



Universities
Association
for Lifelong
Learning

ANNUAL CONFERENCE 2017

YORK

***Lifelong Learning: Local, Regional,
International?***

5 – 7 April 2017

The 2017 UALL Annual Conference takes place at the Monkbar Hotel, Monk Bar, York, YO31 7JA.

The Conference is conveniently situated in the heart of York and within the medieval city walls. For details of the conference venue please visit: www.bw-monkbarhotelyork.co.uk

The map shows the location of the Monkbar Hotel and The Merchant Taylors Hall at Aldwark, where the Conference Dinner is being held on the Thursday evening.



CONFERENCE TIMETABLE

MONKBAR HOTEL, YORK

WEDNESDAY, 5 APRIL

3.00 pm UALL Networks

Welcome to UALL and meet the Network Convenors:

Community Research and Engagement – Mark Richardson
Flexible Pedagogy/New Technologies – Mike Snowden
International Development and Lifelong Learning – Rob Mark
Public Engagement – Steve Kendall
Student Experience – Pauline McManus
Widening Participation and Lifelong Learning – Annette Hayton
Work and Learning – Paula Nottingham

4.00 pm *Writing up your Research for Publication* Liz Marr (Chair, UALL Research Sub-committee and Open University)

Since 2014, UALL and the international journal Widening Participation and Lifelong Learning (WPLL) have joined forces to produce an annual special edition linked to this conference. All participants are invited to submit their work for consideration.

This workshop is designed to encourage and support participants who are considering submitting articles for the special edition but would be of interest to anyone wishing to write for publication in an academic journal. The workshop will begin with a short presentation on writing up research findings and give a brief overview of the WPLL review process. Small group work will focus on participants' own research and their academic writing journey and attendees will be invited to act as reviewers for a sample article.

7.00 pm Drinks Reception and Buffet

For delegates arriving on the Wednesday, we have arranged an informal evening.

Our experience is that delegates appreciate the opportunity for networking, informal meetings, or simply catching up with old friends.

At 7.00 pm The Reverend Canon Professor Peter Neil, UALL Chair, will welcome delegates, international members and guests to York.

THURSDAY, 6 APRIL

9.15 am **Conference Registration and Refreshments**

10.00 am **OPENING OF CONFERENCE**
Room: Monkgate

The Reverend Canon Professor Peter Neil
UALL Chair

10.15 am **Keynote: Professor Karen Stanton**
Vice Chancellor, York St John University

11.15 am **Refreshments**

11.30 am **Workshop Session 1**

1A Monkgate Room: Chair – Annette Hayton

Lifelong Learning: Community development, critical pedagogy and transformative learning pathways for stakeholder engagement
Jacqueline McFarlane-Fraser (Individual Researcher)

Widening participation and social mobility: Encompassing and integrating learning opportunities
Wendy Fowles-Sweet and John Barker (University of the West of England)

Using partnerships to deliver innovative outreach materials at a national level
Julie Gowen (Open University, UK)

1B Ribblesdale Room: Chair – Alexander MacKinnon

Promoting age-friendly universities which are local, regional and international: A new challenge for the 21st century
Rob Mark (Strathclyde)

Learning City in a multiscale perspective: Researching the practice of lifelong learning in Bristol
Keri Facer and Magda Buchczyk (Bristol)

Inclusion in Glasgow's Learning City: An investigation of older adult engagement in all forms of learning across the urban context
Catherine Lido (Glasgow)

1C Nidderdale Room: Chair – Nadira Mirza

***Lifelong Learning and the Teaching Excellence Framework:
Lead balloons and silver linings***

Liz Marr (Open University)

***Working in partnership to meet local and regional development
needs and to provide opportunities for lifelong learning***

Alison Felce and Paul Hampton (Wolverhampton)

***Building an international Joint Masters in Adult Education:
Reflections on the process and the field***

Bonnie Slade (Glasgow)

1D Wensleydale Room: Chair – Liz Morfoot

***Practising what we preach: Supporting workforce development
and training***

Mary Mahoney, Sandra Stevens and Rosa Sorrento (Wolverhampton)

***The impact of learning for mature adults studying a Foundation
Degree***

Sacha Mason (Bishop Grosseteste)

Developing Pedagogies for Work Based Learners

Angela Scanlon, Colette Murphy and Clare Murphy (Ulster)

