Making it work

a guidebook exploring work-based learning

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July 2010

Contents

Foreword

I am pleased to introduce this work-based learning (WBL) guidebook which forms part of QAA Scotland's work to support the higher education sector in the area of employability and employer engagement.

The guidebook is designed to help managers and staff in both higher education institutions (HEIs) and industry to find resources to assist them design and enhance their WBL provision. It does this by highlighting the main issues WBL course developers may come across, and then referencing web pages, publications and tools to help resolve these issues.

The publication of the guidebook is timely - due to the current economic climate HEI/employer engagement could become a vital part of both sectors' business and help generate the economic recovery. HEIs and industry working in partnership is mutually beneficial, both economically and socially. For employers in both the private and public sectors, engagement with higher education can contribute to workforce development, improve productivity and expose employees and employers to innovative research and knowledge transfer.

QAA Scotland will continue to work with the sector to support institutions in working with the guidebook, and to evaluate and refine its effectiveness. We recognise that a resource like this guidebook will require constant updating and refinement, and QAA Scotland will undertake this along with the WBL Forum. The Forum itself will be reconstituted to become a wider community of practice.

Finally, I would like to thank all those who contributed to the project, in particular the project consultants, Dr Ian Ball and Dr Gaye Manwaring, and the QAA Scotland WBL Forum members.

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Section 1: Introduction

Signposts

This guidance is primarily for managers and tutors in higher education institutions (HEIs) and industry who are interested in work-based learning (WBL) or who wish to explore its possibilities. It will also be relevant for other stakeholders such as WBL students, staff at HEIs, and employers experienced in WBL.

It is grounded in Scotland where much interesting work is happening, but is international in outlook and includes links to some excellent resources from abroad. The intention is to open debate, pose questions, provide examples and suggest directions, but not to provide answers as they will be derived by the readers.

This guidance comprises information, ideas, case studies and tools. Central is the idea of creating effective ways for students to learn while they work and to gain credit for their experiences. This publication is related to study at HEI level, that is, levels 7 to 12 from the *Scottish Credit and Qualifications Framework* (SCQF).

We have used the analogy of a guidebook that might help a tourist in an unfamiliar city. So maps, routes and recommended items are offered for information and guidance, not as regulations. Also, the sequence is flexible and there is no single correct approach. You may wish to find the answer to a specific question, or to explore a particular idea, or you may want to browse and see what interests you.

- Have a look at the main sections and some of the case studies, exemplars and weblinks.

- Use some of the tools to address your own issues.

- Use some of the guides and resources to give information to other stakeholders.

- Use this publication to stimulate a dialogue between partners.

You and your colleagues and partners can revisit this resource at various times and for different purposes during the exploration and development of your WBL provision.

We have identified four main types of stakeholders: managers and tutors at HEIs and managers and tutors in the workplace. HEI managers will communicate primarily with the HEI tutors who will implement the scheme and with workplace managers who will make policy decisions. HEI tutors will communicate primarily with their own management team and with the workplace tutors.

HEI and workplace managers may wish to read Section 2 first to gain an overview of the strategic issues and the implications for policy.

HEI and workplace tutors may wish to start with Section 3 which deals with the operational aspects of WBL programmes.

Alternatively, the case studies and tools in Section 4 provide another starting point. The list of references provides links to some web resources, including papers, guides, case studies and sample documents from providers of WBL from across the world.

Definitions

Work-based learning (WBL) provides the reality of an authentic context for learning which produces the currency of transferable credit. It can enrich student learning, create a well-qualified workforce and open up new markets for HEIs.

The term work-based learning includes a wide range of provision where the focus is on situations where the main location for the student is the workplace. The curriculum meets the needs of both

HEI and employer and is jointly planned, delivered and assessed. It uses the immediacy of the work context to provide practice and to encourage reflection on real issues leading to meaningful applicable learning.

The following cases are included in our definition of WBL.

- Employee-students in vocational areas undertake professional qualifications part-time using their work context as a key component of their learning.
- Employee-students undertake general degree studies using their work context for learning and assessment.
- Workers undertake in-house courses that are then credit-rated towards HEI awards.
- Workers undertake programmes deliberately planned to integrate learning and practice.

The following cases are not included in our definition of WBL.

- HEI courses that send students out on block placement.
- Students take an internship module within industry as part of their degree.
- Workers study by distance learning, evening class, day release, block release or blended learning which is not linked to the work context.

This resource seeks to explore the following key questions.

- What do HEIs see as the main advantages and challenges with WBL?
- What do employers see as the main advantages and challenges with WBL?
- What do learner workers see as the main advantages and challenges with WBL?
- How can different stakeholders best value and share ideas to support students on WBL?

> 'Workplace learning is concerned not only with immediate work competencies, but with future competencies. It is about investment in the general capabilities of employees as well as the specific and technical. And it is about the utilisation of their knowledge and capabilities wherever they might be needed in place and time.'
> (Boud and Garrick, 1999)

> 'Working and learning are often seen as two distinct and separate entities, with the learning to be completed before the working can start. In practice, we never stop learning and we learn a vast amount in the workplace, often informally. It is important then to be able to recognise and value the skills acquired at work, whether it is informal "on the job" learning or more formal. The SCQF can help to achieve this. This needs to become increasingly widely used as a tool to recognise employer learning.'
> (Scottish Government, 2007)

Section 2: Strategic focus

Work-based learning in Scottish higher education

This section aims to help employers and HEIs in developing successful partnership working to foster workforce development through work-based learning (WBL).

> 'Work-based learning has increasingly become an area of interest for the higher education (HE) sector. It is seen as a means by which to support the personal and professional development of students who are already in work and the focus of the learning and development tends to be on the student's workplace activities.' (Brennan and Little, 2006)

What is driving the agenda?

> 'Our economy needs more people in the workforce with higher level skills.'
> (Brown, 2007)

Why should we be interested in WBL? In today's more competitive world, our economy needs more people in the workplace with higher level skills. Many employers and HEIs are already working together to achieve this. More and more HEIs see engaging with employers as an everyday activity.

The UK and Scottish Governments have recognised this and developed new proposals and policy responses along with changes in funding. The intention is to improve skills and productivity in general and to increase the supply of science, technology, engineering and mathematics skills in particular. This along with the aim to maximise innovation, enterprise and creativity and the drive to create and apply new knowledge provide the changing policy context in which prosperity of the UK depends. HEIs already play an important role here and there is potential for an even greater one through the development of a strategy for WBL. The need to enhance further and develop the higher skills base in the UK is captured and summed up in a quote from former Prime Minister Gordon Brown in his address to the CBI 2007 annual conference:

> 'Up against the competition of over two billion people in China and India - with five million graduates a year - Britain, a small country, cannot compete on low skills but only on high skills. Our imperative - and our opportunity - is to compete in high-value added services and manufacturing; and because that requires the best trained workforce in the world, our challenge is to unlock all the talents of all the people of our country. And the nation that shows it can bring out the best in all its people will be the great success story of the global age.'
> (Brown, 2007)

Gordon Brown's words reflect the key message - improved skills are vital to productivity and prosperity. Employers and HEIs can work together to add to the stock of higher level skills among employees.

