

Embedding Work Like Experience in the Curriculum

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BACKGROUND

- There are practices being applied in higher education to make students ready for the real-world professional graduates, however linking the teaching design to an authentic assessment (AA) structure can be challenging¹.
- NTU has embedded a unique Assessed work like experience (AWLE)³ in the portfolio assessment to synchronise the WLE design with the assessment structure to measure the impact of teaching activities in developing employability skills in students.
- In this study, we conducted a qualitative gap analysis from mapping the portfolio with AA framework through perspectives of staff, students and employer and identify areas for improvement in the portfolio to enhance student's readiness for employability^{1,2}.

METHODS

- We conducted focus groups with students and staff of 3-5 participants involved in the module with AWLE component and a one-one interview with the employer from Walgreens Boots UK.
- Focus groups and interviews were conducted using structured guide consisting of 5-10 questions.
- We conducted qualitative thematic analysis to identify the key concepts and themes related to the participant's perceptions about how portfolio makes them ready for real workplace and to identify areas for improvement in the portfolio.

RESULTS

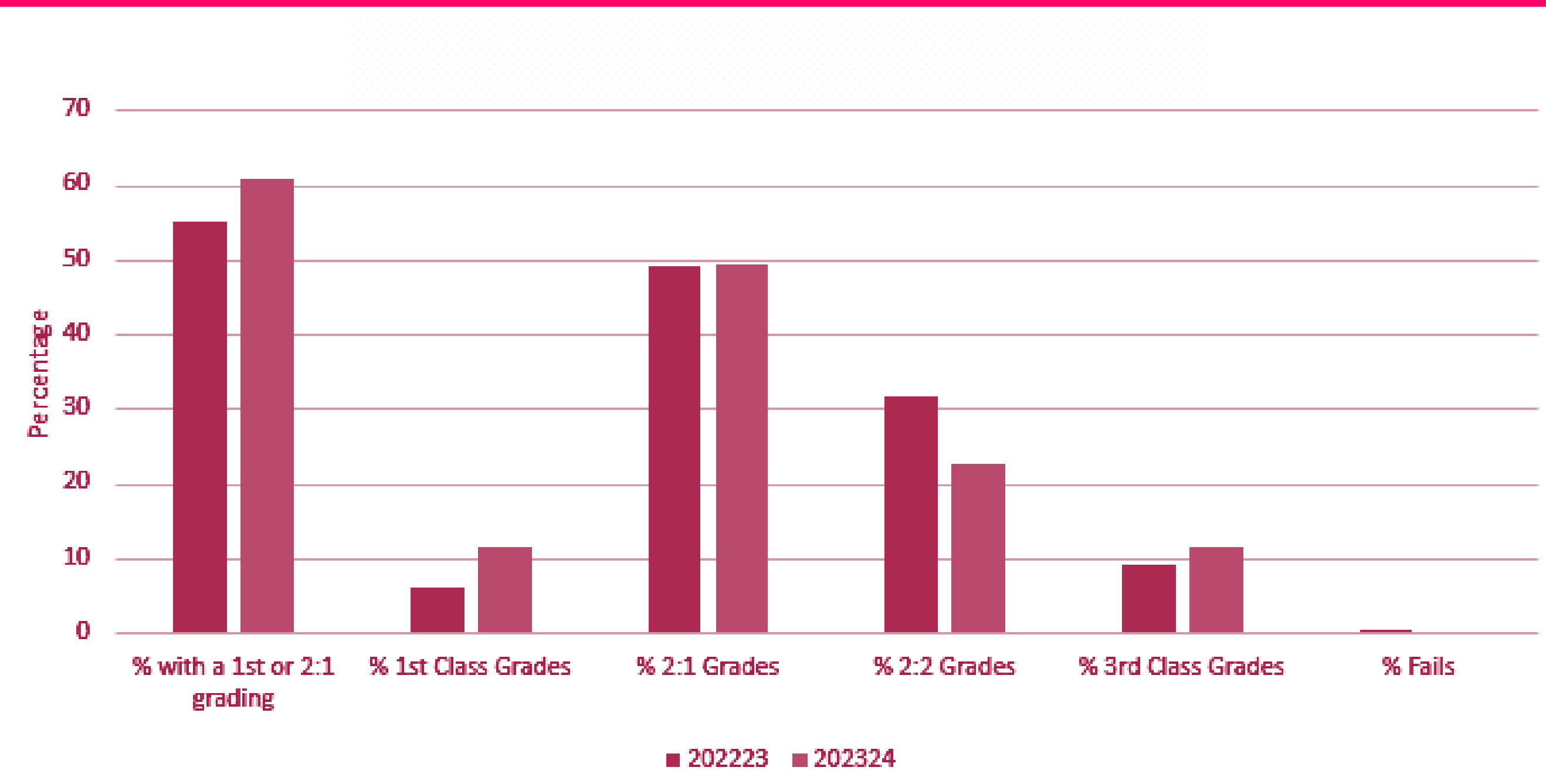
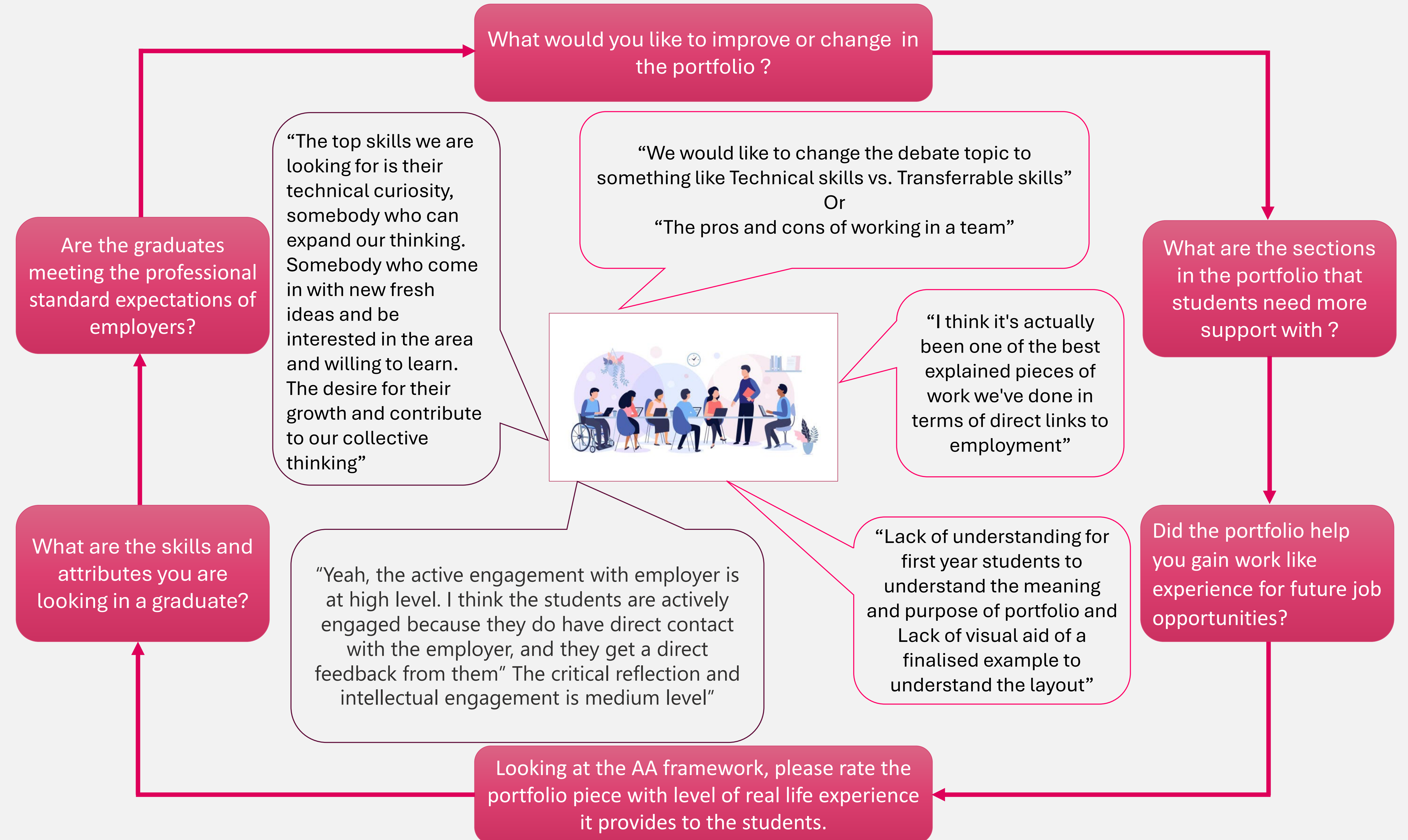


