

# Denbighshire Community Group Mapping Review: Update Report



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# 1. Introduction

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This report highlights the progress made in a mapping and profiling exercise (MPE) conducted through the Communication Marketing and Leisure Service (CML).

The aim of the MPE is to create a provision map for each of the localities in Denbighshire. This is important because it will give the council and partners an insight into the type of provision for children and young people currently available.

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.

It is also important to identify genuine gaps in provision where needs are not met. This information will help the Children, Young People and Families Partnership to plan their programme and coordinate their responses and resources appropriately.

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 Council or partnership resources could be redirected in other ways to better effect. However, provisions will operate according to their geographical location and run for individual communities which may be duplicated in a next door village, perhaps due to a similar environment.

This exercise will help to encourage a broader range of groups becoming available to more young people within Denbighshire and will support Denbighshire's Wellbeing Plan in promoting independence and resilience within residents in Denbighshire; for both the participants and the facilitators of the sessions.

There are around 1000 groups to be mapped. This is based on an annual exercise to establish a groups and societies database and additional information on sports provisions. Some groups known to the youth workers in the localities are not included in the provisions 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.

## 2. Methods

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The data was obtained using quantitative data collection, with the mapping tool matrix (see Table 1).

This is a 'self-profiling' multiple choice tool where the most appropriate quality statement for the provision was chosen by the group leader/instructor, with the support from the youth worker conducting the exercise.

Data was collected from the 6 localities within the County:

- Dee Valley
- Prestatyn
- Ruthin
- Rhyl
- Denbigh
- St Asaph

The community youth workers identified which groups were in their locality, they then approached each group with the mapping matrix and met with the group leader to initiate and conclude their self-assessment. Each group leader chose the category most suited to their group for each of the ten categories (see Table 1). These are:

1. Participation
2. Keeping young people safe
3. Non-formal learning
4. Formal learning
5. Reading, writing and numeracy
6. Welsh language and culture
7. Equality, diversity and inclusion
8. Volunteer and staff support
9. Information and communication technology
10. Review and evaluation

Where it was not possible to meet the group leader, the youth workers filled in the form for the organisation via a telephone conversation, to ensure the group leader was choosing the most appropriate category. However, on occasion, where it was not possible to meet or speak to the provision leader the group leader filled out the form independently. They were given clear instruction prior to this, to ensure the form was completed as accurately as possible to enhance quality assurance. The youth workers recorded which groups had been mapped to avoid duplication; this record was reviewed at team meetings.

A database was kept updated to capture the responses of the provisions, allowing for statistical analysis and an up-to-date list on which provisions have been mapped. From this, trends and emerging themes could be analysed.

**Table 1: Mapping Profile Matrix**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>1. Young peoples' participation</b>	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.
<b>2. Keeping young people safe *</b>	No knowledge of Safeguarding nor any policies or procedures in place. No CRBs carried out for any adults	Policies and procedures in place but limited knowledge of these within adults and young people. Relevant CRB checks carried out and in place.	Policies and procedures in place and all adults aware of issues and how to report concerns. Relevant CRB checks carried out and in place.	As in C plus young people aware of issues and how to report concerns.	Adults and young people actively involved in promoting safeguarding agenda via a range of initiatives and programmes.
<b>3. Non – Formal Learning-</b> 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
<b>4. Formal learning -</b> 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.
<b>5. Reading, writing and numeracy</b>	No knowledge or awareness of basic skills levels	Some knowledge of basic skill levels through	Basic skills needs within membership identified through targeted projects	Basic skills levels identified through targeted projects /	Ongoing process of assessment (formal or informal), signposting

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
	within regular members	incidental contact, activities, discussions etc.	/ activities	activities and young people advised re specialist services	and follow through support within activities and other agreed strategies
<b>6. Welsh language and culture</b> (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
<b>7. Equality, diversity and inclusion (EDI)</b>	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 place in response	Clear recognition of issues related to EDI within adults and young people and planned strategies in place	High level of awareness amongst young people and staff and jointly owned/delivered strategies and responses in place.
<b>8. Volunteer and staff support *</b>	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
<b>9. Info and Communication Technology</b>	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/programmes in place	Non accredited programmes of learning on use of ICT and other accredited learning through ICT. Policies/programmes in place	Accredited programmes of learning on use of ICT and other accredited learning through ICT. Policies/programmes in place
<b>10. Review and evaluation</b>	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.

