Situating the Curriculum
Developing An Integrated Approach to Work-Based
and Part-Time Training in Community
Learning and Development
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Foreword

The Scottish Community Learning and Development Work Based and Part Time Training and Education Consortium was established in 2005. Strategic aims were:

- To promote dialogue between Consortium members and key stakeholder groups such as employers, Scottish Government, Communities Scotland, and the professional body CeVe.
- To facilitate and encourage strategic collaboration between consortium members.
- To exercise leadership and change management towards a transformational change in training and education across the Community Learning and Development (CLD) sector.
- To stimulate and support knowledge transfer across the CLD training and education sector.

This report is in itself a demonstration of national strategic collaboration in action by all 20 consortium members around the table. In working together, the consortium members have provided a model for cross-institutional cross-agency collaborative practice which has already resulted in significant knowledge transfer between members, employers, and Learning Connections, Lifelong Learning Directorate, Scottish Government. We are very grateful for the considerable support we have had from the Scottish Funding Councils’ and Learning Connections, Lifelong Learning Directorate, Scottish Government without whom this project would simply not have been possible.

The Consortium hopes that the models and modes identified will create a baseline for future dialogue on the subject. There is much to celebrate and good practice to build on…and yet more to do.

The Consortium is well placed to continue its success and move forward as a key stakeholder within the sector. I believe that the Consortium has the collective ability, commitment, and skills to extend and disseminate the understandings of good practice to policymakers, providers, employers and sponsors not only to the CLD sector but to a much wider UK and international audience.

Leading this national Consortium project has been an honour and a privilege.

W Ian Ball
Convenor
Acknowledgments

This report would not have been possible without a Strategic Change Grant from the Scottish Funding Council. The impetus for the research, however, came from the combined interests of the founding members of the Scottish Community Learning and Development Work-Based and Part-Time Training Consortium. It would not have been carried out without the support of the institutions that contributed staff time to the project: University of Edinburgh, University of Dundee, Anniesland College and University of Strathclyde.

The University of Dundee developed and managed the project under the leadership of Dean Ian Ball.

The project has also benefited from the support of key agencies and partners in the field of CLD. Chief among these were staff from Learning Connections, in particular Ann Jackson and Colin Ross.

The findings of the report derive from the data generated by the Project Workers: Clara O’Shea, David McKinstry and Margaret Berrie. Their work built on the initial mapping exercise carried out by Patricia Sullivan. The authorship of this work is a from the work of Ian Ball, John Bamber, Margaret Berrie, David McKinstry, Clara O’Shea, Patricia Sullivan and Geoffrey Wallace.

There would have been no data, however, without the time freely given by survey respondents and participants in the individual interviews and focus groups.

Dr. John Bamber, University of Edinburgh and Clara O’Shea must also be thanked for their work in putting together the final version of this report.

Geoffrey Wallace, Ph.D.
Consortium Projects Manager
September 2007
Executive Summary

This report analyses work-based and part-time routes to professionally endorsed qualifications in the field of Community Learning and Development (CLD) in Scotland. The different modes of training have significant strengths and there are interesting developments in areas such as academy-workplace relationships and teaching and learning processes. It is clear that training in CLD reflects the Scottish Government’s commitment to lifelong learning and social inclusion. To make the most of this training, however, innovative practice must become part of a national strategy to support progression in and between the programmes of study. Across the sector it is necessary, for example, to utilise prior experience and learning more effectively. The central challenge is to maximise the educational potential in work-based learning.

The need to accommodate the different notions of capability embedded in the 1995 Community Education Validation and Endorsement Group’s (CeVe) Statement of Competence and the Scottish Credit and Qualifications Framework (SCQF), is a feature of all training in CLD. These notions can be usefully reconciled in the concept of ‘critical competence’. Critically competent CLD professionals actively produce the knowledge that they need in order to address the problems and issues encountered in practice. Developing the capacity for critical competence requires an integrated approach to training involving three interlocking elements: ‘responsive academies’ attuned to the needs of work-based and part-time students, ‘expansive workplaces’ systematically supporting learning and development in the workplace, and ‘active learners’ who take responsibility for their own learning. This report presents an idealised model to inform the development of such an approach.

Three propositions underpin the integrated model. First, work-based learning presents significant opportunities for developing critical competence. Second, the key to success is in helping learners to connect work experience, programme content and their own professional development. Third, much depends on unlocking the potential in the respective roles and contributions of training providers, employers and learners. In detailing the implications of these propositions for training, the report establishes a baseline understanding of what is meant by key terms such as progression, curriculum, part-time, work-based and competence. In doing so, it extends understandings of good practice to policy makers, providers and employers whilst drawing attention to significant issues to be addressed by these stakeholders.

The main message is that all stakeholders should commit to developing an integrated approach to work-based and part-time learning in the field of community learning and development. The stakeholders will need to respond to the following recommendations as appropriate:

1. Targeted financial support should be extended to work-based and part-time students in CLD. Specifically, work-based and part-time learners should have equivalent status with full-time students for fee purposes. In addition, they should also have access to any additional means of support that are available to full-time students.

2. There should be a specific grant for CLD employers who are supporting employees in work-based learning. This grant would offset the costs of supporting learners such as work cover and study leave. These are particular issues for community-based, voluntary organisations.

3. CLD employers and training providers across Scotland need to be informed about the benefits that accrue from supporting work-based learning. Good practice guides, based on the integrated model put forward in this report, should be developed and disseminated through a series of workshops that bring together key stakeholders throughout the sector.

4. Prior experience and learning should be appropriately acknowledged and utilised. For instance, Recognition Prior Experiential Learning (RPEL) can be used against the practice requirement in professional training or be given greater priority by the professional body in endorsement procedures. A standard procedure should be developed and made available to all providers that would enable a common approach across the sector.

5. Raising the fee for student placements could increase the number and quality of fieldwork practice opportunities. The benchmark for this fee should be that offered to agencies for hosting social work students.

6. Given the importance of the role of supervision and guidance highlighted in this report, the national supervision course for CLD workers should be developed into a broader postgraduate qualification covering supervision, mentoring, coaching, approaches to learning and staff development.

7. There is a need to enhance and develop learning resources for work-based and part-time learners. A significant contribution could be made by developing the Consortium’s prototype website ‘CLD Scotland’ as a one-stop portal to resources. This development would be accessible to the whole field.

8. The new Standards Council should produce a new competence framework that could usefully be informed by the notion of critical competence developed in this report.

9. E-learning must be situated as part of an overall process and related to programme aims. There is much scope here for further developmental work.

10. Further research should be conducted into the particular needs of community-based providers of work-based and part-time modes of training - for example, financial needs - and the contribution they bring to this field.
1. Introduction

The current training context is a dynamic and developing environment containing uncertainties, possibilities and constraints stemming from the shifting priorities of policy makers and key stakeholders. The Scottish Community Learning and Development Work-Based and Part-Time Training Consortium (hereinafter referred to as 'the Consortium') was established in 2005 in order to better to understand the complex issues at play in this context and to provide a more solid basis for training. This report presents the findings from the Consortium's ensuing investigation. It explains the research methodology before turning to the substance of the findings, which address the following key themes: the nature of work-based and part-time learning in CLD; the need to develop critically competent practitioners; how this development would be served by an integrated approach to training; the role of the learner in this process of development; who the key supporters are and what they should do; the resources that are needed to support learning; progression issues; and, finally, the financial barriers inhibiting work-based and part-time learning. The report concludes by summarising the key messages for stakeholders and makes ten recommendations for development.

It is necessary to explain at the outset that there is little to distinguish between part-time and work-based routes. This is clearly indicated by the fact that over 75% of the CLD students surveyed for this study are employed and all part-time routes in Higher Education require students to be working. The term 'student', therefore, does not fully reflect the experience of people who are studying whilst developing their skills and abilities in the workplace. For this reason, the more comprehensive term 'learner' is used. The report situates the learner in the context of the Scottish Government's lifelong learning and social inclusion agendas. It notes the structural barriers that limit opportunity and inhibit progression, such as inadequate funding and lack of employer support and outlines innovative approaches to addressing these. In some areas, for example in relation to the funding of part-time students, these barriers can only be addressed at national policy level.

The five modes of design and delivery that currently characterise training in CLD vary in their construction of the learner as student or worker. This is reflected in their respective teaching and learning processes and in the movement of students between the academic and workplace environments. A major issue in training is the need to reconcile the different constructions embedded in the academic and professional frameworks that govern training. The report treats these differences as complementary rather than competing and puts forward the unity idea of 'critical competence'. This idea is consistent with the 'participative' paradigm currently gaining favour in the wider literature about work-based learning. To some extent, and in different ways, training providers already subscribe to this idea of competence. Practice would benefit, however, if all the elements involved in the training effort were better coordinated.

In addressing the problem of coordination, the main thrust of the report is to propose an integrated approach to training. This is expressed in the form of a sustainable model in which 'responsive academies' and 'expansive workplaces' can work together to maximise opportunities for learning.

Brennan and Little's (1996) distinction between learning for work; learning at work and learning through work helps to clarify the focus in this report. Learning for work can be seen as vocational (delivered by an institution), learning at work as related to training and development (in-house) and learning through work as integrated into job performance. The CLD work-based routes fall into this latter category; as these programmes seek to incorporate job-related learning and to acknowledge the skills and knowledge acquired in the process of doing the job. The part-time routes tend to come under learning for work, in which vocationally oriented education, including placement, draws more extensively on learning within the institution rather than from specific work-based activities. This report argues that the use of live problems and issues can be usefully incorporated into teaching and learning processes in all forms of professional training. The tendency throughout this report, therefore, is to refer to work-based learning unless there is a reason to specify a particular route.

2. The Developing Context of Training

Work-based and part-time routes to professionally endorsed qualifications, are today provided by the Universities of Dundee, Edinburgh, Strathclyde and Glasgow, and one community-based provider, the Linked Work and Training Trust (LWTT). These degree programmes are described as either work-based or part-time according to each university's approach to training provision. Participants studying through work-based or part-time modes are required to pay the appropriate university fee. This may be met fully by the participant or by their employer and in some instances the cost of fees is shared between the two. The universities do not tend to have formal, contractual relationships or involvement with participants' employers, although contact with employers may be carried out in relation to work-based practice, arrangements for work placements and provision for study support. Curriculum delivery generally occurs on campus (although the work-based training mode at the University of Dundee is an exception to this) and in conjunction with full-time students. The work-based and part-time programmes are largely curriculum led, in that participants follow a pre-set course in discipline-based subjects such as social policy, sociology, research methods and management, with links to the CeVe competencies. Course assignments may, however, be designed specifically to draw on the work-based nature of the participants' experiences.

A number of drivers are influencing work-based and part-time training in CLD. Some of these emanate from initiatives and...
strategic developments from government, professional and regulatory bodies at UK level, which intersect with parallel developments in Scotland. Sometimes the initiatives reinforce and complement one another and, at other times, they complicate and confuse the picture in terms of the trends, directives and imperatives involved in social policy.

Terminology alone presents difficulties. In Scotland the field is now referred to as community learning and development although most training providers employ other terms in their awards. The titles of current degree programmes are: BA in Community Learning and Development (Social Science) (1); BA (Honours) in Community Education (3); and BA in Community Education and Community Development (2). In addition, the CeVe endorsed HNC qualification available at four FE colleges in Scotland is called Working with Communities and the Scottish Vocational Qualifications (SVQ) qualification available at FE and HE levels is called Community Development Work. In England a professional qualification in this field is referred to as youth work, youth and community work or youth work and community development, amongst many other variations. Sometimes the titles encompass the same work and sometimes they do not. If the CLD field in Scotland was considered in isolation from the rest of the UK it might hope to achieve consistency. As can be seen from the following discussion, however, training in CLD in Scotland is always to some extent part of a wider and dynamic process of development.

Since 2005, Lifelong Learning United Kingdom (LLUK; 2006) has been consulting widely about new professional standards for teachers, tutors and trainers in the lifelong learning sector. This work will provide benchmarks for performance for the variety of roles undertaken by teachers, trainers, tutors and lecturers and identify the components of the initial teaching award (Passport), qualifications leading to Qualified Teacher Learning and Skills (QTLS) status and other intermediate and advanced teaching qualifications. April 2007 saw the establishment of the new Continuing Professional Development expectation of teachers supported by new Centres for Excellence in Teacher Training. This development has particular relevance for training at FE level and should contribute to raising standards of provision.

The National Occupational Standards for Community Development Work (LLUK, 2003) were updated in 2003, and LLUK is currently seeking to promote better awareness and understanding of the uses and benefits of these standards for the community development and youth work sectors. At the same time, a review of the Standards for Youth Work has taken place. Simultaneously, the National Youth Agency (NYA) is coming to the end of its own consultation exercise on the 2007 revision of the requirements for professional validation of Higher Education programmes recognised by the Joint Negotiating Committee as conferring professionally qualified status for youth workers in England, Wales and Northern Ireland. This revision is in anticipation of the move to an all degree profession for all courses commencing around September 2010 (all courses were established as degrees in Scotland in 1991). In response to this move to degree status, the Training Agencies Group (TAG), which represents all UK training institutions in this field, has been given approval by the Quality Assurance Agency (QAA) to develop a new subject benchmark statement in youth and community work. It can be anticipated that this benchmarking will have implications for training programmes in Scotland.

With respect to community development and youth work, City and Guilds has recently received approval from the Qualifications and Curriculum Authority and the Scottish Qualifications Authority (SQA) for National Vocational Qualifications (NVQs) at Levels 2, 3 and 4 and the SQA has approved Scottish Vocational Qualifications (SVQs) at Levels 2, 3 and 4. Although this refers to training below the levels required for professionally endorsed qualifications, it is an issue how these foundation level courses might prepare learners for later study and professional development. In principle these courses may also point to ways in which higher levels of training might consider making more of workplace experience in the learning process. In this connection, LLUK is also continuing to support the development of Modern Apprenticeship frameworks across the UK, with an emphasis on identifying progression pathways for younger employees. The growth of the Foundation Degree in England is also highly significant; Ten HE institutions in England are now offering two-year Foundation Degrees with titles including Working with Young People, Youth Work, Youth and Community Work and Youth and Community Development Work.

Scottish training institutions will need to stay abreast of the above developments for a number of reasons. In accord with the requirements of the 1999 Bologna Declaration, which established a framework for recognising degrees and academic qualifications across Europe, the Scottish degree in community education will need to achieve parity with its counterparts in the rest of the UK. At some point, this development will impact on training given that the Scottish degree is a generic qualification for work across the CLD sector, including work with adults, communities and young people, whereas the tendency of the English equivalent to focus more specifically on youth work. Another example of the need to keep up with developments concerns the Open University’s recently established Foundation Degree in Working with Young People. This degree could be a welcome addition to the range of opportunities available to Scottish work-based and part-time students. On the other hand, its flexible and work-based structure (minimum two years and maximum nine years to complete) could put pressure on the take-up of Scottish HNC and HE level programmes. Should this happen, the relationship between the two-year foundation degree (full-time) and the three-year (full-time) Scottish degree would need to be considered.

Given these diverse developments it is important for all stakeholders in Scotland to have a clear view about the future of training in CLD and a strong voice in any UK-wide discussions. In this context,
following the recommendations of the Strengthening Standards: Improving the quality of community learning and development service delivery report (Milburn, 2006), the establishment in 2007 of the Interim Standards in CLD Council in Scotland is timely. The new Council can play a vital role in ensuring high standards in training and in reflecting and representing the range of interests within the CLD field in uncertain times.

It is also significant that the Consortium’s investigation into work-based and part-time training in CLD also occurs when there is an increasing focus on widening access to HE. A recent report, Review of Widening Participation Research: Addressing the Barriers to Participation in Higher Education, argues that widening participation policy and practice need to address not just access to HE – which has been the focus of much national and institutional policy-making in recent years – but also the experience these students have in higher education (Gorard et al., 2006: 120). In line with this proposal, the Scottish Funding Council has announced a significant increase in grants, with the widening access premium increasing by 6.4% to £5.7 million, the disabled students’ premium increasing by 26.8% to £2.3 million and the part-time incentive premium increasing by 7.0% to £8.0 million (SFC, 2007). Recurring public concerns about the dropout rate from HE (e.g., The Scotsman, 22.9.2005), have also led to a focus on improving the HE learning experience which is reflected in the Funding Council’s intention to change the name of the Widening Access Premium to the Widening Access Retention Premium for implementation from 2007-08 (SFC, 2007).

### 3. The Origins and Work of the Scottish Consortium

All of the above influences intersect in Scotland to form a significant backdrop to the founding of the Consortium. The Scottish Council for Research in Education (SCRE) Report, Working for Democracy: Review of Community Education Training (Malcolm et al., 2002) highlighted a shortage of qualified community learning and development practitioners. The Ministerial response to the SCRE report, set out in Empowered to Practice (Scottish Executive, 2003a), recommended that there should be an expansion in provision of, and access to work-based and part-time routes for HNC and degree level programmes in order to meet the increasing demand for workers. Empowered to Practice invited Higher and Further Education establishments, employers and work-based training providers to work together to develop new ways of widening access to and expanding the training field. At the same time, Ministers intended that such an expansion would also serve to widen access to HE for non-traditional groups (ibid: 12):

> We wish to improve the articulation between levels of training and to enhance the influence of employers upon training programmes. We shall therefore invite employers, HE institutions, FE colleges and work-based training providers to develop ways to expand opportunities for part-time and work-based training at HNC/D and degree levels.

The Scottish Executive is committed to widening access…In particular we wish to see wider opportunities for individuals who have been active within their community to access training at HNC/D and degree levels. …

As a direct response to this invitation, the Scottish Community Learning and Development Work-Based and Part-Time Training Consortium was formally constituted in May 2005. The Consortium brought together stakeholders within the higher, further education and community sectors with an interest in developing work-based and part-time training (see Appendix 1 for a list of Consortium members). Its remit was to take forward ideas for the strategic expansion of qualifying training using non-traditional routes. In 2005, the Consortium was awarded a Strategic Change Grant by the Scottish Funding Council to develop:

A robust, financially sustainable model for implementation across all the training provider sectors in Community Learning and Development for flexible, work-based and part-time modes that is accredited and endorsed. (University of Dundee, 2004: 3)

More specifically, the remit for this research and development was to map and investigate previous and current provision, to develop models of good practice covering curriculum design and delivery (including e-learning), to improve articulation processes and to develop the work of the Consortium itself.

Since its inception, the Consortium has sought to further strategic alliances in the CLD sector; it has served as a nexus of communication and cooperation and sought to promote a sustainable model of work-based and part-time training. It has almost doubled in size from 12 to 22 members. It has grown in geographic and cultural breadth and inclusion. Lews Castle College has offered blended learning in the Highlands and Islands and has been endorsed by CeVe. Innovative approaches have been launched involving new partnerships between community organisations, providers and employers. More than 30 students have been enrolled in programmes with the Black and Ethnic Minority Information Service and Lews Castle College and Adam Smith College, with the support of Learning Connections funding for these pilot programmes. An additional seven students have been supported in the endorsed programme at Reid Kerr. The evaluation of the pilots is being conducted by the Consortium to develop a reliable account of the quality and impact of these programmes and their impact on inclusion and geographic participation. The Consortium has also conducted an evaluation of the Greater Glasgow CommUniversity Trust.

