Acknowledging lifelong learning principles within work-based studies: a continuing legacy for the degree apprenticeship

Paula Nottingham, Middlesex University

Email: p.nottingham@mdx.ac.uk

Abstract There has recently been a renewal of interest in work-based learning pedagogy within higher education due to policy changes in the United Kingdom that have introduced degree level apprenticeships as a way to bridge the gap between learning in the workplace and professional education. While many academic practitioners are aware of the history of lifelong learning and policies associated with widening participation within work-based studies, others might be less aware of the practical implications of this legacy in terms of facilitating learning. To inform practice, exploratory interviews with graduates of a part-time work-based degree programme at a single institution in the south-east of England provide insights into why graduates value a more holistic process of learning as a foundation for academic study. Findings indicated that the broader practice knowledge in the work-based curriculum allows graduates to develop a lasting sense of ownership of their studies. Conclusions suggest that academic practitioners now planning work-based studies and degree apprenticeships could consider a wider framework of practice that incorporates fundamental principles from lifelong and work-based learning as well as disciplinary vocational content to inform curriculum. It is argued that aligning current and future work-based studies within higher education with these concepts could provide academic practitioners with a broader and more resilient pedagogic framework.

Key words lifelong learning; work-based learning; apprenticeship; pedagogy; higher education

Introduction

The intention of this paper is to add to the ongoing discussion about lifelong learning and work-based pedagogy within higher education (HE) in the United Kingdom (UK). Indicative literature locates lifelong learning and work-based studies in a wider practice and policy context in order to re-examine the links between the two discourses. Aspects of practice are then considered using findings from qualitative interviews undertaken with work-based graduates from a single university in the south-east of England that focused on developing an understanding of their learning based on their experiences of the course. The paper discusses the findings with connecting principles of lifelong and work-based learning in order to make suggestions for newer variations of work-based practice in the UK, such as degree apprenticeships.

Background for lifelong and work-based learning

In recent decades, the discourse and rhetoric of lifelong learning have been a prominent part of many governments' education and social policies. Calls for major changes to educational practice followed the introduction of recurrent education (Kallen and Bengtsson, 1973) and the learning society (Husén, 1974) as the expanded role of education was increasingly seen as central to social and economic change. This led to world organisations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organisation for Economic Co-operation and

Development (OECD) to champion lifelong learning in all its various manifestations. While targets toward economic and social betterment have become a significant part of the European Union's policy, they are also linked to the overarching political goals of the nation-states, where the European Union's advocacy for lifelong learning became 'a much-vaunted weapon in the armoury of European economic and social development' (Holford and Mliczko, 2013: p. 26). In recent years, the European Union has continued to adopt a renewed strategy for Europe 2020 that advocates providing opportunities for adults to access high-quality learning throughout their lifetime (Eur-Lex, 2011).

Defining the principles of lifelong learning has taken many years, is still a work in progress, and is often dependent on the context in which the principles are found. Terms such as 'lifelong learning', 'lifelong education', 'vocational learning' and 'work-based learning' entered into policy and practice, often with variable and contested meanings. In 2001, reviewing its earlier 1996 ground-breaking framework Lifelong Learning for All, the OECD stated that the: 'lifelong learning framework emphasises that learning occurs during the whole course of a person's life. Formal education contributes to learning as do the non-formal and informal settings of home, the workplace, the community and society at large…' (OECD, 2001: p. 2). The tenets of realising learning that continued throughout life could be found in many different settings, with the approach having four key features: connecting to the whole lifecycle, the centrality of the learner, self-paced learning and self-directed learning (OECD, 2001).

In the UK, an expansive period of supporting educational reform followed these worldwide calls for change. Leading on from the introduction of lifelong learning to HE through government support of the learning society (Dearing, 1997), advocates like Coffield (2001) called for an expansion of the evidence base for this reform in post-compulsory education. There was a real impetus for academic practitioners to embed lifelong learning attributes within their own educational contexts. For example, Aspin and Chapman (2001) advocated a pragmatic approach within education and called for educators to embrace new solutions to incorporate lifelong dimensions and the learning society into a lifelong learning approach. As Aspin and Chapman stated:

The central elements in what we have described as the triadic nature of lifelong learning

for economic progress and development

for personal development and fulfilment

for social inclusiveness and democratic understanding and activity are fundamental to building a more democratic polity and set of social institutions.

