

**WORK BASED LEARNING**  
**INTERIM PROJECT REPORT**  
**OVERVIEW OF LITERATURE**

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Karen Hardacre  
Kate Schneider

<b>Rationale .....</b>	<b>3</b>
<b>Data sources.....</b>	<b>4</b>
<b>Search terms .....</b>	<b>4</b>
<b>Internet search.....</b>	<b>4</b>
<b>Definitions .....</b>	<b>6</b>
<b>Models of work based learning .....</b>	<b>7</b>
<b>Learning methods .....</b>	<b>8</b>
<b>Learning technologies .....</b>	<b>10</b>
<b>Practice examples.....</b>	<b>10</b>
<b>Learning partnerships .....</b>	<b>13</b>
<b>Work based learning influencing changes in practice .....</b>	<b>14</b>
<b>Competence-based learning .....</b>	<b>15</b>
<b>Assessing learning outcomes .....</b>	<b>15</b>
<b>Approaches to assessment – practice examples.....</b>	<b>17</b>
<b>Accreditation .....</b>	<b>18</b>
<b>Emerging issues and observations.....</b>	<b>20</b>
<b>Bibliography .....</b>	<b>23</b>
<b>APPENDIX 1.....</b>	<b>30</b>

## **Introduction**

This report has been commissioned by Skills for Health as part of a project to investigate new ways of delivering work based learning, with particular reference to how these opportunities can be more effectively captured and valued.

The report summarises the findings of research to identify current work-based learning and practice, possible benefits, models in use, relevance of models to skills escalation, and any gaps in practice. The report also identifies the application of National Occupational Standards to demonstrate competence-based learning and assessment of that learning.

## **Search Strategy**

### **Rationale**

In considering the focus of the project, it was determined at the outset of the literature search not to undertake a systematic review of the literature; rather, the search was targeted in order to capture,

- work-based learning and practice in health care settings in the past three years
- models in use
- possible benefits
- and relevance of models to skills escalation.

The researchers took advice from steering group members and further revised this approach in order capture,

- explicit learning outcomes
- formal assessment processes
- identification and delivery of standards
- the application of quality processes
- recognition through awards/accreditation

- those factors which enable work based learning to be achieved, successfully
- consideration of how organisations and learning ensure 'best value' from work based learning opportunities and activity.

The search focused on work-based learning as a primary term; and work-based learning in health care as a secondary term.

### **Data sources**

The research utilised a range of electronic databases, including:

- **Cumulative Index to Nursing and Allied Health Literature (CINAHL):** covering virtually all English language core journals in nursing and allied health disciplines, as well as publications from the American Nurses Association and the National League for Nursing (coverage: 1982 -)
- **Medline** - the bibliographic database of the United States National Library of Medicine. It is the computerized counterpart of Index Medicus. (coverage: 1966 -)
- **EBSCOHOST EJS**, a database of the content of over 9000 e-journals including access to the full text of over 2600 titles.

### **Search terms**

Search terms included,

- Work based learning
- (Work based learning) and health
- (1,2) and pre-registration
- (1,2) and post-registration
- (1,2) and continuing professional development
- (1,2) and vocational
- (3,4,5) and outcomes
- (3,4,5) and assess\*
- (3,4,5) and evaluate\*
- (3,4,5) and impact
- (3,4,5) and competence\*
- (3,4,5) mentorship
- (3,4,5) preceptorship
- (3,4,5) e-learning

### **Internet search**

Websites and associated resources were identified using the following search terms:

- work based learning
- practice based learning
- learning and development assessment
- learning and development evaluation
- learning outcomes
- training and education outcomes
- work based learning
  - \* assessment
  - \* evaluation
- health care learning and development
- health care education and training
- health care vocational education and training
- health care continuing professional development.

Appendix 1 sets out a list of websites reviewed.

### **Data retrieval and storage**

Articles, abstracts and references were transferred into a Reference Manager electronic database, for analysis.

Work-based learning projects and examples of models were captured and stored electronically in an Excel spreadsheet.

## **Work based learning: what it is**

### **Definitions**

Work based learning is learning that takes place at, from or for work (Seagraves et al 1996).

Barr (2002) suggests that learning can take place at work or away from work, with the objective of improving work performance. In the context of health care, work-based learning has the potential to meet the needs of practitioners by promoting learning that is practice driven (Foster 1996, Walker and Dewar 2000). It enables students to identify the learning potential of their experience, relate learning to practice and articulate learning for the purpose of assessment (Swallow et al 2000).