1.00 pm **Lunch**

2.00 pm **Workshop Session 2**

2A Monkgate Room: Chair – Nalita James

***Aligning local knowledge to global contexts: A work-based
perspective***

Paula Nottingham (Middlesex)

***Missionary zeal: Proselytising the experiential and work
based learning in the Russian Federation***

Jon Talbot (Chester)

***A Work-Based Partnership Approach to Developing the
Northern Irish Regional Economy***

Deborah Sloan and Abbie McKenna (Ulster University)

***Creating openly licensed courses for use in workplace and
community settings***

Pete Cannell and Ronald Macintyre (Open University, Scotland)

2B Ribblesdale Room: Chair – Bill Jones

Researching local history: Widening Participation activities in the WARM Group

Penny Llewellyn (RecoverED Consultancy)

Educational practices: An insight into Edinburgh International Film Festival

Martine Pierquin and Iannone Pasquale (Edinburgh)

Bringing Learning to the Community: A University Partnership with a community owned pub on an estate

Dave Wolff and Juliet Millican (Brighton)

After the university pulls the plug – what then? A case study from North-East England

Colm O'Brien (formerly, University of Sunderland)

2C Nidderdale Room: Chair – Jim Gazzard

Widening Access and Lifelong Learning: Is there a case for a closer relationship?

Steve Kendall

Parent education: Educational improvement and sustainable change

Mary Mahoney, Sandra Stevens and Rosa Sorrento (Wolverhampton)

Policy makers: Please stop talking solely about outreach in schools ... adult learners should be supported too

John Butcher and Wendy Fowle (Open University, UK)

Reclaiming outreach for adult education purposes

Lindsey Fraser (Leeds)

2D Wensleydale Room: Chair – Angus Hawkins

The university as an 'anchor' for economic and social regeneration: Beyond schools engagement

Jackie Dunne and Michelle Lowe (Wolverhampton)

Raising Awareness, facilitating access, creating opportunity, enabling achievement

Alison Felce and Michelle Claridge (Wolverhampton)

Pedagogy for progression? The Leeds approach

Fiona Chapel and Olivia Garvey (Leeds)

Co-construction of knowledge between university and kindergarten: What lessons can be learned from a case study of practice in Norway and England?

Kay Heslop (Northumbria)

- 4.00 pm **Refreshments**
- 4.30 pm **York projects**
- 5.30 pm **Close of Afternoon Session**
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DRINKS RECEPTION AND CONFERENCE DINNER

Merchant Taylors Hall Aldwark, York

The Merchant Taylors Hall dates from medieval times and is situated within the city wall and is one of the great memorials to the City's medieval past. Its interior has been restored to its original appearance when it was originally built six hundred years ago. Taylors Hall is one of the most authentic large guild halls in York.

It is a 10 minute walk from the Monkbar Hotel

Details can be found at: <http://www.merchant-taylors-york.org/>

7.30 pm DRINKS RECEPTION AND BOOK LAUNCH

This reception will include the launch of a major new book

8.00 pm CONFERENCE DINNER

The presentation of the 2017 UALL Awards will be made at the Dinner

FRIDAY, 7 APRIL

8.30 am **Meeting of the UALL Research Sub-committee**

Chair: Dr Liz Marr

Room: Nidderdale

All delegates are welcome

9.30 am **Panel Plenary Session**

Chair: Reverend Canon Professor Peter Neil

Room: Monkgate

**Professor Alice Warren, Vice Provost for Continuing Education
North Carolina State University
President UPCEA (University Professional and Continuing
Education Association), USA**

***Ultimate University community partnership: A strategic outreach
and engagement collaboration***

10.30 am **INTERNATIONAL PANEL**

Chair: Dr Rob Mark

Room: Monkgate

**Michelle Fach, Director, Open Learning and Educational Support
University of Guelph
President CAUCE, (Canadian Association for University Continuing
Education)**

**Dr Mahmoud Hawamdeh
Director of Continuing Education and Community Service Center
Al-Quds Open University, Palestine**

**Kari Seppälä
Vice-President EUCEN (European University Continuing Education
Network)**

**Professor Eser Sözmen
Director, Turkish National Network
Council of Turkish Universities, Continuing Education Centre
Turkey**

11.45 am **Refreshments**

12.00 noon **Workshop Session 3**

3A Monkgate Room: Chair – Vanessa Sutton

Opportunity through online learning: Development of national guidelines in Australia for improving participation and success in online higher education

Cathy Stone (University of Newcastle, Australia)

