Career learning for the 21st century

Career Development Service

LSIS LEARNING AND SKILLS IMPROVEMENT SERVICE

Module 9:

Learning and earning: understanding the options for your learners

Contents

Download

This CPD module is available to download in PDF format from the Excellence Gateway, Career Development section.

Publisher

Introduction to the learning and earning workshop

Tutor notes

Workshop outline

This workshop has been designed to raise awareness and develop an understanding of the importance of career development within the further education (FE) and skills sector with learners who may be or are considering learning and gaining qualifications while working. It is designed for those people, who work within the sector, and are expected to support learners in their career explorations and decision-making, as part of their job role.

This module can be delivered by anyone who is an experienced or qualified training professional if they take the time to familiarise themselves with the materials including the web links, handouts and references. It would, however, be an advantage if the trainer had experience and/or training in career development, as it would enable wider and deeper exploration of the topics covered.

The materials can be delivered as they stand, contextualised or modified to suit the time available and the needs of the participants or organisation. The PowerPoint™ slides and handouts are available as separate files.

Three optional one-hour extension activities are included at the end of these notes.

This workshop is the ninth in a series of CPD workshops produced by LSIS and available to download from the LSIS Excellence Gateway. There are 10 others in the series:

- An introduction to career development
- Introduction to interviewing skills
- Introduction to values and ethics in career development
- Introduction to delivering career development through group work
- Introduction to evaluating and measuring impact in career development
- Introduction to reaching potential by raising aspirations
- Introduction to developing employability skills
- Introduction to career development for those with additional support needs
- An introduction to career development for STEM learners
- Introduction to the Blueprint for Careers.

This series of workshops is supported by a one-day "Train the trainer" programme aimed at those who have responsibility for staff development, continuing professional development or for developing a team's or department's skills and knowledge in career development. The programme introduces all the workshops: their aims, objectives, exercises and content while exploring how to tailor the content to specific contexts. If you are interested in gaining further information about this programme, please contact ann.ruthven@lsis.org.uk.

LSIS has also developed an online resource, "Career learning for all", available free of charge on the LSIS virtual learning environment: just go to www.leadershiplearning.org.uk and create your own login. This has been designed for those involved in supporting learners with their career development, both specialists and non-specialists.

Workshop aim and objectives

The **aim** of the workshop is to develop an understanding of the issues related to learning and gaining qualifications while working and/or earning.

The **objectives** of the workshop are to enable participants to:

- define work-based learning
- list the motivating factors for gaining qualifications while working
- describe the benefits and costs associated with working towards qualifications while working
- outline the support required for learners considering the work-based route.

Example workshop timetable

Time	Session/s
09.30	Welcome, domestics, introduction, aim and objectives
09.35	Introductions and personal learning at work
09.57	What is work based-learning and why consider it?
10.05	Why consider work-based learning?
10.15	How do we do work-based learning?
10.25	Apprenticeships
10.35	Benefits and costs of work-based learning
11.00	Refreshments
11.20	Presentations of benefits and costs
11.45	Typical work-based learners
12.15	Knowledge and skills required for support workers
12.20	Summary
12.30	Close

Checklist of resources required

☐   Fire evacuation procedures

☐   PowerPoint™ slides 1 to 19

☐   Flip chart or whiteboard and marker pens

☐   Paper and pens or pencils, if participants do not have their own

☐   Screen and LCD projector

☐   Ability to link to the internet for main workshop and extension activities

☐   Evaluation form: LSIS workshop – trainer's feedback (see page 33)

☐   Evaluation form: LSIS workshop – attendee's feedback (see page 34).

Slide 1

Customise this visual to show your name and the date of the session.

Show slide 1, introduce the topic, yourself as presenter and welcome the group. Talk through domestics i.e. timings, breaks, toilets and fire evacuation procedures.

