

**Coherent Diversity:  
towards a picture of  
inter-disciplinary training for  
community regeneration and  
social inclusion in Scotland**

# **Coherent Diversity: towards a picture of inter-disciplinary training for community regeneration and social inclusion in Scotland**

by

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**A report to Communities Scotland**

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# 1 Introduction

## Aims and objectives

- 1.1 This research was commissioned by Communities Scotland (CS) to study inter-disciplinary and inter-professional training for community regeneration and social inclusion. It follows the important work undertaken by the Scottish Urban Regeneration Forum (SURF) in recent years to focus attention on training, cross-professional issues and development needs among the full range of regeneration interests.
- 1.2 The overall aim of the research is to provide a primary source of information for any future work, especially by CS, on options for changes to CPD in inclusion and regeneration.
- 1.3 The specific terms of reference were:

“To focus exclusively on Scottish information and activities and:

  1. **identify and compile** references in relevant documents to any identified needs for inter-professional and/or inter-disciplinary training for staff engaged in urban and rural regeneration and related social inclusion activities;
  2. **identify and describe** current provision of continuing professional development (CPD) and in-service training which meets or appears to meet such needs, and which is not provided in-house by individual employers for their own staff;
  3. **identify and describe** major issues which should be considered in relation to the future of inter-professional and/or inter-disciplinary training;
  4. **identify possible next steps.**”
- 1.4 CS emphasised that this should be seen as initial research and that it should be limited to these aims. The researchers were asked to look at Scottish provision only, though the review of documented statements on need has necessarily included a wider range of literature. The Brief for Contractors referred to “a short piece of work which will:
  - Draw together evidence and assess the need for improved inter-professional CPD in inclusion and regeneration across the range of professions involved in community regeneration.
  - Map out current provision of inter-professional training on regeneration and inclusion available through CPD by professional bodies and other training providers”.
- 1.5 The Brief noted that “if changes were to be made to training these should focus on CPD in the first instance as this was the area where maximum impact could be achieved in the short term”.
- 1.6 The research reported here is initial and the information gathered cannot be regarded as comprehensive.

## **Methods**

- 1.7 Most of the work on the first two objectives was conducted through desk research, in particular through extensive use of web-sites, e-mail and telephone. A relatively small amount of material was sent to us by post. Reliance on ICT was partly because the time-scale was very short and partly because e-mail helped greatly to follow leads from one informant to another. Appendix 1 gives a summary of the e-mail trawl and the content of the e-mail that was sent.
- 1.8 A literature review was carried out, incorporating a number of comments offered by the people consulted in the course of the research. The review was not restricted to formally published documents but reached into a wide range of documents "in the public domain. It covered literature on English initiatives and a number of British or UK wide reviews, as well as the limited amount of research on Scottish initiatives that comments on the topic. The review covered:
- literature on areas of professional specialism or policy from within which a need for more inter-disciplinary training has been identified
  - evaluations and reviews of regeneration and related initiatives that identify any type of need for inter-disciplinary training
  - evidence and policy debates on general skills that might be needed for regeneration and social inclusion, and especially for partnership working
  - unpublished information on the views of people from Scottish agencies and groups gathered during the Working together: Learning together programme of training for Partnerships.
- 1.9 As well as drawing on the literature review, objectives 3 and 4 were addressed through two discussion groups, one in Glasgow and the other in Dundee, a video conference with four people in Inverness, and interviews, most of which were carried out by telephone. Several of the interviews followed a set schedule but others were to follow-up attendance at one of the discussions or in response to other contacts. A list of interviewees and the interview schedule is given in Appendix 2.
- 1.10 The researchers kept in close contact with colleagues in COSLA who were considering comparable training issues in relation to Community Planning.

## **Organisation of the report**

- 1.11 Chapter 2 is a summary of the full literature review that will be published separately as Research Report 32 by Communities Scotland. It begins by considering the perspectives from different professions involved in regeneration. It looks at what evidence may be drawn from the evaluations of regeneration initiatives. It then summarises further literature on shared skill requirements, including social inclusion, community development and partnership working, and looks at some views on how far these and other skills are specific to regeneration.

- 1.12 Chapter 3 describes the main issues that were raised in the discussion groups and interviews.
- 1.13 Chapter 4 describes the approach to organising information about training. The information itself is in Appendix 3.
- 1.14 Chapter 5 gives the overall conclusions of the research and Chapter 6 suggests the next steps that might be considered by Communities Scotland.

### **Clarification of terms**

- 1.15 The research does not attempt to provide definitions but merely establishes the use of the main terms in the particular context of this report. The researchers did not generally find these terms presented difficulty but they were told repeatedly that establishing a common language among people working in regeneration is an outstanding need.

### **Regeneration**

- 1.16 'Regeneration' includes all contributions to improving the quality of life in geographical areas and specific targeted initiatives such as thematic SIPs. Some of the contributions are physical in nature and others not. Some are 'local' in character while others, as in the case of economic development, may relate to a wider scale of operations. It is noted that work in rural areas appears to blur the ideas of regeneration and (rural) development, even to the extent that they sometimes seem to be synonymous, but there is probably a comparable blur in urban areas as well. One of the purposes of regeneration is to achieve social inclusion.

### **Social inclusion**

- 1.17 The researchers decided at the outset that this small project could not take on the entire field of "inter-disciplinary training for social inclusion". The interpretation has been to consider social inclusion in the context of area regeneration and other multi-agency initiatives linked to the Scottish Executive's Social Justice strategy. The research does not attempt to cover the whole equalities and anti-discrimination agenda.

### **Professional**

- 1.18 It will be seen in Chapter 3 that discussion groups considered the place of community representatives in inter-disciplinary training. A view of 'professional' which rested solely on possession of qualification would automatically exclude many of these representatives, regardless of whether or not their activities could be seen as being professional in character. If the idea of 'professional' is to include community representatives (without qualifications), then the characteristics of 'professional' have to relate to levels of competence, not just to qualifications. This is the approach we have adopted. While 'professional' normally implies 'employed' i.e. not amateur, the role of volunteers in regeneration means that a view based on employment alone would not be helpful.
- 1.19 The scope of the research, however, did not allow for a review of needs and provision in relation to community representatives and volunteers, and there were no interviews or meetings with these groups. This was

because of the terms of the remit and agreement with CS. Further research in this field would be especially welcome.

### **Discipline**

- 1.20 In general discussion, the word 'discipline' is sometimes used when 'profession' would be more appropriate and the report tries to keep the two distinct e.g. professional training usually brings together a range of (academic) disciplines. Training for planning was specifically described to us as being inter-disciplinary.

### **Training**

- 1.21 A broad interpretation of training is adopted. There is probably a continuum which has quite specific, conventional training on specific tasks at one end, and at the other, exploratory and negotiated programmes in which participants work out what to do and how to do it. The idea has to encompass mentoring, which involves experiential learning over a considerable period.

## 2 The need for inter-professional training

- 2.1 There is a current widespread perception that increased inter-professional training is an important requirement for improved performance in regeneration and the promotion of social inclusion. Our first objective was to discover what evidence, if any, there might be to substantiate this. An extensive literature review was carried out, and is reported in full in a separate paper, with additional references. This chapter summarises some of its main findings.
- 2.2 Evidence was sought on the need for post-qualification training, aimed at the staff of all agencies who work in or come from professional specialisms. They could be at all levels in organisations, including senior executives, middle managers and 'front line' staff, and include:
- people who manage and work for regeneration and social exclusion initiatives
  - people who are members of partnerships
  - operational staff working in partnership areas or on partnership-linked projects
  - people involved in any type of interdisciplinary work tackling social exclusion issues
  - or simply people whose own work within their own discipline was expected to benefit from an understanding of its wider context.
- 2.3 Any type of training need that might be met through inter-professional contact was considered. This might range from the exchange of specific work skills and knowledge needed to deal with difficult issues, or with people with multiple problems, to general skills and knowledge required to work on regeneration or social exclusion issues, or in partnerships, or with communities. Needs for joint training may arise in many situations, but in practice regeneration or social inclusion is very often the context in which they are identified.
- 2.4 Sometimes people within a profession or training organisation identify a need; sometimes researchers or policy makers have identified needs for training to be shared in order for professions to work more effectively. Though some of the literature reports the results of fairly large-scale research, it is almost all based ultimately upon the opinions of the actual or potential providers, consumers or commissioners of inter-disciplinary training. No studies have attempted full evaluations of the outcomes and impacts of such training. Although Barr & Freeth et al (2000) were able to review several evaluations of inter-professional education in health, these had a formative purpose, using action research, rather than being evaluations of final outcomes. Nevertheless the accumulation of so many voices, starting from so many different experiences and perspectives, can itself be seen as a significant body of evidence of need.

## Professional perspectives

- 2.5 The need for inter-professional education has been identified in a wide variety of professional settings. Firstly, there are many fields of work that require team working by groups of professionals from different backgrounds must collaborate to achieve social inclusion objectives. They include amongst many others:
- Education, especially for early years and special educational needs or in the context of Sure Start and New Community Schools projects
  - Public and child health
  - Adult guidance
  - Economic development.
- 2.6 For example, a review of multiprofessional working in education in Scotland (Wilson and Pirrie, 2000) found that “multidisciplinary team working requires post-initial training for staff who are likely to need to work together if they are to function effectively”.
- 2.7 In some areas, there are new specialisms being developed as a result of involvement in social inclusion work – for example, community safety and community arts. Here there is some evidence that the need for working with other professions is being built in to training from the start.
- 2.8 Another possibility is that areas of skill that may previously have been seen as specialisms should now be seen as desirable components of the approach many or all professionals should adopt in social inclusion work. Some research or policy starts from particular professional perspectives but argues for their wider applicability, for example of community learning, community development and working with young people. Policy for the NHS and housing, amongst others, specifically identifies the needs for enhanced skills to support public and client involvement (e.g. Scottish Executive 2001a).
- 2.9 Another example of an area where recommendations have been made for particular professions that in fact cross professional boundaries is the need for general awareness of and commitment to social inclusion. This is recognised as necessary for many or all of the professions in, for example, Further Education, Social Work, Housing and the Scottish NHS.
- 2.10 Another example is the need to enhance skills for partnership working. These are recommended by National Training Organisations for all involved in Social Work and in Housing, regardless of their involvement in specific regeneration work (TOPSS, 2000; Housing Potential, 2000). They are also argued to be an essential requirement for public sector managers in general (Eglinton Management Centre, 1998).
- 2.11 There are two major areas where the concept of inter-professional education has been most developed and researched and all or most of these types of need have been explored. The first historically was the area of interdisciplinary team working within the health professions, and between them and the caring professions.

- 2.12 The need for inter-professional education in this area resulted in part from the growth in specialisation and the growing number of organisations involved in the 'mixed economy of care'. But it also stems from factors with clear links to social inclusion work, such as the shift to community-based care, and the recognition of the social influences on public health.
- 2.13 There is a considerable literature on health and social care (see especially Barr, Freeth et al., 2000) that advances arguments to support the view that shared learning will assist collaboration in practice:
- by increasing knowledge of other professions
  - by improving perceptions of them
  - by introducing common language and concepts and
  - by teaching the skills required for collaboration.
- 2.14 The second key area of action and debate has been the idea of bringing the training of the various professions concerned with the 'built environment' closer together. These include at least architects, chartered surveyors, housing managers, planners and civil engineers. The debate is associated particularly with the report of the Urban Task Force (Rogers of Riverside, 2000). This identified severe shared skill gaps across the built environment professions, which had to be addressed if greater innovation, more productive partnerships and an improved urban environment were to be achieved. It tended to argue that 'regeneration' is a specific area of work in which these professions specialise. But several of the skill gaps that it identified, in areas such as project management and partnership working, clearly have a broader application in other professions.
- 2.15 A considerable amount of investigation into the issue has followed the report (see Oxley, 2001). Built environment professionals agree strongly with the need for inter-professional working, but are likely to have gained what relevant skills they have to date from experience rather than training. There is some evidence that post-experience, part-time training is the most effective.

### **Evidence from regeneration initiatives**

- 2.16 If professionals and training organisations are right to believe that inter-disciplinary training could have an important influence on the outcomes of regeneration initiatives, then it ought to be possible to identify findings that refer directly or implicitly to its importance in the published evaluations and reviews and of these initiatives. There are indeed many such references, though they are rarely given much prominence within the reports concerned. Many only relate to training indirectly, by calling for increased knowledge or awareness of cross-professional or inter-agency issues, without spelling out the possible sources for this. In particular the evaluations of the major English regeneration initiatives seem to have contributed little directly to the evidence and debate on inter-professional training.
- 2.17 In Scotland, the national evaluation of the Social Inclusion Partnerships that were former 'Regeneration Programmes' (Cambridge Economic

Associates, 2001) found that best practice in partnership working came when there was a commitment to multi-sectoral working and skills. However a review of the Scottish experience of partnership processes (Dean, Hastings et al, 1999) revealed how little training for partnership work was actually in place.

- 2.18 Several studies refer to needs for partnership working and problem solving skills to be improved. One study (Wolman & Page, 2000) found that whilst most people working in regeneration put great value on learning from experience elsewhere, they put little systematic effort into achieving this.
- 2.19 Some studies emphasise a need for joint training with partners from different sectors. Some identify a role for partnerships themselves as 'learning mechanisms', identifying opportunities for partners to learn from each other as one of their benefits. A summary of the whole Joseph Rowntree Foundation research programme on regeneration concluded: "Effective Partnerships invest a considerable amount of energy and resources in developing trust and confidence between the partners. This may be regarded as either 'training' or 'teambuilding'" (JRF, 2000).

### **Common skills and training needs**

- 2.20 There is a growing appreciation that 'capacity building' is required not just for the voluntary and community sectors, but also for professional workers as part of a successful regeneration policy. They need skills to work with communities, but also a range of planning and management, monitoring and evaluation and other practical skills. There is a great deal of additional literature that identifies common skills and approaches that professionals require. The types of skills discussed below may be applicable in a variety of situations – opinions vary on how unique they are to regeneration work.
- 2.21 On the one hand it is argued, "The recognition that urban regeneration is a separate definable area of work has slowly emerged over the last ten years...Partnerships are relying too much on their staff acquiring the wider generic skills through initial training and should consider how these skills could be enhanced as part of a long term training programme" Crocker & MacDonald (2001).
- 2.22 On the other hand, a COSLA representative argued, in response to the consultation associated with this project, that he was "Not at all convinced that the skill requirements for regeneration and social inclusion are any different from skills requirements in any cross-agency work. We really need to be talking about skills for Community Planning".
- 2.23 Although there are clear areas of overlap between the common skills discussed in the literature on regeneration and developing ideas about training for Community Planning, there is as yet little evidence of how far the two could be combined, except perhaps that some reports identify the need to build capacity for partnership working as a general one in many contexts.

**'Regeneration skills'**

- 2.24 There is still a widespread perception that regeneration work does require some specific skills of its own. This need not mean that it is becoming a new profession. A report on skills issues from a Cabinet Office team (Social Exclusion Unit, 2000), argues the need to train "managers that do not see themselves as members of any particular 'profession'" to deal with the wide range of problems encountered in neighbourhood renewal in poorer areas. It also reported that a wide range of professionals could identify practical core skills that they needed to help them to play their own roles in regeneration better.
- 2.25 'Learning lessons', the Social Exclusion Unit report quoted in the previous paragraph, is the most substantive review of training for regeneration and social inclusion in the UK in recent years. The skills identified included:
- project management
  - team building, leadership and management
  - problem solving
  - finance
  - risk taking
  - listening and learning from others
  - conflict management
  - accessing knowledge about 'what works'
  - working with communities; and
  - building skills within community organisations.
- 2.26 The need for national or regional centres to develop skills and good practice in regeneration have been identified both north and south of the border.

**Delivery of services in rural areas**

- 2.27 Though many of the regeneration issues faced in rural areas are the same as those elsewhere, some reports identify distinctive needs. The Rural Poverty and Inclusion Working Group (Scottish Executive, 2001b) believed that "there is great scope for multi-skilled workers in rural areas, especially to address issues of poverty and social exclusion".

**Social inclusion and equalities**

- 2.28 There is relatively little comment in the literature relating to regeneration and social inclusion about a possible need for training in the equalities agenda, or in anti-discrimination practice. There may well be other literature that specifically focuses on these issues, but little apparently that makes the link to professional practice in regeneration. This is not necessarily indicative of a lack of need, but is rather an issue that deserves further investigation.
- 2.29 We have already noted that the need to achieve a general understanding of the processes that lead to social exclusion has been

identified within several professions. Common understandings are needed in those specific areas of work where groups of professionals must collaborate. For example Scottish Social Inclusion Network report on 'Excluded Young People' (Scottish Executive, 1999a) argued that staff development is a key issue for joint working with young people. There is less evidence on what the requirements for an understanding of social exclusion might be for people involved in regeneration more generally.