Jonathan Garnett, Professor of Work Based Learning at Middlesex University, suggested that work based learning has created a paradigm shift in teaching. Rather than learning being associated with a knowledge transfer from the educational institution to the individual, learning is associated with practitioners focusing on the realities of practice within a theoretical and reflective framework (Burton, J, 2004).

Foster (1996) suggests that work based learning has the following features:

- it is performance-related, focusing on tasks arising in the workplace;
- it is problem-based, focusing on tackling complex work-based problems in management or care;
- it is autonomously managed, with learners taking a large measure of responsibility for ensuring that they learn from their work activities;
- it is team-based, tackling problems requiring effective co-operation between people with different roles and expertise;
- it is concerned with performance enhancement, and updating and upgrading of experience, which is now a normal feature of most people's work experience;
- it is innovative, focusing on new techniques or approaches which create many opportunities for learning and provide experience of managing change. (Flanagan, J et al, 2000).

Sangster et al (2000) suggest that work based learning allows for individual development within the aims and objectives of an employee's organisation,

within a negotiated flexible delivery framework; the emphasis is on learning rather than being taught. Learning is centred around individual, shared and collective activity.

Dewar et al (2003) highlight four main characteristics of work-based learning:

- it involves a tripartite relationship between the employing organisation, the education institution and the student;
- the employer and the educational institution both contribute to the student's learning process;
- work activities and professional roles are the starting point of work-based learning and therefore the structured learning is relevant to the activities of the workplace;
- work-based learning provides a structure to support student autonomy: the student is responsible for identifying learning needs, and for planning how they will be met. Academic and workplace tutors facilitate learning. (1)

### **Models of work based learning**

The literature distinguishes between accredited work-based learning and non-accredited work-based learning: the latter is tacit, practical and situational; the key to accredited work-based learning is to make this tacit knowledge explicit. (2)

Sangster et al (2001) offer three models of work-based learning:

- accreditation models based on previous certified learning, incorporating the learner's experience and recognising learning through APEL;
- customized models tailored to meet the needs of individuals and groups at work, developed in partnership with the employer;
- the transformative model, where the curriculum exists in the workplace and learning emerges from both the workplace and education institution.

University of Central Lancashire's Guide to Accreditation of Prior and Work Based Learning presents five models:

<b>Work-based learning as access or accelerated access (This requires Acquired (Previous) Experience and Learning - (A(P)EL)</b>	The learner's experience is recognised by the university to gain access to a course or a means of gaining credit and remission from part of a course.
<b>Work-based learning as professional preparation</b>	Assessment of practice in supervised practice.
<b>Full time students spend time in the workplace as an element of their degree programme</b>	i.e. the traditional sandwich course
<b>Work-based learning as a general preparation for employment</b>	Many HEIs offer a module or incorporate the development of core transferable skills such as numeracy, problem solving, communication, to prepare students for employers.
<b>Work-based learning as the major constituent of a programme of study</b>	Students remain as full time employees and network in groups or via the internet to discuss problems and issues.

## **Learning methods**

The literature cites an array of methods to support work-based learning, including:

- workplace simulation
- scenario and enquiry based learning
- consultation review
- dress rehearsal
- clinical seminar
- problem solving
- case study
- action learning
- active learning scenarios
- action research
- networking
- shadowing
- reflection
- paired or group discussion.

Processes and tools supporting work-based learning include,

- personal development planning
- recognition and accreditation of prior (experiential) learning
- negotiated learning contracts
- individual learning plans
- identification of specific learning outcomes by the student

- identification of generic or specific learning outcomes by the education provider in collaboration with the employer
- taught elements, via traditional classroom routes or types of open, flexible, distance or e-learning
- learning support to acquire specific skills
- action learning
- action research. (3)

Support for work based learning may be offered by,

- line managers
- peers
- trade unions
- preceptors
- mentors
- coaches
- supervisors
- practice teachers/tutors
- clinical education facilitators
- educators as facilitators of learning
- people who use services, and their carers ('experts by experience').

