Learning Through Employment (LTE) Framework

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Guidance for Employers

2014

FHM (CELT)

USW

1/1/2014





The Learning Through Employment framework allows your employees to work towards a university-level qualification relevant to their specific area of work. Its main feature is that the majority of learning takes place through active and reflective engagement with current work activities, underpinned by the appropriate academic knowledge and skills.

What qualifications can my employee study for?

The timescale for completion of individual programmes can vary depending on: the level of the award; the amount of previous learning that can be accredited; the opportunities available for workplace learning; real-life project timescales and the pace at which individual learners are able to work.

What are the benefits to my business?

The framework allows your employees to gain a recognised Higher Education qualification without having to decide between learning and earning. This gains you highly motivated, highly skilled employees who can learn while they earn, and time away from the business is minimised.

Learning Through Employment:

* Is flexible and can be tailored to the needs of your business and the employee
* Develops highly skilled people
* Offers added value to your existing workforce
* Brings relatively low risk
* Offers you higher retention of locally sourced employees
* Meets skills gaps, particularly in management
* Assesses employee projects directly related to your business
* Ensures you are closely involved in delivery
* Enables you to focus on and influence a particular programme of study
* Offers a built-in opportunity for further learning through progression

Why should I get involved?

* Programmes can be delivered around existing work patterns, which means that you can keep operating while your employees get the skills they need to keep on top of their game.
* Your organisation can experience improved productivity and efficiency, by motivating and retaining existing staff.
* The framework has been designed to respond to the demands to provide the right skills to keep ahead of international competition.
* Employers can be involved in the design and development of a programme to ensure that the skills delivered are a real asset to the business and employee.
* Keeping ahead of the competition means change; you are being given the opportunity to shape higher education so that it meets your needs.

Is it for my employees?

The framework is for those who are employed and want to use their work activities as a vehicle for higher level learning. It requires a strong individual commitment to learning as well as having appropriate opportunities to learn from the workplace. It may appeal to:

* those who would like to gain a university qualification for their work (including those who may not necessarily have formal qualifications but who have the ability to work at the relevant level)
* those who would like to study a ‘taster’ module to experience learning at University level but who aren’t ready to commit to a full programme of study
* those who are already qualified but would like a framework for continuing or extending their development
* those who would find a conventional full-time or part-time university programme difficult to attend

Framework for Learning Through Employment

**Foundation Modern Apprenticeship (Level 2)**

Key Skills Level 1  
NVQ Level 2  
Technical Certificate

**Modern Apprenticeship (Level 3**)   
Key Skills Level 2  
NVQ Level 3  
Higher Technical Certificate

**Foundation Degree (Levels 4 & 5)  
Level 4**  
The learning contract and programme planning (20 credits)  
Learning in the workplace (20 credits)  
Reflection on learning in the workplace (20 credits)  
*\* 60 credits made up of other University level 4 modules, accredited in-house programmes, independent study modules or work based projects*

**Level 5**  
Review of learning and development in the workplace and programme plan (20 credits)  
Reflection on learning in the workplace (20 credits)  
*\* 80 credits made up of other University level 5 modules, accredited in-house programmes, independent study modules or work based projects*

**Honours Degree (Level 6)**  
Review of learning and development in the workplace and programme plan (20 credits)  
Research Project (40 credits)  
Critical reflection on learning in the workplace (20 credits)  
*\* 40 credits made up of other University level 6 modules, accredited in-house programmes, independent study modules or work based projects*

**Masters Degree (Level 7)**  
The learning contract and programme planning (20 credits)  
Research Project (60 credits)  
Critical reflection on learning in the workplace (20 credits)  
*\* 80 credits made up of other University level 7 modules, accredited in-house programmes, independent study modules or work based projects*

**Doctorate (Level 8)  
FRAMEWORK FOR DIRECT ENTRY**  
Identify learning and development in the workplace and programme planning (20 credits)  
Research project (60 credits)  
Reflection on learning in the workplace (20 credits)

Plus  
Credits made up of other University modules, accredited in-house programmes, independent study modules or work based projects

\*This could include up to 20 credits from the level below  
  
**Core modules are shown in italics and will only be required where a**

**full Learning Through Employment programme is being undertaken**

Case Studies

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| Dipesh Khan is a Staff Nurse working in a private hospital. Dipesh have been interested in starting a Masters programme, but has been unable to secure agreement from his employer for study leave. The hospital has a good relationship with the School of Care Sciences and after discussion between themselves and an academic member of staff; Dipesh enrols on the MSc Professional Practice. Using the LTE Framework he signs up for one core module on the MSc Programme along with the 20 credit ‘Critical reflection on learning in the workplace’. |

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| The Music Academy, based at the ATRiuM in Cardiff, obtained European Social Fund finance to set up a Foundation Degree for the Music Industry in Wales. It was aimed at practitioners who already had employment and in most cases a wealth of experience but few formal qualifications. The programme began by recognising their formal learning and informal learning, helping students to map their learning against existing modules. Where there wasn’t an appropriate existing module the LTE level 4 and 5 ‘Reflection on Learning in the Workplace’ was used to accredit their learning. |

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| Gemma Jones undertook a HND in Art and Design and had aspirations to be a fashion designer. Since leaving college she has worked at Top Shop where she has recently been promoted to team leader and wants to move into management, with longer term plans to set up her own business. Gemma wants to undertake an honours degree in fashion promotion. The HND in Art and Design allows Gemma to claim 100 credits at level 4 and 60 at level 5. Gemma requires a further 20 credits at level 4, 60 at level 5 and 120 at level 6. She uses the LTE Framework and undertakes a mix of existing modules with LTE modules:  Level 4 ‘The learning contract and programme planning’ 20 credits  Level 5 Work based project (20 credits) and Promotional Campaign Development (40 credits)  Level 6 Design Management (20 credits), Trend Forecasting (20 credits), Work Based Project (20 credits), Research project (40 credits) and critical reflection learning in the workplace (20 credits) |