### **Community development**

- 2.30 A substantial review of research evidence on Community Capacity Building (Chapman & Kirk, 2001) argues that professionals need training in how to listen and work with communities. The option of joint training for communities and other stakeholders is neglected in much of the literature. But the Joseph Rowntree Foundation research findings on partnerships in England (DETR, 1999) that argued "for professionals, learning to work in equal partnerships with communities – learning to listen and respect their views – is of central importance: in the past, many have failed to make this important first step", urged that joint training with communities was part of the answer.
- 2.31 Similarly the Scottish Social Inclusion Network report on 'Inclusive Communities' (Scottish Executive, 1999b) recommended "training on community participation, partnership and social inclusion, based on the principle of shared training between public, private, and voluntary sector organisations, and community groups and individuals".
- 2.32 Another perspective in some literature that also implies the crossing of professional and community boundaries is the call for enhanced training in 'social entrepreneurship'.

### **Partnership working**

- 2.33 Though, as already noted, partnership working skills may be applicable to general Community Planning processes, they were certainly strongly recommended as essential to social inclusion work by the Scottish Social Inclusion Network report on 'Making It Happen' (Scottish Executive, 1999c). It set a broad agenda that also includes many of the other types of training need reviewed here : "Professional training may not develop the skills and values necessary to work with other professions and communities, to manage change, to be entrepreneurial and make things happen".
- 2.34 The 'Working together: Learning together' programme sprang in part from these specific recommendations. During the programme, the views of practitioners about the issues that training should address were recorded. Community representatives showed awareness of a need to bring agencies and partners closer together. Social Inclusion Partnership employees generally spoke more specifically of the needs for training and information exchange. But staff of partner agencies had the most to say on interdisciplinary training needs. They offered support for training in the values of and approaches to social inclusion and equality; showed a lot of awareness of the need to overcome interprofessional misunderstandings and to understand each other's goals and achieve a shared vision; and expressed some interest in sharing best practice.

## Summary

2.35 This chapter is in itself a summary of a review reported in full elsewhere, referring to additional sources not quoted here. A number of key points can however be reiterated:

- the literature reveals a widespread agreement on the need for inter-professional training, especially for people working in their professions, after initial qualification, though there is perhaps little fundamental research on its effects
- there is considerable evidence from the evaluations of past regeneration work of the importance of good partnership working, and some on the relevance of training to this
- skills for partnership working are already recognised as being required in a wide variety of contexts extending beyond regeneration
- other types of knowledge and skills are seen as pressing requirements for people working (as specialists or as partners) in regeneration and social inclusion, whether or not they are more generally applicable
- these include shared understandings of social exclusion, listening to and developing communities, and many practical aspects of planning, monitoring and management
- as well as broadly shared training needs, there are also many specific groupings of professionals who need to come together to learn how they can best deal with the problems associated with social exclusion.



### 3 Issues

- 3.1 The issues raised in this chapter reflect mainly the content of discussion groups and individual interviews. Where it is relevant to issues raised, however, comment is also included about the provision identified by the research. Although many issues are inter-related, for presentational purposes each is described separately. In the following sections, the researchers have sifted out the key issues that were raised, indicated whether or not these were the subject of active debate, and suggested steps that might be considered to take the issues forward.
- 3.2 One of the recurring themes in the discussions has been partnership, prompted partly by the drawing together of different interests, partly by the focus of the research, and partly by current approaches to regeneration. While partnership is a key issue, there are ways of working together that would not normally be described as 'partnership'. There are also issues that are relevant to contributors to regeneration, such as knowledge of other professions, that are important, regardless of whether or not there is a partnership. In reporting the study's discussions, the researchers are aware that references to partnership may disguise a more general relevance for some of the issues.

#### What do we mean by 'training'?

##### What is the issue?

- 3.3 A conventional view of training would be courses aimed at improving performance on tasks that are specified in advance. Is it useful to limit the idea of training to this or is it necessary to take on much more flexible approaches to learning?

##### Is there a debate?

- 3.4 There was a strong view that a limited interpretation of training was unhelpful when trying to achieve regeneration results from complex human inter-actions. There were, however, different views about the benefits of particular approaches to training and where priority should lie for new training developments.
- 3.5 There were different interest groups and different perspectives. The main interest groups are the regeneration workers/promoters; the education/training providers; and the professional bodies, and bodies such as NTOs which share some of their interests. Some of the education/training providers focused on opportunities for personal development as well as regeneration.
- 3.6 The main arguments were:
- Training and more flexible forms of support for local development should be organised in whatever way best meets the needs of people confronting regeneration issues. Courses are likely to be irrelevant.

Effective methods are required to gather and disseminate information on best practice as the basis for inter-professional training.

The rigidities of academic provision, notably accreditation (see below), should be confronted and overcome, not just avoided.

Systematic long-term approaches to inter-professional training are needed in order to secure improvement.

- 3.6 **Although there were differences of view about approach, there was general acknowledgement that immediate priority should be given to supporting people currently working in regeneration.** Such support should focus directly on helping them to solve their work problems. This was accompanied by the view that fresh thinking was needed about the ways in which their needs can most effectively be met.

### **Possible ways forward**

- 3.7 External intervention appears to be needed to get the right sort of support directly to people currently involved in regeneration work. This answers a basic question in our remit i.e. is there a need for inter-disciplinary and inter-professional training for regeneration? The answer is 'yes'.
- Sponsors of regeneration should commit resources to the provision of inter-disciplinary training and related support to practitioners.
  - Priority should go to *in situ* support which can be described as 'learning activities in support of local development'.

### **The context for training**

#### **What is the issue?**

- 3.8 Training, including inter-disciplinary training, will only be effective if other circumstances mean that a training input is appropriate, and if training is, in fact, the type of action that is needed to deal with the issues being addressed.

#### **Is there a debate?**

- 3.9 No. There is general agreement that training is sometimes misdirected and even used as an excuse for not taking other action that is really needed. The discussion was around ways of ensuring that training contributions are made when the time and circumstances are right.
- 3.10 Two themes in particular recurred. One was that partnership was especially problematic – many individual, organisational and departmental interests have to come together to make a regeneration partnership work, and the pre-conditions for this are seldom perfect. The other was that targets are usually set for individual organisations or departments, and this often works against collaboration, whether in partnerships or not.

### Possible ways forward

- 3.11 In promoting the development of 'learning activities in support of local development' (see below) in particular, it seems essential that there should be a process that encourages regeneration organisations, groups and partnerships to explore the context for training. While this could include a TNA, it could also consider commitment to a group's or partnership's objectives. There are tools for examining the quality of organisations that could be adapted for this purpose. Some discussion group members went further, suggesting that there should be pressure on partnerships and groups rather than just encouragement.
- Tools and methods are needed to help regeneration partnerships and groups to establish a good context for inter-professional training. (For an example, see Partnership by Design in Dunbartonshire). This could take the form of self-assessment of partnership and other process requirements, or a purpose designed training needs analysis.
  - The Scottish Executive could require the use of such tools by regeneration partnerships which it sponsors.
  - Target setting for public bodies involved in regeneration could give equal weight to collaborative work as to achievement of individual organisational/departmental objectives.

### Are there common themes in training for regeneration?

#### What is the issue?

- 3.12 There is a very wide range of provision, and relationships among the professions are changing. Trainers know that there is common ground among them and understanding of it is growing. The research reviewed in Chapter 2 can be used to identify skills and groups of skills (e.g. Planning Network 2001) but this only takes us part of the way towards understanding the common ground and its importance.

#### Is there a debate?

- 3.13 Yes, but it is not widespread. Trainers start with their own areas of specialist concern – physical, social, educational etc. development – and consider their inter-relationships with other disciplines. The extent to which there is general agreement about common ground in the training for different disciplines, and the implications of it, is not yet clear. Disciplines and professions are also quite focused on their own development.
- 3.14 The discussions suggested that it will be useful to recognise that there are 'layers' of training, with **values and attitudes** at the foundations, **process skills** above them and finally **specific skills** on top.
- 3.15 At the level of **values and attitudes**, contributors said that anybody becoming involved in regeneration needed to be ready to work with others, prepared to work with the community, prepared to share information and authority, prepared to listen, and so on. There was an implication that values and attitudes were influenced by a shared understanding of social exclusion. These are very real requirements,

and cases were cited where the lack of them among professional contributors to regeneration resulted in poor progress. Whether they can always be developed through training and education is another matter.

- 3.16 The **process skills** include working in partnerships, planning and evaluating as a joint activity, managing multi-disciplinary teams, handling management information in ways that contribute to community development etc. These skills are fairly broad in nature and not exclusive to regeneration. They go beyond partnership skills and need to be practised over long periods and continually built on and developed. They will only be practised properly, as opposed to receiving lip-service, if the people involved have the commitments implied by positive values and attitudes.
- 3.17 The potential number of **specific skills** that people need when working together on regeneration is enormous, covering any specific topic that brings together two or more of the different professions involved. This range goes from the 'hard' end of building design and physical development to the 'soft' end of family support or informal education.

#### **Possible ways forward**

- Providers of training could be encouraged to give a clear presentation of their approach to these 'layers', and indicate the balance among them in their programmes.

#### **Are there clear priorities?**

##### **What is the issue?**

- 3.18 Can we generalise about which 'layers', or topics within layers, are most important, or is priority a question of local need?

##### **Is there a debate?**

- 3.19 There was discussion but little in the way of widespread disagreement. Perhaps if the researchers had met separately with groups of related professions from within the full range of regeneration interests, the results might have been different. There might then, for example, have been more emphasis on specific knowledge and skills.
- 3.20 As it was, the findings were quite clear. The priorities related to values and attitudes; knowledge of other professions and the ability to 'understand each others language'; and process skills. Values and attitudes included an understanding of social exclusion. Discussions about knowledge of other professions included the need to understand that professions work to different time-scales and geographical scales and have different constraints. Considerable efforts are already made in several courses to look at other professions, though much of this training does not have a specific regeneration focus.
- 3.21 While partnership was predominant among the process skills it was not the only set of skills that was given priority. Managing multi-disciplinary teams, making appropriate use of information and handling joint evaluation were among the other examples raised.

### Possible ways forward

- As above, training providers could be encouraged to be clear about their handling of the values, attitudes and process aspects of training.
  - Training for regeneration could assume that learning about other professions is of basic importance i.e. providers would need good reasons for not including inter-professional aspects in their provision. (There will often be such reasons e.g. training of a 'refresher' nature which is about technical skills).
  - Trainers in the different professional areas could work towards a mutually agreed picture of the ways in which their contributions fit together, and help to present their own profession to others.
  - Trainers could use the fact that they are in a good position to help the evolution of a common use of language.
- 3.22 Some of the process skills, especially those relating to partnership, are already the subject of extensive training, and different National Training Organisations (NTO) are establishing their own standards for them. For example, the Community Justice NTO has set national occupational standards for partnership work; the Local Government NTO has carried out extensive work on partnership, including the development of interactive diagnostic tools for identifying partnership development and learning needs; and Paulo, the NTO for community learning and development, has standards for partnership working within youth work and is building them into its standards for community development.
- Where different sectors share an interest in the same or similar sets of process skills, they could be encouraged to agree as much commonality of approach as possible.

### Who needs training most?

#### What is the issue?

- 3.23 Regeneration involves large numbers of people, from different professions and perspectives, operating at different levels in their organisations. The commitment of limited resources will call for priorities to be set, so can we generalise about who needs training most?

#### Is there a debate?

- 3.24 Yes, but it may largely be a reflection of local variations.
- 3.25 There was little consensus overall, with cogent arguments presented for the five main groups on which discussions focused. These were community activists, field-workers, middle managers, senior staff and policy makers.
- 3.26 Considerable frustration was expressed about the blocking potential of senior staff and policy makers. There was debate about whether the Scottish Executive needed to apply more carrot or more stick, the majority view being that 'stick' is needed. The example was given of race relations where training was now expected to be more effect because new legislation had made change a requirement.

- 3.27 Middle managers can be in the invidious position of facing pressure from above on narrowly focused targets, and from below on resources, making them particularly impervious to arguments for inter-professional collaboration.
- 3.28 Field-workers often worked and got on well together already, but that they sometimes felt that there was little real commitment from above to their joint efforts. Training needs at this level could be quite specific or task orientated, say between health and social workers or careers staff and teachers. Their contextual issues included the 'authority' that local collaborative structures had in comparison to those of their own management.
- 3.29 The research did not deal with the training needs of community activists but it was made clear to us that many of them operate at a professional level, though few are paid to do so. The issues that are raised by the inclusion or exclusion of community activists from training for regeneration should be considered sooner rather than later.

### **Possible ways forward**

- 3.30 No generalisations can be given about priority targets for training. The real priority is to identify the problems that need to be solved in each case, and to ensure that these really are training issues. To help this process, the Scottish Executive could ensure that
- the diagnostic tool proposed under an earlier heading identifies what are and are not training issues, and
  - that it identifies which staff need what support.

### **Learning activities in support of local development**

#### **What is the issue?**

- 3.31 Having established that this is the main priority field for development, are there clear preferences about how to meet the need?

#### **Is there a debate?**

- 3.32 Not so much a debate as a general expression of dissatisfaction with contemporary approaches to training and a wish for new approaches. Two in particular received support, especially the first which is:
- continuing support, sometimes over long periods through something akin to a mentoring relationship, between the regeneration organisation/partnership and an external individual or organisation.
- 3.33 The training and support would relate to all three of the 'layers' of training need, specifically including process issues, especially important in partnerships, as well as emerging practical, management, strategic and policy issues.
- 3.34 The immediate need is to identify people who can act as mentors, and create the means to release them to play this role.

- 3.35 The role requires time, effort and a high level of expertise on the part of the mentor/ supporter. In relation to the investments already made in regeneration, however, the costs involved may not seem so exceptional.
- 3.36 The second area identified for priority development was:  
the spread of best practice.
- 3.37 The issues are how to identify and assemble information on good practice and spread it effectively. There was extensive dissatisfaction with present approaches to dissemination from some very experienced practitioners and observers of practice. Their general message was that paper or on-line distributions of information have useful but limited impact, and that there is no substitute for getting experienced people to sit down and work with those who are currently dealing with regeneration problems.

### **Possible ways forward**

- 3.38 Similar actions would be required for both approaches to in situ support:
- Identify the effective regeneration leaders and good practitioners
  - Find ways of freeing them up so that they can get to meet others who need their expertise
  - Match their expertise to the current learning needs that others experience.
- 3.39 In support of the first of these, evaluation regimes, which generate some of the information that is needed, could be required to make it available in a useful format. The Scottish Executive could with value review the evaluation and inspection activities it carries out in order to maximise their value to regeneration.

### **Accreditation**

#### **What is the issue?**

- 3.40 Does academic accreditation of inter-disciplinary training for regeneration matter and, if it does, how important is it and how should it be handled?

#### **Is there a debate?**

- 3.41 Yes. Strong views were expressed for and against academic accreditation.
- 3.42 The arguments against related largely to the view that priority should be given to the development of direct support to current regeneration activity. Anything likely to get in the way of the speed and responsiveness this required was to be discouraged.
- 3.43 The arguments for accreditation were largely concerned with standards of training and the need to give credit for effort. This included the efforts of community representatives and volunteers who are achieving professional levels of work and learning.

3.44 Significant efforts were being made by some academic bodies to relate accredited courses and practical, external activity. Although none of the hybrid courses in Appendix 3 are specifically aimed at regeneration, some of the models appear to have considerable potential. For example the BA and MA degrees in Professional Development offer considerable flexibility, though they do not provide a mechanism for accrediting immediate responses to one-off needs. The growth of outreach provision, and with it an increasing willingness by academic institutions to negotiate courses with local organisations, holds promise.

#### **Possible ways forward**

3.45 It can be unhelpful to introduce accreditation into provision which is made primarily to support work on immediate development tasks. But that is not to say that there is not a perfectly good place for accreditation or that the boundaries between academic, accredited learning on the one hand, and practical, unaccredited learning on the other, should not be continually tested. The research has not looked at accreditation of prior learning (APL) and accreditation of prior experience and learning (APEL) but there is potential for its development in relation to learning activities in support of local development.

- It would not be helpful if finance for training and flexible approaches to learning in support of local development became dependent on the provision being academically accredited.
- Academic bodies could be encouraged to innovate in order to provide legitimate accreditation to provision and to credit individual achievement.

#### **Quality assurance**

##### **What is the issue?**

3.46 If training is not academically accredited, would some sort of regeneration 'kite-mark' help groups to find good training?

##### **Is there a debate?**

3.47 Not yet. There is too little training available that is specifically designed to support regeneration for this to be a major issue. There is, however, a real awareness that it could be in the future and, as noted elsewhere, frustration at the limited effectiveness of efforts to spread good practice.

3.48 While there were some expressions of unease about the lack of a kite mark, there were equal concerns about who might provide one, and whether its potential for limiting the responsiveness of training would bring more frustration than benefit.

#### **Possible ways forward**

3.49 Learning activity in support of local development is the immediate priority for development so quality assurance should be considered firstly in this context. It is a difficult context and, initially, the main effort could be to provide some guidance in the short term to those looking for training. More thorough quality assurance could grow once support to regeneration partnerships has become more systematic.

3.50 For the short-term, the best that could be done would be to set up arrangements within the brokerage process described in Appendix 6 so that:

- prospective users of training or a mentor could contact others who have experienced their work in order to find out about it.

### **Should inter-professional training include community activists?**

#### **What is the issue?**

3.51 When the government is emphasising community involvement, is it anomalous to focus on inter-professional training if this implies that community activists are not included?

