

The Work of UDACE

by Stephen McNair

Unit for the Development of Adult Continuing Education

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UDACE is the Unit for the Development of Adult Continuing
Education in England and Wales, created in 1984 by the Secretary of
State for Education and Science as a unit of the National Institute of
Adult Continuing Education (NIACE)

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The Unit's Remit

UDACE was created in response to the recommendations of its predecessor, the Advisory Council for Adult and Continuing Education, although it had neither the status nor the resources proposed for a National Development Council by ACACE or the Russell Committee before them. Its remit was:

- a) The examination, normally through the medium of expert groups, of specific issues of policy and practice in adult continuing education (ACE) with a view to making practical recommendations (whether to Government or to providers of ACE in England and Wales) as to ways and means whereby good practice may be more widely adopted and further desirable developments promoted;*
- b) Participation in the planning, and/or management, and/or execution of such research and development programmes as may be agreed by the Department of Education and Science ("the Department") and on such terms as may be agreed between the Department and NIACE;*
- c) where appropriate and practicable, the collection and dissemination of information on current ACE practice which is relevant to work carried out pursuant to a) and b) above and which is not otherwise available;*
- d) such other activities as may be agreed between the Department and NIACE.*

The Unit defined its role and priorities from the beginning in a short text, which appeared on all publications from 1985 to 1992:

"The Unit examines areas of possible development in the education of adults, recommends strategies for development and sponsors projects to encourage development.

The overall pattern of the Unit's activity is decided by a Steering Committee which usually works through small

development groups of experienced practitioners to examine particular topics.

The Steering Committee gives priority in its work to topics where development:

will improve access to learning opportunities for adults;

will contribute to the creation of a more coherent service of education for adults;

is likely to improve the quality of learning opportunities available to adults;

and, where initiatives by the Unit, including the publication of recommendations, guidelines or reports, of the sponsoring of investigations or projects are likely to lead to major improvements in the service."

The Unit was initially created with a DES grant of £50,000 pa, including the salary of a single professional officer. By various means this was expanded to a peak where the budget exceeded £600,000, with 8 core professional staff. By that stage over 40% of the budget came from non DES sources, including the Department of Employment and a range of individual agencies, organisations and Local Authorities. Nevertheless, the Unit was always a very small player on the national scene.

The Unit has also published a parallel paper *Working With UDACE*, consisting of essays by a range of people who were clients of the Unit or who worked with or for it, reflecting on their experience of the Unit's work. That paper also includes a brief analysis of a survey of those who had contact with the Unit's work at some point.



Debates and Issues

Most of this document seeks to be, as far as is possible, a factual account of what the Unit did and its key messages. However, the history of a development agency cannot be a simple smooth progression. From conception to demise there are debates about purposes, authority, accountability, balance. It is worth drawing attention to some of these, lest the reader be tempted to think that all was clearly planned and consistent. The next section is therefore a personal view by the Head of Unit, as the only person who attended every Steering Committee meeting, knew all the staff and the members of all the Development Groups. It reflects a unique, and personal, perspective; others will have different views.

Continuing Debates

Some issues remained with us throughout and were properly a source on continuing debate among members or staff, and at times with funders. There are no 'right' answers to many of them, and the answers changed with times and circumstances. The issues included:

Who owns UDACE?

The question of who the Unit was accountable to, and through what mechanism, was a continuing theme, as it must be with any publicly funded body. Did we exist to serve Government, who funded us, or the field with whom we worked? The funders sought, understandably, to exert pressure on some issues. The various sectoral interests (LEA adult educators, HE institutions, voluntary organisations, FE Colleges, guidance agencies), and those representing particular groups (black people, unemployed adults, women) also sought to ensure that their particular concerns were heard, and at times expected UDACE to act as an advocate on their behalf. The Steering Committee was formally responsible for the key decisions, and at times it chose to disagree with almost all these interests. Its authority for doing this was that it acted as a proxy for the interests of adult learners in general, but this was, inevitably, problematic, since the Committee consisted of a small group of people, most of whom had a strong personal base in one or other of the sectoral camps. Fortunately, it was rare for members to take overtly sectoral views of issues in Committee.

Who are the customers?

Almost all adults are learners, and a very large proportion of them learn in formal agencies, in public, private and voluntary sectors, or in their workplaces. All these agencies, and those who work with them, are potentially the customers for the Unit's work. The question of which to aim for, how to serve the interests of learners without becoming merely a mouthpiece for sectoral interests, and how to evaluate the results was a continuing debate.

How to balance fieldwork with policy and analysis?

A small organisation without resources to fund large projects cannot hope to work directly with the whole field, and must operate through proxies, networks and above all through publication. It must also seek to produce change through policy recommendations to others. However, it must keep in close touch with the field, and do real development work if it is not to lose credibility. Equally, if it is not analysing the results of its observations it loses credibility with its funders and the policymakers whom it seeks to influence.

How to balance conceptual and practical work?

Some of the work produced conceptual frameworks (like the seven activities of guidance, the "performance wheel" or the framework for access). Some people saw this as a diversion from practical development work, especially when such frameworks described political rather than practitioner contexts (like the three forces influencing education and training in the paper *Trends and Issues*). Some people remember these ideas as the core of the Unit's contribution to development, while others remember more specific practical contributions to their own work at local level.

How much to research?

The Unit was not a research body. Although we commissioned research we did so always with a clear focus on using the findings to produce change. Sometimes purists found the 'quick and dirty' approach too pragmatic, at other times pragmatists found us too theoretical. One way of overcoming this was to recruit well informed and able practitioners to work outside their own immediate specialisms, thus retaining their practical base.

How much to plan?

Any organisation must plan and set objectives, yet many of the most important ideas came from unexpected development in existing work (like the Student Potential project leading to work on Learning Outcomes), or unexpected events in the world around (the Education Reform Bill).

How long to spend on any topic?

The initial notion of a rolling agenda of development topics, each on the agenda only for a couple of years, caused problems with partners, who sometimes felt work was being left unfinished and their interests abandoned. As a result we moved to a broad permanent framework within which smaller topics could be addressed over varying timescales. This too had its critics, who found the resulting structure (Guidance, Planning and Outcomes) unresponsive or unfocussed.

How to use Development and Project groups?

One of the notable characteristics of UDACE was its use of broad cross agency Development Groups to develop and test ideas, to provide access to networks for gathering intelligence and disseminating ideas, and to comment on publications and development plans. Some worked more smoothly than others, and at times their roles were unclear, especially over the management of particular pieces of work, where some wished to be more interventionist than others. Their relationships with the Steering Committee, which was sometimes perceived as remote from the work, and staff, who were accountable to the Head of Unit, was occasionally problematic.

How far to diversify funding?

The Unit's constitution did not preclude external funding for work, but neither did it suggest it. We chose to diversify both in order to expand resources for key work, and to provide some balance to the dominance of a single funding body (although the DES was always the majority funder). There were anxieties that diversifying in this way might divert attention from the core work, since external work normally has tighter timescales and more specific objectives. There was also concern that staff might come to see income generation as an objective in its own right.

How to manage staff?

The Unit was fortunate to recruit a diverse and talented body of staff, full and part-time. They produced high quality work in considerable volume, but one of the consequences of their commitment, and of the high profile attached to the role of national development officer, was a culture of overwork. Results were sometimes achieved at the expense of some stress on the individuals concerned. There were also issues about the extent to which staff worked as individuals or as members of a single team, and of how, in the latter case, ideas and proposals emerged, and who then owned and developed them.

How tightly to control staff?

In any organisation there is a dynamic relationship between paid staff and lay members. Members have oversight and responsibility, while staff are, or become, experts. Sometimes staff discovered important new approaches and issues outside the anticipated plan, and inevitably they developed a closer knowledge of their particular fields than anyone else. They became "authorities" in their own right, and some of the best work derived from their unexpected discoveries. A continuing issue for the Committee and the Head of Unit was maintaining the balance between control and creativity, relating each individual's sense of ownership of the work to the Unit's broader strategies.

How far to centralise staff, and how large to grow?

There are arguments for keeping the central staff small and in a single location if ideas are to develop creatively, but the best staff, especially on short term contracts, are unlikely to all live in the same area. There were arguments about the benefits and costs of centralising. There were also debates about the extent to which resources should be used to support central generic development staff, rather than shorter term project officers with a narrower brief.

Changing Debates

The Unit changed its shape, approach and culture over the eight years, and alongside the general issues there were specific clusters of debates related to particular phases of work. The following section notes some of the major changes and debates which took place at the various stages, as we adapted to changing circumstances and pressures.

Guidance and its Heirs 1984-87

When the Unit was created, the first, and most obvious question was "who owns it"? The field feared that we would be a tool of Government, while Government, perhaps, feared the reverse. Recognising the wisdom of some, at least, of the DES proposals, we accepted the three topics proposed for attention (Guidance, Voluntary Statutory Partnerships and Older Adults), and proceeded to demonstrate that we could be most effective, in the interests of adult learners, by recognising multiple voices and concerns. We began with Guidance, building on the preliminary work of ACACE, and the nature of that field set a model of policy focused work, informed by close contact with the field, and developed through cross sectoral collaborative groups. The model was carried over, perhaps less appropriately, into the next two topics. In this first phase of our life, projects were short, small, and internally funded, and the constraints on funds and staff dictated a model in which we would work on only a few topics at a time, and would expect to drop them after a couple of years. The result of this was some disappointment in both the Voluntary/Statutory and the Older Adults fields.

Student Potential 1986-88

The Student Potential Project marked a new phase. It was a specific piece of project work, pressed on us (against the better judgement of the Steering Committee) by the DES. It took us into Higher Education for the first time, and exposed us to some fierce debate about transatlantic and behaviourist approaches to education. It certainly broadened the Unit's perspectives on many issues, and led in time to the work on outcomes and competence. It was also the springboard for the diversification of funding, as a series of other agencies sought to buy in to the work. This phase also saw the implementation of our first recommendation, the creation of a national initiative for educational guidance. This raised questions about the appropriateness of basing such long term servicing functions in a development agency like UDACE, and about the potential diversion of attention from other issues. The arrival of Student Potential and the National Educational Guidance Initiative together combined to set up a debate between two bodies of work, on guidance and access on one hand and assessment and higher education on the other, which was to remain a creative tension within the Unit for the rest of its life.

Legislation and its Implications 1987-90

The 1987 Education Reform Bill again provided an opportunity to do something quite new. We provided technical advice to the field on the implications of planned legislation, and used that legislation as a tool to encourage the field (including many reluctant LEAs) to think seriously about

the education of adults. For the first time the Unit's core staff were providing detailed consultancy to individual LEAs as part of their main development role, and speaking at many conferences and events. The result was a significantly raised profile for the Unit with a new client group of LEA officers. The work raised sharply some of the questions about our relationship with Government: at times our role as intermediary between the field and the centre was welcome, but sometimes we were stimulating debate in the interests of adult learners which did not make life easy for our colleagues at the centre. At its best our work fed back into DES thinking, in some cases perhaps having direct influence on the final Act, while in others it contributed to a greater understanding within the Department of the nature and problems of the field. It was at this point that we began to explore questions of service standards, and the measurement of institutional performance which was to become a major part of the Unit's later work. For the Unit, this was the time of great growth in staffing, and in response to the evident difficulty of managing an ever growing number of small external projects we chose to redeploy project resources to build a central development team. During a twelve month period the development staff grew, first from 2 to 5, and then to 8.

