

# MEETING THE CHALLENGE

*The final report of the  
Voluntary Sector Continuing Professional Development  
Research Project*

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## ***Voluntary Sector Continuing Professional Development Research Project***

### **THE STEERING GROUP:**

Age Concern Norfolk	Norwich and District Citizens Advice Bureau
City College Norwich	Norwich and Norfolk Voluntary Services (Lead Partner)
Family First	Rural Community Council
Norfolk Arts Forum	The Benjamin Foundation
Norfolk Deaf Association	Victim Support
Norfolk Early Years Support Network	Women's Health Information and Support Service

We are grateful to all the organisations who responded to requests for information, both through the focus groups and the questionnaires. Our thanks are also extended to the many anonymous organisations who responded to the questionnaire. The information that was contributed by all was invaluable in the writing of this report.

Age Concern Norfolk	Freckenham Village Hall Committee
Age Concern Norwich	Friends of Gressenhall
Age Concern Sheringham, Day Centre	Friends of Norwich Cathedral
Age Concern Thetford and District Alzheimers Society	Friends of Norwich Museums
Aphesis Christian Fellowship	GFS Platform
ASK	Great Yarmouth Carers Forum
Assist Trust	Great Yarmouth Gateway Club
Beck Road Primary School PTA	Great Yarmouth Volunteer Services
Big Issue Foundation	Great Yarmouth and Waveney Mind
Break	Great Yarmouth Victim Support
Breast Cancer Care Volunteers	Guide Dogs for the Blind
Bressingham Steam	Handbell Arts Group
British Red Cross	Harleston Players
Broadland District Council	Headway - Great Yarmouth and Waveney
Broadland Housing Association	Health First
Broads Authority	Health Information Service
BTCV	Heritage Housing Group
Cadge Road Community Centre	Heydons Arts Group
Church Army	Home Start
Cinema City	Homestart Breckland
Create	Homestart Swaffham and District
Crossroads	Immigration Advisory Service
Deaf Connexions	Hospital Radio Norfolk
Diana Princess of Wales Treatment Centre	Hunstanton District Festival of Arts
Dickleburgh Village Hall	Jubilee Community Association
Diocesan Board of Education	Julian Housing
Diocese of Norwich	King of Hearts - Centre for People and the Arts
EAST	Kings Lynn and District Mind
East Bishops Lynn House	Leeway Norwich Womens' Aid
Eastern Angles	Life Pregnancy Care Service
Eaton Village Residents Association	Lifetimes
Eaton Village and University Power	Litcham Historical and Amenity Society
Excel 2000	Lowestoft and District Volunteer Bureau
Fakenham Childrens Day	MacMillan Cancer Relief
Fakenham Citizens Advice Bureau	Maddermarket Theatre
Family First	Making Music
First Move Furnished	Mancroft Advisory Project
Forward	Marion Road Day Centre

Mid-Norfolk Mencap  
Mini Scrapbox  
Moving Parts Training Scheme  
Musical Keys  
National Children's Homes  
National Eczema Association  
Norfolk Autistic Association  
NELM Development Trust  
New Buckenham Silver Band  
New Deal Lone Parents Project  
NMA Money Advice  
NORCAS  
Norfolk ACRO  
Norfolk Association for the Disabled  
Norfolk Coalition of Disabled People  
Norfolk Early Years Support Network  
Norfolk Eating Disorders Association  
Norfolk Music Works  
Norfolk Network 81  
Norfolk and Norwich Association for the Blind  
Norfolk and Norwich Heritage Trust  
Norfolk Pre-school Alliance  
Norfolk and Norwich Hospital Arts Project  
Norfolk and Norwich SCOPE  
Norfolk Scout Association  
Norfolk YMCA  
Norfolk Young Farmers Clubs  
North Anglia OCN  
North Earlham Community Association  
North Norfolk Mencap  
North Norfolk Victim Support  
North Walsham and District CAB  
Norwich Aids Helpline  
Norwich Arts Centre  
Norwich Cycling Campaign  
Norwich Door to Door  
Norwich Eating Disorders Association  
Norwich Environmental Weekenders  
Norwich Fringe Project  
Norwich Health and Community Trust  
Norwich Mind  
Norwich and Norfolk Racial Equality Council  
Norwich Puppet Theatre  
Norwich Theatre Royal  
Norwich Unemployed Workers Centre  
Norwich Victim Support  
Norwich YMCA  
Octagon Unitarian Chapel  
Ormiston Trust  
Parents Resource Centre  
Pre-School Learning Alliance  
Reepham Housing Trust  
Rural Arts East  
RSPCA Norfolk Mid and Norwich Branch  
RSPB  
Shaw Trust  
Solo Housing  
South East Norwich Community Partnership  
South Norfolk Crossroads  
South Norfolk Mencap Day Service  
Sure Start  
St Augustines Healthy Living Centre  
St Barnabas Counselling Centre  
St Edmunds Society  
St Lawrence Centre  
St Martins Housing Trust  
St Stephens Partnership  
Swaffham and District Association for Mental Health  
Swaffham Museum  
Tapping House Hospice  
The Battlefields Trust  
The Benjamin Foundation  
The Break Theatre Company  
The Great Hospital  
The Magdelene Group  
The Mathew Project  
The National Trust  
The Norfolk Youth Music Theatre  
The Stroke Association  
Thetford Citizens Advice Bureau  
Thetford Museum  
Thetford Salvation Army  
Thorpe Hamlet Community Forum  
Voluntary Services Department  
Warehouse Artists Studios  
Waveney Women's Health Workers Educational Association  
WEETU  
Wensum Chapel  
Westacre River Studios  
West Norfolk Association for Voluntary Organisations  
West Norwich Partnership  
Wood Norton Village Hall Committee  
Writtingham Charitable Trust  
WRVS  
Wymondham and Area Citizens Advice Bureau  
Wymondham Music Week

### EXECUTIVE SUMMARY

The Voluntary Sector Continuing Professional Development Research Project emerged out of the VOLCAAN (Voluntary and Community Alliance Across Norfolk) Project (1999-2000), which was a unique partnership of 31 voluntary and statutory organisations. The VOLCAAN project generated anecdotal evidence from individuals and representatives of voluntary organisations that the sector's continuing professional development (CPD) occurred in an 'ad hoc' manner and lacked coherence and progression pathways. A consortium of 12 voluntary sector organisations and the Research Centre at City College Norwich developed a bid to research the expressed generic development needs of voluntary sector organisations (Lead partner Norwich and Norfolk Voluntary Services). This information was to be used to construct a CPD framework. The project, funded by the Community Fund, commenced in January 2001.

The primary aims were:

- ❑ To examine the current provision of locally accessible generic accredited CPD opportunities for the voluntary sector.
- ❑ To identify the generic expressed CPD needs of individuals and organisations in the voluntary sector in Norfolk
- ❑ To construct a generic CPD framework for the voluntary sector in Norfolk.

### RESEARCH METHODOLOGY

The research gathered both qualitative and quantitative information. The data collection was undertaken in three stages over nine months using:

- ❑ Unstructured interviews
- ❑ Focus groups
- ❑ Postal questionnaires
- ❑ Desk-top research

A purposive sample of 1,200 voluntary sector organisations was used and contact made with over 170 voluntary sector organisations based in Norfolk. There were 124 responses to the focus groups and 164 responses to the questionnaire.

### THE RESEARCH CONTEXT

The voluntary and community sector paid workforce in England is larger than the agricultural, textile or car manufacturing industries. Locally, the VOLCAAN project identified 3,463 voluntary and community organisations within Norfolk for a questionnaire mailing, from which they received 806 (23%) responses. The VOLCAAN research established that there were, within this sample, 2,592 paid workers as well as 27,246 volunteers who contributed approximately £10 million per annum to the local economy.

The part that voluntary organisations play in delivering government policy; a more competitive funding regime; increasing expectations and complex needs of users; and a developing commitment to high standards in business practice and quality control presents the voluntary sector in Norfolk with some future challenges.

For the purposes of this research CPD was defined as the conscious updating of knowledge, skills and personal competencies throughout an individuals' working life. The commitment to CPD on the part of individuals and organisations is the means for practitioners to stay sharp and function effectively at the cutting edge of 'professional' working life, thus to be better placed to function within, and the meet the challenges of, a rapidly changing world. Knowing precisely what areas require further development and what opportunities there are, in other words a framework, puts genuine progress and advancement within grasp and helps to make sense of a potentially wayward concept.

### KEY FINDINGS <sup>1</sup>

1. 73% of the questionnaire respondents were paid workers, 27% were volunteers.
2. 32% of the questionnaire responses indicated that the respondents were aware that their organisation had a training plan, and 55% that their organisation had a dedicated training budget.
3. Just over half the paid workers (55%) had their training needs identified through supervision and formal appraisal systems, whilst only 36% of volunteers had their needs identified through supervision and 15% through formal appraisal.
4. Nearly three quarters of the respondents (60-76%) thought that their project managers, line managers and/or training managers had played an insignificant role in motivating their professional development.
5. Overall, half the respondents believed that there was more to professional development than 'on the job learning', which was broken down to 61% of paid workers and 41% of volunteers.
6. Organisational barriers to professional development, in order of importance, were lack of finance, work pressure, the difficulty of releasing staff, not knowing what training was available and the lack of availability of relevant courses.
7. Personal barriers to professional development, in order of importance, were work pressures, lack of finance, travelling distance to courses, no clear progression routes and the inappropriate times that courses were held.

<sup>1</sup> These are not in an order of priority

8. Interviewees and focus groups identified that there were inadequate resources and skills for CPD and voluntary sector career advice and guidance.
9. The perceived benefits of a structured approach to voluntary sector CPD were sector and personal recognition, a contribution to quality control mechanisms, a 'kite mark' for courses, a contribution to quality recruitment, a planning tool and a means to encourage people to enter and remain within the sector.
10. There were fears that the introduction of a CPD framework might lead to inequity amongst voluntary organisations and make it difficult to recruit and retain volunteers.
11. There was an expressed desire to ensure the framework was inclusive and had multiple entry points at varying levels of development.
12. Management development qualifications produced the greatest degree of interest from questionnaire respondents (46%). This was divided into 53% of paid workers and 27% of volunteers.
13. There was a correlation between the size of organisation in terms of paid workers and the expressed interest in management training, rising from 36% in those organisation with less than 2 employees to 63% in those organisations with between 11-50 employees.
14. 30% of respondents thought that their organisations would be interested in utilising an entry-level voluntary qualification, 18% of the volunteers were interested in participating in this themselves.
15. Management Committee standards are identified as a priority in the Workforce Development Plan. 31% of the volunteer respondents would be interested in undertaking a management committee qualification themselves and 30% of all respondents thought that their organisations would utilise this opportunity.
16. 24% of the paid worker respondents expressed an interest in undertaking a Masters Degree.
17. Compared to paid worker respondents, volunteer respondents generally perceived that their organisations were less likely to be interested in using training and development opportunities.
18. The majority of respondents preferred taught courses (69%)
19. 38% and 30% of respondents were interested in distance/online learning.
20. 64% of respondents would like a mechanism for recognising their informal learning
21. Interviewees, focus group participants and questionnaire respondents felt that there was a lack of opportunity to share good practice and would like to participate in peer learning.
22. Within Norfolk there are currently no taught accredited voluntary sector management courses, and only a few distance learning packages.

## **9. RECOMMENDATIONS**

- ❑ That the consortium work with providers to prioritise and develop a raft of courses identified within the framework, ensuring local provision and tutor and peer support.
- ❑ That the information from this report be used to inform and influence the debate between the voluntary sector and the Learning and Skills Council, Learning Partnerships, governing authorities and statutory agencies of the place, need and funding mechanisms for voluntary sector CPD.
- ❑ To initially focus on specific areas for course development and a range of delivery methods, these are recommended to be:
  - Entry level to ensure inclusiveness
  - Management and Management committee, in line with the findings of this research and the priorities for action with the Workforce Development Plan
- ❑ To establish a means of evaluating the impact of individual courses and the CPD framework on individuals, organisations and the voluntary sector as a whole.
- ❑ To establish a body that will undertake:
  - 1 Voluntary sector careers and CPD advice, information and guidance.
  - 2 To participate in the development and monitoring of CPD framework qualifications.
  - 3 To assist in facilitating opportunities for peer group learning and the exchange of good practice.
  - 4 To develop and provide the mechanism for the recognition of informal learning and its incorporation into the CPD framework.
  - 5 To promote learning projects that will enhance and develop the Norfolk Voluntary Sector CPD framework for the benefit of the sector
  - 6 To continue to raise the profile of learning, Voluntary Sector Continuing Professional Development and the benefits of an organisational and sector learning culture
  - 7 To explore and manage potential bursary schemes for professional development opportunities

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## **1. INTRODUCTION**

The Voluntary Sector Continuing Professional Development Research Project emerged out of the VOLCAAN (Voluntary and Community Alliance Across Norfolk) Project (1999-2000). VOLCAAN was a unique partnership of 31 voluntary and statutory organisations, funded by the European Social Fund, which initiated projects, primarily of a training and development nature, to enable voluntary and community organisations to develop their services.

