

# An introduction to co-production

SCOTTISH BORDERS COMMUNITY PLANNING PARTNERSHIP





## An introduction to co-production

Scottish Borders Community Planning Partnership is continuing to develop its collective approach to community engagement to change the way it works in order to continue to deliver high quality, and improved services, over the coming years.

We have seen the value, and benefits, of co-production when planning and delivering services in areas where this approach is already being used. By adopting a Partnership-wide approach to co-production we are seeking to make sure that more of our services are co-produced in the future. The Partnership-wide approach to co-production will also support us in our work with our local communities when delivering the Community Empowerment (Scotland) Act 2015.

The Introduction to Co-production should be used alongside our Community Engagement Toolkit when planning, delivering and evaluating co-production activities  
[www.scotborders.gov.uk/communityplanning](http://www.scotborders.gov.uk/communityplanning).

This toolkit has been designed with staff in mind but other people, and organisations, may also find it useful. However, we know that reading about co-production will only go so far in making the changes needed to adopt a co-productive approach. We hope that you will be able to use the ideas in the toolkit to talk with colleagues and your line manager about what you, and the organisation, need to do to make co-production happen.

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## Introduction

Adopting a co-production approach means that we will work in partnership with people who live and/or work in the Borders to help us we deliver the best possible services.

Co-production is not new to Scottish Borders Community Planning Partnership and is the approach that we will take, wherever we can, within all of our partner organisations. Co-production recognises the huge benefit of working with people and communities.

### What is co-production?

Co-production is an approach that combines our mutual strengths and capacities so that we can work with one another on an equal basis to achieve positive change.

It is about involving people in the planning, delivery and review of public services, helping to change relationships from dependency to genuinely taking control. This involves active dialogue and engagement to create something jointly, thereby achieving better results or outcomes.

## What co-production is and is not

✓ Co-production IS:	X Co-production is NOT:
Partners respecting each other and having equal status.	Just giving people a chance to speak but not using the information.
Working together from the very start to identify and achieve an end result that you both agree on.	Confrontation and 'winning or losing'.
Listening to each other and understanding where everyone is coming from and the particular challenges they face.	A quick fix.
At times deferring to the other on grounds of practicality, economics, ethics, equality of civic rights etc.	Consultation i.e. having a plan and then going out to tell people about it OR even having a plan, asking people's thoughts about it and incorporating these thoughts into a revised plan
Valuing, learning from and building on the different skills, assets, experience and expertise that different people bring to the process.	One partner simply trying to persuade the other to come around to their way of thinking.
Working in ways that best meet the needs of all partners.	Listing problems and expecting someone else to solve them.
Sharing responsibility for developing solutions that work and are deliverable.	A new way to get your personal agenda on the table at the expense of someone else's.
Breaking down barriers between professionals/providers and people using public services.	Having a new forum for public service staff to tell people what is going to happen, or for people to lobby the public sector.
Committing jointly to support and develop the capacity and understanding of all people involved in the process.	
Trust, support and information sharing.	
Sharing responsibility when solutions don't work first time and taking a joint problem solving approach to move forward.	
Talking with and not to.	

## What are the benefits?

1. The community are entitled to be partners – particularly when public services relate directly to them and their family
2. The value the community contributes is significant. Communities generate a huge amount of economic value that is unmeasured and may be unrecognised by public services
3. Co-production improves outcomes
4. Co-production can improve value for money – the economic benefits of co-production approaches outweigh the costs

### Adapted from Cabinet Office statement

It is likely that neither the local authority nor the community have all the resources required to address the needs of the area. Recognising the resources we have and bringing them together in partnership can be beneficial to everyone.

Communities know things that professionals may not, especially in connection to their local geographical area and/or the demographic makeup of the people that live there. For example the community has:

- Knowledge, skills and understanding
- Energy, time and effort
- Motivation to make things work
- Social relationships within their community
- Expectations and aspirations
- Community leadership

Scottish Borders Community Planning Partnership may be able to provide:

- Financial resources, although external funding may be available for non-statutory services
- Expertise on regulation
- Expert knowledge and skills
- Staff resources
- Leadership, expectations and aspirations



## What are the values?

Co-production is a partnership between communities and public services to achieve a valued outcome. The most effective partnerships are based on four clear values: equality, mutual benefit, social relationships and access.

1. Equality - everyone has something to contribute, even though some may have more resources than others. No one group or person is more important than any other group or person.
2. Mutual benefit is important and a key value in co-production. It can be defined as making sure that people receive something back for putting something in and building on people's wish to feel needed and valued. Two way mutual relationships where responsibility, risk and power are shared and decisions are negotiated. All parties involved have responsibilities and expectations.
3. Social relationships matter. Social networks, especially families and communities, are vital for achieving some types of change. Diversity and inclusion are important values in co-production. It is important that co-production partners are proactive about diversity.
4. Access needs to be recognised as a fundamental to co-production. Accessibility is about ensuring that everyone has the same opportunity to take part in co-production fully, in a way that suits them best.

