

take part south west

How Your Area Works: A Learning Pack for Tutors



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exeter
CVS



take part south west

How can we help people influence decisions taken about their local area?



Disclaimer

The material in this learning pack was prepared for **Take Part South West** by Kath Maguire of Cornwall Voluntary Sector Forum, with assistance from Exeter CVS.

The information in this pack is dated October 2010. Political and legislative changes since then may need to be taken into account before you deliver the material.

Whilst efforts have been made to ensure that the information provided is accurate no liability will be accepted for any consequence or loss arising from inaccuracy, inconsistency or omission.



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Introduction

Although this project began under the Community Development Foundation's Targeted Support for Empowerment & Participation Improvement Fund under the previous government, it is clear that it is founded in the same values that underlie the concept of the Big Society - Freedom, Fairness and Responsibility. It was funded to provide resources that can help local authorities and citizens in some of their most deprived communities to engage with each other effectively. It has grown out of the experience of the two South West Take Part Pathfinders, based at Exeter CVS and Cornwall Voluntary Sector Forum.

These Pathfinders have been working together to develop information and training to enable citizens to become more active in their local area and to feel more empowered to influence the services they use there. In undertaking and sharing their background work the Pathfinders came to realise that there is the potential to add value to their individual work by developing a methodology and materials that are transferrable to other geographical areas, one that could help local authorities and their public and voluntary sector partners to save time and resources needed improve the support and learning for active citizens.

There is clear evidence that, even before there was a statutory duty to involve, many local authorities and public service providers had been trying to improve their engagement with citizens. However there is also evidence that the results of their efforts are often sub-optimal¹. Genuine efforts to engage can be experienced by citizens as irrelevant or alienating; genuine efforts to inform can be experienced as obscure or intimidating. Service providers do sometimes need to use technical language, and can become unaware of how inaccessible this may be. It is unrealistic to imagine that the provision and management of local services can be purged of jargon, it is equally unrealistic to expect citizens to understand the structures, acronyms and technical terms used within each and every service they need to access.

Some have argued that it is sufficient for service providers to actively engage with a very small percentage of citizens, using them as a conduit for information into and out of communities². Others argue that it is better to see engagement as something that citizens might do in a range of ways at different³ points in their life, implying that skills need to be transferable and progression routes flexible.

However there is also evidence that some groups and communities are significantly less willing and able to engage with service providers, particularly in formal governance roles⁴. This militates against the governance of communities being experienced as fair.

¹e.g. see the National Community Forum report 'Removing the Barriers to Community Participation' <http://www.communities.gov.uk/publications/communities/removingbarriers>

²e.g. see Paul Skidmore, Kirsten Bound and Hannah Lownsborough 'Do policies to promote community participation in governance build social capital?' <http://www.jrf.org.uk/sites/files/jrf/1802-community-network-governance.pdf>

³e.g. see Kath Maguire and Frances Truscott 'Active governance: The value added by community involvement in governance through local strategic partnerships' <http://www.jrf.org.uk/system/files/9781859354988.pdf>

When announcing the Connecting Communities programme in October 2009 John Denham said ‘Government is committed to making sure, in every community, in every corner of this country, people know we are on their side. No favours. No privileges. No special interest groups. Just fairness’.

This resonated with discussions already taking place between Exeter CVS and Cornwall Voluntary Sector Forum. It was therefore decided to use the opportunity offered by the Targeted Support Fund to formalise the pooling of their experience and learning, in order to create a flexible information and learning resource that can be delivered by local authorities and their partners working with these communities. This includes: nine ‘How-to’ guides to different aspects of active citizen engagement that can be easily adapted and re-badged for different local authority areas; flexible ‘How Your Area Works’ learning materials; and this explanation of their production and intended use.

It was identified that the development of these resources involved six central pillars:

1. Identifying the topics that are core to the programme
2. Identifying key partners in the development and delivery of the programme
3. Identifying main sources of information
4. Identifying existing strengths and points of engagement that can be build upon
5. Identifying barriers that reinforce inequality of access
6. Tailoring courses to the needs and interests of beneficiaries

In the event the final pillar proved both particularly challenging and rewarding because of the timing of this initiative. The bulk of this work has taken place between January and October 2010; a time of significant changes in local governance structures. This sometimes has had the effect of rendering intended course content redundant before it had been piloted and ensuring that workshop materials had to be reviewed and re-written in response to government announcements, often on the day of delivery.

While this was demanding for course tutors, it highlighted to learners the relevance of these issues and also ensured that tutors and writers focused on the needs of the learners rather than those of any specific organisational structures.

⁴ e.g. see Communities and Local Government ‘Empowering communities to influence local decision making - Evidence-based lessons for policy makers and practitioners’ <http://www.communities.gov.uk/documents/localgovernment/pdf/1241999>

Core Topics

Given the changing political and regulatory landscape it has proved essential to ensure that the structure of How Your Area Works remains sufficiently robust and flexible to respond to developing events and opportunities. However, through discussions with staff, member organisations, prospective participants and participants in existing training programmes Exeter CVS and the Cornwall Voluntary Sector Forum identified eight key topics that formed the core of the project.

1. Local Authority service provision

What services are provided by which local authorities in the area
What is the local authority structure (e.g. unitary/multi tier)
What are the distinct roles of councillors and local authority officers

2. Local Authority funding

Where local authority funding comes from
How a budget is set
What is the emerging role of the Local Strategic Partnership
What are the roles of regional and central government

3. Local Authority decision making

Who are the local representatives
What decisions do they make - and how
What can they do for individual citizens and communities
How can they be contacted

4. Education, training information services

What services are available
How can they be accessed
How are they funded
How are they governed
How can you influence them
What range of skills training is on offer
What are the opportunities for progression

5. Health Services

What services are in your area
How are they funded
How are they governed
How can you influence them

6. Law and Policing

What is the role of the Police Authority

What opportunities are there to engage with them

What structures are likely to continue to require citizen involvement under any emerging structures

What opportunities are there to engage with the Constabulary

What is the role of magistrates

How can communities influence the way legal services are administered in their area

7. Voluntary Sector

What is the voluntary sector

What range of voluntary organisations exist in the area

What role do they play in the governance and provision of local services

8. Governance roles

What is the range of governance roles in the community

How can they be accessed

What skills are needed to fulfil these roles

How can these skills be learned and evidenced

How can skills be transferred between roles and sectors

Within each of these topics there is flexibility to respond to specific learner needs and interests. For instance during an early workshop on local authority structures a participant in the Exeter course expressed a wish to learn more about how to make use of the Freedom of Information Act. An exercise on this issue was then added to the Education and Information workshop. A group of learners from Cornwall attended a meeting of a local authority scrutiny and overview committee where community members were unable to ask a question because it had not been submitted in accordance with the council's protocols. This led to the development of an exercise on how to get a question answered by a local authority committee.

These broad topics also retain the flexibility to respond to opportunities offered by potential partners. For example both South West Take Part Pathfinders have been working with the Parliamentary Outreach Office to develop training materials for citizens. Some of these materials, particularly those from their module on when issues can be resolved locally and when they need to be taken to Parliament or national government, have clear links to the How Your Area Works programme and have been successfully incorporated into these workshops. The National Institute for Health Research funded Peninsula Collaboration for Leadership in Health and Allied Research and Care have been developing a programme of engagement for patients and the public in the framing of questions for medical and health care research projects. They were engaged in running a half day workshop as part of How Your Area Works.

In some places and times it may be useful to consider also including other elements like: some specific environmental services; water or power suppliers; or a major local employer, whether public or private sector.

Key Partners

The exact local and national partners it will be necessary to engage with in order to deliver an effectively tailored How Your Area Works course, with the content most appropriate to any specific group of learners, will vary between places and across time. The following are intended as suggestions for you to consider rather than as an exhaustive list:

- **Any major local employer(s)**
- **Armed services** (if locally relevant)
- **Communities and Local Government**
- **Equalities Networks**
- **Fire Service**
- **Health Promotion Service**
- **Learning Providers** (schools, colleges, universities, voluntary sector, private sector)
- **Library Service**
- **Local Authority/Authorities**
 - a. Elected members
 - b. Officers from across different departments
- **Local Involvement Networks (LINKs)**
- **Local Strategic Partnerships**
- **Magistrates**
- **National Institute for Health Research Local Research Networks**
- **Neighbourhood Policing Team(s)**
- **PACT group(s)**
- **Parliamentary Outreach Office**
- **Police Authority**
- **Social Housing Providers**
- **Town and Parish Councils**
- **Trade Unions**
- **Voluntary Sector Umbrella Groups** (e.g. CVS, Voluntary Sector Forum, Rural Community Council etc.)

Hooks and inroads

Building on strengths

It is important to build the content you wish to deliver around the existing interests and concerns of the learners you wish to reach. As will be expanded in the next section, it is possible to build courses around current and locally important concerns. Equally the inclusion of an element of local historical and cultural background can help local people to take ownership of the issues and ideas.

In order for this programme to have any lasting or meaningful impact on the balance of influence within communities it is important to build on the strengths of organisations already working with communities. There is little point parachuting in short term projects that start to create an interest in the skills needed to undertake governance roles but which have disappeared by the time individuals have thought about the issues and decided to act. It is as important to embed the skills to support active citizens within local organisations as it is to encourage citizens to engage.

To this end it is important to work as non-directively as possible with existing community and voluntary sector groups and to help them to engage individuals on their own terms. The idea is to validate existing interests, expand knowledge and influence in that area and then to broaden out, show the transferability of already held skills and build the confidence to gain new ones. It is based on the framework of Active Learning for Active Citizens (ALAC). This approach holds that through a process of experiential and reflective learning in group situations learners are helped to:

- value their own skills and experience
- know themselves through and with others
- know how the external world operates
- know where to go to get what you need

It is described in the ALAC framework as ‘where principles and practices of informal adult education meet principles and practices of community development⁵.’

Central to ALAC are the values of participation, co-operation, social justice and equality with diversity. These values require the work to be community based and learner centred. This enables people to gain understandings of how power works from their own perspectives and enables them to gain insights into how they can influence decisions and policies. It includes skills to address personal, social and civic goals, and each need to be valued within the process. ALAC must start from where the learners are in order to be effective and learners may need support over time to build their confidence to utilise the skills gained.

⁵ See the National Framework for Active Learning for Active Citizenship: <http://www.takepart.org/assets/documents/take-part-framework/>

Targeting equality

A key goal of this work is to tackle disempowerment and exclusion. It is unrealistic to expect groups who have felt unwelcome and unheard to feel instantly empowered. Courses, in order to be effective must be shaped with specific community needs and interests in mind. It will also need to be delivered flexibly on order to contribute to a more equal access to influence and information.

Within this it is important to ensure that diversity within communities is recognised and that the venues, content and style of learning is as accessible as possible to as many different sections of the community as possible. This could mean delivering 'bite size' sessions as well as full workshops, evening as well as daytime courses, individual learning support, ICT access etc.

Many of these things can be most effectively achieved in partnership, utilising the resources of community groups, schools, colleges and libraries. The more effective and flexible the partnership the fewer potential learners will find gaps in provision that prevent them accessing information and skills.

Tailoring courses

It is important for the course delivery to be interactive, lively and relevant, addressing the interests and concerns of local citizens. Rather than 'lessons' they are structured as a joint exploration of the organisation and governance of local services. In this way as well as learning about local services the beneficiaries will also gain transferrable research skills.

Detailed course content will need to be adapted to the specific need of the area. Clearly things like: whether the local authority is a unitary or multi- tier; whether the area is urban or rural; and whether there is a significant presence of a large utility or institution, the armed services or other major employer in the area will influence the subjects that are of concern to citizens and this would impact on appropriate content.

It may be possible to build a course completely around a single locally important issue or campaign. This could enabling a group or community to develop skills through working on a project that is already meaningful to them, while ensuring they are aware of the potential transferability of these skills in the future.

Draft course outline

Indicative course content:

- Workshops and discussions
- Practical 'How To' project work – writing to/petitioning service providers/elected representatives, identifying/contacting local community organisations etc. (this section to respond to issues identified by learners)
- Internet research
- Peer learning
- Guest speakers from e.g. Local Authority/ LSP/ Health/ Voluntary Sector
- Visit to Police Station/Fire Station/Ambulance Station
- Visit to LA meeting/committee
- Visit to school/college/library/museum

Objectives:

To enable local citizens to feel more able to influence decisions being made in their area
To provide them with information and skills that will help them feel better equipped to take up roles in local decision-making bodies
To signpost progression routes into governance roles on the local community

By the end of the course, participants should be:

- Familiar with a wide range of governance structures and decision making bodies operating in their area
- Aware of how these bodies work with and influence each other
- Aware of how these bodies connect to national government and broader structures
- Aware of ways that citizens and communities can engage with and influence decision making in their area
- Aware of support that is available to citizens and communities wishing to improve services or engage in governance

Progression:

Progression would also follow the interests and needs of the specific learners. It might be to a sector specific training course relating to identified interests (e.g. tailored course for potential School Governors/Magistrates) but it might also involve referral to training to address specific gaps identified in the skills needed to pursue areas of interest (e.g. functional skills, practical or academic subjects).

Potential workshop content:

How Local Government Works 1.

Looks at:

Multi-tier and Unitary models – who does what

LSPs and LAAs

Funding, links to central government

The Voluntary and Community Sector role in working with LAs and LSPs

Start practical 'How To' projects (internet access needed). These should be tailored to the interests of learners. Indicative topics:

- get action taken about tipping
- get action taken about pests
- get action taken about traffic problem
- get action taken over street lighting problem
- get action taken over noise pollution
- get graffiti removed
- find out about tree preservation orders
- find out about planning applications
- find out about community health and social care provision
- join the library

How Local Government Works 2.

Looks at:

Who are your local councillors?

What is the range of roles councillors fulfil?

Cabinets/committees and leadership

Council officers – how they work with local people

Duty to involve – how and who?

Political process – how to stand as a councillor

Who is your MP – how can they help?

Webcast or visit to meeting/committee/surgery – meet local councillors and MP

How the Legal and Police Service Work

Police authority/constabulary – roles and responsibilities

What is the Police Authority and what is to replace it

Magistrates

Neighbourhood policing – PACT – neighbourhood watch – PCSOs

Volunteer support –Special Constables

Visit to police station/court

How Local Education Services Work

Community Learning – who provides what sort of learning

Schools – how allocation works – how to find out about performance - ways to engage and influence – volunteering, school governorship, how to express concerns etc.

Colleges/university – how do they connect with other services and citizens? What (educational/cultural) opportunities do they offer local people?

Visit to a college/library/museum/other learning provider

Making a Freedom of Information Request

How to make a freedom of information request

Why would you want to make a request

What should happen after you make a request

Freedom of information game

How Local Health Services Work

PCTs – what do they do? How will new structures work?

Hospital Trusts

How do health services fit with social care services?

LINKs – what is it, what does it do and how to get involved?

What is the role of public involvement in health and social care research?

Guest speakers

How the Voluntary and Community Sector Works

What is the range – from Residents' Associations to CVS

Why join together in groups?

What impact do VCS organisations have locally – nationally?

How to get involved – volunteering and governance roles

Guest speakers

How they can work better for us

Review of learning throughout the course

Feedback to other group members on project work

Completion of project work or identification of routes to sustainability

Progression and future activity planning

How Your City Works draft taster workshop plan March 2010

Aims:

To give an introduction to:

- How decisions are made in Exeter
- How local residents can have a say
- The role of councillors and MPs
- What support is available to help people make a difference

Objectives:

Build confidence of participants to 'take part'

Encourage progression to further appropriate 'take part' courses

| Timings | Content | Tutor activities | Participant activities | Resources |
|----------------|-----------------------------|--|---|---|
| 15 15 | Introductions | Briefly introduce self and course content. Facilitate participant introductions | Introduce self and indicate areas of particular interest – 'Why I am here' | |
| 15 30 | Historical background | Lecture | Listen question | Handout with note spaces Highlighters Flipchart pens |
| 10 40 | Game - who does what? | Introduce and facilitate | Sorting cards representing council functions and sticking them under the headings 'City' and 'County' | Cards representing council functions (with sticky tape on backs) Flip chart paper with headings. Handout with note spaces |
| 10 50 | Discussion – who does what? | Lead – discuss complexity and opacity of system, story of light bulbs on JSE – board blast other services needed to run city | Discuss experiences of ease/difficulty finding out who to contact | Flip chart/ pens to note key points |

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| 10 60 | Presentation – how it fits together | Explanation of the roles of elected representatives, council officers, LSPs. Introduce LAAs and budgets | Listen/ question/take notes | Handouts (with space for notes), flipchart, pens |
| 15 75 | Small group work - who would you include in an LSP? | Facilitate | Discuss in a small group who would be the key partners to include in an LSP | Pictures, handouts (with space for notes), flipchart, pens |
| 30 120 | Break | | | |
| 10 130 | Ways to influence | Ways to become involved – elected members | Listen/ question/take notes | Pictures, handouts (with space for notes), flipchart, pens |
| 35 165 | Mapping – how to make a difference | Facilitate | Map how they can influence areas of policy or service provision that is meaningful to them. Briefly feed back and share with group. | Handouts (including lists of potential points of influence and support available) flip chart paper, coloured pens |
| 15 180 | Sum up and look ahead | Brief run through of what has been covered – look at how this could be expanded in full course - request feedback and suggestions | Provide feedback and suggestions | Feedback forms, flipchart paper, pens |

Summary of lesson – progress made by individual participants / any issues arising or amendments made to delivery

Targets / Actions – any tutor/provider learning to be incorporated in course development

Glossary

This glossary contains adapted definitions from a range of sources to match the words, terms and concepts associated with the Take Part Project.

It is designed to be used as a guide only and by no means claims to be comprehensive, nor does it attempt to override any alternative definitions.

| | |
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| Active Citizens | People acting for the benefit of the community or contributing to local decisions that affect their lives. The key motivation is usually to 'make a difference' to the quality of life of the community. There are many different ways of being an active citizen, formal and informal, short term or long term. You don't need to be a UK citizen to be an 'active citizen' |
| Activism | The use of vigorous campaigning to bring about political or social change |
| Barriers | Obstacles that prevent movement or access. An obstacle to communication or progress |
| Campaign | An organized course of actions to achieve a goal |
| Capacity building | Supporting individuals, groups and organisations to contribute, sharing knowledge and skills |
| Citizen | An individual living in a political community, with rights and responsibilities. Unless specified, e.g. UK citizens, the term is not linked to nationality |
| Citizen Governor | A citizen who advises or makes a decision about a public service, for example as a school governor, a charity trustee or lay magistrate |
| Civic | Relating to the governance of a city or town and connected to duties and responsibilities |
| Civic Engagement | People making a difference in the life of communities politically or non- politically, using knowledge, skills and values, for example: school governors, lay magistrates, non executive board members |
| Civil Engagement | Refers to informal or voluntary sector roles, compared with 'civic' which is linked to formal roles related to democratic and public sector governance structures. |
| Community | A group of people of any size. A community can be based on a neighbourhood, an identity, faith or other characteristic, and you can belong to more than one community |
| Community Action | (sometimes referred to as social action) Campaigning actions of community groups that are in disagreement with an official agency. Actions include demonstrations, public meetings and using the media |
| Community Activists | For those who are active on a voluntary basis in the development |

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| | of their own communities, often bringing about social or political change |
| Community Engagement | Local stakeholders or services encouraging local people to access provision or participate in decision making about services that affect them |
| Community Empowerment | Is a process of enabling communities to be more self-reliant and to achieve goals they set |
| Community Leadership | Associated with local councillors and officers empowering local communities to steer their own future. It can apply to an individual within the community leading a community project or initiative involving others |
| Comprehensive Area Assessment | A way of assessing local public services. It examines how well councils are working together with other public bodies to meet the needs of the people they serve. Made publicly available on the new Oneplace website http://oneplace.direct.gov.uk/Pages/default.aspx |
| Consulted Citizens/view givers | Local people communicating with organisations such as local councils, health service providers or other public bodies– to share their views and contribute to decision making processes |
| Democracy | A political system where people have a voice and can exercise power, either directly or by electing representatives |
| Diversity | Enabling and valuing the differences within, between and among people |
| Empowerment | Individuals accessing their own power and capacity to influence issues and events they consider to be important |
| Engagement | The development of relationships between communities and organisations, where decisions are based on dialogue and shared understanding |
| Equality | Where people in a society or a group have the same status and rights, and where discrimination and marginalisation of people can be challenged |
| Every Child Matters | The name of the Government’s policy document from 2005 spelling out a new approach to the well-being of children and young people from birth to age 19 |
| Governor | The head of a public institution, or a member of a governing body |
| Governance | The action or manner of governing a formal group, authority, political party |
| Involvement | Taking part in community activities and groups in a variety of ways |
| Local Area Agreement (LAA) | The priorities for a local area agreed between central government, a local authority and other key partners |

at the local level. It simplifies some central funding and allows greater flexibility locally

