

DESIGN AND DELIVERY OF MATURE AGE ENTRY PROGRAMMES: A COMPARATIVE ANALYSIS OF PERCEPTIONS OF MATURE AGE ENTRY STUDENTS IN FIVE UNIVERSITIES IN SOUTHERN AFRICA

Stanley Mpofo

Department of Adult Education
University of Botswana

THE PROBLEM

Mature age entry schemes are essentially the same. They are second chance schemes designed to provide university education to people who do not qualify for normal university entry (Davies, 1995). However, before they are finally admitted for university study mature age entry applicants must have a proven record for this level of study, as demonstrated by their performance in extra-mural courses and at work. Also, they must have completed their formal school at least two years back, and be not younger than a certain age (ranges from 18 to 25). In addition, they may be required to pass a special entry examination and/or an interview (Mpofo, 1997).

In the case of universities in Southern Africa, mature age entry schemes have been applied in the faculties of Arts, Commerce, Law, Social Sciences and Education or their equivalents. The scheme has hardly been applied in the natural sciences because natural sciences lack extra-mural programmes that would offer 'natural scientists' opportunities to earn alternative university entry qualifications (outside the formal education system) (Mpofo, 1997).

Nevertheless, within this broad framework of mature age entry, variations in implementation and emphasis exist from country to country and from institution to institution. In the case of universities in Southern Africa, there are wide variations in the procedures and criteria for selection. For example, whereas the BOLESWA institutions (the University of Botswana, the National University of Lesotho, and the University of Swaziland) admit people with Form Two (Junior Certificate), the Universities of Zambia and Zimbabwe limit entrance through the scheme to holders of the Cambridge School Certificate (Ordinary Level). Also, Zambia and Zimbabwe clearly stipulate that applicants must be proficient in English, while the BOLESWA institutions are silent on this issue. Similarly, there are wide differences in the design and delivery of educational programmes that are offered under these schemes (Mpofo, 1997).

There is no design and delivery system which is considered superior to others, or which is universally applicable to all societies. The quality of a design and delivery system cannot be measured against other design and delivery systems. The quality of a design and delivery system can only be measured against the demands and requirements of its clientele. A design and delivery system that is inconsistent with the expectations of its clientele will inevitably alienate the intended clientele.

An inherent problem of the present systems of design and delivery of mature age entry programmes is that they are institutionally based in approach. In this respect, the designers are primarily concerned with fitting the participants into an existing design and delivery system rather than the reverse. Furthermore, there is a tendency among planners of mature age entry schemes to follow stereotypical patterns when seeking to address the expectations of potential learners under such schemes. The merits and demerits of this approach notwithstanding, there is a need to design and deliver mature age entry schemes from the perspective of the learners. By understanding the way learners perceive mature age entry schemes, it may be possible to more accurately determine:

- which fields of activity would benefit from mature age entry schemes;
- how such programs can be adjusted to suit the specific needs of the learners;
- how the organisation and delivery of such schemes can be adjusted to suit the styles of mature age entry learners.

In addition, it may provide clues as to which individuals are most likely to participate in mature age entry schemes.

Studying how current and former learners perceive various design and delivery aspects of their respective mature age entry schemes provides the starting point towards a more grounded perspective of the potential learners' world and how it can be utilised to more accurately contribute to the design and delivery of mature age entry schemes. Accordingly, the study on which this paper is based sought to determine perceptions of current and former mature age entry students regarding the design and delivery of mature age entry schemes.

SCOPE

The study was limited to the Universities of Botswana, Swaziland, Zimbabwe, Lesotho and Zambia. The choice of the five universities was purely judgmental. The existence of mature age entry schemes in the first three universities was the major reason for choosing them. Although the last two no longer have mature age entry schemes, they were chosen because they were pioneers of the scheme in the region.

Also, the five institutions were chosen because they have a somewhat common history. They are English speaking institutions that grew out of the British tradition.

