



Community University of the Valleys Partnership

# aiminghigh

Negotiating the Curriculum and  
Supporting Learner Democracy

Guidance  
for Partners





The **Community University of the Valleys Partnership** is a unique partnership between the Higher Education and Voluntary sectors in the West Wales & The Valleys Region, working to develop appropriate community based lifelong learning opportunities. The partnership aims to widen participation in higher learning by bringing learning closer to home and by making it more relevant to all parts of our communities.

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### Strategic Partners

- Amman Valley Enterprise
- Blaenllechau Community Regeneration
- Blaenymaes, Portmead & Penplas Development Trust
- Bryncynon Community Strategy
- Cwmni Clydach Development Trust
- Dove Workshop, Banwen
- Glynneath Training Centre
- Gurnos and Galon Uchaf Regeneration
- Penywaun Enterprise Partnership
- Penrhys Partnership Rhondda
- Telecentre & Business School, Porth
- Tredegar Development Trust
- Workers Educational Assoc. South Wales
- Ystalyfera Development Trust
- The Open University in Wales
- University of Glamorgan
- University of Wales Newport
- University of Wales Swansea



### CUV Partnership

a community learning network managed by  
Dept of Adult and Continuing Education  
University of Wales Swansea  
Singleton Park, Swansea SA2 8PP

 [www.swan.ac.uk/dace](http://www.swan.ac.uk/dace)



## Message of Support from the CUV Partnership Planning Group

“ Lifelong learning has grown into an educational giant, and figures in just about every widening access policy initiative. To make it a reality universities and community organisations must avoid empty partnerships; they must strive instead for a genuine sharing of their resources, teachers and learners. The CUV partnership is doing just this through devising imaginative courses, designing alternative assessment strategies, and welcoming people who would not otherwise engage in learning. In this handbook a series of invaluable principles and guidelines are proposed. They serve as a model for good practice and a reminder for all concerned when it comes to promoting our core educational values: learning for life, learning for work, learning for all. ”

**Prof. Colin Trotman** - Head of Dept of Adult Continuing Education, University of Wales Swansea

**Prof. Danny Saunders** - Head of Centre for Lifelong Learning, University of Glamorgan

**Mr Paul Nagle** - Telecentre Et Business School Porth - on behalf of Community Partners

**Mr Viv Davies** - Head of Centre for Community Et Lifelong Learning, University of Wales Newport

**Dr Heather Graham** - Director, The Open University in Wales

## Community University of the Valleys Partnership

# Negotiating the Curriculum and Supporting Learner Democracy

The Community University of the Valleys Partnership is committed to continually improving the quality of learning and teaching in order to help widen participation and support progression to higher learning. The CUV Partnership is working strategically to maximise resources for high quality community learning across the West Wales & Valleys area. At the heart of its ethos is a shared belief in the value of learner democracy and the benefits of negotiation in curriculum planning and learning and teaching processes.

This guidance on good practice in curriculum management has been developed through a collaborative process involving representatives of partner organisations and is based on their experiences in supporting community learning. It builds on the values and principles laid out in the CUV Partnership's Good Practice Guide 'Aiming High' \* and is presented as a contribution to the process of improving quality. It is not an exhaustive statement and further examples of good practice would be welcomed.

\* For copies of 'Aiming High' visit our website [www.cuv.org.uk](http://www.cuv.org.uk)

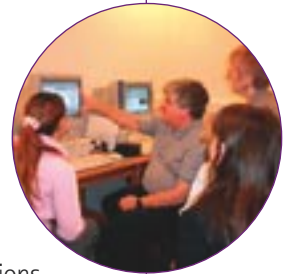
## Curriculum Quality

A strategy focused on developing a common approach to the curriculum reflects the values of the CUV Partnership as we believe that provision of a quality curriculum plays a crucial role in encouraging people to take up learning and in motivating existing learners to develop and progress through the range of learning opportunities.



The issue of ensuring effective curriculum is, however, much wider than the course content. We believe that a quality curriculum is one where negotiation, learner support and learner democracy are at the heart of strategies for learning and teaching. It will also be important to aim for a balanced curriculum, which reflects the diversity of community learners.

