

Cooperation in work-oriented learning in higher education

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The project in brief

- 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*
 - *An Agenda for new skills and jobs: A European contribution towards full employment* as part of the *Europe 2020* strategy

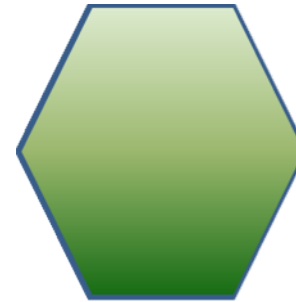
Learning for work; learning at work; learning through work

- Learning for work broadly encompassed 'anything which can be labelled vocational' (delivered in school, college, from television *etc.*)
- Learning at work related to training and development delivered in-company
- Learning through work was integrated into the doing of the job
- In HE, learning for work may include elements of learning at work and learning through work

Educational system



Spain



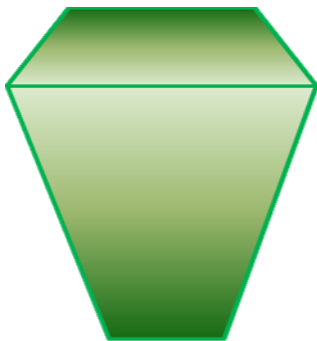
EU28



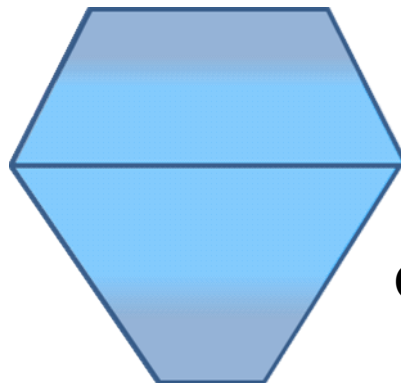
UK



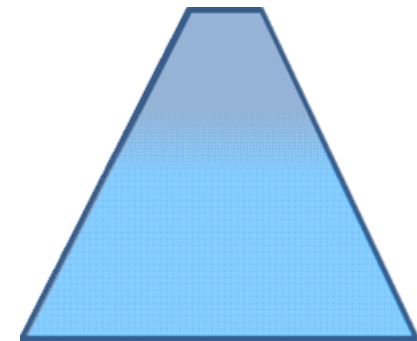
Finland



Czech



Germany



Turkey

What were 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?**

Typology

| Type | Payment | Award | Entry requirements |
|------|------------|---------------|--------------------|
| 1 | Free | Qualification | Open |
| 2 | Free | Qualification | Traditional |
| 3 | Free | Certificate | Open |
| 4 | Free | Certificate | Traditional |
| 5 | Extra fees | Qualification | Open |
| 6 | Extra fees | Qualification | Traditional |
| 7 | Extra fees | Certificate | Open |
| 8 | Extra fees | Certificate | Traditional |

Classification

| Typology | Case |
|--|--|
| 1 (Free/Qualification/Open) | GE1 (TRIAL), UK1 (BAC D) |
| 2 (Free/Qualification/Traditional) | |
| 3 (Free/Certificate/Open) | |
| 4 (Free/Certificate/Traditional) | CZ1 (AGRI), CZ3 (IBM), FI3 (ICT) |
| 5 (Extra fees/Qualification/Open) | UK2 (Unite) |
| 6 (Extra fees/Qualification/Traditional) | GE3 (MEI), UK3 (SSE) |
| 7 (Extra fees/Certificate/Open) | |
| 8 (Extra fees/Certificate/Traditional) | GE2 (HCAT_PRO), ES1 (Tec.), ES2 (Water), ES3 (KP), TR1 (Safety), TR2 (Air), TR3 (Log), FI1 (KOHA), FI2 (GL-Health), CZ2 (TTP) |

SWOT analysis

Strengths

Creation of organic **learning culture** within organisation; peer support mechanisms; **flexibility and support**

Weaknesses

Impact on work/study life balance requires significant commitment by workers/learners over considerable period of time

Opportunities

Expansion of model to other organisations/industrial sectors

Threats

External pressures on manufacturing and sector more generally; workforce/plant restructuring, financial support not guaranteed long-term

Benefits?

➤ Benefits for the HEI:

- Potential for a lower assessment burden
- Shared responsibility on learner tutorship

➤ Benefits for the learner:

- Develop work-based learning and work-related skills simultaneously
- Exploiting the workplace as a learning resource
- Existing knowledge activated as a foundation for new knowledge

➤ Benefits for the employer:

- Flexible, tailored to your needs
- Improved workforce performance and productivity
- Increased employee motivation: higher staff retention
- Meets skills shortages: grow your own workforce
- Work-based learning: little time off the job, minimal disruption
- Projects directly related to your business
- Potential to accredit company training programmes

But...

- New job creation has stalled since **crisis**
- Many jobs created are in **low-pay, precarious employment**
- **Youth unemployment still very high** in some EU members states
- Adult education programmes and **funding cut** in some EU states

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Basic information on national preconditions/strategies

- **GE:** Rather low relevance of TLL:
Successful approach of combining IVET & HE: “Dual studies”; combining workplace learning of an apprenticeship and a bachelor programme
Established and nation-wide recognised CVET system (Meister, Techniker)
- **ES:** Continuous training for people with HE-certificates
No priority for universities
2 years NON-Bologna programmes
Depending on students’ demand
- **UK:** Long history of TLL
Divergence between England and Scotland
Fragmentation due to neo-liberalism (market driven approaches) in England (foundation degree)
More integrated approach in Scotland between VET & HE

Basic information on national preconditions/strategies

- **FI:** Lifelong Learning high on the agenda
Focus on internationalisation/export of programmes
Variety of options: Degree, Professional development, open university programmes
Variety of funding mechanisms
- **CZ:** No strategy towards TLL
Rather short-time programmes/internships
Focussing on unemployed
- **TR:** LLL important issue since the foundation of Turkey
Rather low ratio of tertiary-educated adults
Universities offer short-time courses for workforces
Open education / distance learning
Focussing on unemployed