

NIACE Research and Development



Key Findings



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Improving Quality and Standards in Adult Community-based Learning

Abstract

The focus of this project was to raise awareness of and improve access to Continuing Professional Development (CPD) opportunities for professionals involved in the planning, management and delivery of Adult Community-based Learning (ACL) through Community Learning Networks¹ in Wales.

Key Objectives were to:

- ❖ Identify the major roles associated with the effective planning, management and delivery of ACL in Community Learning Networks and the associated functions and competences.
- ❖ Match roles, functions and competences against potential CPD opportunities, emphasising credit-based linkage and progression in accordance with the Credit and Qualifications Framework for Wales (CQFW) and with National Occupational Standards (NOS).
- ❖ Audit current CPD provision for ACL staff in Community Learning Networks.
- ❖ Identify gaps in provision.

Research methodology:

A project management/reference group, comprising the key cross-sector partners, nurtured the project, which was conducted by a project manager and two researchers.

A variety of approaches was used, to build a coherent picture of roles, responsibilities, competences and CPD provision associated with ACL in Wales, including:

- Reference to previous research and reports
- Use of questionnaires and interviews
- Project meetings to compare data collected
- Regular feedback to the project's stakeholders

A representative sample of Community Consortia for Education and Training (CCETs) covering South West, South East, Mid and North Wales was selected with a specific focus on Community Learning Networks (CLNs) as a basis for identifying key personnel to be interviewed.

Key Findings

The main conclusions of the project are:

- ❖ There are considerable variations across Wales in the planning, management and delivery of CPD for ACL.
- ❖ There is insufficient sharing of good practice.
- ❖ In a few examples, there is a move towards a coherent, strategic approach but much training is ad hoc, on-the-job, locally focussed and unaccredited. Partnership and collaboration practices are superficial in many Community Learning Networks and the need to deepen and strengthen partnerships is paramount.
- ❖ Overall, CPD for ACL is poorly funded, whether for full or part-time staff.
- ❖ Most part-time staff do not receive the same training opportunities as their full-time colleagues.

Recommendations

- ❖ **A Shared Responsibility**
In presenting the recommendations the [Report](#) recognises that the current CPD activity and the long-term future development of CPD for ACL staff is a shared responsibility. Specific Recommendations in the Report are directed at particular key stakeholders in the project, including the Department for Education and Lifelong Learning, LLUK/Wales and Community Learning Networks

Output

The main outcome, in the context of ACL in Community Learning Networks is a [Project Report](#) including:

- ❖ An analysis of the major LLUK roles and responsibilities linked to administration, teaching and learning, outreach/development work and management.
- ❖ An overall Matrix of Units¹ related to LLUK roles and responsibilities that can underpin CPD for ACL staff, supported by matrices appropriate to administration, teaching and learning, outreach/development work and management.
- ❖ A range of current activities that ACL staff Identified as CPD.
- ❖ A detailed analysis of the CPD Survey and Interviews with ACL staff.
- ❖ Recommendations highlighting the CPD needs and priorities of ACL staff and the potential of Community Learning Networks for meeting some of those needs.

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Requests for 'Key Findings' in other formats, such as large print, are welcome. We would be pleased to consider your request.

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