

Introduction

Providing a high quality, diverse and stimulating education program for members is central to our U3A mission. Since 2010 U3A Melbourne City has had a policy of written student feedback to enable students to comment formally on their experiences of courses attended, and to provide useful information to tutors and coordinators for planning and delivery of future courses.

During 2016, eighty-three short courses were run, with almost half (38) of these being new courses and offered by new tutors in 18 instances. New short courses were surveyed electronically with students providing feedback on a voluntary basis. This report documents survey question responses and a selection of student comments as well as recommendations for the future.

Implementation

On completion of each course, an email including a direct link to the feedback form on Survey Monkey was sent via the MyU3A Emailer system to all students having an email address (92% enrolled students). The survey contained both open and closed questions that asked about students' motivation and benefits of attendance; their perceptions of how well the course was run; reasons for not completing the course; any suggested changes; ideas for new courses and general comments on our program.

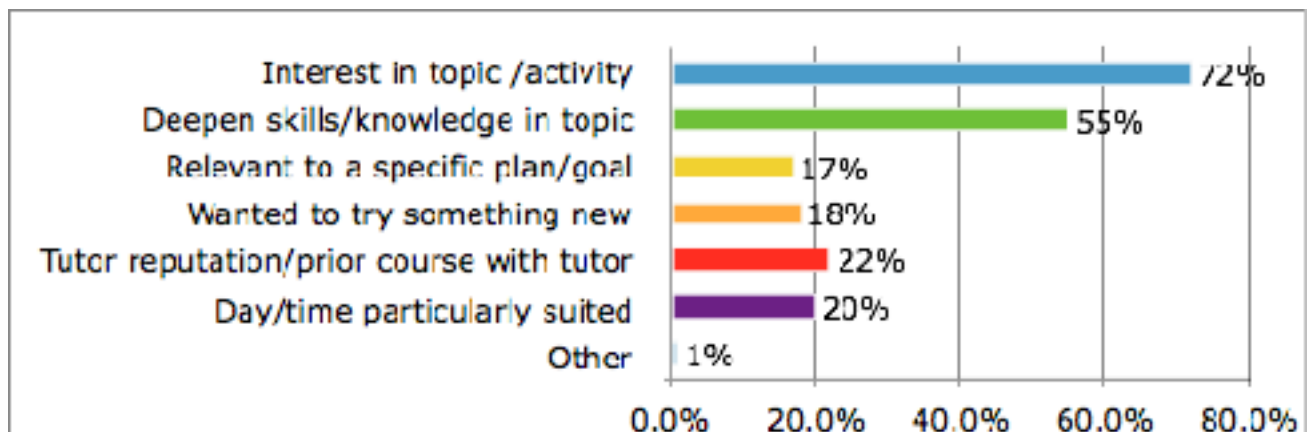
Responses to the survey were received from 413 students, representing 77% of the 536 enrolled students with email, 38% of whom chose to respond anonymously. This participation rate provides a sound basis for analysis and interpretation.

The continued use of electronic feedback as well as the introduction of the MyU3A system has enabled quicker reporting throughout the year to individual tutors on completion of their course. However the design of MyU3A Emailer system excludes survey distribution to students who have formally withdrawn from their course, thereby limiting "Drop-outs" feedback compared to 2015.

Key Findings

Reasons for enrolling in their course

At the outset, students were asked in Question 2 why they enrolled in their particular course, with most nominating two or more reasons.



As can be seen from the graph above the majority of students enrolled in their course because they were generally interested in the topic or activity covered (72%) or they wanted to deepen their skills/knowledge in the topic area (55%).

General Interest

- *Had read about medical advances recently in a book on Centuries of Change, and thought this course might add to that knowledge.*
- *Throughout my working life, loss and its impact on individuals in both the short and long term, was ever present. I have come to know how little I knew over the years and this course gave me the opportunity to learn new ways of understanding loss in the company of some extraordinary people.*
- *I have always been interested in learning how to read music, and was very pleased to see this course on offer.*

Wanted to deepen skills/knowledge in a particular topic area

- *I am interested in promoting my health and well being. Also want to learn about the relationship of consumerism/ business and medicine/health. How much is the health supplement industry regulated? Can health supplements actually help well being and longevity?*
- *I am passionate about photography so I wanted to learn more about the art of this hobby and improve my skills.*
- *I wanted to deepen my knowledge and awareness of issues related to diet and healthy nutrition.*

A sizeable number of students enrolled in their course because its scheduled time was right for them (20%), while the tutor's reputation or previously attending tutor's courses influenced 22% of students.

