TOWARDS A QUALITY CHARTER FOR GROWTH IN THE CAMBRIDGE AREA

Report on the Learning Process

Produced by

Contents

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TOWARDS A QUALITY CHARTER FOR GROWTH IN THE CAMBRIDGE AREA: REPORT ON THE LEARNING PROCESS

INTRODUCTION

Given the experimental nature of this programme we proposed that we should produce a report which described and evaluated the learning processes. Through a number of questions it examines why such a programme was thought necessary; what it set out to achieve; what it comprised and the underlying theory; what it achieved, whether it provided value for money and how it might be taken forward.

The wider context includes the skills agenda raised by Sir Michael Lyons in his interim report *Place Shaping Skills*, looking at, among others, leadership, engagement with local residents and partnership working. It also relates to Sir John Egan's report; *The Egan Review: Skills for Sustainable Communities* 2004, which followed on from the Urban Task Force's proposal to set up Regional Centres of Excellence. The Egan report highlighted skills gaps in connection with the eight components of sustainable communities and successful regeneration. These were generic skills that *will make the difference* and included: creating a vision, achieving buy in to the vision through leadership, communication, team working, financial management, understanding the economics of development, the process of local democracy, delegation skills, and brokering (negotiation) skills.

The idea of the *Towards a Quality Charter for Growth in the Cambridge Area* programme arose from URBED's commission from South Cambridgeshire District Council (SCDC) to examine possible models for managing and maintaining public spaces and places in Northstowe, a new town to be developed on the ex MOD site at Northstowe.

Common challenges

How to work together
- Managing tensions (and political infighting) between players
  Developers & Councillors ("fears of corruption" – councillors – who can they talk to?)
  Councillors & Officers
  Cabinet & other Councillors
  Councillors & community
  Different departments
- Enabling different consultants to have productive dialogue and developing mutual respect (often 'jockeying' for position)
- Minimising distrust and cynicism

How to identify and overcome barriers
- Finding a common language
- Understanding the different concepts and languages of development
- Understanding the different objectives of different organisations and businesses
- Avoiding the 'gloss' and soundbites
- Seeing, interpreting and sharing
- Time vs turnover of people *this should have happened 3 years ago*
- Timing is crucial… but need to start from where we are here and now …
- Extremism vs pragmatism

How to manage the change process
- Introducing different working practices and new ideas
- Developing leadership skills e.g. project management
- Appreciating the strength of the negotiation process
- Improving the quality of drawings and plans (artists impressions in particular can create 'false' images in terms of expectations)
- Reconciling the realities of the free market and the need for public benefit

This site's development, although representing the largest and most ambitious, is just one of a number of areas in Cambridgeshire that will be subject to re-development over the next 20 years. A major challenge lies not only with ensuring that the developments complement each other, but that they also encompass latest thinking on sustainable communities, taking into account physical, economic and social needs and concerns. Given the wide ranging disciplines involved in major developments of this kind, the different organisations and agencies with their different aims and perceptual frameworks, combined with limited resources and aversion to risk, it is essential that ways are found to smooth the path of **working together** and achieving successful and sustainable new communities.

A number of countries (notably New Zealand and Australia) have gone down a 'Charter' or 'Protocol' route, and there are many advantages in developing sets of principles to which different players in the development field can agree, 'sign up' to and use in their implementation of schemes. A charter can act as a unifying force, provide practical guidance, and ensure that agreed standards, particularly of design, are adhered to.

WHY A PROGRAMME
TOWARDS A QUALITY CHARTER FOR GROWTH?

It was as a unifying force that the idea of an enabling programme was conceived. Many involved in the development of Northstowe were interested in learning from experience elsewhere and many expressed problems arising particularly from:
• Their own lack of development experience

• The need to take account of the many different outputs and outcomes required by those delivering, and affected by, the development process (landowners, housebuilders, Members, officers, professionals, local community etc.)
• Rules and regulations which can sometimes be contradictory
• Lack of a shared vision
• Lack of a shared 'language'

Having identified the need for a programme that went some way to meeting the challenges, URBED devised an experimental programme that could be piloted in Cambridgeshire to work towards a charter.

