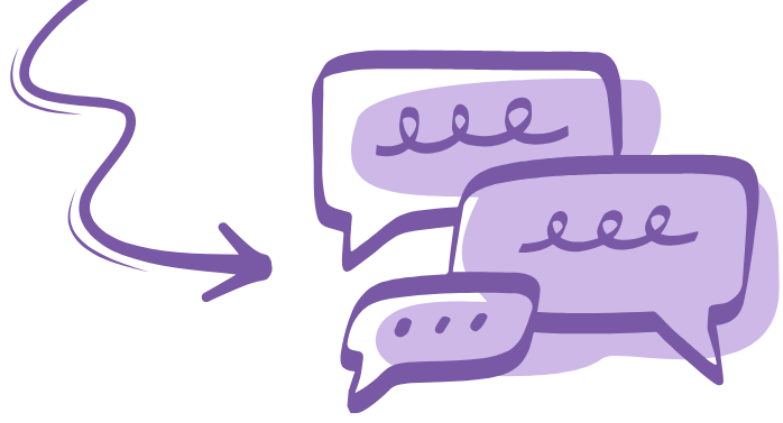




south ayrshire  
health & social care  
partnership



# Engagement Toolkit

South Ayrshire Health and Social  
Care Partnership



# Contents

<b>What is Community Engagement?</b> .....	2
<b>The Key Principles</b> .....	3
<b>Engagement Checklist</b> .....	4
<b>Engagement Methods</b> .....	8
<b>Evaluating Engagement and its Impact</b> .....	13
<b>Resources</b> .....	15
<b>FAQs:</b> .....	18
<b>Appendix A</b> .....	21
<b>Appendix B</b> .....	23

## What is Community Engagement?

Community engagement enables us to work together with individuals and communities to develop and shape services. Community engagement is fundamental to the South Ayrshire Health and Social Care Partnership (HSCP) for creating, shaping and delivering services that are efficient, inclusive and reflective of our local community's needs.

Meaningful community engagement allows voices from all over the community to be heard. South Ayrshire is home to locality areas that can differ significantly, it is important that we take an approach to engagement that supports our local areas to feel empowered and to be able to take part in engagement activities relating to changes and developments within the HSCP.

To ensure we have robust community engagement plans in place, our Engagement Strategy has been shaped by the [National Standards for Community Engagement](#). The National Standards aim to help plan how to involve communities in shaping local plans and services, identify who should be involved, and make sure that the community engagement process is fair and effective.

This toolkit is designed to support services to be able to successfully carryout community engagement at all levels, creating a consistent approach across South Ayrshire HSCP and building good relationships with the communities we support.

## The Key Principles



To support us in developing engagement plans, we have adopted the National Standards for Community Engagement's seven key principles that support good community engagement.

Ensuring each plan has followed these principles allows us to effectively implement activity plans and monitor their success.

### Inclusion:

To ensure we have considered inclusion in our engagement activity, we first need to understand who would be directly affected by the focus topic of the engagement activity, to ensure that they are involved in discussions as early as possible.

We also need to ensure that we are aware of groups with protected characteristics who may require consider alternative engagement routes to be able to participate in meaningful engagement to ensure we are inclusive of people's needs.

### Support:

Supporting people through engagement requires an assessment of needs, recognising barriers that might make it difficult for individuals or groups to be involved.

This can include a number of things such as; ensuring there is suitable transport available, recognising that some people may have caring responsibilities, ensuring suitable and accessible venues are being utilised, that meetings are arranged at times that cater to all, considering those who may not have access to social media or online resources.

### Planning:

The planning stage of any community engagement activity requires an understanding of the purpose of the engagement activity and how it will be delivered.

This requires having timescales agreed for how long the engagement plan will last for, having relevant information around the topic prepared that can be shared to give more context to participants and an understanding of what information needs to be gathered.

## **Working together:**

Engagement requires a collective approach to be successfully delivered.

