

# Place Standard: Versions for children and young people

Kat Hasler  
Place Standard Manager, Scottish Government  
Planning & Architecture Division

[www.placestandard.scot](http://www.placestandard.scot)



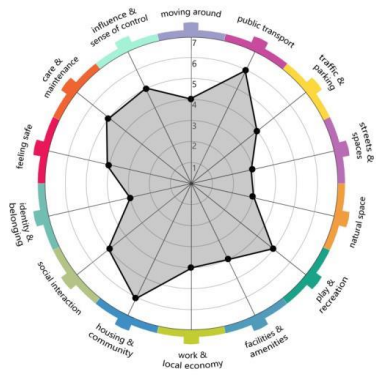
@PlaceStandard  
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Are we having the right conversations with the right people at the right time to change things for the better?

Including with children and young people?



# When to use the Place Standard

## Early stages

- Identifying needs and assets
- Aligning priorities and investment
- Empowering communities, allowing their views to be articulated

## Design and development stages

- Action planning
- Informing or reviewing proposals
- Assessing planning applications

## For continuous improvement

- Monitoring changes and improvements
- Community after-care or stewardship
- Shared Learning
- Enabling & informing partnership working

- Gathering community priorities
- Participatory Budgeting
- Identifying needs
- Reviewing impact of initiatives
- Business planning
- Baseline data
- Development planning
- Planning consultation
- Regeneration planning
- Capacity studies for places
- Needs assessments
- Asset mapping
- Data for consultant briefing
- Design charrette briefing
- Development briefs
- Planning for Play
- Development frameworks
- Masterplanning
- Option appraisals
- Desktop review
- Design and access statements
- Design review
- Cross sector working
- Community action planning
- Development management



# Place Standard: case study

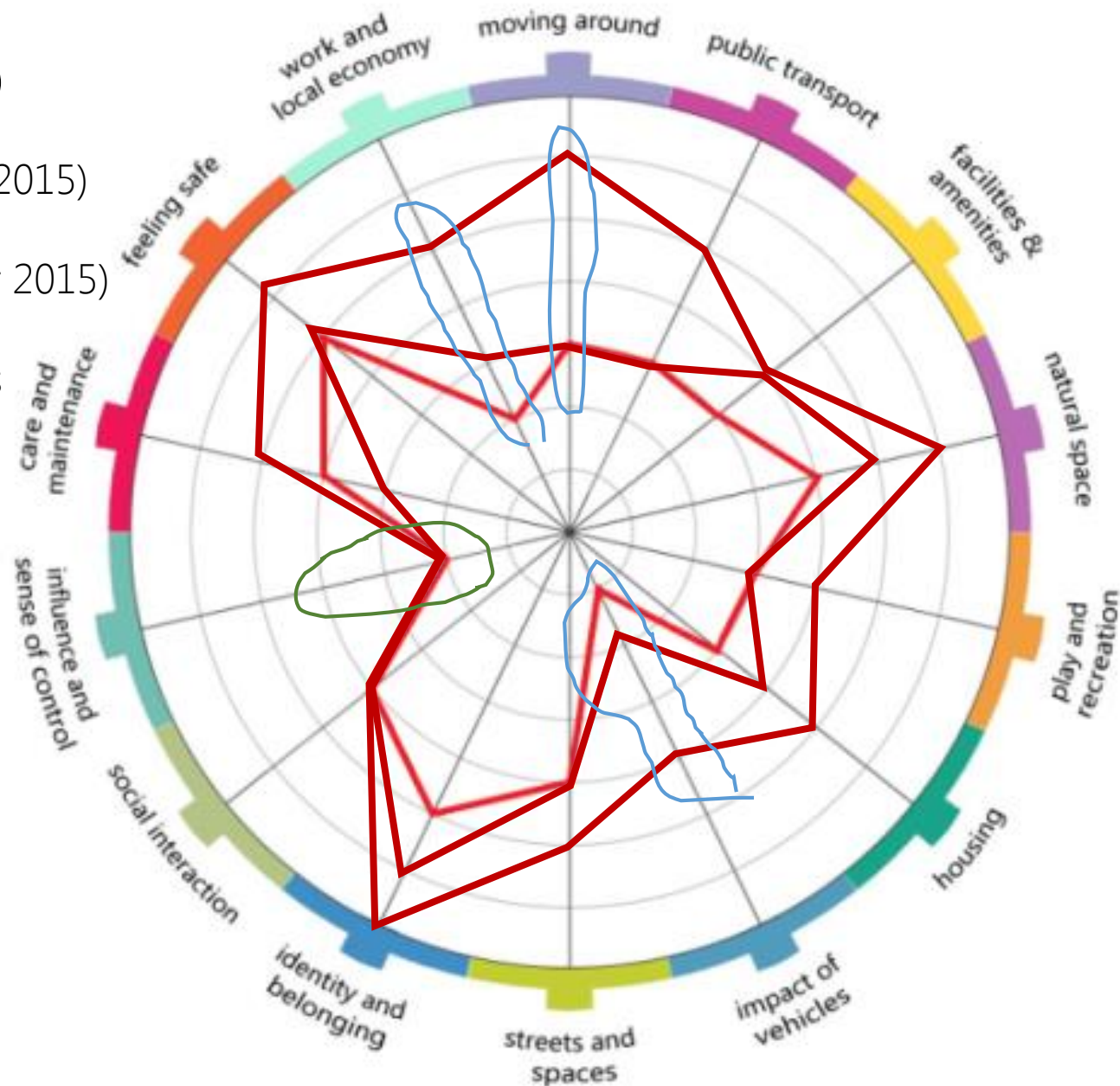
Place Standard – How Good is Our Place?