WHAT DID THE PROGRAMME SET OUT TO ACHIEVE?

An advisory group for the programme was brought together, comprising the sponsors and some representatives from the Steering Group for the Northstowe commission. At the first meeting everyone was invited to state what they would like to come from the programme. The expectations were ambitious and included:
• Learning from experience, particularly by raising sights and expectations
• Learning how to balance a whole set of needs particularly involving high density development and high proportions of social housing (from models)
• Improving knowledge of how sustainable communities develop (to include quality of life issues, as well as practical considerations such as soundproofing etc.)
• Extracting and sharing good practice throughout the region
• Building development teams

- Learning about managing and maintaining facilities, not just focussing on their provision
- Delivering something everyone can be proud of
- Changing behaviour
- Producing models to tackle problems facing Northstowe

In summary it was agreed that the purpose of the programme was to provide an opportunity for a group of people to both learn together and to develop a document *Towards a Quality Charter for Growth in the Cambridge Area* to which everyone would have contributed. This would provide guidance and a practical reference point for future developments in the Cambridge area. Feedback would be obtained about each of the elements of the programme during its delivery, and these would be fed into the final report and charter.

WHAT WERE THE ELEMENTS OF THE PROGRAMME?

The table below provides a description of the elements and the rationale behind them.
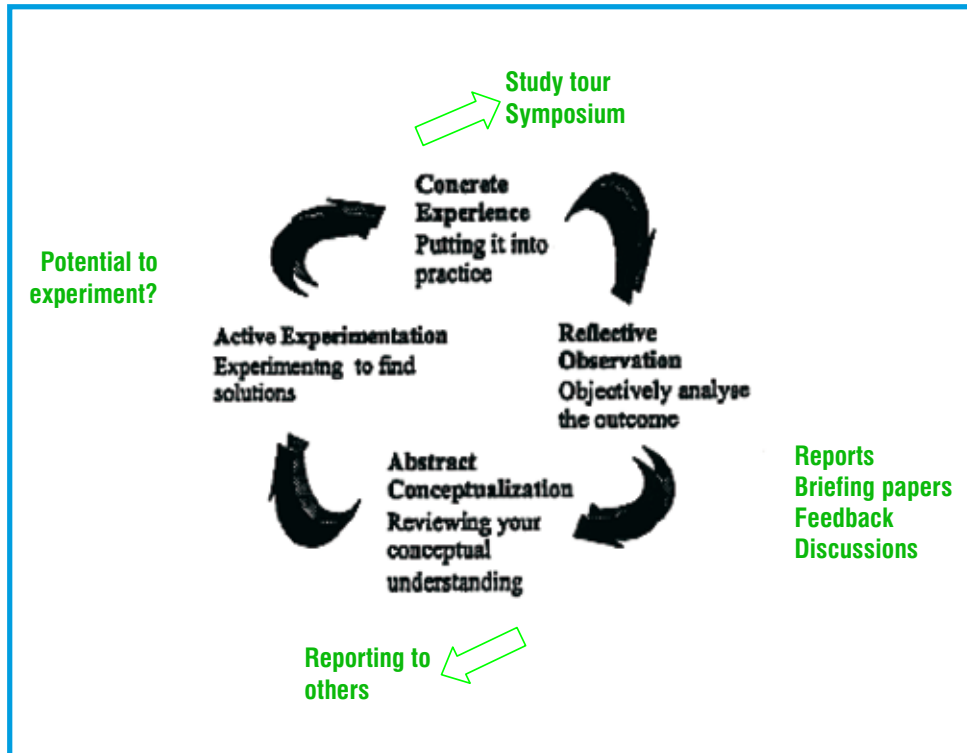
WHAT WAS THE THEORETICAL FRAMEWORK?

