

A pedagogic support programme to facilitate self-managed learning within the curriculum for the 14-19 age groups supporting transition into higher education

Mike Goodwin
University of Wolverhampton, UK

Alec Forsyth
H A Forsyth Consultancy, UK

Introduction: setting the scene

The recent government comprehensive review of the fourteen to nineteen curriculum (Department for Education and Skills (DfES), 2005) and qualifications has led to the development of a much broader, more flexible offer designed to equip young people with the knowledge, skills and understandings to progress successfully into higher education (HE) or the world of work.

The reforms introduced are aimed at encouraging more young people to continue their learning for longer and gain the qualifications and skills they need to progress into further education and HE and employment. The new/reformed curriculum will provide young people with the opportunity to follow a course of study that will interest, motivate and challenge them. It will give them:

- the knowledge, skills and attitudes they need to succeed in further learning, work and life;
- experience of different learning and assessment styles and curriculum content.

The curriculum will therefore have an impact on what is taught in HE and the type of learning that young people will wish to progress to.

Of the reforms introduced by the fourteen to nineteen White Paper (DfES, 2005) the Extended Project and Diplomas are the areas most relevant to this paper.

The Extended Project is a single piece of work of a learner's choosing that:

- requires evidence of planning, preparation, research and autonomous working;
- enables the learner to acquire a 'tool kit' of skills, knowledge and understanding that they will be able to use when tackling similar projects in the future.

It offers opportunities for learners to:

- have significant input into the choice and design of an extended piece of work;
- develop and apply decision-making and problem-solving skills, initiative and enterprise;
- extend their planning, research, critical thinking, analytical, synthesis, evaluation and presentation skills;
- use their learning experiences to support their personal aspirations for HE and/or career development.

The Diploma has been developed mainly to promote diversity, opportunity and inclusion by offering high-quality, credible, work-related learning opportunities. It provides a stimulating, challenging and relevant programme of learning with the flexibility to accommodate a wide range of aspirations. It draws on current thinking, as described in theories of experiential, situated and connective learning, which suggests that learners benefit from:

- *rich and varied learning environments* that engage learners in authentic tasks;
- *different ways of learning*, including 'learning by doing', use of new technologies and collaborative, problem-based approaches, that meet affective as well as cognitive needs;
- *playing a central role in planning and reviewing their own learning* to meet their interests and needs;
- *interactions with a variety of others*, particularly those with experience of working in relevant sectors or contexts;
- *assessment for learning and development of meta-cognitive capabilities*, such as reflection, that promote deeper learning and the making of connections between contexts and subjects.

(Qualifications and Curriculum Authority (QCA), 2008)

The Diploma pedagogy was developed to reflect and meet the varied ways in which learners develop, taking into account that:

as individuals mature, their need and capacity to be self-directing, to use their experience in learning, to identify their own readiness to learn, and to organize their learning around life problems increases...rapidly. (Knowles et al., 2005: 62)

Consequently, the Diploma curriculum has a strong focus on skills development so that it can:

- retain its relevance for longer as jobs and work processes change;
- be of wider use to individuals across their life experiences;

- enable individuals to take more responsibility for managing their own learning and development.

One of the ways in which this is achieved is through the application of applied learning, which is defined as:

acquiring and applying knowledge, skills and understanding through tasks set in sector or subject contexts that have many of the characteristics of real work, or are set within the workplace. Most importantly, the purpose of the task in which learners apply their knowledge, skills and understanding must be relevant to the workplace. (QCA, 2006: 26)

A key characteristic of the new curriculum is that learners will now be required to play a far more responsible role in their own learning. They will have to plan, manage, monitor and review their own learning with the support of their tutor. They have to evaluate their progress and use this in order to improve. Consequently, both tutor and learner have to develop the confidence and self-belief to move from a pedagogical to an andragogical model of learning, and have to develop a much more equal partnership than is usually found in traditional programmes of study.

When learners are required to combine theory and subject learning gained in the classroom with experience of the workplace it has been found that they find it difficult to make sufficient connection between their work-based learning and the 'inert learning' that went on in the classroom (Huddleston, 1999; Ertl, 2004). This has been identified in the German Dual System, which combines theory and subject learning in the classroom with training in the workplace, and on a negotiated work-based learning award developed by the authors (Goodwin and Forsyth, 2000, 2003a, 2003b, 2004a).

