

Denbighshire Community Mapping Exercise: 2014-15

APPENDIX 2

Progress report December 2014

1. Purpose of report

The purpose of this report is to highlight progress made in a structured and systematic mapping of children and young people provisions. The exercise is still underway and the report highlights progress made to date.

This is a 'ground up' approach to mapping and assessment of available provision in communities which will inform better planning in order to 'plug gaps' and reduce duplications.

Although this is an important exercise, the strategic importance of this has become more emphasised as a result of financial restrictions placed on public funding generally, with less resources being available moving forward.

This work will therefore influence the Freedom and Flexibility approaches, 'cutting our cloth' and shaping provision and services that are 'good enough'

2. Methodology

A framework has been created in order to assess all provisions. This is based on key functions that relate to young people services and youth work. The Estyn inspection framework was used to inform the structure of the framework tool.

The tool was piloted and adjustments made in 2013 and in 2014 the process went live. In ideal circumstances the group are asked to meet with a youth worker to discuss the purpose and process and fill in the tool together. This produces the best results as there is consensus and clarity in determining the assessment criteria and reinforcing that what is important is to highlight the context of the provision.

The interaction between the youth worker and group leads has an added value of building on current relationships and activity of mutual interest and in addition to establish new connections where groups are relatively new to the workers.

The data collected is processed through CML and this report highlights the latest outcomes.

3. Scope of provisions

The scope of the mapping exercise has developed and broadened. To begin with the focus was narrow to look at 'youth Work' groups. (such as youth service, uniformed youth groups, voluntary youth clubs) however it became clear that activity through other types of provision (eg sports, leisure, performing arts) were important in order to capture the extent of the 'offer' to young people in the community – from whatever source)

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In broadening the scope it's acknowledged that the 'task' is a large and ambitious one – but the right challenge to tackle.

Through building up a unique picture of provision in this way – it's possible that community provisions can be supported to deliver activity in ways that add value to young people's experiences and thus create a better impact. This is not to say that the exercise is about reshaping provisions to meet agendas that are unhelpful to them – but to better engage and support provisions where appropriate to develop their offer – in partnership.

Equally the exercise will help determine if provision is unnecessarily duplicated. It's accepted that some duplication may be appropriate in order to reinforce particular impact / learning / support but it may be that duplication is not appropriate and resources could be redirected in other ways to better effect.

There are at least 1000 groups to be mapped. This is based on an annual exercise to establish a groups and societies database and additional information on sports clubs. Some groups known to the youth workers in the localities are not included in the clubs and societies lists and there is some duplication that is being worked on too.

Groups can stop operating and new ones are formed and it can take some time to capture these changes. The challenge is to create a definitive picture of groups that exist and to know what groups offer against the framework.

4. Mapping team

The mapping team is an operational group that are involved in mapping provisions. This includes the 4 community youth workers and the FIS Outreach worker. In addition there is a small contribution from the Partnership and Communities team as part of their planned rural access project looking at 7 rural communities.

As the scope of the work became clear (i.e. over 1000 groups) it also became clear that the work will be delivered according to the capacity of the team – and that a longer timescale for completion is inevitably required

Moving forward it's clear that the function of the group needs to be continued and that time prioritised with the role of community youth worker and also to involve others in order to 'speed up' the process.

The outcomes from this will contribute to informing the Youth Service Specification review.

5. FIS Data Base

In order to make the information on provisions accessible to the community, where groups agree this information is placed on the FIS database. The website has a search function so that members of the community can see via a google map what provisions are in their communities.

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6. Outcomes

Context

- **169** community provisions have been mapped using the tool at Appendix 1
- The exercise does not 'score' community groups activity – as the nature of delivery depends on the context of activity
- Each provision indicator shows a pattern of the nature of activity in each locality. This is useful as it shows where there is either 'more' or 'less' provision in that area
- 'Groups' are those that offer specific 'youth Group' activity and also those that children and young people do attend – but is not necessarily a 'Youth Group'
- The graphs below highlight provision in terms of:

Tier 1 Local Authority led

Tier 2 Key Partners of the Local Authority

Tier 3 Community / voluntary

Participation

- Not all provisions are happy about providing details of their activity.
- Some see the information as 'commercially sensitive' and have declined to contribute. Thus a complete full picture may not be possible – however the majority of provisions are happy to participate.
- Some provisions have found it difficult to return data for various reasons, creating a bigger time pressure on engaging those provisions for the data.
- The process works best when the leader of the provision meets with the youth worker to complete the framework tool as a joint exercise.

Standardisation

- The tool has been used by a small number of officers from the Youth Service, FIS and the Communities and Partnership team
- The analysis discussions have highlighted the need to have a standardisation meeting in order to scrutinise and challenge the use and outcomes of the tool – in order that there is consistency in its use
- Standardisation will be important in moving forward to ensure that robust information is available for decisions regarding allocation of resources (such as the Youth Service alignment in particular communities from 2015 onwards)

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Shape of Provision

- The exercise has given an opportunity to understand what the Youth service, the urdd and community groups working with young people offer against a standardised framework.
- Analysing the outcomes ought to be considered across communities / localities. The outcomes are indicative of community based provision.
- Ensuring the community have access to all community group information through the FIS website / data base will allow communities to take advantage of local resources (expertise as well as practical implications)

7. Recommendations for 2015.

- Define the volume of work vs capacity available to project completion dates for 1000 groups and agree priority groups to be mapped.
- Continue to map community groups in order to gain a greater insight into the local children and youth offer through 2015.
- Implement standardisation activity through the mapping operational group meetings
- Test the FIS database for being 'fit for purpose' and identify improvements needed (if any)
- Ensure the information of groups are linked to FIS if this continues to be the method of data storage / communication.
- Link the current indicative outcomes to the strategic mapping report by Head of Education
- Consider how the project can be extended further through partners undertaking activity and maintaining appropriate 'standardisation' then - train partners / staff to undertake Mapping and Assessment – in order to complete project earlier.
- Cross reference groups 'mapped' with clubs and societies database / spreadsheets in order to identify further groups

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8. Indicative Headline Findings to Date

Snapshot analysis of data

- 1. Participation** – ranges from sessions are managed by the adults with some limited involvement of young people in expressing their views about the planning of the sessions to young people have an active and ongoing involvement in how their sessions are planned, delivered and reviewed levels of participation tend to be good across all sectors. Involving children and young people appropriately with a potential for the LA YS to support community based provision where this is desirable by the groups.
- 2. Keeping young people safe** – Community groups generally have policies and procedures in place and all adults aware of issues and how to report concerns. Relevant DBS checks carried out and in place. Further work in this area could involve promoting the safeguarding agenda – as with the Urdd and Youth Service.
- 3. Non Formal learning** ranges from awareness of learning is acknowledged through verbal discussion to being recorded and celebrated and recognized by external bodies. The Urdd are starting to use the YS recording process that may support further recognition of non-formal learning.
- 4. Formal learning** ranges from a good awareness of formal learning process but none in place to Young people's achievements are accredited by a standardised process of external verification by an awarding body. There may be accreditation opportunities missed in community and youth groups – where young people would like to engage in these. This could be usefully explored further to determine if support is required in order to enhance young people's experiences of out of school community based learning.
- 5. Reading Writing and numeracy** ranges from some knowledge of basic skill levels through incidental contact, activities, discussions etc.to basic skills levels identified through targeted projects / activities and young people advised re specialist services. There is a continuum of activity from very informal support to more targeted support. Further consideration of what might be 'an appropriate' response in communities may help with basic skills needs in some identified areas and with some target groups. It is evident though that informal use of basic skills is supported through everyday interaction across community and youth work groups.
- 6. Welsh Language and Culture** Ranges from a clear recognition of issues related to Welsh language and culture within adults and some strategies in place in terms of programme to a high level of awareness amongst adults and young people and strategies and responses in place. The Urdd are a clear lead in this area of activity and the partnership with the Youth service (and Menter Iaith) contributes to this. Further work could be considered within each session in terms of bilingual responses.
- 7. Equality Diversity and inclusion** ranges from recognition of issues related to EDI within some adults to a clear recognition of issues related to EDI within adults and young people and planned strategies in place. Further work in this area is desirable in order to understand levels of access for CYP with disabilities.

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- 8. Volunteer and staff support** ranges from agreed formal process of one to one support but not documented and a formal programme of regular training to regular documented 1-1 support and a formal programme of review to evaluate effectiveness and impact.
- 9. Info and communication technology ranges from** ICT resources available but no planned use. No safeguarding policies / procedures in place to planned use of ICT within sessions to aid learning. Safeguarding policies / procedures in place. This is an interesting area – given the digital age and requirements alongside young people’s use of ICT in daily communication and access information through this medium. This is an area for further examination.
- 10. Review and evaluation** Ranges from formal recorded reviews of sessions by adults to formal evaluation including feedback from young people.

