

Community Practice

Lead Organisations	Background	Targets / Milestones	Activities 2006–08
<p>University of Brighton, University of Sussex</p> <p>Key Partners</p> <p>Action in Rural Sussex, Adult and Community Learning – East Sussex and West Sussex, Adult Skills and Learning, Brighton & Hove, University of Brighton, University of Chichester, The Open University in the South East, RAISE, University of Sussex, VCS Learning Consortium, West Sussex VOLG, Working Together Project</p>	<p>The term 'community practice' refers to community development, voluntary sector skills and social enterprise. Programmes relating to all these three strands have grown up and developed within different parts of the universities in Sussex, but would benefit from the establishment of clearer pathways between them. They have strong relevance across Sussex, particularly within regeneration areas. They also reflect the increasing importance of this as an arena of growth in employment and career opportunities, and one that is currently under-developed. Our aims are to strengthen community practice as an independent and coherent field of learning and teaching, and of research; and to contribute to capacity enhancement and the development of national occupational standards.</p>	<p>1 Increased range of courses that are delivered in complementary ways by July 2008</p> <p>1.1 Existing relevant skills training offered across Sussex. 2007/8</p> <p>1.2 Gaps/duplication in provision at all levels addressed by new courses or multi-leveilling or rationalisation of existing courses. 2007/8</p> <p>1.3 Feasibility study for developing new modules or courses in practice areas, and rolling out the existing Foundation Degree in Community Development across a wider geographic spread. March 2007</p> <p>1.4 Potential for flexible and innovative modes of delivery explored and the commencement of at least one pilot September 2007</p> <p>.....</p> <p>2. Increased number of learners progressing into and within the community practice area in Sussex by July 2008</p> <p>2.1 A range of benchmarks ensuring that APL/APEL can be successfully offered across and between different types of provision. September 2007</p> <p>2.2 At least one progression agreement between specific courses. September 2007</p> <p>.....</p> <p>3 Raised awareness within Sussex of UK national and regional policy and the range of education and training in this curriculum area by July 2008</p> <p>3.1 Endorsement of the Foundation Degree in Community Development by the England Standards Board for Community Development Work Training and Qualification (if appropriate) September 2007</p> <p>3.2 Cross-Sussex conference for learners, employers and education providers 2006–08</p> <p>3.3 Three area based seminars. 2006–08</p>	<p>We will build on work already undertaken within this curriculum area, particularly in terms of mapping of provision. We will link it to the work of the overall curriculum team and the SLN core team to ensure that it is accessible and relevant to potential learners, particularly those currently within the workforce, and to employers. The development of provision may take the form of new courses, but is likely to have a major focus on adapting existing provision, in terms of content and/or mode of study.</p> <p>We will work with the SLN Staff Development Officer to ensure that staff development provision is in place to support trainers within this curriculum area to move between delivery at different levels and with different accrediting bodies. We will support work around marketing and information, advice and guidance, through contributing to the SLN student-facing website, developing leaflets to promote new or adapted provision, and producing materials which map pathways into and between provision, targeted at learners, potential learners and employers.</p> <p>We will work with employers to investigate their needs and develop strategies to meet these within the developing curriculum and within the workplace, and we will also develop strategies to address the financial constraints of non-traditional learners and small voluntary organisations. We will focus strongly on progression, and this will be supported both through the development of progression accords, and through changes such as to the content or mode of delivery of existing provision, making it more relevant to support learners' entry onto a higher level course.</p>