



## **The GoWell Panel's approaches to research, empowerment and achievements**

This snapshot captures the GoWell Panel's first event that they held to share learning with their local groups about the approaches they used to explore the GoWell research about regeneration in their neighbourhoods in empowering ways.

### **1. Introduction**

The GoWell Panel hosted their first learning event on 29 July 2016 at the Nan McKay Community Hall in Pollokshields, Glasgow. The purpose of this event was to demonstrate how the GoWell Panel explored research about regeneration and how they established an empowering group dynamic.

### **2. GoWell Panel**

GoWell is a ten-year longitudinal programme investigating the impact of investment in housing, regeneration and neighbourhood renewal in Glasgow on the health and wellbeing of individuals, families and communities. It began in 2006 and concluded data collection in 2016.

A Panel of residents from GoWell study areas was selected through community organisations based in the study areas covered by GoWell. Together, the Panel and the GoWell team co-designed seven workshops to share evidence about regeneration, strengthening a mutual capacity to understand and influence neighbourhood renewal as part of improving wellbeing. Seven half-day panel sessions took place during 2015/16, each planned with jointly with the Panel<sup>1</sup>.

This event was intended to give the community organisations which have supported Panel members the opportunity to learn more about the approaches and achievements of the GoWell Panel.

### **3. Aims**

The aim of this workshop was to give participants first-hand insights into the methods used by the Panel to form a collaborative, city-wide group which explored regeneration in their neighbourhoods while also achieving empowerment and learning outcomes.

Reasons for giving participants the opportunity to learn directly from Panel members were two-fold. Firstly, participants consisted of Panel members' local groups and stakeholders – the workshop provided them with a formal opportunity to learn about the Panel as well as giving GoWell the opportunity to formally thank them for supporting Panel members. It also provided participants with the occasion to celebrate the learning journeys and empowerment outcomes achieved by the Panel.

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<sup>1</sup> More information about the Panel's work is available at:  
[www.gowellonline.com/about/components/community\\_engagement](http://www.gowellonline.com/about/components/community_engagement)

To get more information and to access the Panel snapshots, go to [www.gowellonline.com](http://www.gowellonline.com)

Secondly, an important approach employed by the GoWell Panel was experiential learning, or learning by doing. The Panel used experiential learning to investigate research about regeneration by visiting neighbourhoods in GoWell study areas, participating in activities with community groups, discussing issues with researchers and sharing lived experiences. With this in mind, a second aim of the event was to give participants some first-hand experience of how this approach worked in practice and what the Panel got out of it.

As a means of achieving these aims, participants were taken through a Place Standard exercise because this tool supports the collaborative, dialogue-based ways of working used by the Panel and encompassed the range of regeneration issues (physical and social) addressed in GoWell's research. As a result, it was considered an appropriate tool to demonstrate the approaches developed by the Panel. See the Panel Place Standard snapshot for more information about this exercise.

#### **4. Facilitators and participants**

Louise Rennick, NHS Health Scotland, and Cat Tabbner, GoWell/Glasgow Centre for Population Health facilitated the workshop. GoWell Panel members and GCPH staff members co-facilitated the Place Standard activity.

This workshop was supported by NHS Health Scotland, Glasgow City Council and the GCPH.

The full list of participants, who comprised Panel member's groups and stakeholders, can be found in Appendix One.

#### **5. Background**

The intention of the GoWell programme was that the Panel would achieve empowerment and learning outcomes which would have long-term benefits for them and their groups. Panel members and their organisations were supported to embed learning locally as part of a planned final stage of this initiative.

After seven sessions from May 2015 to February 2016, the GoWell Panel met twice in March and April 2016 to review their work. They brainstormed how they wished to share their learning. The Panel identified they wanted to give local groups and stakeholders:

- a tour of a GoWell study area.
- first-hand experience of the kinds of activities the Panel had done and the supportive group dynamics they had created.