Contributions of data received from:

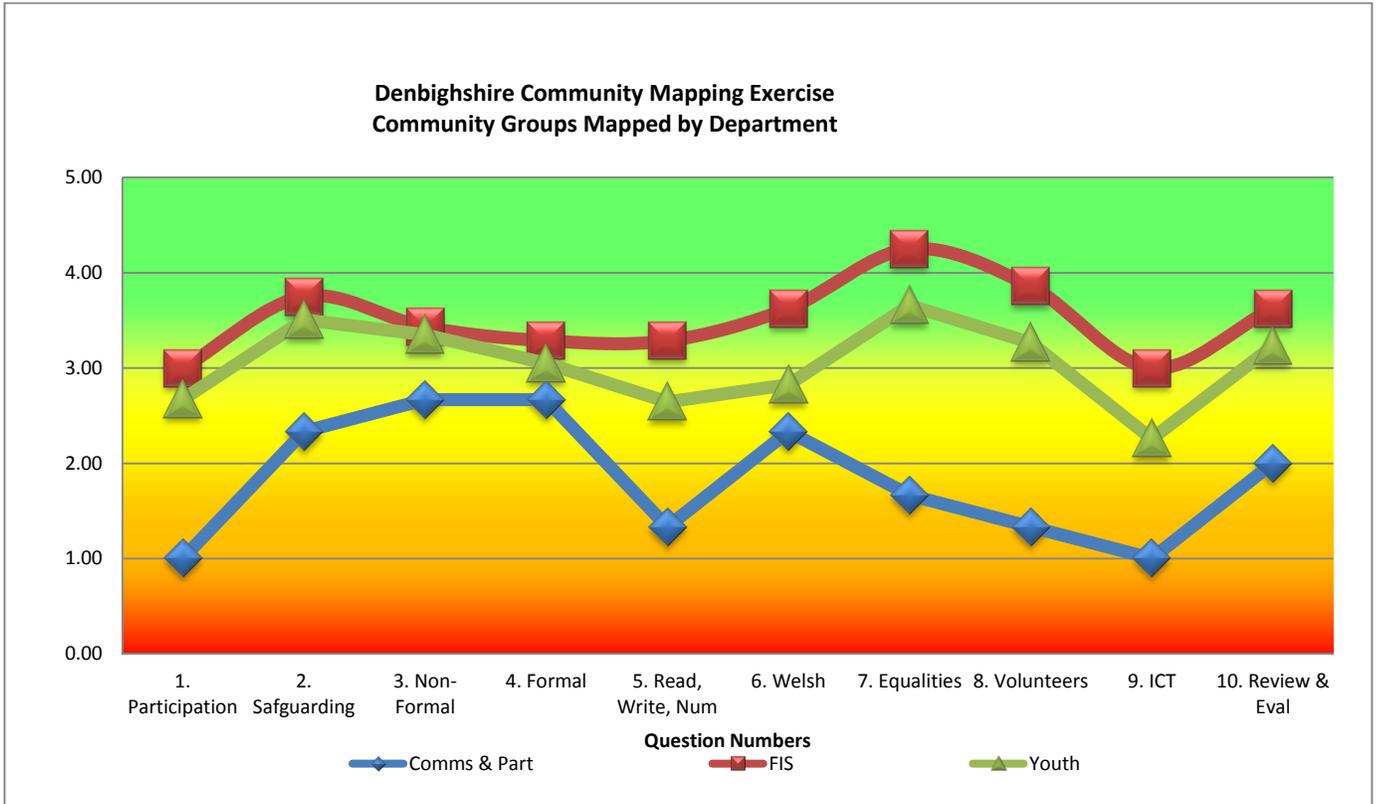
Locality	Family Information Service	Youth Service	Partnerships & Communities
Authority Wide	1	1	
Dee Valley		32	1
Denbigh	2	22	
Mobile Bus		10	
Prestatyn		27	
Rhyl	3	23	
Ruthin	1	33	2
St Asaph	2	9	
Grand Total	9	157	3

Of the 169 groups / sessions mapped, **120** are classed as ‘Community Groups’. These have been completed by the following departments:

Locality	Family Information Service	Youth	Partnerships & Communities
Authority Wide	1		
Dee Valley		26	1
Denbigh	2	14	
Prestatyn		21	
Rhyl	3	19	
Ruthin	1	23	2
St Asaph	2	5	
Grand Total	9	108	3

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The graph below illustrates the average score on the mapping matrix for these organisations, broken down by which department completed the mapping exercise:

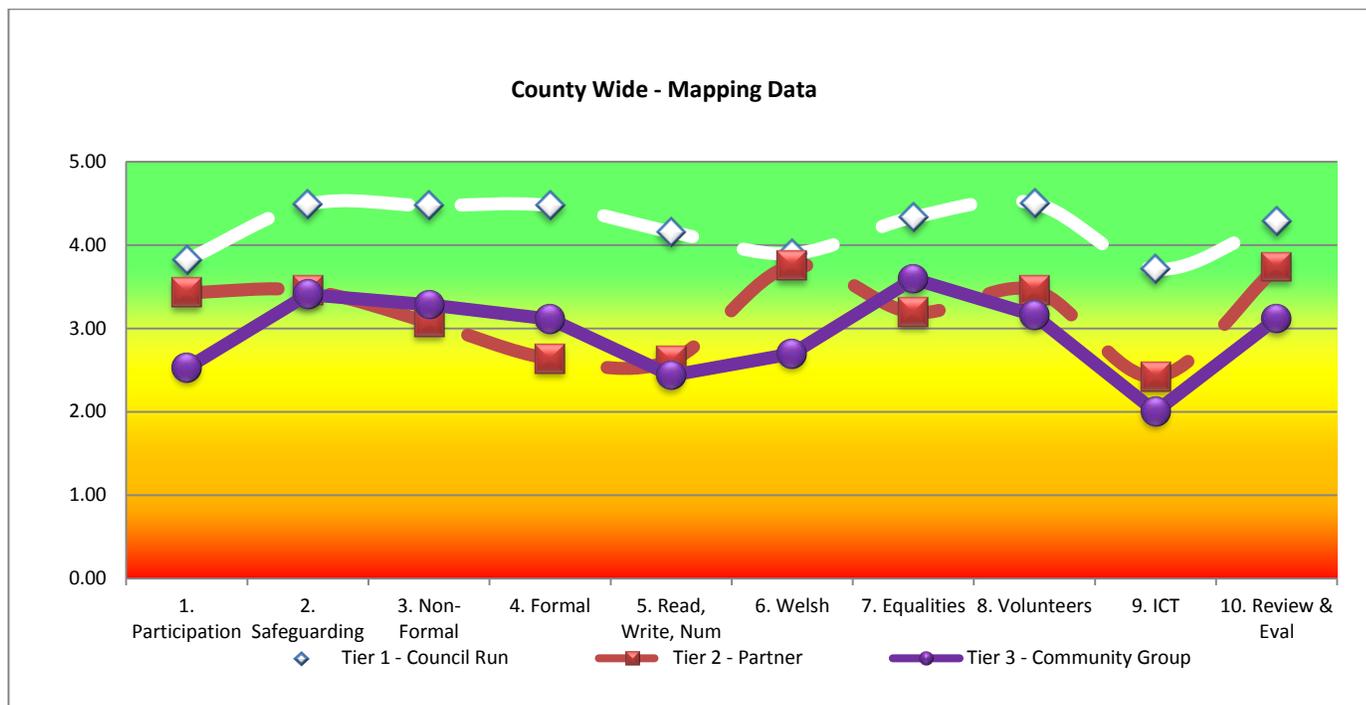


Moving on from this, the mapping data has been broken down on a locality basis, attempting to show how the community groups within each locality are positioned based on their completion of the mapping matrix tool. This has been compared to the current youth service provisions offered, and also to the current partnership work undertaken with the URDD.

(Please note – as Denbigh and St Asaph have only had 1 and 3 mapping forms complete for community groups respectively, it's felt this doesn't provide a clear overview of the area, and therefore graphs for these two localities haven't been included)

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County Wide (Overall)



Key Points:

Tier 1 sessions generally rate at the top end of the mapping tool (which is a youth work based tool), with only question 9 causing a slight dip in the average rating.

Tier 2 sessions perform strongly in the Welsh Language area of the tool (question 6), volunteering and review and evaluation areas, although it should be noted they rate below tier 3 groups on questions 3, 4, and 7. The data collected so far would appear to suggest the sessions provided by Tier 1 and Tier 2 groups complement each other well.

Tier 3 sessions appear to hover around mid-range activity which seems to run parallel with the tier 1 activities.

Lowest scores all round appear in the ICT provision area of the form (9).