This includes clear understanding of the roles and responsibilities of everyone involved, having a collective agreement on procedures and decision making as part of the engagement, ensuring communication is clear and open and meets the needs of everyone participating.

Any information that is shared needs to be distributed in advance for participants to access and understand.

## **Methods:**

To engage well, a range of methods should be considered and utilised.

These methods should support the purpose of the engagement and should not be a tick box exercise. They should be acceptable and assessable to participants; creative methods can support maximum participation and using a mixed range of activities will support voices to be heard.

Some examples of methods can include focus groups, public meetings, questionnaires, online surveys, social media campaigns, story dialogs.

## **Communication:**

Communication is a key element of community engagement. Good communication needs to be clear and involve the people, organisations and communities that will be affected by engagement.

This includes communication around engagement activities and the results of these activities. These should be available in easy to read and accessible formats.

Systems need to be in place to ensure views of the community are used to help shape the engagement process.

Feedback should include the engagement process, options that were considered and the end decisions or actions that were agreed, this should include the reasoning why these decisions or actions were made.

## **Impact:**

Through all engagement activities impact should be assessed to shape future learning.

To demonstrate that we have measured the impact of engagement activities, this should be reflected in the outcomes achieved and whether the intended purpose was met. Decisions resulting from engagement should accurately reflect the views of participants, with evidence that outcomes and services have improved as a result. Communities should feel more confident to take part in future engagement, partners

should work together to monitor and review the quality of engagement and learning and evaluation from each activity should inform and strengthen future engagement processes.

## Engagement Checklist

Before carrying out engagement activities, it is important to reflect on the purpose and need for engagement to ensure it achieves the intended outcomes. This checklist is designed to help practitioners design an engagement plan. A blank checklist can be found in **Appendix A** for you to use throughout your engagement to support you following these steps to implement successful engagement plans.

Once completed checklists should be returned to  
[SAHSCP.Engagement@south-ayrshire.gov.uk](mailto:SAHSCP.Engagement@south-ayrshire.gov.uk)

### 1. Is there a purpose for the engagement?

Is it understood what the purpose of the engagement is? Is it known what outcomes are required? (i.e. feedback, new ideas, awareness raising). At this stage there needs to be a clear rationale as to why engagement needs to be carried out.

### 2. Know your target audience.

Has a target audience been identified? Does this audience include protected characteristic groups and / or underrepresented groups? At this stage a mapping exercise should take place to identify all the key organisations, stakeholders and community groups that would need to be engaged with. This may require early engagement where key stakeholders are brought together and can help identify further groups and support that can be offered during a more formal engagement process.

At this stage you must consider the requirement to carry out an Integrated Impact Assessment (IIA). You have a duty to assess impact new or revised policies as well as existing policies. Carrying out an IIA will help the public sector comply with their legal duties under Section 149 of the 2012 as amended. More information on when Equality Act 2010 (the public sector equality duty) and The Equality Act 2010 (Specific Duties) (Scotland) Regulations an IIA is required and how to carry one out can be [found here](#).

### 3. Have the right methods been identified?

Each engagement activity should be designed to the specific need of a project and the groups being consulted with. It is recommended that a mixed range of methods

are utilised during engagement plans to ensure maximum views are captured. The next section of this toolkit will provide more detail into the different types of engagement methods that could be used.

#### **4. Know your timescales.**

For every engagement project a clear timescale is required detailing how long the engagement process will last for, where engagement will take place including if it is in person or online. Timescales and logistics can be captured in a project plan (**Appendix B**) which details the times and dates engagement sessions will take place and can include key milestones and deadlines that the engagement group can work towards.

It is recommended by the Scottish Government that to ensure best practice standards are being achieved that engagement / consultation plans should be carried out over an 8–12 week time period.

#### **5. Preparing your materials.**

Prior to engagement being carried out it is important to prepare a range of materials to support and inform participants. This can be presentation slides, leaflets, links to documents, however it is important that all materials are easy to understand and clearly define the purpose to the engagement and what the project / topic matter is.

