



University of Chester



This work has been submitted to ChesterRep – the University of Chester's
online research repository

<http://chesterrep.openrepository.com>

Author(s): Jon Talbot

Title: Using a work based learning framework to deliver regeneration education for
practitioners at the University of Chester

Date: 2009

Originally published in: Ad-Lib: Journal of Continuing Liberal Adult Education

Example citation: Talbot, J. (2009). Using a work based learning framework to
deliver regeneration education for practitioners at the University of Chester. *Ad-Lib:
Journal of Continuing Liberal Adult Education*, 38, 18-22.

Version of item: Author's post-print

Available at: <http://hdl.handle.net/10034/86994>

Using a work Based Learning Framework to deliver Regeneration education for practitioners at the University of Chester

(2009) *Adlib* no.38, pp 18-22, Cambridge: Institute of Continuing Education

Introduction

Chester, some would argue, is not a particularly good location for a regeneration programme. It is a small, prosperous city close to well established, existing programmes in Liverpool and Manchester. But it is located in the North West of England, close to the Welsh border. Both North Wales and the North West have major problems associated with poor economic performance and attendant social deprivation. It also offers a very different approach to regeneration education.

Since 2006 a programme has been delivered using the University's Work Based and Integrative Studies (WBIS) framework. The use of WBIS and e-learning provided the opportunity to develop a new kind of programme, which could attract learners unable to afford traditional Masters' programmes or commit to day release. This paper describes the context for education in regeneration, the flexible work based learning programme at Chester and its adaptation for the needs of regeneration practitioners.

The Regeneration Industry and Educational Requirements

By international standards, the UK is a prosperous country but there are significant spatial variations in wealth and opportunity, far more so than in many comparable European countries. In broad terms the south of England is a sea of prosperity with islands of deprivation, while the North, Scotland and Wales are much poorer with isolated pockets of prosperity (Gripaios 2002). Marked spatial inequality is evident at a regional and sub regional level, including extreme pockets of deprivation in the London boroughs (Office of the Deputy Prime Minister 2006). As a result, regeneration is a significant activity in all parts of the country employing many thousands of people.

Regeneration activity has significantly increased since the late 1990s. There are now more people than ever working in regeneration, performing a myriad of roles, for a multiplicity of organisations. The usual entry route is from established professional backgrounds such as town planning, housing, community work and surveying. The most authoritative review of skill requirements in the sector estimated there are over 100 occupational groups involved (Egan 2004). The presence of existing professions and the variety of roles performed by regeneration practitioners has prevented the formation of a distinctive regeneration profession with an associated exclusive body of knowledge.

Regeneration practitioners tend to be graduates so over the years a number of universities have developed post graduate programmes to cater for those wishing to obtain a named qualification and perhaps acquire formal skills lacking in their first degree. Take up of such programmes has been relatively low, in part due to cost and time constraints. Since the mid 1990s there has been a growing conviction amongst employers, practitioners and government of a need to formally equip regenerators with appropriate skills and qualifications.

At a national level the Academy for Sustainable Communities, based in Leeds, seeks to promote skills. Alongside this, other bodies, such as the British Urban Regeneration Association (BURA) and the Centre for Local Economic Strategies (CLES) run a variety of training and learning programmes and events. Despite this, a 2007 survey found a quarter of all posts are unfilled because of skill shortages with an anticipated shortfall of 70% unfilled vacancies over the next decade (Academy for Sustainable Communities 2007).

From being a fringe activity in the thirty years ago, regeneration has become increasingly mainstream. The challenge is whether there is sufficient capacity to facilitate learning for the many practitioners who need it. The rest of this paper describes one means of achieving this using a pre-validated Work Based Learning framework.

The Work Based and Integrative Studies (WBIS) Framework: Underpinning Principles

WBIS is one of a number of work based and action learning programmes which operate in UK universities and was developed by a team of tutors at Chester in the late 1990s. Enrolments began in 1998 and there are currently about 1000 WBIS learners, following a variety of learning pathways. WBIS is informed by a number of theoretical and political developments in the field of learning largely dating from the late 1990s. This was a time when there was a remarkable coming together of developments in the field of learning theory but which also coincided with an interest in the facilitation of formal learning in the workplace (Department for Education and Employment 1998; Eraut et al 1998; Sutherland 1998).