Day/time particularly suited

- *I like history and architecture, the time, place and venue suited me.*
- *I have always thought about trying yoga. This offered the perfect opportunity being on a day when I had no other structured activity*

Tutor reputation

- *I knew tutor as a performer and by repute as an outstanding teacher*
- *Thoroughly enjoyed the sessions previously done with tutor last semester*
- *I am in awe of the professionalism and scholarship of the tutor*

Trying something new was a factor for a smaller group (18%), and the fact that it was relevant to a specific plan/goal they had was the motivation for 17% of students.

Wanted to try something new

- *This course provide an opportunity to try something new to me and to continue to add to my knowledge and understanding of French.*
- *I hadn't done yoga before and wanted to find out if it suited me*
- *I have always wanted to draw but never considered charcoal drawing*

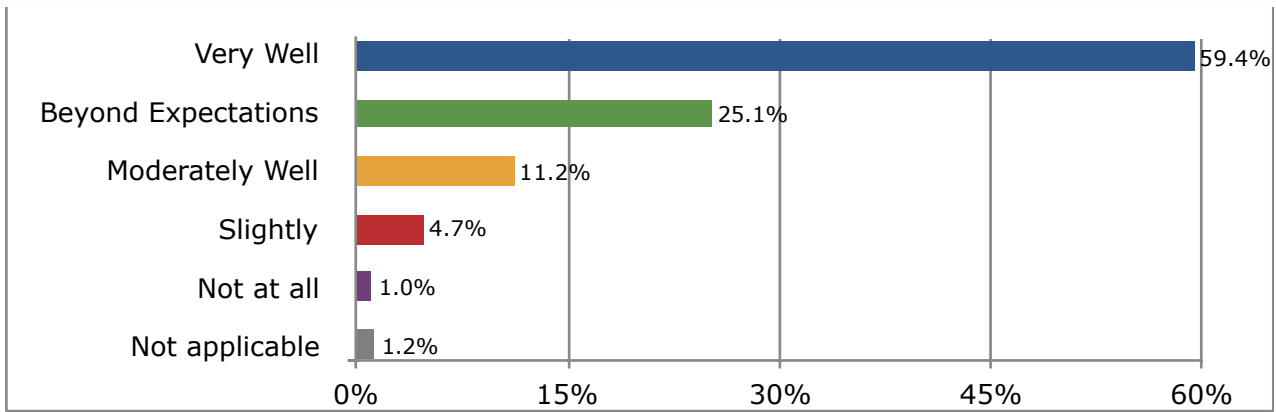
Relevant to a specific plan/goal

- *Considering undertaking this type of trip in the future and wanted to understand more about it.*
- *I am interested in Romanesque and Gothic architecture and am doing a German Gothic tour in July for which this course provided good background,*

How well the course met student's expectations

Given their various reasons for joining the course, students were asked (Q5) how well it met their expectations. Overall 95% of students responded, giving high endorsement to the course attended.

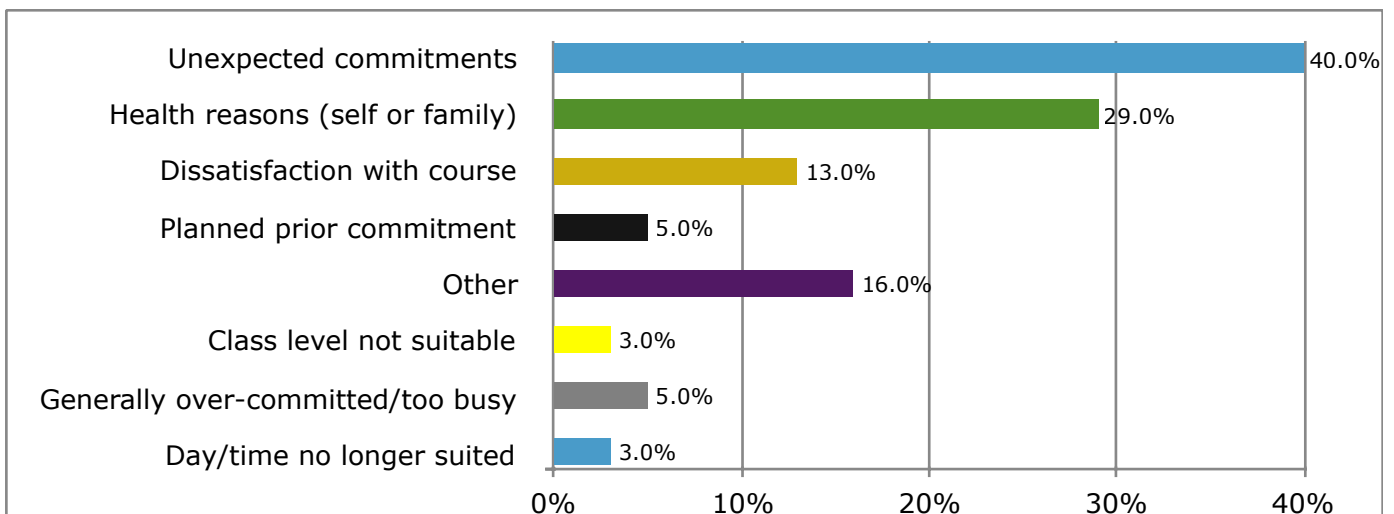
A combined 84% of these stated that the course met "very well" or went beyond their expectations. A further 11% indicated it matched their expectations moderately well, with only 5% giving it a lesser rating.