HEI and industry cultures

HEIs, public sector organisations and industry often have different language, different financial years, different ideas about timescales, calendars and processes and indeed about what are seen as the measures of success, so building mutual understanding and effective communication become essential first steps in building the partnership. It takes time to arrive at a position where there is a blurring of the boundaries of where theory and practice take place and a recognition that learning

occurs in many different ways and in many contexts. In work-based programmes the employer plays an essential role by often providing input into the design of the programme, assisting with the teaching input, providing support to the students, having involvement in the assessment of students, and potentially paying some of the costs. The range of responsibilities for aspects of teaching, support and assessment will vary and should be negotiated. This requires extra effort and at times additional resources, policies, quality assurance and staff development arrangements to be put in place.

Not all HEI staff will see the benefits of academic involvement in workforce development. Employers too will face challenges as many employees and managers may not make the immediate link in the sense of knowing what HEIs have to offer. Many companies, particularly small and medium-sized enterprises (SMEs) of less than 50 employees, offer training which does not lead to accredited qualifications yet increasingly employees themselves value qualifications. Many SMEs have not developed links with HEIs and are uncertain about how HEIs might be able to help in terms of enhancing skill levels of their workforce. Many employers are not automatically disposed to academia; however, given the requirement to become increasingly competitive, externally-accredited programmes provide additional assurance of quality to prospective customers, so being able to demonstrate partnership arrangements and links with a HEI is becoming an attractive option which adds value in the global marketplace.

Given the nature of HEIs it is not always easy to identify who a prospective employer interested in establishing links with a HEI would contact in the first instance. Barriers of this nature need consideration in developing policies relating to WBL. Consideration certainly needs to be given to developing a responsive and coordinated approach to employer engagement and establishing networking opportunities as well as transforming traditional systems of accreditation and quality assurance. Working together to form partnerships and to establish agreements addressing such issues as copyright of materials, data protection, development and updating of materials, formal assessment, fee sharing, and so on, are all key outcomes of such a process. This recognises there is a two-way knowledge exchange where both HEIs and industry bring strengths to the table.

Benefits for all

WBL programmes come in many different forms and modes of delivery, often very different from traditional courses. Many involve blended learning with blocks of teaching supplemented by distance learning or technology-based virtual learning resources. Other models offer in-company learning sessions with academics providing inputs, while others use employer-based tutors drawing upon recently retired or very experienced staff to act as tutors, mentors and coaches. Approaches of this type are attractive as these learning blocks can be scheduled around key production times and predictable busy periods. Losing key managers to go off to HEIs is now becoming unacceptable for many companies.

Employee-students on work-based programmes arrive with different needs and expectations than traditional students. They are often highly experienced individuals with all sorts of qualifications and experiences of learning, many of whom have not studied formally for a number of years. Clearly treating these experienced adult students as 'empty pots' will receive resistance and challenges. The learning and teaching approaches need to recognise and value what they bring to the table and make use of the vast experience and resource in the classroom. So the recognising and valuing of prior learning and prior experiential learning and student-led, interactive, pragmatic contextualised learning and teaching approaches need to be balanced alongside traditional lecture-based inputs. Not every academic lecturer will be comfortable with such a mature group of students and this needs to be taken into account in the planning of such programmes. Staff development may be required for both academic staff and in-company tutors and mentors in order to encourage effective pedagogic practice across both the workplace and academic settings.

Flexibility in delivery and customising modules, courses and programmes to suit the skill and knowledge requirements of the company or industry are clearly attractive to employers as they are not constrained by standard HEI semester dates. Flexibility inevitably brings its challenges to the HEI as it makes delivery more complicated and arguably more costly. Bringing in work-based students

for one week blocks outside normal semester times often means simple things like catering or library access can be problematic until the long-established systems, policies and practices adapt.

Work-based students also benefit as it means that they can study while continuing with their work responsibilities, and for students in remote areas, the avoidance of having to spend considerable periods of time away from home.

Features of work-based learning

Traditional curriculum design often focuses on information transfer and the acquisition of new knowledge and leaves the student to make the links about how to apply this new knowledge in practice. However, work-based curriculum design is increasingly interested in methodologies which blend and combine information and communications technologies in the form of virtual learning environments (VLEs) with problem-based learning with the focus on solving real and concrete workplace problems, issues or concerns. Such programmes and modules often contain many of the following features.

- **Existing knowledge is used as a basis on which to build new knowledge.**

- **New knowledge is introduced and applied in context to the student.**

- **New knowledge is then applied by the student in their work context and is therefore integrated into the student's world.**

- **Students collaborate with peers on the module, course or programme and with colleagues in the workplace.**

- **Course or module activities are framed in such a way as to enable students to share knowledge in the workplace with colleagues and to facilitate solution-focused collaboration with peers, experts, mentors and significant others in the workplace.**

- **Workplace supervisors or tutors are in place to make the theory practice links and to stimulate practice learning and re ection.**

- **Workplace resources are generated and shared and are reusable as learning 'objects' on the VLE.**

- **Students' diverse needs are taken into account and differentiation takes place for individual students via personalised feedback and individual tutorials (face-to-face, telephone or computer facilitated through Adobe Connect Pro or Skype technologies).**

- **The VLE is used to outline the course structure such as study times, assignment deadlines, and so on. It is also used by the tutors to post presentations and readings or self-study materials. The VLE is also used to encourage student-student collaboration and networking.**

The key difference between the traditional day-release type design of one day at college model and the current work-based designs is that the curriculum is delivered and supported by both the employer and the HEI and the content is grounded and situated within the practice setting.

Management challenges

WBL is redefining both the workplace and the HEI classroom. WBL includes learning which takes place both in work, through work and in periods of HEI-led study both on and off the job, often linked to formally accredited education. This broad range of approaches highlights that for HE, WBL can be a means of overcoming the barriers of practical restrictions like semester times and economic restrictions often associated with HEI education. However, if the HEI sector wishes to be central to the government's vision of economic growth and to increase the number of employee-students then resources need to be focused into particular areas such as boosting the business development

capability within HEIs to foster better working relationship with employers and industry and to develop work-based and flexible part-time provision.