South Queensferry  
(City of Edinburgh Council)

Public Responses (August 2015)

Public Responses (October 2015)

School Children Responses  
(October 2015)

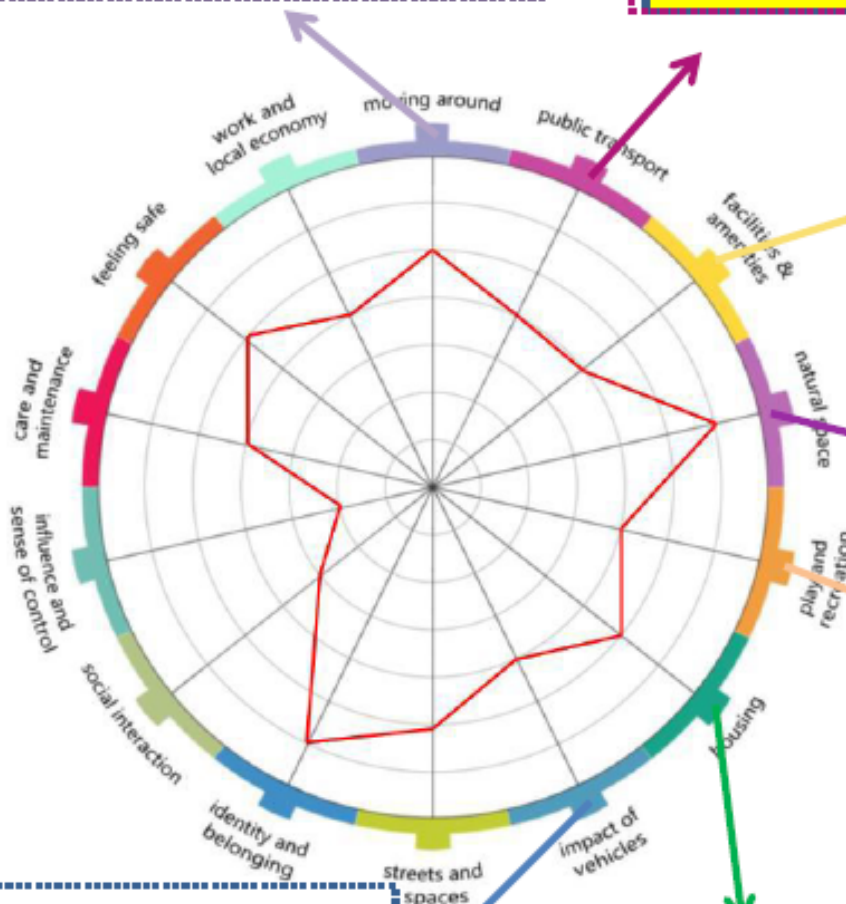


# Place Standard: comparing outputs

How Good is Our Place?

