



UFS workshop 2

Understanding models of work-based and work-integrated learning: current and future state

▶▶ Workshop aim

The primary purpose of this workshop was to gain insights into:

- the underlying characteristics of different delivery modes (including different types or models of provider-led, work-integrated, and employer-led learning)
- how current models of education delivery, and support for work-based learning may need to change to support the outcomes the Government is seeking from RoVE outcomes.

Workshop insights will inform further work with sector experts to identify and assess options for a new funding category system which includes fields of study and new mode-based funding categories.

Upcoming work will focus on:

- How to define and classify education delivery and support for work-based learning into potential new mode-based funding categories.
- Developing an approach to ‘bottom up’ cost modelling and testing assumptions about the underlying cost structures and cost components of potential new mode-based funding categories.

▶ Introduction

Vic Johns provided an overview of the rationale for RoVE and the outcomes the Government is seeking. This reinforced the need for the funding system to support the growth of *work-integrated delivery* which enables:

- improved learning and pastoral care support, especially for work-based learners
- more exposure to the workplace and smoother transitions into employment for provider-based learners
- flexibility for learners to move across the system in line with changing circumstances.

► Challenges and opportunities

Participants identified **potential challenges and opportunities** to achieve the desired RoVE outcomes, including:

- Ensuring the funding system enables and encourages greater tailoring of education delivery and support to meet learner and industry needs.
- Improving pathways into vocational education and training from school and for learners with high foundation learning and pastoral care needs.
- Supporting responsive programme development and design to meet industry and employer needs, through timely quality assurance and funding processes.
- Addressing employer engagement, capability and willingness to train.
- Designing funding mechanisms that are simple to administer, to avoid unnecessary complexity and compliance costs for TEOs.

▶▶ Key themes – delivery modes

Participants described a **large number of different delivery models** which could be loosely placed on a spectrum from ‘provider-led’ to ‘work-integrated’ to ‘employer-led’.

But the **boundaries between the three broad ‘modes’ are ‘fuzzy’**, with mixed views on how specific delivery models should be defined or classified.

There are also **multiple different delivery models *within* each of these broad modes** – with significant variation *within* individual providers or ITOs – and *across* different providers and ITOs.

Some provider-based participants **raised questions about future responsibilities of providers, learners, employers:**

- Especially in relation to **brokerage** (e.g. to support mixed delivery models and smooth transitions for learners from provider-led to employer-led learning or employment).

▶▶ Provider-led delivery models

Key features

Providers deliver a range of vocational and non-vocational programmes to learners.

In provider-led models, the provider has *sole*, or primary responsibility for teaching, learning and pastoral support to learners, as well as assessment and accreditation.

Provider-led delivery models serve a **wide range of learners**, including those who are not employed, as well as the self-employed and those who do not have access to supervision and training support from their current employer.

Provider-led delivery models also include non-vocational education, such as te reo Māori and Maturanga Māori.

Learners undertaking vocational education with a provider may enrol for various reasons, incl. obtaining pre-employment knowledge and skills, upskilling to meet new work requirements beyond their current job, or enabling a change of career.

▶ Provider-led delivery models

Current examples

Some delivery models are 100% provider-led with no role for employers in directly supervising learners or supporting training. In other cases, the provider may build some form of work-experience into the programme.

For example: The National Trades Academy give learners access to supervision and assessment on working farms, and provides transport to support these opportunities.

The duration or amount of work-experience varies across different providers, and different courses, programmes and qualifications at the same provider.

Providers also vary in the extent to which they:

- ‘Broker’ or arrange work-experience placements for their learners (versus learner-initiated placements).
- Engage with employers to confirm detailed content and learner outcomes prior to the work-placement.
- Seek detailed feedback from the employer on learner progress.

In some cases, employers may offer learners part-time work following a work-experience placement, and/or a job after the learner graduates.

▶ Work-integrated delivery models

Key features

The learner is engaged in training relevant to their employment.

There is a tripartite training arrangement between the learner, employer, and an ITO and/or provider.

Education delivery and support involves components of on- and off-job learning and assessment (incl. online learning materials / block courses / workshops etc)

Work-integrated delivery models typically operate in circumstances where:

- Employers are seeking to train and develop their current workforce – and recognise that external expertise is required to design training and assessment solutions, support learning and pastoral care, and undertake assessment towards recognized credentials and qualifications.
- Providers and/or ITOs work with employers to address skills pipeline challenges, with the ITO or the provider helping to broker a relationship between the potential learner/employee and an employer. This may involve a learner enrolling in a programme of study with a provider and completing their qualification as an employee with a training agreement.

▶ Work-integrated delivery models

Current examples

Managed apprenticeships and ITO apprenticeships fall into the broad 'mode' of work-integrated delivery.

However, detailed delivery models for apprenticeships vary. Providers and ITOs also described other programmes which involve some aspect of work-integrated delivery.

Some participants indicated that distinctions between apprenticeship and 'non-apprenticeship' programmes do not necessarily align with differences in the support required by learners or employers.

Under an apprenticeship model, the employer hires the apprentice and is the main trainer on the job. The ITO and/or provider plays a training support role for both employers and the learner.

Key functions undertaken by the ITO and/or provider include:

- Providing learning and assessment materials to apprentice.
- Facilitating teaching and learning for any off-job or non-employer-led learning (~ 20-30%).
- Pastoral support to learner, including tracking and monitoring progress (may include workplace visits).
- Arranging or undertaking learner assessments.

► Employer-led delivery models

Key features

In employer-led delivery models, ITOs or providers play a much smaller role in the arranging or delivery of training to the learner/employee.

These models work best for employers who have well-developed capability to support structured learning in the workplace.

The role of the ITO or provider is primarily focused on skills recognition and accreditation, rather than skills development.

Specific ITO or provider functions under these models may include:

- Arranging for a contract assessor to confirm the training that the employer delivers 'in house'
- Mapping employer's internal training to qualification outcomes and providing employers with any additional learning and assessment materials.
- Designing training and assessment solutions for the employer to deliver.

► Employer-led delivery models

For example: Competenz uses a 'contractor assessor' model extensively in Forestry and Wood Manufacturing – in part reflecting cost constraints relating to small, geographically dispersed cohorts.

The learner has a training agreement and a training plan.

This may include some 'on-job' training and assessment by the employer or assessment by a Competenz account manager, but most assessment is done by a **Contractor Assessor**.

The Contractor Assessor may also be contracted directly by the employer to provide training for their learners.

The Competenz role is to:

- Support the learner and employer in selecting an appropriate qualification.
- Advise on appropriate delivery and provide training materials (hard copy/online) and access to online assessments.
- Subsidise contract assessment provision (and recommend a Contractor Assessor as a training provider if appropriate).
- Provide pastoral care to the learner through regular visits (minimum 4 times a year for apprentices / pro-rated for trainees).
- Support the employer via visits or remotely.
- Undertake administration, e.g. report on learner progress, maintain record of learning.

▶▶ Next steps

Workshop participants are asked to review these slides and send any further comments, queries and information to the UFS project team using the subject line UFS and the email address: rove@tec.govt.nz.

The insights from this workshop (and subsequent feedback) will inform further work with sector experts to:

- consider the potential definition and classification of new funding categories which take into account both field of study and delivery mode.
- test assumptions about the underlying cost structures and cost drivers for different delivery modes.

This engagement will inform future advice to the Minister of Education.