The VOLCAAN project generated anecdotal evidence from individuals and representatives of voluntary organisations that sector continuing professional development occurred in an 'ad hoc' manner and, moreover, that these development opportunities, both nationally and locally, lacked coherence and progression pathways. The established Norfolk Training Network launched a call for interested parties to develop a research proposal which resulted in a consortium of 12 voluntary sector organisations and included The Research Centre at City College Norwich. The consortium was led by Norwich and Norfolk Voluntary Services and developed a bid to research the expressed generic development needs of voluntary sector organisations over a nine month period. The research was to result in the formulation of these expressed needs into a viable Continuing Professional Development (CPD) framework.

The CPD consortium was also committed to working beyond the life of the project in order to use the information provided by the research and subsequent report. The intention was to work with education and training providers in order to implement the recommendations and develop the framework further. It was anticipated that this would mean developing bespoke education and training qualifications that were relevant and sector owned. In November 2000 the project gained funding from the Community Fund and the research commenced in January 2001.

## **2. AIMS AND OBJECTIVES OF THE RESEARCH**

The primary aims were:

- ❑ To examine the current provision of locally accessible generic accredited CPD opportunities for the voluntary sector.
- ❑ To identify the generic expressed CPD needs of individuals and organisations in the voluntary sector in Norfolk
- ❑ To construct a generic CPD framework for the voluntary sector in Norfolk.

## **3. RESEARCH METHODOLOGY**

For the purposes of this project Continuing Professional Development was defined as the ongoing development of skills, knowledge, attitudes and personal qualities to meet and take advantage of the challenges facing the Voluntary and Community Sector.

This research gathered both qualitative and quantitative information and closely intertwined the processes of data collection and analysis. Grounded theory<sup>2</sup> generally directed the early stages of the research. That is the initial qualitative data was collected and analysed without any preconceived questions to be answered, allowing issues to be raised by respondents and, through analysis, patterns to emerge.

The data collection was undertaken in three stages over nine months using:

- Unstructured interviews
- Focus groups
- Postal questionnaires
- Desk-top research

The preliminary analysis of the initial interviews informed the design of the semi-structured schedule used in the focus groups and the postal questionnaire.

### **3.1 Phase One**

During Phase One a series of unstructured interviews was conducted with twenty representatives from a range of voluntary sector organisations. An unstructured approach allows the interviewer to introduce the general area of interest, in this case the notion of voluntary sector continuous professional development, but essentially lets the ensuing conversation be driven by the concerns of the interviewee. The advantage of this style of interviewing is that it identifies and explores issues that are pertinent to the respondent rather than constraining the interaction to the concerns of the interviewer as might occur in a more formal method.

<sup>2</sup> Glaser, B. and Strauss, A., 1967, *The Discovery of Grounded Theory*, Chicago: Aldine, 142

### **3.2 Phase Two**

Phase Two involved the survey of a sample of voluntary sector organisations through a range of focus groups and a postal questionnaire. The preliminary analysis from Phase One was used by the steering group and the researcher to construct the objectives of a questionnaire. The objectives were:

- ❑ To determine how organisations were currently making decisions on training and development needs for paid workers and volunteers
- ❑ To ascertain the organisation's financial commitment to achieving this end.
- ❑ To establish the organisational and personal barriers to undertaking training and development.
- ❑ To illuminate some individual attitudes towards the notion of formalised professional development.
- ❑ To elicit information as to individual and organisational interest in undertaking identified courses leading to qualification.
- ❑ To raise awareness and discussion, through the questionnaire process, of the potential use and value of continuing professional development.

In order to encourage participation in completing the questionnaire and to contribute to the last objective, a 'light-hearted' self-assessment form, focusing on the individual's readiness and interest for continuing professional development was also included in the mailing. (See Appendix One).

Invitations for the focus groups were sent to 1,200 voluntary sector organisations and received 124 positive responses (approximately 10%). There were a total of eight focus groups held throughout the county, which finally attracted 94 attendees. Each focus group consisted of between 4 - 25 people representing a range of voluntary organisations. The focus groups served two purposes. The first half of each focus group was used to hold semi-structured small group discussions. This approach allowed the collection of qualitative data from a large number of people. This differed from the questionnaire in that it gave a greater degree of freedom in the responses it generated, allowed time for the development of the scope and depth of ideas and enabled the researcher to probe on areas of particular interest.

The second part of the focus group was used to pilot the self-assessment pro-forma, questionnaire and the accompanying letter and shaped their final design.

### **3.3 Phase Three**

The questionnaire was distributed to 1,200 voluntary sector organisations and received 164 responses (See Appendix Two).

Continued desktop and background research was undertaken throughout the nine-month life of the project. This included visits to the Voluntary Sector National Training Organisation and the Award Scheme Development and Accreditation Network (ASDAN), exploration of the current national provision of accredited generic continuing professional development opportunities specific to the voluntary sector and the review of current reports and literature.

### **3.4 Sample**

The initial group of interviews, Phase One, were conducted with representatives of organisations who had a professed interest in voluntary sector continuing professional development and made up the project steering group. This group of interviewees was then extended to other individuals who the steering group felt would contribute something to the debate and/or who represented a client group/organisation type as yet underrepresented.

The mailing list for the focus groups and for the questionnaire was devised from two sources. A list of 1,100 voluntary sector organisations based in Norfolk who subscribed to Portfolio, a quarterly voluntary sector training digest, and 100 organisations involved in the Norfolk Rural Arts Forum.

The samples used for the interviews, the focus groups and the questionnaires were not scientifically 'random' or 'representative' of the voluntary sector as a whole. They were a purposive sample<sup>3</sup> in that they were chosen because of their expressed interest in matters relating to training and development. It is not therefore intended that the findings of the research should be generalisable throughout the voluntary sector, but more that it should illustrate the feelings, expressed needs and experiences of this particular sample of individuals and representatives of voluntary sector organisations.

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<sup>3</sup> Robson, C., 1993, *Real World Research*, Oxford, Blackwell Publishers.

#### **4. THE RESEARCH CONTEXT**

The voluntary sector is renowned for being incredibly diverse and complex in its organisational structures and activities. Ireland<sup>4</sup> clarifies the boundaries of the voluntary sector by declaring that whatever their legal structure, size, field of interest or charitable status it is the independent volunteer committee, responsible for the governance and strategic management of the organisation, that characterises the community and voluntary sector.

##### **4.1 The Scope of the Voluntary Sector**

There are currently approximately 136,000 registered voluntary and community organisations in the UK contributing £4.8 billion to the economy and representing 1.89% of the UK Gross Domestic Product<sup>5</sup>. Locally, the VOLCAAN (Voluntary and Community Alliance Across Norfolk) project identified 3,463 voluntary and community organisations within Norfolk for a questionnaire mailing list, from which they received 806 (23%) responses. The VOLCAAN research established that 27,246 volunteers contribute approximately £10 million per annum to the local economy and that this is undoubtedly a conservative figure<sup>6</sup> via service delivery, administration and fundraising. National estimates, based on the contribution of some 3 million volunteers, bring the total UK economic contribution of the sector up to £12.8 billion<sup>7</sup>.

The voluntary and community sector paid workforce in England is larger than the agricultural, textile or car manufacturing industries. Voluntary and community organisations carry out their roles through the work of just over half a million paid staff, 2.2% of all UK employees. In addition to these and the 3 million volunteers identified above there are some 750,000 trustees. The VOLCAAN research in Norfolk identified 2,592 paid workers from the 23% return and of these of these 959 or 37% worked full time.

Recent government policy has placed voluntary and community organisations at the heart of its flagship initiatives in the field of social care, health, regeneration, social inclusion and employment, at a national and local level, through programmes such as the Social Exclusion Unit and New Deal. The European Commission has highlighted the Third Sector (the voluntary sector) as contributing to employment creation as well as active citizenship, democracy, social services and safeguarding human rights. It is

these voluntary sector skills, along with their characteristic closeness to individuals and communities, that the government seeks to utilise to achieve their policy aims. The success of these many high profile and multi-billion pound programmes is to a significant extent dependent on having a highly skilled voluntary and community sector.

Further evidence for this growing importance of government activity delivered through the voluntary sector can be seen in its increasing share of the total voluntary sector income derived from government, this stood at 39% in 1990 and has risen to 46% in 1995<sup>8</sup>. This is coupled with a rapid growth of 60% between 1990 and 1997 in paid staff most of which occurred in welfare, community and youth work<sup>9</sup>. Overall the income of the voluntary and community sector has increased by a quarter in real terms during the 1990's<sup>10</sup>. The majority of this growth has been in large organisations with a modest growth in small organisations which is partly attributed to Lottery funding. Middle sized organisations, however, are feeling the financial squeeze.

##### **4.2 Future challenges**

In November 1998 the National Compact between the Government and the Voluntary and Community Sector was published. Through this document the government acknowledged the vital role of the voluntary and community sector and its intentions to use the compact to foster good working relationships between the sectors. This initiative has since been rolled out to a county level with local compacts being written and agreed. The Norfolk Compact was launched in October 2000<sup>11</sup> with the purpose of providing a service framework for establishing and enhancing good and productive relationships between the voluntary and community Sector and a wide range of statutory organisations. Within the document there are many undertakings by both the statutory and voluntary and community organisations. It is notable that included in these there is there is a strong emphasis on the high standards of business practice and quality standards that will be provided by the voluntary sector.

<sup>4</sup> Ireland, M., 2001, Making It Work, Learning and Accreditation in the Voluntary Sector, London, RSA.

<sup>5</sup> National Council for Voluntary Organisations, 2000, The United Kingdom Voluntary Sector Almanac

<sup>6</sup> Cocker, M, 2000, Voldata - A Snapshot of Norfolk's Voluntary and Community Sector, VOLCAAN

<sup>7</sup> National Council for Voluntary Organisations, 1998, A Survey of Job Roles and Salaries in the Voluntary Sector.

<sup>8</sup> Patel, R., Manchandra, S., and Smith, G., 1999, Investing in the Third Sector, Greater London Enterprises and London Voluntary Services Council.

<sup>9</sup> Voluntary Sector National Training Organisation, 2001, Leading Managers: A guide to management development in the Voluntary Sector.

<sup>10</sup> Voluntary Sector National Training Organisation, 2001, Workforce Development Plan.

<sup>11</sup> Norfolk Compact, 2001, Compact on Relations Between the Statutory and Voluntary and Community Sectors in Norfolk, VOLCAAN

The changing profile of voluntary organisations, the part they play in delivering government policy and the local commitment to high standards in business practice and quality control presents the voluntary sector in Norfolk with some future challenges. These challenges are reflected and expanded in the Voluntary Sector National Training Organisations' Leading Managers document<sup>12</sup>:

- ❑ Changing government regulations and growing expectations from statutory agencies
- ❑ Increasing cross sectoral partnership working
- ❑ A more competitive funding regime with larger organisations taking a bigger slice of the cake and with even more emphasis on project funding.
- ❑ Growing pressure to demonstrate effective outcomes through financial reporting, service monitoring and quality standards
- ❑ Competition from booming service industries to recruit skilled professional staff
- ❑ Rapidly developing information and communication technology
- ❑ Increasingly complex needs among users - who also have higher expectations
- ❑ Audiences used to ever more sophisticated marketing and PR.

These challenges represent new and increased demands on the voluntary sector. If Government initiatives continue to provide the funding for partnerships of voluntary, statutory and community organisations to deliver their initiatives there will be new skills required from voluntary organisations to match those of the larger and better resourced organisations that they are working with. The expectations of government donors and other funders, together with new legislation and the importance of partnership working, means increased pressures for high performance from voluntary sector workers. Currently voluntary sector organisations frequently have to meet the often-differing demands of various funders in terms of quality and monitoring systems. This is likely to escalate with increased statutory funding and the compact initiative.

