FILLING THE GAP: DEFINING A ROBUST QUALITY ASSURANCE MODEL FOR WORK-BASED LEARNING IN HIGHER EDUCATION

wexhe

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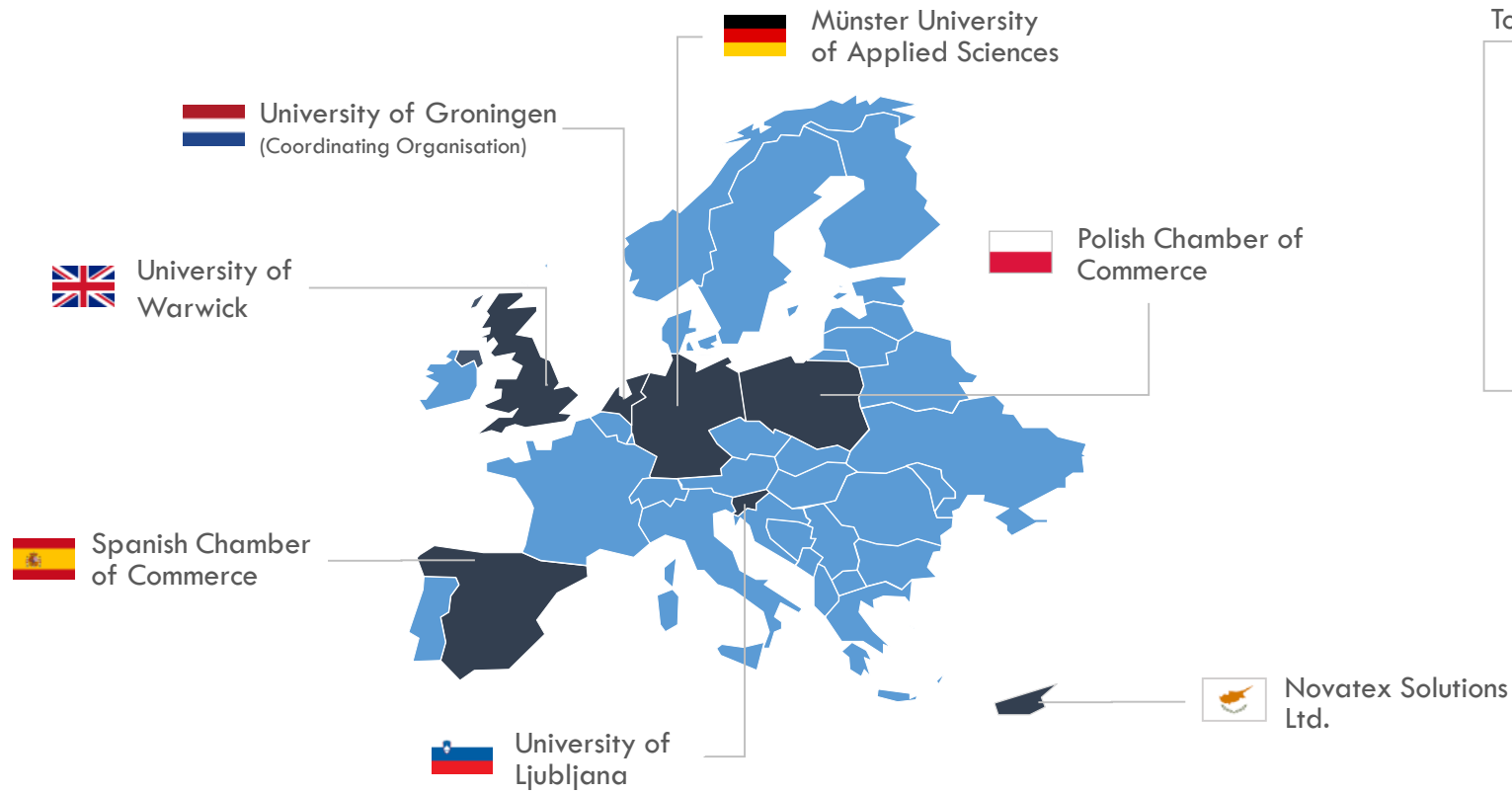Chair: Marija Vasilevska (EQAF Programme Committee)

EQAF
EUROPEAN QUALITY
ASSURANCE FORUM

2019 European Quality Assurance Forum
21-23 November 2019
Hosted by TU Berlin

Co-funded by the
Erasmus+ Programme
of the European Union

WHAT IS WEXHE?

