



**European Commission Socrates R3L Programme**

# **A Stakeholder Audit**

(Full version)

## **Vocational Education and Lifelong Learning**

**A tool to enable Adult Vocational Education Organisations to analyse and respond to a changing educational world in which lifelong learning is predominant and cities and regions are in the process of becoming 'Learning Cities' and 'Learning Regions'**

Developed by Norman Longworth, Hon Professor of Lifelong Learning,  
University of Stirling  
[Norman.longworth@losmasos.com](mailto:Norman.longworth@losmasos.com)

And translated and tested by  
Peter Harizanov and Laurence Patoux  
ESC Toulouse  
Boulevard Lascrosses  
31000 Toulouse, France

# Introduction to the Adult Vocational College Stakeholder Audit (full version)

## The R3L programme

'Learning Cities', 'Learning Regions', 'Learning Organisations' are terms that are increasingly used to describe the rationale for the transformation of European cities, towns, regions and organisations for a knowledge age. In 2004 therefore, the European Commission funded a series of regional projects, under the title R3L (Regions of Lifelong Learning), 17 interlinked projects that would develop a deeper understanding of the practical benefits of lifelong learning in municipalities and regions throughout the continent. The European Commission definition of a learning region is as follows: *'A learning city, town or region recognises and understands the key role of learning in the development of basic prosperity, social stability and personal fulfilment, and mobilises all its human, physical and financial resources creatively and sensitively to develop the full human potential of all its citizens'*

Such a definition implies that all sectors of a local community are 'stakeholders' in the construction of a mutually advantageous and interactive learning city, town or region that will deliver prosperity, social stability and the personal well-being of its citizens. The implications for Adult Vocational Education and Training organisations are far-reaching and important. The vast increase in demand for learning throughout life from people of all ages will put great strain on this sector, and the changes demanded in methodology and approach to cope with a wider range of learner will impose challenges to management, staff and students. Additionally Colleges have much to offer to the budding Learning Region.

## The Indicators project

This was one of the most important of the 17 projects mentioned above. In it, a group of experienced partners from 5 European countries constructed 'stakeholder audits' to help public and private institutions measure their performance and progress toward becoming 'lifelong learning organisations' within a 'learning region.' Each partner developed a different audit and tested this and other audits in its own region. The 5 audits are written for schools, universities, small companies, local and regional authority administrations and, as in this one, for adult education colleges. The audits are completely comprehensive in nature covering a wide variety of internal and external lifelong learning indicators, based on the recommendations and results of research, reports, papers, projects and books written on the subject over a period of years.

## A Stakeholder Audit

The audit itself is not simply a questionnaire. It is a carefully-worded instrument to engage cities and regions in debate with themselves about their own future as quality learning organisations, and their relationship to others in the city/region and beyond. The learning city/region rationale is embedded in each action element of the audit tool, in order to help management and staff in all departments understand what a lifelong learning organisation within its sector will be like and how it can make that transformation.

**Institutions** become closely involved with the transformation process through questions soliciting opinions, information and comment, and exercises developing internal and external debate. The 'stakeholder audit' tools we have created for vocational education and training colleges therefore have five purposes, all of which are connected with meeting these criteria in a learning region:

- It will enable them to measure their performance as 'learning organisations' within a learning region.
- It will explore all the parameters which enable a modern VET College to address the vast number of changing needs and demands of a 21<sup>st</sup> century lifelong learning society.
- It will examine the role of the college in the construction of a learning region to which it can contribute and from which it can benefit.
- It will act as a basis for comparisons with VET Colleges in other regions
- It can be used as a discussion stimulator for students and staff in the institutions themselves

This audit is in the public domain and can be used by any institution that wishes to use it either as it is or in a modified form. The authors accept no responsibility for misuse or misunderstanding. However, we have tried to make the Audit both flexible and useful by dividing it into sections dealing with different aspects of the institution's activities. Please note that this is a tool and not just a questionnaire – its purpose is to stimulate thinking and debate, and to promote action, on the many aspects of regional social and economic development, and particularly the importance of lifelong learning in it. ***This is the full version.*** Inevitably, because it fully engages the participant, it is long. There is a short version for those who are less committed at this moment in time. The transition to a Learning Organisation affects all parts of the institution, often in quite fundamental ways, and the change process it will engender will take months and years. It is not therefore a tool to be used for a week and then discarded.

**Whichever way you may wish to use it, we believe that you will benefit**

## A Stakeholder Audit

### Part 1 General Questions concerning your Institution

To begin the audit we need to find out some information about you, your institution and your city/region. This will enable comparisons between regions and organisations.

|        |                                   |   |
|--------|-----------------------------------|---|
| 1.1    | Name of Institution               |   |
| 1.2    | Address                           |   |
| 1.3    | City and post-code                |   |
| 1.4    | Telephone number                  |   |
| 1.5    | Fax Number                        |   |
| 1.6    | Web address                       |   |
| 1.7    | Name of respondent                |   |
| 1.8    | Position                          |   |
| 1.9    | Email address of respondent       |   |
| 1.10   |                                   |   |
| 1.10.1 | Type of institution (please tick) | Local Authority/state Adult Vocational Education organisation |
| 1.10.2 |                                   | Private Vocational Education organisation                     |
| 1.10.3 |                                   | Company Vocational Education Organisation                     |
| 1.10.4 |                                   | Other (please state)  |
|        |                                   |   |
| 1.11   | No of students – full-time        |   |
| 1.12   | No of students – part time        |   |
| 1.13   | No of teaching staff – full-time  |   |
| 1.14   | No of teaching staff – part-time  |   |
|        |                                   |   |
|        |                                   |   |
| 1.15   | Age range of students             |   |
|        |                                   |   |
| 1.16.1 | Courses offered (please tick)     | Vocational education to non-degree level                      |
| 1.16.2 |                                   | Vocational education to degree level                          |
| 1.16.3 |                                   | Non-vocational courses for adults                             |
| 1.16.4 |                                   | Other – please state below                                    |
|        |                                   |   |

1.17 If you wish to give any other information which you think is relevant to this audit please do so in the space below

## **Part 2 Making a commitment to Lifelong Learning**

### **2.1 Lifelong learning in your institution -your opinions**

The following are statements made in regional and national education reports. To what extent do you believe that the sentiments expressed are important for the future development of your institution.

1 = very important, 2= quite important 3= of average importance 4 = low importance, 5= not at all important

|       |  | 1 | 2 | 3 | 4 | 5 |
|-------|--|---|---|---|---|---|
| 2.1.1 | As the economic need for a more highly educated and skilled workforce increases the undereducated will fall even further behind. .... widespread alienation poses a threat to the stability of society.. This is a major challenge to all types of education institution. (Committee of Vice-Chancellors and Principals) |   |   |   |   |   |
| 2.1.2 | Lifelong learning is no longer just one aspect of education and training; it must become the guiding principle for provision and participation across the full continuum of learning contexts. The coming decade must see the implementation of this vision. (European memorandum on lifelong learning)                  |   |   |   |   |   |
| 2.1.3 | The large increase in the numbers of learners that we envisage will not be possible without the deployment of imaginative strategies designed to reach out to those currently excluded from lifelong learning or who are disinclined to become involved (1 <sup>st</sup> Fryer Report (NAGCELL))                         |   |   |   |   |   |

2.1.4 You may wish to comment further at this point on the institutions policies vis-a-vis the expansion of learning opportunities and audiences. Please use the space below to give further information, ideas and opinions.

**In the following questions we explore together the strategies you may have already established for implementing lifelong learning at your institution. Additionally they can be used as debating points to enhance the internal discussions about the implementation of lifelong learning principles and the strategies and actions already taken to put them into practice.**

### **2.2 Developing a strategy for lifelong learning**

2.2.0 In your opinion, how much truth is there in the following quotations?

1= In every respect 2= A lot 3= average, 4 = not much 5 = none at all

|         |  | 1 | 2 | 3 | 4 | 5 |
|---------|--|---|---|---|---|---|
| 2.2.0.1 | Nations and communities have pinned their hopes on Adult Education as a means of getting more people into learning and of breaking down the long-standing resistance to a learning culture. It is the advance guard in the fight against complacency and ignorance. But of course the task is not as simple as it sounds. Providing more courses, improving access and reaching out into the community are only the first steps. Much more needs to be done to turn education and training into lifelong learning in the Adult Education institutions themselves (Australian National Training Agency) |   |   |   |   |   |
| 2.2.0.2 | A Lifelong Learning strategy needs the consent of both the implementers and the beneficiaries. (Longworth – Lifelong Learning in Action)   |   |   |   |   |   |

|         |   | Yes | No | In plan |
|---------|---|-----|----|---------|
| 2.2.1   | Does your institution formally call itself a Lifelong Learning Institution? |     |    |         |
| 2.2.2   | Does it have a published lifelong learning strategy?                        |     |    |         |
| 2.2.3   | If yes, does it make it available to students and staff?                    |     |    |         |
| 2.2.4   | If yes or in plan which people have been involved in developing it?         |     |    |         |
| 2.2.4.1 | The Principal   |     |    |         |
| 2.2.4.2 | All Staff Members   |     |    |         |
| 2.2.4.3 | Some staff members  |     |    |         |
| 2.2.4.4 | All students  |     |    |         |
| 2.2.4.5 | Some students   |     |    |         |
| 2.2.4.6 | Union representatives   |     |    |         |
| 2.2.4.7 | City Council representatives  |     |    |         |
| 2.2.4.8 | Business and Industry Representatives                                       |     |    |         |
| 2.2.4.9 | Other (please state)  |     |    |         |
|         |   |     |    |         |

|         |  |  |  |  |
|---------|--|--|--|--|
| 2.2.5   | Does the strategy deal also with relationships with any of the following?        |  |  |  |
| 2.2.5.1 | Local Industry   |  |  |  |
| 2.2.5.2 | The local community around the college   |  |  |  |
| 2.2.5.3 | Other learning institutions in the city  |  |  |  |
| 2.2.5.4 | The wider community in the city or region  |  |  |  |
| 2.2.6   | Does the strategy link into the city or regional strategy for lifelong learning? |  |  |  |

2.2.7 If you have any further comment about the institution's lifelong learning strategy (or lack of it) and/or its implementation, please use the lines below to express your thoughts and/or opinions, or to give information.

### 2.3 Implementing the lifelong learning strategy

|         |  | Yes | No | In plan |
|---------|--|-----|----|---------|
| 2.3.1   | Have all the teaching staff received individual guidelines on lifelong learning policy       |     |    |         |
| 2.3.2   | Have all the administrative staff received individual guidelines on lifelong learning policy |     |    |         |
| 2.3.2   | Have the students been given information about lifelong learning?                            |     |    |         |
| 2.3.3   | Are there feedback channels to management on this matter?                                    |     |    |         |
| 2.3.4   | Does the institution have a lifelong learning committee                                      |     |    |         |
|         | If yes who is on it  |     |    |         |
| 2.3.4.1 | The Principal  |     |    |         |
| 2.3.4.2 | All Staff Members  |     |    |         |
| 2.3.4.3 | Some staff members   |     |    |         |
| 2.3.4.4 | All students   |     |    |         |
| 2.3.4.5 | Some students  |     |    |         |
| 2.3.4.6 | Union representatives  |     |    |         |
| 2.3.4.7 | City Council representatives   |     |    |         |
| 2.3.4.8 | Business and Industry Representatives  |     |    |         |
| 2.3.4.9 | Other (please state)   |     |    |         |
| 2.3.5   | Is there a person in sole charge of Lifelong Learning development?                           |     |    |         |
| 2.3.5.1 | If yes does that person have a separate budget?  |     |    |         |
| 2.3.5.2 | Do his/her responsibilities include relations with external organisations?                   |     |    |         |

2.3.6 If you have any further comment about the implementation of the institution's lifelong learning strategy, please use the lines below to express your thoughts or opinions, or to provide information.