A quality curriculum approach requires a commitment to quality across all aspects of the curriculum experience and incorporates such processes as:



- ➔ **community development** activities that enable negotiation between learners and providers to identify needs and expectations
- ➔ **curriculum reviews** involving learners and providers
- ➔ **curriculum planning** that is informed by on-going evaluation and needs analysis and feedback from learners and tutors
- ➔ **staff development** approaches that ensure democratic learning and teaching strategy
- ➔ **curriculum materials** that reflect cultural diversity and promote equality of opportunity
- ➔ **assessment methods** that are learner focused and which build confidence rather than emphasise shortcomings
- ➔ **learner support** that enhances learner development such as information and advice, study skills, ICT skills, mentoring and peer group support.
- ➔ **learner/tutor feedback** that is participative and timely



## Why Negotiate the Curriculum?

Adults learn best when learning is:

- ➔ flexible and relevant to needs
- ➔ linked to issues of interest and life experiences
- ➔ within a democratic and participatory setting

and offers opportunities to:

- ➔ explore options and broaden choice
- ➔ develop ownership of the learning process

Adults prefer learning and teaching environments that are interactive, that encourage ownership and negotiation within the learning process and where there is respect between learner and tutor. Negotiating the curriculum is a natural process if you are committed to ensuring learner democracy. It is also a beneficial approach for learning providers, giving them the chance to develop tailored curriculum that meets learners' aspirations that can increase motivation for learning and improve levels of retention.

### Curriculum Planning

Much good practice in curriculum management already exists across the community-learning sector. Many organisations are working innovatively and effectively; engaging new learners and helping to reduce economic disadvantage and social exclusion. There is however a great deal more to achieve. The CUV Partnership is committed to working strategically to further support innovative developments that listen to learners and focus on responding to learner and community needs.

It will be beneficial to widen the range and format of learning opportunities offered to communities. Curriculum options should link to local interests and mirror the aims and skill needs of our multi-faceted communities. While there is currently a significant and welcome increase in community learning, opportunities can be viewed as irrelevant. Many sectors of communities continue to believe that 'learning is not for the likes of us'



A provider-centred approach to curriculum planning remains prevalent. To widen participation, there is a need to move away from a tradition of tutor and provider led curriculum development, where courses are developed to suit institutional need or where off-the-shelf courses are 'made to fit'. Greater involvement of learners in the curriculum planning process will increase understanding of learning interests and learning needs. It will also improve the quality of learner support systems and enhance progression and retention.

Curriculum planning processes should proactively respond to cultural and ethnic diversity. More emphasis should be placed on developing provider knowledge and understanding of the learning contexts and needs of differing community groups. With some groups, customised courses will need to be developed and in all situations it will be crucial to ensure that learning materials and promotional activities are culturally relevant. Similarly to assist people who are disabled, curriculum planning must incorporate strategies to ensure that adequate learner support systems are built into all learning experiences, no matter where or how the learning is delivered.



## Resources

There is a need to increase flexibility within the resourcing of community learning, ensuring that valuable informal learning opportunities are widely available for first step learners, with accessible options for progression. When viewing provider course information, the range of community learning opportunities appears endless but actual implementation of the learning is often limited by the minimum class number requirements of providers and the lack of community tutors. A significant proportion of planned community curriculum is often not implemented, which suggests a mismatch between the funding mechanisms for learning and community learning needs. It may also indicate that the learning on offer does not meet the interest and skill needs of communities.

Providing quality physical resources for community learning such as quality equipment and appropriate space and facilities will be important. (see Aiming High Good Practice Guide p14/15). We understand, however, that there will be limitations to ensuring the full range of services and

facilities in all community learning venues. Negotiation with learners has therefore to be realistic, acknowledging what is not in place but also encouraging negotiation with other service and facilities providers to maximise resources for learning and learner support.

A flexible response to the learning needs of communities will of course require change on the part of funders and policy makers. It will further require commitment on the part of providers to improve evaluation processes and to provide evidence of the benefits of outreach in terms of widening participation, learner satisfaction, retention and progression.

### Good Practice in Curriculum Planning:

- ➔ Course structures that incorporate
  - set sessions for negotiation and reflection
  - a variety of core/optional modules – offering choice for tutor/ learner
  - flexibility in teaching and learning
  - learner feedback on the quality of the course/learning experience
  - learner recommendations for course change/new course developments
  - opportunities to consider next step learning progression
- ➔ Assessment processes such as peer review, self-assessment, portfolios, log books, presentations and journals that encourage learners to
  - take responsibility for their learning
  - focus on real life issues and decision making processes
  - allow reflection and deep learning
- ➔ Tutor induction and continuing professional development programme to
  - develop negotiating skills and
  - commitment to learner democracy
  - ongoing review of learning and teaching strategies
  - encourage innovation such as the use of new media to enhance learning
- ➔ Tutor support systems including
  - adequate supervision



