Practice and work-based learning in higher education: past, present and future tense

UEL Learning and Teaching Symposium

Dr Paula McIver Nottingham

Associate Professor MDX

Higher Education Consultant UCA

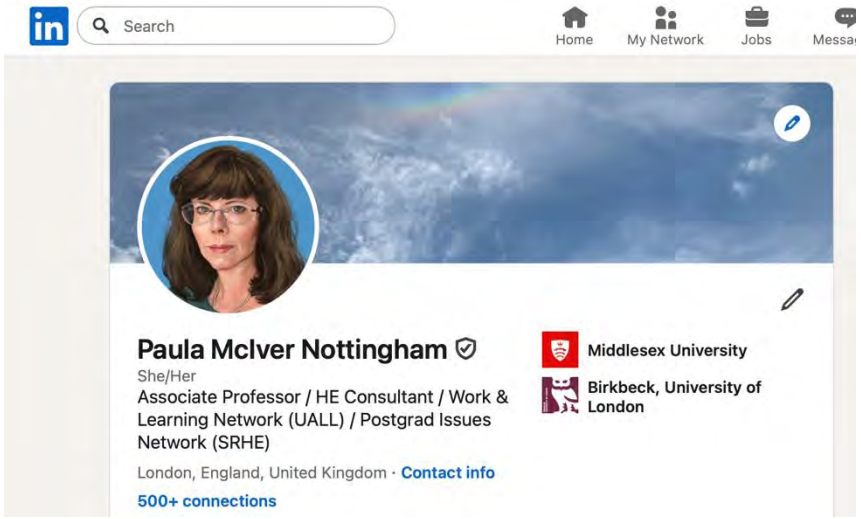
12 January 2026

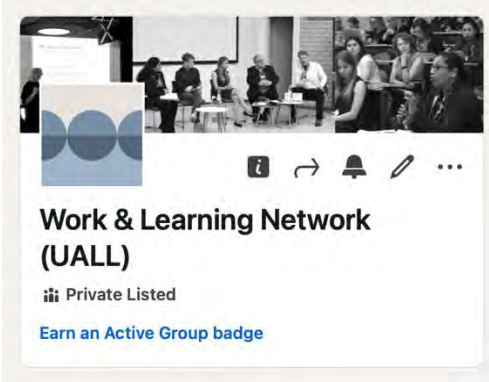
About me

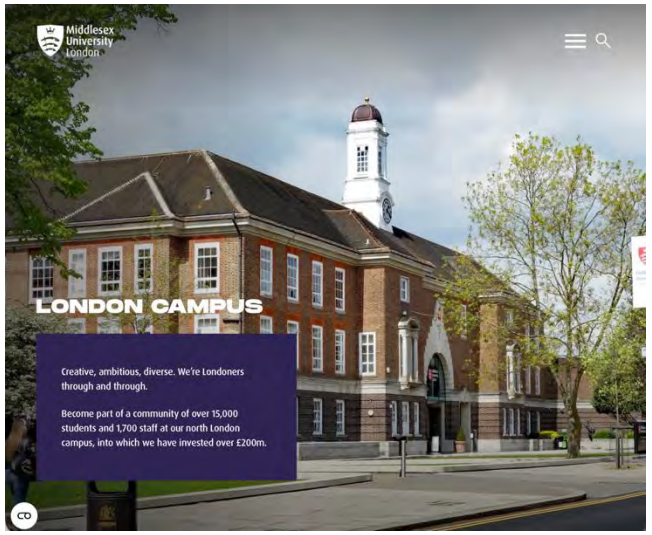
An experienced academic practitioner specialising in practice-based and work-based learning within HE – with over 35 years of experience

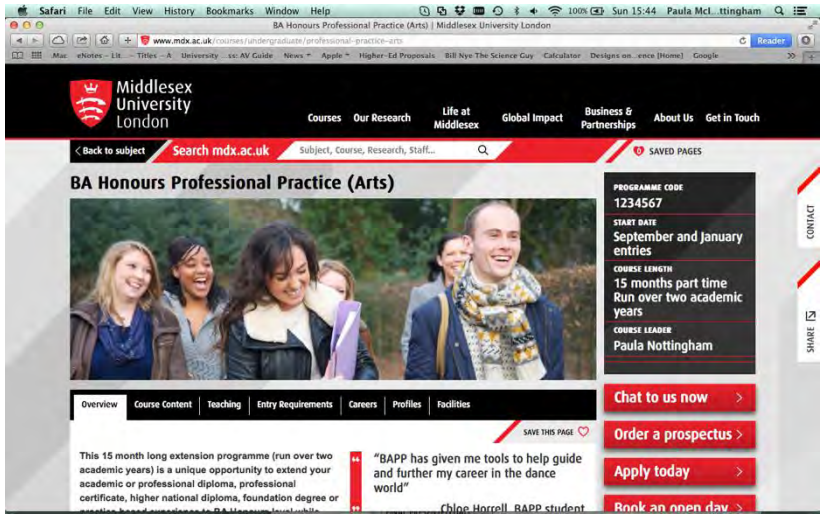
A co-convenor for the Work & Learning Network (UALL). She is an Associate Professor and Post-Graduate Research Lead for the Faculty of Health, Social Care and Education at Middlesex University.

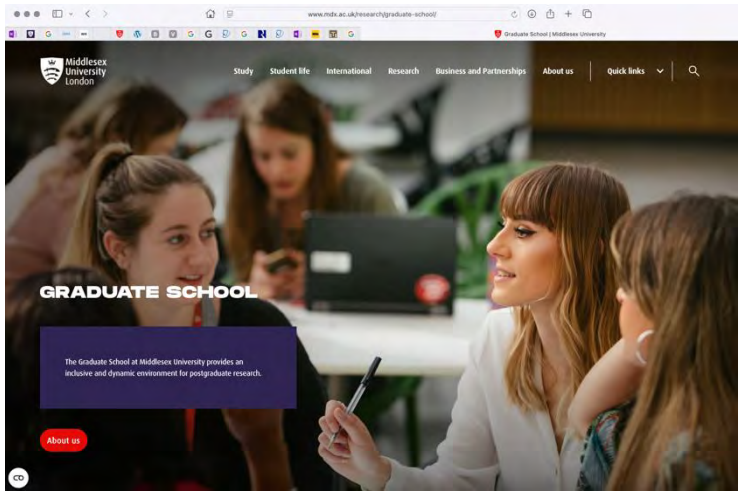
Now also working for University of the Creative Arts – back to project work looking at Technology Enhanced Learning











Khadiza, BA Management Practice (Business to Business Sales) (British Telecommunications PLC)

"Having tried a traditional degree I was quite uncertain about the job prospects I would have after graduating, so this degree apprenticeship is a better fit for me as I'm already earning a good salary as well as gaining tons of experience.

"I'm not sure what I want to do next yet, but I've already got my foot in the door at a big corporate company and have gained experience in several different sectors so I'm excited about what the future holds."

Middlesex University 29/04/2013 13:36

Middlesex University
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Help us make a strong case against unpaid internships by visiting our Internaware stan Thursday 25 and Friday 26 April in the Atri the Library in Hendon.

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Find out more about the campaign at: http:, www.internaware.org/

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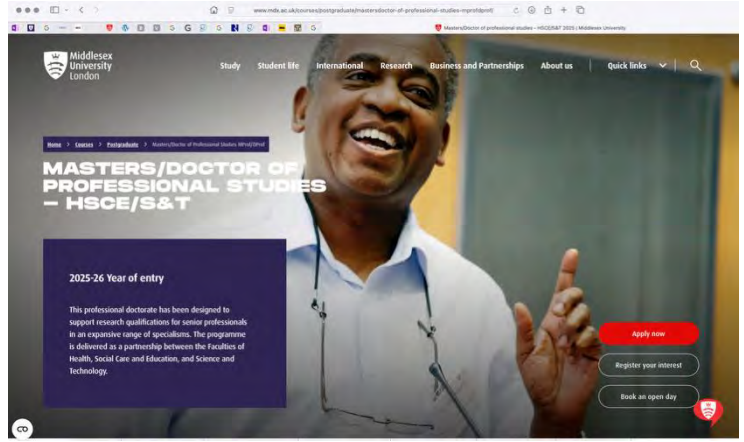

The current issue and full text archive of this journal is available on Emerald Insight at:
https://www.emerald.com/insight/2205-2062.htm

Professional artefacts: evaluating creative outcomes for work-based inquiry

Paula McIver Nottingham
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Revised 15 April 2020
Accepted 17 April 2020

Abstract

Purpose – This paper aims to explore graduate perspectives about the creation and use of professional artefacts to communicate work-based inquiry projects to professional audiences.

Design/methodology/approach – The study was based on constructivist qualitative interviews with 14 graduates from a part-time professional practice in arts programme and used thematic analysis to interpret and discuss the findings.

Findings – Participants indicated a perceived value in the use of the professional artefact as a way of articulating their professional inquiry. Professional artefacts enable essential communication skills for professional contexts, have the capacity for engaging with professional audiences that are external to the university, have the potential for enabling further study and workplace employability, show awareness of project management and leadership capabilities and helped some individuals build on and share their own personal philosophy of practice with peer professionals.

Research limitations/implications – As a small-scale research project that used purposive sampling, the findings are not representative, but could provide the creative means to develop professional artefacts within work-related educational programmes and workplace learning programmes.

Practical implications – It is argued that the process and production of professional artefacts can provide the means for communicating work-based projects to professional audiences within workplace settings.

Originality/value – Professional artefacts explore and present developmental aspects of work-based inquiries with distinctive creative approaches to favour practice knowledge and innovation that can be expressively shared with peer professionals.

Keywords Professional artefact, Work-based learning, Work-based projects, Inquiry, Communication, Creative arts
Paper type Research paper

https://www.emerald.com/jwam/article/12/2/127/254134/Professional-artefacts-evaluating-creative

Routledge
Taylor & Francis Group

Higher Education Research & Development

ISSN: (Print) (Online) Journal homepage: https://www.tandfonline.com/loi/cher20

The pivotal role of student assessment in work-integrated learning

David Boud, Carol Costley, Steven Cranfield, Jeenal Desai, Elda Nikolou-Walker, Paula Nottingham & Dilys Wilson

To cite this article: David Boud, Carol Costley, Steven Cranfield, Jeenal Desai, Elda Nikolou-Walker, Paula Nottingham & Dilys Wilson (2023) The pivotal role of student assessment in work-integrated learning, Higher Education Research & Development, 42:6, 1323-1337, DOI: 10.1080/07294360.2022.2152981

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https://www.tandfonline.com/doi/full/10.1080/07294360.2022.2152981

Abstract

The ***Work & Learning Network*** for the **Universities Association for Lifelong Learning (UALL)** has been a longstanding sector-based champion for **studies that promote learning in the workplace and professional practice.** This network supports those who are engaging with a practice-based mindset for higher education. **Now, as we reach a new academic year, it is worth reflecting on the legacy that research, scholarship and practice in this field can offer**. As educators, our aim is to sustain learning and teaching that is authentic and applies to multiple real-world disciplinary and occupational contexts. **As academic practitioners, we engage with the mission to offer distinctive stakeholder strategies for employer led organisational learning that includes skills, entrepreneurship and continued professional development.**

This interactive workshop will include case studies from our Work & Learning Network that will **focus on exploring ways to enhance practice using innovative approaches for 2026 and beyond.** The audience is invited to bring their own case studies to share success stories and challenges to add to this collaborative 'thinktank' session.

