



QA of Work-based learning: experiences from Flanders

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Workshop WBL - Mondragon Unibertsitatea
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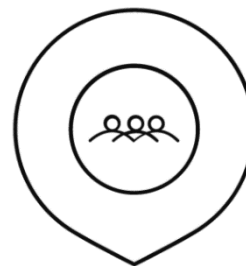
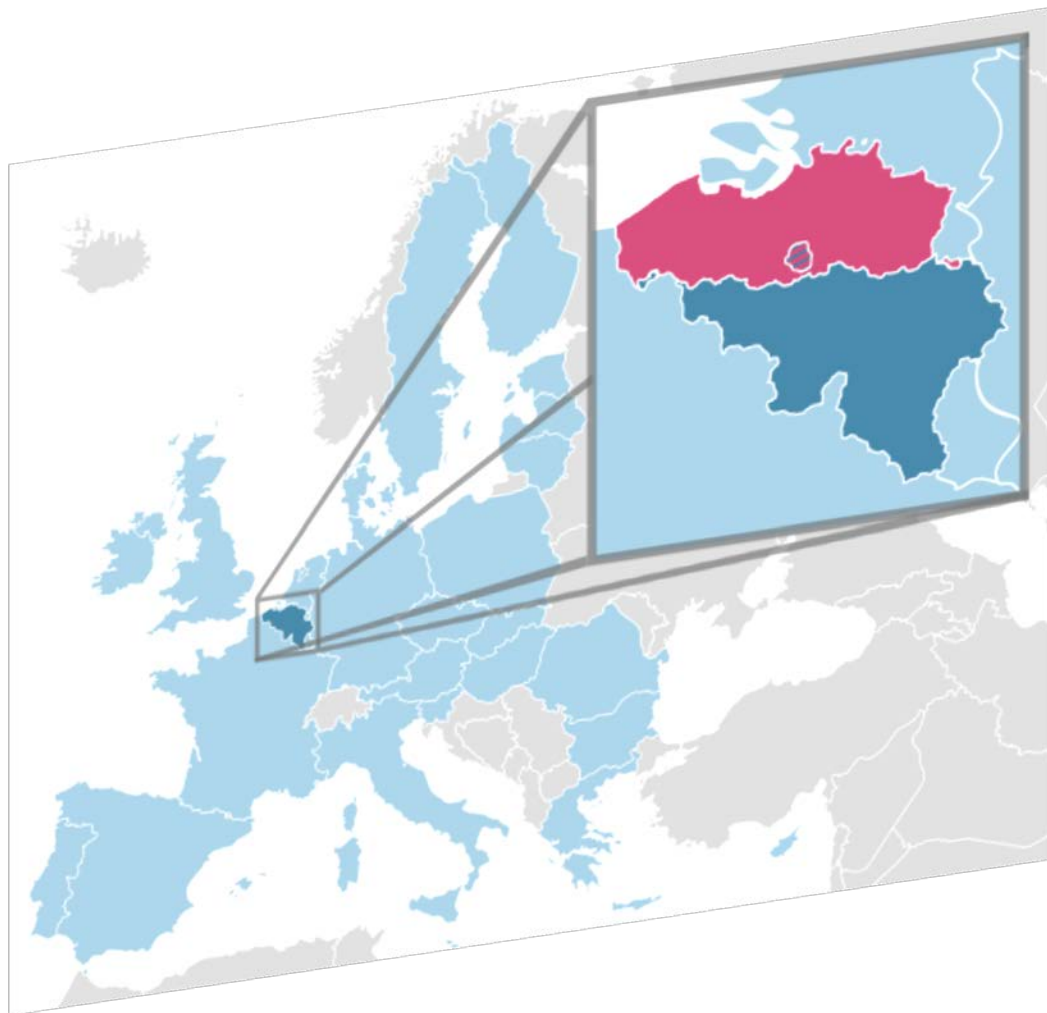
Introductie