We are all related: Reconciliation, engagement, and lifelong learning through indigenous knowledge sharing

Katy Campbell (Alberta, Canada)

3B Ribbersdale Room: Pauline McManus

Exploring models for integrated university-professional learning in a lifelong perspective

Hedvig Skonhoft Johannesen (Oslo and Akershus, Norway)

Lifelong learning for marginalized communities in Palestine: Role of Al-Quds Open University

Mahmoud Hawamdeh (Al-Quds Open University, Palestine)

3C Nidderdale Room: Chair – Paula Nottingham

Role of educational institutions and funding agencies in supporting lifelong learning curriculum: Case study

Suliman Hawamdeh (North Texas, USA)

Is the language of assessment a barrier to entry-level learning?

John Butcher (Open University, UK)

Accrediting the Mental Health First Aid (Wales): Innovations in lifelong learning

Mark Richardson (RecoverED Consulting), Sheree Williams, Owain Jones and Carolyn Wallace (South Wales)

3D Wensleydale Room: Chair – Rob Mark

Program for Lifelong Learning at the Oslo and Akershus University College, Norway: Symbiotic learning systems to encompass an expanded notion of lifelong learning

Olav Eikeland (Oslo and Akershus, Norway)

Developing international partnerships between the UK and Turkey: Problems and possibilities

Konca Yumlu and Eser Sözmen (Ege University, Turkey)

Catherine Lido and Muir Houston (Glasgow), Rob Mark (Strathclyde)

1.15 pm **Concluding Plenary Session**

1.30 pm **Lunch**

1.30 pm **UALL Council Meeting – Monkgate Room**
Chair: The Reverend Canon Professor Peter Neil

3.00 pm **Optional City Tour of York**

WORKSHOP AND POSTER SESSIONS

There are four strands to the Conference:

- **Promoting development through lifelong learning which enhances local and regional development**
- **Promoting understanding and dialogue through formal and non-formal learning for a global society**
- **Developing sustainable partnerships for economic and social development: local, national and global**
- **Developing a local curriculum which is international in outlook**

POSTER SESSIONS

1. **COMMIT: Committing to the social dimension in universities**

Kari Seppälä (European University Continuing Education Network - EUCEN)

COMMIT developed a set of self-assessment tools to support universities in their commitment to the social dimension, it tested the tools through peer-learning visits and then analysed the transversal results to produce a final Technical Report, an Executive Summary and a set of Policy Reminders. The goal of the social dimension at the individual level is to provide socially just access, retention and success opportunities. On the collective dimension the goal is to transfer relevant academic knowledge to society and enable groups of people inside and outside university to develop an ecologically, socially and economically sustainable society.

Although the meaning of 'social dimension' and 'social engagement' are far from established, the duty to support social development is among the main drivers to implement a coherent Lifelong Learning University/Social Dimension strategizing. External pressures from regional stakeholders and the growing interaction with companies and lifelong learners have enhanced the strategic formulations in many universities. In some cases, legislation has been a key driver to encourage universities to take ownership of their Lifelong Learning and Social Dimension.

A number of policy reminders emerged from the work of COMMIT. These are some examples:

1. As a constant driving force, Lifelong Learning can make a major contribution to the social dimension of universities, especially when it is embedded into the strategic processes
2. Lifelong Learning needs political support at all levels
3. External inputs to decision-making can enrich the value-base of universities, while support from university leadership is the most significant internal facilitator
4. The expertise of various specialists and purposeful cooperation with stakeholders and networks are key success factors of Lifelong Learning and Social Dimension
5. Universities have neither a monopoly on knowledge production nor on learning environments and would benefit from co-operation with other actors

The COMMIT project received a 9/10 score in the evaluation of the European Commission, obtaining 10/10 in Objectives/Results/Products and Dissemination.

2. *'An Insight into the Edinburgh International Film Festival' is fruit of a long-standing partnership between the Centre for Open Learning at the University of Edinburgh and Edinburgh International Film Festival (EIFF)*

Pasquale Iannone and Martine Pierquin (Edinburgh)

International in outlook, the course is offered to independent adult learners and international students attending Edinburgh University's International Summer School, thus providing a rare opportunity for diverse groups of students to share a learning experience. The course promotes understanding and dialogue through formal and non-formal learning, with lectures, group discussions and festival events bringing together film enthusiasts, film students and professionals from the global film community.