## 3. Key Findings

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### 3.1 Outcomes

The outcomes highlighted in the following pages refer to the outcomes to date (August 2015). The outcomes to date will need to be considered in the context of an ongoing piece of work and they 'suggest' trends or emerging themes. As this is work in progress the information needs to be treated with a 'health warning' and are not a final picture.

The final outcomes from this exercise will continue to inform the Business Plan for Communication, Marketing and Leisure, the Youth Service and the Children, Young People and Family Partnership.

1. To date 273 community provisions have been mapped and profiled. However, not all provisions are happy to contribute (15). Reasons vary from providers seeing the information as 'commercially sensitive' or not wanting to participate due to time commitments / capacity.
2. Overall 64% of the groups mapped and profiled are third sector / community groups and around 18% for LA led groups and 18% for partnerships.
3. The project is developing a good picture of provisions across the county using a structured 'self-profiling' tool. The tool is used to 'inform' the project of the 'context' of the nature of the provision. There is no right or wrong in terms of completing the profile.
4. Community / volunteer led provisions are the larger overall provider.
5. Generally the Council and Partners' profiles are reflective of the requirements for accountability which include local reporting as well as reporting to regulators. Unless community / voluntary led provisions are publicly funded their profile tends to be less demanding (see Graph 1) within the profile matrix.
6. Across the indicators (see Table 2) there are some interesting trends emerging. Some of these are worth picking up sooner rather than later. These include for example:
  - 6.1 There is a balance of participation styles across the county from adults taking the lead in sessions to young people leading sessions. Whilst the style of participation needs to be appropriate to the context of the activity there may be a case for promotion of the young leaders work that CML promote / deliver (with partners).

6.2 Working with the Corporate Safeguarding panel and the forthcoming public awareness campaign which will define safeguarding in contrast to 'protection'. Early discussions are to take place with the Denbighshire Council for Voluntary Services and the Wales Council for Volunteer Action in order to provide further support to volunteer and community groups on safeguarding practice.

7. The profiling suggests that the council run provisions are more engaged in activity that recognise non-formal learning (through internal certificates) and formal learning (an activity that is accredited through an external awarding body e.g. Agored Cymru, Sports Leaders UK). There are examples of volunteer led community provisions doing this too (for example the Scouts); however the general emerging picture is that small voluntary / community based provisions tend not to. There may be a case to enhance participants' experience and offer access to non-formal and formal programmes / or share how this might be done.
8. Across all sectors the use of ICT and Digital media seems to have a lower profile than was expected. This stands out in Graph 1. Not all provisions use ICT within sessions, however, given the transition to a 'digital choice' it would make sense to consider the balance between 'virtual' and 'physical' provisions.
9. The 'types of provisions' (charts 1-6) is the first attempt to categorise different types of provision associated with each locality. This in time will lead to development of a 'google map' style of provision for professionals and the public to access.

This will have 2 benefits; firstly, that the council and its partners can shape its service according to need and provision available, for example, addressing gaps and reducing any potential duplication. Secondly, this will enable the community to have up-to-date information of all activity in their local area.

Further work is currently underway to assess next steps to do this through the council website, Denbighshire's Wellbeing Plan website, Dewis Wales (a new wellbeing database / website for North Wales), the Family Information Service and a potential re-launch of 'theelectricwire' website for young people.