- Easy to cycle and walk
- Issues with lighting
- Tescos and around bridges roads busier

- Depends on where you live in Queensferry whether use bus or train
- Issues with timetable of buses- not up to date
- Mainly use bus to go to Edinburgh/Gyle
- Bus finishes early to Kirkliston



- Range of shops poor but easy to so elsewhere so not an issue
- Shops aimed at tourists – expensive
- Swimming pool – poor quality and opening times an issue
- No cinema or bowling facility
- Hard to get doctors appointment

- Good variety
- Well maintained – litter not a problem or lighting
- Use natural space

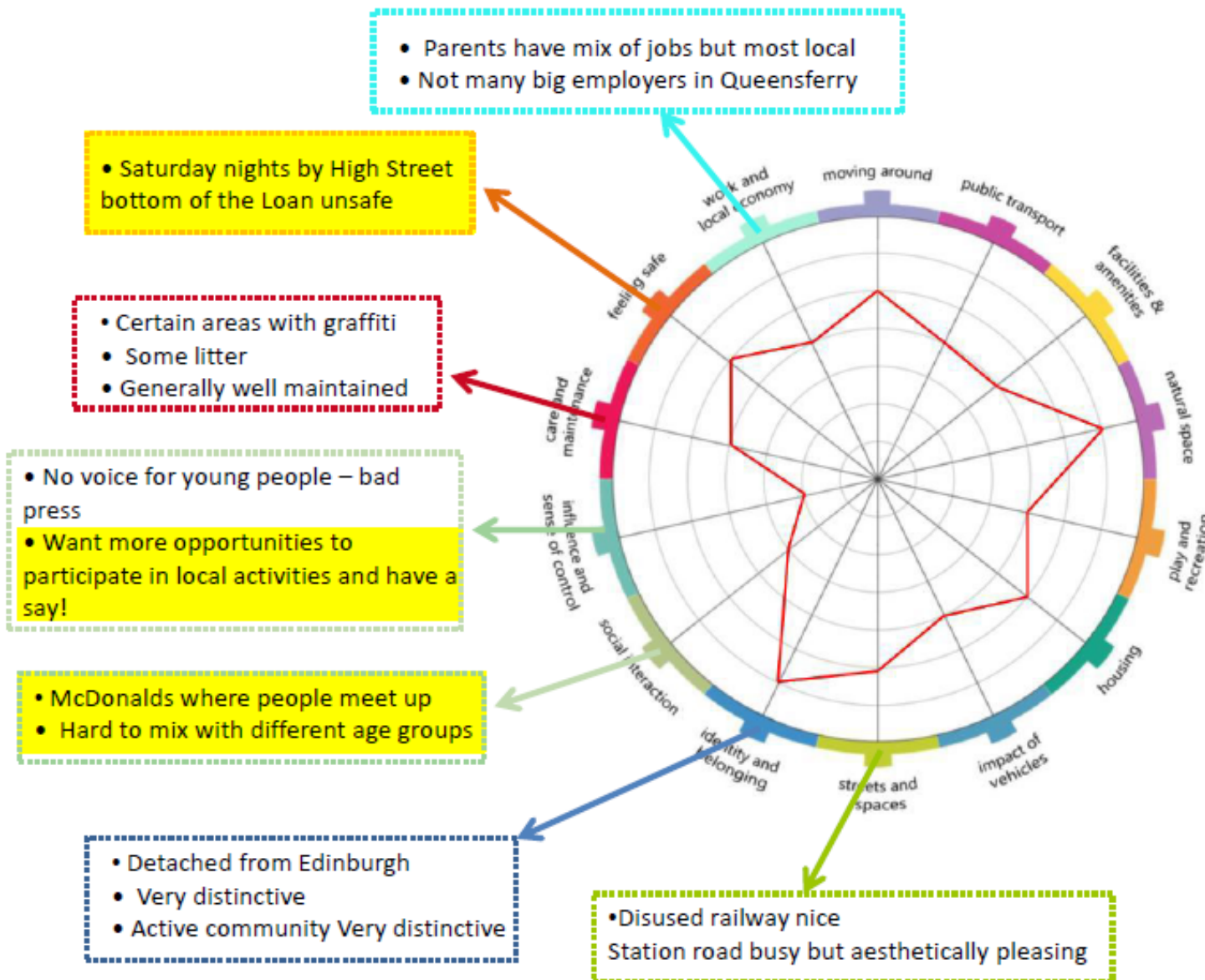
- Spending most of the time in McDonald (convenient location, no one kick them out as the rest of restaurant and cafes do as they came in large group)
- There is a bike track but not for younger children
- The main problem is the smashed bottles and inadequate street lighting (really dark in winter)

