

Community Development: A Shift in Thinking Towards Heutagogy

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ABSTRACT As a result of the distinct socio-economic changes that UK society has faced in over recent years more specific community health development approaches to curricula delivery are required to ensure the provision of effective methods and approaches to health improvement. An effective way in which to promote successful curricula is to adopt and engage with Barnett's (1994; 2004; 2012) notion of a tri partite model, incorporating, societal, institutional and students needs. In order to achieve this, a holistic approach to curricula delivery must be adopted. However due to the fragmented nature of the delivery 'community development' curricula; good, effective, and pedagogical based delivery approaches and methods are not widely shared. The authors in this paper/presentation will explore the pedagogical basis of the CD curriculum and present a model of joined up thinking, incorporating a cross disciplinary approach to curriculum development and explore strategic approaches to teaching concepts in community development. In this paper the authors argue that a self-determined learning approach that involves an expansion and re-interpretation of andragogical principles. A shift in thinking towards heutagogy will enable the learner to develop space, promoting the learner as an "architect" of learning.

Keywords: Community Development, Curriculum, Heutagogy, Learning and Teaching

Introduction

The concept of community, that is, a shift from an entity with a moral pull of individuals to a system of interlocking relations among its members—Giuffre, 2013, p. 27.

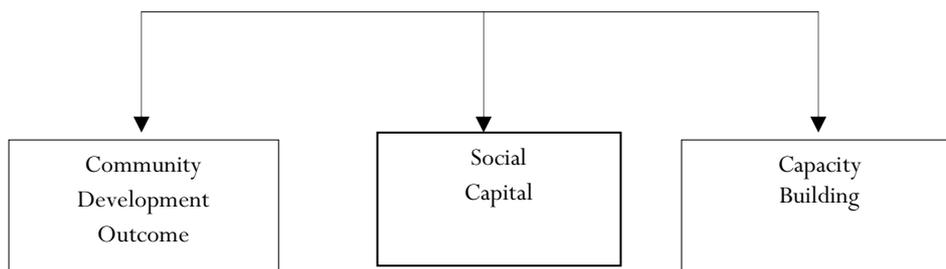
The social science discipline has shown a sustained interest in the way that (add in) communities work within society. At the forefront of the academic debate is how communities are shaped by community development. Halsall (2014) has argued that over recent years there has been a re-emergence of the debates surrounding communities within the context of the social science discipline. Originally, when viewed from a British context, community development was influenced by the theoretical debate on globalisation. Delanty (2003, p. 149) has noted that ‘The current situation of community has been greatly transformed by globalisation. While globalisation has fragmented many forms of local community, it has led to the reinvention of others.’ Hence, it is this notion of the impact of globalisation on communities that has created a critical discourse on how society works (Harding 2009; Massey, 2004; Painter, 2003; Lovering, 1998). Past and current British politicians have been obsessed with tackling problems in local communities. Recent examples include ‘City Challenge,’ ‘The Neighbourhood Renewal Fund,’ ‘Community Cohesion’ and ‘The Big Society.’ These recent examples have aimed to have a positive effect on local communities. However, the policy framework has caused tensions from central, devolution and local government (Halsall, 2013a; 2012; Wilson, 2003).

This above outline of what constitutes community development’ summarises common practise with regard to key areas that social science students would study at undergraduate level. When examining the QAA (2009, p. 5) subject bench marking statement for Youth and Community work it is acknowledged that the discipline area ‘is rooted in a range of overlapping traditions of which have developed in the different contexts of local, regional and devolved national governments in the United Kingdom.’ The report goes on to argue that the features of the practice of community learning and development are divided into five key areas: (1) empowerment; (2) participation; (3) inclusion, equality of opportunity, anti-discrimination; (4) self-determination and; (5) partnership. Hence, the aim of this paper is to provide a critical reflection of the characteristics of an undergraduate student learning the complex process of community development. The paper is divided into two parts. Firstly, the paper will explore the definition of community development and how it relates from a local to a global context in an ever changing world. Secondly, the paper moves on to discuss and illustrate how two key strategies that promote the student as an architect of learning: Mentor Assisted Learning and Solution Focussed Teaching and Learning can be used within a curriculum model to enhance the learning experience and bridge the theory/practice gap of consumers. Finally, the paper will conclude by highlighting the importance of formal recognition for curricula of excellence.