Access 1987-90

The falling numbers of school leavers made access a widely debated issue in the mid 1980s, and it proved one of the most complex and controversial ones for UDACE. The Committee insisted that the issue was of access to learning, not higher education alone, and that it must be considered on a cross-sectoral basis. For this reason we refused a DES proposal to undertake a project on Access courses, but agreed to mount one on Open College Networks, taking us, for the first time, into issues of accreditation and credit transfer. There were complex issues in this field, about accountability and philosophy, and the Access Development Group and staff all engaged in long and difficult debate, about the balance between attention to the concerns of particular groups on one hand as against infrastructural issues which affect all learners on the other. The work produced two useful documents, *Developing Access* with its framework for analysing access policy and practice, and *Agenda for Access* which sought to identify the key development issues. Neither made as much impact as we would have liked, partly because of the fundamental disagreements in the world in general, and within UDACE itself, about what the access issues were, and what should be done about them. There was also a debate about the focusing of development work, since access potentially embraced everything. As a result, a very broad ranging portfolio of work was focused down into the case studies of innovation in access. While these provided a solid base of practical examples, and a checklist of principles for institutions to use, some saw the approach as evading the key questions of priority and targeting. It was a debate which highlighted the questions of authority and accountability which underlay the Unit's relationships with Government and the field.

Competence and Outcomes 1988-92

From 1988 we began to seriously diversify our funding base, adding more project work funded by the Department of Employment, work on a paid consultancy basis to individual institutions and agencies, and a more vigorous approach to the marketing of our publications (moving away from the free distribution model with which we had begun). We also reviewed the notion of the short life Development Group, and decided to create three broad programme areas, and matching Development Groups (for Guidance, Planning and Accreditation). We prepared for further expansion and decided that the flat staff structure would not sustain further growth. We therefore restructured into three teams, to match the three programme areas, each team led by a Central Development Officer: the whole supported by a Principal Administrative Officer. We built on the former work on assessment, launching work on competence, exploring the relevance of, and issues raised by, the NCVQ enterprise for adult learners, especially in higher education. Concerns about the limitations of the competence models being developed by NCVQ and the Department of Employment led to the exploration of the notion of learning outcomes, and debates about how far it is possible to define and assess all the things which matter in the education of adults. Linked to this came questions of quality, growing from the earlier work on performance indicators, which had its root in the Education Reform Act. As always, we were seeking to ensure that formal mechanisms for evaluating performance and resourcing provision, reflected the needs of adults, and the best practice in meeting those needs. In this phase we also launched our biggest intervention in the higher education curriculum, with two major cross institutional projects funded by the Department of Employment. The project on Guidance in HE extended our guidance work into institutions, exposing a whole new set of development issues and problems about the relevance of our guidance language to institutional cultures. The project on Learning Outcomes, on the other hand, asked fundamental curricular questions about the nature of learning, achievement and assessment in HE which will need further exploration as the national credit transfer framework develops.



The General Development Role

the task

To identify effective ways of promoting the development of learning opportunities for adults.

To enable all those concerned with adult learning in all its forms to share in the ownership and development of services to learners.

what we did (over 8 years)

Created broad based development groups to advise on development strategies and steer work on Guidance, Voluntary/Statutory, Older Adults, Accreditation and Learning Outcomes, Planning and Management and Access. These groups worked across sectoral and hierarchal divisions.

Mounted development projects ranging from short projects costing £2-3000 to major ones lasting 18 months and costing over £250,000.

Commissioned research and development projects from other agencies.

Held consultative seminars and conferences.

Published consultative documents.

Published recommendations on policy and practice to national, regional and local agencies.

Provided consultancy to individual institutions and agencies.

Published policy proposals, bulletins, handbooks, newsletters, development papers and discussion documents.

Provided a language, information and conceptual frameworks, to enable a very wide range of practitioners to understand their own position in a changing context, to participate in the debates and help shape the futures of their services.

we found

That development work is often undertaken without a clear sense of the context in which it sits, and based on short term funding. The work often then fails when the funding ceases.

That one of the principal barriers to development is failure to think through and plan for development. The invitation to bid for development funding often stimulates institutions and agencies to do this, as a result of which, many of those who do not receive funds, nevertheless undertake development work.

That there is a serious lack of available, consistent and reliable statistical information to provide a basis for identifying development and research priorities in the broad field of the education and training of adults.

That national investment in development work is often wasted because the results are not adequately disseminated.

That networking between agencies working in similar fields is often overlooked (although usually welcomed when offered).

That the quality of presentation of reports and material arising from projects is often critical in ensuring that they receive attention from those whose decisions ensure implementation and embedding.

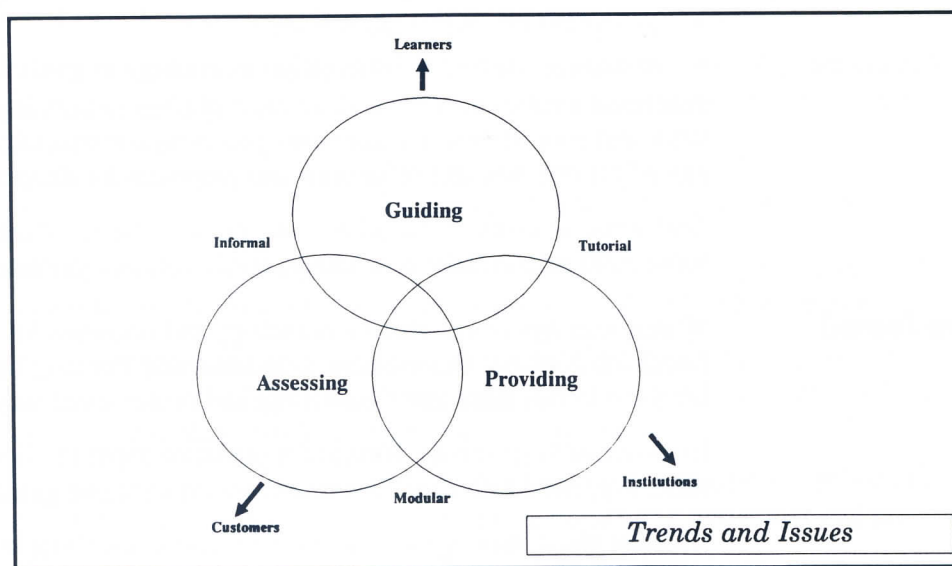
That consultative documents, by inviting responses, can stimulate organisations to think through their current practice, and lead directly to change. They can also help individuals and agencies to develop conceptual frameworks in which to set their own thinking and planning, regardless of the response to the consultation itself.

key concepts

That adult learners differ from young people in 5 ways. These are that they:

- Bring greater experience to learning
- Participate on a voluntary basis
- Have complex and individual, objectives and circumstances
- Participate intermittently
- Have to cope with complex financial circumstances.

That post-school education can be conceived as three overlapping kinds of activity, each of which relates to the particular concerns of one partner in the overall system:



The three are in continuous tension, and development calls for a balance between these three, and strategies which reflect the needs of all three parties.

we proposed

In several different areas, the need for clearly defined policy statements at institutional of local authority level.

The need to back policy statements with implementation strategies and monitoring.

Major improvement in information systems to monitor the scale and nature of participation, as a basis for policymaking, research and evaluation at all levels.

Guidance: Phase 1: 1984-87

the task

To identify local and national strategies for the development of more effective guidance about learning for all adults.

what we did

Created a broad Development Group to advise on a national strategy, and to steer development work.

Published a consultative paper *Helping Adults to Learn*, (in English and Welsh) outlining definitions of guidance, and a strategy for development.

Mounted five short development projects:

- to examine the role of a national consultancy service to support guidance agencies,
- to explore staff development needs,
- to examine resourcing issues,
- to explore the role of assessment,
- to explore the role of information technology in guidance.

Published a policy paper *The Challenge of Change* building on the project work and consultation, incorporating proposals for structures, a commonly agreed set of terms and definitions and proposals for development.

Undertook a survey of the advice and guidance needs of adults, involving some 5000 respondents: individuals, employers and guidance agencies.

we found

Widespread agreement about terminology and priorities for development - in Local and National Government, Education and Training Institutions, agencies involved in Guidance and Counselling and professional groups.

Evidence of large unmet demand for guidance about learning. Our research for MSC suggested that 10 million adults would welcome guidance.

Concern about inter agency relationships and links, about staff development and resourcing.

A very high proportion of employed people would expect to seek guidance from their employers, although the employers were clearly unprepared for this.

A high proportion of staff providing guidance in need of training and qualifications, and the absence of appropriate courses.

key concepts

The best decisions about learning routes will be made by informed learners themselves. Guidance is therefore a central, not a peripheral, part of any continuing education system, and has two aims:

- to ensure that all adults are encouraged and assisted to engage in formal and informal learning throughout their lives,
- to assist providers of education and training to develop appropriate learning opportunities

It can be described as 7 activities:

informing,	advising,
counselling,	assessing,
enabling,	advocating,
feeding back.	

It is needed before, during and after participation in a learning programme, to enable individuals to evaluate their personal development, identify learning needs, pursue a programme and evaluate the results.

Personal, Vocational and Educational Guidance are distinct but overlapping concepts.

we proposed

The creation of a comprehensive service, at national and local levels, based on networks of agencies supported by local and national guidance units.

That Local Education Authorities might be the appropriate bodies to play the central role in developing and maintaining networks.

what happened

The DES and Manpower Service Commission agreed to jointly fund UDACE to provide a National Educational Guidance Initiative to support development in the field, and advise on policy and practical issues at national level.

The DES provided funding through the Education Support Grants Programme for Local Authorities to develop educational guidance services.

The Department of Employment set up the Training Access Points Programme to develop locally accessible information databases, and conducted an internal review of its guidance activities.

what followed

The creation of the National Educational Guidance Initiative (see below).

we produced

A Consultative Document *Helping Adults to Learn* which presented a model of guidance, and proposals on how it might be organised and developed.

A survey report *Advice and Guidance to Individuals* reported on a survey undertaken for the MSC into practice and attitudes to guidance among the general population, guidance agencies and employers.

A policy paper *The Challenge of Change* presented proposals for definitions, structures and development, based on the responses to consultation and the project work.

Development papers on:

Information Technology in educational guidance for adults,

Information Management in educational guidance,

Training Issues in Educational Guidance,

Assessment in Educational Guidance,

key staff

Stephen McNair, Judy Alloway, Letitia Opie, Ruth Hawthorn, Rob Wood, Jenny Kidd.

