



LEARNING POLICY

2017-2020

This Learning Policy outlines the commitments of Canterbury Cathedral towards delivering cross departmental formal and informal learning opportunities to a wide range of learners of differing intellectual and physical abilities.

This Learning Policy will be published and reviewed on a three (3) year cycle by Chapter.

Name of organisation: Canterbury Cathedral

Name of governing body: Chapter of Canterbury

Date on which this policy was approved by Chapter of Canterbury:

Date at which this policy is due for review:

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1. STATEMENT

- 1.1 Canterbury Cathedral is a place of worship and the seat of the Archbishop of Canterbury. The Cathedral's primary function is to support the Archbishop in his ministry to the Anglican Communion. From the beginning the Cathedral has been a place of teaching and learning, and it continues to welcome large numbers of visitors and pilgrims each year.

The Cathedral's Mission Statement is '**To show people Jesus**'.

- 1.2 The Chapter of Canterbury (Chapter) values and welcomes the opportunity to support learning which is consonant with its mission statement and strategic objectives 3, 4, and 5 as laid out in the Strategic Plan of 2015-22:

- To conserve and develop the fabric of Canterbury Cathedral, its ancillary buildings, monuments and precincts as part of a UNESCO World Heritage Site
- To be a centre of excellence for education and learning
- To manage the Cathedral, its assets and activities with financial and operational efficiency

And the objectives supported by Chapter through The Canterbury Journey Project as set out within the Cathedral's approved Activity Plan.

- To place the Cathedral's heritage and its historic collections at the core of learning
- Improve intellectual, physical and digital access to the Cathedral and its collections
- Reach out to those people who do not currently visit the Cathedral
- Support professional development, training, work placements and volunteering

2. OBJECTIVES AND PRIORITIES

- 2.1 Chapter aims to maintain and build upon the Cathedral's reputation as a centre of excellence for learning and education through an innovative learning programme by:

- Helping learners to explore the spiritual dimension and experience prayer together
- Hosting courses for new bishops and seminarians across the Anglican world
- Opening up access to the collections including the Archives and Library
- Providing world class training in craft and conservation skills
- Delivering educational programmes for visiting schools to support the National Curriculum, RE syllabus, GCSE, post-16 and A' level study
- Delivery of educational programmes for visiting language schools
- Facilitating educational visits for FE, HE and other educational institutions
- Working in partnership with HE institutions to support student course work and projects
- Supporting academic research, collaborations and projects through the Academic Research Access Programme and PPF1 framework
- Training and supporting staff and volunteers in collections care and visitor services
- Providing accessible interpretation for all ages and learning abilities
- Delivering a programme of schools and community outreach activities
- Providing a Loan Box Scheme available to schools and community groups
- Enhancing online learning
- Being an Arts Award supporter
- Developing a programme of creative short courses, master classes and workshops
- Engaging the community through informal learning activities
- Sharing learning outcomes with wider audiences

3. BEST PRACTICE GUIDELINES

- 3.1 In order to develop best practice for outreach, opening up collections, developing digital resources and delivering Cathedral projects, a number of case studies have been undertaken to learn about best practice, which can be found in the Activity Plan appendices.
- 3.2 The Cathedral has adopted the [Learning guidance - Heritage Lottery Fund](#) which explains that well planned learning resource or activity can be a powerful tool to help people discover and engage with the heritage around them in an active way appropriate to their needs, interests and backgrounds. In planning formal and informal learning activities consideration is given to our audience needs including:
- Who is the target audience and how do they like to learn?

- What do they need and want in order to have a positive learning experience?
- What will we provide to meet their needs?
- What help do we need to deliver our learning activities?
- How will we know if you have met the needs of our learners and provided them with a positive experience?

3.3 The Cathedral has taken into consideration to the Museums, Libraries and Archives Council (MLA) Inspiring Learning For All ([ILFA](#)) framework. This framework provides a performance framework, promotes best practice, and helps organisations to assess and evidence the impact of their activities. ILFA has been used successfully by the Tate, English Heritage, BBC, the British Museum and the national museums of Wales and Scotland to:

- Assess strengths and plan improvements
- Provide evidence of the impact of activities through the generic learning & generic social outcomes
- Improve strategic and operational performance
- Identify best practice
- Demonstrate impact

4. PARTNERSHIPS AND ACCREDITATION

4.1 The Cathedral's learning activities are supported by the following partners and stakeholders:

- Diocese of Canterbury
- Canterbury Christ Church University Faculty of Education Cathedrals' Workshop Fellowship Foundation Degree validated by University of Gloucestershire
- Canterbury Cathedral Teachers' Panel
- Council for LOTC
- Arts Award

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