

Getting Senior Schooling to Work: Work-Based Learning in a Senior Secondary School in Hong Kong

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Slide 1

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The Objectives of Project

- **To develop and evaluate Work-based Learning (WBL)**
- **To develop good practice guidelines and procedures**
 - 1. designing, managing and supporting students' WBL engagements**
 - 2. for school-employer collaborative partnerships in support of WBL placements**
 - 3. for assessing and recognizing WBL in the NSS curriculum**



Project Management Team Members

Education Reform in Hong Kong

- “The overall direction of the education reform is to **create more room** for schools, teachers and students, to offer all-round and balanced learning opportunities, and to lay the foundation for lifelong learning.” (Education Commission , 2000, p. 1).
- “the curriculum of senior secondary education should also provide students with **more work-related experiences**, help them explore their own aptitudes and abilities to prepare them **for future employment** (Education Commission , 2000, p. 19).

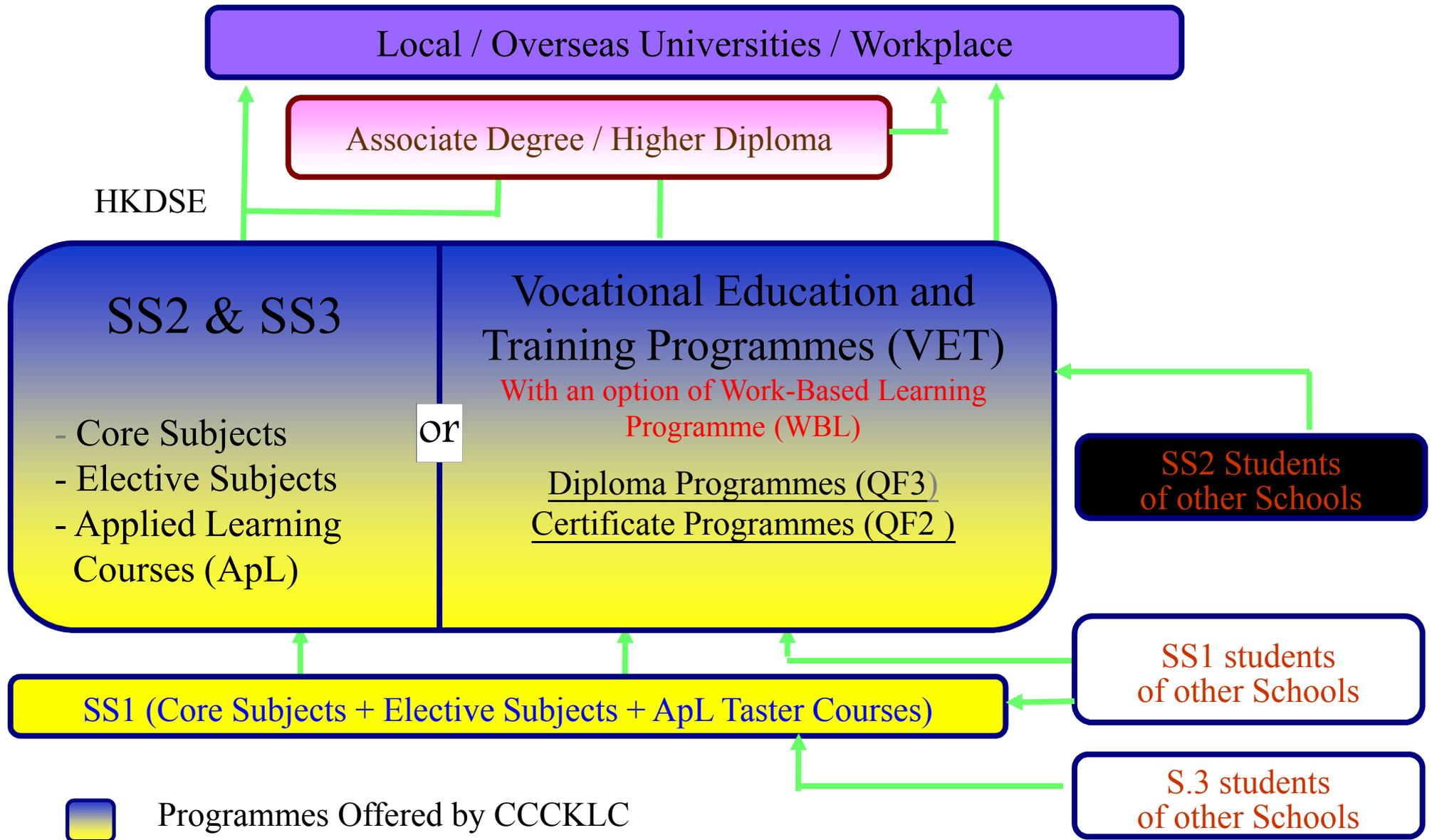
Background of CCC Kung Lee College

- CCC Kung Lee College was established in 2003, the College is committed to providing curricula that have a **dual emphasis on academic and vocational learning**. **Authentic learning**, which is the basic tenet of the College, aims to bring about effective learning in students through an **engagement with practical and meaningful activities**.

Background of CCC Kung Lee College

Year	Accomplishments
2003	<ul style="list-style-type: none">➤ gained its “Accredited Post-Secondary College” status➤ “Higher Diploma in Logistics and Business Practices” programme was successfully accredited by HKCAA
2007	<ul style="list-style-type: none">➤ the “Diploma in Hospitality and Tourism Management” and the “Diploma in Business and Information Technology” were successfully accredited at Qualification Framework (QF) Level Three by HKCAAVQ
2009	<ul style="list-style-type: none">➤ seven programmes including 3 certificate programmes and 3 diploma programmes were successfully accredited at Level Two and Three respectively by HKCAAVQ

CCCKLC Progression Path (2009 – 2012)



CCC Kung Lee College

List of Articulations for further studies (2009-2010)

