

# ASSESSING THE UNSEEN

## ROLES OF CONFIDENTIALITY AND TRUST IN SOFTWARE ENGINEERING WORK-BASED LEARNING PROGRAMMES

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### CONTEXT



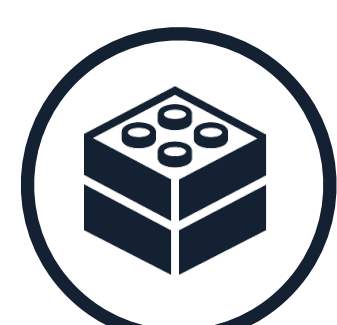
14 out of 15 Scottish universities have recently started to offer work-based learning degrees.



including research-led universities that deliver professional work-based degrees, e.g. medicine.



the same approach can be used to deliver work-based professional software engineering degrees.



in the Scottish context, industry and universities need to form a 50/50 delivery partnership.

### CHALLENGE



established professional work-based degrees have established partners, e.g. National Health Service.



established partners have long-standing data sharing arrangements on student progress.



software engineering work-based learning degrees require multiple industrial partners.



many companies concerned about IP and will not permit free-ranging discussion and code sharing.

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### POSSIBLE SOLUTIONS

Consider the example of assessing the ability of a student to refactor a company code base, but the academic is unable to observe performance or code base in company.

#### OPEN BADGES



student completes refactoring of company code base and is awarded an open digital badge.



workplace mentors, clients and peers can award open digital badges indicating attainment of skill.

#### TRANSFERABLE SKILLS



student refactors company code base during practice semester and is assessed upon return.



student presented with an agreed artificial and unseen code base to refactor to demonstrate skill.

#### ORACLE OUTREACH



student refactors company code during practice semester, but must lead a session on the topic.



session would be delivered to children or peers and the student would need to handle questions.

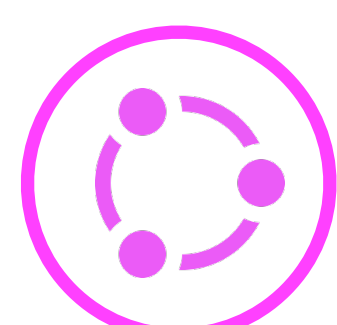
### WHAT ABOUT FORMATIVE ASSESSMENT?



idea of a university is a vibrant community of practice in search of truth.



challenge is that companies may not permit students to talk about sensitive information.



opportunity to coordinate a vibrant community of practice of work-based learning students.



unclear how to maintain confidentiality and trust while also ensuring maximum freedom.