



How you can see the benefits of lifelong learning

 **BARCLAYS** | LifeSkills



Module overview

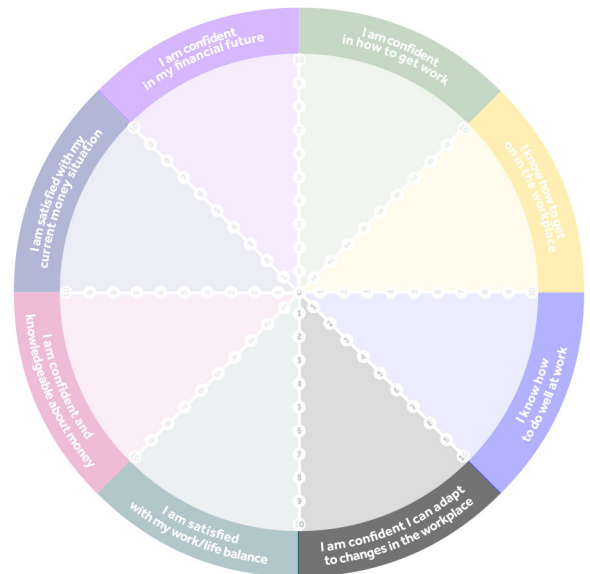
This module will help learners to think about their own attitude to learning and consider how they might want to learn now and in the future. The skills learnt in this module could be used to support someone starting their own business; someone learning more manual skills to take their career in a different direction; or someone learning new skills in order to move into a different industry such as the hospitality or care sector.

Time	Key learning outcomes	Which will lead to
35 mins	<p>By the end of the module, learners will be able to:</p> <ul style="list-style-type: none"> Think about their own personal attitude to learning – both now and in the past Identify the benefits of lifelong learning, in terms of increasing confidence and self-esteem, becoming less risk averse and more adaptable to change in the workplace, as well as helping them to achieve a more satisfying personal life Consider how they might want to learn now and in the future, and what kind of learning they feel ready for 	<ul style="list-style-type: none"> Increased confidence when learning themselves and helping others to learn throughout their life Increased likelihood of taking action to achieve their work-related goals through developing the necessary confidence, knowledge, skills and attitudes around lifelong learning

Important

Introduce the activity and theme and remind your learner of the coaching-based approach. Agree the desired outcome of the session with your learner.

Throughout the activity, we have included **'do now'**, **'do soon'** and **'do later'** actions which may help your learner to think about the next steps they could take. Alternatively, you could use the **'do now'**, **'do soon'** and **'do later'** headings to help your learner come up with their own actions.



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Introduction

Time	Educator guidance	Expected outcome
⌚ 2-3 mins	<p>Refer back to your learner's LifeSkills wheel and discuss how they scored themselves in relation to this module.</p> <p>Discuss what they need to know/do to be able to increase how they rate their satisfaction with this area.</p>	<ul style="list-style-type: none"> Learners are reminded of where they are now and what they need to do to reach a higher satisfaction score in this area

Core activity one

Lifelong learning

Time	Educator guidance	Expected outcome
⌚ 3-5 mins	<p>Introduce the concept that learning can take place anytime and anywhere. It is not confined to childhood or to the classroom – but is something that we can all benefit from at any stage in our life, particularly in the workplace.</p> <p>Explain to your learner that lifelong learning could help them in their work and personal life – from learning a brand new skill or getting involved in social action in their community, to learning at work or even starting their own business.</p> <p>Learning new skills and ways of working can also help those in particularly busy, over-burdened and understaffed roles in industries such as the care sector.</p> <p>Ask your learner:</p> <p>What time have you had for learning in the last three, six or twelve months?</p> <p>If your learner has an example, ask</p> <p>What have you learnt? Was this at work or in their own time? Anything socially in your family or community? Have you tried a new activity, or done some research on something specific? If so, tell me a bit about what you learnt. How did you find it?</p>	<ul style="list-style-type: none"> Learners will start to think of learning as something that takes place throughout our lives and is not just limited to formal learning Learners are able to think about learning in the context of their own lives, and discuss the breadth of ways we can learn both at home and in the work setting