#### **Is there a debate?**

3.52 Yes. The main arguments included:

Attention needs to be focused on people with a professional training behind them so that they can develop from that level

Some community activists do operate at professional levels but others don't, and distinguishing between them is likely to be difficult and possibly invidious

Not all inter-professional training in regeneration is at such technical levels that people without a professional qualification are unable to participate

The need for some regeneration skills, particularly partnership skills, may be common to professionals and non-professionals, and should be met through joint training.

The practical problems of genuine inclusion need to be faced up to no matter how difficult they are.

#### **Possible ways forward**

3.53 There are two main needs. One is for clarity about who will benefit from any training that is being offered or considered. Because this is about regeneration, the onus should be on the training providers to show that there are good reasons for not including community representation, but there should equally be acceptance that this will often be the case.

3.54 The other is that the issues around appropriate community involvement in inter-disciplinary and inter-professional training need to be addressed directly. These include the need to ensure that community activists with the potential to get involved, receive the support they need that will, in time, bring them to the table as of right.

- If the idea of the 'advertiser' proposed in Appendix 5 is taken forward, those offering material could indicate if their training is accessible to non-professionals/community activists.
- Current involvement of community activists in inter-professional training, and the barriers to it, could be examined and appropriate supports developed to make their involvement both practical and effective.

## Community Planning

### What is the issue?

- 3.55 Should inter-professional training for regeneration be considered under the general umbrella of Community Planning?

### Is there are debate?

- 3.56 Yes. The main arguments are:

The training aims for Community Planning and regeneration share extensive common ground. If they are not planned together it will confuse, waste resources and constitute a bad case of unjoined-up government.

Community Planning has the potential to facilitate the funding of joint training which is seen as a specific problem at present.

Community Planning will take years to bed down and it looks complicated and unclear at this stage. Integrating plans for training for regeneration with Community Planning would cause unjustifiable delay and could distract from the sharp focus that regeneration requires.

### Possible ways forward

- 3.57 Regeneration programmes, and training for them, exist now and have done for some years, while Community Planning is just getting off the ground. They do share major common interests, especially in relation to partnership working, but they are not the same thing. So, while training for regeneration should continue to grow, it should increasingly be seen, and be planned to be seen, in the context of Community Planning.

- The recommendations of this report could be considered within the framework of the regional seminars which the Community Planning Task Force expects to organise in the autumn.
- The recommendations of this report could be considered alongside comparable work that staff of COSLA have carried out for Community Planning.
- Priority could be given to the effective development of partnership working as a shared concern.
- It would be helpful if a clear decision was made as to whether the essential, short-term development of training for regeneration will be best served by keeping it outside the Community Planning umbrella 'meantime', or by having it develop under the umbrella from now on.

### Professional bodies

#### What is the issue?

- 3.58 While professional bodies exist to promote the interests of their separate professions, they are also in a position to promote linkage and to support CPD that is related to regeneration. Do they do so?

**Is there a debate?**

- 3.59 There are different debates within different professional bodies. Few are focused specifically on regeneration but several organisations are promoting inter-disciplinary links.
- 3.60 Some professional bodies involved in regeneration are going through a period of change. The RTPI, for example, is considering its overall focus, including the relationship of planning as conventionally understood to Community Planning. In several other fields, such as teaching, housing and social work, current CDP developments are generally supportive of inter-disciplinary learning. For most of the professions in the 'soft' areas of regeneration, formal requirements for CPD are either flexible or still under development.
- 3.61 Representatives of professional bodies were positive in their views of inter-disciplinary work and were willing to think in flexible ways about CPD. For some this was a lower priority than firming up the emerging arrangements within their own sectors. While professional links were reported in closely related areas, there may be a case for some stimulation of contact across the wider range of regeneration interests. Other research (see Chapter 2 – Wilson and Pirrie (2000)) has suggested that there is little liaison and that approaches pose significant problems for inter-disciplinary work.

**Possible ways forward**

- 3.62 The overall impression was that this would be a good time to work with the professional bodies on the regeneration skill areas that they recognise as being of common interest. The training organisation for community education, CeVe, drafted guidelines for one such area, 'community practice', in 1998 (see Appendix 3) and this approach should be considered again.
- Professional bodies with an interest in regeneration could be invited to identify areas in which they share interests with a view to promoting training that can receive joint recognition.

**A regeneration profession?****What is the issue?**

- 3.63 Chapter 2 reported that there is interest in some quarters in England in the possibility that regeneration might evolve into a distinct professional area. Is there similar interest in Scotland?

**Is there a debate?**

- 3.64 No. The researchers asked but found no interest at all in this idea, and considerable resistance. Several respondents indicated that regeneration is, by definition, an inter-disciplinary enterprise and that it is the sharing of professional and community concern that is crucial. It is one thing for universities to develop regeneration as an academic focus, but quite another to start talking about a discrete profession.

### Possible ways forward

- Concentrate on inter-disciplinary and inter-professional development.

### Rural development

#### What is the issue?

- 3.65 There are two issues. One is whether rural regeneration should be considered separately from urban regeneration and the other is whether there practical differences between 'rural regeneration' and 'rural development'?

#### Is there a debate?

- 3.66 Taking the second issue first, respondents did not indicate that there are major practical differences between regeneration and development. This was not an issue of debate.

- 3.67 With regard to the first issue, there was a serious concern that rural development should be a specific, but not an entirely separate, focus of attention. While rural issues needed to be understood, there was significant common ground and mutual understanding on broad regeneration issues i.e. whether rural or urban. The researchers' feeling is that there might be debate about the way that rural issues are dealt with within regeneration structures and systems, but the research did not explore this ground.

- 3.68 Among the special rural considerations raised were:

Distances create particular problems for training and demand maximum use and effective development of ICT.

Many agencies operate with small staffs which brings benefits and difficulties for training.

There can be very practical problems such as finding, or gaining access to, facilities that are suitable for training.

The proportion of people in rural areas who carry professional roles through voluntary work, or are paid but unqualified, is relatively high.

There are distinctive issues, such as, transport, small and fragile communities, the nature of some social inclusion issues, the impact second and retirement house purchase, the potential of planning policy and law to generate change in rural areas, which some argue is less than in the cities.

The variety of responses we were given to the WtLt training suggested that freedom to negotiate special packages was needed (but perhaps urban respondents would say the same).

- 3.69 Some of the training themes that were raised were similar to urban issues but need to be dealt with in ways that address rural circumstances e.g.

There is a need for both locally based inter-disciplinary training and training that shares the experience of different areas.

Good practice needs to be identified and disseminated.

Work with minority groups in rural areas requires specific attention.

3.70 There are high levels of expertise and very experienced agencies in rural development. There are also some interesting links being formed between one or two of them and bodies focused on urban regeneration.

### **Possible ways forward**

3.71 National commitments to regeneration should be planned in ways that explicitly promote the full development of rural perspectives. Rural and urban regeneration and development agencies need positive links to maximise the potential for mutual learning.

- Agencies committed to training for regeneration could be encouraged to look at both rural and urban issues.
- Government rural development and urban regeneration agencies need to show that they are in touch with each other and share resources where this is advantageous.

### **Equalities**

#### **What is the issue?**

3.72 The research remit was to consider training in relation to “regeneration and social inclusion”. Scottish Executive policy recognises that there are major areas of concern that are shared between its Social Justice and Equalities strategies. In Chapter 2 the researchers suggested that there may be a general need for professions to develop a shared approach to understanding social exclusion, as part of the underpinning values for regeneration work. Here, they were concerned to establish if equalities issues are dealt with effectively in the context of regeneration.

#### **Is there a debate?**

3.73 No, but there is a widespread view that there should be more discussion, and more focus given to the ways in which equalities issues feature in regeneration.

3.74 The main themes that have emerged are:

While all regeneration should be about social inclusion, and its general inter-connectedness with equalities work should be obvious, it is not clear if area based regeneration programmes have exchanged experience effectively on equalities and anti-discrimination practice.

There is strong interest, and a significant level of activity, in inter-disciplinary training that aims to achieve a shared understanding of equalities and to tackle discrimination, but this is not usually focused on regeneration.

In rural areas, there is particular need for those involved in rural regeneration and development to be aware of, and to know how to address, the needs of ‘hidden’ minorities.

Regeneration efforts that focus on the needs of excluded groups rather than areas (e.g. the thematic SIPs) have the training of mainstream agencies as a major objective. They are often concerned with all levels of training from awareness raising to the development of specific skills.

The needs for such training are as evident in regeneration areas as anywhere else.

As noted elsewhere, such training is only likely to be effective if the context for it is right, and contributors felt that more than just exhortation is needed to create that context.

- 3.75 From their different viewpoints, the agencies with an equalities focus that were consulted indicated that inter-disciplinary training helps people from different sectors to achieve a rounded view of their needs. They believed there was a need to give more emphasis to equalities issues in the context of regeneration. This was to some extent born out by a respondent working with housing associations who commented that, in providing training for members of housing association committees, it could be difficult to raise interest in equalities issues. Some needs were quite basic, for example it was suggested that some professionals avoided contact with members of minority groups because they were not sure what words and terms were acceptable to minority ethnic communities.

### **Possible ways forward**

- 3.76 It would be useful to focus more attention on equality and discrimination issues in the context of area based regeneration. There are good starting points in the work of the thematic SIPs and key organisations like the Centre for Education on Race Equality in Scotland (CERES) at Edinburgh University and the Equality and Discrimination Centre at Strathclyde University. Our research in this field was limited, but those active in equalities work also believed that further work is needed.
- Research could be commissioned on the ways that equalities issues and area regeneration initiatives relate to each other.

## 4 Training provision

### Information on in-service training and CPD

- 4.1 The research trawled extensively for information on available training and the results are summarised in Appendix 3. Even in summary form the data are extensive and the problems of achieving uniform information for each entry are clear. Nevertheless, the information gathered demonstrates that there would be value in achieving a higher level of uniformity and developing a more comprehensive summary.
- 4.2 In organising the material, the researchers considered primarily who it is that needs the different types of training that are on offer. The provision identified is divided into three main groups, though there are bound to be people and provision for whom this will not always work. It may be important to stress that this division implies absolutely no value judgements about the three categories. Broadly, the research found:
- course provision which is chosen by individuals**, who may or may not be directly involved in regeneration work
- learning activities which support local development** i.e. which are designed first and foremost to support actual and current regeneration (see previous section)
- hybrid provision** in which a learning activity, designed to support current regeneration, has key characteristics of formal provision e.g. individuals can gain accreditation.
- 4.3 As acknowledged, this division will not hold for everyone all of the time. For example, many individuals take up formal course provision in order to support their current regeneration work. However, these courses would continue to exist even if those particular individuals did not take them up, and the purpose of the courses is to serve individual learners rather than specific regeneration programmes. On the other hand, there are many people whose involvement in regeneration activity leads them into extensive learning for their own personal development.
- 4.4 In spite of such problems, this 3-way division appears to be a useful first step towards clarifying the overall range of provision. Each of the main headings requires further sub-divisions, and these have been kept as simple as possible.
- 4.5 Because the research concerns inter-disciplinary training, the researchers have not arranged the material into separate fields of interest e.g. economic development, physical regeneration etc.
- 4.6 Many people want to know what provision exists. They have different interests and would want to use and search through a developed data-base in a variety of ways. There is a strong case for organising information about provision in an easy to use format. If a data-base can be created and maintained (see Appendix 5), care will be needed when deciding what information to include and what approach to take to the different ways of sorting its contents.

### Overall structure of Appendix 3

4.7 The researchers propose that Appendix 3 should be considered as the first step towards the creation of a data-base. The overall structure below should be the subject of widespread consultation among interested parties, as should the questions of what information should be sought on individual entries, and how the data-base should be maintained. The structure of the appendix is:

<b>Interdisciplinary courses for individual take-up</b> (these courses are graded for inter-disciplinarity and focus on regeneration)	
'Long' courses (usually 1 year) with academic accreditation	23 examples
Short courses with academic accreditation	7
Short courses without academic accreditation	9
<b>Learning activities in support of local development</b>	
Short courses without academic accreditation	9
Learning activities which are neither courses not accredited	10
<b>Hybrid provision</b>	
Courses with academic accreditation	6
Courses without academic accreditation	3
<b>Equalities training – a sample</b>	n/a
<b>Provision in preparation</b>	7
<b>Professional Bodies, National Training Organisations and other agencies with a CPD interest</b>	

### The extent to which provision is inter-disciplinary and focuses on regeneration

4.8 This research is about inter-disciplinary training for regeneration. For 'long' academic courses in particular, a means is needed to clarify the extent to which they are both inter-disciplinary and focused on regeneration. The provision described as 'learning activities in support of local development' and 'hybrid provision' should have a strong focus on both. The easiest way for the research to deal with the question is to use a rather unscientific assessment of how far each example of training appears to be inter-disciplinary and focused on regeneration. Ideally, providers should insert their own assessment. Thus, for "Inter-disciplinarity" we show:

'I' for training that has content that is relevant to inter-disciplinary understanding, and/or accepts participants from a variety of disciplines or professions

'II' for training where inter-disciplinary participation appears to be important and where the content has a significant focus on inter-disciplinary issues

'III' where inter-disciplinary working is central for the training operation and content.

4.9 For regeneration, we show:

'R' for training which is or can be relevant to regeneration, perhaps depending on the use made of it by the individual participant

'RR' for training in which regeneration is a clear focus of interest

'RRR' for training in which regeneration is the basic reason for its existence.

### Summary information

- 4.10 As a 'map' of training provision and relevant organisations, Appendix 3 has to be seen as a starting point. In particular, the numbers shown earlier must be read with caution – they make no distinction between single programmes and programmes that national agencies run in several locations. Furthermore, the research may have missed examples of relevant training provision, and certainly faced the opposite problem of deciding whether or not to include programmes that are on the margins of "regeneration and social inclusion". Information on these was given to the researchers because their subject-matter was relevant and/or because they were inter-disciplinary in nature. The researchers have erred on the side of inclusiveness.
- 4.11 The information which it is easiest to identify relates to courses with academic accreditation, and the majority of the training identified fell into this category. It cannot, however, be concluded that there is, overall, more of training of this type than any other. While the researchers' general impression was that most of the activities that would be formally referred to as 'training' might fall into this category, there is a great deal of other activity, such as away days, management board development days, information exchange etc., which change the balance. They also need support.
- 4.12 These activities should be considered as training and are part of the area described as 'learning activities in support of local development'. This is more in this field than the research could identify. The fact that such provision is generally ad hoc and responsive does not mean that it cannot be externally supported. With a small number of notable exceptions, regeneration agencies and partnerships had to find their own training as best they could. Only in one or two cases, Scottish Enterprise Dunbartonshire stands out, were programmes established that went a long way towards the ideal of responsive but challenging provision, that was made over a long period, and directly addressed the working problems of, in this case, a regeneration partnership.
- 4.13 There comes a point, however, where it becomes less appropriate to consider activities of this type as training than as some form of consultancy, though the researchers would argue for a blurring of the boundaries. The important issue is to make the information, advice, challenge etc directly available to regeneration organisations in ways that help them to learn what they need to know.
- 4.14 Some of the examples in Appendix 3 fall into natural clusters, while in other fields there are just one or two examples of provision. It should not be assumed, however, that the larger clusters represent the greatest development of inter-disciplinary training for regeneration, especially if one adheres to a strict interpretation of that phrase. For example, it was

felt necessary to include references to the several under-graduate degrees in community education/ learning, because so many of the people who take these courses already have relevant employment or other regeneration experience, and come from a variety of backgrounds. But these are not in-service courses and on that simple criterion should be excluded from the list altogether. The problem is that other criteria, concerning who is learning what, can be used to justify their inclusion. So they make up a significant group, even though it could be argued that they should not be there at all.

4.15 The main clusters are:

- The built environment
- Economic development
- Planning
- Urban policy and development
- Education (community education and new community schools)
- Health
- Community development.

4.16 It is difficult to judge the extent to which training around these foci involves more than the closely allied professions. There were some examples where wider involvement was achieved or was planned, for example bringing social work perspectives into built environment courses, but the general impression was that this was unusual.

4.17 There is a strong general interest in inter-professional training which includes but goes beyond regeneration. This makes it difficult to determine just how extensive the provision of “inter-disciplinary and inter-professional training for regeneration” really is. The amount of provision which fits this description precisely would be limited.

4.18 Predictably, long courses and short courses with accreditation, are provided mostly by the academic institutions. The shift towards a much greater variety of providers of short courses without accreditation, and learning activities in support of local development, is marked. Non-institutional providers range from one or two person private training companies to Scottish representatives of international companies.

4.19 There are networks that bring together the cognate groups of training providers but SURF stands out as the one agency that draws together a broad cross-section of interests.

4.20 A range of bodies creates the context for the provision of training. These include bodies like the NTOs and professional bodies, which have a direct interest in, and influence on development, and which in some cases are also training providers. Because the context they create is so important, a number of them are described in Appendix 3.

### **Other perspectives**

4.21 The local authorities and, beyond them, Community Planning partnerships, have a responsibility to create a good local context for inter-professional training. There are examples of valuable development which could usefully be promoted through regeneration networks. As the

practical implications of Community Planning become increasingly clear, such examples are likely to become increasingly common.

