

UNIVERSITY OF ULSTER

**ASSESSING WORK-BASED LEARNING / INDUSTRIAL PLACEMENT
(Diploma / Certificate in Industrial Studies)**

GUIDELINES TO PROMOTE BEST PRACTICE

November 2005

Working Party:

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1. BACKGROUND

The concept of work-based learning (WBL) / industrial placement refers to learning that is derived from doing a job of work and taking on a workplace role. It recognises that the workplace can provide a suitable location for the development of higher-level skills and the employability skills that employers are seeking.

The development and promotion of WBL in the University of Ulster is central to the institution's Vision and Strategy to 2010 and has underpinned teaching and learning across all Faculties for many years. Many undergraduate courses involve WBL which is assessed as part of the formal requirements of the course. This document considers WBL opportunities which are normally for one year's duration (minimum 25 weeks, commonly 48 weeks) and lead to the awards of Diploma in Industrial Studies or Certificate in Industrial Studies (DIS / CIS). The principles may however be used in the assessment of shorter periods of placement such as those in Foundation degrees. It does not apply to shorter periods of clinical placement. The DIS award is associated with degrees; the CIS is associated with BTEC HNDs.

2. PURPOSE OF WORK-BASED LEARNING (WBL) / INDUSTRIAL PLACEMENT

In accordance with the section of the QAA Code on Placement Learning, WBL is an integral process within programmes. The process (learning model) includes placement preparation, reflection and evaluation of the WBL experience itself and feedback into final year study. On a more general level, the ethos behind WBL is an intention to raise students' awareness of their skills and needs, and to encourage them to reflect on their experience in the light of this heightened awareness and enable them to identify and focus on what and how they have learned. The ultimate outcome is moving towards becoming a "reflective practitioner".

3. LEARNING OUTCOMES OF WORK-BASED LEARNING / PLACEMENT

Upon successful completion of the WBL / industrial placement, students will be able to demonstrate:

- Their ability to provide an effective contribution to the work-based environment.
- First hand knowledge of the work environment in both a professional and social context; and an ability to evaluate their own performance and learning experiences within this environment.
- A focussed career aspiration and informed career choices based on professional requirements of those careers.

- An improvement in own learning and performance.
- Highly developed key skills (based on the following skills set:)

People Skills:

Team working; Leadership; Interpersonal Skills; Communication Skills.

Self Reliance:

Initiative; Networking Skills; Willingness to Learn; Self-awareness; Confidence.

General Skills:

Problem Solving; Flexibility; Literacy; IT Skills; Commitment.

Specialist Skills:

Technical Skills; Commercial Understanding; Organisation Specific Skills.

4. WORK-BASED LEARNING / INDUSTRIAL PLACEMENT ASSESSMENT STRATEGY

The assessment strategy for WBL / industrial placement is based on evidence supplied by the three principal participants – student, academic supervisor, industrial / professional supervisor. The individual weightings for each element are normally 20% for the Academic evaluation, 20% for the Industrial evaluation and 60% for the student written work, though these weightings can change depending on the learning outcomes of the programme.

Element 1

Academic Supervisor’s Evaluation

(See Appendix I for sample assessment proformas)

Element 2

Industrial Supervisor’s Evaluation

(See Appendix II for sample assessment proforma)

Element 3

**Student written work – Reflective Development Portfolio
(including a 3,000 word reflective report / commentary)**

(See Appendix III for sample assessment proforma)

All elements must be attempted

The assessment criteria for the year in placement is set at level 2 in degrees and at level 1 in HNDs.

The DIS / CIS is awarded at graduation. A candidate who achieves an overall mark of 70% will be awarded a pass with commendation. A mark of 50% is required for the award of DIS. A mark of 40% is required for progression into final year.

4.1 ACADEMIC SUPERVISOR'S EVALUATION / VISIT

The Academic Supervisor is responsible for arranging and making contact with the student and for ensuring that the aims and objectives of the WBL opportunity / placement are met. Normally, two formal contacts are made with the student throughout the year and at least one of these involves a formal visit to the workplace and discussion with the Industrial Supervisor. This level of contact is recommended for both opportunities / placements within and outside the UK and Ireland.

During the visit, the Academic Supervisor will be required to:

- Be familiar with the course regulations and the assessment requirements for students.
- Discuss progress and development and complete relevant assessment proformas.
- Meet the Industrial Supervisor and discuss the student's progress, assessment and student written work.
- Report on any matters relating to health and safety.
- Monitor the quality of the placement to ensure the learning opportunities are appropriate.
- Complete a written report on the visit (this will include the assessment).