**Table 2**

Indicators	Emerging Themes
<p>Young people's participation</p>	<p>In Council provisions, many groups offer participants regular and active involvement in how their sessions are planned, delivered and reviewed.</p> <p>A few groups have participants with active and ongoing involvement in how sessions are planned often including leading on sessions.</p> <p>In Partnership provisions many groups offer participants regular and active involvement in how their sessions are planned, delivered and reviewed.</p> <p>Very few groups have participants with active and ongoing involvement in how sessions are planned often including leading on sessions.</p> <p>In Community provisions, there are more sessions where participants have some involvement in planning, delivery and review and around a third are solely led by adults.</p> <p>Very few groups have participants with active and ongoing involvement in how sessions are planned often including leading on sessions.</p> <p><b>Comment:</b></p> <p>The overall participation offer is broad and balanced with a range of participation styles in practice. It's not appropriate for all groups to involve participants in leading groups – but this does happen across all sectors to some extent.</p> <p>Council run groups have more participants leading sessions. There could be an opportunity to work with provisions to link into 'young leader' type programmes delivered though the council and partners. (For example the Youth Service and the Urdd partnership).</p>
<p>Keeping young people safe</p>	<p>In Council provisions all groups have policies and procedures in place with DBS checking. Over half are engaged in a range of initiatives that promote wider safety.</p>

Indicators	Emerging Themes
	<p>In Partner provisions all groups have policies and procedures in place with DBS checking. A few are engaged in a range of initiatives that promote wider safety.</p> <p>In Community provisions the majority of groups have policies and procedures in place with DBS checks. A few are engaged in a range of initiatives that promote wider safety.</p> <p><b>Comment</b></p> <p>There are a few community groups that could widen their offer to younger age groups and would need to undergo appropriate DBS and safeguarding training in order to do this.</p> <p>Not all the groups in this position want to. In order to move this forward meetings have been held with the Wales Council for Voluntary Action Safeguarding Officer to address this. Further discussions are planned with WCVA and DVSC to coordinate development with identified groups.</p>
Non-formal learning	<p>In Council provisions, most groups plan learning outcomes, record outcomes and achievements are recognised through internal processes and by external bodies.</p> <p>In partnership provisions a minority of groups plan learning outcomes, record outcomes and achievements are recognised through internal processes and by external bodies – however the majority of groups recognise learning through verbal discussion with the majority of this being recorded.</p> <p>In Community provisions nearly half of the group’s plan learning outcomes, record outcomes and achievements are recognised through internal processes and by external bodies – and there are some groups that have no process to record learning.</p> <p><b>Comment</b></p> <p>Council led groups tend to have more processes in place to formally recognise non formal learning, although all sectors do this to greater or lesser extents.</p>

Indicators	Emerging Themes
	<p>There are some groups that do not have a process to record non formal learning - and this may be a missed opportunity.</p> <p>Moving forward there may be an opportunity to share good practice of processes regarding non formal learning which wider community groups may like to adopt in order to improve children and young people's experience and generate evidence of impact.</p>
Formal learning	<p>In Council led provisions many groups recognise achievements through a planned programme of activity that leads to an externally verified award or qualification.</p> <p>In Partnership provisions the majority of groups are aware of formal learning processes with a few groups having verified awards as part of their offer to participants.</p> <p>In Community provisions nearly half of groups are aware of formal learning processes with a minority offering externally verified award or qualification.</p> <p><b>Comment</b></p> <p>Linking experiences to a formal accreditation can be valuable for the individual, groups and the communities they live in.</p> <p>There appears to be an opportunity to extend participants accreditation opportunity within the community provision groups. However this will need to be balanced with community provision capacity and the interests / needs of their participants.</p> <p>However this appears to be an emerging theme worth further exploration.</p>
Reading, writing and numeracy	<p>In Council provisions many groups have projects that indirectly or directly support basic skills needs and participants signposted to other agencies if needed.</p> <p>In Partnership run provisions the majority of groups have some knowledge and engage participants in indirect activity and support.</p>

