	Presenter(s) Abstract number and title	*Please identify at least one principle for the design of an effective real world educational experience*	*Please identify one interesting feature or issue relating to the assessment of real world learning*
13.00	*Joan Cartledge and Sarah Jefferies* 1 Equipping students for the real world: An enquiry based approach to learning and employability	Using all staff in the University as facilitators of learning. Breaking down dichotomies i.e. Lecturer = teacher. Linking the approach to a University Learning & Teaching strategy. Gone through all the quality and validation processes. Integrating employability skills into academic curriculum. Practical engagement in work or voluntary activity. Add it onto the back of something that already exists – but adapt. Use the real world. Empower. Practical & student led – results! Process for learning from it – how is success identified & rewarded.	Hot to assess reflection is always a tricky issue. Validation – appears on the transcript. Integrated assessment (subject skills & employability skills). 'Real world' Does it work? Upping employability. Need for evidence i.e. reference or similar from employer or user of the voluntary offer. How do we credit initiative?
13.15	*Lewis Elton* 5 Engaging students in real world experiences: If the primary objective is learning, then teaching is not the only way of achieving it and perhaps not the best one	Play! We should enjoy ourselves when engaged in the process of curriculum design. Teachers to let go of control & protect instincts. Open-ended situations where meaning has to be constructed & reconstructed then framing not just solutions focus learners to be involved in articulating priorities. Socratic method if we must teach or use a more apprenticeship model to team. Stress should always be on learning curve. TED video – 'Kids in Stress of Minds'. Learning experiences as an environment for learning. No teaching – it's unsuitable. Think what you need to learn and be creative in the delivery. Hands on projects i.e. live projects designed by industry where students learn through the process. Get rid of teachers. Set problem, leave students to find answer – accept & acknowledge that answers may be different according to perspective of individual students – followed by debate to share	How can we ensure parity across multiple real world learning experiences when we tuning them into the curriculum? Do we need to?? What are we assessing? Knowledge about something or skill, knowledge and ability required to do something? Reflections, critical evaluation. Assessment needs to be flexible enough for the students to do what they need to do to satisfy themselves. If lots of approaches to one learning needed then it follows that multiple types of assessment are required. Staff could be academic/industrial so to ensure up-to-date practice is incorporated in the curriculum i.e. briefs from clients for the students to complete themselves. We may not be the best judges of that learning. Development of marking scheme that allows for variable answers. No right/wrong, but reasoning/value based.

		knowledge/exp gained.	
13.30	James Corazzo 2 Control / surrender: A history of wooden shipbuilding	Freedom from institutional constraints. Bringing activity into the learning environment. You can get the mountain to visit Mohammed. 'Real World and the Work World' Just have a go. Successful ships have generability in the placement within the University. To make 'open windows' in a programme. Flexibility – allowed to 'make mistakes' learning by experience means taking the tough with the smooth!	We need to design alternative ways of measuring students achievements. Recognising that problem framing is a valid part of assessment. What are we assessing? Where are the boundaries on a module (not withstanding learning outcomes). Onus on students discovering what they need to know and how to do it. Assessment based on this premise. Comm Media Design e.g. NHL UN Holland. Self-evaluation of your extra curriculum. Fair assessment. Relationship to curriculum/aspirations. Protection (so mistakes are not 'fatal')
13.45	Karen Dack and Jane Leng 8 Using digital stories to capture learning gained from real world experiences	Use of an artefact medium cong with the focus/intention. You need to be looking in order to see. Can be used as a learning method. Reflection/unexpected task.	Need for students to be motivated to do it. Technical knowledge required in order to be assessed? Danger of criteria framework.
14.00	Sibyl Coldham 12 A role for the client in personal and professional learning	Importance of 'clients' in bridging and converting students to real world. Integrating variety of roles for the client. Purpose based – client as an alternative work placement – all the other stuff around it. We are all learners – teacher & student alike – it is just that some are further ahead in their studies than others.	Clients involved in assessment. Assessment criteria is an issue. Teachers need to step back. Value added – personal development how this can be measured/evaluated.
14.15	Jeremy Barham, Lois Davis and Julia Carey 15 Arts Experience Documentary Film Making Project' and example of real world education	On campus work contributing to the sense of community – committing to personal views. Make sure you consider multi-cultural issues. Making a doc film is a concept process that can involve a lot of people. X-Dept collaboration. Combining variety of learning experiences using wide scale of activities. A tangible outcome, useful. Using one thing – a film as a means to bring all manner of courses	How does extra-curricular work relate to assessment? Self & peer assessment must play a role.

		and tasks together.	
14.30	*Norman Jackson* 17 Real World Education through Co- and Extra-curricular Academies	To what extent does the campus facilities enable this – where would we do it and how? Enable all those that need an intervention, educating in these areas to have those experiences. Enriching learning environment, collaborating across teams. Embed into curriculums rather than having additional input. Students to be awarded credit for extra-curricular awards which will lead to an award (not uni credit). Bringing together a rich mix of people. Immersive experiential 6 week blocks. What do you miss out on?	Hard pressed, poor students can't afford to do extra curricular activities that don't 'fit' with their degrees. Sharing the story – good/bad is key to experience. All areas can be recognised i.e. students reps/PAL leaders/things already going on within the HEI.

