

## **REGIONAL/IDeA CHARTER & CHARTER PLUS Accreditation Guidelines With Example Evidence**

Regional and IDeA Charters for Member Development aim to promote best practice in member development.

The Accreditation Good Practice Guidelines, developed by the IDeA and Regions, are heavily influenced by the Investors in People national quality standard.

<b>Proposed Guidelines for Accreditation</b>	
<b>Process</b>	
Stage 1	
<ul style="list-style-type: none"> <li>• sign up (declaration of commitment to the charter)</li> <li>• action plan outlining what needs to happen to meet the principles of the charter</li> <li>• work towards charter status / implement the plan</li> </ul>	
Stage 2	
<ul style="list-style-type: none"> <li>• self assessment against good practice guidelines</li> <li>• external review (member and officer peers visit as critical friends)</li> <li>• charter status awarded if principles met</li> </ul>	
Stage 3	
<ul style="list-style-type: none"> <li>• maintain good practice</li> <li>• demonstrate improvements made since being awarded charter status</li> <li>• reassessment within a minimum of 3 years</li> </ul>	
<b>Accreditation - Good Practice Guidelines</b>	
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1.3	Equality of opportunity and access to learning and development
1.4	Budget
1.5	Officer resource support
1.6	Dissemination of learning
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4.2	Learning is shared with other elected members and where appropriate with officers and stakeholders
4.3	Investment in learning and development is evaluated in terms of benefits and impact
4.4	Identifies (and implements) Improvements to learning and development activities
<b>5 Councillor Support</b>	
5.1	Assists those with family responsibilities
5.2	Reviews how council business is conducted to allow for equality of access to key political decision making mechanisms
5.3	Holds events for the community to encourage people to become community leaders

## 1. Commitment to member development

Guidelines	EXAMPLES of evidence	Specific minimum requirements for Charter	Specific minimum requirements for Charter Plus
<p><b>1.1 Top political and managerial leadership commitment to development of elected members</b></p> <p>The political and managerial leadership can describe strategies put into place to develop elected members in order to improve the council's performance</p>	<ul style="list-style-type: none"> <li>• Member development policy</li> <li>• Signed commitment to member development and action plan</li> <li>• Investors in People award covering elected members</li> <li>• Named member and officer accountabilities for training and development</li> <li>• Members handbook</li> <li>• Established all party training and development task group</li> <li>• Strategies in place to support elected member development</li> <li>• Intranet / internet support</li> <li>• The top political and managerial leadership</li> <li>• Investment in resources including learning materials, equipment, facilitators etc</li> <li>• <i>Elected members confirm that strategies and action described by the top political and managerial leadership take place</i></li> </ul>	<ul style="list-style-type: none"> <li>• Clear commitment from the top political and managerial leadership</li> <li>• Signed commitment to member development and action plan</li> <li>• Established all party training and development task group</li> <li>• There is a clear strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio-holder has responsibility for members development</li> <li>• Clear commitment from top political and managerial leadership to share development opportunities across local government tiers (including with parish &amp; town councils)</li> <li>• Members' handbook exists and includes key internal and external contacts at corporate and ward level.</li> <li>• Evidence that all-party training and development task group meet on regular basis</li> <li>• Evidence that the Policy is regularly reviewed</li> <li>• MDTG has clear links to a portfolio and portfolio holder. Cabinet member with responsibility is on the MDTG</li> </ul>

