UNIVERSITY OF BIRMINGHAM

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Guidance notes for Work-based Learning (WBL)

1: Background

This guidance is written in the context of the increasing national discussion/emphasis on employability, skills development for graduates and Continuing Professional Development (CPD). The issue was picked up by Sir Ron Dearing in his report on Higher Education which recommended that all students should be familiar with work and that the Government should seek ways of getting employers to offer more opportunities for work experience [1]. Employment skills feature in the HE Qualifications Framework[2] and have been a key aspect of QAA Subject Review visits.
Employability is one of the underlying reasons for the development of the Foundation Degree[3], which is required to have both input from employers into the curriculum and a major WBL component. The importance of the Foundation degree has also been emphasised as an area for growth in the sector in the recent White Paper.[4] A number of employers have already approached the University about accreditation of their in-house training programmes. In addition, the development of Sector Skills Councils from the former National Training Organisations (NTOs) has led to a move towards the formalisation of National Occupational Standards (NOS) eg within the police force.
With the increase in modular programmes and the advent of credit, credit accumulation awards and credit transfer, the consideration of how students might be awarded 'credit' for learning other than that delivered in the classroom on a defined programme has become much more common. WBL is based on the underlying principle that learning can be:

- assessed wherever it takes place or is provided
- demonstrated to be appropriate for an award, and
- used to provide credit towards an award.

This Guidance is unable to provide the answers to all the questions surrounding WBL or even identify all the questions. However it identifies some that you should certainly ask before offering WBL, and the location of specialist expertise that may be of help to you. WBL focuses on individual student learning and therefore it can be demanding of staff resources, for example there may be a need to support students in a work setting and sometimes unusual types of assessment must be used. This document seeks to assist in exploring ways in which that cost may be minimised in order to make the positive gains from WBL activity.

2: What is Work-based Learning?

WBL has been defined nationally as 'Learning for, at or through work'.
For the purposes of assisting the University with supporting WBL, this very broad definition has not been used and this guidance refers to learning that involves work-place knowledge and skills either in the University or in the workplace and that is normally with the formal involvement of an employer or employers.
Credit for Work-based Learning may be gained in a work-related context within a module or programme of study offered or recognised by the University and its partners. **To be used in a programme of study, learning from work experience must be measured and assessed against specific learning outcomes.** Examples of such learning already taking place in University programmes include traditional sandwich courses, specific skills training in a particular profession e.g. nursing and the theoretical application of practical experience in part-time professional courses. WBL experience may include activity which is not paid employment.
WBL shares with APEL (for which there is a separate Guidance Note) considerable similarities in the nature of the learning and assessment process since they both represent learning from experience. It can encourage students to reflect on their actions and develop and refine their own conceptual models. These capabilities are of value when pursuing traditional learning and educational programmes as well as in the workplace and for lifelong learning.

3: Types of Work-based Learning

3.1 Generic WBL modules. These modules, available to undergraduate students, may foster transferable skills, which may be based on student work or voluntary activity. Such a module could be used in three different ways:

a) As part of a standard undergraduate programme within the main subject-related syllabus or as a Module Outside Main Discipline (MOMD);
b) As a separate certificated module in addition to the standard programme;

c) As a stand alone module offered to external students.
(Case Study 1, Humanities Placement Learning module inEnglish)

3.2. Specific modules available on defined programmes as follows:

3.2.1 'Traditional' sandwich/industrial placements
(Case Study 2, Certificate in Industrial Studies in Engineering)

3.2.2 Clinical practice on health-related programmes of study
(Case Study 3, BNurs in Health Sciences)

3.2.3 Professional practice to support professional qualification
(Case Study 4, ClinPsyD in Psychology)

3.3 Employer-based and employment-based schemes. This particular group covers a wide spectrum of activities:

3.3.1 CPD-type programmes in which students use their current work experience on the programme to enhance their professional practice/individual needs;
(Case Study 5 Distance Education programme for Teachers of Children with a Visual Impairment in Education)

3.3.2 Validated programmes;

3.3.3 Award of credit to employer-provided schemes;
(Case Study 6, Award of credit to employer-based scheme in the Centre for Lifelong Learning)

3.3.4 Awards made on schemes negotiated with employers
(Case Study 7, Award made on a scheme negotiated with an employer in the Centre for Lifelong Learning)

The Case Studies can be found in Appendix 2 along with a further Case Study on CPD programmes without credit.