## What should we co-produce?

Most things can be co-produced. It doesn't need to be a service in order to be co-produced. For example, a community newsletter or a training programme and its delivery could be co-produced. Or it could be community services and facilities where changes will affect the local community.

It will be most appropriate when:

- There are real choices to be made.
- It is the start of the process before decisions have started to be made.
- There is enough time to involve partners.
- The co-production partners will be able to agree on the outcome to be achieved. It is not necessarily possible to predict this but if you know that partners want something that the organisation is unable to provide co-production may not be appropriate.

Co-production may be with an individual or on a more collective or community basis, and the values of co-production apply. An individual may collaborate with their social worker to get the right support for them. This is a commonly used form of co-production.



Everyone working in the organisation at every level needs to commit to co-production

## Co-production on a one to one basis

### You asked

Mr B was struggling to manage his own care. He was also feeling very isolated. He made a referral to social work services for support.

### We said

The care manager met Mr B to find out what he wanted to achieve and how they could work this out together.

### We did

Based on the Mr B's priorities and what he could offer and what the council could offer through their eligibility criteria they came up with the following. Mr B is good with computers and volunteered to help a local organisation set up a data base. He had a lot of information about community activities which he shared with the care manager who then shared with the team.

Based on Mr B's assessed needs the social worker got council agreement to a budget that he uses flexibly to get support in the way that suits him, and that enables him to have a more active life.

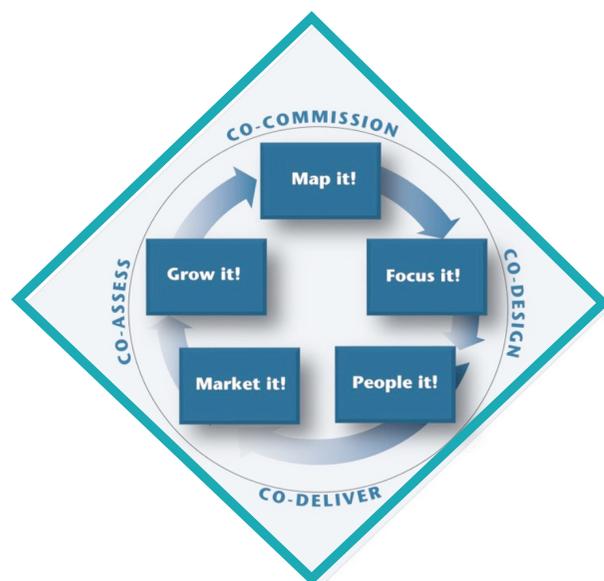
### What worked well/what could be improved upon

The approach was based on working jointly, through an open conversation that recognised what each person could contribute.

## When and how should we co-produce?

The model below, developed by Governance International <http://www.govint.org/> demonstrates different ways of involving users and communities in public services through co-production. It enables people involved in commissioning and delivering public services to map the co-production taking place, improve approaches and identify potential for extending co-production.

The four **Co's** show how to integrate co-production into service commissioning and delivery, and provides different roles for the community to make use of its strengths and weaknesses.



- Co-commissioning is about service commissioners working with people who use services and local communities in the prioritisation and planning of services delivered by Scottish Borders Community Planning Partnership.
- Co-design is about service providers and the community redesigning services to improve outcomes and possibly reduce costs.
- Co-delivery is about service providers working with service users to improve the service delivery process and taking preventative action with local communities to improve outcomes.
- Co-assessment is about public service providers working with the community as evaluators of service quality and outcomes.

Strategic planning groups may find the model helpful to consider before getting started.

The inner ring, represented by five boxes, provides a guide through the five step co-production journey.

1. **Map it:** what is already being co-produced and which services are doing it? Identify where co-production is already happening within partner organisations and look at where co-production could be used in order to achieve key outcomes.
2. **Focus it:** where can an impact be made? With limited resources available to us it is important to focus on those co-production initiatives which are likely to bring about significant outcome improvements or efficiency savings.
3. **People it:** what is the community already doing, what more do they want to do, do they want to be involved? Co-production requires people who are willing and able to co-produce outcomes or public services. Community capacity building may be required in order for the community to be able to co-produce effectively.

4. Market it: identify incentives for users, communities and staff that will get them started and keep them going!  
Where new co-production approaches have the potential to be successful it is important to market them appropriately. The financial and non-financial benefits should be identified to encourage everybody that needs to be involved to take part in order to co-produce better outcomes
5. Grow it: showcase the results.  
Co-production should be embedded in public services and communities through organisational change and governance arrangements; co-production should be promoted throughout the organisation.

The development of this strategic approach to co-production within Scottish Borders Community Planning Partnership supports this step of the co-production journey.