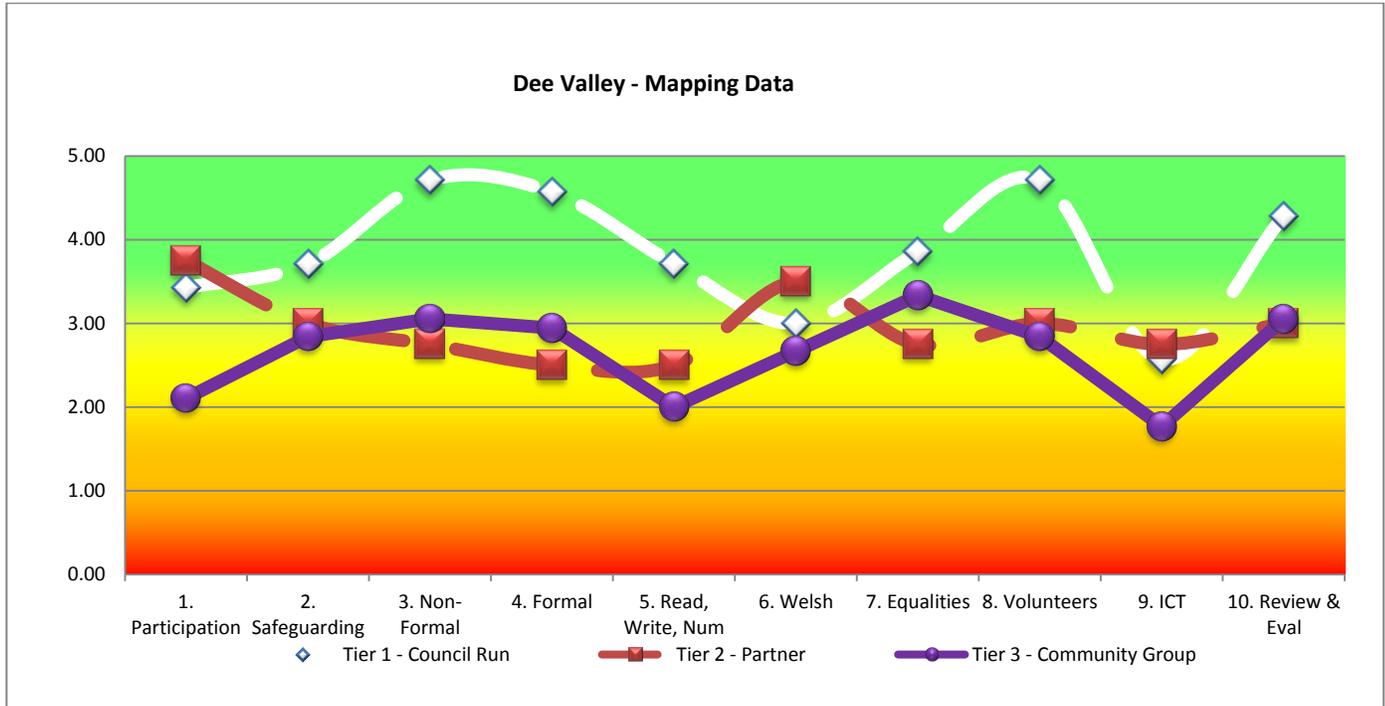
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Table of Club Types Mapped:

Type	Count
Advice & Support	12
Advice & Support - Family	1
Child / Youth Group	1
Child / Youth Group - Afterschool Club	1
Child / Youth Group - Culture	1
Child / Youth Group - Uniform	1
Child / Youth Group - Young Carers	1
Child Group - Culture	7
Child Group - Uniform	5
Church	5
Church / Youth Group	1
Cinema & Arts	1
Culture	2
DofE - College	1
DofE - School	1
Education Support	1
Educational / Training Provider	4
Environmental Group	2
Health Support	1
Holiday Provision	1
Leisure Centres	3
Library	2
Performing Arts	4
PLAY	1
Pre-School Support	2
Rotary Club	1
Sports Club	36
Sports Club - Outdoor	2
Sports Club - Outdoor (Disabled)	1
Volunteering Group	1
Youth Group	28
Youth Group - Arts & Crafts	1
Youth Group - Autism	1
Youth Group - Church	1
Youth Group - Culture	15
Youth Group - Environment	2
Youth Group - Mobile	10
Youth Group - Uniform	8
Grand Total	169

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Dee Valley



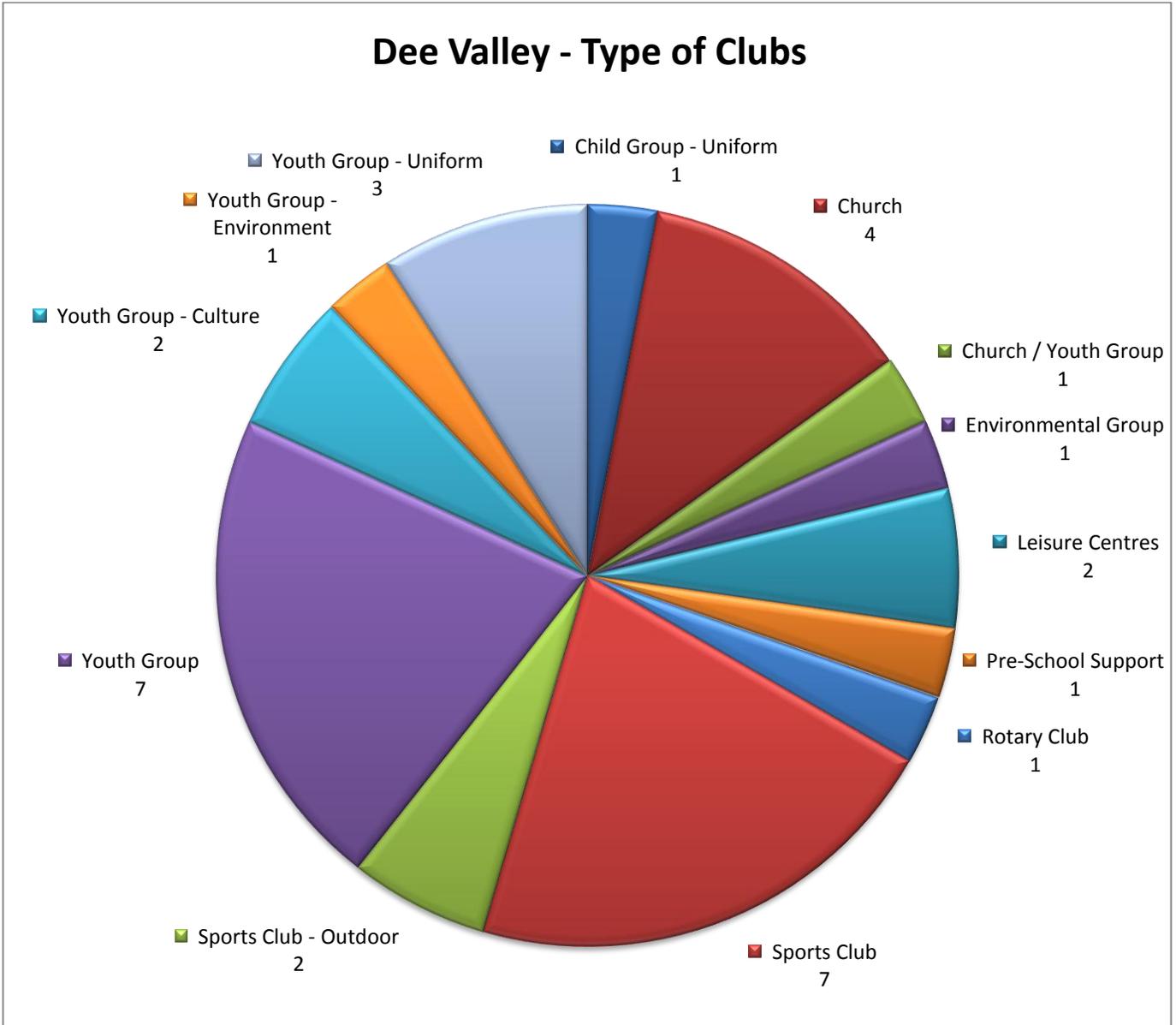
Groups mapped:

Tier	Name of Org
Tier 1	Corwen Juniors Session
Tier 1	Corwen Leisure Centre
Tier 1	Corwen Seniors Session
Tier 1	Llangollen Juniors Session
Tier 1	Llangollen Leisure Centre
Tier 1	Llangollen Seniors Session
Tier 1	School Youth Work Group
Tier 2	Bryneglwys Youth Club
Tier 2	Llysfasi College Young Farmers
Tier 2	Melin Y Wig Youth Club
Tier 2	URDD Ysgol Dinas Bran - Lunch Time Club
Tier 3	1st Corwen (Glyndwr) Scout Group
Tier 3	Andrew Sully - Vicar
Tier 3	Army Cadets
Tier 3	Brownies
Tier 3	Bryneglwys Gardening Club

Tier	Name of Org
Tier 3	Corwen Football Club
Tier 3	Corwen Sharks
Tier 3	Groundwork North Wales
Tier 3	Llangollen Canoe Club
Tier 3	Llangollen Football Club
Tier 3	Llangollen Gymnastics Club
Tier 3	Llangollen Mountain Biking Club
Tier 3	Llangollen Pre School Playgroup
Tier 3	Llangollen Rotary Club
Tier 3	Llangollen Rugby Club
Tier 3	Llangollen Scouts Club
Tier 3	Llantysilio Church
Tier 3	St Johns Church, Llangollen
Tier 3	Trefor Chaperly
Tier 3	Vale of Llangollen Golf Club
Tier 3	Welsh Presbyterian Chapel