4: Generic Key Skills

The increasing importance of employability and the expectation that the knowledge and skills gained from work experience should not be gained in a passive way means that Generic Key Skills often have an enhanced role in the Learning Outcomes of WBL modules and programmes. An example of such a set of key skills is given in the table below. This has been taken from QCA documentation and refers to work at undergraduate level.

Keys Skills	**Elements which make up those key skills**
Interpersonal	Communication (influencing, oral and written communication, questioning, listening) Working with others (building relationships, interpersonal sensitivity)
Information Handling	Working with information (planning and organising, attention to detail) application of number, data and risk analysis Drawing conclusions (analysis, judgement, risk appreciation and working with uncertainty)
Self-Application	Getting started (creativity, decisiveness, initiative) Getting it done (adaptability, achievement orientation, tolerance to stress)
Personal Development	Improving own self-awareness and performance Developing enthusiasm for continuous learning

These skills can be developed at different levels and can be tailored to particular areas of work. Some good examples can be found in Brennan and Little.[5]

[1] The National Committee of Enquiry into Higher Education, July 1997, Chapter 9, paragraphs 18 and 19
[2] The Framework for higher education qualifications in England, Wales and Northern Ireland, January 2001, Quality Assurance Agency, http://www.qaa.ac.uk/crntwork/nqf/ewni2001/contents.htm
[3] Foundation degree: qualification benchmark (final draft), Quality Assurance Agency, http://www.qaa.ac.uk/public/foundation/foundation%5Fstatement%5Fdegree.htm
[4] The Future of Higher Education, January 2003
[5] A Review of Work-based Learning in Higher Education, John Brennan and Brenda Little, DfEE, October 1996,

5: Planning and Implementation

Work-based learning can sometimes make different demands on both staff and students than campus based delivery. Special consideration should therefore be given to the following:

5.1	General (Academic) Considerations
5.1.1	The inclusion of WBL in School Plans and in School Learning and Teaching Strategies, especially where it has or might have a major place in the School curriculum. This may include a strategy and procedures for finding suitable employers or partners for WBL activity and some form of Risk Analysis, if appropriate.
5.1.2	The definition of School procedures for supporting WBL eg. in relation to changes in staff contact time, the nature of that contact and the administration demands of record keeping for students on placement. There may also be a requirement for additional staff development where staff are unfamiliar with the demands of WBL.
5.1.3	The definition of procedures for allocating placements to students.
5.1.4	The regulatory issues relating to placements, such as provision for failure if the experience cannot be replicated to enable re-submission.
5.1.5	Contingency planning, for example, for one-off problems with an employer link such as the unexpected bankruptcy of an employer.
5.1.6	In some professional areas of work, procedures for ensuring student Fitness to Practise.
5.1.7	The learning time associated with a module. This can be more difficult to determine when (paid) work is part of the learning experience.
5.1.10	Ensuring any WBL is part of a coherent assessment strategy with appropriate types of assessment. This will include relevant marking criteria eg. there may be occasions when the use of numerical marking is inappropriate. WBL often demands more innovative forms of assessment such as Learning Diaries and Portfolios. Student Progress Files are a means by which learning via work which is outside the curriculum can be recognised.
5.2	Relationships with employers or placement providers
5.2.1	Determining the nature of the relationship with an employer according to the role of WBL in any programme. This may involve the development of a contract to govern that relationship. Contracts may need to cover a wide range of topics such as mechanisms for student support and reporting of student progress, legal responsibilities and the boundaries of any assessment role.
5.2.2	Guidance for employers on their responsibilities to students eg with placements, it should be clear and agreed that the work experience provides appropriate learning opportunities.
5.2.3	The provision of information by employers, where placement is involved, on working conditions and regulations and ensuring Health and Safety criteria are met. There might occasionally be issues relating to disabled students which need resolution.
5.2.4	The additional stages in the approval process which need to be implemented, when WBL involves the accreditation of employer activity.
5.2.5	Sensitivity to employer needs. There are occasions where students may be involved in projects or work which require confidentiality to be formally agreed eg where sensitive business information or personal information is involved.
5.2.6	The potential for the same employer to be approached from a number of sources, if the development of student placement grows significantly.
5.3	Student Support and Information
5.3.1	Emphasising the particular different expectations on students and arrangements made for those aspects within Guidance documentation.
5.3.2	Making students aware of who is responsible for finding the work experience and how they might go about it if they are responsible, where a placement is the means for WBL.
5.3.3	Student induction in the placement environment and expectations on them as employees, if they are normally full-time students at the University.
5.3.4	Information for students on how to record their progress and achievements and fulfil the assessment of learning outcomes, particularly in those activities with which they might be less familiar, such as the production of portfolios or work in reflective practice.
5.3.5	The provision of practical information such as Health and Safety, insurance matters, if appropriate, legal or ethical considerations, such as Criminal Records Bureau checks, occupational health-related issues.
5.3.6	The availability of tutorial support within the University and also any employer support. Students will need guidance on what to do if there are work problems which might affect their ability to achieve the learning outcomes.
5.4	Practical Issues
5.4.1	Addressing all the practical issues and assigning responsibility for each.