Important underpinning theories include that of Andragogy which holds that adult learning preferences are significantly different from children and young people. Adults are motivated by such things as a 'need to know', especially as this relates to solving problems in their lives (Knowles et al 1998). Other important and related constructs include Situated Learning theory, where it is assumed that knowledge for most learners is context bound (Lave and Wenger 1991; Wenger 1998) and Action learning which holds that learning stems from doing and experiencing that which happens around us (Weinstein 1995). Defining knowledge in terms of the learners' own experience rather than the subject interests of tutors has resulted in WBIS being trans-disciplinary rather than subject specific.

Another distinctive feature is the inculcation among learners of reflective practice. Learners are directed to a variety of writings on reflection, usefully summarised by Moon (2000). Reflective practice is not encouraged simply as part of a programme of accredited learning. It is also seen as the basis for on-going learning and forms part of a wider commitment among tutors to the idea of learning as the basis for professional practice and lifelong learning (Field 2006). An important aspect of reflective practice is that it moves beyond thought to action. WBIS is explicitly designed to facilitate improved performance in the workplace.

The important point to note is that the context for Chester's approach to regeneration education is not regeneration or knowledge of regeneration but a commitment to an innovative approach to education, allied to knowledge of regeneration theory and practice.

WBIS in Practice: Devising Learner Pathways

The WBIS programme is the subject of validation and review not the individual learning pathways learners construct within it. This enables tutors to tailor learning to the needs of the individual or groups of learners. It also allows learners to begin and end their studies as they wish. Some pathways, like those for regeneration practitioners, are constructed with groups of other communities of learning interest. Other pathways are tailored to the needs of individual learners or in some cases, those of an employing organisation. Learners, provided they meet standard academic entry criteria, determine not only the content of their programme but also the award and title they obtain. Postgraduates can opt for a Certificate, Diploma or Masters. The title of their programme reflects their preference and the content of the programme. So while most regeneration practitioners opt for MA Regeneration Practice (WBIS), learners can develop titles to meet their needs, such as Regeneration and Community Engagement, Regeneration in the Context of Informal Adult Learning and so on.

Learners on the programme can study modules which have been developed specifically for WBIS or any module in the University, provided it is relevant and at the appropriate level.

Individual learning needs can be catered for through the use of project modules or, if there is sufficient demand, new modules are developed on request. There is a rolling programme of module accreditation to accommodate changing requirements. Tutors can therefore adapt to the needs of new learners without the need for time consuming validations.

WBIS awards can be obtained with up to 50% Accreditation for Prior Learning (APL), whether certificated or experiential. This enables experienced practitioners to obtain academic credit for their acquired knowledge. This is especially attractive for older learners (one is 58) keen to obtain recognition for years of experience. Younger people, anxious to develop their skills, tend to opt for taught content,

Learning Strategies and the Learner Experience

A key feature of the programme is the emphasis on work based learning. Work based learning is now an established feature of many university programmes in the UK (Nixon et al 2006) although no others have adapted it to the needs of regeneration practitioners. Learning at work is recognised as a diverse activity, incorporating informal experience and short term training, as well as the more formal learning associated with a university programme (Institute of Personnel and Development 2000). Within organisations, it is widely regarded as a key element of Human Resource Development (Beattie 2006). While it is an established feature in the School of Lifelong Learning it is an entirely new experience for tutors in the Faculty of Social Science.

The first module learners usually complete is therefore not to do with regeneration at all but is designed to inculcate the values of reflective practice and sensitise the learner to their learning needs and preferred learning style. Within the module students conduct a self assessment of past and present achievements, as the basis for assessing their learning needs. From this they develop their intended learning pathway on the programme. In addition to developing their Pathway Rationale, learners are also introduced to literature in respect of learning preferences and critical reflection. They learn to engage in reflective practice by applying formal theorising to a critical workplace incident (Brookfield 1990). The module is designed not only to enable the learner to think about their learning needs but also to begin to adjust mentally to the process of critical, workplace reflection in the context of regeneration practice.