Experiential Learning, as developed by Kolb[1], provides a useful management development theory that relates to the programme. The theory has two main aspects (see tables on page 4):
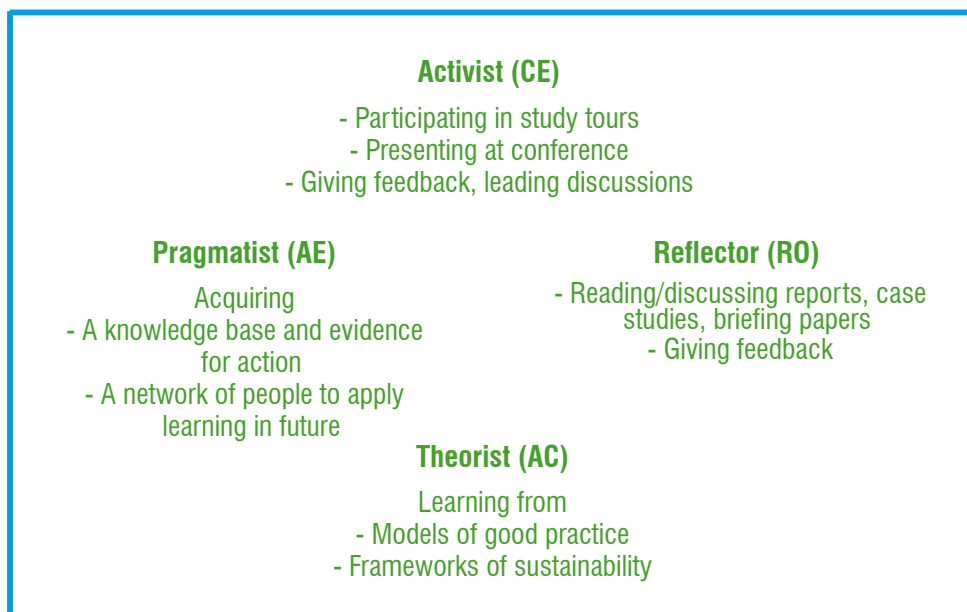
Element	Rationale
Briefing papers	- to provide background knowledge
Study tours: • knowledge based presentations prior to viewing • study tours • post visit discussion	- to know what to look for, an opportunity to ask questions, scene setting - to inspire, inform, provide evidence, learn from - to establish individual and group learning, examining and agreeing what might be transferable, generating other ideas – possibly adaptations, testing scenarios, uncovering blockages and constraints, providing a future agenda, determining aspects to be included in a charter
Symposium	- to summarise learning - to bring everyone up to speed through presentations - to gain a level of consensus on the way forward - to explore practical applications through workshops (resulting in a charter)
Feedback	- to give an opportunity for all participants to give views on their experience of the study tours and the symposium
Outputs: • Towards a Charter document • Reports on each of the three major elements • Learning process report	- to provide a positioning document at the end of the programme - to summarise the findings from the study tours and symposium, including case studies on the places visited for information - to provide a summary of the process and its potential for transferability (to other areas/regions)

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[1] Experiential Learning – Experience as the Source of Learning and Development 1984

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Adapted Kolb Experiential Learning

Study tour Symposium

Potential to experiment?

Concrete Experience
Putting it into practice

Reflective Observation
Objectively analyse the outcome

Active Experimentation
Experimenting to find solutions

Abstract Conceptualization
Reviewing your conceptual understanding

**Reports
Briefing papers
Feedback
Discussions**

Reporting to others

Learning Styles and the Programme

Activist (CE)

- Participating in study tours
- Presenting at conference
- Giving feedback, leading discussions

Pragmatist (AE)

Acquiring
- A knowledge base and evidence for action
- A network of people to apply learning in future

Reflector (RO)

- Reading/discussing reports, case studies, briefing papers
- Giving feedback

Theorist (AC)

Learning from
- Models of good practice
- Frameworks of sustainability

1) a learning cycle, where we have indicated the 'fit' of the elements of our programme and
2) the concept that everyone has a preferred learning 'style' (Honey & Mumford[2] building on Kolb).