- Local Involvement Networks (LINKs)** Networks of local individuals and groups to monitor health and care services and to hold service providers to account.
- Local Strategic Partnership (LSP)** A partnership that brings together different parts of the public sector as well as business, community and voluntary sectors at a local level. It co-ordinates the work of other local partnerships.
- Magistrate** A civil officer who administers the law, especially one who conducts a court concerned with minor offences and holds preliminary hearings for more serious ones
- Multi Tier System** Also known as 'Two Tier'. A system of local government where there is a County Council and a District or City Council. Sometimes there are also Town and Parish Councils.
- National Health Service (NHS)** The publicly-funded healthcare system
- National Indicators (NIs)** Set of indicators which central government uses to measure the performance of local government. They cover services delivered by local authorities alone and in partnership with other organisations like health services and the police.
- Neighbourhood** A local community within a larger town or city
- Neighbourhood Partnership** A partnership where the public are invited to meet Councillors and service providers to help decide local priorities, and sometimes allocate small local budgets.
- PACT** (Partners and Communities Together) PACT meetings are meetings where people living, working or spending time in an area can raise community safety issues to public sector and community sector partners.
- Participation** Joining in, contributing and sharing decisions. Should enable people to have some power and control
- Participative Democracy** Citizens participating in decision-making directly, for example, through a referendum or through meetings.
- Participatory Budgeting** People take part in deciding how public money is spent, this can be used for small grants schemes or for a range of public services
- Partnership** A relationship of equal power between two parties with distinctive interests
- Primary Care Trust (PCT)** Part of the National Health Service, directly providing community health services; funding general practitioners and medical prescriptions and commissioning hospital and mental health services from NHS trusts or the private sector
- Public and Patient Involvement (PPI)** The inclusion of non-expert, service user and carer perspectives in health and care services and research.
- Representative Democracy** The political system in which citizens elect representatives to

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| | decide public policy and budgets. MPs and local Councillors are all 'elected members' and represent all the people in the area (electoral ward), regardless of whether or not they voted for them |
| Service User | Someone in receipt of a statutory service, usually a public service (as opposed to a Consumer). |
| Service User Involvement | The government policy 'Your Health, Your Care, your Say' encourages public service providers to involve Service Users (and their carers) in decision-making |
| Social Capital | Formal and informal networks that shape the way we relate to each other and participate in social activities |
| Social Cohesion | Actions and policies which encourage people from different backgrounds to get on together in their community, with equal access to services, social, political and economical life |
| Social Inclusion | Ensuring the marginalised and those living in poverty have greater participation in decision making which affects their lives, allowing them to improve their living standards and their overall well-being |
| Social Justice | Allowing people to claim their human rights for fair treatment and an impartial share of the benefits of society |
| Speaking Up | Individuals having the confidence to talk to individuals or organisations, such as a local authority or a service provider, about their concerns and issues |
| Statutory Service | Essential services which public authorities, like the NHS or local authorities have to provide, and to which citizens are entitled. For example, education, social services, health services, roads, fire services, etc |
| Two Tier System | A system of local government where there is a County Council and a District or City Council. Sometimes there are also Town and Parish Councils, which is why it is also known as 'Multi Tier'. |
| Trustees | The person(s) or institutions responsible for the administration of a trust, for example, the trustees of a Charity. |
| Voluntary Worker/ Volunteer | An organised form of volunteering whereby people give their time for free for the benefit of charities or other community organisations or public services. Voluntary roles cover a wide range of activities, from desk administration, website design to running arts and craft classes for children, and can be short term or longer-term. By definition, volunteers cannot be paid, but it is good practice to reimburse out of pocket expenses. |

Sources of information

The following websites contain information and resources that may be helpful in developing and updating local How Your Area Works content.

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| Take Part Information Directory | http://www.takepart.info/ |
| Take Part Community of Practice: | http://www.communities.idea.gov.uk/comm/landing-home.do?id=2174858 |
| Take Part Network | http://www.takepartnetwork.org/ |
| Sheffield Hallam ALAC resources | http://extra.shu.ac.uk/alac/ |
| National Association for Voluntary and Community Action (NAVCA) | http://www.navca.org.uk/ |
| National Council for Voluntary Organisations (NCVO) | http://www.ncvo-vol.org.uk/ |
| Charities – Charity Commission | http://www.charity-commission.gov.uk/ |
| Duties of Charity Trustees Bates Wells and Braithwaite | http://www.bateswells.co.uk/Files/Publications/Duties%20of%20Charity%20Trustees_Sept2009.pdf |
| Further Education (16+) | http://www.dius.gov.uk/further_education |
| Higher Education (HE Colleges and Universities) | http://www.dius.gov.uk/higher_education |
| Freedom of Information (Information Commissioner’s Office) | http://www.ico.gov.uk/for_the_public/official_information.aspx |
| Department of Health | http://www.dh.gov.uk/ |
| Primary Care Trusts | http://www.dh.gov.uk/en/Healthcare/Primarycare/index.htm |
| Foundation Trusts | http://www.dh.gov.uk/en/Healthcare/Secondarycare/NHSfoundationtrust/DH_072544 |
| Local Involvement Networks (LINKs) | http://www.nhs.uk/NHSEngland/links/Pages/links-make-it-happen.aspx |
| National Institute for Health Research Central Commissioning Facility | http://www.nihr.ac.uk/awareness/Pages/default.aspx |
| INVOLVE (Supporting public involvement in NHS, public health and social care research) | http://www.invo.org.uk/ |
| Direct Gov | http://www.direct.gov.uk/en/index.htm |
| Planning | http://www.direct.gov.uk/en/HomeAndCommunity/Planning/ThePlanningSystem/DG_10022603 |
| School Governors | http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/SchoolLife/DG_10038366 |

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| Magistrates | http://www.direct.gov.uk/en/CrimeJusticeAndTheLaw/Becomingamagistrate/index.htm http://www.hmcourts-service.gov.uk/infoabout/magistrates/index.htm http://www.magistratesassociation.org.uk/ |
| Councils | http://www.direct.gov.uk/en/DI1/Directories/Localcouncils/index.htm |
| Local Councillors | http://www.direct.gov.uk/en/Governmentcitizensandrights/UKgovernment/Localgovernment/DG_073312 |
| About Local Government | http://www.communities.gov.uk/localgovernment/about/ |
| Improvement and Development Agency (IDeA) | http://www.idea.gov.uk/idk/core/page.do?pagelId=1 |
| Communities and Local Government | http://www.communities.gov.uk/ |
| Fire and rescue services | http://www.communities.gov.uk/fire/ |
| Who does what? | http://www.communities.gov.uk/localgovernment/about/who-local-services |
| National Policing Improvement Agency | http://cfnp.npia.police.uk/ |
| Association of Police Authorities | http://www.apa.police.uk/apa |
| Involving Communities | http://www.apa.police.uk/APA/Publications/Involving+Communities+-+role+of+PAs.htm |
| Independent Members | http://www.apa.police.uk/Independent/ |
| Parliament | http://www.parliament.uk |
| Environment Agency | http://www.environment-agency.gov.uk/ |
| Highways Agency | http://www.highways.gov.uk/default.aspx |

Examples of learning materials:

The following chapters are examples of pilot materials used in Devon and Cornwall. Most of the materials are part of the course portfolio for Exeter, while chapter 9 demonstrates how elements of this have been adapted for a one day workshop about Cornwall Council designed at the request of a residents' group. There is also a series of exercises in chapter 3 developed with Devon and Cornwall Police Authority for use in workshops in both counties.

The Take Part Learner Portfolio is a resource for participants on the programme to record and reflect on their experience.

take part south west

Take Part Learner Portfolio



Portfolio contents

| | |
|---|-------------------|
| Using your Involvement Portfolio | Page... 25 |
| Personal profile | Page... 26 |
| References | Page... 28 |
| Training record | Page... 29 |
| Planning Influence | Page... 30 |
| Summary of Involvement | Page... 31 |

Using your involvement portfolio

There are a lot of different ways that you can get involved. You might take part in meetings or consultations; offer suggestions or attend conferences. This involvement should not go unrecognised because as well as contributing your experience and expertise, you can also learn valuable skills and gain useful experience through involvement. By recording and recognising this experience you can make the most of what you have learned and use it to help apply for courses, other activities or jobs.

This portfolio is designed to help you to build this evidence. You can add pages as you go on. You can also add pictures, letters and certificates.

The Involvement Portfolio is a tool for people who are involved in activities like consultations, committee membership, volunteering, research or training, to record and use as evidence of their work. It is up to you how you use the portfolio, what you choose to record and who you choose to share it with to demonstrate your skills and expertise.

There is a section for you to record your name and contact details. On this page you can also record any qualifications you have as well as your employment history. The next page has space for you to record other useful experiences including those gained through voluntary activity, or life experience such as being a carer or a parent, or through hobbies and clubs.

After this there is a page where you can record the details of people who are happy to provide you with a reference. These sections are the building blocks of a CV, a record of experience used when applying for work or training.

Next is a space to record of training events attended and experience you may have of training others.

Finally there are sections where you can record your involvement in activities where you have contributed and have gained some experience. This could include, attending meetings, taking part in committees, consultation events, best practice visits, training courses, competitions or conferences. You can record the involvement activity you have taken part in, what you did, the skills you learnt, and any qualifications gained. There is also space to record feedback from people you worked or trained with.

It can also be useful for you to write your own personal reflections on these experiences and there is a section for you to record those thoughts. Reflecting on experiences can help you to get the most out of your involvement. However you might choose to remove some or all of these pages from the portfolio before you share it with colleagues or prospective employers. That is fine too.

Personal Profile

Name.....

Address.....

.....

.....

Post Code

Phone No.....

E-mail Address

Education and qualifications:

| Date | Qualification | Awarding body |
|------|---------------|---------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Employment experience:

| From - to | Post or role | Employer |
|-----------|--------------|----------|
| | | |
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| | | |
| | | |

Volunteer experience:

| From - to | Role | Skills/ learning gained |
|-----------|------|-------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Personal experience:

| From - to | Role (e.g. carer, parent) | Skills/ learning gained |
|-----------|---------------------------|-------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Hobbies:

| Activity/ Club | Skills/ learning gained |
|----------------|-------------------------|
| | |
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| | |
| | |

References

Name:

Contact Details:

How known to portfolio holder:

Name:

Contact Details:

How known to portfolio holder:

Name:

Contact Details:

How known to portfolio holder:

Training record

Training events attended

| Date | Title of training & organiser | Skills/ learning gained |
|------|-------------------------------|-------------------------|
| | | |
| | | |
| | | |
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| | | |

Trainer or facilitator experience

| Date | Title of training & organiser | Skills/ learning gained |
|------|-------------------------------|-------------------------|
| | | |
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Planning influence

What I want to influence:

Who I need to engage with:

What information I need:

Where can I find this information:

Who can help:

Where to start:

Summary of involvement

Name of activity:

Date(s):

Type of involvement (what it was, e.g. meeting, focus group, committee, consultation, training, conference)

Description of involvement (what you did)

Skills gained (what you learned)

Evidence of feedback

(include any certificates of qualifications gained and any comments from staff, trainers or other participants)

**Personal reflection
on the involvement**

take part south west

Chapter 1: How Your Local Government Works One



SUMMARY OF INVOLVEMENT

Name of activity: How Local Government Works 1.

Date(s):

Type of involvement (what it was, e.g. meeting, focus group, committee, consultation, training, conference)

Training day

Description of involvement (what you did)

Skills gained (what you learned)

Evidence or feedback

(include any certificates or qualifications gained and any comments from staff, trainers or other participants)

PERSONAL REFLECTION ON THE INVOLVEMENT

(what it was like)

How Your City Works



Exeter City Council Wards

The ward I live in is:

My City Councillors are:

.....

.....

My County Councillor is:

Where local government comes from: a potted history

Since time immemorial

The systems of government we have now have their roots in what came before. There have been people living here for over 2000 years, the first stone city walls were built around Exeter in about 200 AD and there has been a mayor of Exeter since at least the early 13th century. Throughout that time people will have needed to manage and maintain the services and the structures of the city.

Local government in England has grown from a patchwork of local arrangements. Under the feudal system there was a pyramid of power with the King or Queen at the top, Earls and Barons then had responsibility for maintaining order over particular regions. Below these were, local magistrates who had the responsibility for collecting taxes, keeping the peace, maintaining law in a local area. Parishes were responsible for poor relief within their boundaries.

Towns and cities often had boards of Aldermen (literally ‘older men’) who met to manage things, like appointing the ‘watch’ to keep order, and to represent local people in negotiations with the government. These bodies themselves drew on older traditions and in many towns were built on the Artisan’s Guilds. Royal Charters were important ways for local councils to gain powers, granting them the right to own property (town halls/markets) and to become cities. Exeter became a ‘county corporate’ in 1537; this means it was given the status of a county – an early version of a unitary local authority.

Justices of the Peace were appointed by the crown. They had a right to inspect local authorities and had duties to oversee maintenance of highways, bridges etc. these tasks were usually achieved through trusts and boards of guardians. But the quality of local government was bitty and inconsistent.

The division of the country into the shire counties and urban boroughs was used as the basis to elect MPs. As more people moved from the countryside into the towns some areas became depopulated and individual land owners could ‘own’ whole constituencies. These parliamentary seats could be given to friends or sold to highest bidder. They became known as ‘Rotten Boroughs’

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Reform

In 1832 the Reform Act gave the middle and merchant classes the vote and in 1834 the Poor Law Amendment gave elected boards of guardians responsibility for providing services for the very poor.

But there was still a lot of muddle and corruption in local government. A royal commission, led by Whig radicals resulted in the 1835 Municipal Corporations Act. This gave us elected councils, though only ratepayers could vote so unscrupulous local officials could disenfranchise poor areas by not including them on the register of ratepayers, in fact some places dropped off the maps altogether.

The act also required the establishment of a police service. Exeter's first police superintendent was Captain Hugh Cumming, appointed in 1836. That same year elections across England increased the number of Whig councillors. This speeded up demand for reforms. Public health was major issue, especially in growing industrial towns

Local authorities depended on petitions to parliament for the power to deal with local issues. The results were a bit patchy. This led to a number of local government reforms through the second half of the 19th century leading to the 1888 Local Government Act which introduced a two tier system of county and district or city councils.

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Local government grows

The end of 19th century into 20th saw the rise of Municipal Socialism in many of the large English cities. This sought to expand role of local government to include a wide range of services including: Sanitation, Health, Housing, Education, Transport, Fire Service. Responsibility for education passed to local authorities in 1902.

In 1934 the Unemployment Assistance Board took over some functions from local authorities under the Poor Law, which was still in force until the NHS was established 1946. It was also only then that non ratepayers were given the right to vote in local elections.

Between the 1920s and the 1960s the proportion of housing built and managed by local councils grew massively. At the same time other national bodies took over a number of responsibilities from local authorities. An example of this is the British Transport Commission which was needed in order to manage the building of the motorways.

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Local Government Structure

Councillors

Many councillors represent political parties but some candidates are not aligned to any party and are described as standing as “independents”. After each election the party or group with the largest number of seats wins control of the council. This group then agrees on a leader who appoints councillors to key positions in the council. If no one party has more seats than all the rest put together (known as having “no overall control”) the party with the most seats will make arrangements with other parties and independents to work together.

The responsibility of elected councillors is to make decisions about local services like planning, refuse collection and leisure services on behalf of their local community. They agree the budget, set priorities, appoint chief officers and make constitutional decisions. They also have a particular responsibility to represent those people living and working in the ward or division that elected them. They are expected to make the views of local residents known and to provide leadership for the local community.

Councillors will be expected to attend full council meetings about four times a year. These meetings consider high level budget and policy decisions and review other issues of significance. They will also need to attend cabinet or scrutiny committee meetings and keep up to date with detailed papers related to these meetings as well as meet with their constituents to listen to their views.

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The Executive

The Local Government Act 2000 separated the decision-making powers of the council from the monitoring of its decisions. This means there needs to be a system that includes an executive or cabinet and scrutiny committees that hold them to account.

The Local Government and Public Involvement in Health Act 2007 refined this, requiring councils covering areas with populations above 85,000 to have:

- A leader and cabinet executive or
- A mayor and cabinet executive or
- A directly elected executive.

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The Cabinet

The main decision-making body is the cabinet or the directly elected executive. It includes councillors with particular responsibilities for aspects of policy. These are known as “portfolio holders”. The cabinet will agree and recommend a budget which will need to be approved by a full council meeting. The cabinet then needs to plan how to deliver council services and priorities within that budget.

The political balance of the cabinet is usually like that of the full council. When the council is controlled by one party, portfolio holders will be appointed from councillors representing that party. Where there is no overall control the cabinet will reflect this. Meetings of both full council and the cabinet are usually open to the public. Sometimes issues being discussed are confidential and on these occasions the public may be excluded.

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Overview and scrutiny

Councillors not in the cabinet have the task of scrutinising and overseeing their decisions. These scrutiny committees can also investigate and question other local services, like health and police services.

Scrutiny committees hold the cabinet to account by: examining the proposals and decisions they make; evaluating their policies and progress towards achieving them; making sure that proper consultation takes place; highlighting areas for improvement.

They also make sure services are of high quality and fit with the needs of communities by: reviewing services; developing policies that improve them; making sure proper consultation takes place; reviewing services for value for money.

There is an important linking role played by members of the scrutiny committees, making sure that the council remains aware of the needs of communities and that communities are informed about the work of the council and how to get involved.

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Asking a question at an Exeter City Council Exeter City Council Scrutiny Committee

The three Scrutiny Committees of Exeter City Council - Resources, Community and Economy allow 15 minutes at the beginning of each meeting to deal with questions from members of the public who are registered electors within the city. These will be answered by the councillor who is the portfolio holder for that particular service or the Chair of the committee.

Questions need to be about a matter to which the Council has powers or duties or which affects the City. The committee needs advance notice of questions in order to make sure

sufficient time is given to them and any background information can be gathered. The Assistant Chief Executives office of the council needs to receive eligible questions question no later than midday, three working days before the day of the meeting. Dates of meetings are available in the council offices and on the website.

Questions can be accepted verbally but the council need to confirm these in writing. Each question must give the name and address of the questioner. At any one meeting no person may submit more than one question and no more than one question may be asked on behalf of an organisation.

Questions should not be:

- defamatory, frivolous or offensive
- substantially the same as a question which has been put to a meeting of a Scrutiny Committee in the past six months
- about a subject requiring the disclosure of confidential information

If a question is very similar nature to one asked in the previous six months, they will be sent a copy of the answer to that earlier question.

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When a question is accepted, a copy is sent to the Chair and/or the portfolio holder. The person submitting the question will be informed that it has been accepted and when and where it may be asked. If the question is rejected the reasons for this will be given. Copies of all questions will be circulated to all members of the Scrutiny Committee and will be made available to the public attending the meeting.

At the meeting, the Chair will invite the questioner to put the question to the member named in the notice. The questioner must not deviate from the wording of the question submitted. The Chair has the right to refuse the question if it is changed in any way. The questioner will have the opportunity to respond to the answer for a maximum of two minutes. If the questioner is not able to attend the meeting they may ask the Chair to put the question on their behalf.

The question may: be answered verbally at the meeting; or a council officer will be asked to respond to the questioner in writing; or the Committee may debate the issue for up to ten minutes at the end of which the Committee may decide to place the item on the agenda for a future meeting for further consideration and request a written report on the matter.

Questions should be sent to:
The Assistant Chief Executive
Exeter City Council
Paris Street
Exeter
EX1 1JN

Or emailed to:

howard.bassett@exeter.gov.uk (Scrutiny Committee - Community),
sharon.sissons@exeter.gov.uk (Scrutiny Committee - Economy) or
sarah.selway@exeter.gov.uk (Scrutiny Committee - Resources).

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Local government workers

As well as councillors the council includes employed. Councillors set policy for services while council officers, led by the chief executive, advise the whole council about what is legal and practical. They are also responsible for delivering services. Senior managers, including the chief executive are appointed by councillors directly.

Other people who work for local authorities include school teachers, social workers, firefighters, home helps and many other office and manual workers more than two million people across the country.

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Tiers of local government

County and district councils

In many parts of England, there are two levels or 'tiers' of local government. Currently in Exeter there is a county council (Devon County Council) and a district council (Exeter City Council). The county council cover a large area and provide a number of public services, including schools, social services, and public transport that are shared across the districts.

The City and district councils cover smaller areas and provide more local services, which may differ slightly from area to area but can include council housing, gyms and leisure facilities, local planning, recycling and rubbish collection. These more local councils are also responsible for collecting the Council Tax for both themselves and the county council.

Both county and district councils are also called 'Local Authorities'. Unitary authorities are also local authorities.

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Unitary authorities

Many large towns and cities, and an increasing number of counties, have a single level of local government that is responsible for all local services. These are called 'unitary authorities'.

In April 2009, the government introduced new unitary governments in seven areas of England. They believe that this will simplify the system, giving clearer communication between local authorities and central government and improving value for money.

There is also an argument that unitary local authorities are easier for local residents to navigate, as people may become confused about which local authority is responsible for which of the local services in a two tier system.

Try listing which authority is responsible for which services in the box overleaf – the answers are in the table on the following page.

