

R3L+ Criteria and Indicators: Learning Culture

<p>CORE QUALITY CRITERIA: Learning Culture</p> <p>Main aspects important for quality assurance in the case of a specific quality area (i.e. culture of learning)</p>	<p>QUALITY INDICATORS (CORE AND ADDITIONAL/DESCRIPTORS)</p> <p>What might indicate quality in the partnership?</p>	<p>EVIDENCE TO SUPPORT INDICATORS</p> <p>What evidence is available to support the inclusion of the indicators?</p>	<p>EXAMPLES FROM CASE STUDY: Dundee UK (Macro and Micro level: Dundee partnership)</p> <p>Concrete examples drawn from case study analysis</p>
<p>Learning objectives/outcomes are commonly defined and promoted within the partnership</p>	<p>Targets and benchmarks are discussed, defined and used by the learning region partnership</p>	<p>Development of charters, learning contracts or agreements, use in the overall strategic documents of targets and specific benchmarks</p> <p>Review of regular reports including data (qualitative and quantitative on learning objectives and outcomes).</p>	<p>Single Outcome Agreement</p> <p>Community Based Adult Learning Partnership - Annual Report 2010</p> <p>Dundee Lifelong Learning Group - Literacies Initiative Progress Report - 2005 - 2008</p> <p>CLD Adult Learning Plan 2007-2011</p>
<p>Learning-based strategy to be mainstreamed into integrated local and regional development strategies. Inclusion of learning as a key element to respond creatively to the forces of change</p>	<p>Capacity-centered learning provision, flexible ways and opportunities for transformative experiences of citizens and organizations.</p> <p>Formal, non-formal and informal learning for social, economic, cultural, political and personal development</p> <p>Enhancement of people's ability to work cooperatively together to understand and overcome their problems</p>	<p>Embedding concepts of widening access and LLL in strategy documents</p> <p>Content of learning covers a vast array of subject areas.</p> <p>Learning is situated in diverse places generated by the partnership according to identified needs</p>	<p>Learning and Culture Theme Group</p> <p>Single Outcome Agreement Delivery Plan 2010-2012</p> <p>Local and National Policy Framework</p>
<p>Learning gaps are documented and related with the quality system</p>	<p>Exploration of diverse learning needs, analysis of barriers and learning failures and innovative ways of improving skills</p>	<p>Development and use of specific audit tools of work and citizenship needs (local/regional level)</p>	<p>Performance Monitoring</p> <p>Community Based Adult Learning</p>

	<p>and knowledge</p> <p>Focus on issues related to the access of groups with disadvantaged backgrounds and documentation of their specific learning needs.</p>	<p>Specific methodologies/tools for identification of learning gaps explicitly defined and used.</p> <p>Review of specific disadvantaged groups needs reflected in the regular assessment of the learning region partnership.</p>	<p>Partnership - Annual Report 2010</p> <p>Adult Learning Annual Report 2010-2011</p>
Capacities for learning promotion are created/developed	<p>Proactive promotion strategies to change perceptions of the value of learning</p>	<p>On-line learning format and media-connected communication and other ICT</p> <p>Use of individual cases to promote success and value of learning</p> <p>Recognition of success - use of case studies in promotional and marketing material (newsletters)</p>	<p>Discover Learning Newsletter</p> <p>Discover Learning Website Evaluation Report 2011</p>
Motivational strategies are in place for adults within the community of learners	<p>Create a positive social climate, conditions and incentives for learning within the community and organizations.</p> <p>Stimulating the sharing of experiences and flexible learning paths.</p>	<p>Learner satisfaction surveys, interviews, questionnaires</p> <p>Ongoing learning promotion events, festivals and adult learners' weeks.</p>	<p>Literacies Report</p> <p>Community Engagement Toolkit</p>
Regular assessment of learning outcomes and impact on the development of adult learners	<p>Measuring the gains and wider benefits (human capital, social capital, identity, shifts in the mindset, public visibility and awareness, co-creation of products, influencing policies , different forms of public good).</p> <p>Assessment and evaluation tools developed and annual reports map progress. Use of independent auditors.</p> <p>Facilitating self-assessment</p>	<p>Documenting people and communities empowered to overcome their problems through learning in collaboration</p> <p>Dissemination at the local level of newsletters, leaflets, etc</p> <p>Use of quantitative and qualitative measurement instruments.</p> <p>Linked to wider macro level strategic aims and objectives</p>	<p>Learning Around Tracking Report Summary 2011</p> <p>Working For Families Tracking Summary Report 2011</p> <p>Worldwise - Final Report</p>
Positive approach to valorisation of knowledge of all participants (i.e. informal and non-formal learning)	<p>Establishing mechanisms allowing the recognition of prior learning</p> <p>Applying validation schemes for formal, non-formal and informal learning activities.</p>	<p>National qualifications framework</p> <p>Credit accumulation and transfer schemes</p> <p>Workshops, lectures, joint development-projects and networking</p>	<p>Adult Learning Annual Report 2010-2011</p> <p>HMiE Report</p>

