

# **BID WRITING AND GOOD GOVERNANCE WORKSHOP**

23 May 2017



Suffolk Coastal & Waveney District Councils



**in partnership**  
[eastsuffolk.gov.uk](http://eastsuffolk.gov.uk)

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# What are Grants

Grants are often referred to as 'free money', but they usually come with terms and conditions.

Applying for funding is not an easy or guaranteed option.

Funds are generally non-returnable (except in exceptional circumstances, where grant terms and conditions are not met).



# The Funding Web!

Chose and apply to  
the right FUNDER!

Your project needs to match the objectives of the grant programme. Read the **application guidelines carefully** or contact the funder directly.



Some funders will not fund 100 per cent of the overall project costs, therefore you may need partnership funding.

Funders set their own deadlines and have standard assessment processes.



# Application Forms

Application forms are the means by which applicants communicate with the funder, the need, activity and cost of the project.

A considerable amount of effort, planning and time is needed in making an application.



# What are Funders looking for?

**Location:** Some grant programme are only open to certain neighbourhoods, towns and districts.

**Type of organisation:** Some programmes are open to all not-for-profit groups, some only consider applications from registered incorporated charities

**Size:** Funders may have restrictions, including annual turnover limit or the organisation being run by local people.

**Project Purpose:** One of the most important factors - is the *focus* of the project or activity and that it is meeting an identified need.

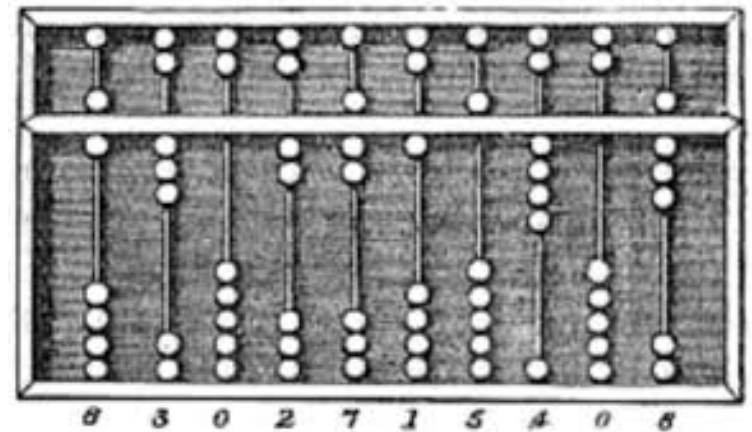


**Budget:** Accurately cost the project, including Full Cost Recovery, where applicable.

Make sure you include everything - salaries, staff expenses and postage – things directly linked to the project.

Try not to over or under-estimate your project costs.

Decide how long the project will run for?



# Ask Yourself!



What problem or opportunity are you trying to address?

Why is it important?

Is your project best placed to meet the need that you've identified?

What evidence or research do you have?

Does it meet national, regional, local or neighbourhood priorities and strategies?

Have you got support from partnerships, residents and organisations?

Does the project and budget  
offer value for money?



# Project Need

**The Hidden Needs Report** - refreshed to incorporate data from the 2015 Index of Multiple Deprivation and Social Mobility Index published in 2016.

