

# **Module 3 – Lifelong Learning Adult Education Institutions in the Learning City**

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## **Introduction and Rationale**

As we progress into the 21st century, adult and continuing vocational education organisations are constantly meeting the challenges of a rapidly changing educational environment. Not only are skills needs different year on year, but also new learning methods, personal updating imperatives and the requirements of students for ownership of their learning imposes distinctly different structures on the institution. Like many of their industrial clients and sponsors they need to transform themselves into ‘Learning Organisations’, sensitive to the needs and demands of all their stakeholders, and making their own unique contribution to the wider educational and community world within which they exist.

Moreover, internal lifelong learning implementation issues are inextricably linked with the institution’s place in the wider learning environment, which may be called a ‘Learning City or Region or Community.’

Therefore Adult Education is one of the most important focuses for the development of a Learning Society in a Learning City and Region. The local authority which shows little regard for the needs and demands of the citizens, communities and institutions under its care or which does not develop their creativity and their awareness, will descend into an inward-looking place with problems of social stability, economic decline and the memory of a missed opportunity.

Adult Education covers a wide variety of learning activity from straightforward vocational education courses at both degree and technician level, through continuing education for the updating of skills, competencies and knowledge to the more esoteric courses offering leisure time learning and personal development classes. There are remedial programmes such as those to give literacy skills for adults who missed out the first time round. There are courses for immigrants, prisoners, the socially, mentally and physically handicapped and religious communities. Adult Education takes place in purpose-built colleges, village halls, factories, community centres, church halls, theatres, museums, business centres, airports, galleries and even on the street.. It embraces all ages after the age of 18, the education of seniors after the age of 60 being equally important to a stable and successful society as the more economically justified career-oriented courses for school-leavers.

But Adult Education faces great challenges. Outside of vocational education its profile, and hence the resources made available to it, tend to be low in many local authorities. The demand is high and, because of the rapidly increasing growth in lifelong learning concepts, it is likely to increase exponentially in future years. At the same time there are many thousands of people, young and middle-aged, who have been so turned off education that they are disenfranchised from the joys of learning.

Adult Education has much to learn from Industry which will provide a large proportion of its students. We have seen in other modules how the more enlightened companies are encouraging all members of their workforce to get into the habit of learning and are willing to provide the funds to do so. Indeed large parts of Business and Industry have contributed much to the quantitative and qualitative increase both in active learning and in the number of people participating in it. It has pushed back the frontiers of educational practice in the way it uses educational materials, the methodologies it adopts to train and motivate its workforce and its perceptions of human potential. It embraces the latest ideas on how people learn and how to motivate learning. The local authority educational sector tends to have lagged well behind in this regard.

This module therefore addresses the reasons why the workplace is now a focus for learning. It does not cover university education except where it is aimed at adults as part of outreach programmes or short course

provision within a specialised department established for the purpose. A separate module will be developed for that.

It concentrates particularly on the Adult Education Institution itself – how it can become a lifelong learning organisation and how it can measure itself as such. It is an important topic not only because National and Local Government and Industry give it a high priority but also because it is increasingly recognised that the economic well-being of a nation, a region, a city, an organisation and an individual is dependent upon the quality and the consistency of learning in these institutions.

### **Target Audiences**

There are a variety of target audiences for this module. Initially there are the managers, lecturers and students who need to be convinced that lifelong learning is here to stay and is indeed the key to survival and responsibility in the 21st century.

Secondly there are the local government professionals, elected representatives and decision-makers who administer and influence the Adult Education sector who will need to see its importance as a generator of wealth and stability to a community.

Thirdly there are the many people whose espousal of continuous improvement programmes in order to keep themselves up to date and employable in a changing work environment, is a pathway to the future.

Fourthly there are those members of the community, workers, educators and volunteers, who exist to activate and enlarge the educational process in ways that are not always in the book.

However, some of the lessons will benefit everyone who is interested in the processes by which Adult Education can help the learning city achieve wealth creation, social stability, and personal development. All of these can profit from the seminars this module generates.