RELATED LITERATURE

Three major categories of mature age entry schemes can be discerned. The first category consists of institutions whose major business is to provide mature age entry programmes. Examples of such schemes include the Open University (United Kingdom) which, since its inception in 1969, has had no entry qualifications for undergraduate programmes (Hayes, King & Richardson, 1997). Undergraduate courses are designed in such a way that they can be studied by adults with little prior knowledge.

The second category consists of schemes that facilitate university entry for people who do not qualify for normal university entry. There are two types of such schemes. One type, exemplified by the Higher Preparatory Examination (HF) in Denmark (Cooke, 1995) and the Access and Equity programme in Australia (Postle, 1995), is designed to provide "disadvantaged" groups with an alternative entry route to university education. In essence, these programmes equip those people who, for some reason, do not have formal university entry qualifications with the necessary prerequisites for entry into the university, and also teach them skills that are associated with successful university study. The other type, exemplified by "Access Tests" in Spain (Osborne, 1995), the "Abitur" (the standard higher education entrance qualification) in Germany (Davies & Reisinger, 1995), the "Studienberechtigungsprüfung" (an alternative university entry examination for 20 year olds and above who do not possess the "Matura") in Austria (Benn, 1995), and the Special Entry Examination in France (Davies, 1995) consists of university entry examinations for people who do not possess normal university entry requirements. The purpose of the tests is to determine whether the applicants possess basic education and the capacity for balanced reasoning: the two traits that are considered essential for successful university study.

The third and final category consists of those schemes that recognise prior learning, particularly experiential learning or work - based learning as equivalent to formal academic qualifications. Examples include the "Colloquium Doctum" and the "Hogescholen" in the Netherlands (Spackman and Owen, 1995), the Accreditation for Prior Learning in France (Davies, 1995), and the recognition of prior learning in Australia (Postle, 1995). The recognition of prior learning involves the determination of the equivalence of other courses' (which are not normally recognised for university admission) to formal qualifications for university entry. To be eligible for admission through the scheme, applicants must possess some form of educational qualification which, is not normally recognised for university entry. In addition, applicants must possess work experience, preferably in a field that is related to the proposed area of study. The recognition of prior learning is a significant feature of universities whose main business is to provide higher education for the young school leaver. The mature age entry scheme is complementary to normal entry requirements, and brings in a small proportion of the annual intake.

The five universities that were chosen for the study fall into the third category. Without exception, these institutions offer a second chance opportunity for those people who have the ability, as demonstrated by performance in short courses and experience in their work situation, but who lack the normal entry qualifications for admission to university. In these institutions, the mature age entry scheme is complementary to existing entrance qualifications. And, in all the five institutions the scheme accounts for a small proportion of the annual intake. For example, the most viable of the mature age entry schemes (those of the Universities of Botswana and Zimbabwe) account for 10 to 20% of the total annual intake. The least viable, that of the University of Swaziland, brings 0.5 to 1.6% of the annual intake (Mpofu, 1997).

A study of 88 “administrators” of mature age entry schemes (deans, directors of institutes, heads of departments, and registrars) in the five institutions revealed that “administrators” generally perceive these schemes as noble devices that are designed to enable universities to expand beyond the narrow, traditional young age group, and thus serve real and immediate needs of the work force (Mpofu, 1997). No attempts have been done to establish whether this view is shared by the intended beneficiaries of these programmes - the mature age entry students. Accordingly, this study sought to determine the perceptions of former and current mature age entry students in respect of, among others, the relevance of these programmes to the needs of the intended clientele.

PURPOSE OF THE STUDY

The study sought to determine the perceptions of current and former mature age entry students in respect of the design and delivery of mature age entry schemes. The term ‘design’ was used in a generic manner to mean organisation and management, relevance of programme content to the learning needs of students, and the availability of appropriate reading materials. As a concept, ‘organisation and management’ included registration, orientation and accommodation. Unlike ‘design’, ‘delivery’ retained its nominal meaning. In this respect, the meaning of ‘delivery’ was confined to methods of instruction. In particular, the study was designed to determine how students rate the various methods of instruction, which methods they preferred, their perception of programme content coverage, and, finally, what they perceived to be the most informative and the least informative sources of knowledge.

