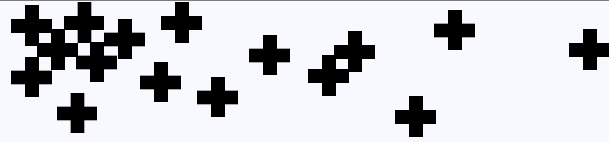




# **Embedding and adapting assessment methods into WBL qualifications: Considerations for practice**

University of the Highlands and Islands (UHI)

Angela Cameron



## Angela Cameron

### Work-based learning experience

#### As a student

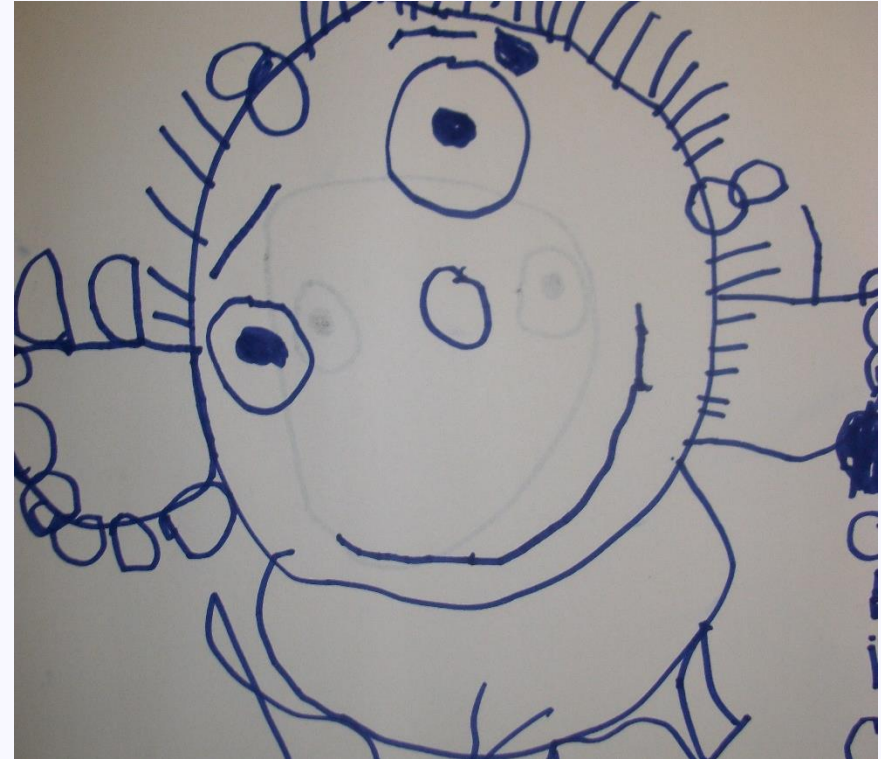
- SNNEB- full time student with placement

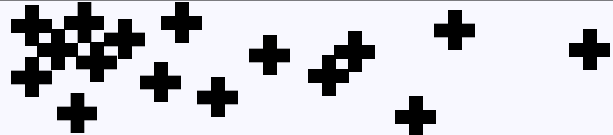
#### In employment

- Early Years Practitioner

#### As an educator

- Assessor /Trainer and Lecturer (UHI Inverness)
- Several Childhood Practice WBL programmes (UHI Inverness)





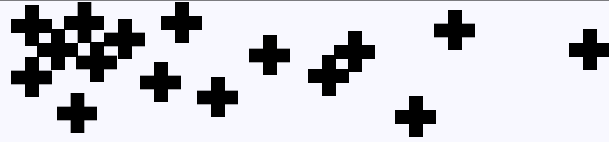
## Aims for discussion: Is my way of knowing the only way of knowing?

To offer an opportunity for developing a shared understanding of the possibilities of WBL assessing

To develop a critical understanding of the obstacles and barriers to matching WBL principles to assessment methodologies

To consider the opportunities for embedding an assessment programme that meets the needs of the sector specifics.



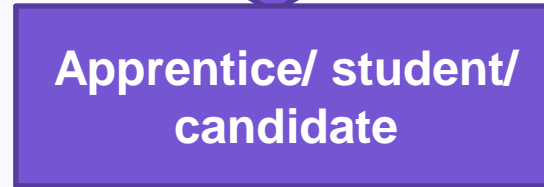
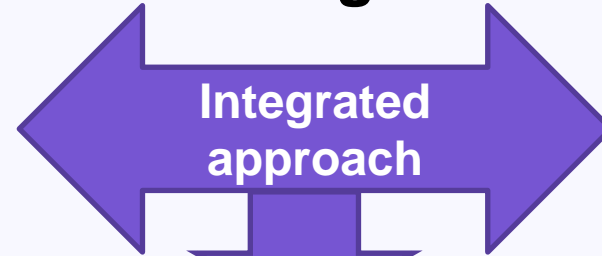