### **Notes for Learning Leaders**

Learning Leaders wishing to update themselves on the subject matter of this module will find the following references useful.

Chapters 6 and 8 of ‘Lifelong Learning – New Vision, New Implications, New Roles’ by Longworth and Davies, Kogan Page, London

Most of the book ‘Making Lifelong Learning Work – Learning Cities for a Learning Century’ by Longworth, Kogan Page, London

Part 1 of ‘Lifelong Learning in Action – Transforming 21st century Education’ by Longworth, Kogan Page, London

\*especially recommended –, ‘Learning Cities, Learning Regions, Learning Communities – Powerhouses of 21st century learning’ by Longworth, (Taylor and Francis), Abingdon, 2005

Learning Leaders are encouraged to add to the diagrams and examples provided in the toolkit from their own experiences and sources and to build up an expanded toolkit of quotations, visual aids and references etc which will help others to ‘teach’ this module.

### **Module 3 Topic 1 Description:**

The way in which the image of learning is presented internally and externally as an attractive and pleasurable activity can make the difference to the success of both the institution and the student. Modern, innovative strategies for attracting students, keeping them informed, involving them in their

studies and providing facilities for two-way communication can make a real difference both to their progress and to their performance. Similarly, a lifelong learning world demands that the needs and demands of every student and member of staff are addressed, including the ability to give and receive learning wherever, whenever, however and from whoever it is required. This topic therefore relates to the way in which the Institution not only keeps its staff and students informed, but also actively provides for their needs. It asks for creative effort from the students. It also covers the promotional and marketing activities as well as strategies for making courses and events more accessible to the students, wherever, whenever, however and from whomsoever they want them.

### **Topic Objective**

The major objectives of this topic are to develop an awareness of the different ways in which the adult education institution can promote and publicise itself more effectively and to demonstrate how, in a world where the student is customer, improved access to learning will lead to more and more motivated students.

### **Lesson 3.1.1 Promoting the Adult Education Institution**

#### **Lesson Focus**

The focus of this lesson is to examine the ways in which the adult education institution promotes itself to its potential students both internally and externally.

#### **Lesson Objectives**

The major objective of his lesson is to discover the initiatives already taken by Adult Education Colleges and to question whether or not it can be improved.

#### **Suggestions for learning leaders**

1. Start this session with a brainstorm in plenary. To get the creative juices flowing, start the session in the usual way by asking the group to suggest as many uses as they can for a common household object – a pin, a vase etc.
2. Then put up the proposal that the city and the region have decided that their futures depend upon 90% of the population become ‘lifelong learners’ and that the institution is a key plank in that strategy. Ask for ideas. Put the results on the walls, encourage wild ideas for feeding off and aim for 100 suggestions in the 20 minutes or so you allow. Then get the group to walk around the posters marking them on a scale of 3 for a) feasibility and b) likely effectiveness. Make a list of the latter.
3. Reinforce the lifelong learning message and relate it to the institution.

Then Hand out toolbox item 1. Get them to complete it in groups of two. Is everything they thought about in the brainstorm there?

Ask them to add extras in the empty spaces

4. Obtain several copies of the institution’s literature. Show the Platform Case Study in toolbox item 2 and get the group to look at the literature critically (groups of 3). Will it attract those who have been switched off learning? Get them to suggest alternative wording and/or to construct another document that would attract switched-off learners.

5. But switched-off learners won’t read that literature. Ask the same groups to make a list of 5 key actions they would take to reclaim them for learning.

6. The institution contains many students – how are they encouraged to stay and while there to get involved with learning? Refer to question 8 in toolbox item 2 and show toolbox item 3. Would some

indication of why they are there and the advantages (and joy) of learning help? Ask the group in threes to devise their own learning slogan for display on the walls of the institution.