Local:

- Caritas Bianchi College of Careers
- Caritas Francis Hsu College
- Chu Hai College of Higher Education
- The CUHK – Tung Wah Group of Hospitals Community College
- The School of Continuing and Professional Education, HKIEd
- The School of Professional Education and Executive Development, HKPU
- The School of Continuing Education, HKBU
- The School of Professional and Continuing Education, HKU
- The Open University of Hong Kong
- PolyU – Hong Kong Community College
- HKU SPACE – Po Leung Kuk Community College
- School of Continuing & Professional Studies, CUHK
- *Hong Kong Art School

Remark: *new in 2010

Mainland China & Overseas:

Mainland China:

- Beijing Normal University – Hong Kong Baptist University
- United International College (UIC)

Australia:

- Curtin University of Technology
- Box Hill Institute
- *Queensland University of Technology
- *Southbank Institute of Technology
- *Metropolitan South Institute of TAFE
- *Gordon Institute of TAFE (non-local programmes)

New Zealand:

- Whitireia Community Polytechnic

United Kingdom:

- *University of Wales (non-local degree programmes)
- *Middlesex University (non-local degree programmes) Canada

- Seneca College

The Past Career-related Experiences at CCC Kung Lee College

Year	Programme	No. of Participants
2005 - Present	Work Attachment Programme (WAP) – 60 hrs. requirement for all Certificate and Diploma students in Hospitality and Tourism Management stream	Over 356
2006 – 2008	Modern Apprenticeship Programme (MAP) – in collaboration with Breakthrough Ltd.	50
2007 – 2009	Six-month Apprenticeship Programme in Germany (SMAG)	9 (5 in 2007-2008) (4 in 2008-2009)
2009 – Present	Work-Based Learning Programme (WBL) – a 26-month research and development programme in collaboration with HKIEd and funded by Quality Education Fund (QEF)	23

WBL programme

- A total of 23 students who had taken the WBL elective received at least 360 hours of workplace training in 15 industry partners for 15 weeks and 120 face-to-face contact/consultation hours in the school.
- A 9-credit elective module for three QF Level 3 Diploma programmes: (a) Diploma in Hospitality and Tourism Management, (b) Diploma in Business, and (c) Diploma in Information Technology.
- The programme included at least 120 hours of self-directed study/reflection.