Gibbs' (1992) strategies aimed at promoting a deep approach to learning and improving the quality of learning, including,

- encouraging independent learning, involving greater control over subject matter choice, learning methods, the pace of study and the assessment of learning outcomes;
- supporting personal development, involving the encouragement of learner motivation, recognizing that individuals learn through feelings as well as through intellect;
- the synthesis of relevant knowledge from different subject sources;
- the use of learning diaries, reflective journals, participant observation;
- learning by doing, emphasizing the learners' active involvement through such stratagems as role-play, simulations, use of games, workplace visits;
- assessment of performance.
- motivating learning tasks and activities
- setting projects involving the application of knowledge to new situations
- working in groups involving interactive project-based work

- peer tutoring.

Brennan and Little (1996) note that all of these strategies are drawn upon, in different combinations, in work based learning and certain strategies are explicitly used for promoting, realising and evidencing work based learning.

### **Learning technologies**

Sandars, J (2006) argues the challenge that the 'net generation' presents to work based learning, citing the interactive features of the way that the net generation learns,

- using environments that are rich in multimedia images, especially visual and audio, are preferred to those that are predominantly composed of text;
- there is a preference to be actively engaged in tasks rather than reading about events or writing about them;
- motivation to learn comes from being actively involved in the learning and by attempts to answer questions that arise during a task.

Sandars promotes the idea of the *active learner*, synthesising an array of information from widely dispersed resources; and the role of the educator changing from that of a provider of information to that of a facilitator.

### **Practice examples**

**The University of Reading and the West of Berkshire Primary Care NHS Trusts** have established a flexible work based learning programme which utilizes a range of teaching and learning strategies including,

- distance learning
- reflection and experiential learning
- contract learning
- personal tutorials.

Learners are required to focus on their present and future practice; new knowledge is generated and ideas are developed through personal reflections on experiences. To demonstrate learning, a comprehensive

picture of their learning in practice, their knowledge base, feelings, values and attitudes are demonstrated within a portfolio. (ref)

**The Work-Based Integrative Studies (WBIS)** programme offers midwives a modular method of gaining an academic qualification for achievements accomplished through work, by enabling them to influence and contribute to their own learning and development. Students begin the WBIS programme with a module based around self review; a pathway for future learning and academic award is then negotiated individually. Critical reflection is a key component of the programme, within a learning culture that promotes adaptability, creativity, flexibility and responsiveness (Fryer, 1992). (Birch, L, 2005)

**Implementation of clinical guidelines** – two clinical development nurses led teaching sessions in their workplace to implement guidelines on involving relatives of older people in decision-making. They identified their learning outcomes and used reflective writing, action learning and supervision over a period of six months, supported by a project director, academic and workplace supervisor. (Dewar et al, 2003).

## **What are the characteristics of successful work based learning?**

The need for students and teachers to have sufficient protected time in order to engage in work based learning, and to promote continuity of learning is stressed. Chapman (2006) concludes that the main aspects of work based learning that contribute to practice development include,

- the relevance of studies;
- the use of distance learning;
- and the provision of sufficient supervisory support in practice.

Fraser, S identifies three features that were found in successful work based learners; they,

- keep their goals aligned so that there is a synergy between personal goals and organisational goals;
- engage in constant real-time and critical review and feedback;
- helping others to grow with them.

Tennant (2000) described the role of the workplace facilitators as arbiters, guides, and assessors of performance, to support the learner to,

- analyse the workplace experience
- learn from others
- act without all the facts available
- choose from multiple courses of action
- learn about organisational culture
- use a wide range of resources and activities as learning opportunities
- understand competing and varied interests in shaping of work and professional identity
- and be active in seeking learning opportunities. (5)

Chalmers et al (2001) suggest the drive to widen access to learning and for education providers to be more responsive to the requirements of employers is characterised by,

- increased partnership with stakeholders, particularly employers;

- student-focused and flexible learning strategies
- facilitation and engagement in continuing development/lifelong learning
- increased momentum for accreditation of prior learning
- negotiated learning contracts; student identification of own learning needs;
- reflection and analysis of practice
- learning with a focus on fitness for purpose that is meeting the requirements of employers. (6)

Lynne Caley (2006) helpfully identifies three sorts of work based learning, namely:

- learning for work,
- learning at work, and
- learning through work.

She concludes that organisational commitment and factors affecting the individual are critical to the success of work based learning. She believes that supervisor/line manager support for learners is critical to success.

### **Learning partnerships**

Doncaster, K and Garnett J (2000) argue that the quality of the learning is not dependent on the quality of the learning experience, but on the quality of the process of reflection in relation to the agreed learning outcomes. They suggest that employers must have a more central and continuing role in the ongoing monitoring and evaluation of learning outcomes.

