

Work Based Learning



Shayne Baker OAM

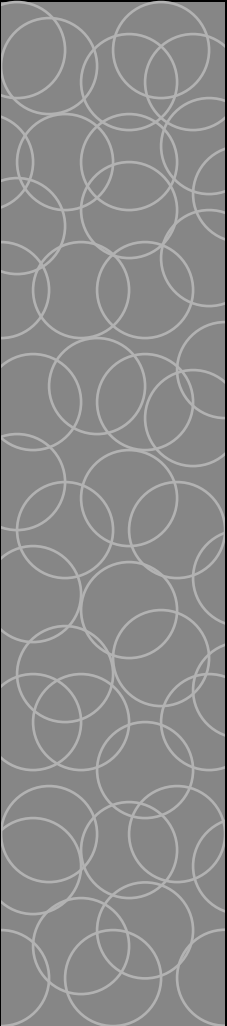


Australian Qualification Framework

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- ◆ A mechanism to build capacity and recognition into the education system
 - ◆ Qualifications Framework
 - Australia
 - New Zealand
 - United Kingdom
 - Europe

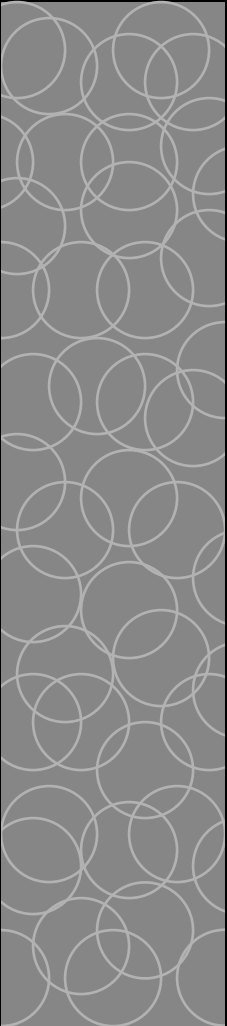


Future demands on higher education

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- ◆ Workforce forecasts in Australia indicate a potential shortfall of 2.8 million higher level skills by 2025.
 - ◆ Can the education sector manage the demands for an increased number of graduates?
 - ◆ Will the Australian Qualification Framework provide a pathway?



Australian Qualification Framework



All segments are depicted as being equal in size and joined to the next one. This illustration conveys the impression of a simple, consistent progression from the lowest level to the highest level of learning.

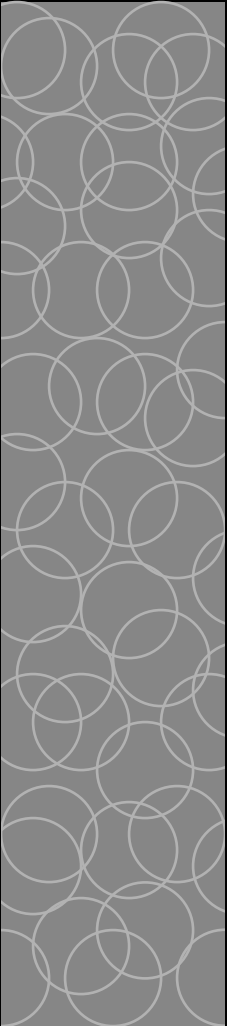
But is it that simple to progress?

What are the white segments?

