

The LETAE cases and WBL/WRL

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The rationale for WBL

... it is the case that the closer integration of learning and work is a central theme of policy debates across Europe about skills formation of the workforce and strategies for economic competitiveness and enterprise renewal.....

Four key reasons underlying current interest in work based learning:

- (i) economic restructuring and productivity changes;**
- (ii) workplace reorganisation;**
- (iii) knowledge assets as the source of competitiveness;**
- (iv) financing of continuing training**

Work-based and work-related learning in higher education for adult learners is seen as crucial to address the predicted labour market skills gap identified in such communiques as: [*New Skills for New Jobs: Anticipating and matching labour market and skills needs*](#); and, [*An Agenda for new skills and jobs: A European contribution towards full employment*](#) as part of the [*Europe 2020*](#) strategy.

It is also relevant to debates on work-related learning and upskilling that were identified in the [*Leitch Report*](#) produced in the UK.

Part of the problem is no comprehensive data on scope and scale of WBL/WRL in HE

A question to think of during the day:
What can we do to embed and integrate WBL and WRL in the curriculum so that we are not here again in 20 years time

Finland, Turkey and the Czech Republic

The 'missing' cases

The Case-studies

- Finland
 - Administration and Management of Higher Education Programme (KOHA)
 - part-time (40 -50 ECTS); CPD for HE administrators and managers; 1-2 years
 - Global Health
 - 4-week certificate 2 weeks of lectures/seminars and 2 weeks site visits (8 ECTS); international training program; health professionals
 - Finnish Language and New Career Paths for ICT Professionals
 - Full-time (30 ECTS); International CT professionals; 8 months which include 100 days of Finnish language

Partnerships/Collaborations

- Delivered in contract mode by UTA to other HEIs in Finland, govt. depts.
- International network of public health oriented organizations in Chile, Finland, the Philippines, Nepal and Tanzania +UTA School of Medicine – Funded by Finnish Ministry
- School of Language, Translation and Literary Studies, UTA and Centres for Economic Development, Transport and the Environment

Czech Republic

- Agricultural Internship programme:
 - Bachelors degree; academic credit, 4 week duration; compulsory
- Technology transfer programme:
 - State funded; project based; incubator style
- IT Internship programme
 - 3 month duration (4 week blocks) plus workshops; post-graduate, academic credit

Partnerships/Collaborations

- Faculty of Agriculture, University of South Bohemia České Budějovice and individual agribusiness enterprises –
- University of South Bohemia in České Budějovice , Biology Centre ASCR and individual enterprises
- Center for Knowledge Management , Technical University in Prague and IBM

Turkey

- Safety Management Systems (SMS) Training
 - Mandatory; air industry; certificate non-Bologna; 30 hours/18 hours, regulated
- Basic Aircraft Knowledge and Flight Theory
 - 180 hours; certificate; aircraft engineering; approved
- Logistics and Supply Chain Management
 - Sub-degree certificate; 120 hours/12 weeks