### **Lesson 3.1.2: Providing flexibility and access in a Learning City**

#### **Lesson Focus**

The focus of this lesson is to demonstrate that a modern lifelong learning Adult Education Institution will reach out to offer courses wherever, whenever, however and from whoever the learner wants them. Despite the constraints imposed by external sources it will attempt to examine when and if the learner feels ready rather than at pre-determined times for all learners. This is the flexible educational world of not far ahead in time, where access to learning is determined by the needs and demands of the learners rather than those of the Institutions.

#### **Lesson Objective**

The major objectives of this lesson is to encourage forward thinking about the flexible role of the Adult Education Institution in the future. Examples are given.

#### **Suggestions for Learning Leaders**

1. Ask the class where they would prefer to learn if everywhere were possible— at home, in the institution, in a centre near to home, in the local pub, on an airplane, at work (if outside the institution) or elsewhere. Ask them now when they prefer to learn, morning, afternoon, evening, night, summer, winter, autumn, spring. Ask them how they prefer to learn - by computer, written self-study courses, in a classroom, with a personal tutor, networking with others, a combination of these. Would they like to be able to choose who they learn from? Or with?
2. Point out that such flexibility is increasingly becoming possible and this will affect the institution enormously in the years ahead. According to one USA expert 'Real Estate is being taken out of the educational equation'.
3. Distribute toolbox item 4. and ask each person to answer the questions individually. Discuss the answers with the class. Is there a sufficient amount of flexibility in course provision? How might it be improved.
4. Distribute toolbox item 5 and divide the class into 5 groups for each case study. Ask each group to make 5 implications about each one. Each group should now present in plenary session to all other groups, followed by a general discussion on the future for Adult Education Institutions. (NB These examples were effective at the time of writing. Certain clubs are no longer in the premiership. Nevertheless the initiative is or was valuable and worthy of discussion.

### **Lesson 3.1.3 – Non-traditional students**

#### **Lesson Focus**

In 'Making Lifelong Learning Work' Longworth says that 'Educational organisations are not generally accustomed to the idea of learners as customers. But when the focus is on the needs and demands of the learner in order to promote a more personal commitment, this is what they become. They are accountable to the learner as a customer for their product – in this case learning.

In order to facilitate better learning, learning providers must take into account the learning styles and preferences of each individual and tailor courses to them. It must also use a wider variety of learning approaches and be much more acutely aware of how learning takes place in each individual. This is a radical shift both in mission and expertise for all learning providers'. This lesson therefore focuses on how the much wider educational demands of a lifelong learning society are being met in the institution, and what its policy on non-traditional students might be.

### **Lesson Objective**

The major objective of this lesson is to examine and influence the adult education institution's policy towards non-traditional students in order that it can cope with the increasing demands of society for the development of a lifelong learning culture.

### **Suggestions for Learning Leaders**

1. Introduce the idea of a lifelong learning society and the extension of learning to non-traditional learners. Ask the class to define a non-traditional learner, who would it be? Make a list of typical non-traditional students.
2. Hand out toolbox item 6). Divide into groups of 3 and ask the class to answer questions 1 and 2 as far as possible. Discuss the results – then deal with the other questions and comments in the same way. (NB – if the knowledge is not available at class level, there are two alternatives  
a) set the exercise as an individual or small group research exercise in which each interviews senior management  
b) Invite a member of senior management to give a talk on flexible entry and to deal with the questions in toolbox item 6
3. Hand out Toolbox item 7 and ask the class in pairs to complete the questions as far as possible. Then invite an administrator or senior management to give a presentation on this aspect of flexible entry.
3. Discuss with the class the pros and cons of flexible entry and the individual cases outlined in the exercise under the 4 headings. Ask if anyone knows of an example.
4. In small groups ask each group to find two examples of APEL on the net and report back to the whole class.
5. Distribute toolbox item 8 and ask the class to complete the exercise. Discuss the results in plenary.

### **Lesson 3.1.4 The (unknown) Future**

**Focus:** The future of learning is difficult to predict but it is almost certain that more people will need to learn more, more quickly. Personal Development will be more important and lifelong learning will be crucial to the survival of not only people, but also the planet. In such a fast-changing, unequal and turbulent world these predications are not guaranteed to happen. But one thing is certain. Adult Education will be crucial to avoid disaster. This is why we finish this module by examining some of the most important aspects of the future.

