

Concurrent Session 4

Time: 1215 – 1245
Theme: Partnering with Industry to Deliver VET
Room: The Tompkins Room
Abstract: 17

WORK BASED LEARNING: A FLUX FOR LEARNERS THROUGH THE AUSTRALIAN QUALIFICATIONS FRAMEWORK

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This paper sets out just one element of a long term project in which the authors have employed elements of activity theory and expansive learning theory to analyse both the Australian Qualifications Framework (AQF: 2013) and application of contemporary workbased learning approaches.

The framework for the review is built around 6 key areas of performance identified in previous reviews of education systems and qualifications frameworks (AQF Council 2009; Bradley 2008; Burke et al. 2009; CEDEFOP 2010 & 2013; CEDEFOP & ETF 2013; Commonwealth of Australia 2009; deWeert 2011; Education and Culture DG & EQF 2013; Guthrie 2011; Hackett 2012). The researchers are progressively working through the sequence of learning actions within an expansive learning cycle (Engestrom & Kerosuo: 2007) and this paper represents one aspect of the work being undertaken as part of a step two [i.e. analysis] in the seven step expansive learning cycle.

Through this analysis we present a possible solution to enable an individual to progress through a vocational pathway into higher education by the application of a workbased learning pedagogy that is assessed against institutional based credentials. This approach tends to be a 'flipped' practice to the general principle of asking the learner to align their work based activity to the institution's pedagogical framework and more then the application of recognition of prior learning.