Indicators	Emerging Themes
	<p>In Community led provisions around half of groups have some knowledge and engage participants in indirect activity and support.</p> <p><b>Comment</b></p> <p>Teaching reading, numeracy and literacy is conducted through formal education, schools, colleges etc.</p> <p>Within out of school / college community life experience there are many opportunities to either practice those skills or engage in activity that might demand that use. This informal learning can be well supported through real life situations played out through sports groups, community groups, and arts activity youth groups etc.</p> <p>There is a balance of activity in this area whilst Council provisions tend to work more explicitly in this area.</p> <p>There may be a case to look at this data with the latest basic skills information in order to target areas where the need is higher and work with community groups where this is an area of mutual interest.</p>
Welsh language and culture	<p>In Council provision nearly all groups recognise the issues related to Welsh Language and Culture with around half engaging participants in high levels of awareness and related activity.</p> <p>In Partnership provision nearly all groups recognise the issues related to Welsh Language and Culture with many groups engaging participants in high levels of awareness and related activity.</p> <p>In Community provision nearly all groups recognise the issues related to Welsh Language and Culture with some groups engaging participants in high levels of awareness and related activity.</p> <p><b>Comment</b></p> <p>In spite of nearly all groups recognising the issues related to Welsh language and culture more could be done. There appears to be a good opportunity to build on strengths.</p>

Indicators	Emerging Themes
<p>Equality, diversity and inclusion</p>	<p>In Council run provisions all groups recognise issues related to equality, diversity and inclusion and many groups have high levels of awareness and responses.</p> <p>In Partnership provisions, nearly all groups recognise issues related to equality, diversity and inclusion and nearly half of the groups have high levels of awareness and responses.</p> <p>In Community provisions nearly all groups recognise issues related to equality, diversity and inclusion and just over half of the groups have high levels of awareness and responses.</p> <p><b>Comment</b></p> <p>Generally this is a positive profile. There may be more that can be done to support further targeting of strategies to ensure access and related participation / inclusion is effective.</p>
<p>Volunteer and staff support</p>	<p>In Council run provisions nearly all groups engage adults supporting group activity in training and discussions about their work. Many groups have processes that formally document one to one support and have programmes of training.</p> <p>In Partnership provisions nearly all groups engage adults supporting group activity in training and discussions about their work. Many groups have processes that formally document one to one support and have programmes of training.</p> <p>In Community provisions nearly all groups engage adults supporting group activity in training and discussions about their work. Around half of groups have processes that formally document one to one support and have programmes of training.</p> <p><b>Comment</b></p> <p>Volunteers and staff are supported through discussing work programmes and there are training activities available. There are differences of levels between the three sectors with community led provisions, as expected, having less formal processes and less opportunity to engage in training.</p>

Indicators	Emerging Themes
	<p>This could be due to there being little requirement in some community provisions however it might also be that the opportunity has not been offered.</p>
<p>Information and communication technology</p>	<p>In Council provision many groups have planned use of ICT in order to support learning and have safeguarding policies in place. Around half of groups have planned programmes that may lead to non-formal learning that can be accredited.</p> <p>In Partnership provision around half the groups have planned use of ICT in order to support learning and have safeguarding policies in place. Around half of groups have planned programmes that may lead to non-formal learning that can be accredited.</p> <p>In Community provision almost half do not have ICT resources as part of their programme. Around a third of the groups have planned use of ICT in order to support learning and have safeguarding policies in place. Very few groups have planned programmes that may lead to non-formal learning that can be accredited.</p> <p><b>Comment</b></p> <p>Not all groups have ICT resources and not all groups say they need them to deliver the activity they are offering. This theme is an interesting one considering the use of digital technology and communication. This may be happening more in preparing for activity rather than during activity. Certainly a theme worth exploring further and looking at the balance between ‘virtual’ provisions and ‘physical’ provisions.</p>
<p>Review and evaluation</p>	<p>In council provisions all groups conduct informal discussions regarding the quality and effectiveness of sessions with many groups including participants and giving feedback to them.</p> <p>In Partnership provisions nearly all groups conduct informal discussions regarding the quality and effectiveness of sessions with many groups including participants and giving feedback to them.</p> <p>In Partnership provisions nearly all groups conduct informal discussions regarding the quality and effectiveness of sessions</p>

Indicators	Emerging Themes
	<p>with the minority of groups including participants and giving feedback to them.</p> <p><b>Comment</b></p> <p>Almost half of community provisions review and evaluation is not recorded formally, although this seems to be happening at an informal level. There may not be a requirement for this to happen formerly whilst in partnership and Council activity is at the heart of the accountability processes.</p> <p>This theme is a key one if there is a need to quantify the activity in community groups given that these are run by volunteers and not directly linked to Public funding (which would require more formal recording).</p>

### 3.2 Emerging Themes: Geographical Provisions

The following table summarises the emerging themes from each of the localities. The table should be considered as an indication of progress to date; as the final analysis will change as more groups are profiled. See the pie charts below to review the types of groups within each locality, giving a broader picture regarding their individual profiles.

