

Recognising Learning Wherever and Whenever it Occurs

UALL Annual Conference 2015

Making the Lifelong Learning University a Reality

Theme 2: The University, adults and professional learning

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Presentation outline

- The University of Opportunity
- Higher Education Context
- Engaging with Employer-based Training
- Accreditation Case Study
- Issues / Benefits and Opportunities
- Conclusions

The University of Opportunity



Vision

- To be "The Opportunity University"

Mission

- To be an employer-focused university

Brief history:

- Mechanics Institute
- Technical, High grade and Art School
- Wolverhampton and Staffordshire Technical College
- Wolverhampton Polytechnic
- The University of Wolverhampton
- Widening Participation champion

Vocational and Professional Focus

Higher Education Context

- Grants / Fees / Loans
- Reduction in Adult and Community Learning Budgets
- Falling part-time numbers
- “Learn while you earn” contexts
- Business - HE engagement

Engaging with Employer-based Training

- History of Business Engagement
- Knowledge Transfer Partnerships
- Placements
- Active Volunteers
- Employer / Business Focus Groups
- Stakeholder Engagement
- EBTA Community of Practice



Accreditation Case Study

The company

- Private Provider & SME
- Short courses in Communications
- Identified market need
- Retraining / reskilling / up-skilling
- Work-based experience
- Wanted 'value added' for participants
- Training v education
- Opportunities for progression

The University

- Degree Awarding Body
- Responsible for quality assurance
- Primarily ‘traditional’ curricula
- Non-’traditional’ learners
- Collaborative partnerships
- UK & TNE Education partners

Accreditation

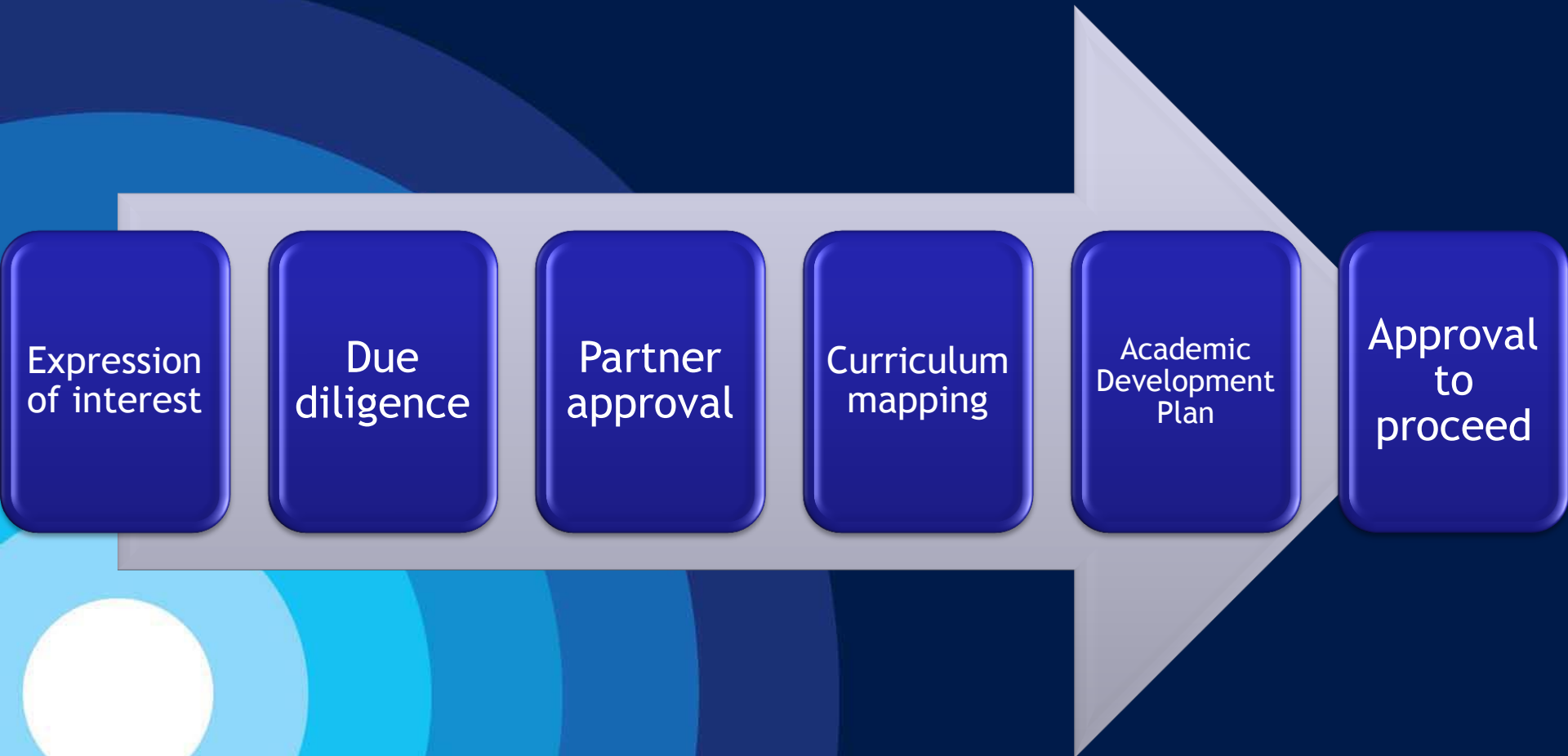
“An arrangement whereby the University formally designates an amount of credit to a partner’s learning provision.

