

Work-based Learning in Level 5 – Associate Degree



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Take your
passion to
the next level.



CONTEXT

Volatile
Uncertain
VUCA world
Complex
Ambiguous

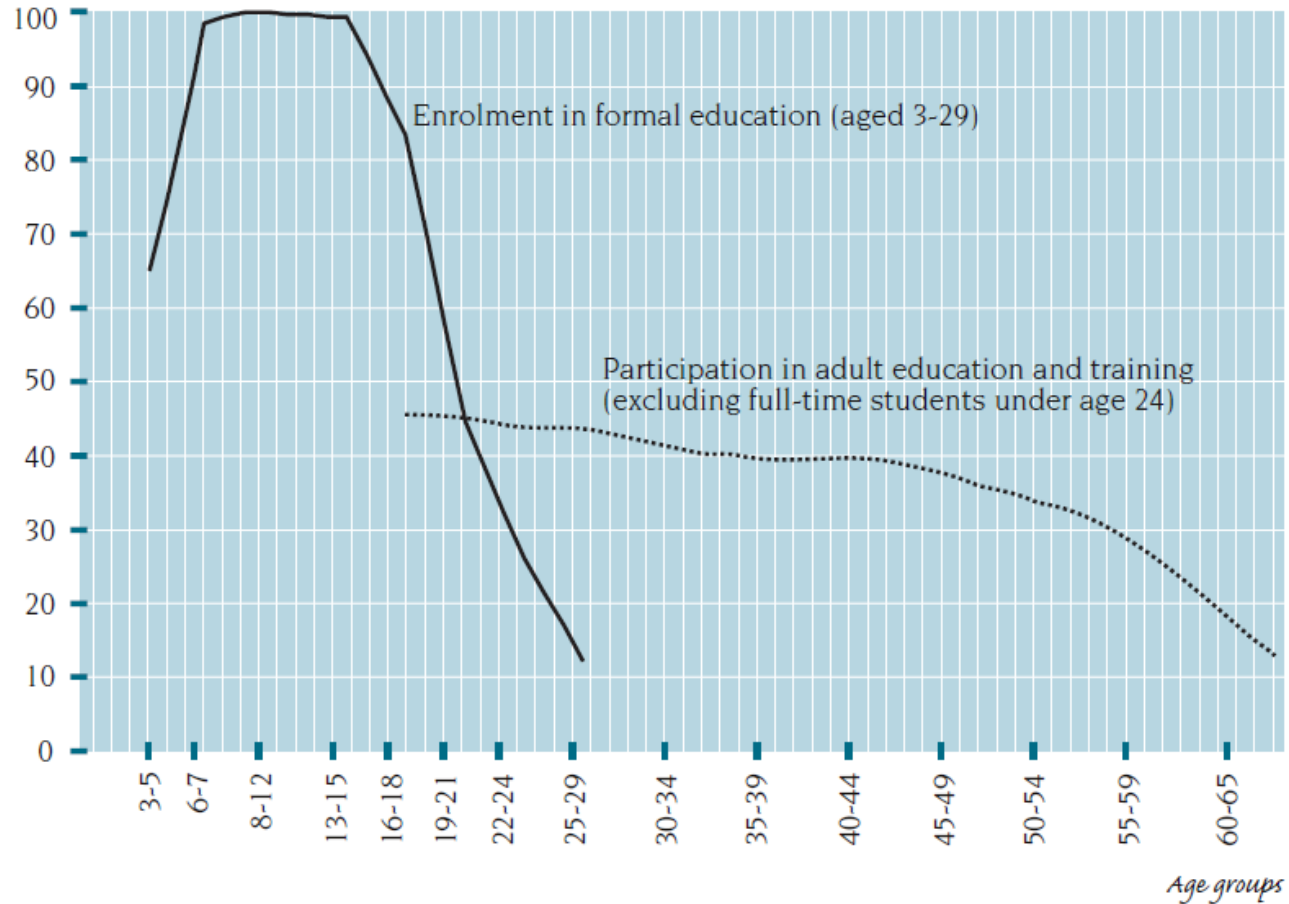
CONTEXT

Enrolment in formal education is virtually universal during ages 4 to 15, but participation in some form of organised learning activity is not a reality for all.

Figure 1.1 Participation in education and training over the life-span in OECD countries¹

Percentage of age cohort enrolled in formal education (age 3 to 29) and participation in adult education and training (age 16 to 65), unweighted mean, for 18 countries, 1998

Enrolment and participation rates



1. Australia, Belgium (Flemish Community), Canada, Czech Republic, Denmark, Finland, Germany, Hungary, Ireland, Netherlands, New Zealand, Norway, Poland, Portugal, Sweden, Switzerland, United Kingdom, United States.