Who does what?

| Exeter City Council | Devon County Council |
|---------------------|----------------------|
| | |

It has sometimes been difficult to get agreement about where to draw the boundaries for these new unitary authorities, with some areas feeling that they could be swallowed up. Here there was a debate about whether Exeter should be a part of a new giant unitary Devon, or whether it should become a unitary council in its own right. In March 2010, in spite of opposition from Devon County Council, parliament approved the proposal for a unitary authority in Exeter due to be in place by April 2011. However this decision was revoked following the 2010 general election.

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Joint services

Some local authorities share services covering a wider area, like police, fire services and public transport. This may be done to avoid splitting up services when council structures are changed, or because it is more efficient to share services.

Every part of the UK is covered by a local authority fire and rescue service. Each of the 59 fire authorities must by law provide a fire fighting service and must maintain a brigade to meet all normal requirements. Each fire authority appoints a Chief Fire Officer who has day-to-day control of operations.

Notes.....

Who does what?

| | Joint Authorities | Metropolitan Councils | London Boroughs | District Councils | Unitary Authorities | County Councils |
|------------------------|-------------------|-----------------------|-----------------|-------------------|---------------------|-----------------|
| Education | | √ | √ | | √ | √ |
| Housing | | √ | √ | √ | √ | |
| Planning applications | | √ | √ | √ | √ | |
| Strategic planning | | √ | √ | | √ | √ |
| Transport planning | | √ | | | √ | √ |
| Passenger transport | √ | | | | √ | √ |
| Highways | | √ | √ | | √ | √ |
| Fire | √ | | | | √ | √ |
| Social services | | √ | √ | | √ | √ |
| Libraries | | √ | √ | | √ | √ |
| Leisure and recreation | | √ | √ | √ | √ | |
| Waste collection | | √ | √ | √ | √ | |
| Waste disposal | √ | | | | √ | √ |
| Environmental health | | √ | √ | √ | √ | |
| Revenue collection | | √ | √ | √ | √ | |

From the Local Government Association

Exeter City Councillors

Alphington

Cllr Vanessa Newcombe

Liberal Democrat

Cllr Peter Wadham

Liberal Democrat - Portfolio Holder - Sustainable Development and Transport

Cllr Paul Smith

Liberal Democrat

Cowick

Cllr Margaret Baldwin

Conservative

Cllr Jeff Coates

Conservative

Duryard

Cllr Ben Noble

Liberal Democrat

Cllr Percy Prowse

Conservative

Exwick

Cllr Connel Boyle

Labour

Cllr Laura Newton

Liberal Democrat - Portfolio Holder for Housing and Community Involvement

Cllr Adrian Hannaford

Liberal Democrat

Heavitree

Cllr Chris Gale

Liberal

Cllr David Morrish

Liberal

Mincinglake

Cllr Dilys Baldwin

Labour

Cllr Ian Martin

Labour

Newtown

Cllr Richard Branston

Labour

Cllr John Shepherd

Labour

Pennsylvania

Cllr Sheila Hobden

Liberal Democrat

Vacant

Pinhoe

Cllr Ruth Smith

Conservative - Deputy Lord Mayor

Cllr Cynthia Thompson

Conservative

Polsloe

Cllr Mrs Yolonda Henson

Conservative - Party Leader

Cllr James Taghdissian

Conservative

Priory

Cllr Marcel Choules
Labour
Cllr Greg Sheldon
Labour

Cllr Lesley Robson
Labour

St Davids

Cllr Philip Brock St Davids
Liberal Democrat

Cllr Stella Brock
Liberal Democrat
Portfolio Holder Economy and Tourism

St James

Cllr Natalie Cole
Liberal Democrat
Portfolio Holder - Business
Transformation and Human Resources

Cllr Kevin Mitchell
Liberal Democrat
Portfolio Holder Environment and
Leisure

St Leonards

Cllr Norman Shiel
Conservative

Cllr John Winterbottom
Conservative - Lord Mayor

St Loyes

Cllr Margaret Danks
Liberal

Cllr Joan Morrish
Liberal - Party Leader

St Thomas

Cllr Adrian Fullam
Liberal Democrat
Leader of the Council and Portfolio
Holder for Budget & Strategic Vision

Cllr Rob Hannaford
Liberal Democrats

Topsham

Cllr Rob Newby
Conservative

Cllr Mark Starling
Conservative

Whipton Barton

Cllr Peter Edwards
Labour - Party Leader
Cllr Tony Wardle
Labour

Cllr Hilda Sterry
Labour

Devon County Councillors representing Exeter

| | |
|----------------------------|--------------------------------------|
| Alphington and Cowick | Vanessa Newcombe Liberal Democrat |
| Duryard & Pennsylvania | Percy Prowse Conservative |
| Exwick and St Thomas | Rob Hannaford Liberal Democrat |
| Heavitree & Whipton Barton | Olwen Foggin Labour |
| Newtown & Polsloe | Richard Westlake Labour |
| Pinhoe & Mincinglake | Saxon Spence Labour |
| Priory & St Leonard's | Jill Owen Labour |
| St David's & St James | Philip Brock Liberal Democrat |
| St Loyes & Topsham | Andrew Leadbetter Conservative |

Council wards

| Exeter City Council Electoral Wards | Electors |
|-------------------------------------|--------------|
| Alphington | 6641 |
| Cowick | 4351 |
| Duryard | 4150 |
| Exwick | 6638 |
| Heavitree | 4526 |
| Mincinglake | 4063 |
| Newtown | 3969 |
| Pennsylvania | 4232 |
| Pinhoe | 4764 |
| Polsloe | 4277 |
| Priory | 6703 |
| St David's | 4406 |
| St James | 4546 |
| St Leonard's | 4076 |
| St Loye's | 4867 |
| St Thomas | 4661 |
| Topsham | 4212 |
| Whipton Barton | 5744 |
| Total Electorate | 86826 |

| Devon County Council Electoral Divisions in Exeter | Electors |
|--|--------------|
| Alphington & Cowick | 10992 |
| Duryard & Pennsylvania | 8382 |
| Exwick & St Thomas | 11299 |
| Heavitree & Whipton Barton | 10270 |
| Newtown & Polsloe | 8246 |
| Pinhoe & Mincinglake | 8827 |
| Priory & St Leonard's | 10779 |
| St David's & St James | 8952 |
| St Loyes & Topsham | 9079 |
| Totals | 86826 |

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Chapter 2: How Your Local Government Works Two



SUMMARY OF INVOLVEMENT

Name of activity: How Local Government Works 2.

Date(s):

Type of involvement (what it was, e.g. meeting, focus group, committee, consultation, training, conference)

Training day

Description of involvement (what you did)

Skills gained (what you learned)

Evidence or feedback

(include any certificates or qualifications gained and any comments from staff, trainers or other participants)

PERSONAL REFLECTION ON THE INVOLVEMENT

(what it was like)

Local Strategic Partnerships <LSPs>

What is an LSP?

Local Strategic Partnerships are a way of getting the different organisations providing services in an area to share some of their planning, and even their resources.

They were introduced as voluntary arrangements in 2000. The first LSPs mainly covered district or unitary council areas. There were no rules about which organisations should be invited to take part so partnerships grew differently in each area. Most included representatives from voluntary and community groups, some included elected community or neighbourhood representatives.

Over the following five years, changes to the way central government funds local services gave an important role to Local Strategic Partnerships in unitary authority and county council areas. Now all unitary authority and county council areas need to have an LSP to agree targets and funding priorities for their area.

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Local Area Agreements

Local Area Agreements are agreements about the targets for services and the priorities for public spending within a unitary authority or county council area. They are agreed between the partner organisations within the Local Strategic Partnership and the central government through the Government Office of the Region (here this is Government Office South West)

Local Area Agreements are intended to give local areas more flexibility about local spending. They encourage service providers to work together to tackle problems, sharing resources. They replace the system where most central government funding within a local area was allocated to a particular purpose ('ring fenced'). Some funding is still 'ring fenced', the education budget for instance.

Notes.....
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What organisations would you include in an LSP?

| Devon Strategic Partnership | |
|--------------------------------------|--|
| Audit Commission | Job Centre Plus |
| Dartmoor National Park Authority | Learning and Skills Council |
| Devon & Cornwall Constabulary | Mid Devon District Council |
| Devon and Cornwall Business Council | NHS Devon |
| Devon and Cornwall Police Authority | North Devon District Council |
| Devon Association of CVS | Primary Care Trust |
| Devon County Council | South Hams District Council |
| East Devon District Council | South West Regional Development Agency |
| Environment Agency | Teignbridge District Council |
| Environment Devon | The Devon and Somerset Fire and Rescue Service |
| Exeter City Council | Torbay Council |
| Exeter Cathedral | Torrige District Council |
| Exeter Community Initiatives | West Devon Borough Council |
| Government Office for the South West | Westward Housing |
| Exeter Vision | |
| Devon and Cornwall Constabulary | Exeter City Council |
| Devon County Council | Exeter College |
| Devon Primary Care Trust | Exeter Council for Voluntary Service |
| Devon Wildlife Trust | Exeter Federation of Small Businesses |
| Environment Agency | Exeter Senior Voice |
| Exeter Business Forum | Met Office |
| Exeter Cathedral | University of Exeter |
| Exeter Chamber of Commerce | |

Presentation from Guest speakers – Exeter City Council

Exeter City Council

Take Part presentation:
Dawn Rivers & Gill Wheelwright

Exeter City Council
Building Strong Communities

Exeter City Council

What does the Council do?

- Represents people's views through elected councillors
- Provides services funded by council tax
- Plans the future of the city

Exeter City Council

Representation

- There are 18 wards in the city
- Each ward is represented by two or three councillors
- Councillors represent the views of people in their ward and make decisions in the best interest of the city as a whole

Exeter City Council

Elections

- Three years out of four, one third of the councillors are up for election
- Everyone over 18 has the right to vote but must be on the register of electors
- Anyone over 18 can stand to be a councillor*
- Most people who stand for election belong to a political party to help them run a campaign

Exeter City Council

Paying for services in the city

| Service Provider | Percentage |
|----------------------|------------|
| Exeter City Council | 76% |
| Devon County Council | 13% |
| Police | 8% |
| Fire | 5% |

- Services in the city are provided by the city council, county council, police and fire and rescue service.
- Each of them receives money from householders via the council tax

Exeter City Council

Who provides which services?

| | |
|-------------------------|---|
| • Schools | • Refuse collection, recycling and composting |
| • Transport | • Council and social housing |
| • Social services | • Council tax and housing benefits |
| • Highways | • Leisure centres, parks and play facilities |
| • Waste disposal (tips) | • Festivals and events to promote the city |
| • Libraries | |
| • Youth centres | |

take part south west

Chapter 3: How The Police Service Works



SUMMARY OF INVOLVEMENT

Name of activity: How the Police Service Works

Date(s): 10th May 2010

Type of involvement (what it was, e.g. meeting, focus group, committee, consultation, training, conference)

Description of involvement (what you did)

Skills gained (what you learned)

Evidence or feedback

(include any certificates or qualifications gained and any comments from staff, trainers or other participants)

PERSONAL REFLECTION ON THE INVOLVEMENT

(what it was like)

Devon and Cornwall Police Authority

Police Authorities are independent bodies made up of local people which together with the Home Secretary and Chief Police Officers are responsible for the management of policing in England and Wales. They do this in a number of ways, which include holding the Chief Constable of the police force to account and agreeing the budget. They are also the legal body responsible for property used by the police force, the legal owners or lease holders of police stations etc.

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Most members of a Police Authority are elected councillors from the unitary and upper tier local authorities within the Police Authority area. These are nominated by their authorities and reflect the political balance within the authorities.

In Devon & Cornwall the police authority is made up of 19 Members, 10 are local councillors representing

- Cornwall County Council
- Council for the Isles of Scilly
- Devon County Council
- Plymouth City Council
- Torbay Council

There are also **9 Independent Members** of the Police Authority. These are members of the local community who have been chosen through an open recruitment process to sit on the Police Authority.

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The Police Authority is responsible for ensuring effective, efficient and fair policing. The role of Police Authority members includes:

- Talking to and listen to local people to find out what they want from their police force
- Consulting with the chief constable
- Setting policing priorities and targets
- Providing information on whether the targets are met
- Agreeing the police budget and deciding how much council tax local people should pay towards policing
- Publishing an annual plan setting out policing priorities.
- Ensuring the police force and the authority works in partnership with other service providers effectively.
- Appointing and if necessary dismissing the chief constable and other senior police officers
- Monitoring complaints made against police officers and other staff

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Police Authority Members are asked to commit to about 10 hours a week, mostly on weekdays. They receive an annual allowance and costs for travel and other expenses involved in carrying out this role. They are appointed for 4 years.

People interested in becoming an independent Member need to complete an application process that includes a comprehensive form, two interviews and a security check. They then receive training to support them in their role.

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Other roles

There are a number of other ways people can become involved in the work of the Police Authority.

The Police Authority has a **Standards Committee**. This includes Members of the Authority but also has Independent Members who are directly appointed to the Standards Committee. The Standards Committee considers complaints against Police Authority Members locally, and advises on good practice.

An Independent Member chairs the Standards Committee and Sub-Committees investigating allegations of misconduct. Training is given to support people in fulfilling these roles.

Independent Members of the Standards Committee must:

- Be approved by a majority of the Members of the Authority
- Not have been a Member or Officer of the Authority for a period of 5 years prior to their appointment
- Not be a relative or close friend of a Member or Officer of the Authority
- Be prepared to attend meetings of the Standards Committee as necessary. (about 3 - 4 meetings are held a year)

Again the term of office for an Independent Members on the Standards Committee is 4 years. They are paid an attendance allowance for meetings and travel expenses are reclaimable. To become an Independent Member on the Standards Committee there is an application form, an interview process and applicants undergo a security check.

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Independent Members on Police Misconduct Panels are members of the public who have been selected to work with senior police officers on hearings about allegations of misconduct made against police officers.

Their role is to:

- Make sure that there is an independent and impartial voice on misconduct panels.
- Help panels to come to fair judgements
- Help decide appropriate sanctions if wrongdoing is found
- Assure the community that misconduct proceedings are being properly conducted

They need to be confident enough to make constructive contributions, challenging facts and views when appropriate. They also need to be able to prepare for hearings by studying reports and background papers before hand. They are given training to help them manage this.

The time commitment is about 8 days a year. A daily allowance, travel costs and expenses are payable.

People interested in applying to be an Independent Member on the Misconduct Panel need to complete an application form, attend an interview and undergo a security check.

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Independent Custody Visitors are volunteers who come from a variety of backgrounds and sections of the community. They must be over 18 years old and because of the need to be independent, serving police officers and other serving members of the police, police authority, lay justices and people who hold similar roles are disqualified.

They visit police stations in pairs and unannounced to check on the welfare of people in police custody. They observe comment and report on:

- The rights of the detainee
- The health and welfare of the detainee
- The conditions and facilities of detention.

This helps protect both detainees and the police and reassure the community that the rules and regulations are followed.

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Usually there is an opportunity for people thinking about becoming an Independent Custody Visitor to visit a custody unit to experience the environment that volunteers are expected to work in.

If they wish to apply and are successful at the informal interview volunteers will have a security check. Following security clearance there is an induction course, and further training from time to time.

Independent Custody Visitors need to be:

- Impartial
- Non-judgemental
- Independent
- Observant
- Good listeners
- Good communicators
- Empathetic
- Resilient
- Able to maintain confidentiality.

They also need to be able to complete a simple reporting form.

Some Independent Custody visitors with an interest in animal welfare go on to be Police Dog Welfare Volunteers. These have a similar role to the Independent Custody visitors but they ensure that police dogs are properly cared for.

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Police Authority Panels

In order to engage with the public more effectively the Police Authority has set up Panels, groups of people who volunteer to meet twice a year to discuss policing issues. There are three panels, one for Devon and two for Cornwall. They are intended to: help the Police authority to gain a better understanding of the policing needs of local communities; to ensure issues important to communities are considered in developing strategies; and establish stronger links between the police authority and local people.

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The Police Authority is also involved with Exeter City Council and Exeter Vision partners in the Exeter Community Forum meetings.

Are there other similar roles are there in your area?

The Police Authority can be contacted for more information on any of these roles and when the next appointment process is:

Devon & Cornwall Police Authority:

Endeavour House

Woodwater Park

Pynes Hill

Exeter EX2 5WH

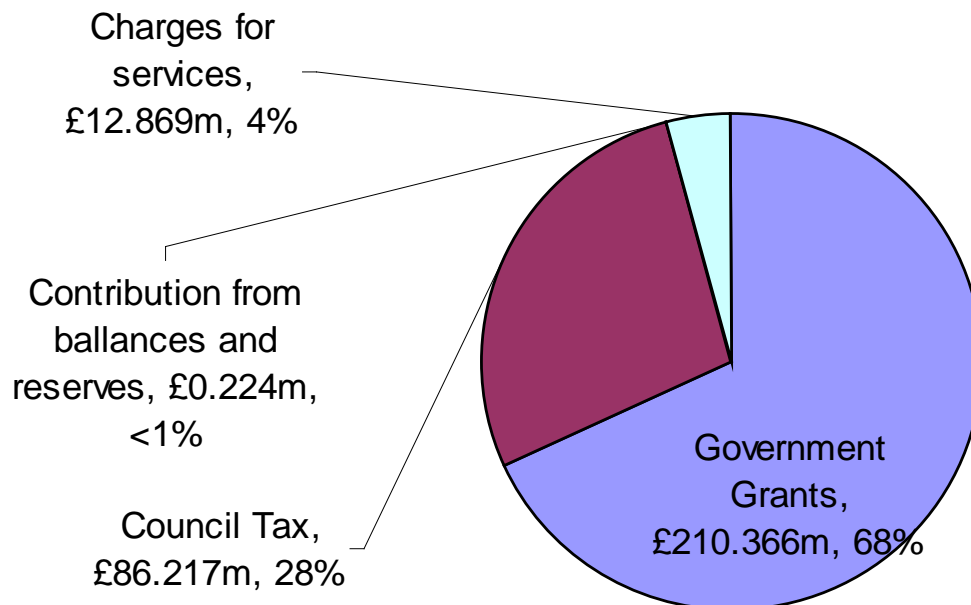
Tel: 01392 268333

Fax: 01392 268330

Email: polauth@devonandcornwall.pnn.police.uk

Web: www.dcpa.police.uk

Devon and Dornwall Police Authority Income



Presentation from Guest speakers – Devon and Cornwall Police Authority

Devon & Cornwall Constabulary

The Exeter police service was established in 1836 under Superintendent Captain Hugh Cumming. In 1966 Exeter City police became part of Devon and Exeter Constabulary and in 1967 this joined with the service in Cornwall to become the Devon and Cornwall Constabulary.

Today it covers the largest geographical police area in England, extending 180 miles from the Dorset and Somerset borders in the east to the Isles of Scilly in the west. This means that the police headquarters in Exeter is actually nearer to London than the furthest edges of the area covered. Policing an area of this size with both rural and urban communities offers many challenges. Among these is the seasonal influx of visitors from across Britain and abroad, which causes the population to rise from about 1.5 million to eight million.

Devon & Cornwall Constabulary covers Cornwall & The Isles of Scilly, Plymouth, South & West Devon and North & East Devon, which is further broken down into sectors and neighbourhood beats. Each neighbourhood beat in Devon and Cornwall has a space on the web site, with details of local officers and staff, news and events, and the key policing issues for each area.

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Each area has a beat manager. In Exeter these are:

| Area | Beat Manager |
|---|----------------------|
| Alphington | PC Michel Maton |
| City Centre | Sgt Andrew Nordqvist |
| Countess Wear and Topsham | PC Kevin Wetherell |
| Cowick and St Thomas | PC Chris Conway |
| Duryard and Pennsylvania | Sgt Matt Lazenby |
| Exwick | PC Mark Arthurs |
| Heavitree and Polsloe | PC Gary Wall |
| Mincinglake | PC Simon Thomson. |
| Newton and St Leonards | PC Paul Vaughan |
| Pinhoe | PC Louise Western |
| Priory and Wonford | PC Ian |
| St David's | PC Chris Leisk |
| St James | PC Robert Bolt |
| St Loys | PC Sharon Tooze |
| Whipton Barton | PC Gail Evans |
| Royal Devon & Exeter NHS Foundation Trust | PC Rob McMahon |

Getting involved with the police and community safety

You can find your neighbourhood policing web pages by going to:
<http://neighbourhoodpolicing.devon-cornwall.police.uk/Pages/FindMyNeighbourhood.aspx>
and typing in your post code.

The **Partners and Communities Together (PACT)** scheme brings together city councillors, residents and the Neighbourhood Policing teams to make a difference in local neighbourhoods. The project aims to identify issues that are of concern and make sure these are followed up by the appropriate authority. Communities receive reports about what is being done and local people are encouraged and supported to be actively involved.

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The **Police Volunteer Programme (PVP)** aims to support members of the public who are interested in volunteering with the force, helping forge closer links with local communities. It gives the chance for local people to take part in improving the quality of life in their community.

PVP Volunteers are not paid but can claim back out of pocket expenses.

