

Assessing the quality of Work-Related Experiential Learning (WREL) in course validation/revalidation

Overarching principles

- WREL should be demonstrated across modules at each level of study and not usually contained in one module.
- WREL should support authentic assessment that enables students to understand the work-focused aspects.
- WREL should increase in terms of rigor, intensity and proportion of learning hours at each level of study.

In addition to the above principles the following matrix sets out how to determine the quality of WREL. Where any aspects are missed or if there is a collective minimum level, they should be referred to the Head of Student and Graduate Employability.

	WREL activity type, breadth and intensity.	Externally grounded	Authentic Assessment	Career Development Learning
Minimum	<ul style="list-style-type: none"> • WREL activity is evident across all levels of study. • The time commitment to WREL is demonstrated in line with framework guidance. • Activity increases in complexity across levels such as talks, panels in Level 3&4; projects, placements, consultancy and simulations in Level 5; Major project or specific graduate transition activity in Level 6&7. 	<ul style="list-style-type: none"> • External organisations are referenced or cited when students engage in WREL activity. • The level of external involvement/reference increases at each level in line with the expected activity. 	<ul style="list-style-type: none"> • WREL activity included in formative assessment. 	<ul style="list-style-type: none"> • Students reflect on WREL activity in terms of development of their Graduate Attributes, preferably within an Employability Profile or 'living' CV.
Good	<ul style="list-style-type: none"> • WREL activity is evident across all levels of study and within multiple modules at each level. • The time commitment to WREL meets or exceeds the guidance in the framework. • Activity shows a clear increase in complexity across levels such as 	<ul style="list-style-type: none"> • External organisations are involved in the development and setting of WREL activity. • External organisations are involved in providing feedback particularly for projects, consultancy etc. 	<ul style="list-style-type: none"> • WREL activity is part of summative assessment particularly enabling student reflection on the activity and career development learning. 	<ul style="list-style-type: none"> • Students reflect on WREL activity in terms of development of their Graduate Attributes setting goals and recording experiences in an Employability Profile or 'living' CV. • Students undertake a reflective summative

	panels, challenges and mini-projects in Level 3&4; projects, global opportunities, placements, consultancy, simulations and action-based research in Level 5; Major project that is externally focused in Level 6&7.			assessment linked to the WREL activity that at least demonstrates how they have developed the Graduate Attributes.
Excellent	<ul style="list-style-type: none"> • WREL is evident across all levels and authentically embedded in most/all modules. • The time commitment to WREL exceeds the framework guidance. • Activity across levels in line with 'good' but also shows links between each level, supports cross-disciplinary activities and Level 6 major project includes interaction with external organisations including in assessment. 	<ul style="list-style-type: none"> • WREL activities are created according to the requirements of a PSRB. • External organisations are consulted when designing WREL activity and present in the introduction and assessment. • Feedback from external organisations is used to support students' assessment tasks. 	<ul style="list-style-type: none"> • External organisation feedback is used in summative assessment. E.g. the feedback employer gives are reflected on in the summative assessment or there is a practical assessment (such as a Poster Presentation) that includes external organisation feedback. 	<ul style="list-style-type: none"> • Students reflect on WREL activity in terms of development of their Graduate Attributes setting goals and recording experiences in an Employability Profile or 'living' CV. • Students submit an Employability Profile and or a reflective assignment as part of their summative assessment capturing all aspects of their career development learning. (attributes, goals, experiences)