

# **Seminar „Making Lifelong Learning a reality“**

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## **German National Workshop on Lifelong Learning Cologne March 7<sup>th</sup> –9<sup>th</sup> 2004**

### **Developing an inclusive model of accreditation for lifelong learning: the English experience.**

#### **Abstract**

Since the early 1980s the post-school learning sector in the UK has developed a range of different measures for reassuring key stakeholders that the provision offered to learners is of good quality. These measures have gradually become more 'inclusive' in a technical sense – ie they relate to an increasing proportion of learners in the post-school sector. They have also become more instrumental, in that they are linked increasingly to targets set by central government and the measures established to improve quality are tied more and more closely to the achievement of these targets, and thus to the continued public funding of this provision.

This paper will identify some of the key features of this process of development over the past 20 years, and will question the relevance of this approach to accreditation for a future framework of lifelong learning that is responsive to individual needs and to the changing needs of employment in the 21<sup>st</sup> century. The paper will highlight some of the changes in quality assurance and accreditation arrangements in the post-school sector in recent years and suggest that some changes in this approach are beginning to unfold. Although the trends identified in the paper are relevant to all UK countries, the author will focus primarily on examples from the post-school sector in England.

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