The authors concluded that it was insufficient simply to provide learners with courses to develop their research, writing and other academic skills if the learners were going to be able to engage effectively in a programme of study where they were required to take more responsibility for managing their own learning.

In the context of self managed learning for the new Diplomas and Extended Project, this paper examines the relevance and suitability of a learning support programme, developed by the authors in 1999, to equip learners studying on a negotiated work-based learning award with:

- the tools to become confident, independent, self-motivated and self-monitoring learners, so that they develop the skills to move confidently from school to HE or the world of work;
- the capability to make a connection between their work-related learning and the academic learning that goes on in the classroom.

The learners for whom the support programme (Goodwin and Forsyth, 2005b) was originally developed were existing employees, who often possessed work-based learning that needed to be assessed and accredited and built on, and had reasonably developed higher level key skills. In contrast, the learners studying on the new Diplomas need both quality work experience and guidance in developing personal and work-relevant skills. However, it is proposed that there is a common element that links both groups of learners. They both have a requirement for certain, key common elements that form a core provision that effectively equips the learner with the ability to take responsibility for their own learning in a variety of different contexts.

It is important that all learners feel that they are valued and that their needs are integrated into a learning framework that enables them to attain their learning goals. Consequently, it is important that the self managed learners are equipped, at the outset, with a set of tools (Goodwin and Forsyth, 2005b, 2007) that not only develop the confidence and methodologies needed to achieve but also provide a common understanding of the terminology, processes, functions and academic levels embedded within the learning framework. These tools should enable the learner to fully utilise the learning processes and cycles, thus evidencing that relevant learning has taken place at the appropriate academic levels.

To achieve this, the support programme, which is both introductory and ongoing, delivers the following objectives (Goodwin and Forsyth, 2005b):

- providing the necessary learning tools for successful self managed learning;
- developing a shared understanding, among tutors and participants, of the nature, scope, academic levels and performance required for a given academic attainment;
- developing the appropriate hard and soft skills that employers seek;
- sustaining a safe learning environment;
- supporting the conversion of aspiration into attainment through successful progression.

As already identified, Diploma learners will also need to be able to make the connection between their work-related learning and the classroom based academic learning. However, the work-based learning paradigm is complex (Goodwin and Forsyth, 2007) given that:

- there is often no obvious relationship between learning and work;
- experience and knowledge are socially constructed within given contexts;
- what constitutes 'knowledge' in the workplace may not be accepted knowledge or practice in education;
- knowledge produced within the university does not necessarily have any privileged status or relevance in the workplace;

- it is underpinned by effective collaboration between learner, employer and learning provider.

These characteristics need not be a barrier to effective learning. The learning model should encompass the potential contributions each partner (learner, tutor and, where appropriate, employer) can make. In so doing it is necessary, for learning to be optimised, to identify the bridges that need to be created between experience of work and learning, in order for learners to convert their experience into learning and for them to learn from this experience in an iterative and reflective manner. This means considering the means and modes by which workplace learning is implemented as well as considering the differences between learners and the contexts within which they learn, as the latter can materially affect the quality of the learning that takes place (Beaney, 2004; Goodwin and Forsyth, 2007).

Work-based/related learning makes significantly different demands on both tutor and learner from those made by traditional academic learning (Gray, 2001). The tutor is no longer the possessor of a body of knowledge that he imparts to the learner; their role is to facilitate the learner within a context with which the learner, not the tutor, is more familiar. The tutor's function is to enable learning, not to teach what they already know. The tutor has to do this within a range of contexts peculiar to widely differing individual learners; their expertise must shift from their subject to facilitating learning wherever and however it occurs, while enabling the learner to become increasingly effective and efficient (Goodwin and Forsyth, 2003a, 2004a).