Comparing the ratings of students who had completed the course with those informally dropping out along the way, there is some indication that the expectations of the latter group were less well met. While their numbers are relatively small (n=43), only 58% of "dropouts" reported the course met their expectations "very well" or "beyond" compared with 87% of completing students. They were more likely to give a "moderately well" rating (18%), "slightly" (8%) or "not-at-all" (8%).

Reasons given for dropping out of the course

The 43 students who indicated they had not completed the course were specifically asked (Q4) their reasons for dropping out, with 55% providing a comments. Multiple reasons were given by some respondents.



The graph above indicates that the great majority did so for reasons outside their control, with 40% stating that unexpected commitments and 29% stating health factors precluded attendance.

- *I went to Session 1, could not attend Session 2 due to matters outside my control and plan to attend the rehearsal.*
- *My 90 year old mother needed me to assist with medical problems*
- *I became ill with a lung infection and couldn't complete the course. I was sorry because I enjoyed it.*

A further group (5%) had prior commitments organised, such as holidays, or were generally too over-committed to continue attending (5%).

- *Travelling to Canada/USA.*
- *Home renovations*

As such, only 16% of students who dropped out reported doing so due to unsuitable class levels or dissatisfaction with the course.

- *I misunderstood and did not appreciate the course was for beginners. I have 5 years experience with Sudoku, so though I thought the course leader was excellent, it was not for me*
- *The presentation lacked that depth that I anticipated and the presenter spoke directly from the overhead without elaboration*

Quality of course delivery

Students were asked (Q6) how well their course rated on key aspects of class delivery indicative of good educational practice for mature learners.

| | Disagree % | Somewhat agree % | Strongly agree % | Not applic- able % |
|---|---------------|------------------------|------------------------|--------------------------|
| Tutor knowledgeable & enthusiastic | 1.0 | 2.5 | 94.9 | 1.5 |
| Well-organised sessions. | 1.5 | 11.4 | 85.5 | 1.5 |
| Friendly, supportive atmosphere | 0.8 | 7.11 | 89.3 | 2.8 |
| Relevant content | 1.3 | 8.1 | 89.3 | 1.3 |
| Clear and interesting presentation | 2.0 | 8.6 | 87.3 | 2.0 |
| Student participation and interaction encouraged | 2.0 | 13.7 | 73.1 | 11.2 |
| Included useful learning activities and resources | 2.5 | 16.0 | 65.5 | 16.0 |
| Right length | 6.4 | 20.1 | 70.1 | 3.6 |

Of the 394 students completing this question, strongest endorsement (95%) related to the tutors knowledge and enthusiasm. Overwhelmingly (89%) students also strongly agreed that their course had a friendly, supportive atmosphere, with relevant content (89%) and clear and interesting presentation (87%), and well organised sessions (85%). The vast majority also strongly agreed that their course encouraged student participation and interaction (73%), was the right length (70%) and to lesser degree included useful learning activities and resources (66%).

Over half (55%) of these students chose to elaborate on their ratings, about their tutor's excellence and specific aspects of course delivery. Many students praised their tutor's knowledge and enthusiasm.

- *The tutor was inspirational. He has literally changed the way I see the world*
- *The tutor had a vast knowledge and understanding of the subject as well as presenting it in a clear, concise and on time presentation. It met my expectations and more.*

Students commenting on the course's friendly atmosphere noted the tutor's important role in fostering that, and other class members trust and support.