- 4.22 All of the provision listed in Appendix 3 is shown under the name of the provider, or agencies involved in the provision, and does not, therefore, give a sense of the integration of training that is already being achieved in some areas. Six local authorities provided information on the ways in which inter-disciplinary training forms an integral part of their approach to development and regeneration. A brief summary is given in Appendix 4 of the contributions from Angus, Dumfries and Galloway, Fife, Shetland, including a helpful identification of issues, and West Dunbartonshire.
- 4.23 Stirling Council is particularly interesting, having made a major training commitment to developing the corporate leadership of its own senior staff. While not focused specifically on regeneration, it was directed towards the creation of a context for development and regeneration which is quite striking. The programme was innovative, secured high levels of involvement and collaboration with partner organisations. Phase 1 of the programme provided “a framework of common language and values in which managers can develop and help their colleagues develop.” Phase 2 focused on strategic change and partnerships, and involved over 250 managers, including 70 from partner agencies. These programmes were intended to set a context for other activities which pursue compatible goals. Two examples are:

The Forth Valley HRD Group, comprising Stirling, Falkirk and Clackmannanshire Councils, and the NHS Trusts and Board, now runs an inter-agency mentoring programme, inter-agency action learning sets, inter-agency virtual learning sets and the Forth Valley Joint Learning Programme. Each partners’ courses open to all other partners.

Building on a corporate New Community School initiative with the Forth Valley Health Board, a multi-disciplinary staff development programme has been running since 1999. There is an annual training needs analysis to identify individual CPD requirements and participants who wish to do so can gain SCOTCAT credits towards an MEd degree. There is a series of specialist seminars on issues of concern across the professions e.g. parenting issues, the impact of poverty on families, personal learning plans. There are sharing sessions at the end of each ‘term’ when people from different services and the community share information about the progress they have made or about new developments, and then have a meal together. An important part of the NCS staff development programme has been work shadowing, with staff spending a day with a colleague in another service. Over a 3 year period 130 people have shadowed someone else, and some have shadowed several people.

## Issues

- 4.24 Having put together a considerable body of information about training provision, what issues stand out, particularly in relation to the evidence about needs and the views of the discussion groups and interviewees as presented in Chapters 2 and 3?
- It was difficult to get the information together. This is not just a researcher’s complaint but a significant issue for trainers and people wanting to find out about training.

- The more formal the education provision, the easier it was to find information.
- The top priority for the discussion groups was what the researchers have called 'learning activities in support of local development', and it was most difficult to find information about this area.
- It is often difficult to assess the importance of the inter-disciplinary aspect in the examples of provision.
- Among the first of the three groups ('inter-disciplinary courses for individual up-take') the number of courses which have regeneration, including rural development, as their main or core theme is fairly small.
- Most provision appears to be inter-disciplinary around major themes e.g. economic development, physical environment, young people etc. Discussion with providers showed that the inter-disciplinary aspect is sometimes broader, but this does not appear to be consistent or extensive.
- It was not clear if inter-disciplinary courses with a focus in the social, community and educational areas drew in significant contributions and material from the physical and, to a less extent, economic development fields.
- Taken across the country, provision of learning activities in support of local development appears to be particularly ad hoc. This did not just seem to be a question of provision matching local need but of opportunities to make provision, and to maintain it, depending on factors other than local need. External funding and access to appropriate people and organisations appeared to be unpredictable.
- There were some very interesting examples of provision and/or training materials but effective dissemination of information about them was often lacking.
- Chapter 3 identified training priorities as being values and attitudes; knowledge of other professions and the ability to 'understand each others language'; and process skills. Of these, the only one consistently highlighted in the course information gathered was partnership (process skills). Course information gave limited insight into values and attitudes and only a little more into process skills other than partnership. Most of the information concentrated on more specific skills.
- It is not possible to say how well overall the examples of provision place themselves in the overall context of regeneration, or how far they go in presenting a consistent picture to the learners of that context.
- There is a small but important number of examples of what the research calls 'hybrid provision'. This is a difficult field for academic bodies, largely because of the constraints on them with regard to accreditation, but the potential gains for learners are considerable.
- Boundaries between initial and in-service training are sometimes not clear.
- Only a small number of courses make specific reference to the inclusion of community activists.

## 5 Conclusions

5.1 The researchers were asked to:

“Draw together evidence and assess the need for improved inter-professional CPD in inclusion and regeneration across the range of professions involved in community regeneration.”

5.2 The main sources of information on for the research’s conclusions about this need come from:

- the literature review
- the discussion groups and interviews
- the information available on current training provision.

5.3 Chapters 2, 3 and 4 all note issues that merit attention further development. The total number of these issues is large and they need to be sifted and put into a priority order if confusion is to be avoided. The following are the researchers’ views of the major conclusions, with their suggestions for appropriate action by Communities Scotland in the final chapter.

### Main conclusions

1. There is widespread agreement on the need for inter-professional training, especially at the post-experience level, and that current provision does not meet the need.
2. There is a strong body of opinion that additional funding is needed for such training.
3. There is a lack of good information on training, or good access to such information.
4. In the development of new provision, priority should go to direct support to people currently active in regeneration. It should aim primarily to help them solve their regeneration problems rather than achieve qualifications
5. A systematic method is needed to identify people with successful experience of regeneration and to enable them to take on training or mentoring roles with agencies or partnerships.
6. Agencies or partnerships should identify properly the training and/or support that they require.
7. Training and support should deal more extensively with values, attitudes, knowledge of other professions (including their values), and some process issues, such as partnership or managing multi-professional teams.

8. The extent to which there is a common understanding of social inclusion across professions is unclear and merits further exploration. A shared understanding of social inclusion should be promoted across regeneration professions.
9. Many issues of interest to inter-professional training for regeneration have wider relevance. In particular, partnership working is vital to Community Planning and training for partnership working should be seen as an early shared focus. Community Planning partnerships should fund joint training in support of regeneration. There should be an evaluation of the available provision and approaches, and a review of the training standards that have been published. This should not, however, be allowed to delay the development of training and support for regeneration.
10. Further research is needed on the involvement of community activists in inter-disciplinary training for regeneration. This should be a continuing focus of attention.
11. Further work is needed on the place that training on equalities and combating discrimination should be given in training for regeneration. Good practice concerning equalities and discrimination issues in area based regeneration programmes should be identified and disseminated.
12. Ways of encouraging academic bodies to engage with what the research refers to as 'learning in support of local development' and 'hybrid provision' should be explored. They and their funding agencies should discuss with regeneration practitioners, the opportunities and problems that relate to such provision.
13. Continuing support is needed for the mutual learning and benefit that can derive from inter-change between rural and urban interests.

### **Next steps**

- 5.4 Taking some of these conclusions forward will require consultation with interested parties and this could with value be facilitated by Communities Scotland and SURF. Finding answers to the questions below would provide a helpful start:
  - How can a mechanism be established to promote and improve the relevance and quality of inter-disciplinary training for regeneration and social inclusion, particularly training that involves a wide range of professions, not just those in cognate groups?
  - Should the information gathered for this research be the start of a data-base for the benefit of people looking for training? Appendix 5 develops this idea. (Providers would need to check the information gathered so far for accuracy and up-dating.)
  - Could some form of brokerage help bring learning activities in support of local development to regeneration agencies and partnerships? Appendix 6 develops this idea. This could also cover the dissemination of information on good practice.

- What is the best way of identifying people working successfully in regeneration partnerships who could take on the role of mentor and/or trainer in order to help others? Who else could be effective in this mentoring role?
  - How can regeneration agencies and partnerships be encouraged to identify their training and support needs as part of process of partnership formation and development? Can there be a requirement, backed up by a budget for learning activities in support of local development?
  - How can the professional bodies relevant to regeneration to consider be brought together to consider:
  - the inclusion of inter-disciplinary training for regeneration and social inclusion in their CPD options,
  - the development of joint training in the priority fields of values, attitudes, knowledge of other professions and process issues such as partnership working and managing multi-professional teams, and
  - broadening their CPD options to include some recognition of training provided from within other disciplines?
- 5.5 Committed attention to these issues would make a significant contribution to the development of appropriate training provision.



## Appendix 1

### **E-mail trawl – contacts and content of the information request**

An estimated 2-300 e-mails were distributed to relevant interests including the following:

Local Authority Chief Executives and Directors of Planning, Social Work and Education

University Departments of Planning, Housing, Education, Social Work, Economic Development, Urban Studies, Rural Development

Ian Murray, Nursing & Midwifery, Stirling (Family Health Nurse Programme)

Graham Watt, Head of Dept. of General Practice, Glasgow University

Raj Bhopal, Department of Community Health Sciences, Edinburgh University  
Dept. of Public Health, Aberdeen University

Kathy Munro, Dept of Health & Nursing, Queen Margaret College, University of Edinburgh

Contact lists supplied by key agencies e.g. SURF, Community Learning and Development at Communities Scotland

Professional bodies e.g. RTPI, RIAS, CIH, EDA, GTC etc. and, as appropriate their local representatives or contact lists

National Training Organisations and other national organisations with a concern for training e.g. Scottish Social Services Council, CeVe, Planning Exchange, Scottish Council for Voluntary Organisations

HEBS

UK Public Health Association (Scottish Branch)

Society of Health Education for Scotland

Community Health Exchange and Health Promotion Specialists

Public Health Institute

Institute of Healthcare Management

NHS Education for Scotland

RCN Scotland

Community Practitioners and Health Visitors Association (Scotland)

Five regional Training Programme Directors in Public Health Medicine (based in Health Boards)

National Voluntary Organisations in youth work, adult education and community development

National Voluntary Organisations working with people with disabilities

All Social Inclusion Partnerships

All Pathfinder Projects

Capital City Partnership

Glasgow Alliance

FE College Principals

Scottish Association of Directors of Leisure Services

New Community Schools

Careers Scotland

Scottish Enterprise (David Coulter; Charlie Woods; Christina Allon) and some individual LECs

Highland and Islands Enterprise and their network of LECs

SFHA

SHARE

CIH (Scotland)

Bob Allen, Glasgow Housing Association

Strathclyde European Partnership

Community Enterprise in Strathclyde

Institution of Economic Development

Economic Development Association (Scotland)

Employment Research Unit, Napier University

Jim Tough, Scottish Arts Council

Liz Gardiner, Fablevision

Sport Scotland

Director, Performance Audit (Education, Enterprise and Justice), Audit Scotland

Regen.net UK Forum

New Start magazine

Nick Bailey, University of Westminster

Georgia Butina, Oxford Brookes University

Equal Opportunities Commission

Commission for Racial Equality

Disability Rights Commission

Tulliallan Police College

ACPO (Scotland)

Forward Scotland

The text of the e-mail was as follows:

**RESEARCH FOR COMMUNITIES SCOTLAND**

**INTER-DISCIPLINARY TRAINING FOR REGENERATION AND INCLUSION**

This e-mail may reach you through an intermediary. It comes from Duncan Kirkpatrick and Peter Taylor\*. We have been commissioned by Communities Scotland to carry out a short and closely defined research project on inter-disciplinary training (continuing professional development/in-service training only) in support of urban and rural regeneration and social inclusion. Our most

pressing need is to contact as wide a range of agencies as possible with an interest in the research topic – the initial search for information should be completed at the start of July so quick replies to this e-mail would be a great help. Our apologies if you receive this e-mail more than once – we are asking all concerned to forward our request for information to their, and your, own contacts in order to spread the net as widely as possible.

The research aims to establish baseline information. The remit agreed with Communities Scotland reads:

“The research will focus exclusively on Scottish information and activities and will:

5. identify and compile references in relevant documents to any identified needs for inter-professional and/or inter-disciplinary training for staff engaged in urban and rural regeneration and related social inclusion activities;
6. identify and describe current provision of continuing professional development (CPD) and in-service training which meets or appears to meet such needs, and which is not provided in-house by individual employers for their own staff;
7. identify and describe major issues which should be considered in relation to the future of inter-professional and/or inter-disciplinary training;
8. identify possible next steps.”

By regeneration, Communities Scotland means “a process which tackles poverty, deprivation and social inclusion within a particular geographic area or within a particular client group and which addresses the physical, social and economic development of communities”. They are only looking for information on Continuing Professional Development, not initial training.

The idea of partnership working in regeneration is so well established that there is a clear need to take stock of the ways in which those involved are helped to operate in this context. Communities Scotland has recognised this. The fact that they have carefully limited the research signifies that they want to get into this field in the right way, not that their interest is limited. On the contrary, they have indicated that this work should be seen as the start of a longer process.

Our two immediate needs are to produce as much written evidence as we can about needs for inter-disciplinary training, and to find out what attempts have been made so far to make provision for it. We will follow-up later with a limited set of inter-views and discussion groups. We will also be using space on SURF’s web-site – [www.scotregen.co.uk](http://www.scotregen.co.uk)

The focus of our enquiries is on professional bodies, local authorities, providers of training, regeneration funders, and umbrella organisations such as SIPs. The number and range of employers of regeneration workers is so large that a proper exploration with them is beyond the research constraints. The same applies to the enormous amount of insight and experience that individual workers and community activists could offer.

So:

- if you know of written statements showing the need for inter-disciplinary training, which are in the public domain but which the researchers might miss e.g. in reports to local authority or other significant committees and bodies;
- if you know about activities that can legitimately be described as inter-professional or inter-disciplinary training (CPD) for regeneration, or social inclusion in fields related to regeneration;
- if you are associated with an agency that has particular insights into CPD in these fields e.g. as a provider or as an umbrella organisation which has brought people together;
- or if you have other information that may take this research forward;

please get in touch. The contact details are given below. While e-mail responses would be particularly helpful, we are hoping to receive course brochures, photo-copies of relevant (public) documents etc. as well. Please also tell us about other people from whom, or places where, we should look for information.

Peter will be mainly concerned with item 1 in the remit, gathering data on evidence of need for inter-disciplinary training. Duncan will be mainly concerned with item 2, provision. Both will be concerned with items 3 and 4, issues and possible next steps.

Duncan Kirkpatrick

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phone 01738 787636

post Cairneyhill House  
Cairneyhill Road  
Bankfoot  
Perth PH1 4AG

Peter Taylor

e-mail peter@pdtaylor.com

phone 0141 586 7529

post 56 Turnberry Road  
Glasgow G11 5AP

\*Until September last year Duncan Kirkpatrick was an HMI with HM Inspectors of Education, covering community education and with a long-term interest in training. Peter Taylor has worked on a free-lance basis for several years, has researched extensively on community and regeneration themes and previously held senior regeneration posts in Renfrewshire. Both are associates of the Scottish Community Development Centre.

## Appendix 2

### Discussion group members and organisation, and interviews and interview schedule

There were two discussion groups, one in Glasgow and one in Dundee, and a video conference was held with four people in Inverness. The membership of the groups was as follows:

#### Dundee

Richard Hardy	Dundee City Council, Neighbourhood Resources and Development
Mike Naulty	Dundee University, Community Education
Greg Lloyd	Dundee University, Planning
Roger Hemming	Scottish Borders Rural Partnership
Peggy McNab	Highland Well-being Alliance
Wendy Peacock	Health Promotions, Dundee
Valerie Leslie	Chartered Institute of Housing
Nick Croft	Frae Fife SIP
Graham U'ren	RTPI
John Hosie	'The Corner', Dundee (information/health for young people)
Alice Ruthven Hughes	Young Carers SIP Dundee

#### Glasgow

Tony Burton	Director, The Planning Exchange
Leonie Cruikshank	Positive Futures Project, Careers Scotland
Jean Hamilton	Economic Development Association Scotland (EDAS)
Annette Hastings	Department of Urban Studies, University of Glasgow
Alan McGregor	Training and Enterprise Research Unit, University of Glasgow
Craig McLaren	Director, Scottish Urban Regeneration Forum
Donald McNeill	Secretary, Institute of Healthcare Management, Scotland
Carol Pease	Independent trainer
Mairi Smith	Scottish Enterprise, Dumfries & Galloway
Mairi Soutar	West Lothian SIP
Della Thomas	COSLA
Mary Travers	Glasgow Alliance

Lizanne Winter	New Community School Manager, Dumfries & Galloway Council
Bill Fraser	Careers Scotland
John Dell	Careers Scotland

### **Inverness**

Bob Shanks	Highlands and Islands Enterprise
Helen Betts-Brown	Scottish Council of Voluntary Organisations
Bob MacKinnon	Highland Well-being Alliance
Philomena de Lima	Inverness College

The discussion groups were run jointly by the two researchers and the video conference was run by Duncan Kirkpatrick. In the discussion groups one researcher led the discussion while the other recorded. A sound recording was taken of the video conference. The pattern for all three groups was the same, with the following instructions for a period of 2 hours, with a break (less for the video conference):

“The overall sequence for the discussion is given below. The first three items will provide the main focus, with a shorter period allowed for items 4 and 5.