METHODOLOGY

The study took the form of a series of case studies, with each scheme in each country forming one case. The researcher identified collaborators in each of the other institutions. Thus, the researcher collected data from the University of Botswana, and each collaborator collected data from his institution.

Subjects

Subjects for this study were former and current students of mature age entry schemes in the five institutions. It was not easy to establish exactly how many students had passed through each scheme over the years. Hence, the researcher and the collaborators settled for those who were readily available. Similarly, it was difficult to ascertain the exact number of current students. Hence, the study had to settle for estimates. The numbers of current mature age entry students were estimated as follows: between 600 and 800 at the University of Botswana; between 26 and 88 at the University of Swaziland; and about 1000 at the University of Zimbabwe. Due to the fact that two of the universities (Botswana and Swaziland) were on vacation at the time of the study, the researcher and the collaborators again found it necessary to settle for convenient samples.

Instrumentation

The questionnaire which, was used for this study had two sections. The first section contained eighteen socio-demographic variables which were considered relevant to the analysis of the rest of the data. Variables included institution, department, programme of study, years of study, highest level of formal education at the time of entry into the programme, job status (then and now), and job classification (then and now). The second section, also containing eighteen questions, sought the respondents’

perception of the design (the organisation and management of the scheme, the appropriateness of the programme content, and the availability of reading materials); and delivery (methods of delivery, program coverage, etc.) of mature age entry programmes.

Data Collection Procedures

The instrument was hand delivered to 20 in Botswana, 17 of which returned it. In Lesotho, 18 out of 30 students returned the instrument. Of the 40 recipients of the instrument in Swaziland, 28 returned it. In Zimbabwe, 66 out of 98 returned the instrument. Finally, in Zambia 8 out of 15 returned the instrument. Altogether, 137 students responded, giving a return rate of 67%.

Data Analysis

The data was 100% quantitative. For this reason, data analysis consisted of two simple steps. The first step involved compiling a demographic profile of the respondents. And the second step consisted of subjecting all the data to simple statistical techniques such as frequency counts and percentages.

FINDINGS

The Respondents

The respondents were made up of 58 former students and 79 current students. All were black. They ranged in age from 25 to 64. In terms of gender, they were almost even: 71 women and 66 men. With respect to the level of study, 4 had studied or were studying at the certificate level, 19 at the diploma level, and 114 at the degree level. The distribution by faculty was as follows: Education, 106; Social Sciences, 14; Humanities, 12; Commerce, 2; Science, 2; and Agriculture, 1. This reaffirms an earlier finding (Mpofu, 1997) that mature age entry schemes are largely confined to the humanities.

The Design of Mature Age Entry Schemes

The perceptions of the respondents were generally positive in respect of the three design variables for the study, namely, organisation and management, relevance of course content, and availability of appropriate reading materials.

Organisation and Management

The three variables that constitute organisation and management fared very well in all the five institutions. Registration procedures were perceived very positively across the five universities. In Botswana, 10 of the 15 respondents judged them to be good (Table 1). At the National University of Lesotho, only one out of 18 students perceived the registration procedures to be poor. Similarly, in Swaziland and Zambia, only one out of 28 and 8 respectively, felt that the registration procedures were poor. Finally, at the University of Zimbabwe, two thirds (44) felt positively about the registration procedures that had been put in place for the programmes that they had enrolled in as mature age entry students.

Altogether, 105 (77%) perceived the registration procedures to be good, and only 32 (23%) felt that they were poor.