### **Lesson Objective:**

To highlight some of the features of the world of the future and suggest some approaches to meet the challenges

### **Suggestions for Learning Leaders**

1. Divide the class into groups of 2 and ask the groups to jot down 4 important aspects that will affect the future of education and learning. Get them to post their ideas on the wall and let everyone see and mark them out of 3 where 1 = not likely, 2 = probable and 3 = certain.
2. Lead a discussion of the results of this exercise In plenary session.
3. Distribute toolbox 9, ask the class in pairs to give their opinion under the same 3
4. Show the list of skills in toolbox 10 and ask the class to mark each one in the same way 1= not necessary, 2 = desirable, 3= crucial.
5. Lead discussion on the answers given and the reasons for those answers. And then on how these skills might be included in the curriculum of the institution's courses and how far your institution has made an effort to include them.

Toolbox item 1

Attracting Students to your institution

	Does the institution actively promote and publicise itself as a Lifelong Learning Organisation by any of the following means?	Y	N
1.1	Television Advertising about the learning approaches used ....		
1.2	<b>A Video specifically publicising lifelong learning in the institution</b>		
1.3	Radio Advertising about the lifelong learning opportunities		
1.4	<b>Frequent radio or TV programmes on lifelong learning in the institution</b>		
1.5	Local Press Advertising about lifelong learning in the institution		
1.6	<b>Posters about lifelong learning in visible places</b>		
1.7	A Lifelong Learning logo usable by all departments		
1.8	<b>Internet pages specifying the institution as a Lifelong Learning organisation</b>		
1.9	Leaflets developed to show the institution as an attractive place to learn		
2	Is the organisation's brochure		
2.1.	made freely available in public places – eg shopping malls?		
2.2	<b>delivered to households</b>		
2.3	found in places where people go – eg surgeries, restaurants		
3	<b>Are there several versions of the brochure aimed at specific audiences?</b>		
4.	Does the institution pro-actively market lifelong learning in its courses?		
5.	<b>Does the institution run workshops and/or seminars for potential students?</b>		
6.	Is there a telephone hot-line for learning information?		
7.	<b>Can any citizen access a database of all learning opportunities in the institution</b>		
8.	Would you find posters about the purpose and/or joy of learning displayed on the classroom walls?		
9.	<b>Does the institution tap into the creativity of the students to help in its marketing?</b>		
10	Does the Institution employ an outside publicity company to help market its courses?		

## **Toolbox Item 2**

### **Platform – A Case Study**

For many people courses will have to start at the very basic level. In Edinburgh, the ethos of community is very strong. Community Education Centres have been established in the more deprived areas of the city to 'help people gain access to education and employment' as their leaflet 'Building Strong Communities' describes it. The Platform Adult Education centre is one such. Platform doesn't run classes, it has groups. It offers free child care for people with families and the courses themselves are free. It doesn't push qualifications, but they are there if group members want them. It presents itself to potential learners through an attractively-written leaflet, sympathetically worded and aimed at making them believe that they can learn in a relaxed style. It offers individual guidance for each learner and the groups are small.

Platform operates in the Wester Hailes ward of the city, where a survey showed that the local average of people with numeracy and literacy difficulties was double the average for the UK. It therefore operates sensitively to the population it serves and attempts to overcome the barriers to learning existing in that part of the city. It offers courses on learning to learn, computers, confidence building and self-development, and elementary communication as well as more traditional courses such as English, Maths, Scottish History and Philosophy. It invites members of the public to become tutors and to offer courses in their own expertise. It explains that much of this can lead onto higher qualifications, but only if the learner wants to.

Platform is an excellent example of a City supporting an understanding centre, based in the community it serves, starting at the learner's level of comprehension, identifying with potential barriers and leading its learners gently to confidence and success..

