

Work-related learning activities should be designed so that they:

1. provide students with learning opportunities to integrate theory and practice

- Are students involved in authentic activities¹ that match as nearly as possible the real-world tasks of professional practices in a given discipline? (Bereiter, 2002; Merrill, 2002; Edelson and Reiser, 2006)
- Do the activities enable students to experience both good and bad examples of work they are expected to produce, processes they are expected to employ or behaviours they are expected to demonstrate in the workplace? (Jonassen, 2002)
- Are the activities designed in such a way that students can only carry them out in collaboration with others?² (Glaser, 1991; Nielsen, 2009; Cormier, 2008; Engestroem and Middleton, 1996)

2. achieve learning outcomes that state what the students will be able to do in the workplace

- Do the outcomes identify the standard of the expected performance rather than what the students will 'know about', 'understand' or 'describe'? (Collis and Moonen, 2001; Oliver and Herington, 2001)
- Are learning outcomes assessed authentically, i.e. through methods that resemble as closely as possible the ways in which performance is assessed in the workplace? (Gulikers, 2006)

3. encourage and support students' interest in a wide variety of careers

- Do the activities enable students to build upon, relate or apply knowledge and skills from relevant past experiences? (Andre, 1997; Bransford, Brown and Cocking, 2000)
- Does the learning process demand the application and transfer of knowledge into a new professional context or setting, beyond the ones they worked on during the course? (Tuomi-Groehn and Engestroem, 2003)

4. require students to take on an active rather than a passive role in the learning process³

- Does the task require that students demonstrate critical, independent thinking? (Pintrich and Zusho, 2002)⁴
- Are students involved in risk-taking associated with new behaviours? (Bates, 2008)
- Are they supported in coping with resulting levels of anxiety? (Bates, 2008)

5. accommodate cultural diversity

- Are students offered a range of national and international work related learning opportunities? (Fielden et al, 2007; Archer & Davison, 2008; Crossman and Clarke, 2009))
- Do learning activities accommodate culturally diverse value systems, learning styles and modes of communication and interaction? (Collis, 1999; Palfreyman and McBride, 2007; Arya et al, 2003)
- Have students acquired a level of cross-cultural competence that allows them to function effectively in a multi-cultural work environment? (Hofstede, 1991; Trompenaars, 1993; Guirdham, 2005)

¹ Authentic activities are defined as learning tasks that "match as nearly as possible the real-world tasks of professionals in practice in a given discipline; problems inherent in the activities are ill-defined and open to multiple interpretations rather than easily solved by the application of existing algorithms". For details see Reeves, T.C., Herrington, J., & Oliver, R. (2002). *Authentic activities and online learning*. <http://elrond.scam.ecu.edu.au/oliver/2002/Reeves.pdf>

² Others include fellow students as well as mentors, supervisors, practice trainers in the workplace.

³ This principle is implicit in the notion of authentic activity (see principle 1) but it is so central to work-related learning that an explicit statement is required. It is based on definitions of 'self-regulated learning' and 'learner autonomy' (see footnote 4).

⁴ "Self-regulated learning is an active constructive process whereby learners set goals for their learning and monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and the contextual format of the environment." (Pintrich and Zusho, 2002, p. 64)

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Examples of good practice in work-related learning at Glasgow Caledonian University
 (More examples are available from our website <http://www.academy.gcal.ac.uk/realworld/index.html>)

School	Caledonian Business School
Module Title	International Business Strategy (4th year)
Teaching and learning Strategy	The module focuses on the international dimensions of strategy related to the internationalisation of the firm. Students research, prepare and present the key elements of an international strategic plan for foreign companies wishing to expand their international business activities. The assignment is carried out for the directors of real-life European service companies. It involves writing a report and delivering a 30 minute group presentation to representatives from the companies. It is the students' task to recommend a realistic strategy to help Eastern European firms enter the UK market.
Assessment	Examination 50% Coursework 50%: Client-based group report and presentation

School	Caledonian Business School
Module Title	Strategic Information Management (MSc Strategic Information Management)
Teaching and learning strategy	The students on this module are provided with a realistic and challenging assignment which requires them to reflect on issues surrounding strategic information management in the NHS Ayrshire and Arran by evaluating their Information and Technology Strategy. The students adopt the role of professional consultants who are given a consultancy brief requiring them to develop a presentation to be pitched at executive level - with the NHS Ayrshire and Arran Director of Knowledge Management and e-Health as their client. They prepare a supporting narrative explaining and justifying their thinking, and their use and application of theory. They are required to give a robust defence and justification of their decisions and recommendations regarding the strategic alignment of existing technologies to the IM and T Strategy, as well as suggestions on the introduction of a range of 'newer' technologies. Bringing this 'good healthy dose of reality' to the students' coursework has been one aspect of an on-going, mutually beneficial and fruitful partnership between GCU, NHS Ayrshire & Arran.
Assessment	Open book exam: 50%, Coursework: 50%: Applied consultancy project report and presentation

School	Law and Social Sciences
Module Title	Community Links Project (3rd year)
Teaching and learning strategy	This module provides the opportunity for students to apply skills and knowledge acquired through their studies in a research environment. It is offered in place of a conventional taught course. The major emphasis is placed on independent study. Based on established contacts with numerous statutory and community voluntary organisations, individual student research projects are negotiated to meet the needs of an external agency. Students are allocated to supervisors in the university as well as the organisation and spend 9-12 weeks undertaking independent, client-based research. They demonstrate knowledge and understanding of a topical social issue, reflect on the experience of working within an outside agency and draw conclusions about the role and process of social science research.
Assessment	100% coursework: regular, reflective diary and client-based final report

School	Built and Natural Environment
Module Title	Vertical Project (all UG years)
Teaching and learning strategy	This module is an example of experiential learning. It is compulsory for all BSc (Hons) Environmental Management and Planning students in years 1-4. The objective is that students from different years work together on a real-life project that can be proposed by staff, external partners or final year students (e.g. assessing the feasibility of the Castlemilk Urban Windfarm). Teams must be comprised of students from all years who work in different roles according to their level of study (e.g. 1 st year students are 'general office staff' whereas 4 th years act as project managers). Students arrange and record their team meetings, present a project plan to their academic supervisor and present their results to a panel of academic staff, students and external partners from outside companies. Apart from an introductory meeting there is no formal teaching.
Assessment	100% coursework. The assessment is based on the learning outcomes which are different for each year of study e.g. the assessment for year 4 is a project plan (10%), log book (20%), oral presentation (20%) and a final written group report.