Core activity one

Lifelong learning (cont'd)

Time	Educator guidance	Expected outcome
	<p>Reassure your learner if they cannot think of any learning situations and perhaps share something you have learnt as an example.</p> <p>Discuss how we can learn informally, through our interactions with other people, or through teaming up with a mentor; and in more formal settings like college, evening classes, mandatory or optional training in employment, where time allows, or sessions like this.</p> <p>We can also learn through self-teaching at home, either through learning through watching something online or through study. This could be something practical like how to build your own website, how to fix a car or bike, signing up to a management course, or learning about how to manage stressful situations at work where there is little time and limited opportunities for extra resource.</p>	<ul style="list-style-type: none"> Learners are able to think about learning in the context of their own lives, and discuss the breadth of ways we can learn both at home and in the work setting

Core activity two

Identifying areas for future learning

Time	Educator guidance	Expected outcome
 10-20 mins	<p>Start by discussing the benefits of lifelong learning, with a focus on the changing workplace. Highlight the importance of lifelong learning for adaptability and continuing professional development to open up new opportunities.</p> <p>Ask your learner to use the Benefits of lifelong learning handout to capture these benefits, dividing them into the four headings.</p> <p>Discuss with your learner how they might fit more learning into their lives in a realistic way and how this will impact on each circle in the handout.</p> <p>To help with this, ask them to complete the Confident in vs Enjoy matrix handout to help them identify things they're confident in, things they enjoy and areas they may need to work on. Explain that these could be elements of their job, or things in their personal life.</p> <p>Encourage your learner to use the handout to explore things they enjoy but where they need to build more knowledge.</p>	<ul style="list-style-type: none"> Learners will gain a good understanding of the value of lifelong learning Learners will be able to identify things they are confident in, things they enjoy and areas they may need to work on. This will help them identify potential areas for future learning

Core activity two

Identifying areas for future learning (cont'd)

Time	Educator guidance	Expected outcome
	<p>How could learning in this area benefit them?</p> <p>Is there something new they can learn in their role and then share with their current or future employer?</p> <p>Support your learner to think about things they don't enjoy and are not as confident in.</p> <p>Are these important in the workplace?</p> <p>If so, how could they use learning to help them develop?</p> <p>Highlight that they could also choose to learn more about things they are already confident in, and also enjoy, to increase their knowledge.</p> <p>Together with your learner, read through Nicola and Emma's case studies. Highlight the learning opportunities that they took and the benefits they received from these.</p> <p>Do now: Choose an area that you would like to learn more about now that relates to your Confident in vs. Enjoy matrix. This could be at home or at work</p> <p>Do soon: Read a new book/article/blog or watch something that relates to this area of learning</p> <p>Do later: Do some research online to identify a specific class, activity or training course that you could sign up for. This could be anything from learning something new on the computer, to home DIY such as hanging wallpaper, or attending a workshop on starting your own business</p>	<ul style="list-style-type: none"> Learners will gain a good understanding of the value of lifelong learning Learners will be able to identify things they are confident in, things they enjoy and areas they may need to work on. This will help them identify potential areas for future learning

Wrap up

Time	Educator guidance	Expected outcome
⌚ 5-7 mins	<p>Ask your learner:</p> <p>How will developing in the area(s) you have identified help you gain more skills? For example, how can lifelong learning help you find another job, expand your current role, start a new business or help someone else with your newfound skills?</p> <p>Then ask:</p> <p>How can this link back to your personal brand? For example, how can you use today's session and learning opportunities to demonstrate you are a self-starter with a passion for learning?</p> <p>Ask your learner to formulate these into specific actions using the 'do now', 'do soon' and 'do later' template.</p> <p>Reflect on the score they gave themselves on the wheel – what is the focus of their goal, and would getting closer to achieving it increase how they score themselves in this area of the wheel?</p> <p>Thinking about what they have covered in this session, what steps can they take next to move forward in this area?</p>	<ul style="list-style-type: none"> Learners will leave the session confident that they know more about the advantages of lifelong learning, and will have some specific actions they can explore around future learning opportunities

