

Work Related Experiential Learning Framework

Work-Related Experiential Learning Design Principles

These work-related experiential learning (WREL) design principles allow Schools and subject areas autonomy in designing WREL activities without those activities specified within the framework.

Overarching principles

1. WREL is most effective when encountered by students in a consistent and planned way across every level of their course (i.e., embedded).
2. WREL should be 'authentic' both to the subject/disciplinary content of the course and to the tasks and skills students will encounter in the workplace and in life after graduation.
3. WREL should be rigorous and develop in intensity across levels of study both in terms of time dedicated and complexity so that students understand, record and can articulate their growing development of work-related skills, knowledge and attributes.
4. WREL should be externally grounded to give the most authentic experience of work. This should include external placements and projects or live briefs driven/designed by external organisations (including academics as practitioners).
5. WREL can be informed by research. This might include opportunities for student involvement in research and consultancy, e.g. within knowledge exchange partnerships.
6. WREL elements should be assessed, in line with the University's commitment to authentic assessment (LTSE action plan and Principles of Assessment). External organisations should be involved in feedback preferably including formative assessment.
7. Multi-subject projects that enable students to collaborate across disciplines in reflection of likely future work should be developed where possible.
8. Graduate data in terms of likely outcomes, labour market trends and skills shortages should be considered when deciding and planning the most effective types of WREL for each subject. For example, entrepreneurial and social enterprise should be utilised where appropriate.
9. Student understanding of how WREL prepares them for their future (work or study) should include reflective assessment on existing and new experiences.
10. Where possible, the value of work should be demonstrated by opportunities to earn while you learn, including paid placements and remuneration for live projects where a monetary gain has been established. In addition, this will support students who undertake significant paid work alongside their studies to prevent disadvantage by taking time away from work for a placement or project.
11. Globally focussed activity such as overseas work, globally focussed local projects and overseas study should be a core activity of WREL so that students understand the importance of a global mind set.
12. All opportunities should be challenging and sustainable being fluid and flexible to suit curricular, external and student needs. The opportunities should be designed to elicit a sense of pride and achievement for the students that participate in them.

Minimum expected scale of WREL

Courses should utilise a number of the activities listed below in order to support breadth of experience and exploration of various styles of career. These should be authentic to the subject discipline, extracting from subject disciplines reflections on and acquisition of graduate attributes and employability. They should ensure a proportionate quantity of validated contact time. This should align with the University's academic framework, where 10

credits = 100 hours, and therefore one full time academic year is 120 credits and 1200 hours (undergraduate) and 180 credits and 1800 hours (postgraduate taught).

Level	Recommended Total Hours	Estimated Contact Hours	Percentage of total hours
3	70	15-20	6%
4	120	25-30	10%
5	200	33-44	17%
6	200-400	10-40	17-33%
7	200	20-30	17%

Many courses with a professional alignment and/or accreditation from a PSRB will significantly exceed the above hours.

Progression through the levels of study

Embedding WREL into the curriculum increases student progression, post study. It is also beneficial to link and build upon the activities undertaken in the previous year of study demonstrates progression and provides cohesion in the offer. This also ensures the offer is both integrated and meaningful. For example, a live brief in level 4, becomes a consultancy assignment in level 5 which translates to an industry focused final year project in level 6. Consideration of the journey students will navigate as WREL is embedded across our curriculum is key to its successful implementation. It is good practice to build this progression into the students' WREL journey, however, it is not an essential requirement for implementation.

Level 3-foundation years WREL proposals

Designed to support student exploration of career and future ideas alongside how learning outcomes on their course fit with work. At this stage, students begin the acquisition of skills and attributes.

Level 4 WREL proposals

Designed to support student exploration of career and future ideas alongside how learning outcomes on their course fit with work. At this stage, students begin the acquisition of skills and attributes.

Level 5 WREL proposals

Designed to enable students to apply learning to work and to build a portfolio of evidence that demonstrates using and developing their knowledge skills and attributes in work focused settings or project.

Level 5B WREL proposals

This level only exists for those full-time undergraduate students that undertake a year in industry or a year abroad. It is not intended to require immediate change to where placement years and study abroad years exist between level 5 and 6 in the current curriculum model.