<p><b>1.2 Policy statement</b></p> <p>The council has a written statement, issued to all members, specifying its policy on member development in terms of equality of opportunity, priority development areas and named member and officers responsible</p>	<ul style="list-style-type: none"> <li>• Sight of statement of commitment Policy easily accessible to members</li> <li>• <i>Named elected members and officers can describe specific action taken to implement or monitor the policy</i></li> <li>• <i>Elected members confirm how they are made aware of the policy and of how the council supports their development</i></li> </ul>	<ul style="list-style-type: none"> <li>• statement of commitment Policy easily accessible to members</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that the Policy is regularly reviewed</li> </ul>
<p><b>1.3 Equality of opportunity and access to learning and development</b></p> <p>The political and managerial leadership can describe specific actions that they take to ensure equality of opportunity, and access to learning, in the development of elected members</p>	<ul style="list-style-type: none"> <li>• Statistical diversity evidence</li> <li>• Alternative methods used to meet learning needs and preferred style of learning</li> <li>• Timing of events takes account of cultural and personal circumstances</li> <li>• Elected members confirm the action taken to ensure equality of opportunity to development</li> </ul>	<ul style="list-style-type: none"> <li>• Timing of events takes account of cultural and personal circumstances</li> <li>• Assessment of members needs</li> </ul>	<ul style="list-style-type: none"> <li>• The development programme includes a range of delivery methods to meet the different learning styles of members</li> </ul>
<p><b>1.4 Budget</b></p> <p>The council has allocated a budget for member development which is adequate to address priority and other development needs.</p>	<ul style="list-style-type: none"> <li>• Minutes of meetings show that members (cross party) involved in setting the budget</li> <li>• Budget is explicit and clearly identified and monitored</li> <li>• Members are clear about how to access the budget</li> <li>• People confirm that the budget is sufficient to meet priority and other training and development needs</li> </ul>	<ul style="list-style-type: none"> <li>• Budget is explicit and clearly identified and monitored</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that the budget is properly reviewed, set and prioritised by the cross party task group (see 1.1)</li> </ul>

<p><b>1.5 Officer resource support</b></p> <p>An officer of the council has responsibility, which is time resourced and in their job description, for co-ordinating member development.</p>	<ul style="list-style-type: none"> <li>• Officer job description</li> <li>• Named officer in members' handbook, intranet or other information source</li> <li>• Members confirm that there is an officer who supports their learning</li> <li>• Officers responsible for supporting elected member development demonstrate that they have the knowledge and skills to help members learn effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Members confirm that there is an officer who supports their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Member development and support staff have access to their own on-going professional development</li> <li>• Member development and support staff are involved in regional and national learning networks</li> </ul>
<p><b>1.6 Dissemination of learning</b></p> <p>The political and managerial leadership can provide examples of learning among elected members, and of promoting exchange of information, as part of encouraging a learning organisation culture.</p>	<ul style="list-style-type: none"> <li>• Example reports or briefing sessions from systems used to capture and disseminate learning from external providers and other learning opportunities</li> <li>• Programmes of cross authority sharing knowledge</li> <li>• Case studies (such as from visits)</li> <li>• Mentoring arrangements</li> <li>• Member champions in certain topics / functions</li> <li>• Members can give examples of how they have been encouraged to support the development of others</li> </ul>	<ul style="list-style-type: none"> <li>• Member champions in certain topics / functions</li> <li>• Joint officer/member development is offered when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of how learning is shared with other authorities across the tiers of local government including Parish / Town Councils.</li> <li>• Mentoring opportunities, using internal or external mentors are available.</li> <li>• Support is provided to internal mentors</li> </ul>

## 2. Strategic approach to member development

Guidelines	EXAMPLES of evidence	Specific minimum requirements for Charter	Specific minimum requirements for Charter Plus
<p><b>2.1 Member led strategy</b></p> <p>Representative members are involved in the formulation, implementation, monitoring and evaluation of member development strategies, possibly through an established all party task group or other all party committee</p>	<ul style="list-style-type: none"> <li>• Minutes showing all party involvement in agreeing, monitoring and evaluating elected member training and development strategy</li> <li>• Member Steering Group in place</li> <li>• Written strategy available</li> <li>• Periodic reviews using information from internal and external sources</li> <li>• Relevant Overview and Scrutiny or other committee minutes and reports</li> <li>• <i>Representative members describe how they are engaged in the formulation, monitoring and evaluation of member development strategise</i></li> </ul>	<ul style="list-style-type: none"> <li>• Decisions about member development are taken by some form of formally constituted body of members</li> </ul>	<ul style="list-style-type: none"> <li>• Robust evaluation process is in place and can be evidenced</li> <li>• Evidence that evaluation feedback contributes to review and further development of the strategy</li> </ul>
<p><b>2.2 Linkage to council corporate plan</b></p> <p>Political and managerial leadership are actively involved in identifying priority organisational development needs which link council's aims and objectives to the development of elected members.</p>	<ul style="list-style-type: none"> <li>• Strategy identifies priority development needs and makes stated and clear links with council's aims and objectives</li> <li>• Top political and managerial leadership, and those involved with formulating the strategy, can describe how objectives link to corporate objectives and the rationale behind stated priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy identifies priority development needs and makes clear links with council's aims and objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that a review and discussion takes place with CMT/Exec at least once per year</li> </ul>