Shared responsibility for planning and enabling the learning process are key features in making work-based learning work (Waddington and March, 1990; Bond and Wilson, 2000).

In case studies from Middlesex University, Doncaster, K and Garnett, J (2000) emphasise the importance of the quality of learning partnerships. They identify five key criteria for successful partnerships:

- explicit learning outcomes
- formal assessment processes

- identification and delivery of standards
- the application of appropriate HE quality and enhancement processes
- recognition through the award of credit or other certification.

### **Work based learning influencing changes in practice**

Whereas evaluation is acknowledged as an integral part of the learning process, the literature offers few examples of an established link between work-based learning, changes in practice, and the quality of care received by people using services. Chapman's (2006) analysis of data on how community nurses perceived work-based learning had contributed to the quality of care identified the following proxy outcomes: increased health promotion; increased access to services; increased patient choice; and reduced risk of infection.

## **Assessment of learning and skills escalation**

### **Competence-based learning**

The notion of competence is concerned with the knowledge, skills and personal qualities which are required for particular employment purposes. Gonczi (1994) proposes an 'integrated' or 'holistic' approach to competence, arguing that competence is relational, as it brings together a range of attributes and abilities needed for appropriate performance in specific situations.

While (1994) suggests that there should be greater emphasis on assessing performance in the clinical situation, rather than behavioural competence measured at one performance: work based learning is the means by which this can occur. An outcome or competence model of assessment enables assessors to judge what it is they really want to assess in their students, that is the acquisition and integration of knowledge, values, attitudes and skills in the world of practice.

Brennan and Little (1996) suggest that the assessment of competences in isolation and out of context would bear little relation to future occupational performance. They cite work in Australia to develop an integrated conception of competence, whereby competence is conceived in terms of knowledge, abilities, skills and attitudes displayed in the context of a set of realistic professional tasks which are pitched at an appropriate level of generality.

Foster, E and Stephenson, J (2007) suggest that further development work is needed,

- to establish common procedures and generic criteria (as opposed to standard outcomes) for judging the comparability of learner performance, to enable mobility between (employers) without loss of credit;
- to provide for staff development, both within the organisation and the educational establishment;
- to monitor the costs of supervising and mentoring so that realistic cost-benefit analyses can be established; and,
- and to evaluate the longer-term benefits to students and their host organisations.

### **Assessing learning outcomes**

The literature search identified little activity to identify learning outcomes derived from work-based learning specifically. However, it is widely stated

within the health sector that pressures of time, together with the vast range of assessment which is continually taking place, is causing considerable difficulties within the sector. In their review of work based learning in higher education (1996), Brennan and Little comment, 'much practice goes unrecorded. Furthermore, much of the literature tends towards theory or advocacy; evaluated practice per se seems to be less prevalent'.

The absence of robust approaches to evaluation of work based learning draws one to consider typologies of assessment in education as indicators for evaluation. Characteristics of 'optimal assessment' for vocational qualifications presented by Hardacre, K and Masterson, A (2007) offer standards for assessment which may be adopted for the assessment of work based learning (Table 1, below).

**Table 1**  
**Optimal assessment – health sector**

- capable of aligning assessment provision, where possible, across the vocational and academic divide and between professional groups
- managed within an effective quality assurance system, and includes effective standardisation
- valid, reliable, sufficient and authentic
- appropriate and proportionate to the decision made (both in terms of level and the evidence)
- undertaken by those the candidate works alongside
- timely, and involves ongoing and continuous elements as necessary
- capable of acknowledging and reflecting existing competence (including accrediting learning and skills already held) and able to lend itself to developmental (formative) learning where necessary
- appropriate terms of methods used
- well planned by the assessor
- transferable and consistent in terms of results
- inclusive of opportunities for effective and high quality feedback
- consistent and joined up with broader HR strategy, e.g. the KSF or other developmental systems in place locally
- cost and time effective
- adaptable for a range of needs, including staff groups and type of qualification
- proportionate to the risk to patients, scope of roles and staff level, and the requirements of regulation
- linked to identified workforce planning needs, which itself is based on some national or area level workforce planning principles or information
- capable of being planned in a clear, concise and jargon free way.

Within the literature, multiple assessment methods are commonly employed, including,

- confidence rating scales
- attitudinal questionnaires
- observation
- review of consultation record
- video analysis of consultations
- feedback from service users, colleagues and staff
- random case analysis
- problem case analysis
- multiple choice questions
- extended matching questions
- modified essay questions
- objective structured clinical examinations
- project and audit work
- practice exchange visits.