**Suffolk Observatory:** [www.suffolkobservatory.info](http://www.suffolkobservatory.info)

**Neighbourhood statistics:** [www.neighbourhood.statistics.gov.uk](http://www.neighbourhood.statistics.gov.uk)

**LG Inform Plus:** <http://reports.esd.org.uk/Reports>

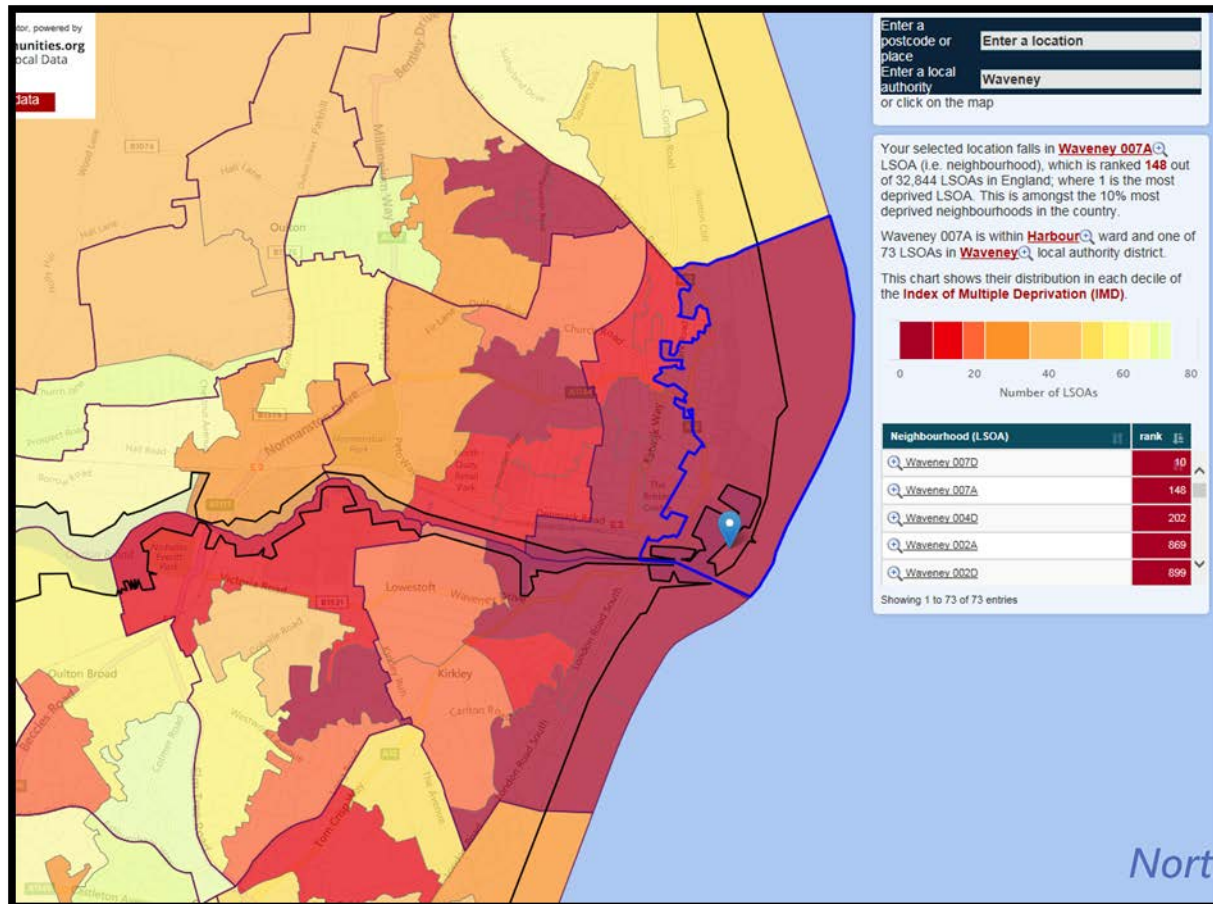
**Health profiles:** [www.localhealth.org.uk](http://www.localhealth.org.uk)

**Labour market:** [www.nomisweb.co.uk](http://www.nomisweb.co.uk)

**Police & crime:** [www.police.uk](http://www.police.uk)

**Heritage index:** <https://www.thersa.org/action-and-research/rsa-projects/public-services-and-communities-folder/heritage-and-place>

**The Office for National Statistics is the gateway for UK national statistics:**  
[www.statistics.gov.uk](http://www.statistics.gov.uk)



<http://dclgapps.communities.gov.uk/imd/idmap.html>

There are 9 LSOA in Lowestoft that are ranked 10% most deprived neighbourhoods and a further 7 LSOA ranked 20% most deprived neighbourhoods nationally, with the Kirkley ward including the 10th most deprived neighbourhood (LSOA).