We need in these principles and ideals of social inclusiveness, justice and equity; an economy which is strong, adaptable and competitive; and a range of provision of activities on which people choose for the rewards and satisfactions they confer (2001: p. 3).

The downside to expanding the vision of learning beyond its previous prescribed boundaries within education led to educational practitioners confronting greater challenges in the contested territories of social and economic policies as the role of education expanded. In the UK, this meant that some of the broader policies for lifelong learning could positively affect a drive for greater participation in

HE (widening participation) but could conversely affect the need for individuals to fund their own continuing education beyond compulsory schooling.

The ways in which the principles of lifelong learning manifest themselves for social policy differ, but fundamentally they present a way to shift thinking about how to educate adult citizens within further and higher education and the world of work. Schuller and Watson repositioned the skills debate to include work-related learning: 'We need increased understanding of the kinds of work environment which encourage formal and informal learning as a means of raising performance and productivity' (2009: p. 3). Schuller and Watson recommended that the lifelong learning policy be based on a four-stage model that better represents the life/work cycle that had come about through 'massive demographic and labour market changes' (2009: pp. 222-223); the four stages are:

(1) ages up to 25
(2) ages 25-50
(3) ages 50-75, and
(4) 75 and over (2009).

This expanded view of the life cycle relates to work-based provision as it suggests the need for educational opportunities for mature learners already in work, as well as school-leavers.

Similarly, the literature and practice of socially conscious work-based learning is threaded into the delivery of continuing professional development within HE. Authors such as Field and Moseley (1998) introduced vocational lifelong learning for HE which chimes with current policies that call for HE to provide more community engagement. Work-based studies have also been linked to widening participation for a broader range of students and providing advancement for those workers lacking educational qualifications (Walsh, 2008). In response to economic and social needs, UK policies such as the Leitch Review of Skills Prosperity for All in The Global Economy - World Class Skills Final Report (2006) called for more of the working population in England to gain HE qualifications.

The continuing widening participation agenda in current policy aims to address differences in access to HE for students from different social groups as it continues to support social mobility and increasing participation (Connell-Smith and Hubble, 2018) while 'service learning' advocates public engagement (Millican and Bourner, 2014). Elements corresponding to lifelong learning principles of economic, personal and social gain, along with the recognition of a post-degree life cycle, seem to be embedded into these various policies and discourses. The work-based strands discussed in this paper focus on learners who are based in the workplace setting, and includes degree apprenticeships where learning is linked to qualifications but also relates to the whole life cycle.

The development of pedagogy specific to work-based learning in the UK has been ongoing for more than thirty years. In an overview of literature on work-integrated learning for the Quality Assurance Agency by Lester, Bravenboer and Webb (2016), work-based elements in the HE curricula in the UK were said to exist since the seventies with the continuing growth for work-integrated practice. The functionality of new degree apprenticeships, for example, relate to Brennan and Little's (1996) modelling of provision that was centred around employer needs. Notably, Seagraves et al., defined work-based studies as:

a) learning for work

b) learning at work and

c) learning through work

(1996: p. 15).

In the UK, work-based learning has been associated with widening access to HE for those learners who had previously not gone to university or had to extend their learning while at work and offered alternatives as 'higher education is in the midst of an unprecedented era of change…' (Boud, Solomon, and Symes., 2001: p. 3). Nixon et al., explain work-based learning curricula as 'derived from context of application of the learning (i.e. the workplace) as well as learners' current knowledge and experience. The pedagogy is also experiential in nature, centred on the application of learning in the workplace and evidence-based assessment of progress and achievement' (2006: p. 3).

As part of the growth of work-related provision to accommodate HE expansion in the UK, Foundation degrees (associate degrees) were introduced to provide employer-related work-based learning. An impact study of Foundation degrees perceived benefits for students, such as 'gaining new subject knowledge and an understanding of theories linked to workplace practices…' (Foundation Degree Forward, 2007: p. 13), but also 'many reported that their studies had changed them as a person in terms of increasing confidence, learning to take initiative, interact with others, and adding a new dimension to life' (Foundation Degree Forward, 2007: p. 13).