To apply to be a PVP volunteer people have to be over the age of 16.

People in some jobs or roles cannot become PVP volunteers. These include:

- Police Authority Members
- Magistrates/ Clerks to the Justices/ Clerks to the Courts
- Probation Officers
- Bailiffs/ Warrant Officers
- Liquor Licence holders/ Licensed Premises Managers (and their spouses)
- Licences of Betting / Gaming establishments
- Private Detectives / Enquiry Agents
- Security Officers / Guards / Door Personnel
- Custody Officers / Custody Escort Officers
- Serving Members of HM Forces

Each volunteer will have a security check and must sign forms agreeing to the principles of the Data Protection Act and the Official Secrets Act. They will have regular meetings with a support manager.

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Special Constables are volunteer police officers; members of the local community who help forge stronger links between the police and their local community. Special constables have the same powers as a regular officer and a similar uniform. They receive the training they need to support them in the role. Being a special constable is sometimes challenging but exciting and rewarding. It allows you to give something back to your community while gaining skills. The duties a special constable undertakes include Neighbourhood Policing, helping to tackle anti-social behaviour and helping to police major local events. Becoming a special constable provides an insight into and an understanding of the role of a police officer.

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Neighbourhood Watch is a popular way for people of all ages and backgrounds to get involved in working together in the community. With Neighbourhood Watch schemes operating all over the UK it is the largest and fastest growing voluntary movement in the country. To find out about neighbourhood watch schemes in your area contact your beat manager or:

Force Active Communities Co-ordinator, NHW Lead & Support Officer:

Sandra Calvert

Tel: 01209 711156

E-Mail: Sandra.CALVERT@devonandcornwall.pnn.police.uk

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A New/Old Police Station for Notown?

The existing Police Station at Notown is not suitable for current and future operational requirements, twice as much space is needed than there is in the current building. Three options were identified:

Option 1 - Retain and extend the existing building.

With estimated costs including initial capital costs and maintenance over 25 years:

£330,458

Option 2 - Sell the existing building, purchase and convert a former police station, now owned by the local authority.

With estimated costs including initial capital costs and maintenance over 25 years:

£315,362

Option 3 - Demolish and rebuild the existing police station.

With estimated costs including initial capital costs and maintenance over 25 years:

£472,362

The Basic Command Unit (the police working locally) strongly favours Option 2 because it has:

- A shorter delivery programme than Option 1 (it would be quicker to do)
- Greater 'future proofing' (is likely to be more useful for longer)
- No disruption of service (current police station could be used during building)

It is also the cheaper option

The estimated purchase price for the building is about £95,000 with a further £4,500 for transaction costs. The value of current police station is £85,000 leaving a shortfall of approximately £14.5K.

The refurbishment costs for Option 2 are approximately £145,000 including building regulations and professional fees. Items such as furniture and the removal cost are a Basic Command Unit responsibility. There is therefore, an overall shortfall of approximately £60K.

The Head of Estates has studied the proposals and has advised that the in-going cost could be reduced, if necessary, by delivering some elements of the external work through the Planned Maintenance Programme at a later date. An achievable realistic saving on the in-going cost would be in the region of £15K reducing the overall shortfall to within £50K

However this project was not included in the financial plan for major works this year and doing this would mean delaying another project until next year.

What would you do now?

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The Police Authority agreed to consult with local people about the options:

Notes of the SPECIAL POLICE AUTHORITY LIAISON MEETING held at Notown Market Hall
26 people attended the meeting, of whom 20 signed the Attendance Book.

The Chief Superintendent thanked everyone for coming and explained the reasons for the proposals. Conditions at Notown Police station are cramped due to an increase in Police Officer numbers over the past 2-3 years. There are now 5 Police Constables, 2 Sergeants, 1 full-time Traffic Warden and 1 Station Enquiry Officer with the possibility of Police Community Support Officers in addition to regular officers and perhaps more Special Constables too.

Mr A, Head of Estates, gave a presentation on the options. He told the meeting that the local authority had informed the police that the old police station was available. This was the preferred option because:

- Modernising the old station would be slightly cheaper than extending the existing station.
- The cell facilities were still available at the old station and the possibility of using them for short periods for minor offences would save Police Officers’ time.
- Moving to the old station would cause the smallest disruption to the service provided to the public, only on the day of moving.

In response to questions the meeting was told: the project was planned to meet local needs over the next 25 years; the cells would only be used for short periods; profits from the sale of the existing station would be re-invested in the new building; the cost of the building was still being negotiated; the station would not be manned full time; the adaptation of the existing station would take longer than the preferred option.

Some comments from the public included:

- Think the move is a good idea.
- Appreciated being asked.

The meeting finished at 8.20pm

What other issues can you identify?

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What would you decide?

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Why?

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PS/ 235 Purchase of Former Police Station at Notown From Shirecounty County Council

ISSUES DISCUSSED DURING CONSIDERATION OF THIS ITEM INCLUDED:

- Impact of the extra space on neighbourhood policing
- Impact on the estates strategy
- Usefulness of having a local cell capacity and the impact on local resources;

- The need for adequate changing facilities/locker rooms

RESOLVED to pursue option 2 detailed in the report, namely to sell the existing building and, to purchase from Shirecounty County Council the former station for conversion to a new police station for Notown.

P/1116Purchase of former police station at Notown from Shirecounty County Council

The Police Authority had already approved the purchase of a vacant building from Shirecounty County Council's Social Services Department. Since this approval was given, negotiations for the purchase had been ongoing with Shirecounty County Council following an independent valuation of the building commissioned by the Constabulary. Shirecounty County Council's current asking price was £25,000 more than initially approved. The issue had been fully debated at the Police Authority Property Sub-Committee.

RESOLVED that

- i. expenditure up to a maximum of £120,000 exclusive of fees be approved for the acquisition of the proposed building;
- ii. the Notown budget be extended by a further £25,000 to £175,000.

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Chapter 4: How Local Education Services Work



SUMMARY OF INVOLVEMENT

Name of activity: How Local Education and Information Services Work

Date(s):

Type of involvement (what it was, e.g. meeting, focus group, committee, consultation, training, conference)

Training day

Description of involvement (what you did)

Skills gained (what you learned)

Evidence or feedback

(include any certificates or qualifications gained and any comments from staff, trainers or other participants)

PERSONAL REFLECTION ON THE INVOLVEMENT

(what it was like)

Funding for Education

Funding for state education for the under 16s is allocated to upper tier and unitary local authorities as a ring fenced budget, known as the Dedicated Schools Grant. This was set by the Department for Children Schools and Families however, on 12 May 2010, under the new coalition government, the Department for Education became responsible for education and children's services.

The complex formula used to calculate the Dedicated Schools Grant is currently under review. As it presently stands Devon has one of the lowest allocations of cash per- pupil in the country (ranked 148 of 151 authorities). There is a campaign 'Fairer Funding for Devon Schools' and you can find out more from their website and from the website of the national campaign

<http://www.fairfundingfordevonschools.org.uk/>

<http://www.f40.org.uk/index.html>

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Young People's Learning Agency (YPLA)

The YPLA was launched in April 2010 with the mission of 'championing education and training for young people in England'. It was formed from a division of the Learning and Skills Council under the Apprenticeships, Skills, Children and Learning Act 2009 and is intended to administer direct financial support for young learners through Education Maintenance Allowance (EMA), provide funding for academies support for local authorities in the commissioning of education and training opportunities for 16-19 year olds. It is a non-departmental public body, with a non-executive Board appointed by the responsible minister, it was sponsored by the Department for Children, Schools and Families and is now to be under the new Department of Education.

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The YPLA has regional offices in Bristol and Plymouth:
Tel: 0845 337 2000

Skills Funding Agency (SFA)

The Skills Funding Agency (SFA) is the second of the organisations that replace the Learning and Skills Council. The Skills Funding Agency is an agency of the Department for Business, Innovation and Skills and it was designed to work with Regional Development Agencies (RDAs) to fund and regulate adult Further Education (FE) and skills training in England.

The agency's mission is to 'ensure that people and businesses can access the skills training they need to succeed in playing their part in society and in growing England's economy'.

From the 1st August 2010 they plan to deliver the Adult Advancement and Careers service. This will bring together: the Careers Advice Service; nextstep information and advice service; and the Offenders' Learning and Skills Service (OLASS). It will provide personal, advice on

getting on in work and life to any adult aged 19 and over (or 18 and over for Jobcentre Plus clients or those in custody)

They will also oversee: Adult Learning Grants (ALG) which provide financial help with the costs of learning to low skilled, low income adults who are studying full time for their first full Level 2 or first full Level 3 qualification; and Professional and Career Development Loans which are bank loans set at a competitively interest rate that learners aged 18 years or over can use to help pay for learning that leads to work.

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To contact them telephone: 0845 377 5000
Email: info@skillsfundingagency.bis.gov.uk

Accreditation of learning

The SFA is also responsible for implementing the new Qualifications and Credit Framework. This is a way of simplifying how training can be used to add up to a recognised qualification. It allows you to fit together training from employers with community and college learning. Employers like McDonalds and Network Rail have registered as accredited learning providers.

It breaks accredited training into ‘credits’; units that can be put together in different ways to add up to a qualification: an Award (1 to 12 credits); a Certificate (13 to 36 credits) or a Diploma (37 credits or more).

There are nine levels of difficulty

- | | |
|-------------|--|
| Entry level | basic qualification. |
| Level 1 | roughly the level of a GCSE up to D grade. |
| Level 2 | roughly the level of a GCSE grade C - A. |
| Level 3 | roughly the level of an A level |
| Level 4 – 8 | Higher Education levels |

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Devon Adult & Community Learning Service

Provides

- Help and advice on choosing courses
- Information on course content and full of costs
- Action to help resolve problems of physical access
- A learning programme which takes account of your particular interests and needs, with additional support where appropriate
- A safe, clean and comfortable place to learn, and a friendly atmosphere which accords mutual respect

- A skilled tutor who listens to what you have to say about what you want to learn and provides regular opportunities to discuss work and your personal progress
- Contact with specialist services for advice on other courses or on careers, if needed

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Devon Adult Learner consultation group

From time to time Devon ACL would like to canvas learners’ views on developments in Adult Learning. This might be, for example, gathering opinions in response to new government initiatives, or testing out ideas on how particular aspects of the provision might develop.

They use e-mail to make contact and receive feedback.

Learner Consultation Group 01392 385721.

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The Higher Education Funding Council for England

The Higher Education Funding Council for England (HEFCE) funds teaching and research in universities and colleges. It was set up in 1992. Like the SFA it is a non-departmental body, currently under the Department for Business Innovations and Skills.

Most of their funding goes to the 130 universities and higher education colleges in England. They do not provide grants or loans for individual students. Some HEFCE funds support higher education courses in 124 directly-funded further education colleges, but the main funding for these colleges will come from the YPLA and SLA.

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Admission to schools

Every child aged between five and 16 is entitled by law to a place at a state school. Wherever possible children are offered a place at one of the schools preferred by parents/carers, but this can't be guaranteed.

Some schools receive more applications than they have places to offer. Every school has a limit on how many pupils can be admitted. Each school has a set of rules, known as the 'admissions' or 'oversubscription' criteria. They must follow these rules when allocating places. Admissions criteria are set by the school's admission authority. In Exeter this is the responsibility either of Devon County Council or of the school’s Governing Body. This depends on the type of school:

- For Community and Voluntary Controlled schools the County Council is the admitting authority.
- For primary schools Head teachers normally manage admissions.
- For Secondary admissions are normally undertaken by the Divisional Education Offices working with Head teachers.

- For Foundation and Voluntary Aided Schools the Governing Body is the admitting authority.

Applications for school places can now be made on line at https://secure.devon.gov.uk/admit_transfer/at_welcome.asp

Any appeal against an admissions decision is heard by an independent committee.

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Community Learning

As well as Exeter CVS there are a number of other organisations providing skills and recreational training in the City. These include:

- Community Enterprise Unit
- Exeter City Football Club
- Exeter Community Centre
- Exeter Community Initiatives
- St Sidwell's Centre
- The Shilhay Community
- Worker's Educational Organisation
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Governance of Education

School Governors

School governors work together to make important shared decisions. Together they are answerable to parents and the community. The governing body develops the strategy that steers the school, acting as a critical friend and making sure the school is accountable.

A board of governors will include representatives from the school staff, the Local Authority, the local community, parents and, sometimes, members of faith or other interest groups.

Community Governors are appointed by the governing body to represent the community. They may not have been involved the school before.

Local Authority Governors are appointed by the Local Authority that maintains the school and in some cases these appointments are made on a party political basis.

Parent Governors are voted for by other parents and are usually parents of children who attend the school.

Staff Governors are elected by staff within the school

Foundation Governors may be appointed by an organisation that set up the school to represent their interests.

Associate Members may be appointed to bring some particular experience or expertise; usually they can advise but not vote.

For more about School Governors in Devon see:

<http://www.devon.gov.uk/governors>

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Exeter College and Corporation Board

Exeter College is an incorporated body with a Corporation Board of nineteen governors including the Principal. The Board, supported by the college's senior leadership team, makes the strategic decisions about the college. Governors are unpaid volunteers.

They have five main responsibilities:

- determination of the character and strategic direction of the college
- efficient and effective use of resources, safeguarding the college assets and the solvency of the college approving the annual estimates of income and expenditure
- terms and conditions of service of the Principal, senior post holders and Clerk
- setting a framework for the employment of all other staff.

Time is needed both to attend meetings and for preparation and reading the papers which are sent out approximately one week before meetings. Governors are asked to attend approximately ten meetings a year, five Board meetings and a Board residential, four meetings of a committee. In addition there will be governor development events and occasional informal events.

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University of Exeter Selection of Council Members

The University of Exeter's governing body is the Council. It is made up of different sorts of members selected in different ways.

- The Vice-Chancellor and Deputy Vice-Chancellors of the University are automatically members, as is the President of the Students' Guild (elected by the students).
- There are three academic members of staff are elected from the Senate (the body that makes academic decision within the University).
- One non-academic member of staff is elected by other non-academic staff in the University.
- 15 non-executive (lay) members of Council are selected by the Council Nominations Committee.

The lay members are chosen to maintain a balance of different skills and experience on Council as well as promoting an appropriate balance of gender and ethnicity.

Vacancies are advertised on the Cabinet Office Public Appointments website, and Council members and alumni groups are asked to recommend candidates. Possible candidates are invited to lunch to meet the Chair of Council, the Vice-Chancellor and Registrar and to explore their interest and commitment in becoming members of Council. If the Committee is content, their names go forward for recommendation to the next full meeting of Council.

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What qualities and skills do you think you would need to be a useful Governor or Council member?

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Chapter 5: Making a Freedom of Information Request



SUMMARY OF INVOLVEMENT

Name of activity: Making a Freedom of Information Request

Date(s):

Type of involvement (what it was, e.g. meeting, focus group, committee, consultation, training, conference)

Description of involvement (what you did)

Skills gained (what you learned)

Evidence or feedback

(include any certificates or qualifications gained and any comments from staff, trainers or other participants)

PERSONAL REFLECTION ON THE INVOLVEMENT

(what it was like)

Freedom of Information Requests

The Freedom of Information Act (2000) gives the general public a right to ask for access to information that is held in the records of public authorities – like

- government departments
- local councils
- state schools
- organisations that are wholly owned by the government

Before making a formal request it is useful to check to see if they already publish the information you want, on their website or in their annual report for example.

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Your request must be in writing, in a letter, an email or submitted on a form on the website of the authority you are asking for the information. Keep a copy of your request and any response as you may need these if you later wish to appeal against a decision not to release information.

You do not need to say that you are asking for the information under the Freedom of Information Act, but it is usually a good idea to mention it just to be clear. You **must** give your name and an address, though this can be an email address. If you do not give your real name or a valid address the authority may answer, but they are not obliged to accept your request.

| Valid | Not valid |
|--|---|
| Alice Thompson 93 Holly Walk Exeter Ex2 4NW | Alice Exeter |
| A. C. Thompson wildcitizen@hotmail.com | Wild-citizen wildcitizen@hotmail.com |

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You need to identify the information you want as clearly as possible. If the organisation has to ask for clarification this will add to the cost of the request and may mean they can refuse your request.

You can ask a question, but the authority only has to answer if it relates to information in their records. Questions beginning “what” or “how much” are more likely to get a useful

answer than those that start “why”. They do not have to create new information or give any opinions that are not already in their records.

- You have a right to request information, however it is recorded.
- You don’t have to specify any particular documents, but the more specific you can be the better.
- It might be useful to start by asking for a list of information they have about the subject.
- Use straightforward, polite language and don’t mix requests with complaints or comments.
- Say how you would prefer to receive the information. Would you prefer documents by email or printed copies?

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What happens after you make a request?

The authority must reply to you within 20 working days.

It might:

- give you the information you’ve asked for
- tell you it doesn’t have the information
- tell you that another authority holds the information
- tell you it has the information and offer to give it to you for a fee
- tell you it needs time to consider the public interest, (normally no more than 40 working days from the date of your request)
- refuse to give you the information, and explain why

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Your request may be refused if:

- the information you want is already easily accessible elsewhere
- the question is too vague and general, making it too difficult to answer
- the information is going to be published soon anyway
- you or a campaigning group have made a large number of requests about the same or similar information and this is seen as ‘vexatious.’
- there are vital economic, national security or defence issues that outweigh any public good in giving this information
- the information is only held by a court or tribunal
- the information is covered by Parliamentary or Ministerial privilege or the disclosure could damage the ‘effective conduct of public affairs’
- it involves communications with the Queen or about the award of honours
- disclosure would endanger anyone’s physical or mental health or pose a risk to their safety

- contains personal information, information given in confidence or under legal privilege
- contains commercially sensitive information
- there is a prohibition on disclosure of that information

Requests for environmental information may be handled slightly differently from other requests, under EU rules. However, the authority should still respond within 20 working days and give reasons if it refuses your request.

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You can ask for any information you think they hold in their files or other records. However, if you believe an organisation holds personal information about you, you can ask them to give you a copy of this under the Data Protection Act (1998).

In order to do this you will need to make your request in writing, clearly explaining what information you want. Again you can use email though many authorities will have their own forms for Data Protection requests. There may be a fee for providing this information. Keep a copy for your records, in case you need to make a complaint later.

More information is available from the Information Commissioner’s Office:
Phone: 08456 30 60 60
Website: www.ico.gov.uk

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What should happen when you make a Freedom of Information request:



Freedom of Information Game

Please send me the minutes of any meetings at which the university discussed cancelling the course in graphic design, and any reports, papers or internal correspondence dealing with this issue

Why has the university decided not to offer a course in graphic design after the 2008/09 academic year?

Please could you tell me what categories of records you hold relating to the Anyshire Regiment from 1939 to 1945

Please send me any information you have on the Anyshire Regiment

Please send me your policies and internal guidelines on customer services, and a copy of your complaints procedure

Why does your authority seem to think it is acceptable to treat its customers with contempt?

How much did the council spend on refurbishing its offices in the financial year 2009/10

Please send me information on the refurbishment of the office

Please can you send me the minutes of any meetings that have discussed the skill levels of elected members, any internal correspondence/reports on the subject and results from any audits of their skills or training needs that have been undertaken 2009/10

Are all out local councillors complete idiots?

Please can you send me minutes the of any meetings that have discussed the felling of trees on the College campus and any internal reports or correspondence on this issue.

Why are you cutting down so many trees round the College?

take part south west

Chapter 6: How Local Health Services Work



SUMMARY OF INVOLVEMENT

Name of activity: How Local Health Services Work

Date(s):

Type of involvement (what it was, e.g. meeting, focus group, committee, consultation, training, conference)

Training day

Description of involvement (what you did)

Skills gained (what you learned)

Evidence or feedback

(include any certificates or qualifications gained and any comments from staff, trainers or other participants)

PERSONAL REFLECTION ON THE INVOLVEMENT

(what it was like)

National Health Services and social care in Devon

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The National Health Service was set up in 1948 to provide healthcare for all citizens, based on need, not the ability to pay. It is made up of a wide range of health professionals, support workers and organisations. It is now the largest organisation in Europe and is recognised as one of the best health services in the world by the World Health Organisation.