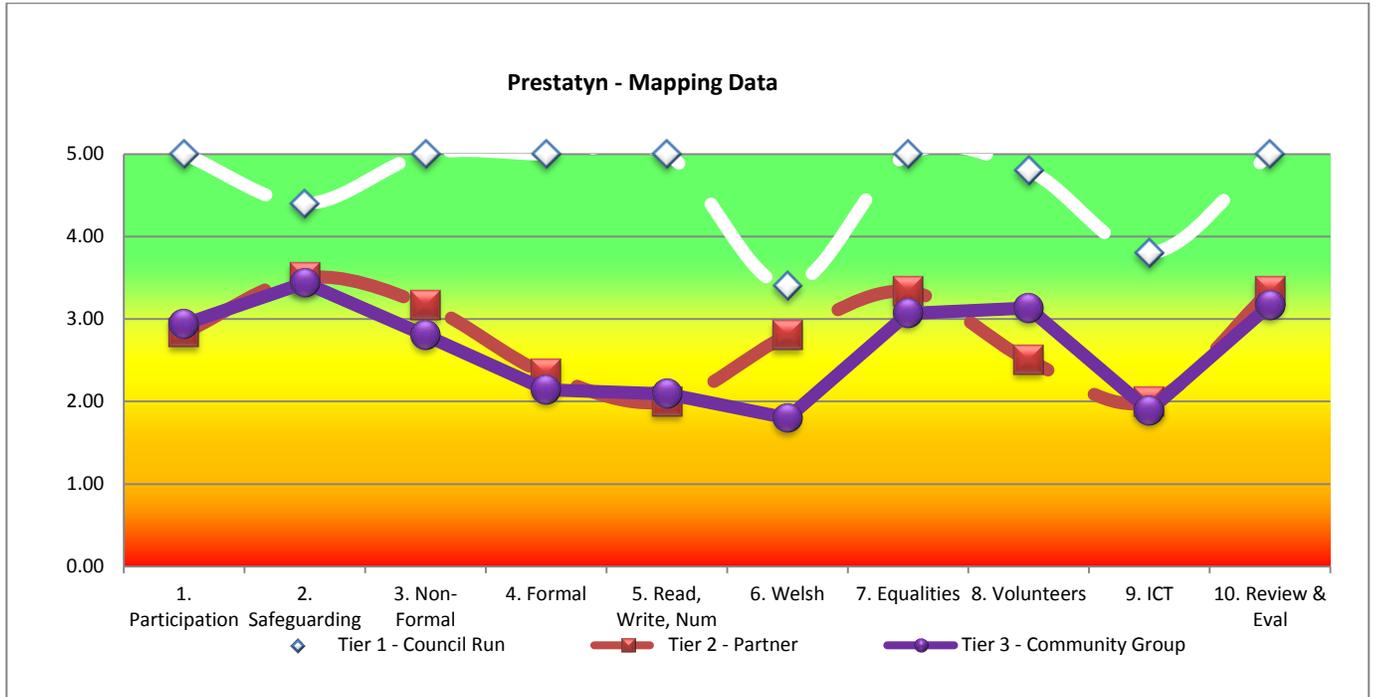
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The following chart illustrates the 'type' of activity in each locality. The charts need to be treated with some caution as further clarification of age profiles in some groups is required. Further exploration of how far groups are open access or restricted to target groups or specialist group / activity also needs to be undertaken. However it does offer an indication at this stage.



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Prestatyn



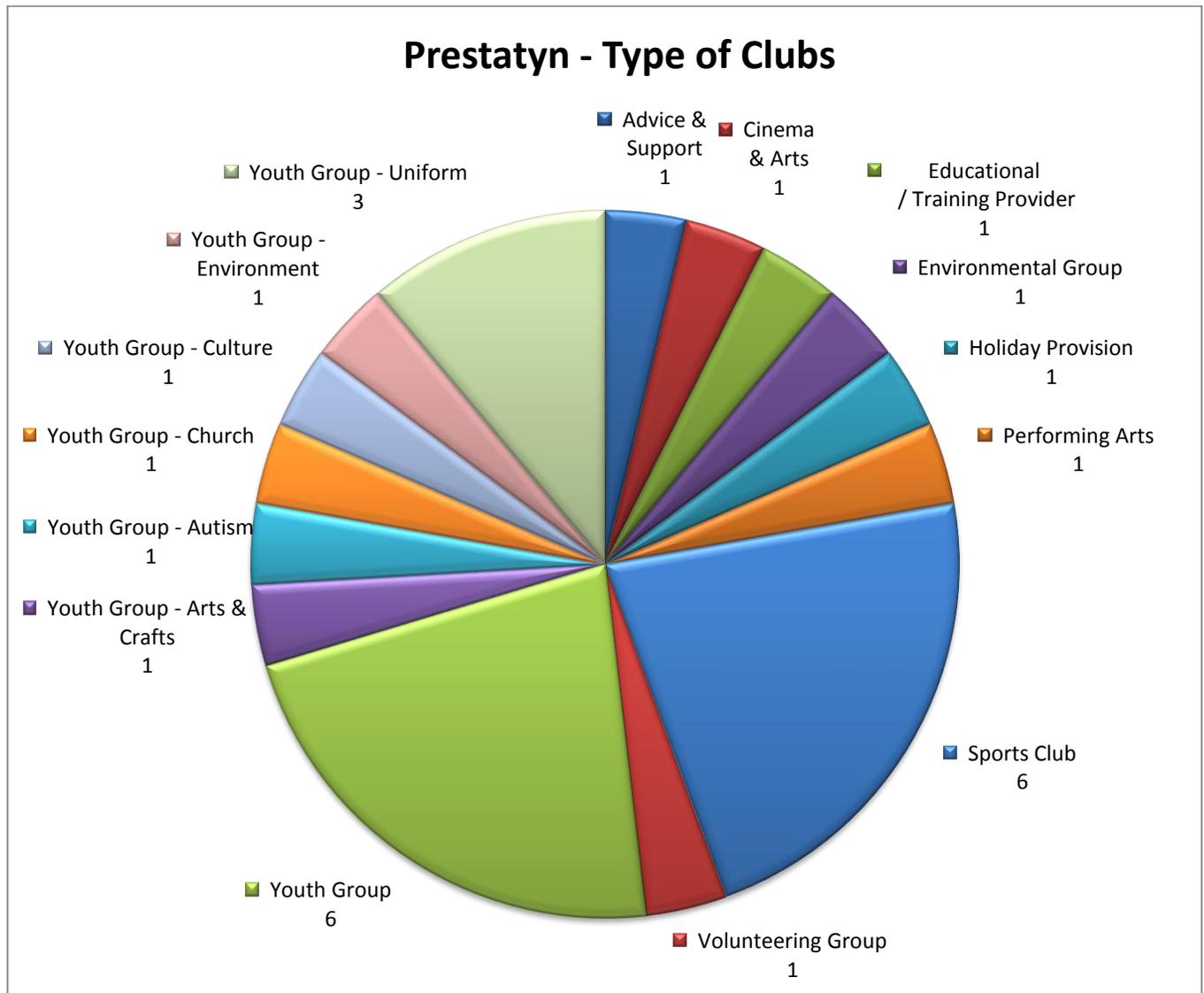
Groups mapped:

Tier	Name of Org
Tier 1	Dyserth Youth Project
Tier 1	Prestatyn Youth Centre After School Session
Tier 1	Prestatyn Youth Centre D of E Award
Tier 1	Prestatyn Youth Centre Junior Session
Tier 1	Prestatyn Youth Centre Senior Session
Tier 2	Grwp Llandrillo Menai
Tier 2	ISPY
Tier 2	Millenium Volunteers
Tier 2	Prestatyn & District Environment Group
Tier 2	Prestatyn Town Council
Tier 2	URDD - Prestatyn High After School Club
Tier 3	3rd Prestatyn Scouts
Tier 3	Buddies Cyfeillion
Tier 3	Calvary Church - Elavate Youth Group

Tier	Name of Org
Tier 3	Gail Astles Prestatyn
Tier 3	Gronant Bowman
Tier 3	Meliden Guides
Tier 3	Prestatyn Air Cadets
Tier 3	Prestatyn Arts and Crafts Club
Tier 3	Prestatyn Atheletic Junior FC
Tier 3	Prestatyn Football Club
Tier 3	Prestatyn Football Club
Tier 3	Prestatyn Storm Netball Club
Tier 3	Prestatyn Tennis Club
Tier 3	Prestatyn Town Council - Allotment Club
Tier 3	Scala Cinema + Arts Centre
Tier 3	Young Dragons

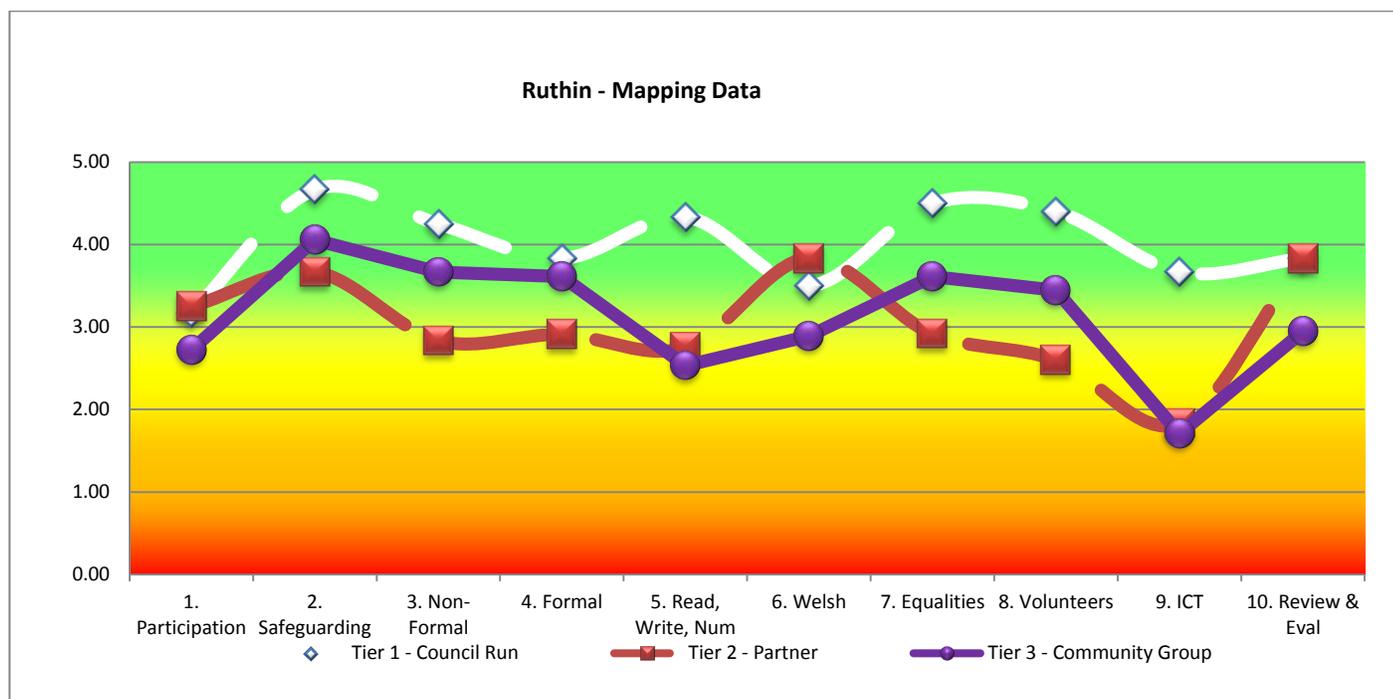
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Ruthin