Optional extension

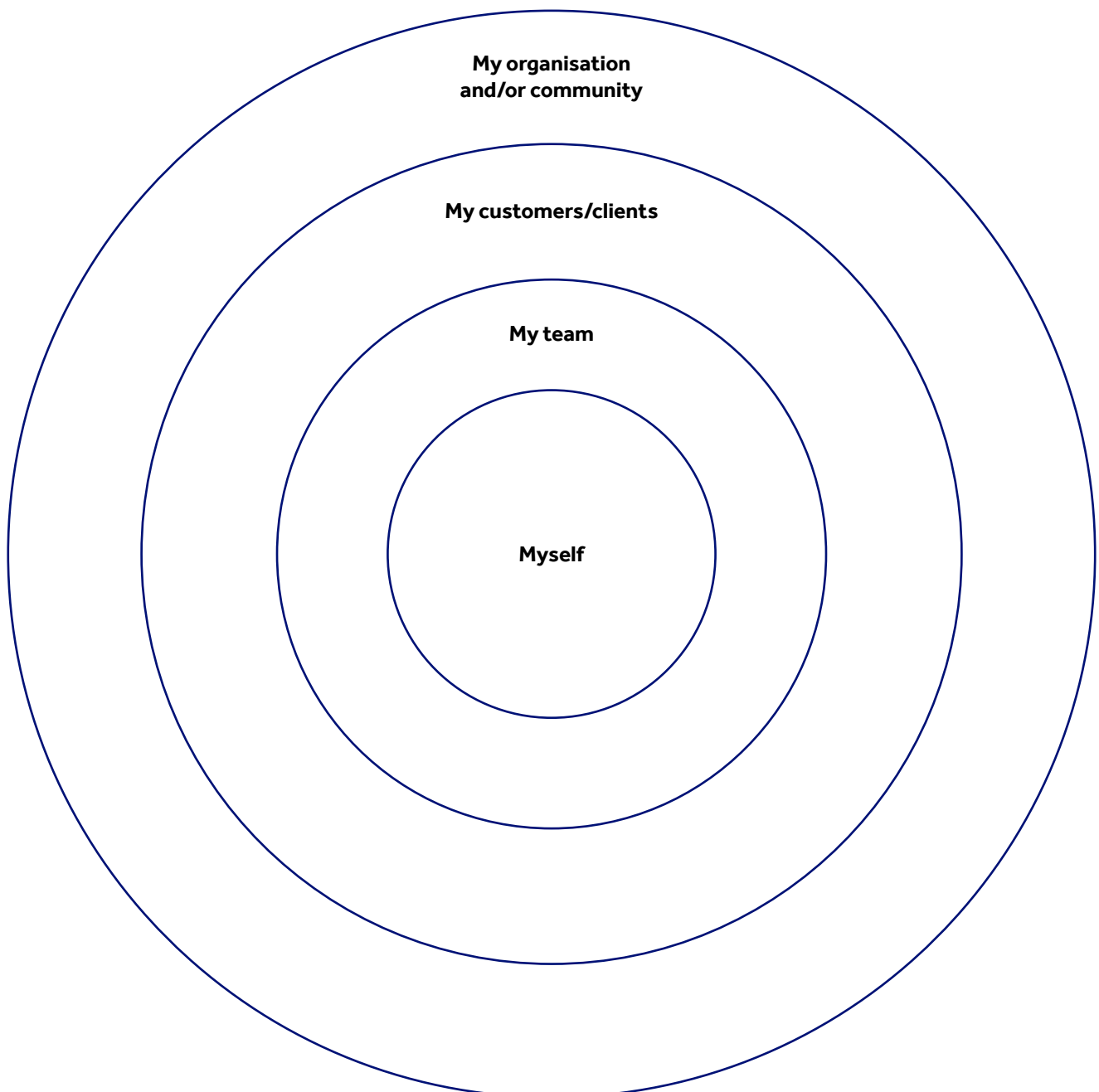
Time	Educator guidance	Expected outcome
	<p>Ask your learner to reflect back on the areas they may need to improve on in the Confident in vs. Enjoy matrix. Ask your learner to choose an area that will help them in their job/to get a job.</p> <p>What steps will they need to take in order to improve this area?</p> <p>With your learner, create a plan on the Action planning wheel to support them to overcome one of these areas. Help your learner develop specific actions based on the segments of the wheel.</p>	<ul style="list-style-type: none"> Learners will have the opportunity to create an action plan with short and long term actions to help them achieve their goal