Today's talking points

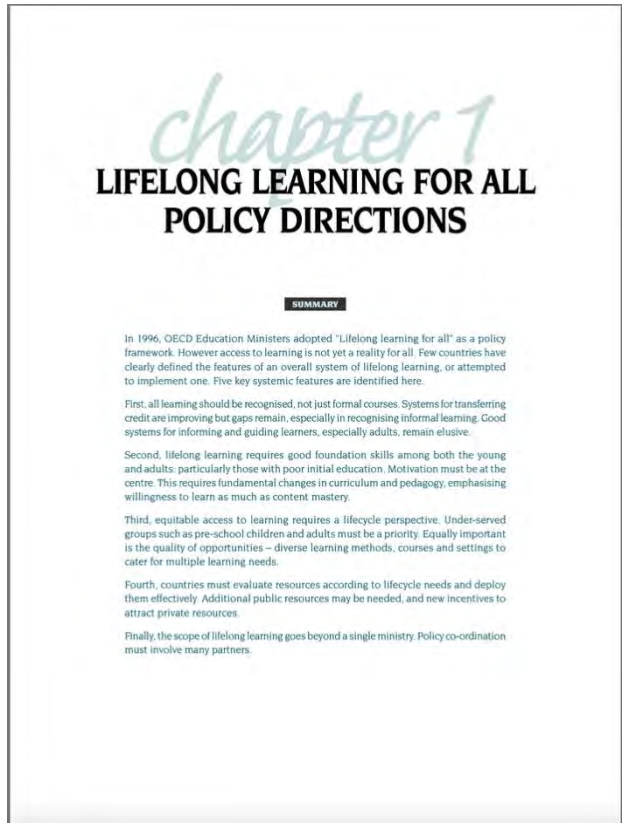
- Introduction to my take on the past - present – and future tense – of studies in on or through 'work'

- **Looking at the legacy that research, scholarship and practice in this field**
  As academic practitioners, we engage with the mission to offer distinctive stakeholder strategies for employer led organisational learning that includes skills, entrepreneurship and continued professional development **+ education education education (Blair, 1997)...**

- Activity - using **coaching values elicitation** as a way to think about the philosophy of practice -based learning

- Introduce the ***Work & Learning Network*** **(Universities Association for Lifelong Learning - UALL)** has been a longstanding sector-based champion for **studies that promote learning in the workplace and professional practice.**

- **Case studies** from the group and showcasing our Work & Learning Network that will **focus on exploring ways to enhance practice for 2026.**



chapter 1

LIFELONG LEARNING FOR ALL
POLICY DIRECTIONS

SUMMARY

In 1996, OECD Education Ministers adopted "Lifelong learning for all" as a policy framework. However access to learning is not yet a reality for all. Few countries have clearly defined the features of an overall system of lifelong learning, or attempted to implement one. Five key systemic features are identified here.

First, all learning should be recognised, not just formal courses. Systems for transferring credit are improving but gaps remain, especially in recognising informal learning. Good systems for informing and guiding learners, especially adults, remain elusive.

Second, lifelong learning requires good foundation skills among both the young and adults: particularly those with poor initial education. Motivation must be at the centre. This requires fundamental changes in curriculum and pedagogy, emphasising willingness to learn as much as content mastery.

Third, equitable access to learning requires a lifecycle perspective. Under-served groups such as pre-school children and adults must be a priority. Equally important is the quality of opportunities – diverse learning methods, courses and settings to cater for multiple learning needs.

Fourth, countries must evaluate resources according to lifecycle needs and deploy them effectively. Additional public resources may be needed, and new incentives to attract private resources.

Finally, the scope of lifelong learning goes beyond a single ministry. Policy co-ordination must involve many partners.

Lifelong Learning
John Field, University of Stirling (2010, p. 1)

"Lifelong learning has become a dominant theme of education and training polices across the advanced industrial nations. Besides a wide range of national governments, it is endorsed by a wide range of intergovernmental policy actors, including the **Organisation for Economic Co-operation and Development (OECD), the European Commission (EC), the United Nations Educational, Social and Cultural Organisation (UNESCO), the World Bank and the International Labour Organisation (ILO)** (Schemmann, 2007). For governments, lifelong learning is an overarching policy framework which offers solutions to a number of common economic and social challenges; globalization and competitiveness often dominate the policy discourse, but promoting lifelong learning is also seen as relevant to social cohesion, demographic change, active citizenship, migrant assimilation, and public health."

The Risk Society

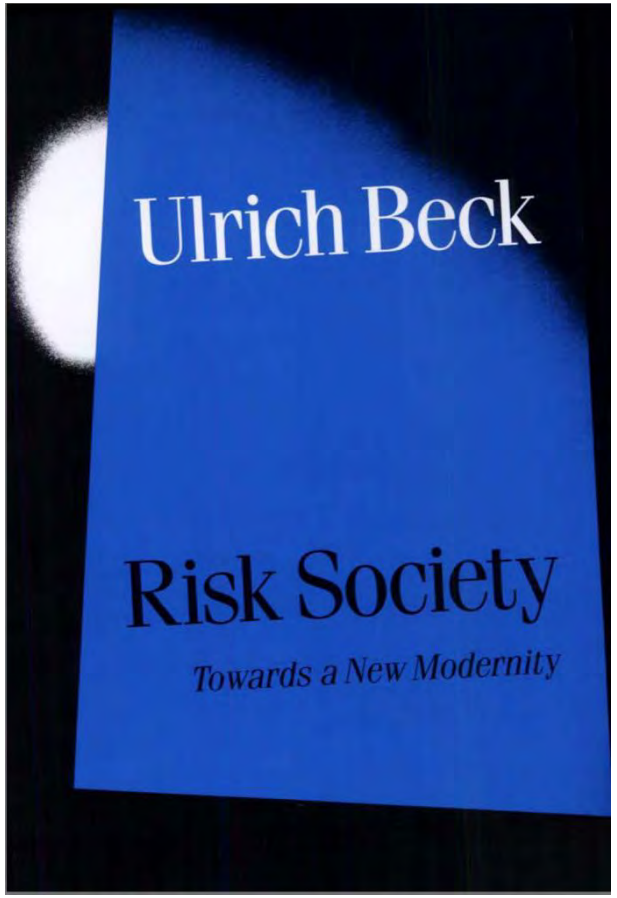
RISK SOCIETY

Towards a New Modernity

ULRICH BECK (1992)

translated by Mark Ritter

Light bulb moment –
we all needed to keep learning because there were not certainties anymore - social changes meant that 'reflexivity' was an essential aspect of living in the world and new technologies were changing our experience of the risks that needed to be examined and explored.



1

ON THE LOGIC OF WEALTH DISTRIBUTION AND RISK DISTRIBUTION

In advanced modernity the social production of *wealth* is systematically accompanied by the social production of *risks*. Accordingly, the problems and conflicts relating to distribution in a society of scarcity overlap with the problems and conflicts that arise from the production, definition and distribution of techno-scientifically produced risks.

This change from the logic of wealth distribution in a society of scarcity to the logic of risk distribution in late modernity is connected historically to (at least) two conditions. First, it occurs – as is recognizable today – where and to the extent that *genuine material need* can be objectively reduced and socially isolated through the development of human and technological productivity, as well as through legal and welfare-state protections and regulations. Second, this categorical change is likewise dependent upon the fact that in the course of the exponentially growing productive forces in the modernization process, hazards and potential threats have been unleashed to an extent previously unknown.[1]

To the extent that these conditions occur, one historical type of thinking and acting is relativized or overridden by another. The concepts of 'industrial' or 'class society', in the broadest sense of Marx or Weber, revolved around the issue of how socially produced wealth could be distributed in a socially unequal and *also* 'legitimate' way. This overlaps with the new *paradigm of risk society* which is based on the solution of a similar and yet quite different problem. How can the risks and hazards systematically produced as part of modernization be prevented, minimized, dramatized, or channeled? Where they do finally see the light of day in the shape of 'latent side effects', how can they be limited and distributed away so that they neither hamper the modernization process nor exceed the limits of that which is 'tolerable' – ecologically, medically, psychologically and socially?

We are therefore concerned no longer exclusively with making nature useful, or with releasing mankind from traditional constraints, but also and essentially with problems resulting from techno-economic development itself. Modernization is becoming *reflexive*; it is becoming its own theme. Questions of the development and employment of technologies (in the realms of nature, society and the personality) are being eclipsed by questions of the political and economic 'management' of the risks of actually or potentially utilized technologies – discovering, administering,

https://infed.org/mobi/post-modernism-and-post-modernity/

The Risk Society – problem and solutions

https://revisesociology.com/2024/11/28/ulrich-beck-global-risk-society/

Lifelong learning – the philosophy that underpins practice

25 years of redefining perspectives within lifelong learning / higher education studies in order to create (understand) new models

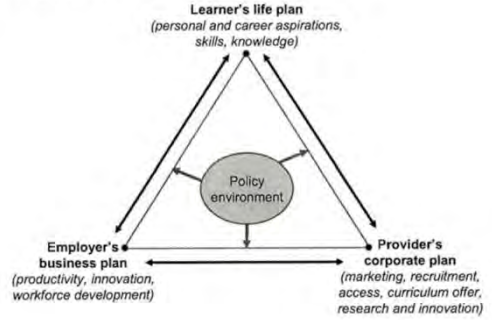
Figure 6: Typology Based on My Constructed WBL(HE) Perspectives

WBL(HE) Perspectives

Discipline-centred	**Learner-centred**	**Employer-centred**
Traditional practice-based	Transdisciplinary knowledge	Workforce development
Sandwich/Placement	Content from the workplace	Project based
Foundation Degrees within Disciplines	Sometimes referred to as 'field of study'	CPD

Figure 1: Workplace Learning Interrelationships

Figure 1 – Workplace learning interrelationships



Penn, Nixon & Shewell (2005)

PhD studies about staff who facilitated learners in the workplace.
Included PGT but not research degrees.

