



# PEDAGOGY(IES) FOR WORK-BASED LEARNING

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Better learning



Better outcomes

WHY WBL?

# LEARNING AND TEACHING ENHANCEMENT STRATEGY



WHAT IS  
DIFFERENT?

Context

Mode

Onus on learners

# CONTEXT

The achievement of planned learning outcomes through the experience of performing a work role or function (GCU)

The curriculum is delivered and supported by both the employer and the HEI and the content is grounded and situated within the practice setting (QAA Scotland, 2010)

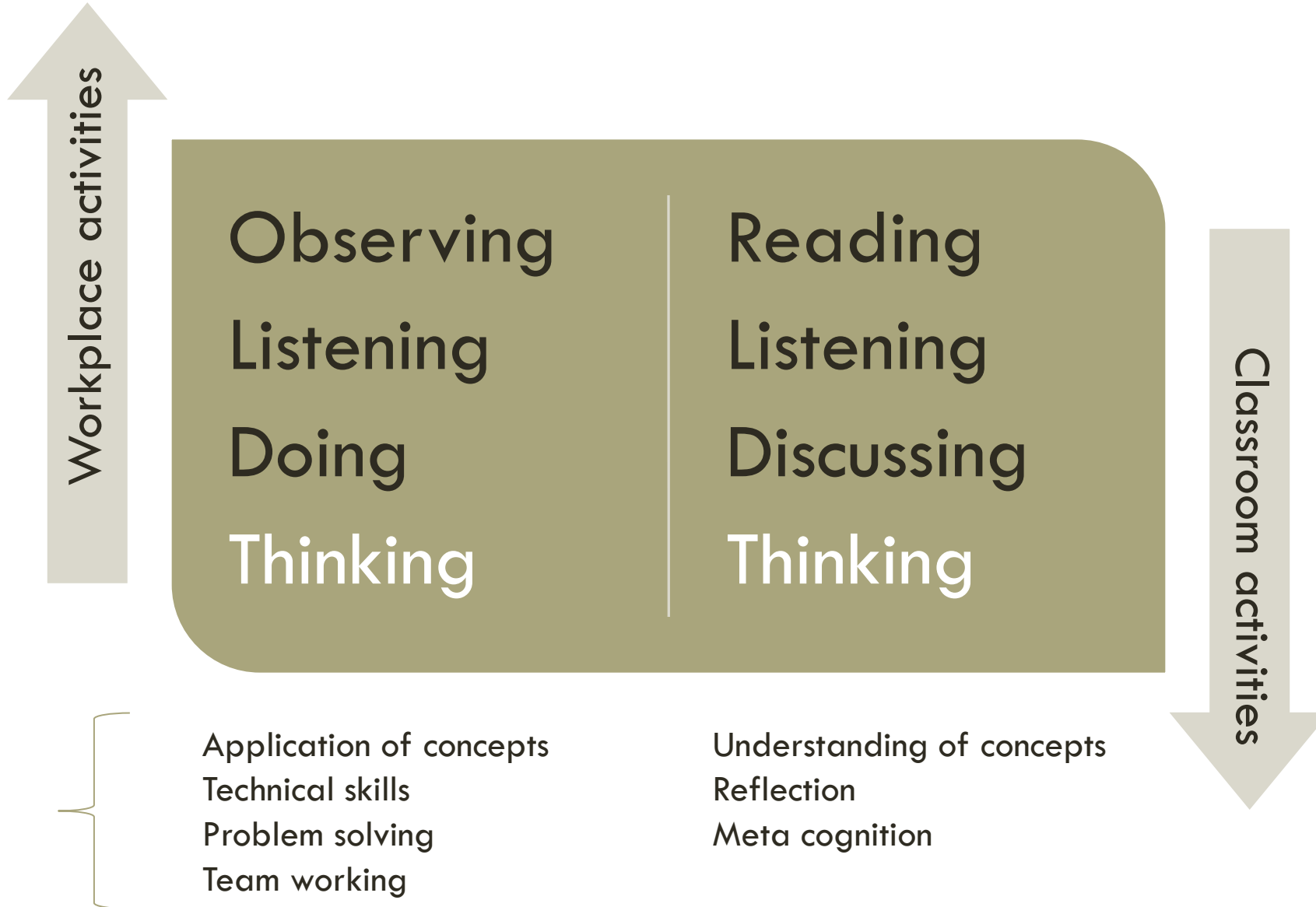
Structured opportunities for learning (...) achieved through authentic activity and supervised in the workplace. (QAA, UK Quality Code)



	HEI ◀ ▶ Employer
Selection of student	◀ . . . . . x . . . . . ▶
Entry level	◀ . . . . . x . . . . . ▶
Secure funding	◀ . . . . . . . . . . x . . ▶
Programme aims	◀ . . . . . x . . . . . ▶
Course structure	◀ . . . . . x . . . . . ▶
Plan activities	◀ . . . . . . . . . . x . . ▶
Facilitate learning	◀ . . . . . . . . . . x . . ▶
Access to resources	◀ . . . . . x . . . . . ▶
Provide support	◀ . . . . . . . . . . x . . ▶
Formative assessment	◀ . . . . . . . . . . x . . ▶
Summative assessment	◀ . . . . x . . . . . ▶
Manage programme	◀ . . . . . x . . . . . ▶
Quality assurance	◀ . . . . . x . . . . . ▶