Voluntary/Statutory Relationships: 1985-89

the task

To assist in the development of more effective relationships between voluntary and statutory agencies in the education and training of adults.

what we did

Explored issues with a broad based Development Group.

Carried out an exploratory study of attitudes to partnership in voluntary and statutory agencies.

Mounted three further projects based on the findings:

- to examine what kinds of learning take place in voluntary organisations,
- to examine the learning which adults undertake as voluntary workers,
- to pilot a range of organisational approaches to encouraging collaboration.

Mounted a dissemination programme through the National Council for Voluntary Organisations including newsletters and regional seminars.

we found

Little evidence of effective partnerships.

No coherent National or Local Government policy on voluntary/statutory roles in education of adults (unlike other areas of Government policy).

That the nature of learning in the voluntary sector is widely misunderstood and the range and volume is generally underestimated.

That volunteers, and many participants in learning in voluntary agencies, saw learning as a secondary purpose, and did not recognise the significance of the learning they were undertaking.

That collaboration is inhibited by differences between sectors in goals, structures, procedures, language, timescales, accountability and power.

That the diversity of the voluntary sector was a cause of confusion on the statutory side, leading to unnecessary competition and confusion.

That communication between voluntary and statutory organisations over educational issues was normally poor, inhibited by misconceptions and lack of clear policy, resulting in duplication, and inefficient use of resources.

key concepts

A taxonomy of learning activities in voluntary organisations consisting of:	
teaching	discussion
training	assessment and certification
practice learning	learning from experience
apprenticeship learning	learning through social interaction.

Six kinds of voluntary organisation (with associated kinds of education):

interest	service
advocacy	social
community	vocational.

we proposed

That the range, accessibility and quality of learning opportunities will be increased if voluntary and statutory agencies of all kinds can learn to cooperate more effectively.

This concerns all voluntary and statutory agencies, since all need to develop the skills of their paid and unpaid staff, members, students and clients. It includes organisations which exist to provide education, training or community development, as well as those whose main purpose is to provide a service, pursue an interest, or to advance a cause.

That all organisations offering any form of learning, in statutory or voluntary sectors should publish a policy on collaboration, indicating their purposes, procedures, criteria for collaboration, an identified person for contact.

Four ways of supporting collaboration:

- Development officer
- Liaison officer
- Forum
- Advisory committee.

what followed

Ideas on accreditation of learning in voluntary organisations contributed to thinking on development work with Open College Networks.

we produced

Working Together - report of a pilot study.

Understanding Each Other - guidelines on collaboration.

Frameworks for Collaboration - a handbook on promoting voluntary/statutory collaboration in adult learning, based on the UDACE projects in Luton, Salford, Rotherham and Worksop, and on research commissioned from Warwick University in evaluation in voluntary/statutory relationships.

Learning in Voluntary Organisations - Report of a study of learning in voluntary organisations in the North West in 1986, conducted for UDACE by Lancaster University.

Volunteers Learning - Report of a study of the learning experience of volunteers in a variety of voluntary and statutory organisations, conducted for UDACE by the Volunteer Centre in 1987.

Three Bulletins - published by NCVO during 1988/9. Including articles, interviews etc. on voluntary/statutory issues arising from the project work.

some partners

Voluntary Adult Education Forum, The Volunteer Centre, National Council for Voluntary Organisations, Lancaster University, Salford Womens' Forum, Rotherham Council for Voluntary Service, North Nottinghamshire College of FE, Luton Afro-Caribbean Self Help Association, Rotherham Metropolitan Borough Council, Bassetlaw Council for Voluntary Service .

key staff

Stephen McNair, John O'Shea.



Older Adults: 1985-88

the task

To examine and report on the implications of an aging society for the education and training of adults, and to assist education providers to respond to the needs of older people.

what we did

Created a broad based Development Group to examine and report on the issues.

Carried out an action research project with 6 LEAs to identify approaches to the development of policy and practice in the education of older people.

Published a handbook for LEAs and others on the development of policy and practice in education for older adults.

we found

Few LEAs had a policy, or had considered the issues.

Little understanding of demographic trends and their potential implications for education.

Willingness in some LEAs to consider the issues, in collaboration with voluntary and statutory agencies.

Strong support for development work across Local Authority boundaries.

The ability to learn does not decline significantly with age, and education can be an important way of remaining active and independent.

key concepts

The need to involve older people at all levels of planning and delivery of services, to mobilise them as resources as well as recipients.

we proposed

4 principles:

- Older people are not a separate 'special' group within society. They are, or have the potential to be, fully contributing members of society, and their talents, needs and interests are as diverse as those of the rest of the population. Some, but not the majority, have special needs as a result of disability, but most people over the age of 60 are capable of leading full and normal lives.
- Education can help older people to develop their talents, learn to cope with changing roles and responsibilities, and play an active part in the community.
- Older people should be able to participate in education on an equal basis with younger people, and, like younger people, they should be able to have their particular needs recognised through appropriate arrangements.
- Education for older people should seek to build on and value the experience which they bring to learning. This is particularly important for older people, whose experience is greater, but is often less valued both by educators and society.

Education providers should offer the full range of educational opportunities to older adults, and should consult with other agencies on needs and policies. They should also, as a matter of course, monitor the age of their students.

what happened 6 LEAs explored and debated issues and formulated policies.

what followed There was no direct follow up work by UDACE, but the ideas and issues informed work on Access (Equal Opportunities) and Planning & Management (participation monitoring).

we produced *Learning Later: a handbook* - for developing educational opportunities with older people.

Learning Later: the policy paper - presented policy recommendations to central and local government, institutions and voluntary agencies.

some partners Open University, Forum for Rights to Education for the Elderly, Centre for Policy on Aging, Leicestershire County Libraries, Inner London Education Authority, Totton and Waterside Adult education Institute (Hants), Keele University, Bradford LEA, Mid-Warwickshire College of FE, Mid-Glamorgan County Council, Manchester City Council.

key staff Roger Harrison



Admissions to Higher Education: 1987 -

the task

To identify and develop more effective and rapid approaches to assessing mature applicants for entry to HE.

what we did

Trained a team of 16 admissions staff from 12 institutions of HE, FE and Employment Training, and tested a structured assessment interview process for admissions selection (Student Potential Programme, imported from the US).

Ran and contributed to, a range of staff development events in individual institutions.

Contributed as members to the work of the Access Courses Recognition Group and its Advisory Groups.

Carried out a second project with two Scottish HE Institutions, supported by BP, to develop a recruitment profile for Science and Engineering undergraduate courses, standardised on British institutions.

we found

Widespread concern about the effectiveness of HE admission selection, and a desire for support among admissions tutors.

Admissions processes in Higher and Further education are very much more complex than is commonly understood.

The SPP process was effective in identifying a range of personal capabilities, and in discriminating between individuals, but the US model was inappropriate in a UK context, and too time consuming for use in education admissions.

The SPP profile identified qualities omitted in formal selection processes but seen as valuable by admissions staff and institutional managers.

The precise prediction of success in HE at the point of admission was impossible in the absence of adequate definitions of "success" in HE. It was also widely believed to be impractical.

Improvement of access for "non-traditional" learners requires simultaneous attention to admissions processes and the curriculum itself.

The process of developing a competence model was a powerful tool to help admissions staff to improve their understanding and skills.

It is possible to develop a capability profile in a British context, tailored to the needs of a particular institution or course.

- key concepts** Precision in admissions selection for education or training implies a clear and understood distinction between what is outside and inside. It is not clear that the distinctions between Further and Higher education have any commonly understood reality.
- It also implies a clear unf the intended outcomes of the system to which individuals are being admitted, against which to evaluate the selection decision. The outcomes of higher education in particular are inadequately defined and not generally agreed.
- An empirically derived profile of student competences sought in applicants for entry and graduates from HE, with associated assessment processes. The profile comprised 12 competences:
- | | |
|--------------------------|---------------------|
| Concern for standards | Time management |
| Pro-Activity | Systematic Thinking |
| Conceptual Thinking | Information Seeking |
| Flexibility | Self-confidence |
| Accurate self-assessment | Leadership |
| Persuasion | Perception. |
- we proposed** A further project to pilot and evaluate approaches to admissions management and staff development for admissions tutors.
- Cross sectoral staff development in assessment, with a special focus on admissions processes.
- Further development of the techniques of job competence assessment on which SPP was based for use in personal profiling and recording achievement.
- Review by institutions of their processes for assessment, both at entry and exit.
- what happened** The Access Course Recognition Group was created by CVCP and CNAAB to accredit validating agencies for access courses. More staff development activities were offered by institutions and national agencies to admissions tutors, although there appeared to be little evidence of coherent strategies.
- what followed** Work on Learning Outcomes and Competence, aimed at clarifying the notions of success in education and training (see separate item).
- Work on assessment services and processes in institutions in the Learning Outcomes in HE Project, and elsewhere.
- we produced** *Student Potential in Britain* - a report of the findings of the SPP Project.
- Admission to Science and Engineering Degree Courses: a handbook for admissions tutors* - based on the Glasgow profile
- some partners** Council for Adult and Experiential Learning (USA), George Klemp, British Petroleum, Skills Training Agency, Glasgow Polytechnic, Strathclyde University, Plymouth Skillcentre, Bristol Polytechnic, Lancashire Polytechnic, Surrey Adult Education Service, Hillcroft College, Coventry Polytechnic, Sandwell College of FE, Liverpool Institute of HE, Liverpool Polytechnic, Tile Hill College of FE.
- key staff** Sue Otter.



Guidance: Phase 2: 1987 -

(This section describes both the work of the National Educational Guidance Initiative itself, and the Unit's other work on guidance and learner empowerment from 1990 onwards.)

the task

To support the continuing development of educational guidance for adults, both outside and within education and training agencies.

what we did

Provided consultancy and other support to local bodies, including the majority of Local Education Authorities, on the development of guidance services to adults.

Provided advice and assistance to government, and other national agencies on the development of guidance policy and practice.

Gathered and disseminated information on good practice in educational guidance for adults, through handbooks, guidelines, newsletters and other publications, and through conferences and seminars.

Assisted in the planning and development of training for workers in educational guidance.

Mapped educational guidance provision in England and Wales (and produced the first comprehensive UK Directory of adult guidance services to identify the range and types of service offered).

Assisted in the development of occupational standards for workers in the broad field of Guidance and Counselling.

Explored the information management needs of guidance agencies.

Investigated the roles and development of guidance within institutions of Higher Education (funded by the Department of Employment, and in collaboration with CNAA).

Examined approaches to quality assurance in guidance, and produced a draft quality framework.

Evaluated the impact of the Government's Education Support Grant programme for educational guidance.

Contributed to European and international development in guidance for adults through seminars and conferences.

Explored the relationships between community development and guidance.

Progressed development to create a national referral network for educational guidance, in partnership with broadcasting and related agencies.

we found

An increase in the number of independent educational guidance services between 1988 and 1991.

An increase in the number of AE, FE and HE institutions with guidance policies, and practice built into their institutional systems.