These early iterations of work-based learning, often in newer universities that focussed on business knowledge exchange in the UK, represented a great wealth of institutional knowledge at particular universities such as Chester, Middlesex, Derby, and Northumberland (Costley and Dikerdem, 2011). These newer universities continue as centres of practice for work-related learning (Talbot, 2014) and now degree apprenticeships.

Work-based learning pedagogies have given academic practitioners the opportunity to work with employers to extend the reach of the academy. Walsh explains that we can: 'often locate recognition of such learning in the context of the knowledge economy, and of the workforce development that is emphasised as part of an effective response to the needs for more sophisticated skills in the workplace' (2008: p. 8). For employees studying in the workplace, learning served to negotiate 'supercomplexity' (Barnett, 2000) to encompass knowledge outside the academy. This realisation that learning in universities needs to keep pace with social and economic realities in the real world is linked strongly to the notion of the learning society.

Employer-centred practice in the UK has focused on workforce development that combines workplace practice with qualifications that represent knowledge, skills and competencies. In this paper, degree apprenticeships in the UK can be seen as the latest policy initiative for employer-centred (Nottingham, 2016) work-based learning within HE. Understanding the evolution of apprenticeships in the UK can be difficult, as their history has been a long one. Fuller and Unwin looked at the earlier historical progression of apprenticeships, mainly in addressing pre-university levels that presented the 'interplay of three competing elements:

(1) the evolution of a responsive model of learning
(2) the model's applicability to the needs of employers; and
(3) the model's usefulness to the State'
(Fuller and Unwin, 2009: p. 410).

In current degree apprenticeship policy, the government has imposed a levy system on businesses to fund the provision at all levels within the HE bands, including up to doctoral level. Trailblazer groups led by employers create and formally adopt new apprenticeship standards with a wide range a wide range of professional bodies across the sector (Institute for Apprenticeships, 2018). The website Which? University lists apprenticeships within specific sectors, subjects and professions and states that: 'An apprenticeship is a combined package of work and study' (2018: p. 2). Powell further states that: 'Apprenticeships are paid jobs which incorporate on and off the job training' (2019: p. 4). Apprenticeships are available to those aged over 16 living in England and apprentices have the same rights as other employees; apprentices may receive a nationally recognised apprenticeship qualification on the completion of their contract (Powell, 2019).

While apprenticeships have been an ongoing provision in the UK, the process for developing the most recent degree apprenticeships within HE represents new territory for planning and partnerships. It is at this point, after the levy for the degree apprenticeships came into being in April 2017, that academic practitioners have begun to plan and deliver new programmes based on Apprenticeship Standards, generally within sectors and disciplines. This provision has not replaced, but is provided alongside, other work-based programmes such as internships, placements and work-integrated learning in many HE institutions. This re-emergence of work-based practice also means that academic practitioners are working across the university in a number of new roles to develop and deliver this provision.

Considering the graduate perspective

An important element for an academic practitioner to consider when adopting work-based pedagogy is understanding the experience of the student learner. While undertaking evaluative qualitative research with work-based graduates from one work-based programme at a single university in the south-east of England, supplementary questions were introduced to find out about more about the general aspects of their learning experience that could provide a greater voice to the student work-based learner. The programme included emerging, establishing and established arts professionals who had previous disciplinary study but needed a 'top up' year to complete their undergraduate Honours degree.

The qualitative data was generated from a purposive sample of 14 graduates using an interpretive social worldview (Mason, 2018). Participant interviews that allowed for in-depth analysis of experience were conducted face-to-face or as Skype interviews, all of which were recorded and transcribed with informed consent and university ethical permission. The volunteers were selected from a range of cohorts over roughly six years and were also asked about their use of social media and professional artefacts as part of the wider research project. The additional questions in this paper relate to the questions that focused on finding out what the graduates thought about the nature of the learning process during, and after their completion of, the course with exploratory semi-structured questions like:

What aspects of the learning, professional development and coursework did you most value in the long term?

Did you develop your scholarship/academic learning? How?

Can you summarise any of the important learning points you had while undertaking your degree work on the [university] course?

The issues surrounding broader approaches to learning continued to surface as the interviews were conducted. During the analysis phase of the research, it became more apparent that the responses emerging from the findings indicated that graduates had a clear understanding of their own learning experience that could further inform pedagogy and curriculum planning. Anonymised findings indicated the significance of the graduates' continuing transitions and life goals that called for wider analysis from a lifelong learning perspective. What also came through more broadly was the focus on graduates' understanding that the aspects of the process that featured 'learning to learn' were well understood.