The tripartite – inter-rand intra-relationships - HE Levels 4-8

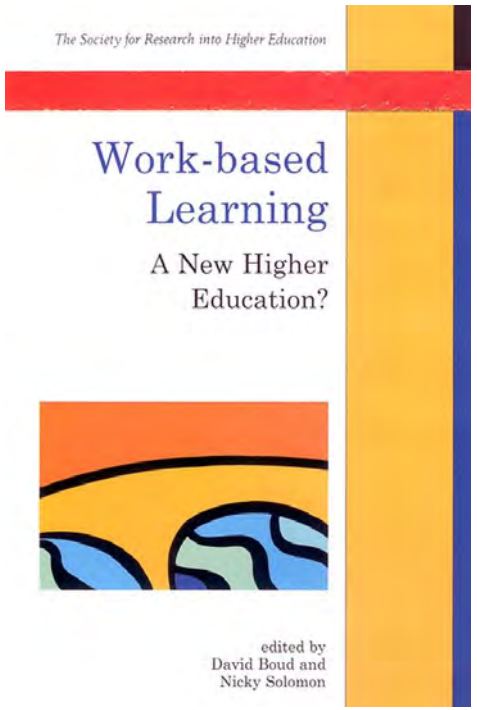
Exploring the literature – discovery, research and scholarship

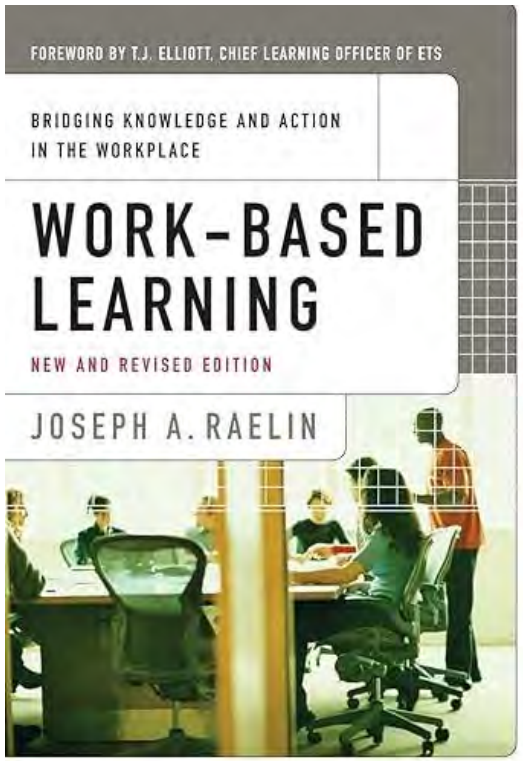
Seagraves, L. Osbourne, M., Neal P. Dockrell, R, Hartshorn C, and Boyd, A (1996) Learning in Smaller Companies (LISC), Final Report University of Stirling, Educational Policy and Development, Stirling: University of Stirling.
https://files.eric.ed.gov/fulltext/ED415350.pdf

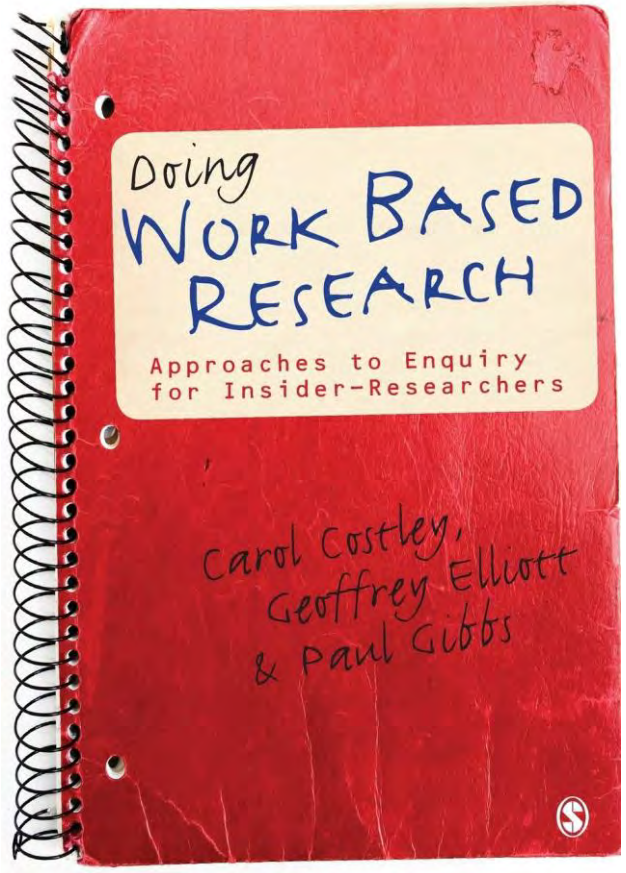
a) learning for work
b) learning at work and
c) learning through work.
(p. 15)

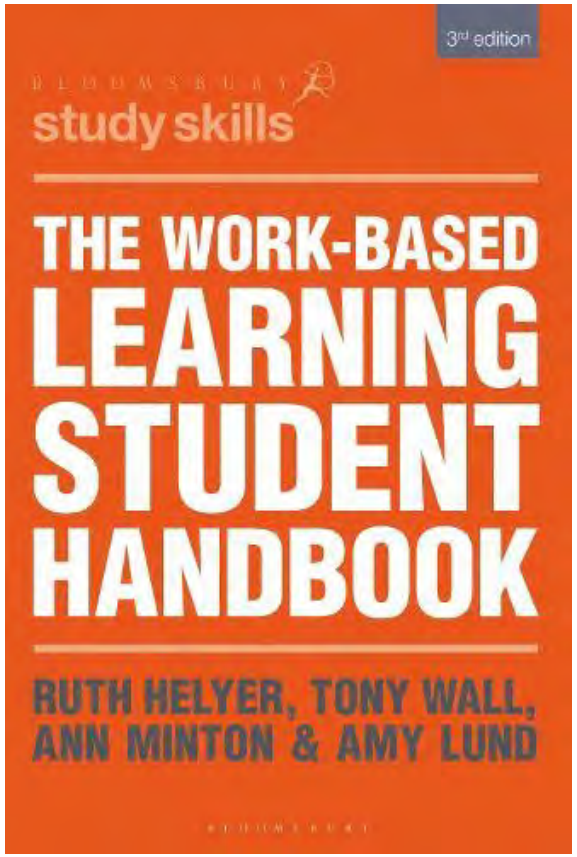
Little, Brenda and Brennan, John (1996). A Review of Work Based Learning in Higher Education. Department for Education and Employment, Sheffield.
https://oro.open.ac.uk/11309/1/A_review_of_work_based_learning_in_higher_education.pdf

Exploring the literature – discovery, research and scholarship









Exploring the literature – discovery, research and scholarship

Recurrent Education
Lifelong Learning
Practice-based
Work-based
Workplace Learning
Learning development – Human Resources
Workforce development
Coaching and mentoring
Entrepreneurship
Incubators and Accelerators - Start-ups
Kick-starts
Employability
Continued Professional Development
Skills training

UNIVERSITY

WORK

CAREER

LIFELONG EDUCATION

The University and higher education in an eco-world

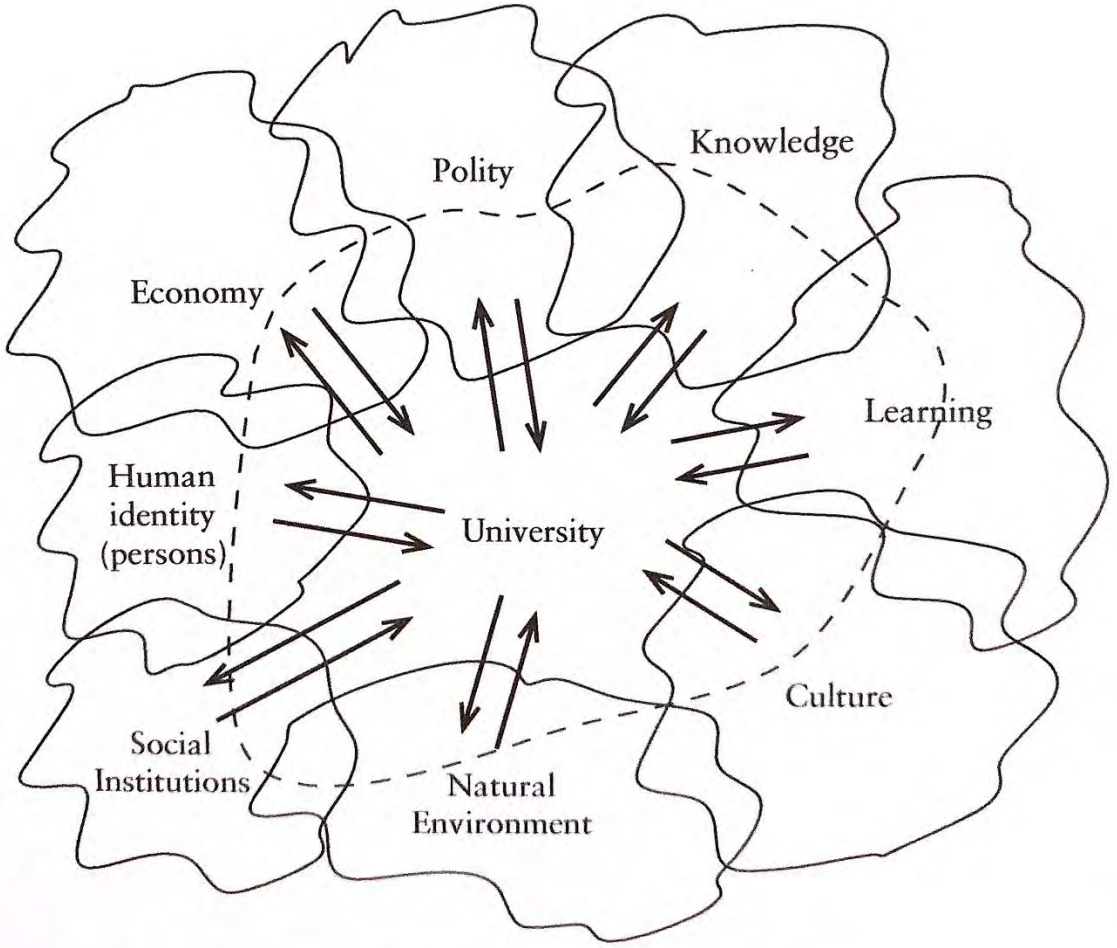


Figure 20.1 The ecological university, entangled with eight ecosystems.

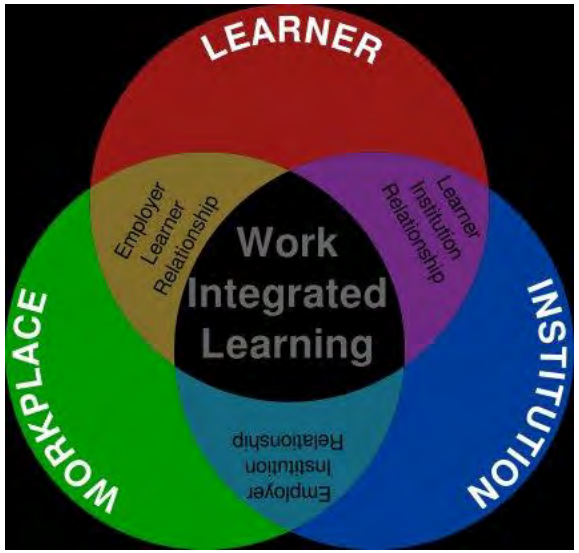
"I suggest that there are no less than eight ecosystems that should especially come into view here, those of *knowledge, persons, social institutions, the economy, the polity, culture, learning* and *the natural environment*" (Barnett, 2022).

