Skills and Competencies for Community Regeneration: Needs analysis and framework
Skills and Competencies for Community Regeneration: Needs analysis and framework

by

Peter Taylor, Ivan Turok, Duncan Kirkpatrick and Adam Rosengard, Department of Urban Studies, University of Glasgow

A report to Communities Scotland

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Research and Evaluation Department
Communities Scotland, Thistle House
91 Haymarket Terrace, Edinburgh EH12 5HE
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² ‘Conservation and Development in Sparsely Populated Areas’ project
Executive summary

Section 1  This project was commissioned by Communities Scotland to establish a framework setting out the skills and competencies required for effective community regeneration, and to assess skill gaps and existing learning mechanisms.

For the purposes of this exercise community regeneration is defined as ‘intervention in disadvantaged localities and/or targeted at disadvantaged groups, aimed at economic, social and/or physical improvement, and involving some form of partnership working’.

The research covered all the types of individual who are involved in regeneration partnerships and projects, and takes into account both their diversity and the needs that they have in common.

Section 2  Research methods included an updating of previous literature reviews and surveys of training providers; interviews and a Focus Group with national organisations. A central aim was to provide a solid evidence base for a skills framework through a survey reaching as wide as was practical. A postal survey, followed up by telephone interviews and Focus Groups, was carried out in five local authority areas.

Contact lists were obtained in each area that included people ranging from members of ‘high level’ Partnerships to agencies and groups that were known to be in contact with local regeneration programmes. Postal responses were received from 343 (27%).

Finally, national organisations were consulted again on a draft framework, and a number of approaches to individual or collective self-assessment of learning needs were tested.

Section 3A  A growing body of research and official enquiries has identified a need for enhanced skills for both professionals and the other sectors involved in regeneration. A fully researched and comprehensive framework of what is required has yet to be established in any part of the UK.

A checklist of skills identified in previous studies was compiled and used as a starting point for this research.

Little of the guidance on community capacity building identifies the skill needs for community activists associated with involvement in regeneration.

The overlap between the capacity building requirements identified for Community Planning in Scotland and regeneration skill needs identified in the literature is almost complete.
The Scottish Executive recently commissioned a study of training in community learning and development training for a range of professionals who are engaged in community regeneration and Community Planning. The implementation of its recommendations requires close integration with work based upon those in the current study.

Section 3B The survey evidence shows that the diversity of occupational and professional backgrounds that people bring to community regeneration is enormous. Working in multiple ‘Partnerships’ is extremely widespread. (A fuller summary of the research findings is given in Section 5).

Regeneration work involves people in all the main sectors involved in a wide spread of roles. It is still possible to profile the distinctive roles of these sectors.

But it is very difficult to identify any sets of skills, other than the skills of particular professions, that are specific to a particular role in regeneration.

Every one of 18 classes of skill was seen by at least half the respondents as required for their role in regeneration. The majority were seen as necessary by over 75%. Almost every sector reported above 50% need levels, for almost every skill.

For every skill but one more people said their personal skill level was satisfactory than not. However 84% of respondents did identify a need for improvement in at least one skill area.

People in four main sectors (community representatives, and staff of local authorities, voluntary organisations and other public bodies) identified needs for improvement in their skills to very similar extents. The small numbers of business representatives and of elected representatives in the survey were much less likely to see personal needs for improvement.

People were most likely to identify ‘Process’ skills as needed, on average, and least likely to identify ‘Practical’ skills.

But, amongst those who rated their own skill levels, the proportions that thought that their ‘Practical’ skills ‘could be improved’ were highest, and for ‘Process’ skills were lowest.

Whilst not everyone involved needs all of these skills, all of those included in the framework represent needs widely shared across sectors and levels of involvement in regeneration.

Section 3C Amongst national level ‘stakeholders’ there are differences between those who believe that physical and economic development are central to regeneration, and those who do not have that belief. But even the former tend to think that the distinctive challenges of regeneration involve working with other professions, with communities and on issues of social disadvantage.
All agree that there is and should be no attempt to create a new and separate ‘regeneration’ profession. The process inevitably involves joining up different professions and sectors and building upon that diversity.

Volunteer community representatives at this level do not see the distinction between their roles and those of others as sharply as some suggest.

Section 4A People were most likely to emphasise ‘meeting people doing similar things’ as a source of their skills. Invited to comment on other sources of skills, people overwhelmingly referred to general work and life experience.

Most people were personally able to and did in practice access each of the main learning methods, from formal courses to ‘meeting others’. Over three quarters would like to have more access to at least one method.

Many people prefer ‘meeting and communicating with people’ to training courses as a means of learning. Having an outside source of support and exchanges of experience with other professions and areas are highly valued.

Section 4B Many consultees were sceptical of the relevance of formal training to the types of skills under consideration. They did make positive recommendations on the wider sharing of training between agencies and professions.

Many of their comments were about the desirability of building the learning of skills and the strengthening of personal attributes more firmly into every day regeneration practice.

Skills do not exist in a vacuum. Attitudes, behaviour, mindsets, values, knowledge, power and resources are all relevant to the efficacy of skills.

Section 4C Most of the inter-disciplinary training relevant to regeneration in Scotland is currently at Continuing Professional Development level. There are a growing number of examples of flexible types of provision.

The amount of formal provision whose primary focus is regeneration is quite limited. There is a much wider group of courses for which regeneration is a strong theme, but not the primary focus.

Work-based learning opportunities have to be created to meet the needs of particular circumstances, and there are relatively few bodies equipped to provide this service in a systematic way

A brief summary is given of the methods that are already practised in supporting learning that is relevant to regeneration, including conventional courses, outreach provision of qualifications or of other support to learning, open and distance learning and a variety of locally originated programmes
Section 6A Most skills and competencies frameworks are produced in order to specify occupational standards for a specific profession, or sometimes a specific occupational area that might not yet have achieved ‘professional’ recognition, or crosses professional boundaries. Other frameworks are used for standard setting or quality control.

The other frameworks consulted, drawn principally from community learning and development, economic development and public health sources, contain varying degrees of overlap with the skills identified in this report.

Many contain only brief definitions of the skills to which they refer, and do not specify the different levels at which a skill may be exercised. It similarly be premature to be unduly prescriptive about the definition of different levels of ‘regeneration’ skills. Most frameworks adopt a ‘competencies’ based approach to specifying skills, which is also adopted here.

Section 6B The response from stakeholders to the idea of a framework of the skills required for community regeneration was generally very positive. Reasons for valuing and potentially using a framework were very varied.

Stakeholders agreed that a framework must be used only as a flexible guide to local needs, not prescriptively.

Many comments on a draft version of the framework have been taken into account in this report. A few appeared to be asking for a more detailed framework for use in specific contexts. The current aim was to produce a framework that could be applied across a wide range of occupations and other roles in regeneration.

A few comments regretted the lack of specific mention of physical and/or economic development issues. These have been included amongst those defined as ‘Understanding other roles’ and ‘Understanding policies and resources’ and ‘Strategy formation’.

Section 6C The proposed framework is based upon survey responses, previous research, the views of consultees and other relevant frameworks.

It identifies three main types of skill: ‘Strategic skills’ for initiating and promoting change; ‘Process skills’ for enabling change, many of which could also be called ‘soft skills’ or ‘people skills’; and ‘Practical skills’ for delivering change.

At the centre of this triangle of skills are placed the skills and competencies that are specific to particular professions or to community representatives. These will overlap with the other skills to varying extents for people from every type of background and for every individual.

Few if any of the skills are unique to ‘regeneration’. But all are widely accepted as needed by all or many of those involved.
There is evidence that a significant proportion of people come from occupational or other backgrounds which do not equip them with the necessary level of each skill, leading to individual challenges for them and reduced effectiveness for their collective efforts.

‘Skills’ only account some of the qualities that may be required in order to make an effective contribution to regeneration work. They are presented in the context of the knowledge and the values required to make them effective.

For each type of skill, the framework lists a variety of things that a person should be able to do if they have skills of this kind. It also suggests the type of roles and tasks for which each skill may be needed. These might very well be added to, depending upon the local situation.

Section 6D

Some pointers are given, on the basis of the research undertaken, to provision that provides, or could be developed as, training and learning opportunities of particular relevance to the framework.

There appears to be a general trend for preparation for most professions to lay the groundwork for aspects of the three skill types. This is clearest in relation to the ‘process’ skills. However individual skills are highlighted in training for different professions to very differing extents.

The ‘practical’ skill set matches most closely with the content of existing regeneration-focused courses.

A wide range of other training on specific skills, especially ‘process’ skills may be potentially available to public, private and voluntary sector employers. But no systematic survey is available of its extent and its relevance to regeneration and partnership environments.

Section 7

The Scottish Centre for Regeneration wishes to make available tools that will allow people to assess for themselves their need for improvement in the skills in this framework. The feasibility of this was investigated.

People may undertake ‘self-assessment’ by practical methods and for purposes that are quite varied. In each case the most appropriate presentation of material would differ. Consultees also emphasised the desirability of allowing adaptation to local circumstances. It is concluded that a single all-purpose tool is neither desirable nor feasible.

It is not recommended that the standard approach should be to ask people only about those skills that they are judged to need. Tests were based upon the full range of skills in the framework.

They included self-assessment in individual and facilitated group settings with people from a variety of backgrounds, and an
exercise in assessing the overall strengths and weaknesses of a partnership.

These demonstrated an active interest in the material and the results, and a virtual absence of any desire to classify any of the suggested skills as ‘not relevant’ to personal needs. There was some evidence that working in groups, and especially concentrating on a specific regeneration initiative or context, encourages people to acknowledge and explore their skill needs.

Probably the most valuable device would be a pack of tools and guidance on assessment for groups, based around the framework.

**Section 8** Recommendations are made, principally for the use and development of the skills framework, and others on how skills for regeneration might be developed.

It is recommended that SCR should adopt the framework as a working definition of the skills required for success in regeneration. It should use it to guide its own priorities for skills development and should recommend it as a basis for joint work.

There is scope for improvement across the full range of skills identified, and this may require provision to be enhanced across the spectrum of training and learning methods.

But particular emphasis is placed upon the development of experiential learning, including on-the-job, context-specific, and practical project-based learning, and methods for people to learn from each other's experience.

Sharing of learning opportunities – between organisations; between professional bodies; and between community representatives, employed staff and other sectors – is also emphasised.

The need to improve techniques for recognising skills needs and understanding how to match them to provision is highlighted.

All regeneration initiatives should be encouraged to carry out, and repeat, reviews of the skills that they have available and need, and the mechanisms needed to enhance them, using the framework.

The potential for Community Planning Partnerships to assess their local need for and availability of regeneration skills is identified.
1 Introduction

1.1 This project was commissioned by Communities Scotland to establish:

- a coherent framework setting out the skills and competencies required for effective community regeneration
- a tool to help people assess their own learning needs, individually or in partnerships
- a better understanding of what skills gaps exist, and
- an overview of the adequacy of existing learning mechanisms and priorities for the development of new ones.

1.2 It was required in order to assist the new Scottish Centre for Regeneration to plan how to implement one of its objectives, which is to improve the skills and capabilities of practitioners and community members to work effectively in community regeneration. The Centre believed that a framework was needed to help identify the range of skills such people require and to assist in identifying particular skill gaps. Further work was then needed to assess the means by which people can further enhance their skills and competencies.

1.3 Regeneration is an extremely diverse field of activity covering many different objectives, policies and decision-making processes. Participants are necessarily drawn from many different backgrounds including full-time professionals, local politicians, community representatives, voluntary workers and business people. Unsurprisingly their skills, knowledge and experience of regeneration are similarly diverse and unevenly developed. This is partly because of the varied mechanisms available for learning, ranging from full-time university degrees to short courses, seminars, informal mentoring and ‘on the job’ familiarisation and practical experience.

1.4 In recent years a widespread view has emerged across the UK that there is scope for general improvement in the skills and knowledge of people involved in regeneration. This includes:

- being more systematic about developing the skills required for the various tasks and processes involved in regeneration
- helping practitioners and communities better to articulate their needs
- ensuring that organisations involved in assisting learning are delivering on appropriate themes and in appropriate formats
- establishing new learning mechanisms.

1.5 It was necessary to put some boundaries around the field of activity to be studied. For the purposes of this exercise community regeneration is defined as ‘intervention in disadvantaged localities and/or targeted at
disadvantaged groups, aimed at economic, social and/or physical improvement, and involving some form of partnership working’. The implication is that special efforts are required in regeneration areas, beyond ‘conventional’ approaches operating elsewhere, including a more inclusive decision-making process and greater sensitivity to local conditions.

1.6 For practical reasons the scope of the exercise was restricted to issues relating to skills and competencies in regeneration and excluded issues relating to knowledge of regeneration and experience of what works.

1.7 The key requirements for the project were that it should:

A) Build on previous work by carrying out a wider and more systematic consultation about the skills, knowledge and other learning needs of the people involved in regeneration

B) Present the results in the form of a comprehensive and systematic ‘framework’, identifying all the main shared and sectoral learning needs

C) Ensure that this framework is appropriate to the Scottish approach to regeneration, which is located in the context of social justice policy; this implies a need to include health, education and social care professions and interests along with physical environment and economic development interests

D) Ensure that it relates to all the types of individual who are included in a broadly defined range of regeneration partnerships and projects, and takes into account both their diversity and the needs that they have in common. The categories include:

- Community activists
- Elected members
- Staff with a specific regeneration role
- Partnership members
- Staff in the full range of professions involved in services working in regeneration initiatives
- The voluntary sector
- Partners from private business, including investors and employers.

E) Relate the needs identified to current approaches to learning and identify gaps and areas requiring development.

F) Consult key stakeholders and, so far as possible, reflect their views in and gain their support for the wider application of the framework and other recommendations.

G) Develop self-assessment tools, based directly upon the needs framework, which will allow individuals to assess their own needs, and permit Partnerships and organisations to create a profile of local requirements.
1.8 After explaining the research methods used (section 2), we summarise and update the key points about skill needs that we have identified in reviews of other literature (3A). We then present findings on the roles that people perform in community regeneration and on how these relate to the skills that are needed and the areas in which these may need to be improved, drawing both on our own surveys (3B) and the views of the national level stakeholders that we consulted (3C).

1.9 We then consider what our surveys (4A) and other consultees (4B) have to tell us about where people get their skills from and what mechanisms might be used to improve them further. We then present our conclusions from an update of previous work on current provision of training and learning opportunities in Scotland that have an explicit or readily identifiable relationship to regeneration (4C).

1.10 Section 5 presents a summary of the key conclusions from all of these aspects of our research. This is then applied in section 6 to developing a framework setting out the skills required for community regeneration. Firstly we look at the other types of ‘framework’ in existence and their relevance to the format and contents of the proposed framework (6A). We then report the views expressed by our consultees both before and after seeing a draft version of the framework (6B).

1.11 In section 6C we summarise briefly the origins, contents and format of the proposed framework then present it in diagrammatic and written form. Section 6D looks at the relevance of the types of existing learning opportunities reviewed in 4C to each element of the framework.

1.12 Section 7 looks at the potential for developing methods of individual and collective self-assessment based upon the proposed framework, and reports the results of some small exercises testing various approaches.

1.13 Finally in section 8 we make some recommendations for consideration by Communities Scotland, all the other agencies involved in community regeneration, professional bodies and the current or potential providers of training and other approaches to learning.
2 Methods

2.1 Desk, library and Internet research and informal consultation were used to update our knowledge of regeneration skill needs and gaps, which is reported upon in the previous literature reviews and other research in which team members have been involved (especially Kirkpatrick & Taylor, 2004 and Taylor, 2004); and to identify relevant examples of skills and competencies frameworks and assessment tools.

2.2 A wide range of training providers was contacted in order to update and extend the review of existing educational and training provision for regeneration in Scotland contained in Kirkpatrick & Taylor, 2004.

2.3 An internal project ‘Sounding Board’ was established, consisting of senior members of staff and Associates of the Department of Urban Studies and the Scottish Community Development Centre. It met three times to formulate an overarching vision, comment upon the role and contents of the proposed framework, the potential for new and improved learning mechanisms, a possible dissemination strategy for the results and future uses for the framework.

2.4 Extended face-to-face interviews were carried out with 29 key players from 26 organisations at national level, using a semi-structured interview schedule. The organisations represented all key sectors involved in regeneration and a range of professional bodies and other institutions with a potential interest in regeneration and social justice.

2.5 A core ‘Stakeholder Focus Group’ including a representative selection of the above bodies, and some training providers was invited to meet for a seminar length discussion on skill needs, the proposed framework and the adequacy of current learning mechanisms.

2.6 Survey A central aim of the project was to provide a solid evidence base for a skills framework, by obtaining a substantial body of evidence on regeneration tasks, skill needs and learning mechanisms through a survey reaching as wide as was practical. Defining its scope and coverage raised two main challenges.

2.7 A) The brief for the study referred to the needs of ‘people working to achieve outcomes for communities at the local level’; which may be communities either of locality or of interest. There is no existing agreed definition that sets practical boundaries to this group of people. We therefore attempted to represent all who are currently actively involved in or seen as stakeholders by partnerships working around regeneration issues. We adopted the widest possible definition of the type of partnerships that are relevant to regeneration, and aimed to include all levels of their operation, including joint initiatives and projects as well as formal Partnership boards.

2.8 Though this practical limit must be set to what activities were included in the survey, we anticipated that its range would be sufficiently broad to
help us to develop a framework and assessment tool that could be used by others making other types of contribution to regeneration.

2.9 B) There is a considerable practical difficulty associated with obtaining sampling frames for such a large and disparate population. Our first stage was to define sample areas at (with one exception) local authority level, representing a range of types of regeneration activity. These were:

- Dumfries and Galloway (a largely rural area, with Local Rural Partnerships and a number of local regeneration initiatives)
- Fife (which includes one area-based and one ‘thematic’ Social Inclusion Partnership, and other rural and urban initiatives)
- South Lanarkshire (which includes two area-based Social Inclusion Partnerships, and other rural and urban initiatives)
- Dundee (which includes two area-based and two ‘thematic’ Social Inclusion Partnerships)
- North Glasgow (a subsection of the city, which includes three area-based Social Inclusion Partnerships).

2.10 Contacts were made in each of these with officers responsible for the co-ordination of Community Planning and/or Social Inclusion Partnerships. Depending upon local circumstances, a variety of lists of contacts were identified. Our aim was to include a range extending from members of ‘high level’ Partnerships to agencies and groups that were simply known to be in contact with local regeneration programmes, and including community representatives and contacts in local voluntary groups. The contact lists used are listed in Appendix 1.

2.11 Since the total population in Scotland of people involved in relevant activities is unknown, we could only set parameters to ensure that a broad range of contacts in all sectors and roles was identified. Both in aggregate and within each area the contact lists clearly included substantial proportions of community and voluntary sector activists, and of staff, both in core regeneration roles and in a range of professions, and in both public and voluntary sectors. A full breakdown cannot be given because a person’s role cannot always be determined unambiguously from the contact information supplied. The contact lists also included relatively small numbers of local authority elected members and private business representatives involved in Partnership work.

2.12 We carried out a reply paid postal survey of this group of 1,259 people. The schedule used is reproduced as Appendix 2. Responses were received from 343 (27%), which is considered reasonable, given that the timetable available did not allow for any reminders.

2.13 The level of response received from each area was not uniform (Table 1), but sufficient in our view to ensure that a wide spectrum of regeneration activity was included. Responses were received in each area from all the main sectors that we planned to cover – voluntary and community representatives, staff from various types of agency, business representatives, elected members.  

3 A small handful of MSPs and MPs named in contact lists were not included in the survey

4 For two specific contact lists, a local co-ordinator distributed an agreed number of schedules (included in total) to list members, as an alternative to supplying names to the researchers.

5 Except in one area where no elected members were on the original contact lists
Table 1  Response rate to postal survey, by area

<table>
<thead>
<tr>
<th>Area</th>
<th>Total contacts</th>
<th>Responses received</th>
<th>Response Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Glasgow</td>
<td>300</td>
<td>85</td>
<td>28</td>
</tr>
<tr>
<td>Dundee</td>
<td>300</td>
<td>85</td>
<td>28</td>
</tr>
<tr>
<td>South Lanarkshire</td>
<td>165</td>
<td>43</td>
<td>26</td>
</tr>
<tr>
<td>Fife</td>
<td>295</td>
<td>56</td>
<td>19</td>
</tr>
<tr>
<td>Dumfries &amp; Galloway</td>
<td>199</td>
<td>74</td>
<td>37</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,259</strong></td>
<td><strong>343</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

2.14 We have not referred in the summary analyses in this report to the breakdown of responses by area, because they seem to us to be sufficiently consistent between areas for us to be able to regard the outcome as a single survey of people involved in community regeneration. For example, the average proportion of respondents who said that they ‘needed’ each of the skills about which we asked (see 3.56) only ranged from 73.4% (Dumfries and Galloway) to 78.6% (Fife).

2.15 The survey should not be seen as an attempt to contact a representative sample of a known population. It was partly intended to contribute to understanding and defining who might be considered to be involved in community representation. We cast our net widely – not, for example, insisting on formal Partnership membership as a criterion – but the seriousness and consistency of the responses received and our subsequent contacts with some respondents strengthen our view that we have obtained a broader overview of the individuals involved in community regeneration in Scotland than anything we know to have been attempted previously.

2.16 We added qualitative depth to the survey responses in two ways. We conducted 23 short telephone interviews with survey respondents, randomly selected from those who had agreed to supply their contact details (the great majority).

2.17 We also attempted to arrange one Focus Group discussion in each of the five sample areas, aiming to bring together people in a different set of roles in each. The aim was to illuminate survey responses by allowing people to explore collectively aspects of learning need and ways of meeting it. Three very useful discussions were held:

- In North Hamilton/ Blantyre, with a group consisting entirely of local community representatives
- In Dundee, with a mixed group of local authority staff
- In Fife, with a group of specialist regeneration managers.

2.18 In addition, an invitation in North Glasgow to a large group of staff from different public agencies who had responded to the survey yielded one participant. This did however result in a valuable interview with a representative of an agency not otherwise consulted in this study (Department of Work and Pensions).

2.19 We also sought to arrange a discussion with a full Partnership group in Dumfries and Galloway. This proved impossible, but we later involved a local group in testing of self-assessment methods.
2.20 **Consultations and testing** After all of the above research was complete and a draft framework had been prepared, we circulated this, and drafts of the recommendations that refer to it, to all of the people who had been (or had been invited to be) interviewed at national level, or had taken part in the ‘Stakeholder’ Focus Group, plus a few others. Comments received have influenced the final proposed framework and are summarised in section 5B.

2.21 We then used the draft framework as the basis for testing a number of approaches to individual or collective self-assessment of learning needs, by means of a further postal survey of 100 previous respondents, and group exercises with three groups with different types of involvement in regeneration. Details are reported in Section 6.
3 Skills needs

A Evidence from previous literature

3.1 Much of the current discussion of a perceived skills deficit in regeneration began with the report of the Urban Task Force (Rogers of Riverside, 1999). This highlighted the need to improve and widen the range of skills among professionals if greater innovation, more productive partnerships and an improved urban environment were to be achieved. It provided an initial listing of their needs for continuing professional development. However it tended to argue that ‘regeneration’ is a specific area of work in which the built environment professions specialise.

3.2 Subsequent work has broadened the perspective. Similar lessons have been drawn from evaluations of regeneration initiatives. For example, a Rowntree report on Neighbourhood Management (Joseph Rowntree Foundation, 2000) called for “a major programme of capacity-building in public and voluntary agencies, including joint training with community participants”.

3.3 The Cabinet Office’s Programme Action Team 16 on ‘Learning lessons’ (Social Exclusion Unit, 2000) carried out a substantive review of training for regeneration and social inclusion and commented on the needs of a range of professions. Its recommendations for a national strategy were met, at least for England, in the ‘The Learning Curve’ (Neighbourhood Renewal Unit, 2002). This does two important things:

- it looks at the needs of all the sectors of the community involved in regeneration including “residents, civil servants, practitioners, professionals and organisations”
- it looks not only at building knowledge and developing skills but at “changing behaviours”.

3.4 However MacDonald (2003), in a study specifically designed to investigate this strategy finds that in the field there is still “little clarity of what skills are needed by people working in, or managing, regeneration”.

3.5 It is therefore doubtful if a fully researched and comprehensive framework has yet been established in any part of the UK, though Sheffield First (2003) has made a useful attempt, distinguishing the needs of community residents, elected members, Partnership members and policy makers, and ‘professions in all sectors’ and relating these to local provision.