Understanding Community Development

A concept of community development must satisfy two conditions. First, it must be distinctive in its purpose and in its methodology. Second, it must be universal in scope: it must be applicable to all types of social formations, urban as well as rural, post-industrial as well as pre-industrial, to sedentary as well as nomadic populations—Bhattacharyya, 2004, p. 9.

The concept of community development has had a long establishment within the social science discipline. At British universities community development was introduced through the subject area of sociology of communities. Sociologists, such as Colin Bell, Steven Cohen, Gerald Delanty, Joseph Gusfield, Howard Newby and Margaret Stacey have had a profound effect on the subject knowledge of community. Historically, the terminology ‘Community Studies,’ was used (Bell and Newby, 1974). In today’s university setting the discipline area has also become relevant in the area of education and health studies. The explanation of the expansion of community development into other discipline areas is the expansion in the higher education sector. Universities traditionally are perceived firstly to educate undergraduate and postgraduate students and secondly to undertake academic research. However, since the 1980s and to the present day past and current central governments have emphasised the great importance around universities involvement in their local community. This has come about, as Berdahl (1990, p. 170) notes, ‘Universities have generally had ambivalent relations with their surrounding societies: both involved and withdrawn; both serving and criticising; both needing and being needed.’ In today’s British society central government perceive universities as a key economic driver as the higher education sector skills graduates in a global competitive economy. Moreover, research carried out by Rossi and Rosli (2014, p. 1) argued that the main purpose of universities are to transfer ‘productive knowledge’ and ‘universities are no longer ivory towers, producing knowledge in isolation, but they are expected to engage with a multiplicity of stakeholders in order to deliver economic benefits.’ Hence, an undergraduate or postgraduate undertaking community development as part of their course content would meet the needs of the current government’s ethos.



Source: (Adapted from Phillips and Pittman, 2009, p. 7)

Figure 1: The Community Development Process.

To provide a definition on community development is somewhat complex. Somerville (2011 p. 63) has argued that:

“...community development can be explained, not in terms of social capital (or any other kind of capital) alone, but in terms of specific combinations of economic, cultural, symbolic and social capital, generating by communities located with specific habitus (plural) interacting with specific fields.”

Cook et al (2014) have used the work of Phillips and Pittman (2009, p. 9) when defining the term community development. Cook et al (2014, p. 9) have stated that community development is a ‘process: developing and enhancing the ability to act collectively’ thus developing two clear outcomes. These two outcomes are: (1) ‘taking collective action and; (2) the result of that action for improvement in a community in any or all realms: physical, environmental, cultural, social, political, economic etc.’ Moreover, Phillips and Pittman (2009) have provided a useful diagram (see figure 1) of the community process. This is comparable to the quotation above from Somerville (2011) that the central process of community development is social capital. Within central, local government and the third sector social capital is a driving force behind change (Powell, 2013; Forrest and Kearns, 2001). In *Bowling Alone* (2000) by Robert Putnam argues that social capital is popular with policy makers because it acts as ‘sociological superglue’ and mobilises ‘group solidarity’ (Sullivan, 2009, p. 224). However, with any concept there is criticism (Andrews and Wankhade 2014; Halsall, 2013b; Pawar, 2006). This is especially the case with Social Capital as Fine (2007, p. 567) has argued that the concept ‘can be anything you like.’ Hence, social capital has been defined as referring to ‘social connection and the attendant norms and trusts.’