In the *Philosophy of Higher Education A Critical Introduction* by Ronald Barnett

Exploring scholarship and research ... within and outside of disciplines

BUILDING A COLLABORATIVE LEARNING PARTNERSHIP BETWEEN THE WORKPLACE AND THE INSTITUTION TO ENHANCE EMPLOYABILITY

- December 2015
- Conference: Work and Learning
- At: Singapore
- Rooksana Rajab



Apprenticeship courses at UEL

Our apprenticeship courses are higher and degree apprenticeships designed with employers in sectors facing skills shortages.

These programmes are for:

- Future apprentices who want to earn a salary while working towards a university qualification.
- Employers who want to recruit new apprentices or upskill existing staff through UEL training.

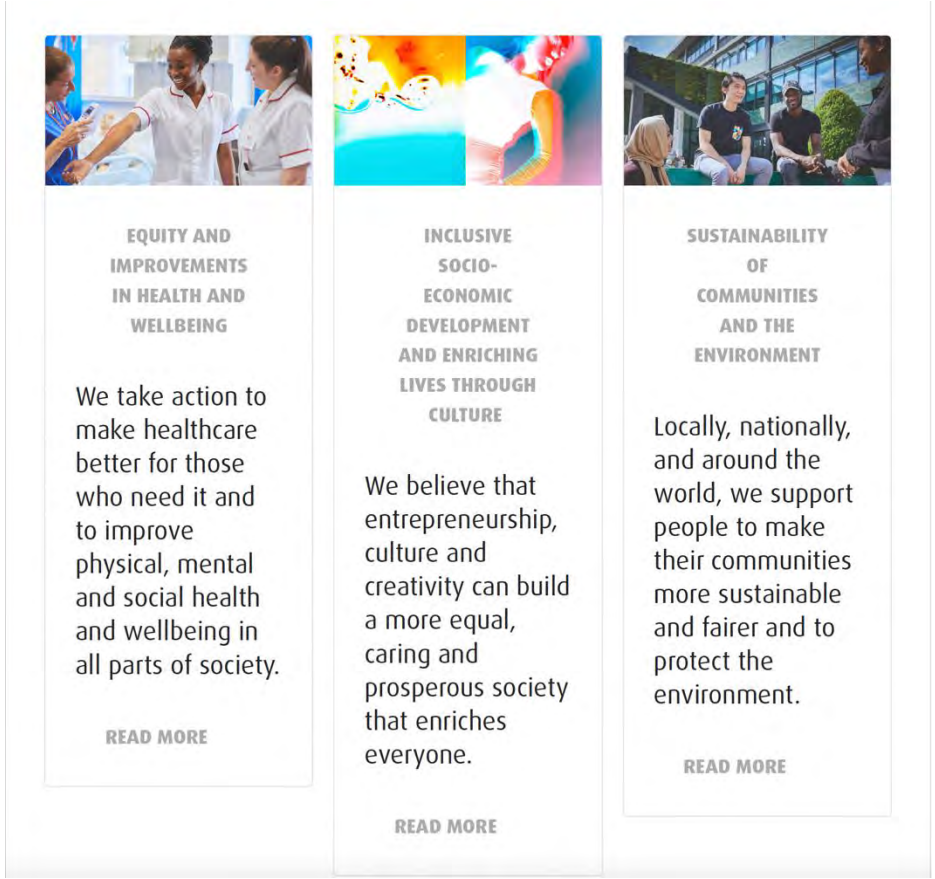
Choose a course below to learn more about the role, level, and entry requirements.

We currently offer the following degree apprenticeships.

- Allied Health Apprenticeships
- Apprenticeship Digital and Technology Solutions Specialist Level 6
- Apprenticeship Digital and Technology Solutions Specialist Level 7
- Chartered Manager Degree Apprenticeship (Business Management)
- Civil Engineering Apprenticeship
- Civil Engineering Site Manager Degree Apprenticeship
- Corporate Responsibility and Sustainability Practitioner Apprenticeship
- FdSc Nursing Associate via Employed Apprenticeship
- Geospatial Mapping and Science Specialist Degree Apprenticeship
- Level 7 Sustainability Business Specialist (Integrated Degree)
- Public Health Practitioner
- Registered Nurse (Degree) Apprenticeship
- Senior People Professional Apprenticeship Level 7 Standard
- Teacher Apprenticeship

https://www.uel.ac.uk/study/apprenticeships/courses

Middlesex University Strategy 2031



https://sdgs.un.org/goals

https://www.mdx.ac.uk/media/middlesex-university/about-us-pdfs/Strategy-2031-refresh-on-a-page-2025.pdf

Quick points to note when considering a project theme/topic for workplace-oriented studies – considers **individual** and **organisational** learning

- Before finally deciding on a project topic or fine-tuning your Module 5 topic - the following points could be taken into consideration

- I am personally interested in the area/theme? Leadership
- Is there any potential interest to my employer? or Community of Practice (paid or unpaid)
- Are there others who are interested in the area? Relationships
- Who else might be affected by my research? Intended/unintended
- Is the area potentially sensitive? Permissions and corporate position
- Is the theme appropriately related to my work role? Future role
- Is the project feasible within the given time? limitations
- What skills & knowledge will I require to complete the project? Masters
- What resources do I require to complete the project? Preparation/time
- What do I hope to learn by undertaking the project? impact
- What might be the results/product of my project? impact
- Other points relevant to your context? impact

Middlesex University London

Taken from teaching materials PMN / MDX

Middlesex University London

DProf thesis

Exploring Human Resource management practise through the Qatar HR Forum; framing the influence of 'Tharaba' culture and the development of Qatar-centric competencies for HR professionals practising in Qatar

El Mahdy, N.

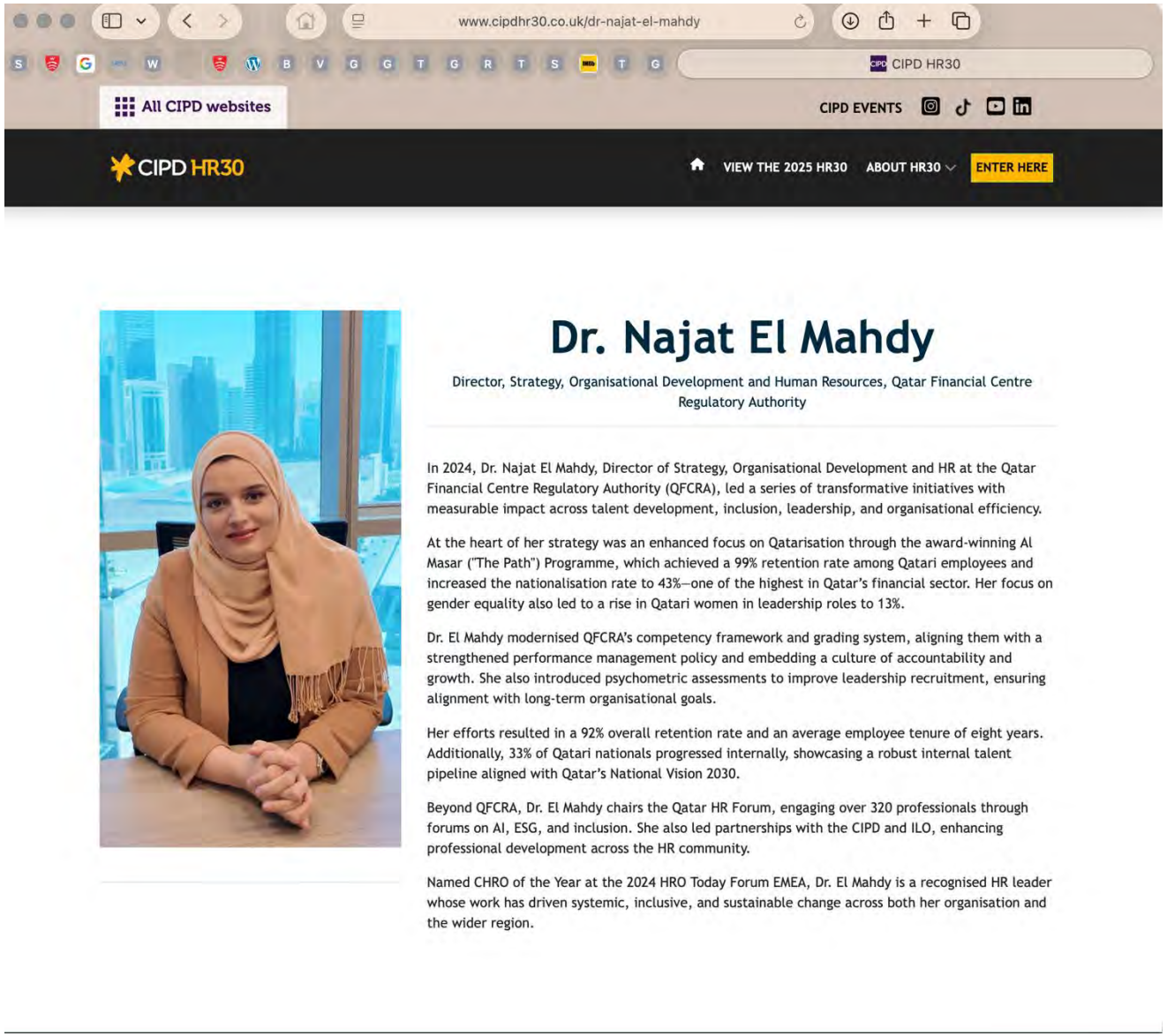
Full bibliographic citation: El Mahdy, N. 2022. Exploring Human Resource management practise through the Qatar HR Forum; framing the influence of 'Tharaba' culture and the development of Qatar-centric competencies for HR professionals practising in Qatar. DProf thesis Middlesex University

Year: 2022

Publisher: Middlesex University Research Repository

Available online: https://repository.mdx.ac.uk/item/116z2w

https://repository.mdx.ac.uk/download/380caae3713f4b3537350359449 57ed38886b95b7bec3f25ce6c5327baaf1777/36393 15/NMElMahdy%20thesis.pdf



https://www.cipdhr30.co.uk/dr-najat-el-mahdy

Values

Coaching Values Exercise

Paula is taking a coaching course from ***In Good Company*** and they introduced me to this Values exercise...

Values are an important part of decision making and identifying achievable goals in coaching.

This exercise has been changed to be a generic & QUICK version of the 'values elicitation exercise'

1. **Think of 3 values that you use -** If you are involved in practice-based/work-based learning – focus on that area.
2. Share any examples you are comfortable with sharing with your neighbour – rethink these as much as you want – this is an exercise!

3. Some examples are:

   - Trust
   - Courage
   - Commitment
   - Empathy
   - Kindness
   - Integrity
   - Independence
   - Health
   - Spirituality
   - Enjoyment
   - Intelligence

Coaching Values Exercise

1st listen to Paula's story about change and values for this are of practice...