	Learning by sharing diverse learning experiences		HmiE Community Learning
Strategy in place for capitalizing learning within partnership	<p>Creating a climate for open dialogues, an environment of challenge and trust , exploring issues from many points of view and perspectives , acting as "critical friends" .</p> <p>Consciously work through groups and alliances in order to build support for joint actions.</p>	<p>Community involvement - stakeholder buy-in - formal structures to allow dialogue and discussion - mechanisms exist to act on recommendations</p> <p>Seizing new opportunities</p>	<p>Partnership Agreement January 2010</p> <p>CLD Adult Learning Plan 2007-2011</p>
<p>CORE QUALITY CRITERIA: Learning Culture</p> <p>Main aspects important for quality assurance in the case of a specific quality area (i.e. culture of learning)</p>	<p>QUALITY INDICATORS (CORE AND ADDITIONAL/DESCRIPTORS)</p> <p>What might indicate quality in the partnership?</p>	<p>EVIDENCE TO SUPPORT INDICATORS</p> <p>What evidence is available to support the inclusion of the indicators?</p>	<p>EXAMPLES FROM CASE STUDY: Dundee UK (Macro and Micro level: Dundee partnership)</p> <p>Concrete examples drawn from case study analysis</p>
Learning objectives/outcomes are commonly defined and promoted within the partnership	Targets and benchmarks are discussed, defined and used by the learning region partnership	<p>Development of charters, learning contracts or agreements, use in the overall strategic documents of targets and specific benchmarks</p> <p>Review of regular reports including data (qualitative and quantitative on learning objectives and outcomes).</p>	<p>Single Outcome Agreement</p> <p>Community Based Adult Learning Partnership - Annual Report 2010</p> <p>Dundee Lifelong Learning Group - Literacies Initiative Progress Report - 2005 - 2008</p> <p>CLD Adult Learning Plan 2007-2011</p>
Learning-based strategy to be mainstreamed into integrated local and regional	Capacity-centered learning provision, flexible ways and opportunities for	Embedding concepts of widening access	Learning and Culture Theme Group