The partner seeks formal accreditation of their provision by the University as an awarding body.

The accreditation of a Partner’s course/modules which will not be validated into University format of credits and modules.

The outcome will be the award of University credit and/or named award, as agreed through the accreditation approval process.”

The process ~ 1



The process ~ 2



Circulation of Accreditation Memo (ASQ)

- MoC and Ops Manual confirmed and signed
- Course Set-Up (Central Services)
- Preparation for delivery (Academic Faculty)

Partnership and Course management

- Partnership manager / Link tutor
- Liaison meetings / student voice
- Continuous monitoring
- Staff development
- University approval / moderation
- External examiner oversight
- Module and Award Results Boards
- Progression routes
- Graduations

Accreditation not validation!

- Ownership and IP of course and learning materials
- Course participants not students
- No access to University facilities e.g.
 - IT account
 - Study Skills Support
 - Student Loans
- New guidelines and processes



Issues / Benefits & Opportunities

Issues

Not an easy
option

Resources to
support and
manage

Business
models

New
processes
required

Culture
change

Learners
may be wary
of HEIs

Subject
specialism

Benefits & Opportunities

Broadens
opportunities to
access HE

Accessible
courses and
delivery models

Recognises
learning from
other contexts

Learners achieve
HE level
credits/awards

Subject
specialism

Specialist input
to in-house
courses

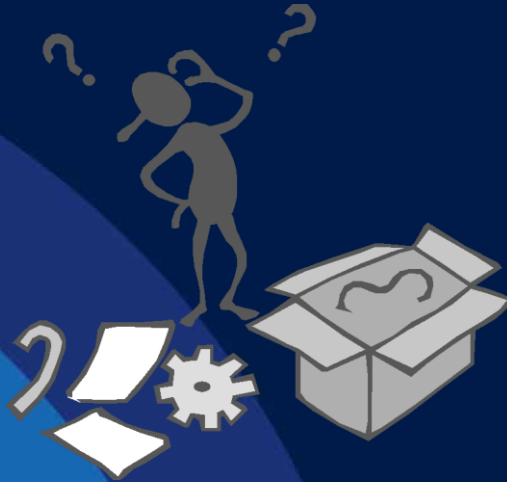
Progression
routes & new
models possible

Build learner
confidence

New business
opportunities

Conclusions

- Accreditation opens new opportunities for adult learners and the University
- Stringent quality assurance required
- Existing processes can be used/adapted
- Culture change is a necessity
- Not an easy or cheap option
- Mutually beneficial relationships can result



Any questions?



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