At this stage, any applications for APL, either Certificated or Experiential are considered. Hereafter learners can complete modules in any order, provided it is coherent and relevant to their needs.

The determining principles of learning are that it should be flexible and based around the needs of the learner. Tutors do not determine the content of the learners programme with combinations of core and optional modules. The choice on WBIS is far wider and almost open ended. The role of the tutor is instead to assist the learner to identify their learning needs and devise an appropriate pathway with an underpinning rationale so they can obtain formal academic credit bearing qualifications. Embedded within this process are a number of related objectives, such as enabling the learner to understand their own learning preferences, inculcating reflective practice as the basis for lifelong learning and assisting learners to discover more effective ways of working by a process of active, internal dialogue. In this sense tutors regard the process of learning as *negotiable*: the aim to identify needs and translate this into effective learning.

A distinctive feature of the WBIS approach is the intimate connection with workplace practice. In a typical WBIS module, the learner is introduced to a body of theory and wider literature and then asked to interrogate their practice in a process consistent with the Gibbs (1998) reflective cycle. From the learners perspective the relationship with theory becomes much more immediate than is the case on conventional programmes. They select those theories/models which are relevant to their needs and use this as the basis for an internal dialogue, based upon their own practice and that of colleagues. In this way learners are encouraged to reflect upon their current practice as a means of improving performance.

Programme Delivery: The Virtual Learning Environment

One of the key requirements of the programme is to meet the needs of learners both in terms of content and delivery. E-learning enables the delivery of consistent, convenient and low cost learning to the workplace (Brown et al 2006). A key feature of the programme is therefore the development of a dedicated Virtual Learning Environment (VLE), hosted on the University's intranet system. The VLE contains specific learning materials developed for the programme as well as links to a variety of other sources. These include electronic books, parts of books scanned in, e-journals and other relevant web sources. For each module, learning outcomes and learning opportunities are specified. For most modules there is also a Theory Document specifically created for the module, which summarises those theories and models appropriate to the learning outcomes. In addition, all other features, such as assignments, are on the VLE. Submission is also electronic.

The VLE attempts to meet all learner needs and there are facilities for on-line discussion. In practice, these have not been well used and the VLE, like most of its kind is text dominated, asynchronous and essentially uni-directional (Welsh et al 2003)

The requirement for minimum time away from work has greatly restricted face to face contact between learners and between tutors and learners. To overcome isolation learners are allocated a personal tutor and there is a subject tutor for each module. Tutor support is available on-line or by telephone. Workplace support is provided by means of a personal mentor. Peer learning is encouraged wherever possible and if an individual employing organisation requests it, the tutor team provides additional study workshops. In addition, regular peer events are organised, visiting one another's workplaces and dealing with learning issues. As with many essentially on-line programmes we recognise the importance of a 'blended' approach, incorporating a variety of learning experiences, including face to face experiences (Elliot 2002; Singh 2003; Graff 2006; Hughes 2007)

Programme Assessment

Assessment is regarded as central to the learning process. Most assessments are individually negotiated formal reflective reviews. The learner, in consultation with the module tutor, devises their own assignment. Learners are encouraged to read the learning outcomes and Theory document and then consider ways in which they can relate materials to their own experience, which should form the basis for their assignment. Submissions can be in many forms, including traditional essays but can also include workplace artefacts with a brief reflective commentary.

Learners are encouraged to submit drafts for formative assessment- a key device for facilitating personal development (Nicol and Macfarlane-Dick 2006). In addition to evidence of subject mastery and application, tutors seek to encourage enhanced communication skills, as well as cognitive skills including enhanced ability to synthesise, conceptualise, analyse and so on.