To enable students to apply their knowledge, skills and attributes in an extended experience in a workplace or global setting. Students should complete 1100 hours over a minimum duration of 30 weeks in a workplace or global setting. In time the workplace could include 1100 hours setting up and running a business or freelance enterprise from a dedicated business start-up facility.

Level 6 WREL proposals

Designed to enable students to undertake work-related experiential learning authentic to their subject which, through appropriate intensity develops their knowledge, skills and attributes and supports their articulation of these in their transition to a success after graduation.

Level 7 WREL proposals

For one year (based on full-time attendance) taught postgraduate courses would follow the same model as the main four activities as at Level 5 but with greater intensity, output and autonomy. Students therefore would be able to develop and apply skills gained both from the early stages of postgraduate study and their undergraduate discipline through a work-based setting which would develop evidence and networks to support progression. For those who have previously studied at undergraduate level at York St John this would be a familiar approach but provide greater stretch and career relevance. For those students new to York St John there would need to be an initial audit of knowledge, skills, attributes, experiences and achievements that would be done through early engagement with the employability passport.

For two-year programmes with placement postgraduate routes, the current model of a placement or taking part in the Venture Creation Lab should be maintained.

WREL proposed activity by level

This list is not exhaustive. The WREL framework design principles allow Schools and subject areas autonomy in designing WREL activities to ensure the activities are embedded, authentic to their disciplines, integrated and meaningful to the degree programme and associated programme learning outcomes.

Level 3-foundation years WREL proposals

Type	Work-shadowing, employer-based field trips, simulation or observation
Description and requirements.	<p>For work shadowing students would be required to arrange and reflect on work-shadowing related to a career interest or aspect of the vocationalism of the course. They should consider locality and opportunity in determining their choice. They can reflect on previous experience. The shadowing should be at least 5 hours and should be accompanied by structured reflective activities embedded into courses. Hours associated with independent study should be clearly articulated.</p> <p>For simulations / observation this activity could be individual or group and preferably take place off-campus. It could be a visit to an employer, conference, fair or observation of a procedure process. Examples would include: Visits to view court cases, classroom teaching observation, observation in a healthcare setting, tour of local charities or SMEs related to the subject, trade or careers fair.</p>
Assessment and outputs	<p>Students would be required to record this experience within their 'Employability Passport' together with a reflection on their career exploration and self-awareness.</p> <p>Assessment could include reflection on 'commercial awareness' (one of the enablers of the graduate attribute Professional) including</p>

	student reflection on how their course, learning, skills attributes and values might relate to possible future work choices, the labour-market and routes or further educational and work-experience development required for a successful transition.
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Type	Guest speaker sessions
Description and requirements.	These could be a number of sessions that provide external context to the learning undertaken. Rather than a description of their work or a 'sales pitch' for a particular job/career these sessions should support student understanding of how their course might relate to future employment opportunities. Guest speakers should be encouraged to use real examples to evidence the link between learning and employment.
Assessment and outputs	Students should reflect on how this is developing their graduate attributes and enablers and supporting their exploration of future career opportunities including developing their self-awareness. Students should record this within their employability passport.

Type	Work placement and part-time work
Description and requirements.	Where appropriate modules could include placement activity or reflection on activity that has been undertaken. The placement should be c.30 hours The most important aspect is that they begin to understand the link between work and study and the need to broaden their experiences to drive career confidence.
Assessment and outputs	A reflective assessment including the knowledge, skills and attributes gained from previous or new employment. This should include the requirement to use the STAR (Situation, Task, Action, Result) articulation method to demonstrate an example of how they might evidence a skill, attribute or competency.

Level 4 WREL proposals

For breadth of experience and styles of career exploration programmes should utilise a number of the activities below totalling at least 120 hours of their learning, including a proportionate quantity of validated contact time. Where possible these should be spread across modules and semesters and mapped clearly and explicitly for students to identify the array of activities undertaken.