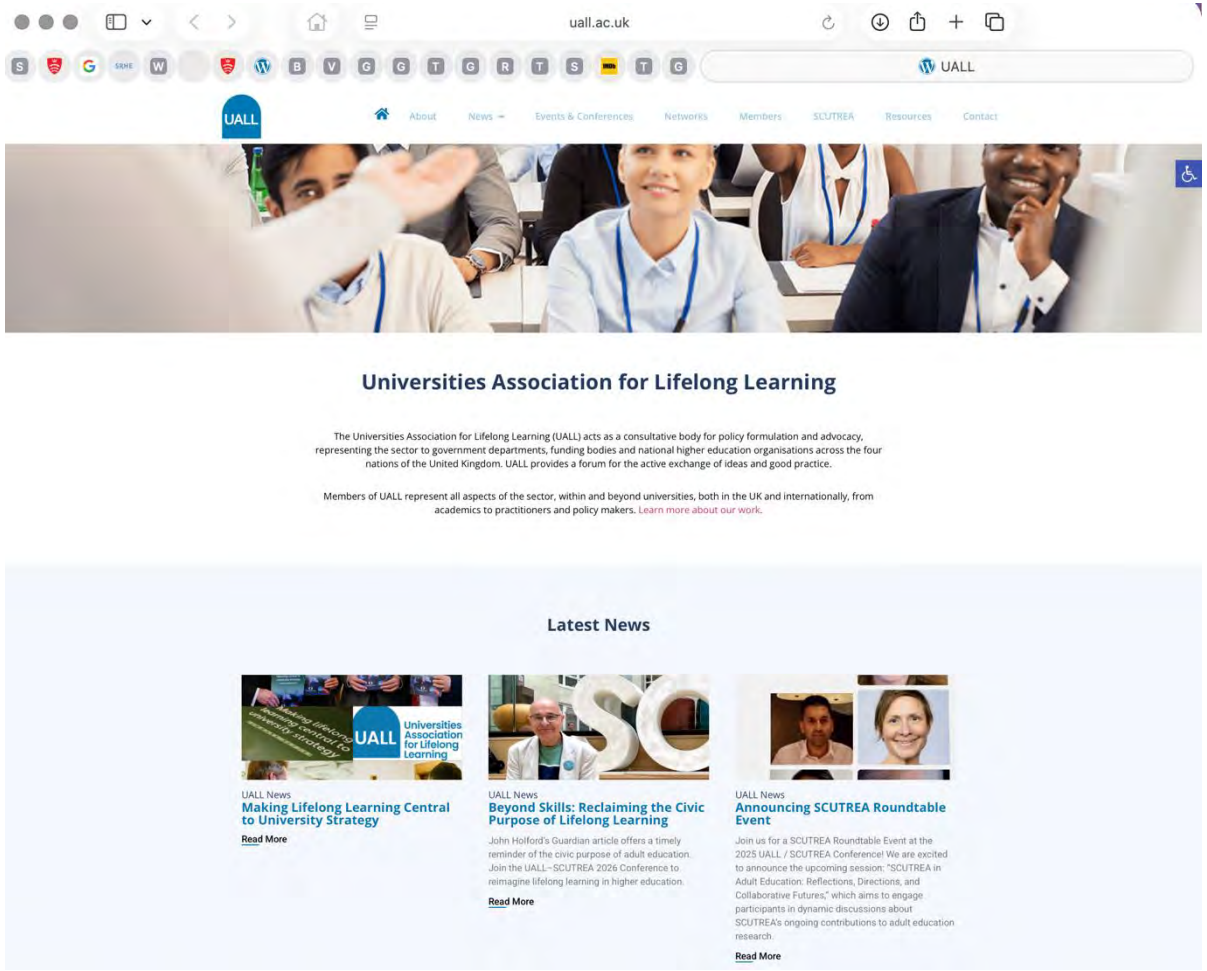
A few questions:

- Anything surprising?
- What stood out to you?

- Glass half full- glass half empty?

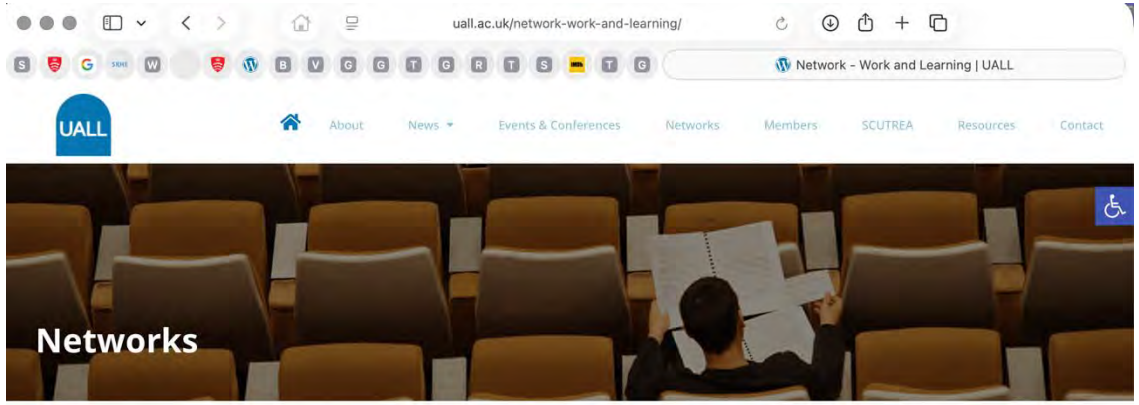
- How can your values inform your work supporting learners in the workplace?

Work & Learning Network
Case Studies



https://uall.ac.uk

https://uall.ac.uk/network-work-and-learning/



SEEC

Work and Learning

Lifelong Learning & Place

Work and Learning

The Work & Learning Network promotes learning in, through and for work (paid or unpaid).

We network and share with members and wider communities that support a range of professional practice. The network provides seminars, workshops, conferences and other events and engages with for example, work-related learning, degree apprenticeships, placements, internships, practitioner research and professional doctorates.

Our vision is to be a vibrant practitioner led network, recognised for its excellence, that advocates Higher Education (HE) in the workplace and empowers learners through encouraging lifelong learning goals.

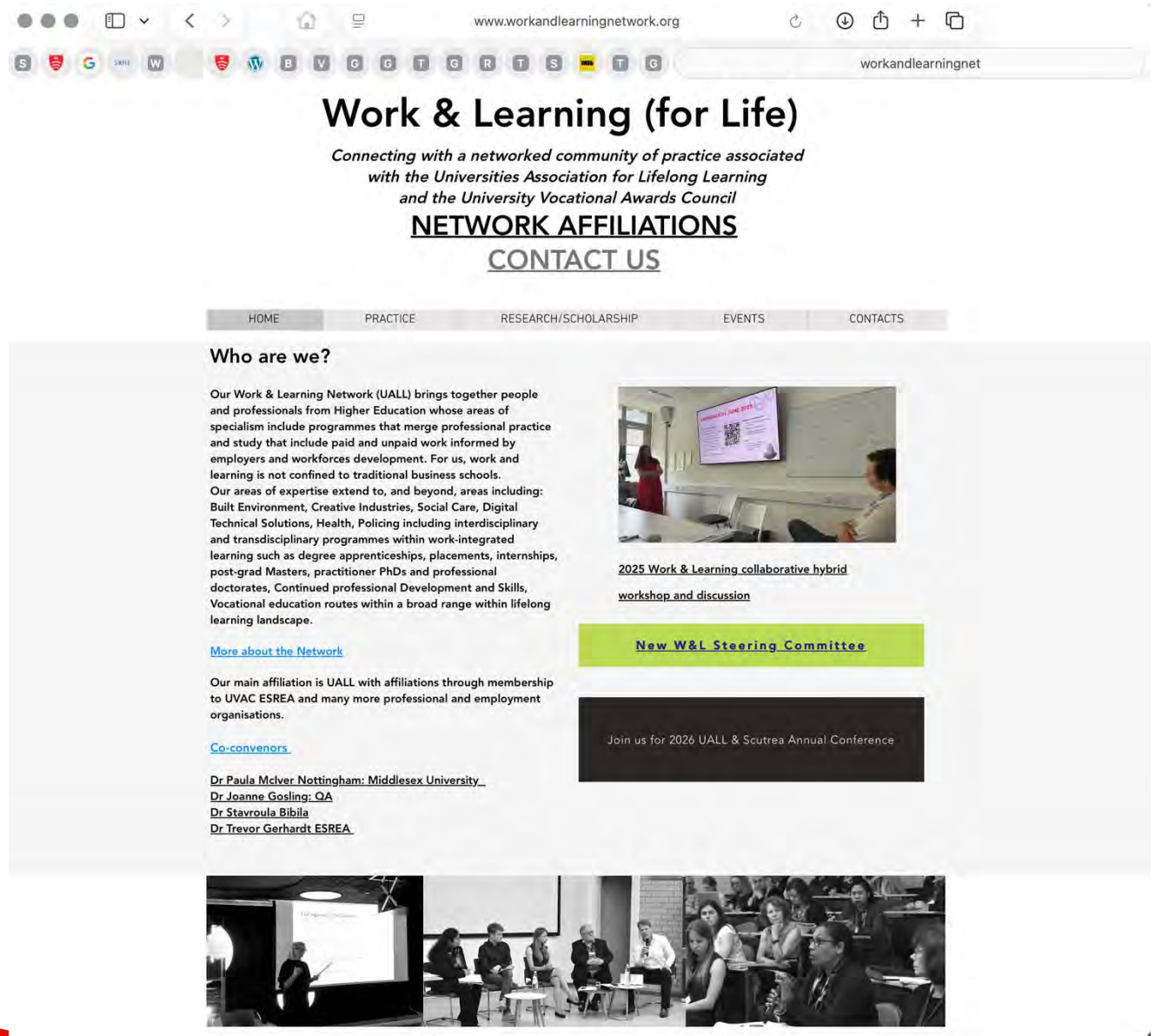
We aim to:

- provide inspiration and leadership through the development and sharing of work and learning professional practice as an important and integral part of academic awards.
- encourage and promote values, research, scholarly activity and professional practice that encourages the development of work and learning as a critical pedagogy.
- promote networking and events for members and work with national lobbies to influence the direction of work and learning in HE.

Network objectives:

- To disseminate good practice in relation to the development, facilitation and assessment of work and learning practice within HE through learning in, for and through a wide range of work-based learning, work- integrated and apprenticeship (higher, degree and graduate) programmes including undergraduate, postgraduate and doctoral levels.
- To provide events and network opportunities for HE colleagues to support staff development
- To promote and disseminate research in the field of work and learning
- To promote the status of the use of work and learning practice in HE, with employers, policy makers, professional groups and other stakeholders through UALL.

Middlesex University London



Work & Learning (for Life)

ABOUT the Work & Learning Network

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- To disseminate good practice in relation to the development, facilitation and assessment of work and learning practice within HE through learning in, for and through a wide range of work-based learning, work- integrated and apprenticeship (higher, degree and graduate) programmes including undergraduate, postgraduate and doctoral levels.
- To provide events and network opportunities for HE colleagues to support staff development
- To promote and disseminate research in the field of work and learning
- To promote the status of the use of work and learning practice in HE, with employers, policy makers, professional groups and other stakeholders through UALL.