Ask the group to comment on the proverb. The responses normally include:

- Need to be motivated to learn
- When you want to learn you will find the way
- The resources and the determination to find out
- Need to take learning in stages
- Sometimes need to do prerequisites before starting a course of learning
- We all learn at different rates and in different ways, so need to find our own time and path etc.

Resources: Fire evacuation procedures, if applicable.

Timing: 2 minutes.

Transition statement: Let's look at our aims and objectives for today.

Your notes:

Aims and objectives

LSIS LEARNING AND SKILLS IMPROVEMENT SERVICE

Aim

To develop an understanding of the issues related to learning and gaining qualifications while working and/or earning.

Objectives

By the end of the session participants will be able to:

- Define work-based learning
- List the motivating factors for gaining qualifications while working
- Describe the benefits and costs associated with working towards qualifications while working
- Outline the support required for learners considering the work-based route.

Slide 2

Talk through the aim and objectives for the workshop. Ask if there are any questions.

Say that work-based learning is very topical at present, as politicians and economists are focusing on the need for skills and knowledge to aid economic recovery.

Ask the group if any of their organisations are gaining funding for work-based learning from government or private sources.

Resources:

Timing: 3 minutes.

Transition statement: We are now going to consider our own learning at work.

Your notes:

Introductions

Find a partner who you do not know well.

- Introduce yourself, your name and job role

- Discuss any learning you have done at work
  — How did you find out about it?
  — What support did you get?
  — Was it formal or informal?
  — Did it lead to a qualification?

- You have 10 minutes for this exercise and will be asked to feed back the main points.

Slides 3 and 4

Show slide 3 and ask the group to split into pairs. If everyone knows each other you can omit the personal introductions, if people do not know each other ask them to introduce each other.

Say you are asking them to consider their own experiences first, as an introduction into the needs and wants of learners and to develop insight into the impact of career development support at relevant points in an individual's career.

Ask for feedback from each pair and write up on a flip chart or white board the types of support gained or required and put a letter F (for formal) or I (for informal) beside each entry.

Talk through the completed list and comment on how much formal or informal support was given/required. Say that research has shown that individuals rely on a broad range of people and informal sources in their career development as well as on formal sources.

What did you find out?

What sources were used to find out?

What support was or would have been useful?

What difference does it make if the learning is explicit and part of a formal system?

What difference does it make if learning leads to a qualification?

Slide 4

Go through the questions on slide 4.

Ask the group what is important about this support – responses normally include: person has your best interest at heart; interested in you as individual; information that is accurate, relevant, up to date and objective; what is said is understandable; goals set are achievable; meets your needs at that time; meets your learning styles and speed of learning etc.

Groups respond to the question, "What difference does it make if learning leads to a qualification?" with: need to get accurate information that is trustworthy if going to spend time, effort and perhaps money on gaining a qualification and needs to relate to you as an individual – strengths, abilities, motivation, interests, characteristics etc.

Resources: White board or flip chart and pens.

Timing: 20 minutes: 10 minutes for the exercise and 10 minutes for the discussion.

Transition statement: Let's remind ourselves of what effective practice in career development.

Your notes:

Effective practice in career development

"... helps learners to reach their potential by ensuring placement on correct programmes, addressing barriers, supporting them on programmes to reach their learning goals and increase their employability, and facilitating next steps and progression."
LSIS, 2010. *Career learning for the 21st century.*

Do we always encourage young people and adults to consider work-based routes to learning?

Slide 5

Show slide 5 and ask the group to consider if the support and information they received met the requirements for effective practice in career development.

Say that learning and gaining qualifications while working should be considered as a career pathway like any other when supporting learners in their careers.

Resources:

Timing: 2 minutes.

Transition statement: Having talked about learning at work, we are now going to consider what we mean by work-based learning in a career development context.

Your notes:

What is work-based learning?