Participants made clear that they understood the process of continued professional development and that this way of working added to their understanding of how to learn:

… it was another… kind of learning. Usually you have to remember and to read something, and then somebody asks you about this, but you don't have to think on your own. And it's a very important point that I learnt in this study is that you have to think on your own (Participant C).

What was provoking about the findings was a deep understanding with the process of learning:

Yeah, so it is very much work-based learning, and the dissertation that I'm doing at the moment, the topic, the title of the module is 'Investigating a Business Issue From a ----- Perspective' so it is very much having to look into your industry and specifically my work, and pick an issue that we want to research about, and for that I'm using surveys and interviews and reviewing literature so it's all stuff that I had to do previously and the fact that it's a work-based thing as well is very much relevant to what we were doing before (Participant B).

There was also an importance placed on the experiences of learning outside of the academy as critical reflection, where: 'it could be argued that work-based learning, particularly the type which bases its curriculum content directly on workplace activities, represents a broadening of knowledge recognition. It allows for recognition of learning and knowledge produced outside the academy, and for 'practice knowledge' to 'count'' (Siebert and Walsh, 2013: p. 172). Practice knowledge became key to understanding how lifelong learning was seen as sustainable and enduring.

… But that's why I found, like… the BA with you, so good because it was all about the ideas and the doing… I just feel like it was a lot more flexible in terms of… you actually gave us the space to think, as opposed to just fill in the boxes (Participant F).

… [the course] personally for me was like a kick start for even more questioning everything that I do and trying to stay objective and first try to gather information and I think I was a critical person

before too but I think by now, also through [the course] probably, I always try to gather information before I conclude anything. Does that make sense? (Participant A).

It's not about… it was never about that final destination, apart from right at the beginning when I applied. Once I'd applied and started the course it was more about the process. And I just enjoyed and embraced that, and I think if ever I was to advise somebody, if somebody asked me 'How should I approach this?', I would just say to them, the best thing to do is to enjoy and embrace the actual process, every stage meticulously, but enjoy it, you know? It's about self-growth, as well as professional expertise (Participant D).

When asked for advice on what educators could provide for space to work, Participant N was able to give a deep understanding of the learning process:

I think you need compassion, whatever group of people you work with. You need to have an open heart… yes, you need to give people space for them to express themselves. And it may not be anything that you have experienced, but there are people out there that want to talk about things that they've experienced and are scared to because it's not the norm and those people need to have that space to open up because they could be, they could have found something, they could be finding something, or on the way to finding something, to solve or resolve any world issues or ideas….

For the work-based graduates, thinking through and researching their own professional practice in the workplace through work-based projects was key to making good use of their HE studies. This relates to seeing the process locating situated learning as a way to support transformational experience (Mezirow, 1991) where new meanings are reconstructed through experience. Work-based projects require that the learner develop their own coursework in tandem with their workplace roles and using personalised approaches to create socially beneficial projects that relate to the economic realities of the workplace (Costley and Nottingham, 2017). The focus was on the process as much as the content of the learning, and this related directly to the lifelong lens through which HE can be seen. Allowing work-based students a critical space to express themselves, as Participant N indicated, might be the most important thing that HE can do for students.

While these research findings relate to literature from earlier work-based programmes, the legacy of embedding earlier 'lifelong learning' considerations such as the personal, social and economic dimensions of learning into the process of 'learning to learn' was strongly indicated. The process of learning is recognised as the 'final destination' (Participant D). The challenge for the newer academic practitioners involved with work-based studies will once again be to embed this way of thinking into the new models of degree apprenticeships to create lifelong benefits.

Learning how to learn

The importance of the new academic developments for the degree apprentices is that while the emphasis is on the requirements of the role, and the practice knowledge evidenced from the role, that HE provides a more lasting and permanent effect on the capability to undertake continued professional development or education for individual learners based in the workplace. As the academic practitioners who plan work-based pedagogy balance disciplinary focus and a broader skillset with industry interaction (knowledge exchange), the approaches that frame learning in the

workplace might differ depending on the professional practice in question. However, the argument for broader principles, a legacy of lifelong learning and adult education are still important to consider as a way to embed personal, social and economic learning points into the curriculum. This legacy coincides with what graduates say about their learning experiences that relate to situated knowledge but are more broadly based in understanding the process of learning to be able to 'think on your own' (Participant C).