At its simplest, the cycle consists of two stages: action and reflection: added value occurs when the reflection leads to learning which in turn can lead to future changes in behaviour (and then to attitudes – research indicates that it is easier to change behaviour in the first instance and that changes in attitude can follow).

The programme provided many opportunities for shared, as well as individual, reflection, and the seeds for potential behavioural changes i.e. doing things differently and better, were sown with the core group. It remains to be seen whether the end developments reflect the learning that took place. In the second diagram we have indicated how all learning styles were catered for within the programme.

Application of new learning is the greatest challenge in complex developments where a variety of players are involved, such as in Cambridgeshire's growth areas. This is where there is value in the **Action Learning** set method, formulated by Reg Revans in the 1940s[3]. The concept has been under review and development over the last 60 years. One of the variations of the action learning set is where people from different organisations come together to learn and work towards an agreed end, as in the Cambridgeshire growth areas. A continuation of the URBED programme might be achieved by using this approach, either using a facilitator or being self managed.

> **Action Learning** is an accelerated learning tool which can be applied to any number of different workplace (and personal) issues and challenges. In Action Learning groups or 'sets' we meet regularly with others in order to explore solutions to real problems and decide on the action we wish to take. The phases include:
>
> 1. Describing the problem as we see it
> 2. Receiving contributions from others in the form of questions, suggestions and feedback
> 3. Reflecting on our discussion and deciding what action to take
> 4. Reporting back on what happened when we took action
> 5. Reflecting on the problem-solving process and how well it is working

HOW WELL DID THE PROGRAMME WORK?

Evaluating learning is acknowledged to be extremely difficult, and we have only been able to examine the first two levels of measurement as conceived in models such as Donald Kirkpatrick's[4] i.e. reactions to the programme and the resulting learning. This was achieved through the use of written feedback questionnaires after the three main events, post event discussions with participants, views of facilitators, and final observations from a meeting on the 2nd November.

> **The four levels of measurement:**
>
> 1. Reactions of participants – what they thought and felt about the training
> 2. Learning – the resulting increase in knowledge or capability
> 3. Behaviour – extent of behaviour and capability improvement and implementation/application
> 4. Results – the effects on the business or environment resulting from the trainee's performance
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> (Adapted)

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[2] Honey P, Mumford A. (1992) The Manual of Learning Styles 3rd Ed. Maidenhead, Peter Honey

[3] ABC of Action Learning - Empowering managers to act and learn from action By Reg Revans 1998

[4] Donald Kirkpartick Evaluating Training Programmes 1975

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The principal approach to assessing the achievements of the programme has been qualitative, although the table on the right summarises the main learning points of those who returned the questionnaire following the Charter Symposium. We have therefore used quotations to demonstrate points as appropriate, and more can be found in the reports on the events.

The table indicates that meeting new people and having networking opportunities scored most highly, followed by gaining an understanding of the development process from different viewpoints and being inspired by examples. Most interesting is the lack of responses on developing skills. This may be for a number of reasons:
- the programme did not set out with an objective of developing specific skills
- there can be a lack of understanding of what is and is not a 'skill'
- often there is a reluctance to admit to having a skills gap

Returning to original expectations, the challenges facing Cambridge's growth areas and the purpose of the programme, reactions have been looked at under the following three headings:
1. Learning together
2. Managing the change process
3. Working together

1. Learning together

Learning was achieved both through shared experience and from examples of good practice, though there were some limitations:

• **Through shared experiences**
Bringing together senior, influential decision makers representing those involved in key development areas, Councillors at county, district and town levels; officers from different departments, including, unusually, the health sector;

Meeting new people	83%
Having networking opportunities	83%
Viewing the development process from different perspectives	75%
Being inspired by examples	59%
Understanding better others' objectives	50%
Increasing your knowledge	50%
Learning about sustainable communities	33%
Extending your self confidence	25%
Starting to feel part of a development team	25%
Building trust	17%
Developing skills	8%
Identifying learning or skills gaps: within your organisation	8%

specialists from a number of agencies; and developers to learn, network and form the basis for future working relationships was a key element of the programme, and its value recognised by all participants.