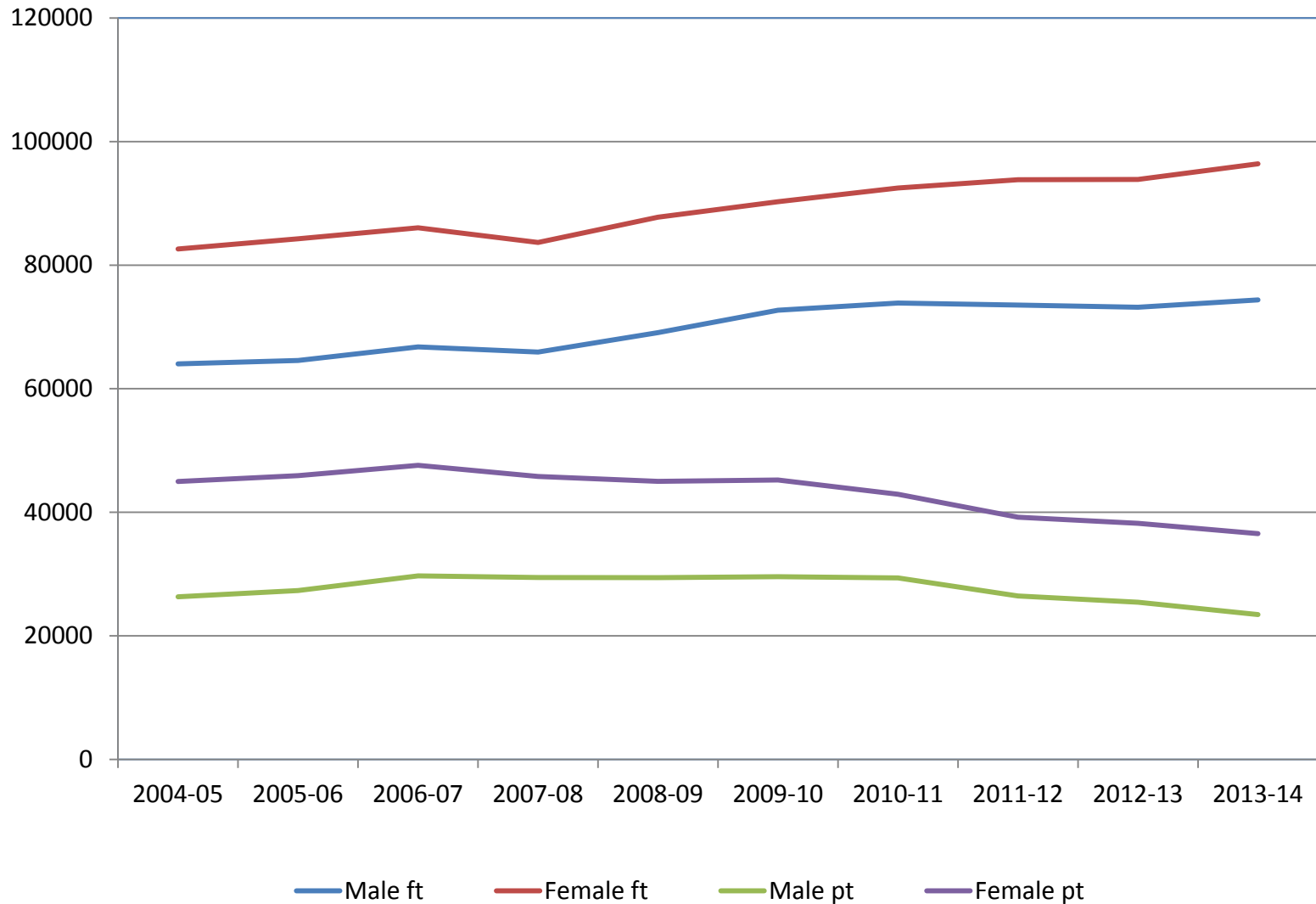
Partnerships/Collaborations

- Anadolu University Faculty of Aeronautics and Astronautics and HEAŞ (Airport Management & Aeronautical Industries)
- Anadolu University Faculty of Aeronautics and Astronautics and BOEING
- İstanbul Technical University, individual enterprises in sector