- Good mix of housing
- Lack of assisted living
- Not so good for young people

- Train station- issues with parking – people park on side streets
- Station road and High Street busy

# Place Standard: why ask kids?

Children & young people often have a very different perspective





# Place Standard for Children/Young People

Aim to support Children's Rights & Participation in planning

Project requirements:

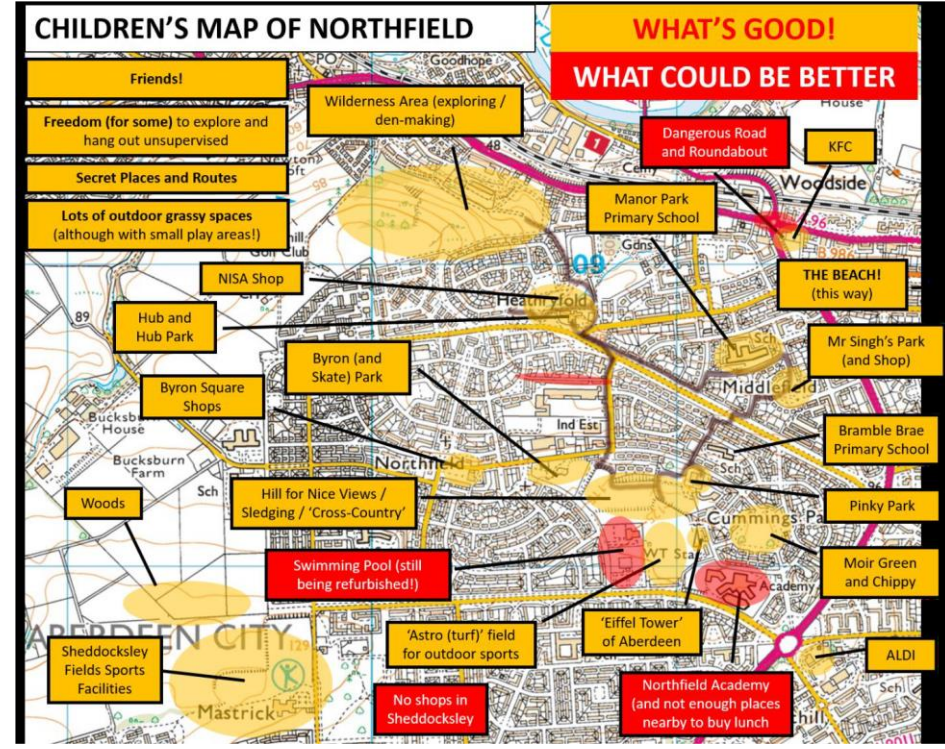
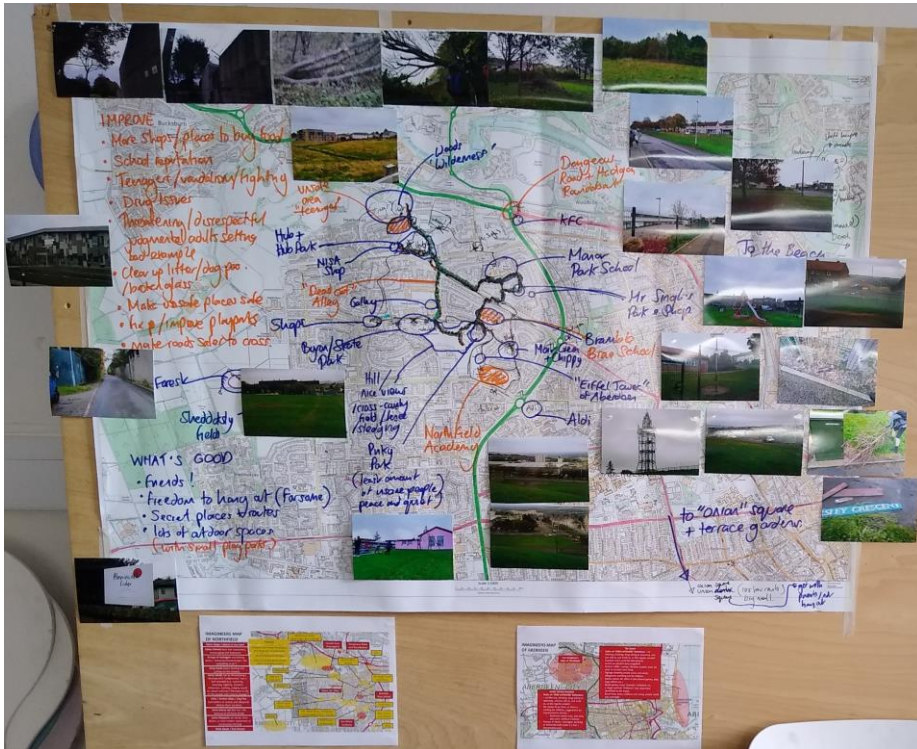
- Co-creation with children & young people
- Tool outputs equivalent to mainstream version
- Age-/stage- appropriate engagement methods:
  - Broadly: Children = 0-12yrs / Young People = 12+yrs (18+ tbc)
- Supporting guidance with links to key policy areas including:
  - Children's rights
  - Curriculum for Excellence
  - Getting it Right for Every Child