#### **6. Advertisement.**

To carry out engagement successfully it is essential that there is communication and promotion of the engagement process prior to and during the engagement timeline. This can be done through social media, flyers, internal / external communication emails and verbal communication from stakeholder networks.

#### **7. Engagement activities.**

By this stage there should be a clear plan in place for engagement activities to take place. It is important that the team carrying out engagement are equipped with the right information to carry out engagement to support open conversations with participants and be able to accurately gather information.

#### **8. Feedback and analysis.**

When mixed methods of engagement are carried out it's vital that feedback gathering is constant and organised. Feedback may be captured in a range of ways such as survey responses, written notes from in person groups, etc.

The engagement team should have a central point of submitting feedback that is gathered in person (i.e. a shared Teams site, a central email address) and feedback should also be anonymised to project participant confidentiality.

## **9. Engagement outcomes.**

At the end of the engagement process it is important that any decisions made as a result are shared with the communities involved. It may be appropriate that an engagement document is prepared that outlines all the engagement that took place, the feedback results and the rationale if the end decision that was made did not reflect / support some of the engagement views. Regardless of the outcome, information needs to be shared and accessible to those invested to create transparent and honest relationships with stakeholders and community groups.

## **10. Evaluation and feedback loop.**

The final stage for any engagement project is to evaluate the effectiveness of the process and the participation that took place. The team who undertook the engagement should set time aside to identify if goals were achieved and to analyse the participation to understand who engaged. This will allow for lessons learned to be identified as well as areas for improvement.

**When engagement projects have been completed the Engagement Checklist in Appendix A should be sent to [SAHSCP.Engagement@south-ayrshire.gov.uk](mailto:SAHSCP.Engagement@south-ayrshire.gov.uk) as part of the feedback loop.**

## Engagement Methods

It is important when carrying out engagement that you choose the right approach to gathering views based on the type of topic you are seeking engagement for. There are a range of methods that can be utilised, and this overview can support you to exploring and choosing the right options for your engagement plan.

Remember, the best type of engagement has multiple ways for people to access information and participate.

Methods	How to carry out	Where to carry out
<b>Questionnaires / surveys</b>	<p>Questionnaires can be used to gather opinions in a standardised way, online or in person.</p> <p>SCOVO have a detailed how-to guide that can be followed.</p> <p>You can access it <a href="#">here</a>.</p>	<p>Mail outs to known distribution lists.</p> <p>Online via social media, internal and external communications, public websites (HSCP, Council etc.)</p> <p>In person meetings.</p>
<b>Posters</b>	<p>Posters and information sheets can be distributed across the locality to draw attention to ongoing engagement.</p> <p>These can include links to other engagement methods being carried out and should hold information on how people can get involved online and in person.</p> <p>Our <a href="#">communications team</a> can support with creating posters and must be contacted to approve any posters featuring the South Ayrshire HSCP logo prior to use.</p>	<p>Communications can support design work or websites such as Canva offer easy to use design options.</p> <p>Posters should be distributed in the areas where engagement is taking place (i.e. if the engagement is only related to one locality area, then it should be visible across this locality).</p> <p>Digital formats can also be shared across social media platforms.</p>