- 1. issues that are relevant to needs** for inter-disciplinary training for regeneration and social inclusion e.g.: issues in regeneration and social inclusion that inter-disciplinary training should address; people/post-holders for whom such training is likely to be especially helpful
- 2. issues that help or hinder the provision** of such training e.g.: barriers to be overcome; circumstances that favour inter-disciplinary training; pitfalls to avoid and good experience on which to build in making provision
- 3. issues that help such training to be effective** e.g. nature of training provision; sponsorship; focus
4. short and longer term training priorities.
5. roles in this field that Communities Scotland should consider developing.”

A large number of telephone contacts was made, particularly in relation to information included in Appendix 3 and following up the discussion groups. Additionally, a set of longer interviews was conducted using the interview schedule below. These were held with the following:

Fraser Patrick	Director, Neighbourhood Resources and Development, Dundee
Stewart Murdoch	Member of the SURF Board (Neighbourhood Resources and Development, Dundee)
Tom Bell	Royal Environmental Health Institute
Mike Chapman	Edinburgh College of Art
Lesley Greenaway	Volunteer Development Scotland
Celia Carson	Scottish Council of Voluntary Organisations
Alan Barr	Scottish Community Development Centre

Ian Ball	University of Dundee (Community Education)
Fiona Boucher	Scottish Adult Learning Partnership
Roger Hemming	Scottish Borders Rural Partnership
Hilary Lawson	Workers Educational Association (Inverness)
Bob Shanks	Highlands and Islands Enterprise
Chris Higgins	HIE
Craig McLaren	SURF
Nick Croft	FRAE Fife SIP
Gregg Lloyd	University of Dundee (Planning)
Graham U'ren	RTPI

The **interview schedule** was as follows:

**Name**

**Organisation**

**Role**

**GENERAL**

Not going into definitions here

What are the main contributions of your discipline/organisation to Regeneration and Social Inclusion?

AND/OR

From your perspective what are the key attributes of Regeneration and Social Inclusion?

Do you provide CPD or in-service training?

If so is any of it inter-disciplinary?

OR

Do you have experience of such training?

Are there issues that are specific to Regeneration and Social Inclusion that would not turn up in a list relevant to Community Planning?

Is there any case for wrapping all such training together under a Community Planning heading?

**STANDARD BUT SPECIFIC QUESTIONS**

What are the types of function/job whose holders are likely to need training (of the type under discussion)?

What should be the main purposes of training?

What training topics are likely to be most important?

From the perspective of your discipline?

Generally?

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Are there sensible general ways of dividing up the field for training purposes  
e.g.

built environment/rurality/human resources

or

Technical/organisational/people?

In the short term what types of provision are most needed? e.g.

one-off customised

regular short courses

major commitments e.g. Dips/MSc etc

In the long term ditto?

What are the main barriers to training?

What would most help appropriate training to be provided?

Should CS seek to develop a role in promoting +/- developing training?

If 'yes' what? E.g.

Influence professional bodies, providers, employers?

Research what in?

Development of training?

Which fields?

At own hand?

Through others?

If so who?

Funding criteria?

Forum/debate?

Other?

**ISSUES SPECIFIC TO YOUR ORGANISATION AND/OR INTERESTS?**

## Appendix 3

### Summary information on examples of inter-disciplinary in-service training for regeneration in Scotland

#### Introduction

The organisation of the material in this Appendix, and its grading for inter-disciplinary and regeneration attributes, is explained in Chapter 4. The main headings are:

- Inter-disciplinary courses for individual take-up
- Current provision
  - Long courses with academic accreditation
  - Short courses with academic accreditation
  - Short courses without academic accreditation
- Learning activities in support of local development
  - Short courses without academic accreditation
  - Learning activities which are neither courses not accredited
- Hybrid provision
  - Courses with academic accreditation
  - Courses without academic accreditation
- Equalities training – a sample
- Provision in preparation
- Professional bodies, National Training Organisations and other agencies with a CPD interest

As far as possible, provision is described under the headings of specific courses or learning activities. However, in some cases, provision is ad hoc or customised in ways that make this difficult. In these instances, rather than leave out all reference to the provision, a description and/or other appropriate comment is given about the provider. This problem arises mainly in areas other than academically accredited provision.

Within the constraints of the research it was not possible to devise and then follow a collection method that would have produced the same types of information for all examples of provision. It would clearly be beneficial to do so.

#### Inter-disciplinary courses for individual take-up

##### Current provision

###### *Long courses with academic accreditation*

This is the longest sub-section in this chapter, largely because it was easier to collect the data than it was for some of the other categories. However,

because of the twin problems of reaching all of the potentially interested correspondents and then getting information from them, the list is not comprehensive. It does, however, show the overall range of provision.

### **University of Aberdeen**

#### **Master/Dip. in Land Economy**

R	II
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Two pairs of courses, one RICS accredited and one not. Both pairs one year post-graduate. Students can select an urban or a rural course stream.

Urban	Rural
Advanced valuation	Building technology
Building technology	Case study
Case study	Dissertation in land economy
Dissertation in land economy	Land law
International property market	Land and property economics
Analysis	Land use systems
Land law	Research methods
Land and property economics	Rural estate management
Planning and development	Rural financial management
Planning law	Rural policy and legislation
Property investment	Rural practice case studies
Research methods	Valuation principles
Valuation principles	

Contact  
Department of Land Economy  
St Mary's  
King's College  
Aberdeen AB24 3UF

### **Abertay University**

#### **MSc/Dip. Local Economic Development (LEDQ)**

As at Glasgow University – see below

### **University of Dundee**

#### **MSc/Dip. European Urban Conservation**

R	II
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Four and three terms of post-graduate study respectively. The course aims to provide a sound understanding of urban and architectural conservation issues, and to examine the importance of heritage management in planning and economic terms.

- Theory and practice of urban conservation
- European conservation practice
- Building conservation
- Heritage management and tourism
- IT studies
- Research project

### **MSc/Dip. Local and Regional Economic Development**

RR	II
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The School of Town and Regional Planning contributes, with a consortium of universities, to a distance learning programme offered by Institution of Economic Development. This is aimed at economic development departments and agencies as well as individuals, such as consultants. It is taken over 2-3 years. Dundee runs a module on Local and Regional Economic Development Policy.

The main elements of the course are:

- Theory, dynamics and processes
- Structure, organisation and strategies
- Operational practice

Contact  
School of Town and Regional Planning  
University of Dundee  
DD1 4HN

### **Cert/Dip/MSc Health and Social Care**

RR	III
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This part-time inter-professional programme provides practitioners with an opportunity to analyse the changing context of health and social care and explore implications for practice.

Core modules  
Enquiry and research methods  
Organisational culture and collaborative working  
Management strategy and change in community care  
Options include  
Working collaboratively with carers  
Public health and community needs  
A social and cultural approach to mental health issues  
Advanced inter-personal skills for health and social care professionals

Contact  
School of Nursing and Midwifery  
Department of Social Work  
University of Dundee  
11 Airlie Place  
Dundee DD1 4HJ

### **BA in Community Education – work-based mode**

RR	II
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Although not strictly within the terms of reference of the research, this course is included because of the difficulties that exist at the boundaries of our interests. A key example is the course run with the Fife Activists' Scheme of

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Training (FAST). It is work-based and aimed at experienced community leaders. The course members work in a variety of types of organisation so that inter-disciplinary issues are a central concern. The University has comparable arrangements with several organisations. The qualification is professionally endorsed for community education.

Contact  
Department of Community Education  
Dundee University  
Gardyne Road  
Dundee DD5 1NY

**University of Edinburgh**

**BA in Community Education (work-based route)**

RR	II
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Normally 4 years, part-time.

Although an initial qualifying degree, this course is specifically for people already in relevant employment. Parts of the course are based on the student's work. The second level of the course focuses on organisational contexts for community learning and development and this has a strong inter-disciplinary theme. Regeneration is a continuing theme throughout the course.

Contact  
Department of Higher and Community Education  
Paterson's Land  
Holyrood Road  
Edinburgh EH8 8AQ

**Heriot-Watt University/Edinburgh College of Art**

**MA Urban and Regional Planning**

RR	I
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2 year (3 part-time) post-graduate

This course equips students with the knowledge and skills needed to work as professional planners in a variety of jobs and with a variety of employers. The course accepts mature students from a variety of professional backgrounds and takes account of their experience in considering applications. The School offers strong research-linked specialisms in housing and regeneration; environmental policy and management and international and comparative planning.

**MSc/Dip. Urban Design**

RR	II
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1 year (part-time)

The main objective of this course is to provide graduates and practitioners from various disciplines with a design and development based interdisciplinary

education of a high quality. It aims to illustrate the essential nature of the urban design process by considering the contexts in which urban design operates, the participants in the system and the products which result.

Examples of modules include:

Planning law

Research methods

Geographic information systems

### **MSc/Dip. Built Environment**

RR	II
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Students tailor this course to meet their own needs, choosing eight from the 40 modules available. Course directors are appointed to students depending on the choice of modules. The course can contribute to the CPD requirements of those in the construction and property professions.

Contact

School of the Built Environment

Heriot Watt University

Riccarton Campus

Edinburgh EH14 4AS

### **University of Glasgow**

#### **MPhil. Urban Policy and Practice**

RRR	III
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1 year (up to 4 part-time). Many individual modules can be taken independently for CPD.

Compulsory subjects

Changing cities and neighbourhoods

Urban governance and strategy

Urban policy analysis

Options

Community participation

Crime and community safety

Designing the urban environment

Economic development

Evaluation for regeneration

Housing finance in the social rented sector

Housing and neighbourhood management

Local housing systems

Local labour market analysis

Neighbourhood renewal and regeneration

Regeneration and health: making the connections

Strategic management in the public sector

Strategic planning and transport policy

Sustainable housing development  
Research for urban policy  
Partnership working and joined up government  
Entrepreneurial behaviour in the public sector  
Housing and community care  
Evaluation in public policy  
Housing authority as enabler

**Cert., Dip. and MPhil. Housing Studies**

RR	II
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One, two and three years respectively, with attendance for one or two days per week. While these are essentially qualifying courses, students with experience may receive credit.

Core courses

Year 1

Housing and social policy  
Scottish housing law  
Governance of housing  
Building studies

Year 2

Housing economics  
Housing finance  
Managing people  
Housing management  
Research methods

Year 3

Housing development  
Strategic planning and management  
Options  
Community participation  
Housing advice  
Comparative housing policy  
Housing and community care  
Housing authority as enabler  
Neighbourhood renewal

Contact  
Department of Urban Studies  
25-29 Bute Gardens  
Glasgow G12 8RS

### **MSc/Dip. Local Economic Development (LEDQ)**

RRR	III
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2 years (up to 5 part-time)

#### Core modules

- local economic development (LED)
- strategic decision-making
- project appraisal and evaluation

#### Electives

- tourism and LED
- promoting economic inclusion
- business development
- training, HRD, and LED
- comparative approaches to economic development
- dynamics of the labour market
- rural economic development
- physical infrastructure and competitive practice

#### Contact

TERU  
Adam Smith Building  
University of Glasgow  
Glasgow G12 8RT

### **MSc/Dip. in Adult and Continuing Education**

R	II
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12 or 9 months full-time respectively or 24 and 18 months part-time. The programmes are aimed at educators and human resource personnel in all forms of post-compulsory education and training.

Principles and theories of adult and continuing education

Teaching and learning

Contemporary issues

A work-based learning element

A specialist option.

### **Bachelor of Community Education and Community Development**

#### **Certificate in Community Work**

RR	II
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Three years and one year respectively, with the Certificate as the first year of the degree. These courses are for people in relevant employment but unqualified. While they do not 'count' as post-qualifying courses, their content, and the fact that they are for people already in relevant employment, makes it important to include them.

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Certificate	Degree
Study skills	Engagement with the community
Vales and principles of community work	The community education function
Community work theory	Development of learning opportunities
Practice skills	Empowerment of communities
Essential knowledge for practice	Organisation and management of resources
Evaluation methods	Evaluation of community development
Introduction to information technology	

Contact  
Department of Adult and Continuing Education  
St Andrew's Building  
1 Park Drive  
Glasgow G3 6 LP

**University of the Highlands and Islands**

**MA in Professional Development**

R	II
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This course is based at Lews Castle College but available throughout the UHI network. It is offered via distance learning and is also available to people outside the Highlands and Islands. The course is aimed at people working in all areas of education and training, both formal and informal. It is validated by the Open University.

**Core modules**

- Learning: the individual, the group and the organisation (30 credits)
- Information and communications technology (15 credits)
- Professional development through action research (30 credits)
- Research dissertation (60 credits)

**Option modules**

- Mentoring
- Educational guidance in the context of lifelong learning
- Developing networked library resources to support lifelong learning
- Managing people (15 credits)
- Effective research supervision (15 credits)
- Developing potential through placements (15 credits)
- Developing research capability (15 credits)
- Professional judgement (15 credits)

**BA in Rural Development Studies**

RRR	III
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Although this is a first degree, it is available on a part-time basis, its constituent parts are available independently and intermediate awards are available after one and two years of study. Most participants are mature students. Its core and optional elements are all available at 1st., 2nd. and 3rd. year levels and are within the following strands:

Core

Integrated development  
 Communications  
 Professional development  
 Regional studies

Options

Environmental development  
 Social development  
 Economic development

Sectoral studies e.g. tourism, rural disadvantage, community development, natural resource utilization etc

Contact

Lews Castle College  
 Stornoway

**BSc in Rural Health Studies**

R	II
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Although this is a first degree it is available on terms similar to Rural Development above. This course shows how rural dynamics underpin the acquisition of an individual's good health and looks at health as a biopsychosocial state rather than from a clinical or medical perspective. It looks at the effects of rural poverty, sustainable land use and rural development on an individual's mental/social and physical health and quality of life. It includes community based projects and integrated practical studies.

Contact

Lews Castle College  
 Stornoway  
 and  
 Perth College  
 Crieff Road  
 Perth PH1 2NX

**Linked Work and Training Trust Central**

**Bachelor in Community Education and Community Development**

RR	II
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Three (calendar) years, with the degree validated by the University of Glasgow. Although this is a pre-service qualification, it merits inclusion in the list because of its methodology, which is fully work-based, with students working in different types of regeneration organisation, and because its students are very largely drawn from regeneration areas. The course is recognised as a community education qualification and is organised around six areas of competence, which are:

Engagement with the community  
 Development of learning opportunities

**Coherent Diversity:  
towards a picture of inter-disciplinary training for community regeneration and social inclusion in Scotland**

Empowerment of communities  
Organising and managing community resources  
The community education function  
Evaluation of community education and development.

Contact  
Linked Work and Training Trust Central  
9 Callendar Road  
Falkirk FK1 1XF

**Napier University**

**MSc/Dip. Local Economic Development (LEDQ)**

As at Glasgow University – see below

**University of Stirling**

In association with Stirling Council and Forth Valley Health Board in support of new community schools (see also Stirling Council under CPD)

Two modules with Scotcat credits at post-graduate level

**Multi-disciplinary Action Research**

RR	III
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Action based research strategies and their effectiveness  
Ethical issues  
Design and carry out an action based research task  
Impact on the working practices of different agencies

**Inter-agency Working Issues**

RR	III
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Develop a critical understanding of the working practices of at least two other professions  
Enhance knowledge of their legislative framework  
Appreciate and critically evaluate aspects of the impact of different services on users of the services  
Reflect on how what has been learned can influence participants' approaches to inter-agency working

Contact  
Institute of Education  
University of Stirling  
Stirling FK9 4LA

**Family Health Nurse Training**

RR	II
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Pilot WHO programme aimed initially at rural Scotland

Training for a new group of community based health staff who will work across all health issues from care to health promotion and education. They will require extensive inter-professional links.

Contact  
University of Stirling  
as above

### **University of Strathclyde**

#### **MSc/Dip. Urban Development**

RRR	II
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1 year

This course provides specialist training for those wishing to be involved in the general practice of urban development. Candidates are accepted with a variety of relevant experience. The course deals with the practical aspects of the development process, property market analysis with an emphasis on urban regeneration and economic development. Candidates for the MSc and the Diploma follow the same curriculum, but MSc students also submit a thesis on an appropriate aspect of urban development. The course consists of lectures, seminars and case studies.

Core subjects  
Urban Regeneration and Development Processes  
Local Economic Development  
Impact Analysis and Evaluation  
Information Technology

Other options are available. A field trip linked to an urban development project is a compulsory part of the course and an emphasis is placed on project work.

#### **BA in Community Education (part-time route)**

#### **BA in Community Education (work-based route)**

RR	II
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Can be 3 years, part-time if credits and placements during summer vacations allow.

Although these are initial qualifying course, are specifically designed for people already in relevant employment. Parts of the courses are based on the student's work and, for the BA, students can present a portfolio based on their work that may be credited towards completion of the course's requirements. The courses includes organisational contexts for community learning and development and this has a strong inter-disciplinary theme. Regeneration is a continuing theme throughout the course.

Contact  
Department of Community Education  
Jordanhill Campus  
Southbrae Drive  
Glasgow G13 1PP

## SHORT COURSES WITH ACADEMIC ACCREDITATION

The small number of examples in this section is unfortunate and reflects the problems of collecting the basic data. The results may not reflect the full range that is available. Several providers indicated that modules or elements of their long courses are available separately as short-courses but there was generally insufficient detail to be able to present the information properly.