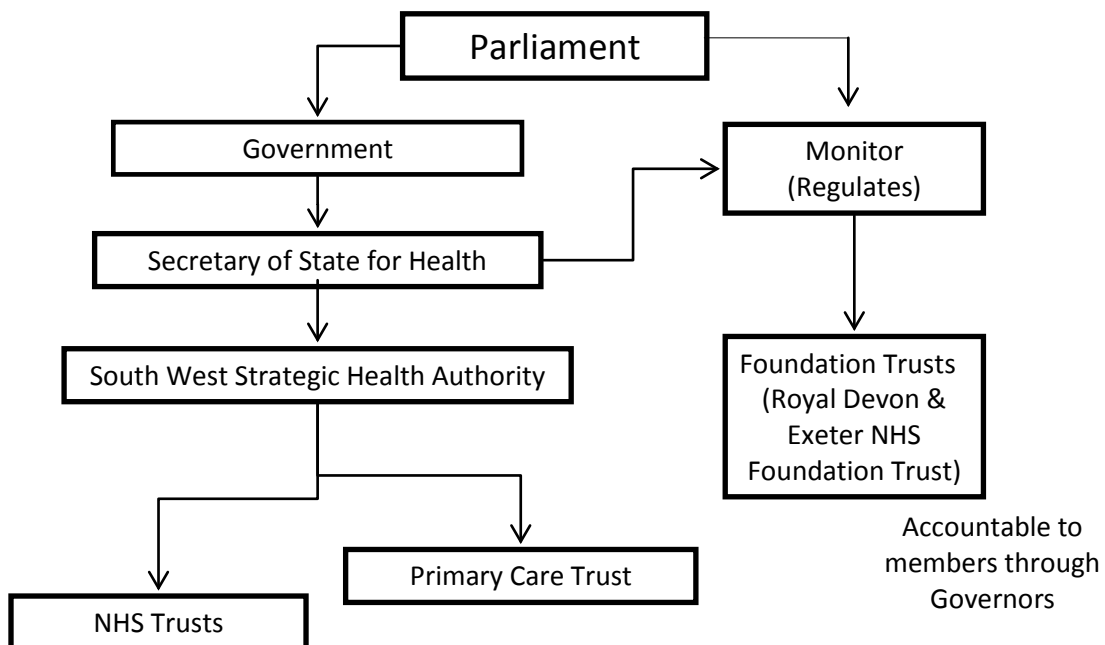
The NHS employs more than 1.5 million people, of which just short of half are clinically qualified. It received more than £90 billion in 2007/08.

The NHS is funded by the taxpayer. This means it is accountable to Parliament. It is managed by Department of Health - which is directly responsible to the secretary of state for health, currently Andrew Lansley. The department sets overall health policy in England, is the headquarters for the NHS and is responsible for putting policy into practice. It also sets targets for the NHS and monitors performance through its four directors of health and social care. For more on these roles see:

<http://www.dh.gov.uk/en/Aboutus/MinistersandDepartmentLeaders/Ministers/index.htm>

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The structure



- The Devon Partnership NHS Trust (mental health and learning disabilities)
- The West of England Ambulance Service Trust (WAST)

The Strategic Health Authority (SHA)

NHS South West is the strategic health authority with responsibility for Devon, one of ten SHAs across the country. SHAs plan health care for the population of the region they cover and are responsible to the Department of Health.

Strategic health authorities are responsible for the performance of NHS organisations known as trusts. This includes primary care trusts (PCTs), acute trusts, mental health trusts and Ambulance service trusts. However they are not responsible for the regulation of the foundation trusts; these operate more independently and are regulated by a different organisation called 'Monitor'.

The present government is pledged to abolish SHAs by 2012, though this could only be done by passing new legislation through parliament. However their role is likely to begin to diminish as budgets for the work they do are cut.

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Primary and Secondary care

Health services are divided into 'primary' and 'secondary' care services. Primary care services include general medical practitioners (GPs), dentists, pharmacists, opticians, district nursing and numerous other services. These are the services provided locally or in patients' own homes. The more specialised services, which are provided in fewer locations, are called 'secondary care'. This includes not only hospitals but also ambulances and specialised health services for people with mental health problems or a learning disability.

| Primary Care | Secondary Care |
|-----------------------------------|-------------------------------|
| General Practitioners | Consultants |
| Practice Nurses | Hospital Nurses |
| District Nurses | Radiologists |
| Health visitors | Mental Health Services |
| Opticians | Ambulance services |
| Dentists | Accident and Emergency |
| Community Health Promotion | In-patient services |

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Primary Care Trusts

Primary Care Trusts (PCTs) are responsible for the provision of health services to the local community. They are responsible for improving the health of the population they serve, tackling health inequalities and securing high quality services. They do this through commissioning services, often working in partnership with other bodies, in particular local councils.

The Devon Primary Care Trust is now called NHS Devon. It has a board with ten executive directors, seven non-executive directors and an independent chair. The board are collectively responsible for the performance of the Trust and developing strategies for improving services.

As well as the Chief Executive and the Deputy Chief Executive there are Executive Directors representing each specific area of services.

The Non-executive Directors have a particular scrutiny responsibility, ensuring the Board acts in the best interests of the public.

Meetings are generally open to the public and the press. Time is set aside at the end of each meeting for members of the public to raise questions about the subjects under discussion. If you wish to ask a question about a matter being discussed at a meeting you must give two days notice. Times of meetings, Agendas and guidance on asking questions are all available from: <http://www.devonpct.nhs.uk/default.asp?pg=11>

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NHS Trusts

NHS trusts are led by a Board comprising of a Chair, executive and non executive directors. Day to day running of the organisation is the responsibility of the Chief Executive and the executive directors. Trusts are responsible for running many NHS hospitals – e.g. Northern Devon Healthcare NHS Trust and Plymouth Hospitals NHS Trust

The South West Ambulance Trust, based in Exeter, manages the ambulance and paramedic services in Cornwall and the Isles of Scilly, Devon, Dorset and Somerset, an area of over 18,000 square kilometres with a population of two and a half million people, not including the tourists.

Details of board meetings can be found at:
<http://www.swast.nhs.uk/contactus/meetings.asp>
They also welcome direct questions and feedback from service users
publicrelations@swast.nhs.uk

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Care Trusts and Mental Health Trusts

Care trusts manage integrated services between health and social care and involve joint working agreements between the NHS and Local Authorities.

Similarly mental health trusts oversee mental health services which can be provided through a General Practitioner, other primary care services, or through more specialist care in NHS hospital trusts or local council social services departments.

Devon Partnership Trust

Devon Partnership NHS Trust was established in 2001. They employ about 2,000 staff directly but have about another 100 staff assigned from Devon County Council and Torbay Unitary Authority, including social workers and support workers. They serve an area with a population of more than 850,000 people. They deliver mental health and learning disabilities services for:

- o Adults
- o Older people
- o People with alcohol and substance misuse issues
- o People with a learning disability
- o People with a severe eating disorder who require a stay in hospital
- o People who need forensic or secure mental health services (usually people that have come into contact with the criminal justice system).

The Trust also has a Board that is publicly accountable for the running of the Trust and holds collective responsibility for its actions.

The Executive Directors of the Trust represent the interests of the local areas and specialist services as well as the overall strategies.

The Non-executive Directors share responsibility with the other directors for the success of the organisation. They have a responsibility to ensure that the interests of patients and the community remain at the heart of the Board’s discussions. Non-executive directors hold specific interests in locality and service areas, working closely with service directors, staff, service users and carers and providing a link between local people and the management of the Trust.

A list of Board Members is available:

http://www.devonpartnership.nhs.uk/fileadmin/user_upload/publications/Whos_Who_Dec09.pdf

The Devon Partnership Trust is currently applying for Foundation Status

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Foundation trusts

NHS foundation trusts were created by the New Labour government with the mission to devolve decision-making from central government control to local organisations and communities.

Royal Devon and Exeter NHS Foundation Trust

Created as one of the first Foundation Trusts in April 2004. It offers general services to about 350,000 people in Exeter, Mid Devon and East Devon. It also provides some specialist services for about 500,000 people over the rest of Devon and Cornwall.

The Trust employs about 6000 people and spends over £300m. Each year they look after over 100,000 inpatient/daycases and 250,000 outpatients.

Hospitals and Centres

- Exeter Mobility Centre (Wonford), Exeter
- Exmouth Hospital, Exmouth
- Heavitree Hospital, Exeter
- Honeylands Children’s Centre (for specialist assessment and support for children with special needs and their families)
- Mardon Neuro-Rehabilitation Centre, Exeter
- North Devon District Hospital, Barnstaple
- Princess Elizabeth Orthopaedic Centre (Wonford), Exeter
- Royal Devon and Exeter Hospital (Wonford), Exeter
- Scott Hospital, Plymouth
- Victoria Hospital, Sidmouth
- Axminster Hospital, Axminster
- The Centre for Women's Health (Wonford), Exeter
- West of England Eye Unit (Wonford), Exeter

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Governance of the Royal Devon and Exeter NHS Foundation Trust

Membership

Public membership of the Trust is open to anyone aged 12 years and over living in Devon, Cornwall, Somerset and Dorset, except for employees of the Trust.

Staff membership is open to employees with a minimum 12 month contract.

Membership is free. How much members want to get involved is up to the individual. They receive a newsletter which includes information about meetings or events they might like to attend. Members can vote in the elections to the Council of Governors or stand for election themselves. To become a member contact the Foundation Trust Office on 01392 403977 or by email at foundation.trust@rdeft.nhs.uk. There is also an online form (http://www.rdehospital.nhs.uk/trust/ft/membership_form.html)

The Council of Governors

There are 31 Governors who are elected by staff and the public, or nominated by partner organisations, like the primary care trusts. They advise and influence how the Trust works to meet the needs of local people. This involves discussing new service developments, the annual report and accounts, and how members are being recruited and kept informed. They are also responsible for the appointment and remuneration of the Chairman and Non-Executive Directors of the Trust. For a list of current Governors see: <http://www.rdehospital.nhs.uk/trust/ft/governors2.html>

Elections to the Council of Governors take place in spring each year, and governors usually serve a three-year term of office, beginning and ending in October at the time of the annual members meeting.

The Council of Governors meets four times a year, in April, July, October and January. Governors also meet with people in their local community or staff group, to help report back on what happens

at Council of Governor meetings, and to listen to ideas and opinions from members of the public and staff. There are four meetings in each main constituency area, with the Governors from that area meeting to talk to local people and NHS Foundation Trust members. Governors are given training.

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The Board of Directors

Royal Devon and Exeter NHS Foundation Trust has a Board of Directors made up of executive and non-executive directors. Together board members are responsible and bear full legal liability for the operational and financial performance of the Trust.

There are two different sorts of directors:

Executive directors, who manage the operational and finance of the trust day to day (for a list see: <http://www.rdehospital.nhs.uk/trust/board/exec.html>)

Non-executive directors, scrutinise the management’s performance and monitor reporting. (<http://www.rdehospital.nhs.uk/trust/board/nonexec.html>)

Non-executive directors are independent and are there to maintain public confidence in the Trust. To be effective a NED needs to be well-informed about the Trust and have a good grasp of the relevant issues.

The Board meets monthly (except in August and December), on the last Wednesday of every month. These meetings are not open to the public, though Board papers are available from <http://www.rdehospital.nhs.uk/trust/board/boardpapers.html>.

Regulator

‘Monitor’ was created in January 2004 to authorise the establishment of NHS foundation trusts and to regulate them. It is nominally independent of central government and directly accountable to Parliament, though board members are appointed by the Secretary of State for Health.

There are three main strands to their work:

- determining whether NHS trusts are ready to become NHS foundation trusts;
- ensuring that NHS foundation trusts comply with the conditions they signed up to – that they are well-led and financially robust;
- and supporting NHS foundation trust development.

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Devon County Council social services

Care Direct provides information and help with health and social care issues for older people. It includes:

- Information about social services and other groups offering care and support. It includes advice on aids, adaptations, home alarm schemes, etc.
- Advice on how to access housing benefit, council tax, sheltered housing and housing placements. Care Direct also has information about how to get help with alterations, repairs and keeping your house warm and secure
- Other benefits advice including Attendance Allowance, Disability Living Allowance and Carers Allowance.
- Advice on how to lead an active healthy life; information on social clubs and day centres etc.

Telephone: 0845 155 1007

Devon Family Information Directory is an online guide to services and organisations that support children and young people, parents, carers and practitioners. You can search for a service by keyword, category, postcode, location or by age range.

<http://devon.childrensservicedirectory.org.uk/>

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Post Script...

A press release from the Department of Health dated May 21st 2010:

The NHS must make sure that patient outcomes and clinical evidence are at the heart of any changes to health services, Health Secretary Andrew Lansley said today.

In future, all service changes must be led by clinicians and patients, not be driven from the top down.

Health Secretary Andrew Lansley said:

'Today I am fulfilling the pledge I made before the election to put an end to the imposition of top-down reconfigurations in the NHS.

'We are committed to devolving power to local communities – to the people, patients, GPs and councils who are best placed to determine the nature of their local NHS services.

'Local decision-making is essential to improve outcomes for patients and drive up quality.'

- Mr Lansley outlined new, strengthened criteria that he expects decisions on NHS service changes to meet. They must
- focus on improving patient outcomes;
- consider patient choice;
- have support from GP commissioners; and
- be based on sound clinical evidence.

Local NHS organisations, which have already started to look at changing services, will need to make sure that their plans meet these criteria before continuing.

This change is said to provide an opportunity for GPs to work with community leaders and their local authorities to take the reins and steer their local services to improve quality standards and outcomes.

List the advantages and disadvantages of having a Strategic Health Authority

Advantages

Disadvantages

Presentations from Guest speakers – Devon LINKs; Folk.us; PenCLAHRC

Policy Context

•“A Stronger Local Voice – the Government’s Response”

•Set out five key elements to enable communities to create a stronger voice for themselves in influencing the health and social care services in their area.

•These plans included proposals to establish Local Involvement Networks (LINKs), which are now established, gather the views and experiences of people on their health and social care services, as well as plans to update the requirements of NHS bodies to involve and consult patients and the public (“the duty to involve”).



Recruitment

- In addition to people and organisations becoming participants of LINK Devon and actively participating in the work programme, there are opportunities for others to become involved with the network. This may involve participating in a relevant and particular piece of research, providing information, or contributing contacts or opportunities for LINK Devon to access other participant networks without being a registered participant of the LINK.



Capacity Building

- Part of the work of the Host (EDVSA) will be to build the knowledge base of participants. EDVSA will produce briefings on a range of priority issues, identified through feedback from focussed community engagement. These will also contain national and sector data to help put the information into a local context for the participants.



Ways of Engaging

- LINK Devon is engaged in monitoring services by actively seeking views directly through contributions from individuals and groups, and indirectly from representatives or advocates, from complaints and PALs, through surveys, through comment cards, through websites, and through other methods. The strength is that LINK Devon is able to engage with a large number of people rather than relying on the experiences of a few centrally appointed participants.



Possible Areas of Work

- LINK Devon may well wish to set up specialist interest groups, for example, one that considers all mental health services within its area, looks at health services for children and young people, or focuses on an acute trust. Where appropriate, LINK Devon may wish to join with neighbouring LINKs, e.g. Plymouth or Torbay, in the discussion of a service that spans their borders.




LINK and Compacts


- For a number of years, local authorities have developed effective compacts with their local voluntary and community sector organisations, which provide a clear framework for their relationships and joint working. It is anticipated that the local compacts will support the changes in the relationships between local authorities and the organisations without any compromise maintaining objectivity and separation.




What is Research?




Something Doctors Do



Writing a Report




Asking Questions



© R.A. PALMER & KAL NYE

Research is Finding out!

Finding out about something
And changing it!




A process of collecting, ordering and evaluating information so as to provide further understanding, and/or new knowledge, and/or a basis for decision making and action or change.

© R.A. PALMER & KAL NYE

Finding out how many people like something or do something

Finding out the numbers of people who like or do something




This is called
Quantitative research!

Using lots of numbers and people!

© R.A. PALMER & KAL NYE

Asking people what they think or why they do something

Finding out about what people think and why they do something.





This is called
Qualitative Research!

Asking questions and letting people tell you what they think or feel.

© R.A. PALMER & KAL NYE

Using different ways of Finding out or doing research

Quantitative or Qualitative

Using lots of numbers and people!


Letting people tell you what they think or feel

First you have to decide what it is you want to find out then you can decide how to do it!


Do you think Research is important?

Research is often why things are done in a certain way


Like giving a particular Medicine for a particular illness



Or why your Day Centre does a particular activity



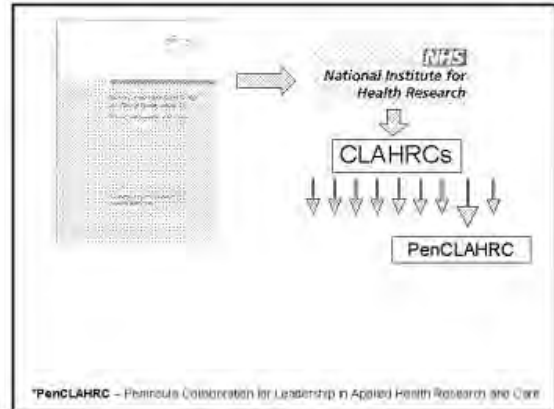
Research can help us to get things changed



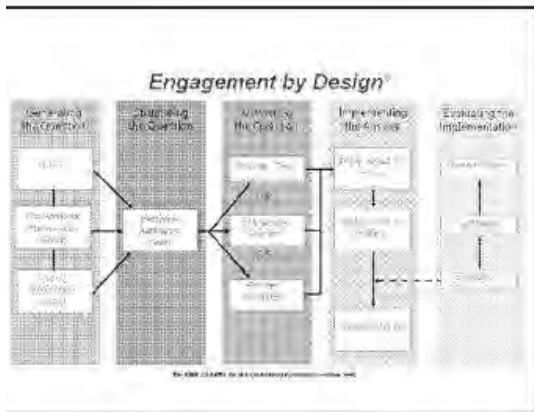
Peninsula CLAHRC

Andy Gibson - Patient and Public Involvement

PenCLAHRC - Peninsula Collaboration for Leadership in Applied Health Research and Care



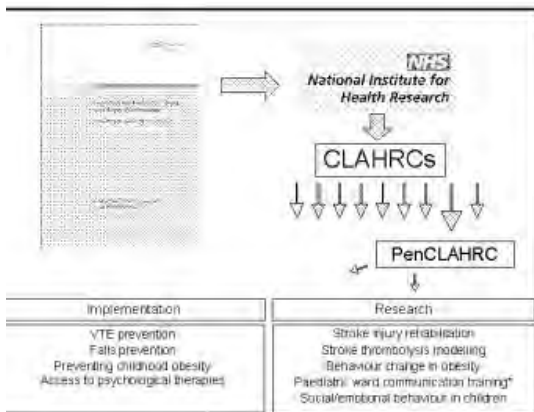
PenCLAHRC - Peninsula Collaboration for Leadership in Applied Health Research and Care



Two types of questions

"Unanswered Research Questions"
What should we do?

"Implementation challenges"
How should we get it done?



Common misunderstandings



PenCLAHRC does not give research grants



PenCLAHRC does support the development of research ideas into full research proposals.

PenCLAHRC - Peninsula Collaboration for Leadership in Applied Health Research and Care

take part south west

Chapter 7: How the Voluntary and Community Sector Works



SUMMARY OF INVOLVEMENT

Name of activity: How the Voluntary and Community Sector Works

Date(s): 14th June 2010

Type of involvement (what it was, e.g. meeting, focus group, committee, consultation, training, conference)

Description of involvement (what you did)

Skills gained (what you learned)

Evidence or feedback

(include any certificates or qualifications gained and any comments from staff, trainers or other participants)

PERSONAL REFLECTION ON THE INVOLVEMENT

(what it was like)

The Voluntary and Community Sector

The term Voluntary and Community Sector covers a lot of ground. It includes everything to small self help or campaigning community groups and residents' associations to national and multi-national charities with hundreds or thousands of staff, perhaps even providing services commissioned by government. While you will often hear all these very different organisations lumped together it is probably useful to think of them in two distinct sections: Voluntary Sector Organisations and Community Groups. However there is really more of a spectrum of different organisations than a clear dividing line between Voluntary and Community groups. Some groups could be seen as either. Changes in funding and staffing levels over time might change how they view themselves or are viewed by others.

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Voluntary Sector Organisations

Voluntary Sector Organisations (VSOs) is a term used to describe a wide range of organisations that work not for financial profit but which are not government or local government organisations. These will normally be larger organisations, constituted as charities, charitable companies, social enterprises or co-operatives. This means that while they may be governed by a group of volunteers on a board of trustees, they usually will have a professional staff and administrative team. The professional team may in turn manage volunteers who provide their front line service; for example helpline services, like the Samaritans.

VSOs working in any particular area may be independent local organisations (like Exeter Community Initiatives) or might be branches of a larger national organisations (like Age UK/Age Concern Exeter)

Government policies of increasingly commissioning services rather than providing them has led to some organisations that started as advocates for particular sections of the community moving increasingly into the provision of services. An organisation may need to change its Governing Documents to reflect these changing roles, and if it is a registered charity it may need approval from the Charity Commission in order to do this.

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Community Groups

The community sector is made up of a vast range of groups based on neighbourhoods, shared problems or just shared enthusiasms. They are generally small groups with few if any paid staff. They may be constituted as collectives or as charities, particularly if they wish to access funding from a trust or from a local authority or government grant scheme. Some may also constitute themselves as companies limited by guarantee, as this can protect the committee or trustees from some personal liability should things go wrong. However the vast majority of these groups are small, informal and have little or no external funding.

Community groups are usually locally based and arise in response to local issues. They may provide services lacking in the community, for instance poor bus services and dangerous roads might lead parents to band together to organise a 'walking bus' to ensure the safety of children on the way to school, or a lack of shops on a housing development might lead to residents banding together to form a food co-op. Alternatively groups can be founded around a campaign, for instance opposition to a proposed development or for an improvement in a particular service required by that community.