A number of authors connect lifelong learning in the workplace and work-based pedagogy. Jarvis (2010) links lifelong learning concepts with mainstream adult learning, embedding the concepts of professional education for the learning society. Experiential learning features in Jarvis's work as a way of learning from experience, with concepts referred to from many authors in this field, for example, Kolb (1984). The theories of learning here expand beyond the strict confines of one sector or curriculum, although it is the job of the academic practitioner to apply these to particular learning contexts. Reflective practice as exemplified by Schön's (1983) concepts of reflective practice champion the learners' ability to understand their own context. Eraut's work on professional knowledge and competence provides continuing sound advice on the role of occupational standards within curriculum planning: 'Professionals educators, for example, should treat the compendia of standards resulting from functional analysis as foundations for course design rather than substitutes for it' (Eraut, 1994: p. 213).

Practitioner-based research is an important source for work-based practice. Some recent examples to note for an apprenticeship focus might be Moss and Hackett (2011) who describe how a programme with employers can be implemented, and Workman (2011) who writes about using level descriptors for employer-centred practice. Academic practitioners often work in-house with solutions for work-based pedagogy as some of the practice relates to confidential or unpublished materials used to inform practice.

In the case of degree apprenticeships, more holistic patterns of learning need to be considered as curricula are developed to meet the immediate demands of the job role and the more vocational elements of the curriculum, such as competencies. While there is a history of the use of competencies in work-based studies in some disciplines, like nursing, other disciplines may not have actively required the assessment of competencies in the workplace as a part of a HE degree. The use of 'professional competencies' (Bravenboer and Lester, 2016) might be more adaptive in some contexts.

At the same time, degree apprenticeships, as with the other work-based learning pedagogy within HE, offer a disruptive pattern of delivery that accommodates knowledge beyond the academy. There is the need for the academic practitioner, with institutional support, to facilitate the development of learning outcomes that demonstrate work-based evidence showing the knowledge, skills, behaviours and values required for the degree apprenticeship End Point Assessment approved in the Apprenticeship Standard. While the End Point Assessment might be provided as an integrated model, or take place after the degree, the content of learning 'for' work has certain professional body requirements that have economic and social implications that link back to the lifelong learning discourse. As with other work-based studies, providing disciplinary content with specific knowledge and skills as a requirement, a learning approach which includes personal, social and economic relationships can embed the learning within a wider context. The principles from lifelong learning

that support flexible practice (Barnett, 2014; Kettle, 2013) provide employer-centred practice that can also support apprentices to achieve their educational goals.

Conclusion

The lifelong learning principles that informed the historic approach to work-based learning relate to a more holistic way of envisioning education as central to developing the capabilities needed to change social and economic elements in the learning society. As an academic practitioner, I realise that the concepts and principles are broad ones that go beyond the discipline of education, but it is these broader principles that have shaped the development of work-based studies by aligning learning for life with the ability to undertake continued professional development and education in the workplace.

The tenets of lifelong learning relate to many of the aspects of professional education that have long featured in HE and underpin the rationale for creating experiences that support work and learning over a lifespan. Professional associations like the Universities Association for Lifelong Learning (UALL) promote this drive to support learning across the range of practices within HE, but there have been many challenges to work-based programmes related to policies that have put the burden of lifelong learning on the individual mature learner (Callender and Wilkinson, 2012). Degree apprenticeships offer an opportunity to develop programmes that work with employers but also provide work-based learners with the education they need in the workplace.

While the new degree apprenticeships are based on employer needs, many academic practitioners who have been involved with work-based provision, but are new to apprenticeships, could actively be looking for ways to develop more responsive work-based programmes that can provide a foundation for learning. Academic practitioners who have not been introduced to 'field of study' models of work-based learning (Costley and Armsby, 2007) and have only known work-based pedagogy as a mode of learning, could actively integrate broader philosophies of learning practice/programming for degree apprenticeships that actively incorporate the discourses of 'widening participation' as well as 'widening access'.