3.6 In a separate initiative, the ODPM launched a review of skills needed for Sustainable Communities, under Sir John Egan. Kearns and Turok (2003) reviewed the ideas and literature surrounding Sustainable Communities as a contribution to this review. The initial focus of the Review was very firmly on professional built environment skills. But the work that the review team did to re-examine the common goal of
sustainable communities made clear to them that a much larger range of skills is needed. The final report (Egan, 2004) calls for a cultural change in the skills, behaviours, knowledge and training of more than 100 occupations involved in delivering sustainable communities. All occupations involved in delivering sustainable communities should possess generic skills, to different degrees and different levels depending on their roles. It is in these generic skills (broadly speaking, strategic and partnership working skills) rather than basic professional technical skills that shortfalls are seen to occur.

3.7 In Scotland, the Strategy Action Team set up by the Scottish Social Inclusion Network on ‘Inclusive Communities’ (Scottish Executive, 1999) made recommendations including one to: “build training in community involvement and partnership into continuing professional development for all disciplines of public sector staff”.

3.8 The 1999 Strategy Action Team also put forward ideas for “shared training between public, private, and voluntary sector organisations, and community groups and individuals”, on “community participation, partnership and social inclusion”. This led to the establishment of the Working together: Learning together programme.

3.9 According to the evaluation of that programme by the Department of Urban Studies (Scott et al, 2004), it illustrated the benefits of providing opportunities for everyone involved to learn together, whilst having a mixed impact on SIPs, as organisations, and limited impact on the partner organisations.

3.10 There is much research evidence and practical experience on ‘community capacity building’. This process covers much more than meeting skill and knowledge needs. But one of its objectives is to “support individuals, community groups and community organisations through the development of skills, knowledge and expertise to manage and continue the development process”, according to a substantial review of the research by Chapman & Kirk (2001).

3.11 The review by Kirkpatrick and Taylor (2004) was limited by its remit to the training needs of staff who work in or come from professional specialisms and to evidence of the need for post-qualification training. It found strong support for more flexible forms of ‘learning activities in support of local development’: support to people currently working in regeneration, focusing directly on helping them to solve their work problems. The dissemination of best practice was also a priority.

3.12 The Scottish Executive Development Department recently commissioned the Scottish Community Development Centre to identify training needs and current provision of community learning and development training for a range of professionals (other than those formally qualified in CLD) who are engaged in community regeneration and Community Planning.

3.13 There was a significant overlap between the people involved in carrying out that study and the present one, and a smaller overlap in the actual individuals consulted. More importantly there is a significant overlap in the scope of the two studies.

3.14 The SCDC study focused on the needs of professionals, rather than the community and business representatives and elected members who were included so far as possible in this study. We have also surveyed
people in a wider range of professional roles in the public and voluntary sectors than the SCDC study. That takes as its starting point people involved in Social Inclusion Partnerships, although it identifies the relevance of its conclusions to “the wider range of professionals who will be required to demonstrate the competences in the context of Community Planning”. We have worked with a broad definition of ‘community regeneration’, with only around a quarter of survey respondents having a direct SIP involvement.

3.15 But the SCDC takes a broad view of the range of skills relevant to ‘community learning and development’, which are clearly taken to include almost all of those described as ‘process skills’ in our proposed framework, and several others. It has made recommendations, for example for ‘a Scottish national learning strategy to support the development of the necessary competences’, whose implementation would clearly require close integration with any work based upon the recommendations of this study.

3.16 **Summary** The previous research and experience has set the general context for this study in several ways.

3.17 **A** The need for inter-professional learning is almost universally agreed. Although there is no comprehensive framework available a common core of shared specific skills such as project management, monitoring and evaluation and general competencies such partnership working and working with communities, emerges from many studies.

3.18 **B** There is much guidance available on community capacity building but little that specifically identifies the skill needs for community activists associated with involvement in regeneration.

3.19 **C** Less specific attention has been paid to the possible needs of other actors, such as elected members and the private sector.

3.20 **D** Both Kilpatrick & Taylor (2004) and Scott (2004) note a lack of emphasis in regeneration training on equalities issues, in spite of the close links between the two implied by the Scottish Social Justice agenda.

3.21 **E** The ‘Learning Curve’, Sheffield First (2003) and Egan (2004) all emphasise that learning for regeneration should not only allow the acquisition of skills and knowledge but should influence ‘behaviours’. The relationship between this and learning about shared *values*, whose importance was emphasised by some of Kirkpatrick and Taylor’s consultees, requires careful consideration.

3.22 **F** Provision of learning opportunities for regeneration has expanded and interest in it has grown, as is shown by the Urban Studies Department’s own experience. However there are still many gaps. Several studies (see Taylor (2004)) point to the relative scarcity of induction and team building training by Partnerships. Kilpatrick and Taylor (2004) found particularly strong support for the development of learning activities (broadly defined as such) that help people to deal with their specific regeneration problems.

3.23 **G** The major review of the capacity building requirements for Community Planning in Scotland (Eglinton, 2002) has found that there is to date a ‘virtual absence of a learning and development culture
surrounding Community Planning’ and that a Learning Development Framework is required containing ‘key skills and competencies, knowledge and attitudes’. The overlap between the skills identified in that report and in previous reports on regeneration is almost complete. Whilst this study focuses on regeneration, it is important to consider its potential relevance to the full range of the responsibilities of the Community Planning partners.

3.24 Initial checklist As well as setting the context for this study, previous research and experience has also gone a long way towards establishing specifically what the skill needs for regeneration are. A particularly helpful starting point is provided by Crocker & MacDonald (2001). They present checklists of the ‘skills for regeneration practitioners’ that have been identified by eight different sources, including MacDonald’s own unpublished research with English SRB partnerships.

3.25 In order to begin thinking about the skills that should be included into our Framework, we have taken and adapted Crocker and MacDonald’s checklist (Appendix 4). We have added three more recent studies to their list. In order to accommodate these without adding unduly to the length of the list of possible skills, we have reworded or added to some of their existing definitions, combined others and added a few new ones. In particular, we have not reproduced the long list of specific ‘urban renewal’ skills, concerned largely with urban design and the redevelopment of land, which had been identified only in the Rogers report. Egan (2004) contains a similar list but was published too late for inclusion here. However all the items in his checklist appear to be covered by our proposed framework.

3.26 This checklist of past findings both influenced our initial choice of the skills about which we chose to ask people specific questions in our survey, and also directly influenced our final proposed Framework.

B Survey findings

3.27 Roles and tasks We deliberately sought to include a wide range of roles within community regeneration in our survey. The results confirmed that an enormous variety of people from very different backgrounds do nowadays recognise themselves as involved in collaborative efforts to improve communities. The basic ‘positions’ in the system that respondents had, according to their own descriptions, are shown in Table 2. Four main categories – people involved in a voluntary capacity, and staff of local authorities, voluntary organisations, and other public bodies – are all reasonably well represented and their characteristics will be considered in detail below.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer/community member</td>
<td>38</td>
<td>11.1</td>
</tr>
<tr>
<td>Local authority councillor</td>
<td>7</td>
<td>2.0</td>
</tr>
<tr>
<td>Business supporter/representative</td>
<td>6</td>
<td>1.8</td>
</tr>
<tr>
<td>Staff of local authority</td>
<td>110</td>
<td>32.1</td>
</tr>
<tr>
<td>Staff of voluntary organisations</td>
<td>82</td>
<td>23.9</td>
</tr>
<tr>
<td>Staff of other public body</td>
<td>88</td>
<td>25.7</td>
</tr>
<tr>
<td>Combinations*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Not stated</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>343</td>
<td>100</td>
</tr>
</tbody>
</table>

6 All involve the combination of ‘community member/volunteer’ with other role(s). In subsequent analyses of ‘positions’ these 4 individuals are counted once for each position.
3.28 The number of local authority elected representatives involved is inevitably smaller, because of their smaller total numbers, and it will only be possible to give sketchy attention to their needs. The number of business representatives is also low, either because they are simply not engaged in community regeneration, or perhaps because the private sector’s typical contribution to regeneration is work on specific projects and programmes rather than providing members of forums. In both cases, a full examination of skill needs would require additional research.

3.29 The range of ‘other public bodies’ that were represented amongst respondents provides further evidence of the range of backgrounds involved (Table 3). The bodies that are perhaps most likely to be found in formal roles in Partnerships – NHS bodies, Scottish Enterprise, the police and Communities Scotland – were well represented, but many others are involved (and others again were surveyed but did not respond).

Table 3 ‘Other’ public bodies represented

<table>
<thead>
<tr>
<th>Type of body</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communities Scotland</td>
<td>8</td>
</tr>
<tr>
<td>DWP/ Job Centre Plus</td>
<td>1</td>
</tr>
<tr>
<td>FE College</td>
<td>5</td>
</tr>
<tr>
<td>Fire Brigade</td>
<td>3</td>
</tr>
<tr>
<td>Forestry Commission</td>
<td>2</td>
</tr>
<tr>
<td>Housing association/RSL</td>
<td>5</td>
</tr>
<tr>
<td>NHS</td>
<td>23</td>
</tr>
<tr>
<td>Police</td>
<td>9</td>
</tr>
<tr>
<td>Scottish Enterprise</td>
<td>10</td>
</tr>
<tr>
<td>Scottish Natural Heritage</td>
<td>3</td>
</tr>
<tr>
<td>SIP/ Other partnership</td>
<td>6</td>
</tr>
<tr>
<td>University</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
</tbody>
</table>

3.30 The diversity of backgrounds that people bring to community regeneration is also evident from the wide range of professions to which people belong. Respondents were asked to list their Professional memberships (if any). 40% of local authority staff and 42% of staff of other public bodies named at least one such membership. Interestingly, staff of voluntary organisations were no more likely than volunteers and community representatives to be able to do so (18% in each case). Some of the community representatives involved were ‘retired’ members of their professions.

3.31 The two most common professional memberships were two of the ones generally considered to be most closely associated with regeneration: Housing and Planning. But there were fifteen different professional associations that were named by more than one respondent. These are listed in Table 4. The people involved in community regeneration draw their professional experience from a great variety of sources, and they include possibly unexpected professions such as Fire Engineers. It is likely that this variety can only grow with the advent of Community Planning.

7 Many would consider Housing Associations to be part of the voluntary sector, but we cannot identify any HA respondents who classified themselves in this way. However at least one additional University staff member described himself as in the voluntary sector.

8 Includes 2 Careers Service respondents
3.32 In addition a further forty professional memberships from the Association of Graduate Career Services to the UK Public Health Association, were named by one respondent each. The true variety must be even greater. There were still three Associations that we had considered important enough to interview at national level, and which undoubtedly have members actively involved in regeneration, but which were not represented amongst our respondents.

Table 4 Professional memberships held by more than one respondent

<table>
<thead>
<tr>
<th>Professional body</th>
<th>Number*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association of Directors of Education in Scotland</td>
<td>3</td>
</tr>
<tr>
<td>Association of Directors of Social Work</td>
<td>2</td>
</tr>
<tr>
<td>Chartered Institute of Housing</td>
<td>11</td>
</tr>
<tr>
<td>Chartered Institute of Library and Information Professionals</td>
<td>2</td>
</tr>
<tr>
<td>General Teaching Council for Scotland</td>
<td>8</td>
</tr>
<tr>
<td>Head Teachers Association of Scotland</td>
<td>7</td>
</tr>
<tr>
<td>Institute of Fire Engineers</td>
<td>4</td>
</tr>
<tr>
<td>Institute of Healthcare Management</td>
<td>3</td>
</tr>
<tr>
<td>Institute of Management</td>
<td>3</td>
</tr>
<tr>
<td>Institute of Personnel &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>Royal College of Nursing</td>
<td>7</td>
</tr>
<tr>
<td>Royal Institution of Chartered Surveyors</td>
<td>2</td>
</tr>
<tr>
<td>Royal Society of Arts</td>
<td>2</td>
</tr>
<tr>
<td>Royal Town Planning Institute</td>
<td>10</td>
</tr>
<tr>
<td>UK Central Council for Nursing, Midwifery and Health Visiting</td>
<td>7</td>
</tr>
</tbody>
</table>

* Number of memberships: some individuals are members of more than one association

3.33 Although we sought to avoid making membership of a formal Partnership body our sole criterion for defining involvement in ‘community regeneration’, the great majority (77.3%) of respondents listed Partnerships of which they were members. Partnership is a widely used and abused term – as one respondent wrote “Not sure of what you want – could be endless depending on the definition of partnership”. Some of those who listed ‘none’ may have used a narrow interpretation and not mentioned examples of interagency work that lacked a formal ‘Partnership’ label.

3.34 But the vast majority of the examples listed were clearly either formal Partnerships or genuinely multi-partner projects and initiatives (Table 5).” 26% appeared to be directly involved in Social Inclusion Partnerships or their formal subgroups. A small minority of people interpret ‘listing Partnerships of which they are a member’ as meaning ‘listing organisations with which they work in partnership’.

3.35 Working in multiple ‘Partnerships’ is extremely widespread. People were able to name an average of almost three ‘partnerships’ in which they were involved. People in all positions (community representatives, staff etc.) and in each local authority area, all averaged more than two such memberships; for some positions the average was over four.12

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9 Even after excluding some responses that would not generally be regarded as Professional Associations e.g. Trade Unions
10 Institution of Economic Development, Royal Environmental Health Institute, Association of Chief Police Officers – at least one was however represented in Focus Group discussion
11 An additional 36 incomplete or unclear descriptions are omitted from the Table
12 Although one respondent submitted a list of 85 Partnerships (not included in Table 5) these appeared to be those in which his organisation as a whole was involved. The highest reliably attested number of partnership memberships by an individual was 26.
Table 5  Types of ‘Partnership’ membership listed by respondents

<table>
<thead>
<tr>
<th>Partnership type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Named types</strong></td>
<td></td>
</tr>
<tr>
<td>Adult guidance network</td>
<td>2</td>
</tr>
<tr>
<td>Adult literacy</td>
<td>8</td>
</tr>
<tr>
<td>Better Neighbourhood Services Fund</td>
<td>5</td>
</tr>
<tr>
<td>Careers Scotland Local Advisory Board</td>
<td>5</td>
</tr>
<tr>
<td>Childcare partnerships</td>
<td>11</td>
</tr>
<tr>
<td>Children’s services</td>
<td>10</td>
</tr>
<tr>
<td>Community care partnerships</td>
<td>5</td>
</tr>
<tr>
<td>Community learning partnerships/plans</td>
<td>21</td>
</tr>
<tr>
<td>Community planning partnerships</td>
<td>40</td>
</tr>
<tr>
<td>Health &amp; Care partnerships</td>
<td>6</td>
</tr>
<tr>
<td>Joint Futures</td>
<td>6</td>
</tr>
<tr>
<td>Local health care co-operatives</td>
<td>2</td>
</tr>
<tr>
<td>Local rural partnerships</td>
<td>47</td>
</tr>
<tr>
<td>New community schools</td>
<td>7</td>
</tr>
<tr>
<td>Other city wide (e.g. Glasgow Alliance)</td>
<td>9</td>
</tr>
<tr>
<td>Social inclusion partnerships (including sub-groups)</td>
<td>89</td>
</tr>
<tr>
<td><strong>Sure Start</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Others by theme</strong></td>
<td></td>
</tr>
<tr>
<td>Anti poverty/ advice/ rights</td>
<td>10</td>
</tr>
<tr>
<td>Arts</td>
<td>5</td>
</tr>
<tr>
<td>Community safety</td>
<td>31</td>
</tr>
<tr>
<td>Domestic abuse</td>
<td>5</td>
</tr>
<tr>
<td>Drugs &amp; alcohol</td>
<td>19</td>
</tr>
<tr>
<td>Economic development</td>
<td>17</td>
</tr>
<tr>
<td>Environmental</td>
<td>22</td>
</tr>
<tr>
<td>Equalities</td>
<td>4</td>
</tr>
<tr>
<td>European funding</td>
<td>8</td>
</tr>
<tr>
<td>Healthy living/ community health</td>
<td>35</td>
</tr>
<tr>
<td>Housing/ homelessness</td>
<td>3</td>
</tr>
<tr>
<td>Lifelong Learning</td>
<td>7</td>
</tr>
<tr>
<td>NHS/ joint health groups</td>
<td>17</td>
</tr>
<tr>
<td>Older people</td>
<td>3</td>
</tr>
<tr>
<td>Social work/ care</td>
<td>7</td>
</tr>
<tr>
<td>Transport (community/accessible)</td>
<td>5</td>
</tr>
<tr>
<td>Volunteer/voluntary sector strategy</td>
<td>5</td>
</tr>
<tr>
<td>Youth</td>
<td>17</td>
</tr>
<tr>
<td>Other/unclassifiable</td>
<td>15</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td>Local regeneration initiatives/planning/strategy groups</td>
<td>66</td>
</tr>
<tr>
<td>Partners with whom respondent works</td>
<td>57</td>
</tr>
<tr>
<td>Community/ Voluntary umbrella bodies/ forums</td>
<td>42</td>
</tr>
<tr>
<td>Individual projects</td>
<td>22</td>
</tr>
<tr>
<td>Individual community groups, Community Councils etc</td>
<td>20</td>
</tr>
<tr>
<td>Individual Housing Associations/ Housing Partnerships</td>
<td>6</td>
</tr>
<tr>
<td>Officers or Managers groups</td>
<td>6</td>
</tr>
<tr>
<td>Business associations</td>
<td>10</td>
</tr>
<tr>
<td>National bodies</td>
<td>8</td>
</tr>
</tbody>
</table>

3.36  We wished to determine whether, in spite of the great variety of backgrounds and activities of the people involved in regeneration, a number of distinctive roles could be identified, and if so to what extent they were performed by different groups of people. We suggested eight possible roles (Table 6). We asked, “What is your main role in community regeneration?” but allowed people to name more than one role. They overwhelmingly did this, claiming an average of four roles each. Four of the roles were claimed by over half of respondents and
almost three quarters had a role ‘Liaising with other agencies’. That particular role was claimed by well over half in each main type of position, including community representatives.

Table 6 Roles reported by respondents

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
<th>Percentage of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Represent a community group</td>
<td>94</td>
<td>27.4</td>
</tr>
<tr>
<td>Advise and support community groups</td>
<td>191</td>
<td>55.7</td>
</tr>
<tr>
<td>Liaise with other agencies</td>
<td>254</td>
<td>74.1</td>
</tr>
<tr>
<td>Deliver services locally</td>
<td>158</td>
<td>46.1</td>
</tr>
<tr>
<td>Promote development in the area</td>
<td>193</td>
<td>56.3</td>
</tr>
<tr>
<td>Formulate aims and strategies</td>
<td>185</td>
<td>53.9</td>
</tr>
<tr>
<td>Raise funds for projects</td>
<td>116</td>
<td>33.8</td>
</tr>
<tr>
<td>Manage projects</td>
<td>138</td>
<td>40.2</td>
</tr>
<tr>
<td>Other</td>
<td>48</td>
<td>14.0</td>
</tr>
<tr>
<td>Total roles reported</td>
<td>1377</td>
<td></td>
</tr>
<tr>
<td>Total respondents</td>
<td>343</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The fact that the number of ‘other’ roles that people wrote in is relatively limited suggests the validity of the eight named roles. Most of the ‘others’ on examination could in our view be classified within the same broad categories. Only a handful suggested distinctive roles: monitoring and evaluation, providing funding, and a few other types of ‘representation’ – of the electorate, of the voluntary sector as a whole.

If we consider which roles are most and least likely to be claimed by people in each type of position (Table 7), we find that each position does have its own distinctive profile (except that the profiles of local authority and ‘other public’ staff are almost identical). Volunteer participants are the most likely to see their role as representing a group, staff of voluntary organisations as managing projects, etc. Every role is at least ‘normal’ for one or more sectors, except for ‘raising funds’ – but that is a ‘possible’ role in all sectors.
Table 7 Main roles in regeneration, by position

<table>
<thead>
<tr>
<th>Position</th>
<th>Core* &gt; 75%</th>
<th>Normal * 51%-75%</th>
<th>Possible * 25-50%</th>
<th>Unlikely* &lt; 25%</th>
</tr>
</thead>
</table>
| Volunteer/community member    | • Represent group                                                            | • Promote development                                                           | • Advise groups  
                                                                              |                                                                               | • Formulate strategies                                                          | • Manage Projects                                                                | • Deliver services                                                                |
|                               | • Liaise agencies                                                            | • Advise groups  
                                                                              |                                                                                 |                                                                                | • Formulate strategies                                                          |                                                                                |                                                                                |
|                               | • Advise groups  
                                                                              | • Promote development                                                           |                                                                                 |                                                                                | • Represent group                                                               |                                                                                |                                                                                |
| Local authority councillor    | • Liaise agencies                                                            | • Formulate strategies                                                          | • Represent group  
                                                                              |                                                                               | • Deliver services                                                               | • Manage Projects                                                                | • Manage Projects                                                                |
|                               | • Advise groups  
                                                                              |                                                                                |                                                                                 |                                                                                | • Promote development                                                            |                                                                                |                                                                                |
|                               | • Promote development                                                       |                                                                                |                                                                                 |                                                                                | • Formulate strategies                                                          |                                                                                |                                                                                |
| Business supporter/representative | • Advise groups                                                            | • Liaise agencies                                                            | • Deliver group  
                                                                              |                                                                               | • Promote development                                                           | • Manage Projects                                                                | • Manage Projects                                                                |
|                               | • Liaise agencies                                                            |                                                                                |                                                                                 |                                                                                | • Formulate strategies                                                          |                                                                                |                                                                                |
|                               | • Advise groups  
                                                                              | • Promote development                                                           |                                                                                 |                                                                                | • Represent group                                                               |                                                                                |                                                                                |
| Staff of local authority      | • Liaise agencies                                                            | • Formulate strategies                                                          | • Deliver services  
                                                                              |                                                                               | • Represent group                                                               | • Manage Projects                                                                | • Manage Projects                                                                |
|                               | • Advise groups  
                                                                              | • Promote development                                                           |                                                                                 |                                                                                | • Formulate strategies                                                          |                                                                                |                                                                                |
|                               | • Promote development                                                       |                                                                                |                                                                                 |                                                                                | • Represent group                                                               |                                                                                |                                                                                |
| Staff of voluntary organisation | • Liaise agencies                                                            | • Deliver services  
                                                                              | • Manage Projects                                                                |                                                                                |                                                                                |                                                                                |                                                                                |
|                               | • Advise groups  
                                                                              | • Manage Projects                                                                |                                                                                 |                                                                                | • Promote development                                                            |                                                                                |                                                                                |
|                               | • Promote development                                                       |                                                                                |                                                                                 |                                                                                | • Formulate strategies                                                          |                                                                                |                                                                                |
| Staff of other public body    | • Liaise agencies                                                            | • Formulate strategies                                                          | • Deliver services  
                                                                              |                                                                               | • Represent group                                                               | • Manage Projects                                                                | • Manage Projects                                                                |
|                               | • Advise groups  
                                                                              | • Promote development                                                           |                                                                                 |                                                                                | • Formulate strategies                                                          |                                                                                |                                                                                |
|                               | • Promote development                                                       |                                                                                |                                                                                 |                                                                                | • Represent group                                                               |                                                                                |                                                                                |

* These are our suggested descriptions for the ranges of survey responses indicated in each case

3.39 It is the extent to which regeneration work involves all sectors in a wide spread of roles that is most striking. Very few roles are completely unlikely for any sector. Even where this is so, people that are unlikely to have to represent community groups are very likely to have to advise and assist them in their work; and people that are unlikely to manage services or projects may have to raise funds or formulate strategies for them.
3.40 Roles in contemporary regeneration work may in fact be drawing closer together than some realise. For example, some officials believe that they have a special responsibility to take an ‘objective’ overview of needs, whereas community representatives have only a responsibility to promote the interests of their own area or community (this view was stated in an interview with a professional body). But several community representatives emphasised to us, in interviews and in their Focus Group, how important it had been for them to learn how to take a broader view and work for more than one community.

3.41 We are confident that all or almost all of the people included in our sampling frame have an involvement in ‘community regeneration’, under our very broad definition. Those who responded to the survey appeared to be capable of relating the issues raised to their experience. However some may not normally think of themselves as involved in ‘regeneration’. It is clear from telephone interviews that some of these respondents do not have the clear perception that they are involved in a distinctive set of activities to which either we, or they themselves, might attach that label.

3.42 For some this may be because they see what they do simply as a way of achieving their own organisation’s objectives. Some also deny that what we may consider to be ‘regeneration’ work is different in kind from their previous experience, perhaps because that has included a long involvement with communities, social exclusion etc, even if it has only more recently have evolved into, say, formal Partnership working. Even if people objectively appear to be heavily involved in community regeneration, they are only likely to see the need for new skills if they see regeneration as giving them a new role, in different issues or at least different ways of delivering results.

3.43 But a large proportion do recognise that there is something different about regeneration work, especially that it has a greater breadth and variety than other things in their experience. This was expressed strongly in Focus Group discussions. Even the group of ‘specialist regeneration workers’ saw the main things that were different about the work as being not so much any specialist content as the complexity of the environment: managing conflicts, uncertain objectives and resources, and the sheer load of information they had to cope with.