Work Based Learning (WBL) allows you to achieve valuable qualifications at the same time as gaining relevant, practical experience in real work situations.
http://www.tvwbl.net/whatiswbl.htm

Learning delivered by a university, college or other training provider in the workplace, normally under the supervision of a person from the same company as well as a professional teacher from outside the company.
http://www.sfc.ac.uk/housekeeping/glossary/glossary.aspx

Work Based Learning generally describes learning while a person is employed. The learning is usually based on the needs of the individual's career and employer, and can lead to nationally recognised qualifications.
http://www.thedataservice.org.uk/datadictionary/businessdefinitions/WBL.htm

Slide 6

Show slide 6 and allow the group to read the different definitions.

Ask the group for their views on these definitions: which one(s) match their or their organisation's definitions? Ask what these definitions say about work-based learning.

Try to draw out the following aspects:

- Can be undertaken at all different levels from entry level to university degrees
- Can be delivered in the workplace by workplace providers
- Can be delivered jointly by employers and learning providers
- Meets the needs of individual and organisation and involves real work activities and experiences.

Resources:

Timing: 3 minutes.

Transition statement: Let's consider the themes associated with the range of work-based learning provision.

Your notes:

Work-based learning themes

- Learning that takes as its starting point the learner and their activities at work in their company or organisation

- Uses the workplace as a learning environment

- Learners are able to take their work activities and use them as a starting point for their studies

- Normally associated with qualifications

- Refers to structured, purposeful learning with a specific goal.

Slide 7

Show slide 7 and talk through the points. Ask for any questions or reactions. Ask if anyone in the group has been or is at present involved in work-based learning and ask them to comment on the validity of these points on the slide.

Resources:

Timing: 5 minutes

Transition statement: Let's now consider why work-based learning is important.

Your notes:

Why consider work-based learning?

Children currently studying for their GCSEs are unaware of options open to them within the education system after their exams – 74 % aren't able to name NVQ's, 81 % are unable to name BTECs, and 93 % are unable to name Apprenticeships as post GCSE options ... businesses feeling that schools are steering young people away from pursuing careers in certain industries
British Chambers of Commerce, October 2011. *Skills for business: more to learn?*

In general, there is not enough awareness of the post-GCSE landscape – 25 % of respondents can only name one post-GCSE qualification available to pupils , and a further 25 % can only name two.
Colleges' Week research September 2011

Slide 8, 9 and 10

Before showing slides 8, 9 and 10, ask the group to work with the person or people sitting next to them and ask them to jot down why they think there is a CPD pack on work-based learning.

Allow 2 minutes for this task and ask for feedback.

Show slides 8, 9 and 10 and ask for the implications of these reports and findings.

More reasons

Nearly half of organisations told researchers they were already struggling to find staff with skills in science, technology, engineering and maths (STEM), while even more companies expect to experience shortages of employees with STEM skills in the next three years.

http://www.guardian.co.uk/education/2010/may/18/skills-shortage-worsens

Business Secretary Vince Cable said: "The Government understands we need to tackle the skills shortages that are holding companies back … we will support employers that take collective action to overcome these barriers, helping to rebalance and grow our economy."

http://www.birminghampost.net/birmingham-business/birmingham-business-news/manufacturing-and-skills-business/2011/11/23

Slide 9

Economy and business implications

Most businesses (82%) took on an apprentice to build the skills capacity within their businesses. Firms that have taken on an apprentice are more likely to want to expand than businesses that have not taken on an apprentice.

Higher priority must be given to level 4 and above apprentices in technology, engineering and science; this has been one of the factors that has enabled the German apprenticeship model to succeed.

British Chambers of Commerce, October 2011. *Skills for business: more to learn?*

Slide 10

Groups' normal responses include:

- Slow growth in the economy
- Jobs go to people outside Britain
- Firms may have to move to other countries or close down
- Costs to employers – recruitment, turnover, loss of production
- Learners in courses/training not tailored to their needs/abilities/aspirations
- Learners not being asked to consider work-based learning which may suit their needs/wants/ interests and capabilities
- Unemployment – possibly leading to boredom, low self-esteem, alienation, ill health etc
- Non-completion of courses
- Low engagement of learners
- Little progression and poor destination figures
- Waste of talented people.