One of the limitations of a work based approach is that it assumes the learner is engaged in a wide variety of situations and activities upon which to reflect. In practice many on the programme perform fairly limited work roles. Assignments therefore always present learners with the option of work based or work related assessment. *Work based learning* is appropriate where the learner is engaged in an activity and therefore able to reflect upon it in the light of formal theories, models and empirical evidence which are supplied as part of the learning resources. *Work related learning* is suitable where the learning is knowledge based/contextual or where the learner is acquiring knowledge which will be applied in future.

Learners are always encouraged to engage with work based learning as much as possible to ensure relevance. Submission is flexible in the sense that students are free to negotiate their own pathway and deadlines.

Developing Regeneration Pathways on WBIS

The decision to adapt WBIS for Regeneration practitioners resulted from a combination of circumstances. In part it reflected tutor knowledge and enthusiasm for regeneration but there were other motives such as developing postgraduate qualifications. Given the lack of familiarity with WBIS, it was decided development would occur principally in the Faculty of Lifelong before transfer to the Faculty of Social Science, as has indeed happened. This has given time for Social Science tutors to become familiar with the facilitation of adult learning, reflective practice and so on. Another reason for developing the pathways was the scale of demand which exists among practitioners combined with a practical means of addressing their diverse needs. Following discussions in 2005, a decision was taken to begin the pathway in September 2006 and this was publicly announced at a regeneration skills conference in Manchester in February 2006.

Designing the academic content of the Regeneration Practitioners programme involved a number of challenges, in addition to the usual academic issues of coherence, relevance and progression. First, while regeneration includes forms of knowledge familiar to academic tutors, this was less the case for those in the Faculty of Social Science, unused to dealing with adult practitioners. It was clear that tutors associated with the programme would have to engage in new forms of knowledge themselves and be prepared to see themselves as facilitators of knowledge and not just subject experts.

The second challenge was to use the WBIS framework in a way which both enables learner choice but which also facilitates it by presenting options. Early on it was decided to create a 'menu' of modules from which choices could be made. The nature of WBIS meant the menu could never exclusively determine learners' preferences but it was thought they needed some signposting.

The starting point for developing the menu was the published research on the skill requirements for regeneration practitioners. The largest and most comprehensive of these was conducted by the Scottish Centre for Regeneration (2004). The research identified twenty key competences such as project management, managing and leading organisations, financial management and so on. Many generic subjects (such as Negotiation and Conflict Management for example) were already offered as WBIS modules reducing the need to develop wholly new modules.

What the research did not indicate was demand for the kind of theoretical, contextual modules more familiar to academic tutors. Practitioners were identified willing to discuss subjects they wanted to learn. From this contact it was discovered that at least some practitioners do not just want skills- they also wanted a more academic theory than was suggested by the research. So in addition to more generic, skill based subjects like Project Management there was demand for more theoretical topics such as economic geography, social exclusion and urban policy analysis. Subsequent experience has borne out this judgement. Most learners choose to study theoretical modules at the beginning of their learning pathway.

During the spring and summer of 2006 a matching exercise was carried out to contrast modules it was anticipated would be of interest to practitioners with existing provision, to identify gaps. Although there was a list of almost 20 topics, the flexibility of WBIS enabled the prioritisation of those topics which were anticipated to be of immediate interest to learners; others could await demand as it arose. Although WBIS learners can begin and finish any time a September 2006 start was decided, to meet the expectations of learners and their employing organisations.

Following a limited promotional exercise, the first cohort was recruited and inducted. From a standing start, recruitment was well into double figures and the indications are that whatever the problems there are, recruitment is not likely to be among them.

Regeneration for Practitioners in practice

The programme was established as an initiative by tutors rather than a management decision at a more senior level. As with all universities it is difficult for managers to distinguish new programmes with the potential to recruit from those where demand is weak. Regeneration for Practitioners was started by tutors with no budget, confident demand exists for flexible learning, believing that once this was demonstrated, resources would follow. Unfortunately Universities are not especially fleet of foot and it took until April 2009 before a specialist member of staff was recruited to develop and run the course. In the mean time tutors have been forced to develop, market and run a Masters level programme in their 'spare' time. Unsurprisingly progress has slower than hoped. The programme has not died but expanded slowly. Notwithstanding the considerably more adverse conditions than existed in 2006 we are now confident that the programme will really begin to take off.