It follows, therefore, that to succeed, work-based learning programmes must be fully collaborative experiences, where partners fully understand the concepts, relationships and processes involved. This in turn, requires the development of (Forsyth and Goodwin, 2007; Goodwin and Forsyth, 2005b, 2007; Quinn et al., 2005):

- a common language;
- clearly defined relationships;
- confidence and security in all participants, tutors and learners, so that they can cope with the changes inherent in effective learning;
- transparency of process;
- tutor support based on emerging learner needs, not on tutor pre-prepared structures;
- flexibility, to accommodate the changing needs of learners and the work place;
- independence, in that learners must explicitly understand and own their learning and the tools by which they learn, so that they can transfer these across any working environments within which they may find themselves.

Supporting evidence

This paper is not the result of a structured research project. It is an analysis of our findings as we implemented, reflected upon and developed various work-based learning programmes. The approach described has emerged as fundamental in enabling learning; in significantly improving recruitment, retention and progression rates; and in raising standards of achievement.

The following are illustrations of the sort of evidence (Goodwin and Forsyth, 2005b) we used to evaluate and validate our work.

1. Analysis of retention rates of three intakes over a two-year period, up to the approval of their learning contracts, as the approach was implemented and developed (Table 1).
2. Davies et al. (2004) conducted research into the quality of learning shown by learners who had undergone an introductory programme based on the approaches previously described. The learners were found to be more effective deep and strategic learners compared to others who had not experienced such a programme. They had a clearer sense of purpose, did not compartmentalise learning within syllabus boundaries, had far less fear of failure and did not rely on unrelated memorising. They also showed a clear ability to recognise, and a marked preference for, teaching styles that engendered understanding as against those that transmitted information.
3. Learner feedback from the University of Wolverhampton annual monitoring returns. Examples are as follows:

I have a lot more insight now to what is expected of me, e.g. the professional level descriptors gives a good indication of the amount of work/effort that will need to be developed.

The information provided regarding the Professional Studies Award Programme was excellent. The verbal and written information given is clear and concise and follows in a logical order.

The information regarding the relationship between prior and future learning was the most relevant to me.

The review of how to present evidence against the criteria was most important to me as an individual and has challenged me to rationalise the areas that I intend to study.

I found the topic 'Measuring Success' useful especially the small group exercise and large group feedback as it encouraged us to begin using our own judgement in assessing the level achieved in work to be presented.

Table 1: Analysis of retention rates of three intakes over a two-year period

Level of study	Retention as percentage of numbers enrolled		
	1 st intake	2 nd intake	3 rd intake
Undergraduate	58%	75%	100%
Postgraduate	63%	87%	100%

Table 2: Analysis of evaluation questionnaires

Aspect of programme	Percentage of learners recording scores of satisfactory or better
Degree to which programme met learners' expectations	83%
Scope of programme and balance between components	73.5%
Usefulness of programme	86%
Teaching methodology	96%
Time allocation	87%

'Measuring Success' – because it identified what was expected and presented it in an easy to understand terminology and processes. It also removed the uncertainty and doubt about the work involved and reassured me that I can achieve the standards expected.

The group work sessions were useful, especially the session on planning for future learning. This session reinforced that in order to achieve the appropriate level you need to demonstrate by showing evidence of what has been learned against the criteria and not just undertake tasks.

The taught...sessions [using overhead transparencies] were necessary initially to provide core information, but the small group work/exercise with large group feedback encouraged me to work through the information provided using what had already been learnt.

Most useful was instruction on the different levels of achievement including explanation of what is expected at each level and how to apply it to individual learning programmes.

4. Analysis of evaluation questionnaires following the most recent version of a support programme based on the approaches outlined in this paper (Table 2).

Underlying principles

The effective development of learning within work-based learning programmes can be facilitated by the consideration of six key issues:

- What do learners need to know and understand?
- How does this relate to their current understandings?
- What will most effectively bridge the gap between current and intended learning?
- How can the learning context and activities create a culture where learners feel free to take risks?
- How can the widely differing needs and experiences of learners be accommodated?
- How can learners be enabled to be autonomous?

The first two issues can be addressed via a standard professional analysis of the learner vis-à-vis the curriculum. The last four, however, are more difficult. The following approach, consisting of four closely interlinked components, has proved to be effective in creating an enabling context within which learners with widely differing experiences can develop the skills, understandings, knowledge, confidence, self-belief and independence to enable them to progress effectively.

