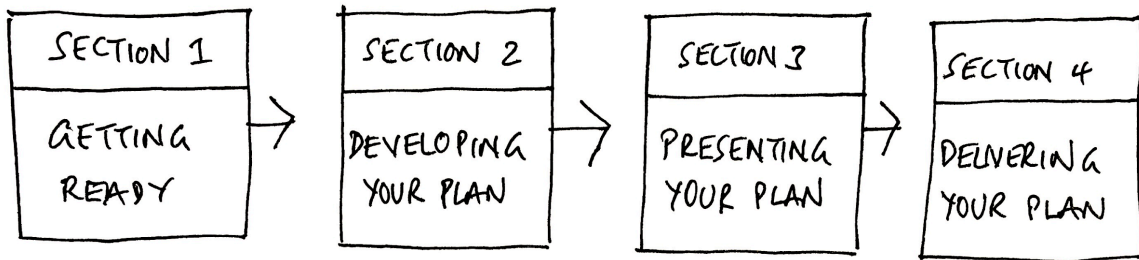


[Section 2] Developing your Plan



Overview

This section of the guide will take you through the process of developing your plan. It will give you advice and tips on how to identify community priorities, engage all parts of your community, and set realistic and achievable goals. It will also give you advice and information on how and where to source evidence of needs and issues which will support the development of your plan.

The section is set out as follows:

- [Stage 1 - doing your research](#) - how and where to get evidence of community needs that will inform your plan priorities
- [Stage 2 - engaging your community](#) - reaching out to all parts of your community, when and how to do this and who you need to reach
- [Stage 3 - planning ahead](#) - advice and information on planning, target and outcome setting, and consulting on your draft plan

Key things to consider

In this section you will particularly need to think about:

- Finding out about your community - there may be existing information you can use like community profiles or area profiles, don't give yourselves extra work! Don't forget to gather 'soft' data like people's perceptions and aspirations for their community, and 'hard' data like statistics. A good plan should take account of both.
- Engaging with your community - how you do this is up to you but try and make sure you do this throughout the process. This will help to ensure you have the support and buy-in from all sections of your community.
- In planning sometimes less is more - your Local Place Plan should be able to set out your broad vision and aims for your area as well as the kind of projects and actions that can make a difference. Detailed project plans can come at a later stage.

Stage 1 - Doing your research

Understanding the needs, issues and aspirations of your community is key to the whole Local Place Planning process. Developing plans that respond to the aspirations of your local community means that you must reflect the whole range of community views and needs that exist in your local area. There are many useful examples and resources that you can draw on to help you with this, which we will indicate as we go through this section.

Understanding data – facts, figures and people’s stories

Facts and figures about your area and the people within it form the bedrock of any local plan and it will be no different with Local Place Plans. Much of the statistical information (facts and figures) will already be available - you just need to know where to look for it.

Facts and figures only give part of the story about a local place. It’s important to gather the views, opinions and ideas of the people who live, work and visit the area as these will provide a richness to your understanding of what concerns and inspires people about their community.

Gathering these views is a key part of developing your understanding of the community and its needs, issues and opportunities. This can be done in a number of different ways but the most commonly used method is using surveys (and/or interviews), either hard copy format or online (or both). Useful starter questions are:

- What makes your area a good place to live?
- What do you think would make it even better?
- What makes you sad/angry about your local area?
- What would help to make it better?