With 36% of voluntary sector employees working in organisations with nine or fewer people compared with 25% in the private sector (LSE, 1999) there is a requirement for employees to be highly multi-skilled and to accept responsibility at far higher levels than they would in the statutory sector<sup>13</sup>. Employees will

require, amongst other skills, the financial rigour of private sector, but the added complexity of managing to achieve social benefits. In Leading Managers, a survey of voluntary organisations, it was identified that two out of five of the respondent organisations surveyed reported a gap between employees' current skills and those they needed to do their job efficiently. This is coupled with the Skills Matter report which identifies the biggest gaps amongst paid staff are in the areas of management, IT and fund-raising and that for volunteers the gaps lie in communication skills and IT.<sup>14</sup>

### **4.3 Continuing Professional Development**

Simply put Continuing Professional Development (CPD) is the conscious updating of knowledge, skills and personal competencies throughout an individuals' working life. The idea of continuity is important in CPD. The world of work today is marked by accelerating and profound changes in many dimensions, a 'risk' society. This leaves workers vulnerable to charges of being unqualified or out of date, as old practices are overtaken by new. There is therefore a pressure to continually update skills to maintain competence. Beyond competence, however, the voluntary sector prides itself on the quality of opportunities and services that it provides for service users, volunteers and paid workers. A commitment to CPD indicates a belief that a structure enables individuals to stay sharp and function effectively at the cutting edge of 'professional' working life.

CPD is a means of increasing workers confidence and helps them to navigate the many risks, uncertainties and ambiguities of contemporary working life<sup>15</sup>. The acquisition of current knowledge, skills and the building of confidence are key factors in enabling them to participate in shaping their environment. As such it helps them to take advantage of change, rather than risk becoming its victim, particularly important in the world of short-term contract working. Access to a formalised CPD structure encourages workers to think deeply about their aspirations and to plan their own development.

CPD applies not only to maintaining qualifications but also to expanding expertise as well as broadening it. It covers development of 'personal qualities' hence the emphasis on personal professional development often found in CPD literature. Whilst much of the learning will come from study, reading and attending conferences and training courses, there are countless other sources available, including personal experience. The connection between these 'informal' learning experiences and CPD is in the word 'conscious', in essence it is written records of these

<sup>12</sup> Voluntary Sector National Training Organisation, 2001, Leading Managers: A guide to management development in the Voluntary Sector.

<sup>13</sup> Voluntary Sector National Training Organisation, 2001, Workforce Development Plan

<sup>14</sup> Voluntary Sector National Training Organisation, 2000, Skills Matter - A skills foresight for the Voluntary and Community Sector across England, Scotland and Wales.

<sup>15</sup> CIPD, 2000, CPD Focus Sheet, August, Reference 1816

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experiences, including personal reflection, that brings them within the CPD framework. It is the process of dialogue (whether written or verbal) that sharpens the ability to reflect and enables the recognition of patterns that facilitates the emergence of learning for the future<sup>16</sup>.

CPD is a process by which everyone benefits, the individual, their employees/volunteers, their employer, their colleagues, the service users, even the economy as a whole. However the success of CPD ultimately depends on an on-going willingness to learn and apply the lessons inherent in the experience individuals gain to the various jobs they do, which ultimately will enable them to contribute to dynamism and viability of the organisation. In order to create this symbiotic relationship between employers and employees it is important to recognise the need to develop a learning culture not only within the organisation but also within the sector as a whole.

Clearly CPD can potentially cover a great deal of terrain, which is perhaps why it is important that the process be formalised and as systematic as possible, in other words a framework of learning and development activities, which are seen as contributing to individuals' continued effectiveness as a workers. Knowing precisely what areas require further development and what opportunities there are puts genuine progress and advancement within grasp and gives some structure to a potentially wayward concept.

### 4.4 The Partnership

This has been an unusual and successful partnership between the voluntary sector and a college of Further Education. The partnership grew out of the Norfolk Training Network, a group of organisations from all sectors who have an interest in issues relating to training in the voluntary sector. The network provided an opportunity to promote an understanding, on the part of learning providers, of some of the issues and challenges that face the voluntary sector. On the other hand, it sparked an interest, on the part of the voluntary sector organisations, in utilising the skills of the learning providers to develop a deeper understanding of their learning needs.

As with most effective partnerships, its success lay in creating and maintaining strong links between all the parties involved working towards a common aim to successfully accomplish a venture which the partners, acting individually, could not have achieved.<sup>17</sup> The partners believed that it was fundamentally important for the voluntary sector that the development of a voluntary sector CPD framework should be 'owned' by the sector. In order to achieve

this it was necessary not to hand the development over to a college but to start from the basis of research which the partners could shape and guide. The partnership model provided a clear opportunity for mutual benefit and added value for each partner.

The process of partnership working to develop and undertake this research was originally envisaged as being part of individual, sector and partnership reflective learning. It has been interesting to note that this vision has been mirrored in the experiences of at least some of the steering group members, focus group participants and questionnaire respondents.

*"I have learnt so much just from working with the group, writing the bid and developing the project"*

*(Steering group member)*

*"It has been fascinating sitting in on the focus group and seeing how the research process works"*

*(Focus group participant)*

*"It has been good to have the opportunity reflect on my professional development and what aspirations I have - Thank you!"*

*(Questionnaire respondent)*

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<sup>16</sup> Friedman, A., Davis, K., Durkin, C. and Phillips, M., 2000, Continuing Professional Development in the UK, Policies and Programmes, Professional Associations Research Network

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<sup>17</sup> Hutchinson, J. and Campbell, M., 1998, Working in partnership: lessons from the literature, DfEE

## 5. FINDINGS

There were 124 (10%) positive responses to the invitations to the eight countywide focus groups out of which there were 98 actual attendances on the focus group days, that is 8% of the invitees and 78% of the initial positive responses. 1,200 questionnaires were sent out and 164 (14%) were returned before the deadline.

### 5.1 The questionnaire respondents

73% of the respondents were paid workers within the voluntary sector, 27% were volunteers. The

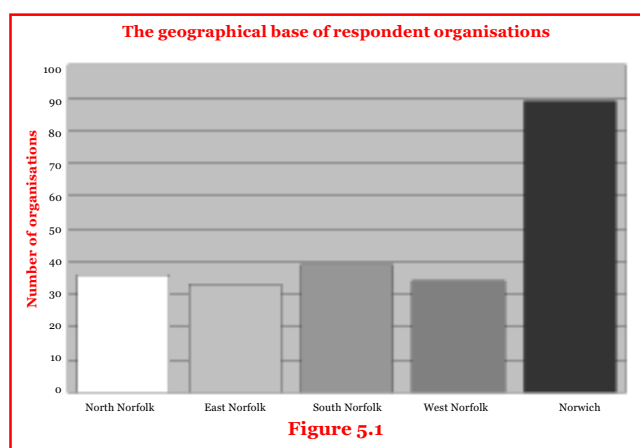


Figure 5.1

organisations that they represented were based relatively evenly across the county, although over half the respondents (54%) identified that they had organisation bases in Norwich (See Figure 5.1).

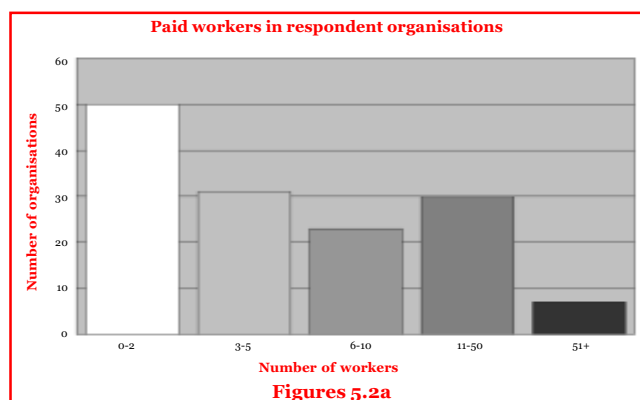


Figure 5.2a



Figure 5.2b

93% of the respondents' organisations worked with volunteers, an assumption must be made that the remaining 7% did not view their management committees as being 'volunteers', and 86% had paid workers. There were responses from organisations of varying sizes with the largest response being from organisations with less than two employees (30%) and/or between 11 and 50 volunteers (48%) (see Figures 5.2a and 5.2b). It is interesting to note that 63% of the responses from paid workers revealed that they worked in organisations that had less than 10 employees. This compares to a national profile of 36% of employees in voluntary sector organisations who are in workplaces with nine or fewer people (cf. 25% in the private sector).<sup>18</sup>

The organisations for which the respondents worked reflected the wide range of activities undertaken by the voluntary sector (see Figure 5.3).

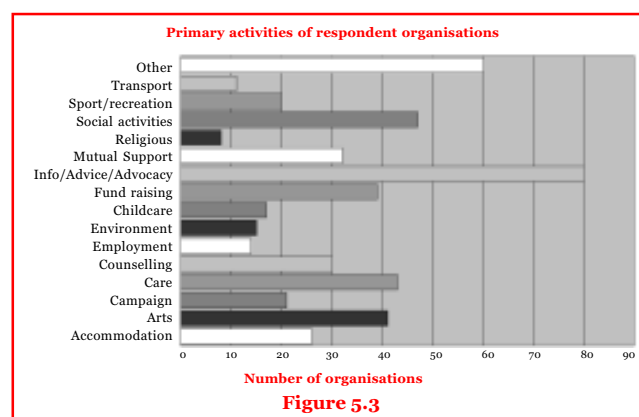


Figure 5.3

49% of the respondents were involved with organisations that provided information, advice and advocacy services and there was a strong representation from organisations involved in social activities (29%), care (26%), the arts (25%) and fund raising (24%). 9% of the organisations also identified that they were involved in education and/or training which was not an option offered within the range on the questionnaire. The largest proportion of respondents worked with clients/service users of all

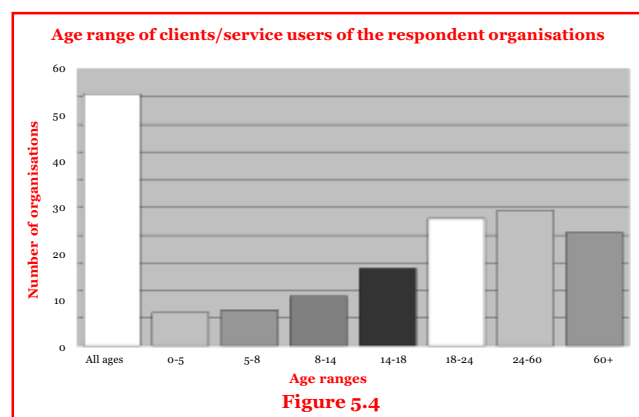


Figure 5.4

<sup>18</sup> Paid Employment in the Self-Defined Voluntary Sector in the late 1990's, 1999, PSSRU, London School of Economics.

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ages (55%), with the next largest group being those working with clients/service users in the 14-24 age range (see Figure 5.4).

**5.2 Working in a voluntary organisation**

Only 32% of the respondents indicated that they were aware that their organisation had a written training development plan, although 55% knew that their organisations had a dedicated training budget. Many respondents did not address the questions relating to the amount of money spent on training in the previous year or money allocated to training this year so this data has not been included in the analysis.

Over half the respondents indicated that the development needs of paid workers were identified through supervision (55%) and formal appraisal systems (54%), whilst 28% recognised that their organisation underwent formal organisational and development needs analysis. This compared with the volunteers most of whom had their development needs identified informally (59%) with only 36% having this need addressed through supervision and a

The majority felt that their colleagues had been either significant or very significant in this process (43% and 23% respectively). However, nearly three quarters of the respondents thought that their project/organisation managers, line managers and/or training managers had not been significant in motivating their professional development (60-76%).

*“I have gained experience through a business course supplied by other employers, and I have an open and inquisitive mind coupled with a desire for success - this is not reflected by my employers”*

*(Questionnaire respondent)*

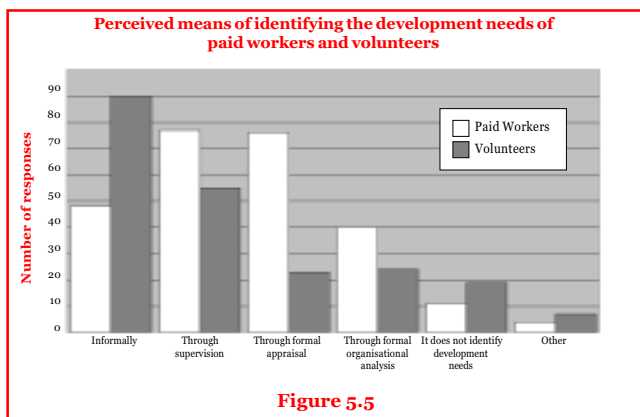
This reluctance on the part of some organisations to support professional development and to develop an organisational learning culture was an issue that was raised within the focus groups.