3.44 Several community representatives in our Focus Group described their role as a 24-hour a day one, in which they had to be open to any issues that people might raise with them.

3.45 There are also many respondents who acknowledge that regeneration work involves them in roles for which their professional background does not prepare them, such as working with communities, or in new issues. Local authority staff in our Focus Group tended to see these as general trends in their working environment. They felt that, across a wide range of services, people now had to work in far more consultative ways and use new skills of listening to and motivating people in the community.
3.46 **Skills needed** We asked survey respondents “What skills and abilities do you think you need to do your tasks well, in the context of community regeneration?” offering them eighteen options (see Table 9) and the opportunity to write in other responses. There was overwhelming acceptance of the majority of the list as defining skills necessary for the roles people play (Table 8). Respondents on average named 13.7 of these skills as needed for their own role.\(^{13}\)

Table 8  Total numbers of skills ‘needed’ and ‘could be improved’

<table>
<thead>
<tr>
<th>Skills</th>
<th>Needed</th>
<th></th>
<th>Could be improved</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>0</td>
<td>11</td>
<td>3.2</td>
<td>56</td>
<td>16.3</td>
</tr>
<tr>
<td>1-5</td>
<td>21</td>
<td>6.1</td>
<td>147</td>
<td>42.9</td>
</tr>
<tr>
<td>6-10</td>
<td>38</td>
<td>11.1</td>
<td>107</td>
<td>31.2</td>
</tr>
<tr>
<td>11-15</td>
<td>100</td>
<td>29.2</td>
<td>22</td>
<td>6.4</td>
</tr>
<tr>
<td>16-17</td>
<td>74</td>
<td>21.6</td>
<td>6</td>
<td>1.7</td>
</tr>
<tr>
<td>18</td>
<td>99</td>
<td>28.9</td>
<td>5</td>
<td>1.5</td>
</tr>
<tr>
<td>All</td>
<td>343</td>
<td>100.0</td>
<td>343</td>
<td>100.0</td>
</tr>
</tbody>
</table>

3.47 Of the 18 classes of skill that we proposed, every one was seen by at least half the respondents as required for their role in regeneration. The majority were seen as necessary by over 75% (Table 9).

3.48 People also wrote in a large number of additional skills that they felt were necessary. Many of these can in our view be interpreted as subsets or particular examples of the named skills. In many of these cases the terms in which people described the skills that they needed have been used to illustrate the categories in our proposed framework.

3.49 Only a few of these responses suggested the need for additions to the framework. The largest categories that appeared to be distinct from the ones we had proposed were: local awareness/ knowledge; political awareness/ skills; learning skills; and time management.

3.50 Two additional possible categories were named by only a few, and have not been directly included in our proposed framework. These are PR/Marketing skills and ICT skills. A large number of very personal attributes such as ‘patience’ were also named.

3.51 We asked people how they would rate their own level of each type of skill that they needed. People were much less likely to acknowledge that skills ‘could be improved’ than that they were ‘needed’ (Tables 8, 9).

---

\(^{13}\) A minority ticked all 18, which could be seen as indiscriminate. But we assume that many of them did genuinely consider all of the skills to be necessary – a further large number omitted only one or two from their responses.
Table 9  Skills: need and self-ratings

<table>
<thead>
<tr>
<th>Skill</th>
<th>Needed for role (%)</th>
<th>Satisfactory (of all rated)</th>
<th>Could be improved (of all rated)</th>
<th>Could be improved (of all respondents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning/strategy formation</td>
<td>79.3</td>
<td>59.9</td>
<td>40.8</td>
<td>32.9</td>
</tr>
<tr>
<td>Leadership</td>
<td>73.8</td>
<td>74.5</td>
<td>25.9</td>
<td>19.8</td>
</tr>
<tr>
<td>Risk taking / creative</td>
<td>63.8</td>
<td>59.6</td>
<td>41.6</td>
<td>29.7</td>
</tr>
<tr>
<td>Understanding policies</td>
<td>82.2</td>
<td>63.1</td>
<td>37.5</td>
<td>32.1</td>
</tr>
<tr>
<td>Average Strategic</td>
<td>74.8</td>
<td>64.3</td>
<td>36.5</td>
<td>28.6</td>
</tr>
<tr>
<td>Project management</td>
<td>71.1</td>
<td>63.4</td>
<td>37.8</td>
<td>27.1</td>
</tr>
<tr>
<td>Appraisal of proposals</td>
<td>64.4</td>
<td>60.5</td>
<td>40.3</td>
<td>28.6</td>
</tr>
<tr>
<td>Monitoring and evaluation</td>
<td>78.7</td>
<td>58.1</td>
<td>43.0</td>
<td>35.0</td>
</tr>
<tr>
<td>Financial management</td>
<td>65.0</td>
<td>57.5</td>
<td>43.3</td>
<td>29.4</td>
</tr>
<tr>
<td>Fundraising/ applications</td>
<td>60.6</td>
<td>46.6</td>
<td>54.3</td>
<td>34.7</td>
</tr>
<tr>
<td>Managing staff/ people</td>
<td>69.1</td>
<td>78.0</td>
<td>22.8</td>
<td>16.0</td>
</tr>
<tr>
<td>Average Practical</td>
<td>68.2</td>
<td>60.7</td>
<td>40.3</td>
<td>28.5</td>
</tr>
<tr>
<td>Adapting to new challenges</td>
<td>74.9</td>
<td>71.5</td>
<td>28.9</td>
<td>22.7</td>
</tr>
<tr>
<td>Understand other professions/ organisations</td>
<td>81.3</td>
<td>59.0</td>
<td>41.6</td>
<td>35.6</td>
</tr>
<tr>
<td>Partnership working</td>
<td>86.3</td>
<td>72.8</td>
<td>28.1</td>
<td>24.8</td>
</tr>
<tr>
<td>Community consultation/ involvement</td>
<td>83.7</td>
<td>53.5</td>
<td>47.6</td>
<td>39.7</td>
</tr>
<tr>
<td>Understanding social exclusion/ disadvantage</td>
<td>86.9</td>
<td>73.3%</td>
<td>27.4</td>
<td>23.6</td>
</tr>
<tr>
<td>Understanding diversity</td>
<td>81.3</td>
<td>62.8</td>
<td>37.9</td>
<td>30.6</td>
</tr>
<tr>
<td>Communicating and listening</td>
<td>88.3</td>
<td>82.9</td>
<td>17.4</td>
<td>15.5</td>
</tr>
<tr>
<td>Negotiation and persuasion</td>
<td>80.8</td>
<td>61.0</td>
<td>40.0</td>
<td>33.8</td>
</tr>
<tr>
<td>Average Process</td>
<td>82.9</td>
<td>67.1</td>
<td>33.6</td>
<td>28.3</td>
</tr>
<tr>
<td>Overall average</td>
<td>76.2</td>
<td>64.2</td>
<td>35.8</td>
<td>28.4</td>
</tr>
</tbody>
</table>
3.52 The possible ratings offered were only ‘satisfactory’ or ‘could be improved’ – we did not ask for a detailed self-assessment of skill levels at this stage in the research, and a fully-fledged self-assessment tool would probably require to be more discriminatory. A stricter criterion than ‘satisfactory’ would almost certainly elicit higher levels of reported skills deficit.

3.53 Nevertheless 84% of respondents did identify a need for improvement in at least one area and more than half identified five or more skills where this applied. An average of 5.1 skills per respondent were marked as needing improvement.

3.54 Comparison of the levels of need for improvement in particular skills can be done in two ways – both are used in Table 9. The numbers who admit that a particular skill needs improvement can be looked at as a percentage of all those who rated their level in that skill, i.e. of those who needed it in their regeneration role.¹⁴ This gives a guide to the extent to which people perceive that the skills that they are actually deploying are adequate. The average level needing improvement, across all skills, was 35.8%. Alternatively the same number can be looked at as a percentage of the whole survey population – an average of 28.4%. This gives a guide to the possible total levels of demand for additional learning in different types of skills that may need to be taken into account in planning a response.

3.55 In every case but one (Fundraising/applications) more people said that their skill level was satisfactory than not. However over a quarter did identify room for improvement for almost all of the other skills. There were two exceptions: ‘Managing staff/people’ and ‘Listening & Communicating’. Other evidence from stakeholders suggests that Listening and Communicating skills are widely recognised as an area that needs attention in regeneration work. It may however be one where people find personal needs difficult to acknowledge. Management could also be an area where deficiencies are hard to admit to; ‘Leadership’ also gets a relatively low ‘could be improved’ rating.

3.56 People in each of the four sectors all endorse the need for most of this list of skills quite strongly (Table 10). Every one was seen as needed by at least half the people in each ‘position’, taken separately, with the sole exception of two skills that slightly less than half of community representatives named as needed (Financial Management and Risk taking). The same applied to the small number of responses from business representatives; elected members also dropped below a 50% ‘need level’ on only three items.

3.57 It is therefore simply not possible to profile distinctive skill needs of the main sectors involved in regeneration, as we did for their roles in the process (Table 7) Almost every category reports above 50% need levels for almost every skill.

¹⁴ In practice there were a number of anomalies in the extent to which people rated those skills, and only those skills, that they had said they needed.
People in all four main types of ‘position’ identified needs for improvement in skills to very similar extents (Table 11). In some skills, such as management or monitoring and evaluation, the proportions ‘needing improvement’ were almost identical in each sector. The only categories in which any sectors showed variations of more than 10 percentage points from the average were the following:

Community representatives: Project Management; Partnership working: MORE THAN 10% ABOVE AVERAGE

Local Authority staff: Appraisal of proposals; Fundraising/applications MORE THAN 10% BELOW AVERAGE

Staff of voluntary organisations: Appraisal of proposals MORE THAN 10% ABOVE AVERAGE

Staff of other public bodies: Fundraising/applications MORE THAN 10% ABOVE AVERAGE.
3.59 The skills where a relatively high proportion in all four main types of ‘position’ saw a need for improvement were: ‘monitoring and evaluation’; ‘understanding other professions/organisations’; ‘community consultation/involvement’; and ‘negotiation & persuasion’.

3.60 A summary profile of the differing skill improvements required in each sector would be possible. But given the relatively small variations involved, there is little to suggest that there is a need for radically different approaches in each sector. Table 12 provides a quick summary, based upon the data in Table 11, of the position. There is a considerable overlap between the skill deficits most commonly identified by each sector.
Table 12 Summary of ‘skills that could be improved’ by position

<table>
<thead>
<tr>
<th>Position</th>
<th>Volunteer/community member</th>
<th>Staff of local authority</th>
<th>Staff of voluntary organisation</th>
<th>Staff of other public body</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGIC SKILLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning/strategy formation</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
<tr>
<td>Leadership</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
<tr>
<td>Risk taking/creative</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
<tr>
<td>Understanding policies</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
<tr>
<td>PRACTICAL SKILLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project management</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
<tr>
<td>Appraisal of proposals</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
<tr>
<td>Monitoring and evaluation</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
<tr>
<td>Financial management</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
<tr>
<td>Fundraising/applications</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
<tr>
<td>Managing staff/people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROCESS SKILLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapting to new challenges</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
<tr>
<td>Understand other professions/organisations</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
<tr>
<td>Partnership working</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
<tr>
<td>Community consultation/ involvement</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
<tr>
<td>Understanding social exclusion/disadvantage</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
<tr>
<td>Understanding diversity</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
<tr>
<td>Communicating and listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negotiation and persuasion</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
<td>◁</td>
</tr>
</tbody>
</table>

- ◁ Over 30% of all respondents ‘could be improved’
- ◁ Over 20% of all respondents ‘could be improved’

3.61 The small numbers of business representatives\(^\text{15}\) and of elected representatives in the survey were each much less likely to see any needs for improvement than people in other positions. Other interviewees tend to disagree, at least about elected members. But whatever the differences in perception about the quality of their skills, their basic perceptions of what skills they need are, as we have seen, similar to those in other sectors.

3.62 When considering the design of a skills framework, we came to the conclusion that regeneration skills could be classified into three main headings: ‘Strategic’ skills for initiating and promoting change, ‘Process’ skills for enabling change and ‘Practical’ skills for delivering change (explained more fully from 6.42 onwards). The skills about which the survey asked directly could be readily classified into these headings, in the manner shown in Tables 9-12.

3.63 Overall people were most likely to identify ‘Process’ skills as needed for regeneration, on average, and relatively least likely to identify ‘Practical’ skills. The same applied to the people in each position taken separately\(^\text{16}\) (Figure1 and Table 10).

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\(^{15}\) Further evidence on business representatives’ needs is presented below (3.92)

\(^{16}\) Except that staff of voluntary organisations rated ‘practical’ and ‘strategic’ skills almost equally.
3.64 But, of those who rated their own skill levels, the proportions who thought that they ‘could be improved’ are in the reverse order (on average in the three categories). Process skills were least in need of improvement, though there are considerable variations in response to the individual skills within this category. Practical skills were most likely to need improvement.

3.65 As a result of these ‘competing’ trends, the proportions of the total survey population who identified needs for improvement in each of our three broad categories are on average almost identical (see Table 9, right hand column).

3.66 People in most positions shared the general tendency to rate the need for improvement in ‘Practical’ skills as highest and that for ‘Process skills’ as lowest (Figure 2 and Table 11). But, contrary to this trend, local authority staff were most likely to acknowledge a need to improve ‘Process’ skills, and were more likely to do so than other sectors except community representatives.

Figure 1  Type of skills ‘needed’, by position

Figure 2 Type of skills that ‘could be improved’, by position
3.67 But the size of these variations between sectors is relatively small. It is very difficult to form any subsets of these skills that would be specific to a particular role in regeneration, and which could omit skills that do not need to be considered by at least a substantial proportion of the people in that role.

3.68 This is not only true of the main sectors that we have discussed here. We have also carried out analyses, not reported in detail here, of the skills associated with the ‘main roles’ in regeneration that people say they play. Since people generally claim to have several roles, and several are claimed by a majority of respondents (see Table 6), it is not surprising that the differences between the people who claim each role are limited.

3.69 We also attempted to classify some respondents according to their job titles, but most skills appeared essential for most possible categories. Even the minority of people who did not list membership of any ‘Partnerships’ (see 3.33) appear little different from the majority who did: they were on average five percentage points less likely to say each skill is needed, but very slightly more likely to say that skills needed improvement.

3.70 Interviews and Focus Groups discussed the nature of the need for a wide variety of skills, but did not suggest any problems with the overall profile. The skills discussed tended to be consistent with the type of distinctive roles in regeneration that discussion at each Focus Group concentrated upon:

- Community representatives emphasised skills such as Networking, Conflict Resolution, Negotiation, Compromise and Assertiveness
- Regeneration Managers generally felt that skills deficits would vary according to their very varied backgrounds, but spoke about persuasion and negotiation skills, dealing with uncertainty and information overload and also about leadership
- Local authority staff concentrated especially upon the skills needed to work with communities.

3.71 Our survey asked people about the skills they need and lack themselves. But some people tend to locate skill gaps in others. Some officials feel community members lack the same opportunities to develop skills related to regeneration that are open to them. Some community members feel officials lack the skills necessary to engage with them.

3.72 In addition, several community representatives and others emphasised the need to identify and develop new or hidden skills in communities, which might allow additional people to get involved. We consider in the following section how far the views of other stakeholders cast light on the reliability or otherwise of the judgements on skills needs that people make themselves.

C Views of stakeholders

3.73 Roles and tasks Our interviews with professional bodies, sectoral representative organisations and other stakeholders (see Appendix A) made it very apparent that there are differing degrees of engagement with and understanding of ‘regeneration’.
3.74 It is particularly noticeable that the three ‘equalities’ Commissions have as yet given little consideration to this area. This may be in part because, as one suggested “there is conceptual confusion about the links between social inclusion, social justice and equalities in Scottish policy circles”.

3.75 Most stakeholders however probably do see ‘regeneration’ as a distinctive type of activity, which may form one part of the activities of people in the sector with which they are concerned, or into which they might move or specialise. There are some differences of interpretation, notably between those who suggest that physical and economic development and long term strategies for the improvement of ‘place’ are central to regeneration, or at least have been relatively neglected, and those who do not have any such belief.

3.76 But even people who emphasise the former view tend to agree that the distinctive challenges of becoming involved in regeneration, for built environment or economic development professionals, lie in areas such as working with other professions, with communities and on issues of social disadvantage.

3.77 Some professions tend to make claims that their professional background is particularly relevant to regeneration and that therefore their training gives them particular strengths for it:

- “Planners tend to be better than other professions in terms of their broad-based approach, because they are trained to interact with other professions”
- “Economic development straddles a wide part of the community regeneration field”
- “[Within economic development] Training and Human Resources Development professionals are strong on the personal attributes required for community regeneration”
- “Inclusion is a distinctive set of skills that the generality of people in [Community Learning and Development] bring”.

3.78 Others, whilst not claiming any centrality in the process, also believe that they have particularly relevant skills. Indeed any professional training is likely to have more strengths in particular aspects of the skills in our proposed framework than in others. For example:

- “Teachers should be expected to bring some important skills into regeneration contexts e.g. planning, reviewing progress, evaluating the impact of actions, reflection on action” (ADES).

3.79 In some cases there is a tendency to make no distinction between the skill needs of a profession as a whole and special needs for ‘regeneration’. This might apply in Social Work: whilst clearly, in that case, rooted in the fact that values of social inclusion are fundamental to the profession, it may also reflect a relative lack of involvement in strategic or partnership work.

3.80 It is also clear that several professions with very important technical skills are relatively unlikely to be brought in to collective regeneration decision-making processes. We concluded from our interviews with relevant bodies that:
● There is little involvement in regeneration structures and processes by environmental health officers, except through joint working with individual officers from other disciplines on case work in regeneration areas

● Architects are usually part of the delivery team, rather than the strategic partnership

● The majority of surveyors tend to be involved in implementation rather than strategy. As quantity surveyors, they are less likely to be involved with community representatives – usually leaving that contact to a project team leader

● Within economic development, property professionals and business development advisers are relatively unlikely to become involved.

3.81 The Regeneration division of Communities Scotland recommended that a skills framework should focus on the ‘community’ aspects of community regeneration and not on the physical regeneration or wider economic development issues.

3.82 Whilst we accept this as a broad guide to the types of initiative and partnership upon which to concentrate this investigation, we would also argue that attempts to create a sharp distinction between these different types of activity may be themselves symptoms of a lack of full understanding and communication between differing professional perspectives. Consultees pointed out that “awareness of other professions tends to be rather poor, with the result that some professions (e.g. planning) are sometimes considered irrelevant by other professions” or that, for example, “Nurses have little or no contact with anyone with responsibilities for the built environment” (RCN).

3.83 We would suggest, and many consultees would agree, that any form of ‘regeneration’ involves pulling together different technical skills and disciplines, and almost certainly some engagement with communities and with other stakeholders, including the private sector. The balance of emphasis will vary between localities depending on local needs, circumstances and opportunities.

3.84 What is agreed, by all who commented upon the issue and strongly emphasised by several, is that there is and should be no attempt to create a new and separate ‘regeneration’ profession. Regeneration is not an ‘occupation’. The process inevitably involves joining up different professions and sectors and, as one consultee said, “finding ways of releasing the diversity”.

3.85 Some consultees argue that there are very distinct roles and therefore skill needs associated with working at strategic level and with delivery and action at local level. As we have seen, it is difficult to see such sharp distinctions amongst the people we surveyed. The ‘strategic thinking’ that is required of people may vary greatly in scope and subject matter; and their level of day to day involvement in delivery will vary, but we would argue that a large number of the roles in regeneration require an understanding of both processes.

3.86 The specific combination of skill requirements for an individual will vary according to their profession, their organisation, the seniority of the person, their particular role and responsibility, the way they enter the regeneration field and their individual personality and aptitudes.
3.87 We would also not wish to draw too sharp a distinction between the roles of volunteer community representatives and others. In our experience, others are more likely to draw a sharp distinction than representatives do themselves. We have noted (3.35) that several representatives stressed that they need to develop a strategic overview of the needs of different areas. The view expressed by one (professional) consultee that ‘community representatives need to be strengthened as consumers – not as strategists – in order to better speak up for community interests’ does not necessarily correspond to the views that representatives actively involved in regeneration themselves have of their role.

3.88 **Skills needed** In spite of some of these differences in understanding of the nature of regeneration and of roles within it, most of the consultees were able to comment on the skills needed for regeneration work and the extent to which these are shared across professions and sectors. A few found it difficult to generalise about individual learning needs, notably SCVO, since the spectrum covered by its membership is so wide and its focus is largely organisational development.

3.89 Comments tended to be based upon personal and professional experience rather than specific research. Communities Scotland consultees reported that they were currently unsure about the extent to which skills deficits are a major contributory factor to the variation in performance between Social Inclusion Partnerships.

3.90 The great majority of the ‘organisational development’ projects undertaken by community planning partnerships and jointly funded by the Community Planning Implementation Group have related to skills development, in particular training for partnership working.

3.91 Consultees commented upon most of the elements that are now included in our proposed framework, and provided a wide variety of illustrative comments that we shall not reproduce here. They have however influenced the contents and presentation of the framework.

3.92 Business representatives are poorly represented in our survey research, and people in the private sector perhaps typically support regeneration in different capacities from most others. The views of Scottish Business in the Community on the skill needs of the sector are therefore worth special consideration. These needs are said to include:

- Understanding what regeneration is and what they might get involved in
- Knowing how particular sectors are changing: education; health; social services etc. This is important if a firm wants to assess how it might add value to that sector’s goals and compare different options for involvement
- How to find out what is happening in a place and what initiatives are working or not working well.
- Being aware of structural obstacles involved in working with the public and community and voluntary sectors. Knowing why things can’t happen as quickly as the private sector might expect.
- Learning to be focused about regeneration activity, identifying why the firm is involved; what the outcomes are likely to be; and what the business rationale for involvement is.
3.93 Although these are largely special cases of skills such as understanding of policy, of local areas of other professions, and of monitoring and evaluation, they appear to differ in that they need to be exercised at an early stage in the process, when a company is making choices about how and when to engage with regeneration.

3.94 The issue of being able to understand in advance the rationale for and implications of involvement in regeneration may also be relevant to some other sectors, especially organisations and individuals that participate through choice rather than obligation.

3.95 Several consultees made general points about the place of skills in a broader spectrum of attributes. These require careful consideration. Some people were very reluctant to treat skills separately from other attributes:

- “Knowledge and understanding are prerequisites to the competent performance of skills”
- “Skills are inseparable from knowledge and attitudes, otherwise behaviour changes are no more than a veneer”.

3.96 The ‘equalities’ Commissions in particular tended to emphasise that an element of knowledge – especially of legal and other rights – are inseparable from the effective exercise of skills.

3.97 Many other frameworks include both ‘knowledge’ and ‘skills’ in a single format (Appendix 4). Our remit did not extend to specifying the knowledge required for effective involvement in regeneration, but many aspects of the skills that we have included are important in enabling people to acquire, understand and use the appropriate knowledge.

3.98 Other consultees felt that e.g. “While there are skills problems, the deeper problem is one of attitudes. The skills and attitude issues need to be dealt with together.” In this respect, we have adopted a broad interpretation of ‘skill’. So far as possible many of the ‘common ‘mental attitudes’ that were suggested are included in our proposed framework.

3.99 Some people feel strongly that the most fundamental requirements for successful involvement in community regeneration are at the level of values: perhaps concerning social inclusion, or empowering communities. “You can’t train people in the right skills if they don’t have the necessary values”.

3.100 We recognise the important distinction between skills and values, and that appropriate skills may not be sufficient to engender good working practices in many regeneration contexts. It would be beyond our scope to suggest how people’s fundamental values might be changed. But we would argue that skills are required in order to put values into practice. Secondly, the possession of skills relating to communication or the understanding of other professions and sectors offers people the opportunity of recognising the values that they share with others and being more open to possible changes in their own.
## 4 Methods of meeting need

### A Survey findings

4.1 We asked respondents to the postal survey about the sources of their skills. It was not feasible to ask separately about each of the 18 types of skills that we commented upon in section 3.B. Instead we selected six categories of skill (Table 13) that we felt might obtain distinctive responses: For each, we asked people to indicate all of the suggested sources that had “made a major contribution to the regeneration skills you have”. In addition people were asked for “other comments on how you have acquired the skills you have”.