### 2.4 Lifelong Learning Charters

Some vocational education organisations display and/or make available the general guiding principles within which they operate. Here we explore together the extent to which your institution has done this

2.4.1 How far do the following statements match your institution's perceptions?

1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

|         |   | 1 | 2 | 3 | 4 | 5 |
|---------|---|---|---|---|---|---|
| 2.4.1.1 | As we move into the Knowledge Age, our understandings of what learning is, where and how it takes place, and for what kinds of purposes, are changing. We increasingly expect teaching and learning methods and contexts to recognise and adapt to a highly diverse range of interests, needs |   |   |   |   |   |

|         |   |  |  |  |  |  |
|---------|---|--|--|--|--|--|
|         | and demands, not only of individuals but also of specific interest groups in multicultural societies. (European memorandum on lifelong learning)  |  |  |  |  |  |
| 2.4.1.2 | Modern learners are becoming more discerning. They want to know what the commitment of the provider is to them and what support they can expect from it. They respond more positively in the knowledge that the institution has a clear set of responsibilities and values to support their learning. (Longworth – Making lifelong learning work) |  |  |  |  |  |

NB a draft charter of rights is attached as annexe 1 to this document. Please look briefly at this and express your opinion below as it applies to your own institution

|       |   | Yes | No | In plan |
|-------|---|-----|----|---------|
| 2.4.2 | Does the Institution have a similar Lifelong Learning Charter or statement describing its values and commitment to implementing Lifelong Learning solutions? (see note above) |     |    |         |
| 2.4.3 | Does the Institution have a charter or statement outlining the rights of its learners to learning support?  |     |    |         |
| 2.4.4 | Does the institution have a charter or statement outlining the responsibilities of its learners to the institution  |     |    |         |
| 2.4.5 | If no to these is the charter of any use to the development of such a commitment?   |     |    |         |

2.4.6 If you have any further comment about a charter or statement of values, please use the lines below to express your thoughts or opinions or to give information.

## 2.5 The Institution as a Learning Organisation

Many Vocational Education Institutions are fast becoming Learning Organisations, taking up the concepts of lifelong learning and implementing them into their administration, their courses and curricula. Here we explore together the extent to which your own organisation satisfies the generally accepted characteristics of a 21<sup>st</sup> century learning organisation.

2.5.1 How important are the sentiments expressed in the following statements to the institution's present and future development  
1= in every respect 2= a lot, 3= average, 4= a little, 5= not at all

|         |   | 1 | 2 | 3 | 4 | 5 |
|---------|---|---|---|---|---|---|
| 2.5.1.1 | Successful modern companies respond to the real world in which they find themselves. They become 'Learning Organisations' reacting to the demands of the marketplace and the need to stay flexible, adaptable and responsive to rapid change. Learning providers too will need to become 'Learning Organisations' in the same way. (Longworth and Davies – Lifelong Learning)   |   |   |   |   |   |
| 2.5.1.2 | The knowledge society of the 21st century will discover that learning is the source of wealth, welfare and competitive advantage. We are experiencing a paradigm shift. The evidence suggests that the development of learning organisations is not merely desirable, but essential to the survival of companies in the next century. This is a challenge faced not only by business and industry, but also by not-for-profit organisations in the voluntary and educational sectors. Schools, colleges and universities also need to be learning organisations, if they are to prosper. (Ball: Action Agenda for Learning) |   |   |   |   |   |
| 2.5.1.3 | Despite the presence of trust and togetherness the learning organisation is not a comfortable place for traditional leaders. It is an upside down sort of place, with much of the power residing at the organisation's edge. In this culture imposed authority no longer works. Instead, authority must be earned from those over whom it is exercised. The organisation is held together by shared beliefs and values, by people who are committed to each other and to common goals. It is an organisation of consent, not of control. (Charles Handy – Managing the Dream)   |   |   |   |   |   |

2.5.2 How much do you believe that the institution conforms to the following 'learning organisation' characteristics  
1= in every respect, 2= mostly, 3= about half 4= only in a few respects 5= not at all  
(NB: annexe 2 contains a definition of 10 characteristics of a Learning Organisation)

| Topic                              | Description  | A | B |
|------------------------------------|--|---|---|
| <b>1. Management / Leadership</b>  | All staff of the institution are consulted frequently and fully                    |   |   |
|                                    | All students are consulted frequently and fully                                    |   |   |
| <b>2. Organisational Decision-</b> | Decisions are made and acted upon at the most appropriate point in each department |   |   |

|  |   |  |  |
|--|---|--|--|
| <b>making</b>                                  |   |  |  |
| <b>3. Rewards</b>                              | A sophisticated reward system exists and is applied to all people in the organisation   |  |  |
| <b>4. Organisation Management</b>              | Non-hierarchical – each staff member is a colleague and treated with equal respect  |  |  |
| <b>5. Feedback</b>                             | Feedback on all matters is welcomed, acted upon and always replied to   |  |  |
| <b>6. Grievance Channels</b>                   | There is a sophisticated confidential system of airing grievances with no come-back to the complainant  |  |  |
| <b>7. Contribution to policy-making</b>        | Every staff member is encouraged to contribute to policy-making. Suggestions always replied to.   |  |  |
|  | Students are encouraged to participate in policy-making   |  |  |
| <b>8. Continuous Improvement</b>               | All staff members have continuous improvement programmes and an implementation plan for these   |  |  |
|  | All Students have personal development plans and a plan for implementation  |  |  |
| <b>9. Lifelong Learning</b>                    | Everyone in the institution is encouraged and given help to take learning inside and outside of the organisation  |  |  |
| <b>10. Learning Support</b>                    | Sophisticated personal support structures (eg Learning Counsellors, mentors) exist to ensure that every staff member can be directed towards learning relevant to his/her own needs |  |  |
|  | Personal learning support structures exist for every student  |  |  |
| <b>12. Use of Learning Technologies</b>        | Full use is made of new learning technologies   |  |  |
| <b>13. Displays of learning values</b>         | Prominent displays in all departments and building of the value of learning and personal development and encouragement to take it   |  |  |
| <b>14. Displays of results</b>                 | Prominent displays of the performance of the institution  |  |  |
|  | Prominent displays of the performance of each department  |  |  |
| <b>15. Time off for Activities</b>             | At least 10% of working time can be taken off for learning and community contribution by staff  |  |  |
| <b>16. Personal development</b>                | Personal skills development courses available for all as and when required  |  |  |
| <b>17 Learning Targets</b>                     | Everyone has a personal daily, weekly and monthly Learning target   |  |  |
| <b>18. Customer Focus</b>                      | Every staff member has received training on satisfying the customer   |  |  |
| <b>19. Quality</b>                             | Every staff member has been on a quality improvement course and is constantly trying to improve personal performance  |  |  |
| <b>20. Mission</b>                             | Everyone has a hand in defining the mission of each department and is given a copy of the mission statement   |  |  |
| <b>21. Strategies</b>                          | Everyone in the institution knows, and acts upon, its strategy for the present and the next five years.   |  |  |
| <b>22. Celebration</b>                         | Learning Success is celebrated tangibly and frequently and shared with others   |  |  |
| <b>23. Information-giving</b>                  | Every effort is made in many different ways to keep all people up to date with events, news, successes, failures, problems, opportunities   |  |  |
| <b>24. Community Contribution</b>              | Encourages and supports every person to contribute to the community   |  |  |
| <b>25. Organisational Culture</b>              | Every staff member feels to be a part of it and is eager to contribute to its success   |  |  |
| <b>26. Promoting the Learning Organisation</b> | Promotes and publicises its achievements as a learning organisation to the community and the wider world  |  |  |
| <b>27. Helping others</b>                      | Actively helps other organisations to become Learning Organisations   |  |  |
| <b>28. Helping minorities</b>                  | Has special procedures for actively helping all less fortunate people irrespective of creed, culture, language, handicap, race or nationality                                       |  |  |
| <b>28. Cooperation with others</b>             | Works with other organisations to improve learning in the community   |  |  |
| <b>29. The Environment</b>                     | Encourages all people to understand and take good care of the city environment  |  |  |

2.5.3 If you have any further comment about the institution's performance as a 'Learning Organisation' please use the space below to express your thoughts and/or opinions, or to provide information.

## 2.6 Quality and Standards

Quality is a term much associated with Learning Organisations. Here we explore together the institution's quality management policy

|           |   | yes | No | In plan | NR |
|-----------|---|-----|----|---------|----|
| 2.6.1     | Does your Institution have a policy relating to quality?  |     |    |         |    |
| 2.6.2     | Does your Institution actively recommend and facilitate formal feedback from students for each lesson taught?                         |     |    |         |    |
| 2.6.2.1   | If yes, is it freely available?   |     |    |         |    |
| 2.6.2.2   | Is it applied to all departments?   |     |    |         |    |
| 2.5.5.2.3 | Is it part of a national initiative?  |     |    |         |    |
| 2.6.3     | Does your Institution operate an externally validated organisational quality standards policy e.g. ISO 9000, Investors in People Uks? |     |    |         |    |
| 2.6.4     | How often is each department subjected to a quality review  |     |    |         |    |
| 2.6.5     | Does your Institution have an officer in charge of quality  |     |    |         |    |
| 2.6.5.1   | If yes. does each department have a person reporting to him/her   |     |    |         |    |
|           |   |     |    |         |    |

2.6.6 If you have any comments that we need to discuss regarding incentives, quality and standards at the institution and/or the questions that have been asked in part 2, please put them in the box below.

## 2.7 Providing incentives/rewards

|         |  | Yes | No | In plan |
|---------|--|-----|----|---------|
| 2.7.1   | Does the institution put any of the following in place to reward further learning or exceptional achievement among its own staff |     |    |         |
| 2.7.1.1 | Payment of course fees   |     |    |         |
| 2.7.1.2 | Financial rewards for successful completion  |     |    |         |
| 2.7.1.3 | Automatic promotion to another salary level  |     |    |         |
| 2.7.1.4 | Time off to take courses   |     |    |         |
| 2.7.1.5 | Extra holiday in lieu of payment   |     |    |         |
| 2.7.1.6 | Exceptional achievement certificates   |     |    |         |
| 2.7.1.7 | other incentives/reward for excellent work eg dinner for two   |     |    |         |
| 2.7.1.8 | Other (please state)   |     |    |         |
| 2.7.1.9 |  |     |    |         |
|         |  |     |    |         |

2.7.2 If you have any further comment about the institution's incentive/reward systems please use the lines below to express your thoughts and/or opinions, or to provide information.

**Part 3: The Institution in the wider world**

**A 21<sup>st</sup> Century Vocational Education and Learning Facility in a Learning Region will be outward-looking and making a contribution to its development. There many benefits in doing so. In this part of the audit, we explore the institution’s internal and external policies for making contribution to the region in which it exists.**

3.1 How important are the sentiments expressed in the following quotations to the development of your institution’s present and future access policy?

1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

|       |   | 1 | 2 | 3 | 4 | 5 |
|-------|---|---|---|---|---|---|
| 3.1.1 | Links need to be made out into the community and to peoples’ places of work and leisure through sensitive, trusted and sustained outreach. This means stimulating demand by building upon these activities which already interest and involve people or which express their own priorities and aspirations. It also entails targeted activity to raise expectations amongst children and adults, through schools, voluntary and community groups, work and trade unions. (Fryer: NAGCELL 2 <sup>nd</sup> report)  |   |   |   |   |   |
| 3.1.2 | However despite the plethora of the terms used, the symbiosis of mutual need between individual and community is at the heart of the lifelong learning debate. It gives rise to the need for productive partnerships, sharing resources, experiences and learning objectives. It fuels the need for more active citizenship in the development of a contributing and caring society. It encourages cities, towns and regions to examine in much greater detail the nature and content of lifelong learning in all its institutions, departments and operations, and to make a commitment to improving their performance as learning entities - for political, environmental, social, economic and cultural reasons (Longworth – European policy document) |   |   |   |   |   |
| 3.1.3 | Lifelong Learning imposes a radical change of outlook in Adult Education in order to cope with a vastly increased demand for education from a much wider section of the population. It requires a much closer focus on the real needs and demands of the learner, a wider engagement with the world outside of the institution and an acute awareness of learning as a pleasurable activity which should be celebrated (NewTELS Adult Education survey)   |   |   |   |   |   |

3.1.4 If you have any further comment at this stage about the roles and responsibilities of the institution to the world outside, please use the lines below to express your thoughts and/or opinions and/or information.

