European Commission Socrates Programme

Adult Vocational Education Organisations

A Stakeholder Audit

(Short Version)

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Introduction to the Vocational Education and Training Stakeholder Audit (Short 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. The European Commission is therefore funding, under the title R3L, 17 interlinked projects that will 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 is one of the most important of those projects. In it, a group of experienced partners from 5 European countries is constructing ' stakeholder audits' to help public and private institutions measure their performance and progress toward becoming 'lifelong learning organisations' within a 'learning region.' Each partner develops a different audit and tests all 5 audits in its own region. The 5 audits are written for schools, universities, small companies, vocational education institutions and for local and regional authority administrations. They 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 the stakeholder in debate with itself about its own future as a quality learning organisation, and its relationship to others in the city/region and beyond. The lifelong learning rationale is embedded in each action element of the audit tool, in order to help stakeholder management and staff 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 four 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 21st 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

The Testing Phase

We have tried to make the VET Audit both flexible and useful by dividing it into sections dealing with different aspects of the institution's operations**. Please note that this is a tool and not just a questionnaire. Please note too that this is the short version**. Its purpose is to stimulate thinking, debate and a determination to take action.. There is also a longer version to help adult vocational institutions to effect the transition to a full Learning Organisation, within a Learning Region. This transition affects all parts of the administration, often in quite fundamental ways, and the change process it will engender will take months and years. If you have found this short version useful, and wish to graduate to the full audit, please contact the address below.

Further we are linking it to the development of the Learning Region and the role of the college in contributing to its construction. Whichever way you may wish to use it, we believe that you will benefit. Initially we wish to prove the tool and we appreciate your assistance in helping us to do this. More than that, we are soliciting your experience and expertise to help us improve it for the benefit of those organisations who might use it in the future.

Thank-you for your assistance

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A <u>Stakeholder Audit – Adult Vocational Education</u>

This section is included to enable the audit to be tested.

0.1.Nom de l'organisme	
0.2.Address	
0.3.Web address	
0.4.Votre nom	
0.5.Fonction	
0.6.Email	
0.7.Type of institution (please tick)	
0.7.1.	☐ Local Authority/state Adult Vocational Education organisation
0.7.2.	☐ Private Vocational Education organisation
0.7.3.	☐ Company Vocational Education Organisation
0.7.4.	☐ Other (please state)
0.8.No of students	
0.9.No teaching staff	
0.10.No of administrative staff	

1. YOUR ORGANISATION AND A LIFELONGLEARNING STRATEGY

Here we are exploring the lifelong learning strategies your organisation has put in place

'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)'

1.1. Does your institution formally call itself a Lifelong Learning Institution?
☐ Yes   ☐ No   ☐ In plan
Comments………
………………………………………………………………………………………………

1.2. If yes does it have a published lifelong learning strategy ?
☐ Yes   ☐ No   ☐ In plan
Comments………
………………………………………………………………………………………………

1.3. Is there a person in sole charge of Lifelong Learning development in the institution?
☐ Yes   ☐ No   ☐ In plan
Comments………
………………………………………………………………………………………………

1.4. If yes does that person have a separate budget?
☐ Yes   ☐ No   ☐ In plan
Comments………
………………………………………………………………………………………………

1.5. The following are some of the characteristics of a *'learning organisation'*. Please say how much your organisation meets the criteria shown
1= in every respect, 2= mostly, 3= about half 4= only in a few respects 5= not at all