The drive behind social capital has been developed around the discourse on ‘Civic decline’ or as it is phrased today a ‘Broken Society.’ Back in 1998, Anthony Giddens recognise the importance and the function of a civic society and argued for the renewal of civic society. As Giddens (1998, p. 78) argues ‘Civic decline is real and visible in many contemporary societies...It is seen in the weakening sense of solidarity in some local communities and urban neighbourhoods’ high levels of crime, and the break-up of marriages and families.’ The terminology used today is ‘Broken Britain.’ The term ‘Broken Britain,’ was coined in 2007 by the Sun Newspaper and the Conservative Party and is used to illustrate the widespread state of social decay in Britain (Kirby 2009; Mooney, 2009). Hence, it is with this notion that universities educate students on community development because as the above concept demonstrates community development is there to solve particular problems within society.

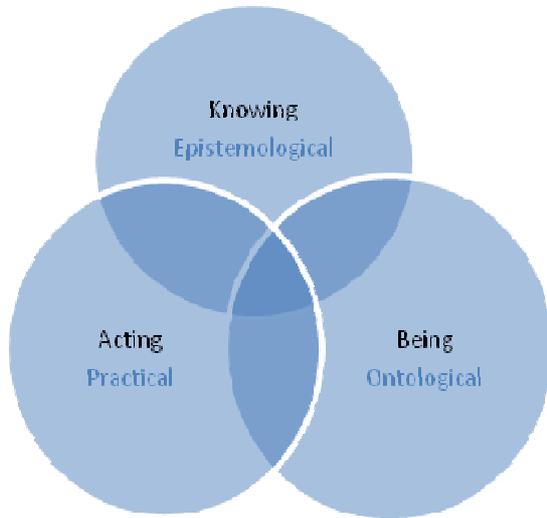
The Developing Curriculum

University education has traditionally been seen as dyadic a relationship between the lecturer and the learner, typically it is the lecturer who decides what the learner needs know in terms of knowledge and skills, and indeed, how the knowledge and skills should be taught. Whilst there has been a somewhat quiet revolution in pedagogical methodologies and its application to learning, current practice still has connotations of

a hierarchical dyadic academic relationship. However, as a result of the distinct socio and economic changes that have taken place within UK society, it is becoming increasingly imperative that community development curricula, as Rossi and Rosli (2014, p. 1) assert, ‘transfer ‘productive knowledge’ ... and engage with a multiplicity of stakeholders in order to deliver economic benefits.’ Furthermore as Barnett (2014) asserts, educators need ‘to give serious attention to the potential for radical *educational* innovation, concerned with students who have to make their way in a challenging world. And for that, space for imaginative educational experiment—and failure—should be opened’ (Barnet, 2014, p. 9).

Communities, groups and society are in constant change, resulting in significant challenges for educators ensuring that their curricula are fit for purpose—responding to the challenge of productive knowledge. Barnett (2011, p. 6) alludes to a super complex world in which the world is changing and presents ‘proliferating and competing frameworks by which we understand the world.’ What constitutes as learning, the development of knowledge and skills in one context may not be appropriate for another context. Each, individual, group and community is unique, they are different in terms of need and demand for skills and knowledge. Therefore curricula should reflect this diversity, and adopt an approach that is student focussed, avoiding a ‘broad brush’ approach to delivery that inevitably ‘pigeon holes’ students who are exposed to predictable and fixed methods and approaches to teaching.

Barnet provides some guidance for educators in this respect and introduces the notion of a tri partite inter dependent relationship between three forces that shape the curriculum: knowledge, higher education and society. Barnett (1994) suggested that there is a temptation to view the relationship between knowledge and society in a linear form i.e. Knowledge—higher education—society. However, he suggests that higher education, knowledge and society do in fact: ‘stand in a set of relationships with each other. We cannot understand any one term without paying some attention to the other two,’ (Barnett, 1994, p11). Although Barnett acknowledges that they are separate forces, they cannot be treated separately, as they are inter dependent upon each other, providing a guiding basal framework for the developing curriculum, where knowledge is the product of the interaction of society and the university. However, within this framework there remains the possibility that the interdependent relationship is not explored and fulfilled to ensure the development of a needs led curriculum, raising significant questions: What is the knowledge, skill and roles required to meet the demands of the groups or community served by the graduate; how is this to be determined and how are they to be prepared? Barnett and Coate 2005 develop the notion of the tri-partite relationship and the curriculum further, providing some guidance on how these questions can be addressed (see figure 2 on page 86).



