

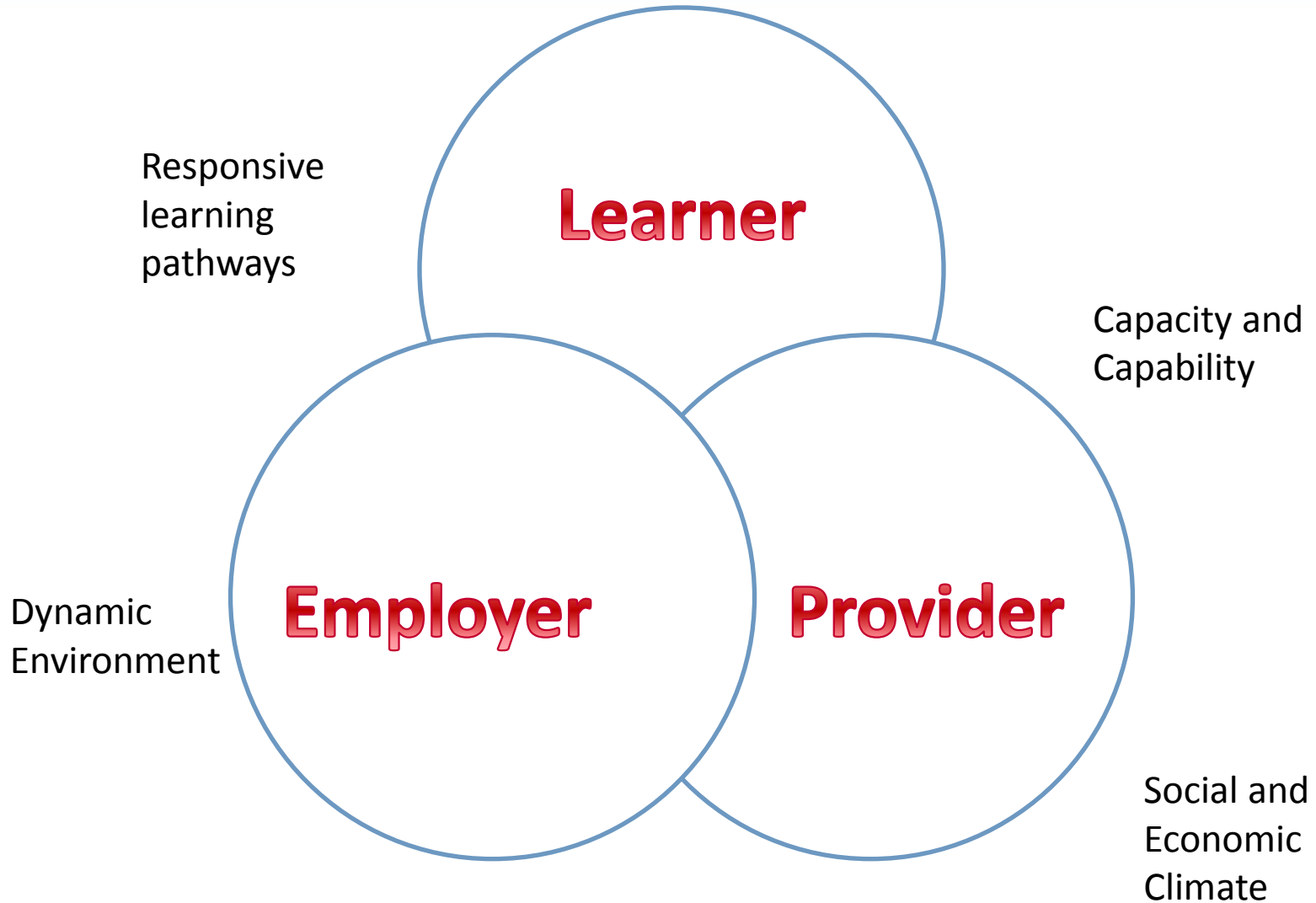
## ASSESSING LEARNING OUTCOMES

Extensibility – validation of Higher Education learning in employment  
Examples and considerations

- Intentional and unintentional
- Workplace as a valid centre for learning
- Experiential learning – prior learning
- Planned – work-based learning
- Context sensitive pathways
- Partnership approaches
- Mobility of learning and learner

The following examples are concerned with the assessment and validation of learning gained in workplace settings in the context of Higher Education Awards

