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