(Note some known overlap with level 3)

Type	Work-shadowing, employer-based field trips, simulation or observation
Description and requirements.	For work shadowing students would be required to arrange and reflect on work-shadowing related to a career interest or aspect of the vocationalism of the course. They should consider locality and opportunity in determining their choice. They can reflect on previous experience. The shadowing should be at least 5 hours and should be accompanied by structured reflective activities embedded into courses. Hours associated with independent study should be clearly articulated. For observation this could be individual or group and preferably take place off-campus. It could be a visit to an employer, conference, fair or

	observation of a procedure process. Examples would include: Visits to view court cases, classroom teaching observation, observation in a healthcare setting, tour of local charities or SMEs related to the subject, trade or careers fair.
Assessment and outputs	<p>Students would be required to record this experience within their 'Employability Passport' together with a reflection their career exploration and self-awareness.</p> <p>Assessment could include reflection on 'commercial awareness' (one of the enablers of the graduate attribute Professional) including student reflection on how their course, learning, skills attributes and values might relate to possible future work choices, the labour-market and routes or further educational and work-experience development required for a successful transition.</p>

Type	Project or live-brief
Description and requirements.	<p>An externally set and evaluated project to be undertaken in groups or a commercially relevant live brief that can be undertaken in groups or individually. Projects could be globally focussed.</p> <p>The activity should be undertaken in 50-80 hours and involve the creation of a product, idea or solution.</p> <p>Where possible students on less directly vocational courses should have a choice of the types of projects or brief, they could undertake and opportunities brokered should reflect authentically the course and values of students such as social justice projects.</p>
Assessment and outputs	Formative assessment of the idea, product or solution should preferably be driven by the external organisation setting the project or via a pitch to the whole group with feedback. Unless the actual project or live-brief output is required to be assessed, students should undertake a reflective assessment that enables them to understand what was successful or not and reflect on what they would do differently, reflect on the skills and attributes they have gained and how they would evidence these in an application or interview, reflect on how this activity might shape their future career ideas and what steps they should take (outside of their course) to move ideas forward.

Type	Guest speaker sessions
Description and requirements.	These could be a number of sessions that provide external context to the learning undertaken. Rather than a description of their work or a 'sales pitch' for a particular job/career these sessions should support student understanding of how their course might relate to future employment opportunities. Guest speakers should be encouraged to use real examples to evidence the link between learning and employment.
Assessment and outputs	Students should reflect on how this is developing their graduate attributes and enablers and supporting their exploration of future career opportunities including developing their self-awareness. Students should record this within their employability passport.

Type	Work-placement and part-time work
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Description and requirements.	Where appropriate modules could include placement activity or reflection on activity that has been undertaken. The placement should be c.30 hours and be accompanied by proportionate in class contact time for preparation, reflection and connection with course/discipline. Students should be encouraged to undertake new placements that help them understand how they are developing professional and the possible highly-skilled outcomes available to them. The most important aspect is that they begin to understand the link between work and study and they need to broaden their experiences to drive career confidence.
Assessment and outputs	A reflective assessment including the knowledge, skills and attributes gained from previous or new employment. This should include the requirement to use the STAR (Situation, Task, Action, Result) articulation method to demonstrate an example of how they might evidence a skill, attribute or competency. The reflective assessment should also require the student to reflect on how this experience has developed their self-awareness and opportunities for future placements or career.

Type	Professionally focussed placements or PSRB approved simulations.
Description and requirements.	These are validated placements or approved simulations in which the hours and type are directed by the relevant PSRB.
Assessment and outputs	<p>Students should be assessed against required standards and competency.</p> <p>This process should be further enhanced to require students to reflect on their development of the graduate attributes and enablers and record these in their employability passport.</p> <p>Assessment should include student understanding of the wider critical attributes required to prosper in all types of work. This is crucial in supporting their successful application for opportunities following their vocational course. Whether training in healthcare or education employers would expect attributes and soft-skills to be evident.</p>

Level 5 WREL proposals

Students will still be undertaking exploration of their ideas, values and skills and how they relate to work. Therefore, activity should build on the skills and attributes already developed at level 4.