Work & Learning Network (UALL) Convenors
Dr Paula McIver Nottingham
Dr Joanne Gosling
Dr Stavroula Bibila
Dr Trevor Gerhardt
LinkedIn Group

https://uall.ac.uk/network-work-and-learning/

https://www.workandlearningnetwork.org

Announcing out new Work & Learning Network (UALL) Steering Committee 2025-2026

James Calleja (Independent) https://efvet.org/joachim-james-calleja/
Kieron Chadwick (University of Staffordshire) https://www.staffs.ac.uk/people/kieron-chadwick
Stewart Frost (Centre for Policing Middlesex University) https://www.mdx.ac.uk/about-us/our-people/staff-directory/mr-stewart-frost/
David Fryer (CMDA and LMPDA Apprenticeships Arden University) https://arden.ac.uk/about-us/faculties/schools/school-of-business-management-and-creativity/meet-the-team
Andrew Gould (Chester Business School) https://profiles.chester.ac.uk/a.gould
Elda Nikolou-Walker (Middlesex University) https://repository.mdx.ac.uk/researcher/808y7/dr-elda-nikolou-walker
Lovelin Obi (Leeds Trinity University) https://research.leedstrinity.ac.uk/en/persons/lovelin-obi/
Emma Owen (CPD Register) https://thecpdregister.com/research-project
Becky Quew-Jones (University of Portsmouth) https://www.port.ac.uk/about-us/structure-and-governance/our-people/our-staff/becky-quew-jones
Sarah Scowcroft (Supply Chain Academy) https://www.linkedin.com/in/sarah-scowcroft-82b9081a6/?originalSubdomain=uk
Naomi Sharple (University of Salford) https://www.salford.ac.uk/our-staff/naomi-sharples
Steve Osborne (Cardiff Met) https://pure.cardiffmet.ac.uk/en/persons/steven-osborne/
Dr Peter Dwyer, Learning & Development Oxford Health Foundation Trust https://www.linkedin.com/in/dr-peter-dwyer-296950114/

Paula McIver Nottingham https://www.mdx.ac.uk/about-us/our-people/staff-directory/dr-paula-nottingham/
Joanne Gosling https://www.linkedin.com/in/dr-joanne-gosling-sfhea-5b928718/?originalSubdomain=uk
Trevor Gerhardt https://www.linkedin.com/in/dr-trevor-gerhardt-sfhea-510912120/?originalSubdomain=uk
Stavroula Bibila https://www.researchgate.net/profile/Stavroula_Bibila

CASE STUDIES

European Forum of Technical and Vocational Education and Training

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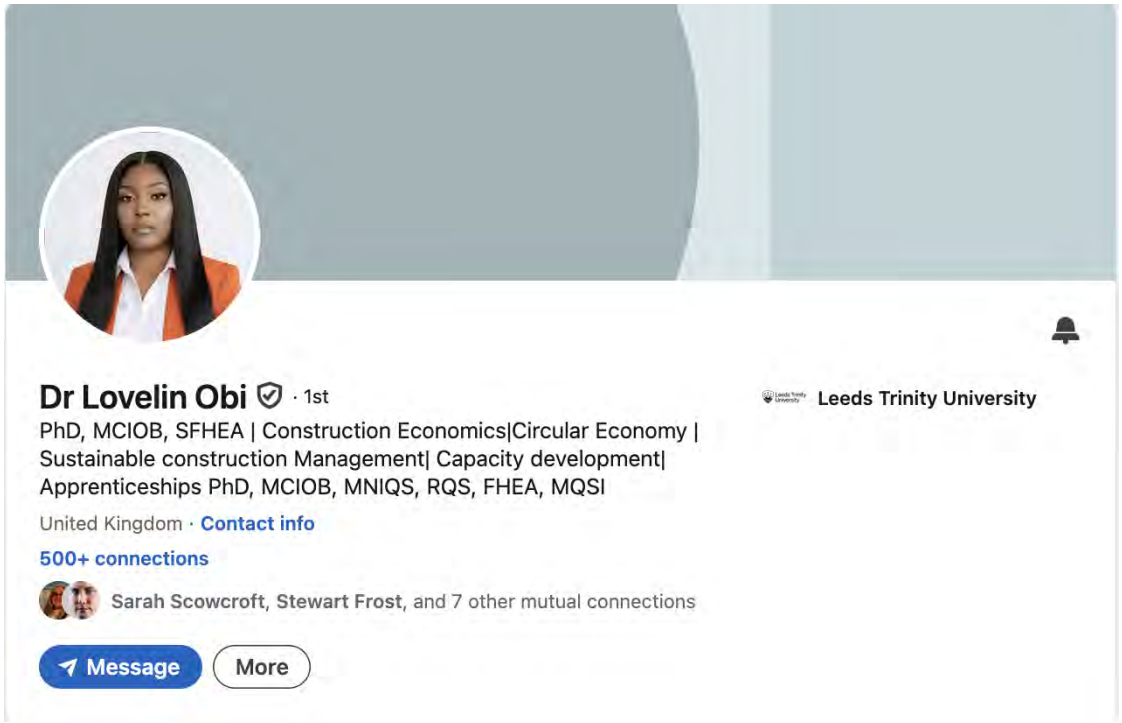
Joachim James Calleja
President

Professor Joachim James Calleja has been involved in vocational education and training since 2001. Professor Calleja is the longest serving Principal/CEO of the Malta College of Arts, Science and Technology from 2018 to 2024. He was Director of the European Centre for the Development of Vocational Training (CEDEFOP) in Thessaloniki from 2013 to 2018. Prior to CEDEFOP, he served as Permanent Secretary of the Ministry of Education and Employment in his native Malta from 2011 to 2013. He is currently the President of EfVET and Head of the European Vocational Academy a work-based learning institution created by and for industry in Malta.

In 2005 he was entrusted with the setting up of the *Malta Qualifications Council* where he served as CEO until December 2010. He was an Associate Professor of the University of Malta and served as its Council member. He represented Malta on the EQF Advisory Group, on CEDEFOP's Governing Board and on the Bologna Follow-Up Group. For six years (2015-2021) he was a Board member of the Hong Kong Council for the Accreditation of Academic and Vocational Qualifications (HKAAVQ).

A prolific writer, Professor Calleja has published books and articles and has edited various publications. He is the co-author of the *Malta Referencing Report* of the Malta Qualifications Framework to the EQF and EHEA. A book *Walk the Talk* will be published in Summer 2025 by EfVET gatherings most of his articles written for the Organization's Magazine. He has participated in international events in various countries in Europe, North America, South-East Asia, Australia, Canada, Africa, South Africa, the Middle East and in the Mediterranean region.



Active

AI-Based Circular Business Model Innovation Frameworks for Offsite Construction

Obi, L. (PI)
21/11/22 → 20/11/26
Project: Research

Off-Site Construction | AI-Based Methods | Innovation Framework | Circular Business Model Innovation | Business Model

Finished

PING: Power, Intersectionality and Gender (PING): The Untold Story of Women in Leadership in Timor-Leste Higher Education

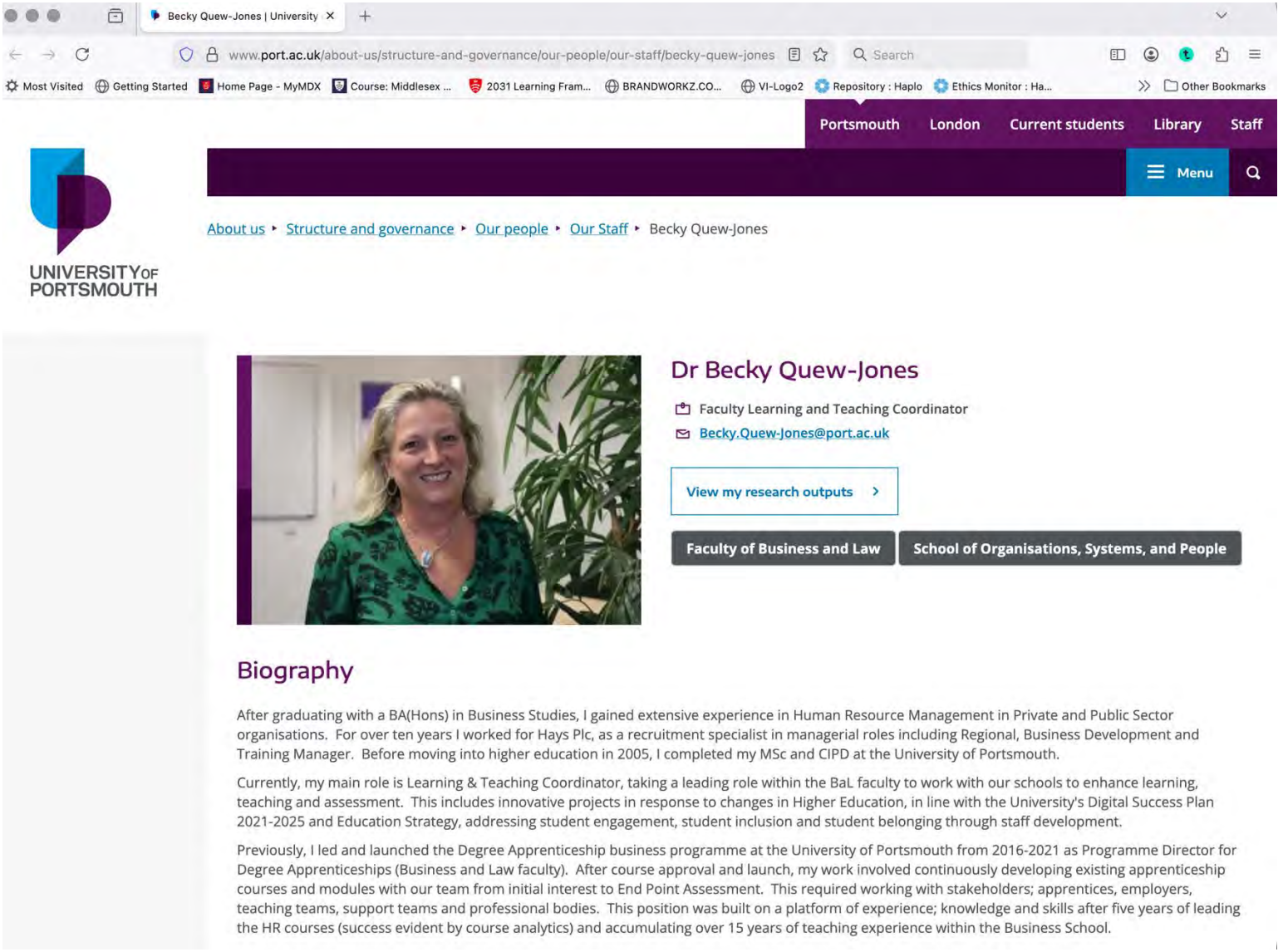
Obi, L. (PI)
8/05/25 → 31/10/25
Project: Research