One component requires the learner to be enabled as an equal (and, therefore, equally effective) partner in the planning and assessment process. This is essential, since work-based learners play a much larger role than conventional learners do in identifying their learning contexts, their work-based learning activities and the evidence that will be offered to support their learning. They can only do this effectively if they fully understand the application of the assessment criteria and can use these to plan, to monitor their progress and to effect future improvements in their learning development. It is difficult to build common understandings of exactly what any set of assessment criteria demand, but vital to establish practical ways of doing this.

Firstly, the criteria themselves must be clear, specific and not heavily reliant on vocabulary that invokes value judgements (e.g. excellent/well-structured/effectively written). They must have both external and internal coherence and cohesion, so that the logical progression of the range of learning required is clearly visible within and between each level and grade. At the same time, the scope of any body of assessment criteria must enable a comprehensive breadth of learning.

Secondly, learners as well as tutors must be standardised against the criteria. This is best done via a series of workshop-based activities, which requires the learners:

- to examine pre-assessed exemplars;

- actively to apply the criteria to assess the quality of a range of learning evidence and to assign the evidence to academic levels;
- explicitly to justify their decisions using the vocabulary of the criteria.

Thirdly, learners must be taught to use assessment criteria to plan future learning and to monitor and evaluate the quality of past and present learning. In other words, the assessment criteria must be used by the learners themselves as a key plank of their reflection on their learning. One practical and effective way of achieving this is via introductory workshops that simulate the planning process that learners will be asked to undertake, but in an unfamiliar context, so that they are required explicitly to explore the planning process, rather than being able to rely on implicit knowledge and understandings.

Another component requires an alteration in the use current learning theory. There is a tendency to teach such theory in the hope that this will equip learners with the ability to learn. It is proposed that it is more effectively used by tutors to inform both the construction of tailored, preparatory learning activities and the style of tutoring.

Bloom's (1984) taxonomy, for instance, articulates a range of critical thinking skills. A tutor can use its hierarchy to develop such skills within learners, by:

- building different levels of challenge into the learning process. For example, any given learning activity might bring totally new knowledge to some learners while requiring others to apply and synthesise from an existing knowledge base. The former group might be asked to describe/transfer this new knowledge into other contexts, while the latter group could more directly be synthesising and evaluating it in the context of their existing knowledge base;
- planning critical thinking into all learning sessions. Implicit within the taxonomy is the inter relationship between the six different skills. All learning activities should require all learners to engage with all six areas of the taxonomy;
- tailoring questioning more effectively;
- checking planned activities for the level of learning challenge they contain. A complex activity can be undermined if the learner's involvement is limited, for example, to knowledge feedback or efficient comprehension, ignoring application, analysis or evaluation.

Inevitably, such an approach demands a wider range of learning activities than that found in many traditional modes of study. Problem solving workshops and simulations can be particularly useful. For example, an analysis of effective simulations reveals that they directly echo Kolb's (1984) experiential learning cycle (Forsyth and Goodwin, 2002) and thus directly enable learning development. Similarly, the cycle can be used by the tutor as a template to

build and analyse new simulations. Exposure to such activities helps equip the learner to build a learning contract that will support and enable their future development.

Similarly, the range of learning styles identified by Honey and Mumford (1992) can be used not only to alert learners to how they learn and how others function differently, but also by tutors to create a range of learning contexts that actively accommodate the range of learning styles. This ensures that no learner is penalised, while also enabling each learner to experience at first hand learning approaches different from their own, and, in some cases, to develop the ability to move into alternative styles of learning as appropriate.

A further component is the development of confident, reflective, self-critical, risk-taking learners who can function independently (Schön, 1987). Bolton (1998) identified the paradoxes inherent in this process, in that a learner has to:

- let go of certainty to acquire confidence in new situations;
- look for something when its nature is unknown;
- act without knowing how best to do so.

