

A child wearing a green flight suit and goggles, standing on a silver suitcase with arms outstretched, symbolizing achievement and self-efficacy.

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Developing “self-efficacy” through Professional Practice awards

An overview of the changes in approach for the School of ARES

Overview of awards available in School of ARES *

*except FdSc Vet nursing as block placements are an integral part of the course & part of RCVS requirements

Placement Diploma in Professional Practice

- 36 weeks+
- SW route
- Year 3 following completion of L5 (L4 FdSc)

Placement Certificate in Professional Practice

- 6 weeks +
- FT student route
- Summer following completion of L5 (L4 FdSc)

Previous award & background information

- **Diploma in Professional Practice**

- 750 word report on structure of organisation
- Reflective journal maintained during placement
- Presentation at Placement Showcase

- **Certificate in Profession Practice**

- Reflective journal
- Presentation at Placement Showcase

- **Graded (pass, commendation, distinction)**

Placement
assessment “works”
but is the award as
good as it could be?




1. Quality of academic work – an honest critique

- Limited engagement with report - organisation & structure
- Reflective journal – very descriptive in nature in many cases – suggests an inability to self-reflect & understand “self”
- Employer feedback rarely / never evidenced within student work
- Grades received were not always aligned with work achievements
- Particularly apparent when things go wrong....

2. Feedback from employers / work experience providers

- School of ARES have very supportive employers & organisations
- Long standing relationships with alumni involved
- Personalised & bespoke - need careful management & individual approach to placing students (high risk / specialist)
- Employer survey – university wide survey run by Employability business team each year
- Results helped to inform improvements & changes



A little more contact with course tutors about content of the course to make sure that we are giving the student the best opportunities to improve their practical ability. I would also welcome being able to feedback personally about how the students are doing, not just at the end!

As this was the first placement student we have had, I felt a little unsure of what our responsibilities were and a bit more guidance on this would have been useful.

Perhaps an assessment questionnaire of the students' performance with us rather than just how many hours/weeks or months they have completed

Make contact with me to explain how we can all get the best out of the placement

3. Focus groups (2016-17 & 2017-18)



The value of work placements is well recognised

- Placements have been found to make a student more employable (Hadfield, 2007; Phillips, 2007)
- Large scale analysis of attainment in HE supports the link between placement and degree outcomes (HEFCE, 2009)
- Driffield *et al.* (2011) asks the important question “do placements lead to better marks, or do better students choose placements?”
- [Psychology] students who consider taking a placement are more conscientious and more autonomous than students who do not consider taking a placement (St Clair-Thompson & Chivers, 2018)

Curriculum Refresh & employability

- ▶ Authentic, realistic and relevant (C21) curriculum: Work Integrated Learning (WIL) - real life experience, technologies & environment
- ▶ Career Development Learning (CDL) – key component of employability & an opportunity for students to focus on developing their own employability (Benton, 2015)
- ▶ Students should be exposed to a combination of CDL and WIL to maximise their employment potential (optimal economic and social outcomes) Reddan & Rauchle, (2012)