*“I have just done an Open University course for six months, 15 hours a week in my own time and at my own cost”*

*(Focus group participant)*

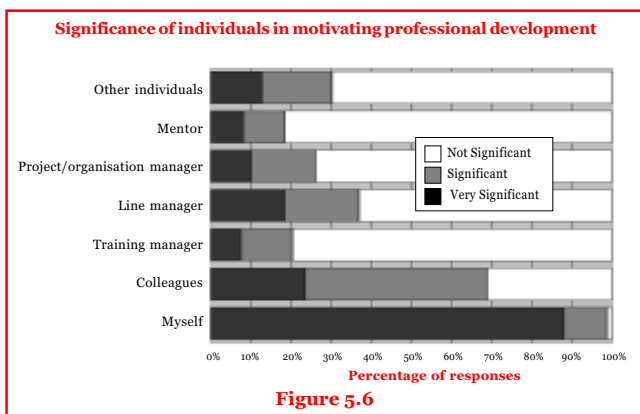
*“The more senior you are the less likely they are to free you up, they don’t want a manager in four days a week. It’s about an attitude or a change in culture.”*

*(Focus group member)*



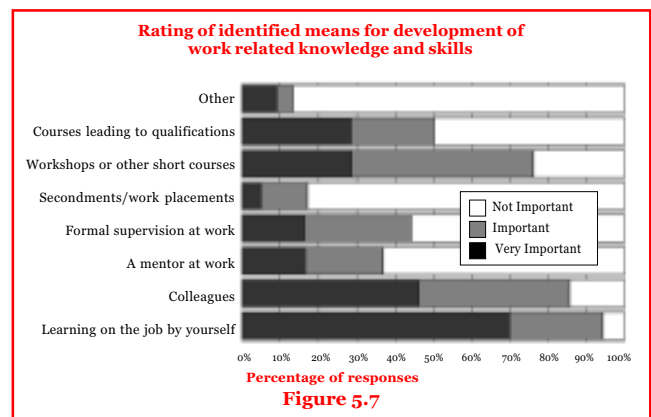
**Figure 5.5**

minority through a formal training needs analysis (15%). 8% of paid workers and 12% of volunteers felt that their organisations did not identify their development needs at all (See Figure 5.5).



**Figure 5.6**

Not surprisingly virtually all respondents counted themselves as the key motivator in their professional development (94%) (See Figure 5.6).



**Figure 5.7**

Respondents felt that learning on the job by themselves was very important in developing the skills and knowledge they needed to do the work and that support from colleagues played a key part in the process of this development (See Figure 5.7).

Half of the respondents (50%), however, disagreed with the statement that ‘professional development occurs just through doing the job’. There were differences in this perception between paid workers and volunteers, 61% of paid workers disagreed with this statement compared with 41% of volunteers. This view that it takes more than just learning ‘on the job’ in order to develop professionally is reflected in the way that ‘workshops’ and ‘courses leading to



Figure 5.8

qualifications' were rated as being important to developing skills and knowledge by 76% and 48% of the respondents respectively. (Figure 5.7)

A significant proportion of questionnaire respondents indicated that they had spent between five or less full days on professional development (40%) and/or five or less half days (28%) (See figure 5.8) within the last year.

Whilst 34% indicated that they had spent no time on their professional development in the last twelve months. This compares to the Chartered Institute for Personnel and Development recommendation of a minimum of 35 hours, or 5 days, per annum.

### 5.3 Barriers to training and development

There were similarities between the organisational and personal barriers to training and development. Finance was a key issue for both, but this was a personal barrier for only half of the respondents (54%) whereas 64% of respondents felt that it was a barrier to training and development for their organisations. Work pressures (48%) and releasing staff (34%) were viewed as inhibiting the take-up of opportunities by organisations, coupled with knowing what training and development opportunities there were (22%) and the availability of relevant courses (37%) (See Figure 5.9).

Worker commitment to training was also identified as an issue by questionnaire respondents and by focus group participants. The difficulties in persuading volunteers to give up time for training and

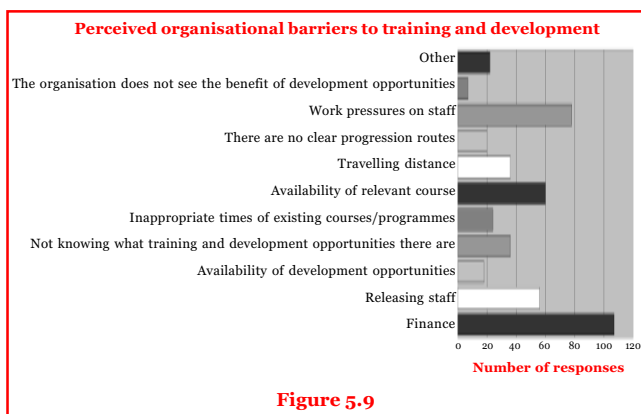


Figure 5.9

development was seen as preventing organisations from being able to train volunteers.

*“Volunteers are frequently unable (sometimes unwilling) to give more of their time than they do.”*

*(Questionnaire respondent)*

This was coupled with the perception that at times places were booked on training but workers (paid and unpaid) did not always attend.

*“Staff commitment is sometimes verbal, they say they will go but it is not always reflected in their behaviour when they do not turn up, sometimes for really flimsy reasons - this is so disheartening.”*

*(Focus group participant)*

This was a problem that was reflected by those who provide training and development events, who are

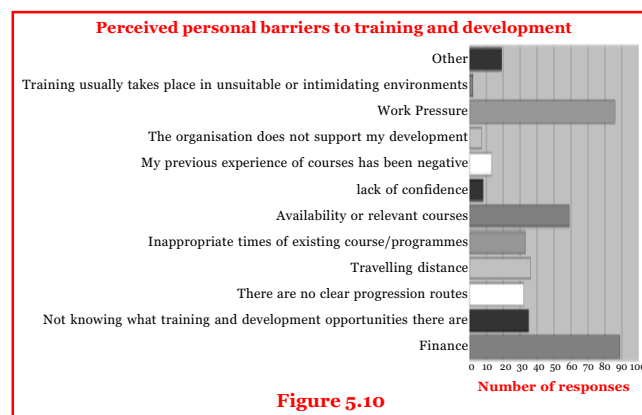


Figure 5.10

cognisant that work commitments do impinge on individuals' ability to attend, but are still aware that there is a significant non-attendance rate at voluntary sector training and/or development days.

Examining the personal barriers to training and development, beyond finance, the prime hurdle was work pressure (52%) (See Figure 5.10).

*“I am responsible for an entire organisation, 8 projects and 30 staff.”*

*(Questionnaire respondent)*

This frequently expressed sentiment was expanded to include the more general pressure of time and the home/personal time and work balance.

*“My personal time as I also work”*

*(Questionnaire respondent)*

*“I find it so difficult to justify the time as I only work part time and I have home and family to balance.”*

*(Focus group participant)*

## Voluntary Sector Continuing Professional Development Research Project

This was compounded by the fact that travelling distance made accessing opportunities difficult for 22% of the respondents.

*“Not only do you have to give up your time to go on the course but then you spend the rest of the day travelling, this means extra time, extra cost.”*

*(Focus group participant)*

20% of the questionnaire respondents said that they there were unaware of what development opportunities there were, there were no progression routes and that courses were held at inappropriate times. Focus groups identified that this was underpinned by a lack of independent and knowledgeable individual guidance, which disadvantaged their personal development.

*“We have no independent body to go to who does not have a vested interest in some type of training.....its difficult to know what is appropriate and how to plan your development.”*

*(Focus group participant)*

*“Somebody or something needs to have an umbrella view of what is available and be able to help plan not just progression but the widening of experience.”*

*(Interviewee)*

There were no significant differences in the organisational or personal barriers between paid workers and volunteers with the exception of work pressure where 60% of paid workers identified this as an issue compared to 29% of volunteers. The average percentage being 52%.

These barriers closely reflect those identified in the Voluntary Sector National Training Organisation Workforce Development Plan<sup>19</sup>:

- Inadequate time, resources and skills within the sector for good advice and guidance for learners*
- The confusing qualifications structure and lack of adequate guidance to appropriate accreditation*
- Lack of understanding and knowledge of relevant progression routes for learners*
- Lack of access of bite sized, flexible learning opportunities*
- Lack of appropriate, affordable training materials*

- Transport constraints in rural areas*
- Lack of opportunities to share good practice.*

### 5.4 The perceived benefits in a structured approach to Sector Specific Continuing Professional Development

#### 5.4.1 Sector Recognition

77% of the questionnaire respondents felt that a structured approach to voluntary sector professional development was important, this compared to only 8% who could either see little use for a structure or who felt that accredited sector specific courses would serve little purpose. A dedicated voluntary sector CPD structure was seen as a way to increase awareness that the voluntary sector consists of both paid workers and volunteers and to promote the recognition that, although the services the sector offers may, at times, be delivered by people who are unpaid, it is still a quality service.

*“A lot of people see the voluntary sector as amateurs”*

*(Focus group participant)*

*“The voluntary sector has the perception of being ‘touchy feely’. What about our dynamism and how responsive we are. I think that as a sector some sort of CPD would recognise the quality of the services we offer...”*

*(Focus group participant)*

#### 5.4.2 Quality

The CPD framework was seen as a means to assure fund holders that they were receiving a quality service and for voluntary sector organisations obtaining services from other voluntary organisations to be assured that they were in receipt of quality services.

*“We are being asked for quality standards now within contracts, it would be really useful to have some standard qualifications.”*

*(Focus group participant)*

*“We use a lot of other organisations in the voluntary sector and we are unable to contract with anyone who does not have standards - this idea of a framework would be really useful.”*

*(Focus group participant)*

The structured approach to CPD was seen not just as endorsing the quality of services offered by the

<sup>19</sup> Voluntary Sector National Training Organisation, 2001, Workforce Development Plan

voluntary sector but also as a means of endorsing best practice and raising the standards of services.

*“It would help to ensure that we were working to best practice and this would also protect and support the workers.”*

*(Focus group participant)*

*“CPD is very important for the voluntary sector especially as more and more of the work we do was once a large part of statutory work. It is important we are well equipped with the right tools to do the work.”*

*(Questionnaire respondent)*

It was said that not only would a CPD framework assist in the quality control of services but that it could also be a tool in the quality control of courses.

*“Sometimes you drive across the county or the country to find that course is poor quality or simply not at the right level for your needs. I want to be able to say that that is part of the CPD framework so it must be good, to be able to trust it.”*

*(Focus group participant)*

This was reflected in the questionnaire data by 47% of the respondents agreeing with the statement ‘if courses led to qualifications this would ensure the quality of the content and delivery’. A slight difference in perception can be noted between volunteers (39%) and paid workers (49%) in response to this statement.

#### **5.4.3 Recruitment**

Interviewees and focus group participants expressed the view that voluntary sector qualifications and a CPD framework could potentially aid the selection of suitable candidates.

*“What you get is a hotchpotch of people applying, which is incredibly difficult to sort out. If we could be looking for this qualification and this experience it would make it a lot easier to recruit and identify training needs.”*

*(Interviewee)*

*“After all you don’t employ somebody on the basis of a one day course, do you?”*

*(Focus group participant)*

44% of the questionnaire respondents agreed with this notion and thought that ‘voluntary sector qualifications would help their organisation to identify suitable candidates when recruiting thus improving the process’. There was a difference in perception between the volunteer respondents who agree with this statement, 33%, compared with nearly half the paid workers, 48%.

#### **5.4.4 Personal recognition**

Personal recognition was a perceived key benefit to the formalisation of a voluntary continuing professional development structure.

*“I’ve got nothing that says I can do what I can do and I have been doing for the last five years!”*

*(Focus group participant)*

At the time of the research interviewees and focus group participants felt that if they had been able to take part in professional development it had been in an adhoc and disjointed manner. In some cases the participants on courses had been awarded certificates but interviewees and focus group participants felt that in many cases these had little currency in the world of employment.

*“I have over 60 certificates from one day courses, what does that add up to. I can’t really use them to show future employers!”*

*(Focus group participant)*

The availability of CPD opportunities, if supported, was seen by some to be a way of rewarding and motivating both the paid workers and volunteers.

