



GUIDELINES FOR POST  
QUALIFYING COMMUNITY  
PRACTICE AND DEVELOPMENT  
TRAINING

*These guidelines were drawn up in 1998 but have never been formally published or used for training developments.*

## FOREWORD

Community practice concerns itself with ways of working which are not the exclusive domain of any particular profession. It has emphasis upon inter-agency, inter-service working at local level and with local people.

Many professions have developed a 'community' approach to their work, which not only describes the physical location of their staff, but also a commitment to a set of values and practices which typify greater partnership, democratisation and community empowerment.

In community education, these values and practices have been formalised in sets of guidelines for those offering training in that occupational field. The Community Education Validation and Endorsement (CeVe) committee of the Scottish Community Education Council is the body with delegated responsibility from the Secretary of State to develop standards and provide professional endorsement of training for community education in Scotland. It is this experience, which has been accorded over a number of years, which CeVe now feels confident to share on a wider basis.

The Guidelines are supported by the Convention of Scottish Local Authorities, the Central Council for Education and Training in Social Work, the General Teaching Council, the Chartered Institute of Housing and the Health Education Board for Scotland. They are available to organisations who wish to apply quality standards to their work in support of training and the promotion of best practice.

The principle of local involvement in decision-making is now a key policy for government. *"We believe that people have a right to be involved in decisions about their lives, and we are intent on creating the means for people to be involved in such decisions"* Secretary of State for Scotland 1998.

CeVe hopes to be able to contribute directly to this policy by the publication of these guidelines and welcomes their widest possible use not only in Scotland, but across the UK.

Sue Angus, CHAIR  
CeVe Scotland, September 1998.

## INTRODUCTION

There is an increasing requirement upon professionals across a range of disciplines to be able to listen to and involve communities in service delivery, in tackling social exclusion and in building a learning society. Local government reorganisation, community planning, best value, legislation requiring public participation and consultation and the growing emphasis upon customer care and involvement of user management, require many disciplines to acquire new skills in order to engage more effectively with the communities they serve.

Community practice is a term used to describe a range of community education and community development methods and techniques concerned with promoting and sustaining community empowerment and involvement. This educative approach emphasises working in partnership with individuals, groups and organisations at community level. A wide range of professionals have sought to adopt these methods in such areas as community care, leisure and recreation, local economic development, planning, housing, schools and further education, environmental education, health education and community policing. In public policy there is now a wide interest in what is termed community government.

What began as a specific practice orientation in the fields of community education and community development is increasingly being adopted and developed by other professions. As long ago as 1968 the Gulbenkian Working Party Report *Community Work and Social Change* advocated the importance of such methods to work of "senior and chief officers of local authorities, for town planners, architects and... civil servants". The Scottish Community Education Council's Training for Change report, published in 1984, encouraged training providers to develop training programmes accessible to a range of professions.

In 1993 a UK wide consultation, organised by the Community Development Foundation, examined the demand for training in community practice. A study commissioned by CDF identified a growing demand for training at post qualifying level. Following this study, a consultative exercise with employers, trainers and professional bodies from a range of sectors, was organised by the Scottish Community Education Council (SCEC), which recommended that advisory guidelines be published by its training standards committee, Community Education Validation and Endorsement (CeVe), to encourage high quality training.

This booklet has been prepared by CeVe following extensive consultations with professional bodies, employers and training providers. It was prepared by a joint CeVe/CDF UK Working Group (see page 12). It offers guidelines to those providing post qualifying level programmes. It is published in recognition of the emerging demand by employers for training for personnel who are being required to undertake community consultation and community development functions and to support community learning and empowerment.

In 1998 the Convention of Scottish Local Authorities (COSLA) and the Scottish Minister of Education instigated two national reviews on the future development of community education. These developments in training were strongly endorsed and widely supported in extensive consultations COSLA held with member authorities and others across Scotland.

A complementary booklet, "Guidelines for the Development and Endorsement of Pre-Qualifying Training, covering programmes for community activists and para professionals, is also available from CeVe.