### Table 13 Major sources of skills

<table>
<thead>
<tr>
<th>Source of training</th>
<th>% of all respondents</th>
<th>Professional training %</th>
<th>Training by employer/own group %</th>
<th>Training arranged by partnerships %</th>
<th>Other courses %</th>
<th>Meeting people doing similar things %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal skills</td>
<td>49.0</td>
<td>37.9</td>
<td>14.0</td>
<td>23.0</td>
<td>63.8</td>
<td></td>
</tr>
<tr>
<td>Management/financial</td>
<td>27.1</td>
<td>38.8</td>
<td>6.7</td>
<td>19.8</td>
<td>25.1</td>
<td></td>
</tr>
<tr>
<td>Community involvement/understanding</td>
<td>25.7</td>
<td>29.4</td>
<td>21.3</td>
<td>13.7</td>
<td>56.0</td>
<td></td>
</tr>
<tr>
<td>Understanding regeneration/social inclusion</td>
<td>28.0</td>
<td>27.4</td>
<td>22.7</td>
<td>15.5</td>
<td>55.1</td>
<td></td>
</tr>
<tr>
<td>Partnership working</td>
<td>22.2</td>
<td>30.0</td>
<td>27.1</td>
<td>12.0</td>
<td>63.6</td>
<td></td>
</tr>
<tr>
<td>Strategic thinking</td>
<td>42.0</td>
<td>30.0</td>
<td>8.7</td>
<td>15.2</td>
<td>40.8</td>
<td></td>
</tr>
<tr>
<td>Average mentions per individual</td>
<td>2.01</td>
<td>2.01</td>
<td>1.04</td>
<td>1.03</td>
<td>3.15</td>
<td></td>
</tr>
</tbody>
</table>

4.2 Respondents were most likely to cite professional training as a source of ‘strategic thinking’ skills, and training provided by their own employer or group for ‘management/financial’ skills. Training provided by partnerships was most likely to have made a contribution to partnership skills, but even so less than 30% attributed such skills to this source.

4.3 Skills in ‘partnership working’, ‘community involvement’, ‘understanding regeneration and social inclusion’ and general personal skills were all most likely to be attributed to ‘meeting people doing similar things’. Overall this was mentioned more than 50% more often than professional or employer training, and three times more often than training by partnerships. The clear message is that, for most regeneration skills, practical experience has been much more important than each of the different forms of formal training.

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17 ‘Personal skills’ were explained as meaning “communication/working with others”. However we do not feel sufficiently confident that respondents have interpreted this category consistently to place great reliance upon the results concerning it.
4.4 Figure 3 shows the relative proportions of the sources mentioned for each main type of skill. Training, as opposed to ‘meeting people’ accounts for more than half of all the sources identified, even for ‘Partnership working’, where it accounts for the lowest proportion. But this may be a little misleading. Some people mention several different sources of training, whilst a significant minority mention only ‘learning from others’. As Table 13 showed, it was an important factor for half to two thirds of respondents in four of the six skill areas.

**Figure 3 Source of skills - all sources mentioned**

4.5 ‘Meeting other people’ was the only informal learning option offered in the survey schedule. But when invited to comment on additional sources of skills, people wrote in a large number of comments, and these referred overwhelmingly to general work and life experience. At least 82 people wrote in some aspect of their past or present work experience, alone.

4.6 A small selection of examples gives an idea of the range and contents of these responses. Although community representatives are inevitably less likely to be able to cite work experience than others, other informal learning methods appear to be appreciated across all sectors, with employed staff very likely to quote general experience of life or community involvement, and some evidence of interest from community representatives in specific informal learning methods. We have indicated which main sector the respondents quoted came from.18

**Work experience**

- Having acquired skills during various careers – military service, Police service, running small business (LA)
- Experience gained working in different community settings (LA)
- Being thrown in the deep end (V)

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18 (C – community; LA – local authority; V – voluntary sector; OP – other public).
Over 20 years of working in ‘partnership’ environment (OP)

Through personal development throughout my career (LA)

Voluntary and paid work (LA)

Working across a range of sectors, different jobs and services (OP)

Through working as a health visitor in community setting (OP)

Experience gained by working in a multi-agency environment (OP)

Experience of communities and/or disadvantage

Experience of working as a volunteer with vulnerable people (LA)

25 years as a local activist (C)

There is no training more suitable than to live and work in the area you are trying to improve and have the friendship and confidence of its inhabitants (C)

Life experience – not always training. If you live in a SIP you do not need a course to understand exclusion. (OP)

Living in and being a volunteer in a deprived/socially excluded area before becoming an officer (V)

Meeting and discussing projects with the community; listening to their ideas (OP).

Life experience

Life experience and applied common sense (OP)

Life experience as a mother of three (V)

Lifelong learning in the school of life (LA)

Long years of experience with people! (OP)

Doing it and learning from mistakes (OP)

Self-taught (V)

One’s own nature and personality is the main influence on personal skills (OP)

By being open to any learning opportunity (LA)

Taking responsibility for my own learning. (OP).

Other learning methods

Observing and analysing ‘success’ (LA)

Learning sets (OP)

Good team communication (V)

Reading appropriate journals etc. and use of the internet (V)
- Reading professional press, discussion with friends in other jobs/agencies (OP)
- Working with independent advisor (C) and (V)
- By being involved in partnerships outwith the local area (C)
- By listening and learning from colleagues and activists (V)
- Having a broad advice network throughout the country. (OP).

4.7 There were significant differences between sectors in the sources of skills (Figures 4-7). Community representatives were more likely than average to attribute skills to ‘meeting others’, as compared to other sources. But even for them, personal professional background was a source of skills for a significant minority.

4.8 Local authority and voluntary organisation staff were also very likely to give most emphasis to ‘meeting others’. But they were much more likely then community representatives to have acquired skills professionally or through an employer.

4.9 In the voluntary sector, partnership and ‘other’ training were almost as likely to be involved as professional and employer provision. But ‘meeting others’ was significant for more people in more skill categories than in any other sector.

4.10 Staff in ‘other public bodies’ were much less likely than anyone else to attribute their skills to ‘meeting others’, and the most likely to credit employer based training. This evidence, and other comments made suggest that staff in some ‘other public bodies’ do receive more training from their employers for regeneration than local authority and voluntary staff. But sharing of training opportunities between organisations appears to be relatively rare.

Figure 4 Source of skills - community representatives
Figure 5  Source of skills - local authority staff

Figure 6  Source of skills - staff of voluntary organisations
4.11 Most people could and did access the main forms of learning, from formal courses to ‘meeting others’ (Table 14). The great majority said that conferences/seminars, Local training sessions and opportunities to ‘Meet other areas/partnerships’ were available to them, and that they had used them in the past two years. Most also said formal courses were available, though less than half had done any recently. Internet-based support was less available and less in demand. Only just over 40% believed they had access to it, and less than 30% had used it.

Table 14 Learning methods: availability and use

4.12 Local authority staff were generally close to average in their experience of learning methods. Voluntary organisation staff were rather less likely to have formal training available, but otherwise similar. ‘Other public’ staff were the most likely to have and use Internet based support, but it was still their least mentioned method.

<table>
<thead>
<tr>
<th>Which of these methods</th>
<th>is available to you?</th>
<th>used in last 2 years?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Formal courses</td>
<td>218</td>
<td>63.6</td>
</tr>
<tr>
<td>Conferences/seminars</td>
<td>287</td>
<td>83.7</td>
</tr>
<tr>
<td>Local training sessions</td>
<td>254</td>
<td>74.1</td>
</tr>
<tr>
<td>Meet other areas/partnerships</td>
<td>242</td>
<td>70.6</td>
</tr>
<tr>
<td>Internet-based support</td>
<td>146</td>
<td>42.6</td>
</tr>
</tbody>
</table>

4.13 Community representatives were less likely than average to feel that they had access to all methods, or to have used them, though their participation in ‘local training’ was average.

4.14 Some interviewees took an individualist approach to learning – they acknowledge the challenges of regeneration work, but apparently believe that success in dealing with them depends solely upon...
individuals’ own intrinsic capabilities and requires no external support. But over three quarters of respondents would like to have more of at least one of the learning methods that we proposed (Table 15).

<table>
<thead>
<tr>
<th>Table 15 Learning methods - desire for provision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which of these methods</strong></td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Formal courses</td>
</tr>
<tr>
<td>Conferences/seminars</td>
</tr>
<tr>
<td>Local training sessions</td>
</tr>
<tr>
<td>Meet other areas/partnerships</td>
</tr>
<tr>
<td>Internet-based support</td>
</tr>
<tr>
<td><strong>At least one of these</strong></td>
</tr>
</tbody>
</table>

4.15 ‘Local training sessions’ were the most popular choice as a learning method that people would personally like more of. Rural respondents in particular stressed the need for accessible training and other provision. Both in survey and interviews, rurally based respondents stressed the need for accessible training and other provision. Even a need to travel e.g. 20 miles to Dumfries might seriously reduce people’s ability to participate.

4.16 Our set questions could not do justice to the full variety of possible informal learning mechanisms. Interviews confirm many people’s preference for ‘meeting and communicating with people’ over training courses as a means of learning. Having some form of outside source of support is often valued much more than a generic training course – an organisation that can come in and give support, or a formal or informal mentor, or simply a good supportive network of colleagues. This helps to contextualise the learning (see also paragraph 4.57). Of course this does not mean that the learning should not be properly structured. It is a big challenge to ensure that learning ‘on the job’ is properly organised to ensure that it is durable and transferable, and not simply short-lived and task-specific.

4.17 There was also a strong feeling that people in regeneration partnerships need to be allowed extra time to meet people and talk about issues. The development of mutual respect, whether in formal partnerships, inter-agency work, or community forums covering different areas, takes considerable time and effort, and a lot of support is needed at the beginning. It is often felt that employers release people to take part in regeneration partnerships grudgingly, for perhaps only a few hours a month.

4.18 There are some differences between sectors in preferred learning methods (Table 16). People in three of the four main sectors, but especially community representatives, were most likely to demand more opportunities to learn by meeting other people. This was also in high demand from staff of voluntary organisations, but interestingly in that sector there is an even stronger demand for formal courses. It may well be that voluntary sector staff are more likely than people in the public sector to find themselves in managerial or specialist roles with less established professional backgrounds, and possibly less resources for continuing education.
4.19 Staff of voluntary organisations may also suffer from a lack of peer support, and can be in a position where their only source of supervision is a Committee whose members actually expect them to be the source of expertise (see VSNTO, 2003).

4.20 Focus Group discussions also cast light on preferred learning methods for regeneration skills. The group of ‘specialist regeneration workers’ that we spoke to were most interested in systems that allow the opportunity to review individual needs and plan to meet them, with managers, colleagues, or other, informal ‘mentors’. They value the existence of a team of people doing similar jobs highly; and would like more opportunities to visit and learn from other areas.

4.21 Local authority staff felt that a lot could be done relatively cheaply by learning from each other within the authority, and more imaginative approaches, for example to work shadowing. Where local authorities do exploit their considerable potential for bringing together people from very different backgrounds internally, e.g. for ‘leadership’ training, it can have a great impact. But positive support needs to be given to ensure that inter-departmental networking takes place.

4.22 Community representatives were interested in networking with other areas and learning from best practice, but emphasised that any provision aimed at volunteers must be at times and locations where it is possible for them to attend.

4.23 Many additional comments were written in response to the survey on “what training and support is available, and what should be available”. The actual topics that some suggested as subject matter for learning were almost as numerous as the people who suggested them, and are difficult to summarise.

4.24 Many respondents drew detailed attention to the practical issues of location and resources. For example:

- Difficulties in discovering exactly what is available in training & support opportunities
- Free or very low-cost courses. Accessibility – local venues and appropriate times.
- Local accredited training in rural areas for community members without transport.
- CPD is very hard to access on a flexible basis – 40 hour modules and 2/3 day courses just don’t fit with workloads

### Table 16 Learning methods that people would like more of

<table>
<thead>
<tr>
<th>who would ‘like more of’ each</th>
<th>Community reps %</th>
<th>LA staff %</th>
<th>Voluntary organisation staff %</th>
<th>Other public %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Courses</td>
<td>16.3</td>
<td>29.8</td>
<td>47.7</td>
<td>25.8</td>
</tr>
<tr>
<td>Conferences/seminars</td>
<td>32.6</td>
<td>28.1</td>
<td>30.2</td>
<td>24.7</td>
</tr>
<tr>
<td>Local training sessions</td>
<td>58.1</td>
<td>46.5</td>
<td>45.3</td>
<td>34.8</td>
</tr>
<tr>
<td>Meet other areas/partnerships</td>
<td>34.9</td>
<td>43.9</td>
<td>32.6</td>
<td>30.3</td>
</tr>
<tr>
<td>Internet-based support</td>
<td>25.6</td>
<td>24.6</td>
<td>29.1</td>
<td>16.9</td>
</tr>
</tbody>
</table>
4.25 Many made comments on preferred methods and approaches to learning. The great majority of these suggested the need for approaches that are more informal or more tailored support than conventional training can provide. For example:

- Communities Scotland should pay for Independent Advisors. [to tenants groups]
- In-house training; Using the skills of the group
- More linking of people doing similar things around the country
- Training requires to be needs based. One size fits all does not work.
- Should be joint training – all partners together
- A follow-up to formal courses, more tailored to identified area… by facilitator/trainer (multi-agency)
- Joint training – locally focused around key themes to develop, test out and appraise learning
- Mentoring across partnership groups
- Issue based seminars or local sessions
- Need for more secondments/job swaps.

4.26 Though a minority do see clear requirements for more standardised, nationally organised provision:

- Some form of professional accreditation for partnership/regeneration skills similar to MBA/professional membership.
- Accredited online training.
- Need a good practice website... which covers lots of issues and shares experiences
- A standard approach... supported by Communities Scotland should be drawn up and implemented for the whole of Scotland to maximise the participation of the people within Scotland’s communities.

4.27 A relatively consistent 45-57% of survey respondents named each major learning method as appropriate for Communities Scotland support, except for Internet based support, which again aroused less interest (Table 15). The vast majority supported at least one of these roles for the agency.

4.28 ‘Local training sessions’ were the most popular choice as a learning method that should be promoted by Communities Scotland (as well as for personal use).

4.29 People in each sector were positive about further Communities Scotland involvement to roughly equal extents – more so than they were about their own personal desire for more of each learning method.
B  Views of stakeholders

4.30 Many of our consultees, and our Stakeholder Focus Group, were sceptical of the relevance of formal training to the types of skills under consideration – possibly more sceptical than the broader community of training users in our survey. As an experienced training needs assessor explained “everyone assumes learning happens on a training course”. Even though people report that they have learnt much of their skills through life experience, if in their job situation they are asked about their needs, they may automatically opt for a ‘course’.

4.31 Several people were not only “very wary of a whole series of new courses for community regeneration being designed and delivered by SCR” but more generally questioned the effectiveness of ‘training in the conventional mould’ to changing personal skills. The Economic Development Association (Scotland) (EDAS) specifically supports a “focus on non-traditional training and learning interventions”. The RTPI emphasises that “Innovation in learning methods is context specific. Teaching and learning approaches should be negotiated with the client groups.”

4.32 Apart from some positive evaluations of particular agencies’ training programmes, positive recommendations on training tended to focus on wider sharing between agencies and professions. Amongst other examples, comment was made upon the Scottish Executive’s ‘Changing to Deliver’ programme, which is about changing the culture within the Scottish Executive itself and supporting its staff to work better with other agencies. It is not clear that actual shared training is a major feature. Other bodies such as Scottish Enterprise also have relevant programmes that some felt might be opened up to other partners.

4.33 Comment on Continuing Professional Development was limited. To be effective it must be better supported by employers and not just a ‘tick box exercise’. Here too there is more scope for wider sharing of provision. This does not just involve professional bodies opening their own provision up to other people, but also requires them to recognise as valid their members’ participation in learning opportunities provided by other organisations.

4.34 The Internet based initiatives that were referred to positively were ones where the on-line resource was backed up by direct support for learning: SCVO has trained a network of 70 peer supporters in CVS’s and elsewhere to assist people who are using its ‘Big Picture’ framework on-line; NHS Education Scotland has an interesting pilot project to provide on-line tools for training health service professionals to support people living in cold and damp housing19 – but this is backed by training for trainers sessions for potential users.

4.35 Some recommend the extension of mentoring, secondment, shadowing and similar schemes, though little practical guidance was offered. EDAS believes that there is a major opportunity for addressing a number of strategic and practical skills through these approaches.

19 http://www.nes.scot.nhs.uk/nursing/healthimplicationsofcoldanddamphousing/
4.36 Several are enthusiastic about the creation of more opportunities for exchange of ideas and experience. Community representatives value the chance to meet people from other areas doing similar things – “You get the reaction ‘if they can do it, so can we’. The blinkers come off” and they often value the chance to mix with staff on relatively equal terms at such events. The SCR has already recognised the need to promote such work through its ‘Seeing is Believing’ Fund. But the benefits of such experiences are not just confined to communities. We understand that Scottish Business in the Community already operates a very similar scheme for its members.

4.37 Other arenas for exchange of skills and experience are underdeveloped. Local authorities contain within their staff an enormous range of differing professional perspectives and other skills. Where people were involved in joint learning with other disciplines within the authority, this was valued, but its scope could clearly be expanded, especially in a Community Planning context.

4.38 One consultee made some specific recommendations for SCR:

- Bring together disparate groups of professionals/practitioners and/or community representatives from different areas in intensive practical workshops to review particular regeneration projects and learn from each other in the process
- Create forums that bring together researchers, consultants and practitioners to draw out good practice.

4.39 But many of the comments were not so much about the extension of particular learning techniques as about the desirability of building the learning of skills and the strengthening of personal attributes more firmly into every day regeneration practice.

4.40 The basic principles were stated in various ways:

- “Don’t start with training. Learning needs to relate to the task in hand and be a shared process: train when it is relevant and you know what you want”
- “The real learning in communities occurs when something happens to get people motivated”
- “Policy development should have a deliberate developmental role as well as an implementation role, so that there would be reflection and dissemination built in”.

4.41 Suggested approaches which might contribute to such a process included:

- ‘Practitioner research – people should do more research on their own practice and should be stimulated to analyse their work and its context’
- ‘A peer group review process whereby small groups review projects in other areas and pool their knowledge and expertise’
• ‘Invest in participatory evaluation – set out your aims, collect evidence- create a learning agenda out of your experience’.

4.42 A related issue is the need that some see for practice experience to be built more firmly in to, and assessed as part of, pre qualification training, as for example in the forthcoming launch of an M.Sc. in Public Health Practice.20

4.43 An issue that emerged from several discussions was the need to support not only the development of different methods of learning but also of a basic capability to identify learning needs and to recognise that there may be different ways of meeting them. This would avoid both the uncertainty felt by many groups, as SCVO reports – “we know that we need training, but we don’t know what we need it in” – and the excessive rigidity of simply adopting established learning mechanisms from partner organisations, or because they are what suits a particular manager best.

4.44 One effective way of providing a structure for people to learn from their experience of practice may be through Personal Development Plans. These are widespread in some sectors but less so in others. ‘Learning Together’, the 1999 ‘Strategy for Education, Training and Lifelong Learning’ for NHS Scotland, says that all staff must be supported to carry out a PDP. All planners who are RTPI members should have one, to meet their CPD requirements.

4.45 But in many situations greater support from managers may be needed in order to allow people to integrate regeneration and partnership work into personal planning. And, as we were reminded, ‘communities have no line managers’. But support can still be provided, as for example in Dundee, where local SIP officers are expected to work out individual development programmes with all individuals involved in local partnership work.

C Summary of current provision and mechanisms

4.46 The ways in which people actually do meet their learning needs are very varied, as we have seen, and no doubt even more could be developed. Our research on existing provision was carried out simultaneously with the survey and with the development of our proposed framework. It therefore does not claim to cover the full range of provision that might be relevant to all the skills identified below, nor the ways in which people actually seek to improve them. However it helps us to determine how far current provision that is designed for or clearly seen to be relevant to regeneration goes in meeting the appropriate range of needs and supporting the desired range of learning opportunities.

4.47 The information in this section is based upon an updating of previous research reported in Kirkpatrick & Taylor, 2004. That report contains a listing of courses and other sources of support for learning about regeneration and social inclusion in Scotland, which is focused specifically on inter-disciplinary Continuing Professional Development (CPD). In up-dating the evidence for project we also sought information on types of provision aimed at other sectors.

20 At Queen Margaret University College & Glasgow Caledonian University, with initial support from NHS Education Scotland.
4.48 We have still focused more upon CPD than pre-experience qualifications. Given the nature of most learning in relation to regeneration, we believe that this is not too much of a problem. Nevertheless, we can only claim to provide insight rather than a comprehensive survey of all training and learning opportunities in Scotland. An updated version of the detailed list of provision is not provided here, but all the conclusions expressed here are based upon this knowledge.

4.49 In this section we present an overview of current provision and raise issues about its relevance. On the basis of this information, it is possible to give some pointers to existing provision that may provide, or could be developed as, training and learning opportunities of particular relevance to each of the items in the proposed skills framework. These are presented in section 6D.

4.50 In this section, the word “training” refers to all conventional course provision, whether accredited or not e.g. institutionally based formal courses, short courses wherever they are held, distance learning courses, seminars. The phrase “learning opportunities” is used for everything else e.g. job-shadowing, exchanges, mentoring.

4.51 **Current provision: overview** Although there is growing interest in providing information on provision for regeneration training there is little that provides an overview of the training available to all of the professions involved in regeneration. This is a hindrance to overall skills development, and also has the particular consequence of facing people seeking training or learning opportunities outwith their own specialist fields with an immediate problem. As inter-disciplinary learning and work has become basic to much thinking about regeneration, this is unfortunate.

4.52 In tackling the problem it is easiest to start with conventional course provision where, in the field of inter-disciplinary CPD alone, a reasonable estimate might be between 70-100 courses that are available regularly, though not all would be continuing, annual provision. The main sectors involved in providing such courses are:

- The built environment, including housing
- Economic development
- Planning
- Urban policy and development
- Health
- Community education and community development
- Education (e.g. new community school training).

4.53 While most of the interest in inter-disciplinary training relevant to regeneration is at CPD level, it is a strong and growing theme in pre-service professional education and training in most of these fields. The recognition that ‘partnership working’ is inescapable appears to be having an effect. Other fields where pre-service preparation is

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21 **Regeneration degrees**: A list of regeneration degrees and diplomas available can be found online at: [www.regenerationmagazine.com/courses.PDF](http://www.regenerationmagazine.com/courses.PDF).
increasing its attention to regeneration include social work and the police.

4.54 It is hard enough to establish a clear picture of course availability, but it is much more so for the more flexible types of opportunity for which regeneration workers frequently express a preference. The previous research was able to identify about 30 examples of organised programmes of this kind that are specifically focused on regeneration and developments over the past 18 months to two years appear to have added perhaps 10 or so more.

4.55 This sort of provision tends to come from three main sources:

- Academic departments which develop a support function for initiatives in their field
- National, sometimes ‘umbrella’ bodies, both private and public, which see training/learning promotion as one of their roles
- Partnerships at lower than national level (sometimes quite local).

4.56 The types of learning opportunity that these provide include mentoring with individuals or partnerships, information exchange, ‘people exchange’, promotion of best practice etc. Much of this activity is not publicised or included in this overview, and our research has almost certainly missed a considerable amount of ‘in-house’ provision by individual organisations and partnerships.

4.57 In the recent past there has also been a growing interest among academic institutions in developing flexible provision that allows students to take their workplace as the focus of their study. This meets the worker’s need to make the study more relevant to their context but also provides them with credit at the end of the process. The most extensive developments have been in community learning and development where a work-based degree course is available, but there are wider opportunities through degrees in professional development (Dundee and UHI) and courses that gain Scotcat points, such as those provided through Health Scotland’s Health Issues in the Community.

4.58 **Regeneration focus** The amount of formal provision whose primary focus is regeneration is quite limited. There are probably fewer than a dozen courses in Scotland that could truly be described in these terms, though the lack of clear criteria for such a judgement leaves it open to challenge. Examples of courses that have this focus include:

- Masters/Dip in Sustainable Rural Development (Aberdeen)
- BA Professional Development in Community Regeneration (Dundee)
- MPhil. Urban Policy and Practice (Glasgow)
- MSc/Dip. Local Economic Development (Glasgow)
- MSc/Dip/Cert. Urban Regeneration (Heriot-Watt)
- BA in Rural Development Studies (UHI – Stornoway)
- Regeneration and health: making the connections (Glasgow CPD)
4.59 There is a much wider group of courses for which regeneration is a strong theme, but not the primary focus – probably in the region of 30+. There seems to be particular interest at present in health.

4.60 Approaches to delivery Recent research, including this project, has shown that there is a very strong interest among people involved in regeneration in more than just conventional approaches to training. They want learning opportunities that are relevant to their work but they want a variety of ways of learning to be available so that they can choose methods that suit their circumstances. The need appears to be to provide learning that fits into the context of the actual work of local practitioners, and community representatives, so that it both helps the practitioners to learn and helps to solve problems.