- The course demonstrates innovation and creativity as it immerses mixed groups of local and international students in the creative world of an international artistic festival;
- It offers sustainability as it does not have a limited life-span. It also offers a genuine international dimension while being run locally at small cost and on a low carbon footprint, with international films and delegates present in Edinburgh;
- Impact is provided via established annual free public lectures by the course tutors, which are part of the official EIFF programme;
- Students develop transferable critical and public speaking skills that they can apply in a wide range of contexts. The course format itself is transferable to other festival contexts.

From a pedagogical point of view, the course covers the two key themes of the UALL 2017 conference:

- Developing a local curriculum which is international in outlook;
- Promoting understanding and dialogue through formal and non-formal learning for a global society;

Through its lifelong learning partnership with EIFF, the course also covers elements of:

- Developing sustainable partnerships for economic and social development: local, national and global;
- Promoting development through lifelong learning which enhances local and regional development.

3. *Modelling a training programme specific to fisherwomen in Turkey*

Konca Yumlu (Ege University, Turkey)

Fisheries, as an occupation, requires methods, applications, techniques, and knowledge based on particular knowledge. Social, economic and cultural changes have been going on since the last century, which has led to inevitable changes and transformations that impact fisheries as well, and fisherwomen in particular, whose need for education grows even more, as they fall outside the education system due to both gender and age.

There is no institution that can provide a lifelong learning system specific to fisherwomen; therefore there is a need for a gender-based lifelong education programme aimed at creating opportunities in education, supporting self development, social integration and economic growth in fisheries. Towards this aim, the "Leadership Training: Creating Choices" programme was conducted among 40 fisherwomen in Datça-Bozburun Special Protection Area. This study presents a general assessment of this training programme while determining the concepts and influences of a training programme specific to fisherwomen.

4. Degrees with Foundation Years at the University of Sheffield's Department for Lifelong Learning

Willy Kitchen and Helen Roy (Sheffield)

In response to the rapid decline in part-time and mature student numbers, the University of Sheffield's Department for Lifelong Learning (DLL) was relaunched in 2014, refocusing its offer upon full and part-time degrees with a foundation year targeted at mature students with 'non-standard' entry qualifications. Successful completion of DLL's foundation year guarantees progression to higher degree level study within other academic departments across the University.

Now in their third year, the new programmes have recruited extremely strongly, welcoming 25 full-time students in 2014, 60 in 2015, and 106 in 2016. The new offer has therefore opened up many more opportunities for non-traditional mature applicants across four different faculties and enabled many more students to progress.

The DLL foundation year equips students, who may not have done any formal study for many years, with the confidence and skills to thrive in their chosen degree subject. Students develop the ability to enquire, analyse and think critically about their chosen subject whilst simultaneously building familiarity and confidence within a University setting. Entering their first year in full-time academic departments, students are very well equipped to be effective self-directed learners, giving them a real 'head start' over many of their younger peers.

The use of online and flipped learning on DLL's programmes has grown considerably in the past year and continues to be a strategic focus for 2017. This approach is of particular benefit to mature learners returning to study, offering greater flexibility in how they engage with materials and developing key transferable skills and digital agility.

Degrees with foundation years are not new or unique to the University of Sheffield. What marks the University's offer out as distinctive is the very specific emphasis placed upon mature students, and in particular on those for whom University has not previously been a possibility. Over a third of new Undergraduate entrants in 2016 were from Low Participation Neighbourhoods, with almost two thirds coming from the local area, and over 40% declaring disabilities - far outstripping the University's performance against these benchmarks for younger students.

In the first two years of operation, DLL has supported more mature students to progress to full-time degree level study in other academic departments at the University than its part-time foundation programme was able to achieve in the previous decade. The successful pilot year in 14/15 involved ten departments, primarily in the Arts & Humanities and Social Sciences. In 16/17, we now work with sixteen departments, including an increasing number in the Faculty of Pure Science, with a total offer of 23 separate degrees and more in the planning for 17/18.

5. Developing Future Leaders

Nick Samuel (University of Wales, Trinity Saint David)

"If only I knew then, what I know now" – this was the starting point for an exciting and innovative leadership programme developed by the University of Wales Trinity Saint David (UWTSD). Drawing on over 100 years of combined Leadership experience, in both heavy and high tech. industries and the Police Force, our lecturers identified the key elements they wished they'd known, at the start of their leadership careers.