<p><b>Dot Voting</b></p>	<p>Participants use stickers or dots to vote on their preferred ideas or solutions displayed on a board or flipchart paper.</p> <p>This can also be a useful tool to use national or local outcomes to identify what is most important to different community groups.</p> <p>Check out Health Improvement Scotland’s (HIS) <a href="#">resource on dot voting</a> for more information.</p>	<p>Workshops.</p> <p>Public events where you have a stall.</p> <p>Information boards.</p>
<p><b>Focus Groups</b></p>	<p>Focus groups allow interested participants an opportunity to come together to discuss the subject of the engagement exercise.</p> <p>This can be an open discussion or incorporate other engagement activities to generate feedback and views.</p>	<p>In person options which should be accessible and organised over a range of different places and times to create equal opportunities for people to participate.</p> <p>Online options via platforms such as MS Teams, NearMe, Zoom, for those who cannot attend in person.</p>
<p><b>World Cafe</b></p>	<p>Like a focus group a world café is a structured process where topics are provided to each table / group.</p> <p>There would typically be several groups within a world café and each table has the opportunity to move around and participate in the different topics.</p> <p>More detailed information on how to organise a world café can be found <a href="#">here</a>.</p>	<p>In person workshops.</p> <p>Community group meetings.</p> <p>School or youth sessions.</p>
<p><b>SWOT Analysis</b></p>	<p>SWOT Analysis is typically used in strategy development to identify strengths, weaknesses, opportunities and threats within the engagement topic.</p>	<p>This method is suitable to be carried out in person and online.</p> <p>Workshops.</p>

	<p>This type of engagement is helpful to use as an additional activity within other engagement methods such as world cafes, focus groups and workshops.</p> <p>If you are new to carrying out a SWOT Analysis you can access a free course via the Open university <a href="#">here</a>.</p>	<p>Focus Groups.</p> <p>World Café.</p>
<b>Appreciative Inquiry</b>	<p>An appreciative inquiry brings together small core groups of participants to identify what has previously worked well within a topic area, what hasn't worked as well, what participants would like to see happen and then agree how this can reasonably be done.</p> <p>This type of approach works well when engaging with staff members carrying out services related to the engagement topic and members of the public who use services.</p> <p>More about how to undertake an Appreciative Inquiry can be found <a href="#">here</a>.</p>	<p>This can be used within small focus groups. It may be one core group or carried out over multiple sessions with different small groups.</p>
<b>Stall holders</b>	<p>Where there are known public events being carried out, a good way to gain participants is having a stall or a stand. Stall holders should have all the necessary information on the engagement topic as well as ways for people to voice their views (note taking, posters with links to surveys or focus groups)</p>	<p>In person attendance at public events.</p>
<b>Events</b>	<p>It may be appropriate for you to organise a specific event for your engagement. This can be large scale or small scale but would seek to include a range of stakeholders who are part of / invested in the engagement topic.</p>	<p>In person, in accessible venues within the locality such as town halls, public buildings.</p> <p>For internal events this can be within a centralised building for the staff groups invited.</p>

	<p>An example of this would be a strategy that is about to be developed that involves a wide range of services and third sector organisations. Carrying out an event with stall holders and info session on the planned strategy allows early networking and buy in for the strategy development.</p> <p>Larger scale events are also a good form of early engagement to carry out a horizon scan of the current situation related to the engagement topic.</p>	
<b>Deliberative workshop</b>	<p>A form of facilitated group discussion that provides participants with the opportunity to learn about an issue, consider it in depth, understand and challenge each other's opinions before reaching an informed conclusion. Useful as a means of consulting, involving and collaborating, and can be used at all stages of the delivery cycle.</p> <p>You may use this when attending specific groups such as the Locality Planning Partnerships, or community groups where you can identify unknown issues related to the topic, gain new ideas based on the discussions and receive recommendations from the participants.</p>	<p>In person workshops</p> <p>or</p> <p>Attendance at pre-arranged community group meetings.</p>
<b>Participatory Strategic Planning</b>	<p>This is a type of workshop, similar to carrying out an event where groups of community members, stakeholders and services come together as a consensus-building approach to strategy planning.</p> <p>This type of engagement is useful when commitment and expertise is required for strategy development.</p>	<p>Workshops that bring together participants with experience of knowledge into the engagement topic.</p>