5minx5slide Presentations Room 02AC02 Session- Chair Dr Paul Tosey 13.00-14.45

	Presenter(s) Abstract number and title	*Please identify at least one principle for the design of an effective real world educational experience*	*Please identify one interesting feature or issue relating to the assessment of real world learning*
13.00	*Paul Tosey, Nigel Biggs, Graham Robinson and Spinder Dhaliwal* 10 Surrey team enterprise project - 'Giving Birth'	Be more flexible with how students can interpret 'work experience' units to allow for students who might want to freelance/set-up businesses. Learn by doing. Involving students/learners in the design of the experience. Students being proactive. Students leading teaching session. 24-hour projects, thro' night. Run own business in PTY.	Students own business successes. The challenge of assessing the quality of individual learning in very varied group-based situations. How do we credit initiative? Assessment of group or individual members?
13.15	*Paul Beedie* 3 Vocational sensitivity and curriculum development in sport related degrees	Changing culture. Problem solving situations. Recognising the need for an equal balance between elements that are cognitive, emotional and experiential. What about employers of the future? Breaking down boundaries of subject specificity, especially within staff. Building bridges – community/institution prep for not one but multiple careers.	Augmentation as assessment in workplace complexity. Qualitative Reflective Practice – grounded theory. Assessment being focussed on a dissertation that MUST deal with issues arising in the work place (real world). Reflective dissertations. Work placement as foundation for final year dissertation. Academic vs vocational values. How to accredit non-quantifiable areas? Dissertation defined as work placement.
13.30	*Jenny Willis* 18 How Creative Arts Students Really Develop Themselves	By embedding PDP through the curriculum. Recognition of achievement by yourself. Development of a framework for critical reflection to evaluate learners learning to be professional to recognise when & what they are learning. Student awareness of informal learning. Developing insights to the student mindset.	A reflective journal/diary through their journey as a creative artist – assessing previous work and how to improve it. Recognition of informal learning by person. Begins with recognition of what experiences = learning. How de we assess creativity?
13.45	*Vilma Tubutiene and Jurate Valuckiene* 13 Service learning as integration of academic and 'real world' learning environment	Brilliant initiative! Managing beyond business. Need mindset for change catalyst. Students & communities both learn thro cooperation. Local	Management for social objectives. The project is integrated into the term. Draws from existing framework.

		demands/expectations of university.	
14.00	*Doug Foster* 7 Using Values Exchange to help prepare students for the ethical challenges they will meet in the real world	Need to incorporate these less tangibles and difficult elements into a real world curriculum. Very applied but have to customise. Engagement in ethical issues from the real world. Updating module to meet new context. Student volunteers to teach how to use VX – will get certification.	Values etc very difficult to incorporate into assessment 'laden'. Need backing support. Ideas exchange. Business ethics framework. Still assess understanding via ESSA+ (?) Contribution to lifewide learning portfolio.
14.15	*Chris Stanage* 6 CoLab student organisation as a real world learning experience	Responsibility. 'Real World' in action. A springboard to commercial development. Students teaching students in order to achieve output.	Payment. Future –'the future'? – or part of at least. Research Evidence that project work leads to points along all 5 pathways.
14.30	21 Anna Vartapetiance Second Life Virtual World for Real World Learning	Virtual life – real life to learn from different virtual rooms. Trust. Beyond words. Questions the boundaries real – virtual and this extends debate about what is real. Launch-pad for examination of other people's experience.	Self-awareness. Beyond reality.

5minx5slide Presentations Room 03AC02 Session - Chair Russ Law 13.00-14.45

	Presenter(s) Abstract number and title	Please identify at least one principle for the design of an effective real world educational experience	Please identify one interesting feature or issue relating to the assessment of real world learning
13.00	Pauline Brooks 11 Enhancing students' professional competency, employability and entrepreneurial skills through real-world project based learning	Preparing students for entrepreneurial skills/and freelance.	Opportunities for students to gain finance, choreograph etc a show/performance to aid them in the real world (post HEI)
13.15	Novie Johan 19 Gap year as immersive travel/cultural experiences		
13.30	Russ Law 16 Guildford Edventure – a way of living the design principles for learning in the real world	Dare to have fun…and learn without realising it!	Capture ideas in portfolio.
13.45	Nigel Biggs 20 Being enterprising – a necessity for success in the real world	Offering students the money, time and flexibility to be entrepreneurial/set-up a business concept and learn. Break the perceived link between entrepreneurship & self-employment (adaptability/flexibility is another form of enterprise).	Also offer students the opportunity at level H to undertake a dissertation/project/entrepreneurial project and to be assessed and recognised – could be based on client briefs (done at BU). Apples & pears – attributive value to very different activities.
14.00	Jason Sit 14 Using short-video production to foster students' experiential learning in the real world	Engaging students with variety of tools to learn. Enables students to present their work in a different format which promotes a broad variety of assessments.	The quality of video production must impact grade given. How do you avoid this? Cross collaboration with media students/or if not fairness of assessment weighting against time taken.
14.15	Clare Dowding 9 Enhancing employability skills. How can we help students develop their business networking skills in a safe place?	Invite industry to an open session to met students.	Industry to be involved with the design of curriculum and ongoing advisory panels during the life of the provider. Recent FD research at BU has shown that industry advisors and panels are not sustainable overtime and schools are encouraged to develop alternative approaches.
14.30			