<p><b>2.3 Member roles clearly set out</b></p> <p>The various representative roles of elected members are clearly specified and members are able to describe how they contribute to achieving the council's objectives.</p>	<ul style="list-style-type: none"> <li>• Member role descriptions</li> <li>• Member political skills framework</li> <li>• Extracts from Constitution or other council documents outlining member roles</li> <li>• Members demonstrate an understanding of the skills and knowledge required in their ward and council wide roles</li> <li>• Members can describe how they contribute to the work of the council</li> </ul>	<ul style="list-style-type: none"> <li>• Members demonstrate an understanding of the skills and knowledge required in their ward and council wide roles</li> </ul>	<ul style="list-style-type: none"> <li>• Member role descriptions exist and are maintained for all key roles including ward councillor</li> <li>• Role descriptions are used to help identify development needs</li> <li>• Evidence that members are clear about <ul style="list-style-type: none"> <li>○ The role of partner bodies (e.g. LSPs)</li> <li>○ The role of other stakeholder bodies (e.g. Primary Care Trust)</li> <li>○ Their own role on partner bodies</li> <li>○ Their own role in relation to other stakeholder bodies</li> </ul> </li> </ul>
<p><b>2.4 Process for identification of needs at individual and Council wide level</b></p> <p>The council has a structured process for regularly assessing elected member development needs at the individual and council wide levels.</p>	<ul style="list-style-type: none"> <li>• Outline of system used to identify individual needs</li> <li>• Personal Development Plans (PDPs)</li> <li>• Appraisals</li> <li>• Outline and supporting paperwork, for identifying function and council needs</li> <li>• Training needs analysis</li> <li>• Those responsible for identification of training and development needs can demonstrate a planned and structured approach</li> </ul>	<ul style="list-style-type: none"> <li>• System / process exists to identify individual and organisational development needs</li> </ul>	<ul style="list-style-type: none"> <li>• All councillors are offered PDPs and the majority of councillors take them up.</li> <li>• Evidence of outcomes from PDPs</li> <li>• Council has piloted a 360 diagnostic</li> </ul>

<p><b>2.5 Structured and timely approach to promoting development opportunities</b></p> <p>Members confirm that they receive appropriate and adequate notice of development opportunities to allow them to plan in advance</p>	<ul style="list-style-type: none"> <li>• Timetable of learning opportunities with at least 3 months notice (excepting for newly emerging needs)</li> <li>• Members' newsletters, intranet etc publicising events</li> <li>• Notices promoting events</li> <li>• Systems to encourage training and development take-up such as using champions, political whips and party group leaders particularly for important events</li> <li>• Members can give examples of how they receive appropriate and adequate notice of learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Timetable of learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Annual programme of development activities published and circulated to all councillors through a variety of channels</li> <li>• Evidence that briefing sessions and materials are provided and publicised on emerging issues (e.g. legislative changes, government white papers)</li> </ul>
<p><b>2.6 Appropriately learn with external partners</b></p> <p>Political and managerial leadership can provide examples of action taken to encourage joint development opportunities for elected members and external partner organisations.</p>	<ul style="list-style-type: none"> <li>• Cross authority / external party event programmes</li> <li>• Cross cutting service training and development programmes with other bodies such as health, police, fire, environment, voluntary sector and other community representatives</li> <li>• Programmes using external (partner) support for developing members</li> <li>• People can provide examples of elected members learning with, and from, others from stakeholder organisations.</li> </ul>	<ul style="list-style-type: none"> <li>• Programmes using external (partner) support for developing members</li> </ul>	<ul style="list-style-type: none"> <li>• Development opportunities are made available across the local government tiers</li> <li>• External partners are involved in relevant training sessions</li> </ul>