*“I think that a CPD framework for the voluntary and community sector would be an excellent motivator for volunteers and paid staff, and might attract more people into the voluntary sector. It might also aid salary structuring within the voluntary sector as a whole.”*

*(Questionnaire respondent)*

#### **5.4.5 Building for the future**

The perceived need for a structured approach to voluntary sector CPD went beyond the issue of recognition of previous experiences and abilities and was seen as a means for building for the future. 55% of the questionnaire respondents felt that they would ‘value a voluntary sector professional development framework to aid the planning of their professional development’. There was a significant difference between paid workers (60%) and volunteers (36%) but it is still interesting to note that despite this discrepancy there are just over a third of the volunteer respondents to this questionnaire who are interested in planning their future work related or professional development.

The view that people may be encouraged to enter the sector by providing a more structured approach to progression was endorsed in both interviews and focus groups. It was indicated that with a bank of qualifications on offer, it would be possible to approach schools, colleges and higher education institutes to market the sector as a viable career

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opportunity, growing the sector talent. This could be an important issue for voluntary sector organisations in Norfolk, as it is elsewhere. The Voluntary Sector Workforce Plan indicates that nationally one in three organisations have difficulties in filling paid posts, with 30% of organisations having problems with recruitment of managerial posts. One of the main reasons cited was that the applicants were not sufficiently experienced or qualified. However, as the respondent above indicated this does have ramifications for pay structures, which may be positive as organisations reap the benefits of a motivated and creative work force and reward them accordingly, or as another respondent put it,

*“There are no rewards for gaining qualifications. There is a very rigid pay structure here, whatever experience, skills or qualifications are gained there is no financial reward.”*

*(Questionnaire respondent)*

Which leaves the very real possibility that as the individual develops experience and possibly qualifications in their own time and their own expense they may move on to another organisation where they feel more valued.

### 5.5 Fears

Although the majority of people involved in interviews, focus groups or who responded to the questionnaire expressed a desire to see the structuring of development opportunities and to undertake opportunities for themselves there were a minority who strongly expressed their reservations. 8% of questionnaire respondents did not see the need for a voluntary sector CPD framework.

There were those who felt that they would be disadvantaged compared to larger and better-resourced organisations because of their lack of time and money.

*“We just don’t have the time”*

*(Focus group participant)*

This was particularly the case for those who worked in highly specialised areas, who felt that once the important training needs pertinent to their specialist areas had been met this would leave them unable to meet other identified needs on a CPD framework

*“Our training is very expensive which leaves very little in the pot for the development in terms of managing people.”*

*(Focus group participant)*

Some were concerned that their organisations preferred to deliver all their training in-house and felt that this would present a disadvantage if it was not registered onto the framework. Others expressed the view that the training they had experienced in

the past was not conducted by appropriately experienced trainers. They feared that in future in order to comply with quality standards and compete for funding they would have to undertake more irrelevant training through a voluntary sector CPD framework.

*“We had a trainer in a few months ago, they just didn’t understand the work we do.”*

*(Focus group participant)*

The majority of concerns centred round the impact on volunteers and whether this formalisation of Continuing Professional Development would reduce the number of people who would choose to give their time for free to organisations.

*“Our organisation only exists with people giving their time for nothing, training frightens people off, especially volunteers.”*

*(Focus group participant)*

*“It’s hard to get volunteers at any time, without putting any added pressure on them.”*

*(Questionnaire respondent.)*

This was coupled with the anxiety that even though any proposal for a CPD framework would not require mandatory participation, eventually it would become the norm. This was perceived by some as being the ‘death knell’ for volunteering.

*“It may get to the stage where you can’t volunteer if you don’t have the right piece of paper, then there will be even greater difficulties finding volunteers.”*

*(Focus group participant)*

Conversely, however, it was expressed that the danger lay not in persuading volunteers to train but once they had trained that they would leave for paid employment.

*“There is a downside to professional qualifications, too qualified and you can lose them from pure unpaid voluntary work!”*

*(Questionnaire respondent)*

The questionnaire identified that a number of respondents felt that ‘older’ volunteers did not want or need to be involved in CPD opportunities.

*“I do not require formal training and development, I am retired.”*

*(Questionnaire respondent)*

*“We do not need development. All our volunteers are retired and chosen for their LIFE EXPERIENCE.”*

*(Questionnaire respondent)*

Some 'older' volunteers, however, felt that they did have a need for development in order to deliver services to or for the voluntary organisation but felt that these might be a different experience to the type of development opportunity a younger person might require.

*“The kind of training an older person needs is may be different from the kind a younger person needs, we are not looking for the same things - for us it is not a stepping stone to employment.”*

(Focus group participant)

### 5.6 A CPD Framework

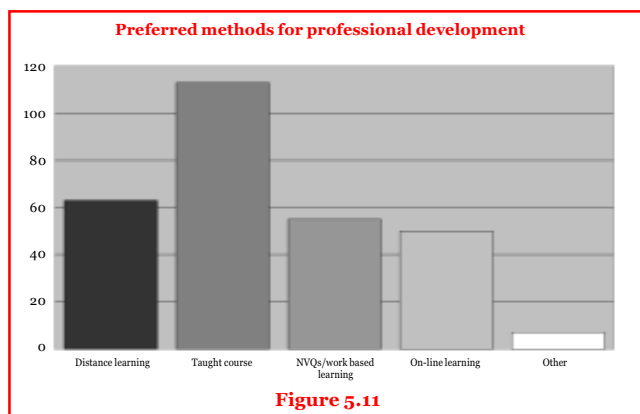
Focus group participants were quite clear on their recommendations for the future development of any qualifications that were to be included in a Voluntary Sector CPD framework. Such qualifications must preferably offer a choice of topics and be composed of relatively short blocks of learning which have the potential to be on a 'one off' basis and have also the capacity to be built into longer term goals. It was considered important to have easily identifiable levels of learning to encourage progress. Overwhelmingly the questionnaire respondents identified that they preferred the traditional taught method of delivery (69%) (See Figure 5.11).

Again there was a difference between the views of the paid workers (75%) and the volunteers (50%). This may reflect feelings of isolation that paid workers in voluntary organisations sometimes expressed in interviews and focus groups.

*“ I prepare a plan and then I take it to the committee. Really they just glance over it and I get very little feed back and certainly no one to really help me improve my skills.”*

(Focus group participant)

However, there was a strong indication that there was an interest in other options including distance learning (38%) and on line learning (30%), particularly where these two were combined with some taught elements. This may reflect the expressed barriers to



learning from focus group participants and questionnaire respondents where time and distances in travelling to take up opportunities were identified as major issues. 33% of respondents expressed a preference for work-based learning/NVQs. This needs to be balanced with the data collected in focus groups and on questionnaires that this means of delivery evoked strong reservations from some respondents, mainly centred around the practicalities of and level of support for implementing NVQs.

*“We have trained up two assessors over the last 18 months and we have not been able to maintain any of our staff’s interest in working towards NVQs (care)”*

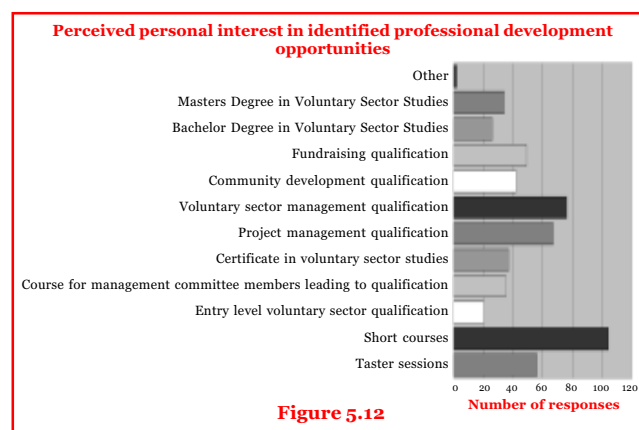
(Focus group participant)

#### 5.6.1 Development Opportunities and Qualifications

*“There must be lots of common skills in voluntary organisations and between volunteers and paid workers”*

(Focus group participant)

Interviewees and focus group participants identified that there were many functions within a wide range of voluntary organisations that they perceived would have similar training and development needs. It was these areas that were felt to be appropriate for a generic voluntary sector continuing professional development framework.



#### 5.6.2 Management

The main skills identified through the Voluntary Sector Workforce Development Plan<sup>20</sup> for paid workers include planning, forward thinking, managing volunteers and staff, fund-raising, partnership skills, negotiating skills, and basic IT. There is a recommendation under the Plan's 'Priorities for Action' for employers that "a systematic approach for management development for all managers and potential managers" is adopted.

<sup>20</sup> Voluntary Sector National Training Organisation, 2001, Workforce Development Plan.

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46% of the questionnaire respondents stated that they would be interested in undertaking a voluntary sector management qualification themselves (See Figure 5.12).

41% of the respondents thought that their organisation might be interested in enabling their workers to undertake a course leading to the same qualification (Figure 5.13).

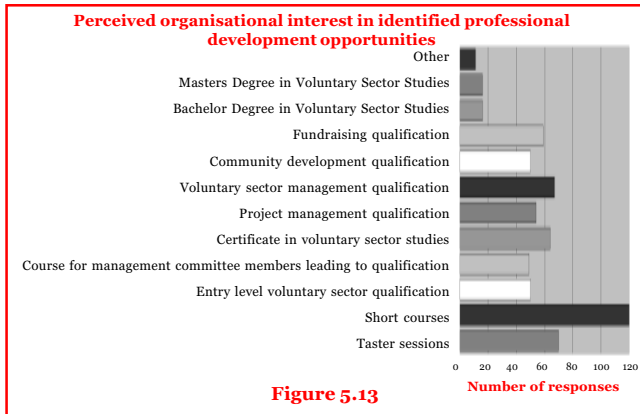


Figure 5.13

This interest and need for management development was seen as being vital for the healthy survival of voluntary sector organisations, not just in the relevant literature<sup>21</sup> but was also expressed by interviewees and focus group participants. Several points were made by these individuals with reference to the need for sector specific management development. Firstly, that the management function was fundamental to most voluntary organisations

*“That is what we are about as a sector, managing people and managing resources.”*  
(Focus group participant)

Secondly, that as the sector had become buoyant and there had been growth throughout the 1990’s, so had individual organisations grown. Often it was the same manager who had stayed with the organisation, where once they had been maybe the sole worker they were now running a much larger staff within an organisation with more complex business needs.

*“Management is a real issue as organisations grow. We don’t want to lose people but they don’t have the expertise or experience to manage this larger and growing organisation.”*  
(Focus group participant.)

<sup>21</sup> Voluntary Sector National Training Organisation, 2001, Workforce Development Plan.

Patel, R., Manchandra, S., and Smith, G., 1999, Investing in the Third Sector, Greater London Enterprises and London Voluntary Services Council.

Voluntary Sector National Training Organisation, 2001, Leading Managers: A guide to management development in the Voluntary Sector.

Lastly, interviewees and focus groups participants expressed the importance of relevant and value based qualifications.

*“I’ve done the CMS [Certificate in Management Studies] but I felt like a fish out of water as there was no mention of the voluntary sector and its peculiarities.”*

(Interviewee)

*“There is a big difference it what drives our organisations, we are looking to spend our money, to do that our understanding of business planning is different, our strategies will differ, we get our income in a different way and we are governed by different laws like Charity Law.”*

(Interviewee)

*“Business planning for the voluntary sector is a nightmare. You can learn the techniques but it takes time to think it into a voluntary sector culture.”*

(Focus group participant)

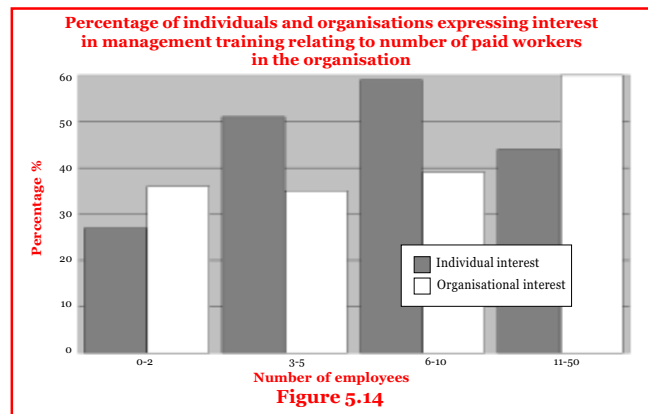


Figure 5.14

It is interesting to note that there was significantly more demand from paid workers responding to the questionnaire for such management courses, 53% as opposed to 27% from volunteers. There was also a correlation between the size of organisation and the demand for management training within the questionnaire responses - rising steadily from 36% in those organisations with less than 2 employees to 63% in those organisations with between 11-50 employees (See Figure 5.14).