# Co-Production with Children/Young People

2 engagement Sessions:

- Briefing about project
- Walkabout of the local area
- Making a map and talking about what they like/don't like
- Identifying priorities for action

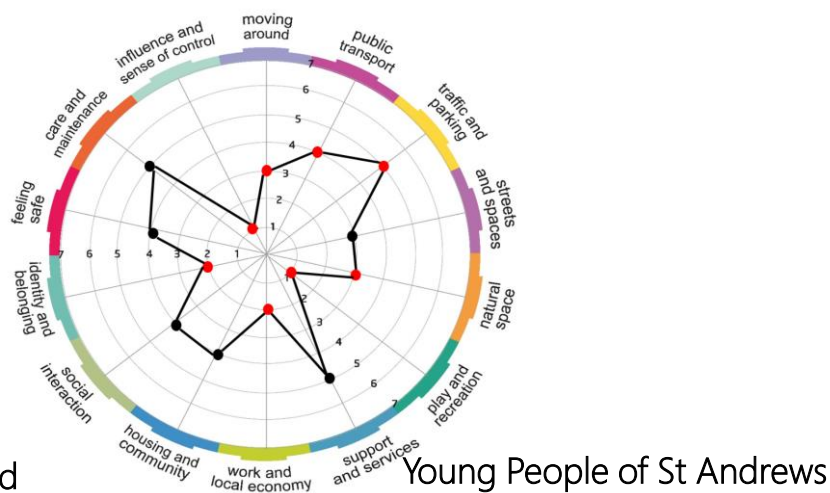
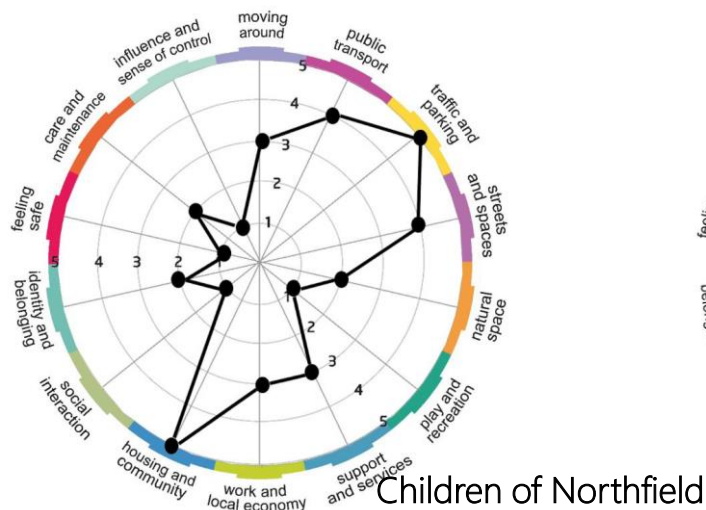
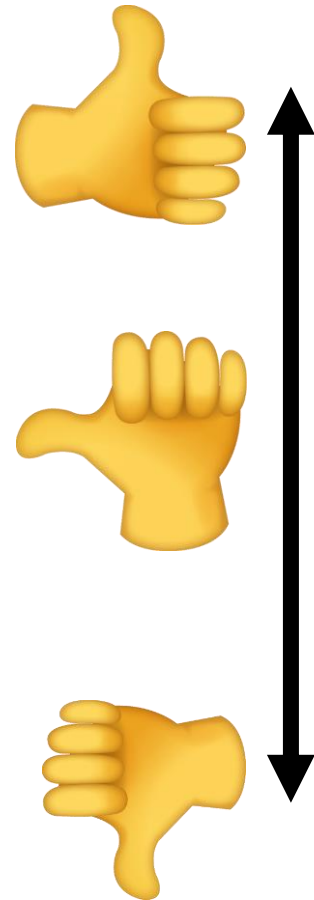