**2.7 Strategy for Induction**

Elected members who are new to the council, and those new to a particular role, confirm that they received a structured and effective induction.

- Induction strategy
- Induction programme of events
- Individual induction plans
- Newly elected members, including those from bye-elections, can describe why they did certain activities, what they learnt and how they expect to apply the learning
- Elected members newly appointed to positions on the council confirm that they were given support to develop the skills and knowledge needed in their new role

- Induction strategy and programme of events
- Induction programme for new councillors

- Pre-election briefings for candidates to explain process and role of councillor
- Induction programme for new councillors including those following a by-election
- **Programme is evaluated after each induction and members views and input sought as part of the evaluation.**
- A post induction meeting to be held with new members after 6 months to identify and gaps in development and support
- All new members are offered some form of mentoring
- Induction programme links to PDP process and on-going development programme

<p><b>2.8 Addresses political leadership and team development</b></p> <p>Top political leadership are actively involved in defining the council's approach both to effective political leadership (for current and prospective leaders) and to team development</p>	<ul style="list-style-type: none"> <li>• In-house political leadership / executive event programmes</li> <li>• Programmes of events that support team building</li> <li>• Programmes of joint events with top management</li> <li>• Development programmes for potential future top leadership</li> <li>• External programmes used to support political leadership development (such as the leadership academy)</li> <li>• Programmes supporting development of community leadership skills for all members</li> <li>• Summaries of end of event questionnaires</li> <li>• The top political leadership can describe actions taken to develop the political leadership capacity and how they work together as a team</li> </ul>	<ul style="list-style-type: none"> <li>• Development is a standing item on Exec agendas</li> <li>• Members are able to discuss development needs in confidence</li> </ul>	<ul style="list-style-type: none"> <li>• All portfolio holders and spokespersons have undertaken development appropriate to their portfolio area.</li> <li>• Evidence of a programme to develop the next generation of leaders</li> </ul>
<p><b>2.9 Mechanisms for evaluation, and informing future plans, identified.</b></p> <p>The council has systems in place that effectively evaluate the benefits from elected member development and identify areas for improvement.</p>	<ul style="list-style-type: none"> <li>• Written up outline approach to evaluate elected member training and development with named member and officer responsibilities</li> <li>• System involves evaluating learning for all members and their different learning styles</li> <li>• System focuses on outputs (action), outcomes (results) and continuous improvement</li> <li>• Top political and managerial leadership can describe how training and development is evaluated and who is responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Written up outline approach to evaluate elected member training and development with named member and officer responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Robust evaluation process is in place and can be evidenced</li> <li>• Some form of impact assessment at the community level exists and is used (e.g. by asking for feedback from partners)</li> </ul>