The returns from organisations with more than 50 employees were too small to deduce a meaningful percentage. This correlation was reflected, though less strongly, when the size of organisation was determined by the number of volunteers within an organisation. That is the greater the number of volunteers in an organisation the greater the interest in management training.

The research found that although there were opportunities to undertake sector specific management qualifications there are currently none that are delivered through direct teaching in the county and that only one voluntary sector management course is offered at certificate level through distance learning (See Appendix 3).

### 5.6.3 Entry Level Voluntary Sector Qualifications

Interviewees and focus group participants felt that it was important for any CPD framework to be inclusive and not divisive and that it should provide entry points to people at various stages of development. 12% of the respondents expressed interest in an entry-level voluntary sector qualification (See Figure 5.12). Further analysis revealed that this comprised 18% of volunteers and 10% of paid workers. This compares to a national study funded by the Department for Education and Employment which revealed that 43% of volunteers under the age of 50 wanted recognition

perceive that their organisations are significantly less likely to utilise training opportunities compared to the perceptions of paid workers (See Figure 5.15).

The Workforce development plan has identified that skills gaps amongst volunteers are in communication and IT.<sup>24</sup> Although there are a variety of courses in the county that have been tailored to individual organisational needs, there appears to be few that have been accredited and that are open to individuals from a wide variety of backgrounds. This research identified a new award aimed at volunteers accredited and piloted by ASDAN - Award Scheme Development and Accreditation Network, which may be appropriate for a CPD framework - (See Appendix Three).

### 5.6.4 Management Committees

*“We have people join us as committee members, and I don’t feel they have, or we give them adequate training at all. We need to give them training so that they understand what their role is.”*

*(Interviewee)*

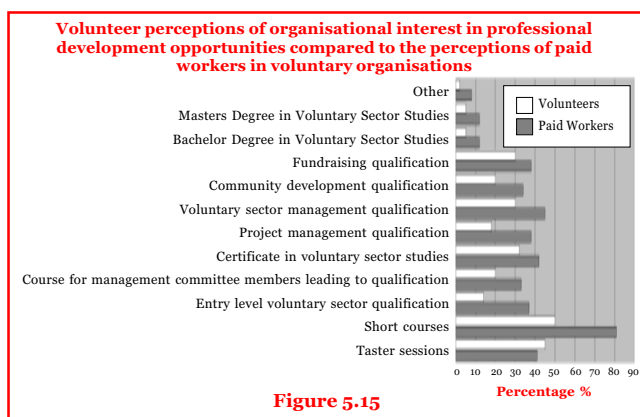


Figure 5.15

Management committee standards have been identified as a priority for action within the Voluntary Sector Workforce Development Plan. In this document it is indicated that the VSNTO will work with partner organisations to develop these national standards for Trusteeship. 21% of the respondents to the questionnaire expressed an interest in a course and qualification for management committee members for themselves (See Figure 5.12). There was an increased level of interest in this type of development from volunteers (31%) and 30% of respondents who felt that their organisations would be interested in utilising this type of development opportunity (See Figure 5.13).

for their skills.<sup>22</sup> This correlates with the earlier finding that there was more reluctance amongst the ‘older’ volunteer to undertake training or development which they sometimes perceived to be unnecessary or else arduous or time consuming.

30% of the respondents felt that their organisation might be interested in an entry level course for their workers (See Figure 5.13). The National Centre for Volunteering found that organisations that recognised training of their volunteers resulted in workers who were more effective and motivated.<sup>23</sup> They also reported that this type of development opportunity made it easier to recruit volunteers and increased retention levels. Interestingly, in this case 37% of paid workers thought that this type of course might be used by their organisations compared to just 14% of volunteers. This does match the trend that volunteers

*“I would like to be sure that I knew what my responsibilities were and I think that it would possibly encourage people to join our management committee - we would be able to support them much better.”*

*(Focus group participant)*

This can be put in the context of the Voldata survey<sup>25</sup> findings that 14.2% of the 27,246 volunteers in Norfolk are currently involved in management committee work, substantially more than in any other area of activity.

<sup>22</sup> Spinks, T., 1997, Credit Where Credit is due, DfEE

<sup>23</sup> National Centre for Volunteering, 1997, Accreditation of Volunteer Work

<sup>24</sup> Voluntary Sector National Training Organisation, 2001, Workforce Development Plan

<sup>25</sup> Cocker, M, 2000, Voldata - A Snapshot of Norfolk’s Voluntary and Community Sector, VOLCAAN

### **5.6.5 Voluntary Sector Studies and Community Development**

22% of individuals were interested in a Certificate in Voluntary Sector Studies and 26% in a Community Development qualification. When asked whether their organisations would be interested in utilising these qualifications for their workers these figures increased to 39% and 30% respectively. Focus group participants identified that they would be interested in using the Voluntary Sector Studies route for those workers who had less managerial and more generalised roles.

*“I can see that this would be of interest to several of my lone project workers who really are not in managing positions but still wish to develop their skills and understand the area that they work in better.”*

*(Focus group participant)*

Community development, although a specialist activity for some organisations, was highlighted as being an important role for organisations who were working across a range of primary activities.

*“It is important that we don’t just provide the progression routes up the framework but also look to provide breadth so people can widen their skills base.”*

*(Interviewee)*

### **5.6.6 Fund raising**

30% of individual respondents had an interest in fund raising qualifications, with respondents indicating that they believed that 36% of their organisations would wish for workers in their organisations to undertake this type of development. Although this is one third of all respondents the level of interest is significantly less than management development (46% and 41%) and comparable to voluntary sector studies (22% and 39%), despite the fact that the focus groups highlighted that this was high on the level of development priorities. This could be an indicator that in the first instance this type of development was seen to be addressed through modules included in other qualifications.

### **5.6.7 Higher Education**

It is also interesting to note that there was a significant level of interest on a personal level in higher education, with the desire to undertake a Masters degree exceeding that shown in a Bachelors degree, 21% versus 16% (See Figure 12). This may reflect the high proportion of graduates employed within the sector. 25% of workers in the voluntary sector, nationally, are educated to degree level, compared to 23% in public sector and 10% in the private sector.<sup>26</sup> Again there was considerably more interest in these routes from paid workers 18% of

whom expressed a desire to undertake a Bachelors Degree and 24% a Masters Degree compared to 9% of volunteers interested in Bachelors Degrees and 11% in Masters.

### **5.6.8 CPD through informal routes**

Interviewees, focus group participants and questionnaire respondents highlighted that not only was there interest in these accredited forms of development but identified that they felt there was a place for other forms of professional development opportunities. These included peer group learning, which they expanded could include the use of action sets, placement visits for anything from a few hours to a few days, creating mentors external to their organisation. Importantly, it was felt that in order to promote a learning sector some recognition of this learning was needed.

*“I get the buzzes out of doing one day courses, attending the more challenging seminars but it would be gratifying to have some sort of recognition.”*

*(Interviewee)*

In addition there was an expressed need for a body that would promote these opportunities and establish a means to incorporate this informal learning into a sector specific framework through some means of planning and recognition.

This view was reinforced by 64% of questionnaire respondents who agreed that ‘they would like to see their informal professional development formally recognised’.

<sup>26</sup> Survey of Job Roles and Salaries in the Voluntary Sector, 1997/98, NCVO.

## **6. A CONTINUING PROFESSIONAL DEVELOPMENT FRAMEWORK**

There are currently many opportunities in the voluntary sector to learn and develop skills and in many voluntary organisations there is a real commitment to providing development and training for staff to ensure they realise their potential. Conversely, this research demonstrates that this commitment is not true for all organisations where individuals themselves have to be the key motivators and supporters of their own development. Even within those organisations that have positive attitudes towards development and learning there still remains the issues of the lack of advice and guidance, the confusing qualification structure and the lack of progression routes for learners.

The Voluntary Sector National Training Organisation have identified some examples of potential development opportunities which give an overview of the most common specialist areas in which voluntary sector organisations work and a simple mapping of some of the types of development opportunities there are in these areas (See Figure 6.1, opposite)

The Norfolk Voluntary Sector CPD Framework that is proposed as a result of this research seeks to build on the work of the VSNT and focuses on those areas that are considered to be generic to the voluntary sector (See Figure 6.2, overleaf). The framework runs from left to right over five levels that correspond approximately to NVQ levels 2-5. In other words it seeks to offer development opportunities for people who are new to the sector and returning to learning, through to people who are in senior roles and who wish to undertake postgraduate experiences. The framework covers what have been identified as some of the core functions of a typical voluntary organisations - introductory communication skills, team-working and working to standards (The Community Volunteers Award), management, an understanding for the voluntary context, marketing and fund-raising, management committees and development work. Over 38%<sup>27</sup> of all paid voluntary sector workers are involved in clerical, administration and managerial roles and therefore this area forms a substantial plank of the framework.

There are thirteen separate qualifications identified within the framework, not including the National Vocational Qualifications. Some comparable qualifications are currently being delivered in other regions, a few are available on a distance learning basis (See Appendix Three) and some are under development both locally and nationally. The framework will enable providers to work with the CPD voluntary sector consortium, or its successor, in Norfolk to prioritise the development of these qualifications, building progression routes and thereby knowledge and experience within the sector. Currently under development locally are the course

to deliver the Community Volunteers Award\*, the Professional Development Certificate in Voluntary Sector Management\* and a project to explore the delivery of the Professional Development Diploma in Voluntary Sector Management\*. It is anticipated that as the results are implemented and evaluated the framework will continue to adapt and evolve in line with the changing demands, understanding of needs and market forces.

The most common points of entry are likely to be at Award, Certificate, Diploma and Post-Graduate level and example case studies are given on the following pages. People may choose to stop or take a break at any point in the framework. It is recommended that most of the qualifications should be modular and certificates of credit should be offered for individual modules, allowing learners to build their qualifications over a period of time. If learners were to wish to progress horizontally through the framework, i.e. through levels NVQ equivalent 2-5, it would be possible to go from entering the Community Volunteers Award to completing a Masters Degree in Voluntary Sector Studies in seven years.

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<sup>27</sup> Voluntary Sector National Training Organisation, 2001, Workforce Development Plan.

Figure 6.1

Development Opportunities



Reference: NTO 2001 'Working for a Better World'

Figure 6.2

<b>Skills and Knowledge</b>			
<i>New to voluntary sector, front line contact, management committee member</i>	<i>Supervisory, first line management and graduate entrants</i>	<i>Middle management, responsibility for day to day management</i>	<i>Middle management and senior executive roles</i>
<b>NVQ Level 2</b>	<b>NVQ Level 3/4</b> Managing Voluntary Organisations	<b>NVQ Level 4</b> Managing Voluntary Organisations	<b>NVQ Level 4/5</b> Managing Voluntary Organisations
<b>The Community Volunteers Award (CVA)*</b>	<b>Professional Development Certificate in Voluntary and Community Sector Management*</b> One year part-time	<b>Professional Development Diploma in Voluntary and Community Sector Management*</b> One year part-time	<b>Bachelor Degree in Voluntary and Community Sector Studies</b>
	<b>Certificate in Voluntary Sector Studies</b> One year part-time	<b>Diploma in Voluntary and Community Sector Studies</b> One year part-time	<b>Masters Degree in Voluntary Sector Studies</b>
	<b>Foundation Degree in Voluntary and Community Sector Studies</b> Two years full-time		<b>Top up to the Diplomas/Foundation Degree</b>
<b>Management Committee Award</b>	<b>Certificate in Charity Marketing and Fundraising</b>	<b>Diploma in Charity Marketing and Fundraising</b>	<b>2 years part-time</b>
	<b>Certificate in Rural Community Development</b>	<b>Diploma in Rural Community Development</b>	<b>2 years part-time</b>

\* Currently under development in Norfolk

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NVQ Level	The Framework	<u>Example Case Study</u>
NVQ Level 2	<b>The Community Volunteers Award</b>	Jane has lived on an inner city estate for 20 years and raised two children on her own. For the last two years she has volunteered in a Welfare Advice project. She is hoping that when the project bids for the continued funding she may become a paid project worker. She is nervous of re-entering education but would like to develop her skills and confidence.
NVQ Level 2	<b>The Management Committee Award</b>	Jo is a retired nurse and has been sitting on a Management Committee for the last six months. There has been quite a turn over of committee members and she feels uncertain of her role and the extent of her responsibilities and authority. She would like to develop her knowledge and the opportunity to meet others in similar situations.
NVQ Level 3/4	<b>Professional Development Certificate in Voluntary and Community Sector Management</b>	Peter has managed a small project offering counselling and support for the carers of people with dementia. He began the project 10 years ago on a voluntary basis and it now has, in addition to himself, 2 part time paid workers and 10 volunteers. He has not been in formal education since leaving school. Recently a member of his management committee challenged his management skills, which has knocked his confidence. He now wishes to demonstrate his skills and develop them further through accredited learning.
NVQ Level 3/4	<b>Certificate in Voluntary Sector Studies</b>	Mary has a degree in Geography, she has worked in a variety of administrative type positions in the private sector for the last 15 years. She has been a project worker on a women's health project for the last 2 years. She has undertaken a number of short courses in her specialist area. Mary has enjoyed her time in the voluntary sector and would like to continue within it. She would like to understand the context of the sector more fully and develop her generic skills, e.g. interpersonal and research
NVQ Level 4	<b>Professional Development Diploma in Voluntary and Community Sector Management</b>	Andrew is working for a large national charity. He completed the Certificate in Personnel Practice six years ago but found that difficult because at the time he was the only person from a voluntary sector organisation and so did not continue. He now has a wide ranging middle management job involving him in personnel, strategic development and working and managing partnerships to deliver projects. Although he is led to believe that he does a competent job he feels that he lacks some of the underpinning knowledge that would build his confidence and consequently would like to re-enter education
Level 5	<b>Masters Degree in Voluntary</b>	Maureen graduated 20 years ago, worked as a teacher and has now been in the voluntary sector for the last 15 years. She is a senior manager for a local (15 paid employees, 20 volunteers) voluntary organisation. Over the years she has done a range of short courses but would now like a formalised opportunity to meet and work with like-minded people in a challenging and developmental environment.