Quality assurance and academic standards concerns often raised by the academic community also need to be addressed. The setting of benchmarks and levels using the SCQF and more development in terms of recognising prior learning would begin to address any questions of equivalencies of work-based learning routes or modes of learning to more formal full-time academic degrees. Much of this may need investment in staff development and policy changes to accommodate and recognise different forms of assessment away from the traditional exam-based approaches.

Senior management will also need to continue to work with the funding council and government to consider how WBL can be incentivised through some form of 'third leg' funding specifically ring fenced to encourage employer-HEI collaboration.

At a less strategic level, but still an important piece of the jigsaw, will be the consideration of collaborative agreements or memoranda of understanding with employers and HEIs and also three-way learning agreements and learning contracts between the employee-student, the employer and the HEI. Regular reviews are necessary to ensure the agreements remain current.

Where next?

A learning agreement from the University of Plymouth:
www.plymouth.ac.uk/files/extranet/docs/CAR/Learning_Agreement_WBL3_%20June2007.pdf

Bates Technical College, USA, offers guidelines and procedures for WBL:
www.bates.ctc.edu/about/HumanResources/files/Work-Based%20Learning%20Guidelines%20 and%20Procedures.doc

A sample learning plan from Connecticut:
www.sde.ct.gov/sde/lib/sde/Word_Docs/DEPS/Career/WB/WB_Plan.doc

Quality challenges

WBL includes some or all of the following characteristics:

- management through a partnership

- a three-way contractual arrangement between the HEI, the employer and the student

- programmes and curricula derived from the needs of the workplace and the learner, as well as the subject itself

- delivery in part in the workplace

- assessment by both workplace assessors and HEI academic tutors.

The *Code of practice for the assurance of academic quality and standards in higher education*, published by the Quality Assurance Agency for Higher Education (QAA), may need to be reviewed in order to encompass the breadth and flexibility of WBL provision. As it stands there are precepts for placement learning, distance learning and for collaborative agreements which can inform providers. But these should be enhanced to reflect the cross-cutting approaches now emerging.

WBL goes beyond the normal parameters and may challenge what has been traditionally understood by the term 'the aligned curriculum'. Employee-learners may not work within prescribed curricula and normal HEI systems. As non traditional learners they will present portfolio evidence which is interdisciplinary in nature and reflect the cross-disciplinary context and setting in their world of work. Decisions will need to be made as to academic credibility and credit which can be gained through such submissions.

Quality assurance of the work-based teaching, learning and assessment will also need to be considered along with the requirements of work-based tutors being considered as associate staff of the HEI for quality assurance purposes. Another challenge for HEIs is how to organise the frameworks, policies and people to ensure quality and consistency of the WBL provision. This could be a centralised service or through local experts in each faculty.

Where next?

Christopher Harris raises issues in WBL contracts:
www.heacademy.ac.uk/assets/york/documents/resources/heca/heca_lc22.pdf

The Open University explores models of WBL, with useful checklists:
www.open.ac.uk/cobe/docs/COBE-WBL-booklet.pdf

Section 3: Operational focus

Curriculum design and implementation

This section is about the operational and practical aspects of designing, delivering and evaluating WBL. It is intended for those involved in the detailed daily processes rather than the decision makers who will decide the policies. It is about tactics rather than strategies, though you need to be aware of overarching drivers and constraints as well as underpinning knowledge about learning.

This section looks at moving from a traditional campus-based full-time course to a work-based programme for part-time employed students. Think about the key parts of the curriculum. Some will be predetermined, others will be under your control; some will be negotiable with other stakeholders. As you read an aspect, you may find it useful to build up a specific plan related to your own context detailing key ideas, links to explore further, actions to take, and people to contact.

One key advantage of work-based learning as opposed to workplace learning is the use of the work context as a vehicle for learning. Work tasks can be used for learning and assessment, or learning and assessment designs can lead to items of value to the employer.

Where next?

These boxes lead you to a range of resources, with easily accessible links.

Tools

These are designed to focus your thoughts and stimulate discussion with other stakeholders (see Section 4).

Curriculum design

When you plan or design a curriculum you need to make decisions about a wide range of interacting elements. They should be considered together and not as a series of agenda items. Thus choices about aims affect methods of assessment; availability of resources may support or preclude methods of learning; practicalities of time and place may dictate the mode of instruction.

Also the views of different stakeholders have a major impact. The students are central, but their needs must fit with the demands of the employers and the requirements of HE. The HEI tutors and the workplace supporters must share a common understanding of the curriculum pressures.

For each aspect, the HEI tutor, the workplace tutor and the student need to negotiate about the locus of control.

Questions

Here are some of the main curricular issues you need to decide and plan.

	Key questions	Aspects
1	What knowledge, skills and attitudes will the students aim to develop?	Learning outcomes; general skills; competences; personal attributes
2	What is the content of the programme?	General and specific; types of knowledge; stakeholder needs
3	What is the teaching/learning methodology?	Content; learning styles; teaching methods; delivery modes
4	What is the assessment strategy?	Diagnostic; formative; summative; peer; self; group; methods
5	How will the students be supported?	Tutors; mentors; peers; managers
6	How will the tutors be supported?	Training; networking; organisation culture
7	What are the resource implications?	Books; computers; time; money; learning environment
8	How will the programme be managed?	Recruitment; infrastructure; funding; partnerships
9	How will the programme be evaluated?	Quality assurance; stakeholders

Tools

Curriculum questions (page 30)

Dimensions of work-based learning (page 31)

Decision-making continua (page 37)

1 Aims

What will the student be expected to be able to do at the end of the programme? This can include:

- **learning outcomes** stated in terms of SQCF levels

- **knowledge** - often knowledge frameworks or methods of information literacy are more important as knowledge changes

- **general graduate skills** recognised as employability requirements

- **specific competences** - often in relation to a professional body; these may be required before a person can be licensed to operate within a profession.

- **specific skills** required by the employer in relation to the nature of the employment

- **personal attitudes and attributes** expected of a person behaving in a professional, ethical and responsible manner

- **work targets** which may need to be achieved but can be used as evidence of competence

- **career and development aspirations** which may be identified by in-house review procedures.

2 Content

What is the content of the WBL programmes? How do you determine the topics and sequence of learning in WBL? It must meet the needs of different stakeholders and include a variety of types of knowledge, skills and attitudes.

Stakeholders' needs

Students - their needs depend on their previous experience, training and qualifications. Also, they may be identified through a training needs analysis or as part of a performance review process. Their motivation is another factor so their interests, aspirations and future plans are relevant too.

Employers - they may identify problem areas that can be solved by a training and development agenda. They may introduce new procedures or systems due to legislation or product or service innovation and these will require workforce training. They should have a concern for the continuing professional development of their staff.

HEIs - the demands will be to ensure that experience leads to learning at the right level. If the WBL is to lead to a qualification it may have certain content requirements including a theoretical perspective.

