

S3 Geography Students Place-Based Assessments

- ROTHESAY JOINT CAMPUS



Aim and Purpose of the S3 Geography Students' Place-Based Assessments

Aim

The place-based assessments aimed to highlight what S3 Geography students think is good about the places they live and what they would like to see improved.

The students used the Place Standard Tool to carry out their assessments.



What is the Place Standard Tool?

The Place Standard tool is a way of assessing places. It provides a simple framework to structure conversations about place, based around 14 questions.

It allows you to think about the physical elements of a place (such as the buildings, spaces, and transport) as well as the social aspects (like 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.



Purpose

These assessments were carried out as part of the Aspiring Places – Community Projects in Argyll and Bute initiative.

It's important to include young people's voices in community projects.

We'll share the results on the Aspiring Places website to help decision-makers understand more about young people's views on the places where they live and go to school.



Influencing Local Decision Making

We're excited for the S3 Geography Students' place-based assessments to help shape local decision-making.

Including young people's voices in community projects benefits everyone!

The United Nations Convention on the rights of the child



"I have the right to be listened to and taken seriously" UNCRC Article 12

"I have the right to find out and share information" UNCRC Article 13

Who are the local decision makers?



**Argyll and Bute
Council**



**Community
Councils**



**Community
Groups and
Organisations**



**Area
Community
Planning Groups**



Funders



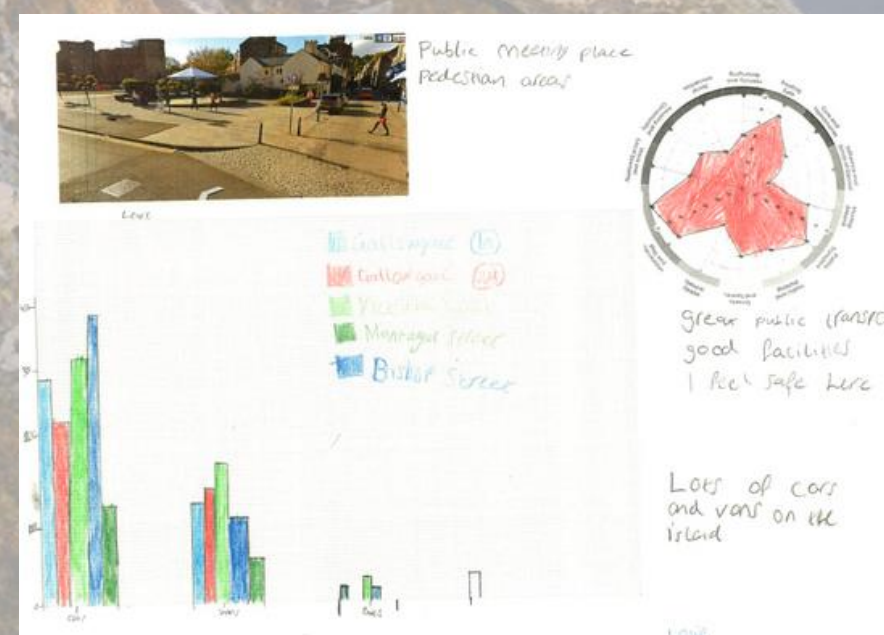
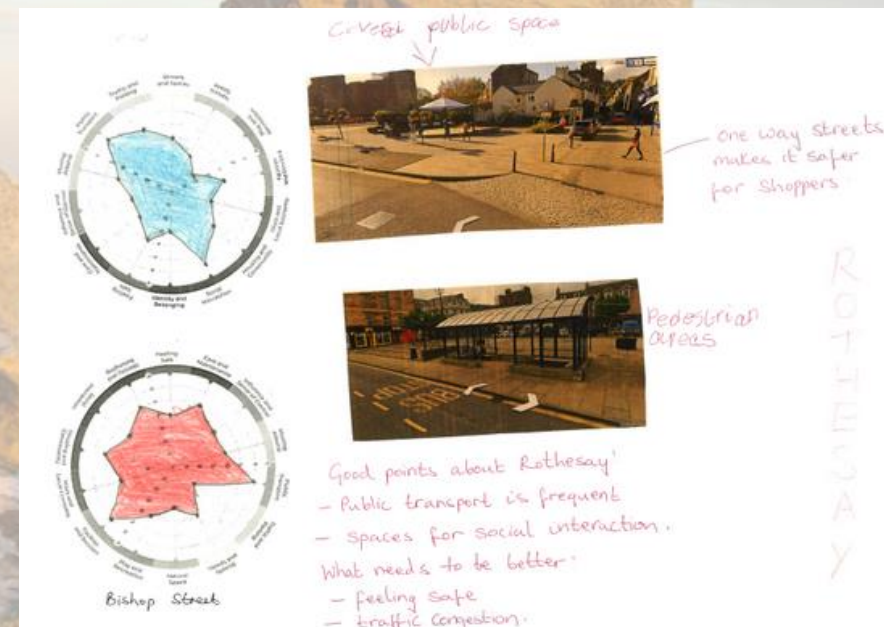
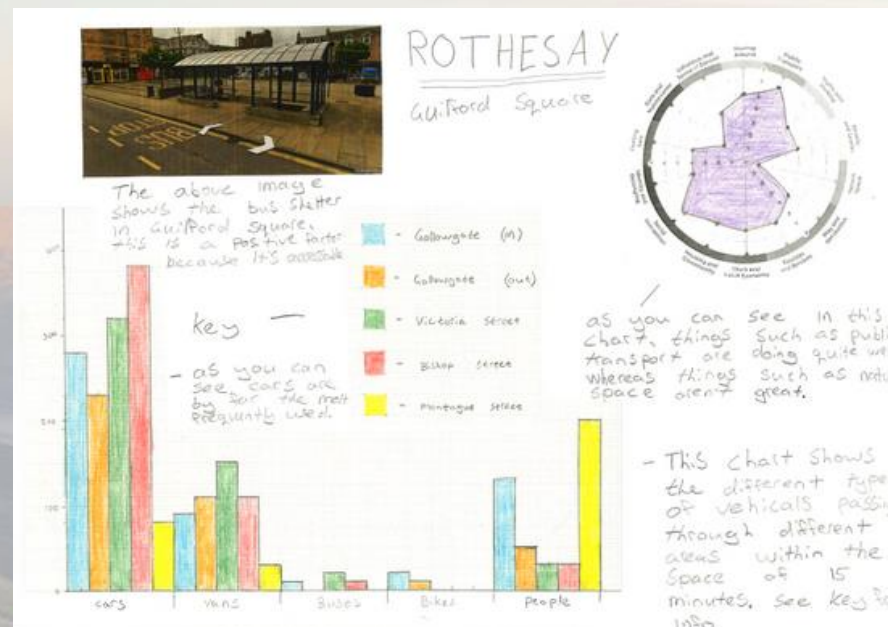
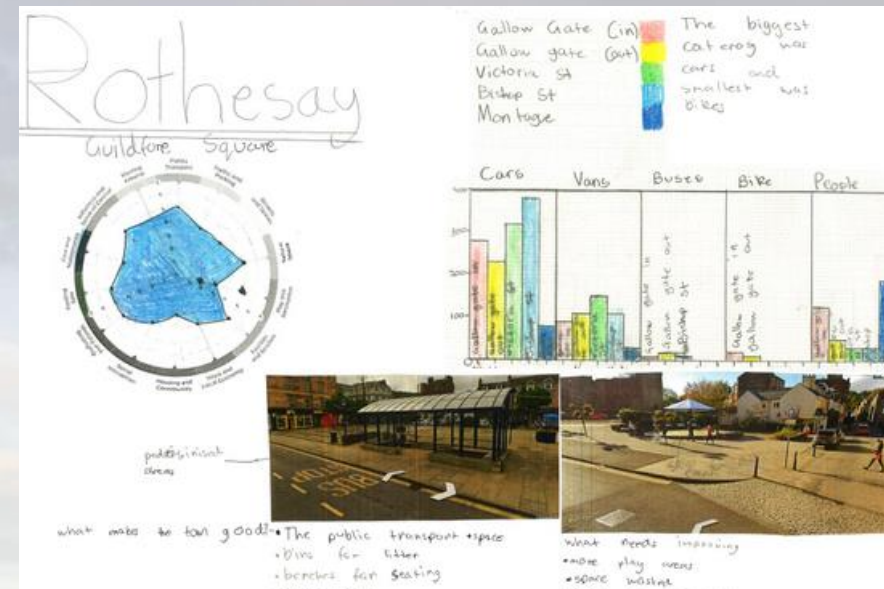
**Parent
Teacher
Councils**

What did the geography students in Rothesay get up to?