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**Figure 1: The GoWell Panel review their workshops**

Bridgeton

Learned - about presentation session that was going to be happening. that other organisations are interested in what we are doing on the panel.

Liked Speaking with housing officers about what we have achieved on panel how I joined panel and how I have benefited from panel.

Pass on Not be afraid to join groups as it can boost your confidence.

*FOUND OUT HOW TO DO A BLOG AFTER EXPLAINED FOUND IT EASY*

*LEANT NEW SKILLS IT*

*JOINED LIBRARY*



SCOTTISH PARLIAMENT

LEARNED HOW THE PARLIAMENT WORKED AND THERE WAS A DEBATE GOING ON AND GO-WELL WAS INVITED TO SPEAK ABOUT THEIR PROJECT OUR REP WHO GAVE A SPEECH ON GO-WELL'S BEHALF WAS EXCELLENT HIS NAME WAS ADE HE MADE HIS POINT WITH A STRONG SPEECH.

Like WE ENJOYED THE EXPERIENCE WHICH WAS AWESOME AND FELT THAT THE DEBATE WAS EXCELLENT AND A GREAT LEARNING CURVE. ~~FROM~~ MUSEUM OF PAST IN UK.

PASSION ENCOURAGE PEOPLE TO VISIT AND LEARN ~~HOW~~ HOW GOVERNMENT IS RUN. WOULD LIKE TO BE INVITED BACK FOR Q+A.

The GoWell Panel reviewed their work, identifying what they had learned and what they had achieved.

## 6. Workshop design and the Place Standard

Based the ideas brainstormed by the GoWell Panel, the learning workshop was hosted at the Nan McKay Community Hall in Pollokshields. This area was chosen by the GoWell Panel because of the breadth of community activity taking place in the hall and because it was an area they thought that many participants would not have visited.

An exhibition of the Panel's work in the hall gave workshop participants an overview of each of their sessions.

The main practical activity developed for the learning workshop was based on the Place Standard tool<sup>2</sup>. This tool provides a framework for a group to explore diverse views of experiences and aspirations for a place. The Place Standard places equal emphasis on both the social and physical aspects of places.

## 7. Working together

Workshop participants and the Panel firstly identified how they would work together, which is one of the National Standards for Community Engagement<sup>3</sup>. The purpose of this activity was to give participants first-hand experience of how the Panel agreed their terms of engagement and to introduce them to the national standards if they had not previously used them. The group identified four sets of values and approaches for working together during the workshop:

### Individual values

The group identified that each participant needed to endeavour to be respectful, patient, honest, tolerant of diverse views, open and treat any personal contributions with confidentiality.

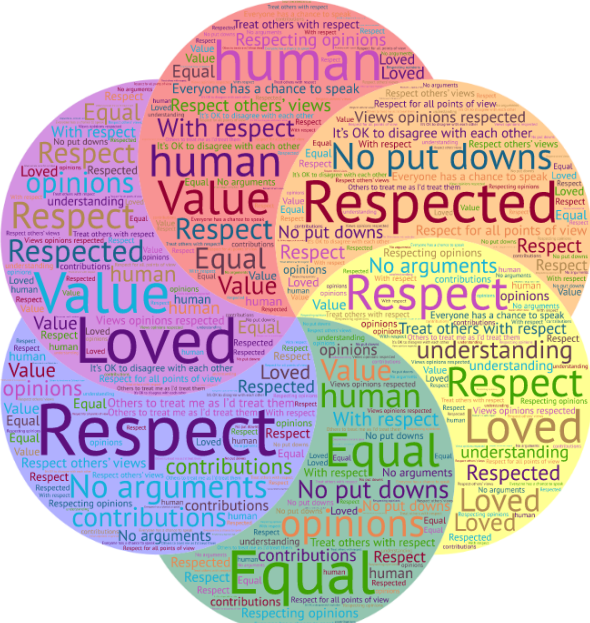


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<sup>2</sup> For more information about the Place Standard tool, go to: [www.placestandard.scot/](http://www.placestandard.scot/)

<sup>3</sup> For more information about the National Standards for Community Engagement, go to: [www.voicescotland.org.uk/](http://www.voicescotland.org.uk/)

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**Group values and principles**

Mutual respect of different opinions and experiences was an important group value, as was encouraging everyone to participate in positive ways.