	To understand more around Participatory Strategic Planning you can read <a href="#">here</a> how the Ageing Well Movement was started within South Ayrshire.	
<b>Qualitative interviews</b>	<p>Qualitative interviews are a type of research where participants are taken through a range of predetermined questions and given the space to answer these with their own thoughts and experiences.</p> <p>These can be done in small groups or a 1:1 basis and is a good way to capture lived experiences.</p> <p>When carrying out a qualitative interview it is recommended that there is a set of topics that the researcher is looking to gain insight on, however taking a semi-structured interview approach allows participants more freedom to express their views and experiences. For more on how to conduct a semi-structured interview please click <a href="#">here</a>.</p>	<p>Small group settings or 1:1.</p> <p>This can be in person, over the telephone for 1:1's or using video platforms such as NearMe or MS Teams.</p>

All engagement methods carried out should ensure that they are:

- At a formative stage where final decisions have not been made before consulting.
- Provide sufficient information to participants.
- Give adequate time for participants to respond.
- Conscientiously consider the responses.

## Evaluating Engagement and its Impact

After each engagement activity it is important to evaluate and analyse how effective the engagement was so that continuous improvements can be made on how we all carry out engagement with the HSCP.

### What do we need to evaluate?

**Participation:** Understanding how many people participated, where these participants / key stakeholders are from and whether they represent protected characteristic groups.

This can be reviewed through keeping a record of each engagement session, how many people attended and through online surveys / questionnaires that include equalities questions.

Successful engagement participation will show a high number of participant responses and should balance across the represented demographics (i.e. similar numbers between internal staff to members of the public, or similar numbers between the gender of the participants).

**Quality:** Does the engagement reflect that participants were able to contribute meaningfully? Did the engagement activity offer inclusivity?

This can be reviewed by offering feedback forms at the end of engagement activities and through the use of observations and notes by engagement facilitators.

Successful quality of engagement will show participants providing positive feedback and demonstrate a high level of participation and discussion.

**Outputs:** Did the engagement activities have outputs and were these understood?

Where there are outputs, the success of these can be measured through feedback forms, and using visual records (dot charts, mind maps, photos of the engagement)

Successful outputs will have a direct link to the engagement plan and be well understood by participants.

**Outcomes:** What changes occurred as a result of the engagement activities? Have participants views been reflected and incorporated as a result of the engagement?

Outcomes can be reviewed during the post-engagement analysis which should reflect how comments and views have been included in the subject matter the engagement is for.

Successful outcomes can be measured by clear links from the engagement activities shaping the projects outcomes.

**Process review:** At the end of the engagement activities, you should be able to review what worked well, what could be improved and reflect on any barriers and challenges faced during the activities.

The engagement team should set time aside to debrief after engagement activities to review and reflect. Community participants and stakeholders should also be given the opportunities to be involved in the end evaluation process.

Successful process reviews should be able to identify lessons learned so that adjustments can be made for future engagement activities.

When completing the engagement checklist these 5 points of evaluation should be reflected in your comments as this will support the further development of engagement across the HSCP.

# Resources

## Facilitation Tips:

Whether you are new to facilitation or have had previous experience, there are some key points to follow to support you during the process to ensure you are getting the most out of your engagement activity.

- **Understand the aims of the engagement** – It is important to understand the engagement topic, even if you are not part of the engagement project and are supporting the engagement activity, having a clear understanding of what the engagement aims are in relation to the engagement topic are essential when leading on any engagement activities.
- **Be clear on the aims** – It is important that all engagement is clear and understandable to your target audience. There should be no jargon or complicated language in any of the engagement information. It is helpful practice to be able to explain the engagement topic and it's aims as if you are explaining to people who have never heard of the project before. You should have a clear explanation that can be expanded upon once it is established that the participants have an initial understanding and wish to participate further.
- **Be impartial** – At times it can be difficult to receive negative feedback or views that may challenge the engagement aims. Whilst you might feel passionately about the engagement project it is important to remain impartial and use active listening and be invested in people's views when conducting the engagement activities to gain honest and open feedback from participants.
- **Have welcoming spaces** – As well as being impartial an important factor for community engagement is creating welcoming spaces. This isn't just about the physical space, as creating a welcoming environment can relate to speaking to people in the street, online, over the phone. It is about how you introduce yourself and invite people in to be part of the engagement. Start with your name, where you are from and what the engagement is and let them know that you are interested in their views. When speaking to participants remember to keep language clear and simple.