5.4.2 The provision of mechanisms for dealing with problems or complaints that all parties are aware of and can utilise.

5.4.3 A review of additional considerations relating to WBL abroad eg. language preparation, exploration of cultural norms, travel insurance.

6: Quality Assurance and monitoring of WBL

6.1 Credit-bearing WBL programmes and modules are set within the standard quality assurance processes within the University. Of these the following may need particular attention because of the specific demands of WBL. Where PSBs are involved, their procedures must also be taken into account.

6.2 External Examiners will be involved in monitoring WBL activity. Its special nature will impact on their:

- selection and appointment
- role and remit
- training and guidance

6.3 Clarity within and understanding of the assessment process is even more important than with other programmes and teaching because of the demands it makes, coupled with a greater lack of familiarity with some staff.

6.4 Development of formal or informal liaison mechanisms with employers for the purposes of:

- development of programmes or modules
- management of placement programmes
- provision of feedback on individual students or a whole arrangement

6.5 Provision of student support and feedback mechanisms and procedures for dealing with any feedback received whether on student progress or the employment experience.

7: Conclusions/Where to go from here

WBL is an alternative form of learning which has a value in a certain set of circumstances as outlined in the early part of this document. Like other forms of flexible learning it is expected to fit into the standard procedures and structures of the University as far as possible. It does, however, make additional demands on the organisation, staff and students which are covered in these guidance notes. This document has served as a pointer to why and where those variations occur. If you are intending to introduce some form of WBL into one of your programmes, or have been approached by an employer to accredit work they already do, you might first wish to consult the Director of Learning and Teaching in your School or your School Contact in Planning and Policy Development for advice. In addition, below there are a number of web references of information on specific topics and some documents and studies you might find useful.

7.1 Web references

National Council for Work Experience: http://www.work-experience.org
General information and background on work experience

Learning and Teaching Support Network: http://www.ltsn.ac.uk/genericcentre/index.asp
There is a document in their assessment series on WBL

QAA Code of Practice on Placement Learning: http://www.qaa.ac.uk
Useful organisational and procedural checklist (this guidance draws on some of it)

QAA Draft Benchmark Statement on Foundation Degrees: http://www.qaa.ac.uk
Not yet finalised but one of the few documents laying out information on Foundation degrees

Information on NTOs and SSCs can be found at http://www.nto-nc.org and http://www.ssdauk.co.uk
Although now defunct, the NTO website still has useful information

Academic Office information (being updated and revised): http://www.ao.bham.ac.uk
APEL, UG and PG regulations, PDP's

European Commission on Lifelong Learning: http://www.europa.eu.int/comm/education/life
Contains statements on policy and practice