Charlie McConnell  
Chief Executive  
Scottish Community Education Council

September 1998

## **ENHANCING COMPETENCE**

The motivation for undertaking community practice and development training is primarily to do with enhancing competence. Community practice and development is understood as an approach to enable a range of professionals to intervene more positively and engage with people, as consumers and partners, within their communities, empowering participants in determining service delivery and programmes. It is a value added set of knowledge skills and techniques to enable professionals from a wide range of occupations to practice more effectively in a community context.

of occupational groups. Whilst post qualifying training should provide opportunities for inter professional working, it is recognised that training programmes could be designed specifically for a particular occupational group or be accessible to a range of staff from different professions, who are being required to either manage or deliver agency services in consultation with local communities.

## **THE VALUE BASE**

At its core is a concern to promote certain professional values, which underpin and give coherence to its operation. The underlying values are that practitioners should:

- Encourage equality of opportunity
- Respect cultural diversity
- Promote lifelong learning
- Encourage the autonomy of individuals and community groups
- Promote social inclusion
- Encourage collaborative working

## **PARTICIPANTS**

Training at post qualifying level is predominantly aimed at personnel already in employment. They may be planners, local economic development workers, leisure and recreation workers, housing workers, health workers, police officers, clergy, teachers or social workers seeking further training and qualifications as part of their personal and professional development. Existing professionally qualified community workers and community educators may also be attracted to aspects of such training to update their existing knowledge and skills. Potential participants are likely to be staff with several years experience in their particular occupation whether front-line staff or at senior worker or middle management level. The motivation of participants is likely to be highly related to their particular job. But an emphasis upon improved practice is taken as a common professional development need.

The key elements of training are seen as having common relevance to a wide range

## COMPETENCE IN COMMUNITY PRACTICE AND DEVELOPMENT

Practitioners at this level are increasingly choosing competence based, job related training as the preferred option for post qualifying training. In adopting this approach CeVe has not simply adopted a mechanistic model of training, but sought to develop a broader application and understanding of competence defined in terms of the value base outlined.

Competence is the product of an integration of knowledge, skills and values, with the competent 'practitioner' being able to think, to act and to reflect critically on and in practice.

CeVe's concern is to develop an education and training approach rooted in the ability of the practitioner to do, but also to have the capacity to reflect critically upon contexts, processes and change.

'Practitioners' need to demonstrate their understanding of the value base, to demonstrate that they are able to conceptualise, reflect and analyse and also to be able to demonstrate their ability to practice in employment.

It is important to stress that training programmes should be both practical, reflective and build upon the range and levels of expertise of the participants. Post qualifying training is as much to do with enhancing levels of knowledge and understanding as it is about skills. Before engaging in the process a practitioner requires to develop a critical understanding of the concept of community, of the policy context in which community practice and development have emerged, of the concept of inter-agency and inter-professional practice and an appreciation of organisational issues, learning and change.

### FUNCTIONAL ANALYSIS

In order to describe the competences necessary a functional analysis of community practice and development was undertaken by CeVe in 1997. This involved identifying the key purpose, which was then broken down into key elements. The key purpose, irrespective of the occupational sector, is 'to develop and promote policy and manage practice which empowers communities as partners in change and in planning and delivering

services and programmes'. Arising from this key purpose or function, CeVe has identified several key elements of community practice. These are:

- To undertake participative planning informed by investigation and analysis of community issues and needs;
- To consult and negotiate with stakeholders and participants;
- To foster a partnership approach committed to inter-agency and inter-professional practice;
- To manage conflict, diversity and change;
- To develop and implement participative approaches to accessing and managing resources and assist others to do so;
- To devise policies, structures and programmes that promote social inclusion;
- To provide and promote empowering leadership;
- To foster a participative culture committed to organisational learning;
- To employ participative evaluation to inform strategic and operational practice.

These key elements can then be broken down into competences.

### 1 TO UNDERTAKE PARTICIPATIVE PLANNING

Here the community practitioner needs to be able to demonstrate community planning techniques such as action planning and planning for real; to assess where local people, users and the agency are in understanding the planning process and competing agendas; to demystify the planning process through providing clear information and publicity.

### 2 TO CONSULT AND NEGOTIATE WITH STAKEHOLDERS AND PARTICIPANTS

Here the community practitioner needs to be able to identify and establish contact with key people; to understand and appreciate different interests and views; to be clear about their own role and power and state this clearly; to engage in dialogue and discussion; to take account of different interests and views in planning and policy making.