The S3 Geography Students:

- Identified two places in their community to assess (most students picked in/ around Guilford Square)
- Carried out a traffic and pedestrian survey
- Completed a field sketch
- Wrote down what was good about the place and what could be improved
- Completed the Place Standard Tool wheel to assess their chosen place

**Since most students assessed specific places in Rothesay town centre, the results may not represent Bute as a whole.*



What did the geography students in Rothesay say?

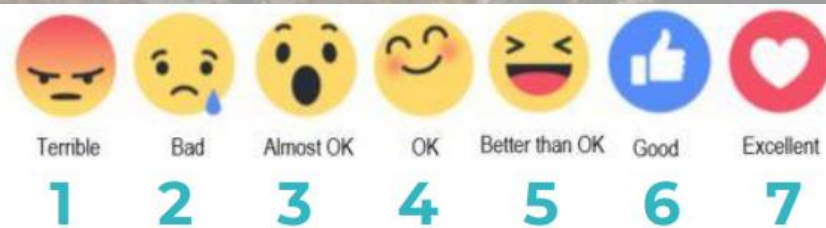
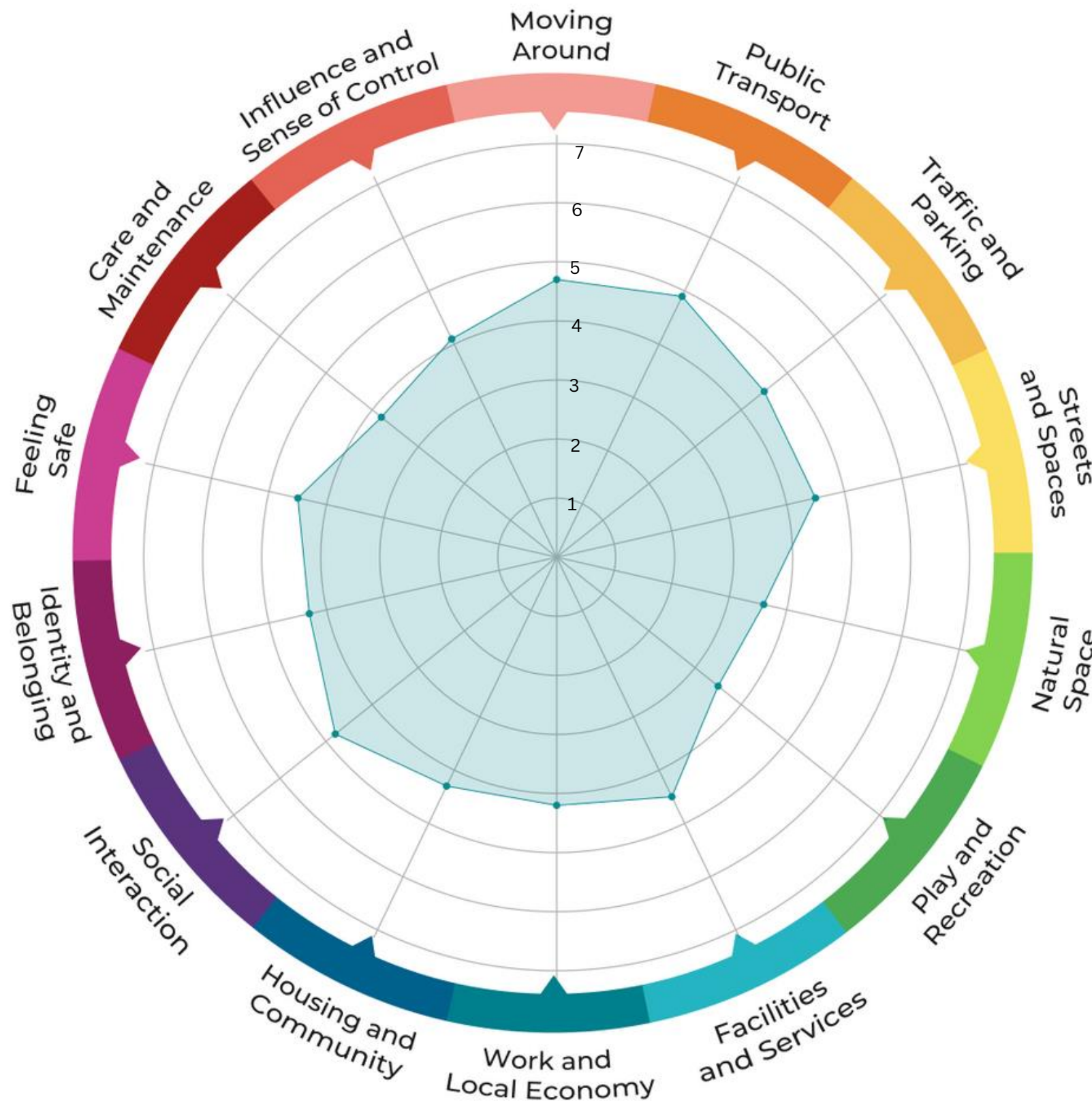
What was good?

