

## GRID FOR A STRATEGY

### INHOLLAND COLLEGE

#### 1 VISION

- Analytical dimension: challenges, identification of drivers of change
  - Societal challenge: to reply to the demand for LLL
  - Knowledge economy
  - Diversity of target groups for LLL
  - Pluralism
  - Internationalization as a way to deal with the need for innovative methods
  - Strong links with the environment: local and regional development of HE-LLL is the best way to reach out to target groups and facilitate flexible LLL
  - The systematics of Validation of Prior Learning as a means to avoid unnecessary LLL
  
- Strategical dimension: an institution for LLL

*“INHolland offers quality education for the beginning professionals to give them an excellent position in the labour market, with attention to the individual and to supply customized services. Responding to the demand from the Region, INHolland also supports the continuing development of the working professional. It does so from a position of focused on constantly improving the quality of its teaching and services”*

- Missions/statements

The university as a broad knowledge centre

Developing the university as a LLL Institute

To deliver **entrepreneurial and innovative** education to students, business and institutions, bridging knowledge, necessary skills and professional attitude

Diversity of populations (students, employed people and job-seekers)

Maintenance of knowledge and training as part of their employability

Societal involvement

Learning needs to be tailor-made in content but also in terms of costs: LLL only costs money when it is focused on the necessary learning.

Validation of Prior Learning therefore is an integral part of the LLL-strategy.

- Motivations  
A competence base education which can also flexible be used as a learning system in which any target groups can be facilitated in their learning needs: modular or concentric; accumulation of credits, certification or qualification.
- Values  
Skilled and socially concerned professionals, which themselves are also a target group for LLL  
  
Close to the student, the market and the society  
  
Development of students  
  
Updating/upgrading alumni and other working professionals  
  
Close collaboration with external partners, sustainable partnerships

## 2 OBJECTIVES

- Creation of a LLL-research institute
- Reinforce external partnerships and creative financial constructions for tailor-made LLL
- LLL for professionals and users of LLL
- Professorship of LLL-strategies
- International participation and community
- Tailor-made LLL by flexibilising the existing programmes
- Specific content-development of LLL itself: a masterprogramme for LLL-professionals
- a credit-transfer point where prior learning can get validated

## 3 ORGANISATION

An Institute for LLL “for the sustainable development, embedding an LLL culture and promoting LLL” internally and externally.

External relations Office for the coordination of external contacts and the LLL-community, with a central access point in each main location.

Development of LLL-products:

- Flexible programming of existing (bachelor-)programmes
- Masterclasses on quality-assurance of LLL-credits/certificates/qualifications
- masterprogramme for LLL-professionals
- method for credit-transfer of prior learning outcomes

#### 4 ACTORS

- Internal/external
  - Externally: “Partners in learning” with companies and institutions
  - Located in the heart of a Region, community involvement
  - The career of teachers conceived as a lifelong development, anchored in human resource management of the university
- Isolated actors/teams/ collective approach

#### 5 DISCUSSIONS

- Risks vs. benefits
- Quality-issues:
  - Access to LLL: how to secure the intake on the basis of prior learning outcomes?
  - Output of LLL: how to secure alternative qualification-roads in public funded bachelor-programmes?
- Strengths vs. weaknesses
- Debates, conflicts
- Level and type of involvement

#### 6 DECISION

- Priorities: a plan 2012-2016
- LLLL one of the “spearheads”:
  - admission of students of all ages
  - the institution supports the principle of LLL
  - strong relationships with professional practice
  - diversity of provisions
- flexible training for a diversified audience

#### 7 IMPLEMENTATION

- Key elements: infrastructure, human resources, organization
  - An Institute for LLL
  - HR development for those able to implement and contribute
- Roadmap, workplans, timing
  - The 2012-2016 plan
  - Three focal points:
    - Continuous development : a focus on the diversity of targetgroups (beginners and working professionals) and the creation of a community INHolland, part time courses, flexible offer, VPL
    - High level of professionalism

High degree of flexibility and differentiation in provision

- Budget: costs – resources
- Evaluation: indicators
- Management, leadership

## 8 PERSPECTIVES

- Further developments: identified by the 2012-2016 plan
  - Initial education integrated in a LLL approach
  - Staff going to be professionalized
  - Communication and university's profile customized to the new mission
  - Pedagogical philosophy moving toward a LLL culture
- Next steps:
  - Preparation of a quality-assured approach
  - Cooperation between public and private funded programmes
  - Regional/local market-analysis
  - Description of a LLL-model for the university (due in August 2011)
  - Creating internal/external support