### University of Glasgow

#### Area Regeneration

RRR	III
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Two day intensive courses which can be accredited towards a Masters degree

Courses available (from November 2002)

- Crime and community safety
- Evaluation for regeneration
- Housing finance in the public sector
- Housing and neighbourhood management
- Local labour market analysis
- Neighbourhood renewal and regeneration
- Strategic management in the public sector
- Strategic planning and transport policy
- Sustainable housing development
- Developing industrial clusters

Contact  
Department of Urban Studies  
25-29 Bute Gardens  
Glasgow G12 8RS

### University of Edinburgh

#### Community Education: Partnerships, Purposes and Problems

RR	III
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Scotcat Rating 20 SD Level 3 or 4 credits

Undergraduate course available for in-service/CPD on demand

Learning Outcomes

- Identify current collaborative practice within community education
- Policy developments and their impact on collaboration among a range of providers
- Evaluation
- Collaborative working and power relationships
- Limits and possibilities for partnerships

Contact  
Department of Higher and Community Education  
University of Edinburgh  
Paterson's Land  
Edinburgh EH8 8AQ

**Scottish Agricultural College**

Countryside management

*Accessing community resources (2 days)*

RR	II
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*Negotiation skills in a countryside context (2 days)*

RR	II
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Environment and land management

*Working with communities (3 days)*

RR	II
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Business management and marketing

*How to set up and run small co-operatives (1 day)*

RRR	II
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Contact

Craibstone

Bucksburn

Aberdeen AB21 9YA

**Volunteer Development Scotland**

RR	II
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VDS runs a significant programme of courses, including validated courses that can be built into a Certificate in Volunteering Management. This in turn is located within Dundee University's BA in Professional Development so that participants can progress to the degree on the basis of their VDS programme. The VDS programme is focused on the needs of volunteer centre managers. While the management aspects are limited to their needs, volunteering itself covers the interests of many sectors and requires extensive inter-professional work by the managers and the training deals with this also. Courses also cover specific themes such as promoting and supporting volunteers from diverse ethnic and cultural backgrounds. VDS has developed a strong link with the health sector and runs a series of seminars specific to this interest. VDS runs a training the trainers programme to support the wider development of volunteering and has established a Volunteering Accreditation Network. None of this work takes regeneration as a specific focus but elements are relevant to regeneration areas and its interests cross many disciplines.

Contact

VDS

Stirling Enterprise Park

Stirling FK7 7RP

## **SHORT COURSES WITHOUT ACADEMIC ACCREDITATION**

The diversity of courses increases considerably at this stage and with it the difficulty of identifying them. As with the previous category, there are certainly gaps in the range of provision described as well as the coverage of local examples. Interviews and discussion groups suggest that this is a particularly important type of provision so that the difficulty of finding the appropriate information should be seen as a key challenge to be addressed in the future.

### **University of Dundee**

#### **Evening lecture series and Geddes Seminar Series**

R	III
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Although the evening lectures are part of its post-graduate qualification in European Urban Conservation, the School of Town and Regional Planning runs them as one of its two open lecture series on relevant themes. These have included examples of major urban regeneration programmes.

Contact  
As above

#### **Young Carers' Partnership (Dundee)**

##### **Inter-agency training pack on young carers**

R	II
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Half to full day

Available on CD ROM

Contact  
North Suite  
Floor 1  
Nethergate Business Centre  
35 Yeaman Shore  
Dundee DD1 4BU

### **Edinburgh College of Art – School of Planning and Housing**

#### **Seminar series – Current Policy and Practice**

R	II
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The School of Planning and Housing runs a seminar series which is open to (a small number) of practitioners. Recent titles have included:

The role of community finance and social enterprise in deprived areas

The future of strategic planning

Providing affordable housing in rural Scotland

Contact  
As above

## Health Education Board for Scotland (HEBS)

### Promoting Health: Insights and Opportunities

R	II
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This is an on-line learning programme designed for people who want to learn about promoting health. It looks at relevant ideas and participants are asked to take part in activities and to keep a log. Their work is held in a personalised record. HEBS runs free introductory workshops for potential users of the resource. The programme links with the credit-rated short course "*Promoting health: developing effective practice*" – see above.

### Participatory appraisal (five days)

RR	II
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This residential workshop consists of intensive PA training and fieldwork. Over the course of the workshop participants look at PA theory, exercises, approaches and tools. Fieldwork is an integral part of the workshop and provides an opportunity for the trainees to put into practice the skills that they have developed. The courses five aims are:

- To develop knowledge of, and practice in using, a range of tools and approaches in PA
- To examine the theory and evidence base of PA
- To reflect on the strengths and weaknesses of PA and the principles of PA process design
- To gain experience in planning, implementing and reporting on a PA consultation exercise
- To gain the skills to explore the potential for using PA in the community.

HEBS is evaluating this course and will report in December 2002.

Contact  
As above

## Learning and Teaching Scotland – National Grid for Learning

### Connecting Communities

RR	II
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The training programme is designed to enhance the use of ICT by community learning agencies, to increase the use of ICT in running and delivering learning agency services and to develop the ICT skills of community education practitioners and other partners in community learning. There are designated tutors and support is available on-line.

Units of study  
Benefits of ICT  
Context for communities  
Development planning  
ICT tools  
Partnerships

Contact  
[www.ngflscotland.gov.uk/communities/training](http://www.ngflscotland.gov.uk/communities/training)

### **Scottish Housing Associations Resources for Education (SHARE)**

SHARE provides a wide range of courses for members and staff of housing associations. Most are concerned with the practicalities of running housing associations but there is a wider agenda also. These courses are not generally open to people who are not involved in housing associations but their content makes them relevant to this list. Examples include:

#### **RSLs and wider roles and regeneration**

RRR	II
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Four evening workshops covering

- Principles
- Involving the community
- Partnerships and participation
- Ideas into action

#### **Designs on you – Masterclasses**

RR	II
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With [then] Scottish Homes and the Lighthouse, a series of seminars for committee members and staff of RSLs and residents on rebuilding and renewal in the context of stock transfer to community ownership.

#### **Developing leadership skills**

R	II
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Evening courses which explore leadership for senior people in housing associations in the context of collaborative and strategic work with other organisations.

Contact  
SHARE  
5 Finnieston Quay  
Glasgow G3 8HN

### **Learning activities in support of local development**

#### **Short courses without academic accreditation**

Comments made in the previous section on the difficulty of finding information about short courses apply here also. This has partly been compounded by uncertainties on the part of regeneration and related agencies about whether or not particular activities in which they have been involved should be included. This has applied in particular to one-off events which can be especially important to regeneration agencies and partnerships but which are especially difficult to track down. There is significant representation of courses whose starting points were national programmes aimed at local development, and this is in part a reflection of the ease with which their data can be found. The fact

that independent and private training providers have a more significant presence at this stage may not be coincidental, as their flexibility and availability may mean that this is part of their particular 'niche'.

Peter Taylor produced a handbook of policies and practice for the Working Together Learning Together programme (see below) entitled *Involving Communities* which contains extensive reference to activities that are relevant to this category of training.

### **Ayrshire Builds Capacity**

Although the partnership that ran this scheme no longer operates, Kilmarnock College, which was the lead agency, hopes to find new funding to continue the programme. The partnership comprised the three local authorities in Ayrshire, the three Councils of Voluntary Service and Scottish Enterprise Ayrshire. The partnership was ESF funded and, as Ayrshire Builds Capacity, addressed inter-disciplinary training for inclusion and regeneration.

The project produced 16 packs addressing training and development issues for people working with and in the community and voluntary sectors and elsewhere. The materials cover such issues as discrimination, active citizenship, committee training and personal development. Approaches to learning emphasise interactive methods.

Contact  
Community Development Manager  
Kilmarnock College  
Holehouse Road  
Kilmarnock KA3 7AT

### **Carol Pease Associates**

Customised training for agencies and partnerships, including SIPs – see Stirling Council below. Programmes are in the following main areas:

- Strategic management and leadership development
- Partnership working
- Managing and developing staff performance
- Policy development and analysis
- Project management

Contact  
The Bank House  
Blackford  
Perthshire PH4 1QF.

### **Community Development Foundation**

In Scotland, CDF is one of the partners in the Scottish Community Development Centre (see below). CDF also has a training programme, mainly in England and Scotland, whose programme for March – September 2002 is called 'Making it work'. Though fully evaluated, there is not an overall analysis of the inter-disciplinary nature of the training but the impression is that this is a crucial dimension of the programme as a whole. The programme is focussed on a specific niche, namely community development, regeneration and social inclusion. Most of the courses are of one or two days. The target groups are

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mainly experienced practitioners and middle/senior managers, but the trainers' experience is that assumptions should not be made about knowledge levels.

In their response to use CDF made specific reference, in the English context, to the Neighbourhood Renewal Unit's skills and knowledge strategy (the final document is due to be launched in September) and suggested that "there is a real need for people in England and Scotland to compare notes as the respective programmes move forward" and asked if there was a structure in existence to ensure that this happens.

Contact  
Paul Henderson  
CDF  
60 Highbury Grove  
London N5 2AG

**Community Training and Development Unit**

The CTDU is a voluntary organisation based in Falkirk and supported by local authorities in the Forth Valley and others. It offers capacity building training to local communities and interest groups. Its aims concern poverty, powerlessness and lack of respect that restricts people's lives. It has a particular interest in the potential of creative activities. Although its training concentrates directly on community development, some of its programmes effectively constitute training for agency staff as well. Notably, at the conclusion of its "Active Citizens" programme (one day per week for 12 weeks, run twice a year) a report back session involves discussions with people in positions of power and authority.

Contact  
Unit Q  
54-58 Cow Wynd  
Falkirk 1PU

**Pacific Institute**

The Pacific Institute works internationally and provides training in the private and public sectors. It has been used by LECs and SIPs in Scotland. Its courses promote personal, professional, organisational and community development. It works in partnership with organisations over a sustained period to create within them the capability to deliver the programmes for themselves. "This process ..... is central to achieving the objectives set out at the start; that is, to enable the programme to support the holistic approach to working with people, particularly in the advocacy function". In its work with communities, it has three core programmes:

Investing in excellence:	the corporate or organisational programme
STEPS to excellence:	for adults of all ages but not in employment or organisational contexts
Breakthrough to excellence:	for young people from 14-19 years
Go for it:	for pupils aged 12-16 years
Pupil and children materials:	for application in primary schools

Scottish contact  
Richie Cameron  
Pacific Institute  
26 Carrick Crescent  
East Renfrewshire G46 6PP

### **Scottish Adult Learning Partnership**

The original focus of SALP's work was around Adult Learners Week but this has extended to include training. The main avenue for training are the Adult Guidance Networks and the approach to training is to concentrate on themes, for example as identified through an analysis of Community Learning Strategies. Social inclusion is fundamental to all of SALP's work and all of its courses include a focus on black and ethnic minority issues. Partnership is also basic to its training. They believe that the most effective approach is to focus on the themes on which the participants want to work, and to draw out the partnership issues out of these. Instead of running training elements on partnership working as such, they help groups to analyse their own partnerships and their dynamics. Examples of themes on which SALP has run training include young families, sport and regeneration, arts, ICT. SALP works both with managers and field-workers.

Contact  
22 Hill Street  
Edinburgh EH2 3JZ

### **Scottish Community Development Centre (SCDC)**

#### Achieving Better Community Development (ABCD)

SCDC produced ABCD with support from government departments in Scotland, England, Northern Ireland and the Republic of Ireland. It is "a framework for understanding, planning, evaluating and learning from community development. It emphasises the participation of all stakeholders, especially communities themselves." The trainers resource pack contains:

- Suggested outline of one-day and two-day version of the ABCD programme with trainers' notes
- Standard set of 31 presentation panels
- Standard worksheets
- Selected materials drawn from the work of ABCD participants

### **Working together Learning together (WtLt)**

With its consortium partners, the Scottish Council for Voluntary Organisations, Community Learning Scotland, Glasgow University and the Poverty Alliance, SCDC created a training programme for the Scottish Executive with the aim of supporting SIPs and Working with Communities Pathfinders. Materials were created for use across the country but with the intention that there should be sufficient flexibility and exchange to promote support on local issues. The materials are available on the WtLt web-site. The course has now ended and has been evaluated for CS. People attending included community representatives, elected members, staff from SIPs and partner agencies – total numbers are shown against each module. The course comprised of three modules which were:

- Module 1 Social Inclusion and Community Regeneration (2 days – 757 attended)
  - Thinking about social inclusion
  - Policy for social inclusion
  - Towards best practice in inclusive regeneration

Module 2 Knowledge and Skills for Partnership (2 days – 676 attended)  
Understanding stakeholding and developing partnership skills  
Developing a shared, realistic vision for change  
Skills for achieving the vision

Module 3 Working Effectively with Communities (2 days with a 1 day follow-up – 577 attended)  
Making community involvement work  
Listening and working together

### **Learning Evaluation and Planning (LEAP) training**

SCDC created a training programme for the Scottish Executive to help the partnership groups responsible for Community Learning Plans to plan and evaluate their work. LEAP draws heavily on ABCD – see above. There have been two phases of training. The first was specifically for the CLP partnerships and that is now finished. It normally consisted of two days with follow-up consultancy and was focused on the LEAP manual that SCDC also produced – its chapter headings are

- Introduction to LEAP
- Guidelines and tools
- Community learning and the quality of life
- Issues in using the framework

The second phase of training is continuing and is mainly for local community learning plan support workers. This training is locally customised and incorporates new material, notably a shorter version of LEAP and a database developed by Fife Council for use with LEAP.

Contact  
SCDC  
Suite 329  
Baltic Chambers  
50 Wellington Street  
Glasgow G2 6HJ

### **University of Strathclyde**

#### **New Community Schools Training**

The University created a training programme for the Scottish Executive and has carried out an extensive range of training activities in this field. Although designed in support of a national programme, an essential characteristic of the programme is that it is for local use, integrated into continuing inter-disciplinary practice. The training programme covers:

- Vision/aims/objectives
- Teams/team working
- Examining professional values
- Inclusion/exclusion
- Personal learning and development
- Conflict and professional values

Child protection  
Programme management  
Community profiling  
Health promotion

Contact  
Education Department  
University of Strathclyde  
Jordanhill Campus  
Southbrae Drive  
Glasgow

### **Learning activities which are neither courses nor accredited**

Interviews and discussion groups have put particular emphasis on the need to give regeneration organisations and partnerships the chance to learn from others about the problems they face when they face them. There is a wide range of learning activities that needs to be considered here and neither 'training' nor 'CPD' are adequate descriptions of it. It includes support to regeneration interests over considerable periods and on their current concerns. The researchers refer to this as mentoring. It covers making best practice available in a systematic way so that those who need to learn from it can find it when they want it. It also includes matching people with experience to groups who need it, something we have been told is particularly powerful when it works well. There are local examples where there is a serious effort to make this systematic. Given that this area of activity has emerged over the course of the research as being especially important, the lack of data is frustrating.

### **Conservation and development in sparsely populated areas**

CADESPA provides a variety of types of support to, mainly, community organisation involved in rural development. This frequently, however, draws in local professionals involved in the work so that it becomes a learning activity for them as well as for the community representatives. In some cases, such as its support for new community schools in rural areas, the theme of inter-professional support has been especially strong. On occasion, CADESPA will continue to provide support over a long period and in one recent case, support from the local authority led to the production of a CD ROM based on one of its long-term development projects.

Contact  
Department of Community Education  
University of Strathclyde  
Jordanhill Campus  
Southbrae Drive  
Glasgow G13 1PP

### **CVS Scotland**

The national organisation for councils of voluntary service, which is part of SCVO, runs an annual two-day training event for board members and staff. While this is at present an in-house activity and not, therefore, strictly within the terms of the research, CVS Scotland's intention is to open it out to partners. Also, as local CVSs are themselves partnerships and board members attend, it is reasonable to include this activity. The basic aim is to spread good practice and ensure that there is common core to CVS work

across the network. While some training issues are specific to CVS interests others, such as equal opportunities, are of wider relevance.

Contact  
As for SCVO below

### **Highlands and Islands Enterprise**

#### **HIE Network Annual Seminar**

Originally for LECs, this seminar on strengthening communities is now open to a number of organisations with related interests. It is held in a different location each year which enables people with relevant interests to attend who might not otherwise be able to do so. Part of its aim is to help the LECs to develop their community development work but it is also concerned with building a wider constituency community support. It deals largely with strategic and policy issues. Growing demand may make it necessary to run the seminar twice a year.

Contact  
HIE  
Strengthening Communities  
Cowan House  
Inverness Retail and Business Park  
Inverness IV2 7GF

### **Planning Exchange**

The Planning Exchange is part of i-documentsystems group plc and is a major provider of Information Services on Community, Economic, Environmental, and Physical regeneration and development. Its resource base contains around 83,000 items of information, and over 30 staff work on its information, intelligence and library services. The Exchange runs Web services, produces literature review, undertakes research projects, runs a practitioner focused Events programme, and produces a range of journals and directories – all solutions enabling customers to “turn information into intelligence” without continually re-inventing the wheel. Its membership based Information & Library Service is bought in by organisations and companies, large and small, in the public and private sectors – to complement and add capacity to in-house research and information gathering.