4.2 INDUSTRIAL SUPERVISOR'S EVALUATION

The Industrial Supervisor is responsible for managing and monitoring the student's work, meeting with the academic supervisor / visiting academic and assessing the student at the end of the placement.

The Industrial Supervisor will be required to:

- Prepare a suitable programme of work in consultation with the student and the placement tutor.
- Provide a suitable working environment with appropriate remuneration.
- Arrange a programme of induction for the student to the work place and provide continuing support.
- Arrange regular meetings with the student to discuss progress.

- Monitor progress of the student, and complete relevant assessment proformas.
- Notify the placement tutor / Academic Supervisor of any problems, where necessary.

4.3. STUDENT WRITTEN WORK – REFLECTIVE DEVELOPMENT PORTFOLIO

At the commencement of the industrial placement, the student will establish a Learning Agreement outlining their job-related and personal objectives, in association with the Industrial Supervisor. At regular periods throughout the placement, students will be required to critically reflect on the development of their employability skills and to develop appropriate action plans.

At the end of the placement year students will submit a **Reflective Development Portfolio** (hardcopy OR online copy via the Personal Development System (PDSystem)). The portfolio will include a reflective report / commentary (**3,000 words**), based either on an aspect of their work and how it relates to the relevant theoretical concepts, **OR** on their placement experiences and how they have developed personally and professionally.

The aims of this portfolio are to provide an opportunity to:

- Set objectives, record progress and critically reflect on personal and professional development.
- Critically reflect on management of self and business impact.
- Conduct a research based in-depth study **OR** critical reflection of personal/professional development to include employability skills.
- Display an ability to integrate information from a range of sources and research techniques.
- Synthesise information and apply to organisation or self.

The Portfolio would normally contain the following types of information:

- Reflective Report / Commentary
- Learning Agreement
- Progress Reports (in relation to employability skills)
- Student Evaluation of Placement
- Career Development Plan

It may also include:

- A record of new learning experiences
- Achievements and significant occurrences
- Personal and professional development, i.e. in-house appraisal information

The completion of this Portfolio should encourage the student towards autonomous and reflective learning, which are essential elements for education and continuous professional development. It will also allow the student to demonstrate learning and achievement to other people, in this case to his / her industrial and academic supervisor.

5. PREPARATION OF STUDENTS FOR WORK-BASED LEARNING / INDUSTRIAL PLACEMENT

In preparation for WBL / industrial placement, students are made aware and receive guidance on the following areas:

- Student conduct and professionalism of approach required for placement.
- Development of student awareness and understanding of the value of work experience and work related learning.
- Detailed learning outcomes for placement and how the learning outcomes may be achieved.
- Assessment components and criteria used in assessment as per course document.
- Guidelines for portfolio development.
- Setting goals and action plans.
- Development of career management and transferable skills.
- Range of work placements/experience opportunities.
- Details of the skills, qualities and abilities employers seek in potential employees and how these are measured.
- Employer use of aptitude/psychometric tests.
- Professional issues.
- The opportunity to meet and interact with employers visiting the University and post placement students.
- International placement issues.
- Health and safety arrangements.
- Equality, harassment and bullying policies and procedures.

Placement preparation information is normally delivered within existing modules or as stand-alone sessions prior to the placement. Students can also be made aware of sources of information/help available to them from the Careers Service, Work Experience Portal workexperience.ulster.ac.uk, and Student Support Services.

6. DEBRIEFING OF STUDENTS FOLLOWING INDUSTRIAL PLACEMENT

To enable students to reflect on WBL / industrial placement and acquire skills for lifelong learning, a mix of directed and independent personal reflection is achieved through debriefing of students. In most cases, careers sessions in

final year and placement preparation sessions are utilised for the debriefing process and normally include the following:

- Reflecting on the experience
- Maximising the value afterwards
- Revisiting CV
- Career management
- Maintaining contact with employer
- Value to studies
- Debriefing to / mentoring students preparing for placement
- Informing the curriculum

APPENDIX

SAMPLE OF ASSESSMENT PROFORMAS

Appendix I Academic Supervisor's Visit / Evaluation

Name of Student: _____

Name of Organisation: _____

Name of Supervisor: _____

Name of Visiting Tutor: _____

Assessment Date: _____

Checklist	Yes/No	Comments
Training / Experience Programme Arranged		
Industrial Supervisor Appointed		
Student interviewed		
Company Representative Interviewed		
Log book Inspected		