### **Rycotedale College**

Rycotedale College in Hertfordshire, targeted women who might consider returning to learning at their hairdressers. With the agreement of the owners they left leaflets detailing learning opportunities in the locality and trained stylists to talk about it in their conversations with the women.

SOME LEARNING BEATTITUDES

	<b>LIFELONG LEARNING</b>	
<b>1.</b>	<b>LEARNING LIBERATES</b>	
	IT FREES THE MIND TO EXPLORE THE UNIVERSE OF KNOWLEDGE	
<b>2.</b>	<b>LEARNING EMPOWERS</b>	
	IT MAKES POSSIBLE THE REALISATION OF OUR DREAMS	
<b>3.</b>	<b>LEARNING AWAKENS</b>	
	IT AROUSES HUMANITY'S NATURAL CREATIVITY AND IMAGINATION	
<b>4.</b>	<b>LEARNING RELEASES</b>	
	IT ENABLES US TO DEVELOP THE LATENT POTENTIAL WITHIN US ALL	
<b>5.</b>	<b>LEARNING NOURISHES</b>	
	IT GIVES VITALITY TO OUR HUNGER TO KNOW AND TO WONDER	
<b>6.</b>	<b>LEARNING INSPIRES</b>	
	IT ENERGISES THE SPIRIT OF DISCOVERY WITHIN US	
<b>7.</b>	<b>LEARNING NURTURES</b>	
	IT SUSTAINS GROWTH AND UNDERSTANDING IN THE MATURING INTELLECT	
<b>8</b>	<b>LEARNING GROWS</b>	
	A LIFELONG LEARNER HAS NEVER HAD SUFFICIENT LEARNING	

IT'S YOUR LIFE – **LEARN** TO TAKE CONTROL OF IT

LEARNING NOT FUN ANY MORE? **BETWEEN US WE CAN DO SOMETHING**

**WHY NOT RING xxx xxxx TO FIND OUT MORE?**

**Flexibility and Access (Wherever, Whenever, However, Whatever, from Whoever)**

<b>1</b>	<b>Wherever) Does the institution run courses in public places where the people are? eg in shopping centres, pubs, football stadia etc</b>		
<b>1.1</b>	<b>If yes where?</b>		
<b>2</b>	<b>(Wherever) Does the institution run courses in client sites? eg business and industry</b>		
<b>3</b>	<b>(Whenever) Does the institution run courses when the customer wants to receive them?</b>		
<b>4</b>	<b>(Whenever) Does the institution examine courses as soon as the student is ready?</b>		
<b>5</b>	<b>(However) Does the institution individualise courses according to the learning styles of its students?</b>		
<b>6</b>	<b>(Whatever) Has the institution ever carried out a learning requirements survey to find out what people in its catchment area want to learn?</b>		
<b>6.1</b>	<b>In local workplaces</b>		
<b>6.2</b>	<b>In the community as a whole</b>		
<b>6.3</b>	<b>In local schools</b>		
<b>6.4</b>	<b>Elsewhere (please state)</b>		
<b>7</b>	<b>(From whoever) Does the institution offer a choice of teachers/lecturers to the student?</b>		
<b>8</b>	<b>Does the institution operate a formal APEL (Assessment of Prior Experiential Learning) system</b>		
<b>9</b>	<b>Is life experience (eg management skills acquired in bringing up children) a factor in allowing new students to start courses at a higher level?</b>		

**Exercise 1: In the 3<sup>rd</sup> column place a Y or N (yes/No) to denote the answer**

**Exercise 2 Put a mark out of 2 in column 4 to express your opinion 1= Not Applicable, 2= Desirable but not done**

## **Toolbox item 5**

### **Airedale and Wharfedale College**

In the Yorkshire area of the UK, Airedale and Wharfedale College carried out an outreach project to people who remain sceptical about learning. With the help of Tetley's Breweries members of the college developed a questionnaire on learning and visited 6 inner city pubs in Leeds. They discovered that 40% of the people sampled had taken no courses in the last 5 years and 21% had had no further education since leaving school. However they went further and asked whether they would be interested in taking courses if they could be brought to the pub. 56% thought this an excellent idea. Thus courses were delivered by members of the college staff on local history, ordering drinks abroad, calligraphy for Christmas cards and fitness for stress management.