In WEXHE, associations and universities come together to identify and analyse current provision of work experience in higher education in 7 different European countries;

Münster University of Applied Sciences

University of Groningen
(Coordinating Organisation)

University of Warwick

Polish Chamber of Commerce

Spanish Chamber of Commerce

Novatex Solutions Ltd.

University of Ljubljana

Together with:

ENQA
EUROPEAN ASSOCIATION FOR QUALITY ASSURANCE IN HIGHER EDUCATION

ENQA
Belgium

EURASHE
European Association of Institutions in Higher Education

EURASHE
Belgium

UIIN
University Industry Innovation Network

UIIN
The Netherlands

WEXHE

WHY WEXHE?

European graduates report worries about their employability and their future career paths;

At the same time employers voice their concerns over increasing difficulties in finding graduates with matching skills and capabilities for 'knowledge age' jobs.

WEXHE responds to such concerns by…

Identifying what kind of work-based learning (WBL) leads to high quality jobs;

Developing tools and models to facilitate WBL implementation in HEI and organizations;

Increasing capacity of HE staff and enterprises to provide high quality work experience;

Supporting policy development in the field.

WHAT IS THE PROBLEM TO SOLVE?

➢ Current HE should be of high quality and of relevance for society

➢ Surveys among stakeholders show 'generic skills' gap

➢ Indicates mismatch what is learned and what should be learned

➢ Work based learning is a learning strategy to fill this gap

WHAT COULD BE THE SOLUTION?

➢ Develop clear qualifications frameworks what should and can be learned
➢ Give more attention to the development of measurable generic competences / transferable skills in the learning process

MAINSTREAM WORK-BASED LEARNING

❖ Promote the use of WBL by HE and by governmental organisations / enterprises / NGOs

❖ Develop easy to use comprehensive WBL packages by HE institutions and employers

❖ Ensure the quality of Work Based Learning

Required according to WEXHE: Two types of **Information Packages**:

   1. **Scholarly reports** covering all aspects of the modes of delivery

   2. Attractive **Summary reports** to be applied in practice

   These are the basis for:

   3. Sophisticated **Online Information Platform**

In addition: **Quality assurance system based on European Standards and Guidelines (including explicit attention for content factors, ECTS Student Workload and Learning Outcomes)**

THE **MAIN OUTCOMES:**
WEXHE PACKAGES
[9 WORK-BASED LEARNING PACKAGES]

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THE PACKAGES

Work Placements

Integrated Approach

→ Specifically designed curriculum that includes WBL

Clearing House/ Intermediary Approach

→ Foundations/Non profit agencies make arrangements for a work placement

Corporate Approach

→ Autonomous initiative of an organisation

Traineeships

Small and Medium Size Enterprises

Governments, Governmental Agencies and NGOs

Universities

Entrepreneurship

Entrepreneurship Promotion

- Identify students with an entrepreneurial mindset
- Develop entrepreneurship knowledge, competences and skills
- Encourage students to pursue an entrepreneurial career

Business Creation

- Further develop entrepreneurial dispositions
- Encourage students to set up an own business
- Assist them to set up an own business

Intrapreneurship/Innovation Enhancement Package

- Enabling students to innovate work processes in existing organisations
- Enrich existing products, services, technological and organisational processes

CONTENT OF THE PACKAGES

Work Placement Package & Traineeship Package

I. **Learning and Training Arrangements**

II. **Organisational Arrangements and Learning & Training Procedures**

III. **Finance Management** *(Not applicable for the Traineeship Package)*

IV. **Quality Assurance, Evaluation and Accreditation**

V. **Annexes**
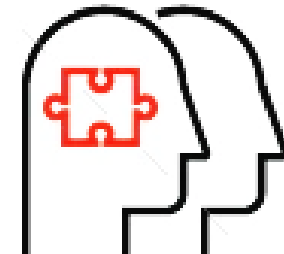
I. LEARNING AND TRAINING ARRANGEMENTS

Work Placement - Competences and Skills (Learning Outcomes)