Local information checklist

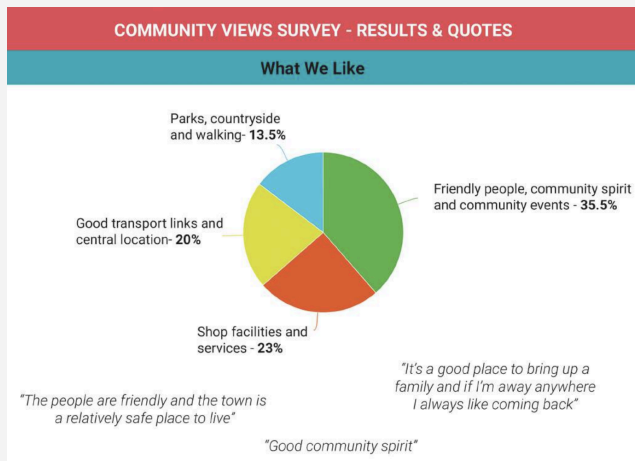
<i>Information</i>	<i>Source</i>	<i>Why is this important?</i>
Local community networks and experiences	• Surveys and interviews	Understand the reality of life in the community
Housing, buildings and land use	• Local authority • Local enterprise agency	Understand local housing issues and challenges
Local economy - businesses, employment and economic information	• Local authority • Local enterprise agency or Scottish Enterprise	Understand what businesses and services are available locally, and which aren’t
Population - size and demographics (age, gender, ethnicity etc), income, accessibility, education etc	• Area-based census data • Datashine Scotland and Datashine Scotland Commute interactive census mapping	Understand if there are particular age groups or minorities which are present locally,

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	• Understanding Scottish Places • Scottish Index of Multiple Deprivation • Co-op Wellbeing Index – comparative data on your community's wellbeing, covering a range of indicators • Digital Scotland – broadband coverage map checker • Scottish Vacant and Derelict Land Survey – details of local authority contacts and registered sites • Local area profiles from local authority or Community Planning Partnership, Health Board, Health and Social Care Partnership	particular assets or opportunities, or groups who face particular challenges
Local designations and infrastructure	• Your local authority's Local Development Plan identifies protected areas • Planning departments have useful data, often freely available as online mapping	Understand protected areas, constraints, heritage or natural assets, etc.
Local services, plans and strategies	• Local authority for Local Development Plan (can be found online) and other plans and strategies • Community Planning Partnership for Locality Plans and Local Outcome Improvement Plans • Local knowledge	Understand what future investments or changes in services are in the pipeline
Existing or previous community plans	• Local community groups e.g. Community Council, Community Development Trusts	Helps to give an understanding of earlier priorities and information. These may still be of relevance.
Regional or national strategies	• National Planning Framework and Regional Spatial Strategies (check with your local authority planning department) • National Transport Strategy and Regional Transport Strategies (check with your local authority planning department)	Find out if there are any regional or national priorities relevant for your local community

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LOCHGELLY: TURNING RESEARCH INTO ACTION



[Lochgelly Community Action Plan](#) is a good example of a local community-led plan which used community research to underpin the development of priorities and related actions. The research involved the group putting together a factual community profile from various easily available sources of data, as well as undertaking a community survey to understand community perceptions and aspirations.

The Plan summarises the key findings from the research very effectively and succinctly with simple easily understood graphics, then linking the research to agreed priorities which are developed in the rest of the plan.

Other interesting aspects of the plan are the commitment by the local Council to fund the development of the plan, the short-term 'quick win' projects that are proposed within it, and the use of a [dedicated website](#) to share the plan.

<image from page 6 of <https://lochgellycap.org.uk/PDF/CommunityAction-Lochgelly.pdf> - consent required>

Resources

There are a range of resources which you can use to help you through this process and these are listed at the end of this section. As a starter we recommend that you look at:

- [Knowledge is Power](#) This online resource helps community groups and projects to undertake their own research. The toolkit provides useful information about planning and evaluating research, as well as lots of information and guidance on community research methods.
- [ARC \(Action Research by, in and for communities\)](#) was developed by Scottish Community Development Centre to help community and voluntary groups carry out research in and with their communities. The guide provides a step-by-step approach to community-led action research.

Stage 2 - Engaging your community

Once you have all your facts and figures and survey information it is time to reach out to your local community to begin to develop the vision for your place. A good community plan is based on good quality community engagement.

You may well end up using a variety of methods to reach out to your community so the important thing to remember is that you need to have a consistent approach to the information you're gathering. You need to be asking people the same basic questions online as well as in face-to-face workshops or events.

To help you do this, you should use the [National Standards for Community Engagement](#). The Standards are statements of what good community engagement looks like and they also give very useful checklists to help when you're engaging your own community. The Standards contain 7 key principles (see diagram) with supporting text and examples.