### 3. Member learning and development plan in place

Guidelines	EXAMPLES of evidence	Specific minimum requirements for Charter	Specific minimum requirements for Charter Plus
<p><b>3.1 Addresses development priorities</b></p> <p>The council has a development plan with the identified needs prioritised in relation to achieving corporate aims and objectives.</p>	<ul style="list-style-type: none"> <li>• Strategies, policies, training plans or action plans, with defined priorities which contribute to achieving corporate aims and objectives.</li> <li>• Reports or other paperwork indicating training provision to meet priority needs</li> <li>• Minutes of meetings identifying priority training needs, which support delivery of council aims Training needs analysis or audit</li> <li>• Elected members are clear about what the council is trying to achieve and the part they play in this as councillors</li> </ul>	<ul style="list-style-type: none"> <li>• Reports or other paperwork indicating training provision to meet priority needs</li> </ul>	<ul style="list-style-type: none"> <li>• Individual councillors are able to articulate how their training &amp; development has contributed to overall corporate aims and objectives</li> </ul>
<p><b>3.2 Identify what development activities should achieve</b></p> <p>The council can demonstrate that elected member training and development activities have well defined and focused objectives.</p>	<ul style="list-style-type: none"> <li>• Programme outlines with stated purpose and objectives that focus on expected results</li> <li>• Individual development plans that clearly indicate what is expected from training and development activities</li> <li>• Elected members can describe how training and development activities have helped them as individuals and in committees to carry out their role and contribute to what the council aims to achieve.</li> </ul>	<ul style="list-style-type: none"> <li>• Development programme has clear objectives</li> </ul>	<ul style="list-style-type: none"> <li>• PDP process is in place</li> <li>• Development programme has clear, measurable objectives</li> <li>• Members can identify positive outcomes as a result of their development programme.</li> </ul>

<p><b>3.3 Takes account of access to development opportunities</b></p> <p>The council organises events at various times, to allow for access by those with work or family commitments, and utilises a range of methods to meet learning needs.</p>	<ul style="list-style-type: none"> <li>• Training programmes indicate development opportunities available at a range of times allowing access by different groups including those who work</li> <li>• Where the authority draws member learning from –for example internal, external, national programmes, partners, private companies, local government family</li> <li>• Examples of a range of ways members can learn, and training on offer, that responds to individual member needs and learning styles including E- learning materials</li> <li>• <b><i>Elected members confirm that the council actively encourages them to develop, provides a range of ways to learn and considers access when organising events</i></b></li> <li>• <b><i>Top political and managerial leadership can demonstrate a consistent approach to equality of opportunity in access to development</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Training programmes indicate development opportunities available at a range of times allowing access by different groups including those who work</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Development opportunities include: <ul style="list-style-type: none"> <li>○ Mentoring</li> <li>○ Distance learning materials</li> <li>○ E-learning methods</li> <li>○ Internal and external training sessions</li> </ul> </li> <li>• At least 90% of all councillors feel they have adequate access to development opportunities</li> <li>• Individuals understand their role in the process and feel involved.</li> </ul>
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<p><b>3.4 Linkage between Individual plans and the council's corporate and other plans</b></p> <p>Individual elected members can describe their learning needs and how these link into function and corporate aims and objectives.</p>	<ul style="list-style-type: none"> <li>• Sample of individual development plans clearly linking learning to the members role in delivering the council's corporate and other plans</li> <li>• Individual member development portfolios</li> <li>• Training needs analysis or reports summarising individual needs with corresponding planned activities and the linkage to service function and council aims</li> <li>• Those responsible for member training and development can describe how they regularly identify individual training needs and how these link in to the council's corporate and other plans</li> <li>• Individual members confirm that they have been involved in identifying their training and development needs and understand how their planned learning will contribute to what the council aims to achieve</li> </ul>	<ul style="list-style-type: none"> <li>• Those responsible for member training and development can describe how they regularly identify individual training needs and how these link in to the council's corporate and other plans</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages are evaluated</li> <li>• There is evidence that members can articulate the link between their PDP and the corporate objectives, with reference to particular roles and responsibilities.</li> </ul>
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<p><b>3.5 Representative elected members consulted</b></p> <p>The council has an open and constructive relationship on elected member development with representatives from the various political / non-political groups</p>	<ul style="list-style-type: none"> <li>• All party member training group in place contributing to identification of training needs and plans to meet them</li> <li>• Reports, minutes of meetings etc showing representative elected members from political parties and non-political groups are consulted on the member development plan</li> <li>• Newsletters, intranet etc raising awareness of the plan with all members newsletters/intranet/induction</li> <li>• Political party group leaders and non-political members confirm that representative members are involved in the training planning process</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that all groups on the council are consulted on the training plan</li> </ul>	<ul style="list-style-type: none"> <li>• Development is a regular item on all political group agendas</li> <li>• All groups will identify member development champions</li> </ul>
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**4. Learning and development is effective in building capacity**

