

## University of Surrey SCEPTRe Fellowships 2009-2010

### Fellowship continues to prosper

This year saw the highest number of Fellows appointed and several team-based projects are being funded through the scheme. There are thirteen new Fellows from the University of Surrey, including one from the Guildford School of Acting which joined the University in September. There are also ten Fellows from other English and overseas universities and colleges. We look forward to an exciting year ahead. If you would like to find out more about the Fellowship or see the results of Fellows' work please visit the Fellowship wiki

<http://sceptrefellows.pbworks.com/>

### Trevor Adams FHMS



My project is concerned with developing learning materials on dementia care and to make them freely available on the internet. The recent

national strategy for dementia in the UK, 'Living Well with Dementia' points out that many staff working alongside people with dementia lack effective skills. It is envisaged that the learning materials developed in this project will contribute to the development of these skills in the workforce. The materials will draw on person-centred and relationship-centred approaches and will comprise five 20-minute training films together

with written learning materials. The aim of the learning materials is to help staff in dementia care settings develop a range of interactive skills that promote the well-being of people with dementia and help them to live well. The learning materials will also outline the experience of family carers and professional carers and describe interactive strategies that will address their well-being and ability to provide care.

### Stuart Andrews FAHS



The project will frame each year of the Theatre Studies degree as a 'career year': a year that will prepare students for their career from the very beginning of the

new degree programme. The approach will emphasize both curricular and non-curricular experience. This is vital in Theatre Studies, where non-curricular experience can be of very significant value in preparing a student for their working life. In what are often competitive fields, students need to be able to frame their skills and experiences in multiple ways and adapt to changing interests,

markets and funding/employment opportunities. By drawing in professionals and by enabling students to map complex career areas, the work will enable sustained and substantial focus on individual career development that would not otherwise be possible in standard programme delivery.

**Developing a multi-disciplinary learning package to enhance training in dementia care**

**Career years: establishing ownership of career preparation through life-wide learning**

**Jeremy Barham & Lois Davis** FAHS & **Julia Carey** GSA



The project aims to develop collaborative links, both internally between the Departments of Music & Sound Recording, Dance, Film & Theatre Studies and Guildford School of Acting, and externally between academia and individuals working in the creative industries. Students from the departments involved will work together under the

guidance of three SCEPTre Fellows to produce a multimedia text showcasing the learning and teaching associated with the cultural industries that take place at Surrey University. As part of the production process, a series of workshops exploring current professional practice, will be led by specialists from the creative industries. As

well as a catalyst for collaborative work between musicians, dancers, film-makers and actors on campus, the project aims to raise the profile of learning for the creative industries at Surrey University and provide learning and teaching resources that will encourage a culture of collaboration for the future.

*'If a picture is worth a thousand words, then, at 24 frames per second, the moving images of an average 90-minute film must be worth 129,600,000 - approximately 568 times the number of words that exist in the English language.'*

**Professional communication: a web-based resource**

**Noah's Ark: collection of best practice in professional development via learning and teaching**



*Will there be a pot of gold at the end of 'Noah's Ark'?*

**Doris Dippold** FAHS



After assessing both students' and employers' needs for communication skills through questionnaires, Doris will develop a web-based resource to support the development of

professional communication skills. This resource will be a basis for reflection and personal development for students who are about to go on placement and during their placement year.

**Osama Khan** FML



It takes a creative teacher to see his project as a sort of 'Noah's Ark' – a beacon of hope and the

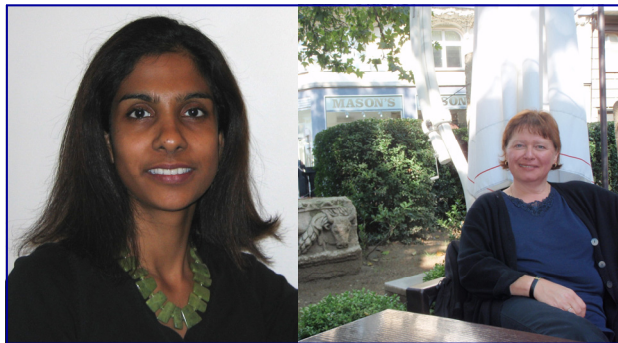
progressive population of students' experiences with excellent practices. The Faculty of Management and Law has a lot of pockets of best practices in learning and teaching that are immersive, technologically enhanced, innovative and add to professional development. What is lacking is the opportunity to expose colleagues to such practices so that they might be inspired to emulate them or adapt their own practices. Through a

programme of seminars and other professional development activity Noah's Ark will find, critically evaluate and showcase best practices in student experiences within the Faculty with at least two of the elements of  
 a) immersive experience  
 b) enquiry learning  
 c) development of professional capability. Students themselves will be important agents in discovering best teaching and learning practices.

