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## JISC Final Report

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Project Information			
<b>Project Hashtag</b>			
<b>Project Title (and acronym)</b>	Workforce Engagement in Lifelong Learning (WELL)		
<b>Start Date</b>	March 2009	<b>End Date</b>	March 2011
<b>Lead Institution</b>	University of Bradford		
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<b>Partner Institutions</b>	West Yorkshire Lifelong Learning Network (WYLLN)		
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<b>Programme Name</b>	<i>Institutional Innovation Projects in Lifelong Learning &amp; Workforce Development</i>		
<b>Programme Manager</b>	Ruth Drysdale		

Document Information			
<b>Author(s) &amp; project role</b>	Ibrar Butt - Project Officer		
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<b>Access</b>	<input type="checkbox"/> Project and JISC internal		<input checked="" type="checkbox"/> General dissemination

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### **a) Acknowledgements**

*Note the name of the JISC programme to which your project belongs and that the project was funded by JISC. You may also want to list the project partners and acknowledge any person or organisation that was helpful during the project or in writing the report.*

We are grateful to the following organisations, institutions and individuals for their support and participation in contributing to the WELL project. They are:

- Joint Information Systems Committee (JISC); especially support offered by Ruth Drysdale (the Programme Manager); and Paul Bailey, Patsy Clarke, George Roberts, Joe Rosa, and Ellen Lessner (of SSBR).
- Project partners/team:
  - Ibrar Butt (Project Officer)
  - Vicki Illingworth (Project Coordinator)
  - Celia Moran (Director of Escalate)
  - Professor Peter Hartley (critical friend)
  - Professor Peter Chatterton (External Evaluator)
  - Alan Maybury (School of Lifelong Education and Development)
  - Jane Priestley (School of Health Studies)
  - West Yorkshire Lifelong Learning Network (WYLLN)
- Other participants:
  - Will Stewart (Learning Technologist, Centre for Educational Development)
  - Neil McKeown (Learning Technologist, Centre for Educational Development)
- Benefits Realisation Project CAMEL group (in addition to already mentioned above):
  - Andrew Comrie (ELRAH)
  - iWOBBLE Project team (Westminster University)
  - Andrew Haldane (UWIC)
  - Rob Gale (Craven College)

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## b) Report Summary

### ○ **Project Overview**

*Ensure that this summary is short and quickly tells the reader what your project did, what you found and why others should be interested in it. **The text here will be used on your project's JISC webpage so it should be no longer than 200 – 250 words (font size 11point). Ensure it is written in plain English and avoids any technical terms where possible.***

The WELL project designed, piloted, and evaluated a model for work-based learning (WBL) module/unit delivery and assessment which integrates technologies to support personalised learning whilst satisfying University accreditation and progression requirements.

At the outset of the project, two work-based courses, both of which planned to use innovative technologies to facilitate flexible learning and delivery, were identified as pilot programmes (from the Schools of Health Studies, and Lifelong Education and Development)

As the project progressed, the team involved two further programmes; a distance learning module taken from the *Postgraduate Certificate in Higher Education Practice* (PGCHEP) delivered to staff at [Namal College](#) (Pakistan), and a distance-learning MBA (School of Management).

The programmes were tested against each section of the WELL model:

1. employer/provider engagement
2. programme design
3. aspiration raising and pre-entry engagement
4. induction and orientation
5. delivery
6. progressive achievement
7. completion and transition

The project found that the WELL model when applied to a course, alongside a programme diagnostic process (outlined in section 3.1.2), can help a WBL course in becoming sustainable and support continuous improvement by revealing key barriers and enablers in a programme's learning and teaching process.

The team's 'Benefits Realisation' project extends the WELL model by providing a model for HE providers to assess their maturity in embedding Work Based Learning programmes. The 'Work Based Learning [Maturity Toolkit](#)' works at *institutional*, *faculty* and *programme* levels and includes a range of maturity criteria, level statements and indicators for assessing WBL maturity.

### ○ **Project Outputs**

*List your project outputs in bullet form (please include URLs to the outputs where applicable). This text will be used on your project's JISC webpage*

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- The JISC WELL project webpages (<http://www.bradford.ac.uk/escalate/current-activities/jiscwell/our-aims/>)  
These Web-pages provide an account of the main events of the project, it's background, and project reports.
- The [JISC WELL video](#) (Windows Media File, 5MB) gives an overview of the initial two pilot programmes.  
This video introduces the initial pilot programmes and why they were adopted in the first instance for the project.
- The WELL model of technology-supported delivery of lifelong and workplace learning, which will be available at [www.jiscwell.ac.uk](http://www.jiscwell.ac.uk) (not live at the time of writing the report).  
This is the main output of the project provides recommendations of work-based learning (WBL) module/unit delivery and assessment which integrates technologies to support personalised learning whilst satisfying University accreditation and progression requirements.
- Case studies of the model in use on two academic programmes  
A three stage course diagnostic process (<http://wellproject.edublogs.org/2011/02/08/work-based-learning-programme-diagnostic/>) against the pilot programmes was also conducted. This process can be transferred to any WBL course, and supports the model and its implementation for sustainability.
- Benefits Realisation WBL Maturity Toolkit ([www.tinyurl.com/wbl-toolkit](http://www.tinyurl.com/wbl-toolkit))  
This project extends the WELL model by providing a model for HE providers to assess their maturity in embedding Work Based Learning programmes. The 'Work Based Learning [Maturity Toolkit](#)' works at *institutional*, *faculty* and *programme* levels and includes a range of maturity criteria, level statements and indicators for assessing WBL maturity.
- Evaluation of previously funded JISC projects to share with other UK HE institutions  
These are in the form of the project baseline survey and Literature reviews conducted at the beginning of the project. The baseline survey ([http://www.brad.ac.uk/escalate/media/Escalate/Documents/Baseline\\_Survey\\_WELL\\_Project\\_V3.2.pdf](http://www.brad.ac.uk/escalate/media/Escalate/Documents/Baseline_Survey_WELL_Project_V3.2.pdf)), the literature review of WBL models ([http://www.brad.ac.uk/escalate/media/Escalate/Documents/WELL\\_Lit\\_Review.V2.pdf](http://www.brad.ac.uk/escalate/media/Escalate/Documents/WELL_Lit_Review.V2.pdf))

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### 2.3 Impact and Benefits to the Community

*Concise summary of the main impact and benefits that your work has had on users / stakeholders. This text will be used on your project's JISC webpage so it should be no longer than 200 words (font size 11 point).*