## **7. CONCLUSION**

Participants in this research demonstrated a strong interest in and recognition for the need to undertake continuous professional development in order to operate in an increasingly competitive market. Respondents expressed the views that a structured approach to voluntary sector CPD would bring many benefits, including personal and sector recognition and a contribution to their quality control mechanisms which in turn would be of assistance in the bidding and funding processes. Beyond this, however, a more structured approach was seen as a way to bring new people to the sector and to enable individuals to progress through varying levels of development potentially thereby raising the probability that they would remain within the voluntary sector. This in turn would enhance the sector as a whole as it benefited from a continuing growth in skills and experience.

There was a particular interest in developing the management skills of people involved in the sector, both from individuals and from the organisations they represented. This closely reflected the findings of other current and relevant reports. In addition, there was also a clear statement from participants that there was a desire for inclusion and progression within any developed framework. In this way, the framework provides entry points at varying levels to ensure accessibility to a wide range of people at different stages of their development and progression. The framework is a means to ensure that single courses are not developed with no thought to the progression routes. It was also interesting to note that whilst there are a wider range of delivery methods available, it is still the traditional taught courses which were preferred. Although distance learning, on-line learning and work-based learning/NVQs all attracted a similar interest, it should be noted that the latter received a significant minority of strong negative reactions and that this may be should be considered when choosing the subject matter, level and delivery method.

The barriers to learning in the responses from the questionnaire strongly reflected the issues that had emerged from the focus groups. Funding, time, distance and advice and guidance on what is available and how one course connects with another were the key themes on an organisational and a personal level. This lack of advice and guidance not only affected the professional development of individuals but also was felt, as a consequence, to impinge on their career development within the sector consequently hampering and restricting it. With an anticipated diminishing pool of workers both paid and unpaid<sup>28</sup>, this is an area that clearly needs addressing.

There was an expressed desire on behalf of a significant proportion of the participants in this research to undertake formal professional development through courses that led to a nationally recognised sector specific qualifications. In conjunction with this, interviewees and focus group participants identified that they would also like to see informal development opportunities being increased and recognised by incorporating them into the professional development framework through a process of planning and monitoring. Nearly two thirds of the questionnaire respondents rated this as being something they would like to have access to.

Whilst there was substantial development activity in some organisations, for half the organisations that took part in the survey as a part of this research there was a lack of clarity over whether their organisations had training plans or dedicated training budgets. This is coupled with the findings that 34% of the sample indicated that they had had no professional development during the past year. There was also the strongly expressed feeling from a large proportion of the research participants that their line managers had played little part in motivating and supporting the professional development that had been undertaken. There is, therefore, evidence that there is still a great deal of work to do in highlighting the need to and the benefits of adopting and implementing an organisational learning culture within some voluntary organisations. It must be remembered that ultimately CPD is only a structure incorporating processes for development. Any impact these processes have on individuals, organisations and the sector as a whole depends on an on-going willingness to learn and apply the lessons gained. In order for this to be achieved it is important to recognise the need to develop and promote a learning culture not only within the organisation but within the sector as a whole.

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<sup>28</sup> Voluntary Sector National Training Organisation, 2001, Workforce Development Plan

## **8. KEY FINDINGS**

1. 73% of the questionnaire respondents were paid workers, 27% were volunteers.<sup>29</sup>
2. 32% of the questionnaire responses indicated that the respondents were aware that their organisation had a training plan, and 55% that their organisation had a dedicated training budget.
3. Just over half the paid workers (55%) had their training needs identified through supervision and formal appraisal systems, whilst only 36% of volunteers had their needs identified through supervision and 15% through formal appraisal.
4. Nearly three quarters of the respondents (60-76%) thought that their project managers, line managers and/or training managers had played an insignificant role in motivating their professional development.
5. Overall half the respondents believed that there was more to professional development than 'on the job learning', which was broken down to 61% of paid workers and 41% of volunteers.
6. Organisational barriers to professional development, in order of importance, were lack of finance, work pressure, the difficulty of releasing staff, not knowing what training was available and the lack of availability of relevant courses.
7. Personal barriers to professional development, in order of importance, were work pressures, lack of finance, travelling distance to courses, no clear progression routes and the inappropriate times that courses were held.
8. Interviewees and focus groups identified that there were inadequate resources and skills for CPD and voluntary sector career advice and guidance.
9. The perceived benefits of a structured approach to voluntary sector CPD were sector and personal recognition, a contribution to quality control mechanisms, a 'kite mark' for courses, a contribution to quality recruitment, a planning tool and a means to encourage people to enter and remain within the sector.
10. There were fears that the introduction of a CPD framework might lead to inequity amongst voluntary organisations and make it difficult to recruit and retain volunteers.
11. There was an expressed desire to ensure the framework was inclusive and had multiple entry points at varying levels of development.
12. Management development qualifications produced the greatest degree of interest from questionnaire respondents (46%). This was divided into 53% of paid workers and 27% of volunteers.
13. There was a correlation between the size of organisations in terms of paid workers and the expressed interest in management training rising from 36% in those organisation with less than 2 employees to 63% in those organisations with between 11-50 employees.
14. 30% of respondents thought that their organisations would be interested in utilising an entry-level voluntary qualification, 18% of the volunteers were interested in participating in this themselves.
15. Management Committee standards are identified as a priority in the Workforce Development Plan. 31% of the volunteer respondents would be interested in undertaking a management committee qualification themselves and 30% of all respondents thought that their organisations would utilise this opportunity.
16. 24% of the paid worker respondents expressed an interest in undertaking a Masters Degree.
17. Compared to paid worker respondents, volunteer respondents generally perceived that their organisations were less likely to be interested in using training and development opportunities.
18. The majority of respondents preferred taught courses (69%).
19. 38% and 30% of respondents were interested in distance/on-line learning.
20. 64% of respondents would like a mechanism for recognising their informal learning
21. Interviewees, focus group participants and questionnaire respondents felt that there was a lack of opportunity to share good practice and would like to participate in peer learning.
22. Within Norfolk there are currently no taught accredited voluntary sector management courses, and only a few distance learning packages.

## **9. RECOMMENDATIONS**

- For the consortium to work with providers to prioritise and develop a raft of courses identified within the framework, ensuring local provision and tutor and peer support.
- That the information from this report be used to inform and influence the debate between the voluntary sector and the Learning and Skills Council, Learning Partnerships, governing authorities and statutory agencies of the place, need and funding mechanisms for voluntary sector CPD.

<sup>29</sup> These are not in an order of priority

- ❑ To initially focus on specific areas for course development and a range of delivery methods, these are recommended to be:
  - Entry level to ensure inclusiveness.
  - Management and Management committee, in line with the findings of this research and the priorities for action with the Workforce Development Plan.
  
- ❑ To establish a means of evaluating the impact of individual courses and the CPD framework on individuals, organisations and the voluntary sector as a whole.
  
- ❑ To establish a body that will undertake:
  1. Voluntary sector careers and CPD advice, information and guidance.
  2. To participate in the development and monitoring of CPD framework qualifications.
  3. To assist in facilitating opportunities for peer group learning and the exchange of good practice.
  4. To develop and provide the mechanism for the recognition of informal learning and its incorporation into the CPD framework.
  5. To promote learning projects that will enhance and develop the Norfolk Voluntary Sector CPD framework for the benefit of the sector-wide.
  6. To continue to raise the profile of learning, Voluntary Sector Continuing Professional Development and the benefits of an organisational

## APPENDIX ONE

**Are you ready for professional development?**

Our interest in undertaking professional development is influenced by our beliefs, our past experiences and our willingness to take action. These issues are explored in this self-assessment. Have a go! See how relevant the new upcoming developments in the world of voluntary sector professional development are to you. This page is for you to keep!

Circle the number, which most closely represents your view:

1	I believe that what I do makes a difference at work.	5	4	3	2	1	What I do makes no difference at work.
2	I have ample scope for further professional development.	5	4	3	2	1	I have developed all that I am likely to.
3	I have relatively little feedback from others about my work	5	4	3	2	1	I have a great deal of feedback from others about my work.
4	I really want to make a lot of changes at work.	5	4	3	2	1	I'm perfectly happy with things as they are.
5	By opening myself up to colleagues' ideas I can develop.	5	4	3	2	1	There is not much scope for me to learn from colleagues about my work.
6	I like doing new things, approaching problems in new ways.	5	4	3	2	1	I believe that the old methods are the best.
7	I like to explore theories and frameworks relating life to work practice	5	4	3	2	1	Experts don't understand the difficulties of real practice
8	I want to learn by asking better questions	5	4	3	2	1	I just want to be told how to do the job

Score =

**Scoring** - add your circled numbers to make a total score and turn over for results!

How relevant are the new opportunities in voluntary sector continuing professional development to you?

**8-16** There are a range of ways in which it is possible to develop other than formal learning. The recognition of the informal approach to voluntary sector professional development will increase your knowledge and understanding of the opportunities professional development can bring.

**16-24** Now is a good time to look at what might be blocking your professional development and what are your preferred methods of learning. The range of professional development opportunities and modes of delivery will expand with a dedicated voluntary sector framework.

**24-32** You are clearly interested in further professional development. You may want to start to think about where you are now and where you would like to be. The emerging voluntary sector professional development framework will help with this process.

**32-40** You show all the characteristics of someone committed to professional development. It will be hard to stop your progress! You are well placed to take advantage of the new opportunities within voluntary sector professional development!



## APPENDIX TWO

## Voluntary Sector continuing Professional Development Project



### 1. ABOUT YOUR ORGANISATION LOCALLY

Name of organisation: \_\_\_\_\_

#### 1. What are the primary activities of your organisation?

Please tick as many as apply

- |                         |                          |                                 |                          |
|-------------------------|--------------------------|---------------------------------|--------------------------|
| 1.1 Accommodation ..... | <input type="checkbox"/> | 1.9 Fund raising.....           | <input type="checkbox"/> |
| 1.2 Arts .....          | <input type="checkbox"/> | 1.10 Info/Advice/Advocacy ..... | <input type="checkbox"/> |
| 1.3 Campaign.....       | <input type="checkbox"/> | 1.11 Mutual support .....       | <input type="checkbox"/> |
| 1.4 Care .....          | <input type="checkbox"/> | 1.12 Religious.....             | <input type="checkbox"/> |
| 1.5 Counselling .....   | <input type="checkbox"/> | 1.13 Social activities .....    | <input type="checkbox"/> |
| 1.6 Employment .....    | <input type="checkbox"/> | 1.14 Sport/recreation.....      | <input type="checkbox"/> |
| 1.7 Environment .....   | <input type="checkbox"/> | 1.15 Transport .....            | <input type="checkbox"/> |
| 1.8 Childcare .....     | <input type="checkbox"/> | Other .....                     | <input type="checkbox"/> |

Please specify other: .....

