Individualised Learning Approach

The Three P's – People, Place and Process

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Case Study: NAK Australia (An Australian small to medium enterprise)

Developing and implementing a model of vocational and higher education within an Australian small to medium enterprise.

➢The **people** involved in the project

➢The location or **place** for the training

➢The **process** of education and training that was applied

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Case Study: Supported by Senior Management

Staff employed at the main operations of the company in Brisbane invited to participate in education and training that would be accredited from VET certificate level through to HE bachelor degree.

➢ Multi-disciplinary team of people
  ➢ HR, marketing, finance, logistics and IT.

➢ The participants had demonstrated a preference for WBL above the traditional semester-based approach.

➢ Initial qualifications achieved ranged from Certificate III in Business, Certificate IV in Training & Assessment Diploma in Business.

➢ Pedagogy based on a blended approach of workshops to ad concepts, identify and confirm WBL projects and supported email, telephone and mentoring sessions.

Contemporary workplaces or Classroom Learning?

1. the individual's own learning processes
2. the technical/organisational learning environment
3. the broader social/cultural learning environment. (Illeris, 2004)

WORK BASED LEARNING

- "learning at work, through work and for the purpose of work"

- Enables learners to match their own personal and professional learning with an organisation's future development and growth

Work based learning pathway

- on one hand it is a personal tool to connect the individual (their own personal traits and preferences) with their professional growth and learning;

- while on the other hand it is a shared (organisational) tool in business innovation, quality improvement and project management.

- assists a workgroup to connect the now (current state) with the future (desired state) and informs improved practice and creates even more opportunities for learning

➢ Learning approach provided learners with a high level of satisfaction and achievement

  ➢ Positive view towards learning

  ➢ Developed confidence in their own ability

➢ Organisation benefits through staff contributing to improved business processes through staff engagement

➢ Building relationships across the organisation

➢ Improved levels of understanding through the regular mentoring team sessions

Reflective Considerations

'we realised that the sense of being time poor and experiencing life as proceeding at a frenetic pace was not just a phenomenon of work but was characteristic of most aspects of contemporary society' (Boud 2006)

Staff identified to undertake the WBL degree program were appointed based on two characteristics

➤ they were involved in core functions of the business that were undergoing important changes and development

➤ they had demonstrated an interest in further professional development and a capacity for such development from from their earlier VET experience.

BA (Hons) (Negotiated Specialisation)   360 cp

| NAK/ASBL	NAK/MU	Middlesex University
Diploma	AOL/RPL	BA (Hons)
* Mgt * Business * Training	* Mgt * Business * Training	* WBL Project * Four (4) modules
*Taught * RPL	* RPL	* Distance * Mentored

The WBL Case Study Model

NAK - Middlesex University

BA (Hons)

NAK (VET Qualifications + RPL) **(240cp)** (Phase 1)
Middlesex (WBL program) **(120cp)** (Phase 2)
= BA (Hons)

Phase 1   NAK/WBL Program with Middlesex University

➢Learners gain diploma/advanced diploma with private RTO

➢Articulation RPL pathway (up to 240/360 credit points)

➢Two years credit towards a 3 year BA Hons degree

Elements of Work Based Learning
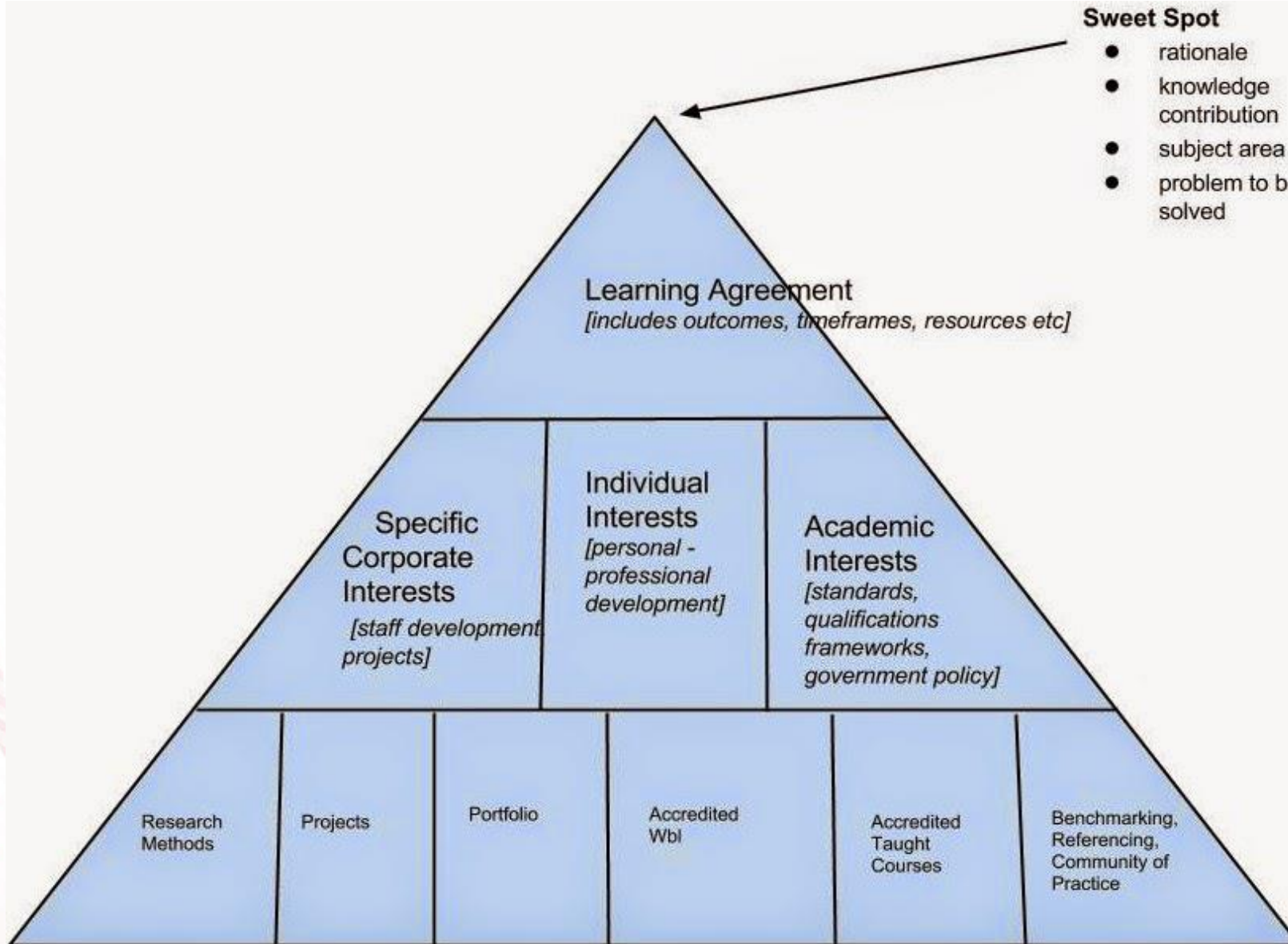
Phase 2   NAK/WBL Program with Middlesex University