- peer review
- innovative teaching materials
- effective communication systems and administration support
- ➔ Learner Support Systems that exceed expectations of customer care with
  - opportunities for learner representation on management committees
  - personal tutors to help with academic support issues
  - welfare and counselling services
  - disability support services
  - accessible and impartial educational guidance
- ➔ Information Services that are accessible and efficient:
  - learner and tutor induction packs
  - website with general information on services and courses
  - course information – handbooks and on-line resources
  - library and information support
  - careers advice services
  - student support officers
  - reception services
- ➔ Evaluation and Monitoring Systems that ensure development actions in response to feedback from learners and tutors



## Learning & Teaching Strategies

Learning & teaching strategies are important factors within a quality curriculum. A good tutor will acknowledge that learning is a shared experience for learner and tutor and aim for a democratic and negotiated approach that responds to the differing needs of learners.

It will be important in the development of learning schemes to consider how individuals prefer to learn and to adopt a flexible teaching strategy, placing less emphasis on traditional text-based learning and making use of the range of teaching resources to enhance the learning experience.

Teaching and assessment strategies that link learning to real life situations and respond innovatively to differing learning preferences are



more likely to attract those disengaged from learning. Such approaches will also enhance ownership of the learning process; develop critical thinking and a deeper knowledge base.

Methods used in facilitating learning also need to be flexible enough to respond to individual learner needs. It will be beneficial to incorporate processes to identify support requirements such as study skills or dyslexia support and to ensure that the range of specialist help is accessible.

### **Good Practice within Learning & Teaching Strategies:**

- ➔ Tutors who are well trained and supported in their continuing professional development
- ➔ Teaching methods that are facilitative, flexible and able to support negotiation

### **Including:**

- Agreeing learning contracts with clear learning aims/outcomes
- Setting time aside for reflection at the end of sessions and courses
- Helping to develop negotiating skills in groups of learners
- Encouraging and supporting learning progression through individual and group negotiation
- Respecting the prior knowledge and experience of learners
- Facilitating workshops for students on what they would like to learn
- Ensuring inclusive curriculum and a learning context that is culturally and socially relevant
- Being flexible in delivery, ensuring the best fit for everybody
- Developing tutor democracy through opportunities for tutor feedback and peer group reflection
- Setting time aside to consider next steps and to discuss progression opportunities



## Examples of systems and processes that enable learner democracy

- Learner Forums and Learning Circles
- Student representation on management committees, planning groups
- Student Social Societies
- Learner Satisfaction Surveys
- Course evaluations and feedback
- Student tracking systems that encourage feedback
- Learner comments and suggestion boxes
- Course taster days, open days and information events
- Student handbook
- Student union
- Learner Charter, Learner entitlement
- On-line student support service
- Interactive course information/support websites
- Email or phone link with a Personal Tutor/Mentor
- Accessible information, advice and guidance



## Benefits of a democratic and negotiated approach

Planning and Learning Strategies that encourage involvement and emphasise negotiation will be beneficial to learners and providers:

Learner Benefits:

- ➔ Empower learners and demystify the notion of teacher knows all
- ➔ Encourage learner ownership and responsibility
- ➔ Emphasise the collective experience of learning
- ➔ Develop wider democratic skills and practice
- ➔ Develop curriculum that meets learner needs



- ➔ Help learners overcome lack of confidence or previous negative experiences
- ➔ Provide interesting, stimulating and enriched learning experiences
- ➔ Increase motivation for learning
- ➔ Encourage learner achievement and learner progression

Provider Benefits:

- ➔ Ensure quality through on ongoing review and reflection
- ➔ Drive forward curriculum developments/provide a catalyst for new learning pathways
- ➔ Help tutors reflect on practice and ensure appropriate courses
- ➔ Improve retention by giving learners a role in managing their learning
- ➔ Encourage learner achievement and learner progression

## Challenges

Good practice in adult learning will by design involve approaches to encourage learner democracy and curriculum negotiation between learners and learning providers. Some may find the approach challenging. We believe, however, that a negotiated approach adds significantly to the process of improving quality. Curriculum strategies that incorporate reflection and tutor and learner feedback add greatly to the achievement of a continuous quality development approach. Such an approach increases the engagement of learners and tutors and motivates providers to keep course content up to date, to develop new learning opportunities and to improve learner support systems.