# Program Logic Model

## Objective

Why the project exists and the broad effect that it wants to have



## Outcomes

The changes, benefits, learning or other effects that result from the project



## Outputs

The products, services or facilities that result from doing project activities



## Activity

The actions and tasks performed by organisations as part of a project



## Inputs

The resources deployed that allow activities to be undertaken

# Project Plan

<b>Objective</b>	To provide psycho-social support to older people within the community
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<b>Outcomes</b>	<ul style="list-style-type: none"> <li>▪ Greater intergenerational social cohesion</li> <li>▪ Improved social integration of older people</li> <li>▪ Reduced feelings of isolation</li> </ul>
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Outputs	Activities	Inputs
<ul style="list-style-type: none"> <li>▪ Befriending programme that connects young people with older residents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training for youth volunteers</li> <li>▪ Visits from befriending volunteers each week</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1hr/week from befriending volunteers (ideally youth or younger people)</li> <li>▪ Cost of facilitator for training session</li> </ul>
<ul style="list-style-type: none"> <li>▪ Programme of social media classes at the local community café</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hold computing classes to teach online skills (e.g. Skype)</li> <li>▪ Promote iPad loan scheme by library</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training course fee for a 'digital champion' to learn about teaching digital connectivity and online safety</li> </ul>
<ul style="list-style-type: none"> <li>▪ A regular, all ages, lunch club is established in Village Hall</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capital works to improve accessibility and catering facilities at Village Hall.</li> <li>▪ Organise and promote a weekly lunch club in Village Hall</li> </ul>	<ul style="list-style-type: none"> <li>▪ Funds to upgrade facilities at Village Hall</li> <li>▪ 2hrs/week by volunteer programme coordinator</li> </ul>



E X A M P L E S



Outline the proposed project that you are seeking funding for?

What you intend to do?

How you intend to do it?

Who the key stakeholders are (i.e. which organisations have an interest and are involved in the project)?

Where the project will take place?

When will the project start?

When will your project finish?





The Revealing Victoriana Touring Exhibition (RVTE) aims to make museum collections more accessible for children with sensory, learning difficulties and/or physical needs. The touring exhibition will display a vast array of Victorian artefacts. Everything will be done to make the child feel part of the environment by using elements of sight, sound, touch, taste and smell within the exhibition space. Children will be able to feel the texture of a heavily upholstered chair as they smell the perfume that lingers in the air as they hear the bustling background noise of Victorian Britain.

The RVTE will replicate an authentic Middle Class Victorian Parlour in 20 Village Halls, Community Centres and Church Halls across Waveney and Suffolk Coastal. The expected launch date of the *Revealing Victoriana Touring Exhibition* is January 2018. The RVTE interpretation and resources will be designed to meet Key Stage 2 and 3 objectives. There will also be pre-visit and post-visit resource packs will be provided. The RVTE resource packs will be tailored to meet the students specific SEN. The Work Team will enrol in Disability Awareness Training and undertake a course in the Basic Linguistics of British Sign Language. Tablet devices will play audio tracks, film clips, show text, pictures and orientation routes. The devices will allow the children to access information tailored to their needs and educational strengths.

RVTE will use collections held at Association for Suffolk Museums. Regarding these loans an application will be made to the *Government Indemnity Scheme* (Arts Council) which provides cost-free indemnity cover, against the lost or damage of an item while on loan to a non-national museum.





Tell us who and how many people will benefit from the project?

Which groups and how many people will benefit from the project?  
How did you arrive at this figure?





The main beneficiary are children and young people with additional support needs. Research has shown that children who participate in museum collections and museum outreach services are more receptive to learning new things and techniques compared to more traditional learning methods. We are aiming to reach over 400 children and young people with sensory, learning difficulties and/or physical needs and also 5,000 members of the community in our activities.

We have undergone a public consultation exercise which included questionnaires, focus groups and visitor feedback from activities we have held in Norfolk and Suffolk. We held four focus groups in four specific geographical areas (Woodbridge, Felixstowe, Leiston and Framlingham with each focus group concentrating on a specific disability.



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**ANSWERS**



## **How was the need for the activity/project identified?**

Please specify if the activity came as a result of a Parish Plan, a health check, a questionnaire or another means of consultation. You can also show need through anecdotal evidence such as ticket sales/reviews.

Please confirm that the project will not displace existing provision within the district.



The number of elephants in the wild of East Anglia is surprisingly high. We spoke with local communities that had been effected by the disturbances that they cause and it was felt that a facility specifically for them would be the most viable and safe option for them. We spoke with vets to find out what kind of facility would be best and specific requirements that would have to be adhered to, to ensure the animals well-being and safety. The piece of land we use has been donated to the organisation, which ensures the sustainability of the project. The World Elephant Rescue and Research Centre (WERRC) identifies that there are approximately 2,000 unaccounted for wild elephants in East Anglia; we therefore see it as our mission to identify and secure these animals and care for them until such time.