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Charities

Both large voluntary sector organisations and small grass-roots community groups can be constituted as charities. In the UK today there are probably over 500,000 voluntary organisations but fewer than 180,000 of these are registered as charities with the Charity Commission. If a charity has an income of under £5000 per year it does not need to be registered, if it has a proper constitution and a ‘charitable purpose’ it can still describe itself as a charity and be treated as such by the tax office. Equally if a group is a local branch of a larger national or international charity that is already registered it may not need to register in its own right.

While there are advantages to being a registered charity (for instance some funders give preference to groups with charitable status) there are also disadvantages, for instance the Charity Commission does make demands in terms of financial reporting.

A useful guide covering the legal responsibilities of Charity Trustees is available from the solicitors Bates Wells and Braithwaite:
(http://www.bateswells.co.uk/Files/Publications/Duties%20of%20Charity%20Trustees_Sept2009.pdf)

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Social enterprises

Social enterprises are organisations that use a business approach to tackling social issues. They may be described as ‘not for profit’ although many work to make more money than they spend (usually described as a ‘surplus’ rather than a ‘profit’) this is normally re-invested to help achieve their primary social goals. Another form of social enterprise (sometimes known as a ‘social business model’) is where the aim is to make a social difference by employing individuals from disadvantaged backgrounds or with health/disability barriers to work.

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The Devon Community Directory

The Devon Community Directory is available in a printed version in the reference section of Exeter Library or as an online searchable database of over 8000 organisations. These include, community, health and social care services in Devon and Torbay. Things like: Home care, Halls for hire, Equipment for disabled people, Conservation groups, Residential homes, Cubs, Scouts, Faith Groups, Social support groups, Dance groups and many more
<http://www.devonline.gov.uk/community/>

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Why people form groups

'Roll rocks down a ten-thousand-foot mountain, and they cannot be stopped – this is because of the mountain, not the rocks. Get people to fight with the courage to win every time, and the strong and the weak unite – this is because of the momentum, not the individuals.' – from Sun Tzu *'The Art of War'*

People form groups for many different reasons – sometimes for a number of reasons jumbled up together. These might include things like:

- To widen their social network.
- To create an opportunity to meet with people 'like' themselves, or who share an interest or hobby.
- To campaign or work for improvements to facilities or services.
- To campaign against changes that they see as threatening their community or the environment.
- To develop their own skills and knowledge.
- To share the information and skills they have with others.
- To defend themselves or others from hostility and threats.

By being a part of a group people can become more able to access information and resources. If they don't know something or have access to some piece of equipment perhaps another group member will know who to ask. If the group is connected to other groups and networks this is multiplied.

Coordinating the work of individual members of a community can help them to achieve better outcomes. Getting them to all pull in the same direction makes the effort of each one more effective.

Working together a group can create a stronger voice for their ideas and concerns. It can be harder for politicians and service providers to ignore clearly presented arguments from a well organised group than separate complaints from isolated individuals.

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Roles and responsibilities

People take on a wide range of roles in groups. Some of these are formal and come with a range of responsibilities and expectations; others are informal and can stem from habitual behaviours or skill sets.

Formal roles commonly found in community organisations include:

- Chair Responsible for making sure people are kept informed and understand the rules and procedures
Responsible for coordinating and steering meetings through the agenda
Responsible for making sure everybody gets a chance to be heard
- Vice chair Responsible for supporting the chair and taking over any of their roles when necessary

- Secretary /Minute taker Responsible for ensuring everyone knows when/where meetings are to take place
Responsible for keeping a fair and true record of meetings
Preparing and circulating the agenda for meetings
Keeping member contact details up to date
- Treasurer
Keeping financial records
Reporting the finances to meetings of the group
Ensuring that all expenditure is approved according to the rules
- Volunteer Responsibilities will vary according to the agreement/contract they have with the group
- Employee
Responsibilities will be laid out in their contract
- Funder Will normally have a responsibility to ensure that any funds they have allocated to the group have been spent according to their rules and agreements

This is not an exhaustive list and there are probably other roles and responsibilities that you could add. The important thing is to recognise that these are very different to the informal roles that are taken on. Informal roles do not carry responsibilities in themselves, although they sometimes feel as if they do.

Informal roles that are commonly taken on in community groups include:

- Leader/instigator Generates ideas and the energy to inspire the group.
- Gofer/carer The one who seems to always be making everybody tea, checking they have what they need and making sure they are OK
- Facilitator/enabler Does the background spadework that makes things work
- Fixer The one who knows who to ask and where to borrow equipment
- Peacemaker The one who brings people together and helps to smooth over conflict
- Mentor listens to problems and shares skills and information
- Follower Happy to do some of the work but prefers someone else to take responsibility for it
- Passenger Likes being on the committee but is not really willing to do any of the work
- Clown Jollies things along, but sometimes finds it hard to focus on the serious matters
- Wrecker Has an argument against everything

A common problem is that, because these informal roles are frequently based on people's habitual behaviour patterns they can become stuck in them. This can block the group from sharing skills and growing. So, if the fixer goes off sick there is no-one who knows where to hire a bouncy castle or borrow a tea urn, and if the treasurer drops out there is no-one who

can do the books. It is really useful if a group can make sure every formal role has at least one 'understudy' and that no one person is always expected to make the tea or the phone calls or keep the books balancing. Swapping tasks around can help make the group sustainable.

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Barriers to involvement

There can be many barriers that prevent people being involved in community groups and activities. They might simply not want to be involved, however people can be excluded for other reasons – either deliberately or inadvertently.

If people don't know what groups and activities there are or how to join in they are effectively excluded. This is why information and communication are vital.

Sometimes these barriers are internal to the person:

- They might lack the confidence to get involved
- They might lack basic skills and fear they could not cope with the group's activities
- They might believe that they would not be welcome
- They might have personal problems that make them feel particularly vulnerable
- They might have complicated or chaotic lives that make it difficult to sustain engagement.

It can be a long slow process to engage some people. They have to be given many opportunities to join in, to build their skills and confidence – and they may need to be able to dip in and out rather than commit to regular attendance.

People may be inadvertently excluded by things like the time and place of meetings or activities. If all the activities take place at the same time and on the same day anyone who works or who has caring responsibilities regularly at that time is excluded. By holding activities at different times groups can become accessible to different members of the community.

Other barriers might include venues that are not accessible to people with mobility problems or equipped to cater for the needs of people with other disabilities, for instance with hearing loops; lack of childcare or other care support; a lack of transport; lack of time and the cost of involvement. Cultural misunderstandings can also lead to unintentional exclusion. For instance some people might find it difficult to access meetings that are held in pubs or on particular days of the week that have religious significance.

Sometimes people are excluded deliberately. Very often people define who they are by contrasting themselves with others who are not like them. This can lead to exclusion of people who are identified as different. This can be because of race, ethnicity, gender, sexuality, age, disability, or any other difference. People have been excluded for being fat, for being skinny for living the wrong side of the road, for wearing the wrong label on their jumper, or just because their 'face doesn't fit'.

Notes.....
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Power and powerlessness

Power imbalances are embedded in society, so they also affect communities and community groups. There are a number of different forms of power including:

- Formal authority having a position in an organisation that is recognised as powerful/influential
- Control of resources this could be money, services, equipment or venues
- Regulatory authority the power to make or change the rules
- Control of the agenda the ability to decide what can be discussed and questions can be asked
- Control of information knowledge is power
- Control of boundaries controlling the flow of information between communities/organisations is a powerful position
- Control of technology this can also give power over information and communications
- Place in networks who you know rather than what you know
- Management of meaning this is the power of the media, interpreting information before we see it

By building groups and networks in communities, access to resources, information, influence and power can be widened. However we are working in the real world. Power imbalances continue to exist and it is important to be prepared to see and challenge them. But it is also important to be realistic about what can be achieved.

Where communities have lacked power to change their situation and improve their lives, perhaps for generations, it can be difficult for them to believe change is possible. People who feel hopeless and depressed can appear to lack interest, to be apathetic or even lazy. It can be a long term project to get people to trust enough even to hope for improvements and engage with services.

Group Meetings

Meetings can be very off putting and can end up being dreaded by group members. This can be made worse if meetings are too rigid and formal or if they are unfocused so they seem circular and unproductive. But meetings don't have to be like that. There is not one right way to run meetings and different styles will suit different groups and circumstances. However there are a few simple rules that can help to make meetings more manageable and inclusive – and help the group to enjoy their activities.

Before the meeting

Make it clear what the meeting is for and how it is to be run
Make sure all the information you will need is gathered in advance
Make sure the people best placed to help are invited
Give people enough notice – make sure the time, date and place are clear – give directions, don't assume everyone knows where the venue is even if they live next door
Send out the minutes of the last meeting – if appropriate
Send out an agenda
For a formally structured meeting this should include:
 Welcome and apologies
 Approval of previous minutes
 Matters arising
 Financial report
 List of new business
 Any other business
 Date and time of next meeting
Be clear about start and finish times

During the meeting

Start promptly and end on time.
Make sure everyone knows the ground rules including:
 Do people to raise their hands and wait for the chair to invite them to speak or just chip in?
 Should they check their phones are off, or does the group agree to them being kept on? (quite often it is difficult for parents and carers to be out of reach completely)
 What behaviour is expected of participants?
 Will there be comfort breaks?
Be clear about who is recording the meeting and who will prepare the minutes
Make sure that actions and time within in which they are to be carried out are recorded
Check that everyone has a chance to have a say
Make sure no-one hogs the floor

After the meeting

Make sure the minutes are written up and circulated
Make sure the decisions are acted on in a timely manner

Group Influence – a little excursion into social psychology

Choice Shift

Being part of a group can change how people understand the risks they take. They sometimes make decisions about what risks are acceptable differently than when they are alone. Usually people in a group will make riskier decisions than when alone, as the shared risk makes the individual perceive the personal risk as being less. This is known as '**risky shift**'. There is a different dynamic that works in some groups, where some people are anxious about failure, and the danger of letting people down. This can make them more risk averse in group activities than in their individual activities. This is called '**cautious shift**'

Theories about why this happens:

- Sharing responsibility leads to the perception that there is less personal risk - *Wallach, Kogan, and Bem (1964)*.
- The people most likely to argue for the riskier choices are the most confident members of groups - leaders rather than followers. This means groups are pulled into riskier decisions - *Collins and Guetzkow (1964)*.
- Riskier behaviour and decisions are associated with higher social status than caution so competition for status within groups pushes them towards risk. *Brown (1965)*
- The more familiar people become with the idea of a possible action, less they will see it as risky. *Bateson (1966)*

There are some very practical ways that these ideas can be used:

- Remember this is a shift in how risk is seen – sharing a risk does not really change how risky the behaviour is. So always make decisions in group situations based on a realistic **personal** assessment of risks.
- Pay attention to how risk is perceived in groups you are involved with – is there a shift that is 'risky' or 'cautious'. What is influencing this?
- If you want to influence a group to take risk: present your case confidently and to show others doing something similar – particularly people of high status.
- If you want to influence a group to be more cautious: talk about the personal risks to individual group members if things go wrong.

Groupthink

Groupthink is an extreme form of risk shift. It is something that can happen when a group of people identify with their group so strongly that they start to value the group above the goals it was formed to achieve. Ideas that threaten the unity of the group or challenge accepted views get suppressed, there start to be things that cannot be said. It might be that the group leader is particularly charismatic, high status or intimidating. Other group members might be reluctant to challenge or question the dominant view in the group.

This can result in the group losing sight of alternative ways of doing things which can spiral into riskier and even irrational decisions being made based on unrealistic assessments of their situation and resources. The further from reality they drift, the harder it becomes for individual group members to question the group's direction.

A famous incident that is often used as an example of Groupthink is the behaviour of America government agencies in 1961. They supported an almost farcically doomed attempt by Cuban exiles to invade the island in what is known as the Bay of Pigs fiasco. History might decide that the behaviour of some financial institutions that led us into the credit crunch was due to another example of groupthink.

To avoid this trap it is important for groups to encourage debate and constructive criticism. It is also useful to get feedback from people outside the group. Networking widely visiting to see how other groups work is a good way to make sure new ideas get fed in to your ways of working.

Deindividuation

Our sense of individual identity is something we value and something we invest a lot of energy maintaining. However we sometimes 'let go'. This can be through:

- ❑ Meditation, contemplation or prayer
- ❑ Being absorbed in a hobby, sport or activity
- ❑ Joining in a mass activity – a football crowd, concert audience, protest march, religious revival meeting

Deindividuation describes where people in a group begin to identify more actively with the group than with their normal sense of individual identity. This can be a very positive and fulfilling experience. Afterwards people can feel refreshed, revived – more fully themselves.

But deindividuation also has dangers – these were outlined over a century ago by Gustav Le Bon in 'The Crowd'. People can behave in a way that seems quite out of character. They may do things that they would never normally do, fun things like singing or dancing in public – or more dangerous things like causing damage or fighting. These dangers can be particularly intense when two or more groups argue.

As we discussed above, people in a group might feel less individual responsibility for their actions, responsibility is shared and therefore weakened. They may also feel under pressure to conform to a group norm or identity that can come to override their normal ideas of right and wrong. At times like these it becomes easier for charismatic or psychologically skilled people to influence people to behave in ways they might themselves see as unacceptable on reflection.

Things that can intensify deindividuation include:

- ❑ *Anonymity*- people are more likely to lose their normal inhibitions if they feel unknown or even 'invisible'. Masks, sun glasses, hoods or uniforms can support this.
- ❑ *Diffused responsibility* – the feeling that what is happening is bigger than them, they didn't start it, they do not see themselves as personally responsible – not even for their own behaviour.
- ❑ *Group size* – the bigger the group the more anonymous and less personally responsible individuals tend to feel.
- ❑ *Intense sensory stimuli* – loud music, movement, chanting and lights, can also help to increase this effect – think of how this is used in political rallies, religious meetings, sporting events, rock concerts, and by the military.

In practice it the value of knowing about this effect is to help us be aware of the potential for negativity in group identity and to find ways to counteract it. Knowledge of this effect can give people in groups the ability to identify deliberate manipulation and avoid becoming its victims. When in a group situation where there is a lot of external distractions, noise and visual stimulation, where people may not know or be able to identify us we need to beware of suggestions that we 'join in' and behave out of character. Is that really what we want to do? – Are we happy to take full personal responsibility for that action? How will we feel afterwards if we choose to join in?

Examples of Groups meeting at St Sidwells Centre, Exeter:

Access to Employment, Active Birth, Adult Learning (Exeter College), Age Concern, Al-Anon Families Group, Amber Rooms, Anglo Polish Organisation, Arabic School, Arms Awareness, Art Group, Art of Living Group, Asian Cultural Centre, Baby Massage, Basic IT Class, Belly Dancing Group, Big Issue, Building Freedom, Black History Group, Blazing Tales, Board for Christian Care, Book Cycle, British Dyslexia Association, British Red Cross, BTCV, Card Project (ECI), Carers' Support Project, CEA, Challenge Theatre, Children's Centre – walk in centre, Children's Centre – heuristic play, Chinese community Group, Chinese Sunday School, Citizens' Advice Bureau, City Council, Co-Active, Company Solutions UK, COASTS, CODA, Community Environment Directorate, Community Chaplaincy, Community Council of Devon, Community Enterprise Unit, Community Psychology network, Complementary Therapists' Association, connexions, Co-operative Futures, County Hall – sustainability committee, Critical Mass, DAASLA, DAASLA-Entomology, Depression and Anxiety Support Service, Dermatherapy, Devaki Yoga, Devon and Cornwall Housing Association, Devon and Cornwall Constabulary, Devon Child Minding, Devon Teenage Pregnancy Fund, Devon Family Learning, Devon Families Project, Devon Health and Social Care Forum, Devon LINK, Devon Medical Foundation Support Group, Devon Partnership PPI Forum, Devon PCT Health Trainer Clinic, Devon PCT Public Health, Devon PCT – smoking cessation, Devon Pensioners Action Forum, Devon Portage, Devon Pound, Devon Racial Equalities Council, Devon Senior Transport Group, Devon Sustainable Buildings Initiative, Devon United Women, Devon Wildlife Trust, Digital Outreach, Direct Remedies, Domestic Violence Action Group, Drama Therapy Group, DREC, Early Years Intervention Service, Early Years Childcare Service, East Devon CVS, ECI, Eco Fayre, EDVSA, EHAG, ENDAS, Equata (Disability Arts), Excellence not Excuses, Exeter and District Real Nappy Network, Exeter Car Club, Exeter Clothes Swap, Exeter College Arts Management Group, Exeter College – ESOL, Exeter Community Agriculture, Exeter Community Players, Exeter Credit Union, Exeter CVS, Exeter District Therapist Group, Exeter Drugs and Alcohol Project, Exeter-Ethiopia Link, Exeter Friends for Animals, Exeter Palestine Solidarity Campaign, Exeter Philosophy Circle, Exeter Scrapstore, Exeter Service User Mental Health Project, Exeter Women's Aid, Exeter Women's Network, Explore Youth Group, Family Education Development Trust, Federation of City Farmers and Community Gardens, First Stage Drama, FLAME, Diocese of Exeter, Flying Start – Young Parents' Project, Frameco, Friends of the Earth, Frontiers Church, Frontiers Church Mothers' and Toddlers' Group, Games Workshop, Garden Group, Global Action Planning, Global Centre Exeter, Healthy Living Group, Hikmat, Holifed Nutrition Group, Horticulture Group, Human Writes, Hypnotherapy, Indian Dance, Intercom Trust, Interface Uganda, Ivy Project, Ki Health, Laughter Workout, Le Cercle Français, LEAK, Confronting Conflict, LETS, Liberal Democrats, Little House Contact Centre, Live Music Now SW, Living Options Devon, Low Carbon Exeter, MA Service Users and Carers Group, Magic Carpit, Magna Housing Association, Magic Carpet, Meter-U, MFCTV, MIND, Molly Moo Cow, Mosaic Project, Mothers' Union, NA Area Service Committee, National Childbirth Trust, National Energy Action Charity, National Healthy Living Alliance, NMD, Olive Tree – English lessons, OPAL – Plymouth University, Open University – Devon Composting, Organic Milk Co-op, Ottery St Mary Reform Church, Oxfam, PACT, Parent Craft, Parkinsons Society, Peter Fletcher Associates, Planet Rainbow, Play Therapists, Playlines, Polish Language Classes, Polish Parenting Craft, Polish Social Contact Group, Polonica, Project Cosmic, Prospects House, Psychosynergy, Quality Training UK, RAMM, Refugee Support Group, Regen South West, Regional Ofodile, Rejuve-Nation, Relaps Prevention – Wonford House Hospital, Remploy Computers, Royal British Legion, RSPB, SW Museum Hub, Sahara Project, Seap ICAS, Senior Council for Devon, Shape Training, SHELTER, Shop Mobility, Show of Strength, SIBS, Signpost Care, Signpost Housing Association, Silent Meditation, Sole 2 Soul UK, SOS Global, South West Therapy, Southwest Pound, Southwest Public Transport Users' Forum, Spacex Gallery, SPAN UK, Spanish Language Classes, Speaking Out, Spiritual Healing, St John's Ambulance, St Leonards Medical Practice, St Loys Foundation, St Sidwells Church, St Sidwells Community Garden, Stagecoach Devon, Stop the War Coalition, Strings of Pearls, Sure Community Services, Sustrans, Tarot Card Reading, Terrance Higgins Trust, The Council for Church and Society, the Exeter Synagogue, The Monitoring Group, The Redeemed Christian Church of God, The School of Economic Science, The Woodcraft Folk, The Woodland Trust, The Wren Trust, Transition Exeter, Unison Office, United Women, University of Exeter, University of Plymouth – Social Work Students, UnLtd, Volunteer England, WEA, Walter Segal Self Build Trust, Westbank League of friends, Westcountry Housing, White Rabbit Theatre, Women's Outreach Group, WTCS, Yoga, Young Persons Housing Group, Zoroastrian Philosophy Group.

take part south west

Chapter 8: How They Can Work Better for Us



SUMMARY OF INVOLVEMENT

Name of activity: How they can work better for us

Date(s):

Type of involvement (what it was, e.g. meeting, focus group, committee, consultation, training, conference)

Training day

Description of involvement (what you did)

Skills gained (what you learned)

Evidence or feedback

(include any certificates or qualifications gained and any comments from staff, trainers or other participants)

PERSONAL REFLECTION ON THE INVOLVEMENT

(what it was like)

What is Parliament?



HOUSES OF PARLIAMENT
PARLIAMENTARY OUTREACH

Introduction

Parliament comprises the two Houses (The House of Commons, the democratically elected chamber of Parliament, and The House of Lords, the second chamber of Parliament), along with The Monarch, Her Majesty the Queen as Head of State.