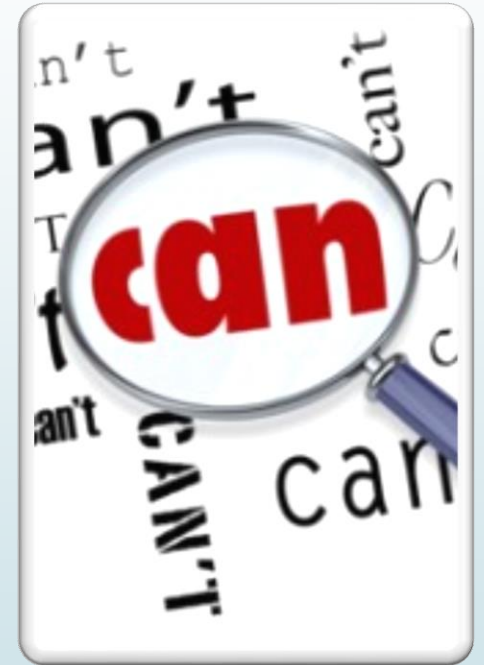
Self awareness

Self confidence

Self efficacy

Self efficacy in an educational context

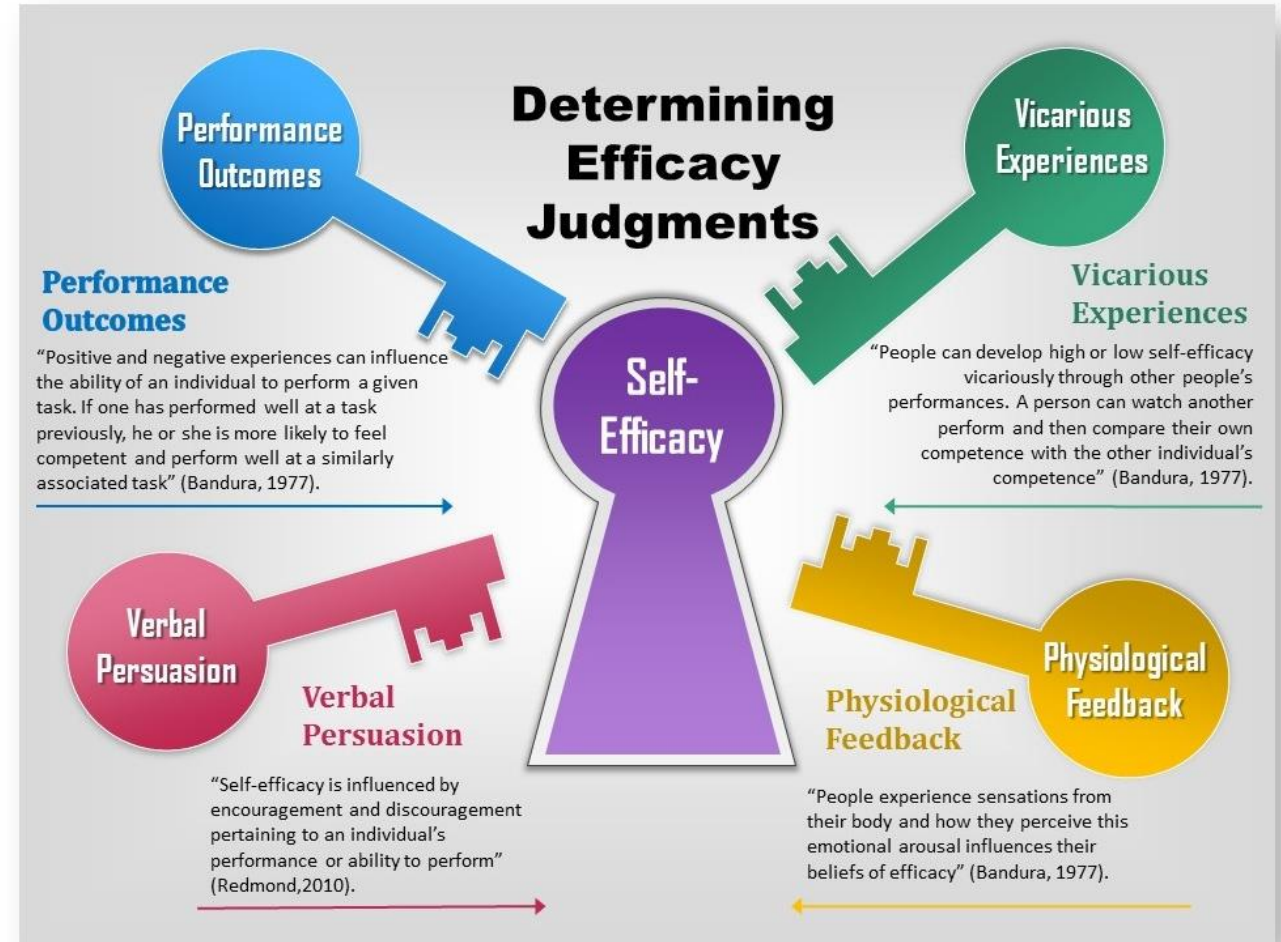
- Self efficacy refers to people's judgement of their capabilities to organise & successfully complete a task (Bandura, 1997)
- In an educational setting may also be referred to Academic Self Efficacy (ASE)
- ASE has been reported to positively correlate with academic performance (Robbins *et al.* 2004; Richardson, Bond & Abraham, 2012)
- Zimmerman, 2000 describes self efficacy as an essential component for successful learning



Sources of self efficacy beliefs

- Past performance / performance outcomes
- Vicarious experiences (observing others perform)
- Verbal persuasion
- Physiological cues/ physiological feedback (emotional arousal)

How can I utilise this for placement awards?



What are we trying to achieve?

Career Development Learning
incorporated – use placement as a tool
for self-understanding

Personalise & make placement award
meaningful & challenging to each
student

Fit any level of experience, background
& direction of travel

Develop self-awareness and facilitate
development towards self efficacy

**Refocus on the purpose of
placement award & enhance the
potential of a transformative effect
on students**



How did we bring this to life?

Self reflection,
evidence &
feedback. Tutor
& employer
support student

What have you
done before? How
did it go? What
haven't you done?
What do you want
to achieve?

Sharing
personal
objectives &
aims with
employer on
arrival

What is your
current & required
level of
proficiency & how
do you plan to
get there?

Past performance /
performance outcomes

Vicarious experiences
(observing others
perform)

Verbal persuasion

Physiological cues/
physiological feedback
(emotional arousal)

The placement award process...





Home ▾ Pre- Placement ▾ During Placement ▾ Placement Showcase ▾ Placement Blog



Your Placement Planning Process

Personal Objectives ([PoP](#)) Plan

Once you have confirmed your placement(s), you will use the job description / job role and responsibilities to create a [personal objectives plan \(PoP\)](#). This is a summary of measurable objectives and summarises what you personally hope to achieve from the placement and your time in industry.

ARES Placement Award Workbook (Certificate & Diploma)

If you are heading out on placement from Summer 2019 please use the workbook below to load your completed Personal Objective Plan (POP) before you go on placement. On arrival you will need to upload your final objectives after meeting with your employer. The workbook will guide you through all stages required for the award, any questions email cassie.white@ntu.ac.uk



You need to share your objectives with your organisation

Agreeing objectives with your placement organisation

On arrival in the workplace, you should have met with your supervisor (as part of induction), shared your personal objectives plan and agreed on your finalised aims for your placement. These agreed objectives should now be uploaded and evidenced as part of your placement award

[Personal Objective Plan \(PoP\)](#) (see 2nd page of document)

Initial feedback
from summer
certificate will be
available Sept 19

Diploma students
due Sept 2020



Until September....



Thank you to....

- **Carla Lees Limb, careers consultant & co-author**
- 2016-17 & 2017-18 SW student cohort for their feedback, advice & guidance
- 2018 employers, students & alumni for their feedback on new proposals
- Sarah Gibbons, NBS – sharing best practice & their “objectives” approach
- School of ARES placement tutors & course leaders for their continued support
- Tracking team – for putting up with all my changes!