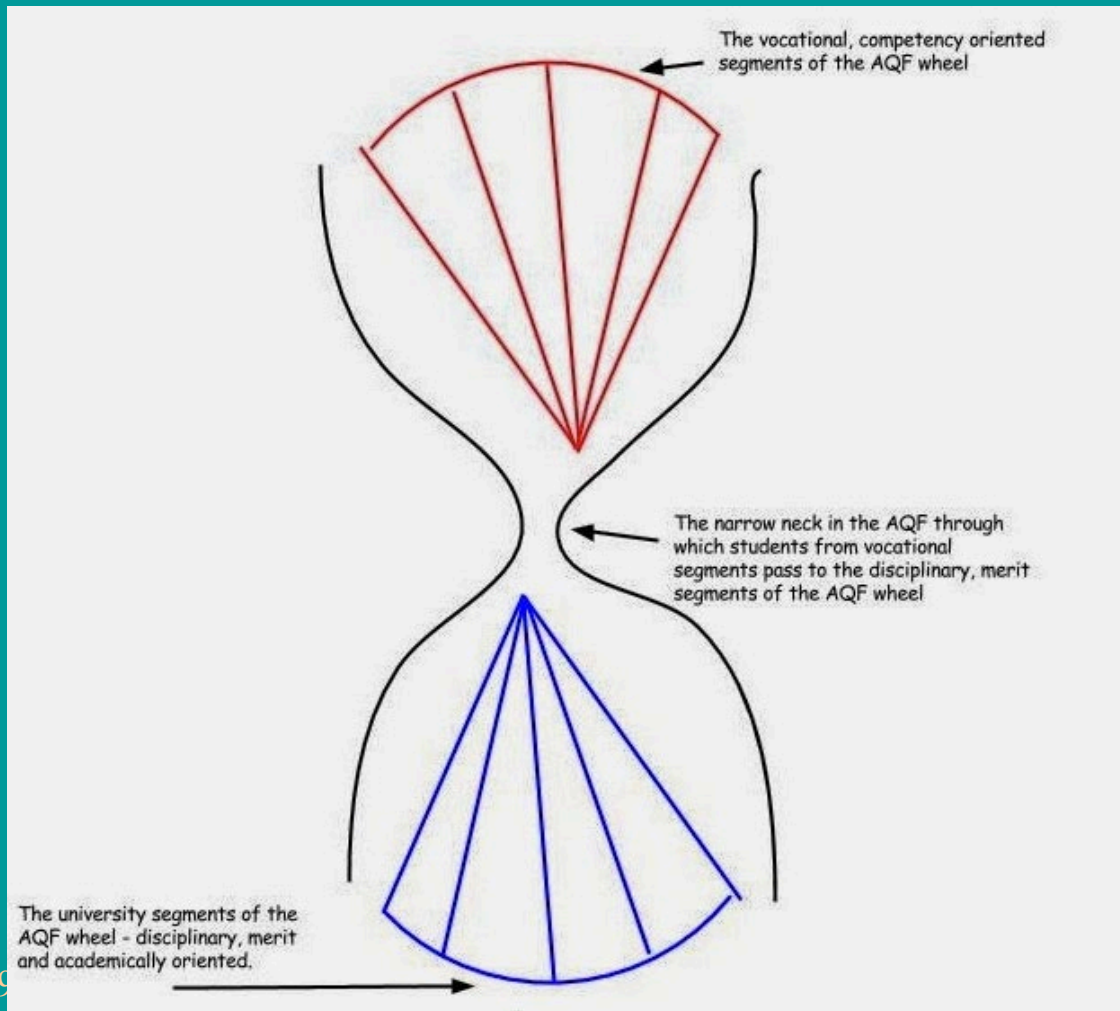




The wheel is an hourglass

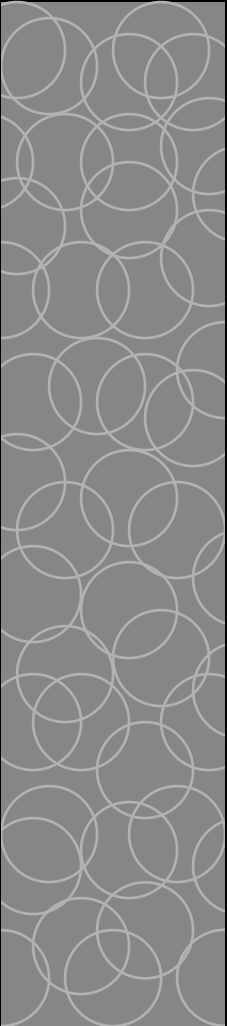
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- In 2010 78% of learners with a prior VET qualification were not given any credit on entry to university (Australian Workforce and Productivity Agency, 2013)

The wheel as an hourglass



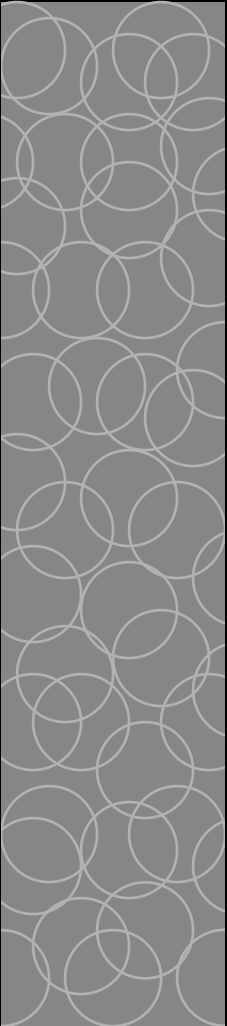


How can we consider the impact?

