Promoting sector best practice in employer engagement and responsive & flexible curricula using the work-based learning maturity toolkit

The Work-based Learning Maturity Toolkit
http://tinyurl.com/wbl-toolkit

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Workshop format

Overview of the toolkit

Group 1
Institutional readiness for WBL

Group 2
Meeting employer demands

Case study (a)
UG-Flex (Greenwich)

Case study (b)
Nexus (Gloucester)

Case study (c)
(Derby Corporate)

Plenary Feedback from Groups

a highly consultative approach (and e-tools) focused on employer-centred provision that can deliver more flexible HE programmes.

updating systems, processes and staff culture to enable more agile and responsive employer engagement and WBL curricula.

online programme to develop workplace trainers’ understanding of how to support HE work-based learners in the underlying principles of design, delivery, assessment and quality assurance.
New JISC Publication

Learning in a Digital Age
Extending higher education opportunities for Lifelong Learning

- Support for lifelong learners
- Responsive curricula design
- Flexible curriculum delivery
- Assessment, feedback and accreditation
- Stakeholder engagement and sustainable partnerships

+ 11 case studies
Genesis of the WBL toolkit

<table>
<thead>
<tr>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Development</td>
<td>Pilots (1)</td>
</tr>
</tbody>
</table>

**ELRAH**
- Research into work-based degrees and articulation

**JISC Lifelong Learning & WFD**
- ELRAH / Edinburgh Napier / Telford College
- University of Bradford
- Cardiff Metropolitan University (UWIC)
- University of Westminster
- Craven College

**JISC Benefits Realisation + Transformations**

**Scottish cohort (articulation hubs)**
- ELRAH
- Greater Glasgow Partnership
- South West Articulation Hub
- University of Highlands and Islands
- QAA

**Welsh cohort**
- Cardiff Metropolitan University
- Glyndwr University
- Swansea Metropolitan University
- University of Glamorgan
- University of Wales, Trinity St David

Wolverhampton
Royal Conservatoire of Scotland
The toolkit helps institutions to:

- **Assess performance**
  - In potentially 7 areas of focus

- **Identify vision**
  - Including barriers and enablers

- **Recommend actions**
  - And plan (aligned) change management

Based on approaches used in the Higher Education Academy/JISC national e-learning benchmarking programme (2006-2008)

.....which used “maturity” toolkits e.g. **Pick&Mix, eMM, ELTI, MIT90s**
Why is it needed?

- Relevant Government strategies for HE:
  - Interactive partnerships with business for economic growth and recovery
  - Supporting employer innovation and entrepreneurship
  - Workforce development
  - Progression from vocational programmes into HE
  - Widening participation

- Increasing numbers of students are opting to learn in the work-place
  - WBL is therefore becoming more strategically important.

- Good practice is slowly emerging but not widespread in e.g.
  - pedagogic models
  - progression
  - use of ICT
  - sustainable partnerships
  - understanding costing models and measurement of impact
  - quality assurance
  - how best for institutions to scale-up and prepare for work-based learning

- Institutions can benefit from assessing their performance
  - against what the sector perceives as “mature” - in order to inform policies/plans.
<table>
<thead>
<tr>
<th>Area of focus</th>
<th>6 The Learner experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion</td>
<td>6-2 Programme induction</td>
</tr>
<tr>
<td>Main statement</td>
<td>Induction to the programme is pre-planned and tailored for work-based learning. It takes into account personalised development plans and its design recognises that learners may be remote from tutors and other programme participants.</td>
</tr>
</tbody>
</table>
| Self assessment guidelines | • A tailored programme induction that can be delivered and accessed flexibly throughout the year in accordance with individual start dates on the programme.  
• A demand led Induction, designed around and informed by Personal development Plans (PDPs) and learner agreements.  
• Opportunities to participate in Programme Induction remotely using online tools and resources.  
• Activities that build learner confidence and relationships with other participants, tutors, peer/work-based mentors and assessors.  
• Programme literature and materials (accessible online) setting out the course content, structure and setting out requirements and expectations.  
• Introduction to support offered to learners including key contacts such as programme tutors, assessors, mentors, administrators, ICT Technical Help/Support  
• Introduction to course documentation, online environments, tools and resources.  
• Opportunities and mechanisms for learners to request further information, clarification and personal support. |
Planning

- Decide upon focus (e.g. whole institution or faculty or programme)
- Identify and co-opt stakeholders
- Identify initiatives to align with (e.g. development of a WBL strategy)
- Agree the timescale and project plan, including defined roles (e.g. PM)

Commitment & Customisation

- Meeting/workshop with all stakeholders to explain process and build commitment
- Select relevant criteria from the toolkit & customise as appropriate

Evidence Collection & synthesis

- Identify evidence needed to decide on “level of maturity” for each criterion
- Identify methods for gathering evidence
- Collect evidence
- Synthesis evidence and produce a concise/usable report

Levelling Workshop

- Review evidence report in “levelling” workshop with all stakeholders
- Assess your current performance against criteria/level statements
- Ensure that all stakeholders agree on:
  - Vision & “enablers” / “barriers” for reaching this vision
  - Recommendations for change

Actions Workshop

- Convene workshop with group who are identified to take forward the changes
- Develop action plan – and define measures of success
- Identify institutional structures, systems & champions which can take forward the changes
What are the areas of focus?