In working out how to engage your local community, the National Standards will help you make sure that people from throughout your community have the opportunity to shape the Local Place Plan, in ways that are meaningful for them personally as well as across the wider community..

That means you will need to offer people a range of opportunities to engage, rather than rely on one technique. The range you decide to use is likely to adapt as you go through the process of preparing the Local Place Plan with your community, but it needs to be a balance of in-person contact, online and survey-based methods.

		Why it's important	Examples
✓	In person	Great for building relationships and trust, discussing and exploring ideas in more depth, reaching consensus	• Visiting community groups, care homes etc. • School classroom sessions • Meetings • Community gatherings • Focus groups on particular issues • On-street popup activities • Stalls at community events • Using a vacant shop as a staffed base
✓	Online	Wide reach: 87% of people in Scotland have internet access	• Social media • Consultation website to share and gather information • Email newsletters

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			• Online meetings • Online surveys and voting
✓	Surveys	Gathering ideas and perspectives from across the whole community	• Community surveys delivered house-to-house • Postcards in shops • Online surveys • Voting on options or priorities

Whatever methods you use, you will need to be sure that you have made every effort to reach out to all sections of your community and have provided the appropriate support to help people to have their say. The [Support Standard](#) from the National Standards for Community Engagement provides a useful checklist when you're considering how to make your engagement inclusive.



[final Guide could include video interviews with community volunteers about the engagement activities they chose and why]

Thinking long term

At this early stage of your Local Place Plan process you need to try and understand what the community's vision is for their place: what it will look and feel like in 5 or 10 years time. This can be done in a number of different ways, examples of which are shown below.

Focus groups/ workshops	Focus groups or workshops are normally relatively small sessions (between 10 and 20 people attending) which allow particular groups (perhaps young people or people staying in a particular part of the area) to discuss and develop their vision for their area in detail. They can be useful to understand and explore a particular issue or location in more detail, or to work through potential solutions to a particular challenge - something which might be more difficult to do in larger community events. Remember that the smaller numbers of people involved mean that you may need to	<u>Your Kirkwall:</u> youth summit As part of the community engagement process for a pilot Local Place Plan for the whole town, a 2 day Youth Summit was held for 55 primary and secondary age young people across Mainland. <i>One of their priorities was to bring more activity to the rather uninviting parkland around the Peedie Sea, so much of the Summit focused on developing a brief for that future project, part of the wider context of the overall vision for the town.</i> <i>The young people's suggestions were then fed into the wider 'Your Kirkwall' vision at a community event, on the project's social media and website, and through a press article.</i>
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	check the findings of the discussions with the wider community.	 <click here for image, courtesy Nick Wright>
Community events	Community events are a good way to bring people together to discuss and develop their vision for their area. They are particularly valuable to enable people to meet others, share ideas, hear other perspectives, discuss and explore ideas and solutions, and build consensus around priorities. But remember that not everyone will want or be able to come to events, so you should ensure that people have other ways of contributing too. You may want to have events at different stages of the planning process but an early event is always helpful in getting people on board with what you're trying to do.	<u>Astley Ainslie Community Visioning:</u> <i>In March 2019, the Astley Ainslie Community Trust carried out broad community engagement around the community's vision for the future of the Astley Ainslie hospital site in Edinburgh.</i> <i>This visioning process included 2 high profile public events on consecutive Saturdays: an Ideas Day which allowed people to contribute their ideas for what should happen to the site which contributed to a draft vision; and a Vision Day which took the draft vision and built on possible scenarios for its delivery.</i> <i>The team had to work hard between to turn the ideas and turn them into vision scenarios, but the rapid turnaround helped to keep momentum.</i> <i>The events were heavily promoted and very well attended, and were complemented by workshops in schools, a website, social media and on-street pop-ups.</i>  2 high street popups  4 local schools participating  40 event volunteers  300 Facebook followers  400 e-bulletin subscribers  400 participants across 2 public events  500 written comments at events and online  5,000 flyers distributed <image from Vision document page 14, consent required from Astley Ainslie Community Trust, Nick can request>
Online engagement	Engaging people online is a good way of involving people who cannot attend events or	<u>Kirkfieldbank Community Action Plan</u> was prepared entirely online during the COVID