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<b>Stakeholder group</b>	<b>The WELL project offers:</b>
<b>Learners</b>	<p>Increased personalisation and consideration of workplace aspirations in learning</p> <p>Improved quantity and quality of interactions (in more formats) with teachers</p> <p>Improved curriculum flexibility to accommodate needs of mobile learners</p> <p>Overall a more enhanced learning experience</p> <p>Experience of using technologies for learning</p>
<b>Course teams ('staff')</b>	<p>Recommendations for innovative curriculum delivery</p> <p>Support for enhancing programmes through technologies to meet drivers and challenges.</p> <p>Support for effective delivery of learning in a reduced (or extended) time frame to meet the needs of employers and individuals</p> <p>Evaluation of affordances offered by a range of learning technologies and how to capitalise on them</p>
<b>University</b>	<p>A model of flexible work-based learning delivery which provides recommendations for sustainable, cost effective, low-carbon delivery of distance-learning across the institution.</p> <p>Process for using the WELL Model to support programme teams in identifying areas of enhancement through the use of technologies (&amp; ways of overcoming barriers) – facilitating capacity-building in the use of technology.</p> <p>A much enhanced experience for learners</p>
<b>JISC community</b>	<p>A model and toolkit which highlight the issues facing technology-based programmes.</p> <p>Exemplars of the effective use of technology to assist in programme design and evaluation.</p>
<b>Wider FE/HE community</b>	<p>An open source model of delivery which can be adapted by any HE/FE institution</p> <p>A maturity toolkit is available to institutions to support them in a programme of self-assessment in WBL where they are able to benchmark themselves against what the sector perceives as “maturity” or best practice in WBL and help them to identify their vision for WBL and the barriers and enablers to achieving their vision. The University is facilitating an initial pilot of four institutions to use the toolkit and subsequently, a further pilot.</p>
<b>Businesses</b>	<p>Model of flexible work-based delivery which provides recommendations of effective delivery of learning in a reduced (or extended) time frame to meet the needs of employers. Traditionally programmes are offered only within semester and administrative structures which may not fit the flexibility needs of employers and their performance appraisal mechanisms.</p>

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## 2.4 Main Lessons Learnt

*Concise summary of the main research or evaluation findings or key lessons learnt from the project. This text will be used on your project's JISC webpage so it should be no longer than 200 words (font size 11 point).*

### Broader implications of the model

Although the WELL project's focus is on delivery, the subsequent model produced has a broad remit, covering a programme's entire cycle (from inception through to completion). This has the very likely potential to prompt change in each aspect of how an institution will implement the model's recommendations when it comes to:

- employer/provider engagement
- aspiration raising and pre-entry engagement
- induction and orientation
- delivery
- progressive achievement completion and transition

### Need for flexible approach

Both the initial two pilot programmes faced unanticipated issues and delays due to changes in the social and economic climate which meant that they did not provide enough data to sufficiently test the model and determine how well its recommendations were being followed, if at all. As a result, the project involved two further courses: MBA (distance learning) from our School of Management, and the PGHEP DL module (with the staff in the NAMAL College in Pakistan)

### Development of WBL Maturity Toolkit

Following the learning gained from the WELL project, the need for a 'Maturity Toolkit' was identified and a 'Benefits Realisation' project was agreed. This Toolkit will help institutions assess their readiness (maturity) to undertake and support effective WBL and builds on the WELL model. Details are available at the following Web-page:

<http://wbltoolkit.pbworks.com/w/page/35396849/Home%20page%20-%20WBL%20Maturity%20Toolkit>

### All institutional systems must be responsive to WBL

The WELL project established that *all* institutional processes (e.g. course validation) must be responsive to the needs of WBL – this is crucial to the successful implementation of the model in the early stages of a programme. An example is the PGCHEP module's experience with student registration where there were significant delays while the institution worked through the 'non-standard' implications of the provision. In this case, the tutor's use of Web 2.0 tools provided a quality student experience..

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### **Learners benefit from ‘tailored technologies’**

The WELL project enhanced the experiences of learners on the Certificate in Reablement Support by conducting a [learner survey](#) of their experiences with technologies, then choosing the most appropriate technologies for delivery based upon their needs. As such, *Elluminate* was used to capture introductory sessions, which were then viewed in the learners’ own time via an emailed url link. These resources enabled the course teams to design reusable learning resources that made it possible for them to reuse, and learners to re-listen.

The adverse economic situation subsequently impacted on learner recruitment for this programme and it was replaced by a short course provision. Nonetheless the pre-course diagnostic of technology use did show that the design of the course must dictate the type of technology used, and the manner in which it is used, rather than relying on a post-hoc evaluation alone.

A similar approach was adopted for the MBA and PGCHEP module, offering a greatly improved level of personalisation.

### **The WELL model**

In sum, the WELL project model has recommended careful design, and indeed redesign, of programme development at each stage:

1. employer/provider engagement
2. aspiration raising and pre-entry engagement
3. induction and orientation
4. delivery
5. progressive achievement completion and transition

The project [weblog](#) also contains informal reflections and updates on project activities and lessons learnt.

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## Main Body of Report

### 3.1 **What did you do? (Methodology)**

*Set a brief overview of the context of your project*

*What did you set out to do? (Provide a summary of your aims & objectives, and note if they changed during the project.)*

*Summarise what you did and how.*

*Tell the story of what you did (rather than listing workpackages).*

*Discuss the project methodology – for example technical implementation, how you went about your evaluation activities, how you engaged your stakeholders etc.*

#### 3.1.1 **Context**

Work-based learning (WBL) has been defined by Garnett (2007) as: “learning which is at a higher education level which primarily takes place at and through work in order not only to meet individual development aspirations but also the performative aims of a relevant organisation (usually the employer)”. There are, then, three main interacting partners in WBL; a tripartite relationship between: the *learner*, the *employer* and the *higher education institution* (HEI).

As such, WBL presents challenges to some of the more traditional aspects of Higher Education (Boud and Solomon, 2001); it not only challenges the structures of the university to be flexible in terms of mode of delivery, but can also be seen as challenging its traditional epistemological structures.

A model of flexible and technology-supported WBL, as proposed by the WELL project, seeks to address some of the institutional challenges posed by the adoption and implementation of WBL.

#### ***Work-based learning at the University of Bradford***

In order for a WBL model to operate effectively there needs to be a range of structural and infrastructural support (Boud and Solomon, 2003). The University of Bradford has approached this through the Escalate programme, which builds upon the University's core values of 'making knowledge work'. It aims to embed employer engagement throughout the institution and refocus its relationship with employers onto the higher level skills and continuing professional development needs of the future workforce. The University has a consistent and long-standing record for students gaining successful positions after graduation. We have excellent links with industry, commerce and the public sector with many of our courses practically orientated or leading to professional accreditation. Through the Escalate Programme the University has built on this track record and develops curriculum and delivery models in partnership with employers as a means of equipping today's workforce with the skills necessary to be globally competitive.

#### ***The initial pilot programmes***

This project initially focussed upon work in two academic schools and capitalised upon the work of the West Yorkshire Lifelong Learning Network (WYLLN) through their various curriculum development projects, with the model being used initially with specific programmes in the School of Health Studies and the School of Lifelong Education and Development (SLED).

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### **School of Health Studies**

This School works extensively with the NHS and social care sectors in addressing skills needs in the sector. In this respect, the Department of Health (2006) states that “[o]nly a small fraction is targeted at staff working in support roles...it is not acceptable that the some of the most dependent people in our communities are cared for by the least well trained” (*Learning for a Change in Healthcare*. NHS Executive, London). In response to this gap in skills the School developed a [Certificate in Reablement Support](#), which was specifically designed for support workers currently employed in health and social care to build on work-based competence training.

The aim was to design small packages of learning that build into more comprehensive awards through incremental progression, these are accessible, inter-disciplinary and provide a flexible framework that allows for multiple ‘step-on step off’ points. There is also acknowledgement of the need to recognise and reward all learning, including work-based, experiential and formal learning.