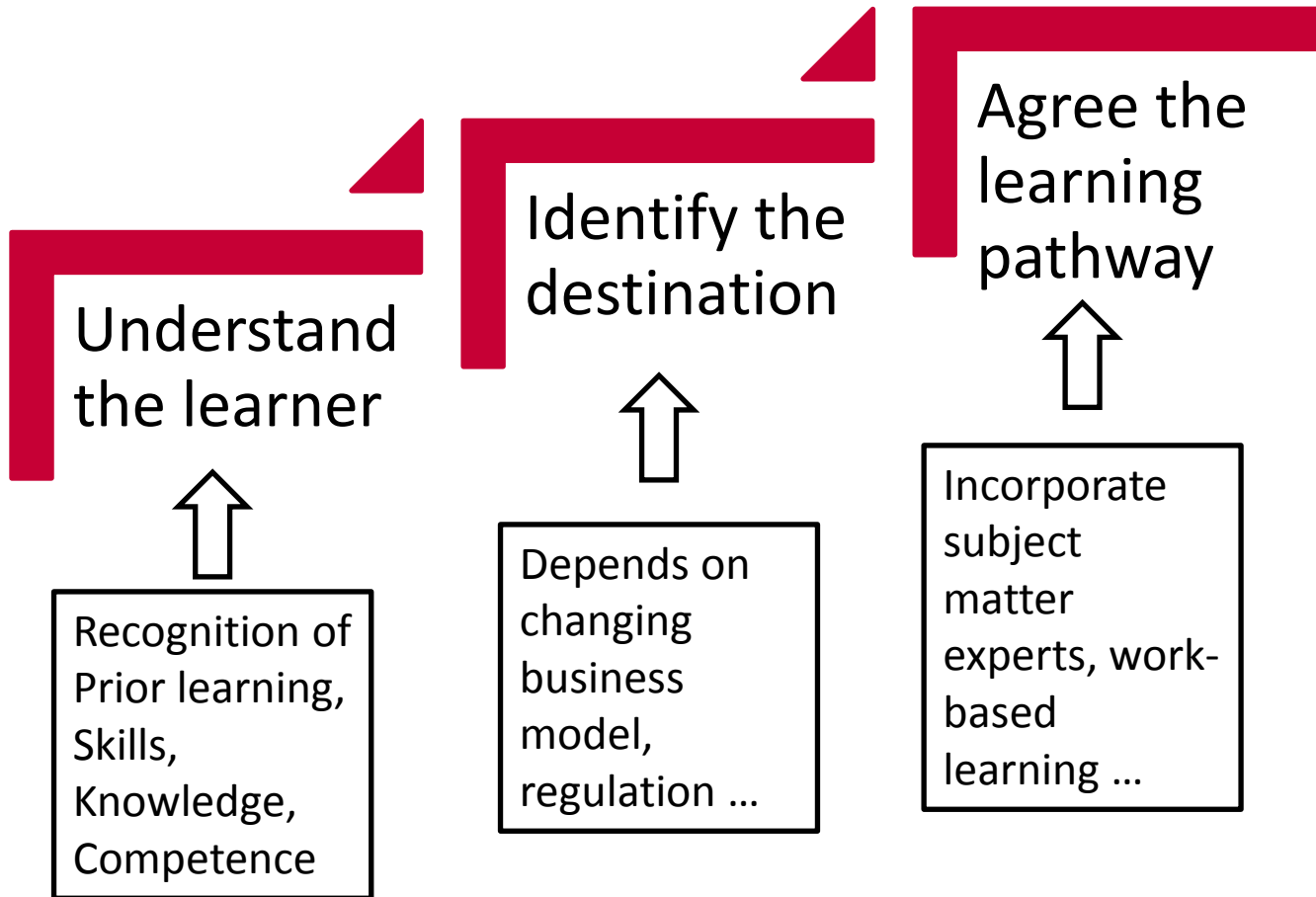
# Tripartite Learning Arrangements



# Circular Relationship



# Learning Pathways



# Some Examples



- Workplacement in Third Level Programmes
- Partnership with the Irish Naval Service
- Cloud Computing programme
- Postgraduate Certificate in Professional Practice

- Learner facilitated within Host organisation
  - Key part of most undergraduate courses
  - Contributes to employability and transferable skills
  - Supports developing relationships with employers
- From an informal to a formal arrangement with agreed learning outcomes, planned assessment and validation and credit-earning
- Of increasing importance at postgraduate level and within Structured Doctoral Education

# Irish Naval Service



- Mission: *'To be the most professional Naval Service in the world by 2016'*





# How The BSc In Nautical Science works



- Integrated 4 industry specific modules for employees which were completed and supported whilst at sea and assessed by the workplace due to the content of the modules
  - Naval command
  - Leadership and Management
  - Strategic Studies
  - Ocean Governance
- Content of the modules is related to material they are required to know in their day to day activities in the workplace
- Subject to the Academic Quality and procedures of CIT
- Led to further collaboration in terms of Masters and PhD studies