4.61 From the information available only a brief summary can be given of the methods that are available and already practised in supporting learning that is relevant to regeneration. A specific exercise on methods would be a valuable follow-up to this research.

4.62 Conventional course provision Most mainstream provision, both undergraduate/pre-qualification and CPD is made by institutions, where participants attend classes and/or seminars. Several courses include practical placements and/or practical assignments.

4.63 Outreach provision of qualifications This covers a wide span of provision. At one end there are courses that are effectively the same as those provided at the ‘centre’ but which are provided locally. This has been especially valuable in some circumstances e.g. local FE colleges’ degree provision in association with the University of the Highlands and Islands Millennium Institute (where the location of the ‘centre’ can vary).

4.64 At the other end of the spectrum, there are examples of provision being created to meet specific local needs, and being created in such a way that it achieves academic accreditation. One such is the University of Dundee’s course on Community Education Approaches, which was created in association with a local partnership and accredited under the University’s BA in Professional Development.

4.65 Outreach provision of support to learning This covers a wide span of provision, ranging from traditional adult classes, where a set but uncertificated programme is provided in community locations, to locally designed courses and other approaches to learning, which nevertheless originate from an educational or comparable institution.

4.66 Open and distance learning Aimed mainly at individual up-take, this is now a familiar type of provision. Some examples, such as the Masters in Professional Development at Lewis Castle College in Stornoway, are flexible enough to be geared to regeneration interests as well as others. Scottish Enterprise’s Premier Advisor programme, aimed at business advisors, could be a useful model for regeneration interests to consider. Learning and Teaching Scotland’s Connecting Communities programme could also be of interest.
4.67 Locally originated programmes Kirkpatrick and Taylor (2004) quote a large scale example which is relevant to but much broader than regeneration in its focus. This related to Stirling Council, which made a major training commitment to developing the corporate leadership of its senior staff and the creation of a positive context for development and regeneration. It aimed to provide “a framework of common language and values in which managers can develop and help their colleagues develop” and focused on strategic change and partnerships. It involved over 250 managers, including 70 from partner agencies. Tracing and evaluating such programmes, and increasing access to them, would be a significant but worthwhile task.

4.68 There is a range of local organisations whose task either is or includes the provision of learning appropriate to local development needs. Examples are the Rural Resource Centre of the Scottish Borders Rural Partnership or the Community Training and Development Unit. The latter is supported by local authorities in the Forth Valley and others to offer capacity building training to local communities and interest groups.

4.69 Potential for development There is now a small but strong group of academic departments and other bodies that are providing, or promoting, education and training specifically for regeneration and rural development. They come to the subject from different standpoints, as indicated above (4.52). Communities Scotland, in consultation with relevant professional and other bodies, could commission curriculum development from interdisciplinary groups drawn from these interests, covering the skill areas that we have identified.

4.70 There appears to be a relatively small number of academic departments and other bodies that are effective in designing and providing learning opportunities that meet the specific requirements of regeneration organisations and partnerships. They are generally not funded to make this commitment widely available on a systematic basis. It could be attractive to help them to enhance their approaches, and to encourage regeneration interests, notably Community Planning Partnerships, to use them.

4.71 There appears to be a similarly small number of academic departments and other bodies that are effective in designing and providing credit bearing work-based courses for individual take-up, that are relevant to regeneration. Some are particularly attractive to community representatives. The funding of such programmes is problematic and their development remains limited. They represent considerable potential for growth.

4.72 While there are examples of useful approaches to information exchange and ways of enabling expert practitioners to work with others, these informal approaches to learning are generally under-developed. There are examples of approaches from allied fields, such as business development, which could be applied to regeneration.

4.73 We were not able to find out the extent of such activity that is run on a purely in-house basis. We did come across some examples of public organisations with excellent in-house provision of training and learning opportunities in regeneration-related skills. Some are currently only available to internal staff, others are open to partners and have shown the valuable learning benefits that can be derived from involving wider groups of participants.
5 Summary of conclusions from research

5.1 The need for interprofessional learning is almost universally agreed in the literature. Although there is no comprehensive framework available, a core of shared skills emerges from many studies.

5.2 The diversity of occupational and professional backgrounds that people bring to community regeneration is enormous. Working in multiple ‘partnerships’ is extremely widespread.

5.3 **Roles** Regeneration work involves all sectors in a wide spread of roles. Three quarters had a role ‘liaising with other agencies’, including a majority in all sectors.

5.4 Specialist ‘regeneration’ workers said that the main things that are different about their type of work were related to the complexity of the environment: managing conflicts, uncertain objectives and resources, and the sheer load of information.

5.5 Local authority staff in our Focus Group felt that, across a wide range of services, people now have to work in far more consultative ways and use new skills of listening to and motivating people in the community.

5.6 Amongst national level ‘stakeholders’ there are differences between those who believe that physical and economic development are central to regeneration, or at least have been relatively neglected, and those who do not have that belief. But even the former tend to think that the distinctive challenges of regeneration involve working with other professions, with communities and on issues of social disadvantage.

5.7 Any professional training is likely to have more strengths in particular aspects of the skills in our proposed framework than in others. Several professions with very important technical skills are relatively unlikely to be brought in to collective regeneration decision-making processes.

5.8 All agree that there is and should be no attempt to create a new and separate ‘regeneration’ profession. The process inevitably involves joining up different professions and sectors and building upon that diversity.

5.9 It is not desirable to draw too sharp a distinction between the roles of volunteer community representatives and others. Other observers are more likely to draw such a distinction than community representatives themselves.

5.10 **Skills** Every one of the 18 classes of skill that we named was seen by at least half the respondents as required for their role in regeneration. The majority were seen as necessary by over 75%. Almost the same applies to people in each sector, taken separately.
5.11 For every skill but one more people said their personal skill level was satisfactory than not. However 84% of respondents did identify a need for improvement in at least one skill area: an average of 5.1 areas per respondent.

5.12 People in all four main types of ‘position’ (community representatives, and staff of local authorities, voluntary organisations and other public bodies) identified needs for improvement in their skills to very similar extents. The small numbers of business representatives and of elected representatives in the survey were both much less likely to see any needs for personal improvement. Other observers disagree.

5.13 It is possible to profile the distinctive roles of the main sectors involved in regeneration. But it is not possible to profile distinctive skill needs. Almost every sector reports above 50% need levels for almost every skill. A profile of the skill improvements required in each sector is technically possible, but given the relatively small variations involved, does little to suggest that there is a need for radically different sets of skills to be the focus for each sector.

5.14 People were most likely to identify ‘process’ skills as needed, on average, and least likely to identify ‘practical’ skills. But, amongst those who rated their own skill levels, the proportions that thought that ‘practical’ skills ‘could be improved’ was highest, and lowest for ‘process’ skills.

5.15 Whether we look at people’s formal positions, or the roles they say that they play, or classify them according to job titles, it is very difficult to identify any subsets of these skills that are specific to a particular role in regeneration. Nor could we draw up a list for people in any particular role to consider by omitting skills that are not relevant to at least a substantial minority of the people in that role.

5.16 Whilst not everyone involved needs all of these skills, we are confident that all of those included in our framework represent needs widely shared across sectors and levels of involvement in regeneration.

5.17 Learning methods Of the learning methods that we named, people were most likely to emphasise ‘meeting people doing similar things’ as a source of their skills. Invited to comment on other sources of skills, people made a large number of comments, which overwhelmingly referred to general work and life experience.

5.18 Most people were personally able to and did in practice access each of the main forms of learning, from formal courses to ‘meeting others’. Internet based support was less available but also less in demand. Yet over three quarters would like to have more access to at least one learning method.

5.19 ‘Local training sessions’ was the most popular choice as a learning method that people would personally like more of, and as something that should be promoted by Communities Scotland. Rural respondents particularly stressed the need for accessible training and other provision.

5.20 Interviews confirm many people’s preference for ‘meeting and communicating with people’ over training courses as a means of
learning. Having an outside source of support is highly valued, and exchanges of experience with other professions and areas are highly valued.

5.21 There is evidence that staff in some 'other public bodies' receive more training from their employers for regeneration than local authority and especially voluntary staff. Sharing of training opportunities is relatively rare.

5.22 Community representatives were less likely than average to feel that they had access to all methods, or to have used them, though their participation in 'local training' was average.

5.23 Many consultees, and the Stakeholder Focus Group, were sceptical of the relevance of formal training to the types of skills under consideration – possibly more sceptical than the broader community of training users in our survey. Their positive recommendations on training focused on wider sharing between agencies and professions.

5.24 Many of their comments were not about the extension of particular learning techniques but about the desirability of building the learning of skills and the strengthening of personal attributes more firmly into every day regeneration practice.

5.25 Skills do not exist in a vacuum. Attitudes, behaviour, mindsets, values, knowledge, power and resources are all relevant to the efficacy of skills.

5.26 Looking at existing provision in Scotland, most of the inter-disciplinary training relevant to regeneration is currently at CPD level. It is also a strong and growing theme in pre-service training in most fields. There are a growing number of examples of more flexible types of provision.

5.27 The amount of formal provision whose primary focus is regeneration is quite limited. There is a much wider group of courses for which regeneration is a strong theme, but not the primary focus.

5.28 There appears to be a general trend for preparation for most professions to lay the groundwork for some aspects of the three skill fields we identify in the proposed framework.

5.29 Work-based learning opportunities have to be created to meet the needs of particular circumstances, and there are relatively few bodies equipped to provide this service in a systematic way.
6 A framework of skills for community regeneration

A Other frameworks

6.1 A major part of the brief for this study was the development of a ‘framework’ of the skills and competencies that might be required for community regeneration. As we shall see many of our consultees endorsed the idea that such a framework would be helpful, with varying degrees of reservation about the uses to which it should be put. But what is a ‘skills framework’? What does it look like and what can it be used for?

6.2 The literature on skills needed for regeneration reviewed in section 3 (A) and Appendix r has not yet yielded outputs in the form of free-standing frameworks that can be put to wider use, with one exception. Work is underway in several regions of England to implement the agenda set out in the ‘Learning Curve’ (Neighbourhood Renewal Unit, 2002).

6.3 We searched for and asked interviewees about other ‘frameworks’ that might overlap with the one we propose in content or presentation. Appendix 4 gives details of those that we have found most relevant. The contents, purposes and format of seven are briefly described and shorter references are given to seven more. No doubt other examples could have been found, though no others were urged upon us strongly by stakeholders.

6.4 Most commonly, skills and competencies frameworks are produced in order to specify occupational standards for a specific profession, or sometimes an occupational area that might not yet have achieved ‘professional’ recognition, or crosses professional boundaries. Other frameworks are used for standard setting or quality control for organisations or activities.

6.5 Some, especially the occupational frameworks relating to community learning and development, explicitly recognise that they might also be applicable to relevant aspects of the work of other professions or to non-professionals ‘quality’ frameworks are also sometimes capable of use in contexts other than the ones for which they were originally designed. But few if any of either type were originally designed to be applicable to the range of professional backgrounds and institutional settings, that we believe a regeneration skills framework must provide for.

6.6 Occupational standards can be and are used for a variety of purposes, including:

• Development of curricula for initial training or CPD
• Endorsement of courses by professional bodies
Community Regeneration Skills and Competencies: Needs analysis and framework

- Staff recruitment
- Staff appraisal and performance review
- Training needs analysis
- Personal development planning
- Consolidation and recognition of changes in a profession
- Promotion and communication of the role of relatively newly recognised professions.

6.7 The frameworks listed in Appendix 4, drawn principally from community learning and development, economic development and public health sources, contain elements of the ‘strategic’, ‘process’, and ‘practical’ skills that we have identified. The extent to which they do so and the reasons for this are closely related to the varying degrees of overlap between these skills and different types of professional training, described in section 6.D below.

6.8 Frameworks that are used for standard setting and quality control may also contain skills elements. The ‘Standards for Community Engagement’ currently being developed by the Scottish Community Development Centre, for Communities Scotland, are likely to contain a section explicitly setting out the recommended skills. ‘How Good is Our Community Learning and Development’ is just one, perhaps particularly relevant, example of the frameworks for internal and external quality assessment of services and organisations that can be found in many parts of the public, voluntary and private sectors.

6.9 Another quality framework is the Scottish Council for Voluntary Organisations’ ‘Big Picture’. This is explicitly designed for the purpose of stimulating organisational as opposed to individual development in voluntary organisations. But one of its recognised possible secondary uses is to identify gaps in the skills available to an organisation.

6.10 The only fully fledged attempt that we have seen to provide a cross-professional and cross-sectoral framework of the skills required for regeneration is the one developed for Sheffield First (2002), which is also one of our sources, referred to in Section 3 and Appendix 3. In addition to listing brief descriptions of the ‘Knowledge base’, ‘Core skills’ and ‘Behaviours needed’ separately for each main sector involved, it is also interesting for the way in which it associates possible local ‘providers’ with each need.

6.11 We draw two main conclusions from these examples about the appropriate format for a framework. Firstly, many contain only brief definitions of the skills to which they refer, and do not specify the different levels at which a skill may be exercised, or the varying forms it might take in different contexts.

6.12 Where quality assessment or performance review is an essential part of the purpose of a framework, then it is more necessary to describe the application of skills at different levels, as in ‘How Good is our Community Learning and Development?’ or in the simple three-level descriptions of such skills as ‘working with others’ that we found in an interesting example supplied by a Department of Work and Pensions contact (see Appendix 4).
6.13 But in our view it would be premature to be unduly prescriptive about the definition of different levels of ‘regeneration’ skills when people’s understanding of what these might be and how they might be developed are still very much in the process of formation. It is also important to allow people to contextualise skills to their own situations rather than to prescribe generic skills in great detail.

6.14 Secondly, the majority of frameworks elaborate upon each individual skill by specifying the tasks or roles that its possession would enable a person to perform, rather than further detailed descriptions of the skill purely in itself. This ‘competencies’ based approach is the one that we have attempted to follow in specifying the proposed framework.

6.15 We also note that having an effective ‘competency’ in a role or at a task often requires a combination of both the possession of skills and the application of appropriate knowledge. Many frameworks integrate skills and knowledge requirements. Whilst a full specification of knowledge requirements for regeneration is outwith the scope of this project, we have included many examples where the ability to gain or apply knowledge and understanding are key aspects of a skill.

6.16 In addition to influencing the form and presentation of our proposed Framework, the examples studied have also provided a source for numerous words and phrases that we have integrated without further acknowledgment into our own version.

B Views of stakeholders

Initial consultations

6.17 We discussed the idea of a framework setting out the skills required for community regeneration with most of the ‘stakeholders’ that we interviewed, in our Stakeholder Focus Group, and in individual telephone interviews.

6.18 The response from stakeholders was generally very positive. Only three were definitely sceptical about the value of a framework. The potential reasons given for valuing and using a framework were very varied. Amongst them were expectations that it could:

- “Specify the full range of potential needs and provision, and help to match up existing training courses to those needs”
- “Encourage each profession to take ownership of it, and make a clear pathway for people to follow”
- “Help raise the issue of equal emphasis being needed for different types of skill”
- “Highlight the need to respect the different people involved”.
- “Begin to get at some of the attitude issues”
- “Help [practice] experience to be identified and valued”
- “[Be used] for curriculum planning, as an aid to local and strategic lobbying, to provide support for staff seeking to extend their skills, and to help create structures for training”
• “Be worthwhile for forward planning – foreseeing skills required, then getting the education system and the CPD programme involved”

• “Be useful for developing educational programmes”.

• “Help individual regeneration practitioners to argue the case for more resources from their employers to engage in training”

• “Be very helpful during the implementation of community planning.. it will be useful both for agenda setting and for the community planning process itself – especially in enabling local action”

• “Help local multi-agency teams by the clarification and recognition of the skills needed”

• “Help practitioners to assess their skills”

• “Enable SIPs (or their equivalents) to benchmark themselves against each other – the point of this would be constructive rather than judgemental – to compare skill levels and take remedial action if necessary”

• “Define the area” [of ‘regeneration’]

• “Be useful in the process of partnering – to explore which of the partners, if any had the skills in the framework”

• “Be a way of identifying members of a partnership- i.e. to bring together a group possessing the specified skills”.

6.19 In other words, it might not only be used for individual or collective self-assessment of learning needs, and the planning of training and learning provision, but might also influence the structure and agenda of partnerships, and might help certain areas of skill seen as crucial to regeneration to be valued appropriately.

6.20 All of these comments were made about something that did not yet exist and may not be capable of meeting all the possible expectations. Several emphasised that their approval was conditional upon a framework being introduced with the right support and/or being applied in an appropriate way:

• “If it is seen to be trying to stake a claim for one professional field to have pre-eminence in regeneration, whether it is an existing profession or a nascent one, it could back-fire”

• “Design it to be used as a negotiating tool, and make sure it is seen as being negotiable itself”

• “Ensure that it is seen as a starting point not an end point: it should have scope to grow and change”

• “It needs to be part of a bigger effort and supplemented with a process of implementation, including signposting people to examples of good practice”

• “Resources should be identified for delivering the framework, otherwise there would be little point in it.”

This comes from a professional body which confessed that it had found this “a struggle .. we could find no off the shelf source” when developing its own skills frameworks.
6.21 In our telephone interviews with individual survey respondents, we asked some specifically about interest in a self-assessment tool, though the question was not always raised because of lack of time or a lack of engagement by an individual with skills issues. Of those with whom the matter was discussed, the majority thought that a framework might be useful:

- “sounds like a sensible idea, and would be used”;
- “sounds useful”;
- “excellent, very helpful. It is difficult to be objective about yourself”;
- “quite handy – useful to see if you have moved forward”;

perhaps with qualifications:

- “sounds like a good idea, but the difficulty is getting people to be honest about themselves”
- “yes, but only if supported by a directory of available training courses and other learning resources”.

6.22 Some however saw no potential value to themselves:

- “Don’t think this would help; learning and development needs make themselves known by other means anyway”
- “I am aware of where my skills gaps lie, and they aren’t about regeneration as such”.

6.23 Fullest consideration of the appropriate uses of a skills framework was given by our Stakeholder Focus Group. Most probably agreed with one who said, “it would be good to see something relevant to the vast range of professions on one sheet of paper”. But there was a clear consensus that it must be used only as a flexible guide to local needs, not prescriptively.

- “We must resist any suggestion that a module must be developed for every item in the framework”
- “There is a danger that targets will be set for everyone based on the framework”.
- “People need to sit down together at the beginning, look at the ‘trigger words’ and discuss what they are going to mean for them – e.g. ‘leadership’ can mean either capacity building or dictation”
- “SCR must understand that it can’t be the ringmaster of the process – it should be facilitating people’s debates about how to improve their practice”
- “It would be useful provided that you can dip in and out of it. Excessive formalisation could result in a great duplication of effort.”
- “It must be used as part of a process, not the answer”
- “It must be linked to an organisational strategy”.

6.24 There was also a view that additional resources would be required to facilitate effective use of the framework:

- “It would be of limited use in the community if used ‘cold’”
Training and back-up would need to be provided if it was going to be put into use across the country.

Consultation on draft framework

6.25 We circulated a draft version of the proposed framework to 40 representatives of national level organisations, training providers etc. Only a small proportion replied. Many comments on the wording of the framework or our recommendations have been taken into account elsewhere in this report, and some specific points on learning mechanisms have been quoted above.

6.26 NHS Education for Scotland believe that the framework would be useful in the ways intended and commend it as concise and easily understandable. They suggest that further work should be done to map the many areas of consistency between this framework and existing ones in use e.g. for public health practitioners and for Health Visitors.

6.27 One of the two respondents from RTPI called for a clear statement from SCR about the ‘ethos of the framework’. This would “demonstrate how it is delivering the Scottish mainstreaming equality agenda”. It would also make it clear, for example, that the style of ‘leadership’ demanded by regeneration is a consultative and democratic one. We trust that the importance of equalities issues is demonstrated within the framework. We believe that it is appropriate to leave room for local interpretations of the meaning of ‘leadership’ and other elements in the framework. But we trust also that the rest of the framework sets them in the relevant context.

6.28 A few comments appeared to be asking for a more detailed framework, more akin to a framework for a specific occupation. SCVO thought there should be more focus on behaviours than skills. The Community Planning Implementation Group respondent felt that the framework is very general, does not go in to sufficient detail, and would need further development to become a useful tool for community planning partnerships. RTPI felt it was a significant weakness that the framework does not specify the levels of achievement that may be required in different circumstances.

6.29 These issues are discussed elsewhere in this report. We feel that our remit was to produce a framework that could be applied across a wide range of occupations and other roles in regeneration, and indeed our experience to date (section 7) suggests that it will be seen as relevant and useful by this wide range of people. Fuller specifications of the behaviours to which each skill contributes would be more appropriate to developments of the framework for use in specific contexts, if these are desired. Community Planning however is, in our view, at least as general a context as ‘community regeneration’. It would be difficult to produce a very detailed set of competencies for it, except perhaps by suggesting a wide range of alternatives.

6.30 From our examination of a number of occupational frameworks we have noted that some do appear to spell out the requirements of, say, ‘working with communities’ or ‘partnership working’ in greater detail. But
there are often only a few relevant items in these frameworks, which are mostly concerned with more specialised professional issues. In some cases the detail on closer examination appears to us to be made up of a pulling together of strands that are dealt with under many separate headings in our proposed framework.

6.31 We also received a few comments that in effect regretted the lack of specific mention in the draft framework of the need to understand physical and/or economic development issues. For example:

“The more specific skills – e.g. in property issues, training etc – are omitted as they are categorised as belonging to particular professions. However while there will be experts in these fields who will lead on these issues, those… who are not specialists in these fields may well need at least an appreciation of the basics and of the issues and potential pitfalls” (CPIG).

6.32 Similar comments were received from planning and economic development professional associations. Whilst it is true that many people involved in regeneration need an appreciation of the basics of these fields, most need a similar appreciation of several fields outside their own specialism. Within the broad range of ‘community regeneration’ that is included within our (and we understand Communities Scotland’s) definition physical and economic development may be crucial for success in many areas and initiatives, but less so in others. We are not persuaded that they should be singled out for specific mention in the framework. The general skills required are those we have defined as ‘Understanding other roles’ and ‘Understanding policies and resources’.

6.33 Physical regeneration may arguably work to longer timescales than many initiatives – though rarely as long as the time required to achieve genuine social change. It might also work on a different spatial scale to some initiatives, though the definition of ‘community regeneration’ covers initiatives at many different scales. The ability to understand and take such differences into account are an important element of skills relating to strategy formation, as well as of ‘understanding other roles’ etc.

6.34 RTPI suggests specifically that there may be particular difficulties in gaining acceptance for a broadly defined ‘community regeneration’ perspective in certain professions:

“Without allowance specifically for application in the physical development process .. it will be so much harder to convey the appropriate messages to professions which already have well developed ethos and training philosophies and which are not necessarily dedicated to a core concern with regeneration… those professionals whose contribution is often determined outside the characteristically bottom up and consensual approach to regeneration, will feel automatically excluded”.

6.35 It may therefore be desirable for there to be a continuing dialogue with RTPI and other associations with similar concerns about the use and presentation of the framework within their spheres of activity.
Introduction

The following pages present a proposed framework that describes the skills likely to be required by the participants in a wide range of initiatives and partnerships that aim to regenerate local areas and tackle social exclusion.

It is based upon:

- the responses to our national survey, including additional skill areas suggested by respondents
- previous research in Scotland and the UK
- the views of the organisations that we have consulted
- other frameworks drawn up for relevant occupations or related purposes.

We believe that most regeneration initiatives would need to draw on most of the skills listed here to be successful. What each type of skill means is deliberately left open to a good deal of interpretation depending upon local circumstances.

These should not strictly be regarded as ‘common’ skills. Not every individual involved needs all of them – that is something that they must assess for themselves or with the help of colleagues. People also vary in their aptitude, motivation, learning styles and preferences.

But our research shows that all of the needs included in this framework are widely shared across sectors and levels of involvement in regeneration. People in particular roles in regeneration cannot lay claim to unique groups of these skills that are exclusive to them. Amongst people in each role – community representatives, staff of all agencies, elected members, business representatives or supporters – each skill may be required by a substantial, though possibly varying proportion.

The framework should apply, to some degree, to all types of approach to community regeneration, including ones where particular importance is attached to physical redevelopment, to economic development, to health improvement, to community safety, to community learning or to many other aspects of community life that require a concerted, multidisciplinary approach.

We have identified three main types of skill:

- ‘Strategic skills’ for initiating and promoting change: anyone who has any share of responsibility for the overall approach taken by any initiative is likely to need some of these.
- ‘Process skills’ for enabling change. Many of these could also be called ‘soft skills’ or ‘people skills’. On average these are the ones that people said were the most likely of all to be needed.
- ‘Practical skills’ for delivering change. The exact combination of these that an individual needs is perhaps more likely to depend upon the particular range of tasks that they need to perform.
6.43 The classification of skills is inevitably arbitrary to some degree and we are aware that there are several areas of overlap between the skills in the proposed framework. But our survey and subsequent test results lead us to believe that the headings used are capable of being widely understood and accepted.