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	workshops because of timing or access issues, or may not be comfortable in those settings. There are a range of interactive platforms available that enable people to share and discuss ideas with others. Each of these platforms have their own particular characteristics: some work in real time like a virtual face-to-face meeting (like Zoom, Facebook Live and many others). Others allow people to share and discuss text or images (like Miro, Mural and many others). Careful research and discussion is needed to work out which is most appropriate for your community.	<i>pandemic, with the website acting as the engagement hub.</i> <i>Interactive mapping and an online survey were complemented with schools activities, a community steering group and Facebook Live for face-to-face discussions.</i> <i>Check out the plan online for more information.</i>  <i><image: website screengrab, consent required from Icecream Architecture, Nick can request></i>
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Resources for community engagement

There are a range of resources which you can use to help you through this process. As a starter we recommend that you look at:

[National Standards for Community Engagement](#) provide a useful framework and checklist for anyone wanting to reach out to their communities and as a resource to support good use of other tools/frameworks such as the Place Standard.

[Place Standard](#) provides a simple framework to structure conversations about place. It allows you to think about the physical elements of a place (for example its buildings, spaces, and transport links) as well as the social aspects (for example whether people feel they have a say in decision making). The tool provides prompts for discussions, allowing you to consider all the elements of a place in a methodical way. Support is provided for the use of the Place Standard tool.

[PAS SP=EED community engagement in planning](#) focuses on community engagement in planning, development and placemaking. It provides a helpful framework for framing engagement at three levels, depending on your objective. Level 3 (Partnership) is the level that you should aim for in preparing a Local Place Plan.

[Argyll and Bute Community Action Planning Toolkit](#) takes community groups through a community action planning process and provides useful advice for each stage. Of particular relevance to this stage is the Reaching Out section and the fact sheets on 'what makes a good vision' and 'running a visioning event'.

[West Lothian Engaging Communities Toolkit](#) is a visually engaging guide to engaging your community, and includes examples of various different techniques and their pros and cons.

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[INVOLVE's People and Participation Toolkit](#) is a practical guide that combines how to choose and design engagement methods for different situations with information on the suitability of various well-established methods.

[Participatory Glasgow: Leaving No-One Behind](#) is a report from Glasgow Disability Alliance on the experience of involving disabled people in participatory budgeting in Glasgow. The learning from the experience is particularly useful in highlighting the most important aspects of inclusive community engagement.

Stage 3 - Planning ahead

You should now have all the information you need to be able to start planning in earnest. Once you are confident you have everyone involved who needs to be involved (see [Section 1](#)) it's time to create your plan.

Before you rush into getting the plan down on paper it's worthwhile sitting down with your Steering Group to work out how you're going to do it. This will help to ensure you spend enough time on getting the plan right, without wasting time with unproductive or unnecessary meetings. Steering Group members also need to be able to commit to any tasks that they take on whilst being realistic about the demands on their time. Part of the plan will involve the group in setting out how they are going to monitor and evaluate the delivery of the plan so at this stage it's a good idea to set up sub groups to work on different parts of the plan - possibly by priority theme. This can help to share the load and allow people to work on their own particular area of interest.

Remember, even if you are in the fortunate position to have outside help (for example from a local authority planner, community development worker or consultant), you still need to have control over the process and how the plan develops.

You can see an example below of what a planning process might look like. Remember that circumstances will vary depending on your area and your local structures. The important thing to remember is that you need to ensure you have the community fully engaged as you go through the process, checking that they are behind the plan's vision, objectives, priorities and projects.

Example of a planning process



Step 1 - Agree vision

Identifying priorities for your plan is the first stage in your planning process. This will be based on all the feedback you've had from your previous work on the Plan so far. There is no set formula for

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deciding on what is most important but there are a few useful questions you can ask which may help you in your decision-making.

