

# Place Standard Learning Resource

Supporting communities and organisations

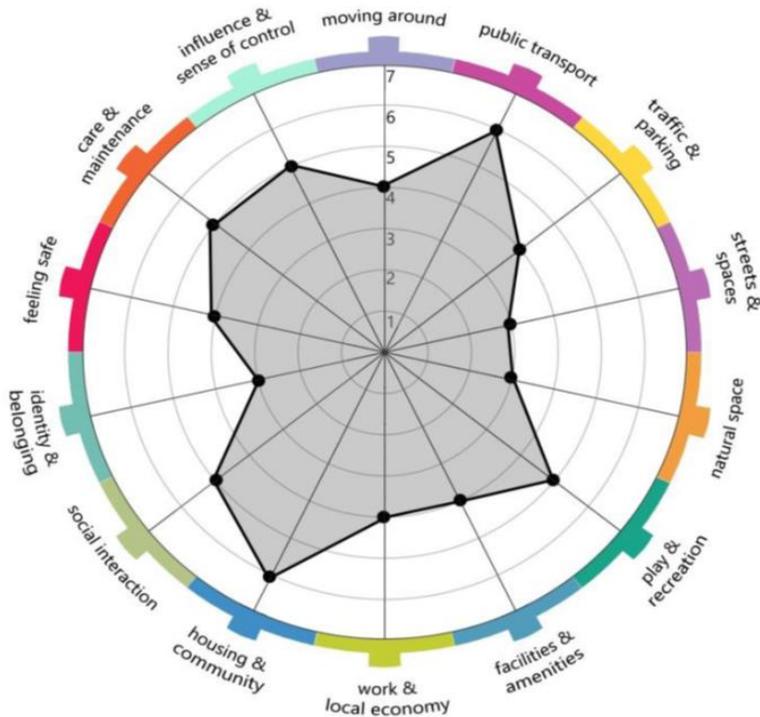
# Purpose

- Raise awareness of the Place Standard Learning Resource
- Promote good practice when using the Place Standard tool
- Encourage use of the Place Standard Learning Resource amongst communities, the third sector and other organisations

# What is place?

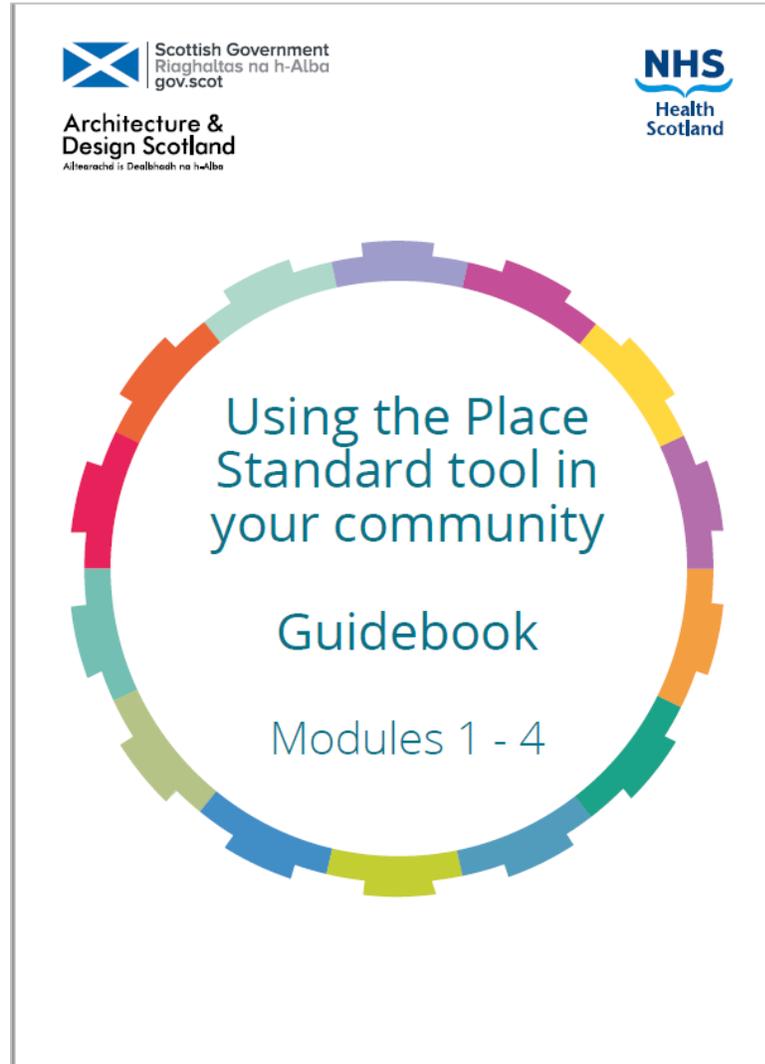
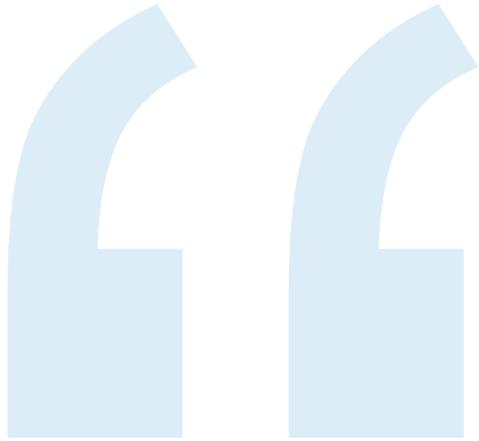