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1. Labour market
 2. Standards and Quality
 3. International
 4. Credit and RPL (5) Pathways
 5. Responsiveness.



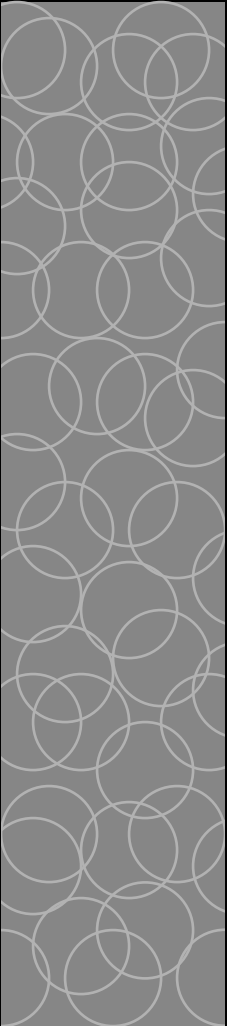
How can we consider the impact?

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- ◆ Labour market - how are education and training services linked to the needs of the labour market?

VET specific funding initiatives support some shortfalls Higher education have uncapped programs that respond to student demand

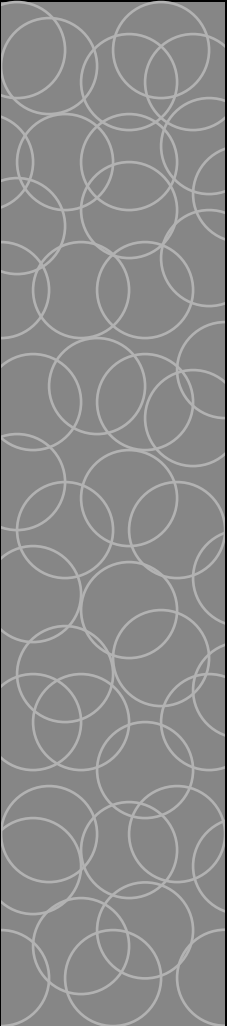


How can we consider the impact?

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- ◆ Labour Market - The curriculum of a work based learning award is built upon and around the learning agreement, established through a process of resolution between the institution, the student and the student's employer (Garnett, 2000).



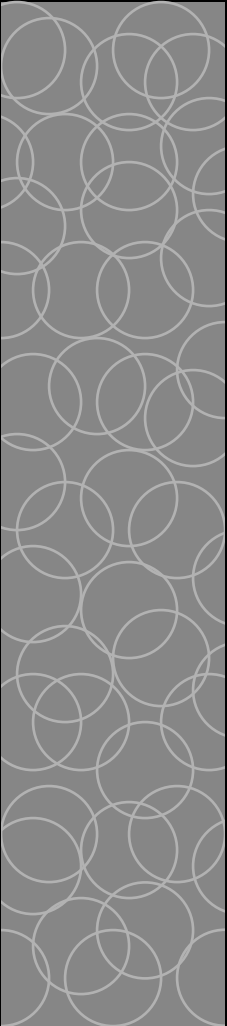
How can we consider the impact?

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- ◆ Standards and Quality - is there an integrated system to allow a progressive learning journey for each individual student/learner?

The education and training sector is still a 'split' governance model.

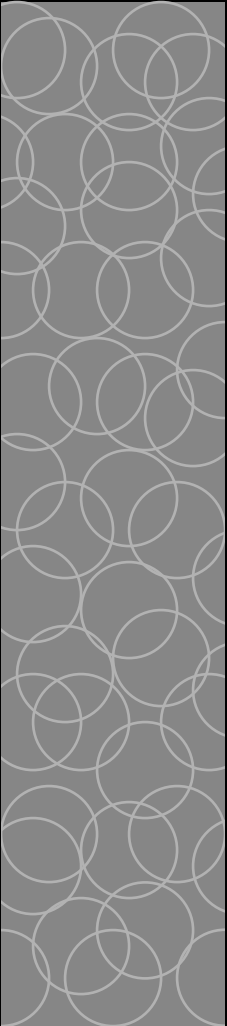


How can we consider the impact?