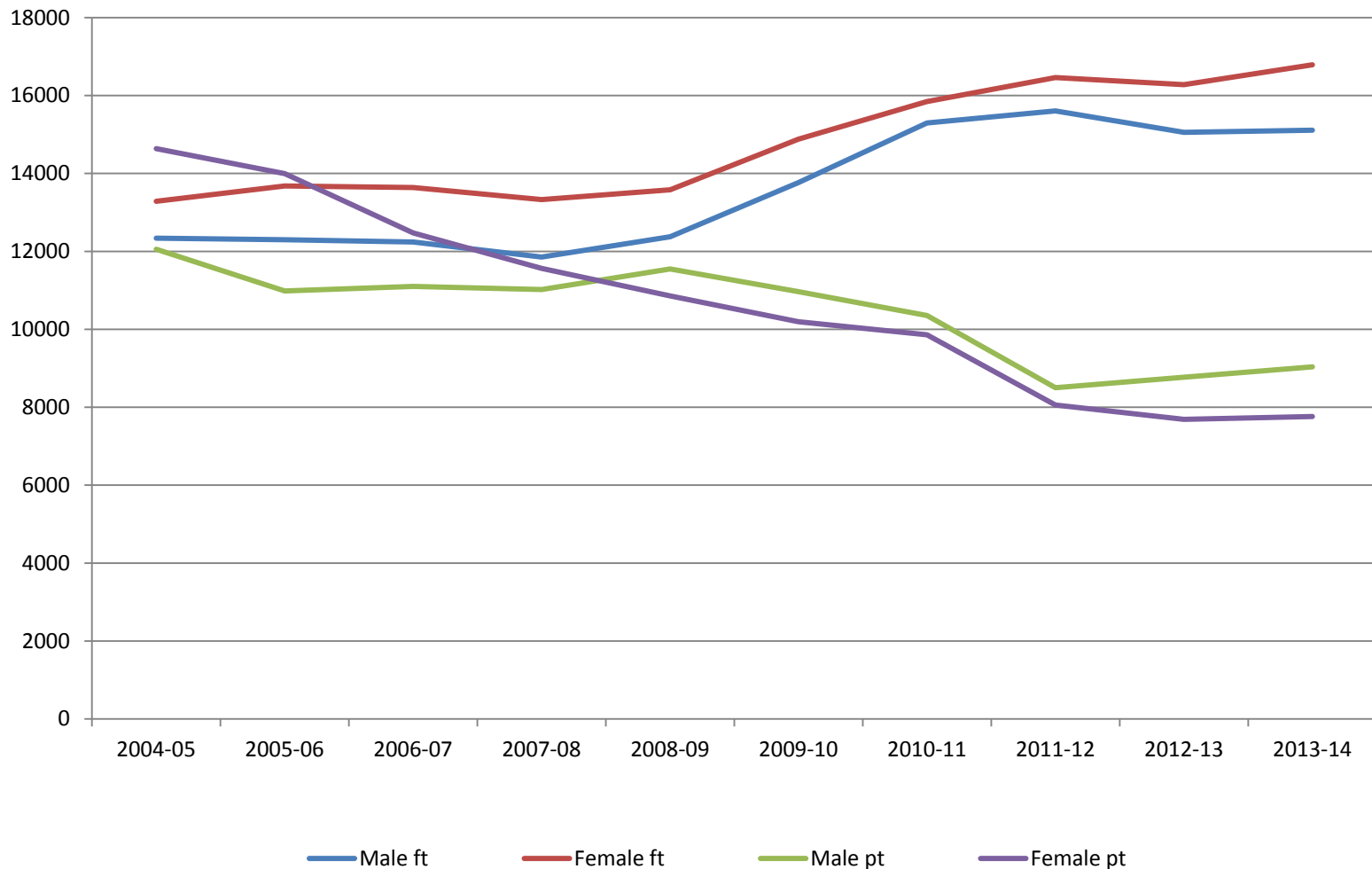
Higher education students by institution type and level of study, 2007–08 and 2012–13

		2007–08	2012–13	Change	% change
First degree	HE institutions	1,306,840	1,528,480	221,640	17%
	FE institutions	33,135	22,110	- 11,025	-33%
Other undergraduate	HE institutions	498,130	275,360	- 222,770	-45%
	FE institutions	116,515	161,710	45,195	39%

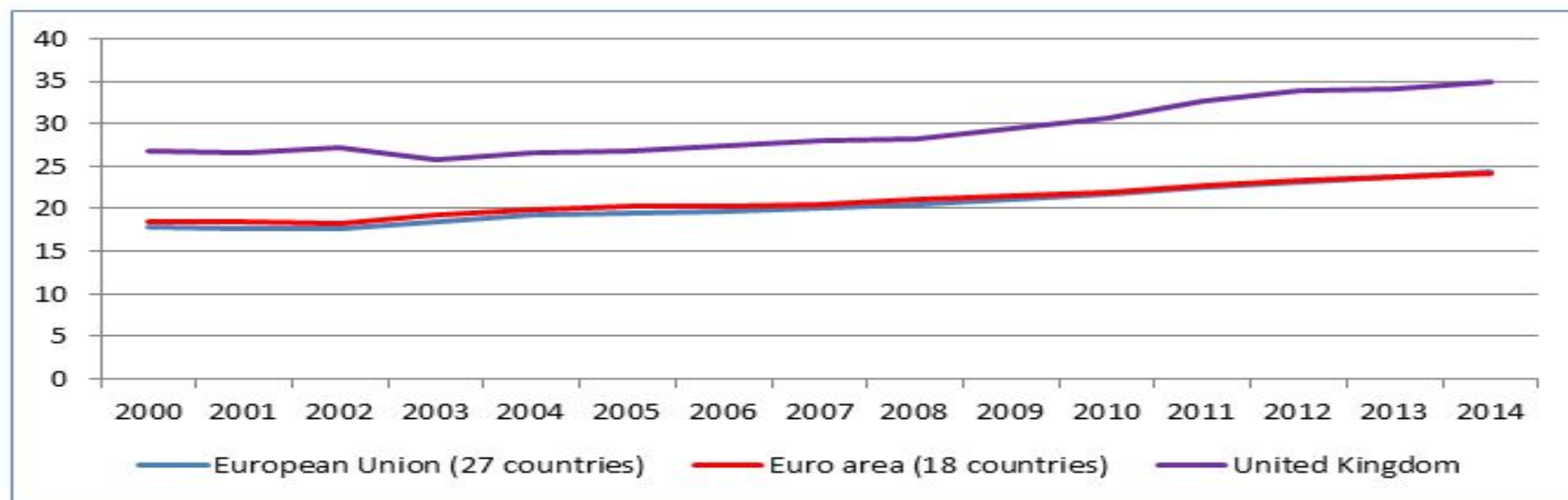
Students in higher education in Scottish HEIs by mode of study and gender, 2004-05 to 2013-14