Throughout its two years, the Consortium has been the only forum in CLD that has facilitated consistent exchanges between
managers, employers, training providers and other stakeholders. A series of workshops across Scotland and a national day conference have been held to cascade ideas and notions of good practice. A website has also been developed to provide a portal for information about work-based and part-time training which will also be of value to the sector as a whole. In brief, the doubling in size, the increase in programmes, the pilot programmes, the involvement of the various stakeholders, cascading of findings and evaluations have all been part of the first two years of growth and development.

Whilst the changing policy context influences the Consortium’s work in developing opportunities for people who would otherwise not be able to access training at HE level, the Consortium’s investigation should also contribute to the growing body of research seeking to develop innovative curriculum responses to the needs of non-traditional students. The recent HEFCE report, Review of Widening Participation Research: Addressing the Barriers to Participation in Higher Education (Gorard et al., 2006: 120), affirmed the need for research that was not based on the prevailing deficit model of non-traditional students in HE. The Consortium’s report into training evidences a clear move away from a deficit approach by highlighting the positive aspects of the experience and learning potential of work-based and part-time learners. In fact, the tenor of this report is to suggest that meeting their learning requirements will enhance all aspects of training provision in CLD.

The Consortium’s aims are in line with those set out in More Choices, More Chances and Closing the Opportunity Gap (Scottish Executive, 2003b and 2004 respectively), which refers to the need to increase the chances of sustained employment and improve access to high quality educational opportunities for disadvantaged groups and individuals. Enhancing work-based and part-time training in CLD is in line with such objectives. This understanding of educational opportunity requires participants to develop and sustain an awareness of themselves as lifelong learners. Lifelong learning can be understood in terms of personal enrichment, adaptability, employability, active citizenship and social inclusion. It encompasses a range of learning from formal to informal, day-to-day experience and workplace learning and presupposes flexible pathways for learning and individual awareness of existing opportunities. It depends, in simple terms, on a partnership between self-motivated learners on the one hand, and an active state creating the optimal conditions for learning on the other. These conditions require an integrated approach to identifying, facilitating, financing and providing appropriate educational opportunities.

4. Research Methodology

Gathering data for the report has focused mainly on practice whilst drawing selectively from relevant literary sources and research. These sources help to define important generic features of work-based learning and to clarify particular understandings of articulation, curriculum, part-time and work-based routes in the CLD sector. The investigation consisted of five main elements:

- Analysis of documentation
- An online survey of current CLD students on work-based or part-time routes and an e-mail survey of employers
- Individual and group interviews with educators, students and employers
- Consultative workshops on various themes
- Observation of teaching and learning processes.

Information was obtained from HE, FE and community-based settings by examining relevant documents, including CeVe endorsement submissions, student handbooks, placement handbooks, module descriptors and external examiners’ reports. Appendix 2 outlines the current and recently concluded training programmes that offer work-based or part-time study opportunities in CLD.

The online survey was developed by the project team and piloted in May 2006. A refined version was distributed in November-December 2006 through an email sent to each institution’s programme co-ordinator. Of the 15 institutions contacted, only three did not have any learner responses. From an overall population of 364 work-based or part-time students at FE or HE level, 102 learners self-selected and completed the survey (28% of the population). Although the response rate does not constitute a proportionate representation for each institution in the sample, it is important to note that there is a reasonable representation for FE and HE programmes. There was also a reasonably proportionate representation of part-time and work-based routes, as defined by the institutions.

Face-to-face or telephone interviews were conducted with relevant members of staff from institutions and community-based organisations previously or currently providing work-based and part-time training in Scotland. In total this involved 22 individual and 11 group interviews with educators at FE and HE levels. The group interviews ranged from two to five participants. Six employers of learners in a community-based and/or work-based programme were also interviewed individually, as were officers from Community Education Validation and Endorsement (CeVe), a sub-committee of Learning Connections, and the Scottish Credits and Qualifications Framework (SCQF). Responses were tape-recorded and then transcribed for analysis. These interviews provided extensive information about the nature and extent of current training provision and, in some cases, helped to place it within an historical context. Observation of teaching and learning processes was also undertaken in two work-based degree programmes, one community-based and one institution-based, one distance learning degree programme and one HNC based in a further education college.

Five group interviews were conducted with learners, including those undertaking full-time and part-time HNC qualifications.
There is evidence, for example, of a growing demand for work-based and part-time routes at postgraduate level. More importantly this report suggests that providers can significantly enhance and strengthen the overall quality of provision by embracing these modes of training. This is because the character of learning at and for work offers distinctive opportunities for teaching and learning processes. It is imperative to understand this distinctiveness if the potential inherent in these modes is to be realised.

5. Distinctive Features of Work-Based Learning

Although work-based learners may undertake activities provided by educational institutions, it is clear from the growing body of literature in this area that work-based learning emphasises activities that promote professional development through engagement with the requirements, challenges, problems and issues encountered in the workplace. Taught elements such as classroom sessions are still present but teaching becomes a resource for the work-based activities rather than the reason for the activities. Learning therefore occurs at different times and places other than those associated with institutional settings and draws on specific situated resources such as collaboration with workplace colleagues and peers.

The metaphor of 'learning as participation' can be used to describe learning as 'a process in which learners improve their work performance by carrying out daily work activities which entail interacting with people, tools, materials and ways of thinking as appropriate' (Felstead et al, 2005: 362). The same authors see 'learning as acquisition' as a 'product with a visible, identifiable outcome, often accompanied by certification or proof of attendance' (ibid: 362). Ultimately, they argue, the acquisition form considers learning in terms of dealing with individual minds where teaching and learning are viewed in the abstract and educators transmit knowledge to learners. In contrast, 'learning as participation' considers teaching and learning to be a social and interactive experience where knowledge is not simply received but constructed through reflection as learners engage with real problems in a given context. It is important to note that acquisition or participation can occur in workplace or academic settings.

The participative metaphor suggests that learners develop competence within a community of practice as they continually renegotiate tacit understandings and mutual meanings as they develop a shared repertoire of communal resources (Barab and Plucker, 2002). From this perspective, meaning making comes from the sharing of ideas, experiences and reflections on practice. Collaborative and participative methods of learning, therefore, draw on the rich context of actors and actions that are common in situated learning. It is the practice of community itself that creates the potential ‘curriculum’. Barab and Plucker (ibid: 173) note that while in work situations there may be little observable teaching, there may be large quantities of learning. As such, learning may not
be transparent or easy to quantify. This is one reason why work-based learning remains a contested area as it, ‘challenges the very essence of universities as the primary source of knowledge’ (Nixon et al., 2006: 22).

It should be acknowledged that there are considerable limits to what can be learned simply through an individual learner addressing problems in the workplace. How would learners gain knowledge of the history of CLD, for example, or gain access to the work of significant theorists? In the same way, focusing unduly on the experience of the individual in a specific context would obviate learning from the accumulated insights of others. Nor can it be assumed that the workplace is itself conducive to learning. As research has shown (Fuller and Unwin, 2004), some organisations are ‘expansive’ and others ‘restrictive’ in the range of opportunities given to employees for learning. In other words, some are more supportive than others. Moreover, as Barab and Plucker (2002) argue, people perform differently in different settings even when undertaking comparable work or addressing the same problems. The influence of setting challenges prevalent notions of competence and performance as a possession of the individual.

Acquisition and participation, however, are not necessarily contradictory. The key is to realise and exploit the full potential inherent in the iterative relationship between learning in the academy and learning in work. The essential nature of such a task has been summarised by Boud and Solomon (2000: 4):

The challenge for the work-based learning curriculum and those who support it is to ensure that the potentially mutually reinforcing nature of work-based learning is effectively utilised and that conflicts between the exigencies of work and learning are minimised. This can only happen if all the parties involved - learner/workers, workplace supervisors and academic advisers - are mindful of the potentials and the traps, and they are appropriately resourced in terms of the materials and expertise needed.

As Hodkinson (2005: 522) has argued, the theoretical perspective of learning adopted influences perceptions of difference between academy and workplace learning. Instead of dwelling on putative differences, however, the need is for a fresh understanding of the relationship between the two. The key to success is in helping the learner to make connections between work experience, programme content and their own professional development and this depends on unlocking the potential in the respective roles and contributions of providers, employers and learners. In short, as Nixon et al. (2006: 52) have shown, it is necessary to recognise the interdependence of academia and the workplace in shaping professional competence.

Interdependence is enhanced when instruction is ‘situated’ or presented in the context of a specific topic or problem, which is always shaped by wider organisational and social influences (Barab and Plucker; 2002: 176). In vocationally oriented subjects this aim can be met fully as learners can be required to engage with real, live problems (Birgerstam, 2002). Operating in contexts of collaboration with other more experienced practitioners means that work-based learners can become knowledgeable and skilful with respect to the specific practices in certain contexts. The focus on the resolution of practice problems, therefore, can enhance the capacity for reflection on the results of one’s actions that lies at the heart of professional development. In such situations, it is the practice of community that creates the potential ‘curriculum’ in the broadest sense (Lave and Wenger, 1991).

6. Work-Based and Part-Time Training in CLD

There are today a variety of work-based and part-time routes to CLD qualifications in Scotland. A broad distinction can be made between those where learning predominantly occurs within the educational institution, apart from placement activities (for example the University of Edinburgh’s former part-time route to the BA in Community Education), and those that are work-based (for example the University of Dundee’s work-based BA in Community Education). The only common factor for part-time routes is that learners generally take longer to complete the programme than full-time students. The one exception to this rule is Anniesland College, where the route takes the same amount of time as the full-time programmes.

Part-time provision in FE usually involves day-release or less frequently, evening classes. In HE, provision may involve learner’s self-selecting particular modules of study and joining a full-time cohort for classes (as at the University of Strathclyde), or it could mean day-release for a specific cohort of part-time learners, with a pre-selected sequence of units determined by the institution (as at the University of Edinburgh). Part-time routes tend to facilitate learning whilst people are working through amended arrangements for conventional modes of academic study as distinct from a work-based learning process. Although work-based learners do not attend educational institutions full-time, this does not automatically mean that they are part-time learners, as work-based routes can be full-time (as with the Linked Work and Training Trust) or part-time (as with the University of Dundee). In a further variation, training is also available through part-time distance learning (as with the YMCA George Williams College, BA in Informal and Community Education). More recently, Lewis Castle College, as part of the UHI Millennium Institute, now provides an online HNC in Working with Communities to learners living in remote areas across the Highlands and Islands.

Importantly, institutional definitions of ‘part-time’ and ‘work-based’ do not always match departmental or individual educator’s conceptions. Some who are officially defined as part-time may in fact have more work-based experience than other part-time
learners at the same institution. For instance, part-time learners at the University of Edinburgh completed two courses designed specifically to tap into work experience and create a systematic process of self-development enabling them to progressively develop their competence in the workplace.

It is highly significant that there are no instances of training that fall into either wholly institutional or wholly work-based modes. On the contrary, whilst some instances of part-time and work-based routes may have emphasised one or the other, in all cases the training has involved both. For example, although part-time learners covered much the same curriculum as their full-time counterparts at the University of Edinburgh (2002-2006), the requirement for placement was altered for these experienced participants to accommodate their work situation. In the same way, the earliest recorded community-based programme that emphasised work-based experience (Community-Work North, 1980-1987), also involved a Higher Education institution (Aberdeen College of Education) for accreditation purposes. It is therefore more useful to think of part-time and work-based training in terms of a range of activities, rather than something occurring outside of, or separate to, further or higher education provision. It is also noteworthy that all past and current cases of full and part-time professional training in CLD involve between 40-50% of work-related experience through placements. In a very real sense, therefore, workplace learning is a significant feature of all initial qualifying training in Scotland.

If work-related and work-based learning overlap there are still important differences between full, part-time and work-based routes. These differences are relative rather than absolute, however, and are associated with time, place and the focus of learning. Self-evidently, full-time learners spend more time in conventional classroom activities in educational institutions such as colleges and universities, whilst part-time and work-based learners spend more time in the workplace engaged in workplace activities. Although full-time learners spend a significant amount of time in the workplace, this is different in some ways from the experience of work-based and most part-time learners for they are still students whilst in the workplace. Generally, work-based or part-time learners are workers first and students second, with continuing responsibility for achieving the goals of a particular agency or organisation. The nature of the worker’s experience has important consequences and implications for learning because it means dealing with issues and resolving live practice problems that are often ill defined and complex. Compared to the student on placement, this responsibility can be qualitatively different in being relatively unbounded and the time commitment open-ended. Tasks allocated to students on placement derive, at least in part, from a prior assessment of learning needs and this may also occur in a different way with workers who are learners in the work setting. Whether placement or practice driven, this kind of engagement with live problems and tasks offers significant opportunities for learning and constitutes the major contribution of work-based routes to professional development.

The way that the opportunities are taken up depends on the extent to which learners are seen as students or workers.

6.1 Constructions of the Learner

Within different approaches to training lie different constructions of the learner as student or worker. This is reflected, for example, in the teaching and learning processes. For instance, the University of Dundee has a specifically work-based curriculum that situates learners as workers. Here the role of a mentor is pivotal in guiding learners as they integrate academic and practical experience. In a different way, the University of Strathclyde’s construction of the learner as a part-time student means that initial courses related to part-time study facilitate learners’ integration with academic life.

In work-based courses where learners study full-time, work and learning can be seen as symbiotic. As one work-based educator stated:

“Our students are in learning for 35 hours a week. Because the role of the workplace and the workplace supervisor is key to the learning for their degree, we consider them to be full time students. It’s not just the learning they do in the classrooms, or the tutorials, or whatever. It’s a combined package. It’s the integration of the work and training.”

In contrast to the above view, however, work-based and part-time learners do not see themselves primarily as ‘students’. In an online survey, 75% of all part-time and work-based learners reported being currently employed within the field; of the remaining 25% of learners, 23% indicated they were doing volunteer CLD work. In focus group discussions and the online survey, the majority of learners defined themselves in relation to their practice. In the survey, 77% of respondents described themselves as a community education worker; as a youth worker; as an adult education worker or, more generally, as a practitioner. Only 15% selected the term ‘student’ and 8% ‘trainee’. In some respects, however, learner identity shifts in emphasis between practice and formal learning. As one part-time learner explained:

“Sometimes I feel like I have been a part-time student. At other times, depending on what part of the course we are doing, I have felt like a practitioner who just happened to be studying… I think it has changed, depending on how well I have engaged with the learning.”

In focus groups, the suggestion was made that the ‘student’ label would be resisted in work-based settings as it had a connotation of not being a fully competent professional. One respondent suggested an appropriate term would be ‘practitioners who study’. Such an interpretation would be consistent with the way that learners favoured certain approaches to teaching and learning strategies over others. Those perceived to be related most to practice were uniformly rated highest in terms of being helpful to their learning and most effective for assessing their learning. The firm conclusion here is that learners, whether studying part-time or work-based routes, generally perceive themselves to be
The full-time HNC programmes have the appearance of a part-time mode. This is because the shorter period of programme study (generally about nine months) makes periods of block placement less feasible. It is also more difficult to fit in a concurrent placement. The pressure on time available is recognised in the CeVe (1995) guidelines stipulating that pre-qualifying training should include either one concurrent or one block placement and visits to a range of agencies working within the community.

Figure 1 Five modes of training

practitioners who are learning and have a high tendency to judge the value of their learning in terms of its relevance for their ongoing work experience. This finding has implications for the nature of training provision, which the report now turns to in discussing the five modes of training that currently characterise the field.

6.2 Current modes of training

No two programmes of training in Scotland leading to professionally endorsed qualifications in CLD are identical, although there is a greater degree of similarity amongst the HNC courses. All programmes have a 40-50% placement or placement-like element, which is stipulated in the guidelines for endorsement of professional programmes at both Higher and Further Education level (CeVe, 1995). However, the guidelines are not prescriptive about how such experience should be constructed, and the programmes differ in their combination taught and practice elements. As indicated in Figure 1, there are five broad modes of training.

1. Traditional Full-Time Mode

The traditional full-time mode at Higher Education level involves larger blocks of teaching (for instance one or two terms or semesters) followed by immersion in a block placement experience. In some degree programmes placement occurs in all three years of the ordinary degree and in others in years two and three. Full-time learners at the University of Edinburgh undertake a six-week block placement in year one and twelve weeks in year three. In year two the learners complete thirty days of professional practice spread throughout the year. At the University of Strathclyde full-time learners undertake a fifteen week placement in year two and a seventeen week placement in year three.

2. Part-Time Mode 1

Part-time modes come in two versions. The first version is most likely to occur with the HNC programmes, which can be offered in different ways. Day release is one option involving one day per week over a period of two years. This day is generally fixed to ensure minimal interruption to a learner’s working life. HNCs can also be offered more flexibly by enabling learners to study and work part-time with one to two days of placement per week over two years.

Anniesland College is alone in enabling part-time learners to complete their programme of study in just less than one year. This programme was created as a response to the problems experienced by learners with trying to obtain benefits over a two-year period. It involves careful allocation of the standard twenty-one hours per week study time. Learners complete one day (seven hours) of placement in the first two terms alongside two days (fourteen hours) of teaching, followed by a drop to one day of teaching (seven hours) in the third term and an increase in time spent on placement to fourteen hours. Since learners are never studying in class for more than fourteen hours a week they are technically part-time students.
3. Part-Time Mode 2

Version two of the part-time mode differs from the first in acknowledging that learners are working in a CLD related role concurrent with their study and placement. An example of this is the University of Strathclyde’s part-time BA in Community Education. Specifically targeted at those working seventeen and one half hours or more in the field, the degree has been developed to deliver a flexible route for learners building on existing qualifications and training. It recognises prior learning and current work experience through the use of a credit-rated portfolio that can contribute up to fifty SCOTCAT points for practice and seventy for academic study, a possible combined total of a third of the overall course. Accreditation is dependent on learners continuing to work in the field. In order to ensure a diverse practice experience, learners undertake a minimum of two placements either outside their current workplace entirely, or with a different team or focus and with a placement supervisor who is not their line manager. This part-time mode takes between three and six years to complete.

At the University of Edinburgh the former part-time mode to the BA in Community Education was designed for completion over a period of four years. This programme required learners to have a minimum of ten hours per week of current work experience, which could be supplemented with some voluntary experience. The requirements for practice experience were met by two work-based learning courses and amended arrangements for placement periods. The programme used a day-release form, similar to the HNC for practice experience, so that the learners formed a discrete cohort but at times participating in teaching with the full-time cohort.

At Edinburgh and Strathclyde the major part of training conformed to that of the full-time mode, but with some specific courses for the part-time learners. These courses aimed to ease their transition to Higher Education study and to link learning more with their workplace experience. These courses will be discussed further in the section below on teaching and learning processes.

4. Work-Based Mode 1

Work-based modes also come in two versions. The first version emphasises the learning that can occur in the workplace, in particular as an environment to integrate theoretical and practical elements of learning. A taught component happens concurrently with workplace experience and work practice is the ‘text for the construction and deconstruction of theoretical forms of practice’ (LWT, 2006: 2). This kind of mode may also have a block placement but the key feature is concurrent work and teaching.