# Place Standard tool



- Assess and improve the quality of both new and existing places;
- Bring communities, the public sector, private sector and third sector to work together to deliver high quality places;
- Promote consistency so everyone across Scotland has an equal chance of living in a good quality area;
- Ensure people's physical and social environments support them to live healthy, happy lives.

# Place Standard Learning Resource



Module one:  
Introducing the  
Place Standard tool

Using the Place Standard is easy. For each of the themes, the tool has a series of questions and prompts to spark discussion and a space to score from one to seven. See page 28 - 29 for detailed guidance.

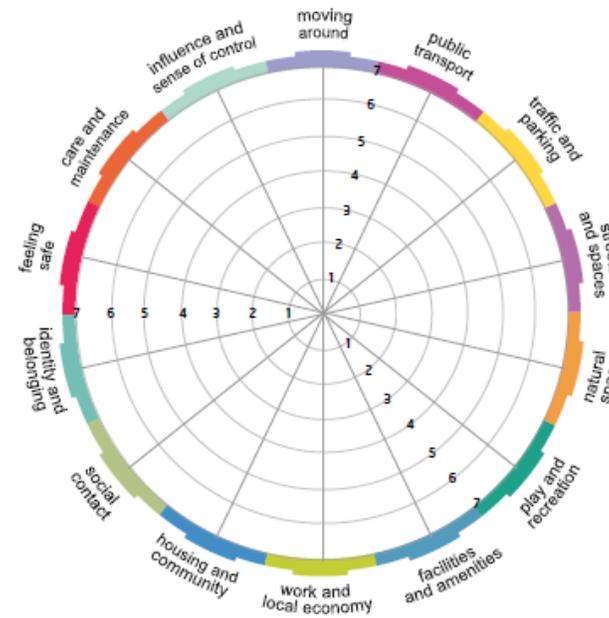


Figure 1: The Place Standard tool

Everyone's comments be compiled and analysed to understand if there are specific areas that need improvement or if there is an area which people particularly like. Scores can be used to prioritise where resources might best be invested to improve the place.

You can use these final results to start a discussion about how, when and who will make these improvements and maintain the areas that people like.



## Where and when can it be used?

Because the Place Standard tool is so flexible, it can be used in a wide range and scale of places. It can be used in a neighbourhood, village, town or city – or anything in between.

The tool can be used at any time when a discussion is needed about a place. This might be the early stages of development, such as designing a new housing estate, or during an area's development, to understand the needs and preferences of the community and invest where it is most needed. It can also be used to monitor and review progress of an existing area, as the framework will be consistent and comparable over time.