That at least 250,000 people used educational guidance agencies. They came from a wide range of backgrounds, but especially from women, and adults with few qualifications.

An increase in the number of training courses available to those working in educational guidance.

A growing consensus among practitioners about the underpinning principles of guidance, building on the original 7 activities defined in *The Challenge of Change*.

That guidance was of growing importance within educational institutions, but that the models and language of guidance developed for external services needed reinterpreting for this purpose.

That the relationships between, guidance tutorial support, teaching and the development of personal skills within HE institutions was not well understood.

Widespread concern in HE institutions about the guidance implications of modularisation and credit accumulation and transfer schemes.

key concepts

A service quality framework, identifying the issues which a quality statement, for an agency or network, should address.

Occupational standards for educational guidance work to assist in maintaining standards and establishing relationships between professional groups.

we proposed

A comprehensive system of educational guidance for adults would include:

- Impartial educational and vocational guidance services for adults in all local areas.
- Effective educational and vocational guidance systems within all education and training provision.
- Active local guidance networks representing all major providers of education, training and employment opportunities.
- Adequate resources to fund guidance for adults on a permanent basis.
- Occupational standards for guidance staff, linked to nationally recognised accreditation and qualifications.
- Incorporation of a commitment to provide guidance in all quality assurance systems in post school education and training.
- A permanent national focus for the development and support of educational and vocational guidance for adults.
- A national referral network serving all adults in England and Wales by means of a permanent telephone helpline.

what happened The contribution of Guidance for adults to education and training was recognised by government and key national agencies such as CBI.

Shifts in relationships between local and central government, meant that responsibility for the funding of guidance services to adults remained unresolved.

Policymakers and practitioners agreed that a national strategy, incorporating a commitment to quality of service for the users of guidance was a priority, although the emphasis would remain on local provision delivered by a network of agencies.

what followed Further government support of local development through TECs.

Progress towards the incorporation of guidance into the policies and quality assurance systems of education and training institutions and Training and Enterprise Councils.

A White Paper *People, Jobs and Opportunity* placed great emphasis on the role of guidance in "unlocking the potential of every individual"

we produced *Delivering Educational Guidance for Adults - A Handbook for Policy Makers, Managers and Practitioners.*

Educational Guidance and Curriculum Change - investigated the role of feedback from guidance agencies to educational institutions

Educational Guidance for Adults in 1988-89: a survey of policy and practice

Educational Guidance for Adults: Identifying Competences (with the FEU) - the first pilot project to explore the development of occupational standards for guidance within the National Vocational Qualifications Framework.

Educational Guidance Services for Adults: a UK Directory 1991-92 - lists all services with details of location, hours, services offered etc.

The European Social Fund and Educational Guidance: a Guide.

Guidelines for Training and Development Programmes for Guidance Practitioners.

The Quest for Quality in Educational Guidance for Adults - explored the application of current quality assurance ideas to educational guidance, offers a description of the "customers" of guidance services and presents a quality framework for a service or network

Guidance Policy: a Review (forthcoming).

Information in Educational Guidance (forthcoming).

Guidance in Higher Education (forthcoming).

Educational Guidance and Public Libraries (forthcoming).

Educational Guidance News - 2 issues.

Guidance in Higher Education - 4 newsletters.

Educational Guidance Training Bulletin - 2 issues.

some partners Institute of Careers Guidance, National Association of Educational Guidance for Adults, Library Association, Council for National Academic Awards, Department of Employment Employment Department, South Derbyshire TEC, BBC, Ford Employee Development and Advice Programme.

key staff Judy Alloway, Vivienne Ravis, Ruth Hawthorn, Carole Barnes, Margaret Herrington.

Access: 1987-90

the task

To assist in opening access to education and training for more adults, and particularly to those who have benefited least in the past.

what we did

Held a series of consultative seminars with a wide range of national and local agencies to identify needs and priorities.

Carried out and published a research study of financial barriers to access

Created a broad based Development Group to develop and test ideas and strategies.

Published a consultative document, *Developing Access*, offering an Access Framework as a tool for analysis of an institution's approach to access issues.

Produced a policy paper, *An Agenda for Access*, identifying 13 key issues to be addressed at local and/or national level.

Used the Access Framework as a basis for a study of Innovation in Access: examining access issues in 13 different institutions and agencies - resulting in a series of case studies and a development checklist.

Carried out an exploratory study of the role of Black Community Organisations in expanding access to formal education.

we found

A widespread desire to build access agendas into services, particularly into guidance provision.

Inadequate resourcing, particularly for support services, without which access is impossible for many.

The centrality of student support to curriculum design and delivery.

Much good practice - often uncoordinated and not widely disseminated.

A series of common concerns about access and how to support it across sectors and institutions.

Dramatic inconsistency in funding policies and practices for adult learners, based on mode of attendance, geographical location, employment status and other factors.

Much good practice in isolated pockets within institutions or systems: opportunities and resources are wasted by the failure to identify and disseminate this.

Little evidence in any sector of the systematic monitoring of participation rates in relation to age, gender, ethnic origin, social class or geographical location, which would make evaluation of access policy and practice possible.

key concepts

Broadening and expanding access is a whole system issue, which calls for a coherent development strategy at national, local and institutional level.

There are 7 key issues in developing an access policy:

- management - policy and mission, strategies and structures, monitoring, review;
- funding - resourcing programmes and resourcing learners;
- staffing - employment policy and staff development
- collaboration;
- transition and admission, progression, assessment and accreditation;
- guidance - pre-entry and on-course;
- first points of access in the community.

A "Framework for Access", offering a checklist of questions as a basis for the review of access practice.

we proposed

That access should be seen as an issue both of increasing overall participation and of widening it to under represented groups.

That the fundamental problem of access was in increasing access to all forms and levels of learning, and that it is inappropriate to consider it only in relation to higher education, to which many excluded adults will not aspire.

That expanding access has major structural and curricular implications for individual institutions and the whole education and training system, calling for coordinated policy responses, not for marginal adjustments.

That government and all providers should actively promote adult learning

That government should coordinate its policies on the development and funding of post-school education, and should support research and development work on:

- funding,
- guidance,
- credit accumulation and transfer,
- the impact of administrative, regulations and procedures,
- the development of access related performance measurement,
- strengthening staff development for access.

That Local Authorities and institutions should:

- develop and publish coherent access policies,
- build access considerations into their strategic planning,
- monitor their implementation,
- develop guidance,
- develop inter-institutional networks and consortia,
- establish consultative processes with local communities.

That education and training providers should regularly review the opportunities provided for adults, their assessment processes, guidance and monitoring systems and financial procedures, to ensure that they continue to reflect their access policies

what happened Concern at national level with expanding access increased steadily throughout the late 1980s, driven principally by demographic pressures. At the end of the decade concern began to shift away from adults, and the equal opportunity issues, towards participation by young people.

what followed More specifically focused work on the definition of Learning Outcomes, on the development of credit accumulation and transfer systems (see OCN section below), on accreditation, assessment and guidance.

NIACE began a project for the Employment Department (using UDACE staff in a consultancy role) on Overseas Qualifications, exploring the development of credit transfer and accreditation for prior learning for adults with overseas professional qualifications.

we produced *Developing Access* - a development paper outlined key issues and presented a framework for examining any agency's approach to access.

Agenda for Access - summarised the key issues, outlined a development agenda, and made recommendations to relevant agencies.

Black Community Access - described approaches to the promotion of collaboration between formal educational agencies, and informal community agencies in ethnic minority communities.

Innovation in Access - a three volume report, presented case studies of 13 different institutions and agencies, and identified common strands and issues in the form of checklists for managers and practitioners.

Framing Access - for the Steering Group of the Access Course Recognition Group Evaluation Project.

some partners Polytechnic of North London, Birmingham Co-operative Housing Society, City of Ely Community College, Bradford University, North West District of the Workers Educational Association, Union of Shop, Distributive and Allied Workers (USDAW), Bilston Community College, Leeds University, Fullempley Bristol, Coleg Harlech, West Midlands Region of the Open University, Tower Hamlets Adult Education Institute, Gloucestershire Local Education Authority, Thomas Danby College of Further Education, Charles Wootton Centre, Lancashire Polytechnic, Handsworth College, Guidance for Adults on Training and Education (Wolverhampton), South Yorkshire Open College Federation, and the Al Nissaa Academy and Training Workshop, Council for National Academic Awards, Standing Conference on University Entrance.

key staff Judy Alloway, Toni Fazaeli.

Strategic Planning and Management: 1988 -

the task

To assist those who work with adult learners to understand the implications of legislative change and to use its provisions positively.

what we did

Produced commentaries on the Education Reform Bill and on the 1988 Act, identifying development issues, advising on policy development, and disseminating these messages through conferences, seminars, events and consultancy.

Consulted and published guidance on the notion of 'adequacy' in provision of education for adults.

Produced a series of publications on issues arising from legislation including: the implications for adult learners of FE Schemes of Delegation, changing control of school premises, and organisational structures.

Held a national consultative seminar on the harmonisation of statistical systems in the education of adults, followed by a project with DES Statistics Branch to explore the feasibility of improving the quality and coherence of national and local statistics.

Investigated the existence and roles of governing bodies for adult education institutions.

Provided a secretariat for the Local Education Authority Forum for the Education of Adults (LEAFE), as a means of promoting development, gathering intelligence and disseminating ideas.

Contributed to the NIACE/TEED report on *Adult Learning in FE Colleges* and to the FEU's project on curriculum entitlement.

Contributed to the NIACE analysis of the implications of the 1991 Further and Higher Education Bill.

we found

Widespread anxiety among adult educators about the implications of legislation for their services and institutions. In many cases this stimulated a more fundamental review of the structures and purposes of services, despite the fact that the direct effect of legislation was often minimal.

Little recognition of the implications for adult learners among those responding to the legislation in relation to College based FE.

Widespread professional commitment to raising the profile of adult learners in the LEA sector, to improving the quality and adequacy of provision, and to presenting such issues more effectively and publicly.

General anxiety about the processes of policy formulation, linked to inadequate resources for implementation and evaluation.

Universal agreement (among LEAs and institutions, and national agencies) about the inadequacy of current statistical information on adult learners across sectors and institutions.

Interest in a number of LEAs in formalising the status of their adult education institutions through the creation of Governing Bodies and the delegation of powers.

A number of LEAs undertaking major reviews of their AE Community Education Service in response to ERA and/or budget pressures.

key concepts

An implementation checklist.

The notion of an "adequacy statement", in which a service would define its policy and set standards in terms of:

- mechanisms for needs analysis,
- curriculum spread offered,
- accessibility (physical and psychological)
- participation priorities and targets.
- support services.

we proposed

That LEAs should include all their educational services in their strategic plans for FE.

That LEAs should prepare formal policy statements, including adequacy statements.

That DES should support the development of coherent statistical systems for all adult learning, involving all interested parties.

what happened

A substantial number of LEAs prepared formal policy statements and considered including adult education in their strategic planning of FE, although DES advice discouraged this.

In the light of revised DES legal advice no LEAs created governing bodies for their AE provision.