**Improving the Student learning and Placement Experience through Virtual Action Learning Sets (VALS)**

**'Our students are entrepreneurial and will value this', says Spinder Dhaliwal. 'We are always looking for ways to be more innovative in our teaching and our learning.'**

**Pat Colliety and Lee-Ann Sequeira FHMS**



Nursing students in the Pre-registration programme are required to spend half their credit hours in practice. During the course of a 15-week module, students go out on two placements of four weeks each. The four-week-in/ four-week-out schedule of

the module often results in a break in the momentum of the module. It becomes difficult for students and tutors to pick up the thread when they are back from practice. The aim of the fellowship is to sustain tutor/student contact whilst the students are in

placement using blended learning, with some lectures delivered face-to-face and some electronically, through the virtual classroom system and the University's virtual learning environment (VLE), ULearn. This form of blended learning will enable the students to make linkages with the theory and coursework covered in the classroom and the experiences in practice/ placement and vice-versa. It will also reduce the commuting time for students, especially some who live quite far from campus.

**Team Academy FML & RES**



**What is Team Academy?**

Team Academy is an innovative approach to entrepreneurial, knowledge-based business education pioneered at the University of Jyvaskyla in Finland since 1993, which the world-renowned scholar Peter Senge (MIT) has described as representing 'the future of business education and

learning'. Undergraduate students achieve their degree by creating and running real businesses and learning through the experience of doing it. Over 30% of the businesses created by 300 students who have graduated are still trading and 60% of graduates are engaged in entrepreneurial start-up businesses. Our aim is to examine the feasibility of

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adapting the approach to the UK context and in particular to develop a team-based entrepreneurial business-generating route for the professional training year. This exciting project will involve members of the Fellowship team visiting Jyvaskyla in October and members of the Finnish Team Academy visiting Surrey next year to run a training workshop.

## New Fellows from other institutions

### James Corazzo Stockport College



The Thoughtful Six Project was an attempt to rethink the work placement for graphic design students. The idea we came up with was simple – rather than the students trying to find a work placement in lots of

different design agencies, the agency would do a placement within the college. The project ran from September 2008 until June 2009 and was developed for the BA (Hons) Graphic Design course at Stockport College in collaboration with design practice Thoughtful (whose clients include Tate, British Council, Howies, Innocent and Royal Mail).

Preliminary findings from the project fore-fronted the need to develop a

curriculum that fosters a culture of agility, unexpectedness, problem-seeking, rapid testing, shifting the focus a little from outcomes to process and placing an emphasis on relationships and responsibility. The Fellowship represents an opportunity to draw from the preliminary findings to produce a resource that would allow other institutions to undertake this approach to work placements.

***Design agency work placements on campus***

### Cathryn McConnell Brighton University



I am using my SCEPTRe Fellowship to investigate the potential for new learning resources and activities that prepare art and design students for placements with micro-businesses. Findings from previous research show that students and the designers hosting placements need to be more adequately prepared, in areas such

as induction, health and safety and intellectual property. Once the resources and activities have been implemented, detailed observations and analysis will take place, as well as informal discussions to assess the impact of using these preparatory tools on the quality of students' placement experiences.

***Improving work placement practices for the creative industries***

### Jacqueline Page Roehampton University



The aim of my project is to encourage all programmes at my university to include a

work-based learning module as an option so that all students may have the opportunity to enjoy a placement opportunity during the course of their studies. Many excellent placement opportunities exist within universities themselves and part of the project is to encourage staff to offer in-house placements, which will form part of a

placement database. This and template documentation for module design should result in greater numbers of students being able to enjoy benefit from all they have to offer. Disseminating knowledge on the benefits of placements will also be a key part of my project.

***Developing and supporting service learning placements***

**Creating a cross-institutional, trans-national, collaborative learning community between Queensland University of Technology and the University of Surrey to facilitate the sharing of ideas and the production of new knowledge in embedding quality work integrated learning curriculum, practices and policies across the disciplines.**

**Research in to the the distribution of knowledge in a work based setting**

## Deborah Peach, Jill Franz and Tony Sahama

Queensland University of Technology QUT



Changing jobs, office relocations, a promotion, a citation along with classes and conferences have kept the Surrey Fellows at QUT busy over the past few months. Yet despite the upheaval (and excitement!) they've been able to progress their fellowship by holding three successful video seminars with colleagues at Surrey and drawing up a seminar plan. On July 30 Deborah, Jill and Tony met with Surrey colleagues to

plan the seminar series which is an integral part of their fellowship.