A good example of when the Place Standard tool can be used is when it is time to create a plan of improvement for the area. Whilst there is a responsibility for Community Planning Partnerships to create Local Outcome Improvement Plans and Locality Action Plans, community members might want to start their own action planning process to inform the work of the Community Planning Partnerships.

For example, a community group might be concerned that a part of their town is starting to look a bit tired and run down. As this is really important to their pride in the area, they decide to get the views of the wider community to understand how everyone would like to see it developed. They can then present their overall plan to the local authority.

The Place Standard tool can, and has successfully been used to consult and gather the views of the community to inform the creation of plans like this. You might like to read about the East Dunbartonshire Community Planning Partnership project: <https://www.keepsotlandbeautiful.org/news/keep-scotland-beautiful/piloting-the-place-standard/>



## Why should I use it?

Using the Place Standard has a wide range of benefits. Whilst it is often used by Community Planning Partnerships, community groups can equally benefit from using it.

Practically, the Place Standard tool:

- Is easy to use. It is written in simple, understandable language and gives visual outputs.
- Is flexible in where, when and with whom you can use it.
- Has multiple uses. It can be used to understand, prioritise and monitor improvements.

Equally importantly, the Place Standard tool:

- Aims to address inequalities and challenges social isolation, making everyone's views equally important.
- Enables and empowers people to give their views by providing a simple structure for discussion.
- Brings communities together with the third, public and private sectors.
- Encourages broad thinking about place and an understanding of how themes impact each other.
- Promotes joint working across a range of services and bodies, with the community at the heart of the process.

## Module two: Developing your plan

This section helps you to prepare to use the Place Standard tool. Planning will make sure you can reach out to everyone in an appropriate way, and that you have the skills, resources and partners you need to do this.

The key to any successful project is keeping “plan – do – review” in mind throughout. Once you have made your plan, make sure that you continue to refer to it throughout the project to ensure you are on track and to review your process.

At the end of this module you will have a project management plan including a plan for engaging others.

This guidebook includes templates to support you through the planning stage and beyond. The templates used in Module 2 are:

Project management template on [page 45](#)

Engagement plan template on [page 47](#)



## Your aim

### Why do you want to use the Place Standard tool?

- Creating a Locality Action Plan, or a local place plan?
- Getting the local community's views on a new housing development?
- Consulting your community when applying for funding?
- Or something else?

Being clear about your purpose will help you manage people's expectations of what you will and won't achieve by using the Place Standard tool. It will also allow you to clearly communicate why you are engaging with them and why they should get involved.

## Activity: circles of influence



**Write the name of your team's project in the centre circle (circle one).**

Next, write on post-it notes the names of all of the organisations, groups and individuals in the community that might work with you to deliver your plan; who will be interested in learning about the results and who may be responsible for making the improvements.

Place the post-it notes on the circles. Circle two is for organisations, groups and individuals you already work closely with. The third is for organisations or individuals you have some connection with and the fourth for the ones that you have no connection with.

Think about any links you have to the organisations you have further out on the diagram – you may need to meet with them to learn more about them and encourage their participation.

How will the Place Standard exercise be of interest/benefit to the organisations you've just mapped? Do you have similar aims or are there benefits for them?



## Reflecting on your plan so far

### Discuss in your team:

Have you identified any barriers to success? What are these and how might you deal with them?

Have you also thought about how you will prepare for success – for example, if lots of people turn up to one of your sessions?

Thinking about the key partners and other interested parties you have identified – how will you ensure that they fully understand your project aims and be able to manage other's expectations of it?

Now complete the "project management" [template on page 45](#).

## Module three: Putting your plan into action

The proof of a good plan is in the delivery.

This section walks you through the Place Standard tool, offers practical activities for you to complete with your target audience and addresses common issues you might come across.

At the end of this module you should be ready to carry out your Place Standard assessment.

# How to use the Place Standard tool

The Place Standard tool has 14 themes. For each theme there is a headline question and prompts.

### Moving around

Walking and cycling are great for our health and the environment. Pleasant and safe routes can encourage walking and cycling.