### **School of Lifelong Education and Development (SLED)**

The programme initially selected for the WELL pilot was the MA Integrated Emergency Management, which was developed for senior managers in the Resilience Community and involved links with the West Yorkshire Fire and Rescue Service. Based on this model, the MA in Professional Studies, was developed which allowed the same approach to any work context and enabled individuals and employer cohorts to negotiate a work-based learning programme to their own environment. Both programmes utilise a VLE (Blackboard) and engage work-based learners. In the case of the Masters in Professional Studies, learners are entirely based in the workplace and only attend sessions with tutors to negotiate course content.

#### ***The additional programmes***

The initial programmes were both new developments, selected to enable us to influence the development and design of the programmes. This carried a certain amount of risk should there be any delay in approving the programmes or student recruitment. Due to economic constraints and changes in the employer’s situation we chose to test the model against courses which were currently employing technologies in a more imaginative way with student groups. It was decided that the project should adapt accordingly and incorporate the lessons being learned by two other programmes. The models adopted by the PGHCEP distance-learning module and MBA (distance learning) are very useful for the WELL model in that the programmes are a bold and innovative approach to flexible delivery. As these programmes entered the project at a late stage they were subject to a [programme diagnostic](#) process and [survey](#) of learners’ experiences with the technologies employed in the programmes.

#### **3.1.2 Methodology**

Initially, WELL focussed on gathering information on current practice, research, review and evaluation of materials with support from the academic schools and the Centre for Educational Development. This was realised by the publication of the [baseline survey](#), followed by the [literature review](#) of WBL models. WELL did not set out to test or develop new technologies, but to draw upon existing learning approaches/technologies and adapt these as appropriate, drawing learning and inspiration from previous JISC projects. This was outlined in the SSBR (Support, Synthesis and Benefits Realisation) programme meeting event on [‘Institutional Impact’](#) that took place 9 July 2009.

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In the later stages the emphasis shifted towards working directly with learners, employers, and course teams in developing and testing approaches to delivery and support WBL. A stakeholder consultation event on 3rd November 2009 was part of this process. The workshop interrogated some of the key issues in relation to the tensions in WBL relation between an employer, a learner/employee, and HEI. A stakeholder engagement strategy for WBL projects was devised, based upon notes made at the event.

This allowed the WELL project to maintain liaison with relevant parts of the University to ensure that the emerging model was feasible and can inform development of the University's systems and processes.

Parallel to this was a direct involvement in the JISC Lifelong Learning/Workforce Development stream and SSBR activities. This support was incredibly useful for the project team, and allowed us to engage other related projects from other institutions, organise assemblies, and garner support for further activities and ideas (e.g. the Benefits Realisation project).

Assemblies organised and attended include:

- APEL assembly (at the University of Bradford)
- Eportfolio assembly (at UCLAN)
- Xcri assembly (at Middlesex University)
- Festival of assemblies (at Oxford, organised by SSBR)
- Evaluation assembly (at UWIC)

### ***Evaluation activities***

The WELL project adopted an ongoing approach to evaluation, using a reflective approach that is designed to secure continuous improvement. The process supported an emphasis on evaluating the project against its objectives, its operations and its impact on the institution, sector, employers, students and other stakeholders, employing a combination of internal Critical Friend and external evaluator (who also had regular exchanges with each other on aspects of the project). The WBL arena can be quite tough for HE to engage with: industry, particularly SMEs, different cultures, mutual suspicions, different pressures/ways of working etc.

The evaluation process also involved a series of workshops and interview sessions by our External Evaluator, Professor. Peter Chatterton:

1. **Impact Evaluation** (3<sup>rd</sup> November 2009)  
This workshop discussed the issues of "success" for all stakeholders and what constitutes a "successful" WBL project.
2. **Stakeholder Communications & Engagement** (3<sup>rd</sup> November 2009)  
This workshop looked at developing a stakeholder engagement strategy for WBL projects.
3. **Evaluation interviews** (9<sup>th</sup> December 2009)  
These interviews with key members of the project team, aimed to establish;
  - What is going well & what has been achieved.
  - Any issues, risks or challenges that each project team member feels require attention.

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- Any improvements that could be effected towards successful achievement of the project goals.
- Key lessons learnt so far.
- How the lessons learnt been acted on or fed back to the project.  
The key feedback to the project team focused on the need to further improve communications with the individual pilots (& stakeholders) and to further support the pilots in providing guidance & training in the use of technologies.

4. **Agreeing a Criteria for the WELL Model** (1<sup>st</sup> March 2010)

This workshop critiqued the model alongside the two initial pilot programmes, their respective stakeholder groups, as well as course teams from other courses.

5. **Testing the WELL model** (Feb - March 2011)

A series of semi-structured interviews followed by a workshop tested the model against the two additional pilot programmes. This consisted of a process which the WELL project developed to aid programme teams in:

- Testing the WELL model against programme design, focusing on the issues surrounding the use of technologies;
- Supporting the programme team in identifying areas of enhancement through the use of technologies (and ways of overcoming any anticipated barriers or issues);
- Supporting the programme team in developing a set of recommendations and plan for enhancement.

To achieve the above, a three-stage process has been developed, as follows:

1. **DIAGNOSTICS**: Programme diagnostics (semi-structured interview – used to inform the Workshop) available: <http://wellproject.edublogs.org/2011/02/08/work-based-learning-programme-diagnostic/>

2. **WORKSHOP**: workshop to assess. Available: <http://wellproject.edublogs.org/files/2011/03/WELL-workshop-and-diag-1zd25b4.docx>

- a. Current State-of-Play - to what extent does the programme follow the model?
- b. Programme Enhancement - how could the programme be enhanced.
- c. Barriers and Enablers - what are the issues & barriers to implementing the suggested enhancements and what will the enablers be (e.g. resources required).

3. **RECOMMENDATIONS**: Develop a set of recommendation and plan for enhancement normally in the form of a report for programme teams and senior management. Available: <http://wellproject.edublogs.org/files/2011/03/WELL-workshop-and-diag-1zd25b4.docx>

This ongoing reflective approach adopted by the project enables lessons to be learned whilst the project is ongoing rather than afterwards, and helps identify practice worthy of further dissemination, allowing judgements to be made on the success of the project from the start.

This approach, led to the idea for the Benefits Realisation project – essentially to distill lessons learnt from the WELL project and other LLL-WFD projects into a WBL maturity toolkit which has the potential to enable the sector to build capacity and scale-up its WBL provision – using similar methodologies to those within the Higher Education Academy/JISC national e-learning benchmarking programme.

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This is in contrast to a summative “outputs achieved – job done” approach. This approach is depicted in the “[Evaluation Map](#)” based on a “why – what – who – when – how” approach to Evaluation.

### **The WELL Model**

The WELL model has been developed by consultant Joe Rosa and represents recommendations of design of WBL programme development at each of these stages:

1. employer/provider engagement
2. aspiration raising and pre-entry engagement
3. induction and orientation
4. delivery
5. progressive achievement completion and transition

The model is hosted on [www.jiscwell.ac.uk](http://www.jiscwell.ac.uk) and is supported by a ‘back end’ database developed in PHP/MySQL which allows downloading of all data into xml, Word or mind map formats. This can then be edited by a user depending on how they wish to use the model to reflect WBL practices and programme design and delivery in their institution. This is then projected onto a ‘front end’ visual which is developed in FLEX/Actionscript (Flash).