Source: (Adapted from Barnett, and Coate 2005).

Figure 2: The notion of the tri-partite relationship and the curriculum.

Whilst there is a clear association with the interdependence of society, knowledge and higher education (Barnett, 1994), Barnett, and Coate 2005 refine the relationship to such a level that determines what is it that a graduate needs to 'know' – (epistemological basis), how they need to act, - (the skills required to fulfil the role,) and what they need to 'become' (the ontological). Whilst these are functional domains, distinctly, the emphasis is not upon what students know, but their engagement with knowledge, that is 'knowing.' Equally, whilst 'acting' the skills may seem self evident, the 'action domain can take on a pre-formative character' (Barnett and Coate 2005 p. 105), especially where there has been little integration and the curriculum has been developed in a fragmented manner. The third domain, 'being' is, they suggest typically the most neglected and yet paradoxically the most significant of the three domains, for without it, the others cannot function. Barnett and Coate suggest that 'being', in this context, is related to the notion of 'self' and forms of knowing and acting in the world, that is who we are and how we function and is context specific. Therefore in order to understand and translate the community development curricula, the student must have self confidence, and self efficacy; engagement with appropriate knowing and acting domains of the curricula will assist in the development of self, enabling a fully engaged student.

To develop and fully engage a student it is essential that all the 'spaces' in which a student learns are utilised. There are different kinds of learning spaces...all have different pedagogical emphases, however, whatever the 'space,' it is full of messages, symbols and metaphors, and is never passive, it enables ways of seeing, and becoming, whilst excluding others and promoting bias and influence. The notion of 'space' has been aptly explored by authors such as Barnett, where 'space' is described in both physical and pedagogical terms. Physical space is that which can be seen for example within the built environment such as the lecture hall, refectory, classroom, off campus build-

ings and study space; the non built, such as the Virtual Learning Environment, internal and external structures, professional/vocational structures, books, course handbooks, peers, clubs and societies etc. Learning within the pedagogical space; the epistemological space and the ontological space as Barnett (2007, p.116) suggests 'Pedagogical space... (*my emphasis*) includes not only epistemological space (the space to think the impossible), but ontological space, in which the student can bring herself into a new state of being. The inspiring teacher, accordingly, gives the student space in which she can become more fully herself, to gain her own air, to **become**...(*my emphasis*) in an authentic way.'

Authenticity however is challenging for curriculum planners, encouraging the learner to understand self and learn from within depends upon external structures such as the QAA and Internal Structures such as Professional/discipline features and values.

We can accept that learning takes place through the various systems and structures within the Higher Education environment, these determine, when, how and what is learned, these systems can either promote or inhibit the choice of what is learned and what skills are developed. However, distinctly we also learn within ourselves, within our own personal ontological space, we inhabit our own unique space. When something new is learned, our 'being,' that is the notion of who we are is changed, as a new space, a new mode of being is created; and a new space of learning is entered, (Barnett 2012). Consequently, in this learning new possibilities open, and the student begins to develop as an architect of learning, where learning is arranged around activities rather than content, consequently allowing the content be context specific. The student then becomes an arranger or exploiter of spaces creating an individual pattern of learning spaces, using context related technology, community, societal, subject, modules and discipline knowledge and skills. Subsequently the learner creates their own pattern of ideas and experiences relevant to their own mind and being.