Pieter Soete

- » Policy Advisor Flanders
- » Responsible Associate degree transformation

Flanders in figures



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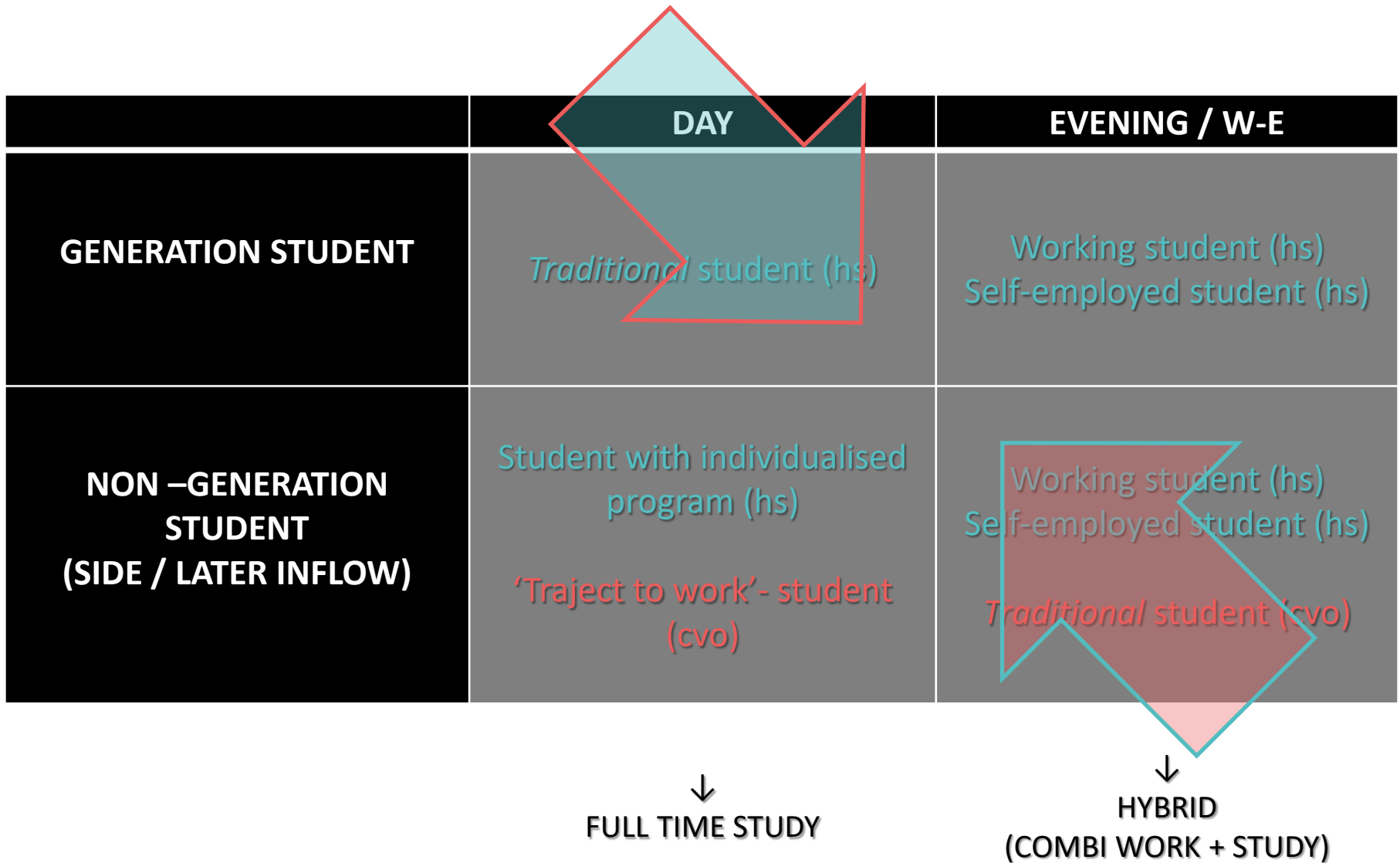


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Context

- Associate degree non-existent in HE (starting Sept '19)
- Level 5 already existed in 'CVO' (adult learning center)
- And with success
 - Wide spread through Flanders (decentralized presence)
 - Traditionally answers the demand of adult students
 - Huge experience on flexible learning paths
 - Programs adapted to personal study rhythm of students
 - Serves the purpose of lifelong learning