We see the model being applied alongside the course diagnostic process, thereby not only testing a WBL course against the model but also creating awareness of the model’s recommendations to course teams via the whole process. In this way the model and the course diagnostic can be applied alongside a course’s periodic review.

### **What did you learn?**

*Provide a full overview of project findings and emerging lessons (building on from the summary you gave at the start of this report). These could have emerged from:*

*Evaluation activities*

*Research activities*

*User testing*

*Things that went wrong/well/differently/learning experiences/unanticipated outcomes*

*Ensure that you link to the evidence on which these lessons are based and quantify the evidence where possible.*

### **3.2.1 Findings**

#### ***The baseline survey***

The [baseline survey](#) revealed a large number of curriculum developments in the area of WBL which supported the design of the WELL model. These included a number of initiatives across the University of Bradford under the Escalate remit, as well as indicative UK-wide JISC related projects.

The report showed that whilst there has been progress in engendering a culture of employer-supported courses at the University of Bradford, there is scope for significant development. The WELL Project hopes to contribute to this endeavour by establishing a

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system that can be used by the sector as an exemplar of a model for module/unit delivery using innovative technologies which offers flexible lifelong learning in the workplace, encourage the use of APEL and PDP, and satisfy the demands of institutional QA and academic standards. Indeed, the WELL model is applicable to and adaptable across any institution in an HE or FE context.

The report also revealed that without an institutional/sector-wide model, such as that proposed by the WELL project, WBL initiatives are merely discrete endeavours without long-term and widespread appeal. A successful model will allow any course to “hang” on it whilst typically being based on the following:

- \* Process-driven curricula
- \* Autonomous learning
- \* Experiential learning
- \* Evidence-based assessment
- \* Blended and transdisciplinary approaches
- \* Flexible delivery approaches

### ***The literature review***

The WELL project's [literature review](#) brought the learning gained from the baseline survey into a much more theoretical light. Models of WBL were reviewed ranging from those which incorporated distance-learning, part-time provision, mobile-learning, with technology supported solutions as a subsumed theme throughout the review.

According to the review, the integration of technology supported solutions with WBL creates the potential to greatly integrate the process of work and learning to improve knowledge and hence job competence and performance. Working then becomes an integration of learning and performing, facilitated by discipline-specific technology that adapts to the uniqueness of the individual (or student group) in the workplace context. The institutional Virtual Learning Environment (VLE) and technological ‘maturity’ of the HEI are key factors in achieving this, in that the tools and systems used must support the involvement of all in the tripartite relationship.

### ***APEL assembly (co-organised by TELSTAR project from UCLAN)***

This [event](#) was organised very early on in the project (8<sup>th</sup> October 2009). It provided a platform for the cross-fertilisation of ideas and sharing of good practice and innovation on the issue of APEL. In the event, projects discussed how HEIs are tackling this issue and lessons learnt for the WELL model include that:

- APEL as an idea must be clearly stated to students as soon as they register interest for a course; so that they can be sure if a claim applies to them.
- the WELL model must support an APEL process which supports the skills of self-directed and self-managed learning, as it is the beginning of the work-based learner's process of critical reflection, where they evaluate past learning in relation to future goals.

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The event was attended and supported by:

- University of Derby
- University of Plymouth
- University of Central Lancashire
- West Yorkshire Lifelong Learning Network
- Middlesex University
- JISC
- JISC CETIS
- UWIC

### ***Impact & stakeholder analysis***

This workshop (3<sup>rd</sup> November 2009) addressed the key stakeholder requirements in the tripartite WBL relationship. The key findings listed were vital as indicators of how the model would later be designed.

Key issues raised in relation to employers were found to be:

- Access, accessibility, and usability of technology employed for a WBL course.
- Time off work for employees/work-based learners and backfill costs.
- Aligning course programmes with working patterns, and accommodating flexibility for work/home learning
- Providing employer-led support/mentoring to learners
- Extent of employer involvement with design, delivery and assessment
- Demonstration that different methods of delivery will allow successful embedding into the work situation

Key issues raised in relation to employees/work-based learners were found to be:

- Confusion of the HE qualification offering, and what is possible
- Awareness of APEL and articulation (progression)
- Time, availability, and cost of study
- Professional identity
- Familiarisation with learning process, especially if the learner has been out of education for a while
- Familiarisation with technologies

Key issues raised in relation to the HEI/FEI were found to be:

- Pedagogic soundness, academic rigour, and quality assurance of WBL courses
- Time, resources and support for the integration of new models. This can be with structural capital of an HEI (e.g. a department such as Escalate)
- Understanding and acceptance of WBL as a transdisciplinary pedagogy and WBL as praxis
- Dealing with the shift in the balance of control in a WBL tripartite relationship
- The need for Course team and teachers to be subject specialists as well as academics; as is the case with many NHS WBL courses
- A responsive structure which is not bound by the current academic timetable and approval processes

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- Flexibility of the teaching timetable
- The need to accommodate the individual needs of employees/work-based learners, in case some require block teaching due to flexible shifts, and others part-time provision
- The visibility of “bottom-line” benefits to an employer and HEI

### ***The teacher surveys of technologies***

This survey was offered to all the University teaching staff between July-November 2009 through the institutional ‘staff briefing’ which is issued via email. The survey received 31 respondents and significant results are summarised as follows:

1. 97% of respondents stated they use Blackboard for various purposes including discussions, course notes, formative assessment, and submission of coursework. Most of this use is at undergraduate (25%) and postgraduate (22%) levels, with roughly half of respondents stating that students engaging positively (55% = good student engagement).
2. 33% use PebblePad mainly for CPD, but also for reflective journal writing. Although there is some use across all levels.
3. 45% use Ning or Facebook mainly for synchronous discussion purposes (via Facebook chat), and establishing virtual communities of practice. This appears to be popular with teachers of undergraduate and post graduate students.
4. 32% use audio podcasts mainly for feedback purposes.
5. 15% use mobile device for various purposes largely relating to teacher-student communication. As with podcasts, the survey was unable to reveal where its use is predominant.
6. 4% of respondents (n=1) use video conferencing. Notably, this respondent states having extensive teaching experience using such technology in previous teaching roles.
7. 29% and 15% of respondents use web cams and Elluminate respectively; the former is used mainly for Skype calls.
8. For points 5-7 above the survey does not reveal the reactions of the students to the use of each technology; however, half (52%) suggested that students struggled with the technology used and interestingly 19% state that they were unaware of how the students were coping. This lack of knowledge regarding students’ reactions to technology may also explain the large amounts of “not applicable” answers to questions addressing this issue (question #3b-3i and question #8).

Most (90 per cent) of the respondents to the survey were from the School of Health Studies and School of Management.

Naturally, such a survey has limited generalisability due to the number of respondents (so far). In order to use such findings to inform and develop a model of flexible learning, we need a series of ongoing investigations that look at both students’ and teachers’ perceptions and needs.

### ***The learner surveys of technologies & flexible learning***

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These surveys were carried out with learners of Certificate in Reablement Support and MA Integrated Emergency Management (initial pilot programmes for the WELL project), and later followed by a [Google Survey](#) for learners of two additional programmes.