COMEL: A COLLABORATIVE FRAMEWORK FOR MODULE ENGAGEMENT AND LEARNING IN BLENDED QUANTITY SURVEYING DEGREE APPRENTICES PROGRAMMES

Obi, L. (PI)
29/03/23 → 31/10/23
Project: Research

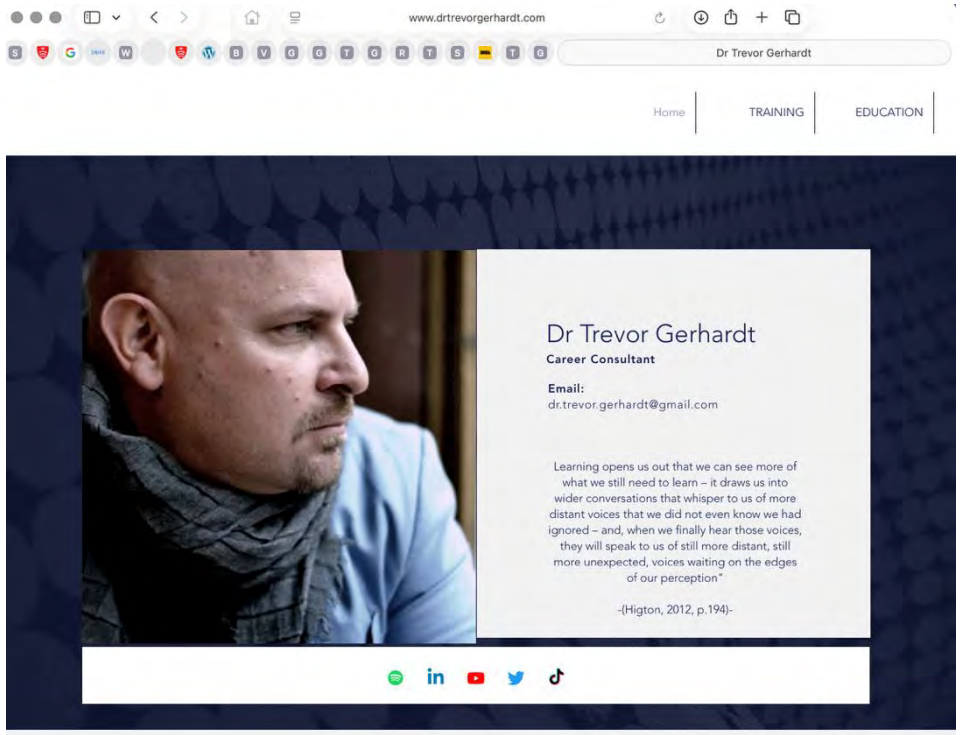
Quantity Surveying | Collaborative Framework | Apprentices | Apprentice | Engagement

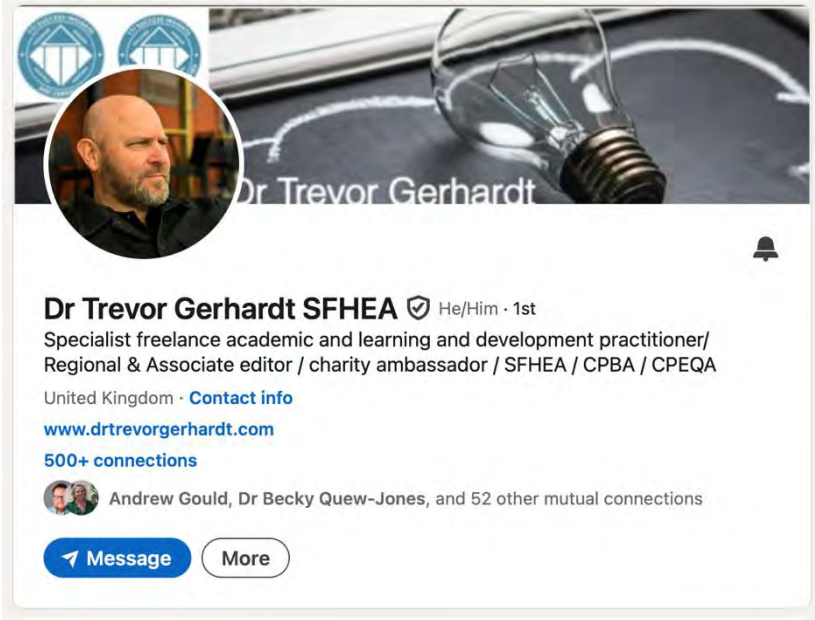
https://www.linkedin.com/in/dr-lovelin-obi-80b65482/?originalSubdomain=uk



https://www.port.ac.uk/about-us/structure-and-governance/our-people/our-staff/becky-quew-jones

https://www.drtrevorgerhardt.com





What I offer

https://www.linkedin.com/in/dr-trevor-gerhardt-sfhea-510912120/?originalSubdomain=uk

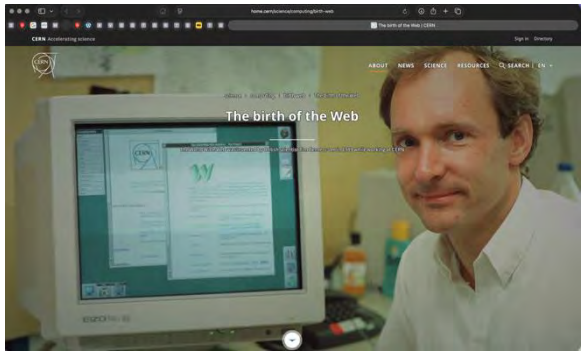
Case Studies

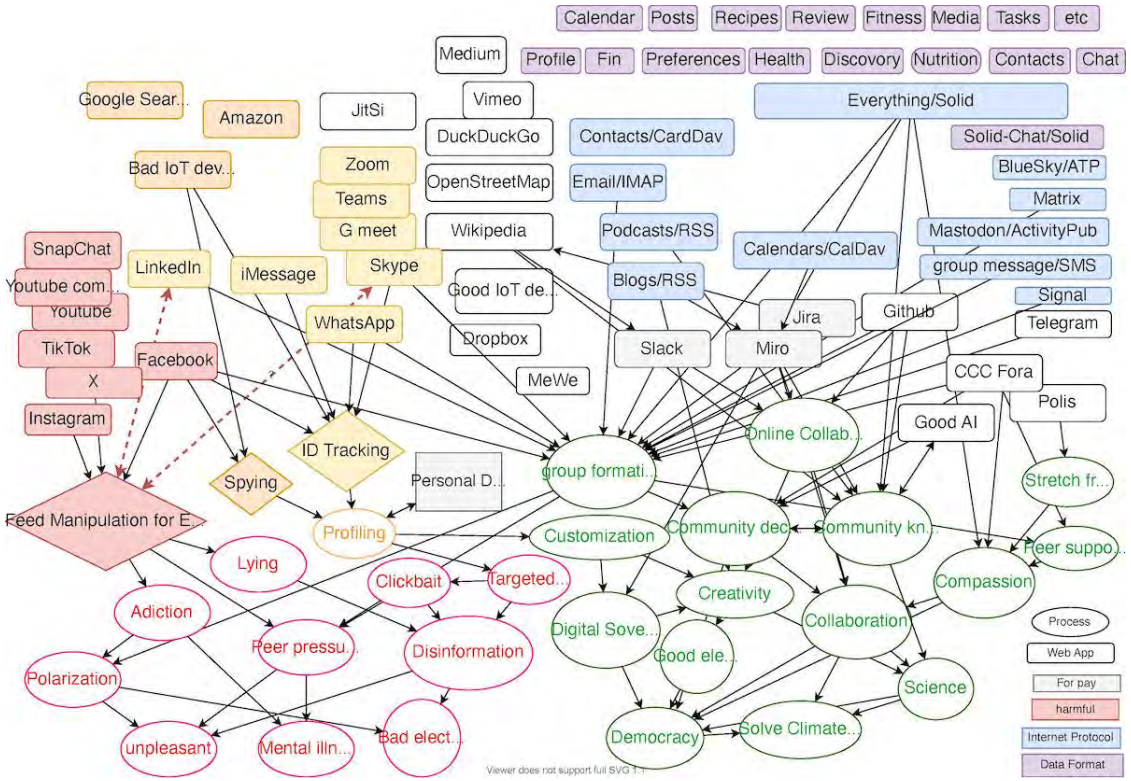
The last bits of advice...

A game changer...

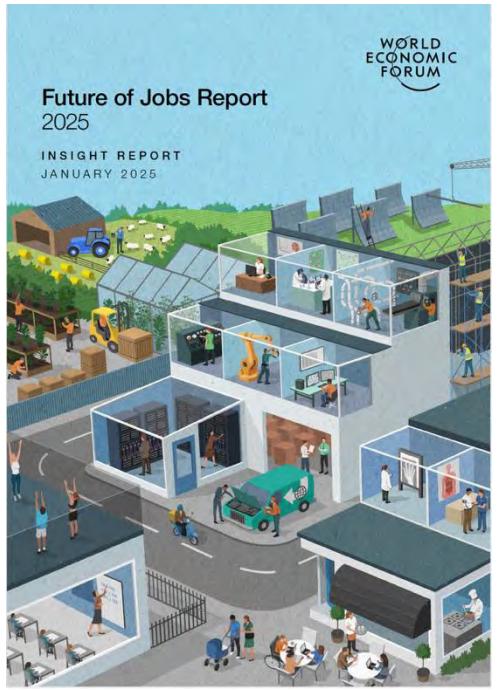
https://www.scientificamerican.com/article/day-the-web-was-born/