### **3 TO FOSTER A PARTNERSHIP APPROACH COMMITTED TO INTER-AGENCY AND INTER-PROFESSIONAL PRACTICE**

Here the community practitioner needs to be able to establish, nurture and utilise partnership for mutual benefit, to work with consortia to articulate joint positions on issues; to help partners develop a sense of common purpose; to implement strategies to increase the number and effectiveness of network contacts; to recognise the work, values, capabilities and objectives of a wide range of professional groups.

### **4 TO MANAGE CONFLICT, DIVERSITY AND CHANGE**

Here the community practitioner needs to be able to understand the nature and causes of conflict creatively and to manage it when necessary; to appreciate diversity of opinions, cultures and values; to understand how change can be brought about and the role of local people and professionals in this; to support staff and service users through periods of change.

### **5 TO DEVELOP AND IMPLEMENT PARTICIPATIVE APPROACHES TO ACCESSING AND MANAGING RESOURCES AND TO ASSIST OTHERS TO DO SO**

Here the community practitioner needs to be able to develop policy and practice that enables local people to access, manage and influence budgets, funding and human resources; to advise programme funders, programme managers and budget holders in planning and delivery; to apply relevant legislation and policy; to recruit and manage staff; to monitor, extrapolate and forecast against targets; to prioritise between competing demands for resources.

### **6. TO DEVISE POLICIES, STRUCTURES AND PROGRAMMES THAT PROMOTE SOCIAL INCLUSION**

Here the community practitioner needs to be able to measure and assess the character of social exclusion in communities; to advocate social inclusion policies; to demonstrate the capacity to work with a range of agencies and community groups; to organise appropriate structures for developing social inclusion policies and programmes; to write reports on social inclusion and community empowerment.

### **7. TO PROVIDE AND PROMOTE EMPOWERING LEADERSHIP**

Here the community practitioner needs to be able to value and encourage the contribution of staff and community representatives; to understand and practise different leadership styles; to get people motivated; to be able to reflect upon and adjust performance; to facilitate democratic decision-making.

### **8. TO FOSTER A PARTICIPATIVE CULTURE COMMITTED TO ORGANISATIONAL LEARNING**

Here the community practitioner needs to be able to support and facilitate learning from experience; to understand the theory of, and promote the practice of, organisational learning; to manage and promote participative policy making; to operate information systems and technology that enable stakeholders to understand what is going on; to develop organisational structures in ways that encourage experimentation, adaptation and change; to implement systems for appraisal, career planning and rewards that encourage self development and professionalism at all levels.

### **9. TO EMPLOY PARTICIPATIVE EVALUATION TO INFORM STRATEGIC AND OPERATIONAL PRACTICE**

Here the community practitioner needs to be able to work in partnerships with stakeholders and participants; to demonstrate they can identify indicators and measure of performance; to design evaluation procedures to measure effectiveness, efficiency and equity of performance; to employ a variety of methods of data collection and analysis; to present evaluation findings in a variety of forms relevant to different interests; to use evaluation findings to review strategic and operations practice.

## CONTENT AND FORM OF TRAINING

It is important to stress that whilst disaggregated for the purpose of clarity these elements form part of an integrated process. This is a key issue of curriculum design and assessment, which needs to be addressed by training providers in partnership with employing agencies. Various areas of performance will be assessed concurrently from different key elements and performance criteria, which can be used to assess aspects of more than one competence.

While CeVe offers guidelines and not prescriptions to training providers as to the content and form, training programmes should be underpinned by a social and political science conceptual framework, they should be up to date in terms of literature and they should cover developments in public policy and administration related to consumer empowerment, citizen participation and community governance.

It is not the intention of CeVe to prescribe in detail the curriculum or teaching methodology to be used in a training programme. That said, training programmes must equip the participant to be able to practise. They should not simply be post-qualifying programmes in community studies, theoretical courses which do not equip the participant with an added range of skills in order to carry out their work more effectively.