**Modern Adult Vocational Institutions don’t exist in a vacuum. They are a vital and vigorous part of a local and regional dynamic of learning provision across the board. They may, or may not, be a part of a formally expressed ‘Learning City’ but they have the potential to influence the many ways in which learning takes place there. These questions can be used as discussion points to explore the institution’s relationship to the outside world and the ways it can influence, and be influenced by, it.**

**NB Annexe 3 contains a definition and a description of a learning city**

**3.2 Your institution and formal relationships with the community**

**Vocational Education Institutions are important organisations in a local community. Here we explore together what formal involvement your institution has with the Local Authority in which it resides.**

|         |   | Yes | No | In plan | Not Rel |
|---------|---|-----|----|---------|---------|
| 3.2.1   | Does your Strategic Plan outline a commitment to work with the Local Community  |     |    |         |         |
| 3.2.2   | Does your Strategic Plan outline a commitment to work with the Local Authority  |     |    |         |         |
| 3.2.2.1 | If yes to either, do you have a Senior officer charged with this responsibility |     |    |         |         |
| 3.2.2.2 | If yes, does that person report to Senior Management?                           |     |    |         |         |
| 3.2.3   | Which Civic Bodies is your Institution represented on                           |     |    |         |         |
| 3.2.3.1 | The City Council  |     |    |         |         |
| 3.2.3.2 | The Education Committee   |     |    |         |         |
| 3.2.3.3 | The Chamber of Commerce   |     |    |         |         |

|          |  |  |  |  |  |
|----------|--|--|--|--|--|
| 3.2.3.4  | Other (please state in the boxes below)  |  |  |  |  |
|          |  |  |  |  |  |
| 3.2.4    | Are the Civic Authorities represented on the Institution Governing Body  |  |  |  |  |
| 3.2.5    | Are they represented on any other Boards or Committees of your Institution   |  |  |  |  |
| 3.2.5.1  | If yes, please give examples in the boxes below  |  |  |  |  |
|          |  |  |  |  |  |
| 3.2.6    | Does the institution have formal relationships in matters of lifelong learning with any of the following departments of the town council – eg research, project, seminar, conference, course |  |  |  |  |
| 3.2.6.1  | Education Department   |  |  |  |  |
| 3.2.6.2  | Finance Department   |  |  |  |  |
| 3.2.6.3  | Environment  |  |  |  |  |
| 3.2.6.4  | Health   |  |  |  |  |
| 3.2.6.5  | Police   |  |  |  |  |
| 3.2.6.6  | Mayor  |  |  |  |  |
| 3.2.6.7  | Social Services  |  |  |  |  |
| 3.2.6.8  | Other (Please state)   |  |  |  |  |
| 3.2.6.90 |  |  |  |  |  |
| 3.2.6.10 |  |  |  |  |  |
| 3.2.6.11 |  |  |  |  |  |
| 3.2.6.12 |  |  |  |  |  |
| 3.2.6.13 |  |  |  |  |  |

3.2.7 If you have any comments that we need to discuss about the relationships between institution and city/region please put them in the box below. If not relevant please explain why.

### 3.3 The institution's role and activities in helping its city become a learning city

Two European Commission definitions of a Learning city, town or region.

*'A Learning City, Town or Region 'recognises and understands the key role of learning in the development of basic prosperity, social stability and personal fulfilment, and mobilises all its human, physical and financial resources creatively and sensitively to develop the full human potential of all its citizens'*

*'A Learning Community is a city, town or region which goes beyond its statutory duty to provide education and training for those who require it and, instead, creates a vibrant, participative, culturally aware and economically buoyant human environment through the provision, justification and active promotion of learning opportunities to enhance the potential of all its citizens '*

|       |  | 0-5% | 6-15% | 16-30% | 31-50% | Over 50% |
|-------|--|------|-------|--------|--------|----------|
| 3.3.1 | To what extent do you believe that the town or city in which the Institute is situated meets either of the definitions above |      |       |        |        |          |

|         |  | Yes | No | In plan |
|---------|--|-----|----|---------|
| 3.3.2   | Has the town, city or region in which the Institute is situated formally declared itself to be a 'learning town, city or region' |     |    |         |
| 3.3.2.1 | If yes has the Institution played a role in this?  |     |    |         |

|          |   |  |  |  |  |  |
|----------|---|--|--|--|--|--|
| 3.3.2.2  | If no – Has your Institution ever considered the creation of the Learning City in collaboration with the Civic Authorities? |  |  |  |  |  |
| 3.3.3    | Has the institution ever been involved in any of the following types of cooperation with the local authority                |  |  |  |  |  |
| 3.3.3.1  | Assisting its development of a lifelong learning strategy   |  |  |  |  |  |
| 3.3.3.2  | Offering its premises and facilities for local authority organisations  |  |  |  |  |  |
| 3.3.3.3  | Taking leadership in the development of a lifelong learning city strategy   |  |  |  |  |  |
| 3.3.3.4  | Participating in the development of a Learning City strategy  |  |  |  |  |  |
| 3.3.3.5  | Encouraging staff to participate in City lifelong learning projects   |  |  |  |  |  |
| 3.3.3.6  | Developing and delivering courses in Lifelong Learning for City staff   |  |  |  |  |  |
| 3.3.3.7  | Creating a Lifelong Learning Centre at the Institution for use by all   |  |  |  |  |  |
| 3.3.3.8  | Getting involved with joint lifelong learning projects with the city  |  |  |  |  |  |
| 3.3.3.9  | Carrying out lifelong learning research studies for the city  |  |  |  |  |  |
| 3.3.3.10 | Representing the city at conferences and seminars   |  |  |  |  |  |
| 3.3.3.11 | Running a conference or seminar on lifelong learning on behalf of the city  |  |  |  |  |  |
| 3.3.3.12 | Offering accredited lifelong learning courses for city employees  |  |  |  |  |  |
| 3.3.3.13 | Delivering courses in community centres   |  |  |  |  |  |
| 3.3.3.14 | Involvement in City Regeneration Projects   |  |  |  |  |  |
| 3.3.3.15 | Other (please list any other collaboration in lifelong learning and/or learning city projects)                              |  |  |  |  |  |
|          |   |  |  |  |  |  |
|          |   |  |  |  |  |  |
|          |   |  |  |  |  |  |

3.3.4 If you wish to add a comment here about the institution's relationship to the development of a learning city, please use the lines below to express your thoughts and/or opinions or more information.

### 3.4 Partnerships for mutual benefit.

**Effectively operated lifelong learning partnerships with other organisations can create a win win situation for all partners. They can help to attract new students to your institution, enhance awareness of the importance of lifelong learning and increase the physical and human resources available to each partner by sharing equipment, and the skills and knowledge of people and organisations. These questions therefore explore with you the establishment of such partnerships and the way in which they operate for the common good.**

3.4. How important are the sentiments expressed in the following quotations to the development of your institution's present and future partnership policy?

1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

|       |   | 1 | 2 | 3 | 4 | 5 |
|-------|---|---|---|---|---|---|
| 3.4.1 | Effectively operated lifelong learning partnerships with other organisations can create a win-win situation for all partners. They can help to attract new students to the institution, enhance awareness of the importance of lifelong learning and increase the physical and human resources available to each partner by sharing equipment, and the skills and knowledge of people and organisations. (NewTELS Adult Education Survey) |   |   |   |   |   |
| 3.4.2 | Partnerships should be inclusive, strategic at a local level and with the aim of encouraging lifelong learning in their areas. They are important in building a lifelong learning culture from which learners, providers, employers and communities benefit. (Opportunity Scotland)   |   |   |   |   |   |

3.4.3 In the following question

1= formal partnerships with joint projects 2= formal partnerships, fairly frequent contact, 3= informal partnerships with occasional contact, 4= little contact 5= no links

|       |  | 1 | 2 | 3 | 4 | 5 |
|-------|--|---|---|---|---|---|
| 3.4.3 | How strong are the institution's links with other institutions |   |   |   |   |   |

|          |  |  |  |  |  |  |  |
|----------|--|--|--|--|--|--|--|
|          | and organisations                                      |  |  |  |  |  |  |
| 3.4.3.2  | Local schools  |  |  |  |  |  |  |
| 3.4.3.3  | Local Higher Education establishment(s)                |  |  |  |  |  |  |
| 3.4.3.4  | Small companies  |  |  |  |  |  |  |
| 3.4.3.5  | Other Adult Education Colleges                         |  |  |  |  |  |  |
| 3.4.3.6  | Professional Associations                              |  |  |  |  |  |  |
| 3.4.3.7  | Chambers of Commerce                                   |  |  |  |  |  |  |
| 3.4.3.8  | The Media  |  |  |  |  |  |  |
| 3.4.3.9  | Community and Voluntary Organisations                  |  |  |  |  |  |  |
| 3.4.3.10 | Local Government                                       |  |  |  |  |  |  |
| 3.4.3.11 | National Government                                    |  |  |  |  |  |  |
| 3.4.3.12 | International Adult Vocational Education organisations |  |  |  |  |  |  |
| 3.4.3.13 | Other (please state)                                   |  |  |  |  |  |  |
| 3.4.3.14 |  |  |  |  |  |  |  |

3.4.4 If you wish to add a comment here about the institution's relationship to other organisations, please use the lines below to express your thoughts and/or opinions or more information.

### 3.4.4 Nature of the Partnerships

Here we explore together what these partnerships do to help create a more lifelong learning society. In this question S= schools, A= Adult Education, V= Voluntary Organisations, I= Industry, C= City Administration, IG= Special Interest Group

|          |   | S | A | V | I | C | IG |
|----------|---|---|---|---|---|---|----|
| 3.4.4    | In these partnerships which of the following are a feature                    |   |   |   |   |   |    |
| 3.4.4.1  | Formally identifying and sharing the resources each can provide for the other |   |   |   |   |   |    |
| 3.4.4.2  | A Co-ordinator to drive the partnership                                       |   |   |   |   |   |    |
| 3.4.4.3  | The physical exchange of people into each others' organisations               |   |   |   |   |   |    |
| 3.4.4.4  | The sharing of existing learning resources                                    |   |   |   |   |   |    |
| 3.4.4.5  | Frequent meetings between staff and break down stereotypes                    |   |   |   |   |   |    |
| 3.4.4.6  | Active encouragement to involve as many people as possible in the partnership |   |   |   |   |   |    |
| 3.4.4.7  | Joint educational meetings at the institution or partner premises             |   |   |   |   |   |    |
| 3.4.4.15 | Any other characteristics of the running of your partnerships?                |   |   |   |   |   |    |
|          |   |   |   |   |   |   |    |
|          |   |   |   |   |   |   |    |

### 3.4.5 Use of the partnership

Here we are exploring together the use made of partnerships at your institution. Again S= schools, A= Adult Education, V= Voluntary Organisations, I= Industry, C= City Administration, IG= Special Interest Group

|          |  | S | A | V | I | C | IG |
|----------|--|---|---|---|---|---|----|
| 3.4.5    | What is the main purpose of the partnerships?                                  |   |   |   |   |   |    |
| 3.4.5.1  | Use of the Institution's facilities for the partner                            |   |   |   |   |   |    |
| 3.4.5.1  | Visits to the Institution by partner staff and/or students                     |   |   |   |   |   |    |
| 3.4.5.2  | Joint research projects  |   |   |   |   |   |    |
| 3.4.5.3  | Secondments  |   |   |   |   |   |    |
| 3.4.5.4  | Mentoring relationships between the organisations                              |   |   |   |   |   |    |
| 3.4.5.5  | Collaborative Courses development and delivery                                 |   |   |   |   |   |    |
| 3.4.5.6  | Joint development of databases   |   |   |   |   |   |    |
| 3.4.5.7  | Creating New Resources with the partner  |   |   |   |   |   |    |
| 3.4.5.8  | Participation in European and/or national projects                             |   |   |   |   |   |    |
| 3.4.5.9  | For Streamlining administration  |   |   |   |   |   |    |
| 3.4.5.10 | Please insert other activities associated with partnerships in the boxes below |   |   |   |   |   |    |
|          |  |   |   |   |   |   |    |



## Part 4 Your Institution and Wider Participation in Education

Part 4 of the audit explores with you your commitment to wider participation. National and international reports focus in upon this as an important step in a lifelong learning society.