Professional, statutory and regulatory bodies - the content, competences and standards may be prescribed by a professional body which may approve course provisions and license practitioners.

General and specific skills

Most programmes will include specific skills appropriate to a particular context as well as general transferable approaches which link to employability. A skilled supporter can ensure that a student can turn a specific learning experience into a generic one by using analysis, evaluation and reflection. It is important to ensure that effective learning opportunities are planned, and that the learning is made explicit and is evidenced.

Where next?

The SCQF provides detailed level descriptors:
www.scqf.org.uk/TheFramework/The-Framework-Home.aspx

HEA employability audits show benchmarks for different professions:
www.heacademy.ac.uk/ourwork/learning/employability/disciplines

Types of knowledge

An effective worker needs a wide range of knowledge types.

Explicit knowledge - written down as text, diagrams, and so on.

Implicit knowledge - not written but could be articulated. This often includes processes.

Tacit knowledge - things that are known or felt that cannot be articulated. This often includes intuitive or unconscious behaviours. It is much easier for someone to develop implicit and tacit knowledge while operating in a real work environment.

'Wicked competences' - include group work, communication skills, confidence and developing relationships: 'Some problems are so complex that you have to be highly intelligent and well informed just to be undecided about them' (Knight and Page, 2007). These areas are important but difficult to teach, hard to learn and challenging to assess.

Emotional intelligence approaches - focus on self awareness, social competence, and understanding the emotions of yourself and others which impact on relationships and effectiveness at work.

Threshold concepts - ideas which change the way a person thinks. They may be difficult to grasp, but once mastered they are transformative and are irreversible.

Where next?

Sanchez explores how organisations manage types of knowledge:
www.knowledgeboard.com/download/3512/Tacit-vs-Explicit.pdf

Knowledge Harvesting shows a visual model of the relationship between different types of knowledge:
www.knowledgeharvesting.org

Knight and Page explore the idea of 'wicked competences':
http://kn.open.ac.uk/public/getfile.cfm?documentfileid=10623

The Consortium for Research on Emotional Intelligence in Organizations lists guidelines for promoting emotional intelligence in the workplace:
www.businessballs.com/emotionalintelligencebestpractice.pdf

Michael Flanagan explores threshold concepts:
www.ee.ucl.ac.uk/~mflanaga/thresholds.html

3 Teaching and learning methods

The student will be expected to act as a mature adult and as an autonomous learner, making decisions about how to learn, but you can advise and facilitate the process. There may be a wide range of formal and informal, structured and unstructured, learning opportunities in the HEI, in the workplace and elsewhere. This can include lectures, seminars and workshops, coaching, group work, visits and shadowing. Also a whole range of self study and online methods can be included. Blended learning approaches can incorporate a mix of group and individual methods, face-to-face delivery, e-learning and practical tasks.

For all methods, the students need to reflect on their learning and make links to previous experience. One major advantage of WBL is that the student can see immediate meaning in their studies and can apply their learning to their practice. The learning styles and approaches of individual students vary. Therefore it is important to ensure that students are exposed to a range of opportunities to think, debate, reflect, experiment and apply their learning.

The only person who can do the learning is the student. This is true in any situation, but where the students are undertaking WBL the tutor involvement is less direct. In any context where the student is remote - whether it is WBL, or distance learning or e-learning - staff have several key roles. With WBL, these roles may be shared between HEI tutors and workplace supporters.

- What content is to be learned?
- What learning styles suit the students?
- What teaching methods are available at the HEI?
- What teaching methods are available in the workplace?
- How do your encourage transfer of learning?
- What staff are available to teach?
- What training and support have the staff had?
- How is the quality of the teaching assured?
- What mix of methods is appropriate?

Where next?

The National Institute for Science Education (USA) offers examples of collaborative learning, evaluation and learning through technology:
www.wcer.wisc.edu/archive/cl1

The Australian Flexible Learning Network features case studies about teaching and assessing online:
http://designing.flexiblelearning.net.au

Marilyn Crawshaw looks at learning in practice:
www.york.ac.uk/depts/spsw/documents/Day4HandoutAdultlearningandreflectivepractice.doc

The Making Practice-Based Learning Work website has advice about supporting learning in practice:
www.practicebasedlearning.org/resources/sl&t/intro.htm

Creating a supportive learning culture

The main purpose of workers is of course to work and yet future demands must be considered. Employers must realise that it is a sound investment to allow workers to spend time on learning activities which will reap long-term benefits by up-skilling and motivating their staff.

The culture needs to permeate all levels in the organisation so that workers are comfortable learning rather than working, and that colleagues do not regard them as less productive.

Where next?

Different models of organisational learning and development:
www.bola.biz/mg5013/lorganisation.ppt

Farago and Skyrme offer an insight into the learning organisation:
www.skyrme.com/insights/3lrnorg.htm

A student project from Edinburgh University examining how to create a learning organisation:
www.see.ed.ac.uk/~gerard/MENG/MEAB/lo_index.html

The London Deanery looks at encouraging conditions and attitudes for WBL in the NHS:
www.faculty.londondeanery.ac.uk/e-learning/facilitating-learning-in-the-workplace

The Chartered Institute of Personnel and Development presents case studies about learning culture in business organisations:
www.cipd.co.uk/helpingpeoplelearn/_lrncltre.htm

The European Consortium for the Learning Organisation offer lots of presentations and papers:
www.eclo.org/index.html

4 Assessment

How will you measure the development and achievement of the student on the required programme? The assessment must be closely linked to the aims.

- What is the role of diagnostic, formative and summative assessment?

- What are the methods of assessment, for example: examinations, observation, reports, assignments, projects, portfolio, online tests, role play, presentations, interview, and so on?

- Will you use self, peer, group, team, client assessments?

- What is the role of HEI tutors and workplace mentors?

- How do you ensure assessment criteria are explicit and at the right level?

- How are assessments spread through the programme?

- How do you ensure assessments are authentic, challenging and realistic?

- How do you deal with the complexity of inter-professional and interdisciplinary working?

- How do you manage the practicalities of timing, reporting and quality assurance?

- What happens if students fail?

- How is assessment information recorded and reported?

It helps to set up a learning agreement related to the specific needs of each student. In WBL, a three-way agreement between student, HEI tutor and workplace tutor can work really well. This can aid planning, resourcing, monitoring and review. The agreement should be revisited regularly and amended to meet changes in context, practice or learning needs.

Assessment is useful to measure learning for certification and to monitor progress. It needs to be realistic and relevant for all stakeholders and is termed authentic assessment. Students must find it challenging and satisfying; employers must find it relevant to the work context; HEIs must find it provides evidence of achievement at an appropriate level.