QAA Scotland, 2010

# CONTEXT: WHERE DOES THE LEARNING TAKE PLACE?



Workplace activities

Observing  
Listening  
Doing  
Thinking

Reading  
Listening  
Discussing  
Thinking

Classroom activities

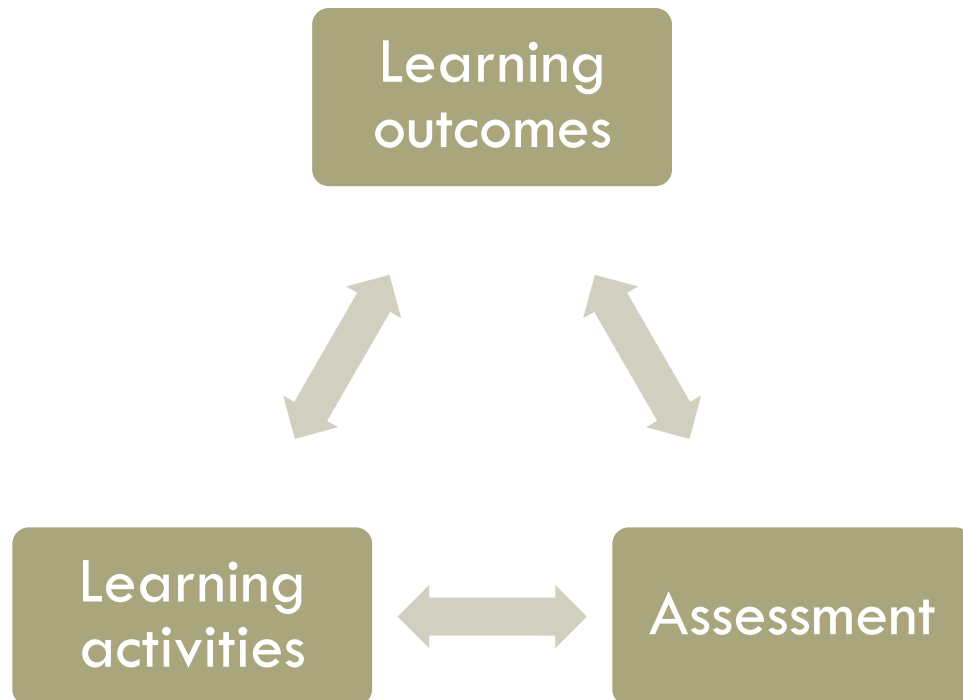
Outcomes

Application of concepts  
Technical skills  
Problem solving  
Team working

Understanding of concepts  
Reflection  
Meta cognition

# BACK TO BASICS

## Constructive alignment



## Three stages

Describe the intended learning outcomes (ILOs) using verbs

Create a learning environment that requires students to engage each verb.

Use assessment tasks that also contain that verb

(Biggs, 1996)



# WORKED EXAMPLE: CHILDCARE

ILO: Know how to plan and provide safe, and appropriate child led and adult initiated experiences, activities and play which enable children and young people to develop and learn

## Workplace

### Teaching and learning

Observe and assist in delivering group activities

Observe safe working practices

### Assessment

Write a session plan for a group activity and then lead that activity

Complete a post-activity reflection report

### Self-study

Learning journal

Skills audit

Planning tools

## Classroom

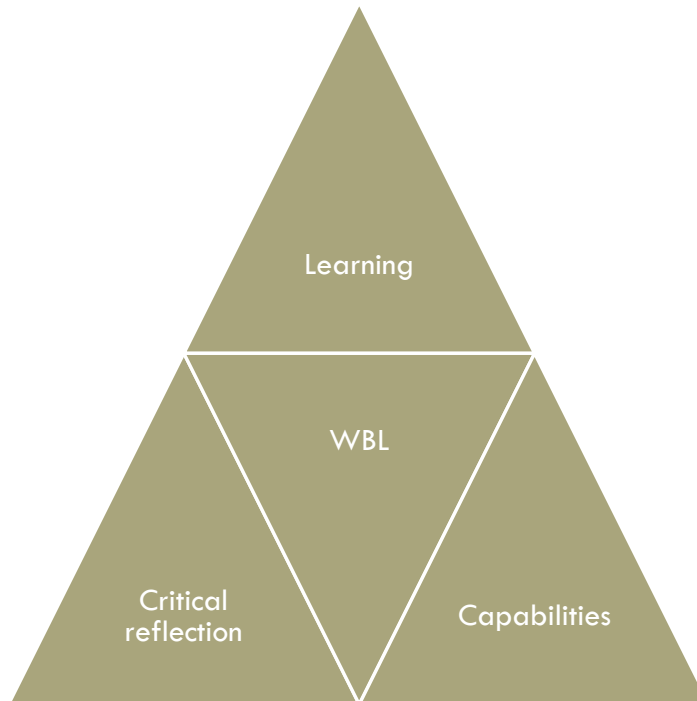
### Teaching and learning

Reading, lectures and discussion

- Theories of child learning and development
- Activities which support child development and learning
- Safe practices

# SOPHISTICATED LEARNERS

Learning how they learn, approaches,  
applicability



Reflecting on their learning, applying  
models, establishing validity

Self audit, target setting, work-  
based/subject specific skills

The learner needs to:

Know what learning is, and how to do it

Recognise when they have learnt

Identify what has been learnt

Know what the learning is informed by  
(validity)

Recognise what they need to learn

(Brodie and Irving, 2007)

# KEY ASPECTS

Preparation

Clarity

Feedback

# THINK ABOUT

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What and where learning takes place

*Activities within the workplace, the classroom and in the VLE*

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Where and how assessment should take place

*Link to learning outcomes, evidenced by student and mentor in workplace*

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How the student is supported and by whom

*Role of tutor, mentor and PAT*



# REFERENCES

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