6.44 Many people find that becoming involved in community regeneration creates new challenges – broader issues, wider partnerships, new roles and tasks – that go beyond their previous experience in their occupation or community. Nevertheless they bring very different initial skills with them.

6.45 So at the centre of the triangle of skills (Figure 8) we have placed what people bring with them: the skills and competencies that are specific to particular professions and to community representatives. Many specific professional skills have a vital contribution to make to the process of regeneration. So has the experience of living in a community, and the basic experience of working in committees and with the public that any active community member is likely to have. These have not been included in the framework of ‘common’ skills.

6.46 Different professional backgrounds and life experiences also provide people with some of each of the three main types of skills – every type of background and indeed every individual will differ in the extent to which this is true.

6.47 Few if any of the skills listed are unique to ‘regeneration’, which is not a specific occupation. They are included because they are all widely accepted as being needed by all or many of those involved in regeneration; and because there is evidence that a significant proportion of those people come from occupational or other backgrounds which do not equip them with the necessary level of each skill, leading to individual challenges for them and reduced effectiveness for the collective regeneration effort.

6.48 Although several aspects of interpersonal and communication skills are described in the framework, it is assumed that everyone comes with some basic level of competence. This may of course not always be true, and if so, it is an issue that might be addressed as part of local learning strategies.

6.49 We have adopted a broad interpretation of ‘skills’ and included some things that might instead be described as personal attributes or ‘learned behaviours’. Even so, ‘skills’ only account some of the qualities that may be required in order to make an effective contribution to regeneration work. Figure 9 shows them in the context of other things that can be learnt or developed through the experience of working with others – the knowledge they require to apply their skills and the values that motivate them to do so effectively (see 3.99-100). All of these things affect and reinforce each other, and help the individual to put their qualities into effect more fully. All of them can also affect the way people tend to behave in practice. Yet this behaviour is also another factor – both something that people bring with them, but also something that they can learn to change.
6.50 For each type of skill, the framework lists a variety of competencies: things that a person should be able to do if they have skills of this kind (see Table 17). These are described in general terms. This framework does not attempt to specify the differing levels of achievement that may be required in different circumstances (see 6.11-13).

6.51 It is true that full achievement of many of these outcomes depends upon much more than skills or any other personal qualities. A person may have the skills needed, for example, to design solutions to problems, or work with partners, and the personal values and goals that motivate them to put these skills into practice. They cannot be expected to achieve actual results unless the structures that they are working within, the goals and values of the other people involved and the resources available allow it. The purpose of this framework is simply to assist people to isolate and analyse the skills element in achieving outcomes.

6.52 The framework also suggests the type of roles and tasks for which each skill may be needed. These might very well be added to, depending upon the local situation. The word ‘partnership’ is used throughout to cover a variety of bodies including formal Partnerships, joint Forums, Planning Groups and initiatives of many kinds.

6.53 In order to interpret correctly what are, and are not, the intended purposes of this framework, the recommendations on its use made in section 8 should be taken into account.
Figure 8
Skills required for community regeneration - outline framework

Strategic skills: initiating and promoting change
- Strategy formation
- Leadership
- Risk-taking and enterprise
- Creative thinking
- Understanding policies and resources
- Political awareness and judgement
- Understanding local needs and contexts

Practical skills: delivering change
- Managing staff and volunteers
- Monitoring and evaluation
- Project planning and management
- Organisational development and planning
- Financial management
- Fundraising and funding applications
- Time management

Skills and competencies specific to particular professions and to community representatives

Process skills: enabling change
- Adaptability and flexibility
- Understanding other roles
- Negotiation and conflict management
- Partnership working
- Working in and with communities
- Working in an inclusive, non-discriminatory manner
- Listening and communicating
- Ability to learn
Figure 9 Skills required for community regeneration – context
Table 17 Skills required for community regeneration

<table>
<thead>
<tr>
<th>Strategy formation</th>
<th>You will need these skills when you have to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you have skills of this kind you should be able to:</td>
<td>• Help to decide an overall strategy for the regeneration of an area, as part of a Partnership (or Planning Group, Forum etc)</td>
</tr>
<tr>
<td>• Have a vision of what should be achieved</td>
<td>• Help to decide a strategy for tackling the social exclusion experienced by a particular section of the community, as part of a Partnership</td>
</tr>
<tr>
<td>• See how a system works as a whole</td>
<td>• Advise a Partnership on its strategy</td>
</tr>
<tr>
<td>• Understand how the broader economic and social environment affects you</td>
<td>• Decide what your group, agency or project can do to contribute to regeneration and social inclusion</td>
</tr>
<tr>
<td>• See the big picture and the longer term perspective</td>
<td>• Incorporate regeneration policies into a statutory plan</td>
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<tr>
<td>• Analyse problems that have many different facets</td>
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<tr>
<td>• Identify and consider alternative options for action</td>
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<tr>
<td>• Design solutions and choose the right delivery mechanisms</td>
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<tr>
<td>• Think through different possible scenarios</td>
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<tr>
<td>• Recognise the timescales for complex development or social change</td>
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<tr>
<td>• Apply principles to practice</td>
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<tr>
<td>• Decide on priorities</td>
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<tr>
<td>• Pay attention to long-term sustainability</td>
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<table>
<thead>
<tr>
<th>Leadership</th>
<th>You will need these skills when you have to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you have skills of this kind you should be able to:</td>
<td>• Start up a new regeneration initiative</td>
</tr>
<tr>
<td>• Make decisions</td>
<td>• Take or share responsibility for the success of an initiative or Partnership</td>
</tr>
<tr>
<td>• Influence other people</td>
<td>• Bring people together to take action</td>
</tr>
<tr>
<td>• Motivate people and create a climate for new ideas</td>
<td>• Keep people working together towards common objectives.</td>
</tr>
<tr>
<td>• Identify and engage key stakeholders and partners</td>
<td>• Make space for others</td>
</tr>
<tr>
<td>• Build consensus</td>
<td>• Share control of resources</td>
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<tr>
<td>• Take the initiative</td>
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<tr>
<td>• Accept responsibility</td>
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<tr>
<td>• Delegate power and authority</td>
<td></td>
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<tr>
<td>• Apply different styles of leadership appropriately in different contexts.</td>
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<tr>
<td>• Be self confident and display assertiveness</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Risk-taking and enterprise</th>
<th>You will need these skills when you have to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you have skills of this kind you should be able to:</td>
<td>• Take or share responsibility for new ways of tackling problems</td>
</tr>
<tr>
<td>• Spot opportunities</td>
<td>• Plan strategies that change the way groups and agencies currently work</td>
</tr>
<tr>
<td>• Be less cautious and more innovative</td>
<td>• Develop social enterprises</td>
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<tr>
<td>• Accept and manage risk</td>
<td></td>
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<tr>
<td>• Try out new ways of working</td>
<td></td>
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<tr>
<td>• Bring together ideas, resources and people to instigate change</td>
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<tr>
<td>Creative thinking</td>
<td>Understanding policies and resources</td>
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<td>-------------------</td>
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</tbody>
</table>
| *When you have skills of this kind you should be able to:*  
• Be creative and think laterally  
• Generate ideas and be responsive to new thinking  
• Solve problems  
• Question assumptions  
• Understand and deal with issues that cut across usual boundaries  
• Be imaginative and open minded  
• Challenge traditional ways of tackling social problems | *When you have skills of this kind you should be able to:*  
• Interpret central or local government and other policies  
• Apply them to your situation  
• See how policies influence resources – and vice versa  
• Work out ways of influencing mainstream resource allocation  
• Propose appropriate policy changes  
• Interpret the wider implications of decisions taken  
• Understand how policies contribute to sustainable development  
• Read complex reports effectively | *When you have skills of this kind you should be able to:*  
• Be aware of the political context for your work and act in an appropriate manner  
• Involve elected representatives, community leaders and other stakeholders in the appropriate decisions  
• Establish constructive working relationships between elected members, community leaders and other stakeholders  
• Be sensitive to popular opinion locally  
• Influence the political process in appropriate ways | *When you have skills of this kind you should be able to:*  
• Communicate and put to practical use your experience or knowledge of the needs and issues arising in an area  
• Judge the appropriateness of proposed actions to local circumstances  
• See the differences between the needs of areas and balance them  
• Develop awareness and knowledge of other areas  
• Research local needs effectively  
• Apply your experience of the needs of ‘communities of interest’ and balance these against other needs |

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<tr>
<th><em>You will need these skills when you have to:</em></th>
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<th><em>You will need these skills when you have to:</em></th>
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</table>
| • Make an active contribution to preparing innovative plans and strategies  
• Make an active contribution to overcoming difficulties in putting strategies into practice  
• Find ways of dealing with issues that cannot be solved by existing personal or professional ways of working alone | • Work in partnerships that are set up as part of wider national or local programmes  
• Get involved in Community Planning  
• Get involved in neighbourhood management  
• Go beyond specific projects and project funding, and influence the ‘mainstream’ services. | • Help to allocate resources between areas or groups in the community  
• Work with Councillors, MSPs or other elected representatives  
• Deal with controversial issues  
• Make the voice of groups and communities heard in the political process and advocate for policy changes. | • Represent the people of an area  
• Represent a group with distinctive needs  
• Work with people from other areas and groups  
• Plan strategies and initiatives that are appropriate to the distinctive needs of areas and groups. |
### Process Skills: enabling change

#### Adaptability and flexibility

When you have skills of this kind you should be able to:

- Adapt your existing skills and knowledge to new challenges
- Understand your own role and adapt it to new environments
- Explain your own role clearly, accurately and appropriately within the community or to other agencies and groups
- Evaluate your role and the impact this has on communities and colleagues
- Reflect on your own values, priorities, interests and effectiveness
- Be flexible in approach
- Accept tasks that go beyond normal professional boundaries
- Negotiate your role within wider initiatives
- Cope effectively with possible divided loyalties

You will need these skills when you have to:

- Get involved in new roles and tasks that are not part of your previous professional or business work or community activity
- Represent your own agency or group at other people’s meetings or in partnerships
- Contribute to finding solutions to issues that are outwith your normal range
- Contribute to the collective efforts of partnerships, not just further your own organisation’s interests.

#### Understanding other roles

When you have skills of this kind you should be able to:

- Respect the role of other professions and organisations
- See ‘where they are coming from’ and how things might appear from their perspective
- Develop and sustain effective working relationships with staff in a variety of agencies
- Respond appropriately to the differences between paid staff and volunteers
- Work with volunteers and value their contribution
- Appraise the contributions of different agencies and groups and apply these to the development of strategies
- Be alert to organisations’ differing agendas
- Understand your partners and their objectives, decision making structures, and funding arrangements

You will need these skills when you have to:

- Work with people from other professions and types of organisation
- Take part in joint work by paid officers and voluntary community representatives
- Take part in multi-disciplinary teams
- Help to develop multi-agency strategies.

#### Negotiation and conflict management

When you have skills of this kind you should be able to:

- Be a good negotiator
- Bring about desired changes without conflict
- Be able to compromise and reach agreement
- Cope with and manage conflicts, and resolve them where possible
- Be diplomatic and sympathetic, but persuasive
- Broker solutions to problems
- See likely causes of conflict and try to prevent it happening in the first place
- Identify blocks to communication and mutual understanding and make efforts to remove these
- Identify potential allies and partners and evaluate the potential for collaboration
- Motivate participants to move beyond conflict

You will need these skills when you have to:

- Work in situations where people with different backgrounds or roles are trying to define and achieve common objectives
- Advise or facilitate a partnership in its work
- Persuade other people to support and assist the work of your group or project.
### Partnership working

*When you have skills of this kind you should be able to:*
- Get the right people around the table
- Build trust and mutual understanding
- Agree common objectives
- Define roles and responsibilities
- Agree common actions
- Maintain regular communication and feedback
- Work to achieve shared objectives as well as your own agenda
- Form and maintain networks
- Work in multi-disciplinary teams

### Working in and with communities

*When you have skills of this kind you should be able to:*
- Understand the different types of people who live in areas, what type of involvement they have, and why
- Work with a wide variety of different people, organisations and groups
- Ensure that your style and methods of communication are appropriate to each
- Facilitate open discussion and make people feel welcome and comfortable
- Be sensitive to people’s fears and hopes
- Design and operate methods and structures that enable people to participate effectively
- Offer support for change, development and capacity building in the community
- Accept the timescales and difficulties involved in achieving effective involvement
- Realise and apply the differences between different types of engagement – e.g. information, consultation, joint decision making, empowerment
- Involve communities in the definition of problems and how they should be tackled
- Provide feedback to communities and organisations on the outcomes and impacts of decisions

### You will need these skills when you have to:

- Take responsibility for developing and maintaining partnerships, as a member or an adviser
- Set up structures to bring people from different backgrounds or disciplines together to tackle issues, and make these work
- Consult communities
- Represent communities
- Work in joint forums and partnerships involving community representatives
- Develop the potential for communities to contribute directly to solving problems
- Establish processes for consultation and involvement, for example in Community Planning
### Working in an inclusive and non-discriminatory manner

*When you have skills of this kind you should be able to:*
- Recognise and respect people’s diversity
- Promote equality of opportunity and access to services
- Challenge oppressive and discriminatory practices and attitudes
- Be tolerant
- Understand the causes and effects of social exclusion
- Identify people’s potential skills, talents and contributions
- Make sure that systems and structures promote equality and diversity
- Promote effective communication with individuals where there are communication differences
- Develop relationships with people that value them as individuals
- Understand how your own experience has been affected by family, class, race, gender etc., and how this impacts on your work
- Cope with challenging behaviour.

*You will need these skills when you have to:*
- Share responsibility for a strategy or initiative that is intended to serve all the needs of a community
- Maximise involvement from all sections of the community
- Review and improve your practice to eliminate possible sources of discrimination
- Work in ways that involve new and more direct contact with people experiencing social exclusion.

### Listening and communicating

*When you have skills of this kind you should be able to:*
- Be willing to listen to other points of view
- Have and show empathy with other people
- Have and show patience with other people’s views and behaviour
- Show people that you have taken their views and feelings into account
- Enable the views of groups, communities and organisations to be heard through advocating on their behalf
- Know how to remove barriers to effective communication
- Be clear and to the point in speech and writing
- Present facts and views to other people in public
- Be assertive: ask questions and get your point across without being argumentative
- Write effective reports, briefings etc. in plain English
- Read and understand complex documents
- Understand and use electronic means of communication

*You will need these skills when you have to:*
- Work in groups to achieve your objectives
- Take other perspectives into account to agree common objectives and actions
- Work with people from different backgrounds
- Influence people in other organisations or roles
- Represent your group or agency to others
- Report back to your own group or agency.
## Ability to learn

*When you have skills of this kind you should be able to:*

- Recognise your own strengths and weaknesses
- Identify areas for personal development
- Identify methods of achieving your goals and targets
- Not be afraid to say: "I don't know", "I don't understand", "I can't do that yet"
- Recognise the wide variety of ways of learning
- Learn from success and failure
- Learn from others
- Obtain and assess information about 'what works'
- Observe and record positive aspects of your practice
- Share your own expertise or experience; enable others to learn from them

### You will need these skills when you have to:

- Work in situations that extend your previous role and challenge your existing skills
- Find effective approaches to tackling difficult social and economic problems
- Help others to do these things

## Practical skill: delivering change

### Managing staff and volunteers

*When you have skills of this kind you should be able to:*

- Identify staffing needs and specify roles and tasks
- Recruit and select staff and volunteers
- Interview people effectively
- Supervise and appraise people’s work
- Motivate people, support and encourage them to achieve their objectives
- Build teams
- Negotiate and review work plans
- Identify and address people’s learning needs.

### You will need these skills when you have to:

- Get involved in running projects or organisations in ways that were not essential to your previous work or community experience
- Work with volunteers
- Supervise and support people to take these responsibilities.

### Monitoring and evaluation

*When you have skills of this kind you should be able to:*

- Base decisions about a strategy on a common understanding of what it is meant to achieve and how you will know if it has achieved it
- Base actions on proven experience
- Decide whether a strategy is on track
- Identify what is and is not working
- Learn from mistakes, and adjust practice accordingly
- Integrate new information into the development of your own practice
- Assess accurately the needs that you wish to meet
- Use appropriate research methods
- Appraise proposals for projects and actions systematically and objectively
- Assess the likely impact of proposed actions
- Review the performance of projects and organisations
- Establish systems to get feedback on progress

### You will need these skills when you have to:

- Share responsibility for seeing that a strategy is put into practice
- Share responsibility for deciding new strategies and approaches
- Take responsibility for seeing that a project is put into practice
- Appraise other people’s proposals and allocate resources
- Report to communities, funders or other agencies on the progress that you are achieving.
### Project planning and management
*When you have skills of this kind you should be able to:*
- Assess the feasibility of projects
- Estimate the human and physical resources needed
- Break the work down into manageable, achievable and measurable tasks
- Specify milestones
- Develop action plans
- Establish reporting and monitoring and evaluation procedures
- Establish clear lines of responsibility and accountability
- Plan for risk and contingencies
- Measure progress against plans and adapt accordingly
- Deliver according to plan
- Prepare for sustainability

*You will need these skills when you have to:*
- Plan new projects to achieve regeneration and social inclusion, and persuade other people to support them
- Share responsibility for making sure that they happen and achieve their results
- Supervise or support people running projects

### Organisational development and planning
*When you have skills of this kind you should be able to:*
- Interpret and contribute to Business Plans
- Determine an organisation's strengths and areas for improvement
- Gather and interpret information on the opportunities and threats to an organisation
- Set up organisational structures and management systems that meet the intended purposes
- Regularly review organisational structures, established roles, processes and procedures against purpose and outcomes
- Manage change in an organisation
- Use resources to maximum effect.

*You will need these skills when you have to:*
- Get involved in running organisations in ways that were not essential to your previous work or community experience
- Set up new organisations to achieve regeneration and social inclusion
- Change the way an organisation works so that it can make an effective contribution to regeneration
- Share responsibility for organising the use of resources allocated to a partnership.

### Financial management
*When you have skills of this kind you should be able to:*
- Interpret and use budgets and financial reports
- Contribute to decisions about financial management
- Maintain systematic financial records and understand their importance
- Understand the legal liabilities of trustees, directors and managers
- Support others to review their own resource and financial requirements
- Act with probity and provide proper stewardship of resources
- Spot opportunities to make use of under-used resources

*You will need these skills when you have to:*
- Share responsibility for running projects and organisations set up to assist regeneration
- Share responsibility for the use of resources allocated to a partnership
- Advise and assist people with those responsibilities
Fundraising and funding applications
When you have skills of this kind you should be able to:

- Design proposals which meet both your own objectives and those of potential funders
- Gather information and present a case
- Identify potential funders or investors to meet agreed requirements
- Write effective funding bids
- Identify other potential fund-raising mechanisms
- Deal with funding bodies and financial institutions
- Spot opportunities for innovative and collaborative funding

You will need these skills when you have to:

- Plan new projects to achieve regeneration and social inclusion, and persuade other people to support them
- Advise and assist people to do this
- Develop social enterprises
- Plan for the longer-term sustainability of initiatives

Time management
When you have skills of this kind you should be able to:

- Juggle priorities
- Identify key tasks
- Set achievable goals
- Cope with stress
- Simplify and interpret information
- Identify what information is valuable and what is not

You will need these skills when you have to:

- Work in a complex multi-agency environment
- Work with ill-defined objectives and uncertain resources
- Try to deal with complex, interrelated social and economic issues
- Combine regeneration work with other responsibilities

D Relationship to current learning opportunities

6.54 In section 4C we took an overview of a variety of currently available training provision and other learning mechanisms. We focused principally on provision that is specifically targeted for, or refers to regeneration. In this section we give some pointers, on the basis of the areas that we researched, to provision that may provide, or could be developed as, training and learning opportunities of particular relevance to the proposed framework. We also indicate what areas we know less about. There may well be other effective ways of enhancing skills in many of the areas covered by the framework.

6.55 Professional skills (the ‘centre of the triangle’). There appears to be a general trend (though our research has not been in depth) for preparation for most professions to lay the groundwork for some aspects of the three skill types that we have identified in the framework. This is clearest in relation to the process skills, where phrases like “understanding others’ roles”, “partnership working” and “working in communities” appear quite frequently in course documents. The sectors that appear to make the main commitments to such skills are, not surprisingly, those whose core concerns are closest to them – social, economic, health etc development. It is likely that professionals in these fields will see some of our “process” skills as being their “practical” skills – they are what they do. We are not in a position to comment in detail on the way that these skills are developed during these courses. In
some cases there may be practical project work to facilitate experiential
learning, but in others the learning process may be more theoretical and
concern principles rather than practice.

6.56 Courses in all sectors refer to strategic skills and knowledge of policy
and strategy. In those with a strong interest in it, regeneration is referred
to as part of the context. It is not clear how far strategy in specialist
courses produces skills that are directly transferable to regeneration
contexts, but the assumption must be in favour of some useful transfer.
In some fields, planning and economic development for example,
objectives for learning about strategic thinking contain references to both
to inter-disciplinary and regeneration issues. The development of
community planning appears to be significant in this regard.

6.57 Whether seemingly similar references in course documentation, for
example to topics which would relate to our “understanding different
local needs”, mean the same thing in different professional contexts, is
at this stage a matter of speculation. It may be different for a physical
planner, who is sometimes thinking many years ahead, and for a
community worker who may sometimes be dealing with immediate
issues.

6.58 **Strategic skills** Degree and professional courses refer to strategic skills
but not generally to the full list of items that we have listed. The clearest
common references tend to be in relation to policy and professional
effectiveness, but further research would be needed to show if the
policy areas covered in specialist courses overlap as one might wish in
relation to regeneration. Courses which focus on regeneration and rural
development contain the nearest approximations to our list of strategic
skills, though there are few specific references to leadership or risk-
taking.

6.59 Some courses at this level tend to emphasise knowledge of strategic
and policy issues rather than strategic skills as we have described them,
though the two are inextricably linked. Others, for example in planning,
housing and community development, where professionals can expect to
have to operate in strategic ways (which may well be at a local level)
from very early in their careers, do appear to deal more with the skills
we have identified.

6.60 A clearer emphasis on skills in all fields is evident in CPD, which is
where the agencies other than academic institutions are able to
contribute, and do so strongly. Some of this provision is aimed to help
professionals and community representatives to look beyond immediate
issues and to help them deal with strategy.

6.61 **Strategy formation** Courses in planning, urban and rural development,
and some sectors such as economic development, health and housing,
focus on planning and strategy formation.

6.62 There are likely to be problems about the understanding of community
regeneration. Definitions of the relevant scale of geographical areas and
the time-scales for change may vary in Planning, economic development
and other contexts.
6.63 **Leadership** Community learning and development courses are the main, single group that have a strong focus on leadership in community contexts. SHARE (Scottish Housing Associations Resources for Education) includes specific mention of leadership in its course programme and courses in other sectors, notably community health and local economic development, are clearly relevant.

6.64 There is an independent organisation, the Scottish Leadership Foundation, that is specifically concerned with leadership, though its focus is neither community nor regeneration, and the Pacific Institute also emphasises leadership.

6.65 In-house and partnership provision frequently appears to deal with leadership issues.

6.66 **Risk-taking and enterprise** At least on a literal interpretation of ‘enterprise’, economic development courses appear to have the most specifically relevant elements. For its particular field, the Royal Institute of Chartered Surveyors recognises courses that deal specifically with risk assessment. Interpreted more widely, planning and urban and rural development courses deal with the principles and concepts.

6.67 Social enterprise is by now a well established field in its own right and is relevant to all community development courses. Organisations such as UnLtd, the Foundation for Social Enterprise, the School of Social Enterprise, or Community Business Scotland are all providers of training and/or information.

6.68 **Creative thinking** This is a broad concept to which most courses would, presumably, claim a commitment. There are, however, some specific courses that emphasise a creative approach, such as urban design, and there are particular examples of its promotion, as by the Economic Development Association Scotland’s recent ‘Cities – New Thinking’ conference. The approach of several organisations to long-term support to communities assumes that the approach to development includes willingness to think in new ways, for example, CADISPA (Conservation and Development in Sparsely Populated Areas).

6.69 **Understanding policies and resources** All the relevant degree and professional qualifications include these elements but the extent to which regeneration policies and resources are highlighted is not clear. In some sectors, such as health, courses make specific reference to policy issues with a fairly broad reference such as ‘community development and health’. However, it is only in courses in the specific fields of urban and rural development that policy and resources for regeneration are referred to specifically.