Topic	Description	A
1. Management / Leadership	All staff of the institution are consulted frequently and fully	
	All students are consulted frequently and fully	
2. Decision-making	Decisions are made and acted upon at the most appropriate point in each department	
3. Feedback	Feedback on all matters is welcomed, acted upon and always replied to	
4. Grievance Channels	There is a sophisticated confidential system of airing grievances with no come-back to the complainant	
5. Contribution to policy-	Every staff member is encouraged to contribute to policy-making. Suggestions always replied to.	
6	Students are encouraged to participate in policy-making	
7. Continuous Improvement	All staff members have continuous improvement programmes and an implementation plan for these	
8	All Students have personal development plans and a plan for implementation	
9. Learning Support	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	
10	Similar Personal learning support structures exist for every student	
11. Use of Technology	Full use is made of new learning technologies	
12. Displays of learning values	Prominent displays in all departments and building of the value of learning and personal development	
13. Time off for Activities	At least 10% of working time can be taken off for learning and community contribution by staff	
14. Personal development	Personal skills development courses available for all as and when required	
15 Learning Targets	Everyone has a personal daily, weekly and monthly Learning target	
16. Ownership	Every student has ownership of his/her own learning	
17. Quality	Every staff member has been on a quality improvement course and constantly improves performance	
18. Mission	Everyone has a hand in defining the mission of each department and has the mission statement	
19. Strategies	Everyone in the institution knows, and acts upon, its strategy for the present and the next five years.	
20. Information-giving	Every effort is made in many different ways to keep all people up to date with events, news, successes, failures, problems, opportunities	
21. Community Contribution	Encourages and supports every person to contribute to the community around the college	
22. Organisational Culture	Every staff member feels to be a part of it and is eager to contribute to its success	
23. Helping minorities	Has special procedures for actively helping all less fortunate people irrespective of creed, culture, language, handicap, race or nationality	

Comments………
………………………………………………………………………………………………

2. ACCESS TO LEARNING -Wherever, Whenever, However, Whatever, from Whoever – the flexible Institution

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.

2.1.Wherever :
2.1.1. Besides in the institution itself, are courses run in any of the following places. Please tick if so?
☐ in company centres
☐ in community halls and centres
☐ elsewhere– where? ……………
……
………
2.1.2 What percentage of courses are run outside the institution's buildings ?   …….

2.2.Whenever :

		Yes	No
2.2.1	Where possible does the institution operate flexible starting <u>dates</u> so that courses are delivered when the customer/student wants to receive them.		
2.2.2	Where possible does the institution operate flexible starting <u>times</u> for the same reason?		
2.2.3	Does the institution examine courses as soon as the student is ready?		

Comments……
……

2.3. Whatever

2.3.1. Has the institution ever carried out a learning requirements survey to discover what people in its catchment area want to learn?
☐ Yes   ☐ No   ☐ In plan

2.3.2. If yes, where? (schools, companies, communities)
……2
2.3.3. If no – how does it know what courses to offer? (intuition, the examination board, experience?…)
………

2.4. However

2.4.1. In general is there a trend to regard, and treat, the learner as a customer in the institution?
☐ Yes   ☐ No
Comments……
……
2.4.2. Does the institution individualise courses according to the learning styles of its students ?
☐ Yes   ☐ No   ☐ In plan
Comments……
……
2.4.3. Does the institution offer a choice of teacher/lecturers to the student ?
☐ Yes   ☐ No   ☐ In plan
Comments……
……

2.5. Whoever :

2.5.1. Does your organisation have a specific access policy for non traditional students ?
☐ Yes   ☐ No   ☐ In plan
Comments……
……
2.5.2. Does your organisation offer special support for such students ? (eg : mentoring support, psychological support, job assistance etc…)
☐ Yes   ☐ No   ☐ In plan
Comments……
……
2.5.3 Does your organisation operate an APEL policy eg credits for life experience for older students
… Yes   …. No   … In plan

3 Staff and Student development

3.1.6.1. Does the institution put any of the following in place to reward further learning or exceptional achievement among its own staff ?
☐ Payment of course fees
☐ Financial rewards for successful completion
☐ Automatic promotion to another salary level
☐ Time off to take courses
☐ Extra holiday in lieu of payment
☐ Exceptional achievement certificates
☐ other incentives/reward for excellent work eg dinner for two
☐ Other (please state)

3.1.2. What percentage of people in the institution have done the following ?
1= 0-5%, 2=6-15%, 3= 16-30%, 4=31-60%, 5= over 60%

