

## Article 4: Scaling up

# Need for task and impact-based learning

Scaling up the training process with task and impact-based learning (TIBL) creates a more agile and responsive system, and creates a dynamic capacity to deliver the skills for a sustainable sector. Task-based learning involves real-world tasks that learners must complete to develop their skills. Coupling this with an impact-based learning approach helps learners to understand the real-world impact of their work, and provides them with a sense of purpose, writes *Paul McCormack* (right), Belfast Met Innovation Manager and ARISE Programme Manager.

**A** TIBL approach that utilises the full potential of technology-enabled learning opens the training to be accessed by all. Leveraging digital tools such as e-learning platforms, virtual reality and augmented reality provides learners with a more engaging and interactive learning experience, and helps them apply their learning in practical situations. Using digitalisation in this way helps develop a culture of continuous learning. Additionally, providing access to ongoing development opportunities such as workshops, conferences and other training programs also helps.

Collaboration with employers, industry experts and other stakeholders is essential. Engaging with stakeholders can help identify emerging trends and technologies, and ensure that the skills system is flexible enough to adapt to changing needs.

Data can provide valuable insights into the skills gaps that exist within the sector and help inform the development of

training programs that address those gaps. Analysing data can also help identify trends in job demand, skill requirements and training needs.

### **Inclusive adult participation**

Inclusive adult participation and life-long learning will reduce the skills imbalance. Therefore, the training interface must be accessible to all learners, regardless of their background or circumstances. This requires a variety of formats, including online, face-to-face and blended learning options. It is vital that the process removes barriers to engagement.

Inclusive adult participation in life-long learning may be hindered by many barriers, such as cost, time and access to training. Addressing these barriers through initiatives such as funding support, flexible learning options and community-based training programs can help. Employers can also support life-long learning by helping to provide the opportunities for training and development, and by recognising the value of ongoing learning.



Traditional systems need to be invested in to help promote digital competencies as the skills process must understand the impact of technology and the advantages that it can deliver. To develop digital competencies, workers would need to have a strong foundation in digital literacy. This means having the ability to use digital tools and technologies effectively, and being able to evaluate information critically and responsibly.

This will create a more effective and sustainable skills system that benefits workers and the wider society.

Overall, creating a skills system that is responsive to current and future needs requires collaboration with industry stakeholders, data-driven decision-making, emphasis on practical skills development, technology-enabled learning, and a culture of continuous learning. By adopting these strategies, the construction industry can build a more skilled and adaptable workforce that is better equipped to meet the demands of the future. ■