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- ◆ Standards and Quality - There is no requirement to adjust any of the standards set out in qualifications frameworks which is well evidenced by the accreditation of work based learning programs across the UK, and to a much lesser extent (by virtue of the limited number of such programs being offered) in Australia.



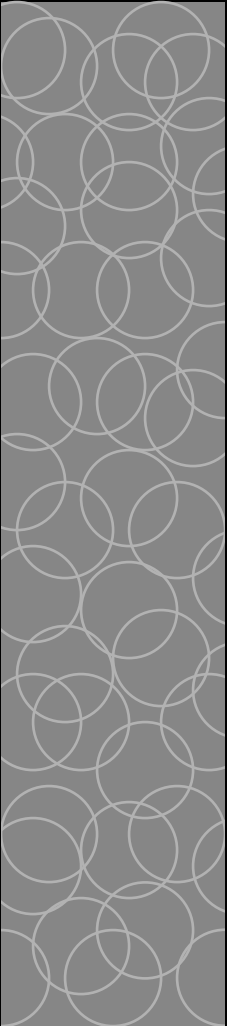
How can we consider the impact?

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- ◆ International - to what extent is there 'mobility' for learners and workers across national boundaries?

The AQF is well aligned with other QFs and there are clear and high levels of both student and worker mobility. Skilled migration provides a 'backup' to any shortfall

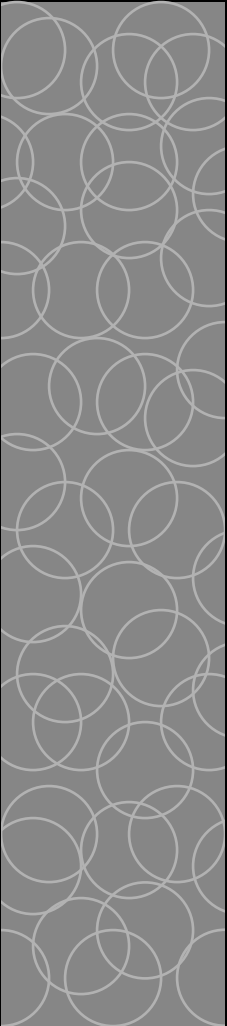


How can we consider the impact?

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- ◆ International - in those jurisdictions where there are these two elements in place - QF and work based learning, the mobility issue is no different to any other award in those jurisdictions.



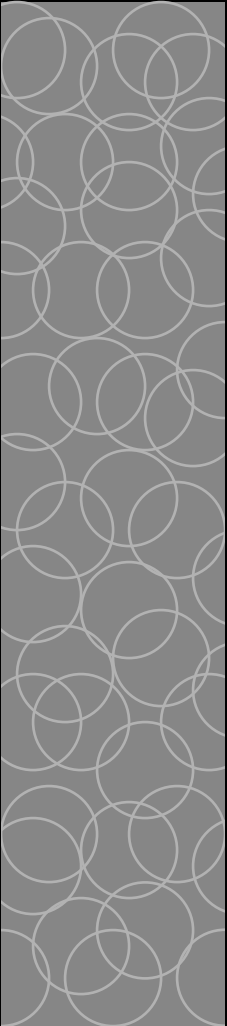
How can we consider the impact?

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- ◆ Credit and RPL - are different forms of knowledge recognised and can learners gain full recognition of their prior achievements as they progress on their learning journey?

Some progress has been made in the VET sector though somewhat limited in higher education that recognise predominately classroom outcomes for credit



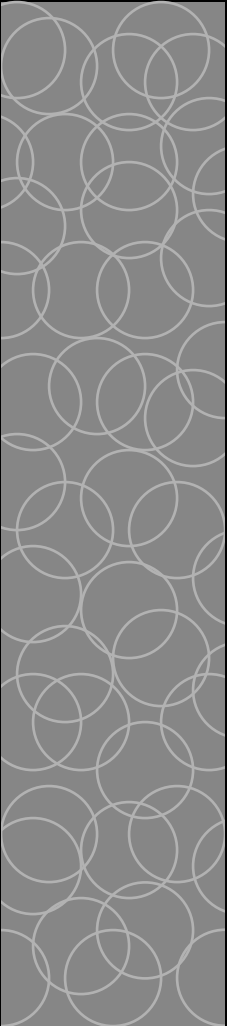
How can we consider the impact?