The University of Glasgow has recently developed a work-based degree programme, the BA in Community Development. Learners are required to have two to three days of practice per week in the CLD field and attend classes one day per week (similar to the HNC day release). As well as completing the academic programme, learners also have the option of an SVQ level 4 in Community Development Work between the end of their first and second year of study. Learners undertake a minimum of three hundred and fifty hours of assessed practice, which usually takes place in their workplace. A practice placement additional to the workplace practice is undertaken in year three.

The Linked Work and Training Trust also offer a Bachelor of Community Learning and Development (validated by the University of Glasgow) that offers a work-based approach. A significant difference, however, is that the programme is full-time, with learners working in their communities in a paid capacity. This programme blurs some of the distinctions made in other forms by combining training days (one day a week concurrent with practice) and training blocks of one week in length through the first, second and third years. Like the University of Glasgow, the LWTT programme includes a placement period undertaken in years two and three for a period of ten weeks.

5. Work-Based Mode 2

This version of the work-based mode also emphasises the learning that occurs within the workplace, and uses teaching and learning processes that target the integration of taught and practical elements. This mode differs, however, in its block approach to workplace and taught components. One example is the University of Dundee’s BA (Hons) in Community Education. While the programme content matches the full-time mode, delivery consists of weeklong blocks of teaching and blocks of workplace experience. Learners on this programme must be in paid or volunteer employment in a workplace that is considered a suitable learning context for a minimum of sixteen hours a week. The degree contains three practice periods, equivalent to the full-time practice periods (thirty five days in the first year, fifty five in the second and seventy five days in the third), which take place within the workplace. The workplace is expected to offer opportunities for interactions with
colleagues and agency structures and it enables the learner to experience more than one context and setting. The programme’s combination of portfolio work and practice panels to support, monitor and evaluate workplace learning will be discussed later in this report in the section on academy–workplace relations.

Another example of this mode is the BA in Informal and Community Education delivered by YMCA George Williams College (YMCA) on a distance-learning basis. Like the University of Dundee, the YMCA requires learners to be engaged in professional practice, which includes at least three hundred and sixty (of four hundred and eighty) hours of work in direct face-to-face youth work, community work, informal education or community education work. Learners must have the full support of their employer (through their agreement to release learners to study), attend study days (approximately seven days per year) and attend residential periods in years one and two. Study days are held regionally, enabling learners within a geographical area to have an opportunity for group learning and to integrate the study materials from distance learning packs with their workplace experience. The practice/placement component consists of workplace experience, supervision and participation in line management and team meetings. The practice element is strongly focused by the practice supervisor role, which will be discussed further in this report in the section on academy–workplace relations. With respect to part-time learners, a particular issue is how to utilise past and current workplace experience whilst allowing for the fact that some may not be in paid or voluntary positions.

6.3 Issues in curriculum design and delivery

The above modes of training can be understood as attempts to combine theoretical and practical elements in teaching and learning processes through particular constructions of curriculum. All such attempts address a number of common challenges including integrating working and learning, coordinating the work of the key people who facilitate learning and providing the appropriate activities and resources to support learning. Similar challenges arise in consecutive or concurrent modes of provision. There are issues for learners in accessing relevant learning materials and tutor support. Time spent at the institution is characterised by the need to create opportunities to talk to tutors, peers or access the library. In these circumstances, the challenge is to create effective communication between learners, between learners and educators and to ensure easy access to learning materials. This is one area where increased use needs to be made of information technology.

Placement can be problematic in either concurrent or consecutive modes. For instance, in concurrent modes (such as the part-time mode 2 and work-based mode 1), creating opportunities for an immersion experience of fieldwork requires innovative and flexible approaches because of the difficulties associated with organising blocks of time away from the learner’s usual workplace. On the other hand, consecutive modes (such as work-based mode 2), whilst involving a block placement experience, may offer less regular opportunities for iterative reflection on theory and practice if there is little contact with the academy.

Although there are good arguments for concurrent and consecutive approaches, the major challenge is to bring learning into the workplace by utilising work as a micro context in which to anchor teaching. Employer support can strongly influence a learner’s access to learning facilitators, appropriate activities and resources. Teaching and learning strategies, including innovative forms of assessment, are also crucial in supporting the learner’s ability to integrate working and learning. Facilitating integration is a key challenge in both academic and workplace environments. Tutors determine the nature of the classroom activities, resources and support that are available to the learner; whilst supervisors play a key role in providing relevant work-based activities, appropriate resources and support. Bridging roles, such as non-managerial supervisors and mentors, can, however, support learning across both environments irrespective of the particular mode of provision.

A fundamental issue is that the consecutive or concurrent nature of provision has different consequences for the development of a sense of ‘cohort’, which in turn affects peer support and peer learning opportunities. It is essential, regardless of the particular route, that learners have some formal opportunities to establish group bonds that can then be developed informally.

In summary, a number of significant challenges arise from the different modes of provision:

- Creating collaborative relationships between academia and the workplace that have a shared purpose and approach to developing the critically competent practitioner
- Creating facilitative and guidance roles that support the learner in integrating practice, taught elements and their developing professional identity
- Enabling formal and informal activities and opportunities to integrate teaching, learning and working, such as strong cohort opportunities, integrative assessments and work-based projects
- Securing readily available and accessible learning resources in both academic and workplace environments.

As all forms of training are premised on understandings of the knowledge, skills and attitudes required to be a qualified CLD practitioner, a fundamental issue for work-based and part-time training centres on what it means to be professionally competent. In order to establish a clear understanding in this regard, it is necessary to examine and make sense of the professional and academic frameworks that govern training in CLD. The next section suggests that the underlying intentions of the frameworks can be brought together in the concept of critical competence. After this, the report further discusses the challenges for training in terms of an integrated approach to developing the critically competent practitioner.
6.4 Differing conceptions of competence

There is much debate about the meaning of competence across the sector, and positions can be contested. It is not surprising that at the time of writing, Learning Connections has commissioned research by the University of Dundee to clarify the issues and to establish a new understanding of competence. As one HE lecturer categorically stated: ‘You see a lot of us now would reject philosophically and epistemologically the notion of competence completely; just say this is not what higher education is about’. From this position training is seen as something very different from education. As another HE lecturer said: ‘I don’t see anything I do as training. I don’t think of it as training. I think of training as “job”, and I don’t relate anything that I do to a job’. In contrast, one community-based provider accepted that the concept of training was ‘loaded’ towards preparing learners for a very specific job but was content that it described the nature of their programme. Employers tend to be more pragmatic. One commented, for example, that they take the notion of competence seriously only in so far as it is part of an accreditation or validation process that ensures their worker has a legitimate qualification.

The perspective in this report is that education and training are not inherently opposed and that academic and practice competence can be drawn together. As one survey respondent stated: ‘Understanding theory is important but it is more important to know how theory has been applied and analyse the efficacy of that in order to inform practice’. The different perspectives are, to some extent, rooted in contrasting conceptions of academic qualities and professional competence embedded in the SCQF and CeVe formulations respectively. These frameworks have implications for training because they steer understandings of academic and professional requirements. As with other measures of occupational standards (see for example the 2003 PAULO framework covering CLD in Scotland and allied occupational groups in the UK), CeVe (1995) categorises skills and activities in discrete clusters. According to this framework a qualified community educator should be able to:

1. Engage the community
2. Develop educational opportunities
3. Empower participants
4. Organise and manage resources
5. Practise in different setting
6. Evaluate and make changes.

The SCQF, on the other hand, expresses the characteristic outcomes of learning in Higher Education in the following terms:

- Knowledge and understanding
- Practice: applied knowledge and understanding
- Generic cognitive skills
- Communication, ICT and numeracy skills
- Autonomy, accountability and working with others.

There are clear differences in style and language between the two frameworks. The former emphasises concrete activity where performance is ultimately a matter of skill. One element in ‘Engaging the Community’, for example, is ‘Establishing and sustaining contact/relationships with individuals and community organisations’. The SCQF on the other hand foregrounds intellectual qualities expressed in terms of the exercise of critical faculties. The ‘Generic Cognitive Skills’ at the degree levels of 8, 9 and 10 involve, for example, evaluating arguments, critical analysis, making judgments, originality and creativity. If taken at face value, the differences between the two frameworks appear to reflect a theory-practice split. It is possible, however, to exaggerate these differences. Another element in ‘Engaging the Community’, for example, is ‘Identifying and analysing needs and characteristics of the community’, which clearly involves exercising intellectual capacities. At the same time, the SCQF specifically includes practice in terms of its inclusion of the category of ‘Applied Knowledge and Understanding’.

6.5 Critical competence as the goal of training

Some providers, although informed by the CeVe framework, have developed different approaches to the issue of competence. The International Christian College (ICC) has drawn from professional bodies and the National Occupational Standards for its BA Youthwork and Applied Theology, and the University of Glasgow has incorporated the use of the SVQ Level 4 into training. All programmes, however, seek to reconcile academic and professional requirements and these attempts can be usefully understood in terms of pointing towards the ideal of a ‘critically competent practitioner’. Bamber (2007: 111) has described critical competence as the ability to produce six types of practice knowledge, which can be explained as:

- ‘Technical’ or strategic knowledge such as organising a structured, formal or informal learning experience in a youth club or adult education class, or setting up a community planning process.
- ‘Theoretical’ knowledge that is impersonal, abstract and expressed in general terms, which enables practitioners to justify activity. For instance, arguing a principled case for or against policy initiatives, debating meanings and contesting understandings of purpose in CLD.
- ‘Moral-Practical’ knowledge concerning the underpinning values and principles that enable practitioners to act appropriately in relation to professional standards and a given norm. It is necessary, for instance, to be able to distinguish between personal and professional belief systems.
- ‘Personal’ knowledge that enables critical insight into a practitioner’s own subjectivity and behaviour, such as the ability to analyse the effects of one’s interventions on others.
- ‘Discursive’ knowledge, which enables practitioners to engage...
Despite their difficulties, community-based providers have led the institutions to deliver high quality and flexible routes to training. Training, therefore, means enhancing the capacity of these institutional providers. Developing a sustainable, national model of recurrent pattern of closures reflects, amongst other things, the need for such programmes. For the foreseeable future, the vast majority of learners will continue to achieve professionally endorsed qualifications through academic institutions. This integrated model situates training within an overall socio-cultural context. It is highly significant that at the time of writing, only twenty of these are training with a community-based provider. These small numbers and the recurrent pattern of closures reflect, amongst other things, the central issue of financial sustainability for such programmes. For the foreseeable future, the vast majority of learners will continue to achieve professionally endorsed qualifications through academic institutional providers. Developing a sustainable, national model of training, therefore, effectively means enhancing the capacity of these institutions to deliver high quality and flexible routes to training. Despite their difficulties, community-based providers have led the way in forging partnerships with local employers. In this they have been particularly concerned to address the financial hardship of adult learners returning to Higher Education by securing a wage. They have also emphasised learning through incorporating live problems and issues from the workplace into the curriculum. These aspects of their work need to be replicated in all patterns of provision and this report goes on to describe, for example, how employers can be more engaged in the training process. It is clear that financial incentives to employers and learners are required if training is to become more accessible across the sector. At the same time, there is a good case for further investigation into the particular contribution and needs of community-based providers.

7. A Sustainable Model of Training

Sullivan (2005) reports on the development of a number of community-based training initiatives since 1980 (for a full list of all training provision since 1980 see Appendix 4). These are:

- Community Work North (1980-87)
- Fife Activists Scheme (1995-02)
- Lothian Apprenticeship Scheme Trust (1995-99)
- Great Northern Partnership (1999-02)
- Drumchapel CommUniversity Trust (2002-05)
- Greater Glasgow CommUniversity Trust (2005-07)
- Linked Work and Training Trust Central (1995-)

It is highly significant that at the time of writing, only 'Linked Work and Training Trust Central is operational. This means that out of a current population of just over three hundred and fifty work-based and part-time learners in 2006/7, only twenty of these are training with a community-based provider. These small numbers and the recurrent pattern of closures reflect, amongst other things, the central issue of financial sustainability for such programmes. For the foreseeable future, the vast majority of learners will continue to achieve professionally endorsed qualifications through academic institutional providers. Developing a sustainable, national model of training, therefore, effectively means enhancing the capacity of these institutions to deliver high quality and flexible routes to training. Despite their difficulties, community-based providers have led the way in forging partnerships with local employers. In this they have been particularly concerned to address the financial hardship of adult learners returning to Higher Education by securing a wage. They have also emphasised learning through incorporating live problems and issues from the workplace into the curriculum. These aspects of their work need to be replicated in all patterns of provision and this report goes on to describe, for example, how employers can be more engaged in the training process. It is clear that financial incentives to employers and learners are required if training is to become more accessible across the sector. At the same time, there is a good case for further investigation into the particular contribution and needs of community-based providers.

8. Towards an Integrated Approach

Figure 2 presents an idealised model, drawing from relevant literature (Illeris, 2004; Margaryan, 2006) and the research findings, to account for the iterative relationship between work and learning, and the multi-modal nature of learning. This is not just in physical terms, such as attending block teaching or undertaking a placement, but also in terms of the learner’s awareness of themselves as a learner-worker and the ways in which they integrate different aspects of their learning across the two environments. This integrated model situates training within an overall socio-cultural context. It is highly significant that at the time of writing, only twenty of these are training with a community-based provider. These small numbers and the recurrent pattern of closures reflect, amongst other things, the central issue of financial sustainability for such programmes. For the foreseeable future, the vast majority of learners will continue to achieve professionally endorsed qualifications through academic institutional providers. Developing a sustainable, national model of training, therefore, effectively means enhancing the capacity of these institutions to deliver high quality and flexible routes to training. Despite their difficulties, community-based providers have led the way in forging partnerships with local employers. In this they have been particularly concerned to address the financial hardship of adult learners returning to Higher Education by securing a wage. They have also emphasised learning through incorporating live problems and issues from the workplace into the curriculum. These aspects of their work need to be replicated in all patterns of provision and this report goes on to describe, for example, how employers can be more engaged in the training process. It is clear that financial incentives to employers and learners are required if training is to become more accessible across the sector. At the same time, there is a good case for further investigation into the particular contribution and needs of community-based providers.

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tural context in which there are a number of key drivers. As noted earlier in this report, some of these emanate from initiatives and strategic developments from government, professional and regulatory bodies at UK level and intersect with parallel developments in Scotland. This socio-cultural context heavily influences learning and learners but the environment itself is also subject to change and development as learners act upon it. This interaction with the environment is mediated on the one side by a ‘responsive academy’ attuned to the needs and requirements of non-traditional, work-based learners and, on the other hand, by the ‘expansive workplace’, geared up to support professional development in a variety of ways. The model presupposes a purposeful partnership between the two sides.

At the centre of this integrated approach are the ‘active learners’ taking responsibility for their own learning as they move mentally and physically between the workplace and the academy. In addressing live issues and problems learners become critically competent by engaging with elements in the academy, such as taking notes from a lecture and accessing a resource from the library, or opportunities in the workplace such as interacting with colleagues or talking things over with a supervisor. The model points, therefore, to the fluid and dynamic nature of a ‘situated curriculum’, involving attempts to address and resolve the sorts of issues and problems that characterise the field of practice. It also acknowledges the tacit and explicit conventions and norms of the communities of practice in the academy and workplace that may facilitate or constrain learning. In these communities there are formal and informal opportunities for learning. For instance, a lunchtime conversation with work colleagues about a problem can contribute to learning, as can those ‘chats’ that take place between learners outside of the classroom.

The model highlights the significance of the academy-workplace relationships that bridge the ‘gap’ between the two environments. These relationships can create spaces for working-as-learning and learning-as-working. It also incorporates the teaching and learning processes that facilitate movement between the academy and the workplace in terms of the activities and materials that combine to integrate working and learning such as curriculum content, textbooks, policy documents and specific tasks in the workplace. The model also highlights the important role of the people who provide support, information or feedback on activities such as personal tutors, placement supervisors, line managers, mentors, work colleagues and fellow students. The report will now elaborate on the elements described in this integrated approach. To begin with, it will consider the proposition that the success of an integrated approach in work-based and part-time routes to training turns on the relationship between the academy and the workplace.
8.1 Academy-Workplace relationships
The term ‘academy-workplace’ is used because the most common form of training involves a relationship between a place of work and an academic institution that provides the taught elements of the curriculum. Although community-based providers are distinctive in some respects, they replicate aspects of academic institutions in others. There is, therefore, a spectrum of academy-workplace relations each with their own attendant strengths and weaknesses. As Figure 3 shows, the spectrum can be described broadly under the following headings:

- Two-way support
- Learning partnerships
- Provider-employer and agency-host
- Employer-provider
- Brokerage.

Mutual support relationships can be informal or formal with longstanding commitments. Generally speaking, academic and workplace environments are aware of the demands and nature of the other and seek to support the learner’s movement between the two. An example of this type of relationship is the University of Glasgow and the East End Partnership (EEP). The EEP is a local development company with registered charity status that finances a group of learners to undertake Glasgow’s degree programme as part of its regeneration strategy. The learners have a strong sense of a cohort and are given formal support by the Partnership, including a local tutor who facilitates their personal and academic development. Staff from the EEP and the University meet regularly to discuss the programme, creating a three-way relationship between the Partnership, the University and the learners.

With learning partnerships the academic institution works with an agency in the community to design and deliver programmes of study. Until its recent demise in 2006 the partnership between John Wheatley College and OnePlus (Community Connections) was the clearest example of this type of relationship. This partnership commenced in 1999 with the development of the Level 2 SVQ in Community Development Work and concluded when OnePlus went into liquidation. The shared focus of this partnership was working with community activists to recognise their existing skills and help them to obtain a relevant qualification. For employers, the opportunity to offer learners a placement for the period of the programme enabled them to create a good working relationship with a prospective employee. In one of its three programmes the partnership had a 100% success rate of learners completing and moving into employment.

The provider-employer and agency-host relationship means that the training provider is also the learner’s employer. In this arrangement CLD agencies act as a host workplace for the learner in a similar manner to hosting a long-term placement. This type of relationship has developed as an attempt to fully fund learners in socially deprived areas through training. Until recently the Greater Glasgow CommUniversity Trust (GGCUT) was an example of this type of arrangement, acting as the academy for learners as well as their
employer. This arrangement was heavily dependent on special funding such as grants from the European Social Fund (ESF). Learners spent twenty-one hours per week at a placement, with each placement lasting one year.

Although the provider-employer arrangement involves training provision and workplace experience, it is not strictly speaking an example of an academy-workplace relationship. Here the workplace has taken on the role of the academy and there is no second party involved in training provision. A Consortium of Training for Community Learning and Development (ACT) is an example of the provider-employer form. ACT is a capacity-building project between four local authorities and the University of Edinburgh, with representatives from each member local authority and from voluntary organisations on its Executive Committee. ACT has developed training for SCQF levels five to seven across the field of CLD specifically for its part-time employees and/or volunteer workers to support their work and develop good practice. Learning and workplace support includes activities such as regular meetings with line managers.