Negotiating the curriculum is not simply about providing what the learner requests or starting from scratch and throwing away all semblance of learning structures. Negotiating the curriculum is more about empowering learners and enabling the development of knowledge and experience so that learners don't just get the learning they want but also the learning they don't yet know they want.

Negotiation is a two-way process and it will be important to ensure realism. The effectiveness of negotiation between learner and tutor will



depend on how much time they want to spend on negotiation. In any negotiation process, all parties to the negotiation need to see benefit of agreements reached and be prepared to compromise. It will be important to find the right basis for negotiation, to acknowledge learner and tutor diversity and to ensure that the end product has value for learners, tutors and learning providers.

To negotiate the curriculum tutors and learners will need to allow time for reflection and review and to actively involve learners. Changing the tradition of curriculum planning by centres and tutors will require developments in staff skills and organisational systems. It will be important also to acknowledge limitations of available resources and to agree what can be realistically achieved.

Support to develop the negotiating skill of learners will be necessary. Dominant people can mask true negotiation within a group. Negotiation skills development will need to be built into learning sessions with ground rules set that allow opportunity for all to contribute develop and reflect.

It will be important to acknowledge that the level of negotiation will depend on the nature and level of the study matter. At the level of informal and non-accredited learning it is relatively easy to support a totally negotiated approach. In more formal learning contexts, the level of negotiation will vary. There may also be conflict where learners move from a negotiated learning environment to one that has less flexibility and this will need to be managed effectively.



## **A negotiated approach adds significantly to the process of improving quality**

Even when curriculum structure is rigid with:

Specific learning outcomes

Set course content/subject matter

Set accreditation and assessment outcome requirements

You can still ensure a negotiated approach by:

- adopting flexible teaching and learning strategies that can adapt to differing learning contexts

- negotiating from within the options for subject study and assessment
- being flexible and inventive in how you facilitate the learning experience.
- focusing on developing democratic processes that empower learners
- enabling learners to gain maximum benefits from the learning experience
- enabling learners to influence curriculum planning decisions.

## Negotiating the Curriculum in Practice

What does negotiating the curriculum really mean in practice?

Current practice in community learning settings provides evidence of a wide-ranging divergence in negotiation models. Learners and learning providers may be involved in negotiations such as where the tutor designs a course in response to expressed interests, where learners/tutors negotiate options from a range of off-the shelf modules or where courses include modules where learners choose options.

In some situations, learners will be involved in course design but this will not always be appropriate. Learners may not have the subject knowledge and the understanding of curriculum development processes needed to negotiate fully. Activities where the learner is actively involved in the course design process may therefore be less common, except at the level of informal or non-accredited learning.



## Some Possible Models of Negotiating the Curriculum

- Provider designs units/modules in response to learners expressed interest in a topic
- Learner groups negotiate between themselves and/or with centre/provider which of an existing range of units/modules will be delivered
- Units/modules are designed so that there are content options for learners to decide on
- Units/modules are frameworks for learning in which content can be negotiated
- Learner groups are involved in the design of units/modules

These are types of negotiating activity that can take place within a curriculum context. Curriculum negotiation can involve one or an amalgamation of such processes. Different situations will incorporate differing levels of negotiated activity, with some activities more prevalent than others.



Issues around Learner Democracy and Curriculum Negotiation will impact at a number of levels and different approaches will be appropriate for different situations. Facilitating the development of processes such as learner forums, learner feedback systems and course review sessions will ensure accessible routes for communication with learners and support the process of delivering quality curriculum and ensuring learner democracy.

A commitment to negotiation at organisational as well as individual level will be important: Many community groups and organisations will operate as impartial learning brokers for their communities, working to bring in resources from a range of learning providers such as unitary authorities, colleges, universities and private training organisations. To negotiate appropriate learning with communities, it will be important to develop effective partnerships and to establish provider working groups that enable curriculum review and provide opportunities for identifying and responding to learner needs.



The Community University of the Valleys Partnership, involving Higher Education and community learning providers in the West Wales & Valleys region of the UK is a good example of a negotiated approach at organisational level. The partnership focuses on widening access to higher education through collaborative working. In promoting the shared values of 'bringing learning closer to home', responding to community needs and enabling equal partnership with communities, it provides a platform for negotiation and works to bring about change- both in the supply of and demand for learning.

Community partners are key members of planning groups, actively managing developments, feeding in information on needs and influencing the development of new curriculum and support systems suited to community learners. The initiative would not succeed without the active participation of community partners, ensuring developments that are meaningful and beneficial to local people. The CUVP approach has significantly impacted on the region's community learning infrastructure, with higher learning opportunities, from non-accredited taster course, up to degree level now available at many community-learning centres.