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- ◆ Credit and RPL - work based learning brings all credit and RPL considerations into a structured, formalised and financially sustainable environment.

Focus on three primary elements - (1) review of learning and claims for recognition of past learning (2) development of a learning plan incorporating learning objectives (3) work based projects provide the opportunity for and evidencing of learning outcomes.



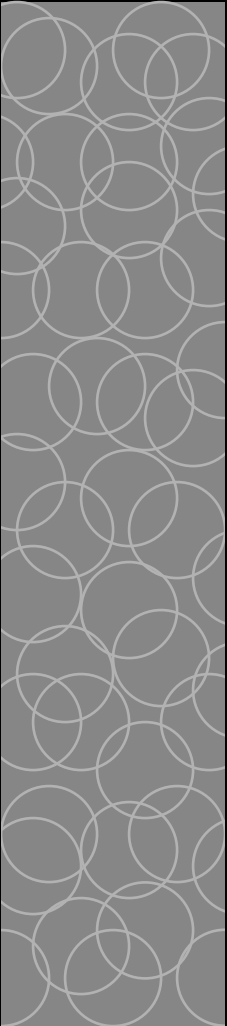
How can we consider the impact?

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- ◆ Pathways - are there multiple connected/integrated ways in which learners can gain their learning and qualifications?

Institutional funding models are directed to support the single mass attendance tradition of teaching and learning.

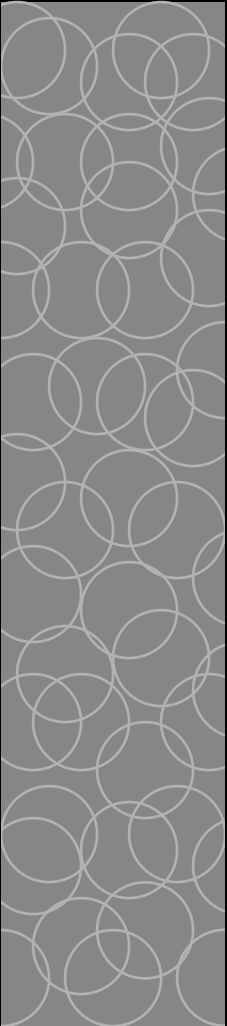


How can we consider the impact?

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- ◆ Pathways - the structure described previously is the basis for all work based learning awards and is more or less a 'given', this 'framework' enables a student to pursue multiple pathways to achieve their learning objectives.



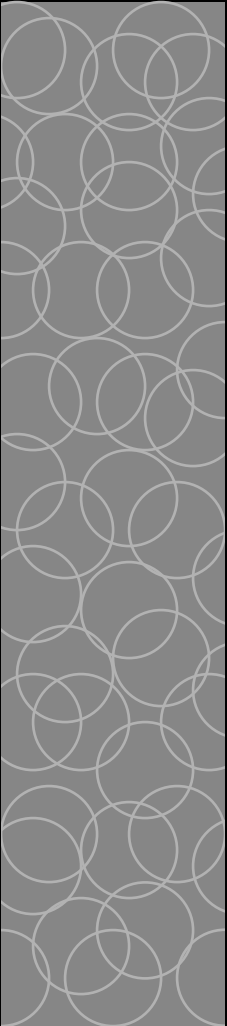
How can we consider the impact?

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- ◆ Responsiveness - are there a variety of education products to suit varying needs of learners with different backgrounds?

The preferred approach by education and training institutions is towards learners who 'fit the system'.

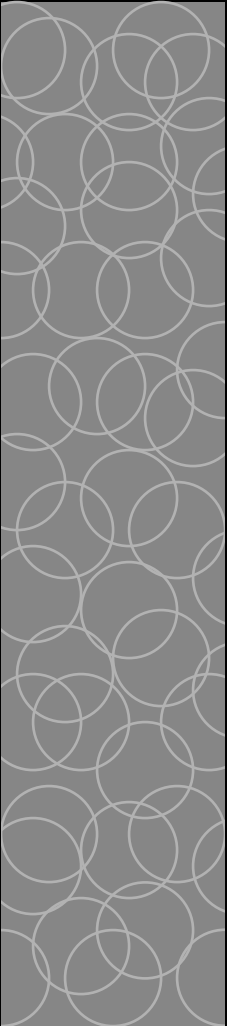


How can we consider the impact?