4.1 Please give the opinion of senior management in your institution to the following quotations.

- 1= crucial to the future development of the institution
- 2= very important – implementable strategy now in place to address the issue
- 3= important enough to warrant the development of a strategy in the future
- 4= interesting but not important enough to warrant strategy development
- 5= Not relevant to this institution

|       |   | 1 | 2 | 3 | 4 | 5 |
|-------|---|---|---|---|---|---|
| 4.1.1 | 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 customer. 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<br>(Longworth – Making Lifelong Learning Work) |   |   |   |   |   |

### 4.2 The non-traditional Student

**One measure of commitment to this ideal is its policy towards the non-traditional student. A definition of “non-traditional” might be “any student who comes to the institution outside of the traditional ways of selection by examination pass.’ Lifelong Learning will create a huge demand for learning from all parts of nations and communities. Here we examine together the institution’s degree of flexibility in the selection of the students who attend it.**

|          |  | Yes | No | In Plan | Not Rel |
|----------|--|-----|----|---------|---------|
| 4.2.1    | Does your institution have a flexible entry policy for students who:   |     |    |         |         |
| 4.2.1.1  | Come from industry without minimum entry requirements to take continuing education courses                                 |     |    |         |         |
| 4.2.1.2  | Have not achieved minimum entry passes but who demonstrate personal qualities that will enable them to complete the course |     |    |         |         |
| 4.2.1.3  | Have not achieved minimum entry passes because of social factors   |     |    |         |         |
| 4.2.1.4  | Have severe physical handicaps   |     |    |         |         |
| 4.2.1.5  | Come from other countries  |     |    |         |         |
| 4.2.1.6  | Are past retirement age  |     |    |         |         |
| 4.2.1.7  | Are mature and studying for a new career   |     |    |         |         |
| 4.2.1.8  | Married Women returners  |     |    |         |         |
| 4.2.1.9  | Are high-flying students younger than 18   |     |    |         |         |
| 4.2.1.10 | Are high-flying students younger than 16   |     |    |         |         |
| 4.2.1.11 | Are Indigenous people with language difficulties (e.g. dyslexia)   |     |    |         |         |
| 4.2.1.12 | Are Foreigners with language difficulties  |     |    |         |         |
| 4.2.1.13 | Are Night shift workers  |     |    |         |         |
| 4.2.1.14 | Are People sick or in hospital during a course   |     |    |         |         |
| 4.2.1.15 | Are People without transport   |     |    |         |         |
| 4.2.1.16 | Are Reluctant learners   |     |    |         |         |
| 4.2.1.17 | Can only attend the institution part-time  |     |    |         |         |
| 4.2.1.18 | Any Other? (please state in the boxes below)   |     |    |         |         |
| 4.2.1.19 |  |     |    |         |         |
| 4.2.1.20 |  |     |    |         |         |
| 4.2.1.21 |  |     |    |         |         |
| 4.2.2    | Are there faculties or disciplines to which your policy is not applied<br>if yes please list in the boxes below            |     |    |         |         |
|          | .  |     |    |         |         |
|          |  |     |    |         |         |
|          |  |     |    |         |         |

### 4.3 Support for non-traditional students

**Sometimes non-traditional students have special support needs. Here we explore with you what these might be at your institution.**

|          |   |  |  |  |  |
|----------|---|--|--|--|--|
| 4.3.1    | Does your Institution offer special support for non-traditional students              |  |  |  |  |
|          | If yes, please indicate which of the following is offered                             |  |  |  |  |
| 4.3.1.1  | An introductory Foundation Course   |  |  |  |  |
| 4.3.1.2  | A formal mentoring support system during their studies                                |  |  |  |  |
| 4.3.1.3  | Trained Learning Counsellors (not their own teachers) before they start their studies |  |  |  |  |
| 4.3.1.4  | Trained Learning Counsellors in case of learning/personal difficulties                |  |  |  |  |
| 4.3.1.5  | An assessment of their most appropriate (mix of) learning styles                      |  |  |  |  |
| 4.3.1.6  | Advice on the need for continuing learning  |  |  |  |  |
| 4.3.1.7  | Advice on learning to learn skills  |  |  |  |  |
| 4.3.1.8  | Psychological support if needed   |  |  |  |  |
| 4.3.1.9  | Assistance to develop Self-Esteem if needed   |  |  |  |  |
| 4.3.1.10 | Please list any other supports  |  |  |  |  |
|          |   |  |  |  |  |
|          |   |  |  |  |  |
|          |   |  |  |  |  |
|          |   |  |  |  |  |

**4.3.2 If you have other comments we need to discuss about the institution’s attitude and policy towards non-traditional students, please put them in the box below.**

#### 4.4 Credit Systems and Assessment

**Another way to widen participation is to insert some flexibility into the assessment and examination system. Here we explore together how your institution is addressing this issue.**

|           |  | Yes | No | In Plan | Not rel |
|-----------|--|-----|----|---------|---------|
| 4.4.1     | Does the institution offer a system whereby students build up credits towards a qualification?   |     |    |         |         |
|           | If yes does this apply to  |     |    |         |         |
| 4.4.1.1   | Full time students   |     |    |         |         |
| 4.4.1.2   | Part-time students   |     |    |         |         |
| 4.4.1.3   | Other (please say)   |     |    |         |         |
| 4.4.1.4   | Does this apply within all Departments   |     |    |         |         |
| 4.4.1.4.1 | If no please name the departments in which it does not occur   |     |    |         |         |
|           |  |     |    |         |         |
| 4.4.2     | Does the Institution participate in the European Credit Transfer System (ECTS)   |     |    |         |         |
| 4.4.3     | Does the institution make it possible for students to be examined when ready rather than at a pre-set time                               |     |    |         |         |
| 4.4.4     | Does the institution cooperate with other education providers to provide course modules for students where the expertise is not on site? |     |    |         |         |

4.4.5 If you have other comments we need to discuss about flexibility in assessment and examination, please put them in the box below.

|  |
|--|
|  |
|--|

#### 4.5 Accreditation of Prior Learning & Prior Experiential Learning

How far do the sentiments expressed in the quotations below inform the present and future delivery policy of the institution?  
 1= in every respect, 2= a lot, 3= average amount, 4= a little, 5= not at all

|        |  | 1 | 2 | 3 | 4 | 5 |
|--------|--|---|---|---|---|---|
| 4.5.1. | It is essential to <b>raise the demand for learning as well as its supply</b> , most especially for those who have benefited least from education and training so far. Everyone should be able to follow open learning pathways of their own choice, rather than being obliged to follow predetermined routes to specific destinations. This means, quite simply, that education and training systems should adapt to individual needs and demands rather than the other way round. (European Memorandum on Lifelong Learning) <sup>1</sup>  |   |   |   |   |   |
| 4.5.2  | It is absolutely essential to develop high quality systems for the Accreditation of Prior and Experiential Learning (APEL), and to promote their application in a wide variety of contexts. Employers and admissions tutors in education and training institutions also need to be persuaded of the worth of this kind of certification. APEL systems evaluate and recognise individuals' existing knowledge, skills and experience gained over long periods and in diverse contexts, including in non-formal and informal settings. The methods used can uncover skills and competencies that individuals themselves may not have realised they possess and can offer to employers. The very process requires the active participation of the candidate, which in itself raises individuals' confidence and self-image (European memorandum on lifelong learning) |   |   |   |   |   |

**APEL is an important tool for wider participation. Here we explore together your Institution's commitment to Accreditation for Prior Learning/ Accreditation for Prior Experiential Learning.**

|         |  | Yes | No | In plan | Not rel |
|---------|--|-----|----|---------|---------|
| 4.5.3   | Does your Institution have an APEL policy  |     |    |         |         |
| 4.5.3.1 | If yes, is the policy freely available to the general public                             |     |    |         |         |
| 4.5.3.2 | Does it apply to all departments or just a specific range                                |     |    |         |         |
| 4.5.3.3 | If no which departments do not apply such a policy                                       |     |    |         |         |
|         |  |     |    |         |         |
| 4.5.3.4 | Is there a specific person charged with the implementation of the policy                 |     |    |         |         |
| 4.5.3.5 | If yes, please give title and title of the person to whom they report                    |     |    |         |         |
| 4.5.4   | Does each department have an APL/APEL advisor  |     |    |         |         |
| 4.5.5   | How are students expected to present their application                                   |     |    |         |         |
| 4.5.5.1 | simple application   |     |    |         |         |
| 4.5.5.2 | portfolio based  |     |    |         |         |
| 4.5.5.3 | Simple interview   |     |    |         |         |
| 4.5.5.4 | Other (please say)   |     |    |         |         |
|         |  |     |    |         |         |
| 4.5.6   | Are students afforded help or advice in relation to their application prior to admission |     |    |         |         |

4.5.7 If you have any comments we need to discuss further about APEL please insert them in the box below.

|  |
|--|
|  |
|--|

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

**Finally, participation in Education can be widened by making courses more accessible to potential students. A lifelong learning institution is a flexible institution. Many of the American Distance Learning Organisations offer courses to start at any time with a choice of tutors and examined when the student is ready. We, therefore, explore together the way in which your institution is making efforts to take the right education to where the students are and providing it when, how and from whom they require it.**

4.6.1 How important are the sentiments expressed in the following quotations to the development of your institution’s present and future access policy?

1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

|       |  | 1 | 2 | 3 | 4 | 5 |
|-------|--|---|---|---|---|---|
| 4.6.1 | Bringing learning closer to home will also require reorganisation and redeployment of resources to create appropriate kinds of <b>learning centres in everyday locations</b> where people gather – not only in schools themselves, but also, for example, in village halls and shopping malls, libraries and museums, places of worship, parks and public squares, train and bus stations, health centres and leisure complexes, and workplace canteens (European memorandum on lifelong learning)   |   |   |   |   |   |
| 4.6.2 | People will only plan for consistent learning activities throughout their lives if they <i>want</i> to learn. They will not want to continue to learn if their experiences of learning in early life have been unsuccessful and personally negative. They will not want to carry on if appropriate learning opportunities are not practically accessible as far as timing, pace, location and affordability are concerned. They will not feel motivated to take part in learning whose content and methods do not take proper account of their cultural perspectives and life experiences (European memorandum on lifelong learning) |   |   |   |   |   |
| 4.6.3 |  |   |   |   |   |   |

**Modern Vocational Education Institutions are beginning to provide whatever courses wherever, whenever, however and from whomsoever people want to receive them. These questions can be used to enhance the debate about flexibility and adaptability in the institution.**

**4.6.4 Wherever**

|          |  |  |  |  |  |
|----------|--|--|--|--|--|
| 4.6.4    | (Wherever) Does the institution run courses in places where the people are |  |  |  |  |
| 4.6.4.1  | If yes, does it deliver courses in any of the following.                   |  |  |  |  |
| 4.6.4.2  | Large Companies  |  |  |  |  |
| 4.6.4.3  | Small companies  |  |  |  |  |
| 4.6.4.4  | Churches or Church halls   |  |  |  |  |
| 4.6.4.5  | Community centres  |  |  |  |  |
| 4.6.4.6  | Public houses  |  |  |  |  |
| 4.6.4.7  | Theatres   |  |  |  |  |
| 4.6.4.8  | Leisure centres  |  |  |  |  |
| 4.6.4.9  | Open air – eg parks  |  |  |  |  |
| 4.6.4.10 | Shopping Centres   |  |  |  |  |
| 4.6.4.11 | Homes  |  |  |  |  |
| 4.6.4.12 | Sports Clubs   |  |  |  |  |
| 4.6.4.13 | Other (please state)   |  |  |  |  |
|          |  |  |  |  |  |

4.6.5 Courses run outside the institution’s buildings

1 = all 2= most= more than 20% 4= a few 5= none

|  |  | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|
|  |  |   |   |   |   |   |

|       |  |  |  |  |  |  |
|-------|--|--|--|--|--|--|
| 4.6.5 | What proportion of courses are run outside the institution's buildings |  |  |  |  |  |
|-------|--|--|--|--|--|--|

4.6.6 If you have any further comment or information about the wherever of the institution's access strategy, please use the lines below to express your comment, thoughts and/or opinions.