Notably, traditional assessment methods can fail to address critical thinking, the ability to self-assess competencies and learning needs accurately, and peer review capability. This has implications for the development of methodologies to assess skills related to self-directed learning within a work based learning context, and establishing skills escalation.

In 2007 Skills for Health commissioned a typology of type of assessments within Higher Education, which details and evaluates methods of assessment which are considered useful for assessing *practice* or competence. This document catalogues a wide range of approaches to assessment, including identifying strengths and weaknesses per method, and may offer a few creative approaches which can be adapted for a workplace setting, regardless of whether an external provider is involved (Hardacre and Masterson, 2007).

### **Approaches to assessment – practice examples**

Truemper, C M (2004) describes the use of scoring rubrics to facilitate assessment and evaluation of graduate-level nursing students. The scoring rubric uses clearly defined evaluation criteria and proficiency levels to gauge student achievement of those criteria (Montgomery, 2000).

### **Accreditation**

Accreditation of work-based learning takes place within the quality assurance infrastructure of Higher Education. This is monitored by the Quality Assurance Agency, through,

- the Framework for Higher Education Qualifications;
- the Code of Practice for Assurance of Academic Standards;
- subject benchmark statements;
- programme specifications produced by HEIs.

Cumbria and Lancashire Strategic Health Authority and Greater Manchester Strategic Health Authority (2004) set out steps for accrediting work based learning. They include,

- an examination of the relevance of any proposed work-based learning the academic course/curriculum
- determining the content, competences, and specific knowledge which would be involved
- documentation of the learning outcomes, including the specification of what will be assessed
- production of a learning contract describing what learning will be required for the award of credit, learning support, what will be assessed, by whom
- the credit level and volume (tariff)
- the relationship with the academic award (HEQE 1996). (7)

Getting the Credit, A Guide to Accreditation of Prior and Work Based Learning (2004) provides guidance and a resource for use by health and social care organisations, to support the accreditation of prior and work-based learning. (8)

Whereas accreditation is a valued currency in the work place, accrediting work-based learning presents challenges to the Higher Education sector; Boud and Symes (2000) identify impediments including bureaucratic

procedures, inflexibility in teaching and assessment timetables, inconsistency in the recognition of prior experiential learning, and costs associated with the demands on tutors to provide support.

The Green and White Papers in 2003, *14–19: Opportunity and Excellence*, the Skills Strategy, *21st Century Skills: Realising Our Potential* and *The Future of Higher Education*, have determined the contemporary policy climate for UK accredited vocational education and training in private training/voluntary organisations, employers, schools, further and higher education. These papers have also highlighted the workforce development role required of institutions: the Modern Apprenticeship programme and latterly the widening participation policy require schools and colleges to work more closely together with other partners, including public and private sector employers, Sector Skills Councils, work-based learning providers and Higher Education.

The 2004 paper, *Accreditation of Prior and Work-based Learning* concludes that 'the challenge for both HEIs and the health and social care sector is how to meet the rising demand for vocationally relevant programmes and in a time and cost effective way, that does not prejudice the quality assurance systems of the HEIs and is flexible enough to meet the very variable needs of the NHS and social care sector at a time of workforce and skills shortages'.

(10)

## **Summary**

### **Emerging issues and observations**

Issues and observations emerging from the literature search include:

- \* that there is a wealth of literature on work based learning in the health care system, notably with the greater proportion of articles published in the past three years being authored by academics and practitioners in the United Kingdom;
- a substantive part of this literature centres around educational theory; literature which focuses on practice development and circumvents peer reviewed journals is largely published on the worldwide web;
- web-based literature provides a broad range of resources on the processes and roles to support work based learning (for example, on mentoring; the role of the practice educator; keeping a professional portfolio);
- relatively few case studies from health care settings appear to have been published on the web in the past three years;
- there is little in the literature about an assessment or evaluation of the impact of work based learning within the UK health sector. Whereas the measurement of skills acquisition is found in a limited number of case studies, the impact on the learner, the health care environment; clinical practice; the experience of service users, and health outcomes for service users tends not to feature;
- from all data sources, there appears to be little published on the application of both National Occupational Standards, the NHS Knowledge and Skills Framework, and the concept of skills escalation in relation to work based learning,

### **Implications for this project**

The literature search has provided a number of sources to contact with a view to inclusion in the project's survey of work based learning.