- **Have rules / guidelines in place from the start** – To ensure activities run smoothly it is good to establish some ground rules at the start of each session / activity. These can be standard as in “we will start and finish at these times and have breaks”, “allow people to take their turn to speak” or you may wish to implement specific guidelines for the engagement activity that is taking place.
- **Time keeping** – It is important to respect people’s times, especially when they have taken time out to participate in your engagement activities. It is good practice to have a set time that engagement activities will run and pre-plan how long each stage will take and stick to this time. If good conversations are taking place that makes the activity run over, then either allow people the opportunity to leave or reschedule a follow up time to finish the activity.
- **Have breaks** – Taking breaks is a good way to support participants during meaningful engagement. It can be a good way to help participants feel refreshed and engaged in topics that can be emotionally exhausting to be part of.
- **Following up** – you may only attend groups once as part of your engagement, but you should offer participants a follow up to keep them updated on the engagement project’s progress. This may be by email once the project is complete or sharing the overall engagement outcomes with them. Always remember to ask consent to follow up and contact people.

A full guide of how to use facilitation techniques can be found [here](#) by the Scottish Co-production Network.

## Common Barriers and Solutions:

Barriers	Challenge	Solutions
<b>Accessibility</b>	<ul style="list-style-type: none"> <li>Venues not being physically accessible to people who have a physical disability.</li> <li>Participants have no transport to venues.</li> </ul>	<ul style="list-style-type: none"> <li>Using venues that are fully accessible.</li> <li>Provide transport options.</li> </ul>
<b>Digital Exclusion</b>	<ul style="list-style-type: none"> <li>Participants may have no access to the internet, or the digital skills required to partake.</li> </ul>	<ul style="list-style-type: none"> <li>Printed options of digital content (such as surveys).</li> <li>Offering phone-based engagement options.</li> </ul>
<b>Language and/or literacy</b>	<ul style="list-style-type: none"> <li>English may not be the first language of all the participants.</li> <li>Some participants may not have the literacy skills to read written information on the engagement topic.</li> </ul>	<ul style="list-style-type: none"> <li>Provide translated documents and easy read options.</li> <li>Use clear easy to understand conversations to explain the written documents contents.</li> </ul>
<b>Cultural and social barriers</b>	<ul style="list-style-type: none"> <li>Some participants and / or groups may feel disengaged with the topic and / or distrustful of the services involved in the engagement activities.</li> </ul>	<ul style="list-style-type: none"> <li>Work with community groups and leaders to build strong networks and connections.</li> <li>Utilise the third sector groups who may be able to form connections and carry out engagement on behalf of the HSCP.</li> </ul>
<b>Time and availability</b>	<ul style="list-style-type: none"> <li>Regular 9-5 engagement can limit people who work, have childcare or caring responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Offer a range of times for engagement activities.</li> <li>Have recorded content that people can access in their own time and provide a response to.</li> </ul>

## Useful Links:

### [National Standards for Community Engagement:](#)

The national standards underpin this engagement plan as it outlines best practice for carrying out engagement. There are clear principles and practice guidance to support meaningful engagement activities.

### [VOiCE Tool \(Visioning Outcomes in Community Engagement\):](#)

A free online tool to help plan, monitor, and evaluate community engagement activities. It offers step-by-step guidance for setting engagement objectives, capturing progress, and evaluating outcomes.

### [Community Engagement Training Opportunities](#)

The Scottish Community Development Centre offers a variety of helpful training to help build confidence and knowledge of strong community engagement practice.

### [Evaluation and Support Scotland:](#)

Evaluation Support Scotland have a range of resources and information to support engagements teams with measuring and explaining the impact their engagement activities has had.