> 'Thus, tools to assess authentic workplace activity are needed. Work-based learning and assessment must be integrated in a valid and reliable way. Competence is multidimensional and assessment tools should be designed to capture this....The development of such tools is best done with input from a variety of stakeholders. Those developing the tools must have a very clear idea of the tasks learners are expected to be able to perform, the expected standard for the performance, and the context in which learners should be able to do these tasks.'
> (Davis, 2007)

One way to ensure a work task becomes an assessment tool is to ask for an explanation, so that as well as performing a job, a student shows understanding of the process and transfer of the knowledge and skills to a new situation. If students can prove learning from experience rather than just experience, they can claim accreditation of prior experiential learning and gain modular credit. This is quicker and cheaper than taking modules from the HEI.

If work tasks are new, you should provide time and support to the students before they are assessed summatively. However, ongoing formative feedback will enhance the learning and build the students' confidence. Group projects or collaborative initiatives can benefit the students and others in the partnership as well as producing significant outputs.

Tools

Views on assessment issues (page 34)

Where next?

Mueller's provides a wide range of tools and examples:
http://jonathan.mueller.faculty.noctrl.edu/toolbox

ISCP looks at creating a learning agreement between a trainee and a trainer:
www.iscp.ac.uk

Wilcox and Brown advise on managing APEL, with interesting examples of WBL assessment given in Section 3 and Resource Sheets 4 and 5:
www.materials.ac.uk/teachingdev/funded/apelintro.asp

Williams and Thurairajah discuss approval, delivery and assessment:
www.cebe.heacademy.ac.uk/employerengagement/pdf/EE%20pack.pdf

5 Student support

Whatever the course content and teaching methods, students will need support. They need to identify and create an effective support network of people who can provide a range of advice, encouragement and help.

The needs of students may include:

- practical and technical support

- advice on how to study and apply their learning

- how to choose curricular items

- where to find resources

- time management

- dealing with assessment

- personal problems.

The range of supporters may include:

- tutors

- mentor

- peers

- alumni

- managers

- workplace colleagues

- family

- friends.

We suggest you encourage students to design their own support network so they can maximise help from different sources.

Since the work-based students will be remote from the HEI, the role of distance tutor may become very important. This can be carried out by phone, email or online systems. Communication can be with individual students or with groups, encouraging discussion and collaboration.

Where next?

The OTiS Online Tutoring e-book is full of ideas and resources from Carol Higgison:
http://web.archive.org/web/20040305064249/otis.scotcit.ac.uk/onlinebook/otis-t2.htm

The Institute of IT Training lists competences for e-tutors and e-producers:
http://iitt.vbnlive.com/pws/area.asp?sss=stdscomf

Useful training materials from the University of Warwick:
www2.warwick.ac.uk/services/ldc/resource/eguides

A training course and resources from Richard Mobbs at the University of Leicester:
www.le.ac.uk/users/rjm1/etutor/?searchterm=e-tutor

6 Support for tutors

Many different people will support the students and they all need to understand the nature of WBL. This applies to HEI staff (academic tutors, administrative and support) and to mentors and tutors in the workplace.

All supporters, both in the HEI and in the workplace, need to be aware of the context and aims of the programme. Training and support can be organised for tutors, mentors and coaches as part of their professional development.

It is likely that the programme will include different staff roles, for example, lecturer, tutor, assessor, mentor, coach.

In any partnership the roles and responsibilities of each stakeholder need to be clear. It is essential that the student does not receive conflicting advice from different supporters. Effective collaborations usually depend on time and commitment and a sharing of values. Encourage the supporters to communicate with each other to share ideas, problems and solutions.

Tools

Course ethos (page 35)

Grid (page 36)

Differing demands and beliefs in partnerships

The three key players in WBL (students, employers and academics) may have different beliefs, values and attitudes. This may affect how they view learning and the time and resources involved. The worst-case scenario is if the students are caught in conflicting views between the employer and the HEI which both have an impact on their learning. It may also help to keep the workplace roles of line manager, tutor/mentor and assessor separate to avoid any confusion.

- Is the training for an immediate, long-term or future need?

- Who pays for it?

- How are tensions between work and learning resolved?

Three key points can enable effective resolution of differences.

- Mutual respect between different partners.

- Open discussion about beliefs and values.

- Deliberate processes to create and sustain effective partnerships - they do not just happen.

> '...the partners aim to achieve something they could not do alone, by pooling skills and other resources. To do this they need a shared vision of their goals, and a way of working together which realises this ambition.'
> (Wilcox, 2004)

Where next?

A range of resources on building partnerships from Wilcox (2004):
www.partnerships.org.uk/part

The World Health Organization offers a simple guide covering key points:
www.stoptb.org/assets/documents/countries/partnerships/building_partnerships_guide.pdf

Resources and tools for partnerships from LG Partnerships,
including an online audit:
www.lgpartnerships.com/default.asp

7 Resources

Students will also need resources to assist their learning. This can include:

- books

- access to computers

- access to the internet (you may need to ensure firewalls do not block key sites)

- software licences and permissions

- time

- access to learning contexts, for example, situations where they can practise and develop their learning

- learning environment (perhaps a quiet place to study)

- money (for example, for travel).

You need a consistent policy about who pays for or provides these items. What happens if the student leaves the employment?

Where next?

The JISC Business & Community Engagement programme offers advice and support and describes a range of innovative projects:
www.jisc.ac.uk/whatwedo/programmes/bce.aspx

A wide range of accessibility resources from JISC:
www.techdis.ac.uk/index.php?p=9_33_1
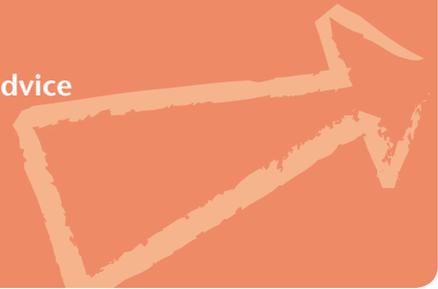
8 Management

Training programmes will be managed within other frameworks, for example, employer's staff development policy and HEI's quality assurance system. Decisions at this level will probably be made by senior managers but will have an impact on those operating the schemes. Key aspects include:

- recruitment of students (including international aspects)
- infrastructure
- funding
- quality assurance
- partnership
- monitoring student progress (programme regulations)
- storing and sharing information
- accountability.

HEIs may opt to have a central unit which deals with all cases of WBL to save on resources and to ensure parity. A one-stop shop acting as a single point of entry for enquirers can make it easier to initiate discussions.

Tools

Decision-making continua (page 37)

Where next?