There was widespread agreement about the need to reform statistical information for policymaking and performance monitoring, but this was ruled to be impractical by government.

LEAs are continuing to review arrangements for ACE in response to measures proposed in the 1991 FHE Bill.

Work on strategic planning set in hand by the 1988 Act was generally suspended following the publication of the 1991 Bill.

what followed

The general concern about quality and performance led to the project on Performance Indicators and the subsequent work on Quality, still in progress.

we produced

Adults and the Bill - a commentary on the 1987 Education Reform Bill and its impact on adult learners, followed by *Adults and the Act* which revised the previous paper, after the Bill became law.

Securing Adequate Facilities - examined the statutory notion of 'adequate services' and proposed an approach to defining adequacy, including the production of public adequacy statements.

Adult Learners and School Premises (2 editions) - outlined the implications of changes in the legal status of school premises for adult education.

Adult Learners and FE Schemes of Delegation - examined the issues raised by financial delegation for adult learners.

Information Management in the Education of Adults - report of the national consultative seminar which examined the harmonisation of statistical systems and made recommendations on development.

Structures for the Education of Adults - examined alternative models for the organisation of education for adults, with a checklist for reviewing options in a local contexts.

some partners Department of Education and Science, Local Education Authority Forum for the Education of Adults, National Institute for Adult Continuing Education, Further Education Unit, The Staff College.

key staff Stephen McNair, Bob Powell.

Performance and Quality: 1989 -

the task

To develop approaches to the definition and management of institutional performance in the education and training of adults which reflect the diversity of purposes which such services serve.

To identify and disseminate good practice in performance monitoring and review

what we did

Undertook a literature review, published and disseminated current thinking on the use of performance indicators in further education.

Identified and worked with a range of AE/Community Education Services on the development and piloting of performance indicators and data collection processes.

Disseminated findings during fieldwork via three *Performance News* bulletins, and developed and supported a network of local contacts.

Mounted a series of consultative seminars on performance measurement in post-school education.

Published and disseminated a handbook on the development and use of performance measures.

Undertook consultancy work for local services/institutions attempting to develop systems for performance measurement and evaluation.

Drew together information on approaches to the notion of 'quality' and its assurance, and produced a publication on this.

we found

An acceptance of the need for education providers to be more systematic rigorous in their monitoring and reporting of performance.

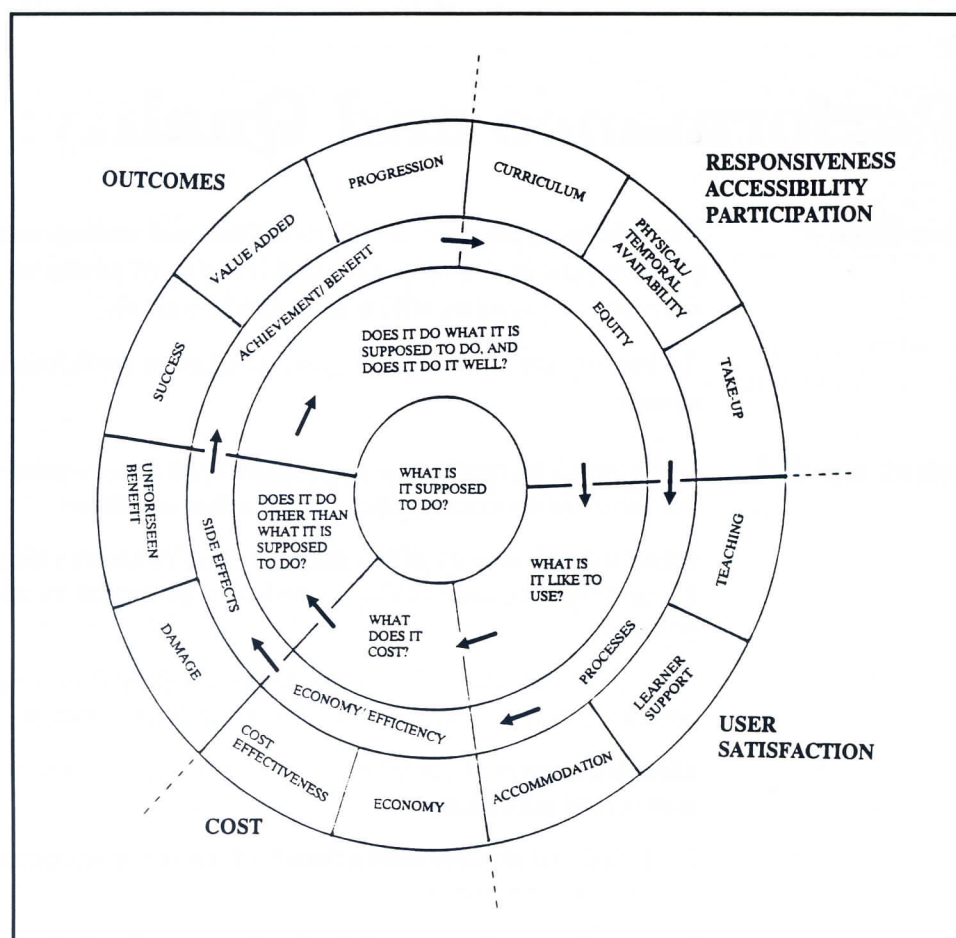
A general need for fundamental assessment of the purposes, techniques and resourcing of performance measurement and review by managers and field workers involved in the delivery of education and training to adult learners.

A wide range of practice, much of it underdeveloped outside colleges, and little strategic thought given to the implementation and resourcing of performance monitoring and review in any setting.

A tendency for those agencies which had begun to develop strategies for the evaluation of service effectiveness to either overlook the particular implications of providing for adults, or to apply generic indicators and measures regardless of their appropriateness for this client group.

key concepts

The "performance wheel" to analyse the dimensions of performance monitoring.



we proposed

That performance indicators for the education of adults should reflect the particular characteristics of adults as learners and seek to identify effectiveness rather than simply efficiency.

That individual services, institutions and LEAs should develop their own performance indicators, using the UDAE framework, but setting standards and procedures to reflect their own contexts and missions.

what happened Awareness increased of the inappropriateness of single performance measures for the wide diversity of FE provision, but little significant work at national level to seek to develop alternative indicators of effectiveness for the education of adults.

With Adult and Community Education Services, work on the development of strategies to evaluate service effectiveness remained under-resourced and thus underdeveloped.

A number of colleges began to address the implications of extending existing monitoring and quality assurance processes to a wider client group, but continued to require support in anticipation of the new monitoring and quality assurance requirements to be created by the 1992 legislation.

- what followed** Proposals for further work on quality assurance, and on the development of notions of 'value added' in the education of adults, were incorporated in the workplan of the Further Education Unit, to be pursued after the merger with UDACE.
- we produced** *Performance Indicators and the Education of Adults* - an introductory guide to performance indicators and the issues which they raise.
- Performance News Bulletin* - 3 issues introducing issues and outlining the work of the project.
- Measuring Performance in the Education of Adults* - outlined the issues and presented a framework for analysing quality in post-school education.
- Understanding Quality* (for publication in March 1992).
- some partners** Northamptonshire County Council, Cheshire County Council, Humberside County Council, South Glamorgan County Council, London Borough of Croydon, Richmond Adult and Community College.
- key staff** Bob Powell, Pete Emsley



Open College Networks: 1988 -

the task

To help create better progression opportunities for adult learners, through the development of locally based frameworks for accreditation and credit transfer.

what we did

Mounted a development project, providing consultancy support to agencies developing accreditation based Open College Networks (OCNs) throughout England and Wales.

Ran a series of national residential seminars for development staff from existing OCNs.

Produced a handbook for practitioners, distilling good practice from existing OCNs, and supported this with a series of regional dissemination seminars.

Ran national development seminars on assessment and credit transfer in OCNs.

Supported the National Open College Network to develop quality assurance mechanisms to underpin the operation of the national credit transfer agreement between its members, including publishing information material on their behalf.

Mounted a pilot project (funded by NCVQ) to examine ways in which learners could achieve NVQ recognition for achievements credited within OCNs.

Undertook a survey of the views and experience of those people who had received OCN credits.

Undertook a study of equivalences between OCN credit ratings and levels and those of national examining and awarding bodies.

Prepared case studies of access initiatives where the OCN framework had been used to strategically plan and map opportunities for adults.

we found

Widespread support for the development of accreditation and credit transfer for adult learners.

Reducing anxiety about the notion of assessment and accreditation in adult education (which had been, at one stage, widespread).

Increasing recognition of the potential of OCNs in planning curriculum, and providing curriculum led staff development.

key concepts

That credit can be awarded for learning designed to meet local needs, by establishing equivalences at local level, without imposing structures from above and that the use of "notional learning time" might provide a basis for credit transfer between different systems of awards and qualifications, despite the absence of precise and direct equivalences of outcome.

we proposed

That support be given to the development of a national coordinating and quality assurance body for OCNs.

That efforts should be made to develop a coherent national framework for credit accumulation and transfer, embracing the full range of post-school awards and qualifications.

That the recognition of programmes through OCNs, which by definition demonstrates that progression routes to Further and Higher Education have been planned, should be acceptable as a basis for the inclusion of the programme in funding by the new FE Funding Council, to be created by the 1991 Further and Higher Education Bill.

what happened The number of established accreditation based OCNs expanded from 3 to 10 during the first project.

The OCNs agreed to formally constitute the National Open College Network and to create a national credit accumulation and transfer system. Membership was made conditional on OCNs conforming to the national credit transfer agreement, and to the associated quality assurance processes.

All established OCNs became Accredited Validating Agencies for Access to HE courses.

we produced

Open College Networks: Current Developments and Practice - surveyed the state of development of Networks in 1989.

Developing Open College Networks - reported on the first UDACE/OCN project.

Open College Networks: the Handbook - a practitioner's handbook based on the consultancy work.

Thinking Spaces: an experiment in staff development - reported on the national residential seminars supported by BP.

Assessment in OCNs - explored some of the issues of assessment and practice in OCNs.

Open College Networks, Credit Transfer and the Future of Further Education - explored the possible relationships between the OCN credit framework, national developments on credit systems, and the proposals in the 1991 Further and Higher Education Bill.

Networks News - 4 issues of the Newsletter were published, providing information to those involved or developing OCNs.

The National Open College Network: a position statement (for NOCN).

Quality Assurance in OCNs: National Arrangements (for NOCN).

some partners

National Open Colleges Network, Manchester Open College Federation, London Open College Federation, Black Country Access Federation, South West Wales Open College and Access Consortium, British Petroleum, National Council for Vocational Qualifications.

key staff

Caroline Mager, David Browning, Maggie Challis.



Learning Outcomes and Competence: 1989 -

the task

To develop understanding of the idea of an outcome led approach to education for adults, and to develop appropriate techniques for the description, assessment and accreditation of a broad range of learning outcomes.

what we did

Consulted with a range of agencies and individuals about the implications of competence based developments in education, training and employment.