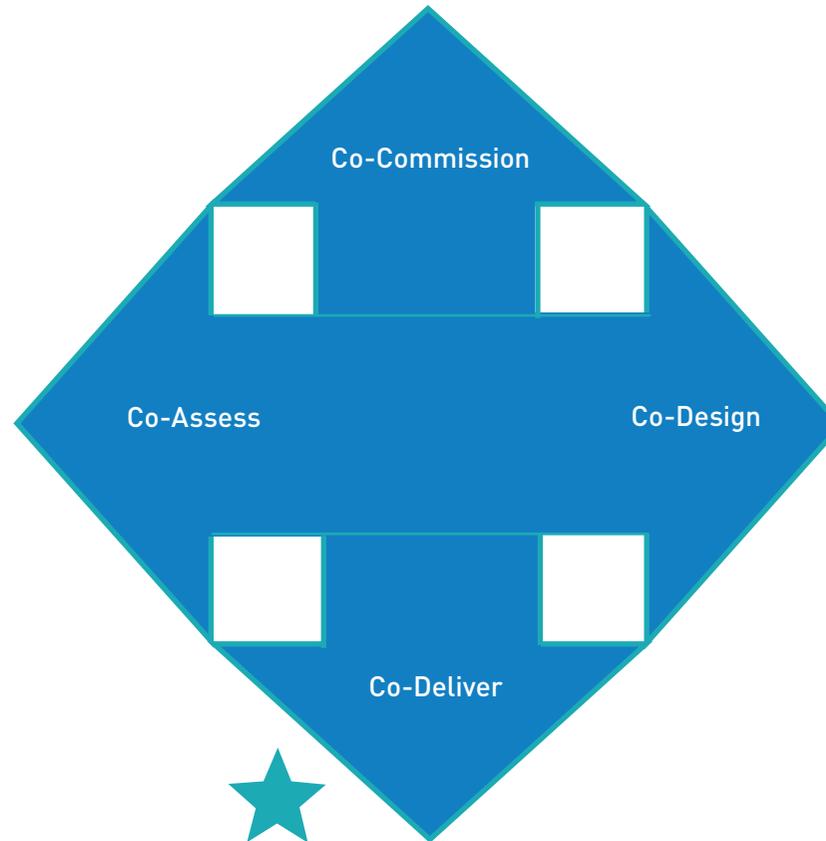
# The Co-production Star with examples



People with lived experience of mental illness playing an active role in the design and commissioning of new mental health services.



Young people, who have used care services, act as young inspectors for the Care Inspectorate and their observations are incorporated into Inspectorate reports.



BGH Participation Group worked with staff to explore and introduce a 'sensorium' buzzer system to replace the call bell system used in wards. Introduced in 2013/14 it has reduced noise and the disturbance to patients.



Health champions with a learning disability work with the Learning Disability Service to promote the benefits of a healthier lifestyle. The course was developed jointly between the LD Service and Borders College.

## Who is involved in co-production?

Anyone can be involved in co-production and they are the co-production partners. Who the partners are depends on what is being co-produced and who has an interest in it. For example if changes were being made to bus timetables then people that travel on the buses would be one of the partners.

Involving the community and people who use our services as partners can feel like a challenge as it means sharing power to make decisions.

It is important that the people affected by decisions are included. They are valuable to the process, bringing different experiences and perspectives.

In order to fully participate in co-production some community groups or members may require support to develop their confidence, skills and structures. Developing the capacity of community members to participate can provide a lasting benefit to individuals, and potentially to local organisations and the community through their continued involvement in community activity and participation. Organisations such as the local Councils for Voluntary Service provide support for community groups. There may be individuals or groups who it is harder to engage through

traditional methods, for example, people who need literacy or English language support, or find it difficult to attend meetings or events. Different approaches are needed. Examples that have been used include engaging people at supermarkets/pop-up shops, using accessible technology e.g voice activated software to enable an older person with a visual impairment to engage with others without having to leave home.

Some co-production partners may need support in order to help them participate fully in the co-production process. Co-production partners should be asked if they would like any support both at the start and throughout the process, and the partnership then needs to facilitate this. Some examples of support that may be required include:

- Background information, 'what has happened previously'?
- Finance skills to help people understand budget information.
- Coaching on how to speak at meetings and get a point across.

All information should be clear and fully accessible and any special information requirements should be taken into account.

The Local Citizens Panels sit within the Learning Disability Service governance structure. To enable people with a learning disability to fully participate and share ownership of their Panel the service provide support through nominated staff. The local area co-ordinators who provide support have assisted people to develop their skills, for example to use a computer to type a letter on behalf of the group.



## The role of co-production partners

Everyone should make sure that the group knows what their role is outside the group and why they are a member of the group. There may be specific roles that would help with the functioning of the co-production partnership.

If a partner is representing a particular group or community they will be letting their group know what is being discussed and may need to feedback to partners. Time should be allowed for representatives to gather the thoughts of those they are representing before any decisions are made.

All partners have a responsibility to keep things on track and support each other. However, there may be specific roles it would be helpful for the partners to allocate, for example chair or facilitator, minute taker. These can be agreed depending on the co-production work and format required.