Contact  
Tontine House  
8 Gordon Street  
Glasgow, G1 3PL  
Scotland, UK

### **Rural Community Development Training Partnership**

This partnership has produced a range of training materials relating to development and informal education for use in local rural communities. The materials include:

Co-ordinator's guide (for the whole programme)

Portfolio guide

Mentoring guide

Tutoring guide

Training pack, comprising 13 modules, from 'defining your community' to 'monitoring and reflection'

Contact  
Department of Community Education  
Dundee University  
Gardyne Road  
Dundee DD5 1NY

### **Scottish Borders Rural Partnership – Rural Resource Centre**

The partnership has carried out a variety of tasks that support learning among its immediate and other partners. These have included a 'best practice' handbook, made up from entries into its 'Vibrant Communities Awards 2002' competition. Examples of good practice in community development across many sectors are presented in a standard format which is also very attractive, making it a good document to learn from. Other activities have included a short-life inter-disciplinary working group which produced a report on "Community Development – best practice". The partnership acts as a focus within its area for analysis of local to international information that is relevant to local development, and provides an agency in the Rural Resource Centre that is able to follow-up with practical work, and generate new projects.

Contact  
Rural Resource Centre  
Tweed Horizons  
by Newtown St Boswells  
Melrose TD6 0SG

### **Scottish Council of Voluntary Organisations**

SCVO's training programme touches regeneration interests at several points. A current example is in west central Scotland where a programme of seminars based around 17 local CVSs has concentrated on theme of social economy. The aim is to combine networking and seminars with action by the local organisations, currently focused on mapping and developing position statements.

SCVO is the Scottish member of the NTO for the Voluntary Sector. As such it maintains links with several other NTOs which are also relevant to regeneration. At this stage, however, regeneration themes have not been a specific feature in the work of the NTO.

Contact  
Mansfield Traquair Centre  
15 Mansfield Place  
Edinburgh EH3 6BB

### **Scottish Enterprise Dunbartonshire**

#### **Partnership by Design**

Scottish Enterprise Dunbartonshire, working with TERU at Glasgow University, local staff and partners, developed Partnership by Design over a period of 18 months and is continuing to work on it. The broad of Partnership by Design are:

- Promotion of effective partnerships to develop and implement economic development strategies;
- Focusing on common objectives and aspirations, building effective and efficient linkages and being prepared to assume leadership or step back as appropriate;

- Improving teamwork and partnership through performance review and the recognition of achievements.

There are seven stages to the full process

<b>1. Decision to Review:</b>	<i>SED decides that we should review a partnership.</i>
<b>2. Partnership Appraisal Part One:</b>	<i>An internal SED exercise where we pool our knowledge of the partnership and it's fit to our goals and purpose. This exercise may tell us enough to decide on our course of action or we may opt to assemble more detail by proceeding to Part Two.</i>
<b>3. Partnership Appraisal Part Two:</b>	<i>This stage of the process involves collecting the views of some of our partner representatives on the partnership.</i>
<b>4. Interviewee Feedback:</b>	<i>We provide feedback to our partner interviewees, seeking individuals' reactions to the consolidated perspective.</i>
<b>5. SED Analysis:</b>	<i>We carry out a full SED analysis of the partnership, covering <b>all parts of the Review</b> and leading to recommendations on how we should proceed.</i>
<b>6. Partnership Feedback &amp; Negotiation:</b>	<i>Having carried out our analysis, we negotiate with our partners on a plan of action for the partnership.</i>
<b>7. Implementation of Action Plan:</b>	<i>Then we and our partners implement the actions and we monitor progress.</i>

The process is intensive and detailed. While it is not designed as a training activity at all, the learning that takes place during the process is considerable and should create a sound base for continuing programmes, including training and other learning programmes.

Contact  
Scottish Enterprise Dunbartonshire  
Spectrum House  
1A North Avenue  
Clydebank Business Park  
Clydebank G81 2DR

or

TERU  
University of Glasgow  
Adam Smith Building  
Glasgow G12 8RT

### **Scottish Leadership Foundation**

#### **The People Exchange**

SLF is not primarily concerned with regeneration and is aimed at individuals. Nevertheless, its work is of potential interest and it already has significant public sector involvement. The People Exchange is open to public, private and voluntary organisations as well as SLF members. Each different type of exchange attracts a standard package of support. An easy to follow guide outlines the process and steps involved in the programme so that customers know what to expect from the organisation and what the organisation expects from them. There is a range of types of exchange as shown below:

Attachments – a placement lasting from a few days up to three months

Secondments – a placement lasting more than three months but less than three years

Corporate raids – a group of managers from one organisation visits another to learn how they manage a particular issue or set of issues

Shadowing – accompanying someone from another organisation for a period from one day up to a week

Twinning – regular meetings with someone of a similar level from a different organisation, to offer mutual benefit and support

Non-executive opportunities – membership of a board of director, committee, project team, task force

Mentoring – regular contact and feedback between members of different organisations or departments.

Joint training – organising seminars or conferences which involve other organisations, departments and individuals

Contact/discussion groups – groups meet regularly to discuss issues and matters of common interest.

Contact

The e-centre

Cooperage Way Business Centre

Alloa FK10 3LP

### **Scottish Urban Regeneration Forum**

The Scottish Urban Regeneration Forum (SURF) carries out a range of activities which are central to the development of learning about regeneration in Scotland. It is the one body that draws together the full range of interests that have been encountered in this research.

SURF's mission was adopted in 1996 and refers to "achieving widespread recognition within Scotland that sustainable urban regeneration can only be realised by adopting an adequately resourced, co-ordinated, multi-sectoral approach". It aims to do this by bringing together the widest range of participants in urban regeneration to debate policy, promote best practice and encourage better communication.

SURF's objectives are to:

- Stimulate debate in Scotland about urban regeneration

- Promote and disseminate examples of current practice in urban regeneration

- Achieve a higher status for urban regeneration on Scotland's political agenda

SURF is a not-for-profit organisation helping those involved in regeneration and social inclusion in Scotland through maintaining a network of individuals and organisations with involvement and interest in these issues. Its network of members come from different backgrounds including social inclusion partnerships, local authorities, area regeneration initiatives, local enterprise companies, the voluntary sector, communities, housing associations, the private sector, educational institutions, government agencies, local economic development initiatives, health boards and police forces.

It acts as the focus for:

- sharing, assessing and promoting examples of best practice in regeneration and inclusion
- providing information on regeneration and inclusion policy and practice
- bringing together a network of stakeholders involved in regeneration and inclusion and helping them work together
- promotion through emphasising the need for regeneration and inclusion work and the benefits which it can have for communities

SURF produces a quarterly newsletter *Scottish Regeneration* which provides news and comment on developments in policy and practice a platform for practitioners to air their views on policy and practice features on policy initiatives and urban regeneration schemes news on events and publications of note an insert containing news, features and best practice from Scottish Executive and the Social Inclusion Partnerships.

It also publishes documents such as discussion packs highlighting issues arising from seminars and study visits and discussion papers.

SURF runs a regular series of seminars and conferences on current issues and also has an annual programme of Awards for Best Practice.

Contact  
c/o Govan Initiative Ltd  
Fairfield House  
Ibrox Business Park  
1 Broomloan Place  
Glasgow G51 2JR

## **NB**

### **Further and Higher Education Institution support to local organisations**

There is a wide range of involvement by F&HEIs in local development, ranging from students taking part in practical activities for credit towards their qualifications, to continuing individual involvement by members of staff to research activities with varying degrees of formality. While the F&HEIs maintain details of some, if not all, of these, they are not generally available as lists of support to local development.

### **Hybrid provision**

#### **Courses with academic accreditation**

Because there is accreditation, it is relatively easy to find information on this type of provision but there is not a great deal that fits this, admittedly rather artificial, category. The category does matter, however, as it includes what seems to be an evolving relationship between some major institutions and local regeneration interests. There are potential benefits to both sides. The issues that academic institutions have to deal with can be quite complicated and handling them successfully requires commitment.

## **University of Dundee**

### **Community Education Approaches Training**

Developed with Falkirk Council and partners in the Falkirk Community Learning Strategy. Five days of workshops plus recall day and individual project work.

Accreditation and professional credit for those who want it is available through the University's BA in Professional Development

#### Aims

Values

Knowledge of community education approaches

Outcomes of community learning

Policies and links with Community Planning and other planning processes

Collaborative and partnership working

Techniques which promote community involvement

Practical project

### **BA Professional Development**

Although at Bachelors level, this course was developed for people already in work but without a degree. It is work-based and promotes more effective practice and a synthesis of process, content and professional context. It enables organisations to work with the University to develop programmes which they need and which individuals can also have credited towards the degree (see Volunteer Development Scotland below). The University is seeking professional endorsement for the course in a number of sectors. The aims of the course include:

to foster the commitment of participants to professional values, practice and ongoing professional development

to engage participants in processes of active learning involving cyclical processes of action and reflection

to contribute to the ongoing reconstruction of professional knowledge by articulating to peers and a wide public the outcomes of investigations and development projects undertaken in the scheme

to meet by flexible modes of delivery the needs of participants, employers and professional bodies.

### **MSc. Advanced Professional Studies**

The course assists professionals to develop the knowledge, understanding, dispositions and capabilities to be able to extend their role and responsibilities and to develop generic transferable skills required for professionals to face recurring career changes. The problem solving focus of professional practice provides the basis for its core theme of practitioner research. The programme takes as one of its starting points that professional knowledge is a social construct and participants are encouraged to explore the social organisation and construction of their own professional knowledge and practice. The course has been designed to be relevant to a broad range of professions including those involved in community learning and development, social work, health, higher education, planning.

Contact  
Department of Community Education  
University of Dundee  
Gardyne Road  
Dundee

### **East End Training and Resource Centre (Glasgow)**

EETRC is in touch with 300-350 local organisations and runs a varied programme with them. It has run two main programmes over the past three years, each element comprising about 10 sessions.

#### **Funding and project development.**

Examples of the ground covered:

- Taking stock of your organisation
- Business planning
- Financial systems
- Quality, monitoring and evaluation
- Contracts and agreements

These elements are supported by seminars e.g. quality, support and supervision, writing a business plan, lottery funding, funding in the social economy etc. Seminars on European Funding had funders present.

#### Management skills

(accreditation for this is being sought from Caledonian University but has not yet been agreed).

Examples of the ground covered:

- Managing in the voluntary sector
- Managing people
- Teams and groups
- Managing conflict and difficult behaviour
- Time management
- Planning
- Monitoring and evaluation.

EETRC provides briefing sheets e.g. funding, employment law, social economy etc. and

capacity building for individual organisations e.g. ICT development, management committee development etc.

Contact  
1353-55 Gallowgate  
Glasgow G31 4DN

## **Health Education Board for Scotland (HEBS)**

### **Health Issues in the Community**

128 hours

Local tutors are trained to run this course and have a degree of freedom in their choice of ways to use it. It is designed to support local development by bringing together relevant local practitioners and interested parties. Successful completion of the full course including a written assignment merits 10 Scotcat points, Level 1, from Edinburgh University

#### Course outline

- What health means to me
- Different ways of thinking about health
- Poverty inequality and health
- Different experiences common problems
- Participation and power
- Community development and health
- The group project
- Reflection and review of learning
- Working together
- Private troubles and public issues
- Making democracy work
- Getting below the surface
- Finding out for ourselves
- Working with groups
- The course assignment
- Review and evaluation

#### Promoting Health: Developing Effective Practice (two days)

This is a credit-rated course which provides an introduction to the principles and practice of health promotion. HEBS has run training the trainer events so that the course can be delivered locally. At the time of writing (summer 2002) 68 courses have been delivered locally.

#### Contact

Health Education Board for Scotland (HEBS)  
Woodburn House  
Canaan Lane  
Edinburgh EH10 4SG

### **Courses without academic accreditation**

#### **CHEX (Community Health Exchange)**

##### Seminar programme

CHEX seminars are designed to respond to areas of interest identified by those in the Health Exchange. The main thread running through the seminars over the year has been the role of community health organisations in supporting communities to shape and influence health and social policies.

While the seminars have been primarily aimed at community hearth projects and community and voluntary organisations, they have also been open to all community health agencies within the Health Exchange. Recent subjects have included:

Community Planning  
Sustainability of community health projects  
Local health care co-ops

Contact  
Suite 329  
Baltic Chambers  
50 Wellington Street  
Glasgow G2 6HJ

### **Health Education Board for Scotland (HEBS)**

#### **Negotiating skills for partnership working – (two days)**

Aimed “at those who may lead, enable or engage in partnership groups and networks, whether these are multi-professional, multi-agency, community or a mixture”. The course aims to help participants to:

- Learn how to establish a framework for possibility, both for themselves and their partnership groups
- Learn how to use the principle of Collaborative Advantage to transform personal agendas into groups goals
- Develop workable models for achieving sustainable agreement and follow-through.

#### **An introduction to community development**

This one day course aims to “enable managers and practitioners to develop a better understanding of the value of a community development approach in promoting social inclusion. Participants ... have the opportunity to explore what is happening in communities, the nature of exclusion, how to target resources and how to engage excluded people in learning programmes.”

Contact HEBS – as above

#### **Equalities training – a sample**

##### **Centre for Education for Racial Equality in Scotland**

CERES runs a wide range of activity and generates extensive information which is relevant to training e.g. policy development process as well as advice on specific policy developments e.g. its response to the national education debate, conferences e.g. Equity in Early Years. Its information includes case study material, some related to school education and some to community issues e.g. the Scottish Travellers’ Education Project (STEP) materials for schools and has Celtic Football Club materials for specific age groups under the title “Youth Against Bigotry”. It has extensive information on local government policies on race equality.

Contact  
C/o Moray House Institute of Education  
University of Edinburgh  
Holyrood Road  
Edinburgh EH8 8AQ

### **Centre for Research into Socially Inclusive Services (CRSIS)**

Although not a provider of training as such, the Centre does contribute to one-off seminars and comparable programmes.

Contact  
CRSIS  
School of Planning and Housing  
Edinburgh College of Art and School of Management  
Heriot Watt University  
eca Grassmarket Campus  
79 Grassmarket  
Edinburgh EH1 2HJ

### **Health Education Board for Scotland (HEBS)**

#### **Deaf Trainers' Pack**

The Pack is not aimed at regeneration areas or issues but elements of it would be useful if a regeneration partnership takes on this aspect of social inclusion. Notably:

#### **How to work with groups: first steps**

Although designed as a course to be run over two weekends for deaf and hearing trainers, the course sets out to enable any deaf person to learn how to use the "*How to work with groups*" Trainers' Pack.

Contact  
HEBS – see above

### **University of Strathclyde**

#### **PgDip/MSc Equality and Discrimination**

Dip. 1 year part-time and full-time. Candidates who complete the Diploma can proceed to the MSc.

The course covers class, race, sex, disability, homophobia, sectarianism. There is considerable emphasis on the development of strategies for change. The Centre provides a substantial elective programme in teacher education courses and all trainee teachers are required to take a module entitled Social Justice in Professional Roles.

Six taught modules and a practical project

- Ideology and Exploitation
- Introduction to Research
- Patterns of Resistance to Oppression (two modules)
- Legal Intervention
- Discrimination
- Policy and Provision.

MSc involves a further module on Advanced Research and the submission of a dissertation of at least 20,000 words.

### **Social Justice in a Changing World**

Certificate available as taught course or by open learning

Three modules

Social justice in a changing world – 40 hours

Institutional discrimination and resistance – 40 hours

Campaigns for change – 100 hours

Contact

Equality and Discrimination Centre

University of Strathclyde

Faculty of Education

Jordanhill Campus

Southbrae Drive

Glasgow G13 1PP

### **Provision in preparation**

#### **University of Dundee**

##### **MSc in Urban Renewal**

This course is expected to have a significant focus on urban design. It will be available on a part-time basis and will be designed for students from a variety of backgrounds, with inter-disciplinary themes essential to its content.

##### **MSC in Community Planning and Regeneration**

This course will be available on a part-time basis and will be designed for students from a variety of backgrounds. Inter-disciplinary themes will be a core part of its content.

Contact

School of Town and Regional Planning

University of Dundee

DD1 4HN

#### **Edinburgh College of Art**

##### **Masters in Urban Regeneration**

This course will have a strong inter-disciplinary theme and will cover a wide range of the 'hard to soft' issues. It is designed for qualified people working in physical regeneration but will specifically include human development issues for them. It will help students to locate their specialist knowledge within a holistic conception of regeneration.

Contact

as above

#### **Queen Margaret University College**

##### **Managing for Inclusion**

QMUC (Faculty of Social Science and Health Care) has a collaborative memorandum of co-operation with Scottish Human Services Trust for the academic accreditation of this postgraduate certificate. The programme will

accredit the learning and personal achievement of participants, who will be mature adults, learning part-time, located off-campus, through a programme delivered by the Trust and accredited by QMUC. The course is run by SHS and has four modules. One is research based and is delivered by QMUC, the others are taught by SHS:

- Person centred management
- Managing the care team
- Community involvement
- Research

Contact  
Pete Ritchie  
Course Leader  
Department of Health and Nursing  
Faculty of Social Science and Health Care  
Queen Margaret University College  
EH12 8TS

### **Scottish Community Development Centre**

#### **LEAP for health**

Funded by HEBS, SCDC are preparing a version of LEAP (see above) for use with community health and well-being partnerships and similar interest groups. The preparation of the new materials has been participatory in nature and has, in effect, been a form of training provision.