Resources:

Timing: 10 minutes.

Transition statement: Having looked at the impact of poor advice, let's consider how learners go about work-based learning.

Your notes:

Options for learning and earning

LSIS LEARNING AND SKILLS IMPROVEMENT SERVICE

- Apprenticeships
- Internships, work placements
- Volunteering
- Day or block-release courses
- Competence-based assessment programmes
- Training provided by employer
- Learning accredited by professional bodies
- Distance learning or e-learning e.g. Open University
- Workplace learning centres
- Continuing professional development (CPD)
- Informal learning, learning sets or groups
- Shadowing, coaching, mentoring.

Slide 11

Show slide 11 and talk through any options listed that are unknown to the group.

Emphasise that these options cover the whole range of qualifications from level 1 (entry level) to level 8 (postgraduate equivalent). If group are not aware of the different levels you will have to describe them – information available from: http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_181951

Say that entry requirements can sometimes differ for adults compared to younger learners.

Draw attention to the fact that some are paid and some unpaid, some lead to qualifications while some offer experience only and some lead to nationally recognized qualification while others may lead to local or specific certificates. Ask the group for the pros and cons of each of these options.

Draw the group's attention to the websites that explain these different routes and options. These are included in the resources and references slide at the end.

- http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/index.htm – explains levels and types of qualifications available to learners,
- http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_181951 – explains the levels and types of vocational qualifications available and
- https://nextstep.direct.gov.uk/improvingyourcareerthroughlearning/choosingacourse/coursesearchlandingpage/Pages/default.aspxx.htm – offers advice on suitable options for learning and where and how to find them.

If you have time available and access to computers, tablets, PDAs or smart phones, you could ask the group to explore these websites and discuss which areas they are confident in giving information to learners and where they need to develop their expertise.

Otherwise ask the group for options they have either followed themselves and their experiences or options that their learners have followed and their experience of offering support.

Ask them to note any areas they feel they need to find out about and when and how they are going to do this.

Resources: Optional access to the internet if showing websites.

Timing: 10 minutes

Transition statement: Let's consider two of these options in more depth.

Your notes:

Apprenticeships

Listen and watch this YouTube clip on apprenticeships and note:

- The benefits of work-based learning for the learner and the employer

- The costs of work-based learning for the learner and employer.

Slide 12

Show slide 12 and say that you are going to show them a clip about apprenticeships.

Say that while watching the clip, which is about 6 minutes in length, you want them to note what learners and employers say about their motivation to be involved in work-based learning and the benefits and costs to both learners and employers.

Ensure the group has something to write on and with and that everyone can see the screen.

Show the clip and give everyone a few minutes to write up their notes individually when it ends.

Ask the group for general feedback about the clip and what it said about apprenticeships. Responses normally include:

- Opportunities available in a wide variety of sectors
- Different levels of entry requirements and training
- Availability of progression routes
- Wide variety of learning opportunities
- Possibilities for personal growth
- Offers challenges and support
- Career development
- Gaining employability skills
- Opportunities to challenge stereotypes.

If these responses not elicited from the group, bring them up as discussion points.

Resources: Spare paper and pens or pencils, if required, and ability to connect to the internet.

Timing: 10 minutes to show the clip, for individuals to note down their observations and for general discussion on apprentice ships.

Transition statement: We are now going to consider costs and benefits of work-based learning.

Your notes:

Benefit and costs

Split into two groups and one will be allocated employers and the other learners.

Consider the benefits and costs of engaging with work-based learning for either learners or employers and write up your findings.

You will be asked to present your findings to the other group.

You have 15 minutes for the task and 10 minutes to prepare a 5-minute presentation.