## Developing good working relationships

**It is important to facilitate good working relationships between co-production partners. It is important that the right people are involved and that the right support is in place.**

Three key ingredients to a good working relationship include:

1. Trust – trust is built by being open, treating all partners with respect and everyone doing what they have agreed to do.
2. Good communication – use plain English, keep everyone informed and give feedback to partners about what is happening.
3. Support – everyone brings something valuable to the group and partners can learn from each other; be aware that some partners may need encouragement to make their views known.

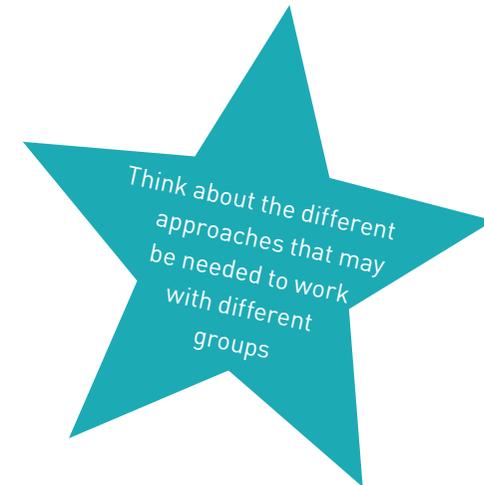
When the partners first get together they should spend time thinking about whether everybody they need is round the table. Things to consider are:

- Stakeholders – are there any key players missing?
- Skills and knowledge – what skills and areas of knowledge are needed and are these represented in current partners? If not who can provide this? New partners, with particular skills and knowledge, can be invited to join the group at any stage or advisors can be brought in as required to fill a knowledge gap.

All partners should know what authority they have within the group and what power the group has.

The group should have an agreed decision making process so that all partners feel in control.

For example, will the final decision of the group be accepted or do they need to prepare a proposal or recommendation for agreement by another committee or individual? Co-production partners need to be clear what these processes are and how they will affect the group.



## Co-production with a group

### **You/we asked**

The need for an information service for people with a disability emerged from conversations between people with a personal interest in this service and staff from Borders Voluntary Care Voice (BVCV), NHS Borders and Social Work. A small working group of these interested people met to see what could be possible. A previous information service had recently closed but it had been central Borders focussed and the group were keen to have a Borders-wide service. This action was supported by the Joint Physical Disability Strategy Group.

### **Together we did**

The group planned conversations with people around the Borders using pop up shops, local events etc, and a questionnaire to find out what type of information service people wanted.

Each person has an interest in making this work, and their own background of skills and experience. In addition there are the skills of people who have set up their own business, have experience of making funding

applications, and have personal and professional insight into disability issues. BVCV provided staff time for the conversations around the Borders and for the questionnaire.

NHS Borders and the Council contributed funding. The Social Enterprise Chambers provides a registered base for the organisation.

The small working group became the interim Board of Ability Borders, a Borders-wide information service with a member of staff. NHS Borders and Council representatives attend meetings.

### **What worked well and what could be improved on?**

All members shared responsibility for the outcome and agreed roles and actions to achieve this. An information and training programme is being put in place to increase Board membership. This will increase its capacity and make it more robust for the future.

## Setting the Scene

Be clear as a partnership about what is to be achieved and what it will take to get there.

It is important that everyone involved in the work knows what the aim is and what the group will need to do to achieve it:

- Co-production: does everyone know what co-production is and why this approach is being used?
- Ground rules: the co-production partners will come from different backgrounds and will have different skill sets. Does everyone know what is expected of them? Is there an agreement about what acceptable behaviour is in the group?
- Outcomes: what is the group aiming to achieve?
- Tasks: what needs to be done to achieve the outcome?
- Process: how will the tasks be carried out?
- Success: how will you know if you have been successful?

Co-production partners will all have different ways of working so it is important that thought is given to:

- Access requirements: although any meetings will be held in accessible locations it should be checked whether any partners have

other requirements before the meeting, for example a hearing loop, or regular breaks may be required. A lot of information is sent using email but not everyone is able to access information in this format. For information on accessible information contact SAIF (Scottish Accessibility Information Forum)

**<http://www.saifscotland.org.uk>**

- Location: what suits people? Offices can be intimidating, what about a community café, village hall, e-communication.
- Communication: it should be agreed how people contact each other, how often information will be sent so that partners don't feel overwhelmed.
- Background information: making sure that everyone has the same level of information so they can all participate equally.
- Timing: consider what time of day will be suitable for everyone you want to attend e.g. daytime might not suit carers, community members who work.

There is no reason to expect problems to arise. However things might not go smoothly all the time no matter how much everyone wants this. If you can spot a problem early on then you and the co-production partners can take action to sort it out before it develops. The most common problems tend to arise from a lack of communication.



## Philiphaugh Freedom Park

### **You asked**

Philiphaugh Community School and community members asked for better play facilities in Bannerfield, Selkirk.

### **We said**

There are a lot of families living in Bannerfield and very few suitable play areas.