# WBL assessment methodologies

## The Workplace

### Provides:

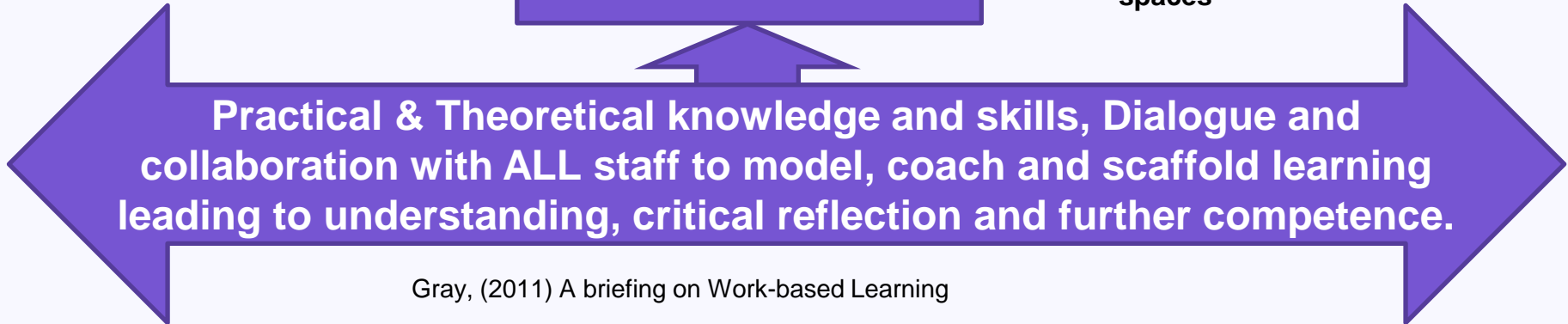
- A source for learning
- An environment for demonstrating learning
- Context for learning, having a go, reflecting

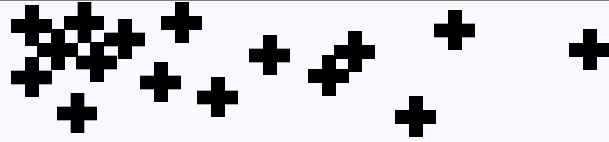


## FE/HE/Training provider

### Provides:

- Face-to-face/Online learning materials; opportunities for dialogue, to enhance/challenge/reflect
- Can and should take place in the workplace AND in learning spaces





## Implications of embedding and adapting assessments

The inter-relationship between **(knowledge)**, learning, critical reflection, and the competence to make meaning **(new knowing)** from their combination'

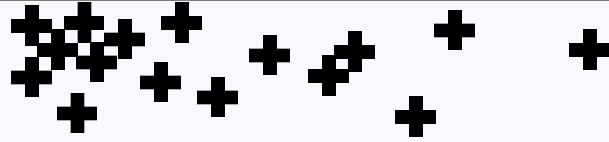
(Brodie and Irving, 2007)

How do we make space for apprentices/learners to make new meanings?

How do we promote space for reflecting on *how* learning and skills has developed?

How do we develop an assessment practice that is sustainable, authentic and context specific?

How do we integrate a competence/practice based approach and an academic approach to assessments that are context specific?



## Perceived challenges to developing effective assessment approaches?

Workload/study-work vs Work/life balance for the students – over-assessing

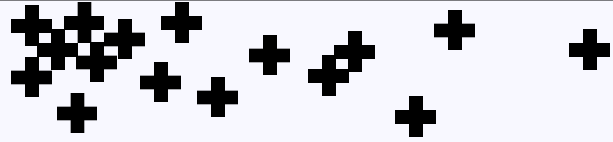
Traditional views of learning and assessments in HE- transmissive models, value on academic writing over reflective tools to meet learning outcomes, weighting

Competence vs Academia- as concepts – Relevance to context

Regulatory bodies and Academic Standards

Variability of workplace experiences and Variability of educators understanding of the workplace.

Understanding the importance of reflective and critical thinking to practice



## Perceived Benefits and Opportunities

Community of Learning

Authenticity and reliability

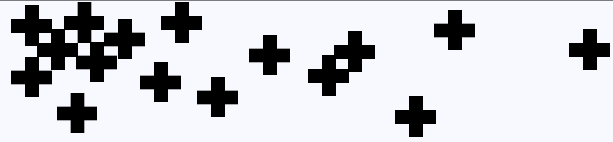
Increased range of application of metaskills- employability

Enhanced practice

Competence based

Motivated learners

Reflective professionals – workers as researchers



## Critical prompts for discussion

What kind of assessments would you say supports the WBL principles and could be shared with others as examples of best practice?

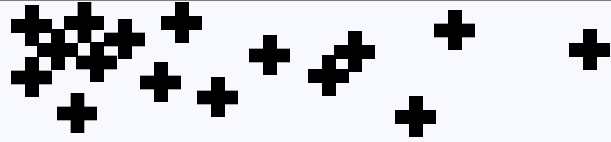
In what ways is authenticity and validity important in assessments and how can this be resolved?

What barriers/opportunities may be encountered in developing WBL assessments?

In what ways could ownership of learning be encouraged?

In what ways could reflection of *how* learning happens be embedded into assessments?





## References

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