…Good to have wide range of participants, particularly from the private sector. I had some very useful conversations in the coach and when walking around…

Shared experiences such as study tours allow for 'bonding' in a very different, and more 'equal', setting from a formal meeting where even the venue can provide a 'power base'. Also travelling together and being away from a secure home base provides opportunities for getting to know people much better and developing trust and reliance. Councillor Sian Reid summed up the value of the study tour at the Charter Symposium:

I think one of the most useful and informative aspects of the programme were the study tours. They allowed participants to observe at first hand what could be achieved, get a feel for good design and meet the communities …

Seeing the same developments through different eyes and perspectives and,

importantly, discussing them afterwards, gave the opportunity to learn more about others' values, aims and language.

The 'study tour' format encourages networking opportunities, especially as the participants come from such different backgrounds.

Limitations:
- Not everyone took part in all three events;
- There can be resentment from those that miss out on one of the key elements, e.g. the overseas study tour (where places were limited)

More people from wider group to have access to UK trips.
(I would have left out) …Freiburg trip as only a few benefited

• From examples of good practice
Both study tours to housing developments in the East of England and Freiburg presented opportunities to learn and ask questions about quality design and materials, elements of sustainability (energy, water, drainage), maintenance of public spaces, the way in which the car was dealt with, funding, tenure, and how communities were developed and engaged. As models of inspiration they were exemplary and this was a highly successful part of the programme. Briefing material and case studies of the developments provided a focus for future references and research.

Valuable for seeing best practice on the ground

It was useful to see real examples and not just hear about theories.

Above and beyond gaining knowledge the study tour can demonstrate not just what might be achieved (as seen on a plan), but the reality of what has been achieved. To use the well worn adage 'seeing is believing'. As a source of inspiration and

aspiration study tours can leave a lasting impression on which to reflect and to pass to others. Good photographic evidence gives a permanent record and basis for presentations.

Overseas tours require simultaneous translation and this worked well in both keeping people informed, but also allowing them to keep in touch but wander within a reasonable distance from the interpreters. Translators can themselves be a useful source of information.

Limitations:
- More information (often technical) was requested – how far one can go will depend on budget
- Time is always a limiting factor and many said that they would have liked longer, especially in Freiburg
- More local/UK tours were also requested, again reflecting time and budgetary restrictions

Using more local examples and exemplars – learning from Bar Hill (the tremendous community spirit) and from Cambourne

We need examples where the development process is UK based with all the typical elements of land prices, development costs, civic inflexibility

- There was also a strong request for more reflective and discussion time to be built in.

Very good but a pre-prepared sheet dealing with a bit more detail e.g. financing, densities would have been useful and perhaps seeing the CHP plant

Not enough time to learn about process – how are residents involved – how are conflicts handled – how is social mix ensured
The original plan for a two day visit would have been less rushed

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… a short visit – if we had longer we could have had more formal discussion sessions
… we could have benefited from more time to fully understand the case studies

An opportunity to discuss/reflect upon the visit more quickly following the event would have been useful, so that impressions and questions are not forgotten

• About how to develop sustainable communities
The tours (and subsequent reports) provided much knowledge that was directly relevant to the sustainable development challenges facing Cambridgeshire's growth, and related to:
- Balancing needs (making higher density work, achieving mixed tenures, ensuring good design while being realistic about developers' aims etc.)
- Engaging and building communities