**Learning values and principles**

The group thought it was important that learning was fun, that participants had the opportunity to learn by working together and sharing their thoughts and views. Listening and being listened to was important, as was asking questions. Being open to learning was also important.



**Format**

The group agreed its frequency of comfort breaks and refreshments. It also agreed rules for taking phone calls and reporting on the workshop (i.e. reporting on learning without attributing views to individuals).

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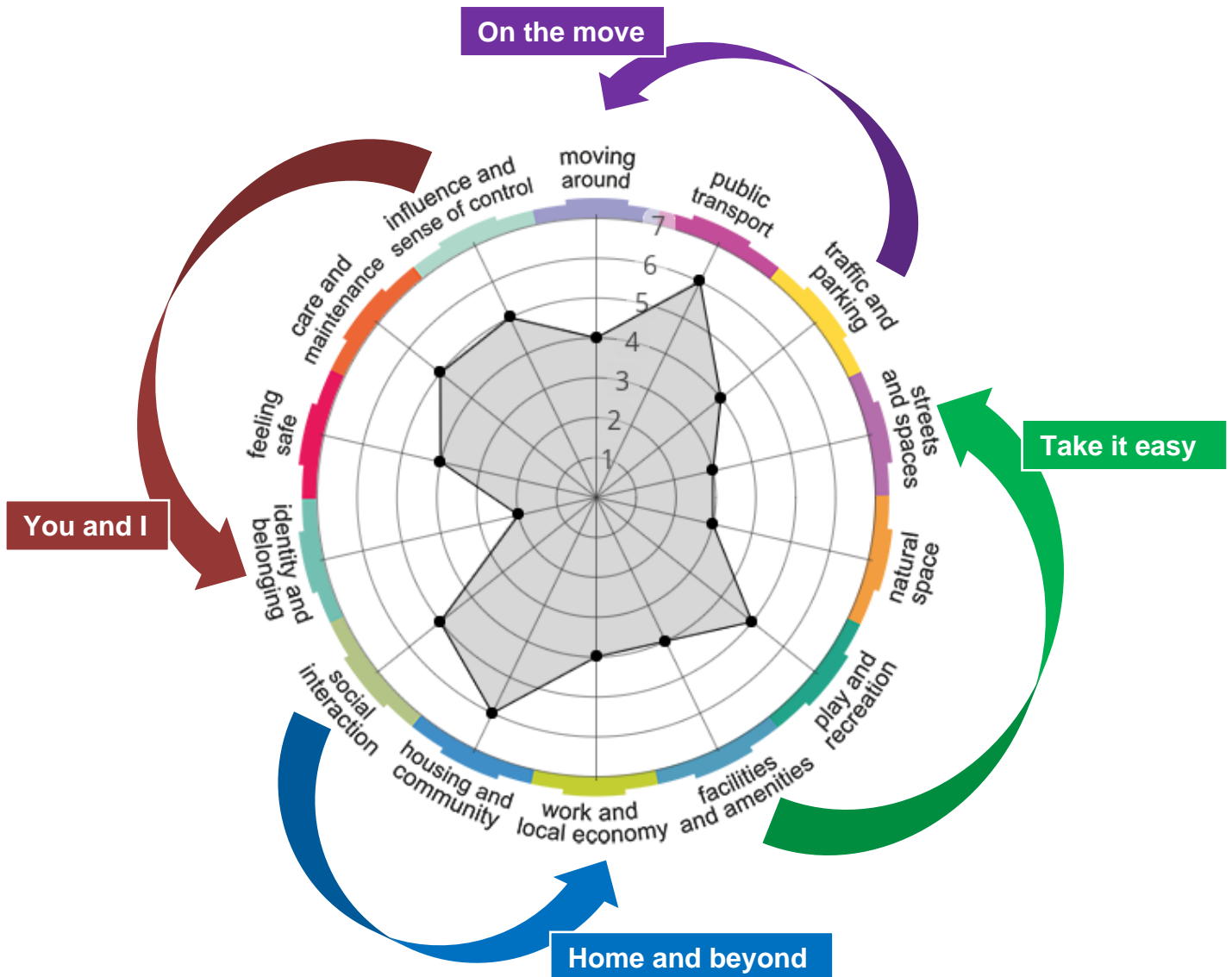
## **8. The Nan McKay Community Hall**