Additionally, the search has highlighted key process and outcome indicators to review with sites, in order to inform the development of a model for delivery of work based learning. This includes establishing where there are:

- explicit learning outcomes for both the commissioning organisation, and the learner(s);

- robust assessment methods and processes, and how assessment is captured, including:
  - the identification and delivery of standards, or performance criteria within work based learning content and methods/processes, and the assessment of that learning, including the use of National Occupational Standards;
  - the use of an outcome or competence-based model of assessment;
  - whether critical thinking, the ability to self-assess competence and learning needs, and peer review capability are addressed;
- the application of higher education quality and enhancement processes
- recognition through the award of credit or other certification, including the implications for award of credit where learning is through work, not just at work. Also, make reference to this higher up?
- links with the commissioning organisation's (employer's) organisational development plan, continuing professional development policy, and human resources processes; specifically, the use of work based learning to enable individuals to pass through NHS Knowledge and Skills Framework gateways;
- factors which enable work-based learning to be achieved, for the learner, the employer, and the educational provider;
- characteristics of 'best value' in work based learning models and delivery, which may include, for example, protected time for the learner, including workload management; feasible assessment processes, including accessible, practical ways to capture and assess learning; learning outcomes aligned to the delivery priorities of the employer; learning opportunities informing continuing professional development and skills escalation;
- tools, methods and resources which have enabled work based learning to take place, successfully; and those resources which could be developed to enhance work based learning in the health sector.

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## APPENDIX 1

### WEBSITES ACCESSED: WORK BASED LEARNING

<p><b>Institute for Work Based Learning, Middlesex University</b> <b>National Centre for Work Based Learning Partnerships</b></p> <p>The Centre for Excellence in Work Based Learning (CEWBL) is one of 74 Centres for Excellence in Teaching and Learning awarded to Universities in England by the Higher Education Funding Council for England (HEFCE) in 2005. The CEWBL is at the leading edge of developing and rewarding teaching and learning which is directly related to the demands of knowledge-driven economies.</p> <p>The CEWBL builds upon the work of the <u>Institute for Work Based Learning</u> and the Work Based Learning and Accreditation Unit (<u>WBLAU</u>) of the School of Health and Social Sciences. It aims to maximise the impact of excellent practice in Work Based Learning within Middlesex University and to provide a catalyst for dissemination of good practice with other Centres for Excellence and the <u>Higher Education Academy</u>.</p>	<p><a href="http://www.mdx.ac.uk/wbl">www.mdx.ac.uk/wbl</a></p> <p><a href="http://www.mdx.ac.uk/wbl/cfe">www.mdx.ac.uk/wbl/cfe</a></p>
<p><b>Higher Education Academy</b></p>	<p><a href="http://www.heacademy.ac.uk">www.heacademy.ac.uk</a></p>
<p><b>University of West of England</b></p> <p>The Work-Based Learning group at UWE, which is part of the University's Teaching, Learning and Assessment Committee, sees its role as providing a focal point for the gathering and dissemination of information and developments in the field of work-based learning (wbl) to all interested parties across Faculties in UWE.</p> <p>This website has been produced as an on-line resource to realise these aims.</p>	<p><a href="http://www.uwe.ac.uk">www.uwe.ac.uk</a></p>
<p><b>Making Practice Based Learning Work</b> Educational development project funded through FTDL. University of Liverpool; Northumbria University; Bournemouth University; University of Ulster.</p>	<p><a href="http://www.practicebasedlearning.org">www.practicebasedlearning.org</a></p>
<p><b>UK Centre for the Advancement of Interprofessional Education</b> CAIPE is an independent charity, founded in 1987. It is a membership body with some 300 members who form a</p>	<p><a href="http://www.caipe.org.uk">www.caipe.org.uk</a></p>