Once the opportunity to oppose has passed, the vocal opposition needs to be included in shaping developments

New residents (and existing neighbours) need to be involved from the start

Engagement should encourage existing communities to look beyond the narrow issue of reservation of the status quo

- Introducing principles of sustainable development (especially those in Freiburg related to environmental and social sustainability)
- Maintaining, managing and monitoring the public realm and other amenities (both tours provided examples of ways in which new practices have led to a better quality of living)

2. Managing the change process
As well as knowledge about the ways in which sustainable communities can be

developed, the programme also enabled participants to consider more widely questions around successful management of the change process.

Before bringing about change it is necessary to have a vision, developed and agreed by those who have to bring about the change, as well as an understanding of the aims and working practices of different organisations. Both the study tours and the symposium brought people together to enable an exchange of positions from different mindsets. This resulted in a number of participants realising the potential and value of having a shared vision, which might also be expressed partly through a charter.

• Understanding the need for a shared vision

There doesn't seem to be a strong cohesive vision. Also … some key players are not represented, the utilities for example.

All our … group efforts … will be marred unless a sole ambassador and champion is elected to drive a single simple vision forward into the future.

Rome indeed was not built in a day, but they had a vision of what it would be at the beginning.

from different perspectives

(It reinforced) … better understanding of the aspirations of other agencies and how crucial this is for the development of sustainable communities

Importance of working across agencies

• Appreciating different management models
The tours and case studies showed successful models of development and

management covering all areas such as funding, inter-relationships with different levels of government and agencies, negotiating, planning and implementing at macro and micro levels.

Learning is one thing, but did the process encourage participants to consider working differently and together? As one person noted

Talk is easy. Actions are yet to be proved.

3. Working differently and working together

The study tours enabled considerable progress to be made in 'learning together', and both the tours and Charter Symposium began the process of a mutual understanding of what is needed to manage change. There were, however, also indications that a number of people had been influenced to either consider doing things differently or had in fact started to take action.

• Applying the learning

The following examples show how some people had been either reinforced or stimulated to try new approaches:

Yes. I am now looking for a wider and better synergy between Health and the services provided for and available within the new communities being planned.

Taking the experiences into formative thinking on Cambridge East

Thinking about how to deal with domestic car parking, and flexible civic buildings

Yes – being more proactive on this agenda – encouraging my Planning Team to push the boat out on our planning policies. I was already sponsoring the production of an Environmental Strategy and am now chasing that hard!

I will be ensuring that all those with a role

in the creation of a sustainable community are actively involved, or at least fully briefed from the very earliest stages, and that their views and aspirations are accounted for.

I will also be considering ways to try to get necessary infrastructure in place prior to a project being built out.

Pursuing a goal of creating houses that don't rely on any national utilities – now that is 'sustainable', not PR

Will be constantly demanding improved design and quality
Energy efficiency and water conservation measures will be seen as standard not just add-ons.

Seeking as ever to share knowledge and perspectives with other stakeholders with the aim of delivering positive outcomes and achieving results

Yes as we now have specific examples to which to refer.

• Working in teams

In addition the Charter Symposium enabled participants to work together in groups for a short time, and to bring in other key players who need to be involved.

… the Symposium process demonstrates organisations and individuals' strong desire to participate in and seek to resolve issues.

Apart from the material presented, I was impressed by the willingness of all parties to work towards innovative solutions. I was also impressed by the amount of work and progress that has already been achieved – it is not always apparent except when brought together at an event such as this.

• Contributing to the Charter

While this event could not possibly build

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a 'development team' it did go some way to minimising distrust and encouraging dialogue and sharing of ideas, as well as introducing the concept of a charter and the potential usefulness of such a working document. Further, participants were able to contribute towards the agenda of a charter on a number of occasions, but in particular at the symposium where views on style and format of the charter were also expressed and questions asked.