Literature review

The main purpose of WBL is to contribute to **students' whole-person development** through:

1. the development of generic skills;
2. the development of work-readiness skills, aptitudes and understandings;
3. the transfer of general education knowledge to workplace situations;
4. the experience of real workplace engagements;
5. student choices of vocational and educational pathways for lifelong learning; and
6. Issues in implementation.

Literature review

Types	Key words	References
<ul style="list-style-type: none"> ➤ The development of generic skills ➤ The experience of real workplace engagements 	<ul style="list-style-type: none"> ➤ WBL is not just the acquisition of formal knowledge or skills, as much of the learning is informal, arising in and through the participants' engagements in work itself, from communication and interactions within the workplace.... 	Taylor, 2005
<ul style="list-style-type: none"> ➤ The development of work-readiness skills, aptitudes and understandings 	<ul style="list-style-type: none"> ➤ WBL widen their vision and acquire life skills, equipping them to face the challenges of a changing economy and society through co-operative and contextualized learning in real work environments. ➤ Berg et al. (2007) and Gray et al. (2004), emphasize not only workplace learning that contributes to the development of work skills, aptitudes and understanding, but also that which contributes to individual, social and political development more generally ➤ The intention was to work experience serve 'co-development' to increase the students' awareness about economic and industry. 	Streumer & Kho, 2006. Berg et al. (2007) and Gray et al. (2004) Guile & Griffiths, 2001, p.120-125
<ul style="list-style-type: none"> ➤ The transfer of general education knowledge to workplace situations 	<ul style="list-style-type: none"> ➤ WBL...transfer of knowledge and experience between education and the workplace. ➤ WBL needs to be accompanied by formal educational processes that have such a transfer and critical reflection. 	Eraut, 2004 Gray, 2001

Literature review

Types	Key words	References
<ul style="list-style-type: none"> ➤ Student choices of vocational and educational pathways for lifelong learning 	<ul style="list-style-type: none"> ➤ the value of WBL is twofold: helps students understand the world of work, and to appreciate the value of school learning and its relevance to their lives. Work-based learning contributes to broader educational outcomes ➤ "... work-based learning advocates increasingly argued that the approach was not only a means of transition to work once an occupational direction had been chosen, but rather a strategy for exploring career possibilities and gaining the underlying foundation of knowledge and skills needed by everyone to prepare for adulthood" 	<p>Bridie & Irving, 2007; Peters & Smith, 1998; Raelin, 2000</p> <p>Bailey & Hughes & Moore, 2004, p. 4</p>
<ul style="list-style-type: none"> ➤ Issues in implementation 	<ul style="list-style-type: none"> ➤ "Timetabling was one of the most difficult aspects of providing VET [WBL] in schools.... Training teachers had been another big issue in the implementation of VET [WBL]" ➤ The costs of VET [WBL] courses were greater than general education subjects. ➤ Billett (2006) stated that success of programs depended on not only simple integrated VET [WBL] programs into school curriculum, but also depended on competency and expertise of the teachers to guide the students reflection on work-based learning in the school-based activities ➤ Recognition, accreditation and pathways to higher education is key to participation 	<p>Crump and Gordon , 2005, p. 140</p> <p>Porter, 2006</p> <p>Billett, 2006</p>

Design of the study

Methodology: Individual interviews, focus group interview, ethnographic observation, relevant documents, and questionnaire survey.

Participants: 23 WBL students, 15 industry partners, and the members of project team (PMT, PDT & ET).

Methods: pre-test and post-test survey, semi-structured interviews and focus group interviews.



Findings & Discussions

Exceeded Expectations

WBL programme:

- helped students acquire knowledge & skills in the real work.
- provided opportunities for students to learn work ethic.
- provided opportunities for students to learn about the nature work.

The College:

- provided information on work codes and behaviors for students.
- provided technical support for students.
- provided counseling for students in debriefing sessions, onsite visit, etc.

Teachers also

- get students to reflect on their work attachment experiences effectively.

Achieved Expectations

WBL programme:

- enhanced students' vocational skills.
- helped students learn interpersonal skills.
- provided opportunities for students to learn on how to solve problems.
- enhanced the independence of students' pursuit of knowledge, work requirements, etc.