BUDGET



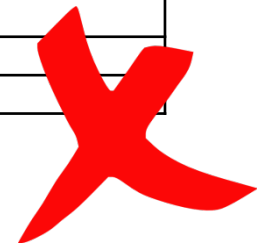
Funding Source	Amount requested	Decision date for funding approval
Heritage Lottery Fund	£70,000	June 2015
Arts Council	£6,300	Approved
Children in Need	£10,000	Approved

Item	Quotation Source	Cost
Interpretation e.g. PDA, audio equipment, tactile models and resource packs	1.Please see attached	17,800
	2.	
	3.	
Office Equipment e.g. postage and stationary	1.Please see attached	£500
	2.	
	3.	
IT Equipment e.g. laptops, digital cameras	1.Please see attached	£7,000
	2.	
	3.	
Staff e.g. recruitment, salaries, training	1.Please see attached	£30,000
	2.	
	3.	
Exhibition e.g. set design	1.Please see attached	£28,000
	2.	
	3.	
Installation e.g. room hire, tools and equipment	1.Please see attached	£3,000
	2.	
	3.	



Funding Source	Amount requested	Decision date for funding approval

Item	Quotation Source	Cost
Elephant Shelter	1.	£2,000 per shelter
	2.	
	3.	
Food	1.	£60,000 per year
	2.	
	3.	
Volunteer expenses	1.	£250 per year
	2.	
	3.	
Publicity material	1	£200
	2.	
	3.	



Q/IONS  
**ANSWERS**

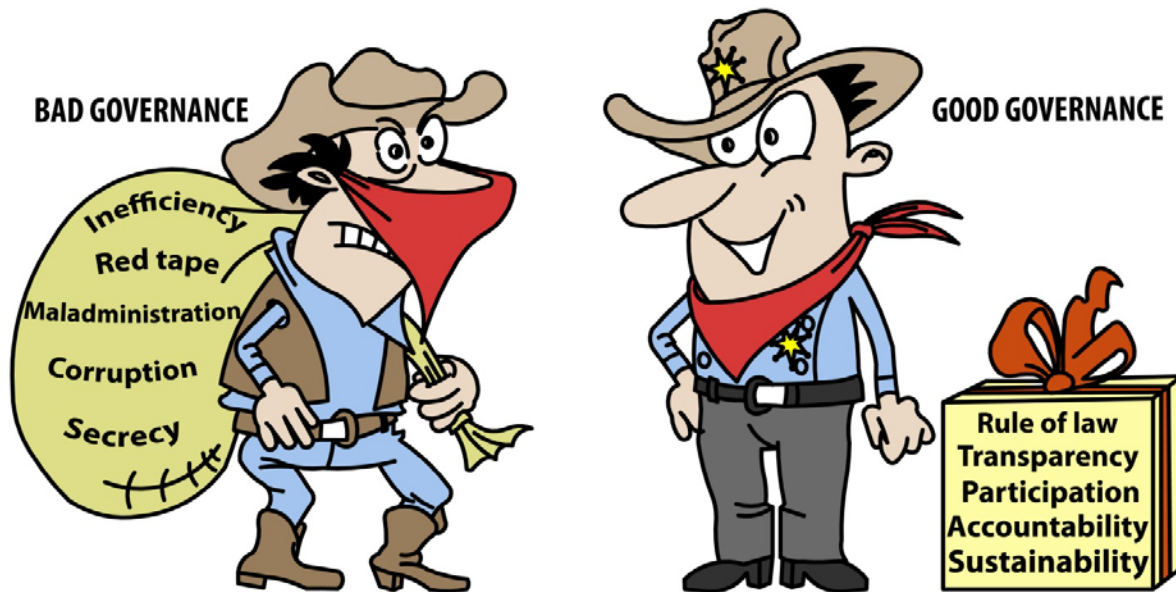




# What is Good Governance

Good governance is about making sure an organisation is well run. Organisations that are not well governed tend not to make the best of their opportunities and resources.

In extreme cases a lack of good governance can put the entire organisation at risk. Good governance therefore plays an essential part in securing the future of an organisation.



