Embedding Professional Development and Reflective Practice into Degree Programmes

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Keele University
Learning and Teaching Strategy (2010-2015)

**Strategic Aim 1:**
To develop the **Distinctive Keele Curriculum (DKC)** that enables our graduates to demonstrate [attributes].

**Strategic Aim 4:**
To sustain and extend approaches to learning that further enhance the employability of Keele graduates and the career destinations they are able to reach.

**Strategic Aim 6:**
To work as a learning community to promote innovation and the highest quality standards in learning, teaching, assessment and educational practice.
Keele Graduate Attributes

- A professional reflective approach to live and study
- The ability to participate responsibly and collaboratively as an active citizen
- The self-confidence and self-awareness to actively pursue your goals
- The ability to communicate clearly and effectively
- An appreciation of the social, environmental and global implications of your studies
- Creative problem solving using a range of different approaches and techniques
- Demonstrating curiosity and independence of thought
- Interdisciplinarity and an awareness of the provisional and dynamic nature of knowledge
- Information literacy: locate, evaluate and synthesize data
Complete 6 Reflections, one from each colour group, to gain iLM Accreditation

**Keele University Skills Portfolio**

**Personal & Professional Development**

- Developing Effective Study Practice
- Techniques for Getting Organised
- Making Effective Presentations
- Team Working
- People Skills
- Dealing With Stress

**Skills**

- Self-Confidence
- Assertion
- Dealing with Difficult People
- Building Rapport
- Negotiation
- Listening Skills

“As a result of completing the teamwork reflection, I think I am better at identifying what is required from a team and the dynamics of one that works effectively”
Skills Portfolios Completed
(2015)

- 77 Faculty of Health
- 40 Faculty of Natural Sciences
- 15 Faculty of Humanities & Social Sciences
The rational for a different approach.....

- Environmental UG programs – no students completed KUSP in 2015
- Revised QAA benchmarking statement (2014) for ES3 subjects, which places greater emphasis on “employability and professionalism”
- Feedback from accreditation panel: “Of particular note is the opportunity for students to gain an ILM qualification in addition to their degree”
- Logistical challenges - easier to timetable when embedded as part of core modules
The Environmental programmes ‘4+1+1’ model

Keele University Skills Portfolio (KUSP)

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<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tr>
<td>Developing Effective Study Practice</td>
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Plus training for staff – bespoke training session, Pebble Pad training, raising awareness....
The Environmental programmes ‘4+1+1’ model

- Embedded into core skills-based modules in Year-1 (2015/16)
- Integrated - not seen by students as an ‘add on’
- Incorporated into module handbooks and VLE documentation
- Structured time within sessions for students to reflect and start completing portfolio
“My learning style is a reflector. I like to stand back and take in information from lectures, discussions or conversations before inputting my knowledge. A negative aspect of my learning style is that I don't always voice my opinion because I haven't got a set conclusion.”

“I have left assignments to the night before due to procrastination and misallocating time to other things. Looking back the stress, leaving things to the last minute wasn't worth watching TV for. If given these opportunities again I would plan out my time....”

“When doing a group project I sometimes find difficulties in cooperating with others in the sense of being on the same path. An example is some want to split the group. I prefer to work on the same task with one or more students”
Student Feedback ..... 

“How to be less anxious when presenting & having time to complete the iLM reflections”

“Learning about time management skills more in depth”

“Thinking about skills - especially this soon in the semester”

“Reflection as a whole, identifies areas which I could work on”

“I am aware of what I do best and what learner style I am, it reaffirms what I thought I'd be good at”

“It helps me to pay more attention to self development and it certainly helps me to develop myself.”

What did you find most useful about the workshop and why?
As a result of this workshop what will you do differently?

“I will make sure I prepare properly for every presentation”

“Procrastinate less”

“Plan my time better”

“Be more confident at presentations”

“Study in a more efficient way”

“Really need to cut out distractions when I'm working!”

“I'll try to adapt to learn with other people with other learner profiles”
• **92% of current Year-1** cohort have notified their personal tutors of their ‘intention to submit’
• Message of encouragement (and offer of support) to go to all Year-1 students at the end of the academic year
• Introduction of a ‘formative’ reflection on which students are provided with feedback, prior to submission of final KUSP
• Development of a ‘sustainability’ reflection to be piloted by all UG Environmental students
Moving Forward…..

- Run current ‘4+1+1 model’ (students submit KUSP by March 2018)
- Analysis of completion rates, student feedback
- Longitudinal study
  - 2017/18 final year students applying for jobs
  - Transition to employment (post-graduation)