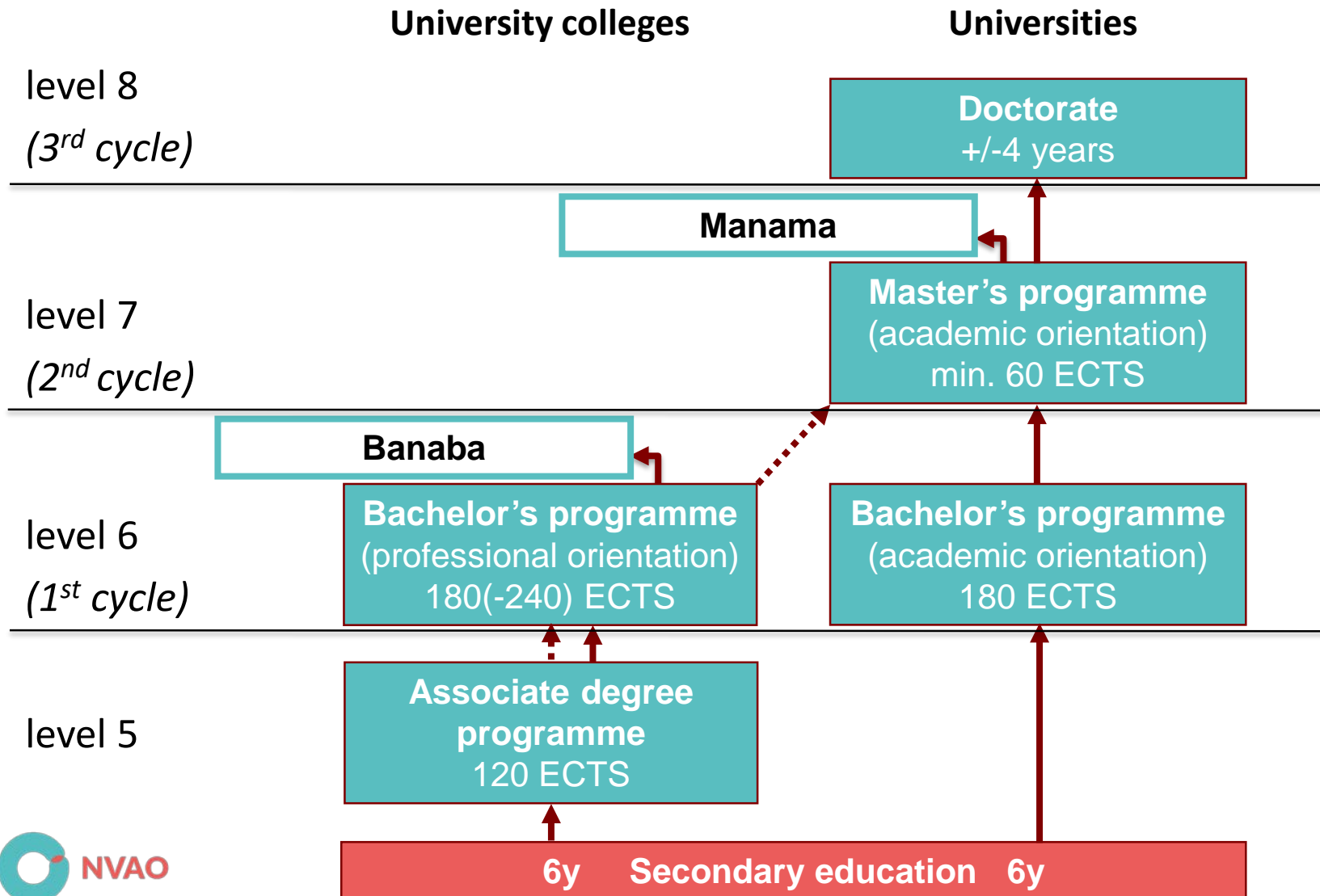
Context



Level 5 in Flanders: a ten-year story

- 2009: Decree on Flemish qualification structure

Higher education in Flanders: positioning level 5



Level 5 in Flanders: a ten-year story

- 2009: Decree on Flemish qualification structure
- 2010: Motion in Flemish parliament on restructuring higher education
- 2013: Decree on reinforcement of higher professional education

