

The Impact of Learning Outcomes-Based Curricula on Work- and Practice-Based IVET

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The shift to learning outcomes: Rhetoric or reality?

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Objective and research questions

Objective:

Provide insights on how externally imposed learning outcomes influence the interaction between VET-teachers, trainers/company instructors, work colleagues and apprentices

Key research questions:

1. How are learning outcomes-based curricula informing, influencing and/or steering work-based learning?
 2. To what extent and how are company trainers using the learning outcomes-based curricula to plan and execute their job as trainers?
 3. To what extent are apprentices aware of the learning outcomes-based requirements and how does this influence their progression?
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Demarcation: what do we mean by LO in WBL?

- **IVET:** learning before entering working life
 - **Work-based learning approaches in countries:** work-based learning is part of a IVET programme leading to a VET qualification
 - **Work-based learning company:** structural involvement in offering work-based learning
 - **In-company trainer:** professionals that in the companies support the learning process of VET students
 - **Apprentice/ VET student/learner:** the VET student that is exposed, within a IVET programme, to work-based learning
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State of play (exploring the literature)

Foundations of work-based learning discourse – LO in WBL

- The focus in existing literature often tends to be on the influence of work-based learning on the learning outcomes-approach. The prevailing narrative suggests a **reciprocal relationship**, where the labour market influences learning outcomes approaches, subsequently impacting the labour market in a feedback loop.
- an input-based perspective is likely absent from a labour market perspective that prioritises the focus on what a person is able to in the work-place

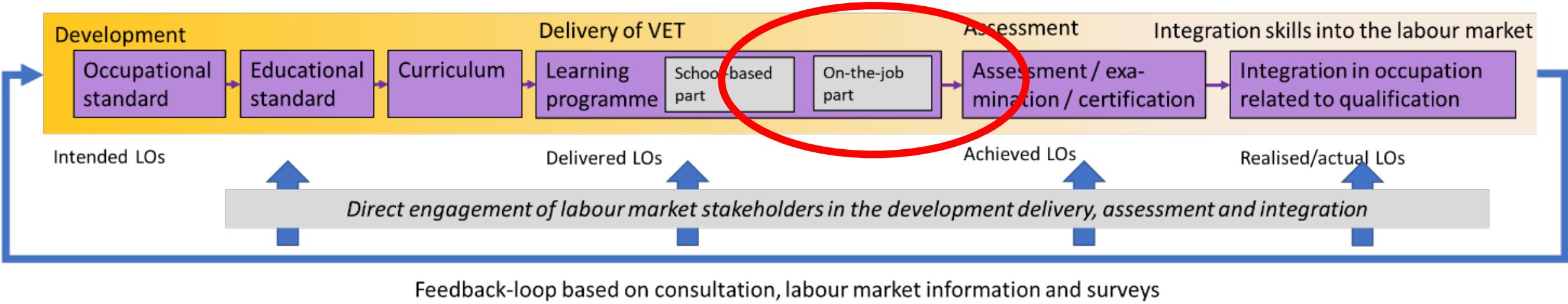
In-company trainers and the use of learning outcomes

- the in-company trainer is a **key determinant of the extent to which high quality work-based learning is provided**, whether it takes into account modern practices, how communication is supported with the VET schools, and how potentially VET learning outcomes are in line with the work-based learning practice.
- This role is however supported by other structures, most notably managerial support.

VET students' awareness of learning outcomes

- a notable gap in research persists concerning the extent of apprentices' recognition of learning outcomes approaches and their implications
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Analytical framework



Methodology

10 countries

Bulgaria, Finland, France, Ireland, Lithuania, Malta, the Netherlands, Poland, Portugal, Slovenia

Results of other WAs

- Survey (only 38 trainers responded of which only 7 only work in company)
- Scoping interviews
- Site visits

National level

- Desk research
- Interviews

Site visits

- Interviews (management, trainers, learners, school coordinators)
 - Observations & follow-up reflective discussions
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Macro: National policies and arrangements supporting learning outcomes use in WBL

- Conceptualisation, organisation and pedagogical approaches (Conceptualisation of WBL in IVET, the WBL approach in focus of the case study, national arrangements on linking school-based and work-based learning, pedagogical approaches toward work-based learning, ongoing discussions around WBL in IVET)
- **ASSESSMENT: Rules, regulations and guidelines that steer how learning outcomes are used in work-based learning**

Meso: The perspective and practice of companies supporting WBL in IVET

- Company management views on the use of learning outcomes in WBL
- Planning and delivery of learning outcomes-based work-based learning
- Use of learning outcomes in cooperation and communication between company and VET school (if existing)
- Company support with delivering learning outcomes-based work-based learning
- Perceived obstacles to and success factors in using learning outcomes
- **ASSESSMENT: Company context, tools, instructions, cooperation, to support that work-based learning environments reflect on learning outcomes**

Micro: The perspective and practice of in-company trainers and learners

- Trainers views on learning outcomes
- Use and influence of learning outcomes
- Training, guidance and support on learning outcomes
- Perceived obstacles to and success factors in using learning outcomes
- Learners' awareness of intended learning outcomes
- Influence of learning outcomes on learner experience
- **ASSESSMENT: Application by trainers, assessors and learners support how work-based learning environments reflect on learning outcomes**

Observations of training practice to identify signals of learning outcome approaches

'Heatmap of how learning outcomes are used in work-based learning

Answer research questions:

- How are learning outcomes-based curricula informing, influencing and/or steering work-based learning?
- To what extent and how are company trainers using the learning outcomes-based curricula to plan and execute their job as trainers?
- To what extent are VET students aware of the learning outcomes-based requirements and how does this influence their progression?

Signals of applying a LO approach in WBL

LO in WBL



- Governance of VET and stakeholder involvement in developing qualifications
- Role of an in-company trainer
- Role of a learner
- Learning modality
- Role of assessment
- Inclusion
- Wellbeing of learners
- Matching demand and supply
- Managerial support for learning outcomes based approaches in work-based learning