Attainment of Expectations needs improvement

The WBL programme were able to:

- apply what they learn from textbooks into the world of work.
- enhance students' negotiation (between employees and employers) skills.
- enhance students' competitiveness for further study and clearer direction for further study.
- enhance students' competitiveness for work and a clearer direction for work.

Attainment of Expectations needs improvement

The College needs to provide:

- adequate information about WBL for students.
- effective training and assistance for students in the application process.
- moral support for students.
- The College acts as a bridge between students and employers

Attainment of Expectations needs improvement

Employers need to provide:

- relevant information about work for students.
- relevant training about work for students.
- technical support for students.
- work safety training for students .
- feedback and suggestions for students' work .

Student Focus Group Interview Before

The students said that they participated in WBL to:

- **earn 9 credits and gain work experiences.**
- **explore** the world of work.
- “jump out of the school fence” **to learn and to experience** things which could not be learned from textbooks.
- **build social and business** network for finding jobs in future.
- The students said that they **expected the employers** who would provide **training** before the actual commitment to work.

Student Focus Group Interview After

- Most students have learned the daily operations of the company and the need for:
 1. **communication skills,**
 2. **problem solving skills,**
 3. **interpersonal skills,**
 4. **critical thinking skills,**
 5. importance of having **good work** attitudes.
- Four students said that work placement helped them **develop characteristics** of persistence and patience, and greater responsibility.
- Most students felt **more self-confident** in talking with strangers, in finding a job and working with others.
- Some students said **their English has improved through** the work placement experience.
- Most students said they became more **mature in** shaping their personalities and in encountering problems.

Students' Experiences

The students had “**great experiences**” including:

- **Understand the real** world of work, office politics, and dysfunctional work communication.
- **Inspire to study hard** at school to avoid work in low skill and heavy-physical-labor jobs after they have graduated.
- Stress the **importance of language competency**, especially with English was confirmed.
- When asked if they would choose the WBL again, most students answered in an affirmative stance.

Experiencing Work



Learning for students

- A supervisor complimented a student for **being the best student among student placements from different schools and institutes.** She was humble and teachable, and the supervisor would ask her to train other student placements which helped boost her self-confidence.
- A student said that she stayed and finished her work placement because **she wanted her family and friends to be proud of her.**
- A supervisor complimented a student and said that **she has learned something which she could not learn at home and at the College.**
- A supervisor complimented a student for being on time for work and said that she was a **good example to other employees.**

Stakeholders' view on WBL

Stakeholders	BENEFITS	CONCERNS/ SUGGESTIONS
Business Partners	<ul style="list-style-type: none"> • Enhance internal training skills in organisations • Fulfill social responsibility • Student's positive performance provide good benchmark for staff • Identify quality prospective staff • WBL provides real life working environment training students' interpersonal & communication skills • Strengthens business-school partnership • Additional helping hand relieves internal staff workload. 	<ul style="list-style-type: none"> • Continuity at work • Streamline payment method to students • Quality of student's performance
Teachers	<ul style="list-style-type: none"> • Teachers generally saw WBL provided good learning and growing experiences for their students. • The students learned things which they could not teach them at classroom. • Moreover, the teachers learned something from the students' sharing which helped the teachers with their professional development and to stay connective with the world of work. 	<ul style="list-style-type: none"> • Workloads (for example, on-site visit added to existing workloads) • How to conduct debriefing more effectively? • How to integrate WBL in other classes/subjects?
Parents	<p>Most parents are supportive because they wanted:</p> <ul style="list-style-type: none"> • the students to have work experience. • work experiences to help them to find jobs in the future. • the students to be more independent • the students to learn different things and connect with the society. 	<ul style="list-style-type: none"> • Parents concerned about students' balancing academic performance and work. • Some parents concerned about fatigue.