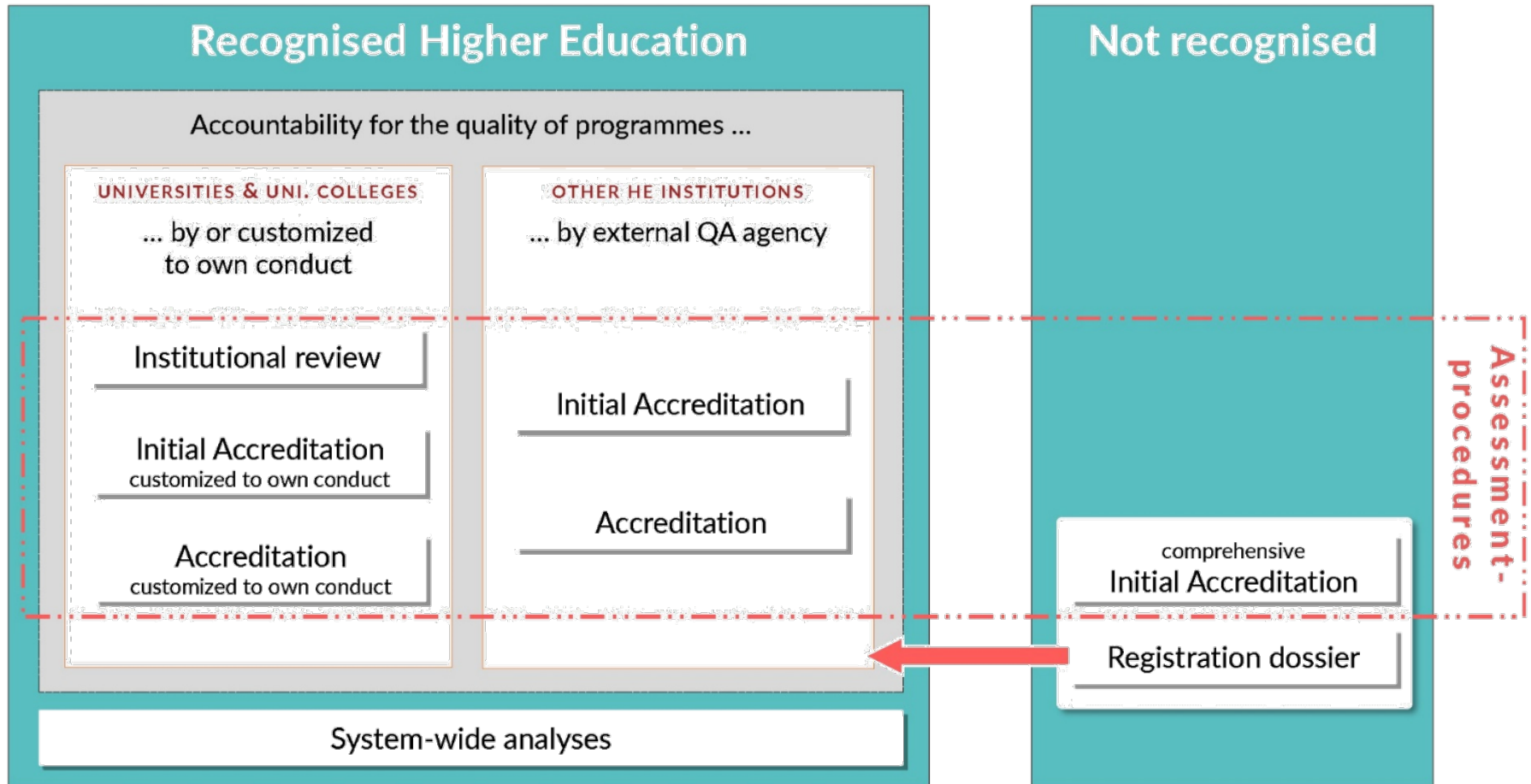
Partnerships in Flanders

University college	Partnership	# Associate degrees
Arteveldehogeschool	Arteveldeleernetwerk	5
Artesis Plantijn Hogeschool Antwerpen	HBO5 AP-HZS	12
Hogere Zeevaartschool		-
Erasmushogeschool Brussel	HBO5 Erasmus	6
Hogeschool Gent	HoGent HBO5	7
Hogeschool PXL	PXL-Level 5	12
Hogeschool West-Vlaanderen	Howest-IVO	6
Karel de Grote Hogeschool, Katholieke Hogeschool Antwerpen	-	3
Katholieke Hogeschool Vives Noord	VIVES HBO Noord	6
Katholieke Hogeschool Vives Zuid	VIVES HBO5 Zuid	8
Odisee	Odisee-HBO5	6
Thomas More Kempen	Track 5 Kempen	10
Thomas More Mechelen-Antwerpen	Track 5 Mechelen-Antwerpen	11
UC Leuven	HBO5 Leuven	10
UC Limburg	HBO5 Limburg	7

Level 5 in Flanders: a ten-year story

- 2009: Decree on Flemish qualification structure
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- 2013: Decree on reinforcement of higher professional education