The idea of charter is valuable because the process helps get agencies working together, and stereotypes are broken down

How will the timing of a Charter work for example will it be in time to inform 106 negotiations or is it too late for this? In which case then it needs to be looking at influencing the masterplan

The Charter needs to be a practical working document which covers real situations and comes up with real solutions. It would be a dreadful waste if it ended up as another "Motherhood and Apple Pie" publication

The charter process should help to share experience on what works and does not work, but the charter itself needs to be short

The event showed there was a great commonality of views but a need to take brave decisions and show leadership. The charter is a nice idea but needs to be short and sharp

Agencies must develop more effective strategic for communicating the benefits of the growth agenda and the Charter can play a central role in this

Limitations:
- It can take a large chunk of a one day event to bring up to speed those not already participating
- A more 'solutions based' approach may

have taken the charter further forward

Was the aim to get together a disparate group of people to think about these issues within their own work, or to share common experiences in order to work together to tackle specific problems. Felt more like the former to me (useful) but does not really go far in terms of drawing up, let alone implementing, a Charter

No forum to have a discussion. This goes back to how the Charter will be developed. Big chunks of vision for new communities should be set out in existing local authority strategies – is this the case?

- A small core group can achieve more and timing can be crucial. One idea that we would definitely be taking into account for future events was

I think the draft Charter was too long and complicated and the sessions should have focussed on more simple core principles and should have been held by the smaller number of Freiburg/EoE participants for presentation to a bigger symposium.

• Disseminating learning
A mark of success of a programme is the extent to which people are keen to disseminate their learning, and when asked how the learning process could best be extended either within their own organisation or to others (and what they personally might be doing) a variety of imaginative ideas were put forward:

I will be presenting the work of drawing up a Quality Charter to our PCT Boards later this year, to start to raise the profile and awareness of the wider issues associated with population growth planning. To date, we have focussed on specific developments such as Northstowe.

I will also build this work into future presentations to the Overview & Scrutiny

Cttee as an example of wider dissemination of ideas and research.

By dissemination of the report/Charter

By site visits in the local area or East Anglia to see good examples of higher density housing

Will help inform my thinking about aspirations for Cambridge East

Running workshops on related issues for officers and members

Acting as a champion for the Charter

Reflecting the principles of the Charter in planning and other documents

Already held lunchtime briefing seminar for all my staff

Held a workshop for my Management Team on Environmental Strategy

Engaging more with the development community

Inspire East should be working with EP and Cambridge Horizons to produce something, a charter that should be as aspirational as possible.

In other organisations staff from all levels ought to be encouraged to contribute to the programme as while senior staff do have the greater capacity to deliver change they are less likely to be a source of innovation and new ideas. It would be useful to contain some of this in a charter if it is to be something more than just a few bland statements

I think one of the most useful and informative aspects of the programme were the study tours. They allowed participants to observe at first hand what could be achieved, get a feel for good design and meet the communities that are living in the communities. I am certainly encouraging people to go and visit some of the schemes identified as being exemplar, and

also producing a fact sheet of details that can be circulated.

Through our internal urban design group (a combination of senior director and practitioners), we normally meet to discuss current topics before they are broadcast to the company. I am presently pushing within this group to clearly mark out our territory of bettering our skill base and how we can share it more effectively within the company.

Presentations and documents should be made available on the Horizons website. I have circulated the information to other members of my team.

Our future work with Cambridge Horizons will be one of the ways in which aspects of the charter can be taken forward in terms of practical implementation.

Future development of design guidance will also give the opportunity to involve those at a more grass roots level in understanding the aims

I have reported back to our Strategic Development Committee. We hope that the Charter will provide an opportunity to inform our LDF process.

There has been a lot of learning during the study visits, which it would be really good to capture in its own right, so that participants can look back on it in years to come. Maybe the production of a study trip brochure would help capture some of the lessons and could also be used to give to people who didn't attend.