# Creating the new tools

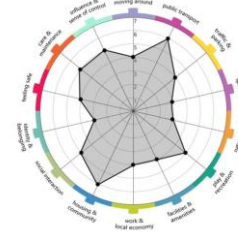
At the third engagement session, process for generating the Place Standard Tools:

- Check the map and priorities against the existing Place Standard Tool, working out what themes the group fully understand, half understands and doesn't understand.
- In groups, work together to revise the wording, and plot that themes importance against the priorities for action.
- Work backwards with the group to find out what questions under each theme would help an adult facilitator arrive at the answers the children and young people want to give about their place.
- Complete an indicative Place Standard output with the group

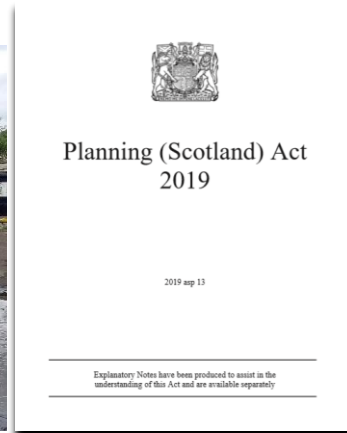


# Revised Place Standard Themes (DRAFT)

ORIGINAL	Children's Version	Young People's Version
Public transport	<b>Buses, Trains (and other ways of getting places)</b>	<b>Buses, Trains (and other ways of getting places)</b>
Traffic and parking	<b>Traffic and Parking</b>	<b>Traffic and Parking</b>
Street and spaces	<b>Streets, parks and other outdoor places</b>	<b>Streets, parks and other outdoor places</b>
Feeling safe	<b>Feeling safe (in &lt;place name&gt;)</b>	<b>Feeling safe and comfortable (in &lt;place name&gt;)</b>
Play and recreation	<b>Play and other things we do in our free time</b>	<b>Play, hanging out, games and hobbies</b>
Work and local economy	<b>Work, shops and local jobs</b>	<b>Work, shops and local jobs</b>
Housing and community	<b>Homes, friends, and other people who live near you (who you might or might not know)</b>	<b>Housing and community</b>
Moving around	<b>Walking and cycling (in &lt;place name&gt;)</b>	<b>Walking, cycling and moving around &lt;place name&gt;</b>
Influence and sense of control	<b>Having our say and being listened to</b>	<b>Having our say and being listened to</b>
Care and maintenance	<b>Fixed, clean and looking nice</b>	<b>Clean, repaired, managed and fixed</b>
Social interaction	<b>Meeting and talking with other local children and trusted adults</b>	<b>Talking to each other face-to-face</b>
Support and services	<b>Schools and people who take care of others</b>	<b>Schools and people who take care of others</b>
Natural space	<b>Nature (trees, wild animals, birds and plants)</b>	<b>Nature (green space, hills and quiet places)</b>
Identity and belonging	<b>Feeling proud and a part of &lt;place name&gt;</b>	<b>Feeling proud and a part of &lt;place name&gt;</b>



Get in touch:  
[kat.hasler@gov.scot](mailto:kat.hasler@gov.scot)



@Placestandard @HaslerKat

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