**4.6.7 Whenever**

|         |  |  |  |  |
|---------|--|--|--|--|
| 4.6.7.1 | (Whenever) Where possible does the institution operate flexible starting <u>dates</u> so that courses are delivered when the customer wants to receive them. |  |  |  |
| 4.6.7.2 | (whenever) Where possible does the institution operate flexible starting <u>times</u> for the same reason?   |  |  |  |
| 4.6.7.3 | (Whenever) Does the institution examine courses as soon as the student is ready?   |  |  |  |

4.6.8 If you have any further comment or information about the whenever of the institution's lifelong learning access strategy, please use the lines below to express your thoughts and/or opinions.

**4.6.9 Whatever**

|             |  |  |  |  |
|-------------|--|--|--|--|
| 4.6.9.1     | Has the institution ever carried out a learning requirements survey to discover what people in its catchment area want to learn? |  |  |  |
| 4.6.9.1.1   | If yes has it been carried out in  |  |  |  |
| 4.6.9.1.1.1 | Schools  |  |  |  |
| 4.6.9.1.1.2 | Companies  |  |  |  |
| 4.6.9.1.1.3 | The community  |  |  |  |
| 4.6.9.1.1.4 | Other (please state)   |  |  |  |
| 4.6.9.1.1.5 |  |  |  |  |
| 4.6.9.1.2   | If no – how does it know what courses to offer?  |  |  |  |
| 4.6.9.1.2.1 | Intuition  |  |  |  |
| 4.6.9.1.2.2 | The examination boards   |  |  |  |
| 4.6.9.1.2.3 | Experience   |  |  |  |
| 4.6.9.1.2.4 | It doesn't really know   |  |  |  |
| 4.6.9.1.2.5 | Other (please state)   |  |  |  |
|             |  |  |  |  |

4.6.10 If you have any further comment or information about the whatever of the institution's lifelong learning access strategy, please use the lines below to express your thoughts and/or opinions.

**4.6.11 However**

4.6.11 How far do the sentiments expressed in the quotation below inform the present and future delivery policy of the institution?  
1= in every respect, 2= a lot, 3= average amount, 4= a little, 5= not at all

|  |  |  |  |  |  |   |   |   |   |   |
|--|--|--|--|--|--|---|---|---|---|---|
|  |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 |
|--|--|--|--|--|--|---|---|---|---|---|

|          |   |  |  |  |  |  |
|----------|---|--|--|--|--|--|
| 4.6.11.1 | 'Educational organizations 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 customer. 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' (Longworth – Lifelong Learning at Work) |  |  |  |  |  |
|----------|---|--|--|--|--|--|

|        |   | Yes | No | In plan |
|--------|---|-----|----|---------|
| 4.6.12 | In general is there a trend to regard, and treat, the learner as a customer in the institution? |     |    |         |
| 4.6.13 | Does the institution individualise courses according to the learning styles of its students     |     |    |         |
| 4.6.14 | Has the institution ever attempted to analyse the preferred learning styles of its students     |     |    |         |
| 4.6.15 | Does the institution offer a choice of teacher/lecturers to the student                         |     |    |         |

4.6.16 If you have any further comment or information about the however of the institution's lifelong learning access strategy, please use the lines below to express your thoughts and/or opinions.

**Part 5: Is your institution broadcasting the right message of lifelong learning to its stakeholders?**

5.1 How important are the sentiments expressed in the following quotations to the development of your institution’s present and future information policy?

1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

|       |  | 1 | 2 | 3 | 4 | 5 |
|-------|--|---|---|---|---|---|
| 5.1.1 | .....Adult Education providers have to start focusing on the needs of people as learners – reaching out into the community to find out why, when, what and how people prefer to learn, discovering the new learning methods, identifying the basic skills which people need in order to learn better. And then communicating the pleasure of learning to everyone, including those whose past experience has not always been a positive one. (Longworth – Lifelong Learning at Work) |   |   |   |   |   |
| 5.1.2 | The way in which the image of learning is presented internally and externally as an attractive and pleasurable activity can make a world of difference to the success of both the institution and the student.(NewTELS adult education survey)   |   |   |   |   |   |

**Adult Vocational Institutions are, whether they like it or not, at the forefront of social, economic and political change. They will survive as 21<sup>st</sup> century learning organisations only by making their product more desirable and accessible to the vastly increased numbers of potential learners who themselves need to be convinced of the value of learning. These questions can be seen as points of debate about how the institution goes about addressing its target audiences in the new 21<sup>st</sup> century paradigm.**

**5.2. Marketing and Promotion of Lifelong Learning to the outside world**

**‘Modern, innovative strategies for attracting students, presenting learning as a personally fulfilling and pleasurable activity throughout life, and providing facilities for two-way communication need to be utilised’. (European Memorandum on Lifelong Learning)**

5.2.1 Does the institution actively promote and publicise itself *as a Lifelong Learning Organisation* by any of the following means? (N/A = Not applicable to this institution)

|          |   | Yes | No | In plan | N/A |
|----------|---|-----|----|---------|-----|
| 5.2.1.1  | Television Advertising about the learning approaches used                     |     |    |         |     |
| 5.2.1.2  | A Video specifically publicising lifelong learning in the institution         |     |    |         |     |
| 5.2.1.3  | Radio Advertising about the lifelong learning opportunities                   |     |    |         |     |
| 5.2.1.4  | Local Press Advertising about lifelong learning in the institution            |     |    |         |     |
| 5.2.1.5  | Posters about lifelong learning in the institution in visible places          |     |    |         |     |
| 5.2.1.6  | Internet pages specifying the institution as a Lifelong Learning organisation |     |    |         |     |
| 5.2.1.7  | Leaflets developed to show the institution as an attractive place to learn    |     |    |         |     |
| 5.2.1.8  | The telephone hotline   |     |    |         |     |
| 5.2.1.9  | The National telephone information service – eg learn direct                  |     |    |         |     |
| 5.2.1.10 | Workshops for potential students  |     |    |         |     |
| 5.2.1.11 | Other – please specify  |     |    |         |     |
|          |   |     |    |         |     |

5.2.2 Are there active marketing links with any of the following in order to enthuse potential students about the benefits of learning at the institution?

|         |                                   | Yes | No | In plan |
|---------|-----------------------------------|-----|----|---------|
| 5.2.2.1 | Local Schools                     |     |    |         |
| 5.2.2.2 | Local business and industry       |     |    |         |
| 5.2.2.3 | The City Administration           |     |    |         |
| 5.2.2.4 | Local Community Organisations     |     |    |         |
| 5.2.2.5 | Overseas education establishments |     |    |         |
| 5.2.2.6 | Local professional organisations  |     |    |         |
| 5.2.2.7 | Universities                      |     |    |         |

5.2.3 If you have any further comment or information about the institution’s external information strategy, please use the boxbelow to express your thoughts and/or opinions.

### **5.3 Internal Communication of Lifelong Learning**

5.3.1 Does the institution employ any of the following strategies to develop lifelong learning awareness in students and staff?

| 5.3.1.1 |  | Yes | No | In plan |
|---------|--|-----|----|---------|
| 5.3.1.2 | A lifelong learning logo used on every information leaflet                 |     |    |         |
| 5.3.1.3 | Posters on classroom or laboratory walls outlining the virtues of learning |     |    |         |
| 5.3.1.4 | A leaflet about lifelong learning opportunities for every student          |     |    |         |
| 5.3.1.5 | Displays in staff-rooms about lifelong learning in the institution         |     |    |         |
| 5.3.1.6 | Information bulletins outlining the lifelong learning policy               |     |    |         |
| 5.3.1.7 | Other strategies (please state)  |     |    |         |
|         |  |     |    |         |

5.3.2 If you have any further comment about the institution's internal lifelong learning information strategy, please use the box below to express your thoughts, opinions and information.

**6 Administrative and Teaching staff, students – what are they doing? What support are they getting?**

6.1 How important are the sentiments expressed in the following quotations to the development of your institution’s present and future access policy?

1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

|       |   | 1 | 2 | 3 | 4 | 5 |
|-------|---|---|---|---|---|---|
| 6.1.1 | A Lifelong Learning Adult Vocational Institution puts the emphasis on the individual Learning needs of both students and staff. It will install the necessary support systems both to develop awareness of the importance of lifelong learning in all people and to enable them to use its tools and techniques to implement it. Further it will provide specialist services – counsellors, psychologists, promoters, advisers, guides and mentors – trained to respond to individual needs and demands (Longworth – Lifelong Learning in Action) |   |   |   |   |   |
| 6.1.2 | Adult Vocational Education institutions need to become lively, engaging, community friendly centres of learning for people of all ages. Organisational structures and policies that inhibit or discourage a spirit of innovation, collaboration and enterprise amongst practitioners, administrators and learners also need to be challenged and addressed.’ (Ralph – VET in South Australia)   |   |   |   |   |   |
| 6.1.3 | Learning opportunities for adults should not be judged by their utility, but by how far they promote the imagination, and release the potential within all human beings to enrich the lives of others, seize their own destinies and contribute their distinctive knowledge and understanding to the solution of collective problems. We need to regulate the fun back into learning. Learning has become far too serious a pursuit! (Williamson)   |   |   |   |   |   |

6.1.4 If you wish to add a comment here about the issues raised in these quotations, please use the lines below to express your thoughts and/or opinions.

**21<sup>st</sup> Century Adult Vocational Institutions as Learning Organisations will put the development of its staff and students at the forefront of their strategy and policy. Leaders will lead by example and provide support for learning at all points of the system. Hewre we explore together your policy in this area.hese questions can be used as debating points to enhance the discussions always taking place in a vital and vigorous organisation which is constantly re-inventing itself.**

**6.2 Student Development**

Treating students as individuals (minorities)

|       |  | Yes | No | In plan |
|-------|--|-----|----|---------|
| 6.2   | Does the institution make special arrangement to meet the individual needs of any of the following |     |    |         |
| 6.2.1 | Physically handicapped people  |     |    |         |
| 6.2.2 | Married women returners  |     |    |         |
| 6.2.3 | Indigenous people with language difficulties (eg dyslexia)   |     |    |         |
| 6.2.4 | Foreigners with language difficulties  |     |    |         |
| 6.2.5 | Night-shift workers  |     |    |         |
| 6.2.6 | People sick or in hospital during a course   |     |    |         |
| 6.2.7 | People without transport   |     |    |         |
| 6.2.8 | Reluctant learners   |     |    |         |
| 6.2.9 |  |     |    |         |

**6.3 Lifelong Learning support for all students**

Here we explore together the support systems available to students at your institution

6.3.1 What proportion of students have access to the following from the institution

1= all 2= most 3= about half 4= a few 5= none

|          |   | 1 | 2 | 3 | 4 | 5 |
|----------|---|---|---|---|---|---|
| 6.3.1.1  | A formal mentoring support system during their studies                                |   |   |   |   |   |
| 6.3.1.2  | Trained Learning Counsellors (not their own teachers) before they start their studies |   |   |   |   |   |
| 6.3.1.3  | Trained Learning Counsellors in case of learning/personal difficulties                |   |   |   |   |   |
| 6.3.1.4  | An assessment of their most appropriate (mix of) learning styles                      |   |   |   |   |   |
| 6.3.1.5  | Advice on the need for continuing learning  |   |   |   |   |   |
| 6.3.1.6  | Advice on personal development skills   |   |   |   |   |   |
| 6.3.1.7  | Housing Advice  |   |   |   |   |   |
| 6.3.1.8  | Psychological support if needed   |   |   |   |   |   |
| 6.3.1.9  | Advice on Continuing education  |   |   |   |   |   |
| 6.3.1.10 | Financial advice  |   |   |   |   |   |
| 6.3.1.11 | Full Career Advice for several years ahead  |   |   |   |   |   |
| 6.3.1.12 | Assistance in getting a job   |   |   |   |   |   |