### **We did**

A Big Lottery funding application for £250k was led by Philiphaugh Community School. This was supplemented by other small funding sources including developer contributions, Small Schemes funding and Common Good funding. An SBC project manager led the development and regular meetings were held with the school and community reps to gather their requirements. The school children and residents were asked for their 'wish-list' of play equipment etc...and this formed the basis of design. A local architect was employed to draft the design and 4 suppliers were then invited to interpret this design and bid for the works. The result was an updated and enlarged play area, with new equipment, a multi-use games area, a bike

skills area and a network of pathways to link in time with the Selkirk Flood Protection pathways.

### **What worked well**

Ultimately the community group and school selected the successful design and contractor through the tender evaluation process. In summary, the technical elements of the project were taken forward by specialists (project management, architectural design), but the requirements and sign off were led by the school and community.

## Burnfoot Community Hub

### You asked

Through a Local Community Action Planning process the community identified the need for a community café, childcare service and children's play areas among the priorities for the area.

### In partnership we did

Supported by Scottish Borders Council and other partners, Burnfoot Community Futures (BCF) developed and delivered a Community Hub. The project tackled inequalities through an asset-based, bottom up approach, building on the skills of the Burnfoot community, their determination and their vision for their community. The Community Hub project transformed a derelict/disused building into a sustainable Community Hub using £2.1m raised by the community and managed by BCF.

Working in partnership with a range of local agencies the community created the Hub which includes a nursery suite (aimed at providing day care provision which will support people back into training, education and work), community café (focusing on healthy eating, social interaction and cooking

to a budget), soft play (focussing on active play and linking young families into local services) four office spaces, a multi-function room that can be used as a dance studio, for workshops or training events and a community gardening space.

The project is a prime example of a community led regeneration project with true community empowerment through community asset ownership and community service delivery.

### What worked well/what could be improved on

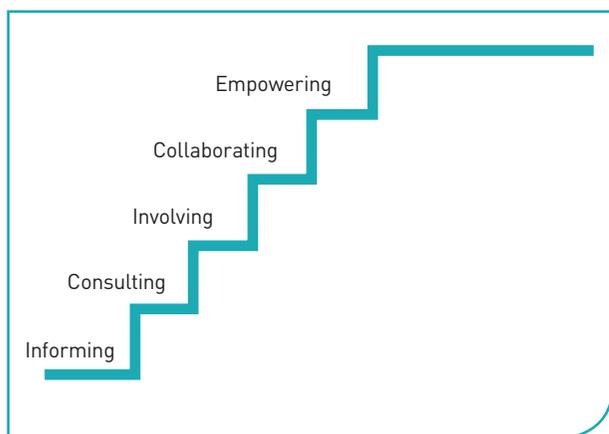
The project was designed and delivered by an approach that was underpinned by what mattered most to the community. This way of working has encouraged a step-change in the way in which the public sector addresses and works with the community in order to deliver common, shared outcomes and help communities to move from ideas to project delivery through a co-commissioning co-designing and co-delivering approach.

## Frequently asked questions

### How is co-production different to involvement?

See diagram below for the different levels of engagement. Co-production builds on existing methods of community engagement such as public user involvement but aims to go further by supporting truly collaborative working relationships and shared decision making. It is based on a set of values that underpin genuine engagement, equality of partners and that everyone's voice is heard.

Co-production recognises that everyone has different skills and has a direct influence on decision making.



### Does this mean more work?

Having people's contribution from the start can help to get it right first time. It is important that all co-production partners are aware of the scope and limitation of the project so that everyone has realistic expectations. A work plan will help in managing the project.

### Don't the public want more than we can provide?

People are usually very realistic about what can and can't be provided. By co-producing service design or change partners may be able to help identify some cost effective ways of doing things differently that still achieves what they want.

### I have a deadline – how will I be able to keep to my timescales?

The timescale should be referred to when planning the co-production activity, the Community Engagement Toolkit will help you to do this. If the work needs to be completed and reported on by a specific date you may find it helpful to plan backwards making sure that you are allowing time for all the necessary reporting steps. You can work with the group to agree how to operate and still meet deadlines you and they may have.

Taking a co-production approach makes it more likely that you will get things right the first time round, preventing expensive repeat visits or underused services.

Working with people can lead to the identification of new resources or existing resources being better used.

Co-production has benefits for everyone involved. Co-production can:

- Improve the experiences of people using our services,
- Give us the confidence that our services are based on what people need
- Increase the capacity and ability of our community,
- Make sure that we are supporting local communities to make deep and lasting changes in their lives.

### Will this mean more time?

If the work is planned and carried out well it doesn't need to take any longer than developing/reviewing a service or policy and then consulting on any proposed changes. Developing relationships and trust, both of which form the basis of good co-production, does take time. But don't assume you are starting from scratch. Many people and organisations are already making steps to co-produce activities locally. It is important to seek them out. It is very hard to get it right all the time but it is important to make a start. Being honest and open about the challenges you are facing and what you feel it is possible to achieve is a useful step in building trust.