Bill Lawns, manager of the Nan McKay Hall, welcomed participants to the venue. Bill described a project they were working on with Southside Housing Association to fundraise for a new community hub on the nearby site of a demolished block of flats. The workshop's premise was that participants would undertake a Place Standard activity in which participants would, as newcomers to the area, comment on what they thought of the area based on the fourteen themes of the Place Standard tool. This included what they thought would need to be improved about the area to support a thriving community hub.

## **9. Place Standard activity**

The 14 themes of the Place Standard tool were divided into four sub-groups (see Figure 2 below) and participants were allocated to one of these four groups. Each sub-group group comprised of participants from different areas of Glasgow. At least one GoWell Panel member and one GCPH staff member were assigned to each group. The GoWell Panel member's role was to facilitate discussion of the assigned Place Standard themes. GCPH staff members used prompt questions to help the groups broaden or deepen the topic of conversation where appropriate – see Appendix One.

**Figure 2: Sorting participants into activity groups**



All four groups were guided to one of four stations in the neighbourhood, see Figure 3 below. These locations were chosen by GoWell Panel members during a site visit to prepare the workshop. Each was close to the hall to allow participants of all mobility levels to reach them and complete the exercise within the specified timeframe, while also enabling participants to see a variety of amenities/characteristics in the area.

Each group was given 30 minutes to go discuss the Place Standard themes allotted to that station. Groups used the official Place Standard tool questions to shape their discussions. These questions consisted of one overarching question for each theme and some prompt questions to deepen the conversation.

The GCPH staff member scribed some of the key points discussed by each group. Then individual gave their scores of the area before each group agreed a score that was recorded. Scoring was 1-7, with one meaning a lot of improvement was needed and seven meaning no improvement was necessary. At the end of the discussion, GoWell Panel members and GCPH staff stayed at the stations as participants moved to the next station. Participants

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were told what the previous comments and scores had been then were facilitated by the GoWell Panel and GCPH staff members to build on the previous conversations. This exercise was repeated until participants had been to each of the four stations.

**Figure 3: Place Standard outdoors activity**



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After a tea break, the group scores were averaged by GCPH facilitators. Louise Rennick gave participants an overview of the scores which provided the basis for each of the four groups to discuss what the scoring might mean about how participants viewed the local area.

**Figure 4: Place Standard scores**



## 10. Imagining a place to support a thriving community hub

Participants worked in their groups to identify what they would like to see happen in the area to support a thriving community hub in the light of previous dialogue, discussion and scoring against the Place Standard themes. Their ideas are outlined in the Panel Place Standard snapshot.

**Figure 5: Future aspirations**



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## 11. Learning celebrations

The session concluded with a celebration of the Panel's achievements. Several GoWell Panel members had achieved community achievement awards as part of their involvement, and others had completed presentation training. Certificates of achievement were presented.