This [questionnaire](#) was designed to help us understand more about the learners':

- familiarity with technologies for learning (Questions 1, 3, 4, 5),
- level of comfort in using technologies for learning, (Questions 2, 6),
- interest in technologies for learning (Questions 7, 8, 9).
- preferred location to study (Question 10),
- preferred time to study (Question 11),

### ***Familiarity with technologies for learning (Questions 1, 3, 4, 5),***

#### **Certificate in Reablement Support:**

Most of the students in the group stated that they did not use a computer at university or at home on a daily basis or a few times each week. Usage of mobile phones varies across the group, with none of them using handheld devices and MP3 players.

The learners' evaluation of their own abilities to use these technologies varies from good to poor.

Learners report some use of discussion forums, but not on a daily or weekly basis. All other forms of communication (blogs, wikis, chat rooms, facebook, etc.) were reported as never or, at best, hardly used. For some learners this was also the case with emails and SMS text messaging.

#### **MA Integrated Emergency Management:**

Most of the group report that they have access to computers almost every day or a few times each week. This is also reflected in their usage of mobile phones. With regards to handheld devices and MP3 players, most learners reported to not use them at all.

The learners' evaluation of their own abilities to use these technologies is generally good.

Learners report some use of discussion forums, but not on a daily or weekly basis. Other forms of communication (wikis, SMS text messaging, news Web pages) were reported as used on a monthly basis or thereabouts. Emails, however, came out on top for this group with 50% of learners using them a few times each week.

Level of comfort in using technologies for learning (Questions 2, 6) and interest in technologies for learning (Questions 7, 8, 9).

### ***Level of comfort in using technologies for learning, (Questions 2, 6) & Interest in technologies for learning (Questions 7, 8, 9)***

#### **Certificate in Reablement Support:**

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The learners' feelings with regards to comfort vary from 'comfortable' to 'not at all comfortable'. Most learners report some fear, anxiety, and frustration when using a computer, and others report a certain amount of confidence.

Most learners believe that technologies for learning can be interesting and fun. Also a desire to learn about new technologies is apparent.

#### **MA Integrated Emergency Management:**

The majority of the learners have positive reactions towards using technologies for learning. The majority feel 'very comfortable' or 'somewhat comfortable' and confident using a computer. This group of learners, by and large, see technologies as interesting and useful for the learning experience. They also show some desire to utilise new tools.

#### ***Preferred location to study (Question 10) and preferred time to study (Question 11)***

##### **Certificate in Reablement Support:**

This group appear to do most of their studying at home and at work, between 'a few times a week' and 'a few times a month'. There appears to be no indication of learning at University, a library, or whilst travelling.

This infrequency is also apparent in answer to the question of when they study. Learners report that most of their study time is in the evenings, but this is only 'between once a month and a few times a month'.

#### **MA Integrated Emergency Management:**

This group study more often than the above group, with most study activity carried out at home a few times each week. Some report never to use libraries and to study whilst travelling less than once a month. The same can be said of studying at the University campus.

Studying is carried out throughout the day, with no particular period of the day standing out as more popular. The frequency of 'a few times each week' is also reflected in this category.

#### ***Final comment***

After we gain some insight into learners' reactions towards using technologies for learning and their familiarity with computer usage, it would be of interest to look at whether these factors, i.e., computer familiarity, comfort with use of technologies, perceived ability to use technologies, anxiety experienced in using technologies, and interest in the use technologies, would have any effect on their performances throughout the durations of the pilot programmes, and achievement in e-assessment. As some learners were quite clearly new to using technologies, and even showed anxieties, this was seen as an ideal context in which to test their use and evaluate their effectiveness, for learners and teachers. This was followed by the [Google Survey](#) carried out for students of the additional pilot programmes. This survey showed a very positive reaction to the technologies employed by the PGCHP

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module, with one learner from the NAMAL College stating about the use of Elluminate “*At first we were not used to, but later on we could actually create rooms, and start our own sessions individually. The most important feature was live interaction*”.

### ***Evaluation assembly (with UWIC)***

WELL project initiated the idea and co-organised an assembly with UWIC in which several JISC projects converged and shared their respective evaluation strategies. The focus was on evaluation of projects’ use of technologies and it was considered that the WELL model could be informed by other institutional practices and the strategies HEIs have used to embed and sustain practices throughout the sector. Through this event, it was found that the WELL model should:

- Support a process of continuous feedback and evaluation at every stage of the course process.
- Overall, be supportive of a changing culture in HE and FE in becoming more business-like/entrepreneurial and support open approaches.
- Embed/ align with strategies, processes, and systems of the HEI/FEI to ensure buy in.
- Support the use of reusable technological tools and resources (e.g. recorded lectures) to meet stakeholder needs.

### ***Testing the model***

A three stage approach has been developed and tested by the WELL project, consisting of a WBL programme diagnostic, workshop, followed by recommendations for course teams and senior managers and identification of areas of programme enhancement, and where elements of the WELL model could be adopted further to support the development of the programme particularly in relation to adoption of technologies.

Course [diagnostic](#) comprised semi-structured interviews for the two additional pilot programmes (PGCHEP module and MBA), which was based on eight questions which probed the programmes on their business models, usage of technologies, and potential for expansion. These questions are outlined in appendix 2.

Summarised results are as follows:

#### **PGCHEP module**

This course adopts a relatively imaginative use of various technologies to support its distance-based delivery. The interview with the course leader revealed that a convincing business case highlighting cost savings could be presented to the University. Skype was used for one-to-one (and ‘drop in’) sessions, and alongside Elluminate for synchronous seminars sessions. DIIGO was used for social bookmarking and resource management. Their usage was successful in creating a self-sustaining online learning environment, as attested to by the learners in the surveys.

Blackboard was consciously discarded as it did not allow the creation of an online community that the tutor wanted to create based on engagement rather than content.

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The choices of technologies followed the design of the programme. As such, a PG Cert course in circular economy has now been developed, based on the same principles but using slightly different tools, e.g. Ning instead of Moodle for course discussions. See appendix 7 for screenshot examples.

### **MBA distance-learning**

This is a re-development of an MBA that has been running for some time at the School of Management. One of the major changes has been the introduction of a carousel system based on a two-year cycle of modules. This allows learners the flexibility of joining the carousel at certain points in the year, allowing 'step-on and step-off points.

As the module teachers are part-time, they use a combination of asynchronous and synchronous tools to engage learners. However the course does not rely on synchronous tools as the learners joined the course with the intention to learn at their own pace. This means that the learners engage in learning by relying on the course documentation contained in the VLE (Blackboard) supplemented by Elluminate sessions which are recorded for those who are unable to attend live broadcasts.

Technology was adopted based on its simplicity and usability. The course team ran pilots to test teachers' and learners' experiences of technologies, and subsequently adopted those tools that both groups were most comfortable with. Familiarity was key in these decisions.

### **Workshop & recommendations**

The next two stages of the process tested the programmes against the recommendations of the WELL model. In order to test if the WELL model is applicable to any institutional context, this was a test of the methodology itself, as well as the pilot programmes.