- Communicate, establish social relations (networking) and negotiate.
- Work in a team
- Identify, pose and resolve problems
- Make reasoned decisions
- Generate new ideas (creativity and innovation)
- Work and learn autonomously
- Learn and stay up to date with learning
- Motivate people to move toward common goals (Leadership)

WBL Programmes should be organised on the basis of **a learning sequence** with **learning outcomes:**
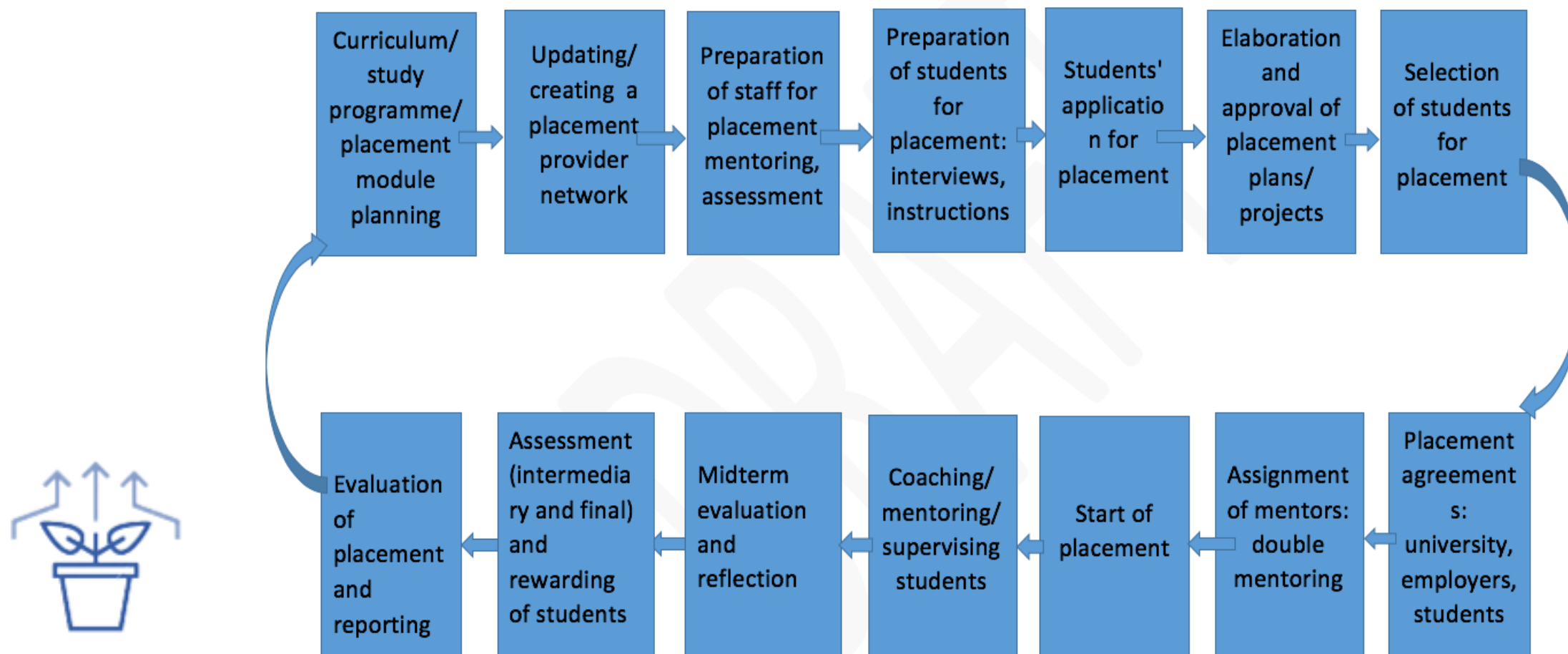**Knowledge – Skills – Autonomy and Responsibility**

Placement Package:
LEARNING OUTCOMES DESCRIPTION FOR PLACEMENTS – LEVEL 6 (BA)
LEARNING OUTCOMES DESCRIPTION FOR PLACEMENTS – LEVEL 7 (MA)

II. ORGANISATIONAL ARRANGEMENTS AND L&T PROCEDURES

Example 1: Work Placement – Process: Integrated Approach

Diagram 1: An example of a placement process specification – integrated approach

Curriculum/ study programme/ placement module planning → Updating/ creating a placement provider network → Preparation of staff for placement mentoring, assessment → Preparation of students for placement: interviews, instructions → Students' application for placement → Elaboration and approval of placement plans/ projects → Selection of students for placement → Placement agreements: university, employers, students → Assignment of mentors: double mentoring → Start of placement → Coaching/ mentoring/ supervising students → Midterm evaluation and reflection → Assessment (intermediary and final) and rewarding of students → Evaluation of placement and reporting