## Frequently asked questions (cont.)

### **How do we involve people whose voices are rarely heard?**

Some people are more interested in going to meetings and events than others. We should think about our message. If people aren't coming to our events or aren't showing any interest maybe it's because of the content of our message or the language we've used in our invitations and publicity, or that some people find reading challenging. See [www.thebigplus.com](http://www.thebigplus.com) for more information about literacy support.

Think about people's priorities and what would encourage them to get involved. If we genuinely want to work with a representative section of the community and they are not coming to our events we can go to where they are. Find out what local events are on and meet people there e.g. residents' association meetings, carnivals.

### **What does the Community Empowerment Act mean for me?**

The Act has three main elements that staff and communities should be aware of:

- The strengthening of community planning to give communities more of a say in how public services are to be planned and provided,
- New rights enabling communities to identify needs and issues and request action to be taken on these,
- The extension of the community right to buy.

Part three of the Act gives the community groups the power to ask to be involved with public sector bodies, such as Scottish Borders Council or NHS Borders, in a process to improve service outcomes. Using a co-production approach will help to make best use of everyone's skills that is involved in the outcome improvement process.

### **What if the co-production partners don't agree?**

If people don't agree it may take time to work this through. Taking time at the start to set the scene and agree ground rules may help as people can be reminded of shared values and what they jointly want to achieve. If a relationship of trust has been developed this can assist in working through difficulties.

# CLD Learning Community Partnerships

## **We were asked**

Community Learning and Development (CLD) providers and Her Majesty's Inspectorate of Education (HMIe) asked for better joined up planning and delivery of learning in local communities.

## **We did**

We set up Learning Community Partnerships, supported by a Council CLD worker, in each of nine High School catchment areas to jointly create a local Plan, based on an assessment of need in each area.

We involved individuals and community groups representative of CLD learners. We gathered information about learning in the local community in a variety of ways. We spoke to existing CLD learners, visited community groups/events and reviewed existing surveys. Questionnaires were used to gather information in some areas.

Using local knowledge we created a map of what CLD activity was already happening, identified gaps and developed new/additional partnership actions to fill these gaps

## **What could be improved on?**

We want to get better at identifying groups not currently involved in learning, or under-represented on the Partnership. We will go out into the community to speak to learners/potential learners. We will explore inviting community members to attend Partnership planning meetings but we know that this won't be effective for everyone. We know that lack of confidence and/or skills can be barriers for accessing CLD learning. We will therefore use a range of methods to involve less confident and articulate individuals in shaping CLD learning.

# Listening to Langlee Community

**We asked** The Alcohol and Drugs Partnership (ADP) identified the potential to use a community development approach to build local capacity to understand and address alcohol related harm and to increase opportunities for community concerns to be heard. Alcohol related statistics in Langlee (e.g. hospital admissions) are higher than the Borders average.

**We collectively did** A steering group was established. Training was delivered and the team of community health volunteers, Healthy Living Network and ADP Support Team then undertook the consultation in Langlee where over 130 community views were heard. Following a feedback event and further views from community groups including the Men's Shed, actions work identified for the steering group and partners to take forward.

**What worked well and what could be improved on?**

The partnership planning and the engagement with local people during the consultation phase worked well. It was

What you said the issues are?	Your ideas to help the situation:	What we did:
<ul style="list-style-type: none"> <li>• Antisocial behaviour</li> <li>• Feeling unsafe</li> <li>• Housing issues</li> </ul>	<ul style="list-style-type: none"> <li>• Address antisocial behaviour</li> <li>• Increase policing in troublesome areas</li> </ul>	<ul style="list-style-type: none"> <li>• Provided feedback on community views to the relevant organisations such as Safer Communities Team, Antisocial Behaviour Unit and Housing Associations</li> </ul>
<ul style="list-style-type: none"> <li>• Young people's access to alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• Tightening up on licensing in the area and educating adults about buying alcohol for children</li> </ul>	<ul style="list-style-type: none"> <li>• We are looking at campaigns elsewhere to help plan local action</li> </ul>

positive that community health volunteers were interested and involved in the work and, although it was not part of the enquiry, many people spoke very highly of Langlee and see it in a very positive light. Local partnerships helped with dissemination of findings and the project received support from local youth groups who raised similar concerns.

If this work was repeated elsewhere consideration would need to be given to how to ensure ongoing engagement with interested people to, for example, to support attendance at feedback events.

A variety of views were heard throughout the project including concern that there is little to be done to change society's views and culture relating to alcohol. This work helped to challenge this. Use of the community development ensures that engagement with people is best facilitated in places where they are: the project reached over 130 people directly and was positively received by those people who were approached during it.

This work was valuable in identifying different perspectives about alcohol and drinking and has helped to inform the ADP's understanding about how it might work with community groups in other areas.

# Community Youth Voice

## **We/You asked**

Young people asked to have a say in services for them in Langlee, and the Community Learning and Development service (CLDS) asked for more coordinated planning of youth services in Langlee to better meet the needs of young people.

