"MEASURABLE PERFORMANCE INDICATORS"
FOR THE
CHARACTERISTIC ELEMENTS
OF A
LIFELONG LEARNING
HIGHER EDUCATION INSTITUTION

This is our "outsiders'" perspective of what we think are indicators of a lifelong learning educational institution (EI). However, there is one thing that needs to be made clear: Lifelong Learning (LLL) is a contested concept—there is no agreement on where and in what institutions LLL should or should not be implemented. Nevertheless, there is in China a desire that at least by the year 2010, there will be s LLL System in place all over the country.

Definition:

Lifelong Learning is a master concept or principle regarded as the continuous and never complete development, changes, and adaptation in human consciousness that occur partly through deliberate action but even more as a result of the business of living, where learning may be intentional or unintentional that includes acquiring greater understanding of other people and the world at large, based on four pillars: being, knowing, doing, and living together.

I. Overarching Frameworks

Overarching frameworks provide the context that facilitates an EI to operate as a lifelong learning institution.	doing already	working towards	not doing	not sure	comments / evidence
Regulatory					
1. The National Department of Education has a **financial policy** and implementation plan in place to promote lifelong learning at HEIs.					
2. The National Department of Education has the **legal framework** and an implementation plan in place to promote lifelong learning at HEIs.					
3. The National Department of Education has addressed **social concerns** in their policy and implementation plan to promote lifelong learning at HEIs.					
4. The regional economic and social developmental plans include supporting lifelong learning.					
5. The Institution has a financial plan in place to support lifelong learning.					
6. The Institution has a culture that supports adult centered learning and is sensitive to and respectful of the needs, differences, and contributions they bring to the teaching and learning transaction.					
7. An active collaboration and communication across all segments of the institution to meet the educational, career, financial, and personal needs of LLLs.					
8. There needs to be a deliberate on-going commitment to high level of communication between the University and LLLs.					

II. Strategic Partnerships and Linkages

In partnerships and linkages we include three types of relationships	doing already	working towards	not doing	not sure	comments / evidence
International partnerships and linkages					
1. A record is kept and uses are made at the institutional level of the extent of exchange, sharing of skills, research opportunities, student and staff development, and collaboration across national boundaries.					
Partnerships and linkages across institutions & society					
2. A record is kept and uses are made at the institutional level of the extent of collaboration in terms of the sharing of human and other resources, as well as joint research projects across institutions and society. This includes trade unions, governmental agencies, other educational sectors, and employers.					
Partnerships and linkages within institutions					
3. A record is kept and uses are made at the faculty level of responses to learner and community needs.					
4. A record is kept and uses are made for reviewing periodically for program improvement and evaluation to determine how the types of relationships are improving programs.					
5. A record is kept and used for making appropriate adaptations and modifications.					

III. Research

Research is understood in a broad sense and includes working across disciplines and/or across institutions. Lifelong learning is regarded as an important and legitimate research area.	doing already	working towards	not doing	not sure	comments/ evidence	area
1. Collaborative research **across disciplines and/or institutions** is promoted and a record of this work is kept at faculty level.						
2. Collaborative research with **civil society, the economy and learners** is promoted and a record of this work is kept at faculty level.						
3. A broad range of research paradigms are used. Targets are set to increase forms such as action research, case studies and story telling.						
4. Appropriate mechanisms are established to evaluate the extent to which The Institution's indicators are fulfilled.						
5. Performance indicators of lifelong learning will continue to be developed and enhanced during the life of the institution.						
6. Systematic dissemination of research information to the general public and population.						
7. Systematic collection of data on student expectations, experiences, needs, and satisfaction level.						
8. Appropriate mechanisms will be established to evaluate the extent to which The Institution's indicators are fulfilled.						
9. Performance indicators of LLL will continue to be developed and improved over the LLL of the institution.						

IV. The Teaching and Learning Processes

Educators encourage self-directed learning, engage with the knowledges, interests and life situations which learners bring to their education and use open and resource based learning approaches.
The institution provides a central infrastructure in the form of libraries services, informational support and personnel necessary for liifelong learners.
Self-directed learning (SDL) is one of the highly effective characteristics of LLL. SDL is where students take responsibility of their own learning. They work with faculty to design individual learning programs that address what each person needs and wants to learn in order to function optimally in their profession.
Active involvement in learning -- as opposed to passively listening to lectures, where students and instructors interact and dialogue, where students try out new ideas in the workplace, where exercises and experiences are used to bolster facts and theory -- helps adults grow more.

Institution role

Plans exist to employ and develop faculty who see their primary roles as facilitators of the learning process as opposed to dispensers of information.	doing already	working towards	not doing	not sure	comments / evidence	area
1. The institution employs faculty who do not limit themselves to the traditional role of lecturer in the classroom, and may perform in blended roles that include administrative duties, advising, teaching and facilitating. [Council for Adult & Experiential Learning (CAEL).]						

2. The institution engages all learners in a thorough process of education and career planning to determine their level of educational development upon entry, their educational and career goals, and a plan for reaching these goals as efficiently as possible. (CAEL)					
3. Number of credits awarded for Recognition of Prior Learning (RPL) / Alternative missions and life experiences are increased by a certain percentage within a specified time period.					
4. The institution is supportive of staff development.					
5. The institution supports on-going summative evaluations at the end of the modules for improvement of instruction and for the benefit of learners.					
6. Up-to-date records are kept of enrollment and throughput of adult learners.					
7. Content of the lecturer development needs to be oriented toward facilitation of LLL.					
8. The institution approves and certifies a variety of instructional delivery systems.					
9. The institution provides an atmosphere that is people-centered, caring, warm, informal, intimate, and trusting.					
Educator role					
The educator should understand and reflect the values of the mission in curriculum design and delivery.					
Educators will respond to the needs of students who enter alternative admissions policies.					
An environment is needed where faculty treats adult students as peers – accepted and respected as intelligent, experienced adults whose opinions are listened to, honored, and appreciated.					
The educators are encouraged to use different teaching methods and techniques to respond to the diverse learning styles of LLLs including a co-learning, interactive learning, and continuous learning while also integrating appropriate technology.					