- *Very good course. Very good atmosphere, good interaction between students and between students and tutor. We all enjoyed an environment of trust, support and encouragement.*
- *Other class participants were welcoming as was the Tutor. It was nice to find that everyone was keen to meet up after the class for coffee.*

Tutors played a similarly vital role in encouraging and managing student participation, and fostering interaction both within and outside class. Students satisfaction with the level of participation appeared affected by the course structure (e.g. lecture presentations or few sessions with much information to cover) and the tutors capacity to manage talkative/dominant class members.

- *A few sessions ran overtime. Student participation was definitely encouraged. A friendly and happy atmosphere.*
- *The Tutor went out of his way to encourage questions and discussion, which added to enjoyment of the course which I found informative.*
- *I thought the wide ranging student discussion sometimes wandered off the topic, and the tutor seemed content to let it go rather than shut it down and return to the poems.*

Students appreciated the planning and organisation tutors put into delivering their course, to ensure it ran smoothly, covered the breadth of the topic area, and did so in a clear and engaging way.

- *I was delighted with the course and the quality of the content. The tutors had done an extraordinary amount of preparation. They provided information sheets which was very helpful tool.*
- *Probably the best organised presentation on such material I've ever attended. It even finished on time - even after 90 minutes of presentation. Tutor was on time, spoke clearly and informative, room set-up efficiently, friendly atmosphere.*

A number commented on the value added to the course by the diversity of activities or resources in presenting the course, and the helpfulness of class notes or references for later revision and follow-up.

- *Really excellent range of puzzles and how to solve them was presented*
- *I found the tutor very willing and able to relate to the class of enthusiastic and eager students. We were given handouts for each lesson which helped in reviewing the information.*

Of the many students who were satisfied with the course length, some acknowledged the tutor's time commitment, the introductory nature of the course and the excellent coverage of a specific topic.

- *Although this subject would reward much longer studies it is satisfying to take only a small bit at first and the foremost aim seems to me to be enjoyment and awakening of interest, which this short course achieved. I now know where to go to study more and have a sense of an approach.*
- *This is the sort of activity that benefits from regular practice over time. The tutor has many commitments and cannot offer on an ongoing basis although may repeat later in the year*
- *We did all enjoy the course and everyone agreed a bit more time would have been well received (although we appreciated that this final term is necessarily abbreviated).*

Where students commented less positively on course length, many wanted greater in-depth study/discussion of topics covered or an extension to new related topics, through additional weeks or longer class time.

- *More information could be covered in a longer course. The tutor is knowledgeable and presents information so that it's easy to understand.*
- *Would have liked the course to be longer. Felt I was just getting into the topic when it ended. All too short for an interesting subject.*
- *This sensitive and knowledgeable tutor could have offered a longer course which would have remained interesting and relevant.*

Given this overall high rating of course delivery, were there any differences evident between students completing their course and those who dropped-out along the way?

While the numbers are relatively small (43 respondents), those who had not completed the course tended to rate aspects of course delivery less highly than those attending till the end. This was most evident in regards to useful learning activities and resources, with 32% "Dropouts" compared to 17% "Completing" students providing a Disagree or Somewhat Agree rating. A similar disparity occurred in ratings of clear/interesting presentation (21%:10%) and relevant content (18%:8%).

This suggestion of lower satisfaction with course delivery was not however generally reflected in elaborative comments made. Sixteen of the "Dropout" respondents provided some comment on their ratings, but apart from several critical responses, most indicated enjoyment of the classes they attended and appreciation of the tutors knowledge.

- *I thought the course leader was excellent but it was not for me as the class was aimed at beginners.*
- *The tutor had a vast knowledge and understanding of the subject as well as presenting it in a clear, concise and on time presentation. It met my expectations and more.*
- *I missed the last two sessions because of unexpected family commitments but I was also growing increasingly dissatisfied as the course progressed.*

Suggested changes to the Content or Organisation of the course

Students were asked (Q7) if they had any suggestions for changes in terms of content, delivery or organisation of the course they attended. A total of 54% of all respondents commented on this question. Almost half of these (46%) saw no reason to make any changes to the course they had completed.

- *None, as course layout was well presented and executed*
- *None- it was very informative and leader is a very entertaining and engaging tutor*

The suggested changes are of considerable interest in terms of short course management and course revision by individual tutors, and have been divided into specific categories to assist in the use of the data. The suggestions regarding content, course delivery, the length of courses, technology and venue issues can be used to effectively improve the courses presented.