- 2016-2018: Several decrees on programming, further development and organizational aspects of Associate degrees

Unique position within new Flemish QA system



21 Ad-study programs in 4 fields of Education

- Production Management
- **Accounting Administration**
- Legal Administrative Support
- Hospitality Management
- **Marketing and Communication Support**
- Transport and Logistics
- Traffic Engineering and Mobility
- HR Support
- Building and Construction Drafting
- **Electromechanical Systems**
- Renewable Energy Systems
- HVAC Systems
- **Internet of Things**
- Automotive Techniques
- Construction Site Organisation
- Information Management: Library and Archives
- **Social Work and Social Care**
- Social Educational Care Work
- Social and Cultural Work
- Social Work and Trade Unions
- **Computer Programming**

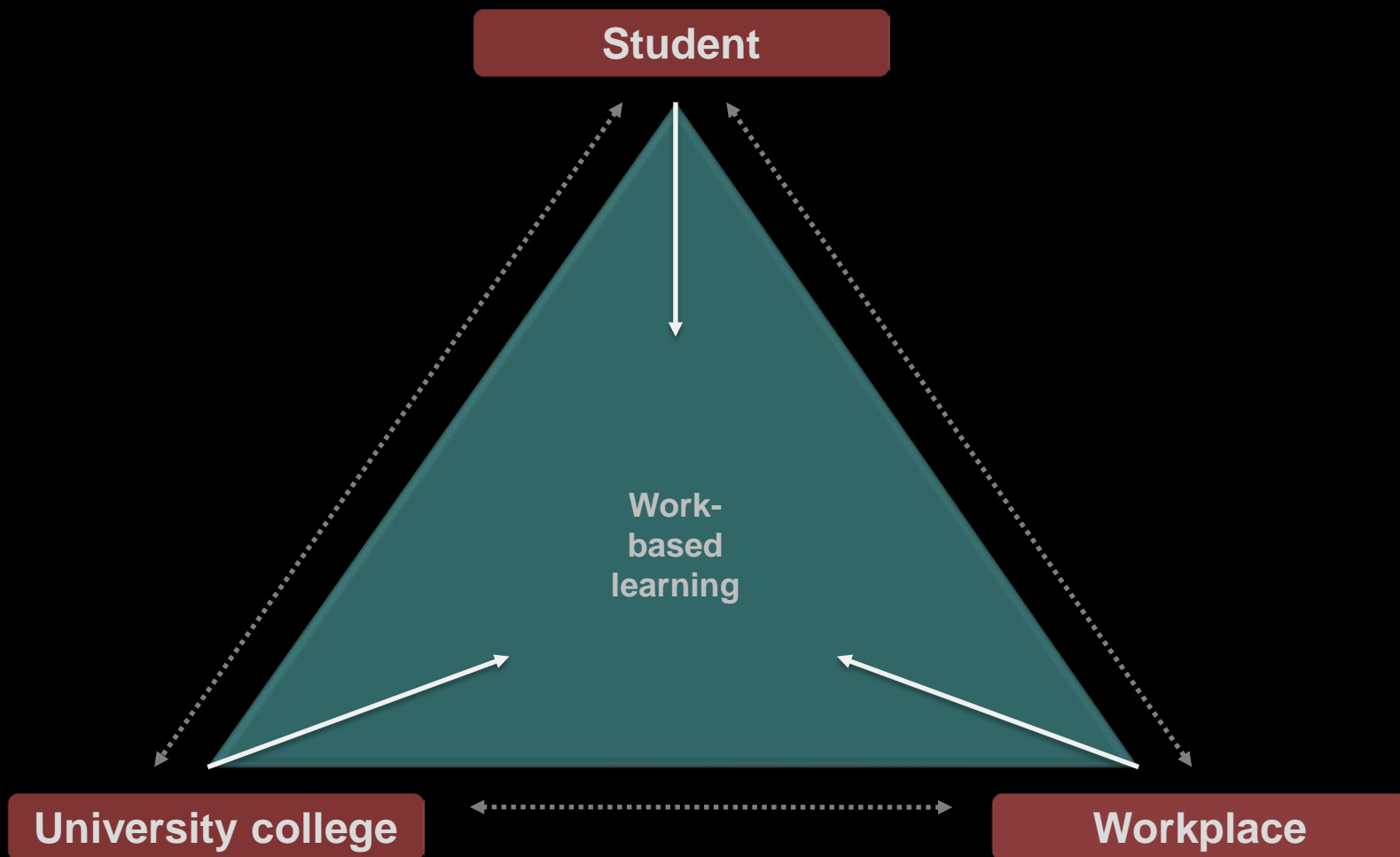
Biotechnology / Applied Engineering and Technology /
Business Management / Applied Social Studies