Table 1: Organisation and Management of Mature Age Entry Schemes

| Variable | Botswana | | Lesotho | | Swaziland | | Zambia | | Zimbabwe | |
|------------|----------|----|---------|----|-----------|----|--------|----|----------|----|
| | G. | P. | G. | P. | G. | P. | G. | P. | G. | P. |
| Registrat. | 10 | 7 | 17 | 1 | 27 | 1 | 7 | 1 | 44 | 22 |
| Orientat. | 15 | 2 | 18 | - | 27 | 1 | 8 | - | 53 | 13 |
| Accomm. | 11 | - | 13 | - | 19 | 7 | 7 | - | 22 | 8 |

G = Good

P = Poor

A similar picture emerges in respect of orientation. Fifteen (88%) in Botswana, 18 (100%) in Lesotho, 27 (96%) in Swaziland, 8 (100%) in Zambia and 53 (80%) in Zimbabwe felt that the orientation proceedings for the programmes into which they had been admitted were good (Table 1). Altogether, 121 (88%) perceived orientation proceedings to be good, and only a handful (16) felt that they were poor.

Finally, accommodation also fared very well among the respondents. All the 11 people who took up accommodation at the University of Botswana perceived it to be good. At the National University of Lesotho, only one out of 14 felt that accommodation was poor. In Swaziland, 19 out of 26 felt that accommodation was good. None of the 7 respondents who took up accommodation at the University of Zambia felt negatively about it. Finally, of the 30 respondents who took up accommodation at the University of Zimbabwe, 22 perceived it to be good (Table 1). Altogether, 72 out of 88 respondents felt positively about the accommodation facilities found at the five institutions.

Clearly, there were no marked differences among the students of the five institutions in respect of their perceptions of the organisation and management of mature age entry schemes.

Relevance of Programme Content to the Needs of the Students

In respect of the relevance of the programme content, 16 out of 17 in Botswana, 18 out of 18 in Lesotho, 26 out of 28 in Swaziland, 8 out of 8 in Zambia, and 65 out of 66 in Zimbabwe perceived it to be relevant to their situation. Altogether, 133 out of 137 viewed the programme content as relevant to their work (Table 2). Evidently, there are similarities in how the students perceive programme content across the five institutions.

Table 2: Relevance of Programme Content to Students' Learning Needs

| Botswana | | Lesotho | | Swaziland | | Zambia | | Zimbabwe | | Total | |
|----------|-----|---------|-----|-----------|-----|--------|-----|----------|-----|-------|-----|
| R. | IR. | R. | IR. | R. | IR. | R. | IR. | R. | IR. | R. | IR. |
| 16 | 1 | 18 | - | 26 | 2 | 8 | - | 65 | 1 | 133 | 4 |

R = Relevant
IR=Irrelevant

Availability of Appropriate Reading Materials

In Botswana, all the 17 respondents felt that there were adequate reading materials for the programmes they had registered for. At the National University of Lesotho, only 2 out of 18 felt that appropriate reading materials were inadequate. In Swaziland and Zambia, only one out of 28 and 8 respectively, felt that appropriate reading materials were inadequate. Finally, in Zimbabwe, only a handful (6 out of 66) perceived the appropriate reading materials to be inadequate. Altogether, 127 out of 137 felt positively about the availability of appropriate reading materials at the five institutions under study (Table 3). Clearly, there are similarities across the five institutions in respect of how the students perceive the adequacy of reading materials.

Table 3: Availability of Appropriate Reading Materials

| Institution | Adequate | Inadequate | Total |
|-------------|----------|------------|-------|
| Botswana | 17 | - | 17 |
| Lesotho | 16 | 2 | 18 |
| Swaziland | 27 | 1 | 28 |
| Zambia | 7 | 1 | 8 |
| Zimbabwe | 60 | 6 | 66 |
| Total | 127 | 10 | 137 |

Delivery

Methods of Instruction

Apart from one person each in Lesotho, Zambia and Zimbabwe, all the respondents rated lectures as good (Table 4). Only six persons (one in Lesotho, 4 in Swaziland, and one in Zimbabwe) rated class discussions as poor. Similarly, only six persons (one in Botswana, 4 in Swaziland, and one in Zambia) rated group exercises as poor. Eight (one in Botswana, 2 in Lesotho, 3 in Swaziland, and two in Zimbabwe) felt that individual exercises were poorly handled. Finally, a relatively bigger number, 20, consisting of one from Botswana, 5 from Lesotho, 3 from Swaziland, and 11 from Zimbabwe, rated tutorials as poor. Nevertheless, the overall picture is that the majority felt positively about the various methods of instruction that are used at these institutions (Table 4). Also, there are no marked differences in perception among the students of the five universities.