### **Learning Drop-in Centres**

As evidence that things are changing, perhaps we can make start at the Metro Shopping Centre in Gateshead, UK, where one can find 'Learning World'. Here a drop-in learning centre, fully equipped with computers and training staff, is available to shoppers as and when they feel they want to use it. Here, those who wish to do so can put down their groceries for an hour or two and enter into the world of learning through courses ranging from MBA through Open University facilities to people who want to develop National Vocational Qualifications (NVQs) or simply learn a skill for no qualification at all. Access to the internet allows people to obtain information about other courses in the region of Tyne and Wear and beyond. Learning World has been in existence for more than 10 years now, and its example has been copied by other British cities. Indeed it is rare to find a large UK city without at least one 'Learning Shop' or drop-in centre.

### **Sunderland**

Sunderland University which pioneered the programme is also leading the way in other initiatives. Its free telephone helpline, giving educational information to all who wish to know about where when, how and sometimes why, courses in all subjects exist, is now operated at national level by the vast Learn Direct programme established by the British Government. Like many other universities and colleges it uses local radio, television and the press to market 'learning' as an attractive activity, and extols the products it offers to prove it. More than that, the courses take place in 35 learning centres in the region - schools and libraries in the evening, community centres, pubs, factories, church halls.

### **Soccer to the rescue**

The most popular with the youngsters are the courses offered in the football stadium. Here you will find children who wouldn't be seen dead in the standard educational environment – they have been so switched off by their experiences at school. But here they are excited by the novelty of learning in the place where they go to worship their footballing heroes every other Saturday. It becomes accessible, non-threatening, pleasurable and natural – all the things which, for many people it isn't. Sunderland is not the only football club involving itself with learning in a city. Several other Premiership football clubs, Arsenal, Blackburn Rovers, Bolton Wanderers, and Newcastle United among them, have responded to the Prime Minister's plea to get involved with education. 'Playing for Success' is a strategy, jointly funded by the club and the government, for engaging reluctant learners in learning in the areas in which they live. The magnetic appeal of following learning programmes at the football club they support week in and week out is proving irresistible to youngsters at risk of drop-out. They will willingly go there after school hours to take courses on ICT, numeracy and literacy skill development. The Blackburn Rovers club, for example, conducts 2 hour sessions each evening for both primary and secondary school students, bringing the power of learning to truants and children who have little support at home. It is a masterpiece of subtle persuasion. Teachers are dressed in the football club track suits. The computer rooms are decorated with football memorabilia. The curriculum has a football theme. The children even work with journalists on match days and develop new skills and self-confidence. The lessons they subsequently follow relate to these

experiences. Their favourite footballers help out, dropping in on classes after training. Several thousands of children are touched by this experience every year.

### **The competition**

New delivery technologies, smart-cards and learning passports take away the time and space constraints in present systems. In this new flexi-world, no-one should be excluded from demonstrating that he or she can achieve a credit standard, no specific time of the year, like 'we take our examinations in the summer' should be set aside for that demonstration, and the organization where the accreditation takes place can be any of several around the world to take into account the mobility of people. A potential student should be able to define the content and methodology of a course of study with a personal tutor and agree the credit rating for it. This is then posted into a database such that a variety of tutors can advise, teach and accredit. In practice most students will stay with the same tutor, but there should be the option to change on grounds of mobility or incompatibility. The student who believes that he or she has studied enough to achieve the standard and wishes to prove it should then be allowed to do so within a period of time - one week being normal - at any of the organizations accrediting him/her. Obviously some rules will have to be put in place to avoid abuse, but these should be as few as necessary to avoid abuse and to support learning.