New technology stages - discovery – invention – sharing





https://home.cern/science/computing/birth-web



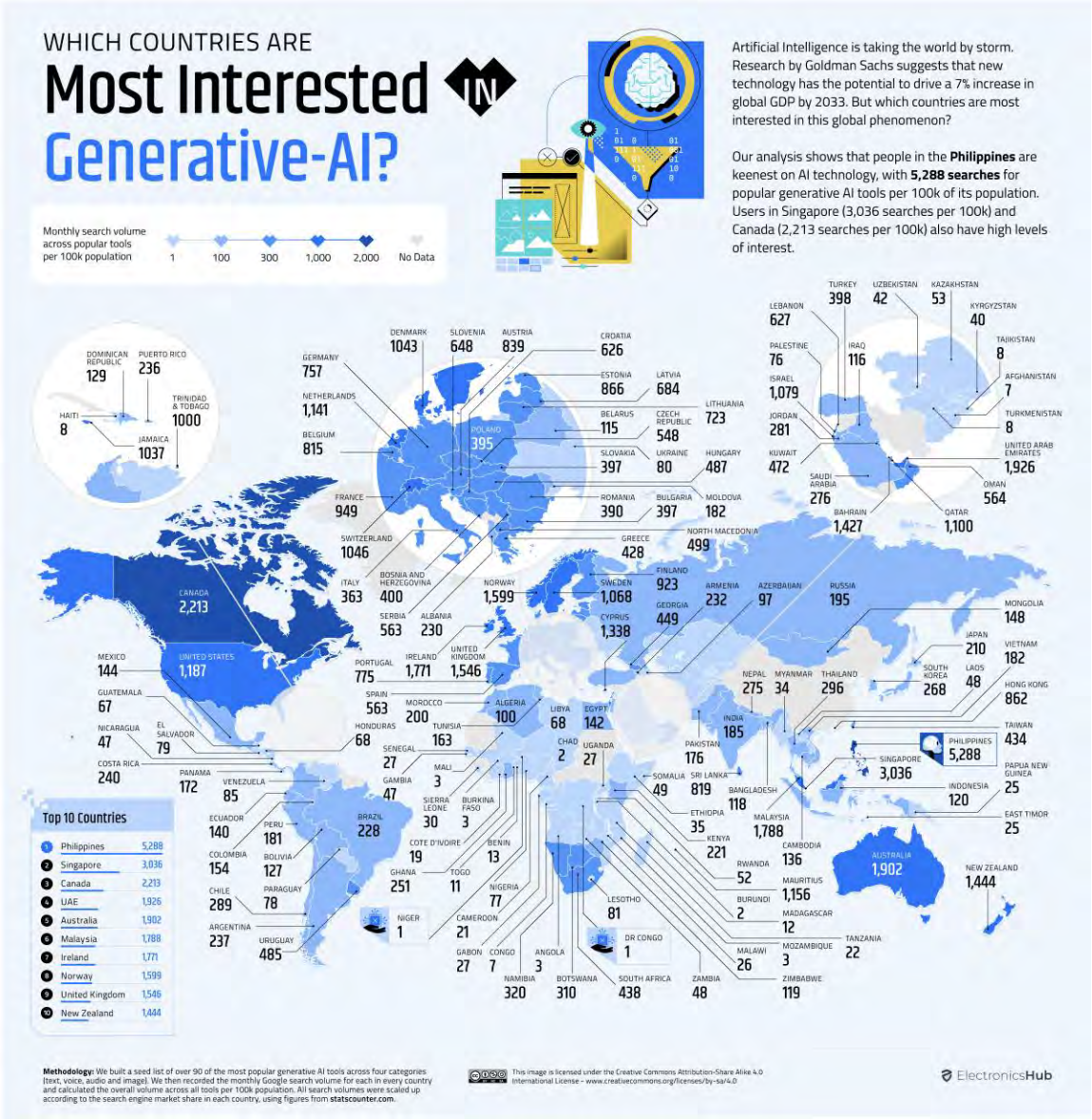
Technological change, geoeconomic fragmentation, economic uncertainty, demographic shifts and the green transition – individually and in combination – are among the major drivers expected to shape and transform the global labour market by 2030. The Future of Jobs Report 2025 brings together the perspective of over 1,000 leading global employers—collectively representing more than 14 million workers across 22 industry clusters and 55 economies from around the world—to examine how these macrotrends impact jobs and skills, and the workforce transformation strategies employers plan to embark on in response, across the 2025 to 2030 timeframe.

- Broadening digital access is expected to be the most transformative trend – both across technology-related trends and overall – with 60% of employers expecting it to transform their business by 2030.

- Increasing cost of living ranks as the second most
- transformative trend overall

- Older population

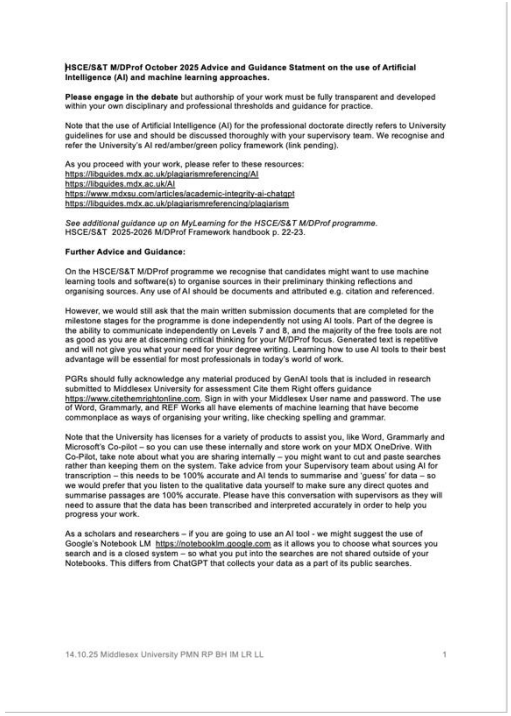
Another game changer



https://www.visualcapitalist.com/cp/mapped-interest-in-generative-ai-by-country/

Artificial Intelligence (AI) may be about being curious and rigorous and critical.

AI is now a part of our educational journey and workplace reality.



HSCE/S&T M/DProf October 2025 Advice and Guidance Statment on the use of Artificial Intelligence (AI) and machine learning approaches.

Please engage in the debate but authorship of your work must be fully transparent and developed within your own disciplinary and professional thresholds and guidance for practice.

Note that the use of Artificial Intelligence (AI) for the professional doctorate directly refers to University guidelines for use and should be discussed thoroughly with your supervisory team. We recognise and refer the University's AI red/amber/green policy framework (link pending).

As you proceed with your work, please refer to these resources:
https://libguides.mdx.ac.uk/plagiarismreferencing/AI
https://libguides.mdx.ac.uk/AI
https://www.mdxsu.com/articles/academic-integrity-ai-chatgpt
https://libguides.mdx.ac.uk/plagiarismreferencing/plagiarism

See additional guidance up on MyLearning for the HSCE/S&T M/DProf programme.
HSCE/S&T 2025-2026 M/DProf Framework handbook p. 22-23.

Further Advice and Guidance:

On the HSCE/S&T M/DProf programme we recognise that candidates might want to use machine learning tools and software(s) to organise sources in their preliminary thinking reflections and organising sources. Any use of AI should be documents and attributed e.g. citation and referenced.

However, we would still ask that the main written submission documents that are completed for the milestone stages for the programme is done independently not using AI tools. Part of the degree is the ability to communicate independently on Levels 7 and 8, and the majority of the free tools are not as good as you are at discerning critical thinking for your M/DProf focus. Generated text is repetitive and will not give you what your need for your degree writing. Learning how to use AI tools to their best advantage will be essential for most professionals in today's world of work.

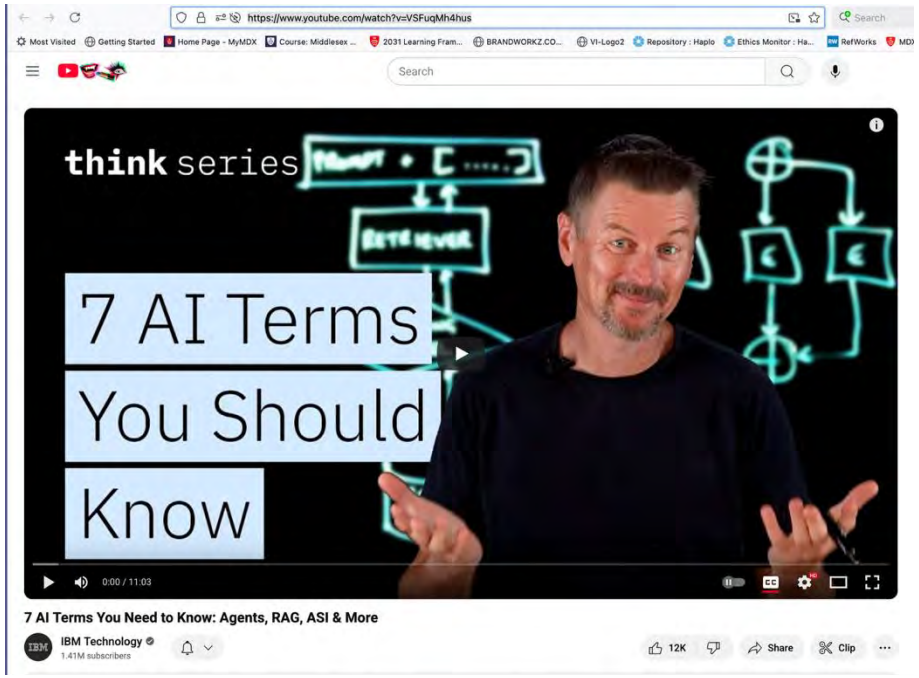
PGRs should fully acknowledge any material produced by GenAI tools that is included in research submitted to Middlesex University for assessment Cite them Right offers guidance https://www.citethemrightonline.com. Sign in with your Middlesex User name and password. The use of Word, Grammarly, and REF Works all have elements of machine learning that have become commonplace as ways of organising your writing, like checking spelling and grammar.

Note that the University has licenses for a variety of products to assist you, like Word, Grammarly and Microsoft's Co-pilot – so you can use these internally and store work on your MDX OneDrive. With Co-Pilot, take note about what you are sharing internally – you might want to cut and paste searches rather than keeping them on the system. Take advice from your Supervisory team about using AI for transcription – this needs to be 100% accurate and AI tends to summarise and 'guess' for data – so we would prefer that you listen to the qualitative data yourself to make sure any direct quotes and summarise passages are 100% accurate. Please have this conversation with supervisors as they will need to assure that the data has been transcribed and interpreted accurately in order to help you progress your work.

As a scholars and researchers – if you are going to use an AI tool - we might suggest the use of Google's Notebook LM https://notebooklm.google.com as it allows you to choose what sources you search and is a closed system – so what you put into the searches are not shared outside of your Notebooks. This differs from ChatGPT that collects your data as a part of its public searches.

14.10.25 Middlesex University PMN RP BH IM LR LL 1

External facing pedagogy/andragogy commits to embracing change.



https://www.youtube.com/watch?v=VSFuqMh4hus

Middlesex University London

Summary

Study history and philosophy of practice-based
Apply new ways of thinking with stakeholders
Start planning now for projects and publications

2026 Tik Tok Takeaway

Could TikTok be the next L&D revolution?

It took off during the pandemic and now boasts more than 1.5 billion users worldwide – and 'micro learning' video content is now starting to encroach on the world of work

by Verity Gough

This article is only available to CIPD members. To continue enjoying it, please choose one of the following options:

https://www.peoplemanagement.co.uk/article/1917830/tiktok-next-l-d-revolution

3 SECOND RULE

NO time to waste – but critique might take longer…

https://www.uel.ac.uk/sites/default/files/policy-and-guildance-on-placement-and-work-based-learning-2.pdf

First "3 Second" Impression of Tiktok Marketing Strategy

Fera Anggraeni

Chusnul Rofiah

https://www.researchgate.net/publication/381101465_First_3_Second_Impression_of_Tiktok_Marketing_Strategy

Middlesex University London

Celebrating achievement – practice based for good!

https://www.youtube.com/watch?v=uUmdaUaGTPM
Cynthia Erivo https://www.londontheatredirect.com/news/cynthia-erivo-ecting-career?srsltid=AfmBOorOkgdeRG0bHnci7XvvUArrGLXJlvEiaCVoqkmWeLjVf9bp9TR9

Thank you

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scholar.google.com/citations?user=p6bKED4AAAAJ&hl=en
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