Key Facts

- The House of Lords is often known as the revising House as they spend approximately 60% of their time reviewing draft bills.
- The Monarch is politically neutral.
- The Queen signs off laws passed by Government - this is called 'Royal Assent'. The Queen also opens Parliament each year.
- She has weekly meetings with the Prime Minister.
- Members of Parliament (MPs) – sit in the House of Commons. There are 650 Members of Parliament (MPs) and they are all elected at least every five years.
- The party partner who can command the majority of elected MPs forms the Government.
- At January 2010 there were 705 Members of the House of Lords – 625 Life Peers, 92 Hereditary Peers and 26 of the most senior Bishops from the Church of England.
- Parliament has three main functions:
 - Legislating - to make and pass laws
 - Scrutinising - to hold the Government to account
 - Enabling the Government to set taxes
- It is not possible for the Government to just create laws and implement them without the approval of Parliament – any bills (proposed laws) must be both examined and approved by both Houses before the bill can become a law.
- All MPs and all members of the House of Lords vote on legislation and a majority in both Houses is needed before the bill can become law (with the exception of the Parliament Act 1949).

- Parliament and Government are separate – Parliament is the institution which places the check on the power of Government.

This is done by either:

- **Parliamentary Questions** - one of the tools which both MPs and Members of the House of Lords use. They must have factual basis and relate to the running of a Government department. Questions can be written or oral.
- **Debates** - can be about anything from a local constituency issue to a matter of international significance.
- **Select Committees** - committees of backbench MPs set up to scrutinise the work of Government departments, and issues related to those departments. The work of select committees is done through public inquiries.

Further Information


Visit the 'About Parliament' section on the website

Action Points

You can:

- Vote in a General Election • Visit Parliament
- Contribute to the work of Parliament
- Visit the website www.parliament.uk

Parliamentary Outreach presentation

 HOUSES OF PARLIAMENT
PARLIAMENTARY OUTREACH

Keep it Local or Make it National?

Kath Maguire

Session Aim

For you to understand the relationship
between Parliament and Local
Government

Session Objectives

By the end of this session you will know:

- ▶ How Parliament is relevant to Local Government
- ▶ The relationship between Parliament and Government
- ▶ How legislation affects Local Government and Communities
- ▶ How a citizen can effectively identify where to engage

Exercise

In your groups discuss and write down:

- ▶ Everything you currently know about the role of Local Authorities
- ▶ How Local Authorities interact with Government
- ▶ How Local Authorities are funded
- ▶ What you would personally like to gain from this session

National, Regional and Local

- ▶ Local authorities have a wide range of powers and duties
- ▶ National policy is set by central Government, but local councils are responsible for all day-to-day services and local matters
- ▶ Local authorities are funded by Government grants, Council Tax and business rates

Source: direct.gov.uk

National, Regional and Local

- ▶ All legislation which is implemented at a local and regional level has to be passed by Parliament
- ▶ Parliament has the power and mechanisms to scrutinise the work of regional and local bodies
- ▶ Difference between design of legislation and the implementation of legislation
- ▶ All power of local authorities is granted by Parliament – e.g. byelaws and council tax

Exercise

The Lap Dancing Club

Your group has been made aware that a proposal has been made to open a lap dancing establishment in the high street of the local town.

The application has been made to the local authority under the Licensing Act 2003, which describes the establishment as 'operating for the purpose of gentlemen's entertainment'.

The application states that the business falls in the 'Leisure Activity' section, but no mention has been made of the business operating as a licensed sex business.

Your group has decided to oppose the licence application. In the space provided:

- Outline the reasons for your opposition
- State who you will engage with to voice your opposition
- Describe how you will get support for your opposition to the license application

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Handout – Part 2

The Lap Dancing Club – Councils Decision

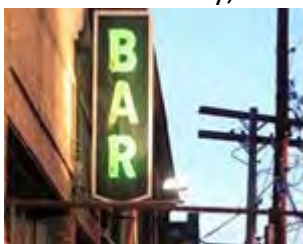
Application by Switch Media for License for the opening of a Leisure Activity, namely the conversion of The Kings Head Public House and Night Club into a "Gentleman's Entertainment Club".

Midshire County Council hereby gives notice that the licence application by Switch Media to refurbish the Kings Head Public House and Night Club, and re-open as a Gentleman's Entertainment Establishment has been granted.

The council noted opposition to the license on the grounds of decency, noise and the loss of a local amenity. However, Switch Media satisfied all requirements under the license application for a leisure activity. It must be noted that Lap Dancing Clubs fall under this category and not the category of Commercial Sex Trade.

Lap dancing clubs: your right to object

- **Published:** Friday, 12 February 2010



Local people will be able to object to having a lap dancing club in their area if they feel it does not suit the neighbourhood, thanks to new licensing rules. The changes follow a consultation with local authorities in 2008.

Licensing change for lap dancing clubs

From 6 April 2010, local authorities will be able to require prospective lap dancing clubs in their area to apply for a sex establishment licence. They will also be able to require existing venues to get a sex establishment licence.

Currently, lap dancing clubs are not treated as sex establishments. This means the only valid objections local people can make to the setting up of a lap dancing club in their area are:

- the prevention of crime and disorder
- public safety
- prevention of public nuisance
- protection of children from harm

The change in the law means that from April 6, local people will be able to oppose an application for a lap dancing club on the grounds it does not fit their local neighbourhood. Local authorities who adopt the new powers will be able to attach conditions to a licence. They can also limit the number of clubs they feel would be appropriate for a particular area.

New rules welcomed

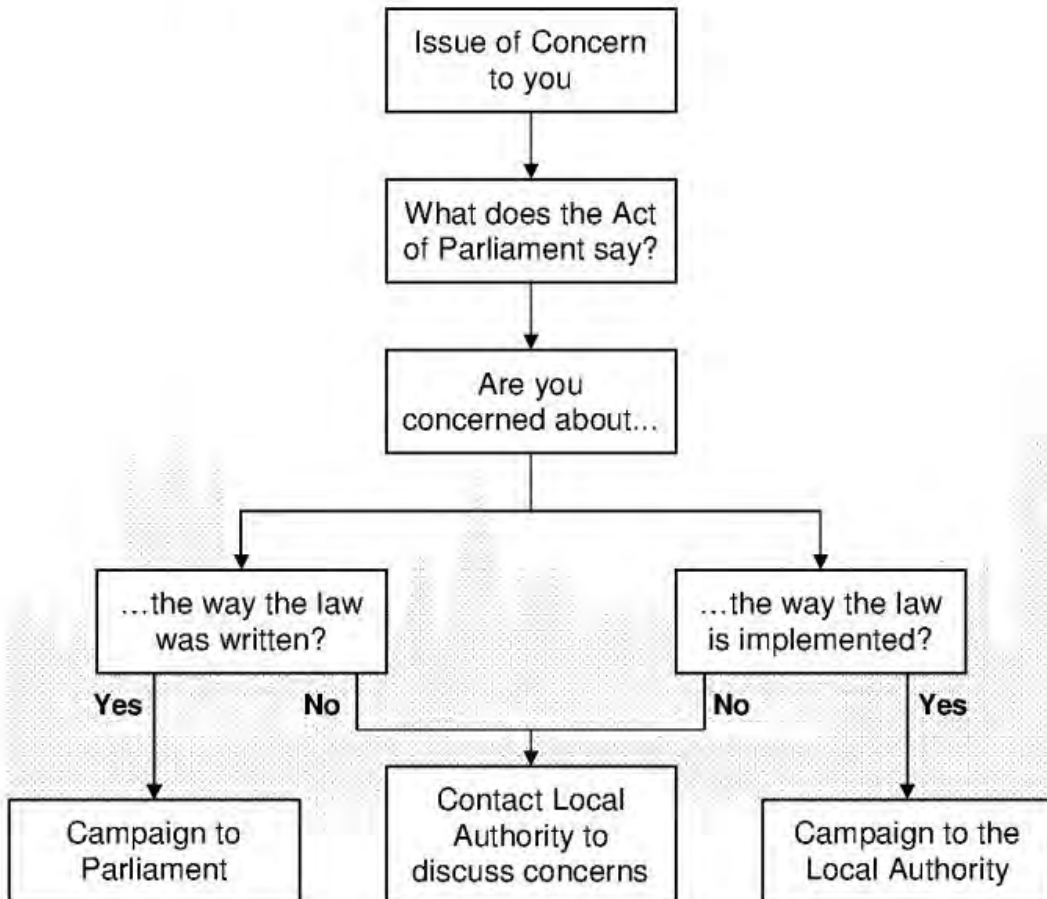
The new rules were welcomed by Harriet Harman, Minister for Women and Equality. She said: "If people don't want to have a sleazy lap dancing club in their neighbourhood, they shouldn't be forced to have one, which is why we're changing the law so local people can object and say 'we don't want this' in our area because it's a sex establishment."

Existing venues will have 12 months to comply, to be counted from the day the new provisions come into force locally.



Delegate Fact Sheet

Keep it Local or Make it National?



PARLIAMENTARY MECHANISMS



HOUSES OF PARLIAMENT
PARLIAMENTARY OUTREACH

Select Committees

Sign up to e-mail alerts for individual committees:
www.parliament.uk/parliamentary_committees.cfm

When an inquiry is announced:

Make contact with Clerks.

- Find out what they are they looking for in terms of evidence.
- Is there anything unique that your organisation can offer?
- Ensure that your evidence directly addresses terms of reference (questions).

Follow up:

- What were the conclusions and recommendations?
- What was the Government response?
- How can you and the committee follow this up: debates, questions, briefings, media work, further inquiries?

Other inquiries:

- Is there anything else that the committee should be investigating?
- Contact the chair of the Committee and your own MP.

Adjournment Debates (House of Commons)/ Questions for Short Debate (House of Lords)

- Develop support materials for MPs and Peers - statistics, debate materials and briefings.
- Think about what you want from the debate - What do you want put to the Government?
- Raise awareness of debate amongst MPs, Peers and media – before and after.
 - What is the debate about?
 - Who will be raising it?
 - Why is the debate important?

Follow up:

- What was said and who by?
- Were any commitments made?
- What were they?
- Raise awareness of these – amongst MPs, Peers, media and stakeholders.
- What further action needs to be taken by Government or Parliament?

Parliamentary Questions

- What do you want to get from your questions?
 - Information on action taken?
 - Clarification or explanation on a position or policy?
 - Information on or a commitment to future action?
- Work with MPs and Peers on the wording of questions.

Follow up:

- Did you get the answer you were looking for?
- If not, why not? Work with your MP to ask further questions.
- Was the answer a commitment to take action? Was the answer statistical?
- What do you want Parliament or Government to do as a result?
- Raise awareness of the answer amongst MPs, contacts and Media.

All Party Parliamentary Groups

Details on all groups can be found at:

www.publications.parliament.uk/pa/cm/cmllparty/memi01.htm

- No formal support, so look at what you can provide for them – research, admin support.
 - Make contact with chairmen:
 - Are there any issues of particular interest?
 - What type of information or experience can you provide?

Early Day Motions

A way of identifying support for an issue amongst MPs.

Details of all motions can be found at: <http://edmi.parliament.uk/edmi/>

- Work with your MP to develop a motion.

Follow up:

- Inform fellow MPs of motion – why should they sign it?
- Inform media and stakeholders.
- Did any other MPs sign the motion? Make contact with them.

take part south west

Chapter 9: How Your Council Works - Cornwall



Summary of Involvement

Name of activity: How Your Council Works

Date(s):

| |
|---|
| How Your Council works |
| Description of involvement (what you did) |
| Skills gained (what you learned) |
| Evidence or feedback (certificates or comments from trainer or participants) |

The division I live in is:

My Councillor is:
.....
.....
.....

Where local government comes from: a potted history

Since time immemorial

The systems of government we have now have their roots in what came before. By the time the Romans arrived in 43AD Cornish communities like those who built Chun Castle had already been settled here for hundreds of years. Throughout that time people will have needed to manage and maintain the services and the structures that support their communities.

The last King of Cornwall was, according to the Anglo-Saxon Chronicle, Huwal, known as 'King of the West Welsh'. He accepted Athelstan, as overlord. Athelstan King of Wessex and a ruthless fighter, drove the Cornish out of Exeter and across the Tamar in about 936AD establishing a border that stands to this day.

The Normans, who had a romantic attachment to Cornwall through their links with Brittany and shared Arthurian traditions, established Cornwall as an Earldom under Earl Reginald in about 1173.

During the early medieval period Cornish tanners established the Stannaries, an institution, or series of institutions, designed to represent the interests of the miners. This did provide what was in effect a degree of political and legal independence.

In the 14th century Edward III established the Duchy, based on the Earldom, to provide revenue for his son, the seven year old Black Prince. He placed the Stanneries within the structure of the Duchy, making the Lord Warden of the Stanneries one of the most important officers of the Duchy. The tax on tin was one of the most important streams of income for the Duchy.

The 1855-57 Duchy survey of these fourteenth century Charters describes Cornwall as 'distinct from England, and under separate government.'

While it seems that some of these distinctions under the law between Cornwall and counties like Devon and Essex have never been directly repealed, the UK government has argued that they were superseded by local government legislation that was intended to apply across England.

Indeed local government across England, rather than being designed, has grown from a patchwork of local systems. Under the feudal system there was a pyramid of power with the King or Queen at the top, Earls and Barons then had responsibility for maintaining order over particular regions.

Below these were, local magistrates who had the responsibility for collecting taxes, keeping the peace, maintaining law in a local area. Parishes were largely responsible for poor relief within their boundaries.

Towns and cities often had boards of Aldermen (literally 'older men') who met to manage things, like appointing the 'watch' to keep order, and to represent local people in negotiations with the government. These bodies themselves drew on older traditions and in many towns were built on the Artisan's Guilds. Royal Charters were important ways for local councils to gain powers, granting them the right to own property (like town halls and markets) and to become cities.

Justices of the Peace were appointed by the crown. They had a right to inspect local authorities and had duties to oversee maintenance of highways, bridges etc. these tasks were usually achieved through trusts and boards of guardians. But the quality of local government was bitty and inconsistent.

The division of the country into the shire counties and urban boroughs was used as the basis to elect MPs. As more people moved from the countryside into the towns some areas became depopulated and individual land owners could 'own' whole constituencies. These parliamentary seats could be given to friends or sold to highest bidder. They became known as 'Rotten Boroughs'

Reform

In 1832 the Reform Act gave the middle and merchant classes the vote and in 1834 the Poor Law Amendment gave elected boards of guardians responsibility for providing services for the very poor.

But there was still a lot of muddle and corruption in local government. A royal commission, led by Whig radicals resulted in the 1835 Municipal Corporations Act. This gave us elected councils, though only ratepayers could vote so unscrupulous local officials could disenfranchise poor areas by not including them on the register of ratepayers, in fact some places dropped off the maps altogether.

The act also required the establishment of a police service. The Home Office led Cornwall County Constabulary was formed in 1857. It later absorbed the smaller Borough Police forces that had grown up in in Bodmin, Liskeard, Launceston, Falmouth, Helston, Penryn, St Ives, Penzance and the Truro City Police. In 1947 it also took in the Isles of Scilly Police and was officially called the Cornwall and Isles of Scilly Constabulary.

In 1836 year elections across England increased the number of Whig councillors. This speeded up demand for reforms. Public health was major issue, especially in growing industrial towns where there was increasing problems of overcrowding and poorly maintained water supplies.

Local authorities depended on petitions to parliament for the power to deal with local issues. The results were a bit patchy. This led to a number of local government reforms through the second half of the 19th century leading to the 1888 Local Government Act which introduced the two tier system of county and district or city councils.

Local government grows

From the end of 19th century into 20th saw the rise of Municipal Socialism in many of the large English cities. They fought to expand role of local government to include a wide range of services including: Sanitation, Health, Housing, Education, Transport, Fire Service. Responsibility for education passed to local authorities in 1902.

In 1934 the Unemployment Assistance Board took over some functions from local authorities under the Poor Law, which was still in force until the NHS was established 1946. It was also only then that non ratepayers were given the right to vote in local elections.

Between the 1920s and the 1960s the proportion of housing built and managed by local councils grew massively. At the same time other national bodies took over a number of responsibilities from local authorities. An example of this is the British Transport Commission which was needed in order to manage the building of the motorways.

More and less

Throughout the 1950s and 1960s there were discussions about reforming local authority boundaries and functions, but it largely proved politically difficult for whichever party was in power. The result was a shuffling of duties and responsibilities between local authorities and other organisations.

Some examples of this are:

- 1967 Cornwall and Isles of Scilly Constabulary joined with the Plymouth and the Devon and Exeter Constabularies to form the Devon and Cornwall Constabulary
- 1970 local authorities were given greater responsibility to provide social services
- 1973 NHS Act further reduced local authority responsibility for Health services.
- 1990 local authorities were removed from Health Authority Boards
- 1992 the Training and Enterprise Council took over responsibility for Further Education Colleges (formally sixth form colleges).

By the end of the 1990s it was seen that getting all the different organisations providing services in a particular area to work and plan together could provide better services and save money. Local Strategic Partnerships were introduced by the Blair government in 2000 as a way of making that happen.

Tiers of local government

County and district councils

In many parts of England, there are two levels or 'tiers' of local government. This is the system we had in Cornwall until April 2009. County councils cover a large area and provide a number of public services, including schools, social services, and public transport that are shared across the districts.

The district councils cover smaller areas and provide more local services, which may differ slightly from area to area but can include council housing, gyms and leisure facilities, local planning, recycling and rubbish collection. These more local councils are also responsible for collecting the Council Tax for both themselves and the county council.

Both county and district councils are also called 'Local Authorities'. Unitary authorities are also local authorities.

Unitary authorities

Many large towns and cities, and an increasing number of counties, have a single level of local government that is responsible for all local services. These are called 'unitary authorities'.

In April 2009, the government introduced new unitary governments in seven areas of England. In Cornwall this meant merging Cornwall County Council with the six borough and district councils - Caradon, Carrick, Kerrier, North Cornwall, Restormel and Penwith. It provides a wide range of services to more than half a million residents.

It is responsible for spending a budget of more than £1 billion every year. The government and Cornwall County Council have argued that this will simplify the system, giving clearer

communication between local authorities and central government and improving value for money. Unitary local authorities are also seen as easier for local residents to navigate, preventing them from becoming confused about which local authority is responsible for which of the local services.

It has sometimes been difficult to get agreement about where to draw the boundaries for these new unitary authorities, with some areas feeling that they could be swallowed up. Across the Tamar there have been fierce battles with the districts resisting becoming part of a unitary Devon and the city of Exeter almost broke away on its own to become a unitary authority.

Fire and rescue

Every part of the UK is covered by a local authority fire and rescue service. Each of the 59 fire authorities must by law provide a fire fighting service and must maintain a brigade to meet all normal requirements. Each fire authority appoints a Chief Fire Officer who has day-to-day control of operations. Some of these are joint services, covering more than one local authority area.

Joint services

Some local authorities share services like fire authorities, police authorities, waste services and public transport. This may be done to avoid splitting up services when council structures are changed, or because it is more efficient to share services. However they are all local authorities and local councillors have responsibilities for ensuring that they are properly run.

Who does what?

| | Joint Authorities | Metropolitan Councils | London Boroughs | District Councils | Unitary Authorities | County Councils |
|------------------------|-------------------|-----------------------|-----------------|-------------------|---------------------|-----------------|
| Education | | √ | √ | | √ | √ |
| Housing | | √ | √ | √ | √ | |
| Planning applications | | √ | √ | √ | √ | |
| Strategic planning | | √ | √ | | √ | √ |
| Transport planning | | √ | | | √ | √ |
| Passenger transport | √ | | | | √ | √ |
| Highways | | √ | √ | | √ | √ |
| Fire | √ | | | | √ | √ |
| Social services | | √ | √ | | √ | √ |
| Libraries | | √ | √ | | √ | √ |
| Leisure and recreation | | √ | √ | √ | √ | |
| Waste collection | | √ | √ | √ | √ | |
| Waste disposal | √ | | | | √ | √ |
| Environmental health | | √ | √ | √ | √ | |
| Revenue collection | | √ | √ | √ | √ | |

From the Local Government Association

Local Government Structure

Councillors

Cornwall Council is a unitary authority with 123 councillors, who are elected every four years. Many councillors represent political parties but some candidates are not aligned to any party and are described as standing as “independents”. After each election the party or group with the largest number of seats wins control of the council. This group then agrees on a leader who appoints councillors to key positions in the council. If no party has an overall majority of seats (known as having “no overall control”) normally the party with the most seats will make arrangements with other parties and independents to work together.

The responsibility of elected councillors is to make decisions about local services like planning, education, refuse collection and leisure services on behalf of their local community. They agree the budget, set priorities, appoint chief officers and make constitutional decisions. Councillors also have a particular responsibility to represent those people living and working in the ward or division that elected them. They are expected to meet with their constituents, to listen to their views, make the views of local residents known and provide leadership for the local community.

Councillors will be expected to attend full council meetings about four times a year. These meetings consider high level budget and policy decisions and review other issues of significance. They will also need to attend cabinet, scrutiny committees or other sub-group meetings and keep up to date with detailed papers related to these.

The Executive

The Local Government Act 2000 separated council decision from the monitoring of those decisions. This means there needs to be a system including an executive or cabinet and committees that scrutinize decisions and hold the cabinet to account.