Challenges for developing and implementing WBL

Timetabling &
costs

Finding
appropriate work
attachments for
students

Linking curriculum
outcomes with
experience

Co-ordinating
the College,
HKIEd and
Industry Partners

Working with
employers

Curriculum Products of the Project

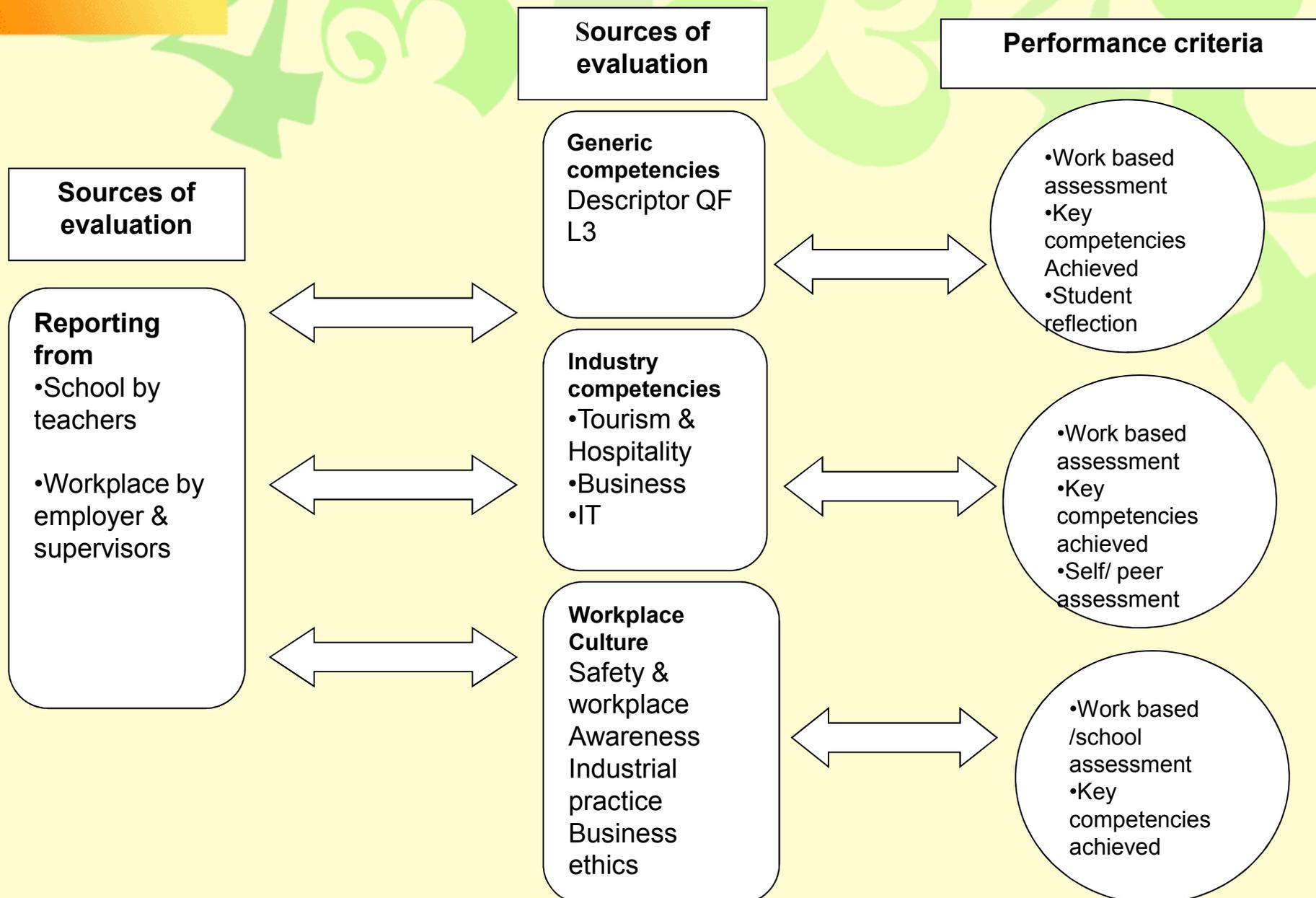
The Work-Base Learning Modules for:

- Diploma in Hospitality and Tourism Management,
- Diploma in Business, and
- Diploma in Information Technology.

Work-Based Learning Programme Student Handbook and Guidelines for Industry Business Partners;

New Assessment framework.

Assessment Framework



Future Proposals

The College, in collaboration with the Hong Kong Institute of Education (HKIEd), is proposing a second project entitled “***A whole school approach to students’ learning and career aspirations for effective career planning and mapping in New Senior Secondary Curriculum.***”



Thank You