		1	2	3	4	5
3.1.2.1	Teaching staff having completed a course on lifelong learning					
3.1.2.2	Teaching staff having completed a course on Quality management (TQM or similar)					
3.1.2.3	Teaching staff with a continuous improvement personal learning plan					
3.1.2.4	Institution staff with a mentor or counsellor to help personal learning					

3.1.3 What percentage of teaching staff have knowledge of the following 21st century teacher skills
1= 0-5%, 2=6-15%, 3= 16-30%, 4=31-60%, 5= over 60%

		1	2	3	4	5	6
3.1.3.1	How to set and administer personal learning plans for their students						
3.1.3.2	The effective uses of mentoring as a learning support system						
3.1.3.3	Knowledge of how to identify and teach to different individual learning styles						
3.1.3.4	Knowledge of how to establish and use partnerships with other organisations (eg industry) as additional resources for learning						
3.1.3.5	Practical knowledge of the uses of Computers as aids to learning						
3.1.3.6	Practical experience and knowledge of distance learning techniques						
3.1.3.7	Up to date knowledge of the psychology of how people learn						
3.1.3.8	Knowledge of how to use electronic networks to help learning and learner motivation						
3.1.3.9	Skills as a resource manager to mobilise and use all the resources in the community to improve the learning of their students						
3.1.3.10	Knowledge of how to carry out and analyse learning audits						
3.1.3.11	Knowledge of new evaluation and assessment techniques						
3.1.3.12	Ability to teach in several types of institution						
3.1.3.13	Counselling skills						
3.1.3.14	Knowledge of web-surfing and the use of the internet as a communication and learning tool						
3.1.3.15	Knowledge of meditation and other techniques for improving receptiveness to learning						
3.1.3.16	Knowledge of how to give ownership of learning to the learner						

3.2. Students

3.2.1. What proportion of students have the following - 1= 0%, 2= 1-5% 3= 6-15%, 4= 16-50%, 5= over 50%

		1	2	3	4	5
3.2.1.1.	Completed a personal learning requirements audit (a tool to allow them to gain insights about their past performance, present needs and future requirements for learning)					
3.2.1.2	Completed a personal learning action plan (a tool for planning their learning and the support they will need in all aspects of their lives)					
3.2.1.3	Received a talk on the value of learning throughout life					
3.2.1.4	Regular personal skills training as a part of their course					
3.2.1.5	A personal mentor (not teacher) to help with learning					
3.2.1.6	Undertaken an assessment of their preferred personal learning styles					
3.2.1.7	Ownership of their own learning					
3.2.1.8	Full career advice for several years ahead					
3.2.1.9	Access to psychological support if needed					
3.2.1.10	Encouragement to participate in institution activities					
3.2.1.11	Encouragement and institution-led opportunity to contribute to the community or city					

4. TECHNOLOGY AND DISTANCE AND OPEN LEARNING

4.1. Does the institution have broadband capability for delivering courses at distance in the ways below?
☐ to learners in classrooms etc within the institution
☐ to learners in locations outside the institution
Comments………
………………………………………………………………………...……………………………

4.2. Is there an institution strategy to increase broadband facilities for learning ?
☐ Yes   ☐ No   ☐ In plan
Comments………
……

4.3 Is there a defined strategy to improve the knowledge of educators about the effective uses of distance learning systems ?
☐ Yes   ☐ No   ☐ In plan
Comments………
………

4.4. Is there a formal plan to increase e-learning activities within the institution?
☐ Yes   ☐ No   ☐ In plan
Comments………
………

4.5. Is there a formal in-house course for staff on the effective educational use of e-learning and the internet?
☐ Yes   ☐ No   ☐ In plan
Comments………
………

4.6. Is there a self-learning centre within the institution?
☐ Yes   ☐ No   ☐ In plan
Comments………
………

4.7. Is there a library of educational software available to staff and students?
☐ Yes   ☐ No   ☐ In plan
Comments………
………