The largest number of suggestions related to course length, with students indicating that their course could have been longer to cover the topic in more depth and to allow for participant questions, or include follow-up review sessions.

- *The topic has so much information and benefits for the students. So the course needs to be extended to six sessions or more to help the receiver to practice, simulate and give feedback.*
- *The course should be a year long course as there was an immediate positive effect on the body. To sustain the benefit of the class which is improved movement in the body it should be continuous as the body tend to return to its bad habit.*

An equal number made some useful specific suggestions on classroom delivery for the tutor to consider, including a slower progression in skills or topics introduced; management of student participation; use of a/v resources and style of presentation.

- *Not always easy to hear and sometimes felt 'lost' in the discussions as people sitting next to the tutor just seemed to talk amongst themselves. Perhaps a change in the arrangement of the chairs and tables might help.*
- *I wish we could do it slower- a lot to learn in a short time*
- *I would have liked to see the tutor send out a link to the Youtube video or the music a few days BEFORE the lesson each week. It was very noticeable, how much easier it was to learn a song when we already knew the melody (e.g. when it was a well-known song or there had been an English version).*

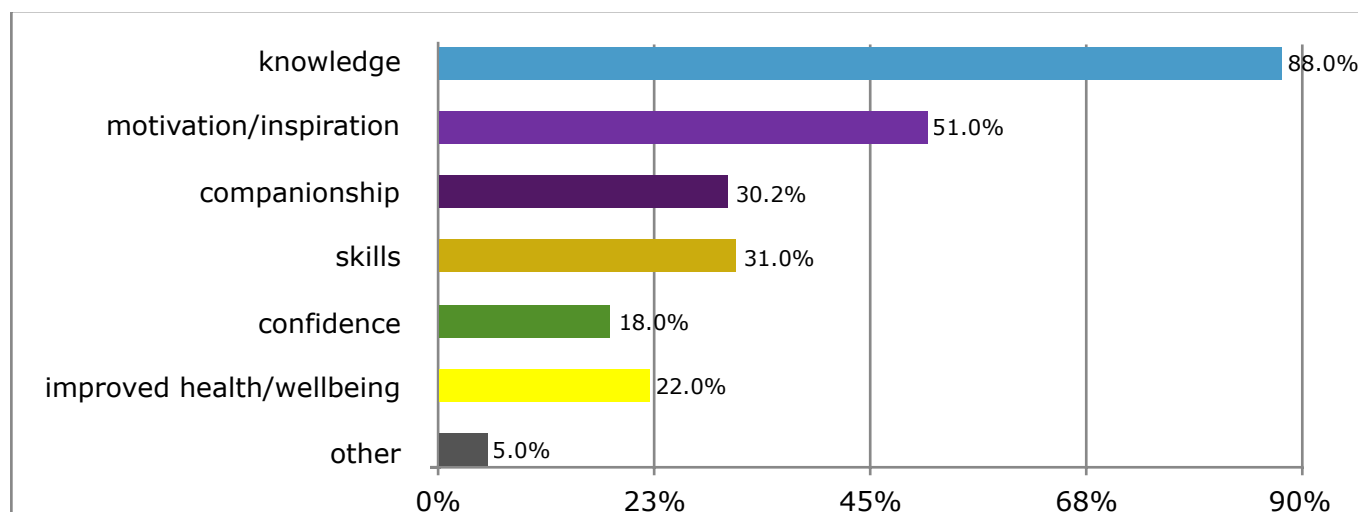
A smaller number of students commented on the course content which provides valuable feedback to the individual tutor considering repeating or extending their course.

- *Would have liked to hear more about the practical aspects eg. budget, accommodation and availability of eating places for vegetarians not so much about how the process taken to undertake the original idea for going on the walk.*
- *Maybe some Street Photography and once a term have a practical session in the city*

Others suggested changes to organisational aspects, including the distance and comfort of the venue, class size and time, title and course description, and technology capacity of venues and tutors. These issues provide valuable feedback for our Coordinating team.

- *The noise from traffic/trams in Collins St made it difficult to hear the tutor so I missed a lot of instructions.*
- *Improved technical support. There were problems almost every week with the audio-visual equipment. The library technician was inadequate.*
- *The location was not very good- a bit remote and hard to get to, and very cold*
- *Clarify the aims of and requirements for the course. There were distinct differences in levels of ability which did not facilitate interaction*
- *My only suggestion would be to have it at 10 am or at 1pm rather than at 12 pm.*

What students gained from attending their course



Almost all students, 394 of the 413 (95%), responded to this question (Q8). The majority stating that knowledge, motivation, skills and companionship were the key outcomes for them.