Now think about the place you are assessing and ask yourself:

#### Can I easily walk and cycle around using good-quality routes?

Next, rate the place on a scale from 1 to 7 where 1 means there is a lot of room for improvement and 7 means there is very little room for improvement.

1	2	3	4	5	6	7
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Use this space to note the reasons for your rating:

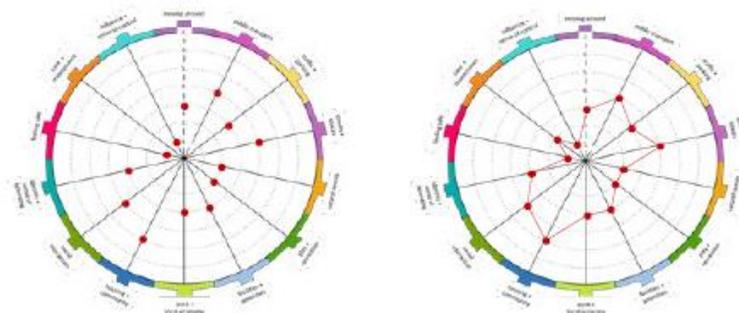
**Next**

Think about the following when considering your rating:

- Are there enough routes for walking and cycling?
- Are walking and cycling given priority over cars and other traffic as much as possible?
- Do routes provide obvious and direct links with the places that people want to go, such as schools, shops, parks and public transport?
- Are routes good quality, attractive and pleasant to use?
- Do routes meet the needs of everyone, whatever their age or mobility, and is there seating for those who need it?
- Do routes feel safe to use all year round and at different times of the day?

Start on one theme (whichever you like), and encourage people to think about it using the headline question and prompts. A full list of questions and prompts can be downloaded at <https://www.placestandard.scot/place-standard.pdf>

Give each theme a score from one, meaning there is a lot of room for improvement, to seven, meaning the quality is as good as it could be. This gives a quick, visual understanding on which themes are the priorities for improvement.



1. Decide your score
2. Add your score onto the Place Standard tool
3. Join up the scores

## You don't have to aim for consensus

If your group disagrees on the score, note the different results and write reasons why, rather than trying to average it during the engagement. Differing views are important to record for later analysis in the report.

## Managing expectations

It is important to be clear that the Place Standard tool will not result in immediate action on all of the themes but can inform any actions that do take place, especially if people pitch in to help. Explain where they will find the final report, what you intend to do with it and which organisations you intend to share it with. This is a good time to ask people if and how they could help achieve the actions they have identified.

## Being consistent

Throughout your different meetings, always aim to give consistent information. Some people find it useful to have a joint script of important points to cover.



## Case study

### Auchencairn Link Park project

The pilot case study from Auchencairn Link Park in Dumfries and Galloway is an example of how to record when people have no opinion. They suggest using a different colour marker or line style to record the non-responses to make these clear during the reporting process.

The full report can be accessed at  
<https://www.carnegieuktrust.org.uk/publications/auchencairn-link-park-dumfries-and-galloway-place-standard-tool-case-study/>

## Activity: one to one

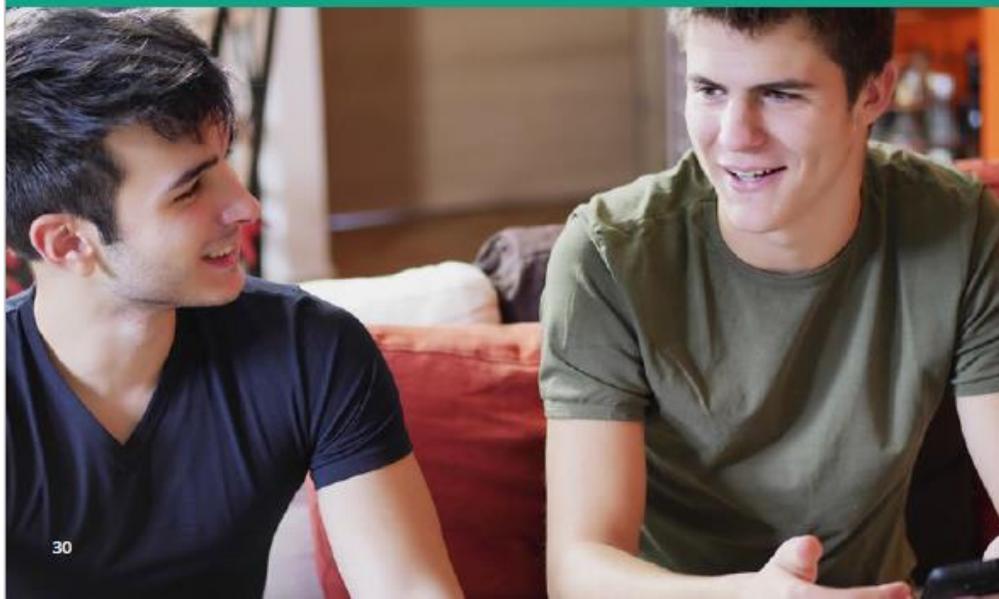
To gain confidence in carrying out the Place Standard tool with other community members, carry out a “mock” place assessment in pairs with someone from your own team. Take it in turns to ask the other about their home community using the tool and guidance booklet.

