



Work Based Learning Methodology - Needs Analysis Report

This report identifies the core elements and methodologies used as part of the Myerscough College Work Based delivery model that will be adapted and transferred to partners through the MOVE IT project.

Author: Peter Caney, Myerscough College

March 2013

Introduction

This report identifies the core elements and methodologies used as part of the Myerscough College Work Based delivery model that will be adapted and transferred to partners as part of the MOVE IT project. It has been informed through a process of evaluating partners existing work based delivery models, analysing needs and key areas of improvement (Appendix 1).

Contributions from the Association for Lifelong Learning in Rural Areas, Rural Institute Kannus Unit and IPC Groene Ruimte have been received as part of *Work Package 2: Research & Analysis of Blended Learning Methodology Needs*.

Analysis of partner delivery models identifies discrete differences in the existing methods and context of work based learning, for example; the Association for Lifelong Learning in Rural Areas and Rural Institute Kannus Unit apply extended periods of work experience to full time, college or school based education programmes, whereas IPC Groene Ruimte operate as a specialist training centre delivering ‘off the job’ technical training as part of a structure of short courses and longer term work based programmes.

The Myerscough College Work Based delivery model is structured to deliver full programmes of Apprenticeship training within the workplace. Despite different contexts of work based learning being applied by each partner, the transfer and adaptation of the work based learning methodology will consider work related learning as:

“Planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work.” (DCSF 2008)

Methodologies and models of learning that can be applied within such a work related context will be transferred as part of the project in line with identified partner requirements. This report provides details on the aspects of transfer and responsibility of adaptation for each of the partners.

In agreeing the model of transfer and adaptation as part of the MOVE IT project there are 3 fundamental elements underpinning the choice of methodology, these are; work based pedagogy, model efficiency and administrative compliance. The report considers partner requirements against each of these elements and makes recommendations accordingly.

Pedagogical Approach

Transfer of methodology within the project is informed by the pedagogy of work related learning which seeks to improve and accredit the relationship between learning taking place in the classroom and workplace.

The adaptation and transfer of the Myerscough Blended Learning Model considers the characteristics associated with work related learning in the context described by each partner organisation, and proposes a pedagogy that combines methods of on the job and off the job delivery with increased use of workplace assessment. A requirement of all partners is to facilitate the blend of didactic teaching with applied learning, whilst formalising the benefits of the rich learning experience provided within the workplace.

The project will facilitate a shift in teaching, learning and assessment from a more traditional 'transmission' method of delivery, associated primarily with specialist tutor led knowledge, towards a more facilitative method of learning that combines both experiential and constructivist pedagogies that can be applied within associated communities of practice both within the workplace and between learner peer groups. This blended approach will help learners build and share their own learning experiences, gain specialist knowledge pertinent to individual needs, engage in peer learning and learn how to apply and adapt skills within a broad range of work related contexts.

Partner Requirements

As a result of gap analysis work undertaken in consideration of partner organisations current models of work based delivery and identified areas of improvement, the following common needs for improvement are categorised as follows:

- Improved communication between tutor, learner and employer to maximise the benefits of the workplace as part of the learner journey.
- Enhanced capture of learning and assessment experiences in the workplace.
- Effective use of interactive learning resources with embedded assessment tasks to improve and enhance distance learning capabilities and learner knowledge.
- Efficient completion of administrative processes in support of the learner journey, ensuring full compliance with quality assurance, progress reviews and legislative requirements.
- Increased cost efficiency of the work based model whilst ensuring applied changes have a positive effect on improving the overall quality of learning experience.

In responding to the identified areas of improvement, within the scope of the MOVE IT project, the following aspects of the Myerscough Work Based Delivery model will be transferred and adapted to improve the model of work related learning within each partner organisation.