**Table 3**

Locality	Context	Profile
Denbigh	<p>26 community provisions have been profiled</p> <p>23% are delivered through the council</p> <p>31% are delivered through partnership</p>	<ul style="list-style-type: none"> <li>• <b>Participation:</b> Provisions are mainly led by adults who may mean that more young people led / participatory approaches will be helpful to balance provision.</li> <li>• <b>Keeping Safe:</b> Groups have the necessary steps in place to ensure young people are kept safe. Groups carry out DBS checks and have policies in place.</li> <li>• <b>Non Formal Learning:</b> There is a mix of provisions having both verbal discussions and recording their learning through an</li> </ul>

Locality	Context	Profile
	<p>activity</p> <p>46% are delivered through third sector / community groups</p>	<p>external body.</p> <ul style="list-style-type: none"> <li>• <b>Formal Learning:</b> Nearly half of provisions participate in formal learning and recognised awards. These groups are in partnership with an external body which verifies the achievements. Interestingly nearly half of these groups are run by the Youth Service.</li> <li>• <b>Reading, Writing and Numeracy:</b> Groups have a balanced range of reading, writing and numeracy levels, from no awareness of these skills to assessment of these skills.</li> <li>• <b>Welsh Language and Culture:</b> There is also a balance of Welsh language recognition across provisions ranging from no awareness of Welsh to a high level of awareness, where provisions actively encourage the use of Welsh, including in their community.</li> <li>• <b>Equality and Diversity:</b> There is clear recognition of equality, diversity and inclusion within provisions, with a minority having a high level of awareness amongst young people, with strategies in place.</li> <li>• <b>Volunteer and Staff Support:</b> The majority of groups who have volunteers have a fairly informal process of enrolment. However, a minority have a formal programme which evaluates the impact of volunteers.</li> <li>• <b>ICT:</b> Nearly half of groups do not use any ICT resources, however, all these provisions are sports based. Some groups have an accredited ICT programme; these are all run by the Youth Service.</li> <li>• <b>Review and Evaluation:</b> The reviewing and evaluation process differs across provisions, most having informal discussions and some having formal feedback processes with the</li> </ul>



Locality	Context	Profile
		<p>input of young people.</p> <p><b>See chart 1</b></p>
Dee Valley	<p>69 community provisions have been assessed</p> <p>28% are delivered through the council</p> <p>7% are delivered through partnership activity</p> <p>65% are delivered through third sector / community groups</p>	<ul style="list-style-type: none"> <li>• <b>Participation:</b> Sessions are largely managed by adults, with only some involvement from young people. The groups which do involve young people include them planning, delivering and reviewing sessions.</li> <li>• <b>Keeping Safe:</b> Groups keep young people safe by having procedures. For these groups all adults have relevant DBS checks in place.</li> <li>• <b>Non Formal Learning:</b> Verbal discussions are held in Dee Valley groups rather than recorded learning outcomes to assess young people's learning.</li> <li>• <b>Formal Learning:</b> Not many groups have formal learning taking place within their sessions; however, those who do are accredited through an external body where verification takes place. The majority of these groups are council run, with a few community led groups taking this direction.</li> <li>• <b>Reading, Writing and Numeracy:</b> Groups do not record reading, writing and numeracy skills, which correlates with the groups having a more informal learning focus.</li> <li>• <b>Welsh Language and Culture:</b> Groups have clear recognition of the Welsh language, with some groups having strategies in place.</li> <li>• <b>Equality and Diversity:</b> Groups have knowledge about equality, helping to ensure all young people are included in the activities of the club.</li> </ul>