The methodology investigated the current state-of-play (i.e. to what extent does a programme follow the model?), programme enhancement (i.e. how could the programme be enhanced by the recommendations of the model?), barriers and enablers to implementing the aforementioned. This will then form the basis of a report to senior management.

It was found that:

- Recommendations arising from the reports need to be confidential to the programme team.
- Recommendations arising from the reports must be a collaborative effort between the programme team and support staff.
- The workshop process should change to incorporate an initial "skimming" of the current state of play, followed by a joint decision as to which areas to focus on in more depth.
- The overall approach is to have two phases. Documentation needs to be revised to reflect the two stages.
- In the diagnostics process, the programme team is to supply programme/module evaluation feedback and reports.
- The diagnostics process is to include high level drivers and compliance/alignment with key strategies, e.g. widening participation/inclusivity, LT&A, estates, information, green/sustainability, QA/QE etc. and then the workshop will look at how technologies can align with these i.e. a holistic approach to enhancement.
- In the workshop, the assessment of business case must take account of wider marketing/strategic, programme portfolio contexts.

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- There is a need to identify issues outside of the programme team's remit and feed these into the appropriate areas of the institution - the resource toolkit needs to give guidance in this area (e.g. student enrolment, financial models).
- The toolkit resources must point to all available resources within the institution that programme teams might need access to e.g. financial model templates for e-delivery.
- There should be an involvement of other institution divisions e.g. marketing.

### ***Benefits realisation (maturity toolkit)***

As part of the evaluation activities, an idea was generated to support dissemination/engagement of the WELL model to the sector and to help build capacity in HE/FE institutions in respect of WBL. A Benefits Realisation proposal was therefore formulated that built on approaches pioneered in the national e-learning benchmarking programme (2006-2008) driven by the Higher Education Academy and JISC. The proposal was to form a CAMEL cohort of institutions experienced in WBL (across England, Wales and Scotland) and to build a WBL maturity toolkit and pilot it with the institutions and construct resources and processes to allow the adoption and use of the model to be sustained across the sector. The key aim is to construct a knowledge base of what the sector currently judges to be "maturity" or good practice in WBL and to support institutions in a self-assessment process of benchmarking themselves against the criteria of the toolkit. JISC then funded the BR proposal.

To-date, the toolkit is in its first draft and has been created on a Wiki (PBWorks – [www.tinyurl.com/wbl-toolkit](http://www.tinyurl.com/wbl-toolkit)) and comprises a series of criteria under the following 7 key areas of focus:

1. Institutional readiness
2. Faculty/school/department readiness
3. Programme design
4. Programme delivery and assessment
5. Partnership engagement
6. The learner experience
7. Effective, usable, accessible technologies

A process has been developed (not dissimilar to the e-learning benchmarking processes described above) for institutions to use the toolkit and this is described in a video on the web-site. The process has flexibility in that it can allow institutions to investigate different perspectives e.g. looking at institutional readiness, or at programme level. Resources have also been developed to support institutions including a workbook. Institutions can opt to undertake the exercise on their own or in CAMEL groups.

Four institutions are currently piloting the maturity toolkit within a CAMEL group:

- University of Bradford – School of Engineering.
- University of Westminster – driven by the PVC External Engagement.
- ELRAH (Edinburgh & Lothians Regions Articulation Hub) – focused on a new WBL programme in youth worker upskilling
- UWIC

The pilots are commencing in April (& holding a kick-off meeting @ the University of Westminster on the 18 March) and will run for three months. They will be reporting progress

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and interim outcomes in a June dissemination event to be held at the University of Westminster, where the sector will be invited to attend (& this will include attendance via Elluminate).

At this June dissemination event, candidates for undertaking a further pilot programme will be sought and already a number of institutions have indicated interest. In particular, Paul Bailey has established contact with London Workforce Development (formerly known as London Higher Business Development) who are interested in the approach for use with their collective London institutions.

A key goal of the project is to sustain the adoption and uptake of the toolkit without having the resources and funding that the national e-learning benchmarking programme had at its disposal. At this stage, our approach is as follows:

- Measure and demonstrate the impact of using the maturity toolkit so that institutions do not perceive it as requiring funding i.e. they regard it more as an investment.
- Implement a stakeholder communications/engagement plan in order to convey the benefits of using the toolkit
- Develop the concept of “network of peer supporters” i.e. those who have utilised the toolkit to offer support to others.
- Ensure the online activity supports the above.

### 3.2.2 Lessons learnt

#### ***The need to extend the project coverage***

The WELL project model presents an innovative approach to curriculum design and delivery. The model itself was supported by a programme diagnostic process which interrogates a programme’s rationale, business case, and use of technologies.

The programmes selected for the initial pilot of the model were not sufficient, at least on their own, to test the model and determine how well its recommendations were being used. Since the model covers a programme’s entire cycle (from inception through to completion), it has the very likely potential—and desire—to prompt change in each of the following aspects when implemented:

- employer/provider engagement
- programme design
- aspiration raising and pre-entry engagement
- induction and orientation
- delivery
- progressive achievement
- completion and transition

The initial two pilot programmes were an insufficient test as their uptake of technology usage was less than anticipated. Also, due to constraints as a result of the economic climate and subsequently on what the pilot programmes could offer the project in the way of learning, we felt the need to adapt accordingly and draw upon two further courses: namely an MBA

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(distance learning) from our School of management, and the PGHEP DL module (with the staff in the NAMAL College in Pakistan).

This experience has highlighted the difficulty in using programmes which are in development for such a project, and the relevant risk associated with doing so. In the case of the *Cert in Reablement Support* such a risk was in relation to maintaining the employer's commitment to the programme; in the case of the *MA in Integrated Emergency Management* and *MA in Professional Studies* it was the course teams' learning curve in utilising technologies for flexible delivery.

### **Efficiencies through technologies**

The WELL project's experiences of using technologies has shown that it is feasible to capitalise on the affordances of many of the tools adopted without expending any resources on building new resources, or incurring extensive costs.

#### **Flexible Communication through the use of new technology**

This is exemplified in the PGCHEP module's use of Skype for one-to-one sessions and student 'drop-in', Elluminate for synchronous seminar broadcasts, and Moodle for course discussions. This led to the creation of a vibrant Web-based learner-practitioner community.

#### **The influence of tutor strategies**

Programme diagnostics revealed that in the MBA course students were not engaging as much as anticipated in VLE discussions forums despite regular teacher prompting. This was not the case with the PGCHEP programme; the reason being that the tutor in this programme insisted that the learners submit all course-related enquiries through the Moodle forum rather than as an email. Even when an email was sent to the tutor, he would answer it in the forum.

#### **Reduced costs and increased value**

Recordings of Elluminate sessions were used by all the pilot programmes in the project as part of their delivery. In two cases (*Cert Reablement Support* & *MA Professional Studies*), recordings of bite-sized lectures were done and a url link sent out to the students. This allowed the learners to access the lecture in their own time through clicking the link and streaming the session. In the other two (later) pilots Elluminate sessions were synchronous seminars with learners, and recordings were also sent out to those who could not attend the live broadcast. In both cases we see a practice where a resource is produced once yet can be used many times, thus saving costs.

Subsequent learner surveys suggest that the learners' experience improved as a result of this initiative (see page 19, discussion of surveys).