- How often was the issue/idea mentioned during your research and community engagement stages?
- Was it mentioned by a range of people across the community?
- Did it appear in the statistical information and in people's views?
- If it's a big, long-term issue can we break it down into more achievable chunks as part of the plan? Are there any quick wins?

Who and how?

The Steering Group might wish to set up collaborative sub groups (e.g. by priority themes) involving particular community groups and stakeholders as appropriate.

Step 2 - Agree outcomes

This step is about the changes that you want to achieve as a result of the actions that you take (your outcomes). The key questions which will help are given below:

What needs to change? (outcomes)

It is important that you start with the outcomes rather than the actions. If you rush straight to actions then there is a risk that you may waste time or energy in actions that may not achieve the kind of change you're wanting to make. It's important that your outcomes are SMART - specific, measurable, achievable, realistic and timebound - rather than being too vague.

How will we know we've been successful? (measures of success)

In order to be able to judge how successful you've been you need to set your measures for success at the outset and the evidence you need to provide. In some way these measures will influence the kind of actions that you take to achieve the outcome.

An example of an outcome for a Local Place Plan might be:

Outdoor play and activity opportunities are improved for our younger children.

Examples of a measure and evidence for achieving that outcome might be:

There are more opportunities for young children to play and take part in outdoor activities.

Evidence includes:

- *completion of new or improved play areas*
- *development of new or additional outdoor activities for under 15s*
- *feedback from young people and other residents*
- *use of the play areas*
- *uptake of new or additional activities*

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Who and how?

This part of the process can be done by the group as a whole or by sub groups working on separate themes which are then agreed by the full group. You may also decide to have working sessions where different sections of the plan can be developed in more detail with particular groups. Whatever you choose to do, you should be aiming to prepare an interim draft of the plan which you can consult on in Step 3.

Step 3 - Community review

By this stage you should have an initial draft of your plan which shows the priority areas and the aims and measures for each of them. This will give people a broad idea of what you're aiming to achieve in your Local Place Plan. It is a good idea at this stage to consult the wider community about this draft content in order to check that you're not missing anything of significance or going in the wrong direction.

Who and how?

A good way of doing this is either through a community event or by presentation to key groups in your area. It's important to remember that not everyone will be able to attend events or meetings, so you should make sure that the interim plan is available to view and comment on both in public places (e.g. Community Centres, Libraries, etc.) and online (through websites and/or social media platforms) for a good period of time.

Step 4 - Agree actions

What will we do to achieve our changes? (actions and responsibilities)

For each outcome you should now be able to identify actions that are appropriate to achieve the kind of change you want to make. These actions may vary from short-term (quick wins) to longer-term and larger scale actions. It is a good idea to try and identify at least one quick win and one bigger target for each outcome.

Quick wins are really important to build momentum and confidence in the plan, while bigger actions reinforce the ambitions and aspirations of the community.

It is also important to identify a person or people who will be responsible for progressing the actions as well as realistic timescales for achieving them. Many of your identified actions will not be able to be achieved by the community on its own and will need commitment from external agencies. This emphasises the need to have a strong collaboration in place from the outset (see [Section 1](#)).

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Here are possible actions for our previous example of outdoor play and activities:

Improve current outdoor play area

Short-term (quick win) actions: 6 - 12 months

- *Engagement with young people (lead responsibility: CLD and voluntary youth club)*
- *Replacement of broken equipment or equipment in disrepair, resurfacing of areas that are in disrepair (lead responsibility: Council Parks Dept, working with Community Council and local residents)*

Longer-term actions: 3-5 years

- *Develop plans and seek funding for a new outdoor play area, this to be co-designed and co-produced with local young people and residents (lead responsibility: Community Plan Play Sub Group, working with Council Parks Dept, Play Charities, CLD, the TSI and funders)*

Increase outdoor play activities

Short-term (quick win) actions: 6 - 12 months

- *Re-establish summer playscheme (lead responsibility: CLD with voluntary youth leaders)*
- *Ask local authority to consider designating extra play areas in specific neighbourhoods in the next Local Development Plan*