Type	Work placement
Description and requirements.	Student should undertake up to 120 hours of placement in a work-based setting (or 60 if also undertaking another activity) with a further c20-40 hours for planning and preparation and c20-40 hours for goal-setting, portfolio building and reflection. This could be a single module with time set aside for students to undertake the placement but 50% of the hours could include work or volunteering already undertaken (e.g within the past year). It cannot include placement activity from Levels 3 and 4 to avoid double credit. Placements should encourage exploration of highly-skilled activity so lower skilled work opportunities should not be counted unless there is a substantial project attached to it.

	A placement could be substituted for up to 160 hours spent planning and trialling a social enterprise or business idea with 20-40 hours of goal-setting, portfolio building, reflection and assessment.
Assessment and outputs	Students should create a portfolio of evidence of work-based activities undertaken on their placement and include how they have helped them develop graduate attributes, the enablers and other skills. This portfolio should be completed within their employability passport. Students should draw on the evidence in their portfolio to complete their summative assessment. The assessment should include wider reflection of career aspiration and how the experience developed their professional network.

Type	Project or Live Brief
Description and requirements.	Students should undertake a significant project or projects up to 160 hours with a further c20-40 hours for presentations, pitches and reflection. The project should be set by an external organisation or industry expert and where possible they should provide feedback on ideas and solutions which should support formative assessments.
Assessment and outputs	A final reflective assessment should enable students to reflect on the development of attributes, the enablers and other work-related skills. In addition, students should be encouraged to reflect on what they learned from the aspects of the project that didn't go well and how this might alter their approach in the future. Students should record aspects of this reflection within their employability passport and include reflection on impact on their future aspirations.

Type	Consultancy
Description and requirements.	Students should undertake a consultancy project or projects up to 160 hours with a further c20-40 hours for presentations, pitches and reflection. The project should be set by an external organisation or industry expert and where possible they should provide feedback on ideas and solutions which should support formative assessments.
Assessment and outputs	A final reflective assessment should enable students to reflect on the development of attributes, the enablers and other work-related skills. In addition, students should be encouraged to reflect on what they learned from the aspects of the consultancy that didn't go well and how this might alter their approach in the future. Students should record aspects of this reflection within their employability passport and include reflection on impact on their future aspirations.

Type	Applied research
Description and requirements.	Students should undertake a research project or data gathering as part of a larger research project up to 160 hours with a further c20-40 hours for presentations, report writing and reflection. The research should focus on developing evidence in support of community and social justice initiatives or improving commercial

	effectiveness of an organisation such as customer feedback or defining new customer groups.
Assessment and outputs	A final reflective assessment should enable students to reflect on the development of attributes, the enablers and other work-related skills. In addition, students should be encouraged to reflect on how their developing research and analytical approach can be utilised in future career opportunities including further study. Students should record aspects of this reflection within their employability passport and include reflection on impact on their future aspirations.

Type	Professional Development or Global Citizenship Module
Description and requirements.	<p>Students who are registered on courses with a placement year or apply for the newly devised global opportunities year will undertake a 20-credit module that:</p> <ul style="list-style-type: none"> Prepares them for placements or global opportunities Supports acquisition of a placement or global opportunity from identification to application Provides them with credited recognition of their professional and personal development if they subsequently don't progress onto a placement year or year abroad. <p>Students will undertake or reflect on c30 hours of project or placement work as part of this module.</p>
Assessment and outputs	Students will create a plan for success in acquiring an opportunity and how to successfully complete their placement year or year abroad. The summative assessment would be a reflection on the challenges and success with a plan for what they would want to achieve in their placement year or year abroad or future opportunities should they not secure a placement year or year abroad.

Type	Professionally focussed placements or PSRB approved simulations.
Description and requirements.	These are validated placements or approved simulations in which the hours and type are directed by the relevant PSRB.
Assessment and outputs	<p>Students should be assessed against required standards and competency.</p> <p>This process should be further enhanced to require students to reflect on their development of the graduate attributes and enablers and record these in their employability passport.</p> <p>Assessment should include student understanding of the wider critical attributes required to prosper in all types of work. This is crucial in supporting their successful application for opportunities following their vocational course. Whether training in healthcare or education employers would expect attributes and soft-skills to be evident.</p>

Level 5b WREL proposals

To enable students to apply their knowledge, skills and attributes in an extended experience in a workplace or global setting. Students should complete 1100 hours over a minimum duration of 30 weeks in a workplace or global setting. In time the workplace could include

1100 hours setting up an running a business or freelance enterprise from a dedicated business start-up facility.