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| **If the learning takes place in the workplace what is the University offering?**  Frequently Asked Questions | **How do I ensure confidentiality of commercially sensitive information?** |
| The programme is designed in such a way that the workplace becomes the context for some of the learning and assessment. The opportunities for employers to benefit from this are various, including the chance to solve real business problems.  While you are gaining the benefit of keeping a motivated employee, you will need to consider your employee's work commitments and ensure that there is a work/study balance.  Work-based learners may have different support needs for example they may not be used to the rigours of academic writing. The university recognises that confidence within the workplace may not transfer to the unfamiliar world of higher education, so will provide a wide range of learning and study skills support.  **As an employer, how much of my time will it take?**  This depends entirely upon on how involved you are and your own cost benefit analysis. Your involvement will help ensure that the programme meets your objectives and the benefits to you are clearly defined from the outset so that they outweigh the costs of your investment of time and resources.  Learning Through Employment is much more effective if you are actively involved, how involved is up to you but it is possible to be involved in;   * the university’s discussions about skills, qualifications and training requirements in the industry * curriculum working groups * designing /delivering units of the programme * offering students work-based learning opportunities, projects, placements, work experience * assessing students’ work * representation on employer panels | The LTE framework has been designed to incorporate you the employer, therefore it is vital that you the organisation approve any research that is being conducted in pursuit of an employee’s Learning Through Employment programme. The reasons for this are two-fold. Firstly, it is important for the University to receive the co-operation of key individuals in the organisation as well as ensuring that the learner will be given access to information they need for their studies. Secondly, it is also important that the University maintains a mutually respected relationship with supporting organisations.   When conducting work in an organisation, learners should always ensure that a person of responsibility is identified as having given permission for the research to go ahead. The onus must rest on the learner to ensure that a proper reply can be given to the question “Who gave you permission to do this?” If it is clear that the contents of work submitted for assessment could be prejudicial to organisational interests, the learner can request that the submission be classed as a restricted access document, in which case it would be read only by those responsible for marking the work within the University and the external examiners(s). Learners are provided with specific guidance on issues of confidentiality and data protection when conducting research in organisations.  **Will I have to pay for my employees to learn Through employment?**  Employers are recognising that the cost of not training their workforce can considerably outweigh the cost of investing in suitable training and professional development. However employees engaging with the LTE framework are eligible to access the same financial support available that’s available for traditional on campus students.  For more information visit  <http://www.studentfinancewales.co.uk/> |
| **How much time will my employee have to commit?** | **How are ethical issues treated by the University?** |
| This will depend on the sector and the nature of the job and the work-based learning. Some of the learning will involve reflecting on every day work. Some programmes require a certain amount of attendance at the university, but this will be made clear at the beginning of the programme and agreed within the learning contract.  **How much support can I give my employees?**  You can help your employees by considering what dedicated support you can proved:  **How else can I be involved?**   * Can you provide a mentor? (Mentoring employees in the workplace or arranging for them to have suitable mentors will make a real difference in supporting their development.) * Can you put the learner in contact with employees who have undertaken similar programmes? * Can the learner be provided with space to store study materials? * Can the learner be provided access to a PC with access to online study materials from the workplace? (You may need to consider your ‘firewall’ or IT policies)   **What is a credit?**   * Can you ensure that the learner is not prevented from meeting the targets set in the learning contract? (You may need to keep promises regarding time for pre-arranged meetings between the learner and university tutor- even if they occur when an unexpected crisis occurs in the workplace.)   **Will I need training to support employees involved in Learning Through Employent?**  **What do I do next?**  The only training that may be required is:   * Good practice in mentoring staff * Assessment of work-based learning outcomes   This would be delivered in appropriate cases, to ensure that you are getting the maximum benefit out of the degree provision and that the standards of achievement meet your needs. | The university is fully aware that in some organisations there may be a formal procedure that learners need to follow. For example, some Health Authorities require all research proposals to be approved by an Ethics Committee before proceeding. University tutors will be able to provide guidance for learners on the ethical issues that may encounter in a specific subjects area.  Relevant University regulations and procedures can be viewed at:  http://research.southwales.ac.uk/ethics/  Employers are seen as a valuable resource to the faculty/university outside of their work-based learning roles, as:   * Visiting speakers / lecturers * Contacts for graduate employment * Hosts for day visits by students * Employers of student on a part-time basis during holidays and at weekends.   A credit is an award made to a learner in recognition of meeting designated learning outcomes at a specific level. There are 8 levels of learning ranging from 1 being NVQ 1 to 8 being Doctorate PhD level. Each programme of study requires the learner to obtain a specified number of credits at a specific level. For example a HND is equivalent to 120 credits at Level 4 and 120 credits at Level 5 (240 credits in total).  The Credit and Qualifications Framework Wales (CQFW) can provide further information http://wales.gov.uk/educationandskills  For further information please visit: <http://celt.southwales.ac.uk/resources/lte/>  Or contact:  Fiona Hook-MacKenzie  **Work Based Learning Fellow**  CELT – Caerleon Campus, Room MB.B30  **Tel:** 01633 432060  **Email:** fiona.hook@southwales.ac.uk |