Developed a conceptual framework for describing and analysing learning outcomes (the 'Outcome Cube', reflecting three forms of assessment, three client groups, and two stages at which outcomes are considered).

Distilled the outcomes of these consultations into two development papers on competence and on outcomes, used as a basis for a wide range of dissemination and development activity with HE, FE and AE institutions and with employers.

Mounted a major project (funded by the Department of Employment) to define the outcomes of degree courses in 5 subject areas in 10 Polytechnics and Universities, to examine approaches to the assessment and accreditation of those outcomes, and to identify the development issues which the task would raise.

Worked with staff in one pilot LEA to define the outcomes of their adult education programmes.

Worked with staff in another LEA to explore the implications of competence led approaches to FE teacher training.

we found

Initially, widespread anxiety and ignorance about national developments in qualifications, especially, but not only, in relation to competence based occupational developments.

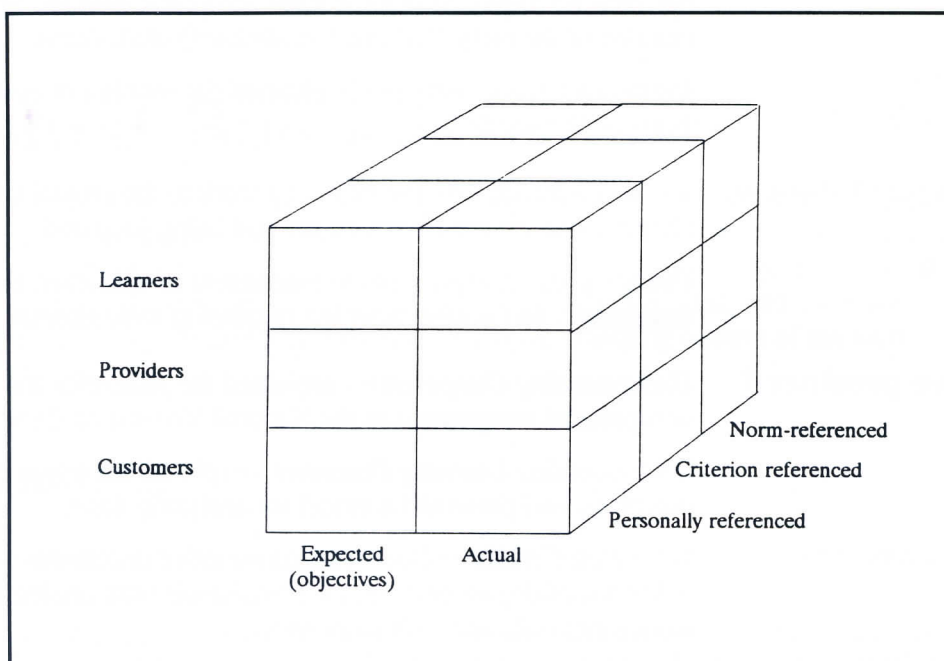
Widespread concern to build on the strengths of an outcome led model, but to provide broader definitions, taking account of the experience of learners and teachers, as well as employers.

Widespread lack of understanding of, and expertise in, assessment techniques and of the relationship between purposes and assessment. This was particularly true of expertise in the Accreditation of Prior Learning (APL), where the limited good practice which existed was not widely disseminated, but APL was by no means the only area where problems arose.

Institutions of all kinds are poorly organised to deliver more flexible and accessible forms of assessment.

key concepts

A Framework of Learning Outcomes, to explain the relationship between outcomes, client groups and kinds of assessment



That clearly and adequately defined learning outcomes provide the only possible basis for the development of coherent and comprehensive credit accumulation and transfer system across the full range of post-school education and training.

That such a credit framework could provide a basis for the measurement of 'value added', and thus for developing a model of institutional resourcing based on achievement.

That outcome is a broader notion than competence, and its uses in education and training will shift control towards the 'customer'(learners and employers).

we proposed

That the approach to competence definition developed by McBer & Co. and explored by UDACE in the Student Potential Project should be used to supplement Functional Analysis in defining outcomes.

That broad but precise definitions of learning outcomes were desirable, and that they should be developed collaboratively by teachers, learners and employers, and be public and capable of reliable assessment.

That approaches to the definition of learning outcomes should reflect the experience of existing courses and the knowledge of professional groups, and take into account the valuable unexpected outcomes of most educational processes as well as the planned outcomes.

That further development work should be undertaken on the definition of learning outcomes, their assessment and use in the measurement of institutional performance (through approaches to 'value added' performance indicators), and in the development of credit frameworks.

That there should be a wider, and better informed public and professional debate on these issues.

what happened Interest in, and understanding of, the issues increased dramatically during the time the Unit was active, particularly in higher education, where the broader outcome led approach seemed more acceptable than the one adopted in the creation of the early National Vocational Qualifications.

Institutions, particularly in FE, planned the creation of central Assessment Units or Services.

what followed The recommendations for follow up work to the project on Learning Outcomes in Higher Education are still being prepared.

Further work on approaches to assessment of outcomes, the management of assessment, and achievement-led resourcing were planned in late 1991.

we produced *Understanding Competence* - explained the principles and use of the notion of occupational competence in the National Vocational Qualification Framework.

Understanding Learning Outcomes - explored the notion of learning outcomes, and presented a model for analysing them.

What Can Graduates Do? - two consultative documents were published on the outcomes of degree courses, for consultation with academic staff and managers in HE and with employers.

Learning Outcomes in Higher Education - a Project Report (forthcoming 1992) - will describe the major project for the Employment Department.

Understanding Accreditation - (forthcoming 1992) will explain the purposes of accreditation in post school education and the different ways in which the language and processes of accreditation are used by different bodies.

Understanding Assessment - (forthcoming 1992) will clarify the purposes and kinds of assessment used in post-school education and the issues which they raise.

some partners Department of Employment, Lancaster University, Liverpool Polytechnic, The Polytechnic of Wales, Newcastle Polytechnic, Nottingham Polytechnic, City University, IEBS, Sheffield City Polytechnic, University of East Anglia, Teeside Polytechnic, Oxford Polytechnic, Warwickshire County Council, London Borough of Waltham Forest, Northern Regional Management Centre.

key staff Sue Otter, Dafydd Thorne, Kathryn Ecclestone



Unfinished Business

This section identifies some of the key outstanding development issues which arise from the work of UDACE up to 1992. Some are tasks begun but not yet completed, some are recommendations not yet implemented, and some are topics whose importance only emerged in the changing context of the early 1990s.

General Issues

A number of themes recur from much of the Unit's work, and begin to shape the future development agenda. They include the need for:

- the erosion of the current artificial distinctions between further, higher and adult education and workbased learning which constitute a major barrier to access, and reduce both participation and efficiency
- a clearer and more public language to describe the outcomes of adult learning, in all its forms, to allow all adults to identify options and benefits from participation, and to provide a public framework for evaluation and resourcing at all levels
- a more coherent system for collecting and analysing information about adult learning by all agencies, as a basis for policymaking, routine monitoring and evaluation, including the monitoring of who participates in what, at what costs and with what benefits to themselves and the community at large
- more consistent policies for funding adult learning at national and local level, linking resources to benefits, rather than to participation or institutional structures
- clearer policy/quality statements at all levels, identifying what individual institutions, agencies and services seek to provide, and to what standards, and how they wish to collaborate with others
- broad and clear occupational standards for staff working in the education and training of adults, to enable all those who help adults to learn, to recognise their own competence, and have that accredited
- more systematic monitoring of the impact of policy on practice
- a recognition of the fundamental, and interlocking, roles of staff and institutional development in implementing change

Specific Issues

Many of the issues on the future agenda stem from our previous work. They are grouped here under the three broad headings of the UDACE Medium Term Strategy 1990-93, together with a separate heading for voluntary/statutory work which remains outstanding and is not immediately embraced by the other three. The issues include the development of:

Guidance

- a broadly agreed national quality framework, within which individual institutions and agencies can prepare their own quality statements
- appropriate occupational standards for all those working in guidance with adults
- a national referral system for adults seeking learning opportunities and guidance
- a clearer understanding of the relationship between guidance and the curriculum in all areas of post-school education and training, including the workplace, and models of good practice for dissemination
- a clearer understanding of the ways in which guidance services can be located within education and training agencies, and the implications of these, including the impact on guidance needs of increasing modularisation and credit transfer
- appropriate mechanisms for funding guidance, within and outside education and training agencies, which allow for an approach which is client centred, collaborative and impartial
- understanding of the ways in which adults use guidance services, their outcomes and long term benefits

Accreditation, Assessment and Learning Outcomes

- a national framework for credit accumulation and transfer, embracing the four major existing systems (CNAA/CATS, NCVQ, OCN, GCSE/A level), to encourage mobility between sectors and agencies, including the voluntary and private sectors and workbased learning
- a more comprehensive and comprehensible approach to the description, assessment and accreditation of learning outcomes, including a clearer agreement on notions of level, domain and value, of core and personal competence, and approaches to the issue of coherence
- models for increasing access to assessment and accreditation, including Unit level accreditation towards national awards of all kinds
- mechanisms to assist progression, and transition between sectors and institutions, including franchising and other collaborative arrangements, the development of more sophisticated models of competence, profiling, recording achievement and the better management of entry selection and admissions processes.

Management and Planning

- more sophisticated systems for monitoring participation and outcomes at all levels
- quality standards for education and training services for adults, and models and strategies for quality development and assurance within agencies of all kinds
- outcome led mechanisms for institutional funding, based on value added
- funding systems which channel resources through learners rather than institutions
- administrative systems and regulations which encourage and support adult participation and quality

Voluntary/Statutory

- coherent and public policy at national and local levels on support to the voluntary sector, both as a provider of learning opportunities, and access routes to adults, recognising the complexity and diversity of purposes which are legitimately embraced by such bodies
- recognition by voluntary bodies of their own role as education and training providers; and preparation of public policy statements on this role; and how they would wish to collaborate with others to achieve it
- the erosion of the current artificial distinctions between further, higher and adult education and workbased learning, through the development of credit accumulation and transfer schemes, franchising and other collaborative arrangements, the development of more sophisticated models of competence, and the better management of admissions processes.

Appendix I

UDACE Publications

This is a complete list of the documents published by the Unit since 1984. Those asterisked include formal recommendations or policy or further development work.