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## Case Studies – Negotiating the Curriculum

### Planning the Curriculum – Learners' Views

At the end of each term, learners at Workers Education Association (WEA) branches meet with tutor organisers and development workers to review learning and to plan curriculum for the following term. As well as negotiating curriculum content, learners are also involved in deciding on preferred tutors and the range of required support services such as crèche facilities. Once requirements have been agreed, then a learning programme is developed. Learners are overwhelmingly positive about the benefits of being able to have one's say and being involved in planning and also recognise the learning that takes place through the process.

WEA learners' views on WEA's commitment to negotiation and democracy at a local level:

'Brilliant', 'it definitely happens',

The branch works together really well'

'The process is effective, it has always worked!'

"Everyone is given a chance to have their say at planning meetings, to choose what they want to do and the level they do it to."

"Most people express an opinion. I'm able to express my opinion and make a difference".

"People who were quite shy and withdrawn are now able to take part and they've moved on. They've been encouraged to express their own opinions and have had opportunities to do more."

### Workers Educational Association South Wales

 [www.weasouthwales.org.uk](http://www.weasouthwales.org.uk)

## Negotiating community learning– Starting where people are

### Step 1: Get to know your patch:

- ➔ Find out what's out there/promote your work in the area
  
- ➔ Develop knowledge of/links with
  - community leaders, groups and organisations
  - learning providers, support services and related initiatives
  - curriculum development and learner support structures
  - strategic partners to maximise resources for the area

### Step 2: Identify learning and support needs:

- ➔ Identify gaps in provision/analyse learner needs through community development:
  - learner wish lists
  - learning launches/course taster days
  - group discussions
  - learning surveys
  - open space/community consultations/drop-in sessions
  
- ➔ Work with partners to develop
  - learner support resources
  - services for learners with disability, dyslexia, basic skills needs
  - community-learning venues

### Step 3 Develop learning opportunities:

- ➔ Set up a local forum of learning providers and negotiate
  - informal learning options, in line with learner requests
  - learning progression routes, appropriate to learner needs



- Work with partners to develop
  - marketing strategy i.e. local course brochure, flyers, open days
  - informal learning activities to target particular groups of learners
  - evaluation and monitoring systems to measure impact/ensure quality
  
- Work with partners to negotiate appropriate
  - advice & guidance support
  - learner support services
  - support for community tutors

#### **Step 4 Sustain and develop opportunities:**

- Build on partnership and negotiation strategies to:
  - widen range of learning and progression routes
  - maintain accessible guidance and student support services
  - develop capacity of local tutors
  - develop learners network/forum
  - celebrate learner achievement and encourage new learners

#### **Amman Valley Enterprise**



[www.ammanvalleyenterprise.co.uk](http://www.ammanvalleyenterprise.co.uk)

## Multi-Cultural Approaches to Counselling

This is an accredited course within the BA (Hons) Part-Time Degree programme and offers a great deal of flexibility, opportunities for student choice and scope to negotiate and take ownership of the learning experience. Students are able to negotiate specific subjects to be explored from the wider curriculum and have a choice of assessment methods, either essay or journal. Students also undertake individual projects and here again choice and negotiation are emphasised, with students selecting their own topic, from the range of subjects covered.

**Dept of Adult Continuing Education, University of Wales Swansea**



[www.swan.ac.uk/dace](http://www.swan.ac.uk/dace)

## Certificate in Higher Education (Combined Open Studies)

This course is tailored to meet the needs of adult learners, wishing to return to study and/or learn for pleasure. Student support is a central part of the programme and complementary study skills workshops are offered to ensure everyone feels comfortable with and confident about learning. The programme is also designed to provide a relaxed and informal atmosphere for learning. Choice is an essential element with 60 short courses, such as IT, Art History, Psychology, Criminology, Politics and Philosophy. These cannot all be made available so students negotiate with development workers and tutors on study options.

Each course includes a variety of assessment options such as essays, portfolio building, seminars, reflective journals and poster presentations. Study skills support ensures that students are comfortable with having their learning recognised through assessment.