However, this approach to learning is not without challenge. There is a tendency for lecturers to inhibit the development of space, with educators determining what is to be learned, and how it is learned within a very confined and structured curriculum, the rationale offered here is that the curriculum may be based upon key subject benchmarks, QAA guidance and National Student Survey (NSS) satisfaction data. Satisfaction and the fear of poor NSS returns is often the driver behind curriculum delivery. However, the driver should, we suggest, be challenged and not mere satisfaction. This is illustrated particularly well, when reflecting upon the typical response of a lecturer to students' requests for assignment information. There is a tendency, in our experience, as a result of the fear of the consequences of adverse student satisfaction for lecturers to provide an ever increasing amount of guidance for assignments such as essays, to such an extent that the lecturer is almost providing a template to structure, providing key concepts and sources, how they should be applied and how the argument should be constructed. The learner simply regurgitates the lectures interpretation, giving the lecturer what he has asked for, resulting in whole classes submitting very similar essays...and the resultant similarity in marks. The question (5) asked within the NSS 'The criteria used in marking have been clear in advance' is often I would suggest interpreted by both parties as requiring a detailed step by step guide to the assignment. However, this is at 'odds' with the philosophy of this particular curriculum approach and fails to

respond to Race (2005) who asserts that assessments should be challenging, authentic and foster deep learning. The desire to achieve student satisfaction, impedes the development of space, based upon the rationale that the curricula, or as in this case assessment responds to the best interest of the students. So, the temptation is then to close down the space, preventing authenticity in learning and preventing the students from 'becoming.' Barnett describes this activity as one of 'no risk, no space' and for learners to become authentically themselves space is needed. Barnett goes on to suggest that there are a number of risks in adopting this approach to learning.

Barnett, suggests that there are a number of risks for adopting this approach to learning in relation to the developing curriculum these can be associated with 'epistemological risk'—by following their interests, learning what they want to learn and creating their own curriculum, students may end up with a (get rid) what he describes as a 'warped perspective or a skewed understanding of a field' (Barnett 2007 p. 143). There is also a 'practical risk'—the students may not have the practical skills to respond effectively to this learning approach, failing to develop and progress new skills. The pedagogical risk is concerned with developing a '*space-for-being*' where the risk is 'ontological' shaping the learner's 'being' and subsequently their personal identity. This, Barnett suggests, is the most significant risk and is ever present in the pedagogical processes that are employed in this approach. This risk is constant, as Barnett (2007, p. 146) asserts 'No matter how careful a teacher is, a word, a gesture, may be injurious to a student's being. Where she is, in her intellectual position, in herself understanding, in her sense of practical capacities, in her willingness to project herself, a single careless word or gesture may dislodge her. It may even shatter her.' Thus there is a dual risk when opening up learning spaces, risk not just for the student but the educator also.

This risk is significant; however, the risks can be managed and reduced by adoption of heutagogical principles. Heutagogy provides a framework to manage the risk in adopting a curriculum approach and provides a 21st century approach to learning and teaching congruent with the demands of contemporary employers. The origins of Heutagogy lie in the pedagogy that lies in capability development and expands upon the notion of life-wide and life-long learning in presenting an approach that harnesses self determined learning.

We live in world that is constantly changing, advances are rapid and aided and facilitated by the rapid use and developments in technology. Information to support the development of knowledge is readily and easily accessible, discipline based knowledge is no longer appropriate for living in today's complex society, communities and work places. Learning is increasingly concerned with what we do, the development of key skills and abilities appropriate for this changing, fluid and contested work place as emphasised by Barnett in the recent HEA report (2014) 'The 21st century is calling for human beings who are themselves flexible, able to respond purposively to new situations and ideas' (Barnett 2014b p. 9). Where those curricula which develop graduates that are 'inflexible, unable to respond to strangeness—to the challenges and new experiences that the world presents—is short-changing its students' (Barnett, 2014 p. 62).

It is accepted that in the right environment people will learn and can be independent to some degree, adopting a humanist stance, this approach to learning is very well

documented, (Argyryris and Schon; 1974, Knowles; 1983, Carr and Kemmis; 1984, and Stephenson 1998) Heutagogy draws upon these key perspectives in an attempt to develop an holistic approach to learning, and developing new skills and knowledge in developing independent capability and the capacity to question self, values and assumptions. Heutagogy is prospective in approach, in that it looks to the future in which knowing how to learn is a fundamental skill.