How you can see the benefits of lifelong learning

Benefits of lifelong learning

Write down the benefits of lifelong learning, dividing them into these categories:

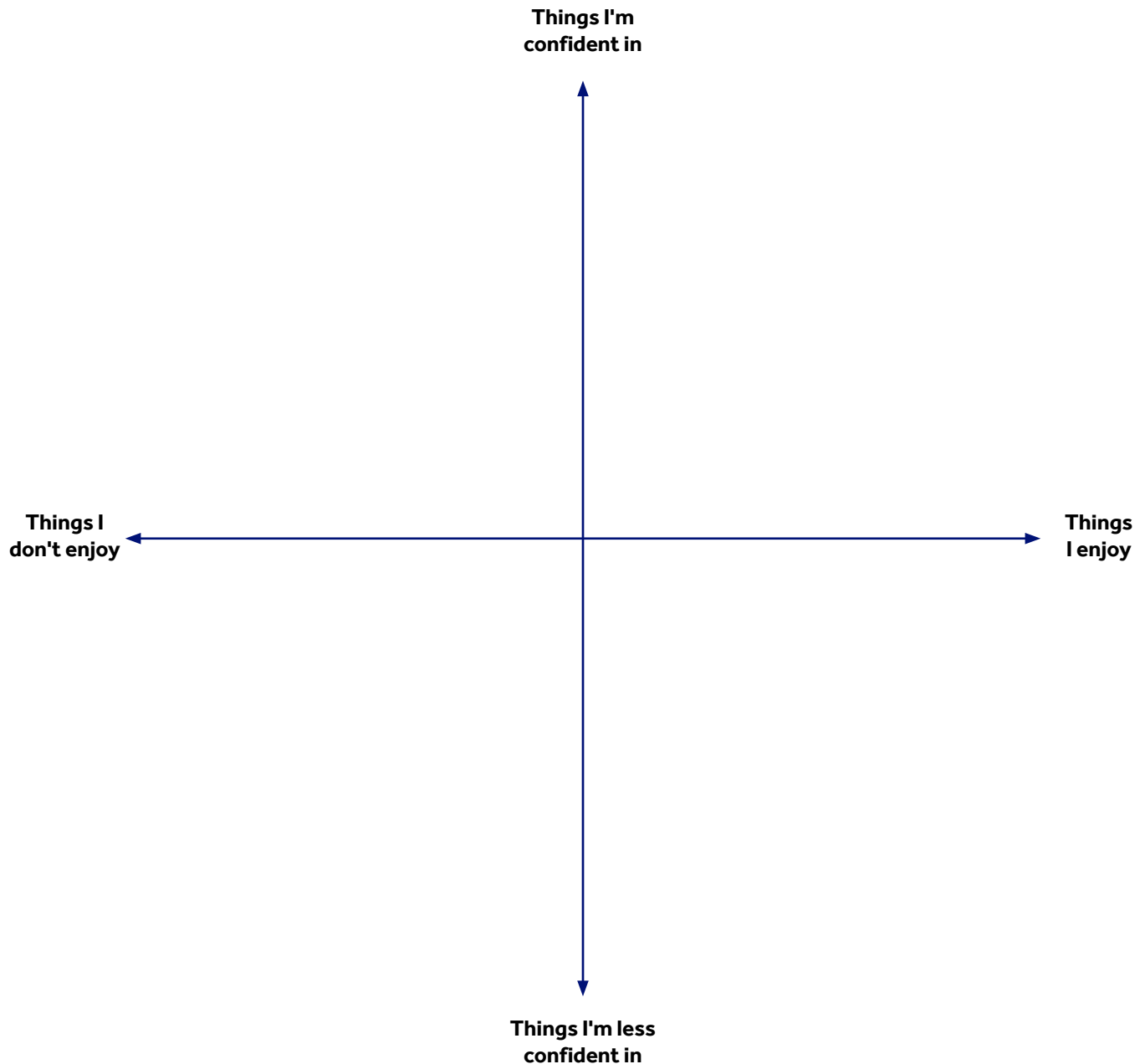
- **Yourself** – finding out what you enjoy, pushing yourself, helping with better decision making etc.
- **Your team** (or future team if you are not currently in work)
- **Your customers/clients** (or potential customers/clients, if you are not currently in work)
- **Your organisation and/or wider community**