The Local Government and Public Involvement in Health Act 2007 refined this, requiring councils covering areas with populations above 85,000 to have:

- A leader and cabinet executive or
- A mayor and cabinet executive or
- A directly elected executive.

In Cornwall the Leader of the Council appoints a group of nine councillors, who form the Cabinet with the Leader.

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The Cabinet

The main decision-making body is the cabinet or, in some areas, the directly elected executive. It includes councillors with particular responsibilities for aspects of policy. These are known as “portfolio holders”. The cabinet will agree and recommend a budget which will need to be approved by a full council meeting. The cabinet then needs to plan how to deliver council services and priorities within that budget.

The political balance of the cabinet is usually similar to the full council. When the council is controlled by one party portfolio holders will be councillors representing that party. Where there is no overall control the cabinet will reflect this. Meetings of both full council and the cabinet are usually open to the public. Sometimes issues being discussed are confidential and on these occasions the public may be excluded.

Overview and scrutiny

Councillors not in the cabinet have the task of scrutinising and overseeing the decisions made by the cabinet. These scrutiny committees can also investigate and question other local services, like health and police services.

Scrutiny committees hold the cabinet to account by: examining the proposals and decisions they make; evaluating their policies and progress towards achieving them; making sure that proper consultation with local people takes place; highlighting areas for improvement.

They also make sure services are of high quality and fit with the needs of communities by: reviewing services; developing policies that improve them; reviewing services for value for money.

There is an important linking role played by members of the scrutiny committees, making sure that the council remains aware of the needs of communities and that communities are informed about the work of the council and how to get involved. In Cornwall the scrutiny and overview committees cover the subjects: – ‘Children, Education and Families’; ‘Corporate Resources’; ‘Community’; ‘Environment and Economy’ and ‘Health and Adults’.

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Cornwall Council Cabinet 06/10/2010

| Name | Role in Cabinet | Portfolio |
|---|---|--|
| Alec Robertson Conservative Councillor Helston North | Council Leader The leader of the Council, is elected for a 4 year term at the first annual meeting of each council term, chairs the Council's cabinet and is the principal spokesperson for the Council. | He has overall responsibility things not covered by the portfolio holders including: Strategy and Policy (Council business plan), Improvement and Performance, Cornwall Strategic Partnership, Health Policy and relationships with NHS community, Member Development, Communications and Reputation, Human Resources and Organisational Development, Equality and Diversity, Information Technology, He is also responsible for promoting Cornwall and the work of the Council. |
| Jim Currie Conservative Feock and Kea | Cabinet member for Corporate Support and Deputy Leader | Finance, Property, Commissioning and Procurement, Legal and Democratic Services |
| Julian German Independent Roseland | Cabinet member for Waste Management, Climate Change and Historic Environment | Waste Management, Green Cornwall, Historic Heritage (including World Heritage Site). Areas of Outstanding Natural Beauty, Travel Plan, Mount Edgcombe Joint Committee |
| Carolyn Rule Conservative Mullion | Cabinet member for Economy and Regeneration | Economic Development (including Convergence Funding and Cornwall Development Company), Newquay Airport, County Farms |
| Neil Burden Independent Stoke Climsland | Cabinet member for Children's Services | Education and Schools, Safeguarding Children, Family Services, Integrated Youth Services, Individual Needs and Disability Services, Carers Board |
| Mark Kaczmarek Independent St Day and Lanner | Cabinet member for Housing and Planning | Housing, Planning |
| Armand Toms Conservative Looe East | Cabinet member for Adult Care and Support | Adult Learning Disabilities, Older People, Adults with physical disabilities, Adults and Older People Mental Health. |
| Graeme Hicks Independent Redruth South | Cabinet member for Transportation and Highways | Transportation, Highways, Integrated Operational Transformation Programme, Environment (including countryside services, beaches, sea fisheries and maritime services), Tamar Bridge and Ferry |
| Joan Symons Conservative St Ives South | Cabinet member for Customer First | Customer Access, Shared Services Strategy, Revenues and Benefits, Libraries, Leisure, Adult Education, Registration Service, Culture and Museums |
| Lance Kennedy Conservative Bodmin East | Cabinet member for Community Safety and Neighbourhoods | Fire and Rescue Service, Public Health and Protection (Environmental Health, Trading Standards, Animal Welfare, Coroners and Licensing), Crime and Disorder, Community Networks |

Asking a question at a Cornwall Council Meeting

Cornwall Council and its committees accept questions from members of the public, people who are living or working within Cornwall. These will normally be addressed to the chair or councillor who is the portfolio holder for that particular service through the chair of the committee. The details are slightly different for each of the different types of meeting

At the beginning of each full Council meeting 30 minutes are allowed to deal with questions from both members of the public and councillors. Cabinet meetings normally allow 15 minutes for public questions and the five Scrutiny Committees each allow 10 minutes.

Questions need to be about a matter which the Council/committee has powers or duties to deal with, or something which affects their responsibilities in Cornwall. Questions should be short and to the point, normally fewer than 50 words. They also need to be phrased clearly as a question that can be answered, not a statement that just makes a point.

The Head of Legal and Democratic Services needs advance notice of questions in order to make sure sufficient time is given to them and any background information can be gathered. Questioners should allow two clear working days between the day their question is delivered and the day of the meeting, arriving in the office of the Head of Legal and Democratic Services no later than midday. This means if a meeting is on a Tuesday the question must arrive by midday on Thursday the week before, if the meeting is Wednesday the question must arrive on Friday morning etc. Dates of meetings are available from the council offices and on the website.

Questions need to be submitted in writing, though they can be sent by email. Each question must give the name and address of the questioner, although their full address will not be published in the minutes of the meeting.

At any meeting no one may submit more than one question and no more than one question may be asked on behalf of an organisation, although the questioner may be invited by the chair to ask a short supplementary question. No individual or organization may ask more than two questions in any one financial year.

If there is not time to deal with a question during the allotted public question time, a written answer should be sent to the questioner within seven working days.

Questions should not be:

- defamatory, frivolous or offensive – insulting, silly or rude
- about a subject requiring the disclosure of confidential information , for instance if an employee retired on medical grounds you could not ask for details of their illness or disability.

Questions will usually be asked in the order they were received, though the chair may group similar questions together. In an overview and scrutiny committee meeting, questioners might be asked to nominate someone to act as spokesperson for them all if they wish to ask the same (or a very similar) question.

Questions should be sent to:

Head of Legal and Democratic Services
Cornwall Council
County Hall

Treyew Road
Truro
TR1 3AY

Mark them clearly to show which committee you wish your question to be put to.

Questions can be emailed to:

Full Council Meeting asearby@cornwall.gov.uk

Cabinet cabinet@cornwall.gov.uk

Children, Education and Families
Committee childrenscommittee@cornwall.gov.uk

Corporate Resources Committee resourcescommittee@cornwall.gov.uk

Community Committee communitiescommittee@cornwall.gov.uk

Environment and Economy Committee environmentcommittee@cornwall.gov.uk

Health and Adults Committee healthcommittee@cornwall.gov.uk

Notes

Local government workers

As well as councillors the council includes employed officers responsible for advising councillors about what they can and cannot do and for carrying out the councils plans in practice. Councillors set policy for service while council officers, led by the chief executive, advise the whole council about what is legal and practical. They are also responsible for delivering services. Senior managers, including the chief executive are appointed by councillors directly.

The council has a Chief executive's department and five directorates:

- Communities directorate
- Environment, planning and economy directorate
- Resources directorate
- Adult care and support directorate
- Children, schools and families directorate

Council staff are based in offices, depots and facilities across Cornwall. Although many services are under review because of anticipated cuts in grants from central government. Advice and information about council services are available through one stop shops, a mobile out and about service, their call centre and website.

Other people who work for local authorities include school teachers, social workers, firefighters, home helps and many other office and manual workers. Cornwall Council is the largest employer in Cornwall.

Notes

Cornwall Council

| Division | Name | Party | Overview and Scrutiny |
|----------------------------|-------------------|-------------------------------------|---|
| Truro Tregolls | Doris Ansari OBE | Liberal Democrat Group Leader | Corporate Resources Children, Education and Families (Sub) |
| Saltash Essa | Bob Austin | Liberal Democrat | |
| Ludgvan | Irene Bailey | Independent | Communities Corporate Resources (Sub) |
| Fowey | Sally Bain | Conservative | Children, Education and Families (Sub) |
| Bude North and Stratton | Nathan Bale | Liberal Democrat | Communities Children, Education and Families (Sub) |
| Gunnislake | Russell Bartlett | Conservative | |
| Camborne West | David Biggs | Conservative | Vice Chair Corporate Resources |
| Truro Moresk | BMM Biscoe | Independent | |
| Wadebridge East | Collin Brewer | Independent | Environment and Economy Corporate Resources (Sub) |
| Newquay Central | Geoff Brown | Liberal Democrat | |
| Tintagel | Glenton Brown | Liberal Democrat | Health and Adults (Sub) |
| Bugle | Jackie Bull | Liberal Democrat | Environment and Economy |
| Stokeclimland | Neil Burden | Independent Group Leader | Cabinet Member for Children's Services |
| Perranporth | Michael Callan | Independent | Children, Education and Families Health and Adults |
| Falmouth Penwerris | Grenville Chappel | Independent | Corporate Resources Communities (Sub) Health and Adults (Sub) |
| Newlyn and Goonhavern | Jinny Clark | Conservative | Children, Education and Families |
| Wendron | Mike Clayton | Independent | |
| St Enoder | Dick Cole | Mebyon Kernow Group Leader | Environment and Economy (Sub) Communities (Sub) |
| Hayle South | John Coombe | Independent | Health and Adults (Sub) |
| Camborne South | Stuart Cullimore | Mebyon Kernow | Communities Environment and Economy (Sub) |
| St Stephen | Des Curnow | Independent | Communities |
| Feock and Kea | Jim Currie | Conservative | Cabinet Member for Corporate Support |
| Redruth North | Lisa Dolley | Independent | Children, Education and Families (Sub) |

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|--------------------------------|-----------------------|------------------|--|
| Flexbury and Poughill | Paula Dolphin | Liberal Democrat | Corporate Resources Environment and Economy (Sub) |
| St Agnes | Les Donnithorne | Liberal Democrat | Environment and Economy |
| St Austell Poltair | Steve Double | Conservative | Children, Education and Families Corporate Resources |
| Mount Hawke and Portreath | Joyce Duffin | Liberal Democrat | Children, Education and Families Health and Adults (Sub) |
| Chacewater and Kenwyn | John Dyer | Conservative | Environment and Economy (Sub) |
| Ladock, St Clement and St Erme | Mike Eathorne-Gibbons | Conservative | Vice Chair Environment and Economy Communities (Sub) |
| Redruth Central | Mike Eddowes | Conservative | Environment and Economy Corporate Resources (Sub) |
| Newquay Treloggan | George Edwards | Liberal Democrat | Health and Adults Environment and Economy (Sub) |
| Probus | Bob Egerton | Independent | Environment and Economy |
| St Germans | Olive Eggleston | Conservative | Children, Education and Families Health and Adults Communities (Sub) |
| Menheniot | Bernie Ellis | Conservative | Health and Adults |
| Falmouth Arwenack | Steve Eva | Independent | Corporate Resources Health and Adults (Sub) |
| Falmouth Gyllyngvase | Geoffrey Evans | Conservative | Corporate Resources Environment and Economy (Sub) |
| Truro Trehaverne | Fiona Ferguson | Conservative | |
| Colan and Mawgan | John Fitter | Conservative | Communities |
| Kelly Bray | Jim Flashman | Conservative | Communities (Sub) |
| Launceston Central | Alex Folkes | Liberal Democrat | Communities Corporate Resources (Sub) |
| Gulval and Heamoor | Mario Fonk | Liberal Democrat | Health and Adults |
| Liskeard South and Dobwalls | Mike George | Liberal Democrat | |
| Roseland | Julian German | Independent | Cabinet Member for Waste Management, Climate Change and Historic Environment |
| Launceston South | Sasha Gillard-Loft | Liberal Democrat | Corporate Resources (Sub) |
| St Endellion | Brian Gisbourne | Conservative | Corporate Resources |
| St Just in Penwith | Chris Goninan | Independent | Health and Adults |

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|-------------------------|------------------|------------------|--|
| Camelford | Keith Goodenough | Conservative | |
| St Dennis | Fred Greenslade | Independent | Chair Environment and Economy |
| Looe West and Lansallos | Edwina Hannaford | Liberal Democrat | Environment and Economy Communities (Sub) |
| Newlyn and Mousehole | Roger Harding | Conservative | |
| St Columb Constantine | Mrs Pat Harvey | Independent | |
| Neil Hatton | Conservative | Communities | |
| Helston Central | Judith Haycock | Independent | Chair Communities Children, Education and Families (Sub) Environment and Economy (Sub) |
| Newquay Treviglas | Harry Heywood | Independent | Children, Education and Families Communities (Sub) |
| Redruth South | Graeme Hicks | Independent | Cabinet Member for Transportation and Highways |
| Torpoint East | Brian Hobbs | Liberal Democrat | |
| Saltash Pill | Derek Holley | Independent | Corporate Resources (Sub) |
| Tywardreath | David Hughes | Liberal Democrat | Corporate Resources |
| Camborne North | Bill Jenkin | Unspecified | |
| St Day and Lanner | Mark Kaczmarek | Independent | Cabinet Member for Housing and Planning |
| Breage | John Keeling MBE | Independent | Chair Corporate Resources Environment and Economy (Sub) |
| Bodmin East | Lance Kennedy | Conservative | Cabinet Member for Community Safety and Neighbourhoods |
| Newquay Pentire | Joanna Kenny | Liberal Democrat | |
| Bodmin West | Ann Kerridge | Liberal Democrat | Corporate Resources Communities (Sub) |
| Newquay Tretherras | Patrick Lamshead | Conservative | Environment and Economy |
| Penzance East | Ruth Lewarne | Liberal Democrat | Environment and Economy Communities (Sub) |
| Callington | Andrew Long | Mebyon Kernow | Environment and Economy Communities (Sub) |
| St Teath | John Lugg | Independent | Corporate Resources |
| St Keverne and Meneage | Pam Lyne | Independent | Communities (Sub) Environment and Economy (Sub) |
| St Buryan | Bill Maddern | Conservative | Corporate Resources (Sub) |
| Wadebridge West | Scott Mann | Conservative | |
| Division | Name | Party | Overview and Scrutiny |
| Penryn East and Mylor | Tony Martin | Conservative | Corporate Resources (Sub) |
| Penryn West | Mary May | Independent | Health and Adults |

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|----------------------------|--------------------|------------------|--|
| | | | Children, Education and Families (Sub) |
| Mevagissey | Denise Mutton | Conservative | Children, Education and Families Health and Adults (Sub) |
| Marazion | Sue Nicholas | Conservative | Health and Adults Communities (Sub) |
| Truro Boscawen | Rob Nolan | Liberal Democrat | Communities (Sub) |
| St Austell Bay | John Oxenham | Liberal Democrat | |
| Altarnun | Phil Parsons | Conservative | |
| Threemilestone and Gloweth | Chris Pascoe | Liberal Democrat | Children, Education and Families (Sub) Health and Adults (Sub) |
| Penzance Promenade | Sue Pass | Independent | Vice Chair Health and Adults Children, Education and Families (Sub) |
| Launceston North | Adam Paynter | Liberal Democrat | Children, Education and Families Health and Adults (Sub) |
| Bude South | Nigel Pearce | Liberal Democrat | |
| Torpoint West | Mike Pearn MBE | Conservative | |
| Lelant and Carbis Bay | Liz Penhaligon | Conservative | Communities Children, Education and Families (Sub) |
| Stithians | Neil Plummer | Mebyon Kernow | |
| Hayle North | John Pollard | Independent | Vice Chair Children, Education and Families |
| Mount Charles | Shirley Polmounter | Liberal Democrat | Health and Adults Children, Education and Families (Sub) |
| Liskeard North | Jan Powell | Conservative | Chair Health and Adults |
| Saltash Burraton | Bryan Preston | Liberal Democrat | |
| Pelynt | Richard Pugh | Conservative | Children, Education and Families (Sub) Health and Adults (Sub) |
| Saltash St Stephens | Colin Riches | Liberal Democrat | Environment and Economy |
| Mabe | Chris Ridgers | Conservative | Chair Children, Education and Families Corporate Resources |

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|---------------------------------|----------------------|------------------------------|--|
| Helston North | Alec Robertson | Conservative Group Leader | Leader of the Council |
| Bodmin Central | Pat Rogerson | Liberal Democrat | Children, Education and Families |
| Penwithick | Christopher Rowe | Liberal Democrat | |
| St Issey | Jeremy Rowe | Liberal Democrat | Communities |
| Mullion | Carolyn Rule | Conservative | Cabinet Member for Economy and Regeneration |
| Padstow | Stephen Rushworth | Conservative | Corporate Resources (Sub) |
| Falmouth Trescobeeas | David Saunby | Independent | Environment and Economy |
| Liskeard Central | Jay Schofield | Liberal Democrat | Communities (Sub) |
| Lostwithiel | Gavin Shakerley | Conservative | Communities |
| Carn Brea North | Peter Sheppard | Conservative | Communities Corporate Resources (Sub) |
| St Austell Gover | Jenny Stewart | Conservative | Environment and Economy Health and Adults |
| Camborne Central | Jon Stoneman | Conservative | Environment and Economy |
| St Ives South | Joan Symons | Conservative | Cabinet Member for Customer First and Culture |
| St Ives North | Joan Tanner | Conservative | Children, Education and Families |
| St Blaise | Roy Taylor | Liberal Democrat | Communities |
| St Mewan | Robin Teverson | Liberal Democrat | Corporate Resources (Sub) |
| Looe East | Armand Toms | Conservative | Cabinet Member for Adult Care and Support |
| Gwinear-Gwithian and St Erth | Ray Tovey | Conservative | Children, Education and Families (Sub) |
| Rame | George Trubody | Conservative | Children, Education and Families (Sub) Health and Adults (Sub) |
| Poundstock | Phil Tucker | Conservative | Vice Chair Communities |
| St Ive | John Turner | Liberal Democrat | Health and Adults |
| Falmouth Boslowick | Mike Varney | Independent | |
| St Austell Bethel | Graham Walker | Liberal Democrat | Children, Education and Families Corporate Resources |
| Porthleven and Helston South | Andrew Wallis | Independent | Children, Education and Families Corporate Resources (Sub) Health and Adults (Sub) |
| St Cleer | Derris Watson | Liberal Democrat | Communities Corporate Resources (Sub) |

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|------------------|----------------------|---------------------|---|
| Illogan | Terry Wilkins | Conservative | Health and Adults Environment and Economy Communities (Sub) |
| Troon and Beacon | Morwenna Williams | Conservative | Corporate Resources |
| Penzance Central | Tamsin Williams | Liberal Democrat | Children, Education and Families Health and Adults (Sub) |
| Carn Brea South | Kym Willoughby | Liberal Democrat | Health and Adults Children, Education and Families (Sub) |
| Roche | John Wood | Independent | |

Scenario Cards

Card 1

You are a tenant in a house owned by Cornwall Council. You have heard rumours that there may be changes to how your home is managed; perhaps even a transfer of ownership from the council. You want to make sure that the views of residents are fully taken into account before any decision is made

Card 2

You are a volunteer supporting older people. Recently you were told that budget restrictions might make it more difficult for the Fire Service to send officers to give presentations on fire prevention to the groups you run. You see these talks as being very valuable and would like make sure the council takes into consideration the potential costs of not continuing them.

Card 3

You run a small local retail business. You feel that poor maintenance of council owned public lavatories near your shop is affecting your business and driving more shoppers to use the out of town supermarket complex

Card 4

A small wooded area near your home has frequently suffered from fly tipping. In the past the council has responded fairly promptly but you have recently found it is taking longer to get the mess removed. You are concerned that this issue may no longer be seen as a priority.

Card 5

You are the parent of two children under five living in a small village and an active member of the local mothers' and toddlers' group . You are concerned about rumours that the council are thinking of closing your local village school. You want to make sure that the impact this would have on your community is taken into account.

Card 6

You have been involved in a local self help group for people with long term health problems that supports healthy eating and exercise. Recently the Health Promotions Service has withdrawn the part time health worker who had been helping you to manage the group and access funding for activities. You would like the council to support your campaign to have that support reinstated.

take part south west

The Take Part Approach

The Take Part approach uses flexible, community-based learning to develop the capacity of individuals and communities to become more involved in civil and civic life. Take Part learning is a distinctive and proven approach that enables people to make a difference in their community by focusing on: -

- Community-based learning to build the skills, confidence and experience needed to tackle local political, social and technical challenges
- An informal, practical approach that gives people an understanding of how power works and how they can learn to influence decisions and policies, with open dialogue and reflection as key learning tools, recognising that change in a community emerges from individuals working together

The term 'Active Learning for Active Citizenship' is often used to describe aspects of this approach.



take part south west

Visit www.takepart.info
for a national directory
of resources and learning
materials prepared under the
Take Part programme.