#### 2. a What is the age group of your clients/service users ?

Please tick as appropriate

- |                     |                          |                   |                          |
|---------------------|--------------------------|-------------------|--------------------------|
| 2a.1 All ages ..... | <input type="checkbox"/> | 2a.5 14-18 .....  | <input type="checkbox"/> |
| 2a.2 0-5 .....      | <input type="checkbox"/> | 2a.6 18-24 .....  | <input type="checkbox"/> |
| 2a.3 5-8 .....      | <input type="checkbox"/> | 2a.7 24 -60 ..... | <input type="checkbox"/> |
| 2a.4 8-14 .....     | <input type="checkbox"/> | 2a.8 60+ .....    | <input type="checkbox"/> |

#### 2.b Where is your organisation based?

Please tick as many as apply

- |                          |                          |                        |                          |
|--------------------------|--------------------------|------------------------|--------------------------|
| 2b.1 North Norfolk ..... | <input type="checkbox"/> | 2b.4 West Norfolk..... | <input type="checkbox"/> |
| 2b.2 East Norfolk .....  | <input type="checkbox"/> | 2b.5 Norwich.....      | <input type="checkbox"/> |
| 2b.3 South Norfolk ..... | <input type="checkbox"/> |                        |                          |

#### 3. How many people are working in your organisation?

##### 3a Paid workers:

- |                  |                          |
|------------------|--------------------------|
| 3a.1 0-2 .....   | <input type="checkbox"/> |
| 3a.2 3-5 .....   | <input type="checkbox"/> |
| 3a.3 6-10 .....  | <input type="checkbox"/> |
| 3a.4 11-50 ..... | <input type="checkbox"/> |
| 3a.5 51+ .....   | <input type="checkbox"/> |

##### 3b Volunteers including committee members:

- |                    |                          |
|--------------------|--------------------------|
| 3b.1 0-10 .....    | <input type="checkbox"/> |
| 3b.2 11-50 .....   | <input type="checkbox"/> |
| 3b.3 51-100.....   | <input type="checkbox"/> |
| 3b.4 101-200 ..... | <input type="checkbox"/> |
| 3b.5 201+ .....    | <input type="checkbox"/> |



**2. ABOUT YOU, THE INDIVIDUAL**

**10. Are you a paid worker or a volunteer?**

10.1 Paid worker .....

10.2 Volunteer .....

**11. How important were the following in developing the knowledge and skills that you need for your work today?**

	Very important	Important	Un-important
11.1 Learning on the job by yourself .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2 Colleagues .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.3 A mentor at work .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.4 Formal supervision at work .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.5 Secondment or work placements .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.6 Workshops or other short courses .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.7 Courses leading to qualifications .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.8 Other.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*If you have ticked 11.7 (courses leading to qualifications) or 11.8 (other) please could you supply details:*

**12. How significant are the following people in motivating your professional development?**

	Very significant	Significant	Not significant
12.1 Myself.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.2 Colleagues .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.3 Training managero.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.4 Line managero .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.5 Project/organisation manager .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.6 Mentor .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.7 Other individualso .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please specify who the other individuals are:*

**13. What do you see as your personal barriers to training and development?**

*Please **three only***

- 13.1 Finance .....
- 13.2 Not knowing what training and development opportunities there are .....
- 13.3 There are no clear progression routes .....
- 13.4 Travelling distance .....
- 13.5 Inappropriate times of existing courses/ programmes .....
- 13.6 Availability of relevant courses .....

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- 13.7 Lack of confidence .....
- 13.8 My previous experience of courses have been negative .....
- 13.9 The organisation does not support my development .....
- 13.10 Work pressure .....
- 13.11 Training usually takes place in unsuitable or intimidating environments ..
- 13.12 Other .....

*Please specify what the other barriers might be:*

**14. How many half days or full days did you spend on professional development last year?**

14.1 Half days .....

14.2 Full days .....

**15. Ring the number, which most closely describes your view of each item**

	Strongly Agree		Strongly Disagree		
15.1 A structured approach to professional development is important	1	2	3	4	5
15.2 If courses led to qualifications this would ensure the quality of the content and delivery	1	2	3	4	5
15.3 I see little use for a voluntary sector professional development framework	1	2	3	4	5
15.4 Professional development occurs just through doing the job	1	2	3	4	5
15.5 Voluntary sector qualifications would help our organisation to identify suitable candidates when recruiting, thus improving the process	1	2	3	4	5
15.6 I would value a voluntary sector professional development framework to aid the planning of my professional development	1	2	3	4	5
15.7 Courses leading to qualifications for the voluntary sector would serve little purpose	1	2	3	4	5
15.8 I would like to see my informal professional development formally recognised	1	2	3	4	5

**3. NOW THINKING ABOUT THE FUTURE**

**16. Which of the following forms of professional development would you wish to undertake?**

*Tick all those that apply*

- 16.1 Taster sessions .....
- 16.7 Voluntary sector management qualification .....
- 16.2 Short courses .....
- 16.8 Community Development qualification .....
- 16.3 Entry level voluntary sector qualification .....

- 16.9 Fund-raising qualification .....
- 16.4 Course for management committee members leading to qualification .....
- 16.10 Bachelor Degree in voluntary sector studies .....
- 16.5 Certificate in voluntary sector studies .....
- 16.11 Masters degree in voluntary sector studies .....
- 16.6 Project management qualification .....
- 16.12 Other .....

*Please specify what other professional development opportunities you would be interested in:*

**17. Which would be your preferred options for formal professional development?**

*Tick all those that apply*

- 17.1 Distance learning .....
- 17.2 Taught courses .....
- 17.3 NVQs/work based assessment
- 17.4 On line learning .....
- 17.5 Other .....

*If you have ticked 17.5 please specify what other methods of formal development you prefer:*

**18. Which of the following forms of professional development would your organisation be interested in using for paid staff or volunteer professional development?**

*Tick all those that apply*

- 18.1 Taster sessions .....
- 18.2 Short courses .....
- 18.3 Entry level voluntary sector qualification .....
- 18.4 Course for management committee members leading to qualification .....
- 18.5 Certificate in voluntary sector studies .....
- 18.6 Project management qualification .....
- 18.7 Voluntary sector management qualification .....
- 18.8 Community Development qualification .....
- 18.9 Fund-raising qualification .....
- 18.10 Bachelor Degree in voluntary sector studies .....
- 18.11 Masters degree in voluntary sector studies .....
- 18.12 Other .....

*Please specify what other professional development opportunities you would be interested in:*

**Voluntary Sector Continuing Professional Development Research Project**

**19. If there were bursaries to cover the costs incurred in undertaking courses/professional development, would you or your organisation utilise more of the options identified in question 18?**

		Yes	No
19a	I would utilise more of the above options .....	19a.1 <input type="checkbox"/>	19a.2 <input type="checkbox"/>
19b	My organisation would utilise more of the above options .....	19b.1 <input type="checkbox"/>	19b.2 <input type="checkbox"/>

**20. If the answer to the either of the above question/statements is no, please provide your reasons:**

**21. Are there any other comments you wish to add?**

Comments:

**Thank you for taking the time to fill in this questionnaire.**

**Please return in the enclosed pre-paid self-addressed envelope by 23rd April**

*The findings of this questionnaire will be available in the Voluntary Sector CPD report. The information gained from this questionnaire will not be used to identify individuals or individual organisations. The CPD report will be launched at a final conference on 25<sup>th</sup> September. Invitations will be available through NVS or the portfolio mailing. Subsequent to this the copies of the report will be obtainable from NVS or The Research Centre at City College Norwich.*



## **APPENDIX THREE**

### **SOME IDENTIFIED ACCREDITED GENERIC VOLUNTARY SECTOR QUALIFICATIONS**

## **THE COMMUNITY VOLUNTEERS AWARD**

*The new award has six units:*

- Preparing to volunteer
- Developing skills through volunteering
- Meeting and communication skills
- Teamwork
- Working to a good practice standards
- Seeking and Sharing information

ASDAN (Award Scheme Development and Accreditation Network) is a registered Charity which provides low cost personal development programmes for a variety of people in a range of contexts. There are currently more than 2500 centres registered to run ASDAN programmes. Voluntary Sector Studies in the Centre for Professional Development at City College Norwich are in the process of becoming a registered centre to deliver the Community Volunteers Award.

## **OPEN UNIVERSITY**

**The Professional Certificate in Management - Public and Non-Profit Organisations**

*With modules in:*

- Managing
- Managing People
- Managing Finance and Information
- Managing Customers and Quality
- The Management Challenge

This is offered on a distance learning basis.

## **SOUTH BANK UNIVERSITY**

South Bank University offer a range programmes aimed at Charities and voluntary sector organisations. These include:

### **Certificate in Management**

*with specialist courses for the voluntary sector*

- The managerial Context
- Financial Accounting Systems
- Managing People and Relationships
- Marketing and Meeting Customer Needs
- Certificate in Charity Management
- Charity Law and Administration
- Charity Accounting and Finance
- Charity Environment and Management

**Post graduate certificate, postgraduate diploma and Masters degrees in:**

- Charity Accounting and Financial Management
- Charity Marketing and Fundraising

## **MBA in Charity Management**

*Modules include:*

- Managing Human Resources
- The Strategic Environment
- Managing Marketing and Operations
- Accounting and Finance
- International Strategic Management
- International Business Culture

These are all conducted on a part-time attendance basis.

## **UNIVERSITY OF EAST LONDON**

**Post graduate Certificate, Post graduate diploma and MA in Voluntary Sector Studies**

*Modules include:*

- Managing Policy
- Institutional development
- Governance
- Appropriate management for third sector organisations
- Women and leadership in public and third sector organisations
- Volunteering, voluntarism and voluntary action
- Action learning for management development

This is offered on a part time attendance basis

## **BA Social Enterprise:**

*The cognitive learning centres on:*

- Local political and community action
- Roles of national and local government
- Nature of modern and post-modern society
- Social movements, informal and organised groups
- Concepts of development
- Historical and international perspectives

This is offered as either a full or part time course.

## **Voluntary Sector Continuing Professional Development Research Project**

### **UNIVERSITY OF SURREY ROEHAMPTON**

#### **Post graduate Diploma/MSc Voluntary Action Management**

**Modules include:**

- Voluntary Organisations in Context
- The Economics of Welfare
- Organisational Theory and Behaviour
- Organising Voluntary Agencies
- Voluntary Sector Financial Management
- The Legal Framework of Voluntary Action
- Managing Voluntary Sector Staff
- Managing Volunteers
- Marketing for Nonprofits

This is offered on 2 days a week placement/2 days a week attendance basis.

### **UNIVERSITY OF SOUTHAMPTON**

#### **Certificate/Diploma/MSc in Professional Studies with a specialist stream in the Management of Voluntary Organisations**

**The Core Programme consists of:**

- The Management of Change
- Ethical Issues
- Research Practice
- Policy and Resources

**With specialist modules in:**

- Management and Leadership in Voluntary Organisations
- Voluntary Organisations as Cultures
- Managing People in Voluntary Organisations
- Strategic Management and Marketing in Voluntary Organisations

The course is offered over a period of 1 to 3 three years through block study at the university and self-study components.

### **CITY UNIVERSITY LONDON**

#### **Diploma/MSc in Voluntary Sector Management**

- Introduction to Organisations, Leadership and Management
- Marketing and Managing for Quality
- Managing People and Change

This taught course is offered through a series of residential courses.

### **CHELTENHAM AND GLOUCESTER COLLEGE OF HIGHER EDUCATION**

#### **Post graduate Diploma in Advanced Study in Community Development**

**Modules include:**

- Action with Communities
- Community Development Theory and Practice
- Participation and Consultation
- The Impact of Policy on a Community
- Community and Locality
- Management at Work
- Town and Country Planning
- Arts and Entertainment
- Local Environment Action
- Development of Professional Skills in the Workplace

This course is offered on a distance learning/home study basis.

### **UNIVERSITY OF WALES, LAMPETER**

#### **Higher Education Certificate/Diploma in Voluntary Sector Studies (for staff working in a 'care' environment)**

**At Certificate Level the current modules are**

- Research Methods
- Managing Volunteers
- Introduction to Psychology
- Structures in Organisations
- Interpersonal Skills in Practice
- Introduction to Sociology

**Diploma Modules:**

- Advanced Certificate in Client Based Practice
- Research in Practice
- Experiencing Disability
- Anthropology in Practice
- Organisational Change

These modules are offered on an individual basis through distance learning.