Guidelines	EXAMPLES of evidence	Specific minimum requirements for Charter	Specific minimum requirements for Charter Plus
<p><b>4.1 Members learn and develop effectively</b></p> <p>The top political and managerial leadership can consistently give tangible examples of how development of elected members has improved the performance of the council, functions and individuals.</p>	<ul style="list-style-type: none"> <li>• Evaluation reports outlining results from elected member training and development</li> <li>• Examples of end of event questionnaires</li> <li>• Extracts / quotes on member development from external inspection reports</li> <li>• Programmes showing that where appropriate development activities are linked to relevant external standards</li> <li>• <i>Top political and managerial leadership are able to describe the improvements that training and development have brought to the performance of individuals, functions and the council</i></li> <li>• <i>Members can describe why they did certain activities, what they learnt and what difference it has made to them carrying out their various roles as an elected member</i></li> <li>• <i>Newly elected members, and those newly appointed to different roles confirm that they have received an effective induction</i></li> </ul>	<ul style="list-style-type: none"> <li>• Examples of end of event questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>○ Clear process showing how end of event evaluation feeds into impact evaluation and to review and development of the training programme</li> <li>○ Evidence of post-event follow-up evaluation to assess performance change (e.g. through PDP process)</li> </ul>

**4.2 Learning is shared with other elected members and where appropriate with officers and stakeholders.**

Elected members can give examples of how they have been encouraged to learn, and to share the learning with others, so as to improve their own performance and that of others

- Mentoring arrangements
- Case studies of sharing learning with others internally, externally and in the wider local government family
- External event / visit reports circulated to appropriate others
- Opportunities / systems in place to share learning such as on the intranet, papers in members rooms, workshops etc.
- Minutes of meetings, reports or other paperwork showing action resulting from development opportunities, new ideas put forward and acted on and sharing good practice
- Elected members confirm that they have been encouraged to learn, by the council, to improve their own performance and that of others
- Elected members can describe how they have learnt from or shared their learning with their peers, officers and others

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- Mentoring agreements are in place
- Members report back to group on conferences and external development opportunities



<p><b>4.3 Investment in learning and development is evaluated in terms of benefits and impact</b></p> <p>The council can demonstrate that it periodically evaluates the cost and benefits of member training and development and the impact it has had on performance</p>	<ul style="list-style-type: none"> <li>• Evaluation strategy in place</li> <li>• Reports to top political and managerial leadership showing regular analysis of costs of and benefits from member training and development</li> <li>• Case studies of how training and development has impacted on performance</li> <li>• Minutes of meetings, focus groups or interviews involving elected members in evaluating the impact of their development on performance</li> <li>• Exit interviews with councillors who are not re-elected or leave</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation strategy in place</li> <li>• Reports to top political and managerial leadership showing regular analysis of costs of and benefits from member training and development</li> </ul>	<ul style="list-style-type: none"> <li>• All councillors leaving mid-term (ie between elections) or not seeking re-election are offered an exit interview</li> <li>• Clear evidence that findings from exit interviews are fed into the review process</li> </ul>
<p><b>4.4 Identifies (and implements) improvements to learning and development activities</b></p> <p>People confirm that the council is genuinely committed to the continuous development of elected members and can give examples of relevant and timely improvements that have been made to development activities.</p>	<ul style="list-style-type: none"> <li>• Reviews of training and development strategies, such as induction, indicating continuous improvement</li> <li>• Minutes of meetings, reports etc providing examples of improvements to learning</li> <li>• Changes to on-going programmes</li> <li>• Top political and managerial leadership can demonstrate continuous improvement in the approach to developing people</li> <li>• Elected members and their representatives can describe what has been done to improve development activities whenever improvements were needed</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of meetings, reports etc providing examples of improvements to learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Examples can be given of changes made as a result of feedback and evaluation</li> </ul>