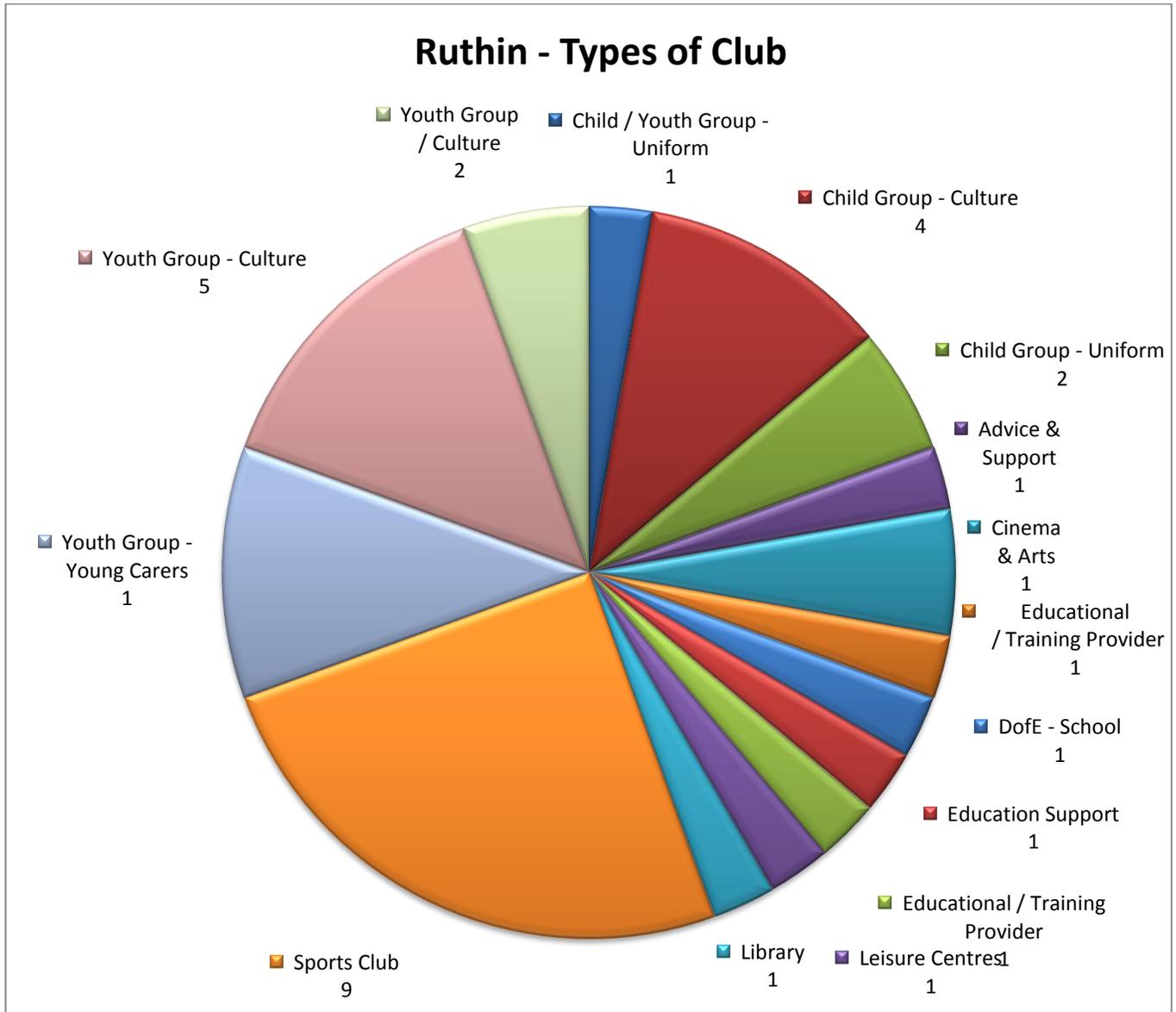
Groups mapped:

Tier	Name of Org
Tier 1	Behaviour Support Service
Tier 1	D of E Group
Tier 1	Open Access
Tier 1	Ruthin Leisure Centre
Tier 1	Ruthin Library
Tier 1	School Youth Work Group
Tier 2	Adrabn Camddwr
Tier 2	Adran Pwlglas
Tier 2	Adran Rhuthun
Tier 2	Clwb Perfformio Rhuthun
Tier 2	Llanarmon Yn Ial Youth Club
Tier 2	Llysfasi College DofE
Tier 2	Ruthin School DofE
Tier 2	URDD
Tier 2	URDD - Ruthin Leisure Centre Football Club
Tier 2	URDD - Ruthin Youth Centre
Tier 2	URDD - Ysgol Pen Barras Gymnastics Club
Tier 2	Young Farmers

Tier	Name of Org
Tier 3	1st Ruthin Explorers
Tier 3	1st Ruthin Scouts
Tier 3	Beavers
Tier 3	Brownies
Tier 3	Capel Y Tabernacl, Rhuthun
Tier 3	Clwb Criced Rhuthun
Tier 3	Cor Dewi Sant
Tier 3	Cor Dewi Sant (Llanarmon Yn Ial Choir)
Tier 3	Cubs
Tier 3	Llanarmon Karate Club
Tier 3	Llanferres Badminton Club
Tier 3	Ruthin Gymnastic Club
Tier 3	Ruthin Hockey Club
Tier 3	Ruthin Netball Group
Tier 3	Ruthin Town Football Club
Tier 3	Ruthin Tristars
Tier 3	Ruthun Rugbi
Tier 3	St Johns

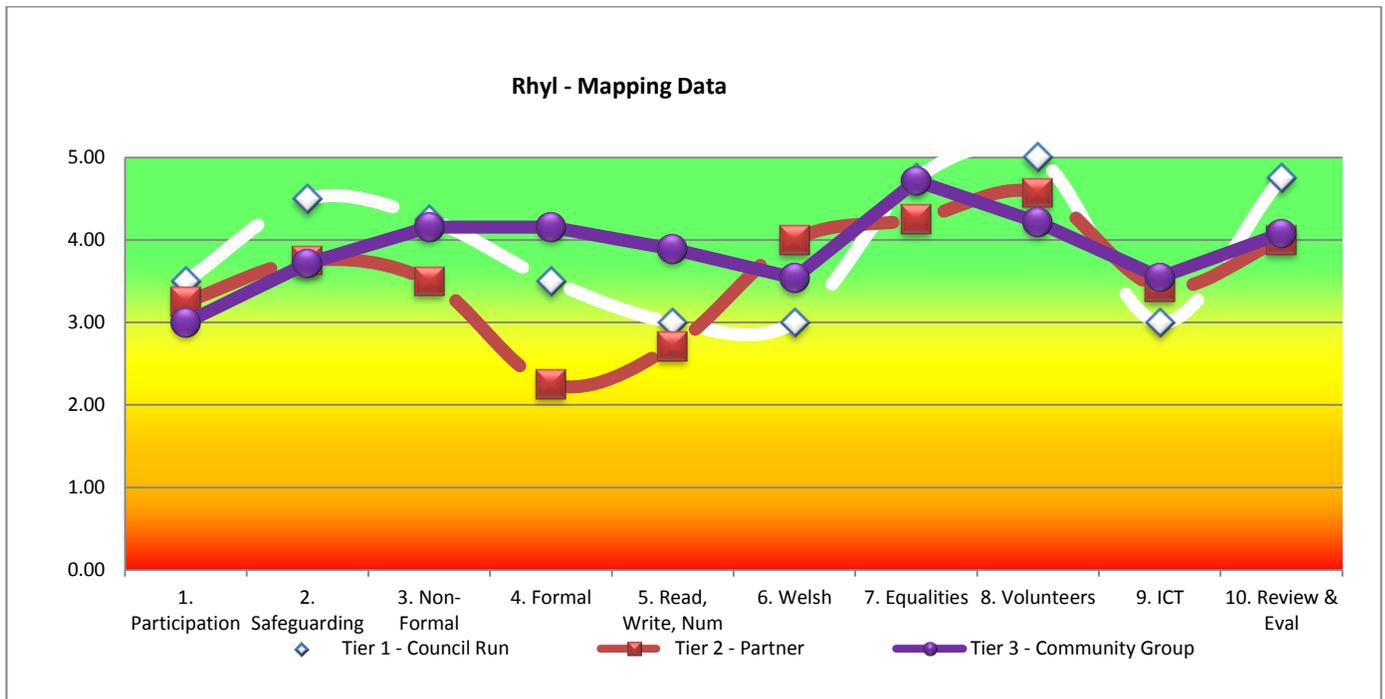
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Rhyl