Knowledge.

Knowledge has consistently been the main outcome nominated by students (88%).

- *I learned about the language of music, musical criticism and analysis and something of the way it is 'deconstructed'.*
- *Opened my mind to many new ideas and gathered lots of new perspectives.*
- *I found out a lot of what I should be looking for on food labels. Also pollutants and what effects they have on us. Value of various foods in nutrition. Where foods are sourced and what to watch out for.*

Skills

In addition, 31% of respondents considered that they had either learnt new skills or improved existing skills from attending their course.

- *Listening skills: excerpts presented with expertise, no tech. problems, superb preparation evident, and therefore the learning opportunity was maximised.*
- *Now able to take manual actions when the Auto mode of the camera doesn't give me what I am looking for.*

Motivation/Inspiration

A half (51%) said that they were either "motivated" or "inspired" by attending their courses.

- *Has inspired me to further my knowledge of Ireland and its history*
- *By attending these sessions, I feel motivated to exercise and keep a healthy lifestyle.*

Companionship

U3A members who attend classes often comment on the companionship they experience. It was a notable factor with 30% of students indicating this was an important outcome for them.

- *Always great to attend a U3A course with similar minded enthusiastic seniors.*
- *Social engagement and interaction with others on the course*
- *Participants and tutor were welcoming and friendly.*

Confidence

Gaining confidence from attending their selected course was considered a benefit by 18% of respondents.

- *Gained knowledge and confidence in making my own choice into the use supplements.*
- *The tutor gave me the confidence I needed to commence piano lessons.*
- *I gained confidence in computer skills relating to digital photography*
- *Participating in this short course has been a good refresher for my almost forgotten French and given me the confidence to enrol in a U3A French course in 2017.*

Improved Health/Wellbeing

An improvement in health or wellbeing as a result of their course participation was noted by 22% of students.

- *Widened my experience of Feldenkrais. Definitely could feel the benefit of the classes*
- *I found this course very life giving- Enjoying music, other members, as well as the cultural diversity .*
- *The tutors ability and enthusiasm to pass on skills was very beneficial to both mind and body.*

Suggestions for New Courses and Comments on Overall Course Program

As a means of informing course planning, students were specifically asked if they had any suggestions for new courses or comments on the overall course program (Q9). Sixty-five percent either said effectively "no comment" or skipped this question. Those responding often made multiple suggestions, totalling 182 in all, which have been broken down into categories. Of the 182 comments, 34% were suggestions for "more" of existing topics, while 45% identified specific "new" courses students were interested in, and 21% related to the overall program

New courses.

Combining suggestions for new or additional topics, the course categories students were most interested in were: Arts- applied and appreciation (27%); Health (25%); Humanities- history and literature (19%); Lifestyle (16%); Languages (6%); Science (5%) and Social Sciences- politics (2%). The full list

has been passed on to the Course Co-ordination team to assist with course development and tutor recruitment.

Arts: Practical art, music and photography courses, various crafts, architecture, music and art appreciation courses were strongly represented among suggestions.

- *Art and Painting-Chinese , watercolour, landscape, oils, mixed media, collages, pottery, ceramics, mosaics, jewellery making.*
- *Maybe specific courses on Landscape, Night time and Time Lapse photography etc. might be worth looking at.*
- *More on architecture, urbanism and the city environment*
- *History of Australian music, understanding of Indigenous music, how to listen to classical music.*

Health and Fitness: There was great interest in new Health and Fitness courses, including information about nutrition, medicines and various health practices (eg meditation, Chinese and Ayurvedic medicines); gentle exercise practices (eg Pilates, strength training, Tai Chi) and vigorous activities (eg dancing, cycling, golf)

- *Alexander Technique, Bowen therapy, Nutrition for strong bones, healthy joints and sharp mind.*
- *Sporting activities such as teaching Swimming, bike riding, introduction to golf, lawn bowls, line dancing etc.*
- *Anything about ageing and helping keep my body as healthy as possible*

Lifestyle: Considerable interest was shown in various Lifestyle courses, including technology, travel, finances, gardening, cooking and DIY projects.