Sources: OECD Education Database and International Adult Literacy Survey Database.

Lifelong learning

 02/06/2017

objective 

assessment 

 assessment

 VNR17

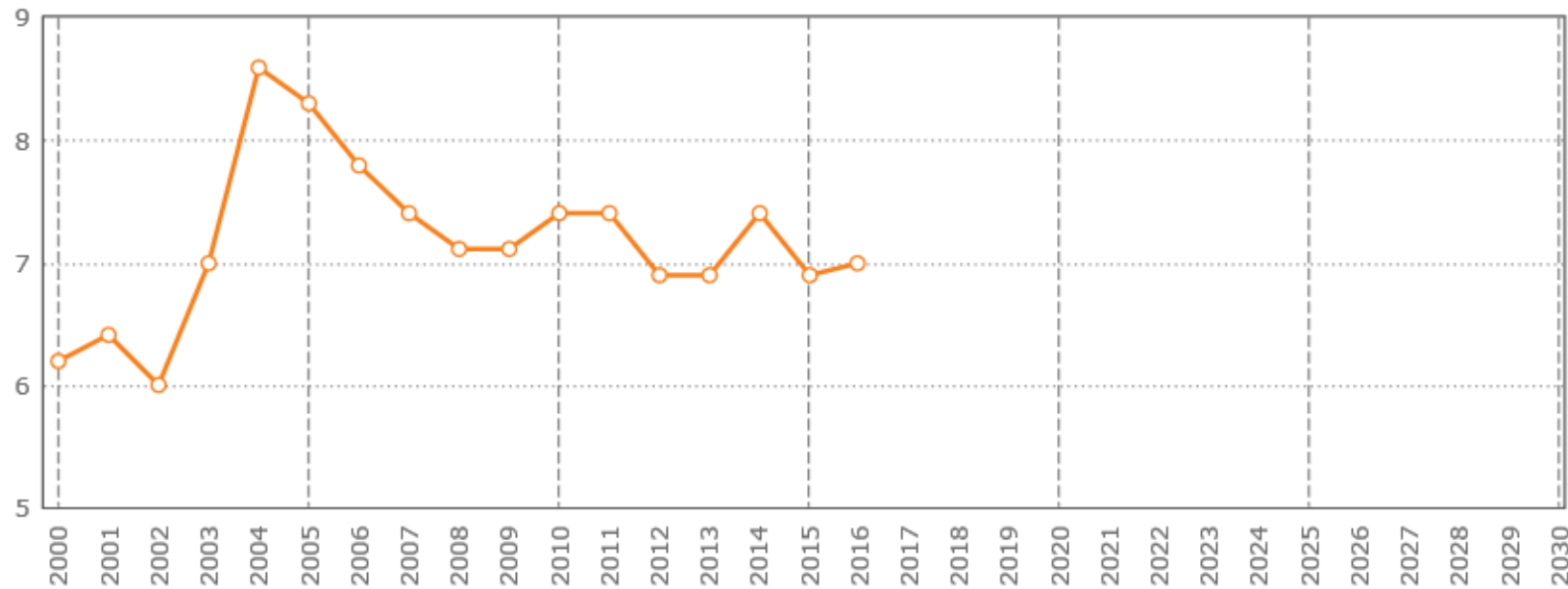
In 2016, 7% of the Belgian population aged 25-64 participated in education or training in the four weeks preceding the interview. To achieve the sustainable development goal by 2030, this figure must be increased. The trend since 2000 is undetermined.

