What Can Be Done to Improve Professional Education?

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University Based Professional Education: Where is it Going On?

- Medicine
- Nursing
- Social Work
- School Teaching
- Physiotherapy
- Church Ministry
- Surveying
- Midwifery
- Architecture
- Law
- Dentistry
- Veterinary Medicine
- Occupational Therapy
- Pharmacy
- Engineering
- Business
Professional Education: Common Challenges

• Preparing students for specific work

• Combining emphasis on theory and practice

• Shifting professional boundaries/frameworks/expectations

• Drawing upon modern educational theory

• Lack of research evidence
Professional Education: A Creative Challenge

“the ways in which we currently prepare professionals for the world of work are generally limited in scope and inadequate for dealing with the change and uncertainty they encounter in contemporary professional practice”

(Dall ‘Alba, 2009)
A Tale of Two Innovatory Schools
Nottingham Vet School: Some Key Features

- Paperless school – laptop learning
- Heavy emphasis on work place learning
- Reliance on private practices for placements
- Radically different approach
- Practical skills emphasis
- Personal & professional skills taught for 5 years
- Little postgraduate support – ‘oven ready’ graduates
- Early clinical experience
Professional Education: Some Highly Valuable Innovations

• Increasing the focus on practice-related learning

• Imaginative use of simulation based learning and assessment

• Giving students more responsibility for their own learning

• Moving the focus to career-long learning

• Enhancing learning from work placements

• Recognising complexities of good facilitation and mentoring

• Improving student assessment
Veterinary work place learning

- Extra mural studies
  - Private practice, 26 weeks in holiday time
  - Relatively unstructured
- Intra mural studies
  - University hospital vs. clinical associate model
  - Structured learning
  - Assessment
### Good Placement Learning: Key Factors

- Quality of Placements
- Integration Within Whole Course Learning
- Clear Specification of Learning Goals
- Opportunity to Personalise Learning
- Quality of Mentor Support
- Good Feedback, Reporting and Coaching
- Opportunities to Develop Reflective Practice
- Robust Assessment of Professional Practice
Connecting Students Across The World

www.nottingham.ac.uk/visuallearninglab
Making Professional Learning More Authentic

www.visuallearninglab.ac.uk
Multislide – enriching learning through the use of multiple displays
Electronic Flipchart Thunder Wall
Motivating Students to Engage in Richer Learning

Use of video diaries for assessing undergraduate geography modules

www.nottingham.ac.uk/visuallearninglab
Improving the Assessment of Dentistry Skills
The Way Ahead

- Cross professional learning
- Critical reflection on educational approaches
- Stronger lifelong learning perspective
- Increase authenticity of professional learning
- Emphasise personal & professional skills
- Professionalise mentoring & facilitation
- Improve student assessment & feedback