Locality	Context	Profile
		<ul style="list-style-type: none"> <li>• <b>Volunteer and Staff Support:</b> Where groups enrol volunteers, most do not have a formal process for training and evaluation. Those groups who do have national status and therefore the resources to deliver a volunteer programme.</li> <li>• <b>ICT:</b> Groups in the Dee Valley do not use ICT resources. The group which has an ICT accredited programme is based in a college.</li> <li>• <b>Review and Evaluation:</b> In correlation with the learning process records, most provisions in the Dee Valley do not have external evaluations. Most have informal discussions amongst adults to define the effectiveness of sessions.</li> </ul> <p><b>See chart 2</b></p>
Prestatyn	<p>28 community provisions have been assessed</p> <p>18% are delivered through the council</p> <p>25% are delivered through partnership activity</p> <p>57% are delivered through third sector / community groups</p>	<ul style="list-style-type: none"> <li>• <b>Participation:</b> Nearly half of provisions have adults managing the sessions, with young people expressing an interest in the running of sessions.</li> <li>• <b>Keeping Safe:</b> All provisions in Prestatyn have the relevant DBS checks.</li> <li>• <b>Non Formal Learning:</b> The majority of provisions have planned learning outcomes, with both internal and external evaluation processes.</li> <li>• <b>Formal Learning:</b> There is a balance of levels in formal learning ranging from no formal learning to awards being verified by external bodies.</li> <li>• <b>Reading, Writing and Numeracy:</b> Most provisions have knowledge of basic skills with a small minority of groups having ongoing processes of assessment.</li> </ul>

Locality	Context	Profile
		<ul style="list-style-type: none"> <li>• <b>Welsh Language and Culture:</b> There is a balance on the scale for Welsh language awareness amongst provisions. Most of these have some or clear recognition of policies.</li> <li>• <b>Equality and Diversity:</b> This is fairly balanced across provisions, with an equal number of provisions falling into each category.</li> <li>• <b>Volunteer and Staff Support:</b> Over half of provisions in Prestatyn have formal volunteer and staff support processes to assess impact.</li> <li>• <b>ICT:</b> Most provisions do not use ICT resources or have policies in place regarding usage. Some provisions however, do use ICT which young people use to achieve accreditations, perhaps allowing them enhanced access to online courses.</li> <li>• <b>Review and Evaluation:</b> The majority of provisions have a formal evaluation process which includes young people, although, some provisions informally discuss sessions verbally.</li> </ul> <p><b>See chart 3</b></p>
Rhyl	<p>73 community provisions have been assessed</p> <p>7% are delivered through the council</p> <p>10% are delivered through</p>	<ul style="list-style-type: none"> <li>• <b>Participation:</b> Most provisions in Rhyl have young people expressing an interest in the running of the sessions.</li> <li>• <b>Keeping Safe:</b> Provisions in Rhyl have the relevant DBS checks, involving young people and promoting safeguarding; those that do not are not children and young people focussed provisions.</li> <li>• <b>Non Formal Learning:</b> Most groups record learning outcomes and have procedures in</li> </ul>

Locality	Context	Profile
	<p>partnership activity</p> <p>83% are delivered through third sector / community groups</p>	<p>place to aid young people's learning.</p> <ul style="list-style-type: none"> <li>• <b>Formal Learning:</b> There is a balance across groups in regard to formal learning, some groups have no formal processes in place, some young people take part in a planned programme and some groups have awards achieved through governing bodies.</li> <li>• <b>Reading, Writing and Numeracy:</b> The majority of groups either have some knowledge of basic skills or there are assessment processes in place to measure this.</li> <li>• <b>Welsh Language and Culture:</b> The majority of provisions either have some recognition of Welsh related issues or have a high level of awareness amongst adults and young people with response strategies in place.</li> <li>• <b>Equality and Diversity:</b> Some groups are not aware of equality, diversity and inclusion issues; however, the majority of groups have clear recognition and a high level of awareness and how to deal with issues.</li> <li>• <b>Volunteer and Staff Support:</b> Many groups in Rhyl enrol volunteers, the majority of these have formal volunteer programmes in place and effectiveness is evaluated.</li> <li>• <b>ICT:</b> Generally there are more ICT using groups in Rhyl than any other locality, although there are more groups in Rhyl. Most groups have planned use of ICT within sessions to aid learning, with safeguarding procedures in place, others have accredited programmes using ICT.</li> <li>• <b>Review and Evaluation:</b> Most provisions have a formal evaluation process, allowing provisions to better themselves and reach</li> </ul>