### LEVEL OF TRAINING

These guidelines have not been designed to cover all the potential range of post qualifying professional development programmes in community practice and development. Short in-service courses and seminars on aspects of community practice and community development have long been available for a wide range of professionals. The issue in terms of quality standards is that of delivering a suitable duration of post qualifying training that can genuinely be of value both the participant and her/his employing body.

Discussions with employers, professional bodies and training providers indicate that training programmes should be equivalent in length, rigour, demand and depth to a UK post graduate level taught Masters

programme of no less than 600 hours of student participation.

CeVe would however also welcome the submission of stand alone assessed modules of no less than 150 hours of student participation, which can be demonstrated as achieving the standards required of a Masters Level programme.

### ACCREDITATION AND ARTICULATION

CeVe is concerned to promote various pathways into training and to encourage articulation between training providers. This is particularly relevant in relation to such issues as APL and APEL (Accreditation of Prior Learning and Prior Experiential Learning), credit accumulation, and the ability of a post qualifying student to transfer between training programmes or to complete training through more open learning routes.

CeVe has identified three concerns in this respect which training providers seeking CeVe endorsement should address in submissions. These relate to:

- Assessment and accreditation of the individual learner for APL and APEL
- Articulation of programmes with other endorsed qualifying and post qualifying programmes
- Recognition for the participant who leaves at the end of a given period, prior to the completion of the programme, of the training undertaken, so that they may continue training at a later date or with another training provider.

CeVe would expect training providers offering post qualifying level training to give recognition to applicants having completed qualifying endorsed training programmes in related areas helping them enhance their practice by accrediting previous training, either as an access to a post qualifying course or, if appropriate, exemption from certain elements of the programme. A modular structure to course design and APL procedures should provide flexibility to allow applicants to obtain credit for appropriate previous training programmes. Professional development is increasingly taking a portfolio approach. The common element is that learning experiences from a wide

range of sources is identified by the participant and presented as part of a portfolio.

Award bearing post-qualifying programmes could include a formalised linking of modules across institutions, building on the CATS system. CeVe recognises that different training providers may specialise in particular practice areas; the exchange of curriculum material and the accrediting of linked sets of modules across institutions, with one acting as the tutorial base throughout the programme, would be encouraged.

# GUIDELINES FOR PROVIDERS OF POST QUALIFYING TRAINING

## INTRODUCTION

This section contains the Guidelines which should be met for the endorsement by CeVe of post qualifying training programmes. Training programmes will be endorsed which enable the participants to demonstrate that they have achieved the competencies that are required.

CeVe does not consider these guidelines as fixed for all time; they can and will be amended in the light of experience and due process. The Guidelines are not simply a template against which courses will be rigidly judged, but they - and the endorsement process itself - are to be seen as developmental. Training providers seeking to submit their programme to CeVe for endorsement should, however, keep to the general order of headings outlined.

The Guidelines are a series of statements about features of post qualifying training, which characterises it as being appropriate. These include such matters as the nature of the programme, its content, the methods used, the levels of entry, the arrangements for assessment and evaluation, and the resources available.

Once endorsed for a period of no more than five years, training providers would be required to submit to CeVe, at the mid point of the endorsement period, an external examiner's report and any other relevant documentation. Programmes may be subject to a review visit by a panel appointed by CeVe.

## GENERAL CRITERIA FOR POST QUALIFYING TRAINING PROGRAMME SUBMISSIONS

- Training providers must demonstrate that the training programme is consistent with the value base outlined
- Training providers must detail programme content and the relationship between the content and the key elements
- Training providers must demonstrate methods for

accreditation of prior learning and experiential learning and where the programme articulates with other appropriate qualifying and post qualifying training.

- Training providers must demonstrate the role of the programme in the continuing education of participants.
- Training providers must demonstrate the relationship between theory and practice with both institution and employment based settings.
- Training providers must detail and evidence their equal opportunities policy and practice.

## STRUCTURE OF POST QUALIFYING SUBMISSIONS

All submissions should observe the following headings:

### A. PURPOSE & RATIONALE

A.1 Aims and objectives of the training programme as a whole should be clearly stated.

A.2 A brief synopsis of the training programme indicating any special emphases or features should be provided.

A.3 Details as to whom the training is being targeted at should be stated.