**6.4 Lifelong Learning audits, plans and skills**

6.4.1 What proportion of students have completed the following

1= all, 2= most 3= about half 4= a few 5= none

|         |   | 1 | 2 | 3 | 4 | 5 |
|---------|---|---|---|---|---|---|
| 6.4.1.1 | A personal learning requirements audit (a tool to allow them to gain insights about their past performance, present needs and future requirements for learning) |   |   |   |   |   |
| 6.4.1.2 | A personal learning action plan (a tool for planning their learning and the support they will need in all aspects of their life)                                |   |   |   |   |   |
| 6.4.1.3 | A talk on the value of learning throughout life   |   |   |   |   |   |
| 6.4.1.4 | A personal skills requirements audit (to enable them to identify the personal skills they will need for the future)   |   |   |   |   |   |

6.4.2 To what extent does the institution subscribe to the view expressed in the following quotations?

1= in every respect, 2=very much, 3= average, 4= a little, 5= not at all

|         |  | 1 | 2 | 3 | 4 | 5 |
|---------|--|---|---|---|---|---|
| 6.4.2.1 | Educational content, assessment practices, pedagogy and methodology all need to be reviewed to ensure that all learners have the opportunity to realise their full suite of potentialities. The inclusion of enterprise and interpersonal skills in all courses of learning is essential if the vision of the learning community is to be realised. (Fryer Report)   |   |   |   |   |   |
| 6.4.2.2 | The rapid advance of new knowledge and practice renders much of the content of vocational courses obsolescent in a very few years. Equally, perhaps more, important is the insertion of essential lifelong learning skills and values into every course so that students can more easily adapt both to the demands of the workplace and the challenges they will meet in all aspects of their personal lives (Longworth – Making Lifelong Learning Work) |   |   |   |   |   |

6.4.3 To what extent are the following personal development skills and attributes formally developed in the courses offered by the institution

1= in every course, 2= in many courses, 3= in about half the courses. 4= in a few courses, 5= not at all

|          |   | 1 | 2 | 3 | 4 | 5 |
|----------|---|---|---|---|---|---|
| 6.4.3.1  | Learning to Learn skills                  |   |   |   |   |   |
| 6.4.3.2  | Formal and Informal Communications Skills |   |   |   |   |   |
| 6.4.3.3  | Decision-making Skills                    |   |   |   |   |   |
| 6.4.3.4  | Personal Management Skills                |   |   |   |   |   |
| 6.4.3.5  | Thinking Skills                           |   |   |   |   |   |
| 6.4.3.6  | Teamwork Skills                           |   |   |   |   |   |
| 6.4.3.7  | Critical Judgement Skills                 |   |   |   |   |   |
| 6.4.3.8  | Information-handling skills               |   |   |   |   |   |
| 6.4.3.9  | Self-understanding skills                 |   |   |   |   |   |
| 6.4.3.10 | Forward Planning Skills                   |   |   |   |   |   |
| 6.4.3.11 | Research skills                           |   |   |   |   |   |
| 6.4.3.12 | Development of self-esteem                |   |   |   |   |   |

6.4.4 If you have any further comment about student development and support, please use the lines below to express your thoughts and/or opinions.

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|

## 6.5 Staff Development

Here we explore together the continuing education commitment of staff and the support they get for it.

6.5.1 How important are the sentiments expressed in the following quotations to the development of staff in your institution?  
1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

|          |   | 1 | 2 | 3 | 4 | 5 |
|----------|---|---|---|---|---|---|
| 6.5.1.1  | Educators in the 21 <sup>st</sup> century will need to have a much wider range of skills and understanding of learning processes, and of the instruments and tools to support learning. Adult Vocational Institutions are anticipating the move from a teaching to a learning paradigm - in which the focus is on the needs of each learner (Longworth – Lifelong Learning)   |   |   |   |   |   |
| 6.5.1.2  | Teaching as a professional role faces decisive change in the coming decades: teachers and trainers become guides, mentors and mediators. Their role – and it is a crucially important one – is to help and support learners who, as far as possible, take charge of their own learning. The capacity and the confidence to develop and practise open and participatory teaching and learning methods should therefore become an essential professional skill for educators and trainers, in both formal and non-formal settings. Active learning presupposes the motivation to learn, the capacity to exercise critical judgement and the skill of knowing how to learn. The irreplaceable heart of the teaching role lies in nurturing precisely these human capacities to create and use knowledge (European memorandum on lifelong learning) |   |   |   |   |   |
| 6.5.1.3. | The brain is a parallel processor: Thoughts, emotions, imagination, and predisposition's operate simultaneously and interact with other modes of information processing and with the expansion of social and cultural knowledge. Implications: Good teaching means that educators must utilize methodologies that enable them to orchestrate the learner's experience so that all aspects of the brain's operation are addressed. Learning engages the entire physiology: Learning is as natural as breathing; however, its performance can be negatively impacted by stress and threat Implications: Awareness of the need for stress management, nutrition, exercise, and relaxation must all be built into the learning process (Caine and Caine)  |   |   |   |   |   |

6.5.2 The following is a list of those skills identified by Longworth in 'Making Lifelong Learning Work' which educators may have to develop in order to help create a learning approach. Many have been mentioned in other parts of this audit. Please express your opinion of the importance of each

1=crucial, 2=very, 3= so-so, 4= not much 5= not at all

in the last column (6) please insert your estimate of the percentage of teachers in your institution with that skills.

|         |  | 1 | 2 | 3 | 4 | 5 | 6 |
|---------|--|---|---|---|---|---|---|
| 6.5.2.1 | How to set and administer personal learning plans for their students   |   |   |   |   |   |   |
| 6.5.2.2 | The effective uses of mentoring as a learning support system   |   |   |   |   |   |   |
| 6.5.2.3 | Knowledge of how to identify and teach to different individual learning styles   |   |   |   |   |   |   |
| 6.5.2.4 | Knowledge of how to establish and use partnerships with other organisations (eg industry) as additional resources for learning |   |   |   |   |   |   |
| 6.5.2.5 | Practical knowledge of the uses of Computers as aids to learning   |   |   |   |   |   |   |
| 6.5.2.6 | Practical experience and knowledge of distance learning techniques   |   |   |   |   |   |   |
| 6.5.2.7 | Up to date knowledge of the psychology of how people learn   |   |   |   |   |   |   |
| 6.5.2.8 | Knowledge of how to use electronic networks to help learning and learner motivation  |   |   |   |   |   |   |
| 6.5.2.9 | Skills as a resource manager to mobilise and use all the resources in the community  |   |   |   |   |   |   |

|          |   |  |  |  |  |  |  |
|----------|---|--|--|--|--|--|--|
|          | to improve the learning of their students   |  |  |  |  |  |  |
| 6.5.2.10 | Knowledge of how to carry out and analyse learning audits                                 |  |  |  |  |  |  |
| 6.5.2.11 | Knowledge of new evaluation and assessment techniques                                     |  |  |  |  |  |  |
| 6.5.2.12 | Familiarity with the latest research on how people learn                                  |  |  |  |  |  |  |
| 6.5.2.13 | Ability to teach in several types of institution  |  |  |  |  |  |  |
| 6.5.2.14 | Counselling skills  |  |  |  |  |  |  |
| 6.5.2.15 | Knowledge of web-surfing and the use of the internet as a communication and learning tool |  |  |  |  |  |  |
| 6.5.2.16 | Knowledge of meditation and other techniques for improving receptiveness to learning      |  |  |  |  |  |  |
| 6.5.2.17 | Knowledge of how to give ownership of learning to the learner                             |  |  |  |  |  |  |

## 6.6 Strategies for Staff development in the institution

6.6.1 How important are the sentiments expressed in the following quotations to the development of staff in your institution?  
1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

|         |   | 1 | 2 | 3 | 4 | 5 |
|---------|---|---|---|---|---|---|
| 6.5.1.1 | Educational organizations 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 customer. 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 (Longworth – Lifelong Learning at Work) |   |   |   |   |   |

6.6.1 What percentage of people in the institution do the following  
1= 0-5%, 2=6-15%, 3= 16-30%, 4=31-60%, 5= over 60%

|         |   | 1 | 2 | 3 | 4 | 5 |
|---------|---|---|---|---|---|---|
| 6.6.1.1 | Teaching staff having completed a course on lifelong learning                         |   |   |   |   |   |
| 6.6.1.2 | Administrative staff having completed a course on lifelong learning                   |   |   |   |   |   |
| 6.6.1.3 | Teaching staff having completed a course on Quality management (TQM or similar)       |   |   |   |   |   |
| 6.6.1.4 | Administrative staff having completed a course on quality management                  |   |   |   |   |   |
| 6.6.1.5 | Teaching staff with a continuous improvement personal learning plan                   |   |   |   |   |   |
| 6.6.1.6 | Administrative staff with a personal learning plan                                    |   |   |   |   |   |
| 6.6.1.7 | Institution staff with mentors, coaches or guides (as used in learning organisations) |   |   |   |   |   |

|       |  | > 1 | 1-3 | 4-6 | 6-10 | <10 |
|-------|--|-----|-----|-----|------|-----|
| 6.6.2 | How many days in the year will the average lecturer go on a full-time course or seminar to update skills and knowledge |     |     |     |      |     |
| 6.6.3 | How many day equivalents will the average educator spend in updating skills and knowledge part-time or in own time     |     |     |     |      |     |

6.6.4 If you have any further comment about strategies for staff development in the institution, please use the lines below to express your thoughts and/or opinions and/or information.

## 7. The impact of technology on the Institution's lifelong learning policy

7.1 How far are the ideas expressed in the following quotations seen as opportunities to the development of your institution's present and future policy?

1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

|       |   | 1 | 2 | 3 | 4 | 5 |
|-------|---|---|---|---|---|---|
| 7.1.1 | Most of what our education and training systems offer is still organised and taught as if the traditional ways of planning and organising one's life had not changed for at least half a century. Learning systems must adapt to the changing ways in which people live and learn their lives today.  |   |   |   |   |   |
| 7.1.2 | Access to new forms and sources of learning, including communications and information technology, should be universal and should increasingly become a routine part of the organisational, cultural and physical environment of our everyday lives. Even the architecture and design of public spaces should come to include access to lifelong learning opportunities for all, including the availability of information and communications technology. (Fryer Nagcell Report) |   |   |   |   |   |

**The effective use of technology is essential to the modern Adult Vocational Education organisation and helps to meet the new lifelong learning demands of flexibility and increased capacity. These questions can be used to raise the debate on 3 aspects of learning technologies in the institution**

- 1. The development and effective use of distance learning technologies (satellite, cable, ISDN, radio etc) to develop and deliver learning**
- 2. E-learning - the use of electronic networks to increase learning incidence and performance**
- 3. The development and use of open learning systems and courses through computers in the classroom, the home, the office and wherever there are learners.**

## 7.2. Distance Learning and the Institution

7.2.1 How far are the sentiments expressed in the following quotations seen as opportunities to the development of your institution's present and future policy?

1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

|         |   | 1 | 2 | 3 | 4 | 5 |
|---------|---|---|---|---|---|---|
| 7.2.1.1 | The wired and cabled city is now a fact on every continent. Already, many cities in North America, Edmonton, Pittsburgh, San Francisco and others, are offering learning channels to their citizens, broadcasting self-learning courses from universities, colleges and private education providers to those who want to receive them. But that is just the tip of the iceberg. The proliferation of available space will lead to the possibility of neighbourhood channels offering information to the citizens of a single housing estate or a small ward. Special interest groups - environmentalists, ornithologists, sports clubs, religious organizations, might have their own, or a shared, channel to involve people in the care of their own environment or the development of a new hobby. The opportunities for feedback are also in place, making these a two-way communications experience. (Longworth - Making lifelong learning work) |   |   |   |   |   |
| 7.2.1.2 | ICT offers great potential for reaching scattered and isolated populations in cost-effective ways - not only for learning itself, but also for communication that serves to maintain community identity across large distances. More generally, 'round-the-clock' and 'on-the-move' access to learning services - including on-line learning - enables everyone to use their learning time to best advantage, wherever they may physically be at a given moment. (European Memorandum on lifelong learning)   |   |   |   |   |   |

|         |   | Yes | No | In plan |
|---------|---|-----|----|---------|
| 7.2.2   | Does the institution have broadband capability for delivering courses at distance in the ways below                     |     |    |         |
| 7.2.2.1 | to learners in classrooms etc within the institution  |     |    |         |
| 7.2.2.2 | to learners in locations outside the institution  |     |    |         |
| 7.2.3   | Is there an institution strategy to increase broadband facilities for learning  |     |    |         |
| 7.2.4   | Is there a course development facility for distance delivery in the institution   |     |    |         |
| 7.2.5   | Are there studio facilities for distance delivery within the institution?   |     |    |         |
| 7.2.6   | Is there a defined strategy to improve the knowledge of educators about the effective uses of distance learning systems |     |    |         |

7.2.7 Proportion of teaching staff able to use broadband technology for distance learning?

0%=0-5%, 2= 6-10%, 3=11-20%, 4=21-50%, 5= 51-100%

|       |   | 1 | 2 | 3 | 4 | 5 |
|-------|---|---|---|---|---|---|
| 7.2.7 | What proportion of the teaching staff are able to use broadband technology for delivering distance learning courses |   |   |   |   |   |

5.2.8 If you wish to add a comment here about the institution's distance learning development policies, please use the lines below to express your thoughts and/or opinions or more information.