Brokers bring together employers, learners and training suppliers. The arrangement can include identifying and reaching agreement with funding partners, developing and maintaining relationships between learners and host organisations, providing study support for learners and facilitating relationships between host organisation supervisors and learners. The YouthLink Scotland Route 98 project was an example of this type of arrangement. Route 98 was a work-based training and education project that offered young people full-time, paid youth work practice placement in a statutory or voluntary sector partner organisation with the goal of developing the host organisation’s work. The apprenticeship-style programme included the achievement of formal accredited qualifications initially through YMCA George Williams College and later through the University of Dundee. Each stakeholder was involved in the management of the project through a Steering Group and an Advisory Group.

Brennan and Little (1996:9) state that: ‘High level employer engagement in relation to teaching and learning is characterised by situations where the employer and the higher education provider have an equal and shared interest in ensuring high standards of education and training’. Not all of those involved have an equal or shared interest, however, and there are particular issues that arise from some academy-workplace relationships. For instance, a challenge arises when the training provider is also the learner’s employer (as in the case of GGCUT). The workplace then becomes more like a long-term placement than a normal work experience that can undermine the authority of the workplace as, for instance, when learners must engage with their training provider in matters of sick leave. The provider-employer and brokerage types can also be susceptible to confusion for trainees regarding roles, responsibilities and the place of their project work within the host organisation. With respect to the brokerage form in particular (and in common with other work-based programmes), learners or supervisors can prioritise the work element over study.

Overall, however, there are many benefits stemming from effective academy-workplace relationships. This point can be briefly illustrated with reference to the example of the Linked Work and Training Trust, which is a purposeful partnership involving a multi-faceted and integrated approach to work-based learning.

**LWTT A Purposeful Partnership**

LWTT is an independent voluntary organisation with charitable status that provides a community-based, work-based degree programme validated by the University of Glasgow. The programme aims to meet the needs of local communities and employers and specifically to widen access to higher education and professional qualifications for local people. The Trust works in partnership with employers in a number of ways including learning provision and brokerage relationships which can cover a partnership approach to funding, recruiting and training local people with histories of voluntary activity in their communities. As one employer noted, ‘We are coming from different backgrounds but we are trying to do the same thing in terms of supporting students, to get learning in a different way, do community learning out in the field here’.

Employers are key to an inter-disciplinary and inter-agency management approach for LWTT. Employers are represented at the Employers’ Forum, a Workplace Supervisors’ Forum and on the Board of Management. Through these mechanisms, employers are able to offer perspectives on the current programme and emerging demands. One employer spoke of being able to voice her concerns with the programme when they arose, adding ‘it seems to be taken on board right away… I think they enjoy an outsider looking in’. These forums are formal places to discuss the progress and support needs of individual learners, although many informal mechanisms also exist for input on such matters. As one employer stated, ‘it does feel very much like a partnership that is based around an individual student’.

Employers involved with LWTT see the value in this form of collaborative relationship in terms of developing the skills and confidence of a worker; the passion, energy and commitment the learner brings to the workplace; the opportunities that a learner’s learning brings for other team members to critically reflect on their own practice; the opportunity for workplace learning that arises from the new influx of ideas, materials and thinking and the particular outcomes of learners’ work.

LWTT learners also spoke highly of learning within such carefully structured partnership arrangements. In particular, they cited the benefits of merging theory and practice, with one learner explaining: ‘This course enables me to be at work and learn at the same time, to connect the two and understand it better’. Another benefit frequently mentioned was the inter-agency links created by the students themselves as they supported each other in the development of events for their work, and shared resources and ideas. Overall, the words of one survey respondent sum up this partnership approach best: ‘If it had not been for Linked Work and Training Trust, I would never have been offered this opportunity of a lifetime’. 
It is clear from the above discussion that the different arrangements might in certain respects be stronger or weaker in linking the academy and the workplace. The creation of a bridge between the two environments is essential but it is not, by itself, enough to ensure effective work-based learning. The most important thing is that learners need to be able to take advantage of the iterative nature of working and learning as they move mentally and physically between the workplace and the academy. Thus the success of an integrated approach in developing the critically competent practitioner is also dependent on the skills and knowledge of the people who guide and support the learner in both environments and on the nature of the activities and the resources available to support learning.

8.2 Expansive workplaces

Most academy-workplace relationships are complex and multi-faceted. One thing is clear; however: effective workplaces are proactive in their approach to learning. One work-based learner’s comment illustrates the consequences of the lack of such an approach:

“I do not think that my workplace has evolved or is evolving at the same rate as I am. I am starting to change now and my views are starting to change…’The way I am wanting to work is changing but I have got colleagues that I work with that are only doing the same thing. We are starting to be in conflict with each other and it has become a difficult situation.”

Recent work on the ‘expansive workplace’ helps to identify characteristics that maximise opportunities for learning, Evans et al. (2006: 41) present an expansive-restrictive framework that can be used to analyse the character and quality of learning environments and cultures, identify opportunities and barriers to learning, conceptualise different approaches to individual career progression and explore the lived reality of learning for workers. Table 1 is an abbreviated version of the framework.

A major factor affecting the development of an expansive workplace concerns the learner’s status within the workplace. In CLD, some employers may perceive employees as fully-fledged trainees whereas others may overtly question the relevance of study. One part-time learner related that her employer’s response to her interest in taking up study was, ‘We employed you to do this level of work that doesn’t require a degree so why should you be doing it?’ This type of comment signals a significant variation in the level of employer support in different workplaces.

There can also be variation between different training routes. Some work-based courses (e.g. the University of Dundee, YMCA College George Williams and LWT) require a level of employer commitment and awareness of programme goals that can facilitate an expansive approach to employees’ learning. Work-based learners may, therefore, benefit from particular educational opportunities in relation to three-way meetings between training provider, employer and learner, agreements to release workers for study periods such as residential events, adequate managerial support and appropriate involvement in assessment processes. Yet many of the expansive dimensions for work-based learners (such as planned time off, progression for a career path and managers as facilitators of learning) can be difficult to achieve for part-time learners.

<table>
<thead>
<tr>
<th>Expansive</th>
<th>Restrictive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-boundary groups and communication encouraged</td>
<td>Bounded communication</td>
</tr>
<tr>
<td>Managers as enablers/facilitators</td>
<td>Managers as controllers</td>
</tr>
<tr>
<td>Pursuit of formal qualifications valued/supported</td>
<td>Pursuit of formal qualifications not valued or supported</td>
</tr>
<tr>
<td>Expanded job design</td>
<td>Restricted job design</td>
</tr>
<tr>
<td>Participation in multiple communities of practice inside and outside the workplace</td>
<td>Restricted participation in multiple communities of practice</td>
</tr>
<tr>
<td>Planned time off the job</td>
<td>Virtually all on the job</td>
</tr>
<tr>
<td>Progression for career</td>
<td>Career static</td>
</tr>
</tbody>
</table>

(Adapted from Evans et al., 2006: 40-41)
learners who may be less able to negotiate their needs with their employer without the backing of the training provider. As one part-time learner stated:

“Something that has to be realised is that for part-time students, for most people, the workplace is already allowing them a day off a week. So to then say to them not only am I wanting a day off a week, but I also need you to supervise me and do this, I need you to agree that you are going to allow me the time to learn this and to tick this box and to tick this...I think they are asking too much, because for a lot of people, they were spreading their five-day week over four days as it was.”

Individual learners can influence expansiveness by choosing to engage with available opportunities and contributing to the development of a learning culture within the workplace. One part-time learner tried to create a more expansive approach with a qualified and experienced manager available. She sought outside supervision in tandem with collegial support in the workplace but found that it was, ‘really difficult because [my outside supervisor] did not know the organisation that I was working in’. Workplace learners may also experience variations in levels of expansiveness or restrictiveness based on job design, roles and responsibilities or personal factors, as well as worker status, working practices and the extent to which workers are isolated from each other or in close groups (Evans et al., 2006; Margaryan, 2006).

It is essential that employees are able to learn outside and within the workplace. This requires a culture that passes on learning, creates chances to learn new skills and jobs and values knowledge and skills development. A central theme across the variations in provision, employment and individual agencies is the importance of the ethos of learning. As one work-based employer explains:

“I think there’s a real awareness of her [the worker’s] learning needs. I think we are able to set her work at an appropriate level for a trainee. However, I would hope that she doesn’t feel like a trainee within the team. There is nothing, apart from taking into account these things, that makes her different from any other employee. She is a full member of the team and what she says is as important as anybody else. We actually take account of the level that it is appropriate for people to work at for all of the employees. If they have learning needs whether formal or informal we take account of them as well. I would think that maybe we are, in the part of the organisation I work in, quite a learning organisation.”

The predominant response from employers was of valuing learners, positioning them as full members of the team and bringing specialist knowledge to the workplace environment. Learners, academics and employers have all noted instances of high levels of employer support for study. As one employer explained:

“From day one both my Board and myself said that the student had priority. It was not that we wanted work outcomes or outputs from her. It was that she got through her academic course. And that was the way we looked on it. So, yes, she was getting work experience, but the real priority for us, and the investment we were making and paying for, was to get her qualified as a community learning and development professional.”

In creating an expansive environment it is essential to have an understanding of the goal of learning, the processes by which this can be achieved and the ways in which the workplace can contribute to creating a more effective learning process. The following brief case study, based on a real agency although names have been changed, illustrates some elements of an expansive workplace.

The ‘Opportunities’ Project

Lauren, a work-based, community-based learner, was a single parent who got involved in her local community when the lack of childcare became an issue. She became chair of a local parenting group and got involved in ‘Opportunities’, a local voluntary organisation. The board saw the potential for Lauren’s development and believed that offering her an opportunity to develop into a qualified CLD worker would help Lauren, her organisation and her local community. The board felt that even if Lauren moved on from her current organisation, the community would still benefit from her expertise, and that a formal qualification would be valuable to her. The organisation created a trainee position (which Lauren had to apply for) and gave her study leave and support as she undertook her study. Her employer explained that this was as much a learning experience for the workplace as it was for Lauren as she was the first person the organisation took on as a student. Her supervisor and the organisation found they were learning from the materials, questions and ideas she was bringing back to the organisation. The organisation has since grown and now has a second work-based learner undertaking the programme who is benefiting not just from study, but from the organisation’s now more experienced approach to his learning.

It should be clear that an expansive workplace benefits the agency as much as the learner: Workers who are learning can help the organisation learn, change work practices and enhance the learning culture of the workplace. Work-based employers cited benefits such as:

- Opportunities to reflect on their own practice and practice
- Incentives to research issues
- Opportunities to develop own learning, knowledge and skills
- Access to new theories, new policies and new research
- Contextualising practice in a wider context (political, global)
- Changes to worker’s practice – including a more structured and proactive approach to the work, involving critical appraisal, resulting in deeper and wider understanding.

According to Evans et al. (2006), workplaces are most effective when they address the needs of both the employee and the
employer; when an employee’s interest can be expressed and they can be reassured that changes will not have a negative impact on jobs and conditions of employment, when learning is seen as an integral part of practice and interventions holistically address the workplace environment and when learning is not considered narrowly. Within these conditions there are five stages to improving opportunities for learning (ibid: 167-172):

1. Identifying the relevant dimensions of the existing learning environments
2. Assessing the current workplace against those dimensions
3. Identifying the potential for improvement
4. Identifying the balance of advantage
5. Implementation and monitoring.

These stages are part of a proactive approach to working on environmental improvement and individual support (see Appendix 5 for a full explanation).

8.2.1 Making the most of fieldwork practice

In the expansive workplace, fieldwork practice is a significant learning activity because it involves dealing with live issues and problems. Commonly organised as a placement, fieldwork practice is an essential and central part of an integrated approach to training. CeVe stipulates that it should comprise 40-50% of the curriculum although the nature of placement is not clearly defined in the endorsement guidelines (CeVe, 1995). In general, placement enables learners to link theory and practice, work with groups, explore social interaction and group work theory and practice, evaluate learning and workplace practice and further their professional development. It is a condition of endorsement that programmes explicitly link placement to the key elements of CeVe’s professional competence framework.

In all cases, the educational nature of the placement is emphasised. For those programmes that have more than one placement, learning outcomes for each period have been designed with the aim of extending beyond the CeVe competence framework. The training provider generally works with the learner and fieldwork organisation to determine appropriate activities and focus for the duration of the placement. This can include assisting the learner in negotiating an appropriate placement and supporting the learner while on placement through visits. There are resource issues about the extent of this support affecting, for example, obtaining sufficient numbers of placements, finding suitable placements, placement coordination and the availability of appropriately experienced and qualified supervisors. There is some question as to how effectively the training provider can intervene in the placement experience, ensuring that it is above all a learning experience. In general, training providers ensure the quality of the learning experience through a combination of careful negotiation and agreement prior to placement, monitoring the placement and negotiating with the placement supervisor during placement.

Placement experience can prove problematic for part-time routes. On the one hand, concurrent placement and teaching enables learners to make quick links between theory and practice. As one part-time learner explained, ‘Every day we come in we are learning new things. Every piece of work that we had we are learning new things. We become more reflective taking that time that you wouldn’t normally get’. Another part-time learner explains further:

“It is time to reflect. I work part-time. It is not a full-time job. So I go in the door and it is bang-bang-bang, do this, this, this. There is no time to think about anything. So it is been really good for reflecting and just thinking things through and the implications and benefits of it.”

On the other hand, by attending placement one day a week learners may not experience the full range of opportunities, problems and issues that the placement can offer and thus not have the opportunity to fully integrate their new knowledge or to develop further knowledge and skills. While flexibility enables learners that may not otherwise have the opportunity to learn, it may also limit the possible learning opportunities available to them.

An innovative solution to this issue has been developed at the University of Strathclyde, where the Placement Coordinator has worked closely with learners to create a more immersive experience. An example is the case of the second year part-time learner who was unable to undertake a block placement and instead attended placement on one day a week for ten weeks, followed by a four-week block and then another ten weeks of one day a week. This revised pattern allowed the learner to spend the first ten weeks doing preparatory work for a sustained piece of work over the block period, follow by a period of time to complete activities and prepare a report on their work.

As with part-time routes, work-based routes can encounter employer unwillingness to release learners for the period of a block placement. Some work-based programmes have developed a practice element rather than a specific placement to ensure learners experience practice beyond their workplace role. This practice element is usually a piece of work that will develop areas in which the learner has had little or no experience and will significantly enhance their professional profile. The work can be undertaken within or outside of the learner’s usual workplace, dependent upon the individual learner’s situation. Some learners in work-based programmes may have to take up voluntary work to extend their experience of a variety of contexts and practices.

It is worth emphasising that in all programmes, placements are designed to structure the learner’s engagement with issues and problems in particular ways including carefully written placement guidelines, stipulated interactions with placement supervisors and clear reporting requirements. Specific curriculum-related activities that help connect the placement to the taught component of the programme, however, are less common. In cases where the taught programme and the placement are treated as separate entities,
there is the potential to reinforce rather than overcome unhelpful theory-practice divides. Professional Practice 1 was developed at the University of Edinburgh in a clear attempt to avoid such a divide.

Professional Practice 1

Learning objectives are shaped by the completion of eight tasks relating to all courses in the first year taught curriculum. Four times during the placement, for example, students have to select a reading from other first year courses and lead a discussion with their supervisor connecting the reading to issues arising in the placement. The student’s progress is monitored through continuous reflective practice in relation to the tasks through discussion with the supervisor during weekly supervision sessions. Practice is assessed on a pass or fail basis. Supervisors comment on the student’s performance in relation to the eight practical tasks and provide an overall assessment of the student’s development on placement. This is to highlight areas of achievement and indicate future learning objectives. At the end of the placement students submit two paper copies of their workbook tasks (amounting to approximately 2000 words) including a summary reflecting on how they have integrated learning from the taught and practice elements in the degree programme.

It should be obvious that these placement arrangements enable learners to maintain an awareness of their role as a learner through interactions with the academic tutor; meetings between tutor, supervisor and learner and through activities driven either partially or in full by the taught curriculum. As the following brief case study illustrates, there is a particular challenge for work-based learning in achieving the same structuring effect on learning, even if it is not possible to emulate such arrangements in all respects.

Placement according to Katie…

Linda is a project worker in a small regeneration area. Her supervisor Katie thinks that a placement type experience would contribute significantly to Linda’s work-based learning. Katie’s concern is that Linda is ‘buried down in bits of paper and bureaucracy because she has to file everything that comes in and she doesn’t seem to be trying to set up groups or maybe work as a development worker’. Her argument is that the workplace is a very hard place to try and start anything new you’ve still got all the old stuff going on in the background, and that it’s hard to even make space to attend training. Katie is certain that taking up a placement outside the local area, where Linda can do something completely different, is essential for Linda’s development. She says, ‘You go into a placement; it’s new, it’s a new piece of work, it’s new people you’re meeting’. Katie notes that although such newness can be ‘scary’, most placements that take students are well aware that they’re going to need some kind of regular supervision. Katie thinks it’s hard for Linda to get that kind of learning experience in her day-to-day work.

An expansive workplace is not by itself sufficient to fully support learners in the development of critical competence. Facilitating learners in their movement into and through the space between the academy and the workplace also requires a responsive approach from the academy. As one survey respondent remarked, ‘Going into study at my age with dependant children was a challenge. It would not have been possible without support from both lecturers and my employer’.

8.3 Responsive academies

An integrated approach to training depends upon an effective alignment between a learner’s work experience and the goals of teaching, learning and assessment. In other words, an integrated approach turns on the extent to which learners have access to a ‘situated curriculum’ in which knowledge is not pre-packaged but created through participation in a community of practice. A responsive academy attuned to the needs of work-based and part-time learners also takes full advantage of the learner’s prior experience and learning.

In a responsive academy, knowledge creation and professional development occurs through the use of projects, action research and daily work practice as learners critically reflect on their experiences. The taught element is ‘situated’ in the context of a specific topic or work problem that provides meaning to the material. Learning outcomes emphasise underpinning knowledge and understanding, applying theories and constructs in a workplace setting and developing personal and professional skills through practical experiences. As one survey respondent explained.

“I have really enjoyed this type of education. I learn from practice much better than reading a book. The tutors take a more personal approach to the student’s learning and are always at hand to support me in any way that I need. Being a mature student brings with it its own opportunities and issues. Taking part in work experience whilst learning has been an important part of the course and has allowed me to develop and learn in a community setting.”

Professional development is best seen, therefore, as an aspect of all activity rather than just one kind. In the online survey, however, activities rated highest by the learners were those that can be more clearly related to practice. These included case studies (rated as 86% helpful for learning) reports related to the workplace or placement experience (80%), projects (76%) and presentations (72%). A preference for learning by doing is apparent in these ratings, which connects with the tendency for learners to see themselves as practitioners and to the importance that all stakeholders place on integrating theory and practice.

Two courses at the University of Edinburgh have been designed specifically to tap into work experience and are unusual in providing all necessary materials as part of the package received by the learners. The first SCQF Level 8 course, Community Education Work Based Learning 1: Professional Development, focuses on the nature
of competence, developing personal action plans and learners critically assessing their own development. The second SCQF Level 10 course, Community Education Work Based Learning 2: Organisational Development, also makes available extensive case study materials and analytical and planning tools. In this course learners have to assess their own place of work against quality standards in terms of the way management can support or hinder effective practice, analyse issues arising from working across professional boundaries and to locate their agency’s work within a changing policy context.