IV. QUALITY ASSURANCE, EVALUATION AND ACCREDITATION

Challenges of WBL:

➢Integral part of new learning paradigm: student-centred and active learning

➢Added value as part of the learning experience

➢Trust and Confidence regarding the quality of process and outcomes

A reliable and widely accepted Quality Assurance / Evaluation and Accreditation model does not exist yet.

WHAT DO WE HAVE? HOW CAN WE SOLVE OUR PROBLEM ?

QUALITY ASSURANCE
OF WBL
[APPLICABILITY OF ESG]

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UK QUALITY ASSURANCE AGENCY 'QUALITY CODE'

What is the QAA quality code?

- a reference point for effective quality assurance

- articulates fundamental principles that should apply to HE quality across the UK

- Used by HE students and their representatives for engaging with their provider on the quality of their education

- Used by national funders and regulators, in collaboration with QAA, for assessing the quality of HE provision

UNIBASQ PROTOCOL FOR DUAL LEARNING

What is the Unibasq Protocol for recognition of dual learning for official Bachelor's and Master's degrees?

- based on recent regulations and on the ESG

- establishes the requirements for obtaining recognition as dual learning of official degrees

- application may be carried out within the framework of an agreement between the University and Unibasq

APPLICABILITY OF ESG PART I TO WBL

- The ESG apply to all higher education offered in the EHEA **regardless of the mode of study or place of delivery.**

- The ESG have been written at a **generic level** to ensure they are **applicable to all forms of provision.**

- **Work-based learning** is not specifically mentioned, but there are standards which could apply, depending on how they are interpreted.
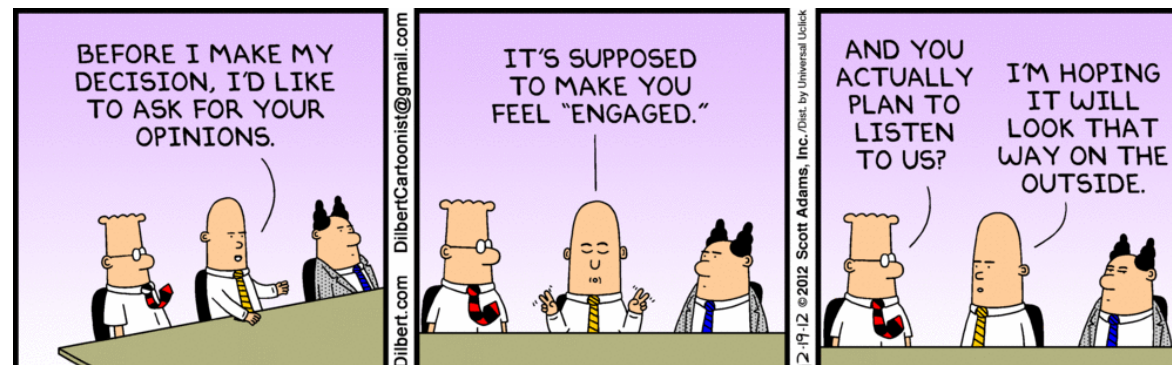
APPLICABILITY OF ESG PART I TO WBL

1.1 Policy for quality assurance

- Include elements of WBL in the institutional policy

- Policy for SEND students to access WBL

- Formalised agreements between the different parties

1.2 Design and approval of programmes

- Involve all stakeholders in the design (institution, employer, student)