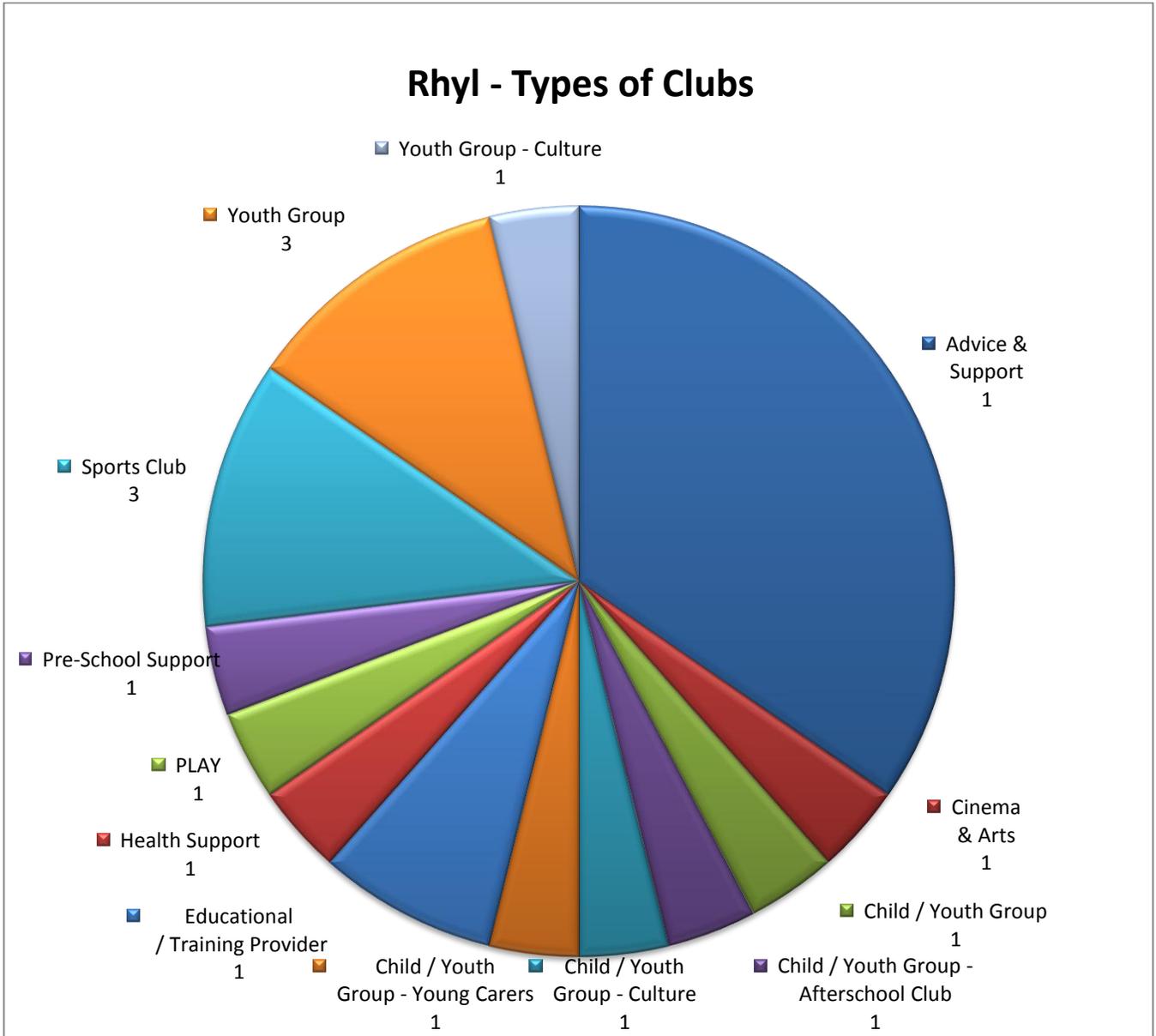
Groups mapped:

Tier	Name of Org
Tier 1	DCC Leisure - Street Games
Tier 1	Football League
Tier 1	Open Access
Tier 1	Rhyl D of E
Tier 2	Careers Wales
Tier 2	Coleg Llandrillo
Tier 2	Cyfle Barnardos Cymru
Tier 2	Cyfle Barnardos Cymru
Tier 2	Families First
Tier 2	Family Support Hafan Cymru
Tier 2	North Denbighshire Communities First
Tier 2	URDD - Coleg Cambria Evening Club
Tier 3	A4E

Tier	Name of Org
Tier 3	Benefit Advice Service
Tier 3	British Kung Fu Association
Tier 3	Clwb Ieuentid Cymraeg
Tier 3	G2G Communities CIC
Tier 3	Grays Gymnastic Club
Tier 3	Health - Midwifery
Tier 3	North Wales Women's Centre
Tier 3	Princes Trust
Tier 3	RAPA
Tier 3	Rhyl City Strategy
Tier 3	Rhyl FC In The Community
Tier 3	Shelter Cymru
Tier 3	WCD Young Carers

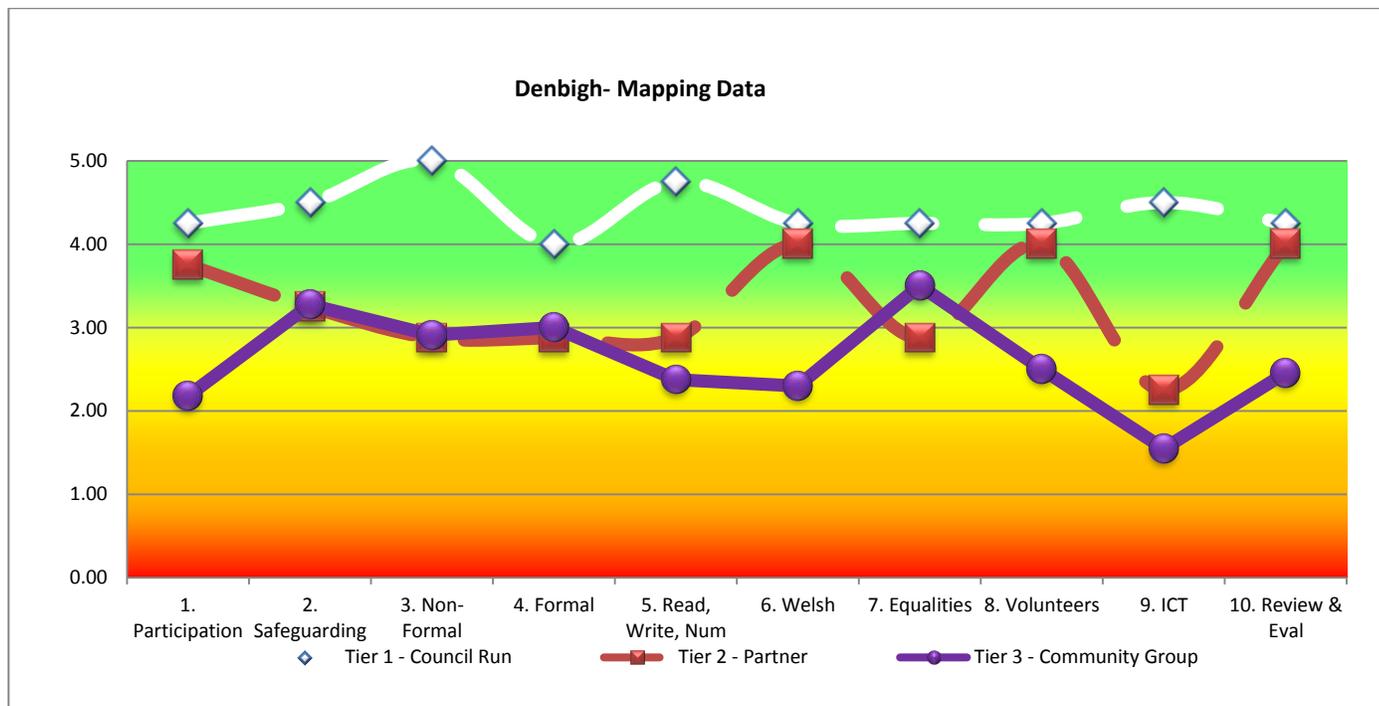
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Denbigh