The University of Strathclyde has also developed a specific placement module with preparation sessions held to strengthen the learner’s understanding of expectations, roles and responsibilities, assessment and record keeping. Strathclyde also has a module ‘Studying in Higher Education’ to ease part-time learners’ transition to university. It includes reviewing the portfolio that the students have developed for entrance to the programme, identifying strengths, competency, areas for improvement and gaps in experience. This module enables learners to identify areas for professional development as they choose study patterns for the coming year.

Survey respondents studying in community-based programmes were uniformly positive about this type of education.

8.4.1 Assessing situated learning

It is clear that curriculum design can support learning by incorporating work-based learning activities, peer learning and opportunities to test out ideas in discussion, dialogue and then in self-reflection. The process of learning can be significantly assisted by appropriate assessment, which is a particular teaching and learning strategy that can be used summatively for certification and progression or formatively to develop learning. In either form, ‘assessment involves identifying appropriate standards and criteria and making judgements about quality’ (Boud and Solomon, 2000:151).

According to Brennan and Little (1996:18), a particular issue for assessment of work-based learning in general is that, ‘the programme’s overarching parameters of knowledge, scholarship and values will be those of the university (and discipline).’ This means that equity and quality assurance arrangements and procedures can work against employer involvement in assessment, even though such involvement can occur during learning. In CLD, employer involvement tends to involve feedback to the academy about the learner’s performance. For instance, the line manager of a learner attending the YMCA George Williams London distance learning programme is expected to write a report indicating if the work demonstrated is at an appropriate level.

Although the workplace may have little input into the grading of tasks, all key stakeholders were clear that assessment activities needed to bridge the academy and the workplace and facilitate the integration of theory and practice. This was considered key for professional development. Online survey respondents rated those activities that facilitated this development most highly. Table 2 below highlights interesting differences in the ratings between such strategies in terms of helpfulness in facilitating learning and effectiveness in assessing learning. Learners rated individual activities such as individual projects and presentations more effective for assessing their learning (76% in both cases) in comparison to group projects and presentations (65% in both cases). Exams rated second highest among learners as both helping and assessing learning which may relate to the use of essays in work-based learning as opportunities to examine praxis and to integrate the practice and taught learning elements.

Table 2 Student Assessment of Teaching and Learning Strategies

<table>
<thead>
<tr>
<th></th>
<th>Helping learning % helpful</th>
<th>Assessing Learning % helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Studies</td>
<td>86%</td>
<td>72%</td>
</tr>
<tr>
<td>Essays</td>
<td>81%</td>
<td>80%</td>
</tr>
<tr>
<td>Group presentations</td>
<td>80%</td>
<td>65%</td>
</tr>
<tr>
<td>Reports (e.g. placement experience)</td>
<td>80%</td>
<td>81%</td>
</tr>
<tr>
<td>Individual projects</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>Group project</td>
<td>74%</td>
<td>65%</td>
</tr>
<tr>
<td>Individual presentations</td>
<td>72%</td>
<td>76%</td>
</tr>
<tr>
<td>Learning logs/reflection records</td>
<td>70%</td>
<td>69%</td>
</tr>
<tr>
<td>Short essays</td>
<td>65%</td>
<td>68%</td>
</tr>
<tr>
<td>Portfolios</td>
<td>62%</td>
<td>63%</td>
</tr>
<tr>
<td>Exams – short answer</td>
<td>43%</td>
<td>46%</td>
</tr>
<tr>
<td>Exams – multiple choice</td>
<td>37%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Interestingly, a key concern was the opportunity to submit assessments electronically via email or a Virtual Learning Environment (VLE). One work-based participant noted:

“We are confused by the submission of essays. Some are allowed to email which seems only fair seeing as we are all scattered around the map and others have to post days before the submission date just to get it in on time. We intend to follow this up at the next study block as it is simply unfair.”

As with many staff, learners doubted the effectiveness of exams in assessing their learning (multiple choice rating only 37% effectiveness,
short answer 43%). This finding may relate to the non-transferability of exam conditions to actual practice experience and the concern that exams engender ‘cramming’ and surface learning. However, one HE lecturer suggested that examination conditions could mimic conditions in the field such as answering questions, dealing quickly with issues and in developing the learner’s resilience to stress. At the University of Dundee, extra preparations are undertaken to ensure work-based learners are as ready for the exam situation as their full-time counterparts. This includes coaching, a tour of the exam hall, critically discussing the concept and environment of exams and reconceptualising exams as an opportunity for self-development.

A particular concern with exams, however, is that they are a non-routine activity; one that does not allow learners opportunities to practice and reinforce learning. The Quality Assurance Agency (2007) has published a useful guide on integrative assessment, suggesting four key strategies for rebalancing assessment of and assessment for learning:

1. Feedforward assessments: interlinking formative and summative assessment by using interconnecting assessment tasks and creating a ‘feedback loop’ in which feedback on one task can be fed directly into feedback for another task.
2. Cumulative coursework: creating an assessment that evolves over the span of the semester which can reflect and benefit from an evolving understanding of subject and ongoing feedback.
3. Better understood expectations and standards: creating assessment criteria and processes to understand that criteria which enable students to assess their progress and performance in a way similar to that of the educator.
4. Speedier feedback: creating opportunities to accelerate learning and optimise learning quality by giving quicker feedback to raise collective as well as individual achievements.

Strategies to clarify expectations and standards and speedier feedback are particularly pertinent to training provision in CLD. In focus groups and survey responses learners from all programmes shared their confusion over assessment criteria. For instance, one survey respondent said: ‘It all seems very vague as if we have to solve a puzzle to unlock the course work’. Another noted the ‘huge variation in the levels of support I have received from different faculty members when requesting advice and or assistance, and also apparently in their views of what the course requires. (It) causes confusion’. In a focus group, one part-time student said:

“This last essay I have just done I was really struggling with. I put it in, with absolutely no idea if it was a pass, and it was my final essay. But my husband said we are going out Sunday, so get one of the lecturers to take a look at it. But there was no mechanism there for me to turn to anybody. So I have had to put that essay in blind in the sheer hope that it would pass.”

Learners also expressed frustration about the length of time it took to receive feedback on assessment tasks. Interestingly, several learners in focus groups compared the lack of speed or constructive feedback they received unfavourably with the values and principles of CLD espoused by their training provider. As one part-time learner noted:

“The other thing that really maddens me is the fact that, whether or not we are in an academic institution, whether or not we are studying at degree level, we are studying community education. That is a practice, right? We all put our essays in at the same time. They took forever to come back to us!”

The timeliness of feedback also relates to the need for feedback in the preparatory stages of assessment. As one work-based learner related, ‘Anytime I call for help, which has not been often, maybe twice, I am treated very sharply and they say it’s not a good time to contact them, best to email. However, when any of us have emailed we haven’t received a reply at all or it has taken weeks’. Nicol and MacFarlane-Dick (2006) have formulated seven principles of good feedback practice, which is instructive in terms of an enabling approach to learning:

1. Clarifying what good performance is (goals, criteria, standards)
2. Facilitating reflection and self-assessment in learning
3. Delivering high quality feedback to learners
4. Encouraging peer and tutor dialogue around learning
5. Encouraging positive motivational beliefs and self esteem through assessment
6. Providing opportunities to close the feedback loop
7. Using feedback information to shape teaching

For feedback to be of benefit to students it must express the goals and criteria of assessment and how performance relates to these, and also give learners the means to close the gap between the criteria and performance (ibid, 2006). In other words, in a situated curriculum feedback is the key to learning. Moreover, the educative potential embedded in feedback is dependent to a significant extent on active learner engagement.

8.5 Proactive learners

With respect to a situated curriculum learners have to take responsibility for their own learning, usually without direct instruction or tuition. They need to be able to analyse and reflect on learning that arises from performing workplace tasks in a dynamic context. These tasks relate to the challenging, open-ended problems of practice and often involve collaboration and cooperation between individuals with different roles and expertise. The goal is to improve the learner’s practice, personal performance and beyond this to improve organisational performance. It is often the case that new techniques and approaches are needed to meet difficult situations. Teaching and learning processes, therefore, need to support learners in developing the attributes of the self-directed, reflective and reflexive practitioner. Brodie and Irving (2007: 13-15) have argued, for example, that assessment in work-based learning should focus on:

- Learning - with students learning how they learn, as well as
Dealing with difficult situations demands relative autonomy on the learner’s part. For example, the effectiveness of the workplace supervisor role as a facilitator of learning can be compromised where it is combined, as is often the case, with management responsibilities. In such situations, learners need to portray themselves as competent, which can lead to difficulty in trusting the supervisor or admitting to having learning needs. As one HE lecturer notes:

“If your line manager, or someone who has an authority within the hierarchy of the organisation over you, is also your learning supervisor then there is friction. It creates potential tension. If you’re employed in a situation, how do you admit in confidence ‘I can’t do that, I don’t know how to, I’ve never been asked to, I don’t know what it’s about’? If the assumption is that you have a level of competency in that particular role, in the function you perform and in that particular organisation? If you’re getting paid to do a job, you’re getting paid to do a job. You’re getting selected on the basis that you are able to do it.”

One part-time learner agreed, saying succinctly: ‘You do not want to acknowledge to them that you do not know what the hell they are talking about’. This kind of everyday problem means that learners have to find the personal resources to address the problem by bringing the issue into the open and being prepared to talk it through with the supervisor. It requires a sophisticated understanding of competence as the willingness to admit to problems in order to develop strategies for resolving them.

An innovative approach to supporting self-directed learning is the University of Dundee’s combination of a portfolio and practice panel. The personal development portfolio was developed to help students critically reflect upon and analyse their practice. The portfolio is a systematic means of keeping records and includes a record of significant experiences, readings and outcomes of personal and group reflection, issues identified for discussion with peers and tutors, evidence of course activities, projects and assignments and evidence of fieldwork competence. Twice during each academic session, students meet with an accreditation panel, consisting of the student’s personal tutor and a fieldworker. The panel use CeVe key elements and competence as a framework for discussion and work with the student to advance their professional development.

While guidance and learning support roles are a crucial part of the network of learning, they are not necessarily the learner’s first port of call. Boud and Middleton (2003: 199) found that workers might choose to minimise the need for supervisor involvement and instead favour learning that occurs horizontally in interactions with peers without resort to conventional knowledge hierarchy. Moreover as Billet notes (2001: 18-19), rather than being dependent on teachers, learners can actively and continually construct their own knowledge, drawing on the role of co-workers. Perhaps the most important informal learning issue for learners in work-based learning in CLD is developing and maintaining a sense of cohort. This is indicated by focus group comments such as:

“We all bonded together. We’re all here and we’ll help each other through the presentations - on the phone to other people, ‘Help! Help!’ We would all come to each other and we would help each other if we needed help. We are also very supportive of each other.”

“I was about up the wall because we had an exam and I think we had three essays due in within one month. I sat in tears downstairs because I was so stressed out and I had a lot of personal health problems at that point as well. It was only the fact of [my peers] saying ‘You cannot go. If you go we will have to go’.”

“The biggest support I would say I have had is from everybody around this table.”

All programmes use collaborative approaches to promote learning to some extent. At a minimum level this involves methods such as group discussion. According to the results of the online survey, learners favour these sorts of participative methods. The most preferred strategies were informal presentation (with questions throughout), followed by teacher led discussion and then discussion in small groups:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>%</th>
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<tbody>
<tr>
<td>35.9% Informal presentation (with questions throughout)</td>
<td></td>
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<tr>
<td>19.6% Teacher led discussion</td>
<td></td>
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<tr>
<td>12% Discussion in small groups</td>
<td></td>
</tr>
<tr>
<td>7.6% Set readings followed by discussion</td>
<td></td>
</tr>
<tr>
<td>6.5% Formal lecture (with questions at the end)</td>
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The survey showed that group work, such as group presentations and group projects, was rated highly for helpfulness (80% and 74% respectively). Curriculum designers and deliverers also acknowledge the importance of discursive activity and peer support. This is illustrated by the following comment from one FE lecturer:

“I maximise the opportunities for them to do group work and share. They learn as much from each other as they do from us. That’s really, really significant, what they can learn from each other and what I can learn from them.”

In the survey, learners rated peer support as 94% important and 89% effective in supporting their learning. The peer group is about much more than support, however, because if properly utilised within the curriculum the group can be a powerful site of collective learning in which participants share ideas, experiences and reflections on practice. As one work-based learner explains:
“I like the way that the topics are open to debate and we can question things, not just question but we can bundle in ideas and points of view and we can explore theories and you can bounce ideas off folk in the class and you are not made to feel stupid because you are thinking about something a bit off the wall, and it is just a really good atmosphere. I look forward to coming here on Wednesdays.”

One virtue of the concurrent teaching and placement arrangement is that it enables learners to have regular opportunities to develop as a cohort. For work-based modes featuring blocks of teaching, creating a cohort experience is more complicated. Residential weeks, study days and block teaching offer possibly longer and more intensive periods of contact, offering both a learning and social experience that strengthens a sense of cohort. For instance, YMCA learners will share a car to drive to their residential event, ‘reality check’ in with each other about work and study experiences, and speak very highly of the support and affirmation they receive from their peers during study days. As one YMCA learner said, ‘I think there’ve been periods of time for everybody where the study group has kept us going’.

The YMCA also uses regional study group days as a formal structure for peer support and peer learning. In this group the regional study tutor is more facilitative than a usual tutoring role. Indeed, learners are actively encouraged to chair the meetings, set the agenda and keep the group on task. One YMCA tutor explained:

“The first time I met with a group of YMCA students was quite an entertaining experience, because I’d kind of prepared in my mind one or two activities for the day and started off with that. The students were somewhat taken aback because they weren’t used to tutors taking such a proactive role.”

However, as the YMCA tutor noted, it is a challenging role for the educator to encourage learners to structure their own learning while not abdicating their responsibility to divert them away from error and misunderstanding.

Other programmes have created initial courses that enable, formally and informally opportunities for creating a cohort. For instance, the University of Strathclyde’s flexible part-time mode includes the module Studying in Higher Education. One Strathclyde learner noted:

“I like the fact the part-time course starts with a complete week as this made me feel more confident and you are able to ‘bond’ with other part-timers.”

It is clear that the learner is the central element in securing an effective learning experience and that the learner’s cohort can be a rich source of support in promoting learning. It is also the case that the creation of an integrated approach requires appropriate resources, which includes people in both working and learning environments who can guide, facilitate and support learning.

8.6 Resourcing learning activities

Learning resources include curriculum content such as textbooks and policy documents, process materials such as computers, access to the Internet and printers, or facilities such as the library. Resources can also include those key people referred to above who provide support, information or feedback on learning activities, such as the personal tutor, placement supervisor, line manager, mentor, work colleagues or fellow learners. It is essential that they are distributed across the academic and workplace environments and that the resources in one can be accessed when learners are in the other.

With block placements, learners may have issues accessing taught materials when at the workplace. At the same time, however; those undertaking concurrent placements (i.e., day release) may find that the time on campus is not adequate for accessing materials. For instance, day release learners tend to have one day a week on campus in which to attend classes, access study materials, collaborate with peers and sort out administrative matters. As one part-time learner notes, ‘Using facilities within the university is quite difficult because of access. It is my fourth year and I have still got £4.64 (of the original £5.00) print credits on my card!’

Pre-planning use of resources is also a particular issue with block teaching in work-based modes. One work-based HE lecturer said:

“It’s a bit like running a conference. The students come in and the difference with the full time mode is you can’t say “Oh well look, it doesn’t matter, I’ve forgotten that, we’ll do this next week”. It’s got to be right on the night!”

The University of Dundee have created two innovative ways of helping learners access relevant study materials. The first is a unique system of library access where books can be borrowed and returned via the post. The second is the creation of a CD-rom that contains a large number of relevant documents such as official policy communiqués and reports from the public domain.

8.6.1 Key support roles

A key role in work-based learning is that of the field-based supervisor. Across the training programmes there are three general ways in which this role is fulfilled. First, there are line managers who may take an interest in encouraging their worker’s learning but whose primary goal is to manage. Second, there are placement supervisors who usually undertake some form of agreement or contract to ensure that the learner has an appropriate learning experience. Third, there are mentors or practice supervisors who do not have direct input into the workplace or the academy but instead facilitate the integration of learning from both environments.

Line managers are pivotal figures because they can provide essential support and structure to the work and help learners to deal with a variety of issues and problems. A key issue for learners concerns
consistency and continuity, with some reporting that a change in line manager meant a complete change in attitude on the part of the agency to supporting the learner's study. There are also possible tensions between the goals of the training provider and the workplace, which means that learners may have to juggle the different expectations and advice given by personal tutors and line managers. A possible difficulty in the line management relationship is the relatively open-ended nature of learning at work. Placement supervision, on the other hand, is time-limited, more learning focused and is characterised by carefully delineated responsibilities for both supervisor and learner. Many interviewees pointed to excellent examples of placement supervision. One FE lecturer, for example, notes:

“The good ones are just brilliant. As in any organisation you get people who just take it all really seriously. I've had a full time placement with a fantastic supervisor where the reports that have come in have been so detailed. So she's obviously taken a lot of time and effort. With other supervisors it has to be done over the lunch hour. I have to accept that we don't pay them; they get nothing. Except if they get a good student, then it's enhancing whatever they're trying to do.”

Given their importance it is essential that there is a sufficient pool of qualified, experienced and skilled placement supervisors. It is still the case that many learners do not work or have a placement in an organisation with a suitable supervisor. Because the position is voluntary it is sometimes taken to be unreasonable to expect high standards and lengthy time commitments. There are also issues relating to the lack of time and resources available for training providers to offer support, training and information to placement supervisors, in particular ensuring that they understand the learner's programme of study. One HE lecturer advanced the idea that:

“The field should have a fundamental commitment to the provision of placements. For me, all workers should be qualified supervisors and all workers should be expecting to take students on placement as part and parcel of developing the field, but hardly any of them do and that should be relatively easy to sort out, but no one has grasped the nettle really.”

This idea was echoed by some work-based learners who noted that they were already supervising learners on placement in their workplace and would benefit from supervision training being included in their programme of study and the opportunity to include it in their assessment. For this reason, it may be useful to consider the inclusion of supervision training at qualifying level programmes or at postgraduate level. In FE the solution has been to either make more regular visits, to nominate a trained supervisor outside of the placement environment, or to nominate an appropriately trained member of the training provider's staff to act as placement supervisor.

With respect to HE provision there is a small number of practice supervisor or mentor positions. These non-managerial roles facilitate the integration of practice experience, programme content and professional identity across the two environments of the academy and the workplace. These roles draw on the learner's prior knowledge and experience, current taught learning and work practice. They focus on stimulating processes of self-discovery and the particular ways in which learners internalise concepts, as well as fostering critical reflection and the development of higher order thinking. Mentoring usually involves regular, one-on-one sessions with the learner. As one HE lecturer notes:

“There are critical relationships in the field. The visits I've had to work-based students that have been most productive have been where you've got a supervisor or a mentor or both and colleagues who actually operate in an ethos of constructive criticism and are not afraid to express themselves and invite criticism. They're controversial with it and sometimes say the wrong things or do the wrong things and that's where it's healthy. If you can get people thinking and practising in that kind of culture, I think you're on a roll.”