For those academic practitioners who have not worked with professional learners (emerging, establishing, or established) based in the workplace, developing strategies to embed personal, social and economic dimensions into the curriculum might seem unfamiliar. As academic practitioners we sometimes assume that students' learning should be limited to the taught content in their disciplines. The research discussed in this paper shows that graduates recognise and value programmes of study that focus on learning that accommodates their changing realities and transitions within workplace settings. While working with capabilities and competences that are aligned to specific professional requirements, learning to align disciplinary knowledge within the broader personal, social and economic contexts presented with lifelong learning principles ensures that broader educational values are also represented. Finally, this means working with: 'The concept of education as a 'public good' and the responsibility we all share for the mutual benefit of all members of society are fundamental to this version of the need for 'lifelong learning for all' (Aspin and Chapman, 2001: p. 2).

References

Aspin, D. and Chapman, J. (2001) 'Lifelong learning: concepts, theories and values', Paper presented at SCUTREA, 31st Annual Conference, University of East London, 3-5 July 2001.

Barnett, R. (2000) Realizing the University in an Age of Supercomplexity, Society for Research Into Higher Education and Open University Press.

Barnett, R. (2014) 'Conditions of flexibility: securing a more responsive higher education system' June 2014 [Online]. Available at www.heacademy.ac.uk/knowledge-hub/conditions-flexibility-securing-more-responsive-higher-education-system (accessed: 20 February 2019).

Boud, D., Solomon, N. and Symes, C. (2001) 'New Practices for New Times', in Boud, D. and Solomon, N. (eds) Work-based Learning A New Higher Education, Buckingham, Society for Research into Higher Education and Open University Press.

Bravenboer, D. and Lester, S. (2016) 'Towards an integrated approach to the recognition of professional competence and academic learning', Education + Training, 58, 4: 409-421.

Brennan, J. and Little, B. (1996) 'A Review of Work Based Learning in Higher Education' [Online]. Available at http://oro.open.ac.uk/view/person/jlb5.html (accessed: 30 December 2018).

Callender, C. and Wilkinson, D. (2012) Futuretrack: Part-time Higher Education Students - the benefits of part-time higher education after three years of study, National Institute of Economic and Social Research.

Coffield, F. (2001) 'Introduction' in Coffield, F. (ed.) What Progress Are We making With Lifelong Learning, Newcastle upon Tyne: Department of Education and University of Newcastle.

Connell-Smith, A. and Hubble, S. (2018) Widening Participation Strategy in Higher Education in England, London: House of Commons Library.

Costley, C. and Armsby, P. (2007) 'Work-Based Learning Assessed as a Field or a Mode of Study', Assessment & Evaluation in Higher Education, 32, 1: pp. 21-23.

Costley, C. and Dikerdem, M. (2011) Work Based Learning Pedagogies and Academic Development, London, Middlesex University.

Costley, C. and Nottingham, P. (2017) 'Revisiting search and review for work-based projects', Innovations in Education and Teaching International, 55, 5: pp. 511-520.

Dearing, R. (1997) The Dearing Report, Higher Education in the Learning Society
Main Report, London: Her Majesty's Stationery Office.

Eraut, M. (1994) Developing Professional Knowledge and Competence, Abingdon, RoutledgeFalmer.

Eur-Lex (2011) 'Official Journal of the European Union, Council Resolution on a renewed European agenda for adult learning',. [Online]. Available at http://eur-lex.europa.eu/legal content/EN/TXT/?uri=uriserv:OJ.C_.2011.372.01.0001.01.ENG (accessed 7 June 2017).

Field, J. and Moseley, R. (1998) Promoting Vocational lifelong learning: a guide to good practice in the HE sector, Bristol: Higher Education Funding Council for England.

Foundation Degrees Forward (2007) 'The impact of Foundation degrees on the workplace and students' [Online]. Available at www.heacademy.ac.uk/knowledge-hub/impact-foundation-degrees-workplace-and-students-research-summary (accessed: 20 June 2018).

Fuller, A. and Unwin, L. (2009) 'Change and continuity in apprenticeship: the resilience of a model of learning', Journal of Education and Work, 22, 5: pp. 405-416.

Holford, J. and Mliczko, A. (2013) 'Lifelong learning: national policies from the European perspective', in Saar, E. Ure, O. and Holford, J. Lifelong Learning in Europe National Patterns and Challenges, Cheltenham: Edward Elgar Publishing Inc.

Husén, T. (1974) The Learning Society, London, Methuen.