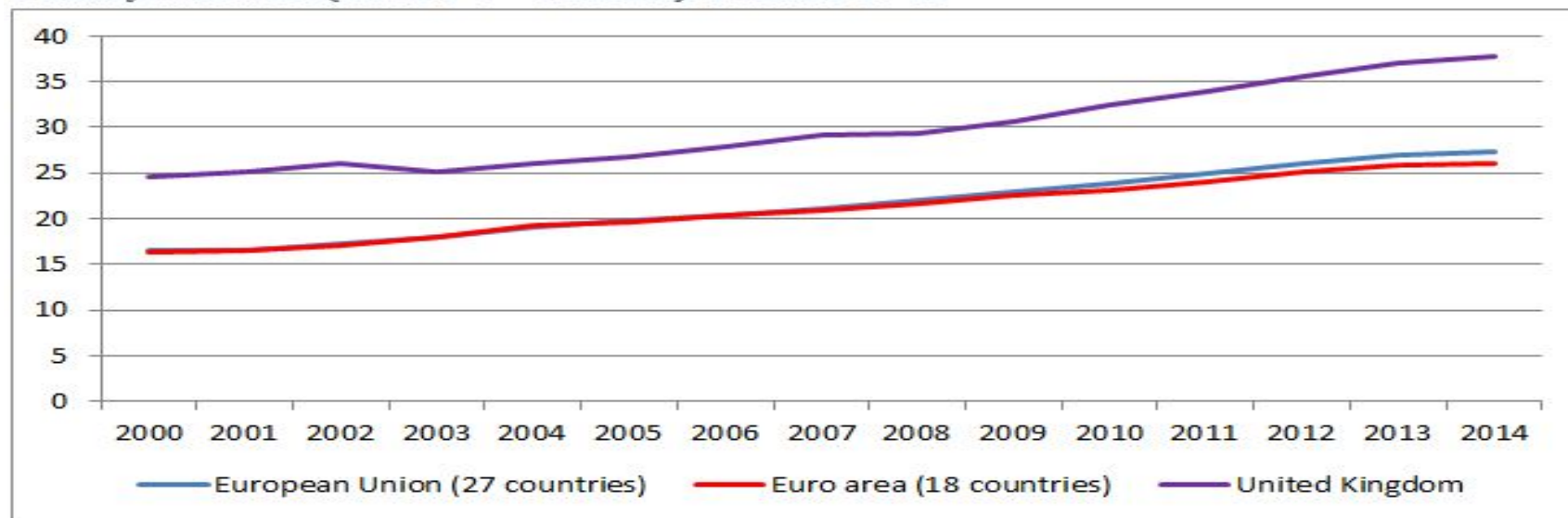
Students in higher education in Scottish Colleges by mode of study and gender, 2004-05 to 2013-14