Three institutions have developed a form of non-managerial support that bridges the work-based and taught learning environments. These are the University of Dundee's mentor role, the International Christian College's practice supervisor and the YMCA's supervisor. Each role offers the learners an opportunity for guidance from someone outside the usual roles of either lecturer or line manager, yet who has a good understanding of both the institution's programme and the workplace context. Each role includes regular meetings for practical and academic support and the development of the learner's critical reflection skills and personal growth.

There are interesting differences between these roles. For instance, while the ICC and YMCA allocate learners a practice supervisor, the University of Dundee allows for the choice of a mentor outside of the work or academic environment. The Dundee mentor also has no assessment or reporting role, which helps create a safe space and addresses the power differential that learners may experience with qualified, experienced workers. As one HE lecturer notes: “Our experience is that it is good to separate the mentor and the manager. You've got somebody to have a cry with, who isn’t your manager, where you can admit to making a real mess of something”.

In contrast, ICC practice supervisors are located within the host organisation, and although they have no assessment role they do report on whether supervision sessions have taken place. YMCA practice supervisors are different again in that they are directly employed by the College and paid for a particular number of hour-long sessions per year. Moreover, while the focus of YMCA supervision is the student’s professional practice, assessment is pivotal to this relationship. The supervisor’s role is to facilitate the learner's ability to undertake self-assessment. In these training programmes, the intention is that the learner will have one supervisor for the entirety of their programme.
Different again from the line manager and mentor; the Trainee Assessor (TA) role in the SVQ delivered by John Wheatley College and One Plus had a more hands-on role in terms of observing practice. The TA gave academic support, met the learners every two weeks and visited them approximately fortnightly on site. The TA and learner together planned the observations necessary for the SVQ and the TA guided learners through the development of their portfolio. As one TA explains:

“I help them plan, see them doing some of the work and then review the work with them for each stage as we are going through each unit; that’s my role as trainer and assessor. I check that they’ve covered all the stuff they need to cover.”

Interestingly, SVQ learners placed more value on interactions with the TA than with their host organisation supervisor. One learner stated:

“With the TA, it was more tied in with the SVQ. She asked, ‘How are you getting on? How are you thinking this into this unit? Did you get any evidence from this?’ Whereas my supervisor at the time was just more interested in what I was doing for the company.”

In addition, a number of HE providers have developed a ‘personal tutor’ role. This is usually a lecturer in the institution who will coach and guide the learner in all aspects of their development. The personal tutor will meet regularly with the learner in one-on-one sessions, though at the University of Dundee the personal tutor may also bring together a group of their tutees. The role is generally to facilitate the learner’s clarification of goals, formalise learning agreements, negotiate placement opportunities and support the learner’s development of their professional portfolio. As one survey respondent stated: ‘The quality of the personal tutor is vital! They have to like people! Personal tutors also help learners keep records of their academic work, undertake placement visits and help learners navigate the rules and regulations of the degree programme. It is important to note that although there is no official personal tutor role at FE level, in reality one or two CLD lecturers act as a personal tutor for the whole class, offering pastoral and academic support and negotiating and monitoring placement.

Problems with access to the resource of a personal tutor or programme coordinator become compounded for learners studying part-time or by block work-based routes. As one work-based HE lecturer notes:

“If you’re a full-time student you’ve got more opportunity to come and knock on the door, but if people are quiet, they perhaps don’t come up on the radar.”

Learners in focus groups expressed their frustration at trying to communicate with some educators who were either absent on the teaching day or seemingly unavailable via email or telephone. They also noted what a difference a quick response time made to their stress levels particularly in terms of feedback and support during assessment crises. Interestingly though, some part-time learners were caught in a paradoxical situation of appreciating a lecturer’s feedback, passion for the subject and willingness to engage with learners (‘without a doubt very supportive, very quick turnaround’) and not wanting to email or phone the lecturer for help with an essay because it would be ‘unfair’, stating: ‘He is fantastic, why would I want to burden him with my particular worries?’

8.6.2 The place of e-learning

Information and communication technology (ICT) can also play an important role in addressing the issue of access to relevant resources and materials. Current uses of ICT across the sector to enhance learning include:

- Email communication to support learners on placement, offer tutorial or personal guidance
- CD-roms and databases of relevant documents to ensure learners have access to necessary learning materials (e.g., policy papers, journal articles and e-books)
- Virtual Learning Environments (VLE’s) that range from having lectures notes online to using asynchronous and synchronous communication to encourage student interaction and peer learning opportunities
- Handbooks, placement guidelines and other information for students, supervisors and line managers available online
- Utilising relevant websites such as InFed (http://www.infed.org).

ICT has been used to meet the challenge of maintaining a sense of cohort in between teaching periods. Some work-based learners, for example, are supported via email between block teaching, while other universities use VLEs to sustain a sense of cohort beyond the teaching block or teaching day. This includes the University of Glasgow’s use of Moodle, a free, open source course management system and The University of Dundee’s development of Blackboard, another online education platform, in the post-graduate course. There are issues with the use of VLEs, as one educator notes: ‘For those who use Blackboard, who are into it, they’re off and running – they can cope with it, but for those that don’t, they can easily become isolated’.

For Lewis Castle College, part of the UHI Millennium Institute, a virtual learning environment is the only way to deliver the HNC across the Highlands and Islands. In effect, the VLE creates a cohort where otherwise there would be groups of two or three learners at best. For Lewis Castle College, VLEs also open up opportunities for cross-discipline cohorts, as one educator explains:

“I ran modules where there had been three degrees. The first time I ran that I kept them within their disciplines and then I thought this is complete insanity, not in terms of the discussion board, but in terms of any group working. So the next time I did it, I completely dispensed
with that and I said, “You guys are coming from everywhere, but what is really actually going to be a valuable experience is working together.”

The University of Edinburgh, in collaboration with Jewel and Esk Valley College and Stevenson College, is developing an online transition programme for learners moving from the HNC Working with Communities to the honours degree in Community Education. This programme will particularly focus on where learners experience differences between the FE and HE programmes and in developing students’ ways of thinking and practicing in CLD and academia.

A major new resource, ‘CLD Scotland’, is being developed for educators and work-based and part-time learners that will support both learners and the development of ICT use across the field. This website, which has been developed in consultation with providers, arises out of the remit for this report. It includes a portal aspect with links to relevant organisations, practitioner information and resources, programme information and links for prospective learners and resources for work-based educators. The website has the capacity to be developed further as a truly Scottish-focused CLD resource.

There are interesting developments in e-learning in the wider field that may be of potential value to training in CLD. These include:

- The Australian Flexible Learning Framework Youth Work Toolbox is an online collection of resources, learning strategies and materials used for training. Toolboxes can be adapted, customised and delivered online or via CD-rom. The Youth Work Toolbox offers learning objects available in small, easily downloadable ‘chunks’ that allow interactive learning around a variety of issues and specific competences for Youth Work in the Australian sector.

- The Learning Exchange is a digital repository for social work education, which includes a wide range of interactive, e-learning materials developed in collaboration with practitioners by the Scottish Institute for Excellence in Social Work Education. It is accessible to students and staff of the nine collaborating universities via an Athens login.

In more general terms, the main feature of e-learning is the separation of educator and learner in space or time mediated by some form of technology such as a VLE, online learning activities or email interactions. An important consequence of this separation is to enhance responsibility for learning on the learner’s part. It has been argued in this section that an integrated approach to training is the key to an effective learning experience. At the center of such an approach is a situated curriculum in which proactive learners are enabled to develop as critically competent practitioners by addressing live problems and issues. This kind of curriculum involves robust academy-workplace relationships, expansive workplaces and responsive academies, appropriate assessments, support mechanisms and resources. An integrated approach to training could underpin effective learning experiences and help the learner’s movement between the different levels of provision. In short, it could help to secure their transition from one institution to another and ultimately their progression to professional qualification.

The associated issues can be usefully discussed in terms of articulation and progression.

9. Articulation and Progression Issues

It is significant that only one university has formal articulation agreements with further education institutions (University of Dundee), whereas others mostly rely on informal arrangements. For instance, the University of Edinburgh places emphasis upon long established working relationships with institutions such as Jewel and Esk Valley College, Forth Valley College and Stevenson College. The emphasis is on valuing a more flexible and discretionary approach to transition. If there is a strong argument for the flexibility of informal progression routes, there is also a danger that such routes could become ‘personality driven progression pathways’ (Knox and Massie, 2005: 28). As Maclean et al. (2000: 12) state, contact between individuals is important for fostering links, building trust and facilitating the flow of information, but this does not always form part of a ‘formal planning process that explicitly maps routes into degree programmes, listing entrance requirements and credit-transfer agreements’. For this reason, Knox and Massie (2005), recommend developing institutional policies to avoid dependency on individuals, ensuring that staff movement does not undermine relationships between institutions. This is essential as the lack of formal or mapped articulation arrangements can force too much responsibility on prospective learners having to negotiate entry themselves and to discuss credit transfer which is known to be a major barrier to progression for those who lack confidence or knowledge about the process (Maclean et al., 2000: 12).

Although 10% of survey respondents in the student survey intended to go on to further study, most wanted to move on and upward in employment. There are two key areas, therefore, in terms of supporting progression from one institution to another and through a programme of study. As Bonham (2005: 180) notes:

“The challenges faced by transfer students before and after transfer are great. The impact on the student academically is written about frequently and is referred to as transfer shock. This term has been used to ‘characterise the temporary dip in transfer students’ academic performance in the first and second semester after transferring.’”

Support mechanisms are key to ensuring that the differences that learners experience between one institution and another, or between different years of study, does not have a negative impact on academic achievement. One survey respondent said that they
would like, ‘an introduction to how ‘the system’ works; someone you could go and talk to who could explain it all without the jargon and who understood what it was like to have had no contact with this way of life’.

Reid Kerr College offers the national certificate in Working with Communities to provide learners with the option of studying at a less demanding level before making the decision to continue their studies at HNC level. Arguably, this more gradual approach to the learning process allows learners to take full account of domestic and financial commitments. Reid Kerr has numerous learning support mechanisms including study skill courses and a recognised liaison person for learners. The College’s commitment to assisting with the financial costs of learning is reflected in its community-based delivery of the National Certificate (NC) Working with Community and the fact that course fees are waived. As one Reid Kerr learner said ‘I am very grateful, pleased and lucky to be on this course - which is fully funded. The main reason for me not going into education in the past has been lack of finances; therefore this is an excellent opportunity for me and I am very happy with the course, venue, tutors and pace of the course!’

Community-based learners in the student survey and individual interviews, frequently made comment such as: ‘I would not have gone to University if this work-based opportunity had not been available’. Promoting this kind of social inclusion is reflected in LWTT’s educational support mechanisms for learners which include an induction programme for new learners, one-to-one tutor support, group tutorials, work-based supervision, library visits and supplying relevant learning materials. In general, the approach places emphasis on support for learners who have culturally had little experience of formal adult education. As well as affording benefits to the individual the approach also helps to build community capacity by training local people.

Although there are a wide variety of transition mechanisms available at many Higher Education institutions, few survey respondents seemed to know or take advantage of them. For instance, only 14.3% of respondents thought study skills sessions were available to them, yet all HE training providers offer such sessions. Of those respondents who had attended a related course of study prior to their current programme of study, and were more likely to be aware of support mechanisms, 42.9% thought that no forms of support were available to them prior to commencing study. Yet respondents indicated that study skills sessions and a recognised university liaison person in particular would be helpful in assisting their transition to HE. This suggests the main issue in terms of supporting progression between institutions is about the failure to create and access appropriate support mechanisms.

A recognised liaison person would appear to be key in supporting a learner’s entry into a new institution and in ensuring a strong, communicative relationship between Higher and Further Education institutions. At the University of Strathclyde this role includes liaising with FE Colleges, giving guest lectures to FE learners who are interested in studying for the part-time BA in Community Education and being the contact person for part-time learners. At the University of Dundee, each year of the degree programme has its own coordinator to oversee the work-based mode of delivery, a personal tutor for each learner and a mentor that supports them throughout their entire programme of study.

Progression can also be supported through peer support groups and communities. The University of Dundee places a strong emphasis on the ‘peer learning community’, and the University of Glasgow has developed innovative peer support groups for learners. These groups allow for second and third year learners to learn together and provide mutual support for their learning process. An additional innovation piloted by the department is the establishment of an informal network of support in the workplace by pairing them with ex-students from the department.

Training providers recognise the importance of support in alleviating the difference learners may experience studying part-time and the need for more flexible working and learning patterns. For instance, when part-time learners struggle to find a way of attending a block placement, the University of Strathclyde allows them to carry out one of their two placements in their own workplace. This institution has also adopted a modular approach, which enables learners to select classes more flexibly, completing their degree in a timescale ranging from three to six years. To complete a degree it is necessary for the learner to attain 36 credits and achieve a minimum of four credits to progress in each given year. One of the main concerns for learners has been the variation they find between staff within institutions. As one survey respondent reported:

“There is a huge variation in the levels of support I have received from different faculty members when requesting advice and or assistance, and also apparently in their own views of what the course requires”.

Employer support is also significant in ensuring progression through a programme of study. This type and level of such support across the sector; however, is highly variable. When asked to rate the types of learning support they have received from their employers, respondents noted that employers were more likely to be supportive in terms of computer facilities, advice and support from colleagues than in terms of fee payment, study time, extra supervision or study materials. Disparities exist not only from employer to employer but within the organisational structures of some local authorities. Different funding and support mechanisms exist between learners who work less than a mile apart but worked for different divisions of the same local authority. These differences can potentially lead to strain and resentment for those who are affected by less employer support. The evident disparities in support for learners, raises important questions about the potential educational attainment of learners depending on the different employer funding and support regimes.
A final form of supporting progression is enabling an early move out of study as a positive step for the learner. For programmes that run for a substantial period of time, such as the degree and masters programmes, alternate exit points such as taking a certificate or diploma, shift the focus on to acknowledging achievement rather than the failure to complete the full course of study. Taking such a step depends upon having the right kinds of conversation with, for example, a trusted tutor or a designated Director of Studies.

9.1 Utilising prior experience and learning

Formal learning occurs within the context of programmes delivered by learning and training providers, is assessed, credit-rated and leads to recognised qualifications. However, other forms take place alongside this mainstream learning that are relevant to educational opportunity. FE and HE providers need to recognise and build on these other forms of learning. A key step is to acknowledge the range of learners, their learning experiences and their learning needs. In Scotland, this recognition of prior experience and learning is particularly important as FE and HE educational frameworks have developed separately with their own quality assurance through the Scottish Qualifications Authority at FE and the Quality Assurance Agency at HE levels (Besley and Sokoloff, 2003). There are currently several forms of recognising or accrediting prior learning but the two key forms are Recognition of Prior Learning (RPL) and Accreditation of Prior Learning (APL) (SCQF, 2005: 9).

The Guidelines for RPL (ibid: 4), also known as prior experiential learning, includes all prior learning which has not been previously assessed or credit-rated, such as work experience, learning from non-formal contexts, continuing professional development and independent learning. These kinds of learning could include a particular piece of work, the experience of doing a particular job, on-the-job training or a non-credit-rated training course (ibid: 9). RPL can be undertaken for formative reasons, for example in recognition of personal or career development, or summative reasons, for example, as credit to either re-enter learning or contribute towards a programme of study (ibid: 5-11). The RPL process is learner-centred and can be resource intensive, requiring effective support for learners as they describe, evidence and reflect on experiences in terms of skills, knowledge and understanding.

RPL has broader scope than APL, which is the formal acknowledgement that ‘some reasonably substantial and significant element of learning has taken place’ (QAA, 2004: 2), such as learning undertaken with a recognised education provider. APL in particular is used to gain entry into an FE or HE programme, to give exemption from certain parts of the programme of study and to qualify for an award in an appropriate subject in further or higher education (HEA, 2006). The common theme with RPL and APL is the achievement of learning (QAA, 2004: 3).

RPL and APL can be key factors in gaining entry into programmes at any level and may determine the point of entry as well. They can be used as general credit without reference to a particular programme of study or as specific credit in relation to a specific programme of study. For instance, at the University of Glasgow practical experience in CLD will be considered for second year entry onto a three-year ordinary degree programme. At the University of Strathclyde, RPL can count for up to a third of the degree programme, with up to a maximum of twelve credits (seven for prior academic study and five for experiential practice in a relevant professional environment). At some HE institutions, learners with an HNC Working with Communities will be considered for second year entry. For instance, at the University of Dundee, those who obtain an HNC with merit can obtain entry into the second year of the course, while those who have gained an HND qualification in a relevant subject gain automatic entry into second year. It is clear that HE providers recognise the benefits of achieving an HNC in Working with Communities and that this qualification will strengthen applications for entry onto a degree programme.

Of the respondents to the online survey, 40.2% received RPL and 30.4% received APL, which included National Credits, National Qualifications, HNCs and degrees. Overall, 70.6% of respondents said that some form of recognition of prior learning was considered by their respective institutions as part of the criteria for the selection process, for instance as proof of commitment to or previous experience of working in the field. Interestingly, 46.1% of respondents had achieved a FE qualification (such as the HNC Social Sciences), while another 6.9% had achieved a particularly CLD related FE qualification (such as the HNC Working with Communities). This suggests that a high proportion of CLD learners are spending time within a further education environment which appears to corroborate the claim that FE providers are widening access by creating opportunities for non-traditional students to participate in education and training (Gallagher, 2005).

Overall, however, RPL and APL do not seem to contribute significantly to advanced entry. From the research sample, only six gained entry into second year. Of these, three were accepted into second year at the University of Dundee and one each into second year at the University of Strathclyde, Linked Work and Training Trust and John Wheatley College. With such small numbers, it is not possible to extrapolate how relevant formal articulation agreements (for instance at the University of Dundee) operate to the learner’s advantage in terms of year of entry. This finding is in keeping with Gallagher’s (2005) observation that although the introduction of the SCQF has led to expectations of increased articulation and more progression opportunities, recent research indicates that its impact in this respect has been limited.

One clear finding from the documentary analysis, interviews with educators and the CLD student survey is that the use of APL and RPL is very dependent on the training provider’s approach. One survey respondent stated: ‘I am currently undertaking an assign-
ment which I already have the equivalency for from (another institution) but the programme leader will not allow this to stand so I have to complete another essay when this should not be necessary’. Another respondent pleaded for more recognition of former qualifications and experience explaining that: ‘I personally felt that leaving school at 16 and 25 years experience in [a field] was over looked because I did not have qualifications that the university understood’. It may be that the mapping of APL and RPL to curriculum at degree level is easier when that curriculum is delivered in modular form.

An important role in this recognition and accreditation process for those moving from FE to HE is that of the coordinator at FE level. This person often assumes the responsibility of recommending first or second year university entry on the learner’s Universities and Colleges Admissions Service (UCAS) form. This decision is made in consultation with other course lecturers who assess the learner’s academic work and performance on placement. These factors, combined with general aptitude, contribute to the decision on recommendation of year of entry. However, the learner still has to attend an interview at university and it is at the discretion of the Higher Education Institution (HEI) which level of entry, if any, is offered to the learner. For this reason, FE providers nurture and maintain close working relationships with several higher education institutions. For instance, Anniesland College maintains a close working relationship with the University of Strathclyde’s Community Education Division by inviting Strathclyde lecturers to have discussions with students about making the transition between sectors.