Institute for Apprenticeships (2018) 'Trailblazer Groups' [Online]. Available at www.instituteforapprenticeships.org/developing-apprenticeships/trailblazer-groups/ (accessed: 30 September 2018).

Jarvis, P. (2010) Adult Education and Lifelong Learning Theory and Practice, 4th edn, Abingdon, Routledge.

Kallen, D. and Bengtsson, J. (1973) Recurrent Education: A Strategy for Lifelong Learning, Paris: Organisation for Economic Cooperation and Development.

Kettle, J. (2013) Flexible Pedagogies: Employer Engagement and Work-Based Learning, York: Higher Education Academy.

Kolb, D. (1984) Experiential Learning, Englewood Cliffs: Prentice Hall.

Lester, S., Bravenboer, D. and Webb, N. (2016) Work-integrated degrees: Context, engagement, practice and quality A literature review for QAA, London: Quality Assurance Agency.

Leitch, S. (2006) 'Leitch Review of Skills: Prosperity for all in the global economy -World Class Skills, Final Report' [Online]. Available at: www.gov.uk/government/publications/prosperity-for-all-in-the-global-economy-world-class-skills-final-report (accessed 30 December 2018)

Mason, J. (2018) Qualitative Researching, 3rd edn, London: Sage Publications Ltd.

Mezirow, J. (1991) Transformative Dimensions of Adult Learning, San Francisco: Jossey-Bass Publishing.

Millican, J. and Bourner, T. (2014) Learning to Make a Difference, Leicester: National Institute of Adult Continuing Education (England and Wales).

Moss, C. and Hackett, K. (2011) 'Professionalising the Events Industry. A Work Based Solution for Showcase International', in Dhillon, B., Edmonds, T., Felce, A., Minton, A. and Wall, T. (eds.) Making Employer and University Partnerships Work: Accredited Employer-Led Learning, Farringdon: Libri Publishing.

Nixon, I., Smith, K., Stafford, R. and Camm, S, (2006) Work-based Learning: Illuminating the Higher Education Landscape Final Report, London: The Higher Education Academy.

Nottingham, P. (2016) 'The Use of Work-based Learning Pedagogical Perspectives to Inform Flexible Practice within Higher Education', Teaching in Higher Education, 21, 17: pp. 790-806.

Organisation for Economic Co-operation and Development (2001) 'Lifelong Learning for All Policy Directions' [Online]. Available at www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=DEELSA/ED/CERI/CD(2000)12/PART1/REV2&docLanguage=En (accessed: 30 September 2018).

Powell, A. (2019) 'Apprenticeships Policy in England', 4 January 2019 [Online]. Available at www.parliament.uk/commons-library (accessed: 4 January 2019).

Schön, D. (1983) The Reflective Practitioner: How Professionals Think In Action, New York: Basic Books.

Schuller, T. and Watson, D. (2009) Learning through life: inquiry into the future of lifelong learning, Leicester: National Institute of Adult Continuing Education.

Seagraves, L., Osborne, M., Neal, P., Dockrell, R., Hartshorn, C. and Boyd, A. (1996) Learning in Smaller Companies, University of Stirling.

Siebert, S. and Walsh, A. (2013) 'Reflection in work-based learning: self-regulation or self-liberation?', Teaching in Higher Education, 18, 2: pp. 167-178.

Talbot, J. (2014) 'A case study in the development of Work Based Learning and the possibility of transfer to continental European universities: The WBIS program at the University of Chester, England', [Online]. Available at www.plaio.org/index.php/home/index (accessed: 30 September 2018.)

Walsh, A. (2008) 'What Is Distinctive About Work-Based Knowledge and Learning?', Work-based Learning: Work-based Learning Workforce development: Connections, frameworks and processes Heslington: Higher Education Authority, pp. 8-17.

Which? University (2018) 'The Complete Guide to Higher and Degree Apprenticeships' [Online]. Available at www.gov.uk/government/publications/higher-and-degree-apprenticeships (accessed: 30 September 2018).

Workman, B. (2011) 'Interpreting Academic Level Descriptors for Work Based Learning', in Dhillon, B., Edmonds, T., Felce, A., Minton, A. and Wall, T. (eds.) Making Employer and University Partnerships Work: Accredited Employer-Led Learning, Farringdon: Libri Publishing.