## 5. Supporting Councillors

Guidelines	EXAMPLES of evidence	Specific minimum requirements for Charter	Specific minimum requirements for Charter Plus
<p><b>5.1 Councillors are provided with an appropriate level and range of support</b></p> <p>The council regularly assesses how it can assist and support councillors, particularly those with family responsibilities.</p>	<ul style="list-style-type: none"> <li>• Members handbook including arrangements that support those with family responsibilities</li> <li>• Arrangements for maternity and paternity leave</li> <li>• Arrangements for child care or other caring responsibility allowances</li> <li>• Special leave, such as for long term sickness or bereavement</li> <li>• Pension arrangements</li> <li>• Minutes of meetings showing that the council regularly reviews the suitability of allowances and support to members to help in not deterring people to take up public office</li> <li>• Crèche facilities</li> <li>• Induction event for the family of newly elected member</li>   <li>• Top political and managerial leadership can give examples of how the council assists those with family responsibilities</li>   <li>• Elected members believe that the council is committed to supporting all councillors and particularly those with family and other responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Councillors speak openly of feeling genuinely supported and enabled</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that support arrangements for councillors are reviewed on a regular basis and that this review covers support needs of all councillors are assessed including               <ul style="list-style-type: none"> <li>○ ICT provision and support</li> <li>○ Administrative and secretarial support (incl. diary management)</li> <li>○ Research</li> <li>○ Casework</li> </ul> </li>   <li>• All councillors have equal access to council premises, facilities and systems</li> </ul>

**5.2 Reviews how council business is conducted to allow for equality of access to key political decision making mechanisms**

The council regularly reviews how it conducts its business, in terms of when meetings are held and access based on a clear understanding of diversity, so that elected members or potential members, are able to take part in the democratic process.

- Council diary - scheduling meetings takes account of cultural and faith commitments
- Council diary - times of meetings include both day and evening so that members can discharge their duties in such a way so as not to sacrifice family and employment responsibilities
- Minutes of meetings show that the council regular reviews the number of meetings and is mindful of work life balance and recognises that elected members are often involved in external meetings and activities in other community roles
- Top political and managerial leadership can give examples of action taken so that all members can contribute to the council's business and carry out their democratic role

- Council diary - times of meetings include both day and evening so that members can discharge their duties in such a way so as not to sacrifice family and employment responsibilities
- Council diary - scheduling meetings takes account of cultural and faith commitments

- Evidence that council reviews its arrangements and timings of meetings and the way it conducts its business to take account of cultural, faith, travel needs and family commitments of councillors and **open up the role to as many people as possible including those in employment**

<p>5.3 Holds events for the community to encourage people to become community leaders.</p> <p>The council actively encourages citizenship and participation, and publicises the role of elected members as community leaders, as part of promoting local democracy and encouraging under represented groups to take up office.</p>	<ul style="list-style-type: none"> <li>• Local democracy week action plan, programme of activities and review</li> <li>• Youth council</li> <li>• Citizenship links with local schools, colleges and universities</li> <li>• Presentations at community forum events, and targeting under represented groups, to promote the role of councillors</li> <li>• Open days</li> <li>• Prospective councillor events</li> <li>• Prospective councillor materials, role descriptions – recruitment packs</li> <li>• ‘Day in the life of a councillor’ feature in newsletters</li> <li>• Top political and managerial leadership can demonstrate that action is taken to encourage people to become councillors, particularly from under-represented groups</li> </ul>	<ul style="list-style-type: none"> <li>• Local democracy week action plan, programme of activities and review</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that the Council takes an active role in promoting local democracy</li> <li>• Council provides information on the electoral process including <b>pre-election events to promote the role of the councillor in a non-partisan way</b></li> <li>• Evidence that the Council is building links with local businesses and employers to promote the role of the councillor</li> <li>• Likewise with young people’s groups</li> </ul>
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