</p> <ul style="list-style-type: none"> • Dates of placement • Expectations of supervisors • Health and Safety induction arrangements • Financial issues • ARU Liaison/Link tutor contact details and acceptable contact times • Emergency contact details (student and Anglia Ruskin) • Assessment arrangements • Placement evaluation arrangements • Procedures for dealing with student difficulties 	<p>5. Process for CRB checks</p> <p>6. Mentor/supervisor training arrangements/Work Book</p> <p>7. Learning Contract (examples)</p> <p>8. Student and supervisor evaluation tools (examples)</p> <p>9. Placement audit arrangements</p>	<p>10. Fitness to practice guidelines (where to find)</p> <p>11. Professional, Statutory & Regulatory Bodies requirements</p> <p>12. Partnership arrangements & Quality Assurance processes</p> <p>13. Workplace assessment arrangements.</p>

Guidance on Effective Risk Assessment

Step 1 Identification of hazards

Carry out a hazard identification exercise to ensure that all potential loss or injury/illness-making situations have been identified. This will be based on the activities carried out within the University and consist of:

- A review of all tasks covering: operational, maintenance and emergency procedures
- The responsible Dean/Head will draw up an assessment schedule. In determining this schedule they will take into account perceived risk levels, and frequency of use.

Step 2 Identify who is at risk and how

Examine tasks with perceived high or medium level risks to identify:

- Who could be exposed to the hazard and be at risk.
- How equipment and substances are used (and how the exposed persons are put at risk) by direct observation taking into account the following factors:
 - Premises.
 - Work station factors.
 - Substances.
 - Machinery and equipment.
 - Environmental emissions and waste disposal.
 - Legislative requirements and
 - The presence and activity of other persons who could be in the vicinity.
 - Comments from employee representatives
- This information will be recorded, where appropriate, on a flow chart, and hazardous activities/situations noted.

When undertaking hazard identification, assessors will consult relevant sources of information, e.g.

- Legislation.
- Health and Safety Commission Approved Codes of Practice.
- Health and Safety Executive Guidance.
- Manufacture/supplier product information.
- Relevant British and International standards.
- Industry or trade association guidance.
- Accident, ill health and incident data and
- Personal knowledge and experience of managers and employees.
- Expert advice and opinion

Appendix B

Step 3 Identify the current risk control measures

On identification of a hazard the assessors must identify the maximum likely injuries or damage that could result if an accident occurred while the task was being carried out. In doing so they will take into account:

- The location, e.g. indoors in an office, in a plant room or print room, on the roof, etc.
- Local environmental factors, e.g. lighting levels, underfoot conditions, weather, etc.
- The persons exposed, new starters, training and experience, sex, fitness, etc.

The likely injuries or damage that could result from the accident will be categorised as:

Fatal	Probability of deaths, or catastrophic damage or process interruption.
Major	Probability of major injury or major damage or process interruption.
Significant	Probability of injury resulting in loss of three or more working days or serious damage or process interruption.
Minor	Probability of minor injury that would cause no lost time, minor damage or process interruption.

The likelihood of an accident occurring will be estimated taking into account the:

- Numbers of people exposed to the risk.
- Frequency at which the task is performed.
- Effectiveness of any current control measures.

Note, any current control measures currently in place must be recorded against each hazard that could result in significant, major or fatal injuries.

The risk associated with the task will be prioritised using the matrix shown below.

Likelihood ↓	Severity of outcome	Severity of outcome	Severity of outcome	Severity of outcome
	<i>Minor Injury or little or no damage/process interruption</i>	<i>Significant injury or serious damage/process interruption</i>	<i>Major injury or major damage/process interruption</i>	<i>Death or catastrophic damage/process interruption</i>
Improbable	LOW	LOW	LOW	LOW
Remote	LOW	LOW	MEDIUM	MEDIUM
Possible	LOW	MEDIUM	MEDIUM	HIGH
Probable	LOW	MEDIUM	HIGH	HIGH
Likely	LOW	MEDIUM	HIGH	HIGH

HIGH PRIORITY
MEDIUM priority
LOW priority

ACTION IMMEDIATELY.

Risk important – action within 1 month.
Risk insignificant – action only if cost is low and change is easy to implement.

For HIGH and MEDIUM rated risks the assessors must describe against each risk the control measures that they recommend should be introduced to reduce the risk to tolerable levels.

NOTE: WHERE FULL IMPLEMENTATION OF CONTROL MEASURES CANNOT BE ACHIEVED AT THE TIME OF ASSESSMENT, ADEQUATE TEMPORARY STEPS MUST BE TAKEN, TO MINIMISE THE RISKS.

When allocating control measures the general preferred hierarchy of risk control principles must be followed:

- **Eliminating** risks, e.g. by avoiding the use of high-risk processes or materials
- **Substituting** a less hazardous material or process
- **Combating** risks at source by engineering controls, positively isolating or separating individuals from the hazardous part or substance
- **Minimising** the risk by the design of suitable systems of work, or by the use of personal protective equipment which should only be used as a last resort

In determining additional or alternative control measures required, the sources of information identified above should be consulted. In addition, the need for support measures, such as authorised users, training, supervision, inspections and scheduled maintenance should be determined.

These new risk control measures must be recorded.

After the application of each control measure, the risk level must be re-assessed and if still medium or above, additional controls applied until the residual risk is reduced to low.

Appendix B

Note, some of the duties imposed by relevant statutory provisions are absolute and must be complied with, e.g. the requirements of the Provision and Use of Work Equipment Regulations.

When the risk control procedure is applied to meet practicable, or so far as reasonably practicable, or similar legal requirements, the assessors must consider the following factors:

- The application of up-to-date technology.
- An assessment of the options available.
- The relative costs and efficiencies of the options.