6.70 **Political awareness and judgement** While there is probably an overlap with ‘understanding policies’ in the way that these topics are treated by a wide range of courses, there are specifically relevant references in courses on urban and rural development, and community learning and development. Several related themes, notably in relation to partnership working and empowerment, imply political awareness.

6.71 Some short-term and CPD provision deals directly with these themes e.g. the Scottish Community Development Centre’s former Working
together: Learning together programme or Health Scotland’s ‘Health issues in the community’.

6.72 **Understanding local needs and contexts** There is extensive interest in this theme, which is growing with the introduction of community planning. It may be that the different standpoints of the professions lead it to be treated in different ways but this would require further research to illuminate. For example, planning has had a long-term commitment to consultation and courses deal with community participation, but it would be interesting to find out how this compares with needs assessment as taught in community, rural and urban development courses. Courses in specific fields, notably health and housing, cover participation in their interests. As they also, and increasingly, relate to inter-disciplinary issues at the same time, it may well be that they cover quite wide approaches to needs assessment.

6.73 Short and CPD courses sometimes focus specifically on this theme, a particular instance being courses in participatory appraisal, offered by Health Scotland among others.

6.74 **Process skills** As already indicated, there is a particular overlap between professional training whose focus is on work in communities and some, but not all, of the items in this set.

6.75 There is a small number of flexible and work-based rural development and community learning and development courses, and a limited number total amount of CPD learning opportunities that are specifically directed to the needs of regeneration organisations and their staffs. Work-based learning opportunities have to be created to meet the needs of particular circumstances, and there are relatively few bodies equipped to provide this service in a systematic way. As noted at 4.55, a variety of academic, national public or private bodies or partnerships may do so, but the number active is quite small.

6.76 On the other hand it may be that a wide range of other training on specific skills in this set is potentially available to public, private and voluntary sector employers. No systematic survey is available of its extent or its particular relevance to regeneration and partnership environments.

6.77 **Adaptability and flexibility** These are particularly difficult skills to track down in course materials. Some make references that are clearly relevant:23 We assume that all courses dealing in the practicalities of development have to consider these themes. We do not, however, have information on how or the extent to which they are specifically developed.

6.78 **Understanding other roles** Courses in community, rural and urban development and regeneration either specifically refer to or imply a cross-disciplinary understanding. Several specific professional courses, including some in health and economic development, make frequent mention of collaborative working. Stirling University’s Institute of Education offers a course on “Inter-agency Working Issues”.

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23 Such as “Different ways of thinking about health” – Health Issues in the Community (CHEX, NHS and Edinburgh University), or “Alternative Development Strategies in the North Atlantic Rim” (Sabhal Mor Ostaig)
6.79 There is a broad range of provision, of courses and other learning opportunities, that gives a significant emphasis to ‘understanding other roles’, interpreting this a little flexibly. We are unable to comment on how effectively it is taught, learned and practised.

6.80 **Negotiation and conflict management** The range of courses and learning opportunities that refer to the handling of power relationships is considerable. The number that refer specifically to skills development in conflict resolution, however, is smaller. Examples include a Scottish Agricultural College short course, Strathclyde University training for new community schools staff, and courses by the East End Training and Resource Centre, and the Community Training and Development Unit in Falkirk.

6.81 **Partnership working** Almost everyone claims to teach about ‘partnership’ – the word is used more often than any other in our framework by the providers that we have studied. What this means is hard to interpret. Some references are very specific. Some approaches are very flexible and adapted to local circumstances. Perhaps the relevant learning should be part of each partnership’s programme and should take place after checks have established that the context will allow the lessons learned to be implemented.

6.82 The task force on community planning reported in 2001 that, at that stage, little training had taken place, and that most had been within organisations rather than across partners (NFO System Three, 2001). Although in a few individual partnerships other learning initiatives seemed to be very well developed, few details were given.

6.83 **Working in and with communities** Formal provision for community learning and development is focused around these themes. This includes six Further Education Colleges provide HNC courses on “Working in the Community”. The themes are central in degree courses on urban regeneration and rural development, and appear as elements in training for participating fields, such as health, economic development or housing. They were a core part of the “Working together: Learning together” programme for regeneration partnerships, run by the Scottish Community Development Centre (SCDC) and recently evaluated for Communities Scotland (Scott et al., 2004). Local organisations with a training role, such as the Rural Resource Centre of the Scottish Borders Rural Partnership provide directly relevant support, for example on community needs assessment. Both locally and at wider levels, Councils of Voluntary Service have been a focus for relevant learning of different types.

6.84 **Working in an inclusive, non-discriminatory manner** It was evident from out consultations with the equality Commissions that regeneration organisations and partnerships have not been a major target of any provision known to them. There are a few examples of specific courses, such as courses in “Equality and Discrimination: Social Justice in a Changing World” at Strathclyde University. Other programmes of action include Positive Action in Housing, which is a Scottish wide ethnic minority led charity working with communities and others to promote equality in housing and freedom from discrimination and the fear of racial harassment and violence.
6.85 *Listening and communicating* These are difficult themes to track through education and training documents as they tend to be assumed aspects of a number of different courses and learning opportunities. For example, training in participatory appraisal and learning to promote empowerment require attention to both listening and communicating. Consultation is a particular application of listening and communication skills: Planning training may cover methods and their application.

6.86 Some agencies make reference to communications in particular contexts. Examples are Learning and Teaching Scotland’s “Connecting Communities” programme, and other providers of learning on or through information and communications technology; or the Young Carers’ SIP in Dundee, which has produced a training CD ROM on working with young carers.

6.87 *Ability to learn* Courses and provides of learning opportunities tend to relate to this idea in three ways that are more narrowly focused than our framework implies. One use is in relation to access to higher education, where a number of courses that are relevant to regeneration provide study skills support to people without an extensive academic background. The second use tends to refer to making courses available, for example through distance learning, so that people who would otherwise find it difficult are able to participate.

6.88 Finally, community learning and development courses deal specifically with creating opportunities for learning in community contexts. This last comes closest to the idea, but does not necessarily cover some of the attitude issues that may be a block to learning.

6.89 **Practical skills:** This is the skill set that matches most closely with the content of the regeneration focused courses, such as those listed at 4.58, and of CPD courses aimed at regeneration interests. It would be very helpful to know how well these courses meet the needs of their participants as this could help significantly in promoting the development of effective provision.

6.90 CPD provision, by both academic institutions and other agencies, shows the importance of flexibility and immediacy. Some providers in the voluntary and community sectors offer opportunities that approximate closely to the range of skills listed. There is now at least some experience in depth of work with regeneration partnerships, though it is not yet extensive.

6.91 **Managing staff and volunteers** There is a widespread focus on practical management in sectors, notably housing, and courses that have a clear local or ‘delivery’ focus e.g. Glasgow University’s Area Regeneration two-day course (contributing to a Masters degree), Strathclyde University’s course on new community schools, or the East End Resource Centre’s course on Management Skills. Some fields, such as health and community learning and development, tend to refer to organisation and resource management training with an implication that this will include human resource management.

6.92 With regard to management of volunteers, Volunteer Development Scotland 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.

6.93 **Monitoring and evaluation** All of the relevant degree and professional qualification programmes cover these themes for their own interests. There is also extensive short-course and CPD provision e.g. Glasgow University’s MPhil option on Evaluation for Regeneration.

6.94 The SCDC LEAP (Learning Evaluation and Planning) tool is backed up by a training programme. While it was designed to support community learning and development partnerships, it is now being taken up elsewhere. Versions of LEAP for health and volunteering have been produced with national support. Several independent training providers offer training in these fields.

6.95 A trawl of the web for training on evaluation in relation to Community Planning proves to be surprisingly unproductive, but this can be expected to change.

6.96 **Project planning and management** Courses and training providers that have a ‘local’ or ‘delivery’ focus make frequent mention of these themes e.g. Glasgow University’s Local Economic Development Qualification (LEDQ), Carol Pease Associates Ltd’s ‘Project appraisal and development’ and ‘Project management’, the East End Training and Resource’s ‘Funding and project development’, or CHEX (Community Health Exchange) training on the sustainability of community health projects.

6.97 Organisations like the Rural Resource Centre of the Scottish Borders Rural Partnership provide active support to project development, getting into the area of promoting best practice rather than just working with individual projects. While i-documentsystems or IDOX (formerly the Planning Exchange) is essentially an information resource, it does offer a seminar programme and has a large data bank relevant to project planning and development.

6.98 **Organisational development and planning** The main rural and urban development providers and several sectoral interests deal with organisation issues but this theme in particular, like two others below, brings regeneration into the territory of other fields, particularly business management and public administration. These have not been explored as part of this research but some developments seem to offer interesting analogies, if not more.

6.99 One is the Scottish Enterprise Premier Adviser programme. This is a formally accredited development programme for Business Advisers that provides a commonly accepted standard for all business advice offered in Scotland. It provides an opportunity to initiate or continue a process of CPD that helps to maintain and enhance professional competencies and networks, and develops and/or accredits knowledge in six key areas of business, through a number of sophisticated on-line learning and assessment tools. On-line learning is available in Finance, Human resources, E-business, Business strategy, Marketing and Business operation.
6.100 Another potentially useful analogy is the advisory and consultancy service of the Scottish Agricultural College (SAC). This offers a wide range of business management and marketing services to support farmers and rural businesses. Topics include staff resourcing and development, taxation, market positioning, customer care, marketing, and public access. Besides individual advice, the service offers bespoke training, short tailored courses specific to particular interests, vocational qualifications relevant to individual needs, management training, technology transfer operations and professional development and updating.

6.101 Financial management The examples quoted in the previous section also cover this field. Financial management in specific circumstances that are relevant to regeneration appears in several courses e.g. Aberdeen University courses in Land Management (Rural financial management), Glasgow University courses in Housing Studies (Housing finance), or various elements in the LEDQ (see above).

6.102 Fundraising and funding applications The Scottish Council of Voluntary Organisations and local Councils of Voluntary Service provide advice and training on these themes. Similarly, a number of local authority community education services e.g. Argyll and Bute, have done so as a service to the voluntary sector. Most local authorities have officers with specialist knowledge of European funding.

6.103 Time management This is mentioned as an element of several courses e.g. East End Training and Resources Centre’s Management Skills, and by providers of short courses. See also ‘Organisational development and planning’ above.
7 Self-assessment methods

7.1 The Scottish Centre for Regeneration wishes to make available tools that will allow people to assess for themselves their need for improvement in any or all of the skills in this framework. We investigated the feasibility of this.

7.2 Our survey schedule asked only for a simple either/or judgement about whether a skill (if required) was satisfactory or needed improvement. Clearly a full self-assessment would require more finely graded judgements of existing skill levels.

7.3 Our research suggested that most of the people involved in regeneration have some degree of need for most of the skills in the framework, and that needs for improvement in them are also widely dispersed. It would not therefore be possible to design a practical tool that, by starting from questions about an individual’s role in regeneration and/or their prior experience, was able to focus in on a few focused questions on a few skills, closely tailored to individual requirements.

7.4 To ask more finely graded questions about all or most of the skills in the framework requires a fairly substantial questionnaire that is at the limits of what is suitable for unaided self-completion. Before considering approaches to dealing with this, it is important to recognise the wide variety of methods by which people may undertake ‘self-assessment’. They include:

- Completion of an individual questionnaire by pen and paper, either in a publication or circulated by a researcher or agency; the size of the questionnaire and the number of possible ‘routes’ through it must be kept within strict limits for this to be feasible
- Completion of an individual questionnaire made available on-line24 (or possibly in a disc or CD-ROM format). In this case it may in principle be possible to programme the tool to take people directly to appropriate questions upon the basis of their previous answers
- Completion of an individual questionnaire as part of a group exercise, with or without an external facilitator, coupled with some examination of aggregate results
- Group discussion of the overall balance of skills needs in a group or partnership, with or without ‘voting’ on individual responses
- Use of the framework by an employer (or colleague, mentor etc.) as part of an appraisal or similar process, with one to one discussion of items.

24 We know of one existing attempt to do this with a subset of regeneration skills. The Employer’s Association for Local Government offers an on-line questionnaire (at http://www.lgpartnerships.com/) which offers individuals an opportunity to “review the learning and skills needs you and your partners might have” for partnership working. It then makes some general recommendations about possible approaches to learning, based upon the responses given.
7.5 Furthermore they may wish to use these methods for a variety of different purposes:

- personal development planning and assessment of one's own individual learning needs
- assessment of individual skills by an employer or other stakeholder – with a view either to enhancing them or to determining the individual’s suitability for a role
- aggregating individual needs to assess learning priorities for a group as a whole
- assessing the adequacy of the skills available to a group as a whole, without any assumption that everyone needs to have all of them: for example recruitment of people having the right skills might be an option as well as enhanced learning

7.6 Skills assessment can be undertaken with a purpose that is entirely developmental, for example when planning a new initiative, or can to some degree be evaluative of past experience.

7.7 In each case the most appropriate presentation of material based upon the framework would vary. In addition, our consultees emphasised the desirability of allowing adaptation to local circumstances. For these reasons, we conclude that a single all-purpose tool is neither desirable nor feasible.

7.8 We therefore approached the short period of testing of self-assessment that we were able to carry out as an opportunity to test reactions to the framework in a variety of settings and using a variety of approaches.

**Results of testing**

7.9 As stated, it is not possible to create sharply distinct shorter questionnaires for particular groups. We investigated the possible use of the explanatory statements in the form “You will need these skills when you have to: …” that are included in our draft framework. Perhaps these might be used to guide people to the most appropriate choice of subsequent questions? A summary version of them, eliminating duplications and near duplications, is given in Appendix 6. A positive response to any one of the statements in that version could be linked to a presumed need for between one and nine of the skills in the framework. In theory people might then be asked only about those skills that it appeared that they might need.

7.10 It is not recommended that this approach should be pursued as the standard way of carrying out self-assessments based upon the framework. Firstly, it is not a practical possibility for a self-completion questionnaire, requiring the use of a large matrix relating answers to the choice of subsequent questions. The exception might be self-completion of a questionnaire in electronic format, in which case the choice of subsequent questions might be automated. Even a facilitator might find the process time-consuming and burdensome.

7.11 More importantly, the use of such a filtering device would be likely to prove both:
insufficiently selective to reduce the total number of subsequent questions significantly, because of the extent to which many people have multiple roles in regeneration.

and yet unduly restrictive, in the sense that it would probably ensure that individuals were not asked about certain skill areas that they themselves might consider relevant. As explained below, very few people in our tests rated any of the framework skills as ‘not relevant’ to their own needs.

7.12 We therefore based our tests upon the full range of skills in the proposed framework. We carried out four separate exercises:

- A further postal survey of 100 randomly selected previous survey respondents, of whom 45 returned responses. The response appears to have been broadly representative of the same sectors as were included in our original survey.

- An exercise in which a group of community representatives and elected members, forming the management of a particularly active and highly regarded Resource Centre in a disadvantaged area, were introduced to the framework, completed individual self-assessments and were given feedback on the results (11 completed).

- An exercise in which a group of Urban Policy students at Glasgow, from a variety of previous professional backgrounds and mostly with some degree of personal experience of regeneration, completed individual self-assessments and discussed the implications (19 completed).

- An exercise in which a subgroup of community and agency representatives responsible for developing partnership working and community engagement in a Social Inclusion Partnership were invited to assess the strengths and weaknesses of their partnership as a whole on each of the skill areas and to discuss the implications (eight active participants).

7.13 For the purpose of the first three exercises, participants were presented with extracts from the proposed framework describing the skills and were invited to indicate whether in their case each one was:

- A strength
- Satisfactory, but room for improvement
- Needing general improvement
- An important weakness
- Not relevant.

7.14 Postal respondents were also asked for feedback on the questionnaire and the framework as a whole, though little was in fact given. Participants in the group exercises were presented, after a break in proceedings, with the aggregate totals of their responses to each item as a basis for further discussion.
7.15 It was not our intention to analyse the specific results of these exercises in detail. Summary graphic versions are given in Figures 10-13. Important points that emerged were:

- An active interest in the exercise and its results, with requests to make further use of the material
- A virtual absence of any desire to classify any of the suggested skills as 'not relevant' to personal needs; this was expressed by a maximum of 9% of survey respondents (for 'Financial Management') and almost no-one in group exercises
- Responses which were broadly comparable to those in the previous survey, with the highest levels of assessed need for improvement tending to be in 'practical' and a few 'strategic' skills and lower levels for 'process' skills. Few postal respondents identified a personal strength in any of the 'practical' skills. By contrast the proportions who thought they had 'a strength' in each of the 'process' skills ranged from 30% to 48% – though this means that even here majorities still identified some learning needs for each item.

Figure 10  Self-assessment results: Postal respondents
Figure 11  Self-assessment results: community project management group

Figure 12  Self-assessment results: urban studies students
7.16 The group exercises were kindly included by the organisers and members of each group in already crowded agendas, and we were therefore not able to present the material or explore the issues arising in as much depth as would be desirable in a facilitated session dedicated solely to the exercise. Despite this, interesting issues and variations were identified. For example the ‘community’ group reported a high, but not uniform, level of need for improved ‘political’ skills.

7.17 The groups involved were probably ones that had fairly high existing skill levels. The students were of course actively engaged in improving their knowledge and probably also skills. The ‘community’ group was identified as one that was interested in skills, and its members gave themselves exceptionally high, but possibly justified, ratings for strength in ‘ability to learn’. But on average they were more likely than general respondents to identify the need for skill improvements. This may reflect a more highly motivated and self-critical attitude, but we also believe that it suggests that working in groups, and especially concentrating on a specific regeneration initiative or context, encourages people to explore and acknowledge their skill needs.

7.18 Different questions were required for the group that looked at the overall needs of a partnership. After an initial presentation, our group was asked to indicate, individually but publicly, which if any skills were ‘a strength’ for their partnership and which were ‘a weakness’ (Fig. 13).

Figure 13 Self-assessment results: partnership group

7.19 The results provided sharp contrasts between different skills – some widely seen as strengths, some as weaknesses, some as neither, and some interestingly revealingly strongly polarised views. For example, the fact that in this group all judgements about the level of ‘monitoring and evaluation’ skills were strong, but opposing, caused a particularly fruitful discussion. The group would have wished to move on to discuss exactly who required particular skills and how they might be developed, if time had permitted.

25 If ‘an important weakness’ is given a weighting of 3, ‘needs general improvement’ of 2 and ‘satisfactory but could be improved’ of 1, and the rest 0, postal respondents’ average rating across all skills was 0.88, students’ was 1.05 and the community group’s was 1.27
Conclusions

7.20 We conclude:

● that the proposed framework does not require major adaptation to be a useful device for individuals and groups to use to diagnose their skills needs and to raise related issues for further exploration

● but that no single format for a ‘self-assessment’ tool would be appropriate to the variety of purposes for which it is likely to be used.

7.21 A simple questionnaire for individual self-assessment could be made available and, particularly in a web-based version, it should increasingly become possible to link this directly to recommendations about learning mechanisms and training providers.

7.22 But probably the most valuable device would be a pack of tools and guidance on assessment for groups, based around the proposed framework. This might offer options for use by groups with or without external facilitation. Effective ‘internal’ use would probably in any case require one or more nominated facilitators, though depending upon their own skills, a simpler route through the process might be offered.

7.23 Such a pack might include guidance on the use and interpretation of responses, suggestions for group processes and ready-made formats including:

● exercises assisting people to think about and define their own roles

● exercises and advice to assist people to know how to identify learning needs effectively

● core self-assessment exercises based directly upon the framework

● exercises allowing people to explore the nature of their needs for individual skills in more detail, using the descriptions given in the framework

● exercises and suggested processes to assist in the collective identification of needs

● suggested processes for comparing the individual and the collective perspectives

● exercises assisting people to identify appropriate learning methods

● suggested ways of exploring how to build learning into regeneration practice.

7.24 The development of such a pack or packs is quite feasible, though beyond the resources of this study. It would also require a programme of pilot testing with groups in a variety of roles and locations.
8 Recommendations

8.1 A great many policy and practice issues have been raised by consultees, or are suggested by the results of the research. It was not within our scope to consider the feasibility of all of them. In this section we concentrate principally on recommendations for the use and development of the skills framework. We also offer a number of other recommendations on how skills for regeneration might be developed.

8.2 Many of these recommendations both provide general advice to the agencies involved on directions that they might take, and also suggest specific priorities for the practice that the Scottish Centre for Regeneration (SCR) should encourage. The Centre’s role will be to seek to create a culture that supports the development of skills and the improvement of practice in community regeneration, and to give direct support to agencies and individuals to identify skill needs and learning opportunities.

General

1. Skills and competencies for regeneration generally need to be enhanced, but not in isolation, at the expense of developing appropriate knowledge, motivation, attitudes, values and behaviour, or of supporting the development of effective structures, processes and resources.

2. There is scope for improvement across the full range of skills identified in the framework.

3. Although there is considerable overlap in different people’s roles in regeneration, their experience and depth of previous learning reflects their diversity of individual backgrounds, motivation, learning preferences and levels of responsibility. Learning opportunities must be created that cater for this diversity.

4. This may require provision to be enhanced across the spectrum of training/learning methods, in order to ensure that
   a. there is an adequate scale and level of provision of each type
   b. the full range of skills required is properly addressed
   c. an appropriate (and different) combination of forms of learning is provided within each type, including experiential learning, abstract/theoretical learning and critical reflection.

5. An area that has been relatively neglected in the past and justifies further development is the broad area of experiential learning. This includes on-the-job, context-specific, and practical project-based learning, and also a whole range of methods for people to learn from each other’s experience. Approaches may include: networking and exchange of experience; mentoring; work shadowing; learning events and processes linked to the establishment and development of partnerships. The overall aim should be to support the development of a
culture of continuous learning in regeneration organisations and partnerships.

6. Employers, partnerships and others concerned to improve the effectiveness of regeneration work should promote the capacity to undertake the complete cycle of assessing, meeting and reviewing learning needs (at both individual and organisational levels).

7. Both existing organisational systems, such as staff appraisal, and additional external facilitation may be used to contribute to parts of this cycle in appropriate circumstances.

8. Joint training involving community representatives, employed staff and other sectors should continue to be encouraged.

9. SCR should work with others to support partnerships and community and voluntary groups involved in regeneration to improve their techniques for recognising skills needs and understanding how to match them to provision.

10. SCR should work with others to explore innovative ways for regeneration initiatives to support participants in drawing up and pursuing personal development plans.

11. Communities Scotland should so far as possible ensure that, even if a growing diversity of approaches to regeneration amongst Community Planning Partnerships emerges, there will still be a continuing national dialogue about regeneration practice and how to improve its quality.

Skills framework

12. SCR should adopt the framework as a working definition of the skills required for success in regeneration. It should use it to guide its own priorities for skills development and should recommend it as a basis for joint work.

13. The framework should be used to provide a consistent basis for planning a wide diversity of actions to enhance skills, as a basis for dialogue with employers and training providers about adjusting existing provision to fill gaps and as a basis for individual and collective self-assessment.

14. It should not be seen as being intended to provide:
   a. The curriculum for new standardised comprehensive courses in ‘regeneration’
   b. An agenda for the creation of a new ‘regeneration’ profession
   c. A source of new indicators which all involved will be required to monitor, and against which their performance will be evaluated.

15. However, any training providers who wish to provide comprehensive training in regeneration should refer to it, and indicators could be developed locally if desired, based on assessments of local learning needs.
16. A pack of tools, procedures and advice to assist groups in assessing their individual and collective learning needs, based upon the framework, should be produced (see 7.22-24).

17. Communities Scotland should disseminate widely the framework and subsequent materials based upon it, using both documentary and web-based formats.

18. All partnerships that are active in addressing regeneration and inclusion issues, and local regeneration initiatives, should be encouraged to carry out, and repeat on a regular basis, structured reviews of the skills that they have available and need, and the mechanisms needed to enhance them, using the framework and associated self-assessment. This process should involve an interpretation of how the framework applies to their specific situation, adaptation if necessary; and an analysis of the extent to which skills deficits do or do not contribute to any problems that they face.

19. Individuals should be encouraged to use the framework and self-assessment tools based upon it, to assess their own needs and plan how to meet them, either individually, with colleagues or with managers.

20. Both individuals and partnerships may require additional support and facilitation to carry out such assessments and use the framework effectively. Communities Scotland should consider means of providing and supporting the further development of:
   a. networking events to introduce and promote the use of the framework
   b. training in individual and collective training needs analysis
   c. a body of facilitators able to assist with local implementation of skills and learning needs analyses based upon the framework.

21. Professional bodies should explore the potential to use the framework to help define the scope and requirement for:
   a. Additional training in regeneration skills as part of initial professional training or Continuing Professional Development (CPD)
   b. Recognition of the acquisition of ‘softer’, interpersonal skills in initial training and CPD
   c. Recognition of the contribution to CPD of reflection upon and learning from regeneration practice.