Table 4: Methods of Instruction

| Method | Botswana | | Lesotho | | Swaziland | | Zambia | | Zimbabwe | | Total | |
|-----------|----------|----|---------|----|-----------|----|--------|----|----------|----|-------|----|
| | G. | P. | G. | P. | G. | P. | G. | P. | G. | P. | G. | P. |
| Lectures | 17 | - | 17 | 1 | 28 | - | 8 | - | 65 | 1 | 135 | 2 |
| Class dis | 17 | - | 17 | 1 | 24 | 4 | 8 | - | 65 | 1 | 131 | 6 |
| Gr. Ex. | 16 | 1 | 18 | - | 24 | 4 | 7 | 1 | 66 | - | 131 | 6 |
| Ind. Ex. | 16 | 1 | 16 | 2 | 25 | 3 | 8 | - | 64 | 2 | 129 | 8 |
| Tutorial | 16 | 1 | 13 | 5 | 25 | 3 | 8 | - | 55 | 11 | 117 | 20 |

G = Good

P = Poor

Most preferred Method of Instruction

Mature age entry students generally prefer a combination of all modes of delivery, cited by 13 in Botswana, 11 in Lesotho, 13 in Swaziland, 2 in Zambia, and 36 in Zimbabwe. However, a significant portion, 4 in Botswana, 6 in Lesotho, 9 in Swaziland, 4 in Zambia, and 22 in Zimbabwe, prefer a combination of lectures and discussion. Altogether, the majority (75) prefer a combination of methods of delivery (Table 5). Again, there are no marked differences in perception among the students of the five universities at hand.

Table 5: Most Preferred Method of Instruction

| Inst. | Lect. | Disc. | L.&D. | GE&D | Gr. T. | Ind. T. | Ind.Ex | Comb. |
|---------------|-------|-------|-------|------|--------|---------|--------|-------|
| Bots. | - | - | 4 | - | - | - | - | 13 |
| Lesot. | - | - | 6 | - | - | - | 1 | 11 |
| Swazi. | 1 | - | 9 | 1 | 1 | - | 3 | 13 |
| Zam. | 1 | - | 4 | 1 | - | - | - | 2 |
| Zim. | 1 | - | 22 | 5 | - | 1 | - | 36 |
| Total | 3 | 1 | 45 | 7 | 1 | 1 | 4 | 75 |

Lect = Lectures

Disc = Discussion

L&D = Lectures and Discussion

GE&D = Group Exercises and Discussion

Gr. T = Group Tutorials

Ind.T = Individual Tutorials

Ind. Ex = Individual Exercises (Individualised Learning)

Comb = A Combination of all of the above

Programme Coverage

The majority of respondents (12 in Botswana, 4 in Lesotho, 12 in Swaziland, 5 in Zambia, and 39 in Zimbabwe) felt that between 75 and 99% of the programme content had been covered. A significant portion (3 in Botswana, 4 in Lesotho, 13 in Swaziland, one in Zambia, and 20 in Zimbabwe) felt that between 50 and 74% of the programme content had been covered in the course of the programme. Only 4 respondents felt that programme content coverage was below 50% (Table 6). Clearly, there is agreement among the respondents that most of the programme content had been covered during the course of study.