Heutagogy draws upon the work of Hedieger, who suggests that people make sense of the world around them and generalise from these perceptions, conceptualise and perceive invariances. People consequently have the potential to learn continuously and in real time by interacting with their environment they learn throughout their life span leading to ideas rather than the force fed knowledge of others they enhance creativity and learn how to learn. Rogers suggests that people have a strong desire to learn and have a natural inclination to do so. Stephenson suggests that capable people are those that know how to learn and have a high degree of self efficacy and who have a high degree of competence when working in new and unfamiliar situations.

Heutagogy is an approach that accepts that intuition is an integral part of the learning process, that learning is not learning rather it draws upon reflective and double loop learning—it includes aspects of action and reflective learning, valuing experience and interaction but importantly it draws heavily upon community based and societal based learning. That is an approach that responds to the challenge of enabling the development of people who can cope with a rapidly changing world. Heutagogical approaches to education place great emphasis upon the holism, the worth of self, capability, community, needs of society and a focus upon learning as opposed to teaching.

Two such methods that are consistent with a heutagogical approach to learning are solution focussed learning and mentor assisted learning:

Solution Focussed Teaching and Learning

Solution focussed teaching and learning requires both educator and learner to practice differently and can be described as a transformative learning and teaching experience (McAllister 2003). It is a method of teaching that activates learners to become committed, engaged citizens, and to recognise that community development work requires change to take place at individual, societal and cultural levels. Solution focussed approaches to teaching and learning are concerned with constructing solutions rather than dwelling on problems, it is consequently an approach that looks forwards, towards solutions, rather than backwards, by studying problems. It is a transformative learning experience (Mezirow 2000) that builds those features of community illustrated earlier in this paper, it is based upon the discovery of challenging beliefs, values and solutions, introducing the learner to concepts such as social injustice, oppression, inequality, and domination, issues relevant to all community contexts. It is an approach that develops critical consciousness, collective identity, and develops solution orientated strategies for change. It develops the cognitive and affective domain of participants and conscious competence in skill development. Adopting a real world approach to teaching and learning it encourages teaching and learning that focuses upon strengths, abilities,

hopes, and distinctly, encourages thinking in terms of possibilities. Solutions focussed teaching and learning approaches involves three phases:

1. Joining (assessing)

The teacher acquires to know the student group through active dialogue and comprehensive assessment of need. The learner gets to know the community/group and involves comprehensive data collection.

2. Building (planning and collaboration)

The teacher in collaboration with the learner, designs and constructs learning strategies and develops solutions to issues and the development of capacity building strategies. The learner collaborates with group members to develop solutions to issues of learning and the development of capacity building strategies.

3. Extending (adaptation and engagement)

The learner and teacher through a process of continuous dialogue and engaged learning adapt opportunities to apply newly learned knowledge, skills, and attributes within the desired community context (adapted from McCallister 2003).

Successful Solution focussed teaching strategies include authentic work based learning, mentor assisted learning, peer mentorship, case study examination, role play and rehearsal, scaffolding and the use of complex solution focussed exercises, situated context activities and solution pursuit exercises, risk taking exercises and data utilisation.

Mentor Assisted Learning

It is widely accepted that mentoring enhances the learning experience for all participants, (Kramm and Isabella, 1984; Stringer Cawyer et al, 2002; Megginson and Clutterbuck, 2009, Andrews and Clarke, 2011) and is characterised by a process whereby an experienced, successful and knowledgeable person facilitates growth, development, and supports a colleague or peer through a mutually beneficial relationship. (Daresh,1995; Roberts, 2000; Darwin, 2000; Lane, 2004) Defining mentorship is complex, due in part to the multi faceted nature of the role and the plethora of definitions that have attempted to define the role in a precise way. However, it is recognised (Fachin-Lucas et al 2001; Colley, 2002; Clutterbuck, 2004) that definitions, and consequently the role of the mentor should reflect the social context of implementation. For the purpose of mentoring within a heutagogical framework, that offered by Snowden and Hardy 2013, drawing upon Anderson and Shannon's notion of nurture suggest a mentor should be a fellow experienced student who is able to provide guidance and support to the mentee by adopting strategies to allay anxieties, encourage and motivate, and promote familiarization of university life and support structures. Engagement with the process of mentoring within the context of learning enables the student to rapidly inhabit and navigate the systems and structures of HEI by providing access to

the inside knowledge that the mentor has developed, distinctly the mentor is able to translate reality, and help the mentee inhabit their own internalised patterns of reasoning. This enables development of a learning landscape where as Alred and Garvey (2000, p. 264) suggest is characterised by:

- The acquisition of subject matter expertise and skill directly related to the scope of target competence.
- Learning to solve problems by using domain specific expertise.
- Developing reflective and critical thinking skills conducive to locating paths leading to new knowledge and its application.
- Securing communication skills that provide access to the knowledge network of others and those that enrich the learning environment.
- Procure skills that regulate motivation and affections related to learning.
- Promote stability to enable specialisation, cohesion and integration.
- Causing creative turmoil to instigate improvement and innovation.

For this landscape to succeed in knowledge and skill acquisition, the learner needs to be at the centre of this process and engaged within the community. It is this process that learning in, and through the mentoring process enables the skill, knowledge and role of the individual to be enhanced and represents the social and cultural influences that shape the learner, and illustrates the shift to a social and holistic model of learning.

The benefits of successful mentorship and subsequent contribution to business, education and enterprise are well documented. The team recognise that the nature of employability is becoming increasingly complex; health and social care agencies, community development, business and enterprise agencies are all seeking to employ staff with key skills, knowledge and abilities associated with successful 'helping' and 'enabling.' This course will provide an opportunity for participants to develop the skills, knowledge and understanding required to successfully facilitate the development of others, and will support those areas of employment where the capacity to adopt a solution focussed approach to problem solving; team work, meeting goals and objectives are seen to be distinct skills. There is significant evidence to suggest that the demand for mentorship across the professions is growing at an ever increasing rate, confirmed recently by Megginson (2013), findings and recommendations from the Chartered Institute of Personnel and Development (2013), and more recently by the European Mentoring and Coaching Council (2014) who call upon HEI's to develop more mentoring focussed programmes of study to support the development of mentoring within UK society.

Conclusion

This paper presents the argument that a self-determined learning approach that involves an expansion and re-interpretation of andragogical principles - a shift in thinking towards Heutagogy will enhance the learning experience for students and student communities in response to an ever changing higher education and societal landscape. The case for the application of heutagogical principles; where the learner is able to develop space, and promoting the learner as an 'architect' of learning, producing dynamic cur-

ricula that are community and group focussed have been presented. Key concepts explored included the concept of habitus, where the student is seen as an arranger and exploiter of space and the association with the notion of student as an architect of learning, where learning is arranged around activities rather than content, thus allowing the content to be context specific. The inter dependence of habitus, architect and heutagogical learning is clear, where students will create their own pattern of ideas and experiences relevant to their own mind and being...promoting the 'knowing,' 'being' and 'acting' of an engaging student centred curriculum as part of a distinct community.

Whilst we do not advocate that students are given a 'tabula rasa' on entry to university, as this is unlikely to provide the response society demands from its graduates in this dynamic and ever changing world. We conclude by placing emphasis upon the case for heutagogical principles for promoting engagement and community learning; the importance of professional and vocational skills alongside academic skills and to emphasise the importance of committed educators who can develop a challenging pedagogical environment that embraces the, epistemological, ontological and skill development required by society of the contemporary graduate. University education requires educators to be responsive to the needs of the students and its community, in an ever increasing performance driven and consumerist culture Heutagogy is an approach that can be adopted to enhance the curriculum. A shift in thinking and practice towards Heutagogy will enable the learner (with the support of mentor assisted learning and a solution focussed approach to learning and teaching) to develop space - promoting the learner as an architect of learning and a cultural act that enables students to learn about the nature of understanding and their role in making knowledge, that inspires them to work for professional and social change

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