Data

Description

TREND ASSESSMENT: Lifelong learning - Belgium

percentage of population aged 25-64

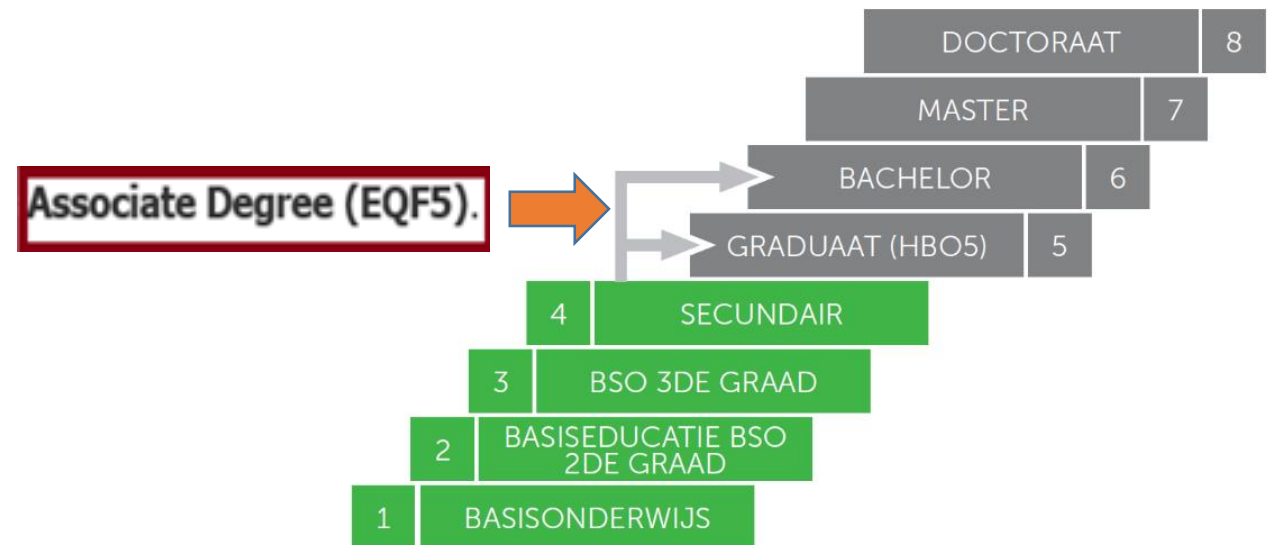


Short-cycle programmes considered as part of higher education 2016/17



Source: AGF Level 5 Forum, Dublin, June 2018

- 1 September 2019: integration level 5 in university colleges
- Higher education (18+ years)
 - Level 5: associate's degree
 - Level 6: bachelor's degree
 - Level 7: master's degree



Difference ?

- Bachelor
 - Learning through *Education*
 - Internships
- Associate Degree EQF5
 - Learning through *Workplace*
 - Experiential Learning
 - Work-based Learning



Difference ?

Internship

“Doing what has been learned”



Work-based Learning

“Learning by doing”



New curriculum ?

- Min. 1/3 of the curriculum = work-based learning
- Courses are supportive
- Offer courses at the most suitable time
- Integrate experiences from the workplace in courses

Challenge: work-based learning!

- For all students
- For all target groups
- Early in the program, in a combination of learning and working
- Supported by experienced mentors
 - Create job trainings / workplaces
 - Develop a vision on learning and working
 - Facilitate nontraditional students
 - Train mentors

Ref.: Katrien Jacobs, AP Hogeschool (06/2018)

Good Practices / Benchmarks



GRIT



Erasmus+



Boosting European Exchange on Higher VET
and Employer involvement in education Structures

BEEHIVES



UNIVERSITY OF APPLIED
SCIENCES AND ARTS

avans
hogeschool

HOGESCHOOL



Voltijd x

Deeltijd x

Duaal x

Associate degree x



Associate degree

Dual Learning: The Swiss Experience

Dual vocational education and training (dual VET), also known as 'dual learning', is a major priority of the current Flemish Government and a challenge for the interplay between education and the labour market. In dual learning, the education of students unites instruction in the context of an educational setting with tuition at a workplace. This combination makes dual VET a realistic and relevant learning pathway.

Also in e.g. Germany & Austria

Duale Berufsausbildung in Deutschland



Accounting administration

Juridische administratie

Marketing- en communicatiesupport

Sales (vanaf 2020-2021)

Transport en logistiek

Verkeerskunde en mobiliteit

Winkelmanagement

CASE PXL : Retailmanagement (shopmanagement)

Work-based Learning

Project 1: Orientation in the workplace

Project 2: The customer in the workplace

Project 3: Management & Entrepreneurship

Project 4: Management & Innovation

Project 5 & 6: Integration



Workplace Coaches !!!



CASE PXL : Retailmanagement (shopmanagement)

Theoretical part

- 2 days a week
- Educational institution (HEI)
- Contact education and distance learning
- Supervised by lecturers

Workplace learning

- 2 days a week
- Learning on the work floor through observation and participation
- Supervised by '**workplace coach**' and '**learning coach**'



Q1: what is the current situation in your country ?

Q2: experiences in work-based learning ?

Q3: possible cooperation with international partners?

Q4: challenges?

Q5: other?