Overall, RPL and APL are part of the preparation and planning for further learning and professional development, enabling learners to make clear connections between their achieved learning and future learning opportunities and supporting the transition between learning contexts. Importantly, learner entry into a programme of study is dependent not only on the candidate’s academic ability but on their professional suitability for a career in CLD. Previous work experience is, therefore, an important factor in climbing up the ladder of opportunity.

9.2 Climbing the ladder of opportunity

Prior to entering training, all work-based and part-time learners have gained practice experience through employment or volunteering activities and often a combination of both. The report Life Through Learning: Learning Through Life (Scottish Executive, 2003c) describes this flow between employers and training providers against the background of a reciprocal demand between labour and a learning market. Employer engagement appears to be central in creating a lifelong learning system that supports the development of the knowledge, attitude and skills needed in the workforce. A key relationship in creating educational opportunity, therefore, is that between training providers and employers engaged in CLD. Of the employers surveyed, the majority indicated an interest in entering discussions with providers to enhance educational opportunities for staff. Although many employers had links of some sort with HE and FE institutions, some relied more on in-house training or private training organisations to provide educational opportunities.

Training providers have taken innovative approaches to forging stronger links with employers. For instance, the University of Dundee works with a range of employers from the voluntary and public sectors in delivering its work-based programme. These include Aberdeen City Council, Barnardo’s UK, the Scottish Prison Sector, Hamilton Outdoor Resource Base and a range of other agencies. Partnerships between training providers and local councils or trusts, such as the University of Glasgow and the Inverclyde Community Development Trust, have helped to create supportive structures that enable learners to both work and train. Anniesland College has long established partnerships with local employers involved in CLD. These links involve accommodating employers, taking suitable learners from employers on to the HNC Working with Communities and ensuring students have suitable placements. In this respect, Anniesland is engaged in the establishment of progression pathways, which help to ensure that learners can fully participate in a useful learning experience while retaining employment within the CLD sector. The College has recently entered into a partnership with West Dunbartonshire Council to deliver HNC Working with Communities on a full-time basis to twelve participants. This forms part of the College’s core aim to provide people actively working within the community the opportunity to gain credit and recognition for their learning.

Across the sector, a range and diversity of qualifications offer opportunities to learners with different learning needs, backgrounds, skills and learning goals. Current qualifications include courses for volunteers, vocational qualifications, certificates, degrees, diplomas and masters courses. The number of entry and exit points reflects the ethos of social inclusion that underpins the CLD field and the principles of CLD training providers. Although there are examples of innovative practice across the field, there is a need for a clearer understanding of educational opportunity. Figure 4 provides a first step towards such clarity by charting the opportunities available in CLD training against the SCQF. In doing so it indicates possible progression pathways. The chart acknowledges that learners move in and out of educational opportunities from employment or volunteer activity. This iterative movement can enhance learning just as it can improve practice. Enhancement of learning depends, however, on the learners being able to access provision in the first place and this can be severely affected by restrictive financial circumstances.
10. Financial and Other Barriers for Learners

As well as seeing themselves as practitioners, the average CLD student is very different from the traditional entrant to Further and Higher Education and faces numerous socio-economic barriers to progression. Of the 102 online CLD student survey respondents there was a mean age of 36.8 years and the majority were women (71%) who came from a white Scottish background. Most respondents (58.2%) were the first members of their immediate family to attend Higher Education. Almost half (47%) live with dependents but only half again of these have a spouse living with them. Around 25% of the sampled population was single parents. Moreover, most respondents (59.2%) were the main income earner in their household (59.2%), with the median income being around £15,001-£20,000. For those households where the respondent is not the main income earner; the median income is higher at around £25,001 - £30,000. Issues such as childcare and financial stability are paramount concerns for such learners entering education. Indeed, 25% of survey respondents selected their current programme of study based on the availability of institution-funded places.

For CLD learners, work-based and part-time learning are vital pathways to education. As such, maintaining steady employment is a high priority. In focus groups, interviews and in the survey, many indicated that work-based or part-time learning was the only learning option. One survey respondent stated:

“Given that I have worked full time since I was 16 and always earned a wage, I found studying full time financially challenging. The part time route to continuing professional development in my view offers a far more realistic and complementary study opportunity to people with life commitments such as my own. It was for me a far more worthwhile experience, relevant to my learning needs and lifestyle and I would commend it highly.”

Not all work-based or part-time learners have stable employment in one organisation, which complicates issues of employer involvement in work-based learning. One survey respondent said, ‘I would advise anyone who has a sessional contract and is considering doing this course to wait until they have a permanent post’. There were almost equal numbers of survey respondents in permanent (50.9%) or short-term (47.3%) contractual arrangements. Overall, 38.4% of survey respondents were in full-time, permanent employment, while 14% were in part-time, permanent employment. Another 31.4% of respondents were in full-time, temporary employment, 9.3% in part-time, temporary employment and 4.7% were sessional workers. As Table 3 shows, these numbers were not particularly different for work-based and part-time students.

Employer preference for a programme of study and placements undertaken in the workplace were both cited by survey respondents as reasons for their choice of programme (21.4% and 35.7% respectively). Indeed, the biggest reason for studying was to improve general career opportunities (58.8%) and to enable movement beyond respondents’ current post (51.6%). One survey respondent added:

“I absolutely loved studying for my BA in community education, although it was a long, hard slog. It has enhanced my understanding of the discipline and vastly improved my career prospects. I would recommend studying part-time to people already working in the field.”

Interestingly, 22.7% said they been encouraged by their employer or that their employer wanted them to study (13.4%).

A potential barrier to educational opportunity is the location of programmes. Although the majority of students live either in small towns or urban areas (83.6% of all respondents), 16.5% live in remote small towns or rural areas. As one respondent noted: ‘If it had not been for the fact that I could access this course locally I could not have attended’. Indeed, 13% said this programme was the only one available to them, with 21.4% saying the location was a factor. Overall, 22.5% chose the programme partly because it was based in their community. In response to this, institutions such as the University of Dundee have created initiatives in training learners in isolated communities. This has also been a key factor in developing e-learning strategies in providing CLD training, some of which was previously discussed in the section on e-learning.

The key barrier to accessing educational opportunity, however, is the funding of programme fees. All part-time study is subject to the financial restrictions imposed by the Student Awards Agency for Scotland (SAAS), which stipulates that part-time learners are not eligible for student loans to finance their study. As one survey respondent explains:

Table 3 Full-Time and Part-Time Employment for Part-Time and Work-Based Students

<table>
<thead>
<tr>
<th>Part-time students</th>
<th>Work-based students</th>
<th>All students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time (permanent)</td>
<td>44%</td>
<td>36.1%</td>
</tr>
<tr>
<td>Full-time (temporary)</td>
<td>24%</td>
<td>34.4%</td>
</tr>
<tr>
<td>Part-time (permanent)</td>
<td>12%</td>
<td>14.8%</td>
</tr>
<tr>
<td>Part-time (temporary)</td>
<td>12%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Sessional</td>
<td>8%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>
Figure 4 Charting Educational Opportunity in CLD Training
“At the time of enrolling on the course, our household income (£17,000) was above the threshold (£15,500) of assistance at college or university with childcare, fees and travel. The cost of this would have been £300 per month, a figure our family could not afford. Therefore, a university or college course was not achievable for me – a fact I find alarming. The ‘helpful’ staff at a local FE College suggested that I wait till my children were at school – over three and one half years away! If it were not for the innovative SVQ programme I enrolled on, I’d still be waiting. The qualification is perhaps lower (SVQ 2) than I would have liked to achieve but provides the foundation for future learning. I have now secured employment with responsibility and a salary level I would not have been able to consider applying for last year.”

Learners have to fund their study in several ways. Broadly speaking there are four different methods of funding which can be categorised as self funding, assisted funding (through grants, bursaries etc) or employer funding, with a fourth category being some combination of the above. Depending on the institution, students may pay on a course-by-course basis or as a percentage of the full-time course fee. For instance, at the University of Edinburgh, fees for the part-time route were set at 75% of the full-time course, which meant that students had to pay £885 per annum for undergraduate degree fees. At Strathclyde part-time students are charged £100 per credit (there are 36 credits for a degree course), which amounts to a total cost of £3,600. However, the department includes Recognition of Prior Learning (RPL) as part of the learner’s credit and this is subtracted from the total financial cost of the learner’s study. In principle, if the student achieved the maximum twelve credits from the department, £1,200 would be subtracted from the £3,600 cost of part-time study. In special circumstances training providers have waived fees. This seems to be more likely to occur at FE level but does occur in HE as well.

Anniseland College has created a unique solution to the problem of part-time fees by enabling part-time students to complete their programme of study in a year. The College allocates the standard twenty one hours per week study time as part placement (seven hours) and part teaching (fourteen hours), ensuring learners are never studying in class for more than fourteen hours a week making them, technically, part-time students. Although the students are still ineligible for SAAS funding, they can access state benefits. Anniseland College also provides a range of mechanisms designed to ease the financial burden such as fee waiver, part-time bursary, passport to employment, hardship fund, student loan and child care costs.

Survey respondents selected a number of methods in which they fund the cost of study. By far the most common form of funding was from employers, with 29.6% of respondents receiving full employer funding and 13.3% receiving partial employer funding (Table 4). One interviewee noted the difficulty of partial funding:

“My employer agreed that at the time if I were prepared to pay half the fees for the year then they would cover the other half. With allocation of time off, I have to use a percentage of my annual leave entitlement to attend the university… I think it is something like eight days out of my annual leave entitlement that I have to put forward… obviously that has a big impact for me.”

Other respondents were participating in work-based programmes that either provide a stipend or are part of a package work-based programme in which their employer covers programme fees as well as providing the learner-worker with a salary (for instance at LWTT). Some employers assist with student costs by covering all or the partial costs of books, materials and travelling expenses, although this varies from employer to employer. Across the local authorities there are a wide range of training budgets available for CLD staff, with most authorities having under £100 allocated to staff training per person.

However, the majority of students (65.9%) are not partially or fully funded by employers. This is also recognised as a fundamental issue by work-based employers, with one stating:

Table 4 Financing Fees: CLD Student Survey Responses

<table>
<thead>
<tr>
<th>% of Respondents</th>
<th>Type of funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.6%</td>
<td>Employer fully funded</td>
</tr>
<tr>
<td>13.3%</td>
<td>Employer partially funded</td>
</tr>
<tr>
<td>12.2%</td>
<td>Linked Work &amp; Training Trust</td>
</tr>
<tr>
<td>12.2%</td>
<td>Self funded from income</td>
</tr>
<tr>
<td>12.2%</td>
<td>Other</td>
</tr>
<tr>
<td>8.2%</td>
<td>Fee waiver</td>
</tr>
<tr>
<td>7.1%</td>
<td>Charitable trust</td>
</tr>
<tr>
<td>7.1%</td>
<td>Childcare costs (covered or contribution)</td>
</tr>
<tr>
<td>6.1%</td>
<td>European Social Fund</td>
</tr>
<tr>
<td>5.1%</td>
<td>Bank/personal loan</td>
</tr>
<tr>
<td>5.1%</td>
<td>Glasgow CommUniversity funded place</td>
</tr>
<tr>
<td>5.1%</td>
<td>Student loan</td>
</tr>
<tr>
<td>4.1%</td>
<td>Social Inclusion Partnership</td>
</tr>
<tr>
<td>2%</td>
<td>Family give financial support</td>
</tr>
<tr>
<td>1%</td>
<td>Bursary</td>
</tr>
<tr>
<td>1%</td>
<td>Income Support</td>
</tr>
<tr>
<td>1%</td>
<td>SACA funding</td>
</tr>
</tbody>
</table>

102 Respondents. Note: ‘Other’ included supported placement, SASS, Communities Scotland, Volunteer Service Development Fund, Carnegie Trust and employer or self-funded.
Extending Educational Opportunity Through Work-Based and Part-Time Training in CLD

"The main thing is funding. Being able to secure sustained funding. That is probably something that is difficult in all aspects of our work. Funding is always going to be a difficult issue that’s never going to be resolved. But sometimes I think, particularly for the students, it can be really unsettling in terms of fairly short placements and contracts, in terms of their work.”

Interestingly there is a weak to moderate association between gender and funding: While there were 17 males and 54 females who were not funded by employers (16.7% and 52.9% respectively), there were 12 males and 17 females who received full funding from employers (11.8% and 16.7% respectively). This suggests there is some association between gender and the likelihood of receiving financial support from an employer.

Employer funding is also key for students moving from an ordinary to an honours degree. As one survey respondent explained:

“For a part-time student to move on to honours is difficult and without the support of my employer this would have been impossible as it involves additional days in university. At present there is no flexibility in the current honours programme for part-time students. Part-time students receive very little financial help and could only apply to SAAS in the honours year.”

Another innovative response to financing training was the YouthLink Scotland Route 98 programme developed as model of practice for work-based routes for youth focused qualifications across Scotland. The learners were paid a salary, half from employers and half from charitable trusts and other sources, and their programme fees, travel and other costs are covered. As explained in Route 98 A Road Well Travelled (‘Machin, Malcom and Kirkpatrick, 2004), it allowed organisations to take on a trainee at relatively low cost and to provide services they would not have been able to otherwise.

Having set out the main elements of an integrated approach to training, discussed related articulation and progression issues, as well as highlighting the pressing financial issues for work-based and part-time learners, the report now concludes by summarising the key messages for stakeholders.

11. Key Messages for Stakeholders

Prior to this report work there were no common definitions of ‘work-based’ and ‘part-time’ routes to study in CLD. This report should now bring about a shared understanding across the field. The proposed integrated model of training highlights the importance of the relationship between the academy and the workplace. Existing arrangements have been analysed and the report sets out the contours of good practice in describing what is required in terms of expansive workplaces and responsive academies. Making this knowledge widely available should enable both parties in the training equation to enhance provision for learners. It should now be clear that work-based learning relies on key actors, relevant activities and appropriate resources in both environments. This report has detailed who the actors are and what they should do, what activities are likely to be productive and the kinds of resources needed to support learning.

Emphasis has been given to the notion of an active learner developing knowledge through engaging with live and complex problems. Reference to the concept of the situated curriculum should assist educators in the task of facilitating such learning. It is clear that there should be an explicit and consistent focus in training programmes on equipping learners with the knowledge, skills and values necessary to become reflective and reflexive practitioners. The development of the concept of critical competence should inform thinking in this respect.

The thrust of the report is expressed in the idealised model of an integrated approach to work-based and part-time training in CLD. As an ideal the model has analytic and suggestive functions; it can act as a standard against which to judge practice and it can point to ways of constructing, for example, appropriate teaching and learning processes. An integrated approach would fulfil three conditions:

1. The respective contributions of the training provider and the workplace would be maximised
2. Learners would be actively engaged in developing appropriate disciplinary knowledge
3. Teaching and learning processes would give due emphasis to learning through engagement with live problems in the workplace.

It is hoped that this report will help all stakeholders to achieve these three conditions consistently across Scotland. In pursuit of these aims, ten key messages for policy makers, funding bodies, professional bodies, training providers and employers can be identified. Some of these recommendations simultaneously apply to several stakeholders and others to only one. Some have financial implications and others do not. Each stakeholder may wish to respond as appropriate.

12. Recommendations

Our key recommendation is that all stakeholders should commit to developing an integrated approach to work-based and part-time learning in the field of community learning and development.

1. Targeted financial support should be extended to work-based and part-time students in CLD. Specifically, work-based and part-time learners should have equivalent status with full-time students for fee purposes. In addition, they should also have access to any additional means of support that are available to full-time students.
2. There should be a specific grant for CLD employers who are supporting employees in work-based learning. This grant would offset the costs of supporting learners such as work cover and study leave. These are particular issues for community-based, voluntary organisations.

3. CLD employers and training providers across Scotland need to be informed about the benefits that accrue from supporting work-based learning. Good practice guides, based on the integrated model put forward in this report, should be developed and disseminated through a series of workshops that bring together key stakeholders throughout the sector.

4. Prior experience and learning should be appropriately acknowledged and utilised. For instance, RPEL can be used against the practice requirement in professional training or be given greater priority by the professional body in endorsement procedures. A standard procedure should be developed and made available to all providers that would enable a common approach across the sector.

5. Raising the fee for student placements could increase the number and quality of fieldwork practice opportunities. The benchmark for this fee should be that offered to agencies for hosting social work students.

6. Given the importance of the role of supervision and guidance highlighted in this report, the national supervision course for CLD workers should be developed into a broader postgraduate qualification covering supervision, mentoring, coaching, approaches to learning, and staff development.

7. There is a need to enhance and develop learning resources for work-based and part-time learners. A significant contribution could be made by developing the Consortium’s prototype website ‘CLD Scotland’ as a one-stop portal to resources. This development would be accessible to the whole field.

8. The new Standards Council should produce a new competence framework that could usefully be informed by the notion of critical competence developed in this report.

9. E-learning must be situated as part of an overall process and related to programme aims. There is much scope here for further developmental work.