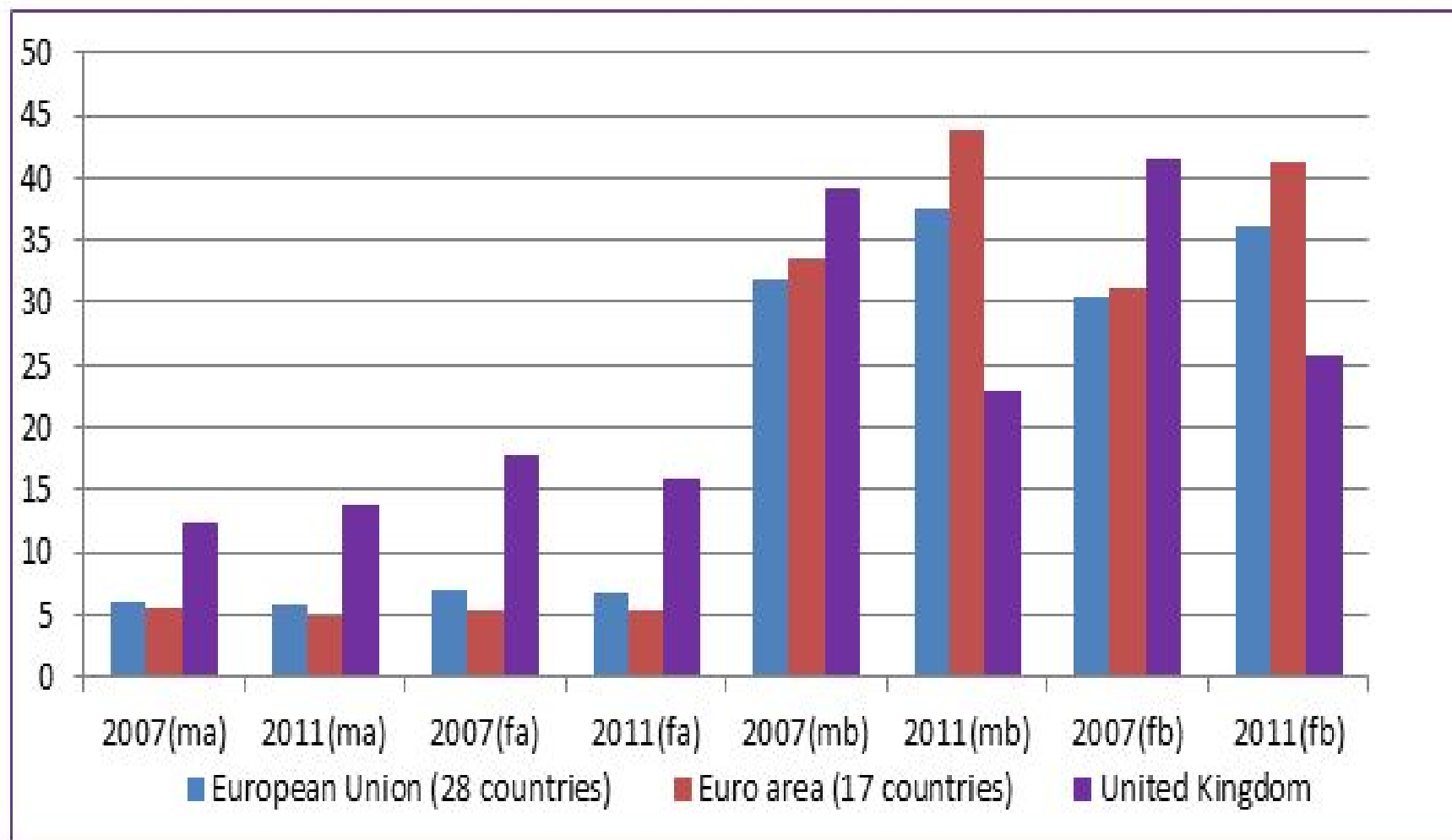
Tertiary education (levels 5-8 – ISCED11): Males 15-64



Tertiary education (levels 5-8 – ISCED11): Females 15-64



Formal education and training (ma = males; fa = females) / Non-formal education and training (mb = males; fb = females)



What are we trying to do

- How and in what ways did the collaboration/partnership/programme develop and evolve?
- What, role, do work-based/-related programmes/courses play in the academic institution?
- What, role, do work-based/-related programmes/courses play in the organisation?

Lessons and practice

- What do we learn from this case study with respect to project targets?
- What are the lessons for designing and implementing such programmes in other institutions and in other countries?
- How can such programmes be improved and implemented effectively?

Compare and contrast

- Partnership and collaboration models
- Mix of academic and practice elements
- Evaluation and impact – internal, external and personal

Institutional Setting (University centred, outsourced entity, Knowledge transfer etc.....)

Partnership and collaboration type or form

Target (Unemployed, Employed, Students)

Access to the Program (University degree, open to everybody, degree and professional experience etc.....)

Construction of the Program:

(Incidental, Stand alone, Structural, Integrated)

Outcome: Award/certificate/degree type or professional recognition

Intended Impact: (Career development, Improved practice, Changed practice)

Evaluation (measured in what ways)

Impact (measured in what ways)

Social inclusion: (human capital, social capital, cultural capital)

Quality of Life: (labour market status; Economic security, Knowledge and Intellectual development, Social relations, Balance of time)

Some issues

- Lack of data on scale and scope of ‘work’ learning in HE
- How should it be defined
- APEL/APL
- Tensions
 - Assessment – academic and practice learning
 - Content and control
 - Set up costs and sustainability

Issues

- Impact on learner/worker
 - Work/life/study balance
 - Issues of flexibility –
- Issues of who supports and when
 - Block release, distance, part-time
- University administration and structures
 - Timetabling
 - Flexibility (or lack)
 - Truly tradeable credit transfer?