4.8. Does the institution participate in any European or National projects involving electronic networking as a learning medium/environment ?
☐ Yes   ☐ No   ☐ In plan
 Comments………
 ………

4.9 In the questions below 1= all, 2= most 3= about half, 4= a few, 5= none
?

		1	2	3	4	5
4.9.1	What proportion of students are given access to email facilities internally in the institution					
4.9.2	What proportion of teaching staff regularly use email as a communications tool					
4.9.3	How much is e-mail and/or internet communications technology used in the following					
4.9.4	Home-institution links					
4.9.5	Using the internet as a reference source for courses					
4.9.6	Using the internet as a course delivery tool					
4.9.7	Joint development of e-learning courses with other education organisations					
4.9.8	Collaborative administration with other organisations					
4.9.9	Collaborative Learning with students in other countries					
4.9.10	What proportion of staff are able to use e-learning strategies?					

4.10 Further comments?………
………
………
………

5. THE ORGANISATION AND ITS ROLE IN THE WIDER WORLD

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.

A European Commission definition of a Learning city, town or region is: *'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'*

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

		Yes	No	In plan	
5.1.1	Does your Strategic Plan outline a commitment to work with the Local Community				
5.1.2	Does your Strategic Plan outline a commitment to work with the Local Authority				
5.1.3	Has the institution ever been involved in any of the following types of cooperation with the local authority				
5.1.3.1	Assisting its development of a lifelong learning strategy				
5.1.3.2	Offering its premises and facilities for local authority organisations				
5.1.3.3	Taking leadership in the development of a lifelong learning city strategy				
5.1.3.4	Participating in the development of a Learning City strategy				
5.1.3.5	Encouraging staff to participate in City lifelong learning projects				
5.1.3.6	Developing and delivering courses in Lifelong Learning for City staff				
5.1.3.7	Creating a Lifelong Learning Centre at the Institution for use by all				
5,1.3.8	Getting involved with joint lifelong learning projects with the city				
5.1.3.9	Carrying out lifelong learning studies for the city				
5.1.3.10	Representing the city at conferences and seminars				
5.1.3.11	Running a conference or seminar on lifelong learning on behalf of the city				
5.1.3.12	Offering accredited lifelong learning courses for city employees				
5.1.3.13	Delivering courses in community centres				
5.1.3.14	Involvement in City Regeneration Projects				
5.1.3.15	Other (please list any other collaboration in lifelong learning and/or learning city projects)				

5.2. Partnerships for mutual benefit. How strong are the institution's links with other institutions and organisations 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
Local schools					
Local Higher Education establishment(s)					
Small companies					
Other Adult Education Colleges					
Professional Associations					
Chambers of Commerce					
The Media					
Community and Voluntary Organisations					
Local Government					
National Government					
International Adult Vocational Education organisations					
Other (please state)					

Comments……………………………………………………………………………………………….
………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………

Thank you for taking the time to complete this audit. We hope that it has been of use to you. As we said in the introduction, this is the short version. The full version contains many more ideas and indicators. For those Adult Education Institutions that are really serious about putting together a strong organisational learning policy the full version will be invaluable, either as a pointer to the questions you should be asking, or as an indicator of the ideas you should be considering or as the means of stimulating debate among management and employees. To do this contact longworthnorman@aol.com

If you have any opinion about the process, if there are any questions you would have liked to be asked and weren't, if you have any suggestion for improving this short audit, or any message for the researchers we would welcome your comments below

THE FOLLOWING SHEET REPRESENTS A SUMMARY OF POINTS RAISED TAKEN FROM THE EUROPEAN LIFELONG LEARNING INITIATIVE'S PUBLICATIONS. YOU MAY WISH TO USE IT TO ASSESS YOUR PERFORMANCE IN EACH CATEGORY OR TO INCREASE UNDERSTANDING IN YOUR ORGANIATION>

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