Colleagues from QUT Career Service talk to Surrey colleagues through SCEPTrE's Access Grid Node (AGN)

On September 1 and 22 they facilitated video seminars on Career Development Learning (CDL) and saw the establishment of our first

'learning set' with career and other interested staff at both Surrey and QUT coming together to critique a set of on line career modules developed by QUT. On October 27 they will present a seminar on Real World Learning (RWL) and examine the ways in which QUT has embedded RWL across the undergraduate curriculum. They will share posters developed on the RWL projects and have a 'Virtual Showcase' of this exciting work.

## Olaf Resch Berlin School of Economics



In a traditional learning approach, here referred to as single loop learning, the learning objectives are set from outside the learning loop, e.g. by the lecturer.

The learner has to use this knowledge at least during examinations to get good marks. If all stays within a well structured and not in question common body of knowledge this might be the best way to learn, because the lecturer should be well grounded in the relevant field. If the examination (or simply the experience) takes place in a work based setting, e.g. during a placement, the distribution of knowledge is not so clear anymore.

The learner will encounter a theory-practice-conflict and maybe even adapt theory to fit this conflict. In any case new knowledge is generated. The objective of my fellowship is to capture this knowledge and to make it accessible for learning in order to come to a double loop learning where learning objectives are adapted by the captured experience of learners. [olafresch@e-journal-of-pbr.de](mailto:olafresch@e-journal-of-pbr.de)

## Julia Smith York St John University



September 2009 will see the launch of the Opportunities Gateway at York St John University, both a virtual and physical space enabling students to

access a range of experiences; work experience and volunteering, international study and flexible learning courses. The Opportunities Gateway is a manifestation of the University's aspiration to encourage culture change for all students, taking them to a position of 'learning to: perform / participate / make-sense / be'. Derived from Activity Theory, they are the focus around which the Opportunities Gateway

and the wider university culture are beginning to orientate. This project will deliver a formative programme evaluation of the first year of the Opportunities Gateway, undertaken as part of institutional research into changing cultures and the resulting policy implications for supporting a more diverse student population to gain a position of 'readiness for opportunity'. The project links to Surrey's interest in life-wide learning.

**A summative evaluation of the new 'Opportunities Gateway', at York St Johns University, a virtual and physical space which enables students to access a range of experiences**

## Roy Smith Aston University

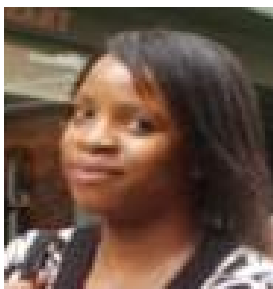


My project is around developing and evaluating a suite of modules recognising extra-curricular activity of Combined Honours students. We are using PebblePad e-portfolio to assist students in articulating the skills they develop from a range of

non-academic activity. We are trying to capture these in a framework of understanding issues such as equalities, sustainability, communication, and self-management. The project connects to Surrey's interest in life-wide learning.

**Accrediting employability skills gained outside the taught curriculum**

## Iwi Ugiagbe-Green Leeds Metropolitan University



Work placement provides learners with a value adding opportunity to

develop a range of professional, technical and interpersonal skills and demonstrate their application in a work-based learning context. My Fellowship project will gather evidence in order to determine whether the current conceptual view of utilising technology as part of a blended learning approach in teaching, learning and assessment is

feasible in terms of developing and assessing capabilities and creating opportunities for learning in the context of work placement. I will be focusing on the use of PDA (personal digital assistants) by Level 2 students studying at Leeds Business School, who have been or are currently on work placement.

**Using personal digital assistants (PDAs) to support and enhance assessment, learning and teaching activities in a work based learning context**

## Russ Law Fellowship Coordinator



It's a privilege and a pleasure to be responsible for supporting the community of Fellows. It's a particular challenge this year because we have now expanded the scheme to involve Fellows in other institutions. The benefits of being part of a Fellowship community are clear to see but in the time I have been coordinator I have seen that some Fellows have made significant impacts on students and the university. If you would like to find out more about the Fellowship scheme please check the SCEPTRe website or contact me [R.Law@surrey.ac.uk](mailto:R.Law@surrey.ac.uk).