Checklist	Yes/No	Comments
Health and Safety Checklist Inspected		
Student Accommodation Satisfactory		

Changes to the Training / Experience programme

Comments on the Student and Programme

Advice given to the Student

In order to assess the overall performance of students on placement we have identified a number of areas that we would wish you to ask the supervisor to grade or comment on:

- Grades: A - **Outstanding** (consistently exceeded the standard expected of a placement student; first class)
 B - **Very Good** (frequently exceeded the standard expected of a placement student; upper second class)
 C - **Good** (always achieved (at least) the standard expected of a placement student; lower second class)
 D - **Satisfactory** (achieved (at least) the minimum accepted standard for a placement student; third class)
 E - **Unsatisfactory** (did not achieve the minimum accepted standard for a placement student; fail)

GRADES	A	B	C	D	E
Initiative					
Enthusiasm					
Productivity					
Quality of Work					
Attendance/Punctuality					
Time Management					
Interpersonal skills (Inc. team working)					

Perceived Strengths/Abilities:

Perceived Weaknesses/Problems:

Any other relevant information:

Please rank the overall performance of the student by allocating a grade in the range A to E as above. Bare in mind that a grade of A is associated with a 1st Class Honours classification and is normally only achieved by a small number of students in any particular year grouping.

Overall
Grade
(A to E)

Signature of Industrial Supervisor _____

Signature of Visiting Academic Tutor: _____

(Please attach the student's work summary sheet when returning this form to the Placement XXXXXXXX).

Telephone Interview Form As Alternative To Placement Visit

Year 200x/200x

Personal Details

Student Name: _____ Campus: _____

Course: _____

Placement Organisation: _____

Visiting Lecturer: _____

Industrial Supervisor: _____

Telephone Interview With Supervisor – Date: _____ Time: _____

Telephone Interview With Student – Date: _____ Time: _____

Student's Comments (Please Continue on Additional Page If Necessary)

Industrial Supervisor's Comments (Please Continue on Additional Page If Necessary)

Academic Visitor's Comments (Please Continue on Additional Page If Necessary)

Industrial Supervisor's Evaluation

Student Name:

Year of Employment:/.....

Organisation:

Interest in Work				
<input type="radio"/> High interest in job. Very enthusiastic.	<input type="radio"/> More than average amount of interest and enthusiasm for job.	<input type="radio"/> Satisfactory amount of interest and enthusiasm for job.	<input type="radio"/> Interest spasmodic. Occasionally enthusiastic.	<input type="radio"/> Little interest or enthusiasm for job.
<i>Comment</i>				
Initiative				
<input type="radio"/> Self-starter. Asks for new jobs. Looks for work to do.	<input type="radio"/> Acts voluntarily in most matters.	<input type="radio"/> Acts voluntarily in routine matters.	<input type="radio"/> Relies on others. Must be told frequently what to do.	<input type="radio"/> Usually needs to be told what to do next.
<i>Comment</i>				
Organisation and Planning				
<input type="radio"/> Does an excellent job of planning and organising work.	<input type="radio"/> Usually organises work well.	<input type="radio"/> Does normal amount of planning and organising.	<input type="radio"/> More often than not fails to organise and plan work effectively.	<input type="radio"/> Consistently fails to organise and plan work effectively.
<i>Comment</i>				
Ability to Learn				
<input type="radio"/> Exceptionally Quick	<input type="radio"/> Quick to Learn	<input type="radio"/> Average	<input type="radio"/> Slow to Learn	<input type="radio"/> Very slow to Learn
<i>Comment</i>				
Quality of Work				
<input type="radio"/> Very thorough in performing work. Very few errors if any.	<input type="radio"/> Usually thorough. Good work with few errors.	<input type="radio"/> Work usually passes review. Has normal amount of errors.	<input type="radio"/> More than average amount of errors for a trainee.	<input type="radio"/> Work usually done in a careless manner. Makes errors often.
<i>Comment</i>				
Quantity of Work				
<input type="radio"/> Highly productive in comparison to other students.	<input type="radio"/> More than expected in comparison with other students.	<input type="radio"/> Expected amount of productivity for a student.	<input type="radio"/> Less than expected in comparison with other students.	<input type="radio"/> Very low in comparison with other students.
<i>Comment</i>				
Judgement				
<input type="radio"/> Exceptionally good. Decision based on thorough analysis of problem.	<input type="radio"/> Uses good common sense. Usually makes the right decision.	<input type="radio"/> Judgement usually good in routine situations.	<input type="radio"/> Judgement often undependable.	<input type="radio"/> Poor judgement. Jumps to conclusions without sufficient knowledge.
<i>Comment</i>				
Dependability				
<input type="radio"/> Can always be depended upon in any situation.	<input type="radio"/> Can usually be depended upon in most situations.	<input type="radio"/> Can only be depended upon in routine situations.	<input type="radio"/> Somewhat unreliable, needs above average checking.	<input type="radio"/> Unreliable
<i>Comment</i>				
Relations with Others				
<input type="radio"/> Always works in harmony with others. An excellent team worker.	<input type="radio"/> Congenial and helpful. Works well with associates.	<input type="radio"/> Most relations with others are harmonious under normal circumstances.	<input type="radio"/> Difficult to work with at times. Sometimes antagonises others.	<input type="radio"/> Frequently quarrelsome and causes friction.
<i>Comment</i>				