# **These six high level principles apply to all voluntary and community organisations:**

Principle 1: Understanding the board's role

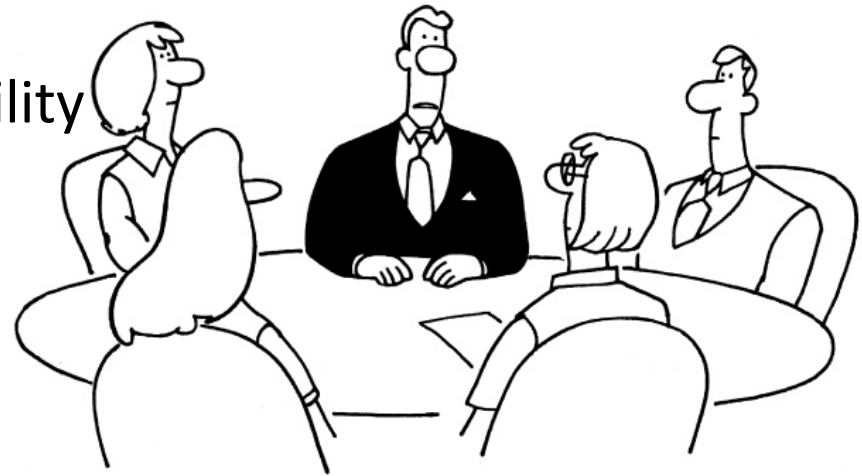
Principle 2: Doing what the organisation was set up to do

Principle 3: Working effectively

Principle 4: Control

Principle 5: Behaving with integrity

Principle 6: Openness and accountability



*"Whew! That was close!  
We almost decided something!"*

# **Principle 1: Understanding the board's role**

An effective board will provide good governance and leadership by understanding their role – what they are responsible for and what they have to do.

Members of the board need to understand their role and responsibilities, both as a group and as individuals, in relation to:

- What the says they must do (legal duties)
- Looking after the organisations assets
- The rules set out in the governing document
- What is happening outside their organisation
- How the organisation is set up and who else is part of it

And in terms of:

- Setting and safeguarding the organisation's vision, values and reputation
- Overseeing the work of the organisation
- Managing and supporting staff (*if you have them*) and volunteers

# **Principle 2: Doing what the organisation was set up to do**

An effective board will provide good governance and leadership by making sure the organisation does what it has been set up to do. The board will do this by:

1. Making sure the organisation's purposes remain relevant and valid
2. Making plans for the future and setting a budget that matches those plans
3. Monitoring progress against the plans and finances against the budget
4. Reviewing and amending the plans and budget as necessary
5. Evaluating the results the organisation achieves and the changes it brings about.

# **Principle 3: Working effectively**

An effective board will provide good governance and leadership by working effectively both as individuals and as a team. The board will do this by:

1. Making sure the board has the necessary skills, experience and diversity to work effectively
2. Finding and recruiting new board members with the skills, experience and diversity the organisation needs
3. Providing suitable induction for new board members and providing learning and development opportunities for existing board members
4. Holding regular, planned meetings
5. Maintaining effective board relationships
6. Checking on how well the board is performing from time to time

# **Principle 4: Control**

An effective board will provide good governance and leadership by exercising effective control. The board will do this by:

1. Making sure the organisation understands and complies with all the legal requirements and regulations that apply to it
2. Setting good internal financial management controls and regularly ensuring that they are still effective
3. Setting good internal policies and procedures and keeping them up to date
4. Regularly identifying the major risks the organisation faces, reviewing them, and putting procedures in place to manage them
5. Properly defining and supervising any delegation

# Principle 5: Behaving with integrity

An effective board will provide good governance and leadership by behaving with integrity – showing their honesty and having strong ethical principles. The board will do this by:

1. Protecting and promoting the organisation's reputation
2. Taking decisions and actions based on ethical standards
3. Identifying, understanding and managing conflicts of interest
4. Ensuring that its decisions are made independently .



# **Principle 6: Openness and accountability**

An effective board will provide good governance and leadership by being open and accountable. It is the role of the board to give the lead in this both internally (e.g. to its members) and externally (e.g. to funders). The board will do this by:

1. Communicating openly, informing people about the organisation and the work it does
2. Listening and responding to the views of beneficiaries, supporters and funders and any others with a legitimate interest in the organisation's work
3. Handling complaints impartially, effectively and efficiently
4. Considering the organisation's responsibilities to the wider community e.g. the environmental impact



Q/IONS  
**ANSWERS**

