

# ‘ Drawing from the Work- Based Learning toolbox to build Degree Apprenticeships



- Professor Carol Costley
- Emeritus Professor Jonathan Garnett

# Overview

- Our Relevant Experience.
- Definition of Work Based Learning.
- What is in the WBL toolbox.
- Using the tools in the Public Sector.
- Further Reading.

# Relevant Experience

- Combined 40 years plus experience of WBL at Middlesex at UG, PG and doctoral level.
- Research Centre established 1996 with significant research profile in researching work and learning
- Since 2014 Jonathan has been a Freelance Academic Consultant in the area of WBL. Much of his work in the UK has related to developing WBL for use to deliver degree apprenticeships.

# Work Based Learning (WBL)

- WBL is learning through, at and for work.
- WBL places the learner at the interface between work and higher education to explore work-focused issues.
- WBL has been a distinctive feature of the UK Higher education landscape since the early 1990s.

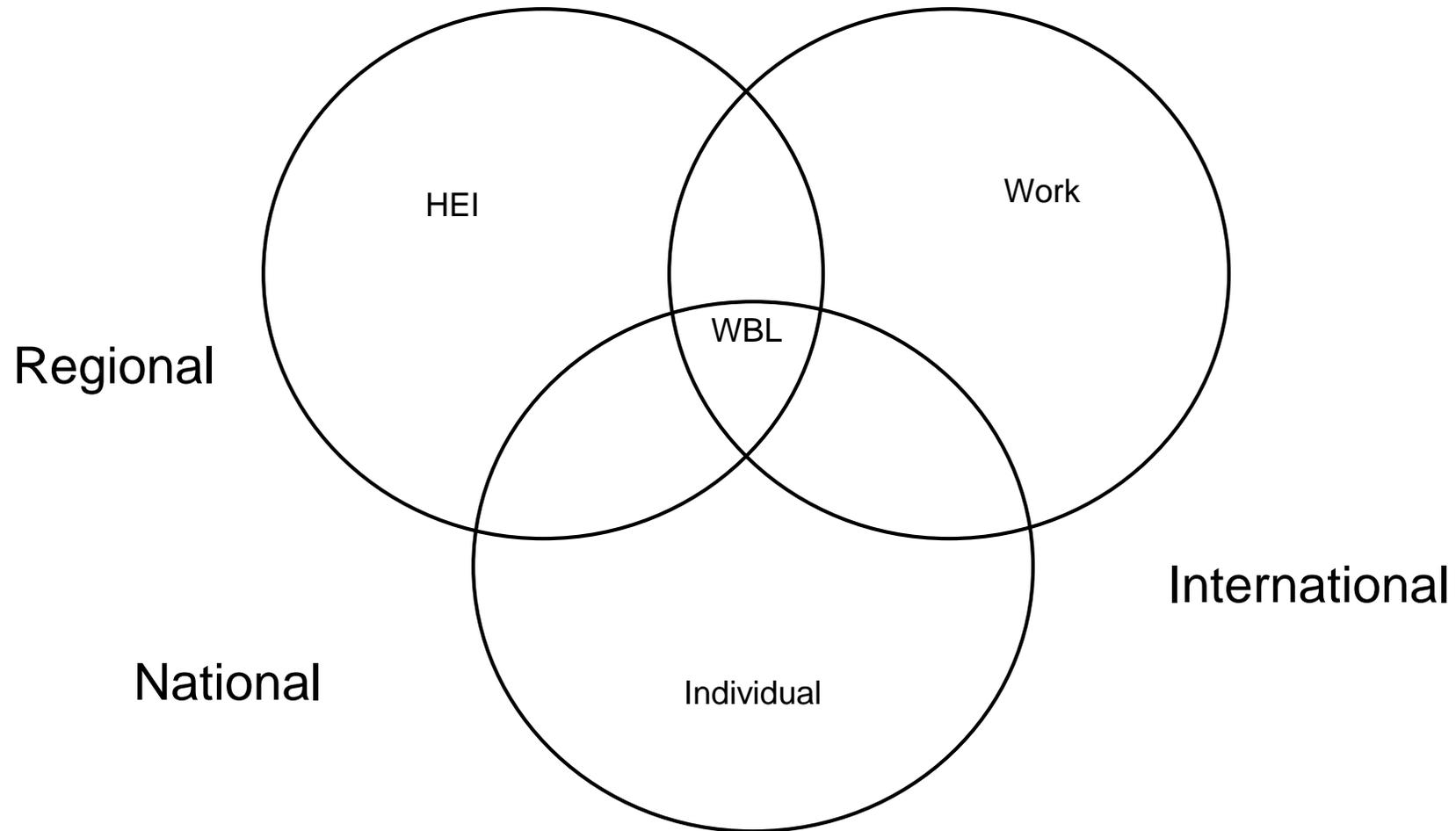
# The Work Based Learning Proposition

- Values learning from work - held by the individual and their organisation.
- Enables the individual and relevant work stakeholder to plan their own programme.
- Is typically delivered by blended learning.
- Is flexible to meet individual/organisational needs.
- Leads to internationally recognized higher education qualifications.

# Work Based Learning

- Focuses on the development, conduct and learning from work based projects.
- Aims to develop the individual as a more effective work based learner.
- Aims to contribute to the organisation through the creation of new knowledge and the application of learning to achieve organisational objectives.

# Positioning Work Based Learning



# WBL Toolbox

- Learning Review – Reflection upon experience to identify and evidence learning - often portfolio with critical commentary.
- Planning Personal and Professional Development – 3 way learning agreement.
- WBL Project Design and implementation – Planning a work based project of a research nature.
- Negotiated Learning – facilitating work based routes to meet generic learning outcomes.