# EMC – a long time partner of CIT



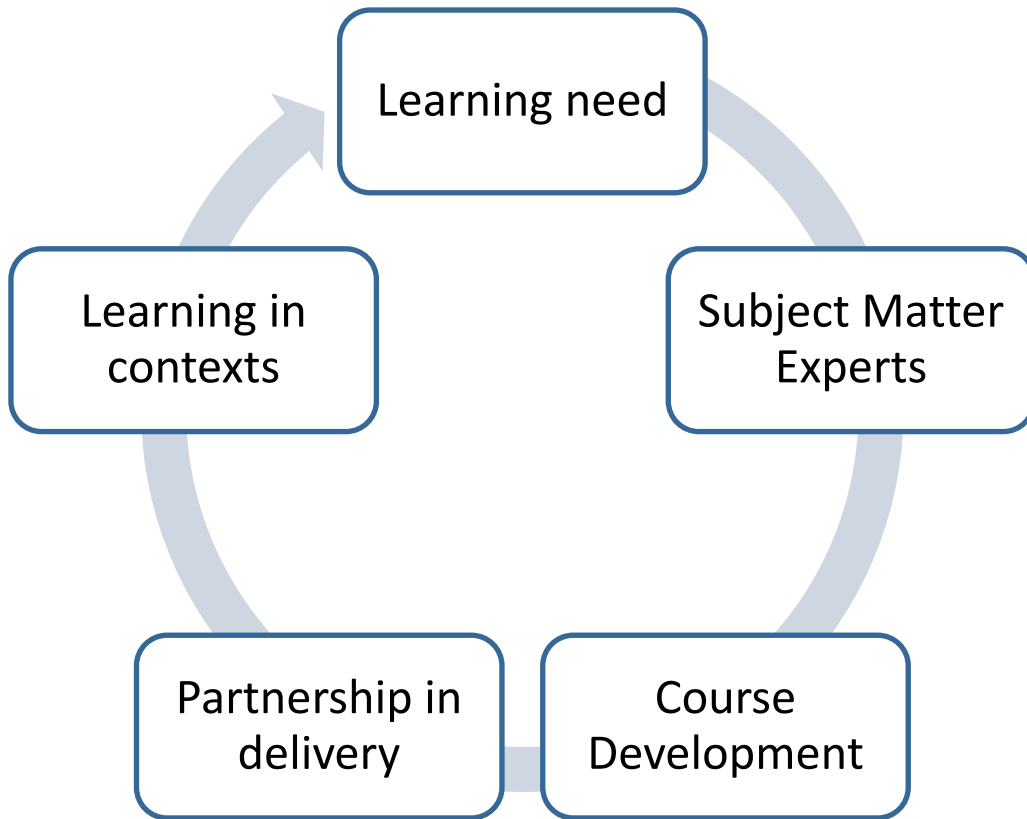
## Business Model Evolution



- 1987 - 100% Manufacturing, Headcount ≈ 20, Sq ft: 20k
- 1997 - 91% Manufacturing, Headcount ≈ 500, Sq ft: 200k
- 2011 - 37% Manufacturing, Headcount ≈ 2000, Sq ft: 600k

New Directions - New Challenges - New Learning

# Cloud Programme Development



**EMC<sup>2</sup>**  
where information lives

**Microsoft**

 **vmware**

  
**CISCO**

  
**BROCADE**

  
**RSA**  
SECURITY

 **Greenplum**

 **spring**  
SOURCE

# Postgraduate Certificate in Professional Practice



- Developed in collaboration with American Chambers Ireland and the Higher Education Authority
- Responding to the need for experienced as well as qualified workforce
- Designed as work-based learning
- 30 Credits at Masters level



- Personal Development and Employability
- Organisational Context
- Specialist Module
  - Identifying and recording learning and learning events
  - Collating and presenting evidence of learning
  - Interrogating the events in the context of the LOs
  - Reflecting on the learning and the practitioner context

# Where to learn? How to assess?



- Contribute to an ethical and professional work culture
- Demonstrate expert use of tools and materials in their chosen medium
- Formulate and solve problems in abstract algebra
- Perform, under supervision, the duties of the Officer of the Watch
- Design a formative assessment strategy for a module that the learner is currently delivering
- Analyze a real world problem and develop a cloud/LAMP based software solution
- Classify atomic and sub-atomic particles and the interactions between them
- Contribute to the preparation and delivery of a team presentation of a project
- Design recursive and non-recursive digital filters
- Explain and apply the concept of Pareto optimality

- Significant challenges for HE in planning for the co-creation of knowledge with enterprise/workplace partners
- Work-based learning as a disruptive force in education
- Implications for the design and assessment of learning outcomes
  
- Does it matter where the learning was acquired?
- Do all parties, student, employer and provider, have confidence in the learning attainment?
- What are the progression pathways?

- Coherent, credible and reliable inclusion of experiential and work-based learning into higher education award pathways
- Confidence in the learning outcomes regardless of the learning setting
- Assessment instruments and methods for ‘non-classroom’ learning
- Importance of the partnerships with employers in providing the context for the learning



# Thank you: Any Questions?

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