1. Public transport (4.9)
2. Social Interaction (4.8)
3. Moving Around (4.7)

What could be improved?

1. Play and Recreation (3.5)
2. Natural Space (3.6)
3. Care and Maintenance (3.8)

** average score out of 7*



What's good now?

"Lots of **public transport** and **traffic and parking** is good"

"**public transport** is frequent"

"its a good place because there is lots of **shops** around the area"

"**pedestrian areas** are used for public events such as the Christmas lights switch on"

"good **public transport** for people to travel and good **natural space**"

"public **transport** and **space, bins** for litter, **benches** for seating, **supermarkets** and **ferries** for transport"

"the best thing about my town is there is a good amount of **shops** and there is still **space to move about**"

"spaces for **social interaction**"

"**public transport** is good in the town as well as the pavements making it **easy to get around** for pedestrians"

"**benches** for pedestrians"

"places for people to **walk safely** and **roads** for people to drive"

"the **bus shelter** in Guilford Square is accessible"

"it is **safe** for walkers"

"great **public transport**, good **facilities**, I feel **safe** here"

"**castle** for people who are interested in history"

"lots of **places to sit** and lots of **shops** to shop in"

What could be improved?

"there's **nothing for young people**"

"it's **not one of the cleanest places**, but it's not one of the dirtiest"

"**feeling safe**"

"more **care and maintenance**"

"better **housing**, more houses, better houses"

"lots of **cars** and **vans** on the island"

"**no things for children and teenagers** to do and there's not any **care and maintenance**"

"the bad thing is that there is **not a lot to do for kids**"

"**traffic congestion**"

"Guilford square lacks **natural space**"

"**Rothesay is poorly made for young kids**"

"**more play areas, space wasted, needs more for kids**"

What were the key themes?

What's good now?

public transport

public
spaces

The
shops

What could be improved?

Things for
children and
young people

Care and
maintenance

How did Bute compare to other island places?

