

Understanding the Development of Dynamic Informal Capabilities in Enhancing Project-Based Assessments and Facilitating Programme Development

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Abstract

Within the tertiary education system of Aotearoa New Zealand, polytechnics are positioned as institutions with a focus on applied, experiential and employment-oriented learning. Considering the pace of change in the workplace, it is highly unlikely that educational programmes that develop and capture only formal learning outcomes can effectively prepare work-ready graduates. Capitalising on informal achievement and recognising competencies outside of the learning outcomes or the graduate outcomes is critical.

The goal of this research is to explore the transitioning of emergent spontaneous demonstrations of competencies into facilitated competencies to enhance the consistency of informal achievement across different courses and use them as a mechanism for versatile adaptation to the job-market needs. In this case, spontaneous informal achievements are defined as capabilities demonstrated by students that had not been planned for or expected in the formal programme documents, whereas the facilitated informal achievements are planned through course design, yet not recognised in the learning outcomes for the programme (hence, informal).

Keywords: Project-based assessments, informal achievement, graduate employability

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