# Using the tools in the Public Sector

Public sector workers more informed and embedded in rationale for change by undertaking their own work-based research and development and reflections:

- achieving sustainable change informed by, and organic to the organization, owned and executed by the organization itself not by outside consultants
- continuous organisational development is required –shifts in political change and regulatory guidance, rapid expansion of technology, retaining high performing employees, to achieve a quality citizen experience
- entitlement of people to have both transparency of public sector working and also to know why.

# Rescue public trust

Challenge top down control and authority and change much policy and service that fails to reflect the impact on, and value for, those whose lives they are intended to improve by:

- research design producing compelling evidence
- co-creation and engagement with customers
- being informed, open and honest, communicating directly and consistently with stakeholders and responding to their concerns.

# Reconnect policy making and delivery

- Include those who deliver on policy from the start of the policy process or the policy is unlikely to work well
- Those who deliver can be enabled to construct, define and amend policy initiatives through research informed and experiential learning.

# Follow up Reading

- Garnett J (2012), *Authentic work integrated learning*, in Hunt L, & Chalmers D (eds), *University teaching in focus: A learning centred approach*, pp 164- 179, ACER Press: Melbourne.
- Helyer R and Garnett J (2015) *How does Work Based Learning fit into higher education ?* in Helyer R (Ed) *Facilitating Work-Based Learning A Tutors Handbook* pp 13-32. London: Palgrave.
- Lester, S. and Costley, C. (2010) '[Work-based learning at higher education level: value, practice and critique](#)' Studies in Higher Education Vol 35 No. 5, 561-575
- Workman B and Bravenboer D (2015) *Flexible frameworks and building blocks*, in Helyer R (Ed) *Facilitating Work-Based Learning A Tutors Handbook* pp 52-72. London: Palgrave.
- Work Based Learning e-journal International <http://wblearning-ejournal.com/home.php>

Contact: [C.Costley@mdx.ac.uk](mailto:C.Costley@mdx.ac.uk)

[jonathanrguk@yahoo.com](mailto:jonathanrguk@yahoo.com)