7.2 Other References

Capability and its development: experiences from a work-based doctorate, Kathy Doncaster and Stan Lester, Studies in Higher Education Volume 27, No 1, 2002
Discussion of professional capability and how this might be used and applied to bring WBL to Doctoral level study

'Think through the implications of Work-based Learning' taken from Exchange, Issue 2 (Summer 2002), Margaret Noble and Barbara Paulency
Specific focus on staffing issues (academic, admin and academic-related) of WBL

Enhancing Employability, Recognising Diversity: Making links between higher education and the world of work (2002). UUK and CSU
A set of Case Studies on different types of activity in a number of Universities including the MPhilB History, Film and Television at Birmingham. In doing so, the document identifies many of the key principles of WBL and how they have been achieved.

Extract from Special issue of The Digest, Centre for Higher Education Research and Information Section on Work Experience with identification of a number of DfEE projects on WBL, http://www.open.ac.uk/cheri/digest_truffle.htm

A Review of WBL in HE, DfEE Quality Support Centre, John Brennan and Brenda Little, October 1966
Detailed background document on all aspects of WBL. Includes context, history, philosphical discussion, of skills, employability,WBL. Contains details of case studies and practical examples of measurement of competencies, samples of learning objectives, skills by level of study, WBL task list covering all aspects of monitoring and support.

Betts, M & Smith R (1998). Developing the Credit-Based Modular Curriculum in Higher Education: challenge, choice and change, London, Falmer Press.
Work-related Learning, DFES 2000, Richard Brown
An exploration of how to promote good practice in WBL.

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Appendix 1

GLOSSARY OF TERMS

AP(E)L
The assessment of prior learning which may either be certificated (APL) or based on prior experience including work experience (APEL).

CREDIT
Credit provides a means of quantifying learning outcomes achievable in a given number of notional hours and at a given level. In this way previous learning can be identified which can be assessed and 'credited' against an award.

CREDIT TRANSFER

Credit transfer is the process by which that credit which is relevant can be assigned to a programme other than that on which it was gained.

CPD
CPD is continuing professional development. This is an expectation of many professional occupations and may be offered by employers themselves or by educational institutions. It may simply be the subject of attendence at training sessions or have credit or awards attached.
Current initiatives relating to skills development and Lifelong Learning are increasing the focus on this means for learning. In addition to the above, there has been a move to give weight to learning which might replace some of the traditional knowledge on a course or give credit for employer provided in-house training.

LEARNING OUTCOMES
Learning Outcomes are statements of what the learner should know, understand and/or be able to do at the end of a module or programme. Learning Outcomes are an important aspect in the process of determining credit against any award. The process is refined by the use of Levels Descriptors.

LEVELS DESCRIPTORS
Academic levels descriptors are generic statements describing the characteristics and context of learning expected on a developmental continuum in which preceding levels are necessarily subsumed in those which follow. The QAA HE Qualifications Framework has a set of levels descriptors. Specific learning outcomes and assessment criteria can be reviewed against levels descriptors.

LIFELONG LEARNING
Lifelong Learning is well-summeed in this direct quote of an EU definition: 'all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective.'

PROFESSIONAL AND STATUTORY BODIES (PSBs)
Those organisations who have a role in the accreditation of certain career groups such as the General Medical Council or the Law Society.

SECTOR SKILLS COUNCILS AND NATIONAL TRAINING ORGANISATIONS AND NATIONAL OCCUPATIONAL STANDARDS (NOS)
The Sector Skills Councils were formed from 'NTOs which were described as the recognised voice of employers on the skills and people development needs of UK industry and employment sectors. NTOs work to enhance the competitiveness and prosperity of the UK by improving the skills and competence of people in all sectors of the economy.' They are overseen by the Sector Skills Development Agency which is part of DfES.

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Appendix 2

CASE STUDIES OF WBL ACTIVITY

Case Study 1, generic WBL module

Work Placement module from Humanities

Awaited

Case Study 2, 'Traditional sandwich/industrial placement

Certificate in Industrial Studies in Engineering

Awaited

Case Study 3, Clinical Practice on a health-related programme of study

BNurs (Hons) in the School of Health Sciences

Length of operation
The University of Birmingham has offered a degree in nursing with professional registration since 1989.