Slide 13

Split the group into two. Ask them to move to different halves of the room.

Ask one group to look at the learner's perspective and the other group the employer's perspective.

Give out the pre-prepared flip charts or allocate whiteboards.

Ask them to list benefits and costs for either learners or employers with work-based learning, using the apprenticeship clip as a prompt.

Say they have 15 minutes to gather together their responses and 10 minutes to prepare their presentations.

Say you will take a break after this activity.

Resources: Two sets of prepared flip charts or areas of whiteboards with the headings Benefits and Costs.

Timing: 20 minutes.

Transition statement: We are now going to find out about your observations and views. First we will have a break. Can we resume in 20 minutes please?

Your notes:

Researched benefits – organisations

- Improving quality of service or product
- Making the company more competitive
- Retaining staff
- Improving competence in the job
- Improving image as high quality employer
- Keeping up with technological developments
- Improving morale
- Increasing the flexibility of employees
- Increasing productivity.

http://www.scotland.gov.uk/Publications/2002/06/14558/3248

Slide 14

When the group returns from the break, ask each group to present their findings. Remind them that they have five minutes for their presentations. Time the presentations and ask them to finish when time is up.

Ask for general feedback from the other group.

Research and general opinions of cost and benefits include:

Benefits for learners: Apply learning to practical, real life experiences; learn at own pace; earn money or gain experience while learning; can progress at own rate; variety of learning methods; support in learning theory and practical skills; people involved with your career development; developing employability skills as well as particular subject area; gaining experience and qualifications for CV etc.

Benefits for employers: Gain enthusiastic employees at variety of levels, can train learners in organisation's procedures, meets the needs of the business, brings in new ideas and innovations from external learning providers, promotes the organisation in the community, good for succession planning, loyal employees etc.

Show side 14 and link back to your previous discussion. Now work through costs. Past groups have come up with the following:

Costs for learners: Have to do studying in own time, have to switch back and forth from being student to employee, may have reduced earnings while learning and gaining qualifications, takes longer to gain qualifications than full-time students, work normal employed hours (unlike full-time students), reduced holidays etc, compared with full-time students etc.

Costs for employers: Costs associated with training, day release etc, as well as normal employment costs, need to pay for supervision, support and mentoring for trainees, replacement costs as need to circulate learners around different tasks and activities, costs associated with the need to ensure qualification bodies needs are met, planning and project management costs etc.

Check that all of the above points have been covered and summarise findings.

Say that what this shows is that work-based learners need to be focused, willing to study outside work hours, willing to take responsibility for their career development, and that they must like applying learning and be willing to take longer to gain qualifications.

Resources: Two sets of prepared flip charts or areas of whiteboards with the headings Benefits and Costs.

Timing: 10 minutes for the presentations and 15 minutes for the discussion.

Transition statement: We are now going to consider the types of learners that take part in work-based learning.

Your notes:

Who are work-based learners?

1. Work in groups of five or six and use the paper provided to depict the typical work-based learner. You have **5 minutes** for part of the exercise.

2. Read the case studies given to you and discuss them in your group.
10 minutes

3. Consider why these learners selected work-based learning not full-time education or training.
5 minutes

4. What have you learned about work-based learners?
5 minutes

Slide 15

Split the group into smaller groups of four or five if a big group. Ask them to use any method (e.g. words, pictures or diagrams) to depict typical work-based learners. Say they have five minutes for this task and that you want everyone involved in the creation of the product.

Case studies, from the Open University are available online. Case studies for Sarah Witts, John Farrell and Chris Swain are available from http://www.open.ac.uk/recession/case-studies.shtml and further case studies covering a number of disciplines are available from http://www.open.ac.uk/careers/student-stories.php. You should familiarise yourself with these prior to running the workshop.

Allocate three, four or five case studies to each group. The number depends on the size of your groups. Ask them to read the case studies online, discuss them and then decide what made these learners select work-based learning over full-time educational opportunities.