Goleman's (2001a, 2001b) work on emotional intelligence and competencies provides a framework within which this can be achieved. He emphasises that emotional intelligence is inherent in individuals but that it must be actively developed if people are to achieve effective levels of competence in these areas. His illustrations deal with the development of emotional competence within the workplace, but show that there is a direct link between emotional competence and the ability to reflect and hence to improve. This is supported by Cherniss and Goleman (1998). Since the relationship between emotional intelligence (EI) and emotional competencies (EC), learning and key skills development is clear (Forsyth and Goodwin, 2002, 2004, 2005, 2006, 2008; Goodwin and Forsyth, 2003a, 2004b, 2005a, 2007), Goleman's framework of emotional competencies can be used to audit all aspects of the learning environment to ensure that these qualities are being enabled. This gives a focussed, coherent way of explicitly incorporating the development of so-called 'soft skills' into the learning context.

The ability to reflect, in particular, is crucial in enabling the development of effective, efficient and autonomous learners (Forsyth and Goodwin, 2006, 2007; Goodwin and Forsyth, 2005a, 2005b, 2007). Barnett (1995) emphasised the key role played by the tutor in developing the learner's expertise in reflective thinking, cognitive thinking and problem solving. It follows that the tutor must have explicit awareness of, and expertise in, effective reflective practice. It is therefore vital that tutors are fully prepared for, and trained to, undertake such a role. Tutors cannot provide tutor support based on emerging learner need (rather than on a pre-prepared tutor curriculum) unless they are actively engaged in and empathetic to the reflective process that the learner is undergoing. Similarly, effective modelling of, and practice for the

learner in using, the language of reflection and cognitive development can only be provided by tutors who are active in the process. Thus, proper preparation for tutors is not simply desirable, but is also a key factor in learner success.

The key principle running through and underpinning the approaches described is that all participants share a common understanding, manifested via the ability to use a common language. The building of this is the fourth, and most crucial, component in addressing the issues raised at the start of this section. As indicated, it must be achieved via an active, collaborative participation of all parties within a range of carefully structured, preparatory learning activities. The circulation of documentation alone is insufficient (Goodwin and Forsyth, 2007) because:

- words are often inadequate and partial in their representation of intended meanings and/or outcomes;
- words are interpreted differently by different people depending upon each person's background and expectations;
- meanings change/are influenced by the context within which they are used.

The language in all aspects of a work-based learning programme must be tailored to its audience. Use of academic jargon can threaten the emerging confidence of learners whose context is external to academia, and thus can hinder their learning. Tutors must ensure that the language of their written and oral communication is transparent and accessible while still conveying appropriate complexities of thinking and academic rigour. In fact, the experience of reflecting upon and altering their language in this way can help work-based learning tutors to deepen and clarify their own understandings and increase their ability to support their learners.

The integrated implementation of the components also ensures that not only planned, but also unplanned learning can be captured and assessed (Goodwin and Forsyth, 2004b, 2005b). Once learners are independent and autonomous, able to recognise their own learning and build upon it using criteria that are sufficiently broad and rigorous, then learning wherever and however it occurs can be captured. This approach provides the learner with the tools to implement a cycle of continuous learning improvement via effective planning, evaluating, review and development (Goodwin and Forsyth, 2005a).

Conclusion

In Goodwin and Forsyth (2005b) the authors concluded that the deep and self-managed learning skills acquired by learners (Davies et al., 2004) were easily transferred to traditional learning contexts suggesting that such a programme was equally relevant to traditional, pedagogically guided learning as it was to andragogical learning. Furthermore, the introduction of the support programme contributed to confidence building and a willingness

to innovate in the learner's personal and professional development. It was also successful in improving both retention and progression of participants and was also found to be effective at intermediate, undergraduate and postgraduate levels of work-based learning.

The Assessment Reform Group identified the role of assessment as:

the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Department for Children, Schools and Families (DCSF), 2008)

The support programme is an articulation of how recommendations made in Assessment for Learning can be put into practice drawing on resources largely existing in most institutions. This therefore provides not only an efficient and effective way forward, but also a cost effective one.