Table 6: Programme Coverage

| Institution | 100% | 75%-99% | 50%-74% | 25%-49% | Below 25% |
|--------------------|-------------|----------------|----------------|----------------|------------------|
| Botswana | 2 | 12 | 3 | - | - |
| Lesotho | 10 | 4 | 4 | - | - |
| Swaziland | 2 | 12 | 13 | 1 | 1 |
| Zambia | 1 | 5 | 1 | 1 | - |
| Zimbabwe | 5 | 39 | 20 | 1 | - |
| Total | 20 | 72 | 41 | 3 | 1 |

Most Informative Source of Knowledge

The most informative source of knowledge for mature age entry students are course tutors, cited by 13 in Botswana, 15 in Lesotho, 20 in Swaziland, 7 in Zambia, and 30 in Zimbabwe. A relatively significant portion (4 in Botswana, 3 in Lesotho, 6 in Swaziland, 1 in Zambia, and 30 in Zimbabwe) cited library books as the most informative source of information. Clearly, course tutors, cited by 85, and library books, cited by 44, are perceived to be the most informative sources of knowledge (Table 7). Again, there is general agreement across the five institutions on this issue.

Table 7: Most Informative Source of Knowledge

| Institution | Library Books | Course Tutors | Other Tutors. | Fellow Students | Former Students |
|--------------------|----------------------|----------------------|----------------------|------------------------|------------------------|
| Botswana | 4 | 13 | - | - | - |
| Lesotho | 3 | 15 | - | - | - |
| Swaziland | 6 | 20 | 2 | - | - |
| Zambia | 1 | 7 | - | - | - |
| Zimbabwe | 30 | 30 | - | 6 | - |
| Total | 44 | 85 | 2 | 6 | - |

Least Informative Source of Knowledge

The least informative source of knowledge, according to the majority of mature age entry students, are fellow students. Altogether, 93 view fellow students as the least informative source of education. However, a small but significant portion (22) felt that library books and course tutors were the least informative sources of knowledge (Table 8). This clearly goes against the grain. Nevertheless, there are no marked differences among the students of the five institutions on this issue. In each institution, the majority of the respondents view fellow students as the least informative source of knowledge.

Table 8: Least Informative Source of Knowledge

| Institution | Library Books | Course Tutors | Fellow Students |
|--------------------|----------------------|----------------------|------------------------|
| Botswana | 2 | 2 | 13 |
| Lesotho | 1 | 2 | 15 |
| Swaziland | 9 | 1 | 18 |
| Zambia | 1 | 1 | 6 |
| Zimbabwe | 9 | 16 | 41 |
| Total | 22 | 22 | 93 |

CONCLUSIONS

The study findings show that the perceptions of students in respect of the design and delivery of mature age entry programmes are generally similar across the five institutions chosen for this study. Firstly, in all the five institutions students have a positive view of organisational and management aspects of the programmes. Secondly, they perceive the programmes on offer to be relevant to their learning needs. Thirdly, they feel that there are adequate relevant reading materials for the programmes at hand. Fourthly, students have a positive perception of the various methods of instruction that are employed at these institutions. Sixthly, students at these institutions prefer a combination of methods of instruction. Seventhly, students across the five institutions feel that coverage of programme content is at least 75%. Eighthly, students in all the institutions under study perceive course tutors and library books as the most informative sources of knowledge. This is quite encouraging for the tutor who is sometimes seen as an obstacle to the acquisition of knowledge (Knowles, 1980; Brookfield, 1986; Eble, 1986; Rogers, 1989). Ninthly and finally, students across the five institutions view fellow students as the least informative source of knowledge. This is quite disappointing, given the current emphasis on experiential learning (Bergevin, 1967; Knowles, 1980; Kolb, 1984; Bond, 1985; Rogers, 1989; Evans, 1992).

IMPLICATIONS FOR RESEARCH

There is no doubt that this study has provided useful insight into the perceptions of mature age entry students with regard to the design and delivery of mature age entry programmes. However, no claim to definitiveness can be made for the findings of this study for two reasons. First, only five out of possibly ten countries in the region, were involved. Second, given that a convenient sample was used for the study, the results cannot possibly be representative of the student views in the five institutions. Much more research involving a representative sample of universities and students within them, needs to be carried out in order to yield more valid data for the region.