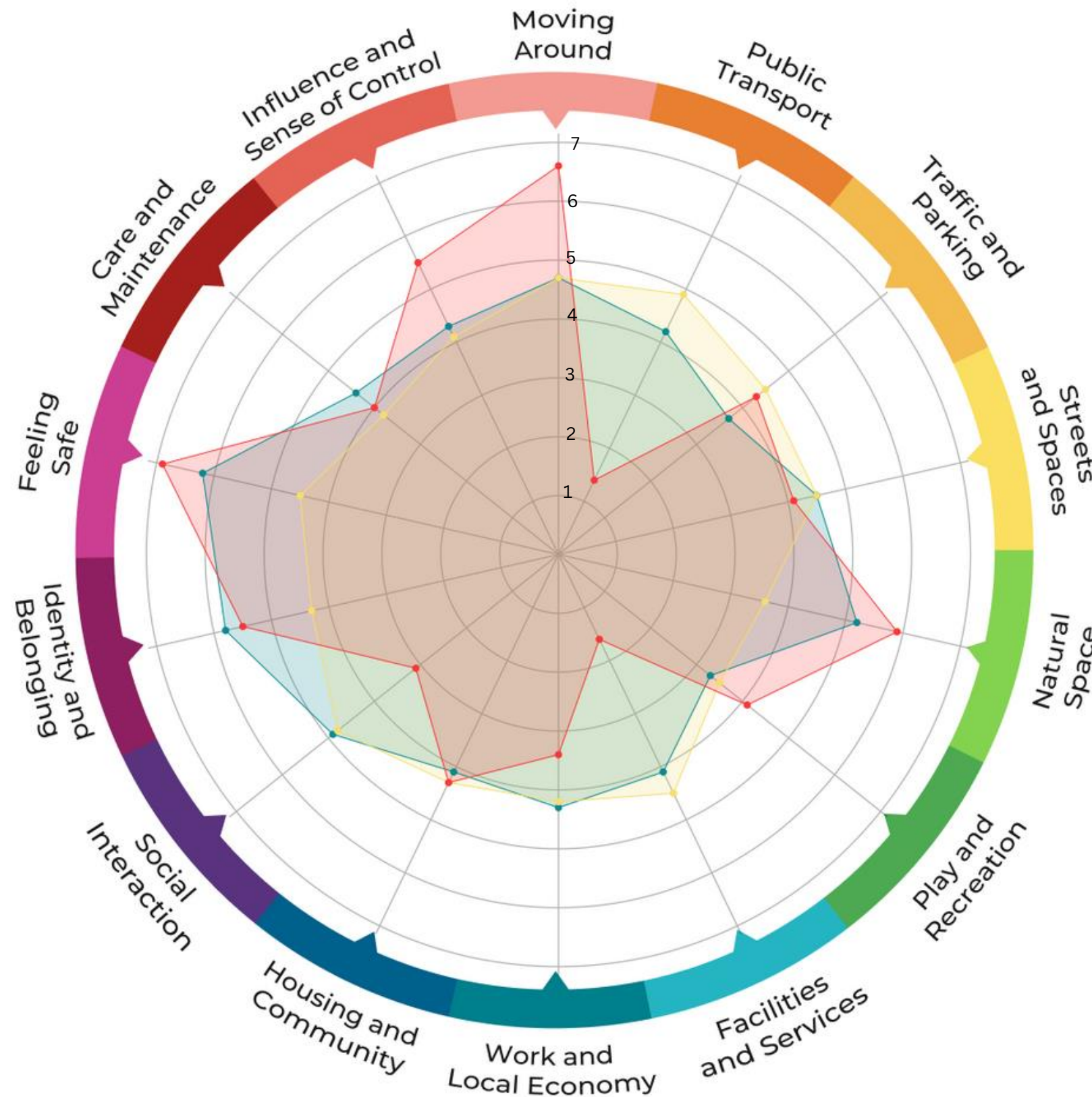


What did Bute score higher on?

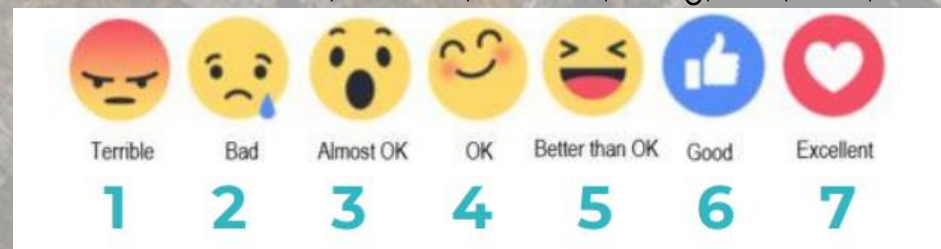
- Public Transport
- Traffic and Parking
- Facilities and Services

What did Bute score lower on?

- Natural Space
- Identity and belonging
- Feeling safe
- Care and maintenance
- Influence and sense of control



*The Oban Catchment Area Islands include; Kerrera, Lismore, Luing, Seil, Mull, Colonsay, Iona & Coll.



Keen to continue the conversation?

Here are some ways young people can be involved in making decisions about the places they live and go to school:

- Argyll and Bute Youth Voice Group
All Secondary Schools are represented

- Young Islanders Network
<https://yin.scot/>

- Scottish Youth Parliament
<https://syp.org.uk/>