### 7.3 E-learning and the internet

7.3.1 To what extent do the ideas expressed in the following quotation inform the development of your institution's present and future e-learning policy?

1= in every respect, 2= a lot, 3= some 4= only a little, 5 = not at all

|         |  | 1 | 2 | 3 | 4 | 5 |
|---------|--|---|---|---|---|---|
| 7.3.1.1 | '... the use of new technologies imposes new challenges and new learning imperatives. However, the take-up will be determined by the customer. Not only are many students unfamiliar with, and therefore wary of, the use of networks as education delivery tools, the providers themselves may not have realised just how different the pedagogical approach has to be. For sure, technology can help the development of Lifelong learning, but in the new paradigm, the education is no longer a provider to client relationship. When the focus is on the needs of the learner, learning becomes at worst an equal partnership between them, and at best a means of passing on ownership of content and method to the customer. It is this pedagogical turn-around which needs to be urgently addressed.' (Longworth – Lifelong Learning at Work) |   |   |   |   |   |
| 7.3.1.2 | In USA the public and private sector work together or compete in the North American education market. Sylvan Learning systems has 48 sites in shopping malls and business centres. The Jones education company wants to get the cost of real estate out of education, Michigan Virtual automotive college has 115 courses, 27 providers and 95 subject areas. CASO internet institution has 2440 courses and Global network academy 250 providers, 770 programmes and 10000 online courses. These organisations are growing internationally and reaching out to huge new populations. (Thorne - Strategic Future of FE)  |   |   |   |   |   |

In the questions below

1= all, 2= most 3= about half, 4= a few, 5= none

?

|         |  | 1 | 2 | 3 | 4 | 5 |
|---------|--|---|---|---|---|---|
| 7.3.2   | To what extent is the following used in the institution's learning strategies?                 |   |   |   |   |   |
| 7.3.3   | What proportion of students are given access to email facilities internally in the institution |   |   |   |   |   |
| 7.3.4   | What proportion of teaching staff regularly use email as a communications tool                 |   |   |   |   |   |
| 7.3.5   | How much is e-mail and/or internet communications technology used in the following             |   |   |   |   |   |
| 7.3.5.1 | Home-institution links   |   |   |   |   |   |
| 7.3.5.2 | Using the internet as a reference source for courses   |   |   |   |   |   |
| 7.3.5.3 | Using the internet as a course delivery tool   |   |   |   |   |   |
| 7.3.5.4 | Joint development of e-learning courses with other education organisations                     |   |   |   |   |   |
| 7.3.5.5 | Collaborative administration with other organisations  |   |   |   |   |   |
| 7.3.5.6 | Collaborative Learning with students in other countries  |   |   |   |   |   |
| 7.3.6   | What proportion of staff are able to use e-learning strategies?                                |   |   |   |   |   |

|       |   | Yes | No | In plan |
|-------|---|-----|----|---------|
| 7.3.7 | Is there a formal plan to increase this sort of activity within the institution?                    |     |    |         |
| 7.3.8 | Is there a formal course for staff on the effective educational use of e-learning and the internet? |     |    |         |

|        |  |  |  |  |
|--------|--|--|--|--|
| 7.3.9  | Does the institution have special programmes to enable students and staff to buy computer hardware and software more cheaply           |  |  |  |
| 7.3.10 | Is there a self-learning centre within the institution?  |  |  |  |
| 7.3.11 | Is there a library of educational software available to staff and students?  |  |  |  |
| 7.3.12 | Does the institution participate in any European or National projects involving electronic networking as a learning medium/environment |  |  |  |

7.3.13 If you wish to add a comment here about the institution's e-learning and electronic networking policies, please use the lines below to express your thoughts and/or opinions or to give more information.

## Part 8 Other Lifelong Learning Aspects

Lifelong Learning imposes a radical change of outlook in vocational Education in order to cope with a vastly increased demand for education from a much wider section of the population. It requires a much closer focus on the real needs and demands of the learner, a wider engagement with the world outside of your Institution and an acute awareness of learning as a pleasurable activity which should be celebrated. In these last questions we pick up some of the loose ends not addressed in other sections.

### 8.1 Employment/employability/skills/wealth creation

Here we look briefly at the institution's involvement in the development of knowledge for skills creation in order to create wealth.

|       |  | Yes | No | In plan | Not relevant |
|-------|--|-----|----|---------|--------------|
| 8.1.1 | Does your institution involve itself with skills surveys on behalf of the city/town in which it reside |     |    |         |              |
| 8.1.2 | Has it developed special courses focusing on employability and generic skills                          |     |    |         |              |
| 8.1.3 | Has it developed courses on learning and entrepreneurial skills  |     |    |         |              |
| 8.1.4 | Does the Institution have strong links with local industry   |     |    |         |              |
| 8.1.5 | Are there specific links between your institution and business to identify skills                      |     |    |         |              |
| 8.1.6 | Can you name any other ways in which the Institution helps to create wealth in the city/region?        |     |    |         |              |
|       |  |     |    |         |              |
|       |  |     |    |         |              |
|       |  |     |    |         |              |
|       |  |     |    |         |              |

8.1.7 If you wish to add any comment for discussion about your institution, skills and wealth creation, please do so in the box below

### 8.2 Resources for lifelong learning

Here we examine with you the pressing issues connected with the financing of lifelong learning and where the resources might be found.

|          |  | Yes | No | In plan | Not rel |
|----------|--|-----|----|---------|---------|
| 8.2.1    | Is there a formal plan to examine how new resources for lifelong learning can be created in the institution and the city |     |    |         |         |
|          | If yes does it include any of the following  |     |    |         |         |
| 8.2.1.1  | identifying new human resource - expertise, knowledge and talent in the local community                                  |     |    |         |         |
| 8.2.1.2  | inserting lifelong learning modules/lessons into the curriculum  |     |    |         |         |
| 8.2.1.3  | marketing lifelong learning to business and industry and developing solutions  |     |    |         |         |
| 8.2.1.4  | requesting new resources for lifelong learning from funding organisations  |     |    |         |         |
| 8.2.1.5  | carrying out commissioned research on behalf of the city/region  |     |    |         |         |
| 8.2.1.6  | participating in European Projects on lifelong learning using EC grants  |     |    |         |         |
| 8.2.1.7  | establishing partnerships to help create new resources   |     |    |         |         |
| 8.2.1.8  | streamlining the administration into a more efficient operation  |     |    |         |         |
| 8.2.1.9  | the greater use of education technology  |     |    |         |         |
| 8.2.1.10 | increasing the number of paying mature students  |     |    |         |         |
| 8.2.1.11 | exchanging staff expertise with and from other organisations   |     |    |         |         |
| 8.2.1.12 | Please insert any other resource initiatives for lifelong learning development   |     |    |         |         |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

8.2.2 If you wish to add any comment for discussion about resources for lifelong learning at your institution, please do so in the box below

**8.3 Learning Celebration, Recognition and Family Learning**

**Lifelong Learning should fun and should be celebrated. Here we explore what the institution’s contribution to that ideal is.**

|         |   | Yes | No | In Plan | Not rel |
|---------|---|-----|----|---------|---------|
| 8.3.1   | Has your institution organised, or helped to organise a learning fair or festival open to all |     |    |         |         |
|         | If yes or in plan did/will it include   |     |    |         |         |
| 8.3.1.1 | An exhibition of learning products and services   |     |    |         |         |
| 8.3.1.2 | Learning events or entertainment events to make learning attractive                           |     |    |         |         |
| 8.3.1.3 | Participation of community groups/individual citizens   |     |    |         |         |
| 8.3.1.4 | The promotion of your institution as a lifelong learning organisation                         |     |    |         |         |
| 8.3.1.5 | Anything else? (please say)   |     |    |         |         |
|         |   |     |    |         |         |
| 8.3.2   | How long did/will it last?  |     |    |         |         |
| 8.3.2.1 | One day   |     |    |         |         |
| 8.3.2.2 | One week  |     |    |         |         |
| 8.3.2.3 | One month   |     |    |         |         |
| 8.3.2.4 | One year  |     |    |         |         |
| 8.3.3   | Does your institution organise  |     |    |         |         |
| 8.3.3.1 | Special programmes to recognise and reward learning achievement for students                  |     |    |         |         |
| 8.3.3.2 | Learning recognition events with the media  |     |    |         |         |
|         |   |     |    |         |         |
| 8.3.4   | Does/will your institution organise other learning celebration events If so what?             |     |    |         |         |
|         |   |     |    |         |         |
|         |   |     |    |         |         |

8.3.5 If you wish to add any comment for discussion about learning celebration, please do so in the box below

**8.4 Lifelong Learning Values for Environment, Democracy and Citizenship**

**A Learning Institution imparts certain values to its student and staff. Foremost among these are those of democracy, citizenship, environmental awareness, anti racism and an outward looking mentality It would encourage them to not only**

to be aware of these issues but also to actively involve themselves in ensuring that they are maintained and proved. The questions in this section relate to these issues.

|          |  | Yes | No | In Plan | Not rel |
|----------|--|-----|----|---------|---------|
| 8.4.1    | Does your institution have   |     |    |         |         |
| 8.4.1.1  | A published environmental policy   |     |    |         |         |
| 8.4.1.2  | A person responsible for implementing environmental policy                       |     |    |         |         |
| 8.4.1.3  | A published anti-racism policy   |     |    |         |         |
| 8.4.1.4  | A person responsible for anti-racism policy                                      |     |    |         |         |
| 8.4.1.5  | An equal opportunities policy  |     |    |         |         |
| 8.4.1.6  | A person responsible for implementing equal opportunities                        |     |    |         |         |
| 8.4.1.7  | A grievance procedure  |     |    |         |         |
| 8.4.1.8  | A person responsible for dealing with grievances                                 |     |    |         |         |
| 8.4.1.9  | A suggestions policy   |     |    |         |         |
| 8.4.1.10 | A person responsible for implementing good suggestions                           |     |    |         |         |
| 8.4.1.11 | An elected students council  |     |    |         |         |
| 8.4.1.12 | Poster/literature to inform students of their rights and responsibilities        |     |    |         |         |
| 8.4.1.13 | Courses on European structures and universities                                  |     |    |         |         |
| 8.4.1.14 | Active strategies to promote sexual equality                                     |     |    |         |         |
| 8.4.1.15 | Active strategies to give learners ownership of their own learning               |     |    |         |         |
| 8.4.2    | Does the institution give  |     |    |         |         |
| 8.4.2.1  | Positive encouragement to staff to involve themselves with the life of the city  |     |    |         |         |
| 8.4.2.2  | Positive encouragement to students to involve themselves in the life of the city |     |    |         |         |
| 8.4.2.3  | Assistance to the city with volunteering   |     |    |         |         |
|          |  |     |    |         |         |
|          |  |     |    |         |         |

8.4.3 If you wish to add any comment for discussion about environment and citizenship at your institution, please do so in the box below

FINALLY

**THANK-YOU FOR COMPLETING THIS STAKEHOLDER AUDIT. WE APPRECIATE YOUR EFFORT AND YOUR FEEDBACK. WE HOPE THAT, TOGETHER, WE HAVE GAINED NEW KNOWLEDGE ABOUT YOUR PERFORMANCE AND PROGRESS AS A LIFELONG LEARNING ORGANISATION, AND, MORE IMPORTANTLY AN ABUNDANCE OF IDEAS ON HOW YOUR INSTITUTION CAN HELP TO TRANSFORM YOUR OWN CITY AND REGION INTO A LEARNING CITY AND A LEARNING REGION**

**OTHER STAKEHOLDER AUDITS HAVE BEEN DEVELOPED FOR**

**UNIVERSITIES  
SCHOOLS  
SMALL BUSINESSES  
AND  
LOCAL AND REGIONAL AUTHORITIES**

You will also benefit greatly from the learning materials to be found at

[www.longlearn.org.uk/materials.html](http://www.longlearn.org.uk/materials.html).