- Partnership to define content, delivery and assessment of WBL

- LO relevant to work objectives
- Monitor the progress

APPLICABILITY OF ESG PART I TO WBL

1.3 SCL, teaching and assessment

- Flexible learning paths for access to WBL to all students

- Clear scope of WBL tasks and assessment

- Appropriate training and clear role of employers

- Fair and transparent procedures for appeals and complaints

1.4 Student admission, progression, recognition and certification

- additional support to meet specific needs of WBL

- Fair and inclusive admissions system

- Equitable opportunity to succeed

- Detailed information on qualifications gained both in the institution and in the workplace
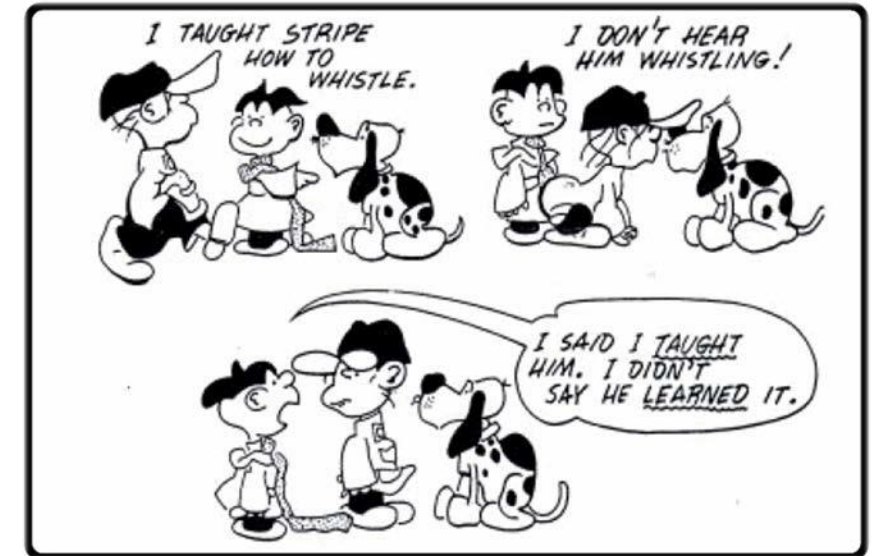
APPLICABILITY OF ESG PART I TO WBL

1.5. Teaching staff

- Communication of profile and training requirements of both tutors (academic and employer) and their legal obligations

- staff development of mentors/supervisors within the workplace

- When employers involved in assessment: clear role, training and support

1.6. Learning resources and student support

- Access to same or greater support

- Preparatory sessions at the institution with info on requirements

- Support for more independent and self-directed learning

- Employers should have proven sufficient conditions to develop the foreseen competences

APPLICABILITY OF ESG PART I TO WBL

1.7. Information management

-   Review experience of all parties for effective management and improvement of the WBL provision

**1.8. Public information**

-   clear information for candidates and students on WBL requirements

1.9. On-going monitoring and periodic review of programmes

-   All parties should contribute to monitoring and evaluation

-   Constant monitoring and evaluation of the employment environment and employer view

1.10. Cyclical external quality assurance

-   Need to better understand the specificities of WBL
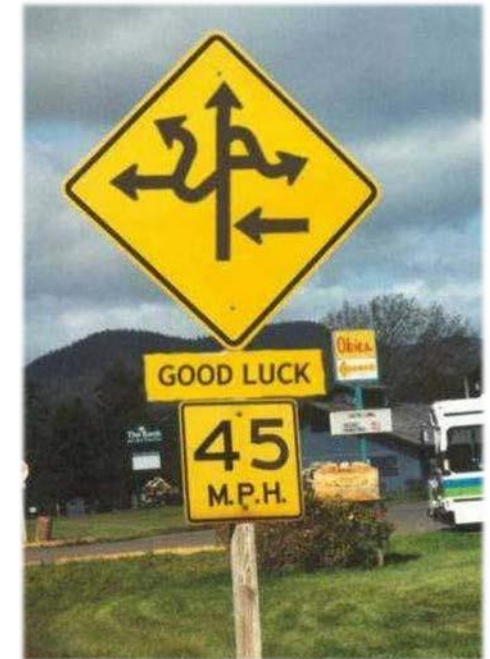
IS THIS SUFFICIENT? CLEARLY NOT !