22. Professional bodies should collaborate to increase the provision of interprofessional elements in training, and the mutual recognition of elements of CPD. They could use the framework to help define common elements. SCR should encourage them to develop their collaboration.

23. Training providers could use the framework to help and develop provision to address the skill areas identified in the framework and common elements in courses.

24. Both professional bodies and other training providers should consider expanding the provision of interdisciplinary learning activities addressing skills in the framework, and developing new ones.
25. Some professional or other bodies responsible for existing frameworks may wish to explore the exact degree of correspondence between the proposed framework and their own. A common understanding should be sought in each case.

26. There should be a continuing dialogue with any associations who have specific concerns about the effective use and presentation of the framework within their spheres of activity.

27. Community planning partnerships should be encouraged to carry out an overall assessment of the need for and availability of regeneration skills in their area, using the framework to guide their analysis.

28. They may then wish to consider producing plans for enhancing skills in all sectors of their membership and at all levels of involvement, including the identification of the potential for sharing resources between partners.

29. They may also wish to consider the potential role of community learning and development partnerships in the enhancement of regeneration skills. These might be identified as a distinctive element in community learning and development strategies. The focus might, depending upon local circumstances, be upon the community sector; or include the promotion of shared learning opportunities for community and other partners; or perhaps upon the co-ordination of improvements across all sectors.

30. It may be helpful to develop the framework further, by specification of differing competencies associated with differing skills levels, and/or by integrating shared skills and those specific to a role or profession into versions specifically designed for that group. But we do not suggest that further development is an immediate priority.

Other recommendations

31. Bodies that have relevant learning programmes, particularly in ‘process’ skills, (such as Scottish Enterprise or the Scottish Executive) should consider opening them up to other professions and sectors, and offering some of this training through participation in other institutions’ programmes.

32. SCR should consult on the possibility of an appropriate agency carrying out an exercise to design and pilot a system for recording learning experiences related to regeneration. The pilot might be carried out in one or more area or partnership. The system would log pieces of work by individuals and record their learning and achievements. It could be relevant to both volunteers and staff and might be used to assist:
   a. volunteers on benefits to gain recognition for their work as a valid learning activity
   b. volunteers and others to gain accreditation of prior experience and learning
   c. professional bodies to recognise learning gained through regeneration activities as contributing to continuing personal development
d. managers to recognise such learning as contributing to staff personal development plans.

33. Encouragement should be given to the growth of academic departments and other training providers that are effective in designing and providing credit bearing work-based courses for individual take-up that are relevant to regeneration, especially those attractive to community representatives.

34. SCR should liaise with Scottish Business in the Community over distinctive ways of meeting the skill needs of the private sector, including them in shared learning wherever possible.

35. Further research is required into the most effective learning mechanisms and the specific learning needs for both elected members and business representatives involved in regeneration.

36. Information on existing courses with an identifiable focus upon regeneration skills, and on agencies that can assist with local or customised learning, or the development and support of experiential learning should be compiled into a directory. With the addition of case studies of good practice by specific employees, partnerships etc, this might take the form of a handbook on learning for regeneration.

37. Further research should be undertaken on the relevance for people working in regeneration of those sources of training and other learning provision that have no regeneration focus but that may develop the specific skills identified in the framework.
References

AUDIT COMMISSION (1999) *A life’s work: local authorities, economic development and economic regeneration*

CABINET OFFICE (2000) *Reaching Out: The Role of Central Government at Regional and Local Level* Cabinet Office Performance and Innovation Unit


JOSEPH ROWNTREE FOUNDATION (2000) *Tackling social exclusion at local level: Neighbourhood Management Foundations* 310


Community Regeneration Skills and Competencies: Needs analysis and framework


TAYLOR P (2004) Inter-disciplinary training for community regeneration and social inclusion in Scotland: a literature review Communities Scotland

Appendix 1  Contact lists used for postal survey

North Glasgow
Members of Board of North Glasgow Partnership
Members of all Partnership Subgroups
North Glasgow Partnership ’stakeholder’ list (used for invitations to events, circulation of information etc.)
Total: 300

Dundee
Members of Board of Social Inclusion Partnership (Dundee 1)
Members of Social Inclusion Partnership Community Forum
Members of Community Learning Partnership
Members of Community Safety Partnership
Members of Healthy Living Initiative
Contacts/ stakeholders associated with ‘Xplore’ youth Social Inclusion Partnership
Selected members of staff of Communities Department with regeneration role
Total: 300

South Lanarkshire
Contacts/ stakeholders associated with Cambuslang and North Hamilton/Blantyre Social Inclusion Partnerships
Total: 165

Fife
List of key contacts in regeneration initiatives and local forums, supplied by Fife Council
List of Community Planning contacts
Total: 295

Dumfries and Galloway
Members of Community Planning Board and Strategic Change Group
Members of Local Rural Partnerships:
   Annandale & Eskdale
   Nithsdale
   Stewartry
   Wigtown
Total: 199
Appendix 2  Survey schedule

University of Glasgow, Department of Urban Studies

SURVEY OF SKILLS FOR COMMUNITY REGENERATION      Our ID number

Office use only

Special initiatives or partnerships to achieve economic, social and/or environmental improvement and tackle disadvantage may form all or only part of your job or your work in the community. Please try to concentrate on that part of your activities when answering these questions.

1. Local authority area

2. Position
   - Volunteer/community member
   - Local authority councillor
   - Business supporter/representative
   - Staff of local authority
   - Staff of voluntary organisation
   - Staff of other public body
   (Please specify) …………………………….
   (If you are 'staff'): Job title …………………………………………………………

3. Which qualifications do you have? (Please tick all that apply)
   - Degree level qualification (including graduate membership of a professional institute) or higher
   - Other higher education diploma or qualification
   - HND
   - HNC
   - SVQ/NVQ
   - Other vocational training certificate
   - Advanced Higher/certificate of sixth year studies (CSYS)/A levels or equivalent
   - Highers or A/S Levels
   - Standard/Ordinary (O) Grade or GCSE/O Level
   - Any other professional/foreign qualifications

4. Professional memberships (if any)………………………………………………………

5. Please name all the Partnerships of which you are a member (If in doubt, please include it!)

6. What is your main role in community regeneration? (Please tick all that apply)
   - Represent a community group
   - Provide advice and support to community groups
   - Liaise with other agencies
   - Deliver services to local residents or businesses
   - Promote development in the area
   - Formulate aims and strategies
   - Raise funds for projects
   - Manage projects
   Other (Please specify) ………………………………………………………….
7. **What skills and abilities do you think you need to do your tasks well, in the context of community regeneration? And how would you rate your own level of each type of skill?**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Tick if you need this to do tasks well</th>
<th>How would you rate your own level?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning/Strategy formation</td>
<td>☐</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Leadership</td>
<td>☐</td>
<td>Could be improved</td>
</tr>
<tr>
<td>Risk taking/Creative</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Project management</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Appraisal of proposals</td>
<td>☐</td>
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<td>Monitoring and evaluation</td>
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<td></td>
</tr>
<tr>
<td>Financial management</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Fundraising/applications</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Managing staff/people</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Ability to adapt my existing skills to new challenges</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Understanding other professions/organisations</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Partnership working</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Understanding policies</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Community consultation/involvement</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Understanding social exclusion/disadvantage in community</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Communicating and listening</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Negotiation and persuasion</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

8. **What other skills and abilities that you think are particularly important for your regeneration work?** *(please write in, and continue on separate sheet if necessary)*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Satisfactory</th>
<th>Could be improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you rate your own level? (please choose one for each)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to adapt my existing skills to new challenges</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Understanding other professions/organisations</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Partnership working</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Understanding policies</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Community consultation/involvement</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Understanding social exclusion/disadvantage in community</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Communicating and listening</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Negotiation and persuasion</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

9. **Which if any of these have made a major contribution to the regeneration skills you have?** *(Please tick all that apply)*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Professional Training</th>
<th>Training by employer/own group</th>
<th>Training arranged by Partnerships</th>
<th>Other courses</th>
<th>Meeting people doing similar things</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE OF SKILL:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal skills <em>(eg communication/working with others)</em></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Management/financial</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Community involvement/consultation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Understanding regeneration/social exclusion</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Partnership working</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Strategic thinking</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Other comments on how you have acquired the skills you have:**

…………………………………………………………………………………………..
10. Of the following types of training and support:

<table>
<thead>
<tr>
<th></th>
<th>Formal courses</th>
<th>Conferences/seminars</th>
<th>Local training sessions</th>
<th>Meet other areas/partnerships</th>
<th>Internet based support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is available to you?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have you used in the last 2 years?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Would you like more of?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Should be promoted by Communities Scotland?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

11. Other comments on what training and support is available, and what should be available:

…………………………………………………………………………………..

…………………………………………………………………………………..

…………………………………………………………………………………..

12. In one questionnaire, we can only cover a fraction of the different needs that people have and the different ways of meeting them. Please give us any other comments that you may have.

Thank you for your co-operation. Anything you say will be used strictly for anonymous analysis and your name will not be held along with your replies. However we would like to be able to talk to a few people on the phone about these issues. If you have no objection to this, please give us your:

Name:………………………………………………………………………………..

Phone number:……………………………………………………………………

Please return to: Department of Urban Studies FREEPOST SCO1063 GLASGOW G12 8BR
Appendix 3 Skills for regeneration practitioners - identified in previous studies

This Table is based upon one in Crocker & MacDonald (2001) (available at: http://www.westminster.ac.uk/regenerationskills/MacDonald & Crocker2.htm)

**Sources**
- 1 Social Exclusion Unit (2000)
- 3 Rogers of Riverside (2000)
- 4 Audit Commission (1999)
- 5 Cabinet Office (2000)
- 6 Carley et al (2000)
- 7 MacDonald unpublished
- 8 Crocker and Perkins (2000)
- 9 Sheffield First (2003)
- 10 Neighbourhood Renewal Unit (2002)
- 11 Eglinton (2002)

<table>
<thead>
<tr>
<th>source</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Personal Skills</td>
<td></td>
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<tr>
<td>Listening and learning from others; ability to compromise; openness; building trust and mutual understanding</td>
<td>x</td>
<td>x</td>
<td>c</td>
<td>e</td>
<td>p</td>
<td>a</td>
<td>p</td>
<td>r</td>
<td>c</td>
<td>x</td>
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<tr>
<td>Communication skills</td>
<td>x</td>
<td>x</td>
<td>c</td>
<td>e</td>
<td>p</td>
<td>a</td>
<td>p</td>
<td>r</td>
<td>c</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Diplomacy skills; negotiation; conflict resolution; brokerage</td>
<td>x</td>
<td>x</td>
<td>c</td>
<td>e</td>
<td>p</td>
<td>a</td>
<td>p</td>
<td>r</td>
<td>c</td>
<td>x</td>
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<tr>
<td>Pro-active and supportive approach; decision making; a can-do philosophy; self confidence; assertiveness</td>
<td></td>
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<td></td>
<td></td>
<td>x</td>
<td>c</td>
<td>e</td>
<td>c</td>
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<tr>
<td>Analytical: Analysing possibilities, evaluating alternatives</td>
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<tr>
<td>2 Project and Programme Management Skills</td>
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<tr>
<td>Training generic programme managers</td>
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<tr>
<td>Project management/ delivery</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>c</td>
<td>p</td>
<td>r</td>
<td>x</td>
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<tr>
<td>Project appraisal; examining/ assessing bids; appraisal techniques</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>p</td>
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<tr>
<td>Performance review/management</td>
<td>x</td>
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<tr>
<td>Forward / Delivery Plan preparation; target setting</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Monitoring and accountability</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Bid preparation</td>
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<tr>
<td>Recognising added value</td>
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<tr>
<td>Project development</td>
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<td>3 Finance and Organisation Skills</td>
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<td>Commissioning</td>
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<tr>
<td>Financial management; budgeting</td>
<td>x</td>
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<td>p</td>
</tr>
<tr>
<td>Setting up management systems</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Setting up organisational structures</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Value for money</td>
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<tr>
<td>Asset based development</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Evaluating; evaluation techniques</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Financial techniques; accounting</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Preparation of funding applications; dealing with funding bodies and financial institutions</td>
<td>x</td>
<td>x</td>
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</tbody>
</table>
### Community Regeneration Skills and Competencies: Needs analysis and framework

<table>
<thead>
<tr>
<th>4 Management skills</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Probity and stewardship of resources</td>
<td></td>
<td>c</td>
</tr>
<tr>
<td>Spotting opportunities and making use of under-used resources; opportunities for innovative and collaborative funding</td>
<td></td>
<td>c pr x</td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td><strong>c pr</strong></td>
<td><strong>x</strong></td>
</tr>
<tr>
<td>Management; people management (general); Human Resources</td>
<td>x x x c pr</td>
<td></td>
</tr>
<tr>
<td>Business planning skills</td>
<td>x x c pr</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>x x e pa x</td>
<td></td>
</tr>
<tr>
<td>Team building</td>
<td>x x</td>
<td></td>
</tr>
<tr>
<td>Problem solving; responding to a problem with a clear outcome in mind</td>
<td>x c pr</td>
<td></td>
</tr>
<tr>
<td>Risk assessment/ management</td>
<td>x pr pr</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship; creativity; risk taking; tolerating the possibility of failure</td>
<td>x x c pr c pr</td>
<td></td>
</tr>
<tr>
<td>Team/ collaborative working</td>
<td>x c pr</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 Technical skills</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding the roles and contributions of professionals/agencies; understanding of partners and their values, objectives, power structures, decision making and funding</strong></td>
<td></td>
<td>c pr x</td>
</tr>
<tr>
<td>Understanding of cross-cutting issues; integration of physical development with other economic and social programmes</td>
<td>x x</td>
<td></td>
</tr>
<tr>
<td><strong>Law</strong></td>
<td><strong>housing</strong></td>
<td><strong>property</strong></td>
</tr>
<tr>
<td>Accessing and assessing knowledge about ‘what works’; sharing expertise and good practice; briefings on practice</td>
<td>x x c</td>
<td></td>
</tr>
<tr>
<td>Using/ sharing data, research methods, statistical analysis; collaborative research</td>
<td>x x pr x</td>
<td></td>
</tr>
<tr>
<td>Public relations; media management</td>
<td>c pr</td>
<td></td>
</tr>
<tr>
<td><strong>IT skills</strong></td>
<td><strong>pr</strong></td>
<td></td>
</tr>
<tr>
<td>Brainstorming and techniques to ensure innovation and wide-ranging options; scenario planning: identifying possible futures</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6 Strategic skills</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic planning; strategy development</strong></td>
<td></td>
<td><strong>c pr x</strong></td>
</tr>
<tr>
<td><strong>Policy making/ development/ analysis</strong></td>
<td><strong>pr</strong></td>
<td><strong>x</strong></td>
</tr>
<tr>
<td><strong>Translation of vision into workable objectives; agreeing common goals and objectives</strong></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>Change management; bringing together ideas, resources and people to instigate change</strong></td>
<td>x</td>
<td>pr c pr x</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7 Community and Inclusion Skills</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Partnership working/development/culture/structures/relationships</strong></td>
<td>x x pr c pr x</td>
<td></td>
</tr>
<tr>
<td>Building skills within community organisations; promote local leadership</td>
<td>x x</td>
<td></td>
</tr>
<tr>
<td><strong>Working with communities; community engagement/methods</strong></td>
<td>x x c pr pr x</td>
<td></td>
</tr>
<tr>
<td>Promoting shared understanding about the concerns, needs and expectations of communities</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td><strong>Community development</strong></td>
<td><strong>pa pr</strong></td>
<td><strong>x</strong></td>
</tr>
<tr>
<td><strong>Participative planning/evaluation</strong></td>
<td><strong>pa</strong></td>
<td></td>
</tr>
<tr>
<td>Consult and negotiate with stakeholders and participants; networking skills; building networks; stakeholder analysis</td>
<td>x x pa pr x</td>
<td></td>
</tr>
<tr>
<td>Foster an inter-agency approach</td>
<td>x pr</td>
<td></td>
</tr>
<tr>
<td>Manage conflict</td>
<td>x x</td>
<td></td>
</tr>
<tr>
<td><strong>Manage/ value/ understand diversity</strong></td>
<td><strong>pr</strong></td>
<td><strong>x</strong></td>
</tr>
<tr>
<td>Engaging marginalised groups</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>
Adopting innovative ways of tackling social problems; challenge traditional ways

<table>
<thead>
<tr>
<th>Working with others</th>
<th>x</th>
<th>x</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence building</td>
<td>x</td>
<td>c</td>
<td></td>
</tr>
<tr>
<td>Visioning</td>
<td>x</td>
<td>c</td>
<td>x</td>
</tr>
<tr>
<td>Consensus building</td>
<td>x</td>
<td>c</td>
<td>pr</td>
</tr>
<tr>
<td>Drawing business</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Understanding inclusiveness</td>
<td>x</td>
<td>c</td>
<td>pa</td>
</tr>
<tr>
<td>Representation; feeding back</td>
<td>c</td>
<td>e</td>
<td>pa</td>
</tr>
<tr>
<td>Advocacy</td>
<td>c</td>
<td>e</td>
<td></td>
</tr>
<tr>
<td>Running/ participation in meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic/ language skills</td>
<td>c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campaigning</td>
<td>c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public performance reporting</td>
<td></td>
<td>x</td>
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</tr>
</tbody>
</table>

8 Economic development skills

| Community economic development; self help | x | c |
| All other economic development | x | |

9 Urban Renewal skills

| x | |

* 'Help others access and manage resources; Learning how power sharing can increase effectiveness; Learning to work effectively with other groups; New ways of influencing decision making in a 'more open environment'
Appendix 4 Other ‘frameworks’ drawn upon for study

CeVe (Community Education Validation and Endorsement):

Key Areas Of Competence

Purpose
To set out the main learning outcomes expected of people involved in community education approaches in Scotland, as a guide to the endorsement of community learning and development courses. Also recognised as providing a guide for other people involved in community learning and development approaches. The guidelines were based on a functional analysis of the field, which was reviewed in 1994.

Overlap with regeneration skills
For people at prequalifying level the skills required are in these areas:

- to engage with participants
- to assist in the learning process
- to identify and utilise resources
- to plan and organise
- to work collaboratively

Format
Brief descriptions of the key element of each are given. Those submitting training programmes are expected to break these down into measurable competences.

Source
CeVe, Communities Scotland:
http://www.comunitiesscotland.gov.uk/Web/Site/cl/cl_ceve.asp

National Occupational Standards in Community Development Work

Purpose
“If you are planning or revising a training course, running a workshop or giving a presentation on community development work, seeking to employ a community development worker, developing a mentoring scheme or involved in any aspect of community development work, the standards can help.”

Overlap with regeneration skills
Covers most ‘Process’ skill topics and many ‘Practical’ skills, from the point of view of supporting community groups to exercise these. Specifies roles and tasks rather than skills.
Community Regeneration Skills and Competencies: Needs analysis and framework

Format
For each ‘Key Role’ “Why is this important”, “What you need to know and understand” are defined; Key Roles are divided into up to ten subcategories. For each of these: “What you need to do” (short list of roles/tasks); “You need to show that you can carry out the above with”: (groups, agencies, individuals etc) are also defined.

Source

Skills and Competences for Economic Development

Purpose
Assessing learning needs of economic development practitioners, assist with recruitment, performance review etc. Not currently directly linked to CPD, but may become so.

Overlap with regeneration skills
Cover most of the ‘Strategic’ skills, plus some communication, people, project and financial management skills.

Format
Under each heading, lists ‘key roles’, brief descriptions of ‘professional competencies’ and, for each key role, bullet points listing “knowledge and understanding” that is required

Source
Institution of Economic Development

Skills for Health standards - (Public Health section)

Purpose
“a source of information to help people make informed decisions about:

- the demands of employment
- good practice in employment
- the coverage and focus of services
- the structure and content of education and training and related qualifications”

Overlap with regeneration skills
Includes Standards on Collaborative working, Working with and for communities, Strategic leadership and others that may be relevant

Format
For each ‘Element of Competence’ within a Standard, the Standard identifies: a number of ‘Performance Criteria’, a ‘Range’, e.g. a technical description of the sector of health care to which the Standard applies, and a list of ‘Knowledge and Understanding’ required.
Source
Skills for Health http://www.skillsforhealth.org.uk/

DWP Competencies Framework

Purpose
Used between individual staff members and their managers for performance target setting and appraisal.

Overlap with regeneration skills
Of 9 principal ‘competencies’, ‘Working Together’ and ‘Communicating with Customers and Others’ especially cover many ‘Process’ skills.

Format
For each ‘competency’, a brief definition is given of performance at each of three levels (whose descriptions depend upon the competency involved), illustrated by several more specific examples.

Source
(provided by Department of Work & Pensions – not generally available)

Setting Standards for Community Engagement (Skills Theme):
part of a project being undertaken for Communities Scotland by the Scottish Community Development Centre. The Standards framework is about to be published on the CS website and a programme of testing the standards is under way.

Purpose
Part of the framework of standards for community engagement will include specifications of skills that individuals may need to possess, and that organisations should support them to acquire. The standards are presented as aspirational goals: a way of working that groups and organisations should aspire to.

Overlap with regeneration skills
Covers almost all of the ‘process’ skills, plus aspects of monitoring and evaluation and change management.

Format
Identifies and briefly describes 19 skills under the subheadings ‘facilitating’, ‘managing’, ‘researching’, communicating’ and ‘developing’ skills. Identifies relevance of each to ‘Public Bodies’, ‘Representative Organisations’, ‘Community Groups’ and individuals in the ‘Wider Community’

Source
Scottish Community Development Centre http://www.scdc.org.uk/
Skills and knowledge for neighbourhood renewal in Sheffield
Published by Sheffield First, 2003.

Purpose
Based on local research, maps skills and knowledge needs against local provision, as a contribution to meeting the national agenda set out in the ‘Learning Curve’.

Overlap with regeneration skills
Aims to cover the full range required.

Format
Distinguishes the needs of: Community residents, Elected members, Local Strategic Partnership members and local policy makers, and ‘Professions – all agencies and sectors’. Lists brief descriptions of the ‘Knowledge base’, ‘Core skills’ and ‘Behaviours needed’ for each, identifies associated ‘issues’ and associates local ‘providers’ with each need.

Source

Other frameworks consulted:
The Big Picture Scottish Council for Voluntary Organisations http://www.thebigpic.org.uk/


Faculty of Public Health of the Royal College of Physicians: Competency Audit Toolkit http://www.fphm.org.uk/toolkit/area01.shtml


National Development Project 2000 Exploring competencies for local economic development in a partnership context: Merseyside TEC, funded by the Department for Education and Employment


Voluntary Sector Skills: Voluntary Sector National Occupational Standards (only ‘Fundraising’ and ‘Recruitment and Management of Volunteers’ currently available) http://www.voluntarysectorskills.org.uk/
Appendix 5  Possible summary of roles for self-assessment (See paras 7.8-10 for explanation and discussion)

Your own role in community regeneration

Think about the things you do because you are involved in joint efforts with other people to improve the general conditions of the communities or groups of people that you are working for. Think, if you can, about what new or additional tasks this involves (however long you have been doing them for), rather than your ‘normal’ role, if that is different.

Do you work:

- In groups?
- In multi-disciplinary teams?
- In a complex, multi-agency environment?
- In situations that extend your role and challenge your existing skills?
- In direct contact with people experiencing social exclusion?
- With unclear objectives and uncertain resources?

Are you involved in:

- Community Planning?
- Neighbourhood Management?

In relation to regeneration and social inclusion, are you personally trying to achieve?

- A better contribution from your own group (agency, project)
- A better contribution from ‘mainstream’ services
- A bigger role or influence for communities
- Ways of working that eliminate possible discrimination

Do you need to work with any of the following?

- People from other areas
- People from other backgrounds or professions
- Volunteers
- Elected representatives

Do you represent any of these, to other people?

- A group with distinctive needs
- The people of an area
- Your own agency
Which of these do you share responsibility for (or help others with)?

- The strategy of a partnership (or a joint forum, initiative etc)
- The daily work of a partnership (etc)
- Planning new projects
- Running projects
- Setting up and running organisations
- Allocating funding and other resources

Which of these applies to any partnerships you work in?

- They involve people with different backgrounds or roles
- They involve community representatives
- They are part of wider national or local programmes
- They are looking for new ways to solve problems

Which of these things do you need to do?

- Appraise other people’s proposals
- Bring and keep people together to take action
- Combine regeneration work with other responsibilities
- Consult communities
- Develop social enterprises
- Report on the progress that you are achieving

Are the issues that you need to deal with:

- The subject of political controversy?
- Ones that cannot be solved by existing ways of working?
- Complex, interrelated social and economic issues?