



Gaining academic value from extra-curricular work

Jaqueline Tuson

Gill Tunney

Curriculum Plus Unit Leaders

HEA Conference 02 July 2009

Introduction to C+

- Learning based on extra-c work experience - at least 50 hours;
- 3 X 20-credit units: WBL, Community Volunteering, Sports Coaching;
- Available to any student: any course, any level;
- With the aim to:
“integrate academic and work-based learning”;
In order to:
“increase students’ employability.”

Anticipated Issues

- How to maintain academic rigour?
- To assess fairly across:
 - levels,
 - breadth of participation,
 - variety of workplace/volunteering settings,
 - different kinds of learners.

Delivery model - blended learning

- Introductory workshops,
- learning contract,
- face to face tutorials,
- additional material / resources on VLE,
- e-tutorials,
- portfolio building workshops,
- formative feedback.

Assessment Strategy

- portfolio:
 - learning contract,
 - reflective log,
 - reflective statement,
 - evidence.

Assessment Criteria

- Standard Learning Outcomes across levels, and units (with the exception of K1);
- Differentiated assessment criteria (see example);
- Extra quality assurance in place: cross moderation between and across units to ensure fairness and consistency.

Feedback

- Growth in take up - particularly WBL;
- Student feedback generally positive (see handout);
- Growing credibility with academic colleagues;
- Anecdotal evidence of positive impact on employability.

BUTS

- Marketing and administration difficult;
- Blended learning model mixed reception;
- Core degree may have differing expectations;
- Some students find reflective writing difficult.

Issues to consider

- Challenges in assessing skills developed in work based learning;
- Maintaining academic rigour across disciplines;
- Are some students disadvantaged?