Verbal Communication Skills				
<input type="radio"/> Very Good	<input type="radio"/> Good	<input type="radio"/> Satisfactory	<input type="radio"/> Needs improvement	<input type="radio"/> Unsatisfactory
<i>Comment</i>				
Written Communication Skills				
<input type="radio"/> Very Good	<input type="radio"/> Good	<input type="radio"/> Satisfactory	<input type="radio"/> Needs improvement	<input type="radio"/> Unsatisfactory
<i>Comment</i>				

Acceptance of Criticism and Suggestions <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory	Comments
Professionalism <input type="radio"/> Appropriate <input type="radio"/> Inappropriate	Comments
Attendance <input type="radio"/> Satisfactory <input type="radio"/> Unsatisfactory	Comments
Punctuality <input type="radio"/> Always on time <input type="radio"/> Irregular time keeping	Comments

Overall Performance

- Grades: A - **Outstanding** (consistently exceeded the standard expected of a placement student; first class)
 B - **Very Good** (frequently exceeded the standard expected of a placement student; upper second class)
 C - **Good** (always achieved (at least) the standard expected of a placement student; lower second class)
 D - **Satisfactory** (achieved (at least) the minimum accepted standard for a placement student; third class)
 E - **Unsatisfactory** (did not achieve the minimum accepted standard for a placement student; fail)

Please rank the overall performance of the student by allocating a grade in the range A to E as above. Bare in mind that a grade of A is associated with a 1st Class Honours classification and is normally only achieved by a small number of students in any particular year grouping.

Outstanding + A - <input type="text"/> <input type="text"/> <input type="text"/>	Very Good + B - <input type="text"/> <input type="text"/> <input type="text"/>	Good + C - <input type="text"/> <input type="text"/> <input type="text"/>	Satisfactory + D - <input type="text"/> <input type="text"/> <input type="text"/>	Unsatisfactory E <input type="text"/>
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Additional Comments, Projects undertaken etc. which may be helpful in assessing the placement student.

Do you feel the academic knowledge and level of transferable skills evident initially in the placement student are adequate and, if not, what changes would you like to see implemented by the course team.

As we are constantly trying to improve the placement process to the benefit of all the parties involved can you please provide feedback on your experience of the placement process itself and make recommendations on how it may be improved.

Future Participation: do you wish to be contacted by the University concerning the employment of placement students next year? Yes / No

Rated by

Title.....

Signed

Date.....

APPENDIX III

**INDUSTRIAL PLACEMENT
STUDENT WRITTEN WORK - REFLECTIVE DEVELOPMENT PORTFOLIO**

Student: _____ **Date Submitted:** _____

Marker: _____

Assessment: TICK the appropriate column to provide guidance for the overall assessment.