The Online Journal of Distance Learning Administration includes a useful article about managing a distance-learning course. Many of the ideas are also relevant to WBL which occurs away from the HEI campus:
www.westga.edu/~distance/ojdla

The Department of Health and Human Services, USA, offers an interactive unit of readings, activities and worksheets relating to managing change with colleagues:
www.humtech.com/htoffice/website/sites/MCW/index.htm

9 Evaluation

WBL programmes should be evaluated in a participatory manner involving all stakeholders.

- Who are the stakeholders - students, academics, employers?

- Which methods of evaluation - questionnaires, focus groups, interviews, records, observation?

- When is the programme evaluated - formative and summative?

- How is the information used?

Where next?

Harvey discusses general ideas and methods of evaluation:
www.icbl.hw.ac.uk/ltdi/cookbook

Day et al offer examples of curriculum evaluation instruments for different teaching methods:
www.tla.ed.ac.uk/resources/ryt/index.htm

A range of evaluation tools from the Free Management Library:
www.managementhelp.org/research/research.htm

The *Work Related Audit Tool* from the HEA can be used in a developmental way to analyse your programme and provision. It can also act as an aide-memoire during the planning stage:
www.bioscience.heacademy.ac.uk/ftp/resources/audit/wrl.pdf

Implementation

1 Knowing your students

The students are the most important aspect of the curriculum and you need to know what they are like. Some details may be available through personnel records, but you may also want to find out more by asking them. Also try to anticipate any probable changes in the student population.

What do you need to know to help you design and operate an effective programme? How will you find the answers to these questions? See the section on Evaluation (page 24) for methods of collecting opinions, for example by questionnaire (paper or online), interview or focus group.

What is their previous learning? What skills and knowledge do they already have? This includes formal qualifications and experience.

What responsibility will they take for their own learning? What decisions will they take on when and where to study? How will they manage their study and their work? How much personal time and effort will they devote? What happens to them if they fail?

What motivates them? What are their reasons for studying? They may be aiming for promotion or to learn skills needed for their present job. They may want the knowledge, the qualification or the promise of more money (and these motivations are not mutually exclusive). The initial motivation may vary during the course and a good support system or mentor may be needed to help with the fluctuations.

Stage	Motivations, emotions and responses
Start	Excitement, anxiety (clear induction should allay fears without dampening enthusiasm; peer support lets people share their concerns and realise they are not alone)
Middle	Sense of making progress; mid-term blues (interim targets monitor development and maintain motivation; ensure the relevance to the final goal is clear)
End	Relief, celebration, loss (ensure achievements are celebrated and rewarded; allow those who do not finish to exit at an earlier stage with credit and dignity; consider follow-on opportunities for staff development)

Learning styles

How do they prefer to learn? What methods and approaches do they find most effective? There are many learning styles inventories available which also tell the students more about their own preferences. If distance learning is a possible mode of study there are audits for that too. They can also be useful for blended learning approaches.

Where next?

Models of motivation

Atherton: www.learningandteaching.info/learning/motivation.htm

University of Missouri: www.umsl.edu/technology/frc/DEID/destination2adultlearning/2jmotivation.html

Thoms: http://frank.mtsu.edu/~itconf/proceed01/22.pdf

Weller: http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motivate.htm

Boekaerts: http://www.ibe.unesco.org/en/services/publications/educational-practices.html

Learning styles Inventories

LdPride.net: www.ldpride.net/learningstyles.MI.htm

DVC Online: www.metamath.com/lsweb/dvclearn.htm

Middle Tennessee State University: http://frank.mtsu.edu/~studskl/hd/learn.html

Learning Styles Online: www.learning-styles-online.com/inventory/

Distance learning inventories

The Community College of Baltimore: www.ccbcmd.edu/distance/assess.html

State College of Florida: www.scf.edu/Self_Assessment/Self_Assessment.cfm

Oregon Network Education: http://oregonone.org/DEquiz.htm

2 Ensuring student-centred adult learning approaches

Much of the planning about WBL will depend on negotiation between the employer and HEI partners. But they must also realise the focus and locus that should be allocated to the students. The student is not only a learner but is also an employee and an adult member of the community. Both these roles may be more important and long-lasting than that of student, which may be occasional or transient. So it is important to minimise internal role conflict - students should be treated with respect as involved decision makers and autonomous learners. This is more easily managed within a learning community and an organisation that has a supportive culture of professional development.

Not only must staff of the HEI and the workplace treat students as adults, but the students themselves must accept that role. They need to take control of their own learning. Some aspects are clearly student-centred, for example managing time, but others can also be decided or at least negotiated by the student.

Adult learning

Have a look at the following list (Speck, 1996) and consider if you agree with them and if so whether your programme follows these principles.

- 'Adults will commit to learning when the goals and objectives are considered realistic and important to them. Application in the "real world" is important and relevant to the adult learner's personal and professional needs.

- Adults want to be the origin of their own learning and will resist learning activities they believe are an attack on their competence. Thus, professional development needs to give participants some control over the what, who, how, why, when, and where of their learning.

- Adult learners need to see that the professional development learning and their day-to-day activities are related and relevant.

- Adult learners need direct, concrete experiences in which they apply the learning in real work.

- Adult learning has ego involved. Professional development must be structured to provide support from peers and to reduce the fear of judgment during learning.

- Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into professional development activities that allow the learner to practice the learning and receive structured, helpful feedback.

- Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, re ect, and generalize their learning experiences.

- Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in the professional development planning.

- Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained.'

Available at: www.ncrel.org/sdrs/areas/issues/methods/technlgy/te10lk12.htm

Where next?

A presentation on Student-Centred Learning:
www.businet.org.uk/public/conferenceDocs/Cannes2005/StudentCentredLearningPresentation.ppt

A simple guide by Di Napoli to student centred and teacher centred approaches:
www.wmin.ac.uk/pdf/WhatIsSLC.pdf

O'Neill and McMahon discuss the implications of student centred learning:
www.aishe.org/readings/2005-1/oneill-mcmahon-Tues_19th_Oct_SCL.html

Atherton on Knowles' andragogy:
www.learningandteaching.info/learning/knowlesa.htm

Lieb on motivation:
http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm

3 Inclusion of disabled and international students

There are moral, legal and practical reasons for adopting an inclusive approach to the training of a wide range of students. This includes students from other countries, other cultures, and with a range of disabilities. However, you may need to make special provision such as translators, language training, specialist equipment, support staff as well as ensuring appropriate attitudes are in place.

Here are some of the adaptations that have been made.

- Times of training course were changed to fit in with religious festivals.
- Instructional materials were made available in Braille and audio formats, as well as written texts.
- Workbenches were raised to accommodate wheelchairs.
- Training programmes are benchmarked to Bologna levels as well as SCQF to encourage mobility of workers across Europe.

Where next?