References

- Barnett, B. (1995) 'Developing reflection and expertise: can mentors make the difference?', *Journal of Educational Administration* 33, 5: 45-59.
- Beaney, P. (2004) 'Founded on Work? Work-based Learning and Foundation Degrees', *Forward – the Foundation Degree Forward Journal* 2: 8-10.
- Bloom, B. (1984) *Taxonomy of educational objectives: the classification of educational goals - Handbook 1: Cognitive domain*, New York: Longman.
- Bolton, G. (1998) *Writing as a Reflective Practitioner with Wisdom*, Sheffield: Sheffield University.
- Cherniss, C. and Goleman, D. (1998) *Bringing Emotional Intelligence to the Workplace: A Technical Report issued by the Consortium for Research on Emotional Intelligence in Organisations*, Piscataway, NJ: Graduate School of Applied and Professional Psychology, Rutgers University.
- Davies, J., Harris, P. and Jellyman, W. (2004) 'An investigation into the quality of learning that took place on a Foundation Degree' in *International Conference on innovation, good practice and research in Engineering Education*, Volume 2, University of Wolverhampton, 7-9 June 2004, Wolverhampton: University of Wolverhampton.
- Department for Children, Schools and Families (DCSF) (2008) *The National Strategies | Primary | Primary Framework for literacy and mathematics: Assessment for learning*, available online at <http://nationalstrategies.standards.dcsf.gov.uk/node/64654> (accessed 23 May 2009).
- Department for Education and Skills (DfES) (2005) *Higher Standards, Better Schools For All: More choice for parents and pupils*, Cm 6677, London: DfES.
- Ertl, H. (2004) 'Tradition and reform: modernising the German dual system of vocational education' in G. Hayward and S. James (eds) *Balancing the skills equation: key issues and challenges for policy and practice*, Bristol: Policy Press.
- Forsyth, H. A. and Goodwin, M. G. (2002) 'Games and Simulations; Their added value to Negotiated Work-based Learning (NWBL) and Emotional Competence Development' in National Centre for Work Based Learning Partnerships *Knowledge, Work and Learning: Conference Proceedings of the Work Based Learning Network of the Universities Association for Continuing Education*, London: National Centre for Work Based Learning Partnerships, Middlesex University.

- Forsyth, H. A. and Goodwin, M. G. (2004) 'Higher Education – Does it meet employer's needs? A response' in *International Conference on innovation, good practice and research in Engineering Education*, Volume 2, University of Wolverhampton, 7-9 June 2004, Wolverhampton: University of Wolverhampton.
- Forsyth, H. A. and Goodwin, M. G. (2005) 'Should a University be involved in work-based learning? - A UK perspective' in International Conference of Researching Work and Learning *Challenges for Integrating Work and Learning Conference Proceedings of the 4th International Conference of Researching Work and Learning*, Sydney: University of Technology.
- Forsyth, H. A. and Goodwin, M. G. (2006) 'The University Alumni - a force for making a difference to lifelong learning through the workplace' in International Conference on Innovation, Good Practice and Research in Engineering Education *Proceedings of The International Conference on Innovation, Good Practice and Research in Engineering Education*, University of Liverpool, 24-26 July 2006, York: Higher Education Academy Subject Centres for Materials and Engineering.
- Forsyth, H. A. and Goodwin, M. G. (2007) 'Widening Access and the Transition to Higher Education: A Catalyst for Development' in M. Abramson, T. Acland, M. Hill, T. Hudson, P. Jones, R. Kop, A. Lines, D. Saunders, J. Storan and C. Trotman (eds) *Transformation, Progression and Hope: Whatever happened to lifelong learning?*, London: Forum for Access and Continuing Education.
- Forsyth, H. A. and Goodwin, M. G. (2008) 'The Development of Employability and Capability for Sustained Workforce Development through Vocational Higher Education' in T. Hudson, D. Saunders, P. Jones, J. Storan, M. Hill, M. McInden and T. Acland (eds) *Social Justice and Lifelong Learning: Diversity: Globalisation: Transformation*, London: Forum for Access and Continuing Education.
- Goleman, D. (2001a) 'Emotional Intelligence: Issues in Paradigm Building' in C. Cherniss and D. Goleman (eds) *The Emotionally Intelligent Workplace*, San Francisco: Jossey-Bass.
- Goleman, D. (2001b) 'An EI based Theory of Performance', in C. Cherniss and D. Goleman (eds) *The Emotionally Intelligent Workplace*, San Francisco: Jossey-Bass.
- Goodwin, M. G. and Forsyth, H. A. (2000) 'A Development of Professional Studies by Negotiated Work Based Learning (NWBL)' in National Centre for Work Based Learning Partnerships *The Impact of Work Based Learning, Conference Proceedings of the Work Based Learning Network of the Universities Association for Continuing Education*, London: National Centre for Work Based Learning Partnerships, Middlesex University.
- Goodwin, M. G. and Forsyth, H. A. (2003a) 'Negotiated Work-based Learning (NWBL) as a mode of learning designed to contribute to sustainable economic development (A UK model)' in International Conference of Researching Work and Learning *Work and Lifelong Learning in Different Contexts, Conference Proceedings of the 3rd International Conference of Researching Work and Learning*, Book II, Tampere: Department of Education, University of Tampere, Finland.
- Goodwin, M. G. and Forsyth, H. A. (2003b) 'Enhancing Negotiated Work-based Learning (NWBL) by utilising third party private providers – a model' in Work Based Learning Network *Work-Based learning opportunities for Lifelong Learning. Conference proceedings November 2003 of the Work Based Learning Network of the Universities Association for Continuing Education and Intercollege, Nicosia, Cyprus*, London: National Centre for Work Based Learning Partnerships and Intercollege.
- Goodwin, M. G. and Forsyth, H. A. (2004a) 'The impact of a work-based learning framework on University external relationships and internal structures' in D. Saunders, K. Brosnan, M. Walker, A. Lines, J. Storan and T. Acland (eds) *Learning Transformations - Changing learners, organisations and communities*, London: Forum for the Advancement of Continuing Education.
- Goodwin, M. G. and Forsyth, H. A. (2004b) 'A work-related Foundation Degree framework – its concepts, nature and scope' in *International Conference on innovation, good practice and research in Engineering Education*, Volume 2, University of Wolverhampton, 7-9 June 2004, Wolverhampton: University of Wolverhampton.