Major Publications

Helping Adults to Learn		March 1985
Working Together: report of a Pilot Study	Veronica McGivney,	July 1985
The Challenge of Change: A Short Report*		April 1986
What is an Educational Guidance Worker?		August 1986
Financial Barriers to Access*,	Janet Ames,	1986
Setting Up Educational Guidance,	Judy Alloway/Letitia Opie,	March 1987
Understanding Each Other,		April 1987
Managing Information in Educational Guidance,	John Allred,	January 1988
Adult Learners and the Education Reform Bill,		February 1987
Assessment in Action,	Jennifer Kidd,	March 1988
Understanding Educational Guidance,	Judy Alloway/Letitia Opie,	March 1988
Working Together: The Policy Paper*,		April 1988
Learning Later: Booklet,		April 1988
Learning Later: The Policy Paper*,		April 1988
Developing Access: A Development Paper,		May 1988
Evaluating Educational Guidance,	Ruth Hawthorn/ Judy Alloway/Irene Naftalin,	June 1988
Adults and the Act*,		September 1988
Securing Adequate Facilities,		September 1988
Guidance in TAP Support: Training Manual,	Ruth Hawthorn,	September 1988
Training Issues in Educational Guidance,	Ruth Hawthorn/Rob Wood,	September 1988
Learning in Voluntary Organisations,	Keith Percy,	September 1988
Learning from Volunteering,	Giles Darvill, Elizabeth Perkin, Judith Unell,	September 1988
Learning Later: A Handbook,	Roger Harrison,	September 1988
Student Potential in Britain*,	Sue Otter,	September 1988
Adult Learners and School Premises,	Bob Powell,	February 1989

Frameworks for Collaboration,	Ron Edgar/Ted Hartley,	May 1989
Information and Technology in Educational Guidance,	Linda Butler,	June 1989
Open College Networks: Current Development and Practice*,	Caroline Mager/ David Browning,	June 1989
Developing Educational Guidance,	Patricia Fiske,	June 1989
Delivering Educational Guidance: Practitioners Handbook,	edited by Vivienne Ravis,	September 1989
Understanding Competence,	Sue Otter,	October 1989
Understanding Learning Outcomes,	Sue Otter,	November 1989
Performance Indicators and the Education of Adults,	Bob Powell,	December 1989
An Agenda for Access: A Policy Paper*,		January 1990
Educational Guidance and Curriculum Change,	Martin Oakeshott,	March 1990
Adult Learners and School Premises (2nd Edition),	Bob Powell,	April 1990
Educational Guidance for Adults in 1988-9		May 1990
Black Community Access*,		September 1990
Developing Open College Networks: A Project Report*,	Caroline Mager/ David Browning,	December 1990
Open College Networks and National Vocational Qualifications,	Caroline Mager,	December 1990
What Can Graduates Do?: A Consultative Document,	Sue Otter,	February 1991
Innovation in Access: Vols I, II, III,	Toni Fazaeli,	February 1991
Measuring Performance in the Education of Adults,	Bob Powell,	April 1991
Structures for the Education of Adults,	Bob Powell,	April 1991
What Can Graduates Do: A consultative document for employers,	Sue Otter	June 1991
Educational Guidance for Adults: Identifying Competences,	Martin Oakeshott,	June 1991
Educational Guidance Services for Adults: A UK Directory,	Jane Barrett,	August 1991
Thinking Spaces: Report of the BP Open College Seminars,	Caroline Mager,	August 1991
The European Social Fund and Educational Guidance: A Guide	Ted Hartley,	August 1991
Guidelines for Training or Development Programmes for Guidance Practitioners,		October 1991
Open College Networks: A Handbook,	Caroline Mager,	October 1991
Admission to Science and Engineering Degree Courses: A Handbook for Admissions Tutors,	Sue Otter,	November 1991
Assessment in Open College Networks,	Caroline Mager,	November 1991
The Quest for Quality in Educational Guidance for Adults,	Jackie Sadler/ Vivienne Ravis,	January 1992
Understanding Quality,	Bob Powell,	1992

Learning Outcomes in Higher Education*,	Sue Otter	1992
The Work of UDACE,	Stephen McNair	1992
Working with UDACE,	edited by Paddy O'Rourke	1992
Understanding Accreditation,	Kathryn Ecclestone	1992
Understanding Assessment,	Kathryn Ecclestone	1992
Guidance in Higher Education*,	Margaret Herrington	1992
Information in Educational Guidance,		1992
Educational Guidance for Adults and Public Libraries	Carole Barnes/John Allred	1992

Occasional and Limited Circulation Papers

Training Project Papers: Educational Guidance for Adults, Ruth Hawthorn and Rob Wood
 Student Potential in Employment Training, Sue Otter
 Training Access Points Support Manuals I-IV
 The Student Potential Programme in British Education and Training (Full Report), Sue Otter
 Adult Learners and LEA Schemes for FE, Bob Powell
 Trends and Issues in Education and Training for Adults, Stephen McNair
 Information Management in the Education of Adults, Stephen McNair
 Core Competences for Trainers in the Education of Adults
 UDACE Medium Term Strategy 1990-93
 Framing Access (for the National Access Courses Recognition Group), Gareth Parry and Pat Davies
 OCNs, Credit Transfer and the Future of FE, Stephen McNair
 Education and Training for the 21st Century. Higher Advisory Conference Report
 Education: A New Framework - a response to the 1991 White Paper on Further and Higher Education*
 National Educational Guidance Initiative Advisory Conference Report 1991, Carole Barnes
 Educational Guidance in Practice
 The National Open College Network: A Position Statement, November 1991, Caroline Mager
 Quality Assurance: National Arrangements, November 1991.

Newsletters

UDACE News	4 Issues
Partners in Learning (with NCVO)	4 Issues
Networks News	4 Issues
Educational Guidance Training Bulletin	2 Issues
Performance News	3 Issues
Guidance in Higher Education Newsletter (with CNAA)	3 Issues
Educational Guidance News	2 Issues

Appendix II

Funding Bodies

The following agencies have funded particular pieces of work by the Unit (excluding fees for single days of consultancy, presentations and seminars etc.).

Department of Education and Science

Manpower Services Commission/Training Agency/TEED

British Petroleum

Northern Regional Management Centre

British Gas

Cheshire County Council

South Derbyshire Training and Enterprise Council

Surrey County Council

Ford Employee Development and Advice Programme

British Airways

Further Education Unit

National Council for Vocational Qualifications

Appendix III

Major External Projects

In addition to its mainstream work funded by the DES the Unit undertook a number of specific projects funded wholly or partly by other agencies under separate contracts. These were:

Advice and Guidance to Individuals	Department of Employment
Student Potential Programme	DES
Student Potential in Employment Training	Department of Employment
National Educational Guidance Initiative	DES/Department of Employment
Open College Networks	DES
Learning Outcomes in Higher Education	Department of Employment
Statistics in Adult Continuing Education	DES
Guidance in Higher Education	Department of Employment
Guidance Competences	FEU
Guidance in Open Learning	South Derbyshire TEC
Quality in Further Education	Cheshire LEA
Admission to Science and Engineering Degrees	British Petroleum
Open College Networks and National Vocational Qualifications	NCVQ

Appendix IV

The People

UDACE Staff

The following people have worked for the Unit since 1984

Full Time Development Staff

Stephen McNair	1984-92
John O'Shea	1986-87
Judy Alloway	1987-89
Sue Otter	1987-91
Roger Harrison	1987-88
Ruth Hawthorn	1987-89
Vivienne Ravis	1988-92
Toni Fazaeli	1988-90
Bob Powell	1988-91
Caroline Mager	1989-92
Carole Barnes	1990-92
Pete Emsley	1990-91
Dafydd Thorne	1990-91
Margaret Herrington	1990-92
Kathryn Ecclestone	1991-92

Short Contract Development Staff

(Staff employed on an individual basis, or under contract to their main employer for specific pieces of work)

John Allred	Janet Ames	Paul Bacsich
Jane Barrett	Anthea Bretherick	David Browning
Linda Butler	Maggie Challis	Madeline Edwards
Kate Fleming	Jenny Kidd	Fiona Larden
Anne Milne	Anne McCormack	Ray Morgan
Irene Naftalin	Colin Neville	Martin Oakeshott
Keith Percy	Bryan Powell	Ruth Powell
Jackie Sadler	Anne de Saulles	Pam Shakespeare
Debbi Simonton	Vernon Smith	Linda Thornton
Don Vallis	Catherine Waithe	Bob West
David Wilson	Ruth Wilson	Frances Woodley
Anne-Maria Wright		

Seconded Development Staff

(Staff released from specific institutions to work on UDACE projects)

Learning Outcomes in Higher Education

Terry Jeves	Alan Ingram	Colin Rees
John Beynon	Rob Middlehurst	Peter Larsson
John Barkham	Frances Nicholas	John Barraclough
Roger Breakwell	David Vaughan	Bob Munton
Ian Rodger	Roy Boyne	Barry Sudworth
Colin Raban	Peter Ashworth	Judith Saxton
Peter Slater	Sue Drew	Roy Winterburn
John Mowat		

Student Potential

Brian Gay	Ann Hanson	Pamela Howells
Debbi Lantz	Brian Lowe	Jenny Newley
Ray O'Connor	Sue Tatum	Pat Vallins
Marilyn Watson	John Boulting	

Guidance in Higher Education

Jackie Booth	Paul Horle	Simon O'Donohoe
Chris Cooper	Cathy Howieson	Elizabeth Maynard
Bob Porrer	Barry Aldridge	Geoff Layer
Shiela Cross	Rob Imeson	Lyn Brennan
Wayne Stevens		

Administrative/Support Staff

Sandra Silver	1984-90
Katie Sharrock	1985-86
Maureen Gilbert	1985-92
Carole Humber	1986-87
Janice Davies	1987-92
Diane Jacques	1987-90
Veena Gunchla	1987-88
Helen Briggs	1988-92
Jackie Riley	1988-90
Helena Ferrao-Read	1988-90
Elaine Shortt	1988-88
Helen Cox	1989-92
Brigid Joyce	1989-90
Amanda Robbins	1989-92
Paddy O'Rourke	1990-92
Christine Dawson	1990-92
Lisa Dooley	1991-92
Ruth Franks	1991-92
Kay Smith	1991-92

Appendix V

Steering Committee

The following people served on the Unit's Steering Committee (in order of first appointment)

Don Grattan	Chair	1984-91
Dick Smethurst	Chair	1991-92
Rhiannon Bevan	NIACE	1984-85
Jeanne Bisgood	NIACE	1984-87
Peter Boulter	ACC	1984-86
Jonathan Brown	NIACE	1984-90
Eddie Burch	NIACE	1984-92
Peter Clyne	AMA	1984-86
Gordon Etheridge	DES	1984-88
David Hibbert	NIACE	1984-85
Dewi Jones	WJEC	1984-92
Peter Lister	NIACE	1984
Chris Rowland	HMI	1984-85
Ricey Thomas SI	WOED	1984-86
Alan Short*	DES	1984
Rowland Wynne*	WJEC	1984
Barbara Saunders	NIACE	1984-89
Ted Atter*	NIACE	1984-91
Richard Yelland*	DES	1984-88
John Robertson	MSC	1984-85
Christine Thompson*	MSC	1984-86
Derek Grover	MSC	1985-86
Anne Keelan-Towner	HMI	1985-87
Alan Tuckett	NIACE	1985-88
Michael Standen*	NIACE	1985-90
Peter Gedling	ACC	1986-87
Ray Cowell	coopted	1986-90
Wendy Mustill	coopted	1986-87
Joan Green	coopted	1986-89
Lydia Merrill	NIACE	1986-90

Malcolm Pinchin*	ACC	1986
David Towler	MSC	1986-87
Barbara Marsh	NIACE	1987-90
Haydn Evans	WOED	1987
Peter Shaw	coopted	1987-90
John Steel	HMI	1987-90
John Turnbull	ACC	1987-89
Lucia Jones	coopted	1987-92
Pat Cochrane*	NIACE	1987-90
Jenny Scribbins	NIACE	1987-92
Tim Harris	MSC/TA	1986-88
Peter Syme	DES	1988-89
John Walmsley*	DES	1988-90
Alan Culley	AMA	1988-92
Hywel Francis	NIACE	1988-92
Eileen Aird	NIACE	1988-90
Doug Jones*	WJEC	
Ros Seyd	TA/TEED	1988-92
David Pierce*	TA/TEED	1988-92
Owen Jones HMI	WOED	1988-90
Margaret d'Armenia	DES	1989-90
Ann Barlow*	DES	1989-92
Gary Morgan	WJEC	1989-89
Haroon Saad	NIACE	1989-92
Jenny Shackleton	coopted	1989-92
Rhiannon Evans*	coopted	1989-92
Peter Cates	ACC	1989-92
Nigel Horrocks	WJEC	1989-92
George Astbury	coopted	1990-91
John Fairhurst SI	HMI	1990-92
John Hurley	NIACE	1990-90
Mike Laugharne	WOED	1990-92
Jennifer Bone	coopted	1990-92
Andrew Wye	DES	1990-92
Maria Slowey	NIACE	1991-92
Sue Webb	coopted	1991-91

* Alternate member only, several alternates subsequently became full members: in these cases they are shown as members from the date of first involvement.