Justification of the costs of the proposed control measures.

Step 4

Record findings

Ensure that a comprehensive record of the significant assessment findings has been prepared. This must be in sufficient detail to permit reviewers to follow the assessment process and verify the adequacy of the exercise. Note the assessment record may be needed to help develop training plans and on occasion assist in the investigation of accidents.

The record should clearly identify:

- What was assessed and the associated hazards.
- Who was at risk and how the exposure occurs.
- The risk level and the adequacy of the existing controls to meet legal and good practice requirements. If risks are not adequately controlled suitable alternative and or additional controls must be identified. In addition the record must identify that any required additional or alternative control measures have been implemented.
- Who carried out the assessment, when it was done and a date by which it must be reviewed.

Step 5

Review and revise

All assessments must be reviewed and as necessary revised by the date established by the previous assessment. In addition, the assessment will be reviewed whenever there is reason to believe that it is no longer valid. This may be due to an accident, inspection findings, or changes in operational or good practice or legal requirements, etc.

The web version of this Document provides a placement based example.

Anglia Ruskin University
Risk Management

Subject of assessment (May be an activity, hazard or relate to an individual)	RA conducted by.	Date.	RA ref. no.
List the risk/s involved or describe the hazard			
List the current control measures in place. Please check the RM website for help and advice available at: http://rmd.anglia.ac.uk			
Current risk level. (See risk matrix)	High / Medium / Low (Delete as appropriate)		
List the actions required to reduce the risk. Please check the RM website for help and advice available at: http://rmd.anglia.ac.uk	Date actioned	Actioned by	
Revised risk level. (See risk matrix)	High / Medium / Low (Delete as appropriate)		
RA verified by (Usually Dean/Head of support unit/Line manager)	Date.		
Risk assessment issued to the following:	Date.		
Risk assessment review date. (Usually annually)			
Risk assessment reviewed by.			

Learning Agreement

Rationale

Tutors and learners alike need to be aware of what is expected of them in any programme of study. This is particularly important for courses where:

- there is a significant element of self-directed or open learning
- the success of the course depends on the active participation of learners
- the use of technology is a potential source of additional challenge
- the learning community contains a wide range of experiences and expertise.

This course fulfils these conditions and a learning agreement is likely to be helpful.

Expectation of Participants

1. Participants are expected to check the module website at least once a week for administrative notices.
2. Participants are encouraged from the beginning of the module to adopt sound time management strategies and are strongly advised to devise a study/participation framework, which will schedule allotted time periods of sufficient duration to adequately accommodate both study and online collaborative activities.

NB: *We would recommend the allocation of between 5-10 hours a week for online activities.*

Participants are expected to fully engage in their respective discussion group tasks by:

- ensuring any preparatory work has been completed beforehand
- endeavouring to access the module website discussion forum at least every two days
- Endeavouring to submit at least one contribution per week or as requested in course activities
- Endeavouring to respond to at least one contributor each week.

NB: All contributions should be of a high quality, designed to encourage discussion, relevant to the particular group task and in keeping with the philosophy of the module's intended learning outcomes

3. Participants are expected to contact the tutor team as soon as possible if they are unable to participate in any online discussion and to use the café discussion area to inform their peers accordingly.

NB: All peer reviews will be made in a positive and constructive manner in keeping with the shared values and beliefs of the community.

Appendix C

Expectations of Tutors

A member of the tutor team will make contact with each participant during the Induction Phase of the course either in the introductory workshop or via email or the discussion forum as appropriate.

Tutors will aim to respond to messages sent by participants within two working days.

During the activity phases, a member of the tutor team will be monitoring the online environment on a regular basis and will respond as necessary.

Tutors will, where appropriate, structure the online activities and set timeframes for their completion to help students manage their time effectively.

Tutors will be most 'visible' at the start of the course where their aim is to help participants to become comfortable in the online discussion space by modelling appropriate behaviour by, for example:

- ensuring active participation,
- guiding discussion in line with the goals of the activity,
- challenging and linking ideas,
- generally valuing contributions and
- summarising key points.

As the group develops its own communication and dialogue, tutors will remain in the background as a source of support to participants who are expected to take joint responsibility for maintaining the momentum of their respective discussion groups.

Agreement declaration

I

agree to adhere to the terms of the module Learning Agreement as outlined in the COURSE_TITLE course.

Date:

Signed:

Additional Resources

http://www.prospects.ac.uk/downloads/workexperience/guides/Placement_Tutors_Handbook.pdf

Research and Publications in Work-Based Learning

http://www.wlecentre.ac.uk/cms/index.php?option=com_content&task=view&id=49&Itemid=21 (Institute for Education – Introductory reading list)

<http://www.wlecentre.ac.uk/bibliography/index.php/topics/single/2> (Institute for Education bibliography – extensive reading list)

Centres of Excellence/HEA Subject Centres

<http://www.wlecentre.ac.uk/cms/index.php> (Institute for Education – work-based learning for education professionals)

<http://www.mdx.ac.uk/wbl/index.asp> (Middlesex University – Institute for Work-Based Learning)

<http://www.derby.ac.uk/corporate> (University of Derby – Corporate)

<http://www.f-a-c-e.org.uk/>

<http://www.recordingachievement.org/> (Centre for Recording Achievement)

<http://www.fdf.ac.uk/> (Foundation Degrees Forward)

<http://www.lsc.gov.uk/> (Learning and Skills Council)



Anglia Ruskin
University

Cambridge & Chelmsford

**Additional copies of the Senate Code of Practice on
Work-Based and Placement Learning Procedural Document for 2009/10 are available from:**

Director of Learning Development Services
Anglia Ruskin University
Bishop Hall Lane
Chelmsford
CM1 1SQ

Tel: 0845 196 4851

www.anglia.ac.uk/codes