



Work-based learning in HE

18 November 2022 EQAF Conference

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Programme



Part I

- The work-based learning guide in a nutshell (15 minutes)

Part II

- Explanation assignment (10 minutes)
- Work in groups (50 minutes)
- Plenary discussion (15 minutes)

Why are we talking about WBL?

- Two real life case studies illustrating different scenarios



Part 1 Guidelines

Student Jip

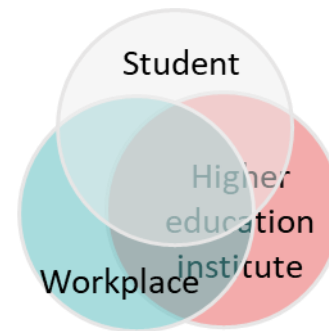
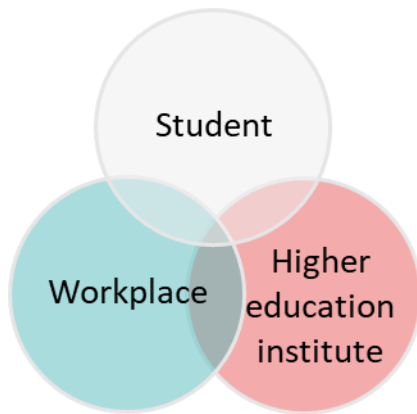
- Jip is a student at an academic degree programme in teacher education.
- 60% of the programme is WBL at a secondary school (workplace).
- At the start of her WBL Jip has a meeting with her supervisor at the school.
- The supervisor gives Jip the key to the classroom, the text book and tells her at which chapter she can start her lessons.

Student Pippin

- Pippin is a student at an academic programme in teacher education.
- 60% of the programme is WBL at a school (workplace).
- At the start of the WBL Pippin has a meeting with his HEI supervisor and his supervisor at the workplace.
- Together with his supervisors Pippin designs his individual learning pathway (WBL).

Parties involved in work-based learning

WBL involves cooperation between the student, the workplace and the HEI



Guidelines in 5 Quality Features

- I. Design
- II. Prepare
- III. Guide
- IV. Assess
- V. Improve quality



Design

- How is a degree programme that includes work-based learning designed?

Important: design of learning outcomes in different workplace settings.



Prepare

- How is learning designed and set out in agreements in the preparatory phase?

Important: students should feel that they have room to develop their own learning pathway.



Guide

- How is student supervision designed and set out in agreements?

Important: ensure that the student achieves the learning outcomes.



Assess

- How is student assessment designed and set out in agreements?

Important: the parties translate requirements of the degree programme into assessment criteria for the student's performance in the workplace.



Part 2

Workshop

- Real life case: critical reflection programme
- Preparation panel for site visit (accreditation)
- Panel consisting of two students, two experts from HEI's and two experts workfield.
- This is *not* a role-play, but we'd like you to prepare the questions for the panel



Assignment

- Read the critical reflection;
- Use the questions in the quality features II & III as sources of inspiration;
- Formulate the questions for the meetings with students, lecturers HEI and workfield representatives.
- Writing themes, questions on flipovers

50 minutes total

Wrap-up



Available at nvaio.net

<https://www.nvaio.net/en/publications/a-route-map-for-high-quality-work-based-learning-in-higher-education>



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A route map for high-quality work-based learning in higher education

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A ROUTE MAP FOR HIGH-QUALITY WORK-BASED LEARNING IN HIGHER EDUCATION

08/11/2022

Together with experts from the field, NVAO Netherlands has worked on a guide that can inspire study programmes, students and organisations in the (further) development of work-based learning. The guide 'A route map for high-quality work-based learning in higher education' describes a system that can contribute to the dialogue on the quality of work-based learning within higher education and is therefore also relevant for review panels responsible for the assessment of study programmes with work-based learning in the programme.

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