#### **Exploiting resources currently being used**

In order for the WELL project to present a model which is applicable, adaptable, and sustainable across any institutional setting, pilot programmes adopted technologies that are currently being used across the institution; that is, the project did not pilot or evaluate a new technology. This allows any institution to take the model and adapt it accordingly.

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### **Hurdles and enablers**

Hurdles to successfully embedding some of the learning and teaching initiatives seen in the pilot programmes include the supporting learners who are not prepared for online collaborative activities. This can be in the form of self-assessment or diagnostic resources at the onset of a course. Additionally, and from an institutional perspective, in a pilot programme we saw an institutional course approval process that was not responsive enough to accommodate the recommendations of the WELL model. This resulted in a delayed registration and enrolment for the learners.

'Academic culture' in relation to technology-enhanced WBL was also cited as a barrier to successful embedding of programme initiatives by a WBL programme course leader. The WELL model's focus is on supporting a cultural change that moves away from traditional full time undergraduates to part-time, work-based learners. In creating such a change it reviews the HEI's administrative framework to enable greater flexibility for work-based learners and WBL programmes, in terms of responsiveness, fitness for purpose, and flexibility by looking at alternative delivery modes, for example.

### **3.3 Impact**

*Describe the impact of the work of the project on users/stakeholders etc. compared to how things were originally before the project. Describe how your project has changed the attitude of your stakeholders.  
What kind of difference has your project made?  
What evidence do you have for this?  
How has the wider community benefitted from your project?*

#### **The model**

Before the WELL project there was no formal model through which WBL learning courses could test how effectively they considered all of the following:

1. employer/provider engagement
2. programme design
3. aspiration raising and pre-entry engagement
4. induction and orientation
5. delivery
6. progressive achievement
7. completion and transition

As such, the WELL project model has recommended careful design, and redesign, of WBL programme development at each of these junctures in the programme lifecycle.

The project baseline survey revealed that, when it comes to using digital technologies in order to develop flexible and blended learning approaches, WBL programmes are disparate initiatives throughout the University of Bradford (and, indeed, the entire HE sector). For example, a particular flexible WBL programme may offer good practice in delivery, but not in initial employer/provider engagement, and vice-versa. Testing any programme against the model provides us with a detailed picture of a course's attempt at tackling each of the seven

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stages mentioned above. Consequently, the model was informed by varying innovative practice yet also allows any course to apply its recommendations along with a programme diagnostic process which can reveal barriers to improvement. Considering the scope of the potential of the model's take up across the HE/FE sectors, it could take some time before the model is embedded, and will no doubt be adaptable to each individual context. It is for this reason that WELL has proposed an interactive Web-based design of the model which brings together the lessons learnt, case studies, as well as its recommendations. Notably, this tool will allow any institution to not only utilise the model, but to adapt and change it to suit any HEI/FEI context.

### **Supporting a culture change**

The WELL Project represents a bold opportunity for cultural change within the University of Bradford

It focused on the development of a model which sees WBL both as a *mode* of study shaped by whichever academic field and industry context work-based learners find themselves, and also supports the notion of WBL as a transdisciplinary pedagogy and discrete *field* of study. This is because depending how the it is used, the model can satisfy both definitions. The 'field of study' perspective has been central to Middlesex University's approach to WBL in challenging the traditional university understanding ranging from general ignorance of WBL to understanding it as 'sandwich courses' or placements. It is with this in mind that the HE landscape faces a plethora of terms each with a different shade of meaning: 'work-based learning', 'work-related learning', 'learning at work', 'learning through work', etc. The WELL model sits between related initiatives and projects conducted at the University of Bradford including the connected BR 'maturity toolkit' and Escalate's employer engagement methodology/costing toolkit, thereby supporting a broad cultural change towards an acceptance of WBL and how it can be embedded.

## **c) Conclusions & Recommendations**

*Briefly summarise any conclusions that can be drawn from the project work. You should include specific recommendations for the teaching, learning, research communities or JISC to consider which are clearly linked to previous sections including aims and objectives, lessons learnt and outcomes.*

The main conclusions from the WELL project activities are that:

The WELL model provides support for the effective design, implementation and delivery of flexible WBL programmes. As traditional programmes are usually offered within existing semester and administrative structures, this may not fit the flexibility needs of employers and their work-based learners.

The model is presented through an open-source Web-based interface which allows an institution to adapt the template to fit their own institutional needs and approaches to WBL. The model's diagnostic procedure, when applied to a programme, can help a WBL course become sustainable and support continuous improvement by revealing key barriers and enablers in a programme's learning and teaching process. This process will be key to supporting an overall culture change to embrace WBL.

The model supports course teams to become better informed of how WBL can be designed, providing the potential to re-shape the nature of teaching and learning to WBL programmes

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as a viable alternative to traditional approaches to delivery, whilst considering the specific needs of work-based learners and employers in respect of: *employer/provider engagement, programme design, aspiration raising and pre-entry engagement, induction and orientation, delivery, progressive achievement, and completion and transition.*

#### **d) Implications for the future**

*Consider the future implications of your work and how others can build on it :*

*What are the implications for other professionals in the field, for users, or for the community?*

*What new development work could be undertaken to build on your work or carry it further?*

*Include information on the sustainability of your project outputs. How are things going to work now the funding is over?*

*Provide information (where applicable) on the long term project contact, how your outputs (e.g. software, Open Source code, toolkits etc.) will be managed, and whether there is a user community that interested individuals could get involved with.*

#### **5.1 Implications for other professionals**

Dissemination events and stakeholder consultation have been key activities in the WELL project. As such, we believe that academic course teams will be able to benefit from the model by adapting and applying its recommendations, along with the course diagnostic processes. Our colleagues in Further and Higher Education will also be able to benefit from the model, as we have made them available in a highly usable and transferable open-source format, as well as the WBL maturity toolkit currently being developed and as part of the Benefits Realisation project.

#### **5.2 Further research and development work**

The WELL project builds upon the growing interest in work based learning in HE. The introduction of the WELL model alongside the maturity toolkit presents an opportunity for practitioners to influence and contribute to the need to change the culture and infrastructures of universities to be more flexible to engage with employers. To be most effective, WBL programmes should be negotiated between the HEI, employer-partners, and the individual learners and are based on the needs of the employer, their workforce and industry requirements rather than controlled by the disciplinary curriculum. Further long term research could be carried out into how HEIs respond to the culture change in terms of curriculum development if they implement the model, how courses have added value for employees and employers, and an investigation into the benefits and costs of courses based on the model.

As the model is an open-source and adaptable Web-based interface, an identification of interesting examples of good practice based upon the model's implementation, or iterations of it, is another example of further development work

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### e) References

*List any references to the work of others you have cited (e.g. articles, reports, studies, standards), and any explanatory notes. Provide URLs for any materials available on the web.*

Boud, D. and Solomon, N. (Eds.) (2<sup>nd</sup> Edn.) (2003) *Work-based Learning: A New Higher Education?* Buckingham, SRHE and Open University Press.

Garnett, J. (2007) 'Challenging the Structural Capital of the University to support Work-based Learning', *Work-based Learning Futures, Proceedings of the 2007 Conference* (Eds. Garnett, J. and Young, D.) Buxton.