The Disabilities Academic Resource Tool (University of Loughborough) offers guidance about making the curriculum more accessible for disabled students:
http://dart.lboro.ac.uk/

Resources and case studies for disabled students on placement:
http://dart.lboro.ac.uk/dart-cgi/general.pl?advtype=General&resource_typeid=4&action=
search&barrier_id=0&disability_id=0&context_id=10

UK Government guidelines for placements for disabled students:
www.lifelonglearning.co.uk/placements/placeme1.pdf

The University of Manchester has tools for managing off-campus learning for students with disabilities (for students, academic and employers):
www.disabilitytoolkits.ac.uk

JISC offers a wide range of accessibility resources:
www.techdis.ac.uk/index.php?p=9_33_1

The Bologna Process encourages recognition of learning across Europe:
www.ond.vlaanderen.be/hogeronderwijs/bologna

ASET (the Placement and Employability Professionals' Body) gives advice on international placements:
www.asetonline.org/advice.htm#international

Section 4: Tools

1 Curriculum questions

These are the main curricular issues you need to decide and plan.

	Key questions and aspects	Your answers and plans
1	What knowledge, skills and attitudes will the students aim to develop? Learning outcomes, general skills, competences, personal attributes	
2	What is the content of the programme? General and specific, types of knowledge, stakeholder needs	
3	What is the teaching/learning methodology? Content, learning styles, teaching methods, delivery modes	
4	What is the assessment strategy? Diagnostic, formative, summative, peer, self, group, methods	
5	How will the students be supported? Tutors, mentors, peers, managers	
6	How will the tutors be supported? Training, networking, organisational culture	
7	What are the resource implications? Books, computers, time, money, learning environment	
8	How will the programme be managed? Recruitment, infrastructure, funding, partnerships, record systems	
9	How will the programme be evaluated? Quality assurance, stakeholders	

2 Dimensions of work-based learning

Column 1 lists the different dimensions of the curriculum.

Column 2 describes the traditional on-campus curriculum.

Column 3 describes the work-based curriculum in a workplace context.

Column 4 identifies the implications for moving to WBL.

Look at some of the examples and case studies and then plot your own course or your planned programme.

Dimension	Traditional on-campus profile	WBL profile	Implications for moving to WBL
Students	Young, inexperienced Full-time students	Mature and experienced Employees and part-time students Accreditation of prior formal and experiential learning	Work experience is an excellent hook for learning You may need to provide additional support for students with atypical entry qualifications You could add access courses for 'academic' skills
Staff	HEI academics	HEI academics and workplace tutors	Ensure all staff members follow the same course ethos and procedures and provide consistent support to students
Time	Fixed times for course start and end Materials available at preset times	Start anytime Finish anytime Students choose own pace Open access to study centres	Students cannot work as a cohort It is harder to predict pressure points within staff workloads Learning needs to fit around work
Where	One designated place Regular attendance	Study anywhere eg home, work, HEI, library Materials and resources online Occasional HEI study blocks	This can free up accommodation on campus You need to consider how best to deliver the course materials to the students If the course is online, consider software licences and technical support

Content and objectives	Set syllabus One sequence Objectives and content chosen by lecturers	Students negotiate objectives Students choose sequence of modules Individual tailored programmes related to work objectives	Tutors can help students decide learning outcomes and choose modules Good record keeping is essential to manage individual study routes Professional bodies may insist on specific outcomes and content
Teaching methods	Teaching methods decided by lecturers	Students choose learning methods, styles and modes of study Technology may be significant Student-led sessions	Tutors can help students select methods Different methods may suit different learning styles Blended learning can offer a good mix of approaches Real situations lead to deep learning
Support	Set times for tutorials Support from named HEI staff	Students use a support network of tutors, mentors, peers and colleagues By phone, letter, email, VLE or face-to-face	Some types of support are better if provided outwith the course team, eg generic skills, workplace issues
Assessment	Set times and methods Focus on summative assessment	Students decide readiness for assessment Choice of assessment instruments Can include self, peer, collaborative and formative assessment Authentic assessment	You need to ensure parity if assessment can take place on demand If assessment is more tailored it is more likely to lead to deep learning Ensure the same assessment criteria are met for different modes Allow real work tasks to count towards assessment
Entry	Single entry point	Multiple entry points based on prior learning and experience	Flexible entry policies are required

Outcome	Single exit point, ie a degree	Students may exit with module credit, certificate, diploma or degree Joint awards recognised by professional bodies to give academic and vocational credit Transcripts profile core skills and achievements	Students may enrol for a single module and then decide to take the whole programme Some students may want to study the course but not do the assessment Achievements may be recorded using (e)-portfolios
Resources	Centralised library systems and computers.	Local resources collections. Online resources and remote library access.	Agree funding for resources
Management	HEI systems, eg semesters, assessment regulations	HEI systems and employer's human resources procedures, eg staff development and review cycle	Ensure computerised record systems are compatible Clarify regulations before the programme starts Allow students read-only access to records
Evaluation	HEI quality assurance systems	HEI quality assurance systems and employer's review of training programmes High student involvement in review and monitoring of the programme	Agree on what is to be evaluated, and timescale and methodology Involve all stakeholders

3 Views on assessment issues

Mark each statement to show if you agree ( ) or disagree (X).

Discuss differing views with your partner or group.

Share key points in plenary.

1 Exams assess exam technique and little else. ☐

2 Assessment must cover all the learning outcomes of the unit. ☐

3 Assessment should become more demanding during the course. ☐

4 Too much assessment is unnecessary and may be counterproductive. ☐

5 Assessment methods must include feedback to students. ☐

6 Assessment criteria must be explicit and public. ☐

7 There must be a variety of methods of assessment during a course. ☐

8 Marking should be made anonymous where possible. ☐

9 Assessors must take into account cultural differences between students. ☐

10 Tutors should mark the same students' work throughout the course. ☐

11 All summative assessment should be done at the end of the module. ☐

12 Assessment methods should include some aspects of student choice. ☐

13 Learning is diminished by assessment. ☐

14 Assessment must always be graded. ☐

15 Students' work should only ever be marked by tutors. ☐

16 Students should have access to marking criteria before they start their assessment. ☐

4 Course ethos

You need to have a course ethos that is appreciated and shared by all staff, students and others involved in the course both in the workplace and in the HEI. Discussing what is important and special about your course is in itself a valuable exercise.

Consider these pairs of statements and choose which one reflects your views. Then select the six most important statements (or write your own) and prioritise them. Use these agreed values as a benchmark for decisions about the course.

