



Careful what we wish for? The introduction of a lifelong loan entitlement in England.

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On the face of it, there is a good deal for adult educators to welcome in the UK Government's [proposals for a lifelong loan entitlement](#) to 'post-18 education' in England. With a consultation page which foregrounds modularity, maintenance, quality provision, flexible learning, credit transfer, and a willingness to discuss 'restrictions based on previous study' (ELQs, to you or me), many long-standing behemoths of the lifelong learning sector appear to be placed centre-stage. But should we be careful what we wish for?

In this workshop discussion will focus upon the different tensions, likely directions of travel, and anticipated roadblocks and pitfalls (for students and providers alike) on the way to a post-Lifelong Loan Entitlement sector in England.

Contributions will be made by colleagues who have had direct experience with the Lifelong Loan Entitlement consultation and they will examine the extent to which it, the concomitant move towards micro-credentialing, and the 'stacking' of credit, will genuinely widen access and flexibility for lifelong learners; as well as the extent to which increased regulation of outcomes, and the proposed further compartmentalisation of learning, might instead lead to an overall narrowing of choice, lowering of engagement and diminution in success, for adult learners.

In doing so, contributors and workshop participants will be asked to anticipate likely institutional responses to the introduction of the LLE in 2025, and to consider the lessons to be learned from the experience of colleagues working with adult learners within the different devolved funding regimes of the four nations.