#### **Websites:**

##### **WELL project site:**

<http://www.brad.ac.uk/escalate/current-activities/jiscwell/>

##### **WELL project blog:**

<http://wellproject.edublogs.org/>

**WBL maturity toolkit:** <http://wbltoolkit.pbworks.com/w/page/35396849/Home%20page%20-%20WBL%20Maturity%20Toolkit>

### f) Appendixes (optional)

*Include any appendixes that readers will find helpful to understand the work described or the results. For example, include a questionnaire if you conducted a survey, or technical details that support technical development carried out. A glossary of acronyms and technical terms is also helpful.*

#### **Appendix 1:**

Survey of learners' experiences with technology before programme:

<http://wellproject.edublogs.org/files/2010/05/WELL-project-small-student-survey.pdf>

<http://wellproject.edublogs.org/2010/05/11/survey-of-learners-experiences-with-technology/>

#### **Appendix 2:**

WBL programme diagnostic questionnaire:

<http://wellproject.edublogs.org/2011/02/08/work-based-learning-programme-diagnostic/>

#### **Appendix 3:**

Survey of learners' experiences with technology after programme:

<https://spreadsheets.google.com/formResponse?formkey=dEw3SEFIRTdBSFREcHdoWIEweE01c2c6MQ&theme=0AX42CRMsmRFbUy1iODQwMzFIYi1iZjJhLTRmNmUtODQ0My1iNjJmYTUzNjQ2ZWE&ifq>

#### **Appendix 4:**

Baseline survey:

[http://www.brad.ac.uk/escalate/media/Escalate/Documents/Baseline\\_Survey\\_WELL\\_Project\\_V3.2.pdf](http://www.brad.ac.uk/escalate/media/Escalate/Documents/Baseline_Survey_WELL_Project_V3.2.pdf)

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Literature review:  
[http://www.brad.ac.uk/escalate/media/Escalate/Documents/WELL\\_Lit\\_Review.V2.pdf](http://www.brad.ac.uk/escalate/media/Escalate/Documents/WELL_Lit_Review.V2.pdf)

**Appendix 6:**  
Post-diagnostic workshop:  
<http://wellproject.edublogs.org/files/2011/03/WELL-workshop-and-diag-1zd25b4.docx>

**Appendix 7:**  
PGCHEP Module screenshots

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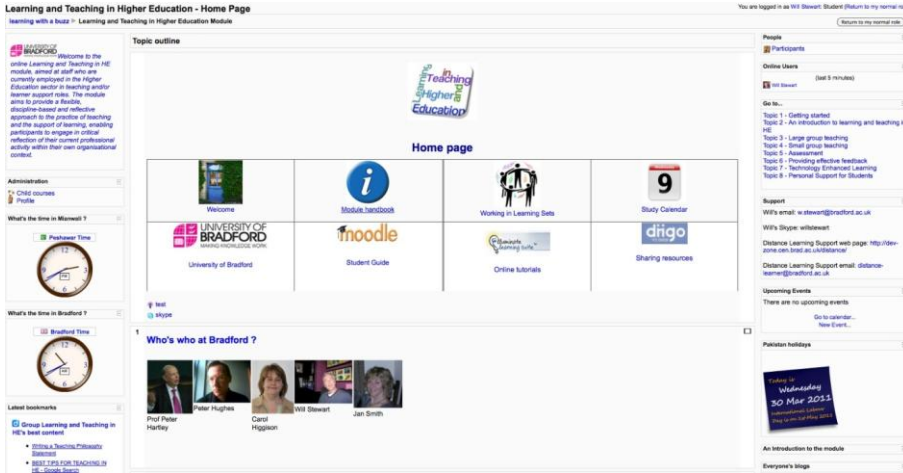


Figure 1 Moodle Screen shot 1

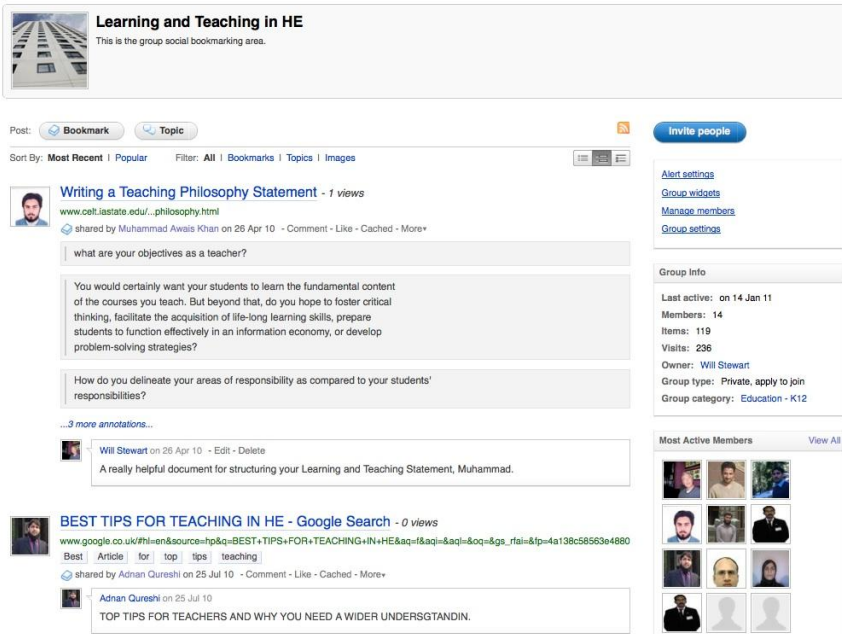


Figure 2 Diigo screenshot

Project hashtag:  
Version:  
Contact:  
Date:

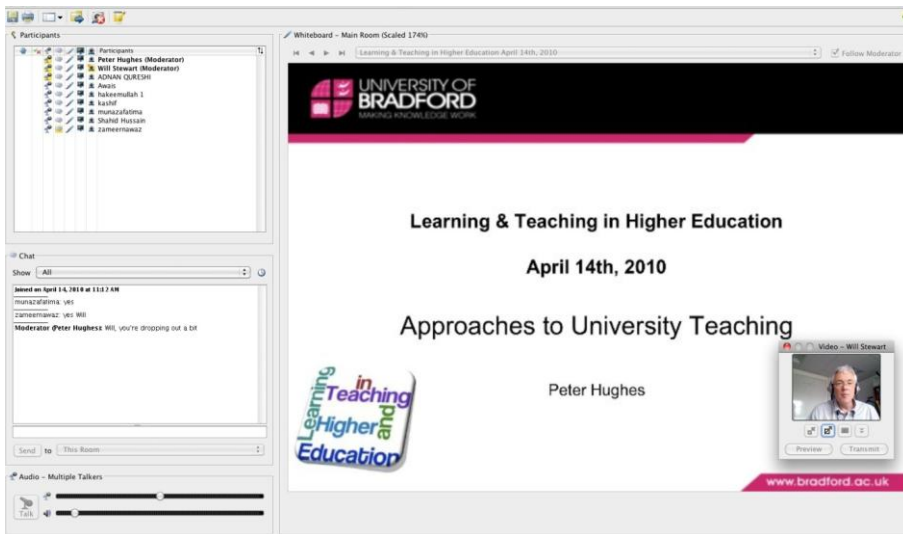


Figure 3 Elluminate screenshot



Figure 4 Moodle screenshot 2