If you prefer, or do not have internet access for each group, you can access the above sites and work through selected case studies with the group.

Finally ask them what they have learned from this exercise regarding work-based learners.

This exercise tends to show that work-based learners can be any age, any ability, any nationality, start at any stage in their career and have a range of qualifications and experience. It also raises that personal circumstances (including geographical, economic and social), personal preferences, shifts in the economy, changes in job availability, changes in confidence and experience, new interests, new goals and availability all affect choices around work-based learning.

Resources: Paper and pens or pencils, internet connection for the presenter and ideally for each group.

Timing: 30 minutes: 25 minutes for the exercise and 5 minutes for the discussion.

Transition statement: What do you need to know to support learners considering work-based learning?

Your notes:

Knowledge and skills

- Work-based qualifications
- Professional body involvement
- LMI and sectoral progression
- Funding learning at work
- Helping people to develop career management skills
- Helping people to find information and assess the quality of provision
- Helping people to negotiate with employers
- Helping people to get support at work for their learning.

Slide 16

Show slide 16 and ask the group to read through the points.

Tell the group that learners interested in learning, earning and gaining qualifications require the same support as any other learner e.g. respect, listening skills, raising self-awareness etc, but they also need some additional knowledge and skills. Say that it can, as we have seen, be more difficult to gain access to information or advice and guidance services. Therefore it is important to make them aware of the sources of information and to equip them with the skills of decision making, planning and assessing the quality of information from a variety of sources.

Say that they may also need support with negotiating with employers and funding agencies.

Resources:

Timing: 2 minutes.

Transition statement: Lastly, we now need to consider sources of information.

Your notes:

Sources of information and advice for learning at work

- Colleges, universities and other learning providers
- Professional bodies
- Sector skills councils
- Employers
- Trades unions
- Other databases and websites
- Next Step and the unionlearn advice service
- Checklist of questions to ask available as pdf file at
  www.higherlearningatwork.org
  (Choosing to take up higher learning opportunities while working –
  a checklist for learners)
- Other websites.

Slide 17

Show slide 17. Go through the list, covering the following points as required:

- Most work-based learning will involve learning part-time and that information about the programmes and application for the programmes should be got from and sent to the institutions themselves.
- Learners will need to consider their career progression and professional routes – most professional bodies have detailed websites, information, advisory services and helplines to guide learners.
- Sector Skills Councils also have excellent information sites and offer career advisory sections showing progression routes and pathways.
- Individual employers will vary in their offerings according to size and resources. Large companies will have websites with vacancy, training and career sections whereas other smaller employers may need to be contacted about their opportunities via HR departments or officers.
- Trade Unions offer detailed information through learning representatives, broker provision in the workplace, can set up learning clubs and can provide bursaries and discounts for training and learning.
- National Careers Service, and unionlearn and other websites offer career advice.

Resources:

Timing: 3 minutes.

Transition statement: Let's check what we have learned.

Your notes:

Summary

LSIS LEARNING AND SKILLS IMPROVEMENT SERVICE

- What is work-based learning?
- Why do we need to consider it?
- Give me three benefits and three costs of work-based learning for learners and employers
- What extra knowledge and skills do we need to support those considering work-based learning?
- Give me two resources that are available to help advisers?

Thank you for attending; please complete an evaluation form.

Slide 18

Go through the questions and if people are silent and having difficulty go back to the relevant slides.

Ask people to complete the evaluation form and thank them for their attendance.

Resources: Evaluation forms.

Timing: 8 minutes for the summary questions and five minutes to complete the evaluation form and for any last questions.

Transition statement: I have included a list of resources that you may find useful.