## **We/you said**

The youth work offer for young people in Langlee was no longer fit for purpose. Many of the Langlee midi Youth club activities, although excellent, were being offered by other agencies and organisations.

Young people in Langlee did not have an opportunity to voice their opinions, or feed into a body which could support and effect change for them.

Partnership working between CLDS and Voluntary Sector Youth provision (TD1) in Eildon West was lacking locally agreed outcomes and a common purpose.

## **We did**

An outcome focused partnership between CLDS and TD1, was formed and nurtured by having Youth workers from CLDS and TD1 work together for a term in each other's clubs. This afforded all staff, (managers and front line youth workers) an opportunity to work together for the first time.

Skills transference between workers was immediate with both sets of youth workers sharing experiences, protocols and joint aims for the future. This facilitated a need and willingness to develop an approach, based around the co-delivery of a Youth Work offer, for young people living in the Eildon West area.

The primary outcome was the formation of a Community Youth Voice (CYV) which encourages young people to have a say in decisions that affect their local community.

CYV members decide campaigns they would like to work on based on the issues they identify in the Langlee area. Through CYV young people in Langlee now have an opportunity to have their views and opinions

heard by the Langlee Residents Association (LRA) which includes Langlee residents, representation from the local housing associations, Police Scotland, Healthy Living Network, Councillors.

A service level agreement between CLDS and the TD1 was created and jointly managed between the CLDS Youth Worker for the area and the TD1 manager. The introduction of a joint agreed outcome 'To give young people a voice within their area' has facilitated shared planning and delivery. To meet this overall outcome, CLDS and TD1 staff have worked together on achieving agreed short term outcomes. We have shared best practice between our organisations, have a greater understanding and vision of joint Youth Work in Eildon West, and developed a more streamline and focused delivery.

## **What worked well and what could be improved on?**

All partners are working towards sustainable funding solutions for youth work in Eildon West. We have learned from the CYV model, and we are now developing this approach in 'Galashiels central'.

## Rutherford Square Refurbishment Project

### You asked

Scottish Borders Housing Association (SBHA) owned an amenity housing scheme at Rutherford Square in central Kelso which was for older people but was becoming increasingly difficult to let as a result of the high proportion of small bedsit homes in the scheme. Some of these were empty for long periods of time, impacting on the lives of those residing there and affecting the longer term viability of Rutherford Square. Older people told us that the specialised nature of housing at Rutherford Square and its location being close to local amenities were highly desirable attributes, but the smaller sized flats were no longer suitable for their needs and expected living standards.

### We said

SBHA embarked on a major refurbishment programme of Rutherford Square to address this and create desirable homes in an environment that older people aspired to live in. This involved significant investment to carry out major improvement works including changing existing bedsits into self contained one bed flats and upgrading the whole scheme

to modern standards. Existing Tenants were required to move out of their homes while the work was being carried out in order to protect their health and safety.

### We did

To give confidence that this significant programme of works would provide better housing that met the needs of older people, Tenants of Rutherford Square and their families/ carers were involved in the planning and design process and took part in a wide range of practical activities with SBHA staff.

SBHA's Project Team held regular meetings with Tenants, bringing them together to make shared decisions on the planning of the project and the future use of facilities within Rutherford Square and co-designing communal areas, as well as empowering Tenants to make individual choices for their own homes. Social events such as "cream tea" afternoons were organised to bring the Tenants together to maintain the established community relationship and help facilitate good working relationships between staff and tenants. Regular Newsletters were produced to keep Tenants informed on the progress of the work

and these were shared with other interested parties such as locally elected representatives and family members.

The main outcome achieved is that all homes in Rutherford Square are now occupied and there is a real sense of community ownership and pride among those living there. Tenant organised events are now regularly held in the communal lounge, bringing Tenants together and reducing the risk of individual's becoming socially isolated.

### What worked well/what could be improved on?

Sharing the scope of the project and its limitations at an early stage with Tenants and their families helped them to understand the aims of the project and enabled them to make informed decisions. Likewise, listening to their views and suggestions helped Tenants feel valued and delivered cost-effective improvements and positive lasting changes to homes to enable Tenants to live independently. Working together in this way has provided longer term positive relationships between Tenants and staff.

## Homes for people with learning disabilities

### **You asked**

Scottish Borders Housing Association (SBHA) was approached by Scottish Borders Council Housing Strategy Team to ask if a suitable housing solution could be found for a group of people with learning disabilities currently living in a property which was considered no longer suitable for their needs.

### **We said**

SBHA established links with the Council's Learning Disability Service to identify the specific needs of those people seeking alternative housing and identified an empty block of flats within an estate earmarked for regeneration which, if designed appropriately, could provide long term sustainable homes for the group.

### **We did**

Facilitated by the Learning Disability Service, regular consultation meetings with SBHA were held with the group, their families and support providers and Ark Housing to design homes which met the individual needs of the Tenants. It was established early in this process that the aim was to provide 11 long term homes which

enabled the group to live independently with good access to support services.