**Figure 6: GoWell Panel receive certificates**



### Community Achievement Awards

Glasgow Kelvin College's Community Achievement Awards are grounded in community development values and techniques. They support and accredit work undertaken by individuals with their communities. The awards can be undertaken at SCQF levels 4-7, which distinguish between the range in learners' contributions to their communities, from participation in activities to delivery. The awards were offered to GoWell Panel members for several reasons:

- To provide a framework for individuals to identify, achieve and evaluate their learning journeys.
- The College's Community Learning and Development staff provided support and guidance which shared GoWell's principles of using learning as empowerment opportunities.
- To provide an opportunity to individuals, and their local groups, to develop their relationship with an educational institute which could foster further long-term, life-wide learning either with the College or another institution.
- The awards chime with *the Adult Learning in Scotland Statement of Ambition*<sup>4</sup> in that they are:
  - Lifelong: they cover the whole age span of post-compulsory education.
  - Life-wide: they include an individual's personal, family, community and work aspects of living.
  - Learning-centred: the awards are built around the interest and motives of the learner.

<sup>4</sup> To find out more about the Adult Learning in Scotland Statement of Ambition, go to: [www.education.gov.scot/Documents/adult-learning-statement.pdf](http://www.education.gov.scot/Documents/adult-learning-statement.pdf)

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## **CHEX presentation training**

Throughout their workshops, GoWell Panel members collectively built their confidence to meet as a group, visit new neighbourhoods, speak with new people, undertake qualifications and try new things, such as writing a blog or using a computer.

Two Panel members were asked by their housing association to give a presentation to their local wellbeing group about their experiences with GoWell. These Panel members identified that they needed some training in giving presentations.

The Community Health Exchange (CHEX) offered to deliver presentation training to the whole Panel as a peer support experience. Undertaken over two days, CHEX trained the Panel to deliver a succinct and high quality three-minute presentation. Panel members were taught how to focus on the quality and content of their messages, which is at the heart of every successful presentation.

## **12. Feedback**

Feedback was captured from participants for two reasons. Firstly, participants' views were sought to determine if this workshop had achieved its aim – to give participants first-hand insights into the methods used by the Panel. Secondly, feedback was sought to inform the contents of the second learning workshop.

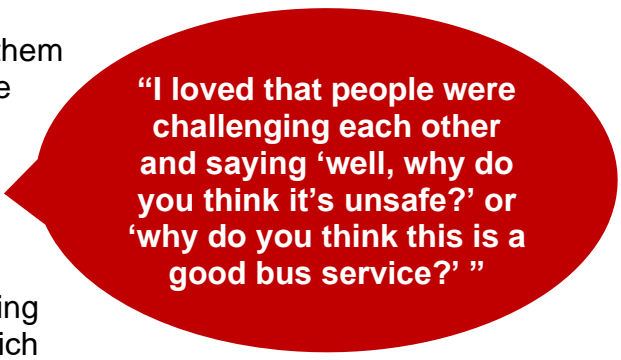
Feedback was sought in two ways: evaluation forms and an opportunity to be interviewed one month after the workshop. The purpose of interviewing participants after a month had elapsed was to give them the opportunity to reflect on what they had learned from the workshop and how they might apply their learning in their jobs and communities. Several themes emerged from participants' feedback which are described in this section.

### **Panel learning**

Workshop participants found that it was a “deep” learning experience. By this, they meant that through engaging with Panel members and participating in the Place Standard activity they learned more about how to facilitate community members and organisations to work constructively together. Specifically, participants found that the workshop exercises them to put across their views positive, constructive ways. For example, the Place Standard's prompt questions were open-ended and sought to understand what people thought rather than landing on the 'right' response.

According to participants, the Panel taught them about the issues they had in common across the city, providing a platform for dialogue about what could change.

Curiosity was promoted and people gently challenged each other to think in-depth about topics. In particular, participants reported noticing that they were encouraged to ask “why”, which opened up dialogue to explore current contexts before then talking about regeneration.



**“I loved that people were challenging each other and saying ‘well, why do you think it’s unsafe?’ or ‘why do you think this is a good bus service?’ ”**

Participants commented that the atmosphere was relaxed, welcoming, open and friendly which enabled those who were there in both personal and professional capacities to

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communicate confidently and trust each other. They also indicated that the workshop focused on strengthening relationships between people just as much as the topic of conversations or ideas.