These elements naturally broke down into four 30 credit modules:

- Understanding yourself and others
- Motivating and developing your team
- Leading and managing change
- Crisis Management

It's the final module that we believe is truly innovative, as it draws together the learning from the earlier modules and arms the learner with tools and techniques to handle a real-life crisis, which is bespoke to their work place. Utilising students from UWTSd's Performing Arts School to bring reality to the scenarios that the learners experience.

Each module provides academic input, but then asks the learner to apply this theory within their day to day role and reflect on its impact. Assessment is through reflective assignments and presentations on impact.

The modules are delivered at both level 4, for those new to Higher Education (HE) and Level 7, for those with either extensive experience or a first degree. Successful completion leads to a Certificate in HE (at Level 4) or a Post Graduate Diploma (at Level 7).

The modules are written in a generic manner, allowing us to tailor them to organisational needs - enabling us to ensure its sustainability as an HE offering. To date, the programme has been delivered to a cohort from the Care Sector, two cohorts from the Food Wholesale sector and learners from the Third sector. Further enquiries have recently been received from the Hospitality sector.

For further information contact n.samuel@uwtsd.ac.uk

6. *University Learning Store*

David Schejbal (Wisconsin, USA)

The University Learning Store is an innovation in skill credentialing that the workforce, and higher education field has not seen before. Authentic assessments are the final frontier of clearly proving that students can apply their knowledge and skills in practice.

Five of the top universities in the United States have come together to offer a new system that may become the standard in career-focused, skills-based credentialing. Georgia Tech Professional Education; University of California, Davis Extension; University of California Irvine Division of Continuing Education; University of Washington Professional and Continuing Education; and founding institution University of Wisconsin-Extension Division of Continuing Education, Outreach and E-Learning, launched the University Learning Store, enabling job seekers and working professionals to earn industry-validated micro-credentials in a range of career skills.

These micro-credentials give employers confidence in learners' capabilities because they are transparent, industry verified, and based on authentic assessments that mirror real workplace activities. To earn a micro-credential, learners must prove their knowledge through hands-on, skills-based assessments. Employers and industry experts have verified these authentic assessments as appropriate measures of competencies. Micro-credentials can be earned in days or weeks at prices that are much lower than college courses. They come in the form of a printable certificate or a digital badge for display on social media profiles and are housed in university student records.

Analogous to a department store, one of the benefits of the University Learning Store is that it enables the learner to customize the learning experience to her career goals, needs, and abilities. Entry-level employees to experienced professionals can mix and match assessments in whatever ways work best for them.

Upon the launch of the program, the University Learning Store received significant recognition from industry influencers as well as news coverage for raising the bar on the quality of assessments.

7. *Accrediting the Mental Health First Aid (Wales): Innovations in lifelong learning*

Mark Richardson and Penny Llewellyn (RecoverED Consulting)

Sheree Williams, Carolyn Wallace and Owain Jones (South Wales)

The Mental Health First Aid (MHFA) training is designed to tackle stigma and discrimination while increasing awareness of mental health problems (Mental Health First Aid Australia, 2015). While the MHFA programme has received significant popularity (delivered across 26 countries) both globally and among organisations in the UK, we want to suggest that framed within a community outreach or widening access (WA) model, such training could be delivered much further into communities and tackle more broadly issues of stigma around mental illness. We will want to show also how such an approach could act as a catalyst for progression into higher level learning for those who might be the furthest away from access – especially into the care sciences.

This commonality between third sector and WA has since encouraged collaboration between the University of South Wales and Training in Mind, (a third sector charity). Their collective aim is to consider how best to deliver the training to a variety of target groups in order to:

- increase awareness of mental health problems and increase resilience
- help reduce stigma of mental illness
- offer additional access points into HE learning.

As a result a newly accredited version of MHFA (Wales), the first of its kind in the world, has been piloted and offered alongside as a pioneering 5 credit module. Accrediting such training has allowed the partnership to:

- Develop curriculum locally which has an international audience and attends to a strategy for engaging 'hard-to-reach' groups
- Engagement strategies for non-traditional participants
- Teaching and learning – who would be best to deliver across the demographics

Hence we can conclude with an analysis of the benefits of such partnerships which include;

- Recognises a 'market' for recruitment
- Can meet multiple outcomes for tackling local disadvantage (education/third sector/policy agendas)
- Increased awareness of WP/MH across communities increasing community resilience
- Offers enhanced progression opportunities into HE learning