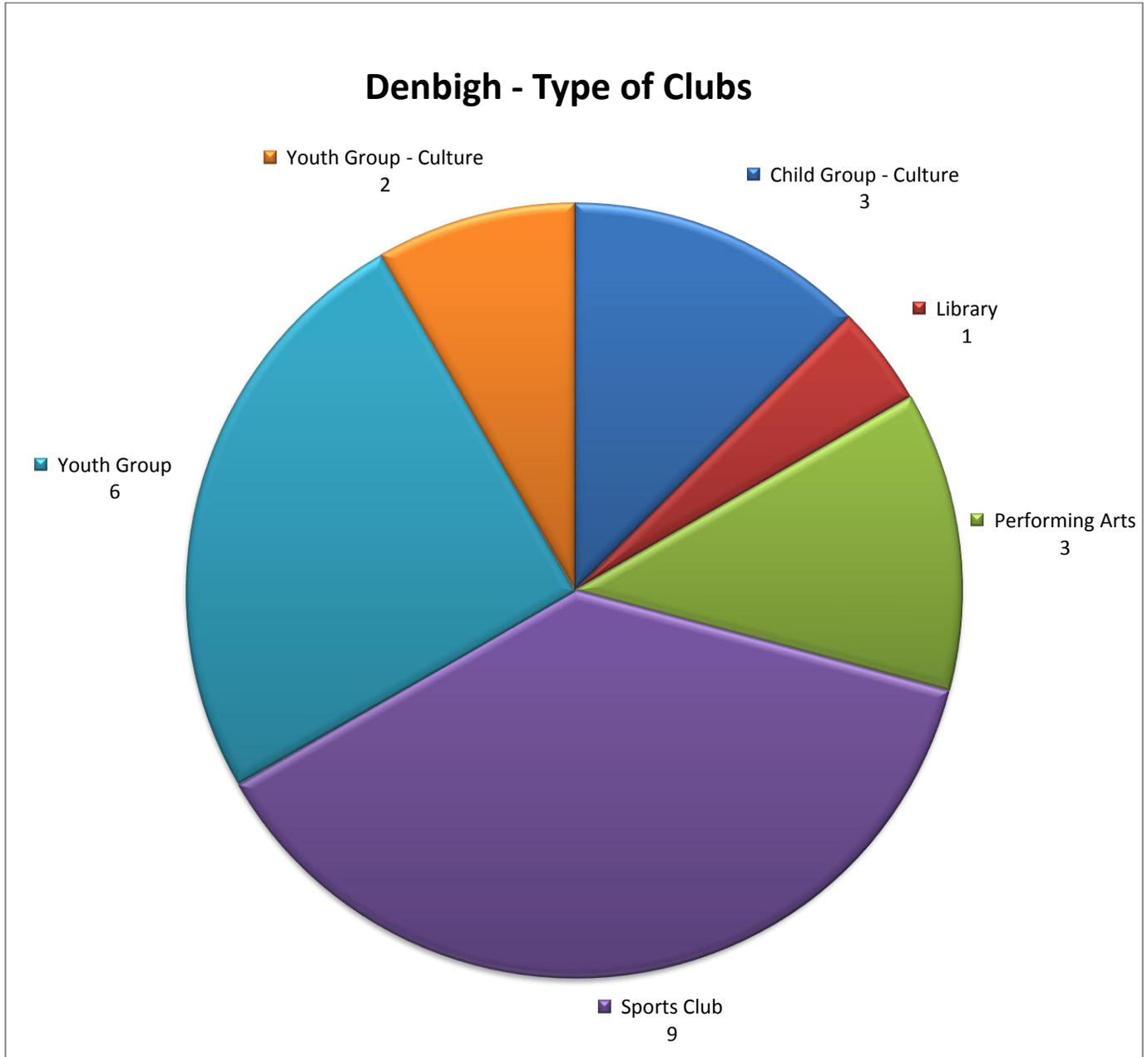
Groups Mapped

Tier	Name of Org
Tier 1	Denbigh Library
Tier 1	Denbigh Youth Centre - D of E Award
Tier 1	Denbigh Youth Centre - Junior Session
Tier 1	Denbigh Youth Centre - Senior Session
Tier 2	Adran Dinbych
Tier 2	Clwb Dawns Dinbych
Tier 2	Clwb Pel Droed
Tier 2	Clwb Perfformio Dinbych
Tier 2	Denbigh Hwb
Tier 2	Denbigh Youth Project
Tier 2	Denbigh Youth Project
Tier 2	Llandyrnog Youth Group

Tier	Name of Org
Tier 3	Denbigh Cricket Club
Tier 3	Denbigh Golf Club
Tier 3	Denbigh Gymnastic Club
Tier 3	Denbigh Tennis Club
Tier 3	Denbigh Town FC
Tier 3	Denbigh Town FC Under 18s
Tier 3	Elite Martial Arts
Tier 3	Phoenix Players
Tier 3	Shine Independent Musical Theatre Academy
Tier 3	The Rock Project
Tier 3	Trampolining Club

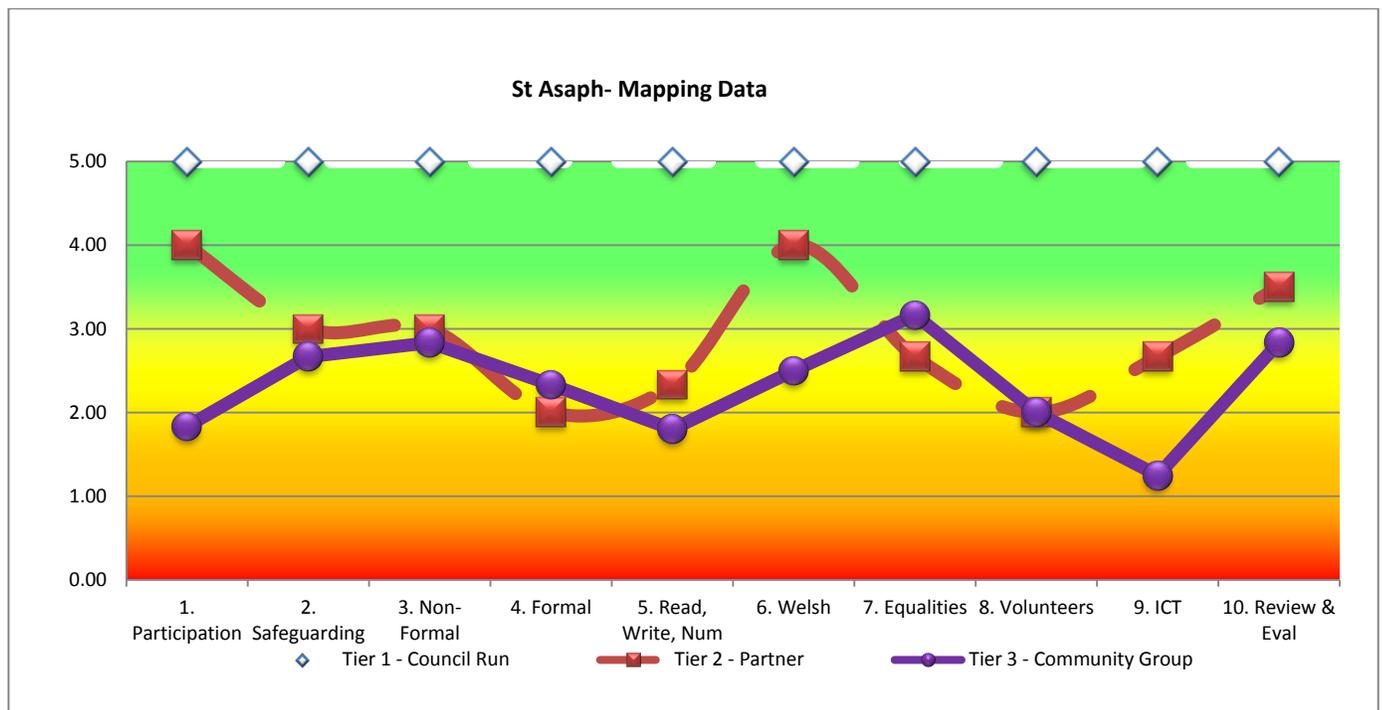
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St Asaph