Participants found the workshop enjoyable and stimulating and felt this promoted learning. That the Panel made the most of pragmatic opportunities was inspiring to many participants. One participant fed back that they had been impressed by GoWell's flexibility to provide public speaking training via CHEX to Panel members when they identified this was a skill they wanted to develop.

Several participants had met Panel members at the start of the Panel workshops. Attending the learning workshop gave participants the opportunity to see how the Panel and its members had developed. Participants commented that seeing the changes in the Panel's confidence and achievements was inspiring.

### **Dialogue**

The Place Standard workshop enabled participants reconsider their view of regeneration because it allowed them to observe aspects of a neighbourhood and assessing what was good about the place from different perspectives, what needed to change and why. That the Place Standard revealed people's subjectivity was considered a strength of the workshop because it enabled facilitators to promote dialogue which challenged each other's points of view.

An example of this was participants' visit to the local play area. When they discussed the amenity, participants gave their individual opinions and listened to each other's views. These views comprised opinions from local community members and housing association staff from across Glasgow with experience in designing play facilities.



“It was putting a different perspective n things and making me challenge a lot of the stuff I'd thought, ‘Oh, I'd never thought of that.’ ”

What initially seemed a good quality amenity at a first glance was revealed, after a constructive dialogue, to need changes in various aspects: there was no safe pedestrian crossing to reach the play area; trees overshadowed the space which might be an obstacle to parental supervision of their children; there needed to be more seating for parents and those with mobility issues; and while the play equipment was suitable for young children, the amenity also needed to cater for teenagers in the neighbourhood. As a result of visiting the space and being open to seeing the facility from different point of views, many participants changed their minds towards accepting that some improvements needed to be made.

### **Briefing paper**

When participants were asked what they would like to see in a briefing paper about the GoWell Panel's work, the main questions and points of enquiry were:

- “I would like to see how it [the panel] works in other areas”
- How does the Panel fit with community plans?
- Progress and outcomes achieved by Panel – their next steps, outcomes.
- What happens next and how to move forward.

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## Facilitation

Participants' feedback about the facilitation of the workshop was about dynamics. They found that power dynamics were balanced quite well, which contributed to the quality of dialogue and participants' enjoyment. Participants particularly observed that effective ways of balancing power dynamics included: name badges with just first names (no surname or title), agreeing ways of working at the start of the workshop and designing activities which enabled participants to contribute in a range of ways that catered for different confidence and mobility levels.

## Appendix one: participants

Bill	Fraser	Pollokshields Community Council
Bill	Lawns	Nan Mckay Hall
Carine	Gordon	Kingsway Court Health and Wellbeing Centre
Charlotte	Boyce	Kingsway Court Health and Wellbeing Centre
Clair	Malpas	Cassiltoun Housing Association Glasgow Kelvin College - Community Achievement Awards
Craig	Green	
Davie	Douglas	Panel member. Townhead Village Hall
Deborah	Hamilton	Links Programme, Green GP Practice Govan
Donna	McKenzie	Panel member
Elaine		Ardenglen Housing Association/ Revive
Fiona		Ardenglen Housing Association/ Revive
Gillian	Gilmartin	Bead and Blether
Helen	Scott	Wheatley Group
Jackie	King	Ardenglen Housing Association/ Revive
Jean	Donnachie	Kingsway Court Health and Wellbeing Centre
Karen		Ardenglen Housing Association/ Revive
Katie	Elliott	Bead and Blether
Lesley	Sweeney	Panel member. Nan McKay Hall
Madge		Ardenglen Housing Association/ Revive Panel member. Ardenglen Housing Association/ Revive
Maggie		Panel member. Ardenglen Housing Association/ Revive
Marie		Panel member. Ardenglen Housing Association/ Revive
Paul	Irwin	Townhead Village Hall
Pauline	Fletcher	Southside Housing Association

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