#### **LEAP for volunteering**

Funded by Volunteer Development Scotland, SCDC is preparing a version of LEAP (see above) for use by local volunteering organisations and others with similar interests.

Contact  
as above

### **Scotland unLTD**

#### **The Praxis Programme**

Scotland unLTD is a new organisation and is the Scottish element of unLTD (UK). The Social Entrepreneur Network Scotland (Senscot, 54 Manor Place, Edinburgh EH3 7EH) and the School for Social Entrepreneurs (see below) were founder members of unLTD (UK). The latter is in the final stages of negotiating a £100m endowment from the Millennium Commission which will allow them (through Scotland unLTD here) to fund a significant programme of grants and other support to communities. Together with Senscot they are developing the Praxis Programme which will be a structured educational programme designed to support and develop social entrepreneurs in Scotland. It will provide both hard business skills and a conceptual/ ethical framework. It will be aimed at social entrepreneurs who are individual making a real difference in their communities by providing leadership at grass-roots level, promoting an entrepreneurial approach to finding solutions for social problems.

Contact  
Scotland unLTD  
54 Manor PLace  
Edinburgh EH3 7EH

### **School for Social Entrepreneurs**

Although established in England the SSE has a Scottish programme based in Edinburgh. It works with local organisations around the UK to establish a network of local social entrepreneur programmes. SSE supports the local organisation through a package of services including advice and consultancy on setting up the school, recruiting students and delivering the programme, training for the local staff and on-line support. Senscot is the agent for the Scottish programme which currently has 8 people on it and is funded by the Deutsche bank. Each person is involved in their own project and joins 8 one week residential seminars during the year. These have taught and mutual support elements. The taught elements include such issues as marketing, finance, management etc.

Contact  
18 Victoria Park Square  
Bethnal Green  
London E2 9PF

### **Professional bodies, national training organisations and other agencies with a CPD interest**

Where information given to the researchers detailed courses or comparable activities, these have been summarised in the earlier sections of the Appendix. Not all information came in this form, however, and for some of the key agencies involved, notably the professional bodies, specific courses were not the main focus of interest. Information provided by them is included in this section. They reminded the researchers that CPD is essentially about updating rather than the creation of new specialisms.

Information was also obtained from several NTOs and although their first interest is in the standards to be achieved through initial training it is not useful to separate this totally from in-service and CPD. Also, some of the standards they specify relate to inter-disciplinary working.

We have also included in this section information on some other organisations which have taken a particular interest in practice standards and development.

### **Careers Scotland (Highlands and Islands)**

Joint training with other partners, mostly local authority departments, on Challenging Behaviour, Drugs, Homelessness, Youth Crime, Sexual Health and Child Protection. Careers Scotland (H&I) expects that partnership training as such will feature in its own staff development programmes. It is involved with the Well-being Alliance (SIP in Highland) in looking at this issue. Part of the qualification for Careers Advisers includes the SVQ4 in Advice and Guidance, within which are Unit 15, Liaise with Other Organisations, and Unit 22, Operate Within Networks.

### **Chartered Institute of Housing**

The CIH requires members to participate in a minimum of 10 hours of CPD in its categories of Education & Training and Professional Practice, but also suggests that a minimum of 20 hours per year of CPD is needed to keep up to date. The CIH accepts a range of activities as being relevant, not just those related to housing practice. The CIH aims to address all of the training needs of housing professional in Scotland and offers a comprehensive range of one

or two day courses. It is supportive of inter-disciplinary working, for example, finding common ground on such issues as partnership working and engagement with communities. It feels that some of its more successful links have been with social work interests. It also runs a programme of conferences and seminars. Details of its training courses are given in its Training Directory, with courses divided into seven categories. These are:

- Allocations and homelessness
- Tenant participation
- Estate management
- Sheltered housing
- Rent arrears and benefits
- Personal development
- Courses for managers.

### **Community Education Validation and Endorsement (CeVe)**

CeVe is the body responsible for the professional endorsement of community education courses. It does not presently endorse post-qualifying courses but produced draft guidelines in 1998 for "Post-qualifying Community Practice and Development Training". (These were not published because of developments at that time within the (then) Scottish Office.) The guidelines were based on a functional analysis that identified key elements of "community practice", which were:

- Participative planning
- Consultation and negotiation with stakeholders and participants
- Partnership approaches committed to inter-professional and inter-agency practice
- Management of conflict, diversity and change
- Participative approaches to accessing and managing resources
- Devising policies, structures and programmes that promote social inclusion
- Providing and promoting empowering leadership
- Fostering a participative culture committed to organisational learning

Employing participative evaluation to inform strategic and operational practice

### **Community Justice NTO**

The CJ NTO's functional map includes the significant items relevant to inter-disciplinary working for example:

- Develop policies to promote community justice and social inclusion in partnership with others
- Work in partnership with individuals, groups and communities to promote community safety and social inclusion
- Enable groups, communities and organisations to address issues which affect community safety and social inclusion
- Build and sustain relationships between other workers and agencies
- Enable workers and agencies to work collaboratively
- Develop, sustain and evaluate collaborative work with others
- Develop and sustain effective working relationships with staff in other agencies

SVQs are accredited but not yet available in Scotland as SVQs (because the NTO has only recently appointed a Development Manager in Scotland). The NTO has also developed a module on Interagency Working with Open and Distance learning material to support it.

### **Economic Development Association (Scotland)**

The EDA offers a programme of seminars which are open to members and non-members. A major event this year was its 'Cities – New Thinking' conference in April which focused on city-led economic development in practice.

### **General Teaching Council for Scotland**

Although tied to pre-service training, it is important to note that all new teachers are now offered, and required to take, an induction year after their initial training, and that 30% of this year is committed to CPD. The GTC expects (it is not yet a requirement) that some of this experience will be of an inter-disciplinary nature e.g. working with external agencies such as social work. They are required to record their CPD and this has to be submitted with their application for registration. The GTC has been working with the local authorities to develop appropriate experiences. In the future, the GTC expects that there will be a longer term requirement for CPD but this is not yet in place. A consultation paper from the Scottish Executive on CPD for teachers refers to the Chartered Teacher's contribution to "the wider professional context of teaching" and "building positive relationships and partnerships in the community, for example with parents and community-based professionals."

### **Highland Well-being Alliance**

In its work with young people, the Well-being Alliance, which brings together the major public agencies in the Highlands at a strategic level, is developing a strategy for inter-agency training and staff development. The Alliance has sought information from, and consulted with, all of the relevant agencies working in Highland. It has identified as a key gap, the lack of a dissemination mechanism for information on the training and related activities that organisations could open up to others. The proposals for development of the agencies involved include:

- A training consortium of provider agencies
- An inter-agency data-base
- Sharing of training materials
- A common approach to port-folio building
- Accreditation of current training
- A common induction module for all staff when taking up a youth work position in Highland.

The Alliance is currently negotiating the establishment of a work-based degree course in Highland. This would be an in-service degree for unqualified staff in post, as well as an introduction for new workers.

### **Institute of Economic Development Scottish Branch**

The IED offers a programme of seminars for members, who come from a variety of backgrounds – public agencies, academics, private consultants etc. Examples of the 2002 programme are:

- The West Lothian Economy – where now?
- Local Economic Development: Participation and Performance

### **Local Government NTO**

A report to the Local Government NTO, "National Standards and Partnership Development" (EDuce ltd 2000) described the background to partnership working in local government and provided an extensive analysis of skills and competencies. This led to the development of the Smarter Partnerships website ([www.lgpartnerships.com](http://www.lgpartnerships.com)) which includes inter-active tools for identifying partnership development needs and individual and team learning needs. There are also case studies, links and facilitation tools.

### **Paulo – NTO for Community Learning and Development**

Paulo is in the process of establishing national occupational standards for the fields covered by community learning and development. It has so far completed the standards for youth work and is finalising standards for community development work. It recently commissioned a Workforce Development Plan, some of the recommendations of which were, linkage on a number of issues with other NTOs, the development of a national professional register and the creation of networks of local employer organisations with clear links to relevant government and funding structures. It also commissioned a Skills Foresight Report which noted current and future skill needs as including multi-agency team-building and strategic planning.

### **Royal Town Planning Institute**

The RTPI is going through a major period of change, some aspects of which are very relevant to this research. The four core ideas which underlie its 'new vision for planning' include integration and inclusion. In its 'new vision' document it notes that inclusion requires effective public involvement in negotiated outcomes, so that planning processes, policies and outcomes embrace more fully a respect for differences, reduce social and spatial inequalities, are properly negotiated and result in a shared commitment. The RTPI is interested in community planning and is considering the best ways to reflect this in its own organisation. It has a mandatory scheme of CPD for its members, requiring a minimum of 50 hours over two year periods. While there are providers of accredited CPD, individual members are responsible for designing and obtaining appropriate experiences for themselves, which they submit for approval. The RTPI organises national and local events, which may qualify for CPD purposes. In 2000, the RTPI established an education commission which is due to report this summer. Among the questions it set itself were major issues concerning the relationship of planning to other disciplines and, therefore, questions of distinctiveness and definition. The commission was also asked to consider life-long learning for planners and planning. In relation to this research, the RTPI has emphasised that planning is integrative by its very nature and that, perhaps because its concerns go well beyond regeneration, it does not want thinking about regeneration to become narrowly focused. Planners have a history of engagement with local communities but planning is also concerned with very large scale and long-term issues. The RTPI sees planners as having a key contribution to establishing a balance among these issues.

### **Scottish Social Services Council**

At present there is little prescribed CPD for social workers but this will change with the requirement for registration (starting April 2003). Meantime, the SSSC is the awarding body for qualifications that include Post Qualifying an

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Advanced Awards. Many of these are multi-disciplinary, though only social workers gain professional credit. Examples of such courses are given below.

Certificate & MPhil. in Child Protection Studies, University of Dundee

Certificate, Post Graduate Diploma & MPhil. in Community Care Studies, University of Dundee

Certificate in Practice Development in Child Protection, University of Dundee

Supervision and Management in Child Care Practice, University of Dundee

Mental Health Social Work Award, North of Scotland Consortium, South East Scotland Consortium, South West Scotland Consortium, Tayforth Partnership, West of Scotland Consortium

Post Graduate Diploma & MSc. in Advanced Social Work Studies in Criminal Justice, Universities of Edinburgh and Stirling

**South East Scotland Wider Access Regional Forum (SESWARF)**

SESWARF, which includes all the HEIs and FE colleges in the region, is currently carrying out an audit of existing staff development/training provision that is designed to help staff widen access to higher education and broaden participation. It is too early to share the findings but early indications are that they are rather few examples of collaboration on training among relevant parties.

## Appendix 4

### Local integration of training – information from five local authorities

Angus Council Community Education Service provided a review of statements relevant to them and their partners in and beyond the Council which highlighted the need for inter-disciplinary training, and details of relevant training from the last two years. The range of concerns included Community Development, Community Learning, Health, Health and Homelessness, New Community Schools, Youth Justice, Drugs, Children's' Services, Housing, Community Planning, Welfare Rights.

Dumfries and Galloway Council used the New Community Schools training joint sessions with teachers, community education workers, social workers, health professionals, child care workers and other professionals. It is now developing a New Community Schools approach across the all schools and this includes an inter-disciplinary training objective. The NCS Action Plan has been integrated with the Changing Children's Services proposals which highlight the intention to develop and deliver inter-disciplinary training. In addition, Sure Start in Dumfries and Galloway has supported the delivery of inter-disciplinary training using the Pacific Institute's Investment in Excellence programme (see Appendix 3).

Fife Council has focused training on work with communities. For example, it worked with Community Learning Scotland (as was – now part of Communities Scotland) to produce a handbook entitled '*Consulting the Community*' and ran a conference on '*Improving working with communities*' for all of its services and key voluntary agencies. It has run multi-agency courses on '*Developing a Community Learning Plan*' and has, with the Scottish Community Development Centre, produced its own soft-ware and additional print materials to facilitate the use of LEAP (see Appendix 3).

In Shetland there is a range of relevant training that involves at least two departments of the Council, Shetland Careers, Shetland Enterprise and the Shetland Islands Partnership. For the benefit of the research the agencies involved identified the following issues for Shetland in relation to the future of inter-professional/disciplinary training

Funding to send staff away, to access training opportunities or train as trainers and funding to bring specialists to Shetland.

More integration and sharing e.g. across council departments and access to training for other partners.

The Local Economic Forum have recognised the need to review the Shetland infrastructure for learning and co-ordinate training (including informal learning) across Shetland Islands Council, NHS Shetland and other agencies

Widen the agenda of Community Learning and Development and extend integrated working.

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Provide ongoing training on Community Planning across agencies e.g. on ways of engaging and consulting communities, assessing needs etc. Share good practice locally and nationally, including the use of case studies. Sharing Good Practice is an important element of the LEADER programme and its lessons should be shared more broadly.

West Dunbartonshire Council has taken the idea of New Community Schools a significant step further by committing itself to becoming a new community schools authority. It is supporting this by developing an inter-disciplinary training programme, the main elements of which are partnership working, local joint-training e.g. members of joint assessment teams, annual seminars on social inclusion and sharing and accessing training provided by partner agencies.

## Appendix 5

### Making information on training more accessible

The researchers were frequently asked what would happen to the data they were gathering. The information is not comprehensive but it does give a good impression of the sort of information that should be easily available.

The researchers recommend the creation of an on-line database to help training providers to publicise their wares and to help those looking for training to identify possible providers. This should be an **open register of interests** that is, it would be open to any organisation to post its details, subject only to the normal laws of advertising. This would, in effect, be an “advertiser” and should be available in print (loose-leaf format for up-dating) and on the internet. The advertiser should be maintained and moderated by CS or by an agency supported by CS.

The likely costs of such an operation are well-understood, especially with regard to up-dating. It would be in the providers’ interest to keep their information up to date. A good database would help to meet the needs of a significant number of individuals looking for training. It would require a standard format with, for example, each contributor showing:

- Name and contact details of the agency offering training or related experience
- Title or one line description of the training or related experience
- 10 lines describing the purpose(s) of the training or related experience, including the issues of values, process and specific skills as noted in Chapter 3
- 10 lines describing the general approaches and methods
- Duration
- Cost
- Any formal quality assurance to which the provision is subject
- Names and contact details of three organisations that have taken part in, or released staff for, such training etc and have agreed to be contacted about it.

The database should be easy to use and potential users should be consulted about the ways in which they would want to search it. The most obvious search themes are likely to be fields of skill and knowledge, and location. Some users would, however, want to search in other ways and an understanding of these will be required from the outset.

In order to help those looking for training to get what they want, the database should help them to contact previous users of the training. This would not meet all of the needs that have been expressed for better access to information about training, but it would be a useful first step.



## Appendix 6

### Learning activities in support of local development

There has been a consistent indication that early priority should go to increasing the provision of what the researchers have called 'learning activities in support of local development'. Developing a supportive system for these activities calls for a good understanding of what sort of learning experiences and support regeneration groups and partnerships want, and of the best approaches to providing them. It also requires effective ways of identifying the right people to provide appropriate experiences and giving them the freedom to do so. The principal needs appear to be:

- to enable successful and experienced regeneration practitioners, and others identified as having appropriate expertise, to pass on their knowledge and skills directly to regeneration groups and partnerships
- to make it possible for such support to continue over extended periods
- to enable regeneration groups and partnerships to identify expertise that is relevant to their issues and helping them to bring it into their context
- to establish effective ways of disseminating good practice.

The process of putting those wanting support in touch with those with appropriate experience, could be handled through a brokerage approach, in association with the data-base proposed in Appendix 5. This would require an active broker and, perhaps, a presence at regional levels, as prospective users of such a service may want to talk to someone not too far away. Communities Scotland, or an agency appointed by it, should:

- develop over time a list of regeneration practitioners and others who can act as mentors and/or trainers, stating clearly what they are best able to offer
- make appropriate information public through the data-base
- arrange 'training the trainers' support for them, when/if this is sought, including any small materials development they require
- finance cover for them in their own organisations while they are away supporting other groups (this could take the form of a standard daily rate payable either to the mentor/trainer's organisation or directly to the individual)
- develop guidance on 'mentoring regeneration partnerships' as the experience of their role grows.

With regard to the identification of good practice, good practitioners and others able to offer useful support, there is already knowledge 'in the system'. The need is to find ways of making such knowledge public and accessible. A standard format for logging good practice and those responsible for it, and a place to put it, would be a start. It could also be part of the data-base. Active management of such a resource would be essential. At a more ambitious

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level, a way of bringing together the different evaluations of regeneration that are carried out by different sectors would help to improve the availability of information on good practice.

Although a certain amount of scepticism was expressed about the dissemination of good practice guidance using ICT, there were other voices, especially with rural concerns, that regarded it as essential. Part of effectiveness is likely to depend on the format in which good practice is recorded and this calls for early consideration. As Learning and Teaching Scotland's Community Grid for Learning already carries this types of material, they should be involved in any development.

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