When asking the questions, think about how you will encourage the person to give you a score whilst also recording their reasons, views or comments. For example, how many prompts do you need to use?

When answering the questions, think about what helped you to understand that theme, and how easy or difficult it was for you to answer.

Discuss together:

- How did the questions and answers help you both to express your views about the area, consider themes you might not have thought about previously, understand priorities for action and start thinking about how actions might be done?
- How long did it take? How would you speed the process up if pushed for time?
- What would you do if the person said they didn't know anything about that theme?
- Are there benefits in coming from the same place as the people you will be engaging with, or instances where being an “outsider looking in” might be helpful?

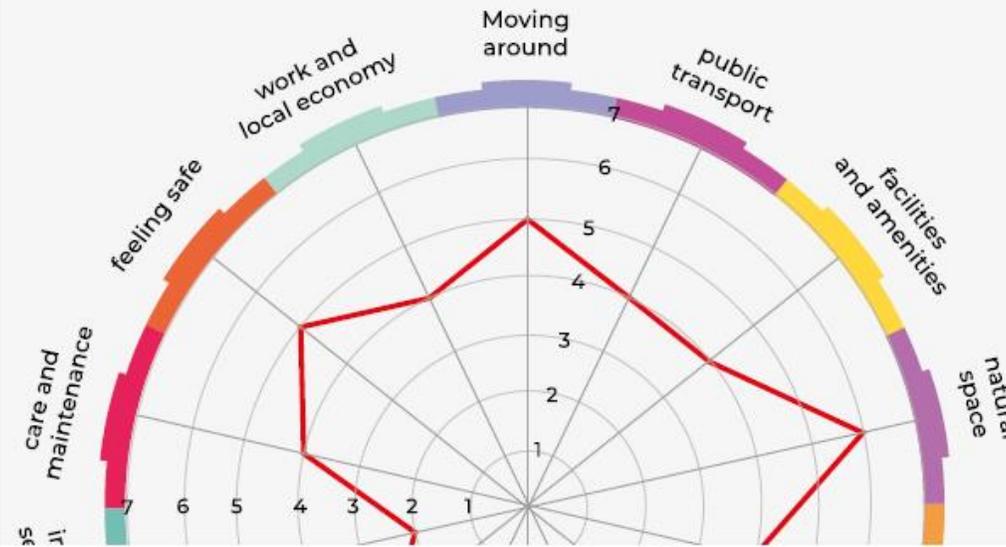


## Module four: Results, report and next steps

At this point you will have a series of completed assessments which represent the views of your community. Sharing these without bias should be one of the core features to your report.

This section describes how to manage the scores and comments you have gathered, and how you might like to present these in your final report.