We distinguish PROCESS, CONTENT and LEVEL OF CONTENT

WEXHE model offers:

➢ Clear indication of Process by showing step-by-step approach

➢ Offers guideline for defining WORKLOAD in terms of ECTS credits:

Number of credits should match Intended **Learning Outcomes**

What then are these Learning Outcomes and how to define and select these? THE WEXHE Qualifications Framework of Generic Competences

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Competence	Knowledge	Skills	Autonomy and Responsibility
- **Problem solving and decision making** - **IT skills**	-Establish methods of analysis / solution of problems from the professional field by linking concepts with basic strategies, procedures and tools. Demonstrate awareness of the key aspects of professional, ethical and social responsibilities linked to management of activities in the professional area, decision making and judgement formulation. - Demonstrate knowledge and understanding of contemporary IT technology, tools, methods and information systems relevant for the professional field.	-Analyse a complex problem, recognise its structure, devise, execute and validate a plan for its solution in the professional field. Manage work context in the subject area, take decisions and formulate judgements. - Effectively apply installed IT technology supporting work processes in the subject area even in complex and unpredictable situations. Initiate improvements in IT technology and information systems.	- **Identify appropriate concepts, methods of analysis/ solution of complex problems in the professional field. Identify appropriate and relevant approaches to manage work contexts in the subject area and reflect on professional, ethical and social responsibilities in taking decisions and formulating judgements.** - **Take responsibility for the utilisation and improvements of IT technology and information systems in the subject area taking into account their technical performance, ethical and data protection issues. Ability to transfer knowledge, skills and ethical standards regarding IT on to co-workers.**
- **Initiating creative and / or innovative ideas**	-Demonstrate knowledge of the on-going nature of research and debate in the professional field.	- Approach issues with curiosity, creativity and critical awareness. Retrieve and handle information from a variety of sources, integrating it critically into a grounded argument.	-**Reflect on one's own perspective, capabilities and performance to improve and use them in a creative way. Think in scientific terms, pose problems, gather and analyse data, and propose findings.**
- **Team work and networking** - **Communication, social relation and negotiation** - **Entrepreneurship and leadership**	-Demonstrate knowledge and understanding of methods of team composition, networks and attitude to work collaboratively. -Demonstrate knowledge and understanding of social relations, established communication methods and tools, including ICT, and of their limitations for conveying information in a broader public context including negotiation. -Demonstrate knowledge of theories and models of entrepreneurship, leadership, management and teams.	-Function effectively in national and international working / project teams and networks. -Communicate effectively, clearly and unambiguously complex information, activities and their results to wider national and international audiences in oral and written form. Negotiate effectively with co-workers, superiors, customers and partners. - Able to initiate, elaborate and implement new business. Able to lead and work collaboratively in teams. Able to supervise colleagues and junior staff. Able to analyse consequences of different choices and to manage diversity.	- **Identify appropriate methods and strategies of teams' and networks' functioning and management. Collaborate constructively.** - **Identify appropriate and relevant communication methods, tools and terminology. Demonstrate ability to listen and to understand different viewpoints and to discuss with diverse audiences fostering transparency and responsibility.** - **Ready to take risks associated with business projects. Ability to work inter-culturally and inter-professionally with lay and professional groups. Capacity and commitment to build a sense of social responsibility in the choices made at personal, professional and contextual levels.**
- **Independent learning and working, capacity and enthusiasm to learn**	-Demonstrate advanced knowledge and understanding of the learning and working methods necessary to follow developments in science and technology in the professional field. Identify relevant competences needed for pursuing further studies and career goals.	-Engage in independent learning and follow developments in science and technology autonomously. Organize own study. Work autonomously taking initiatives and managing time. Demonstrate acquired knowledge at work. Evaluate personal work.	-**Identify appropriate learning and working methods to follow developments in science and technology in the professional field. Enter new fields of study and work through a positive attitude. Evaluate own personal and professional competences and take responsibility for own learning and work. Exercise initiative and acknowledge accountability for the assigned tasks.**