Your notes:

Resources and references

www.unionlearn.org.uk
www.sscalliance.org.uk
www.open.ac.uk and www.openlearn.open.ac.uk
www.direct.gov.uk
www.lsis.org.uk
www.excellencegateway.org.uk
www.leadershiplearning.org.uk
www.apprenticeships.org.uk
www.notgoingtouni.co.uk
www.niace.org.uk
https://nextstep.direct.gov.uk/improvingyourcareerthroughlearning/
choosingacourse/coursesearchlandingpage/Pages/default.aspxx.htm
www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_181951
www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/index.htm

Slide 19

Thank the group for their participation.

Note that there are possible extension activities below. These could be run at the end of this class, as short sessions in meetings or CPD activity. You could take this opportunity to tell participants about these activities and how they might access them.

Resources:

Timing: 2 minutes.

Transition statement:

Your notes:

LSIS workshop – possible extension activities

The following activities are designed to follow on from the learning and earning workshop but can be delivered as standalone activities.

Each activity has been designed to last for an hour and requires access to websites or the workshop leader to print off the resources from the relevant websites.

Activity 1 – Qualifications

Aim: To familiarise participants with the qualification frameworks and to reflect on the relevance of the qualifications for learners

Objectives: by the end of the activity, participants will be able to:

- describe the different levels of qualifications
- state how the FHEQ (the Framework for Higher Education Qualifications) and the NQF (National Qualifications Framework) link together
- list criteria for selecting appropriate qualifications for given learners.

Resources: access to the following websites:

- http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039017
- http://www.ofqual.gov.uk/qualifications-assessments
- http://www.sld.demon.co.uk/qcf.pdf

Workshop: State the aim and objectives of the workshop and ask the group to introduce themselves if required. (5 minutes)

Ask the group to work in pairs and to access one of the following:

- http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039017
- http://www.ofqual.gov.uk/qualifications-assessments
- http://www.higherlearningatwork.org/wp-content/uploads/2011/01/fdf-B-IAG-fd-fit-with-other-quals-July-11.pdf

Ask the pairs to read the resources and to be prepared to summarise and feed back to the rest of the group:

- their understanding of the different qualification structures
- the relevance of these qualifications to their learners
- what they have learned about the qualifications on offer.

(15 minutes for this activity)

Ask the pairs to get into small groups and to compare their findings from each resource. (15 minutes for this activity)

Take feedback on each bullet point from each group. (10 minutes for feedback and discussion)

Ask the groups to remain in their smaller groups and ask them to access: http://www.higherlearningatwork.org/portfolio/higher-levels-skills-project-northern-region a case study entitled, "Higher levels skills project".

Ask the group to:

- read the case study
- discuss the benefits of linking learning at work with the higher education framework
- comment on the skills and knowledge required from those supporting learners through the system.

(10 minutes)

Take feedback and summarise the findings. (5 minutes)

Activity 2 – Routes to higher education

Aim: To raise awareness of the range of possible routes into higher education.

Objectives: by the end of the workshop, participants will be able to:

- list at least three possible routes to higher education
- compare and contrast the possible routes
- identify the skills and characteristics required for given learners following different routes to higher education.

Resources: Access to the website http://www.higherlearningatwork.org/wp-content/uploads/2011/01/Making-choices-about-higher-education.pdf

Workshop: State the aim and objectives of the workshop and ask the group to introduce themselves if required. (5 minutes)

Ask the group to get into smaller groups and ask them to access http://www.higherlearningatwork.org/wp-content/uploads/2011/01/Making-choices-about-higher-education.pdf

Ask the groups to:

- note all the possible permutations available for studying at higher education level
- compare the costs and benefits of these routes from the learner's perspective
- select three routes relevant to the group and note the responsibilities, skills and requirements required of the learners for each route.

Say that the groups will be asked to feed back their findings to the others. (30 minutes)

Ask each group to feed back main findings and draw out common themes. (20 minutes)

Say that if interested there is a practical-based resource available at http://w01.wfddcms.wf.ulcc.ac.uk/s/index2.html that takes learners through the HE decision-making process.