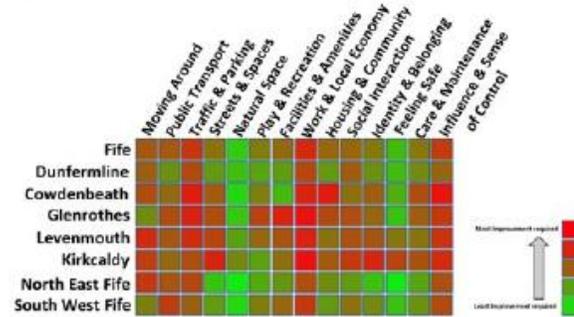
It also offers some considerations on how you might turn these results into an action plan, leading to improvement.



### How to display your prioritised results

Colour coding the results and listing them in order of priority are two easy ways to display your results. You can use these examples as inspiration for your report.

The table opposite is from Fife Council's "Our Fife" report, and shows the constituency areas priorities by theme.



The table on the next page is from the East Dunbartonshire Place Standard pilot, with the themes ranked from least to most positive, with key comments alongside.

	Groupings	Respondents felt that the key negative issues were	Respondents felt that the key positive issues were
Least positive	Work and Local Economy	<ul style="list-style-type: none"> <li>■ Lack of local employment opportunities, especially for young people.</li> <li>■ Lack of local businesses and impact on employment.</li> <li>■ Difficulties accessing affordable, flexible childcare.</li> <li>■ Not enough support for individuals whose second language is English.</li> </ul>	<ul style="list-style-type: none"> <li>■ Good local employment support programme.</li> </ul>
	Influence and Sense of Control Social Interaction Identity and Belonging	<ul style="list-style-type: none"> <li>■ Negative perception of, the area from those who do not live there.</li> <li>■ Lack of connection between Hillhead and Harestanes.</li> <li>■ The council, NHS and public agencies were not taking into account the views of the community when making decisions.</li> </ul>	<ul style="list-style-type: none"> <li>■ Hillhead Community Centre.</li> <li>■ Sense of Community.</li> </ul>
	Moving Around Public Transport Traffic and Parking	<ul style="list-style-type: none"> <li>■ Poor maintenance of road surfaces and pavements.</li> <li>■ Lack of enforcement in tackling inappropriately parked cars.</li> <li>■ Safety issues i.e. cars parked on pavements.</li> <li>■ Cost, cleanliness and reliability of public transport.</li> </ul>	<ul style="list-style-type: none"> <li>■ Good traffic calming measures around schools.</li> <li>■ Significant improvements across the local area due to the regeneration work that is taking place.</li> </ul>
	Streets and Spaces Natural Space Play and Recreation Care and Maintenance	<ul style="list-style-type: none"> <li>■ Outdoor spaces are poorly maintained. Main problems include litter, dog fouling, graffiti, poor lighting (especially at the local skate park).</li> </ul>	<ul style="list-style-type: none"> <li>■ Good variety of outdoor spaces.</li> <li>■ Hillhead Community Centre and the resources it provides.</li> <li>■ Good recycling facilities.</li> </ul>
Most positive	Housing and Community Feeling Safe Facilities and Amenities	<ul style="list-style-type: none"> <li>■ Availability of housing.</li> <li>■ Poor condition of some areas of local environment.</li> <li>■ Instances of anti-social behaviour.</li> <li>■ Lack of childcare provision.</li> <li>■ Issues of safety at the Skate Park.</li> </ul>	<ul style="list-style-type: none"> <li>■ Positive impact of Hillhead Housing Association.</li> <li>■ Feels like a relatively safe place to live.</li> <li>■ Good police presence in local area.</li> <li>■ Good range of local facilities available.</li> </ul>



## Your final report

Your report should pull together all of the steps you have carried out to complete the assessment, as well as your results.

Now complete the "report template" template on [page 50](#).

### Sharing your report

#### Firstly

Showing people the outcome of the engagements gives them confidence that their views were listened to and it allows them to understand how any future actions have been prioritised.

#### Secondly

Giving the full findings back to key partners allows them to consider the prioritised themes in relation to their work or interest areas. It also could instigate an action planning group who take the priorities forward.

#### Thirdly

If you can, try to gain support from local councillors, MSPs and the local authority. These individuals and organisations will be important for helping you take the prioritised areas forward.