Solutions were found to reconfigure the block based on the core and cluster model, including the provision of a flat within the block from which support services would be based. Appointed architects and building contractors regularly attended meetings to consult with the group, seek decisions from those moving into the flats on the design and layout to meet individual needs and keep them informed of progress. Scottish Borders Council contributed funding towards the costs of additional specifications identified and Ark Housing helped with arrangements for moving people into their new homes.

The main outcome achieved is that good quality new homes with access to support have been provided for people with learning disabilities. This has enabled them to live independently within the community, while maintaining established relationships with those whom they had previously lived with.

### **What worked well/what could be improved on?**

Working jointly as co-producers in this way helped alleviate apprehensions and anxieties of the group and their families and provided the opportunity to find solutions to overcome potential barriers such as access to homes, the use of facilities in the home and the layout. This enabled the group to move at the same time and settle well into their new homes. A clear vision was established very early amongst all concerned helping to build trust and a shared aim which achieved more than originally planned. Having established this trust, co-partners became more flexible and willing to incorporate changes as opportunities arose and deliver better outcomes for the Tenants..

## Want to find out more about co-production?

**'Co-production in social care: What it is and how to do it', Guide 51, Social Care Institute for Excellence.**

**'All Together Now: a toolkit on co-production for disabled people and their organisations' (2012), Independent Living in Scotland.**

**Co-production Self-assessment Framework: a working reflection tool for practitioners' (2011), New Economics Foundation (NEF)**

**Governance International:**  
<http://www.govint.org/>

**Scottish Co-Production Network**  
<http://www.coproductionscotland.org.uk/>

**Scottish Information & Accessibility Forum (SAIF)**

Accessible information is not just about creating 'Easy Read' or large print versions of documents. SAIF offer an online course, in-house training and downloadable guides to creating clear online and offline information and publications.  
<http://www.saifscotland.org.uk>

**Literacy support:** [www.thebigplus.com](http://www.thebigplus.com)

**Berwickshire Association for Voluntary Service** supports, informs, represents and provides services to community and voluntary groups in the Berwickshire area of the Scottish Borders.

**The Bridge** supports community and voluntary organisations by providing capacity building support and help on a range of issues, including co-production. [www.onlineborders.org.uk/community/thebridge](http://www.onlineborders.org.uk/community/thebridge)

**Borders Voluntary Care Voice** also offer some local expertise when co-producing health and/or social care services and has public groups which can often 'sense check' your information over and feedback. [www.borderscarevoice.org.uk](http://www.borderscarevoice.org.uk)



## Review and Share the Learning

As with any community engagement activity it is important to share what has worked well and what hasn't. Being honest about what you have done means that other co-production work can learn from this.

Review and evaluation are an essential part of co-production, and it is important to 'measure what matters'. In particular this means evaluating against the outcomes that people who use services actually want. Sharing the lessons learned within co-production initiatives will support the development of a culture of, and knowledge about, co-production within the Partnership and community. To review your own and the organisations level of co-production practice see the self-assessment in this toolkit.

## Co-production Self-assessment

Everyone who committed themselves to being involved in the co-production will want to know whether the outcomes that were agreed at the start of the process have been achieved. This evaluation tool can be used by all stakeholder to plan and evaluate the co-production activity. We have developed a set of questions, based on the National Standards for Community Engagement that can be used when self-assessing our co-production activity. You will need to be aware of these indicators at the start of the activity.

	Yes, what evidence do we have for our answer?	Not sure, include reason for answer	No or not sure: what action are we taking from this?
<b>Involve</b>			
Did we involve all the co-production partners we identified?			
Were co-production partners involved to their satisfaction?			
<b>Support</b>			
Did co-production partners receive appropriate support to take part?			
<b>Planning</b>			
Did we stick to our plan?			
Were there things that we would do differently next time?			
Could we do anything to improve the process?			
Were there any things that we said we'd do but we didn't?			
<b>Methods</b>			
Were there any methods of engagement that didn't work?			

	Yes, what evidence do we have for our answer?	Not sure, include reason for answer	No or not sure: what action are we taking from this?
Were there any methods of engagement identified during the process that were better suited to the group/what we were doing?			
<b>Working together</b>			
Was everyone involved able to work well together?			
Were there any unexpected hurdles that we had to overcome in order for all partners to work well together?			
<b>Sharing information</b>			
Was all information communicated to the satisfaction of all partners?			
<b>Working with others</b>			
Were there any stakeholders identified during the process that should have been identified earlier?			

	Yes, what evidence do we have for our answer?	Not sure, include reason for answer	No or not sure: what action are we taking from this?
<b>Improvement</b>			
Were co-production partners supported to improve their skills, knowledge or confidence?			
Was support required but not provided?			
<b>Feedback</b>			
Were our feedback methods appropriate?			
<b>Monitoring and evaluation</b>			
Did we achieve our aim?			
Were there any unanticipated outcomes?			

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