Appendix VI

Development and Project Groups

The following people served on the Unit's Development and Project Steering Groups.

Educational Guidance Development Group

David Hibbert (Chair to 1985)	Don Grattan (Chair from 1985)	Jonathan Brown
Linda Butler	Maggie Chadwick	Martin Johnson
Peter Clyne	Pat Coleman	Dorothy Eagleson
Norman Evans	Geoff Ford	Anne Keelan-Towner
Ruth Michaels	John Miller	Ray Morgan
Peter Pierce-Price	Vivienne Ravis	Chris Thomson
Andrew Hemmings	Sue Thurston	Gordon Etheridge

Older Adults Development Group

Jeanne Bisgood (Chair)	Judith Bell	Joanna Bornat
Ivan Bryan	Stephanie Clennell	Gordon Etheridge
David Frost	Frank Glendenning	Robin Gray
Richard Harris	Muriel Howells	Stephen Hoy
Margaret Jackson-Roberts	Eric James	Dewi Jones
Karol Knill	Sue Leonard	Val Morrison
Sandra Moreton	Dianne Norton	Stephen Perks
Alan Short	Neil Tempest	Debbie Thornton
Maura Wilson		

Voluntary Statutory Relationships Development Group

Barbara Saunders (Chair)	Eileen Aird	Ted Atter
Harry Bower	Jackie Bufton	Eddie Burch
David Cheeseman	Gordon Etheridge	Diana Farrow
Richard Gutch	Joan Green	Ted Hartley
Stephen Hopwood	Muriel Howells	John Hughes
David John	Howard John	Hilary Le Cheminant
Robert Mackenzie	Veronica McGivney	Lydia Merrill

Kathy Moon	Jill Navid	Michael Newstead
Margaret Purdey	Julian Roberts	Alan Short
Marilyn Taylor	Mark Todd HMI	Leslie Turner
Roger Watkins	Kay Young	

Access Development Group

Eileen Aird (Chair)	Naseem Anwar	Anne Barlow
Jonathan Brown	Eddie Burch	Paul Cave
Janet Clark	Michael Chewter	Ray Cowell
Margaret Davey	Pat Davies	Malcolm Deere
Harish Dhokia	Chris Duke	Norman Evans
Ray Flude	Hywel Francis	Lorna Ford-Panton
Don Grattan	Joan Green	Carlton Howson
Alan Hurst	Noshaba Hussain	Martin Johnson
Philip Jones	Michael Jubb	Irene Magrath
Veronica McGivney	Lydia Merrill	Bryan Merton HMI
Jo New	Ann Owen	Gareth Parry
Sue Pedder	Brenda Remington	Haroon Saad
John Samuel	Jenny Scribbins	Adrian Seville
Ros Seyd	Margaret Simmons-Bird	Maria Slowey
Judith Summers	Alan Tuckett (Chair)	

Planning and Management Development Group

Eddie Burch (Chair)	Charanjit Ajitsingh	Anne Barlow
Faith Butler	Pam Cole	Paul Crisp
Margaret Davey	Susan Deal	Sue Gardener
Richard Gutch	Frank Griffiths	Sheila Herrman
David Hibbert	Nigel Horrocks	Heather Jackson
Dewi Jones	Lucia Jones	Ian Kershaw
Bob Morris	Lindsay Neil	Andy Pates
Jenny Scribbins	Jenny Shackleton	John Steel HMI
Tom Twentyman	John Walmsley	Bis Weaver
Liz Weightman	David Whitbread	Joan Wilson

Accreditation and Learning Outcomes Development Group

Alan Culley (Chair)	George Astbury	Anne Barlow
Jeff Carter	Ray Cowell	Pat East
Rhiannon Evans	John Fairhurst SI	Michael Jubb
Mike Jutsum HMI	Sue Pedder	David Pierce
Derek Pollard	Ann Risman	David Robertson

John Samuel
Nick Stratton

Bev Sand
Freda Tallentyre

Jenny Shackleton
John Townsend

Guidance and Learner Empowerment Development Group

Jonathan Brown (Chair)
Howard Capelin
Geoff Ford
Pat Gale
Joe Howeego HMI
Paul Newby
Carey Widdows

Lucia Jones (Chair)
Paul Cave
Lorna Ford-Panton
Max Galla
John Hurley
Haroon Saad

Anne Barlow
Brigid Dimond
Andy Freeman
Ros Gillham
Janet Mokades HMI
Barbara Saunders

Advice and Guidance to Individuals Project Group

John Harradence (Chair)
Elizabeth Gerver
Andrew McIntosh
David Peck
R Woodcock

Jonathan Brown
Ethel Gray
R Moore
C Southorn

E Ellis
M Horsman
D Morris
I Taylor

Student Potential Project Group

Peter Toyne (Chair)
Noel Boaden
John Fairhurst
Derek Pollard
Alan Tuckett

Terry Ashurst
Linda Butler
Andrew McCully
Ros Seyd
David Towler

Judith Bell
Norman Evans
Basil Murphy
Peter Syme
Alan Woodley

Innovation in Access Project Group

Judith Summers (Chair)
Carlton Howson
Irene Magrath

Harish Dhokia
Alan Hurst
Veronica McGivney

Ray Flude
Philip Jones
Margaret Simmons-Bird

Open College Networks Project Group

Alan Culley (Chair)
Michael Jubb
Jeremy Nicholls
Sue Pedder
Judith Summers

Martin Johnson
Shams-Udeen Hassan
Ann Owen
David Pierce

Philip Jones
Bryan Merton
Jim Pateman
Sandra Sherwood
Peter Wilson

Guidance Training Group

Jenny Bimrose
Jackie Buffton

Tim Burton
Carl Clayton

Jonathan Brown
Chris Cooper

Anne Docherty	Richard Edwards	Andy Freeman
Leslie Haughton	Peter Heaviside	Jackie Hughes
Cathy Hull	Malcolm Hunt	Stephen Hunt
Rob Imeson	Regina Kibel	Robert Leach
Ian Ledward	Wendy Llewellyn	Ann McCormick
Pat McDermott	Bob McKenzie	Jane McNeill
Alan Moon	Alan Mortiboys	Gary Neave
Martin Oakeshott	Marcus Offer	Mary Opie
Gill Parsons	Linden Peach	Peter Riley
Kathleen Roberts	Janet Smith	Mary Thorpe
Eileen Tipper	Carey Widdows	

Guidance Competences Project Group

Jonathan Brown	Paul Cave	Andy Freeman
Les Goodman	Ruth Hawthorn	Martin Johnson
Martin Oakeshott	Liz Stopani	

Guidance in Open Learning Project Group

Russell Beck	Margaret Fernyhough	Robert Heed
Alan Hicks	Malcolm Pickering	Lesley Randall
John Roberts	Alan Shaw	John Watson
		Lesley Worthy

Guidance Quality Group

Anne Barlow	Lorna Ford-Panton (Chair)	Geoff Ford
Andy Freeman	Ruth Hawthorn	Jacqui Henderson
Rob Imeson	Phoebe Lambert	Jane McNeill
Janet Mokades HMI	Martin Oakeshott	Alan Pitts
Joan Roberts		Jean Smith

Learning Outcomes in Higher Education Project Group

Ray Cowell (Chair)	Graham Debling	Candace Miller
Chris Boys	Geoff Layer	Keith Percy
David Pierce	Derek Pollard	Christine Senior

Guidance and Counselling in Higher Education Project

Clive Booth (Chair)	Eileen Aird	Jackie Booth
Jonathan Brown	Val Butcher	Chris Cooper
Gordon Cowan	Alan Crispin	Sheila Cross
Fred Foster	Rob Imeson	Philip Jones
John Hurley	Elisabeth Davies	Brigid Dimond

Maggie McNaughton
Penny Spelling

Jeremy Nicholls
Gabrielle Syme

David Pierce
Robert Porrer

Open College Networks and National Vocational Qualifications Project

Paul Ellis (Chair)
Jane Harrop
Aidan Pettit

Jeff Carter
Mike Jutsum HMI
Peter Wilson

Les Goodman
Sue Pedder



The Work of UDACE

What is UDACE?

The Unit for the Development of Adult Continuing Education in England and Wales was created by the Secretary of State for Education and Science within the National Institute of Adult Continuing Education.

The Unit examines areas of possible development in the education of adults, recommends strategies for development and sponsors projects to encourage development.

The overall pattern of the Unit's activity is decided by a Steering Committee which usually works through small development groups of experienced practitioners to examine particular topics.

The Steering Committee gives priority in its work to topics where development

- will improve access to learning opportunities for adults
- will contribute to the creation of a more coherent service of education for adults
- is likely to improve the quality of learning opportunities available to adults

and, where initiatives by the Unit, including the publication of recommendations, guidelines or reports, of the sponsoring of investigations or projects are likely to lead to major improvements in the service.

Steering Committee Membership

Chairman Dick Smethurst

Department of Education and Science
Andrew Wye John Fairhurst SI

Welsh Office Education Department
JM Laugharne HMI

TEED
Ros Seyd

Local Authority Associations
Peter Cates (ACC) Alan Culley (AMA) Nigel Horrocks (WJEC)

National Institute of Adult Continuing Education
Eddie Burch Hywel Francis Maria Slowey
Lucia Jones Haroon Saad Jenny Scribbins

Co-opted
Jennifer Bone Jenny Shackleton Sue Webb

Head of Unit Stephen McNair