Longer-term actions: 3-5 years

- *Develop plans and seek funding for a new environmental/outdoor activity project, this to be co-designed and co-produced with local young people and residents (lead responsibility: Community Plan Play Sub Group, working with CLD, environmental charities, the TSI, and funders)*
- *Deliver designated extra play areas in specific neighbourhoods through the Local Development Plan*

Once you have done this you should end up with a Planning Table which outlines your outcomes, actions, timescales and resource implications for each of your priority areas. An example of this in relation to the outdoor play example is shown below:

Outcome <i>(What change will we make?)</i>	Activity <i>(How will we achieve it?)</i>	Actions and timescales	Responsibilities and resources
Outdoor play and activity opportunities are improved for our younger children	Improve existing outdoor play area	Engagement with young people (4-6 weeks) Replacement of broken equipment, resurfacing of areas that are in disrepair (3-6 months)	Local authority Community Development team work with local youth club Local authority parks department work with Community Council and young people (e.g. parks and greenspace maintenance budget, local grant application)

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	Develop a new outdoor play area	Undertake local research into the need for and siting of a new play area Consult with Council Planning Dept re re-designation of play areas (3-6 months) Develop and submit a funding application on the basis of this research (9-12 months)	Local Place Plan 'Play Sub Group' working with local young people and residents, local authority departments (community development, parks, planning) and Play Charities (<i>seek small grant to fund research</i>)
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Who and how?

Similar to Step 2 this part of the process can be done by the group as a whole or by sub groups working on separate themes which are then agreed by the full group. You may also decide to have working sessions where different sections of the plan can be developed in more detail with particular groups.

Step 5 - Consult on draft Plan

You should go through this process for each of the priority areas and outcomes you have identified and once completed you should have a draft plan. Although there are no instructions for what should be in a Local Place Plan, here is an example of a table of contents:

Summary	Key highlights of the plan - this could be a 2 page summary, a pullout or separate leaflet, so people can see at a glance what is proposed
Introduction	Who we are and what our purpose is
Our community	Facts, figures and people's views
Our vision	Community priorities - broad statements
Our plan	How we will achieve the vision - priorities, actions and responsibilities
Keeping on track	Monitoring and reviewing our plan

Once you have your final draft ready it's time to go out to the community to let them know what you've come up with and to get their feedback on the plan. At this stage there will probably only be scope for fairly small changes, but it's important that people can see how their priorities are going to be taken forward.

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Who and how?

This can be done in a number of different ways (as at your visioning stage) so you need to think about how you're going to reach the maximum number of people across your whole community.

You should try to use all of these three ways of consulting your community, making sure that they are all widely publicised and the local community has plenty of time to read and respond to the Plan:

- **Community event** - a launch event provides a good opportunity not just to consult on the plan and promote what you're trying to achieve, but to bring people together to share experiences and ideas for the way forward for their community. It can help to further develop community ownership of the plan and community buy-in to delivery of the plan.
- **Online** - this is the most effective way of reaching a large number of people across the community, so make sure that the draft Plan is available to view and comment on through websites and local social media platforms.
- **Hard copy** - not everyone is online, so you should make copies available in public places (community centre, libraries and so on).

Resources for community-led planning

These related toolkits and guides each contain additional useful information:

[LEAP \(Learning, Evaluation and Planning\)](#) is an outcome-focused approach to planning which helps guide people through planning, delivering and reviewing a project.

[PAS Local Place Plan Guide](#) contains lots of extra detailed information about the PAS approach to Local Place Planning.

[Renfrewshire Council How to Guide for Local Place Plans](#) gives a quick and visual guide to a Local Place Planning process. The sections on pages 14 and 15 are particularly relevant.

[Argyll and Bute Community Action Planning Toolkit](#) provides a useful step-by-step guide to this part of community-led planning.

[Cairngorm Community Action Planning Toolkit](#) is a helpful guide to community-led planning, and includes a wealth of sample materials to use.

Links to other sections of the Guide:

[Contents webpage](#)

[Introduction](#)

[Section 1 - getting ready](#)

[Section 2 - developing your Plan](#)

[Section 3 - presenting your Plan](#)

[Section 4 - delivering your Plan](#)