Educator Role (continued)					
_10._ Educators and tutors demonstrate competencies as lifelong learners effective learner-centered instruction.					
_11._ An environment is provided where faculty treats adult students as peers—accepted and respected as intelligent experienced adults whose opinions are listened to, honored, appreciated.					
_12._ Educators will improve their own competencies in LLL.					
_13._ Educators will offer themselves to the students as exemplifying a model of LLL.					
_14._ The curriculum is developed so that traditionally marginalized social groups inside and outside the institution can be full participants.					
_15._ Assessment is conducted in various forms and used to improve the quality of learning in LLLs.					
_16._ Educators optimally pace and challenge the learners' intelligence just beyond their present learning abilities.					
Learner role					
_17,_ Learners provide the faculty with relevant information so they can assess educational development and convey credit where appropriate.					
_18._ Learners engage actively in the process of learning.					
_19._ Learners perceive that their individual needs and uniqueness are respected.					
_20._ Learners perceive that their abilities and life achievements have been acknowledged and respected in the classroom.					
_21._ Learners are engaged in a self-assessment process for determining readiness for self-direction in carrying out their LLL.					
_22._ Learners will engage in Self-Directed Learning (SDL).					
_23._ Learners will seek intellectual challenge.					
_24._ Learners will engage actively with the lecturer and other students.					
_25._ Learners will pursue intellectual freedom, experimentation and creativity.					
_26._ Learner expects to be treated as an intelligent adult whose opinions are listened to, honored, and appreciated.					

V. Administration Policies and Mechanisms

Service to learners is the top priority of the administration	doing already	working towards	not doing	not sure	comments / evidence
1. The mission statement and the allocation of resources, including staffing, reflect the commitment of the institution to lifelong learning (LLL) at The Institution.					
2. There is a strategic plan and action steps for implementing lifelong learning in the institution.					
3. Admission processes are inclusive and non-competitive so as to match the educational processes to the needs of the lifelong learners.					
4. There is Council commitment and executive leadership to implement the lifelong learning policy.					
Recruitment / Marketing					
5. The operational system is imbued with a belief that demonstrates active and systematic listening turned into responsiveness to meet the needs of lifelong learners.					
6. The marketing process, covering all faculties, target a wide range of learners, specifically traditionally marginalised groups.					
7. Admission processes are inclusive and non-competitive so as to make a match of the educational processes to the needs of the LLLs.					
8. The information booklet addresses the needs of the entire target population, including part-time learners.					
9. The information booklet supports the notion of lifelong learning.					
10. The marketing process reflects an understanding of and sensitivity to the roles and responsibilities of adults.					
11. The marketing process reflects an understanding of and sensitivity to the roles and responsibilities of adult learners.					
12. Alumni are encouraged to invite others to join this lifelong learning institution.					

Access					
_13._ The entry and exit points of programmes are flexible					
_14._ All learners have access to scholarships, including part time learners.					
_15._ Registration, lecture times, and courses -- including modular choices and academic support -- are available at times and in formats geared to the convenience of learners.					
_16._ Prior learning is recognised, both in terms of obtaining access and getting credit for modules.					
Throughput					
_17._ Systematic data of student throughput are collected, analyzed, and distributed throughout the university for the purpose of improving the graduation rate of LLLs.					
_18._ Systematic data of student throughput are collected, analyzed, and distributed throughout the university for the purpose of supporting and improving student successes.					

VI. Decision Support Systems

	doing already	working towards	not doing	not sure	comments / evidence
1. The Institution conducts an annual assessment and evaluation of lifelong learners' needs, expectations, and satisfaction for the purpose of tracking, marketing, and improving programs/services.					
2. A demographic profile is kept on programs aimed at increasing the numbers of:					
-- students					
-- courses offered					
-- locations of offerings					
-- contracts with different organizations					
3. Decisions regarding choice of programmes, assessment of learning outcomes, curriculum design, and methods is a shared responsibility based on collaborative processes among academic staff, service staff and learners.					
4. Alumni are actively sought and encouraged to recruit others to join this lifelong learning institution.				.	
5. Courses are regularly assessed by learners.					
6. Curriculum development for lifelong learning with appropriate approval mechanisms will be established, maintained, and evaluated.					
7. The Institution provides an atmosphere that is people-centered, caring, warm, informal, intimate, and trusting.					

VII. Student Support Systems and Services

The institution provides learner-friendly services at times convenient to the schedules of lifelong learners. Learners are also supported to become independent learners in various ways.	doing already	working towards	not doing	not sure
_1._ Obligations and responsibilities of the learners, educational providers and administration services are made clear from the beginning.				
_2._ The strategic plan provides for:				
-- transport and catering facilities are available for part-time learners				
-- the needs of learners with a disability are looked after				
-- the needs of learners studying at a distance are looked after				
-- childcare facilities are available				
-- safe and secure learning environment				
-- health care facilities are available for all learners				
_3._ Support structures are in place for wherever and whenever there are learners.				
_4._ Support programmes are available to educators requiring guidance in dealing with "non-traditional" students.				
_5._ Counseling (remote and face-to-face), advising, and career development are all visible commitments to learners who are enrolled in evening classes				