10. Further research should be conducted into the needs of community-based providers of work-based and part-time modes of training, for example, financial sustainability, and the contribution they bring to this field.
References


Glossary

ACT  A Consortium of Training
APL  Accredited Prior Learning
CeVe  Community Education Validation and Endorsement
CLD  Community Learning and Development
ESF  European Social Fund
FE  Further Education
GGCU  Greater Glasgow Comm University Trust
HE  Higher Education
HEA  Higher Education Academy
HEI  Higher Education Institution
HNC  Higher National Certificate
HND  Higher National Diploma
ICC  International Christian College
ICT  Information and Communication Technologies
LLUK  Lifelong Learning United Kingdom
LWT  Linked Work and Training Trust
NC  National Certificate
NOS  National Occupational Standards
NVQ  National Vocational Qualification
NYA  National Youth Agency
PAULO  Former National Training Organisation (see LLUK)
QAA  Quality Assurance Agency
QTLS  Qualified Teacher Learning and Skills
RPEL  Recognition Prior Experiential Learning
RPL  Recognised Prior Learning
SAAS  Student Awards Agency for Scotland
SCOTCAT  Scottish Credit Accumulation and Transfer
SCQF  Scottish Credit and Qualifications Framework
SCRE  Scottish Council for Research in Education
SFC  Scottish Funding Council
SQA  Scottish Qualifications Authority
SVQ  Scottish Vocational Qualification
TA  Trainee Assessor
TAG  Training Agencies Group
UCAS  Universities and Colleges Admissions Service
UHI  University of the Highlands and Islands Millennium Institute
VLE  Virtual Learning Environment
YMCA  YMCA George Williams College

Appendices

Appendix 1: Consortium Details

Membership
Adam Smith College
Anniesland College
Communities Scotland
Forth Valley College
Greater Glasgow Comm University Trust
Jewel and Esk Valley College
John Wheatley College
Kilmarnock College
Linked Work & Training Trust Central
Reid Kerr College
UHI Millennium Institute – Lews Castle College and Inverness College
University of Dundee
University of Edinburgh
University of Glasgow
University of Strathclyde
YMCA George Williams College
YouthLink Scotland

Convenor
Ian Ball, University of Dundee

Steering Committee/Principal Investigators
Ian Ball, University of Dundee
John Bamber, University of Edinburgh
Bernadette Barry, University of Dundee
Ian Fairweather, University of Dundee
Eileen Murphy, Anniesland College
Gordon Mackie, University of Strathclyde
Clive Rowlands, University of Strathclyde
Lynn Taylor, Anniesland College

Consortium Project Team
University of Dundee
Geoffrey Wallace, Projects Manager
Patricia Sullivan, Research Assistant
Hazel McDonald, Projects Administrator

Project Workers
Margaret Berrie, University of Strathclyde
David McKinstry, Anniesland College
Clara O’Shea, University of Edinburgh
## Appendix 2: CLD Training Programmes (2006/7)

<table>
<thead>
<tr>
<th>Provider</th>
<th>Programme</th>
<th>CeVe</th>
<th>Mode</th>
<th>Student Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Consortium of Training (ACT)</td>
<td>Community Learning and Development Contexts (SCQF level 5) Work with Young People Stages 1-3 Work with 5-12s People Stages 1-3 Work with Adults and Communities Stages 1-3 (all SCQF Levels 5-7)</td>
<td>√</td>
<td>PT</td>
<td>12</td>
</tr>
<tr>
<td>Adam Smith College</td>
<td>HNC Working with Communities SVQ Community Development Work (Level 3)</td>
<td>√</td>
<td>PT</td>
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<tr>
<td>Anniesland College</td>
<td>HNC Working with Communities</td>
<td>√</td>
<td>PT</td>
<td>21</td>
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<tr>
<td>Greater Glasgow Community University Trust</td>
<td>Bachelor of Community Education and Community Development</td>
<td>x</td>
<td>WB(FT)</td>
<td>21</td>
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<tr>
<td>International Christian College</td>
<td>BA(Hons) Youthwork with Applied Theology</td>
<td>NYA</td>
<td>WB</td>
<td>5</td>
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<tr>
<td>Jewel and Esk Valley College</td>
<td>HNC Working with Communities (day release)</td>
<td>√</td>
<td>PT</td>
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<tr>
<td>John Wheatley College</td>
<td>SVQ Community Development Work (Level 2)</td>
<td>x</td>
<td>WB(FT)</td>
<td>29</td>
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<td>Kilmarnock College</td>
<td>HNC Working with Communities</td>
<td>√</td>
<td>PT</td>
<td>NP</td>
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<td>Lewis Castle College (UHI)</td>
<td>HNC Working with Communities</td>
<td>√</td>
<td>PT</td>
<td>16</td>
</tr>
<tr>
<td>Linked Work and Training Trust Central (in conjunction with the University of Glasgow)</td>
<td>Bachelor of Community Education and Community Development</td>
<td>√</td>
<td>WB(FT)</td>
<td>20</td>
</tr>
<tr>
<td>Reid Kerr College (delivered at Ferguslie Learning Centre)</td>
<td>NC Working with Communities HNC Working with Communities</td>
<td>√</td>
<td>PT</td>
<td>7</td>
</tr>
<tr>
<td>University of Dundee</td>
<td>BA/BA Hons in Community Education Postgraduate Diploma in Community Education</td>
<td>√</td>
<td>WB (PT)</td>
<td>68</td>
</tr>
<tr>
<td>University of Edinburgh</td>
<td>BA/BA Hons in Community Education Postgraduate Certificate in Community Education</td>
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<td>PT</td>
<td>18</td>
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<tr>
<td>University of Glasgow</td>
<td>Bachelor of Community Education and Community Development (with SVQ Community Development Work Level 4)</td>
<td>√</td>
<td>WB (FT)</td>
<td>86</td>
</tr>
<tr>
<td>University of Strathclyde</td>
<td>BA/BA Hons in Community Education Postgraduate Certificate in Community Education</td>
<td>√</td>
<td>PT</td>
<td>48</td>
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</table>

Please note this table includes pre-FE, FE and HE provision. Key:  
- **D** = Distance  
- **NP** = Not Provided  
- **NYA** = National Youth Agency  
- **PT** = Part-Time  
- **WB** = Work-Based
### Appendix 3: List of Interviewees and Workshops

<table>
<thead>
<tr>
<th>Institution</th>
<th>Interviewee</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Consortium of Training</td>
<td>Derek Catto</td>
<td>ACT Secretary</td>
</tr>
<tr>
<td>Anniesland</td>
<td>Lynn Taylor</td>
<td>Course Leader; HNC</td>
</tr>
<tr>
<td>Greater Glasgow CommUniversity Trust</td>
<td>Bob Hamilton</td>
<td>Coordinator</td>
</tr>
<tr>
<td>International Christian College</td>
<td>Neil Pratt</td>
<td>Director of Youth Work Studies</td>
</tr>
<tr>
<td>Jewel &amp; Esk Valley College</td>
<td>Kate Just</td>
<td>HNC Coordinator</td>
</tr>
<tr>
<td>Lews Castle College/UHI</td>
<td>Sally McKim</td>
<td>HNC Coordinator</td>
</tr>
<tr>
<td>Linked Work &amp; Training Trust</td>
<td>Fiona Craig</td>
<td>Director</td>
</tr>
<tr>
<td>University of Dundee</td>
<td>Laune Bidwell</td>
<td>PGDip (WB) Coordinator</td>
</tr>
<tr>
<td>University of Dundee</td>
<td>Ian Ball</td>
<td>Vice-Dean, Faculty of Education &amp; Social Work</td>
</tr>
<tr>
<td>University of Dundee</td>
<td>Bernadette Barry</td>
<td>Senior Lecturer</td>
</tr>
<tr>
<td>University of Dundee</td>
<td>Ian Fairweather</td>
<td>Head of Department, Community Education</td>
</tr>
<tr>
<td>University of Dundee</td>
<td>Kate Martin</td>
<td>BACE Year 2 Coordinator</td>
</tr>
<tr>
<td>University of Edinburgh</td>
<td>John Bamber</td>
<td>Lecturer &amp; Part-Time Course Coordinator</td>
</tr>
<tr>
<td>University of Edinburgh</td>
<td>Vernon Galloway</td>
<td>Lecturer</td>
</tr>
<tr>
<td>University of Edinburgh</td>
<td>Lyn Tett</td>
<td>Professor</td>
</tr>
<tr>
<td>University of Glasgow</td>
<td>Fred Hay</td>
<td>Director of Undergraduate Programmes in Economics</td>
</tr>
<tr>
<td>University of Strathclyde</td>
<td>Annette Coburn</td>
<td>Placement Coordinator, Division of Community Education</td>
</tr>
<tr>
<td>University of Strathclyde</td>
<td>Gordon MacKie</td>
<td>Course Director (BACE), Division of Community Education</td>
</tr>
<tr>
<td>University of Strathclyde</td>
<td>Anne Ryan</td>
<td>Lecturer &amp; Selector, Division of Community Education</td>
</tr>
<tr>
<td>YMCA George Williams</td>
<td>Mary Wolfe</td>
<td>Principal</td>
</tr>
<tr>
<td>YMCA George Williams</td>
<td>Ken McCulloch</td>
<td>Regional Study Group Tutor</td>
</tr>
<tr>
<td>YouthLink Scotland</td>
<td>Gillian Lithgow</td>
<td>Senior Development Officer - Training</td>
</tr>
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</table>
### Appendix 3: Training Providers - Group interviews

<table>
<thead>
<tr>
<th>Institution</th>
<th>Interviewee</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater Glasgow CommUniversity Trust</td>
<td>Bob Hamilton, Maureen Petrie, Val Torner</td>
<td>Coordinator, Lecturer/Tutor, Lecturer/Tutor (respectively)</td>
</tr>
<tr>
<td>Jewel &amp; Esk Valley College</td>
<td>Anita Bragg, Gladys Montgomery</td>
<td>Lecturer, Learning Manager</td>
</tr>
<tr>
<td>John Wheatley College</td>
<td>Marie Wood, Linda Pople, Wendy Belle, Andy McCrorry, Dawn Smith</td>
<td>Department Head, Community Work Co-ordinator (Community Connections), SVQ Assessor/Verifier, SVQ (Level 2) students</td>
</tr>
<tr>
<td>Linked Work &amp; Training Trust</td>
<td>Fiona Craig &amp; Alex Downie</td>
<td>Director &amp; Lecturer/Tutor (respectively)</td>
</tr>
<tr>
<td>Reid Kerr College</td>
<td>Elain Bain, Denis Docherty, Marianne</td>
<td>Community Liaison Officer, Community Development Manager, Placement Coordinator</td>
</tr>
<tr>
<td>The Adam Smith College</td>
<td>Jan Davidson, Linda Anderson, Sue McHardy, Donna Martin-Dilley</td>
<td>Director for the Centre for Care Studies, VQ Business Coordinator, Curriculum Head for HNC, Department Manager for Childcare &amp; Learning Difficulties</td>
</tr>
<tr>
<td>University of Dundee</td>
<td>Terry Barber, Christine Barber, Laurie Bidwell, Anne Halkett, Kate Martin</td>
<td>Coordinators – BACE Year 1, PGDipCE Work-Based, PGDipCE Full-Time, BACE Year 3, BACE Year</td>
</tr>
<tr>
<td>University of Dundee</td>
<td>Christine Barber, Laurie Bidwell, Sue Mansfield</td>
<td>PGDipCE Work-Based Coordinator, PGDipCE Full-Time Coordinator, Admissions Tutor</td>
</tr>
<tr>
<td>University of Edinburgh</td>
<td>Vernon Galloway, Ian Martin, Ken McCulloch, Lyn Tett</td>
<td>Lecturer, Reader, Lecturer, Professor</td>
</tr>
<tr>
<td>University of Glasgow</td>
<td>Rod Purcell &amp; Dave Beck</td>
<td>BCLD Coordinator and Lecturer (respectively)</td>
</tr>
<tr>
<td>Youthlink</td>
<td>Tim Frew and Gillian Lithgow</td>
<td>Development Officer &amp; Senior Development Officer</td>
</tr>
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### Appendix 3: Training Provision Related Bodies

<table>
<thead>
<tr>
<th>Institution</th>
<th>Interviewee</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Education</td>
<td>Peggy McNab</td>
<td>CeVe Officer</td>
</tr>
<tr>
<td>Validation &amp; Endorsement Scottish Credit &amp; Qualifications Framework</td>
<td>Edith Macquarrie</td>
<td>Community Learning and Development Officer</td>
</tr>
</tbody>
</table>

### Appendix 3: Employers - Individual interviews

<table>
<thead>
<tr>
<th>Institution</th>
<th>Interviewee</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberdeen City Council</td>
<td>Dave Kilgour</td>
<td>Principal Development Officer, Community Development Section, Office of the Chief Executive</td>
</tr>
<tr>
<td>Aberdeen City Council</td>
<td>Dave Simmers</td>
<td>Consultant (formerly of Community Development Division, Aberdeen City Council)</td>
</tr>
<tr>
<td>Community Safety Police Unit, Dunblane Police Office</td>
<td>Fiona Barker</td>
<td>Chief Inspector</td>
</tr>
<tr>
<td>CVS Clackmannashire</td>
<td>Ross Patterson</td>
<td>Manager</td>
</tr>
<tr>
<td>Falkirk Council</td>
<td>Elaine Costello</td>
<td>Integration Support Manager</td>
</tr>
<tr>
<td>Falkirk Council</td>
<td>Kate Kane</td>
<td>Local Community Planning Officer</td>
</tr>
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### Appendix 3: Learners - Group interviews

<table>
<thead>
<tr>
<th>Institution</th>
<th>Year and programme mode</th>
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<tr>
<td>University of Dundee</td>
<td>Year 2 degree level work-based students</td>
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<tr>
<td>University of Edinburgh</td>
<td>Part-time degree level students (completed 2006)</td>
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<tr>
<td>YMCA George Williams</td>
<td>Year 2 degree level distance-learning students</td>
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<tr>
<td>Jewel &amp; Esk Valley College</td>
<td>Full-time and part-time HNC students</td>
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### Appendix 3: Workshops

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Attendees</th>
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<tbody>
<tr>
<td>Academic-Workplace Relations Workshop 1</td>
<td>13 November 2006</td>
<td>Monique Beetge, Pilton Community Health Project Ian Fairweather, University of Dundee Sue McHardy, Adam Smith College Graeme McMeekin, International Christian College Gladys Montgomery, Jewel &amp; Esk Valley College Robert Reid, Social Work</td>
</tr>
<tr>
<td>Academic-Workplace Relations Workshop 2</td>
<td>16 November 2006</td>
<td>Gary Harkins, John Wheatley College, Anne Lockyer, John Wheatley College, Isabel Pattie, Midlothian Council Linda Pople, Community Connections Gordon MacKie, University of Strathclyde</td>
</tr>
<tr>
<td>Enhancing the Potential of Access and Articulation Across Institutions</td>
<td>6 November 2006</td>
<td>Annesland College Centre for Research in Lifelong Learning Jewel and Esk Valley College John Wheatley College Reid Kerr College Scottish Further Education Unit The University of Dundee University The University of Glasgow University of Strathclyde University</td>
</tr>
<tr>
<td>Teaching and Learning Workshop 1</td>
<td>13 November 2006</td>
<td>Monique Beetge, Pilton Community Health Project Fiona Kinsella, Jewel and Esk Valley College Sue McHardy, Adam Smith College Neil Pratt, International Christian College Robert Reid, Social Work</td>
</tr>
<tr>
<td>Teaching and Learning Workshop 2</td>
<td>16 November 2006</td>
<td>Gary Harkins, John Wheatley College Anne Lockyer, John Wheatley College Isabel Pattie, Midlothian Council Linda Pople, Community Connections Gordon MacKie, University of Strathclyde</td>
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### Appendix 3: E-learning specialists

<table>
<thead>
<tr>
<th>Institution</th>
<th>Interviewee</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lewis Castle College, UHI</td>
<td>Frank Rennie</td>
<td>Head of Research &amp; Post-Graduate Development</td>
</tr>
<tr>
<td>University of Dundee</td>
<td>Anoush Margaryan</td>
<td>Associate Director, International Centre for Research on Learning</td>
</tr>
<tr>
<td>University of Edinburgh</td>
<td>Cuna Ekmeckioglu</td>
<td>E-Learning Services</td>
</tr>
<tr>
<td>University of Edinburgh</td>
<td>Sarah McConnell</td>
<td>Digital Repository Coordinator (LORE)</td>
</tr>
<tr>
<td>University of Edinburgh</td>
<td>Jen Ross</td>
<td>E-portfolio Coordinator</td>
</tr>
<tr>
<td>University of the Highlands &amp; Islands</td>
<td>John Smith</td>
<td>VLE Manager</td>
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### Appendix 4: CLD Training Programmes (from 1980)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Name of Programme</th>
<th>Qualification</th>
<th>University/College/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980-87</td>
<td>Community Work North</td>
<td>Diploma in Community Education</td>
<td>Aberdeen College of Education</td>
</tr>
<tr>
<td>1988-91</td>
<td>Northern College Rural Sandwhich Course</td>
<td>Diploma in Community Education</td>
<td>Department of Community Education, Northern College</td>
</tr>
<tr>
<td>1991-1998</td>
<td>Linked Work &amp; Training Trust Grampian</td>
<td>Bachelor of Community Education &amp; Community Development</td>
<td>Faculty of Social Science, University of Glasgow</td>
</tr>
<tr>
<td>1993 - to date</td>
<td>Northern College University of Dundee (from 2002)</td>
<td>BA/BA Hons Community Education Postgraduate Diploma in Community Education</td>
<td>Department of Community Education, Northern College (University of Dundee, from 2002)</td>
</tr>
<tr>
<td>1993 - to date</td>
<td>Moray House</td>
<td>University of Edinburgh (from 1993)</td>
<td>BA/BA Hons Community Education Department of Higher &amp; Continuing Education, Moray House School of Education, University of Edinburgh</td>
</tr>
<tr>
<td>1993 - to date</td>
<td>University of Glasgow</td>
<td>Certificate in Community Learning &amp; Development Bachelor of Community Education &amp; Community Development (from 1999)</td>
<td>Department of Adult &amp; Continuing Education (DACE), Faculty of Education, University of Glasgow</td>
</tr>
<tr>
<td>1995-02</td>
<td>Fife Activists Scheme of Training</td>
<td>BA Community Education</td>
<td>Department of Community Education, Northern College</td>
</tr>
<tr>
<td>1995-1999</td>
<td>Lothian Apprenticeship Scheme Trust</td>
<td>BA Community Education</td>
<td>Department of Higher &amp; Community Education, Moray House School of Education, University of Edinburgh</td>
</tr>
<tr>
<td>1995 - to date</td>
<td>Linked Work and Training Trust Central</td>
<td>Bachelor of Community Education &amp; Community Development</td>
<td>Faculty of Social Science, University of Glasgow</td>
</tr>
<tr>
<td>1998-2006</td>
<td>Route 98 (YouthLink Scotland)</td>
<td>Academic programme leading to BA in Informal &amp; Community Education Or BA/BA Hons in Community Education</td>
<td>YMCA George Williams College, London Department of Community Education, University of Dundee</td>
</tr>
<tr>
<td>1998 - to date</td>
<td>Jordanhill College of Education University of Strathclyde (from 1993)</td>
<td>BA/BA Hons Community Education</td>
<td>Community Education Division, Faculty of Education, University of Strathclyde</td>
</tr>
<tr>
<td>1999-2002</td>
<td>Great Northern Partnership</td>
<td>BA/BA Hons Community Education</td>
<td>Department of Community Education, Northern College</td>
</tr>
<tr>
<td>2002-2005</td>
<td>Drumchapel CommUniversity Trust</td>
<td>Certificate in Community Learning &amp; Development</td>
<td>Department of Adult &amp; Continuing Education (DACE), Faculty of Education, University of Glasgow</td>
</tr>
<tr>
<td>2005-2007</td>
<td>Greater Glasgow CommUniversity Trust</td>
<td>Bachelor of Community Learning &amp; Development (Social Science)</td>
<td>Faculty of Social Science, University of Glasgow</td>
</tr>
</tbody>
</table>
Appendix 5: Developing the Expansive Workplace

According to Evans et al (2006:167-172), there are five stages to improving opportunities for learning:

**Identifying the relevant dimensions of the existing learning environments**

- Determine which dimensions of the workplace are most relevant to creating a learning environment.
- These can be mapped between high expansiveness (creating more learning opportunities) and high restrictiveness.
- Take account of the role of individual agency and the perception of key actors when mapping these dimensions.
- Remember, these dimensions may be different for different groups even within one organisation (due to factors such as job design).

**Assess the current workplace against those dimensions**

- This is not a matter of measurement but of identifying opportunities and restrictions on learning against that particular dimension.
- It is possible that two dimensions within the learning environment can be in conflict with each other. For instance, creating cross-disciplinary opportunities may inhibit maximising within-team collaboration.

**Identify the potential for improvement**

- Examine the dimensions that are most restrictive and work out what can be done to move them further towards expansion.
- Be aware that creating a more expansive dimension may require additional resources or changes to the way work is organised (i.e., paid study leave).

**Identify the balance of advantage**

- Determine which improvements make sense for the workplace concerned.
- This will involve weighing up the benefits of a change in the learning environment with the costs and effects of such changes.

**Implementation and monitoring**

- Evaluate the changes to the learning environment as a whole and their effects on learning and other aspects of practice.