This is a foretaste of the flexible learning world of the 21st century, where students will vote with their feet. Certainly, if traditional universities are not able to satisfy this new requirement, many others will. The likely proliferation of Universities making courses available on the internet will force others to take into account flexibility of assessment methods, as they are doing themselves. Many of these courses are traditionally given in the UK by Adult Education Institutions. The University of Phoenix for example, has grown in the last few years to more than 48000 students undertaking vocational degrees in areas such as business, IT and Teacher Training, mostly via distance learning. It gives working adults access to learning wherever they happen to be. Another example is the California Virtual University, offering 700 courses from 81 public and private institutions throughout the United States. This is a real learning revolution and a threat, or an opportunity, depending upon the point of view, to traditional universities. More than that, the vast increase in Corporate Universities based on multinational companies - British Aerospace, Motorola and the Disney Corporation to mention just a few - offers the prospect of much greater competition in the years ahead, to which the universities will need to respond. The jokes about Mickey Mouse degrees and so on will certainly engage some of the smaller academic minds, but the joke could equally be on them. Standards at many of these are high, and degree courses are normally taught jointly by University and Company lecturers, and accredited accordingly. Disney Managers for example receive courses via satellite from places like Carnegie Mellon University, Babson and the highly regarded

### **Wharton School of Business.**

In the United Kingdom too, similar things are beginning to happen. British Aerospace now offers 4 Masters degrees in subjects within its own sphere of activity. The Body Shop has devised two Masters degrees with the Universities of Bath and Lancaster as a part of its 'Academy of Business' and, because of the language similarities, most universities are anticipating, with fear and dread, the invasion from across the Atlantic. While some universities are responding early through industry-education course development pacts, it requires a sage of Nostradamian proportions to predict the world of higher education in the year 2010.

## Toolbox item 6: The non-traditional Student

1. Let's explore how your institution matches up to flexibility in the selection of the students who attend it. Please put a tick where your college has a flexible entry policy or special procedures to address the audience

<b>1.1</b>	<b>Come from industry without minimum entry requirements to take continuing education courses</b>	
<b>1.2</b>	<b>Have not achieved minimum entry passes but who demonstrate personal qualities that will enable them to complete the course</b>	
<b>1.3</b>	<b>Have not achieved minimum entry passes because of social factors</b>	
<b>1.4</b>	<b>Have severe physical handicaps</b>	
<b>1.5</b>	<b>Come from other countries</b>	
<b>1.6</b>	<b>Are past retirement age</b>	
<b>1.7</b>	<b>Are mature and studying for a new career</b>	
<b>1.8</b>	<b>Married Women returners</b>	
<b>1.9</b>	<b>Are high-flying students younger than 18</b>	
<b>1.10</b>	<b>Are high-flying students younger than 16</b>	
<b>1.11</b>	<b>Are Indigenous people with language difficulties (e.g. dyslexia)</b>	
<b>1/12</b>	<b>Are Foreigners with language difficulties</b>	
<b>1.13</b>	<b>Are Night shift workers</b>	
<b>1.14</b>	<b>Are People sick or in hospital during a course</b>	
<b>1.15</b>	<b>Are People without transport</b>	
<b>1.16</b>	<b>Are Reluctant learners Can only attend the institution part-time</b>	
	<b>Any Other? (please state in the boxes below)</b>	
<b>1.17</b>		
<b>1.18</b>		
<b>1.19</b>		

3. Please make at least 3 appropriate comments on your institution's policy towards non-traditional students

3.1.

3.2.

3.3.

3.4.

## Toolbox item 7

a) Support for non-traditional students

Sometimes non-traditional students have special support needs. Please put a mark from 1 to 5 to show your opinion on the usefulness of these support systems 1= not necessary 2 = useful 3= crucial. It is suggested that you offer this for answering by at least one student , a member of staff and a senior administrator to check perceptions.