Competence	Knowledge	Skills	Autonomy and Responsibility
- Problem solving and decision making - IT skills	-Demonstrate comprehensive knowledge and understanding of the process and methods of analysis/ solution of problems from the professional field by linking concepts with basic strategies, procedures and tools. Demonstrate critical awareness of the key aspects of professional, ethical and social responsibilities linked to management of work contexts, decision making and judgement formulation in the subject area. - Demonstrate knowledge and understanding of advanced IT technology, tools, methods and information systems, especially relevant for the professional field including critical awareness of its limitations.	-Analyse/ solve very complex, contextual and unfamiliar problems, recognise their structure, devise, execute and validate creative plans for their solution in the professional field. Manage work contexts in the subject area and within broader or multidisciplinary contexts that may be unpredictable and require new strategic approaches, take decisions and formulate judgements. - Apply advanced IT technology supporting work processes in the subject area innovatively in complex and unpredictable situations. Initiate improvements in IT technology and information systems, and in their implementation.	-Identify appropriate concepts, methods of analysis and creative solution of very complex problems that occur even in unfamiliar situations in the professional field. Identify and justify appropriate and relevant strategic approaches and analyse professional, ethical and social responsibilities linked to the management of work contexts in the subject area and within broader or multidisciplinary contexts, taking coherent decisions and formulating coherent judgements. - Take responsibility for the utilisation and improvements of IT technology and information systems in the subject area taking into account their strategic potentials, ethical and data protection issues. Ability to transfer knowledge, skills and ethical standards regarding IT and its strategic potentials on to co-workers.
- Initiating creative and / or innovative ideas	-Demonstrate detailed knowledge and understanding of the on-going nature of research and debate in the professional field contributing to innovative perspectives.	- Approach issues with curiosity, creativity and critical awareness. Retrieve and handle information from a variety of sources, integrating it critically into a grounded argument. Formulate original interpretations and innovation proposals.	-Deal with relevant problems in an original manner. Organize complex efforts integrating the results of diverse studies and analyses and produce the required product according to established deadlines.
- Team work and networking - Communication, social relations and negotiation	-Demonstrate knowledge and understanding of methods and management strategies of teams and networks that may be composed of different disciplines and levels. -Demonstrate knowledge and understanding of social relations, principles and tools of intercultural and interdisciplinary communication, as critical understanding of the use of social media and communication technologies in the professional and wider social contexts including negotiation.	-Function effectively in national and international working/ project teams and networks as member or leader. -Communicate effectively, clearly and unambiguously complex information, activities and their results to wider national and international audiences in oral and written form using various media in more than one language. Communicate activities' results and the knowledge and rationale underpinning them. Negotiate effectively with co-workers, superiors, customers and partners most sensitive issues.	-Identify and justify appropriate methods and strategies of teams' and networks' functioning and management. Collaborate constructively. -Identify appropriate and relevant communication strategies, methods, tools and terminology for highly sensitive issues and situations. Demonstrate ability to listen and to understand different viewpoints and to discuss with diverse audiences ideas, problems and solutions fostering transparency and responsibility. **[MORE ON NEXT SLIDE]**

- Entrepreneurship and leadership	-Demonstrate knowledge of theories and models of entrepreneurship and leadership, management and teams.	- Able to initiate, elaborate and implement new complex business. Able to lead and work collaboratively in teams. Able to supervise colleagues and junior staff in complicated and unpredictable situations. Able to analyse consequences of different choices, to manage diversity and to prevent, resolve and manage conflicts. Initiates and innovates quality improvement programmes. Teach others.	**-Ready to take risks associated with complex business projects. Ability to work inter-culturally and inter-professionally with lay and professional groups. Capacity and commitment to build a sense of social responsibility in the choices made at personal, professional and contextual levels.**
- Independent learning and working, capacity and enthusiasm to learn	-Demonstrate advanced knowledge and understanding of the learning and working methods necessary to follow developments in science and technology in the professional field. Identify relevant competences needed for pursuing further studies and career goals.	-Engage in independent learning and follow developments in science and technology autonomously. Organize own study. Work autonomously taking initiatives and managing time. Demonstrate acquired knowledge at work. Evaluate personal work.	**-Identify appropriate learning and working methods to follow developments in science and technology in the professional field. Enter new fields of study and work through a positive attitude. Evaluate own personal and professional competences and take responsibility for own learning and work. Exercise initiative and acknowledge accountability for the assigned tasks.**

IN CONCLUSION

WHAT WEXHE OFFERS in terms of Quality Assurance:

➢ A well described Process (which allows for evaluation / accreditation)

➢ Work packages for a range of well defined types of WBL

➢ Clear indicators for Student Workload based on identified set of Learning Outcomes

➢ Frameworks / Menus offering well defined learning outcomes based on two cycles (Bachelor and Master) and indicating three levels of mastery per generic competence

REFERENCES

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  - https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/work-based-learning
  - https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/external-expertise
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- Considerations for quality assurance of e-learning provision: https://enqa.eu/indirme/papers-and-reports/occasional-papers/Considerations%20for%20QA%20of%20e-learning%20provision.pdf

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Thank you!

More information:

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