Number and type of students involved
Approximately 260 full-time.

Nature of Work-based Learning
All nursing courses are divided equally between theory and practice with a minimum of 2,300 hours being completed in each. Typically a clinical nursing module would comprise of two weeks class based learning followed by 8 weeks in clinical practice with an evaluation day at the end. Whilst out on placement the student has to achieve 'Outcomes' and these are recorded with the Clinical Mentor on a Clinical Practice Assessment document. These outcomes are progressive and are linked to academic levels in the same way that academic work is. Failure to achieve the designated outcomes results in failure of the module. Clinical modules are also assessed by academic assignment. Throughout the course students keep a Portfolio, which includes reflection on practice. The Portfolio forms part of the assessment strategy.

Special features
The Birmingham and Black Country Workforce Confederation contracts with the University to provide education and training programmes for student nurses. The School of Health Sciences works in partnership with local health providers meeting regularly and providing mentor and assessor training for clinical staff. Clinical staff are involved in curriculum management, development and some hold Honorary Lectureships. Nurse Lecturers link to local health providers and may work clinically. The Schools Placement Officer who links with the local NHS Trusts Clinical Practice Placement Nurses arranges placements. These nurses are employed by the Trusts to ensure that co-ordination between the clinical placements and the University takes place.

Case Study 4, Professional Practice to support a professional qualification

ClinPsyD in Psychology

Length of operation
The Birmingham course began as a Masters degree in 1967 and is one of the longest established in the UK, having produced over 500 qualified clinical psychologists. It moved from a Masters degree to a Doctorate and from a 2 to a 3-year course in 1992.

Number and type of students
Every year, there is an intake of 25 students. These are postgraduates who must have a good first degree in Psychology. The Course itself is funded through the Birmingham and Black Country NHS Workforce Confederation, who also pay for students to be employed by local NHS Trusts as Trainee Clinical Psychologists during their training.

Nature of Work-based Learning
During the 3-year course, 50% of student time is spent on placement in the workplace. The placements provide the student with the opportunity to work under the supervision of a qualified clinical psychologist to learn to apply the knowledge and values acquired at the University and gain the skills required for the profession. By the time they qualify students need to 'have clinical and research skills that demonstrate work with clients and systems based on a scientist-practitioner and reflective-practitioner model that incorporates a cycle of [psychological] assessment, formulation, intervention and evaluation' (BPS, 2002). Three clinical tutors are an essential part of the Course team. They liaise with supervisors in a designated area and organise placements for trainees within that area. At present, every student undertakes 6 placements. Each lasts approximately 5 months and on average the student is at their placement for 3 days per week. The placements need to provide the student with a range of experience in working with clients across the lifespan and with a wide variety of presenting issues. They also need to work at a range of levels from direct client contact to organisational systems, and to work in more than one recognised model of formal psychological therapy. Currently, all students undertake placements in services for children and adult mental health services in their first year, in services for older adults and people with learning disability in their second year. In their third year they have a choice of placements across a wide range of specialisms.
Students have weekly supervision at their placement from a qualified clinical psychologist, who is an honorary tutor at the University. Students set placement goals with their supervisors within their induction period. These are tailored in the light of the student's needs and the opportunities available in the workplace. Each student also has an appraisal tutor at the University. This member of staff visits each placement to meet the trainee and supervisor and check on progress using a standardised mid placement visit form. The trainee also keeps a log of experience showing the range of work and degree of supervision received. At the end of the placement, the supervisor provides feedback to the University using an end of placement form on which they rate the students clinical and professional competence in relation to a number of required areas. The trainee also completes a formally assessed piece of course work in relation to each placement and its associated teaching. All paperwork for each placement is provided to the trainee in a 'placement pack' which has recently been made available in electronic as well as a paper format. Completed forms provide a record at the University of student progress.