<p>network of mutual support and interest. They include organisations and individuals across the UK statutory, voluntary and independent sectors; and a growing international membership. It has expanded from its roots in Primary Care to include individual and organisational members in local government, higher education, professional associations, Royal Colleges, professional regulatory bodies and the voluntary and private sectors. CAIPE is a national and international resource for interprofessional education in both universities and the workplace across health and social care.</p> <p>CAIPE's claim to special expertise is founded on its members, its publications and its development activities.</p> <p>CAIPE promotes and develops inter-professional education as a way of improving collaboration between practitioners and organisations, engaged in both statutory and non-statutory public services. It supports the integration of health and social care in local communities</p>	
<p><b>NHS Institute for Innovation and Improvement</b> The NHS Institute for Innovation and Improvement supports the NHS to transform healthcare for patients and the public by rapidly developing and spreading new ways of working, new technology and world class leadership.</p>	<p><a href="http://www.institute.nhs.uk">www.institute.nhs.uk</a></p>
<p><b>CHAIN - Contact, Help, Advice and Information Networks</b> are online networks for people working in health and social care. They are based around specific areas of interest, and give people a simple and informal way of contacting each other to exchange ideas and share knowledge. CHAINs are multi-professional and cross organisational.</p>	<p><a href="http://www.chain.ulcc.ac.uk">www.chain.ulcc.ac.uk</a></p>
<p><b>Knowledge Exchange</b></p>	
<p><b>University Vocational Awards Council (UVAC)</b></p>	<p><a href="http://www.uvac.ac.uk">www.uvac.ac.uk</a></p>
<p><b>Universities' Association for Continuing Education (UAce) Work Based Learning Network</b></p>	<p><a href="http://www.uace.gcal.ac.uk">www.uace.gcal.ac.uk</a></p>
<p><b>Scottish Centre for WBL</b></p>	<p><a href="http://www.gcal.ac.uk/scwbl">www.gcal.ac.uk/scwbl</a></p>
<p><b>Work Based Learning for Education Professionals – WLE Centre – Institute of Education</b></p> <p>The WLE Centre for Excellence aims to transform the current models of work-based learning to respond to the diversity of professional learning needs emerging in many areas.</p>	<p><a href="http://www.wlecentre.ac.uk">www.wlecentre.ac.uk</a></p>

<p><b>Lernatwork</b></p> <p>Learn@Work is a Socrates Minerva project (2005-2008) focusing on the use of ICT to enhance the induction and continuing support for learners in the workplace. The project aim is to explore the synthesis between the theories, conceptual frameworks and practices of distance learning, e-learning, work based learning and work placed learning in order to provide the community with practical examples guidance on the design and implementation of e-supported learning at work.</p>	<p><a href="http://www.learnatwork.info">www.learnatwork.info</a></p>

<p><b>Universities Association for Lifelong Learning</b></p> <p>The Universities Association for Lifelong Learning (UALL) is the professional association for the lifelong learning community within higher education.</p> <p>UALL plays a leading role in national and international policy formulation, advocacy, research and practice in lifelong learning and continuing education.</p> <p>It has well-established links with all major agencies in lifelong learning and higher education including Funding Councils, UK Government Education and Lifelong Learning Departments, University and College Associations, Quality Assurance Bodies, as well as with other national and international organisations.</p> <p>Membership is drawn from the higher education and lifelong sectors in the United Kingdom and overseas.</p>	<p><a href="http://www.uall.ac.uk">www.uall.ac.uk</a></p>
<p><b>Centre for Distance Education, University of London</b></p>	<p><a href="http://www.cde.london.ac.uk">www.cde.london.ac.uk</a></p>

**Useful web links (source: UACE):**

- [DfEE - THE LEARNING AGE - A RENAISSANCE FOR A NEW BRITAIN](#)  
the seminal Government blue-print for the future of learning in the U.K.
- [DfEE LIFELONG LEARNING](#)  
the current British Government website on Lifelong Learning
- [DEPARTMENT OF HEALTH - WORKING TOGETHER LEARNING TOGETHER](#)  
a useful framework for Lifelong Learning on the U.K.'s National Health Service
- [ILEARN DIRECT SCOTLAND](#)  
the latest news / information and examples of good practice in Lifelong Learning in Scotland
- [STUC LIFELONG LEARNING](#)  
the largest trade union in Scotland commits itself to Lifelong Learning
- [CNATIONAL CENTRE FOR WORK BASED LEARNING PARTNERSHIPS \(NCWBLP\)](#)  
England's leading Centre for Work Based Learning services
- [SCOTTISH CENTRE FOR WORK BASED LEARNING](#)  
Glasgow Caledonian University hosts the leading work based learning centre in Scotland
- [CalTRADE UNION RESEARCH UNIT](#)  
TURU at Glasgow Caledonian University offers learning, research, and consultancy services to Trade Unionism
- [BA WORK BASED LEARNING](#)  
Glasgow Caledonian University offers an innovative top-up degree by work based learning

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