Bibliography

Academy for Sustainable Communities (2007) *Mind the skills gap: the skills we need for sustainable communities*. Leeds: ASC.

Brookfield, S. (1990) 'Using critical incidents to explore learners assumptions', in Mezirow, J. and Associates (Ed.), *Fostering critical reflection in adulthood: a guide to transformative and emancipating learning*. San Francisco: Jossey Bass

Beattie, R. (2006) "Line managers and workplace learning; learning from the voluntary sector", *Human Resource Development International*, vol. 9, no. 1, pp 99-119

Brown, L., Murphy, E. & Wade, V. (2006) "Corporate e-Learning: Human Resource Development implications for large and small organisations", *Human Resource Development international*, vol. 9, no.3, pp 415-427

Department for Education and Employment (DfEE) (1998) *The learning age: a new renaissance for a new Britain*, Norwich: HMSO

Egan, J. (2004) *Skills for sustainable communities (The Egan Review)*. London: Office of the Deputy Prime Minister

Elliot, M. (2002) "Blended learning; the magic is in the mix", in Rossett, A. (Ed.) *The AJTD e learning handbook*. McGraw Hill:New York, pp 58-63.

Eraut, M., Alderton, J., Cole, G., and Senker, P. (1998) *Development of Knowledge and Skills in Employment* Final Report of a Research Project funded by "The Learning Society" Programme of the Economic and Social Research Council: University of Sussex Institute of Education

Field, J. (2006) *Lifelong learning and the new educational order*. (2nd Ed.) Stoke on Trent: Trentham Books.

Gibbs, G. (1998) *Learning by doing: a guide to teaching and learning methods*. Oxford: Oxford Further Education Unit.

- Graff, M. (2006) "The importance of on-line community in student academic performance", *The electronic journal of e-learning*, vol. 4, no. 2, pp 127-32.
- Gripiaios, P. (2002) "The failure of regeneration policy in Britain", *Regional Studies*, vol. 36, no. 5, pp 568-577.
- Hughes, G. (2007) "Using blended learning to increase learner support and improve retention", *Teaching in Higher Education*, vol.12, no. 3, pp 349-363
- Institute of Personnel and Development (2000) *Success through learning; the argument for strengthening workplace learning*. London: IPD
- Knowles, M., Holton, E. & Swanson, R. (1998) *The adult learner*. (5th Ed.), Woburn, MA: Butterworth-Heinemann
- Lave, J. & Wenger, E. (1991) *Situated learning: legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Moon, J. (2000) *Reflection in learning and professional development*. London: Kogan Page
- Nicol, D. & Macfarlane-Dick, D. (2006) "Formative assessment and self regulated learning: a model and seven principles of good feedback practice", *Studies in Higher Education*, vol. 31, no. 2, pp 199-218
- Nixon, I., Smith, K., Stafford, R. & Camm, S. (2006) *Work based learning; illuminating the higher education landscape*. London: Higher Education Academy.
- Office of the Deputy Prime Minister (2006) *State of the cities report: Volume 1*. London: ODPM
- Scottish Centre for Regeneration (2004) *Creating a learning landscape*. Glasgow: Communities Scotland
- Singh, H. (2003) "Building effective blended learning programs", *Educational Technology*, vol. 43, no 6, pp 51-4
- Sutherland, J. (1998) *Workplace learning for the twenty first century: report of the Workplace Learning Task Group*. London: Unison.
- Weinstein, K. (1995) *Action learning* (2nd Ed.) Aldershot: Gower
- Welsh, E., Wanberg, C., Brown, G. & Simmering, M. (2003) "E-learning: emerging issues, empirical results and future directions", *International Journal of Training and Development*, vol. 7, no. 4, pp 245-58
- Wenger, E. (1998) *Communities of practice: learning, meaning and identity*. Cambridge: Cambridge University Press