### B. PARTICIPANTS

B.1 The selection and admission requirements and procedures should be clearly stated.

B.2 These details, together with the purpose and rationale for the training programme, should be made available to potential trainees.

B.3 Training providers should detail procedures and mechanisms for accrediting prior learning or experience and credit exemptions towards parts of the post-qualifying programme.

B.4 Although not rigorously defined, it is assumed that those undergoing post qualifying training will have had substantial experience in their professional area before starting the programme.

### C. CONTENT

C.1 CeVe believes that a sound understanding of practice and theory and of inter-relationship between the two are essential. The development of practice skills is not simply acquired in the workplace, nor the acquisition of a theoretical underpinning and analysis on the academic parts of the programme.

C.2 The programme submission (including stand alone modules) should describe:

- The title
- The rationale and aims – to give a clear idea of what the programme is about
- The preferred entry level – to show the level of prior learning or experience required
- The learning outcomes and performance criteria – to specify clearly the key competences which are to be assessed
- The context – to give an indication of the range of contexts within

which the programme could be offered e.g. institution and/or field based.

- The content – to give an indication of the subject matter which would be covered in achieving the learning outcomes
- The learning and teaching approaches – indicates learning strategies which enable the learning outcomes to be achieved.
- The assessment procedures – to indicate the most appropriate way in which the learning outcomes are to be assessed.

C.3 Post qualifying training should provide a social and political science, social policy and public administration foundation with particular emphasis upon community governance and public participation; critical understanding of the concept of community and of community education methods and techniques.

### D. MODE

D.1 The mode of the training programme should be clearly stated, e.g. college based, day release, distance learning, work based.

D.2 Training providers should indicate how modules fit in as part of a wider programme of training, e.g. as part of a Masters level management training programme.

### E. LENGTH

E.1 The length of theoretical and practice elements of the programme should be indicated. A practice element should comprise no less than 40% of the programme.

E.2 Programme length shall be indicated.

### F. ASSESSMENT

F.1 Assessment procedures should be clearly stated, together with appeal procedures.

F.2 Post qualifying training should be award bearing, with the details of which indicated.

F.3 Participants should be assessed in both theoretical and practice aspects of the programme.

F.4 External examiners and/or assessors with knowledge of the theoretical and practical competencies required should be appointed. Brief

CVs of external examiners/assessors should be included.

F.5 The policy concerning arrangements for credit transfer and credit accumulation, e.g. towards a Masters Programme, should be detailed.

## G. EVALUATION

G.1 The arrangements for programme evaluation should be detailed

G.2 The internal arrangements for critical appraisal should be detailed.

G.3 Quality assurance procedures should be stated.

## H PROFESSIONAL TEACHING STAFF

H.1 The ratio of participants to full-time teaching staff (or their equivalents) should be detailed.

H.2 The teaching staff should include those with professional qualifications relevant to community practice and development. Training providers are required to submit brief CVs of those responsible for training.

## I. PRACTICE

I.1 CeVe recognises that employers of staff undertaking post qualifying training may not employ other personnel with community practice and development expertise or training. The training provider should agree with employers the process by which practice is supervised and assessed and this should be detailed.

I.2 The practice supervisor should not normally be the line manager of the person undertaking the training. Training providers are required to submit brief CVs of practice supervisors.

## J. ADMINISTRATIVE AND CLERICAL

J.1 The administrative and clerical support should be documented and be sufficient to meet the demands of training programme.

## K. SUPPORTING RESOURCES

K.1 Training providers seeking endorsement should detail provision made in respect of each of the criteria listed below:

- There should be adequate and appropriate accommodation for the training programme
- It is essential that participants have access to up-to-date practice and theory texts and other materials
- There should be access to new technology, media resources, library ect.
- Details as to how the programme is funded should be outlined.

## L. CONTROL, MANAGEMENT AND DEVELOPMENT OF TRAINING

L.1 The management and development of the training should be by a body which, in addition to teaching staff, and in accordance with any constitutional requirements of the institution, includes:

- Representation from actual and potential employers
- Representation from professional bodies
- Representation from the participants
- Details should be indicated

## PROCEDURES FOR THE ENDORSEMENT

These procedures detail the process which a training provider should follow if they wish a post qualifying training programme to be considered for endorsement by Community Education Validation and Endorsement (CeVe).