How you can see the benefits of lifelong learning

Confident in vs enjoy matrix

Use the matrix below to plot the things you're confident in, things you enjoy, things you don't enjoy or are less confident in. These could be parts of your job or your wider life.



Case study

Nicola Rhodes-Hill



When I was 16 years old, I decided not to carry on at my school but instead chose to attend a College of Further Education. I did two A levels and resat my Maths GCSE as I knew that having this qualification would open up more opportunities for me.

After I left college I applied for secretarial training. I really enjoyed the course and gained a good grounding in administration, but I realised I didn't want to work for a large organisation. I spent a few years doing promotional work in hospitality and events, as well as working as a freelance legal secretary three days a week. I freelanced for a number of years but decided that I wanted to change my career as I couldn't progress further in my current role.

Using a government subsidy, I went back to college. I took National Vocational Qualifications (NVQs) in nails and beauty, attending evening classes while I still worked as a secretary. I opened my own beauty salon which I ran for eight years before going mobile. Having a mobile salon allows me to fit my local clients around session work and photoshoots in other cities.

In more recent years, I've added to my services by doing a two year course to train as a hairdresser. I promote my beauty business through apps and did software training to learn how to build a website so I could publicise my services further. I also set up a free Google My Business page which has boosted my online presence and allows searchers to see my busiest hours and ratings.

I still use the skills I learnt as a secretary in my work now. I'm always looking to the future – my next plan is to focus on developing my writing skills, with the aim of contributing beauty advice to fashion magazines.

Case study

Emma Sanderson



I've run my own business whilst raising my two children for more than 15 years. At school I sat O-Levels (equivalent of GCSEs) and gained a BTEC qualification, before doing a degree in business and marketing.

Recently I decided to change direction from a work perspective and move away from running a business, instead using my business background to help young people build the skills they need to be successful in the future.

While running my business, I worked one day a week as a teaching assistant at my local school, so I was confident that this was something I would enjoy full-time. I used my network within the school to find out about different teacher training providers and I applied for a course online. In order to secure the placement, I had to re-sit GCSEs in English and Biology which I studied for through an evening class and by using a tutor online.