➢ Review of Learning – capabilities, attributes & authority identified by a critical reflective statement on formal & informal learning

➢ Planning Professional Development – is undertaken in support and preparation for further learning resulting from the review of learning

➢ Professional Practitioner Inquiry – development of insider research proposal to combine learning & skills at work through a practice themed project.

Phase 2   NAK/WBL Program with Middlesex University

➢Negotiated WBL Project – project proposals are undertaken through consultation with the work team and endorsed by senior management

➢Oral Presentations/Examination – completed as part of final assessment for the completion of the award

Essence of Work Based Learning

The opportunities for work based learners to reference creative individuals as part of their own development means that work based learning can be a bridge not only between industry and structured learning but also to connect creative thinkers, across all disciplines and professions, with the world of contemporary business practice.

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Elements of Work Based Learning

- Research/Enquiry methods - without knowledge of and reference to these a work based project will not satisfy the curriculum standards

- Projects - are the primary 'units' of work based learning and it is within one or more projects that students achieve the learning outcomes of their curriculum

- Portfolio - is a foundation element where the student identifies their existing knowledge and capability and starts to build their journey in reflective professional practice

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Elements of Work Based Learning Approach

- Accredited work based learning - opportunity for students with previous knowledge and experience to gain credit for prior learning in the workplace

- Accredited Taught Courses - provide students with the opportunity to acquire knowledge from existing sources that will complement their own learning objectives

- Benchmarking and Referencing - like research methods, ensures that the student's learnings are located within a body of knowledge and capable of being academically assessed.

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Project Topics

➢To manage the roll out of the new NAK mobile phone ordering system.

➢To develop and implement a leadership succession strategy to manage effective knowledge transfer ensuring superior leadership continuity.

➢To develop and implement an overarching digital strategy for NAK Australia.

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➢To develop and implement a workable process for managing the new risk management policies across all sections of the business.

➢To develop and implement an international strategy to improve export profitability.

➢To investigate management strategies to increase sales via generating new business in international markets.

Review of program and process

Methodology – semi structured open questions with all participants interviewed together with all executive managers.

Summary of benefits to the organisation and the individual

➢Creates a culture for encouraging innovation

➢Aids in creating long term success for the organisation

➢Increases creativity

- Creates personal security within a skill/competency set
- Enhances strategic capability
- The program attracts staff who want to succeed
- Allows enhanced communication within and between teams
- Allows enhanced communication with management
- Aids in developing a happy, satisfied and motivated organisation.
- Allows staff to gain higher educational qualifications or the job.

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Reflection & Work Based Learning

- Communicate decisions, actions & review other options

- Personal growth & development

- Employed in group work as part of established quality, project & business improvement cycles

- Compare, benchmark & reference other sources on what they know or think they know

- Share with others as part of a professional development activity

Reflective Practice is a Bridge

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Reflective Considerations

An integral component of work, a necessary element in the evaluation, sense-making, learning and decision-making processes in the workplace. It is through a focus on reflection we suggest that the needs of production can be reconciled with the needs of employees to have satisfying engagement with their work. As the identity of worker shifts to worker-learner in new forms of production, so reflection is a key element in working with the challenges to identity that are also involved.

(Boud 2006)

Summary of negative aspects to the organisation and the individual

➢The increased stress on an individual to perform

➢The pressure for an individual to develop new skills

➢Can have negative affect on family and social life

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"Without doubt this program of learning has developed each participant's individual capabilities as well it has enhanced the NAK Australia's organisational capabilities with the result being continued improved competitiveness within a highly competitive marketplace." General Manager NAK Australia"

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