- *More computer courses on practical aspects of using a computer such as Word and Excel or newer introductions to technology etc.*
- *I would like to see an Arm Chair travel course whereby DVDs about various countries are shown and discussed*
- *Gardening ideas for big and small gardens*
- *Estate planning and finances in retirement*

Humanities: History and Literature topics were popular requests,

- *Some more history (Australian and English as well as European and American) and aboriginal studies.*
- *Theatre studies short courses.*
- *I love anything related to literature, poetry, writing, creativity. What about a group to read a Shakespearean play? I would love a group to read Dante, canto by canto. Is there a French expert who could guide us through Marcel Proust-a big ask, I know.*

Languages: a number of students frustrated in their ability to access language courses suggested additional or alternative language courses.

- *More beginner or basic conversational / travel language courses could be most welcome as the level 1 classes are oversubscribed with long wait lists.*
- *It would be good to have a beginner class in Japanese as the only one offered is a continuing class for students who have been studying the language previously.*

Overall program

Students who commented on the program overall largely praised U3A Melbourne City for the variety of subjects, the quality of tutors and the work in maintaining it all by volunteers. Several noted the long waitlists for popular courses, the spread of venues and lack of common meeting space for members.

- *Overall program excellent, thanks to all involved for giving us such variety and quality.*
- *I think U3A is doing a fantastic job & am very grateful to the volunteers & administration. It is an amazing organisation.*
- *I strongly suggest U3A City provide a common room for students to facilitate interaction and social interchange between members and tutors.*

Discussion

It is evident that student feedback strongly endorses the value and excellence of new short courses added to the 2016 program. While only surveying a part of our overall short course program, student responses closely mirror the prior year in terms of course delivery and student outcomes, indicating a continuing high quality program.

Members enrolled in chosen courses for a variety of and often multiple reasons, and again this year, especially because of a general interest in the topic area or a desire to deepen their particular skills or knowledge. The importance of the tutor's reputation, or previous experience in a class with the tutor, motivated a fifth of students to enrol in their courses. Equally students were influenced by the suitability of the day/time of the class, while others had specific goals for their participation or wanted to try something new.

That tutors did cater for this range of student motivations is indicated in the high (84%) of students reporting that the course exceeded or very well met their expectations. Knowledge gained from course attendance was the most important outcome for almost all students (88%), together with the inspiration provided by the tutor and fellow students (51%) to take their interest or skills further on completing the course. The additional benefits of companionship and confidence reported by a sizeable group of students indicates that our educational program is meeting both the intellectual and social needs of members.

Clearly the key to this achievement are the individual tutors whose knowledge, professionalism, passion and inclusive approach is greatly valued by students. The high rating re tutors knowledge and enthusiasm (95%), was further reflected in open comments about the course and the desire expressed for extended or other courses by the same tutor.

The tutor's skills in class delivery and creating an interactive supportive atmosphere for learning were evident. Tutors were rated highly, with strong agreement regarding well organised sessions, content relevant to the topic, clear and interesting presentations, creating a friendly and supportive atmosphere, and encouraging student participation and interaction - all important factors that facilitate mature age learning.

The somewhat lower rating re inclusion of useful learning activities and resources (65%) is attributable in part to the number of students who saw that as not relevant to their particular course, and to technical problems noted in some classes where tutors struggled with unfamiliar or limited equipment. As we continue to encourage tutors to use different resources/technologies and new members have more sophisticated expectations, the need to up-skill tutors and secure affordable venues with required A/v capacities will remain challenging.

Constructive suggestions for change to courses and ideas for new courses assists in the maintenance of the course program by the Course co-ordination team. While possibly influenced by the nature of courses surveyed, there is considerable demand for new courses covering appreciation and practice in arts subjects; health and fitness; humanities; and lifestyle topics. Notably, 62% of the 2017 new year-long and short courses offered in Terms 1 & 2 align with these categories, the majority being Humanities topics.

Although there is some suggestion that students who dropped-out before the end of the course may have been less satisfied overall, only 5 of the 43 recorded dissatisfaction. Although a small sample, the majority once again indicated they did not complete the course due to reasons unrelated to their satisfaction or engagement with it. Health issues, unexpected and competing personal commitments to family, travel or other activities accounted for 80% of reasons given.

As such, we can conclude that the short course program continued to deliver quality educational opportunities to our members, who appreciate its excellence and value the diversity and flexibility it provides. This excellence was due in no small part to the dedication of tutors, and to the processes, support and education offered by the Coordination Team from recruitment onwards.

More timely individual reporting to tutors on course completion throughout the year has enabled tutors to see what students think about their course and to consider specific suggestions for change or extension in the future. Where concerns have been identified, the feedback has been valuable to Coordination Team members in discussing future plans with individual tutors. The overall themes reported here will serve to highlight areas for professional development with new and continuing tutors.