Special features
The Clinical Psychology Doctorate is an integrated 3 year Course leading to a qualification that is recognised by the British Psychological Society (BPS) as conferring eligibility for status as a Chartered Clinical Psychologist. This recognition allows the graduate to pursue a career as a Clinical Psychologist in the NHS. The core purpose of the profession is 'to reduce psychological distress and to enhance and promote psychological well-being by the systematic application of knowledge derived from psychological theory and data.' (Division of Clinical Psychology, BPS, 2002).

Case Study 5, Programme in which students use their current work experience to enhance their professional practice

Distance Education programme for Teachers of Children with a Visual Impairment in the School of Education

Length of operation
The School of Education has an international reputation for Special Education and offers a range of separate Distance Education (DE) programmes to train specialist teachers. Qualified teachers can undertake courses in the areas of visual impairment, hearing impairment, multi-sensory impairment, speech and language impairment, learning difficulties and emotional and behavioural difficulties. The longest established of these DE programmes is the two year programme for teachers of the visually impaired which was established in 1981.

Number and type of students involved
Students on the programme are already experienced schoolteachers who are seeking to achieve a specialist qualification in the education of children with a visual impairment (VI). By law teachers working with classes of children with VI must gain a specialist qualification within three years of beginning work in this field.
Currently there are 95 students registered on the VI Distance Education programme.

Nature of Work-based Learning
The Distance Education programme consists of 4 modules, 3 of which are 'core', with an optional fourth

module offering the opportunity for students to choose the areas which they wish to study in greater depth. All the modules are focused on visual impairment and are assessed through written assignments. Students may opt to study at Level 3 or level M. All students have also to complete two assessed teaching placements (17 and 15 days duration) and provide evidence of their competency in Braille.
The programme modules are delivered in a variety of formats including:

- Core written unit
- Supplementary materials comprising of audio/video cassettes and additional reading materials
- 4 residential weekends (2 in each academic year) which include lectures and practical workshop sessions
- Regional seminars and study days (up to 4 in each academic year)
- An on-line Braille Course

University Programme Tutors have responsibility for the overall organisation and structure of the VI programme and are supported by a national network tutors and supervisors who are themselves qualified and experienced teachers of the visually impaired. These tutors and supervisors hold senior posts in schools and services and help guide and monitor small groups of students through their studies.
Tutors and supervisors are paid and prepared by the University to fulfil their roles. Each tutor will manage a regional group of approximately 4-6 students and as part of their responsibilities they attend training days that include sessions on the marking and moderation of assignments, and the supervision of teaching placements. By undertaking roles as tutors and supervisors, experienced practitioners can share their expertise with teachers who are inexperienced in working with children with a visual impairment. Through their active involvement with the University and the range of other schools and services where their students are based, they are able to keep abreast of new literature and practices in the field and maintain professional links with colleagues across the country.

Special features

Students on the programme continue to work fulltime. This allows students to make an immediate link between theory and practice in their studies, and employers to provide continuity in their services to children. Many students prefer the flexibility of distance education since it allows them to stay at home whilst studying, enabling them to fulfil family or social commitments, and to study at a time and in a place that is convenient . To assist students, employers are advised that teachers need to be released for a minimum of half a day each week to study. As part of the initial application procedures employers are required to complete a contract with the University to confirm that the student will be allowed free study time. In addition the programme schedule is designed to allow intervals between modules so students can have some respite from their studies.
Employers are involved from the start of the programme by assisting students in an audit of their existing skills against the professional standards for teachers of children with Special Educational Needs which were recently introduced by the government. This helps students to identify the areas where they need to development and to guide their choices in the optional elements of the programme and in their choice of teaching placements.

Case Study 6, Award of credit to employer-based scheme
University Diploma in Management and Communication, in the Centre for Lifelong Learning

Length of operation
Three years.

Number and type of students involved

So far, about 10-12 students have achieved their diploma, and several of those have now gone on to other University of Birmingham programmes.