- 1. Initial Assessment & Induction** – all partners have identified a need to improve and formalise this process. Enabling clarity between Tutor, Learner and Employer roles and responsibilities, and effectively using outcomes of initial assessments to influence and support the individual learner journey and methods of programme delivery.
- 2. Blended Learning Delivery Model** – a fundamental part of the Myerscough College work based methodology and an area seen as high priority for adaptation and implementation by all partners, from both a pedagogy and cost efficiency perspective. In support of this each partner is asked to identify a curriculum module or topic area that facilitates periods of workplace learning and adapt the existing methods of delivery to ensure a blended approach which includes the use of; ‘e’ teaching, learning and assessment via Moodle VLE, mobile technology and e assessment portfolio, ‘off the job’ training (e.g. technical workshops), peer learning and workplace assessment activities.
- 3. Learner and Employer Feedback** – all partners recognise the importance of gaining timely and evaluative feedback from both learners and employers to improve the quality of provision whilst supporting course promotion. There is a requirement to formalise this process as part of the project and embed a range of formal and informal review and feedback mechanisms utilising a range of available technologies.
- 4. The Effective Use and Implementation of E Portfolio** – seen as a priority by all partners and a fundamental aspect of the blended learning model. As part of the MOVE IT project the expertise and consultative support to embed e portfolio usage within work based delivery models will be transferred, supporting partners to understand the effectiveness of e portfolios in; facilitating the assessment of learning and skills, tracking learner and cohort progress, providing management reports on all aspects of the learner journey and enabling administrative and legislative compliance monitoring. The project will also support the development of an e assessment portfolio linked to the blended learning model and learning packages being created.

Whilst identified as a key aspect of the Myerscough College Work Based Delivery model and recognised by partners as a desired area of improvement, the areas of Staff Performance Management & Monitoring and Quality Assurance were not deemed as essential as the 4 priority areas identified and therefore will not be included in the transfer of work based learning methodology within the scope and time allocation of the MOVE IT project.

Project Transfer and Adaptation

The following table provides further information regarding the aspects of transfer and adaptation, relating to the 4 priority areas, identified as part of the chosen work based learning methodology for the MOVE IT project. The content of which will be used to inform the development of a project implementation plan as detailed within work package 3.

<p>1. Initial Assessment & Induction</p>	<p>Myerscough College will:</p> <ul style="list-style-type: none"> • Transfer the learner journey model and associated documentation underpinning induction and initial assessment. • Support all partners in the adaptation of the model and documentation to meet partner needs. • Provide guidance and support to partners in developing interactive templates as part of this process.
	<ul style="list-style-type: none"> • All partners to adapt the following documents as part of the initial assessment and induction process, and in support of the curriculum module being piloted through a blended learning delivery model: <ol style="list-style-type: none"> i. Vocational Skills Assessment ii. Scheme of Work iii. Learning Styles Questionnaire
<p>2. Blended Learning Delivery Model</p>	<p>Myerscough College will:</p> <ul style="list-style-type: none"> • Provide skills and expertise in facilitating the adaptation of the model. • Produce associated management guidelines and standards. • Provide consultative support in implementing the model within partner contexts. • Provide technical guidance (in association with CESGA) in supporting model implementation.
	<ul style="list-style-type: none"> • All partners will identify an appropriate curriculum module and learner cohort in line with the project agreement for piloting. • Utilising the documentation developed to support learner induction and initial assessment a model of blended learning will be agreed, to include; <ol style="list-style-type: none"> i. Use of 'e' teaching, learning and assessment via Moodle VLE, mobile technology and e assessment portfolio, 'off the job' training (e.g. technical workshops), peer learning (linked to WP 5 and the development of a Virtual Learner Network) and workplace assessment activities. ii. The embedding of interactive learning packages (developed in WP4 by all partners) as part of the blended learning delivery model.

<p>3. Learner and Employer Feedback</p>	<p>Myerscough College will;</p> <ul style="list-style-type: none"> • Provide an overview of the model used to capture learner and employer feedback linked to quality improvement and promotional processes. • Transfer the learner and employer questionnaires and progress review documentation used within the Myerscough work based model for adaptation, as appropriate, by partners. • Support partners in developing methods of capturing evaluative feedback as part of the blended learning model implementation and evaluation. <hr/> <ul style="list-style-type: none"> • All partners will pro-actively support the learner and employer feedback and evaluation processes applied throughout the project. Trialling a range of methods, technologies and techniques for capturing feedback.
<p>4. The Effective Use and Implementation of E Assessment Portfolio</p>	<p>Myerscough College will:</p> <ul style="list-style-type: none"> • Provide expertise, advice and guidance on the implementation and effective use of e assessment portfolios in support of all aspects of work based delivery. • Provide consultative support in implementing e assessment portfolio usage within partner contexts and work based delivery models. • Provide evidence of efficiency savings gained and the improvement in quality through the successful implementation of e assessment portfolio. <hr/> <ul style="list-style-type: none"> • All partners will provide a specification for the requirements of e portfolio assessment within their own organisation to determine the scope of development that can be provided as part of the project. • CESGA & IPC will explore the capabilities of developing an e assessment portfolio within MOODLE linked to the blended learning model and learning packages being developed as part of the project.