Figure1: The figure shows grades from current year compared to previous year. The percentage of first class and 2.1 grades have increased as well as the percentage of fails has decreased. The scores are obtained after student's engaged with employer from Boots. We asked student's feedback in the areas they needed more support. Additional support was provided in 2023/24.

THEMATIC ANALYSIS RESULTS



IMPLICATIONS

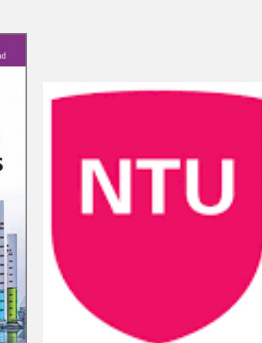
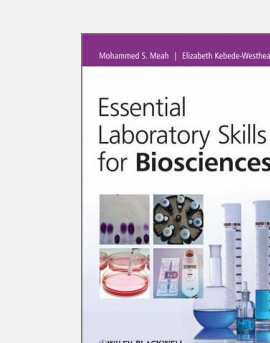
- The Authentic Assessment framework was mapped with staff and employer input and the portfolio piece of coursework is graded at medium level of authenticity for most part and with high level of authenticity in the employer facing interaction.
- The common area for improvement was for the debate topic which was disjointed from the overall theme and purpose of the portfolio. Going forward, we will change the topic of debate as suggested by the students.
- Second area of improvement is visual example of good and bad portfolios and examples of annotations. Incorporating peer marking of the draft portfolios in the tutorial sessions will further improve the understanding of students.
- Students, staff and employer all agreed that AWLE in the portfolio is meaningful coursework in providing the skills to the students which prepare them for the real workplace.

ACKNOWLEDGMENTS

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