IMPLICATIONS FOR PRACTICE

Notwithstanding the need for further and more comprehensive research, the findings of this study have several implications for practice. First, the results constitute a pat on the back for these institutions. The clientele feels that they are doing a good job. Therefore, they must continue along the same lines. Second, the fact that students generally have a positive perception of the design and delivery of mature age entry programmes suggests that many more could join via the scheme if it were made available on a larger scale. In today's learning society, it is of the utmost importance that many opportunities for further education are made available to as many people as possible. Mature age entry programmes offer the majority of the people the only opportunity for university education. However, the numbers involved clearly show how limited this opportunity is. Perhaps institutions could take advantage of this positive image of mature age entry schemes that has been revealed by this study to expand the scheme and to seriously consider introducing it to the faculties that do not have it. Similarly, those institutions that do not have the scheme could take advantage of positive perceptions of mature age entry students to adopt the scheme.

REFERENCES

- Benn, R. (1995) 'Austria', in P. Davies (ed.) *Adults in Higher Education: International Perspectives in Access and Participation*, London: Jessica Kingsley, pp. 38-60.
- Bond, D. (1985) *Reflection: Turning Experience into Learning*, London: Kogan.
- Brookfield, S. D. (1986) *Understanding and Facilitating Adult Learning*, San Francisco: Jossey-Bass.
- Bergevin, P. (1967) *A Philosophy of Adult Education*, New York: Seabury.
- Cooke, A. (1995) 'Denmark', in P. Davies (ed.) *Adults in Higher Education: International Perspectives in Access and Participation*, London: Jessica Kingsley, pp. 84-101.
- Davies, P. (1995) 'Themes and Trends', in P. Davies (ed.) *Adults in Higher Education: International Perspectives in Access and Participation*, London: Jessica Kingsley, pp. 278-289.
- Davies, P. And Reisinger, E. (1995) 'Germany', in P. Davies (ed.) *Adults in Higher Education: International Perspectives in Access and Participation*, London: Jessica Kingsley, pp. 159-180.
- Eble, K. E. (1986) *The Craft of Teaching: A Guide to Mastering the Professor's Art*. San Francisco: Jossey-Bass.
- Evans, N. (1992) *Experiential Learning - Assessment and Accreditation*, London: Routledge.
- Hayes, K., King, E. And Richardson, J.T.E. (1997) 'Mature Students in Higher Education: III. Approaches to Studying in Access Students'. *Oxford Review of Education*, 19, 2, 129-140.
- Knowles, M.S. (1980) *The Modern Practice of Adult Education: From Pedagogy to Andragogy*, New York: Cambridge, The Adult Education Company.
- Kolb, D. (1984) *Experiential Learning*, London: Prentice Hall.
- Mpofu, S. T. (1997) *Mature Age Entry Scheme: Survey of Policies, Practices and Performances of Universities in Southern Africa*, Tallahassee, Florida: Centre for Policy Studies, Florida State University.
- Osborne, M. (1995) 'Spain', in P. Davies (ed.) *Adults in Higher Education: International Perspectives in Access and Participation*, London: Jessica Kingsley, pp. 252-277.
- Postle, G. (1995) 'Australia', in P. Davies (ed.) *Adults in Higher Education: International Perspectives in Access and Participation*, London: Jessica Kingsley, pp. 6-37.
- Rogers, A. (1989) *Teaching Adults*, Milton Keynes: The Open University Press.
- Rogers, J. (1989) *Adults Learning*, Milton Keynes: The Open University Press.
- Spackman, A. And Owen, M. (1995) 'The Netherlands', in P. Davies (ed.) *Adults in Higher Education: International Perspectives in Access and Participation*, London: Jessica Kingsley, pp. 203-223.