<p>development strategies. Inclusion of learning as a key element to respond creatively to the forces of change</p>	<p>transformative experiences of citizens and organizations.</p> <p>Formal, non-formal and informal learning for social, economic, cultural, political and personal development</p> <p>Enhancement of people's ability to work cooperatively together to understand and overcome their problems</p>	<p>and LLL in strategy documents</p> <p>Content of learning covers a vast array of subject areas.</p> <p>Learning is situated in diverse places generated by the partnership according to identified needs</p>	<p>Single Outcome Agreement Delivery Plan 2010-2012</p> <p>Local and National Policy Framework</p>
<p>Learning gaps are documented and related with the quality system</p>	<p>Exploration of diverse learning needs, analysis of barriers and learning failures and innovative ways of improving skills and knowledge</p> <p>Focus on issues related to the access of groups with disadvantaged backgrounds and documentation of their specific learning needs.</p>	<p>Development and use of specific audit tools of work and citizenship needs (local/regional level)</p> <p>Specific methodologies/tools for identification of learning gaps explicitly defined and used.</p> <p>Review of specific disadvantaged groups needs reflected in the regular assessment of the learning region partnership.</p>	<p>Performance Monitoring</p> <p>Community Based Adult Learning Partnership - Annual Report 2010</p> <p>Adult Learning Annual Report 2010-2011</p>
<p>Capacities for learning promotion are created/developed</p>	<p>Proactive promotion strategies to change perceptions of the value of learning</p>	<p>On-line learning format and media-connected communication and other ICT</p> <p>Use of individual cases to promote success and value of learning</p> <p>Recognition of success - use of case studies in promotional and marketing material (newsletters)</p>	<p>Discover Learning Newsletter</p> <p>Discover Learning Website Evaluation Report 2011</p>
<p>Motivational strategies are in place for adults within the community of learners</p>	<p>Create a positive social climate, conditions and incentives for learning within the community and organizations.</p> <p>Stimulating the sharing of experiences and flexible learning paths.</p>	<p>Learner satisfaction surveys, interviews, questionnaires</p> <p>Ongoing learning promotion events, festivals and adult learners' weeks.</p>	<p>Literacies Report</p> <p>Community Engagement Toolkit</p>
<p>Regular assessment of learning outcomes and impact on the development of adult learners</p>	<p>Measuring the gains and wider benefits (human capital, social capital, identity, shifts in the mindset, public visibility and awareness, co-creation of products,</p>	<p>Documenting people and communities empowered to overcome their problems through learning in collaboration</p> <p>Dissemination at the local level of</p>	<p>Learning Around Tracking Report Summary 2011</p>

	<p>influencing policies , different forms of public good).</p> <p>Assessment and evaluation tools developed and annual reports map progress. Use of independent auditors.</p> <p>Facilitating self-assessment</p>	<p>newsletters, leaflets, etc</p> <p>Use of quantitative and qualitative measurement instruments.</p> <p>Linked to wider macro level strategic aims and objectives</p>	<p>Working For Families Tracking Summary Report 2011</p> <p>Worldwise - Final Report</p>
<p>Positive approach to valorisation of knowledge of all participants (i.e. informal and non-formal learning)</p>	<p>Establishing mechanisms allowing the recognition of prior learning</p> <p>Applying validation schemes for formal, non-formal and informal learning activities.</p> <p>Learning by sharing diverse learning experiences</p>	<p>National qualifications framework</p> <p>Credit accumulation and transfer schemes</p> <p>Workshops, lectures, joint development-projects and networking</p>	<p>Adult Learning Annual Report 2010-2011</p> <p>HMiE Report</p> <p>HmiE Community Learning</p>
<p>Strategy in place for capitalizing learning within partnership</p>	<p>Creating a climate for open dialogues, an environment of challenge and trust , exploring issues from many points of view and perspectives , acting as "critical friends" .</p> <p>Consciously work through groups and alliances in order to build support for joint actions.</p>	<p>Community involvement - stakeholder buy-in - formal structures to allow dialogue and discussion - mechanisms exist to act on recommendations</p> <p>Seizing new opportunities</p>	<p>Partnership Agreement January 2010</p> <p>CLD Adult Learning Plan 2007-2011</p>
<p>CORE QUALITY CRITERIA: Learning Culture</p> <p>Main aspects important for quality assurance in the case of a specific quality area (i.e. culture of learning)</p>	<p>QUALITY INDICATORS (CORE AND ADDITIONAL/DESCRIPTORS)</p> <p>What might indicate quality in the partnership?</p>	<p>EVIDENCE TO SUPPORT INDICATORS</p> <p>What evidence is available to support the inclusion of the indicators?</p>	<p>EXAMPLES FROM CASE STUDY: Dundee UK (Macro and Micro level: Dundee partnership)</p> <p>Concrete examples drawn from case study analysis</p>
<p>Learning objectives/outcomes are commonly defined and promoted within the partnership</p>	<p>Targets and benchmarks are discussed, defined and used by the learning region partnership</p>	<p>Development of charters, learning contracts or agreements, use in the overall strategic documents of targets and specific benchmarks</p>	<p>Single Outcome Agreement</p> <p>Community Based Adult Learning</p>