Summarise and close. (5 minutes)

Activity 3 – Foundation degrees

Aim: To develop an understanding of the purpose and benefits of Foundation degrees and their relevance to learners

Objectives: by the end of the workshop participants will be able to:

- describe the characteristics of Foundation degrees
- list at least five subject areas that can be studied at Foundation-degree level
- appraise the costs and benefits of Foundation degrees for their learners.

Resources: Access to the websites:

- http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039022
- http://fd.ucas.com/FoundationDegree/About.aspx
- http://www.higherlearningatwork.org/foundation-degrees

Workshop: State the aim and objectives of the workshop and ask the group to introduce themselves if required. (5 minutes)

Ask the group to get into smaller groups and ask them to access one of the following resources – please note that the first two are websites with links and the third is a PDF of a report, so you may want to give the groups choice over which they select.

- http://www.direct.gov.uk/en/EducationAndLearning/QualificationsExplained/DG_10039022
- http://fd.ucas.com/FoundationDegree/About.aspx
- http://www.higherlearningatwork.org/foundation-degrees

Ask the groups to:

- read the material and summarise the main characteristics of Foundation degrees
- research and list at least five subjects or topics that can be studied at Foundation degree level
- consider their learners and determine the benefits and costs of foundation degrees.

Say that they will be expected to feed back their findings. (30 minutes)

Take the feedback and note themes and patterns and main issues. (10 minutes)

Allocate each group one of the following case studies:

- http://www.higherlearningatwork.org/wp-content/uploads/file/case%20study%20-%20 Merryl%20Collins.pdf
- http://www.higherlearningatwork.org/wp-content/uploads/Case%20Study%20-%20Trisha%20 Tunstall.pdf
- http://www.higherlearningatwork.org/wp-content/uploads/2011/01/Accessing-HE-in-the-Workplace-Case-Studies-5.pdf

Ask them to read the case studies and to compare their findings on costs and benefits to the learners. (5 minutes)

Take feedback from all the groups. Summarise the session and close. (10 minutes)

LSIS workshop – trainer's feedback

Please use this form to feedback how useful you found the training materials provided. This is not to measure the success or otherwise of your class, but to help us improve the quality of the materials provided.

Name of workshop: Learning and earning	Date of workshop:

Using a rating of 1 = very good to 7 = very poor, please answer the following questions:

	Rating
Overall how happy were you with the materials?	
How well did you think the course met its aim and objectives?	
How well did the course meets its aim and objectives?	
How would you rate the handouts?	
How would you rate the PowerPoint™ presentation?	
How would you rate the exercises?	
How would you rate the trainer's background information?	

Which parts did you find most useful?

Which parts did you find the least useful?

What do you think could be done to improve the materials?

Please comment on the suitability of the timings provided.

Any other comments?

LSIS workshop – attendee's feedback

Name of workshop: Learning and earning	Date of workshop:

Using a rating of 1 = very good to 7 = very poor, please answer the following questions:

Overall how useful did you find the course?	
How would you rate the materials provided?	
How would you rate the trainer?	
How useful were the exercises?	
How would you rate the pace of the course?	
How would you rate the length of the course?	

Which parts did you find most useful?

Which parts did you find the least useful?

What do you think could be done to improve the workshop?

Any other comments?

Learning and Skills Improvement Service

The Learning and Skills Improvement Service (LSIS) is the sector-owned body supporting the development of excellent and sustainable FE provision across the learning and skills sector. Its aim is to accelerate the drive for excellence and, working in partnership with all parts of the sector, build on the sector's own capacity to design, commission and deliver improvement and strategic change.

Disability equality policy

LSIS is committed to promoting equality for disabled people and we strive to ensure that our communication and learning materials can be made available in accessible formats. Please let us know if you consider yourself disabled and require reasonable adjustments made to support you.

LSIS230-09 (2012)