### [Iriss \(The Institute for Research and Innovation in Social Services\) - Co-production Project Planner:](#)

This free resource focuses on putting ideas into action. You don't need to be an expert in co-production prior to planning a project. Work through the guide and see how you get on.

### [Participation Handbook:](#)

This handbook provides a guide to good practice in participation work across Scottish Government. It provides information about participatory methods and when to use them, the development of an effective participation strategy, and signposts to further resources.

## FAQs:

### **How to decide what engagement methods to use:**

The right engagement method should be determined by the topic of engagement and who your target audience is. The most important aspect informing, consulting, involving, collaborating or empowering will help you determine the best way to engage with your target audience. It will always be recommended that a range of engagement activities are offered to increase participation by improving accessibility.

### **How can engagement be improved?**

The use of engagement evaluation will support the wider HSCP to continue to improve and create new ways of engagement. Steps that can be followed include using clear and jargon free information to help participants understand the purpose of the engagement topic. Offering incentives may attract participants (refreshments, travel reimbursement, promotional items). Making sure that the engagement is inclusive to all and offered in person and digitally at a range of different times. Ensuring that the engagement activities are promoted well within the locality.

### **How can we make sure the engagement process is inclusive?**

To reduce barriers to participants, it is important to arrange engagement activities in venues that are accessible to all. Venues that are not accessible to those with a disability may reduce participation. Having a range of different times people can participate takes into account participants who would not be able to attend sessions during normal working hours. It is also important to offer your engagement activities materials in different formats (brail, easy read, translated). If you are aware that there is a target group that is underrepresented or hard to reach you should seek to reach out to marginalised communities and explore ways of engagement that would best suit their needs.

### **How do we limit engagement fatigue?**

At times there may be many different engagement activities taking place for different topics. This can be overwhelming, confusing and repetitive to communities and stakeholders. Where possible and appropriate joining up engagement projects can reduce engagement fatigue and increase participation. Utilising different engagement methods can also help keep things fresh and help

participants differentiate between the engagement projects in their communities. Where there are members that have good networks and are well represented within local communities, seek to involve them in the engagement project so that they can share and distribute engagement information and activities to their networks.

### **How do we deal with negative and / or disengaged participants?**

All feedback should be valued even if it is negative towards the engagement process. These views help shape meaningful services and systems to the communities who use it. Seek to understand concerns or frustrations by actively listening and validate concerns. If negative comments are in relation to how engagement is carried out, seek to find alternative ways for participants to be involved. At the end of engagement allow follow up communication to sure the participants feel listened to and valued.

## Appendix A

For engagement carried out across the HSCP, this engagement checklist should be completed and returned at the end of any engagement plan so support further development of engagement across services. [Click here](#) to access an editable version of this checklist for use.

Check box	Completed Actions	Comments
<input type="checkbox"/>	What was the purpose for engagement?	
<input type="checkbox"/>	Who was the target audience?	
<input type="checkbox"/>	What engagement methods were identified?	
<input type="checkbox"/>	What materials were prepared?	
<input type="checkbox"/>	What was our timescale for the engagement plan? Did it have to be extended/reduced?	

<input type="checkbox"/>	How was the engagement advertised?	
<input type="checkbox"/>	What engagement activities took place?	
<input type="checkbox"/>	How many people participated in the engagement activities?	
<input type="checkbox"/>	How have you recorded the feedback and analysed this?	
<input type="checkbox"/>	What were the engagement outcomes? Did these differ from the project's initial outcomes?	
<input type="checkbox"/>	What worked well and what could have improved?	

Once Completed please return to [SAHSCP.Engagement@south-ayrshire.gov.uk](mailto:SAHSCP.Engagement@south-ayrshire.gov.uk)

# Appendix B

This [Example Engagement Plan Template](#) can be used to plan out engagement activities and planned groups that will be attending.

Owners can be assigned to each activity that indicates who from the engagement project will attend.

This template is to help support engagement teams and does not need to be sent alongside the engagement checklist.