		Review of regular reports including data (qualitative and quantitative on learning objectives and outcomes).	Partnership - Annual Report 2010 Dundee Lifelong Learning Group - Literacies Initiative Progress Report - 2005 - 2008 CLD Adult Learning Plan 2007-2011
Learning-based strategy to be mainstreamed into integrated local and regional development strategies. Inclusion of learning as a key element to respond creatively to the forces of change	<p>Capacity-centered learning provision, flexible ways and opportunities for transformative experiences of citizens and organizations.</p> <p>Formal, non-formal and informal learning for social, economic, cultural, political and personal development</p> <p>Enhancement of people's ability to work cooperatively together to understand and overcome their problems</p>	<p>Embedding concepts of widening access and LLL in strategy documents</p> <p>Content of learning covers a vast array of subject areas.</p> <p>Learning is situated in diverse places generated by the partnership according to identified needs</p>	Learning and Culture Theme Group Single Outcome Agreement Delivery Plan 2010-2012 Local and National Policy Framework
Learning gaps are documented and related with the quality system	<p>Exploration of diverse learning needs, analysis of barriers and learning failures and innovative ways of improving skills and knowledge</p> <p>Focus on issues related to the access of groups with disadvantaged backgrounds and documentation of their specific learning needs.</p>	<p>Development and use of specific audit tools of work and citizenship needs (local/regional level)</p> <p>Specific methodologies/tools for identification of learning gaps explicitly defined and used.</p> <p>Review of specific disadvantaged groups needs reflected in the regular assessment of the learning region partnership.</p>	Performance Monitoring Community Based Adult Learning Partnership - Annual Report 2010 Adult Learning Annual Report 2010-2011
Capacities for learning promotion are created/developed	Proactive promotion strategies to change perceptions of the value of learning	<p>On-line learning format and media-connected communication and other ICT</p> <p>Use of individual cases to promote success and value of learning</p> <p>Recognition of success - use of case studies</p>	Discover Learning Newsletter Discover Learning Website

		in promotional and marketing material (newsletters)	Evaluation Report 2011
Motivational strategies are in place for adults within the community of learners	Create a positive social climate, conditions and incentives for learning within the community and organizations. Stimulating the sharing of experiences and flexible learning paths.	Learner satisfaction surveys, interviews, questionnaires Ongoing learning promotion events, festivals and adult learners' weeks.	Literacies Report Community Engagement Toolkit
Regular assessment of learning outcomes and impact on the development of adult learners	Measuring the gains and wider benefits (human capital, social capital, identity, shifts in the mindset, public visibility and awareness, co-creation of products, influencing policies, different forms of public good). Assessment and evaluation tools developed and annual reports map progress. Use of independent auditors. Facilitating self-assessment	Documenting people and communities empowered to overcome their problems through learning in collaboration Dissemination at the local level of newsletters, leaflets, etc Use of quantitative and qualitative measurement instruments. Linked to wider macro level strategic aims and objectives	Learning Around Tracking Report Summary 2011 Working For Families Tracking Summary Report 2011 Worldwise - Final Report
Positive approach to valorisation of knowledge of all participants (i.e. informal and non-formal learning)	Establishing mechanisms allowing the recognition of prior learning Applying validation schemes for formal, non-formal and informal learning activities. Learning by sharing diverse learning experiences	National qualifications framework Credit accumulation and transfer schemes Workshops, lectures, joint development-projects and networking	Adult Learning Annual Report 2010-2011 HMiE Report HmiE Community Learning
Strategy in place for capitalizing learning within partnership	Creating a climate for open dialogues, an environment of challenge and trust, exploring issues from many points of view and perspectives, acting as "critical friends". Consciously work through groups and alliances in order to build support for joint actions.	Community involvement - stakeholder buy-in - formal structures to allow dialogue and discussion - mechanisms exist to act on recommendations Seizing new opportunities	Partnership Agreement January 2010 CLD Adult Learning Plan 2007-

			<u>2011</u>
--	--	--	-------------