#### Finally

Make your results publicly available. People who were not able to attend the engagements will be interested to see what others from the local area think. Consider asking the local paper to run a story encouraging people to read the report and to get in touch if they wish to help move prioritised areas forward.

# Additional resources

- Project management template
- Engagement plan template
- Checklist for Place Standard engagement
- End of project action planning template
- Report template
- Presentations

## Project management template

Use this table at the start of your planning process to think about the key points you need to cover before you start your Place Standard engagements. You can also use it throughout your project to reflect upon your progress.

We have filled in some examples to help you.

<b>Aim</b> What is the overall purpose for carrying out the Place Standard assessment?	We are applying for a fund to improve the local park. We want to gather the views of the local community to understand how they feel about the area, including the park, to ensure that our plan to improve the park is representative.
<b>Our Place</b> Which area are you focusing on, specifically?	Whilst we are looking to get funding to improve the park's facilities, we know that any changes will impact the local village. Therefore, we will ask questions about the whole village, but won't directly include the neighbouring city.
<b>Project team</b> Who is going to be jointly responsible for ensuring that the Place Standard assessment is carried out successfully?	As we are part of the park's 'Friends Of' group, we will use the existing committee as the core project team.
<b>Core skills</b> Who from your project team will cover the key skills needed to complete the assessment?	<p><b>Organising skills:</b> our vice chair is used to keeping us on track with projects and has enough time to make the Place Standard project their priority.</p> <p><b>Facilitation skills:</b> our secretary is a part time teacher and is confident in leading the engagements, or training the rest of the team to complete them.</p> <p><b>Analytical skills:</b> our treasurer has a good grasp on using Excel, but doesn't have experience of analysing people's comments. We will ask the park manager if they can suggest someone who can help us at the local authority.</p>
<b>Key partners</b> Who will you enlist at the start of the project to ensure that it is a success?	<p>The park belongs to the local authority so the park manager would need to be included at the start, as any changes would be their responsibility. They will also be able to help us gain senior level buy in at the local authority.</p> <p>Park users – there is a health walking group who use the park every day, as well as a parent and push chair group who use it every week. They are key stakeholders in the park's development.</p> <p>The park borders onto the local primary school so we would like to speak to the parent / teacher council. They will help us gather the views of pupils.</p> <p>A group of teenagers use the park at weekends so we would like to contact the local youth worker, who will help us design our engagement with young people.</p>

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# Local application



- How could you use this resource locally?
- Could you promote it within your remit?
- How can this support local improvement where you are?

# How can I access the Place Standard Learning Resource?



The screenshot shows the NHS Health Scotland Virtual Learning Environment (VLE) website. At the top left is the NHS Health Scotland logo with a '70 YEARS #nhsscot70' anniversary banner. The main heading is 'Virtual Learning Environment' with a 'Log in' link to the right. Below the heading is a search bar with a magnifying glass icon. A navigation menu includes 'WHAT'S NEW' and 'E LEARNING COURSES'. A featured banner for 'New Resource: British Sign Language Awareness' is displayed, featuring a photograph of a brick wall with graffiti of hands. Below the banner is a welcome message: 'Welcome to NHS Health Scotland's Virtual Learning Environment'. The text explains that the space hosts eLearning modules, event information, resources, and forums, and is free to use. It also states the purpose is to provide workers and volunteers with knowledge and skills to tackle health inequalities.

**NHS Health Scotland** | **70 YEARS** #nhsscot70

## Virtual Learning Environment

Log in

Search

WHAT'S NEW | E LEARNING COURSES

### New Resource: British Sign Language Awareness

British Sign Language Awareness

### Welcome to NHS Health Scotland's Virtual Learning Environment

This space hosts a wide range of eLearning modules, event information, resources and forums. Best of all, most of our training is free. Join our VLE

We're here to provide workers and volunteers in the NHS, wider public sector, private and third sectors across Scotland with the knowledge and skills to help tackle a range of health inequalities issues.

Whether you'd like to find the right approach to mitigating health inequalities in areas such as alcohol and drugs, healthy weight or suicide prevention – or if you

# Contact

**For information on the Learning Resource please contact:**

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NHS Health Scotland

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# Thank you

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