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?
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?
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
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
Analytical framework

Direct engagement of labour market stakeholders in the development, delivery, assessment and integration

Feedback-loop based on consultation, labour market information and surveys
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
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

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

• 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