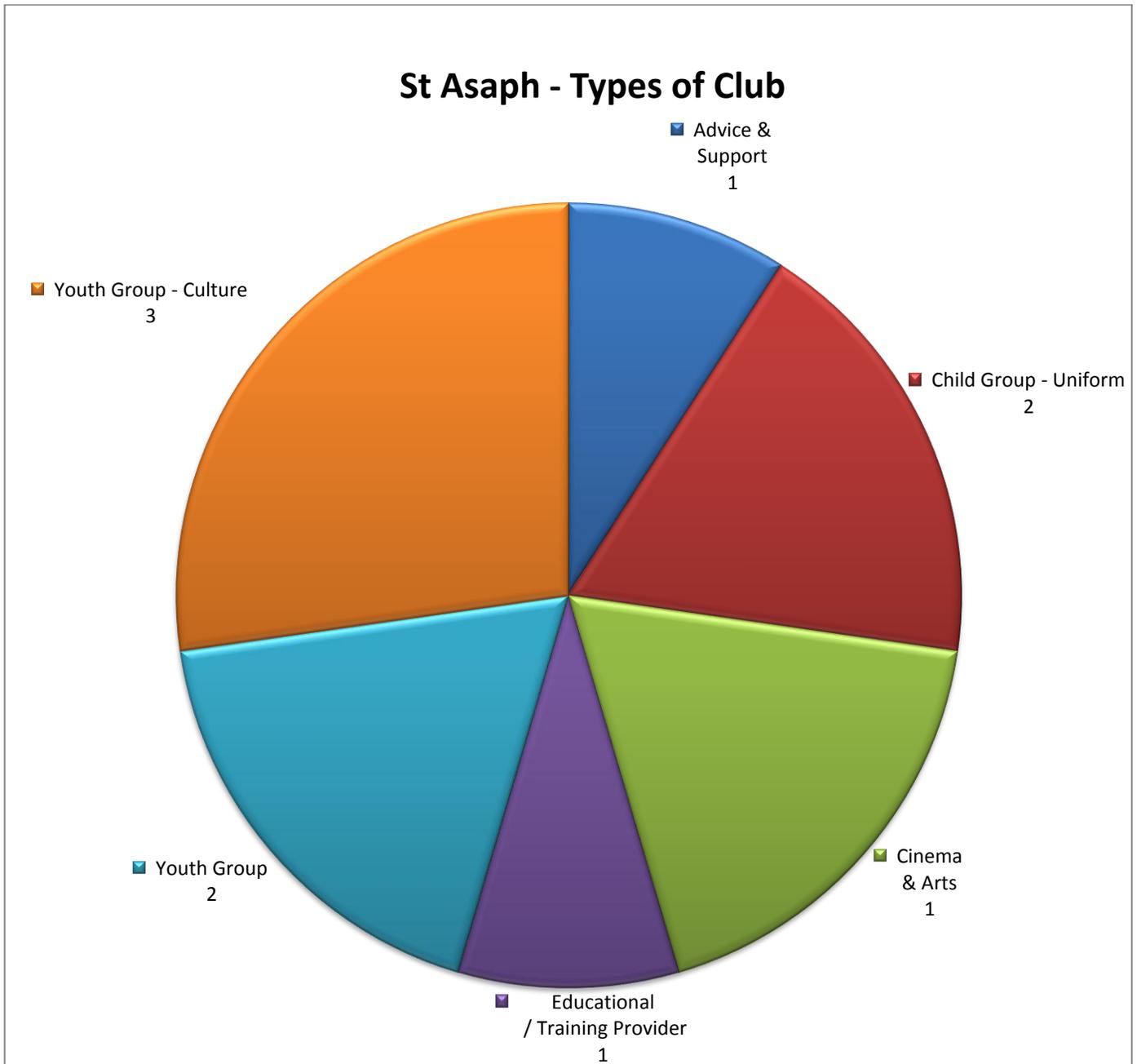


Groups Mapped

Tier	Name of Org
Tier 1	St Asaph - Junior Session
Tier 1	St Asaph - Senior Session
Tier 2	Clwb Amser Cinio
Tier 2	URDD
Tier 2	URDD
Tier 3	Beavers
Tier 3	CADMHAS – Young People’s Advocate
Tier 3	Cubs
Tier 3	St Asaph City Bowling Club
Tier 3	St Asaph Driving Range
Tier 3	St Asaph Riding Disabled Group

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Appendix 1

Partnership Group Mapping

Name of organisation:		Date Completed:								
Delivery address:		Contact name:								
		Total membership	0-10		11-19		20-25		25+	
		Av attendance per session (11-25)								
Contact Tel No		Email								
Main activities provided and frequency (e.g. weekly etc)								Funding end date		
								Insurance* Y/N		
								On FIS database?		
Do you operate services across the County?								Are you registered with a disability?		

Areas of focus – please circle one box (A to E) in each row (1 to 9) based on the one that most closely matches what you do. S = ✓ for advice/support

	A	B	C	D	E	S
1. Young peoples' participation	Sessions are totally managed by the adults with no involvement of young people in the organisation of the sessions	Sessions are managed by the adults with some limited involvement of young people in expressing their views about the planning of the sessions	Sessions are managed by the adults with regular involvement of young people in expressing their views about the planning of the sessions and session reviews	Young people have an active and ongoing involvement in how their sessions are planned, delivered and reviewed	Young people have an active and ongoing involvement in how their sessions are planned, delivered and reviewed including often leading on sessions.	
2. Keeping young people safe *	No knowledge of Safeguarding nor any	Policies and procedures in place	Policies and procedures in place	As in C plus young people aware of	Adults and young people actively	

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	policies or procedures in place. No CRBs carried out for any adults	but limited knowledge of these within adults and young people. Relevant CRB checks carried out and in place.	and all adults aware of issues and how to report concerns. Relevant CRB checks carried out and in place.	issues and how to report concerns.	involved in promoting safeguarding agenda via a range of initiatives and programmes.	
3. Non – Formal Learning- structured learning that does not typically lead to accredited qualifications	No process to record any learning that may take place in any session/activity	Awareness of learning is acknowledged through verbal discussion.	Group/Individual learning outcomes are recorded.	Planned learning outcomes and achievements are recognised by internal processes (certs/awards etc)	Planned learning outcomes are recorded as part of a learning programme. Achievements are recognised by external bodies	
4. Formal learning - structured learning leading to accredited qualifications	No formal learning processes taking place.	Awareness of formal learning process but none in place.	Young people take part in a planned programme of learning	Young people's achievements are recognised through a planned programme of learning with a progression pathway.	Young people's achievements are accredited by a standardised process of external verification by an awarding body.	
5. Reading, writing and numeracy	No knowledge or awareness of basic skills levels within regular members	Some knowledge of basic skill levels through incidental contact, activities, discussions etc.	Basic skills needs within membership identified through targeted projects / activities	Basic skills levels identified through targeted projects / activities and young people advised re specialist services	Ongoing process of assessment (formal or informal), signposting and follow through support within activities and other agreed strategies	
6. Welsh language and culture (Non Welsh speaking groups)	No recognition of issues related to Welsh language and culture within adults or young people	Some recognition of issues related to Welsh language and culture within adult team	Clear recognition of issues related to Welsh language and culture within adults and some strategies in place in terms of programme	High level of awareness amongst adults and young people and strategies and responses in place.	As D plus encouraged on a daily basis within context of their cultural background, their community and their preferences	
7. Equality, diversity and inclusion (EDI)	No knowledge or recognition of issues related to EDI within adults or young people	Recognition of issues related to EDI within some adults	Clear recognition of issues related to EDI within adults and planned strategies in	Clear recognition of issues related to EDI within adults and young people and	High level of awareness amongst young people and staff and jointly	

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			place in response	planned strategies in place	owned/delivered strategies and responses in place.	
8. Volunteer and staff support *	No processes of adult support or training in place at a formal or informal level	Informal conversations with adults about their work. Occasional training takes place	Agreed formal process of one to one support but not documented. Formal programme of regular training	Formal documented one to one support and ongoing programme of training	As in D together with formal programme of review to evaluate effectiveness and impact	
9. Info and Communication Technology	No ICT resources	ICT resources available but no planned use. No safeguarding policies / procedures in place	Planned use of ICT within sessions to aid learning. Safeguarding policies / proc in place	Non accredited progs of learning on use of ICT and other accredited learning through ICT. Pol/proc in place	Accredited programmes of learning on use of ICT and other accredited learning through ICT. Pol/proc in place	
10. Review and evaluation	No review of activities / sessions in terms of 'quality' and effectiveness	Informal discussions amongst adults about quality and effectiveness	Formal recorded reviews of sessions by adults	As in C but with formal evaluation including feedback from young people	As in D but with other types of external evaluation such as peer observation etc.	
Comments:						

Completed by (org)..... Supported by

Appendix 3

Denbighshire Resource Mapping – Activity Profile Guidance - To be read in conjunction with the Activity Profile checklist

Common Questions and Answers

What is it?

The Activity Profile helps Denbighshire County Council and its partners (Children and Young People's Partnership – CYPSP) know who is providing services to young people in the County and a little bit more about what they focus on during their sessions (Area of Focus).

What is it for?

It is intended to assist the Partnership in planning for services in the future. For example, if there are a lot of services providing similar things within the same area, the Partnership will know they do not need to plan for additional similar services in that area. However, if we discover there is a big gap in an area, we can plan for that and try and support services to develop.

How were the Areas of Focus chosen?

Areas such as 'Participation' and 'Learning' were chosen after consultation by partner organisations, based on knowledge about the sorts of things that are important for young people and their development. They are areas that the Partnership think are important and areas that are looked at by the Welsh Government and inspectorates. There are other areas that are important too, but the areas listed are the priorities.

What if we don't do any of these things?

You might be simply offering young people a place to meet together and socialise in a safe place – that is important and valuable, it would not be seen as 'inadequate' in any way because you were not contributing to some of the listed Areas of Focus.

Again however, if the Partnership knows what you are doing, it helps us to plan for other services in your area that do provide some of the areas of focus listed.

Why aren't other important areas covered such as health and wellbeing?

We are aware that organisations are providing a whole range of activities and services to young people. These might be focused on health and wellbeing (e.g. exercise, diet etc) or other areas such as advice and counselling. These areas will be listed in the 'main activities provided' section at the beginning of the Activity Profile sheet.

The 'Areas of Focus' cover elements that could be applicable to any activity or session – e.g. the promotion of 'Welsh language and culture' or 'participation' could apply to any activity.

Where do I return this form and information and what happens to it?

Please return the form to Heather Morris, Family Information Service (FIS), Denbighshire County Council, The Old Gaol, 46 Clwyd Street , Ruthin, LL15 1HP. Somebody will then contact you to discuss the information you have provided and see if you want to be listed on the FIS website.

How to complete the form

1. Name of organisation

The name of the organisation or group that runs the service/activity. If this is not an organisation or group and just one person enter that person's name

2. Date completed

Date this form was completed

3. Delivery Address

The address where the activities are held. If more than one address could you please complete a form for each address

4. Contact name

Name of main contact person for the service/activity

5. Total membership

The approximate number of people in each age group who attend your sessions on a regular basis. If you have an actual membership the approximate numbers of members within each age group. We do not need exact numbers unless these are easily accessible.

6. Average attendance per session (11-25)

The approximate number of young people aged 11-25 who typically attend sessions/activities.

7. Contact tel no

The contact telephone number of the 'Contact name' on the form.

8. Email

The email address of the person named as the 'Contact name' on the form or, if they don't have one, of somebody else within the organisation / group.

9. Main activities

The main activities that are supported and how often they take place. Activities might include sports, social, hobbies, support etc. Record on an additional blank sheet if more space is required.

10. Funding end date

If you have grant funding the date that this expires. If you have funding from a number of sources the date your main funding expires.

11. Insurance

Do you have public liability insurance to cover your activities? If you use somebody else's building they will usually provide this.

12. On FIS database?

Are you already listed on the Denbighshire Family Information Service (FIS) website at www.fisdenbighshire.co.uk?