<b>1</b>	<b>An introductory Foundation Course</b>	
<b>2</b>	<b>Mentoring support system during their studies</b>	
<b>3</b>	<b>A formal Trained Learning Counsellors (not their own teachers) before they start their studies</b>	
<b>4</b>	<b>Trained Learning Counsellors in case of learning/personal difficulties</b>	
<b>5</b>	<b>An assessment of their most appropriate (mix of) learning styles</b>	
<b>6</b>	<b>Advice on the need for continuing learning</b>	
<b>7</b>	<b>Advice on learning to learn skills</b>	
<b>8</b>	<b>Psychological support if needed</b>	
<b>9</b>	<b>Assistance to develop Self-Esteem if needed</b>	
<b>10</b>	<b>Please list any other supports below</b>	
<b>11</b>		
<b>12</b>		
<b>13</b>		
<b>14</b>		
<b>15</b>		

### Toolbox item 8 Credit Systems and Assessment Flexibility

Another way to widen participation is to insert some flexibility into the assessment and examination system. Please answer the following questions by ticking the appropriate box. Yes No or In Plan

		<b>Y</b>	<b>N</b>	<b>IPlan</b>
<b>1</b>	<b>Does the institution offer a system whereby students build up credits towards a qualification?</b>			
<b>2</b>	<b>Does this apply within all Departments</b>			
<b>3</b>	<b>Does the institution make it possible for students to be examined when ready rather than at a pre-set time</b>			
<b>4</b>	<b>Are the courses linked to an international credit system that operates in other countries?</b>			
<b>5</b>	<b>Does the institution cooperate with other education providers to provide course modules for students where the expertise is not on site?</b>			
<b>6</b>	<b>Does your Institution have an APEL policy (Assessment of Prior Learning) whereby experience built up in life situations allows the student to skip a year?</b>			
<b>7</b>	<b>Can students outside your catchment area able to learn at your institution?</b>			
<b>8</b>	<b>Are potential students offered help to apply?</b>			
<b>9</b>	<b>Is there a system to help students who have been sick to catch up?</b>			

Toolbox item 9

THE (UNKNOWN) FUTURE

These are statements which have been made in the press as a result of research carried out.

<b>1</b>	<b>Many skilled and semi-skilled jobs(more than 50%) will disappear in the future as a result of new technology</b>	
<b>2</b>	<b>The amount of work available is decreasing and there will never be a return to full employment</b>	
<b>3</b>	<b>Most people will need to have a much wider range of skills to remain employable</b>	
<b>4</b>	<b>Educational levels will need to increase for a country to remain competitive in the world</b>	
<b>5</b>	<b>Companies are becoming more international, more mergers with foreign companies are likely and language skills will be highly valued.</b>	
<b>6</b>	<b>In the future people will have several jobs in a lifetime and will need to be trained and retrained many times</b>	
<b>7</b>	<b>The more people give to the learning of others the more they will learn themselves</b>	
<b>8</b>	<b>The difference between the haves and the have-nots will be related to the learning people do</b>	
<b>9</b>	<b>Personal skills and values will be of crucial importance for all people</b>	
<b>10</b>	<b>Lifelong learning is the only way that our race will survive in a fast-changing world</b>	
<b>11</b>	<b>Everyone will need to be educated to the level of semi-literacy of the average university graduate. This is the minimum survival level of the human race</b>	

## Toolbox Item 10

In the third column to what extent are the following personal development skills and attributes in the future important (1-3 1= not necessary, 2= desirable. 3= crucial) in the courses offered by the institution In the fourth column To what extent does your institution help develop them (1= not at all, 2= Sometimes, 3= fully)

<b>1</b>	<b>Learning to Learn Skills</b>		
<b>2</b>	<b>Formal and Informal Communications Skills</b>		
<b>3</b>	<b>Decision-making Skills</b>		
<b>4</b>	<b>Personal Management Skills</b>		
<b>5</b>	<b>Thinking Skills</b>		
<b>6</b>	<b>Teamwork Skills</b>		
<b>7</b>	<b>Critical Judgement Skills</b>		
<b>8</b>	<b>Information-handling skills</b>		
<b>9</b>	<b>Self-understanding skills</b>		
<b>10</b>	<b>Research Skills</b>		