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DID THE PROGRAMME PROVIDE VALUE FOR MONEY?

The total budget for this project was relatively low, and we have therefore carried out a simple value for money exercise by taking the overall budget of £30,000 and dividing it by the number of participation days (i.e. number of participant days on the two study tours and the symposium). The result is a per capita day cost of £325 which is more or less equivalent to a one-day conference. This is reduced considerably when direct costs are excluded to approximately £210 per participant day. Given the added value of the briefing papers and event reports we conclude that this experimental pilot provided a worthwhile development programme that represents very good value for money, and provides a measure for benchmarking future development.

HOW CAN THE PROCESS BE TAKEN FORWARD?

At the end of a training or development programme the everyday reality of time-scales and tasks can quickly become the priority. However as can be seen by the responses above to disseminating learning, a remarkable degree of enthusiasm was expressed for its continuation in one form or another.

As our work for the Joseph Rowntree Foundation on *Making Connections: transforming people and places in Europe* has shown, regeneration of towns and cities is a long term process. It requires a clearly expressed vision that goes beyond a statement of intent and to which decision makers contribute. It requires continuity with key people who will see it through

Final observations on the Programme from key participants and sponsors at a meeting held on 2nd November 2006

In response to the question:
What did you find really useful?

- Meeting others there is an enormous absence of informal contact – good to hear about different political flavours and culture
- Fantastically inspiring and produced a sense of optimism
- Knowledge transfer alone does not work; need to do things together
- Good structured approach and briefings
- Informal time with partners, lateral discussions, informed guidance
- Good basis for training members
- Has had an impact on Councillors – a sense of ownership
- The programme has been another part in a long term and continuing process – it has brought in different people providing some nourishment
- Raised the question of how to embed sustainable design within the decision-making process
- How can we now bring together key influencers who may have different needs because they are working on different sites and at different scales: need to focus in on specific sites
- Quality aspirations may need to be built into the conditions on which consortia tender
- The programme worked well in bringing together the stakeholders, even though only a small number of private developers participated (at least they came!)
- The emerging charter will be for future use, not in the existing development now in the pipeline
- There is a need for support for those responsible for delivering, and how can further support be given to the local authorities
- A select group should come up with the bones of a charter – the need for a collective, shared approach for local authorities

and areas for improvement:
- The symposium was too big an event and task
- Smaller group needed to develop and take forward the charter
- How to move forward and adopt proposals
- Disappointing level of involvement of the private sector (developers) who may find it impossible to sign up to a charter to aspects that they may not want to deliver (on cost grounds). Hence a dilemma in making the charter a meaningful document.

to implementation and who will actively promote it, and also a high degree of integration and working together involving many agencies. The development of Cambridgeshire's growth area is no less complex, and a Charter may provide an anchor point that can be revisited to ensure 'on track' delivery.

Is the approach that has been tried in this short programme worthy of continuation and if so, what form should it take? There are many possibilities which may include:
- A variation of the Action Learning Set approach (as mentioned above)
- Development of a task force
- Provision of a 'secretariat' to simply disseminate relevant information
- A programme of events that ties in with CPD

Success factors will include:
- Leadership – from an individual, an organisation, an ambassador, a development team
- A transparent method of inclusion of all interested parties
- Regular and high quality communication
- Use of IT

Conclusions

The process has demonstrated that much progress can be made in bringing together a group of people from different disciplines towards a common purpose. Even though all may start at a different level of knowledge and understanding shared experiences and shared information can start to level the field to enable a supportive environment to flourish, and to provide a shared vision, inspiration and enhanced aspirations. Facilitation of this process is however essential. Dedicated

time is needed to produce briefing papers, organise events and write reports. This is vital to provide not only a written record for sponsors in order to validate what has been achieved, but also gives participants excellent material to reflect on, and to use in their own organisations for dissemination. This documentation can be used to take forward the process e.g. in producing a charter.

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