Suggestions for new courses, plus comments on course length and venues provide valuable information to coordinators in recruiting and organising our ongoing program. Students clearly recognise the generosity and commitment of tutors and all involved in organising the program, to so well meet their needs. Their appreciation, assessment and comments are a rich resource for promotion and funding purposes.

Looking to the future, it seems appropriate that electronic feedback continue to be sought for all new short courses in 2017. The use of the MyU3A Emailer system for distributing feedback emails to enrolled students has overall proved very efficient, apart from the inability to include students who have formally withdrawn before the end of the course. These students do not appear on the class list for distribution and reduce our capacity to capture their views. With a notable dropout rate in several 2017 new short courses, this system constraint is an issue to be further explored and resolved.

Recommendations

For stakeholders to benefit from this student feedback it is recommended that:

1. The Committee of Management make this report available to all Tutors and interested members via the U3A website and an Executive Summary be distributed specifically to tutors.
2. The Committee of Management and Promotions Committee use the report findings and student comments as appropriate in terms of grant applications and promotion to members and the wider community.
3. An article about the Student Feedback be written for the Newsletter to acknowledge and inform members and the general public about the quality and outcomes of the 2016 new short courses.
4. The report be used as appropriate at Tutors' Workshops and recruitment discussions to reinforce positive tutoring approaches with mature age students.
5. The Course Coordination Team consider suggestions by members in respect of short course development and organisation of the overall education program.
6. That electronic student feedback be continued in 2017 for new short courses to better inform future improvement of the U3A Melbourne City education program.

Acknowledgements: The Committee is greatly appreciative of the voluntary participation of students in this Feedback process, the commitment by tutors in offering these courses, and the work of the Course Coordination Team volunteers who administered, analyzed and reported on the Student Feedback. Special thanks also to Helena Ling for her invaluable technical assistance.

| 2016 New Short Courses Surveyed | Tutor |
|--|-----------------------------|
| Term 1 | |
| A Cycling Odyssey | David Hutt |
| Churches and Cathedrals of Medieval Germany | Lynne Broughton |
| Early Joyce | Frances Devlin-Glass |
| French Conversation at ACMI | Danielle Proske |
| Hatha Yoga | Debbie Hay |
| Movement and Relaxation | Stanley Lithco |
| Music Basics - Theory and Practice | Julie Melbourne |
| Photography - The Art of Photography | Bahram Monshat |
| Yoga for Movement Disorders | Indra Jury |
| Term 2 | |
| Ayurvedic Approaches to Dementia Prevention | Vinod Verma |
| Beethoven: His Life in String Quartets | Zoe Kighton |
| Bodyworks | Alison Brown |
| Circle Dancing | Judi Appleby |
| Cooking & Shopping for 1-2: Salads & Casseroles | Jacqueline Ayoub |
| Digital Photography Level 2 | Jill Thompson & Max Warlond |
| Downsizing to a Smaller Dwelling | Trish Khoury |
| Easter Rising - Dublin 1916 | Georgina Fitzpatrick |
| History of New France (North America) | Ian MacKay |
| Making Better Food Choices | Alfred Poulos |
| Medicine Through the Ages | Elizabeth Pittman |
| Term 3 | |
| Ambiguous Loss: Its Impact and Many Forms | Dorothy Gilmour |
| American Political System: Achievements & Failures | Dr Kenneth Chan |
| Benjamin Britten: Hi Life and String Quartets | Zoe Knighton |
| Getting Into Microsoft Windows 10 | Colleen van der Horst |
| Hatha Yoga | Helene Travis |
| Shostakovich: His Life and String Quartets | Zoe Knighton |
| Sudoku: An Introductory Course | Julie Ryan |
| Troubadour Poetry: An Introduction | William Devine |
| Walking the Camino | D. McDonald & H. Wearne |
| Working with Lines: A Graphic Expression of Inner Thoughts | Amalia Grimaldi |
| Term 4 | |
| Criminal Law: Theft, Fraud and More | Don Just |
| French Through Song: Françoise Hardy et al | Jonathan Melland |
| Get Healthy: Nutrition Tailored to You | Dr Nancy Lane |
| Health Supplements: Fact and Fiction | Prof. Alfred Poulos |
| James Joyce's Finnegans Wake: Introduction | Dr Frances Devlin-Glass |
| Photography 2: Art and Techniques | Bahram Monshat |
| Poetry of John Keats | Janet Strachan |
| Tipping Points in History | Dr Norman Morris |