Assessment Criteria	0-39 %	40-49 %	50-59 %	60-69 %	70-79 %	80-100 %
<i>Management and Submission Of Relevant Documentation</i>						
<i>Definition of Objectives</i>						
<i>Development of Objectives/Reflection</i>						
<i>Depth / Quality of Experience</i>						

General Comments:

Overall Mark Awarded: _____ %

Signature: _____

ASSESSMENT CRITERIA FOR REFLECTIVE DEVELOPMENT PORTFOLIO – LEVEL 2

<i>Assessment Criteria</i>	<i>0-39 %</i>	<i>40-49 %</i>	<i>50-59 %</i>	<i>60 – 69%</i>	<i>70-79 %</i>	<i>80-100 %</i>
Management and Submission of Relevant Documentation	<ul style="list-style-type: none"> • Meets few or no deadlines • Little or no contact with academic and industrial supervisors • Little or no personal responsibility exercised in the achievement of set objectives 	<ul style="list-style-type: none"> • Meets a very limited number of deadlines • Very limited contact with academic and industrial supervisors • Competent level of personal responsibility exercised in the achievement of set objectives 	<ul style="list-style-type: none"> • Occasionally meets some deadlines • Evidence of some contact with academic and industrial supervisors • Basic level of personal responsibility exercised in the achievement of set objectives 	<ul style="list-style-type: none"> • Meets a reasonable number of deadlines • Maintenance of a reasonable level of contact with academic and industrial supervisor • Sound level of personal responsibility exercised in the achievement of set objectives 	<ul style="list-style-type: none"> • Meets the majority of deadlines • Maintenance of effective contact with academic and industrial supervisor • High level of personal responsibility exercised in the achievement of set objectives 	<ul style="list-style-type: none"> • Clear ability to meet deadlines • Maintenance of effective, proactive contact with academic and industrial supervisor • Very high level of personal responsibility exercised in the achievement of set objectives
Definition of Objectives	<ul style="list-style-type: none"> • Little or no ability to identify appropriate personal and professional objectives • Insufficient evidence of ability to set quantifiable and realistic set objectives 	<ul style="list-style-type: none"> • Very limited ability to identify appropriate personal and professional objectives • Very limited ability to set quantifiable and realistic objectives 	<ul style="list-style-type: none"> • Basic ability to identify appropriate personal and professional objectives • Basic ability to set quantifiable and realistic objectives 	<ul style="list-style-type: none"> • Sound ability to identify appropriate personal and professional objectives • Sound ability to set quantifiable and realistic objectives 	<ul style="list-style-type: none"> • Good ability to identify appropriate personal and professional objectives • Good ability to set quantifiable and realistic objectives 	<ul style="list-style-type: none"> • Extensive ability to identify appropriate personal and professional objectives • Comprehensive and clearly set, quantifiable and challenging objectives

<i>Assessment Criteria</i>	<i>0-39 %</i>	<i>40-49 %</i>	<i>50-59 %</i>	<i>60 – 69%</i>	<i>70-79 %</i>	<i>80-100 %</i>
Development of Objectives/Reflection	<ul style="list-style-type: none"> • Insufficient progression towards the achievement of set objectives • Little or no critical reflection on personal and professional development • Unacceptable level of reflection in determining career plan 	<ul style="list-style-type: none"> • Very limited progression towards the achievement of set objectives • Very limited critical reflection on personal and professional development • Very limited reflection in determining career plan 	<ul style="list-style-type: none"> • Basic progression towards the achievement of set objectives • Basic evidence of critical reflection on personal and professional development • Basic level of reflection in determining career plan 	<ul style="list-style-type: none"> • Sound progression towards the achievement of set objectives • Sound evidence of critical reflection on personal and professional development • Sound reflection in determining career plan 	<ul style="list-style-type: none"> • Wide progression towards the achievement of set objectives • Good evidence of critical reflection on personal and professional development • Good evidence of depth of reflection in determining career plan 	<ul style="list-style-type: none"> • Extensive progression towards the achievement of set objectives • Comprehensive evidence of critical reflection on personal and professional development • Clear evidence of depth of reflection in determining career plan
Depth/Quality of Experience	<ul style="list-style-type: none"> • Insufficient ability to maximise opportunities encountered on placement • Little or no ability to effectively manage self and maximise business impact 	<ul style="list-style-type: none"> • Very limited ability to maximise opportunities encountered on placement • Very limited ability to effectively manage self and maximise business impact 	<ul style="list-style-type: none"> • Basic ability to maximise opportunities encountered on placement • Basic ability to effectively manage self and maximise business impact 	<ul style="list-style-type: none"> • Sound ability to maximise opportunities encountered on placement • Sound ability to effectively manage self and maximise business impact 	<ul style="list-style-type: none"> • Wide ability to maximise opportunities encountered on placement • Good evidence of the ability to effectively manage self and maximise business impact 	<ul style="list-style-type: none"> • Extensive ability to maximise opportunities encountered on placement • Self-starter, clear ability to effectively manage self and maximise business impact