1a	Students need intellectual knowledge.
1b	Students need practical skills.
2a	Students should develop the standard ways of solving problems.
2b	Students should be creative about their problem solving.
3a	Students learn from each other.
3b	Students learn from staff.
4a	Assessment measures student achievement.
4b	Assessment helps students to be aware of their own development.
5a	Each student should receive the amount of help they need.
5b	Every student should receive the same amount of help.
6a	General skills such as communication and creativity are the most important.
6b	Specific subject-related skills are the most important.
7a	Students should attend a set programme of study.
7b	Students should achieve the course outcomes by whatever method suits them.
8a	Students should work as individuals and produce 'all their own work'.
8b	Collaborative work between students can enhance learning.
9a	Courses should be student-centred.
9b	Courses should be subject-centred.

Example

A course team chose the following as the most important aspects. One item was added by the team.

8b	Collaborative work between students can enhance learning.
4b	Assessment helps students to be aware of their own development.
Added	Course work should be applied to the workplace.
7b	Students should achieve the course outcomes by whatever method suits them.
9a	Courses should be student-centred.

Since the course had this philosophy of student autonomy and peer support, yet students worked on different sites, it was essential that aspects of technology were effective. The team decided that the methods had to allow for easy collaboration and that the employers would be expected to provide access to equipment. These factors would need to be built into the course design.

5 Grid

This matrix shows **five stakeholder roles** along the top and **six course stages** down the side. At each stage, the different players need to undertake various key tasks. The purpose of this activity is to focus attention on what tasks each player needs to undertake at each stage during the WBL programme.

As an example, the table illustrates one of the key tasks for the pre-entry stage for each of the five roles.

	HEI manager	**HEI tutor**	**Student**	**Workplace tutor**	**Workplace manager**
Pre-entry (selection, funding, roles)	Check quality assurance systems and entry qualifications	Build relationship with workplace mentors	Audit personal and professional needs	Create supportive learning environments	Identify training needs of coach and mentor roles
Induction (support, tasks, responsibilities)					
Start of course (plans, audit tools)					
Mid-course (monitoring, feedback)					
End of course (assessment, evaluation)					
Afterwards (employment, collaboration, buddying)					

Activity

Now identify key tasks for each of the five roles at the other five stages. You may also wish to add other items to the first stage.

6 Decision-making continua

For each dimension, place a mark to indicate where the balance lies. For many aspects, the views of the students are also crucial.

	HEI ◀ ▶ Employer
Selection of student	◀ • • • • • • • • • • • • • • • • ▶
Entry level	◀ • • • • • • • • • • • • • • • • ▶
Secure funding	◀ • • • • • • • • • • • • • • • • ▶
Programme aims	◀ • • • • • • • • • • • • • • • • ▶
Course structure	◀ • • • • • • • • • • • • • • • • ▶
Plan activities	◀ • • • • • • • • • • • • • • • • ▶
Facilitate learning	◀ • • • • • • • • • • • • • • • • ▶
Access to resources	◀ • • • • • • • • • • • • • • • • ▶
Provide support	◀ • • • • • • • • • • • • • • • • ▶
Formative assessment	◀ • • • • • • • • • • • • • • • • ▶
Summative assessment	◀ • • • • • • • • • • • • • • • • ▶
Manage programme	◀ • • • • • • • • • • • • • • • • ▶
Quality assurance	◀ • • • • • • • • • • • • • • • • ▶
Award qualification	◀ • • • • • • • • • • • • • • • • ▶

Example 1

Individual students undertake a degree by distance learning using their work context as a vehicle for learning and assessment. The employer provides time, access to resources and mentor support.

	HEI ◀ ▶ Employer
Selection of student	◀ • • X • • • • • • • • • • • • • ▶
Entry level	◀ • • X • • • • • • • • • • • • • ▶
Secure funding	◀ • • • • • • • • • • • • • X • • ▶
Programme aims	◀ • • X • • • • • • • • • • • • • ▶
Course structure	◀ • X • • • • • • • • • • • • • • ▶
Plan activities	◀ • • • • • • X • • • • • • • • • ▶
Facilitate learning	◀ • • • • • • X • • • • • • • • • ▶
Access to resources	◀ • • • • • • • • • • • • • X • • ▶
Provide support	◀ • • • • • • • X • • • • • • • • ▶
Formative assessment	◀ • • • X • • • • • • • • • • • • ▶
Summative assessment	◀ • X • • • • • • • • • • • • • • ▶
Manage programme	◀ • • X • • • • • • • • • • • • • ▶
Quality assurance	◀ • • X • • • • • • • • • • • • • ▶
Award qualification	◀ • X • • • • • • • • • • • • • • ▶

Making it work (side tab)

Example 2

An employer offers in-house training linked to work targets and arranges for an HEI to credit rate the provision. The HEI checks quality issues and marks final assessments.

	HEI ◄ ►Employer
Selection of student	◄ • • • • • • • • • • • ✕ • • ►
Entry level	◄ • • • • • • ✕ • • • • • • ►
Secure funding	◄ • • • • • • • • • • • • ✕ • ►
Programme aims	◄ • • • • • • • • • • • ✕ • • ►
Course structure	◄ • • • • • • • • • • • ✕ • • ►
Plan activities	◄ • • • • • • • • • • • • ✕ • ►
Facilitate learning	◄ • • • • • • • • • ✕ • • • • ►
Access to resources	◄ • • • • • • • • • • • • ✕ • ►
Provide support	◄ • • • • • • • • • ✕ • • • • ►
Formative assessment	◄ • • • • • • • • • • • ✕ • • ►
Summative assessment	◄ • • • ✕ • • • • • • • • • • ►
Manage programme	◄ • • • • • • • • • • • ✕ • • ►
Quality assurance	◄ • • • • • • • ✕ • • • • • • ►
Award qualification	◄ ✕ • • • • • • • • • • • • • ►

Example 3

An HEI and an employer jointly plan and manage a WBL course. The daily teaching and support is organised by the employer. The HEI has more control over the assessment and award.

	HEI ◄ ►Employer
Selection of student	◄ • • • • • ✕ • • • • • • • ►
Entry level	◄ • • • • • ✕ • • • • • • • ►
Secure funding	◄ • • • • • • • • • • • ✕ • • ►
Programme aims	◄ • • • • • ✕ • • • • • • • • ►
Course structure	◄ • • • • • ✕ • • • • • • • • ►
Plan activities	◄ • • • • • • • • • • • ✕ • • ►
Facilitate learning	◄ • • • • • • • • • • • ✕ • • ►
Access to resources	◄ • • • • • • ✕ • • • • • • • ►
Provide support	◄ • • • • • • • • • • • ✕ • • ►
Formative assessment	◄ • • • • • • • • • • • ✕ • • ►
Summative assessment	◄ • • • • ✕ • • • • • • • • • ►
Manage programme	◄ • • • • • • • • • ✕ • • • • ►
Quality assurance	◄ • • • • • • ✕ • • • • • • • ►
Award qualification	◄ • • ✕ • • • • • • • • • • • ►

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