Nature of Work-based learning
This is accreditation of the Sergeants Training Programme which is conducted by West Midlands Police Training Department. Participants undertake a series of selection procedures to gain acceptance on to the Sergeants Training Programme and the majority of Police Sergeants have up to 10 years experience in the police force, together with a large number of training programmes already achieved. The Sergeants Training Programme then provides a considerable amount of pre-course self-study material, followed by a number of weeks residential training and then a period of up to nine months to prepare a portfolio showing how they've put their learning into practice. We have mapped the learning outcomes for the

Sergeants Training Programme against the learning outcomes of three 20-credit, level 2 modules within the Management and Communications pathway of the Combined Studies degree framework. To gain the diploma, students' portfolios are inspected and they are also required to submit a further piece of reflective writing on the nature of their work.

Special features

All the main teaching is conducted by the West Midlands Police Training Department and the portfolios are evaluated and moderated by police staff as well as by university staff.

Case Study 7, Awards made on schemes negotiated with employers

University Certificate in Management and Communication with Birmingham Housing Department, located in the Centre for Lifelong Learning

Length of operation
Three years.

Number and type of students

Between 75 and 100 students per year going through in groups of 15-20. Each student attends for twenty one-day workshops and six action learning sets. The majority of the students are first-line supervisors and managers. However, the Local Authority is keen to redress imbalances in their staffing numbers and has therefore identified positive action groups so that somewhere in between 20 and 35% of the students are black or from minority ethnic groups, some have disabilities, so that the achievement of this programme can work towards removing some barriers to promotion.

Nature of Work-based learning
This is a practice-based Management Development programme written in close conjunction with the Local Authority as the employer and closely reflecting the needs of the workplace. The employer provides facilitation of the action learning sets, which support this programme and the aim is to meet the employer's business needs as well as the academic needs of the participants.

Special features

Constant employer involvement throughout the programme from design, approval of assignments, attendance at staff/student consultative groups, and hosting award ceremonies. The majority of students have come from the Housing Department although there are a growing number of students from across different departments within the Local Authority within their own Management Development department. This programme has now extended to black and minority ethnic workers within the voluntary and community sectors, with one or two minor amendments.

Case Study 8, two examples of CPD activity in collaboration with employers without credit in the School of Engineering

1. Frito Lay Food Science & Engineering Summer School
How long in operation

Course completed

Number and type of students involved

Approximately 50 students attended the course that was run four times in two years.

Nature of Work-based learning
This is a non-accredited programme building on the success of the IGDS* in Advanced Food Manufacture run over the last five years jointly by Nottingham and Birmingham Universities. Frito Lay are the largest global snack food manufacturer responsible in the UK for such brands as Walkers crisps, Doritos and Wotsits. They have their European R & D centre based in Thurmaston Leicester. The company approached the IGDS scheme and were looking to undertake training in Food Science and Engineering for their R & D staff tailored to the company's requirements and without the need for assessment built in to the programme.
A six-day course was developed by staff from Birmingham and Nottingham Universities in conjunction with the company, building in learning outcomes. The course included a significant amount of pre-course reading and six intensive days of lectures and workshops delivered by University staff and external speakers. Much of the material developed for the IGDS course but was tailored to the company's specific

needs.

Special features

A key feature of the programme was the close co-operation between the Universities and the company. Extensive feedback provided from the first course was used to tailor the course even more closely to the company's requirements.
* Integrated Graduate Development Scheme

2. GlaxoSmithKline, Workshop in Particle Technology.

How long in operation
Course Completed

Number and type of students

Approximately 30 delegates attended the programme from many of the GSK UK and European sites.

Nature of Work-based learning
GlaxoSmithKline has worked with the Department of Chemical Engineering on research and training previously. The company had been made aware of the Advanced Pharmaceutical Technology Masters Training Package, but had specific areas of interest in powder handling and particle technology.
The company were looking for a non-accredited short course to be delivered to many of their team members involved in this specialisation over a two day period one day sessions split over several months. The department worked with the training department at GSK to develop a course suited to the company's needs and at the level required by their personnel.

Special features

The programme was delivered at the company's site using specific expertise in the department of chemical engineering. The course is allied to, but a specialisation of, aspects of the existing Masters Training Package in Advanced Pharmaceutical Technology.