Type	Year in Industry or Year Abroad
Description and requirements.	Students should undertake 1100 hours, over 30 weeks either in: A workplace in the UK A workplace overseas Study overseas A 50/50 combination of work and study overseas
Assessment and outputs	During the placement or global experiences students will gather a portfolio of evidence of their experiences and achievements and reflect on the skills plan they made at Level 5. They will record feedback from supervisors, mentors and tutors and set goals. This will be part of ongoing reflective assessment of development of attitudes, aspiration, values and abilities that will lead to either a Professional Development Diploma or Global Citizenship Diploma. On return to university in their final year students will deliver an assessed presentation of their experiences and what they learned from it drawing on the above.

Level 6 WREL proposals

Designed to enable students to reflect on the work-related learning and embedded employability across previous levels of study and articulate them in terms of:

- Future aspirations, particularly in relation to work, business start-up of self-employment and further study
- Knowledge, skills and attributes (particularly YSJ Graduate Attributes) and how they relate to and open up graduate employment opportunities and further study
- As evidence to support applications for work, study and funding
- Their achievements and experiences and how they have prepared them for future work and/or study

Type	Progression planning
Description and requirements.	Students will undertake proactive reflection and planning preferably though a specific module or as a significant component of other Level 6 modules. This would include early input in their final year on Career Thinking and Career Development to support the link between their learning, knowledge, skills, attributes, values, experiences and achievements and plans for after they graduate. Students should undertake a gap analysis to maximise any further opportunities to acquire experience that would improve their progression. They would be encouraged to identify potential barriers to success and understand support available to them. Students would continue to establish and draw on networks through employer presentations, employer feedback on portfolios and artistic work, networking with employers at final degree shows and undertaking mock application and assessment centres. They would build an online professional profile utilising the appropriate digital platform for their aspirations.

Assessment and outputs	<p>Students should set goals and complete their employability passport before transferring elements into online professional portfolio.</p> <p>They should evidence this in formative feedback from employer focussed activity such as employer feedback on work or an assessment centre activity.</p> <p>Their summative feedback should be their future plan which may be completed within their employability passport.</p>
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Designed to enable students to undertake work-related experiential learning authentic to their subject which, through appropriate intensity develops their knowledge, skills and attributes and supports their articulation of these in their transition to a success after graduation.

Type	Work focussed final project, research or dissertation
Description and requirements.	<p>Learning and assessment guidelines should be adjusted (where necessary) so that substantial module content such as the final project, dissertation or research project includes a focus on employability and future outcomes.</p> <p>This could include:</p> <ul style="list-style-type: none"> Final year projects that are focussed on an employer brief Final year projects that are focussed on our Institute of Social justice research areas Design solutions that explore external challenges Research projects that are action driven and grounded within an external organisation Business consultancy projects Adjustment to dissertation, research or project modules that require students to consider future options, develop plans and articulate evidence of knowledge skills and attributes
Assessment and outputs	<p>Substantial live briefs and projects include formative assessment from employers including how they should present and articulate this in future applications for employment.</p> <p>Networking at degree shows with employers and/or potential investors</p> <p>Part of final project, dissertation or research project includes an assessment which requires students to reflect on the culmination of their higher education experience and achievements and record this in the employability passport in terms of attribute development and articulation and goal setting and planning for their future.</p>

Type	Professionally focussed placements or PSRB approved simulations.
Description and requirements.	<p>These are validated placements or approved simulations in which the hours and type are directed by the relevant PSRB.</p>
Assessment and outputs	<p>Students should be assessed against required standards and competency.</p> <p>This process should be further enhanced to require students to reflect on their development of the graduate attributes and enablers and record these in their employability passport.</p> <p>Assessment should include student understanding of the wider critical attributes required to prosper in all types of work. This is crucial in</p>

	supporting their successful application for opportunities following their vocational course. Whether training in healthcare or education employers would expect attributes and soft-skills to be evident.
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