### INTENTION TO SUBMIT

Training providers should write to the Chair of CeVe at the offices of the Scottish Community Education Council (SCEC), Rosebery House, 9 Haymarket Terrace, Edinburgh, EH12 5EZ, if they wish a training programme to be considered for endorsement but are not yet ready to make formal submission. An officer of CeVe will meet to discuss informally with the provider the broad outlines of the programme, so that advice at an early stage.

### SUBMISSION

Once a training provider is ready to make a formal submission, the Chair of CeVe should be informed in writing. A submission will comply with the format specified in the guidelines for Post Qualifying Community Practice and Development Training. Six copies of the submission should be sent to SCEC's offices. The submission will be discussed should be sent to SCEC's offices. The submission will be discussed at the next meeting of the CeVe Committee and one of three decisions will be made. These will be either:

- a) a call for more information; or
- b) a visit; or
- c) a call for more information and a visit

Should a decision be made to visit, the training provider will be informed and an "Endorsement Panel" will be established. This Panel will be appointed by the CeVe committee.

A full record of CeVe's discussion of the submission, together with details of any further information required to comply with the "guidelines", will be sent to the training provider. The response and any further information from the training provider, the record of CeVe's discussion, and a copy of

the submission, will then be sent to the Panel and a visit arranged.

### ENDORSEMENT PANEL VISIT

The visit is likely to take a half-day. Members of the Panel will question the programme planning or advisory group and staff, and, where appropriate, current participants, on relevant areas of the submission to ascertain if it meets with the criteria specified in the guidelines.

After the visit the Panel will advise CeVe that one of the following decisions should be taken:

- a) to endorse
- b) to endorse provided certain conditions\* are fulfilled
- c) not to endorse

In addition in a) or b) above recommendations\*\* can be made

\*Conditions are mandatory

\*\*Recommendations are advisory

The advice of the Panel to CeVe, including the detailed conditions, and/or recommendations, will be agreed and recorded at the end of the visit.

### PANEL REPORT

A draft report will be prepared, agreed by members of the Panel and then sent to the training provider and CeVe. The report will be discussed at the next meeting of CeVe where a decision will be made to either accept the advice of the Panel or to amend the Panel's decision by, for example, changing a recommendation into a condition. A final report of the Panel and a Minute of the CeVe discussion will then be sent to the training provider and the Panel, and kept on CeVe file.

### ENDORSEMENT

CeVe will make a decision to endorse or not to endorse once the training provider has been given reasonable time to comply satisfactory with any conditions. A letter of endorsement will be issued accompanied by the documentation on which that endorsement was based. The endorsement period would normally be for no more than five years.

## REVIEW OF ENDORSEMENT

Endorsement will generally be reviewed no later than every three years (usually the mid point of the period of endorsement). The review will be based on documents such as externals examiner's reports, student course evaluation and satisfactory implementation of recommendations.

## WITHDRAWAL OF ENDORSEMENT

Withdrawal of endorsement (or a decision not to renew) may occur at any time. An institution may itself decide to close the programme, or may be required so to do by the relevant planning body. CeVe will withdraw endorsement if it has evidence that a programme is no longer meeting acceptable standards.

No decision to withdraw endorsement will be taken without a meeting between CeVe and those responsible for the programme at which the major reservations will be discussed and the training provider given an opportunity to respond.

## ENDORSEMENT FEE

A fee will be charged to training providers for endorsement and for a review of endorsement. The amount of the fee will be agreed by CeVe and reviewed each year.

## MEMBERSHIP OF CeVe

### CHAIR

Sue Angus, Assistant Director, East Ayrshire Council

### MEMBERS

Hugh Fraser, Association of Directors of Education in Scotland

Jim Donaldson, Director of Teaching and Learning, Scottish Higher Education Funding Council

Anne Boyd, Project Development Manager, Scottish Qualifications Authority

Maria Slowey, Professor of Adult and Continuing Education, University of Glasgow

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Hayat Hewitt, Scottish Black Worker's Forum

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These guidelines were prepared by a joint CeVe/CDF UK working group reporting to CeVe Committee. The members of the working group were:

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