Section One: Diversifying Access

- Goodwin, M. G. and Forsyth, H. A. (2005a) 'The role of reflection in supporting a continuous improvement cycle – A University Model for work related learning' in T. Acland, J. Samuel, D. Saunders and J. Storan (eds) *Access, Retention and Employability: Transforming Higher Education*, London: Forum for the Advancement of Continuing Education.
- Goodwin, M. G. and Forsyth, H. A. (2005b) 'Preparing the worker for work based learning - A successful approach' in International Conference of Researching Work and Learning *Challenges for Integrating Work and Learning, Conference Proceedings of the 4th International Conference of Researching Work and Learning*, Sydney: University of Technology.
- Goodwin, M. G. and Forsyth, H. A. (2007) 'Workplace Learning: building a sustainable framework' in M. Abramson, T. Acland, M. Hill, T. Hudson, P. Jones, R. Kop, A. Lines, D. Saunders, J. Storan and C. Trotman (eds) *Transformation, Progression and Hope: What ever happened to lifelong learning?*, London: Forum for Access and Continuing Education.
- Gray, D. (2001) *A Briefing on Work-based Learning. Assessment Series No. 11*, York: Learning and Teaching Support Network (LTSN).
- Honey, P. and Mumford, A. (1992) *The manual of learning styles*, Maidenhead: Peter Honey.
- Huddleston, P. (1999) 'Modern apprenticeships in college. So what's new?' in P. Ainsley and H. Rainbird (eds) *Apprenticeship: towards a new paradigm of learning: the future of education from 14+*, London: Kogan Page.
- Knowles, M. S., Holton, E. F., III, and Swanson, R. A. (2005) *The adult learner*, London: Elsevier.
- Kolb, D. (1984) *Experiential Learning*, Prentice Hall.
- Qualifications and Curriculum Authority (QCA) (2006) *The Diploma: an overview of the qualification*, London: Qualifications and Curriculum Authority.
- Qualifications and Curriculum Authority (QCA) (2008) *The Diploma and its pedagogy*, London: Qualifications and Curriculum Authority.
- Quinn, J., Slack, K., Casey, L., Thexton, W. and Noble, J. (2005) *From life crisis to lifelong learning. Rethinking working-class 'drop out' from higher education*, York: Joseph Rowntree Foundation.
- Schön, D. A. (1987) *Educating the Reflective Practitioner*, San Francisco: Jossey-Bass.