What does maturity in WBL look like?

- Effective, usable, accessible
  7. technologies

- The Learner
  6. Experience

- Partnership
  5. engagement

- Institutional
  1. readiness

- Faculty/school/department
  2. readiness

- Programme
  3. design

- Programme delivery
  4. & assessment
Criteria – institutional readiness

What does maturity in WBL look like?

1. Institutional readiness
   - 1.1. WBL strategy & plans
   - 1.2. Organisation, resourcing and support for WBL
   - 1.3. Innovation management
   - 1.4. WBL Customer focus
   - 1.5. External marketing and communications
   - 1.6. Processes and procedures for staffing WBL programmes
   - 1.7. Staff development, recognition and reward
   - 1.8. WBL procedures and processes for programme validation
   - 1.9. QA for WBL
   - 1.10. Systems to support WBL
   - 1.11. Systems and processes to support registration and enrolment
   - Business, commercial and financial approaches
   - 1.12. (include market research/market position)
   - 1.13. Cross institutional communication and collaboration

2. Faculty/school/department readiness

3. Programme design

4. Programme delivery & assessment

Effective, usable, accessible technologies

The Learner 6. Experience

Partnership 5. engagement
Criteria – programme design

What does maturity in WBL look like?

- Institutional
  1. Readiness
- Faculty/school/department
  2. Readiness
- Programme
  3. Design
- Programme delivery
  4. & Assessment

- Effective, usable, accessible
  7. Technologies
- The Learner
  6. Experience
- Partnership
  5. Engagement

3.1. Alignment with employer and employee needs
3.2. Qualifications, pathways and credit
3.3. Development & planning for validation
3.4. Alignment with professional standards
3.5. APEL
3.6. Curriculum design (structure)
3.7. Curriculum design (implications)
3.8. Integration of ICT/e-learning into curriculum design
3.9. Learning outcomes and progression
3.10. Commercial/business case
3.11. Learning materials and resources
Common areas to address wrt WBL

- Scaling up from “cottage industry” to co-ordinated institutional approaches
- Sustainable employer/provider partnerships, communications, alignment
- Costing models and cost-efficiency
- Pedagogic models & pathways for personalised learning
- Quality assurance in areas outside of “direct control” e.g.
  - Work-based mentors/assessors
  - ICT infrastructure
  - Digital literacies
- Student journey experience
- Cultures/attitudes/working practices & staff contracts/recognition/reward
- Blended learning
  - e.g. online collaboration, wiki, mobile technologies, blog, e-portfolio, social media, e-APEL, interactive multi-media learning materials, online databases & libraries, e-induction resources
- Employer/sector impact evaluation / strategic approaches
How the toolkit has been used – examples:

• Edinburgh Napier/Edinburgh’s Telford College/Edinburgh City Council
  – Inform the design, development and delivery of the new BA in Youth Work
  – Key actions arising include: development of business model; enhanced use of e-learning; work-based mentor/assessor training; improved communications; assessment of impact on employer; digital skills addressed; enhanced induction; work-based IT diagnostics.

• University of Westminster
  – Focus on programme design
  – Key actions arising include: identification of a diagnostics toolkit to inform curriculum review workshops

• Cardiff Metropolitan University
  – Institutional focus to overcome fragmentation of WBL
  – Key actions arising include: development of an institutional WBL strategy; work with Schools to create localised plans and activities structured around the strategy; generate procedures for WBL to inform staff about how to develop and deliver high-quality WBL
The future

Further development
- Complete missing parts
- More emphasis on FE
- Employer readiness section

Community of practice
- Feedback
- Maintain currency
- Case studies, resources, links

Potential tools
- Viewpoints for WBL
- Curriculum design diagnostics
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• Forms part of the successful Effective Practice series.
• Explores ways institutions can respond to the opportunities and challenges presented by LL.
• One dimension of LL today – learning in the workplace
  • Support for lifelong learners
  • Responsive curricula design
  • Flexible curriculum delivery
  • Assessment, feedback and accreditation
  • Stakeholder engagement and sustainable partnerships
  + 11 case studies

http://www.jisc.ac.uk/digilifelong