For further reading try ‘Learning Cities, learning regions, learning communities’ and ‘Lifelong Learning in Action’ both available from

[http://www.taylorandfrancis.co.uk/shopping\\_cart/search/search.asp?search=longworth/](http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth/)

For further information on this and other audits contact [norman.longworth@losmasos.com](mailto:norman.longworth@losmasos.com) or [m.osborne@educ.gla.ac.uk](mailto:m.osborne@educ.gla.ac.uk)

## A LEARNER'S CHARTER

**GOOD FOOD, GOOD HEALTH AND GOOD LEARNING ARE INTERDEPENDENT PARTS OF THE HUMAN BIO-SYSTEM**

**ALL PEOPLE HAVE THE RIGHT TO LEARN AND TO DEVELOP THEIR OWN POTENTIAL THROUGHOUT LIFE**

**THE RIGHT TO LEARNING IS IRRESPECTIVE OF CREED, ETHNIC BACKGROUND, AGE, NATIONALITY OR GENDER**

**THE LEARNER IS THE CUSTOMER WHOSE INDIVIDUAL NEEDS TAKE FIRST PRIORITY**

**AS FAR AS POSSIBLE, LEARNING IS PROVIDED WHERE, WHEN AND HOW THE LEARNER DESIRES IT**

**LEARNING IS ACTIVELY PROMOTED AND ENCOURAGED FOR EVERY AGE**

**INDIVIDUAL LEARNING STYLES ARE RECOGNISED AND CATERED FOR**

**PEOPLE WITH LEARNING DIFFICULTIES HAVE THE RIGHT TO EXPERT HELP**

**LEARNERS HAVE ACCESS TO MODERN RESOURCES FOR LEARNING WHEREVER THEY MAY BE**

**SUPPORT AND GUIDANCE SYSTEMS, INCLUDING ACCESS TO LEARNING COUNSELLORS, ARE IN PLACE AT ALL STAGES OF LEARNING**

**AS FAR AS POSSIBLE, LEARNERS HAVE OWNERSHIP OF, AND CONTROL OVER, THEIR OWN LEARNING**



A LIFELONG LEARNING COMPANY

## Competencies for Personal Survival in the Lifelong Learning Age

|  |   |
|--|---|
| <b>Self-management skills</b>                        | <ul style="list-style-type: none"> <li>❖ <b>Being determined to fulfil personal potential</b></li> <li>❖ <b>Continuously developing personal skills and confidence</b></li> <li>❖ <b>Setting realistic personal targets</b></li> <li>❖ <b>Purposeful introspection</b></li> <li>❖ <b>Maintaining perspective and a sense of humour</b></li> </ul> |
| <b>Handling and interpreting information</b>         | <ul style="list-style-type: none"> <li>☐ <b>Using information technology tools and techniques</b></li> <li>☐ <b>Collecting, storing, analysing and combining information</b></li> <li>☐ <b>Recognising patterns and links</b></li> </ul>  |
| <b>Applying new knowledge into practice</b>          | <ul style="list-style-type: none"> <li>• <b>Seeing the connection between theory and practice,</b></li> <li>• <b>Transforming knowledge into action</b></li> </ul>  |
| <b>Learning to learn</b>                             | <ul style="list-style-type: none"> <li>➤ <b>Staying open to new knowledge and new learning techniques</b></li> <li>➤ <b>Identifying and using sources of knowledge</b></li> <li>➤ <b>Relating learning to personal objectives</b></li> </ul>  |
| <b>Questioning, reasoning and critical judgement</b> | <ul style="list-style-type: none"> <li>✓ <b>Knowing the difference between good, bad and indifferent</b></li> <li>✓ <b>Continually wanting to improve procedures, processes and situations</b></li> <li>✓ <b>Never being satisfied with the status quo</b></li> </ul>   |
| <b>Management and Communication skills</b>           | <ul style="list-style-type: none"> <li>▪ <b>Expressing oneself clearly orally and verbally in formal and informal situations</b></li> <li>▪ <b>Persuading others</b></li> <li>▪ <b>Listening to others</b></li> <li>▪ <b>Helping others to help themselves</b></li> </ul>   |
| <b>Thinking skills and Creativity</b>                | <ul style="list-style-type: none"> <li>• <b>Using Creativity and Imagination to solve problems</b></li> <li>• <b>Thinking ‘out of the box’</b></li> <li>• <b>Anticipating situations and developing forward vision</b></li> </ul>   |
| <b>Adaptability, flexibility and versatility</b>     | <ul style="list-style-type: none"> <li>✓ <b>Facing change with confidence</b></li> <li>✓ <b>Adapting to new situations and tasks</b></li> <li>✓ <b>Being ready to change personal direction</b></li> </ul>  |
| <b>Team work</b>                                     | <ul style="list-style-type: none"> <li>➤ <b>Sharing information and knowledge,</b></li> <li>➤ <b>Receiving information and knowledge</b></li> <li>➤ <b>Participating in goal-setting</b></li> <li>➤ <b>Achieving common goals</b></li> </ul>  |
| <b>Lifelong Learning</b>                             | <ul style="list-style-type: none"> <li>▪ <b>Continuously upgrading personal skills and competence</b></li> <li>▪ <b>Cherishing the habit of learning</b></li> <li>▪ <b>Contributing to the learning of others</b></li> </ul>  |



**A LIFELONG LEARNING COMPANY**

(LONGLEARN1@hotmail.com)

# **THIS IS A LEARNING ORGANISATION**

**WE RECOGNISE THE CRUCIAL IMPORTANCE OF LEARNING AS THE MAJOR DRIVING FORCE FOR THE WELL-BEING OF OUR STAFF AND STUDENTS, OUR SURVIVAL AS A LEARNING PROVIDER AND THE CREATION OF A STABLE SOCIETY IN WHICH WE CAN GROW**

**We declare that we will invest in Lifelong Learning within our organisation by:**

**1. DEVELOPING PRODUCTIVE PARTNERSHIPS WITH THE OUTSIDE COMMUNITY FOR OPTIMISING AND SHARING RESOURCES, AND INCREASING LEARNING OPPORTUNITIES FOR ALL**

**2. AUDITING THE LEARNING REQUIREMENTS OF STAFF AND STUDENTS FOR PERSONAL GROWTH, CAREER DEVELOPMENT AND FAMILY WELL-BEING**

**3. SUPPORTING LEARNING FOR STAFF AND STUDENTS THROUGH MODERN LEARNING GUIDANCE AND COUNSELLING SERVICES**

**4. SUPPLYING LEARNING AS FAR AS POSSIBLE WHERE, WHEN, HOW AND FROM WHOM IT IS REQUIRED, LIFELONG.**

**5. STIMULATING DEMAND FOR LEARNING INTERNALLY THROUGH INNOVATIVE COMMUNICATION STRATEGIES AND THE EFFECTIVE USE OF THE MANAGEMENT SYSTEM**

**6. STIMULATING DEMAND FOR LEARNING EXTERNALLY BY HELPING TO DISCOVER THE LEARNING REQUIREMENTS OF PEOPLE IN THE COMMUNITY IN WHICH WE EXIST AND PROVIDING THE SUPPORT AND LEARNING TO SATISFY THEM**

**7. ENABLING THE APPROPRIATE AND EFFECTIVE USE OF NEW LEARNING TECHNOLOGIES THROUGH AN INVESTMENT AND TRAINING STRATEGY**

**8. MOTIVATING STAFF AND STUDENTS TO CONTRIBUTE THEIR OWN TALENTS, SKILLS, KNOWLEDGE AND ENERGY TO SUPPORT THE LEARNING OF OTHERS AND TO CARE FOR THE ENVIRONMENT**

**9 ENCOURAGING THE DEVELOPMENT OF PERSONAL LEARNING ACTION PLANS BY STAFF AND STUDENTS**

**10. RESPECTING ALL PEOPLE AS VALUABLE AND VALUED INDIVIDUALS IRRESPECTIVE OF RACE, BELIEF, ABILITY, GENDER OR NATIONALITY**

**11. HELPING MORE PEOPLE LEARN BY ENSURING THAT ALL STAFF ARE KEPT UP TO DATE WITH MODERN KNOWLEDGE OF HOW PEOPLE LEARN**

**12. CELEBRATING AND REWARDING LEARNING AND ACHIEVEMENT BY PROMOTING FREQUENT EVENTS OPEN TO ALL**



**A LIFELONG LEARNING COMPANY**  
(LONGLearn1@hotmail.com)

| <b>Bringing Adult Education into a Lifelong Learning World</b> |   |
|--|---|
| 1.   | <b>APEL – Assessment of Prior Experiential Learning - Credit award strategies for life experience</b>   |
| 2.   | <b>New approaches to teaching for disadvantaged learners and those with learning difficulties - a full focus on needs and demands of the learner and learning support systems</b> |
| 3.   | <b>A vastly increasing number of maturer students from wider backgrounds, industry etc</b>  |
| 4.   | <b>New access strategies in the community - taking learning to the learner wherever, whenever, however and from whoever he/she wants it.</b>                                      |
| 5.   | <b>A more innovative approach to the use of education technology, networks and open/distance learning in teaching strategies</b>  |
| 6.   | <b>Professionalisation of staff - continuous improvement programmes for all in both content and teaching practice</b>   |
| 7.   | <b>More focus on the skills of learning and knowledge of the latest research into how people learn</b>  |
| 8.   | <b>Greater internationalisation of courses and teaching practice through networks – global links</b>  |
| 9.   | <b>More partnerships within the community to increase resources and contribute to lifelong learning</b>   |
| 10.  | <b>More use of the talents, skills and knowledge in the community</b>   |
| 11.  | <b>Promotional, marketing and educational programmes reaching out into the community to teach and learn</b>   |
| 12.  | <b>More staff exchanges with industry, universities and schools</b>   |
| 13.  | <b>Strategies to provide leadership to the Learning Community in which the college resides</b>  |
| 14.  | <b>Strategies to turn Adult Education Institutions into genuine learning organisations</b>  |
| 15.  | <b>New ideas on accreditation, qualifications and standards - examinations as non-failure oriented learning opportunities to measure an individual's progress</b>                 |
| 16.  | <b>Adult Education as pre-Higher Education Foundation learning – links with universities</b>  |
| 17.  | <b>Strategies to audit the learning requirements of people in the community and then satisfy them</b>   |
| 18.  | <b>The use of personal learning plans as tools for giving ownership of learning to the students</b>   |
| 19.  | <b>Mentoring programmes for staff and students to help increase motivation and application</b>  |
| 20.  | <b>Activities to celebrate learning frequently as a desirable, permanent and enjoyable habit</b>  |
| 21.  | <b>Wall Displays to present learning as a natural and pleasurable human instinct</b>  |
| 22.  | <b>Enhancing self-esteem, confidence, creativity and the cultural vision of students through a wide range of non-curricular activities</b>  |
| 23.  | <b>More efficient internal administration and use of human resource</b>   |
| 24.  | <b>5-10% time off for staff and students to contribute to the learning community/city/region</b>  |
| 25.  | <b>More cooperation with the local authority and other partners to help create a learning city</b>  |
| 26.  | <b>Creative incentive/reward schemes to improve motivation</b>  |
| 27.  | <b>Quality assessment programmes assessed externally and internally</b>   |
| 28.  | <b>Courses for all staff on Lifelong learning and its effect on the curriculum</b>  |
| 29.  | <b>Personal skills-based approaches on all courses</b>  |
| 30.  | <b>Environmental awareness as a component of all courses</b>  |