Level 5 in Flanders: a ten-year story

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- 2016-2018: Several decrees on programming, further development and organizational aspects of Associate degrees
- 2018-2019: Integration in higher education through a transformation process

Transformation process: key elements

- Work-based learning fundamental part of Ad
 - Flanders: at least 1/3 of the size of the study (40 ECTS)
- Continuum
- Double finality
 - Prepare for profession (work oriented)
 - Aimed at transfer to further education
- Double target group
 - after secondary education, 18 yr
 - Everyone, in the context of lifelong learning



Work-based learning: observations

- WBL looks good 'on paper' – nice intentions, good concepts and ideas
- Curricular integration (min 40 ECTS)
- Many available contacts with workplaces
- Exchange of inspiration NL - FI
- (Internal) professionalization high on the agenda
- Permanent WBL-coordinator in the institution

Work-based learning: observations

- Need for implementation – elaboration / concrete completion
- Full creativity / originality with initiatives is limited
- Difference between WBL – internship?
- Qualitative selection of workplace (scan) and required criteria
- WBL: ambition decree > reality
- Cooperation, consultation and exchange of good practices between institutions and between programs is difficult
- Reflection, self-assessment and adjustment needs more room
- Little time to support workplaces and mentors
- Integration of WBL in broader curriculum: practical issues

Work-based learning: observations

- Open to good dialogue
- Opportunities for co-creating assessment tools
- Informed by involvement in design of programs
- (trained) mentor in the workplace

Work-based learning: observations

- Weak pedagogical preparedness of mentors in the workplace
- Little time available for getting support and training
- Win-win is not always clear
- Learning is not guaranteed (Supported participation)
- Involvement in assessment: often advisory

Work-based learning: observations

- Undoubtly a good learning method
- Changing workplace increases transfer
- Critical component to learning from experience is reflection
- Consensus: safety and hygiene: already learned at school before the start of WBL
- Consensus: maturity for work en willingness to work are essential indicators
- Student as change agent (innovation)

Work-based learning: observations

- Starting requirements and skills unclear
- Starting criteria: major differences between workplaces and sectors
- ‘Self-managing student’: student autonomy has limits

Next steps?

- Lifelong learning vision
- New roles and routines for students, teachers and professionals
- Instruments for mapping professional development
- Joint approach (co-creation) to design evaluation (assessment as learning)
- WBL: separate projects -> structural integration
- (International) cooperation between University colleges

Next steps?

- Articulate the differences between internship and work-based learning in order to distinguish the differences between level 5 and 6
- How to guarantee the quality of mentors?
- How to optimize the transfer and consultation between UC and workplace?
- How is a distinction made in the (type of) supervision of students of different levels?



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