**University of Wales Newport, Community University of the Valleys East**



[www.cuv.newport.ac.uk](http://www.cuv.newport.ac.uk)



## Learners helping to create new learning opportunities

Our centre is developing a multi-media Video and CD production project with the help of asylum seekers, community members and partner organisations to:

- Capture information materials and aural testimonies of people's lives
- Improve language skills and communications between community members
- Highlight the issues encountered by people wishing to settle locally.
- Share experiences and help people develop a range of new media skills

Developments are based on a fully negotiated model and participants help design and plan activities, organise events and learning activities and evaluate the experiences and skills developed. Learners will take part in the following new learning opportunities:

- ➔ bringing together similarly interested community groups
- ➔ negotiating what and how activities will be undertaken
- ➔ developing language and new technology skills
- ➔ gathering community materials, testimonies and interviews
- ➔ producing information records, films, tapes, audio visual material
- ➔ producing website and newsletter to promote and celebrate achievements

**The Arc Centre, Blaenymaes,  
Portmead & Penplas Development Trust, Swansea**


## Teaching & Learning Using New Technologies

This is an accredited higher education course with a flexible syllabus and teaching approach. Participants have a say in the technologies discussed and used during the course, reflecting their existing knowledge and learning aims. A group discussion session is included at the beginning of the course to find out more about participants and what they are aiming to achieve.

Opportunities for reflection and evaluation continue throughout the programme, with a focus on ensuring that the course content mirrors skill development needs. The course is flexible enough to benefit from the existing skills of participants. In one course, for example, a student who was an expert in video-conferencing facilitated a session on this aspect of the programme.

Another benefit is a virtual learning support environment, an on-line resource providing course materials, tutor notes and discussion and feedback systems for students and tutors to comment on the course content and their learning experiences.

**Dept of Adult Continuing Education, University of Wales Swansea**

 [www.swan.ac.uk/dace](http://www.swan.ac.uk/dace)



## 'Growing Your Own'

In community learning, good tutors and centre staff are worth their weight in gold. They are the main focus of negotiation with learners and play a key role in identifying needs and developing opportunities for learner involvement.

It has long been the policy at The Glynneath Training Centre to 'grow our own tutors' i.e. to train promising students so that they may eventually become tutors themselves.

The benefits are that they:

- are often 'locals', with knowledge of the local community
- have been adult students themselves and understand the needs of adult learners
- have a sense of 'belonging' in the organisation and understand the ethos of Glynneath Training Centre

For example: Computerised Accounts - One of our tutors started out as a student at the Centre, qualified in Computerised Accounts, obtained her teaching qualifications and now teaches at the Centre

We also have a policy of '**growing our own centre staff**'. Staff are our most important asset, and our policy is to give every member of staff an opportunity, within their working hours, to undertake training to increase their skills and value to our organisation.

For example:

National Vocational Qualifications in Early Years and Childcare. In partnership with Neath Port Talbot College, This course has run at our centre for the past 4 years. Two of the students are now employed at the Centre, one as Nursery Leader, the other as a childcare assistant. Both have NVQ Level 3 qualification.

PEOPLE INTO TECHNOLOGY (PIT). In partnership with University of Wales Swansea this programme has run at our centre for over 10 years. Our Finance Officer and two of our administrators became members of staff after gaining this qualification. The Chairperson of our Management Committee was also a member of a PIT class

## The Glynneath Training Centre



[www.glynneathtc.org.uk](http://www.glynneathtc.org.uk)



## Community University of the Valleys Partnership

# Mission Statement

### We affirm our commitment to:

- i devising continuing higher education strategies that will help address the issues of exclusion and deprivation and support the cultural, social and economic regeneration of the communities of the West Wales & Valleys area
- ii providing innovative learning programmes and supportive guidance structures to target those currently excluded and to widen and increase access to learning by previously non-participating individuals and groups
- iii supporting progression into higher education through the development of learning opportunities based on the broadest definition of lifelong learning - informal learning, non-accredited and accredited programmes.
- iv achieving agreements on mutual recognition of achievements and credits
- v identifying and promoting models of good practice that emphasise community based, collaborative and student-centred learning and disseminating our experiences of partnership in community based learning
- vi developing structures that will give learners and communities opportunities to participate as equal partners, to negotiate a curriculum suited to their needs and to influence the development of appropriate learning programmes and support services
- vii affording equal status and mutual respect to all representatives within the partnership and recognising the importance of community groups not directly represented
- viii supporting excellence in research on learning and communities, in order to inform partnership developments
- ix maximising appropriate resources across the partnership, through such strategies as joint funding bids, to develop integrated and innovative learning programmes.
- x ensuring that all partners communicate and respect each others activities to maximise synergy across the partnership
- xi ensuring all partnership activities adhere to the principles of equal opportunities