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- ◆ Responsiveness - work based learning begins with the philosophy and orientation of the program to sit 'beside' the student, and in so doing, facing the world with them.



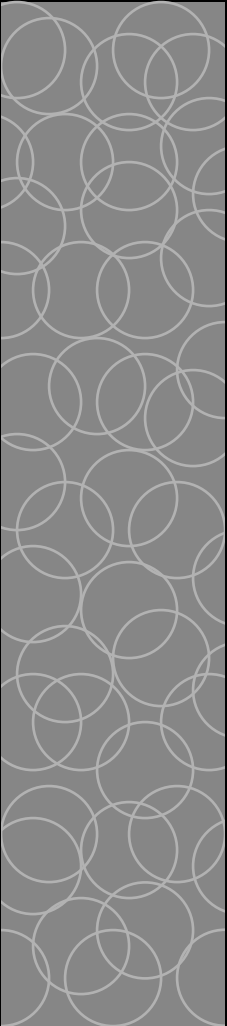
Lifelong Learning



As a concept, lifelong learning partly replaces former concepts such as adult education (Lindeman, 1926), and lifelong education (Faure, 1972). Lifelong learning has become the dominant manner in which the education and learning of adults is addressed in policy terms.

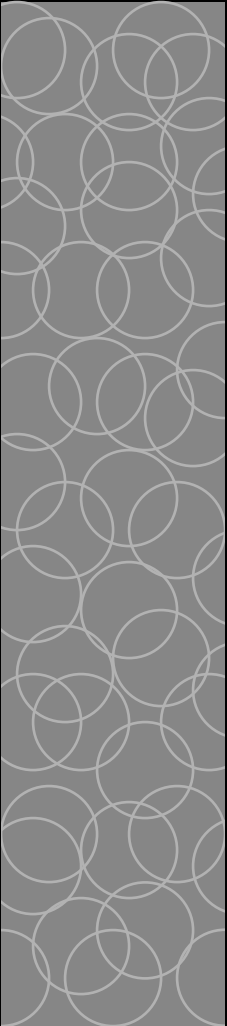


Work Based Learning

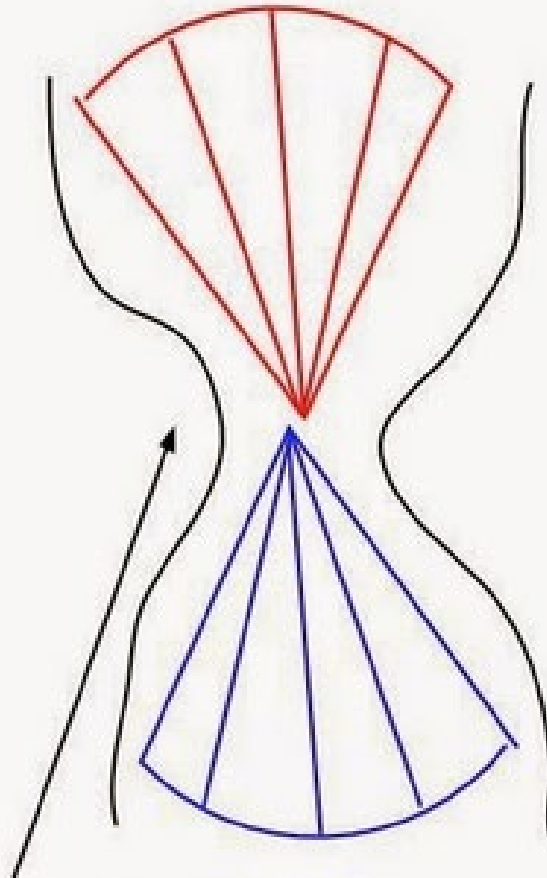
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- ◆ Work based learning -
 - connects education and training into the workplace and builds the curriculum around what knowledge and learning is valued and needed by individuals and their workplaces
 - puts equal value on accredited learning regardless of its source or origin
 - has an established pedagogy which aligns with existing qualifications frameworks enabling it to contribute to international (student and worker) mobility and to conform with established quality and regulatory requirements



Work Based Learning (cont)

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- ◆ Work based learning –
 - provides a multiplicity of learning pathways and responsiveness by virtue of a simple structure
 - provides the work based learning tutor to assist the learner in understanding and explaining the learning they are seeking

Summary



With the benefit of Wbl the narrow neck has widened and there is less of a gap between the two parts of the AQF Wheel