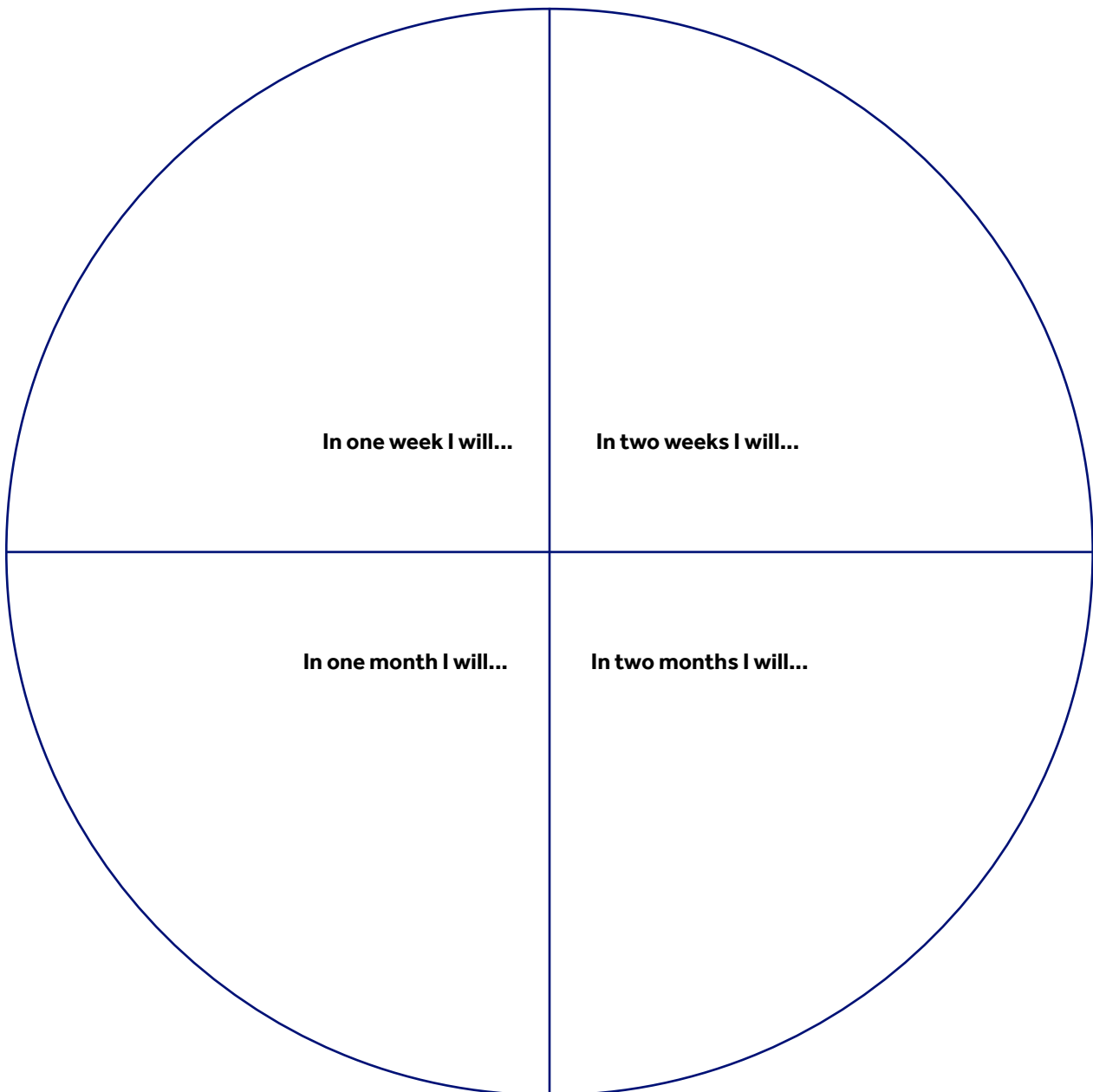
Studying for these qualifications was a great starting point as this has built my knowledge around the school curriculum. Given it was more than 30 years ago when I took my equivalent GCSEs, it has also given me additional confidence to be able to pass this knowledge on to children I teach as well as supporting my own children through their GCSEs.

I have to focus on my priorities each week to ensure that studying for my teacher training is part of my routine each day while juggling a busy family life. It's a good challenge and has really helped to develop my organisation skills! Being a teacher will open up lots of learning opportunities; you're constantly learning about people, keeping up to date with what's going on in education and finding different ways to approach teaching.

How you can see the benefits of lifelong learning

Optional extension: action planning wheel

Choose an area that will help you in your current job or in a future role. What steps will you need to take to improve this area?



The diagram is a large circle divided into four equal quadrants by a horizontal and a vertical line. Each quadrant contains a text prompt for planning actions over time.

Top Left Quadrant	Top Right Quadrant
In one week I will...	In two weeks I will...
Bottom Left Quadrant	Bottom Right Quadrant
In one month I will...	In two months I will...

Based on a tool from [Career Counselling Services](#)