Locality	Context	Profile
		<p>any targets set.</p> <p><b>See chart 4</b></p>
Ruthin	<p>54 community provisions have been assessed</p> <p>15% are delivered through the council</p> <p>22% are delivered through partnership activity</p> <p>63% are delivered through third sector / community groups</p>	<ul style="list-style-type: none"> <li>• <b>Participation:</b> Young people’s participation varies in Ruthin from sessions being managed by adults solely to young people having an active role in the running of sessions.</li> <li>• <b>Keeping Safe:</b> All groups in Ruthin perform the relevant DBS checks needed within their provisions and most actively involve young people in this.</li> <li>• <b>Non Formal Learning:</b> Most provisions plan outcomes to promote learning. A few provisions have no process to record any learning.</li> <li>• <b>Formal Learning:</b> More formal learning takes place in Ruthin provisions than informal learning; many provisions promote certification through awarding bodies.</li> <li>• <b>Reading, Writing and Numeracy:</b> The majority of provisions have some knowledge of basic skills through activities and discussions.</li> <li>• <b>Welsh Language and Culture:</b> Most provisions either have some recognition of Welsh language and its use or have a high level of awareness and promote usage.</li> <li>• <b>Equality and Diversity:</b> There is clear recognition of these issues within provisions in Ruthin; the young people are made aware of these.</li> <li>• <b>Volunteer and Staff Support:</b> The volunteer support varies across provisions in Ruthin with provisions both having no official</li> </ul>

Locality	Context	Profile
		<p>volunteer programme to provisions actively training and supporting volunteers.</p> <ul style="list-style-type: none"> <li>• <b>ICT:</b> Similar to other localities, Ruthin has many provisions that do not use ICT, however, most are sports provisions. The groups who do use ICT and help young people to achieve accreditations using ICT are all nationally recognised provisions.</li> <li>• <b>Review and Evaluation:</b> All provisions in Ruthin at least have informal discussions regarding evaluation of their sessions; some have recorded evaluation forms with feedback from young people.</li> </ul> <p><b>See chart 5</b></p>
St Asaph	<p>13 community provisions have been assessed</p> <p>23% are delivered through the council</p> <p>23% are delivered through partnership activity</p> <p>54% are delivered through third sector / community groups</p>	<ul style="list-style-type: none"> <li>• <b>Participation:</b> There is a balance of the participation of young people within each category.</li> <li>• <b>Keeping Safe:</b> All provisions in St Asaph carry out the relevant DBS checks needed to operate the provisions, with procedures in place to ensure safeguarding measures are taken.</li> <li>• <b>Non Formal Learning:</b> Most provisions record individual or group learning outcomes.</li> <li>• <b>Formal Learning:</b> Provisions are aware of formal learning processes; however, the provisions do not necessarily record these.</li> <li>• <b>Reading, Writing and Numeracy:</b> Most groups have no knowledge or awareness of the level of these skills in their provisions; however, these groups are not academically focussed.</li> <li>• <b>Welsh Language and Culture:</b> There is a</li> </ul>

Locality	Context	Profile
		<p>balance of Welsh language knowledge across provisions in St Asaph; ranging from recognition in an adult team, to young people involvement and encouraged use of the language.</p> <ul style="list-style-type: none"> <li>• <b>Equality and Diversity:</b> Most provisions in St Asaph recognise issues relating to equality, diversity and inclusion, encouraging more young people to become involved in their provisions.</li> <li>• <b>Volunteer and Staff Support:</b> The level of volunteer support is equally weighted across the categories, ranging from informal conversations with volunteers regarding evaluation of sessions, to formally recording the effectiveness of volunteers and their sessions.</li> <li>• <b>ICT:</b> This ranges from no ICT resources used to accredited programmes being accessed through ICT equipment.</li> <li>• <b>Review and Evaluation:</b> Some provisions have informal discussions to assess and review their club sessions, and some record the reviews formally including feedback from young people.</li> </ul> <p><b>See chart 6</b></p>

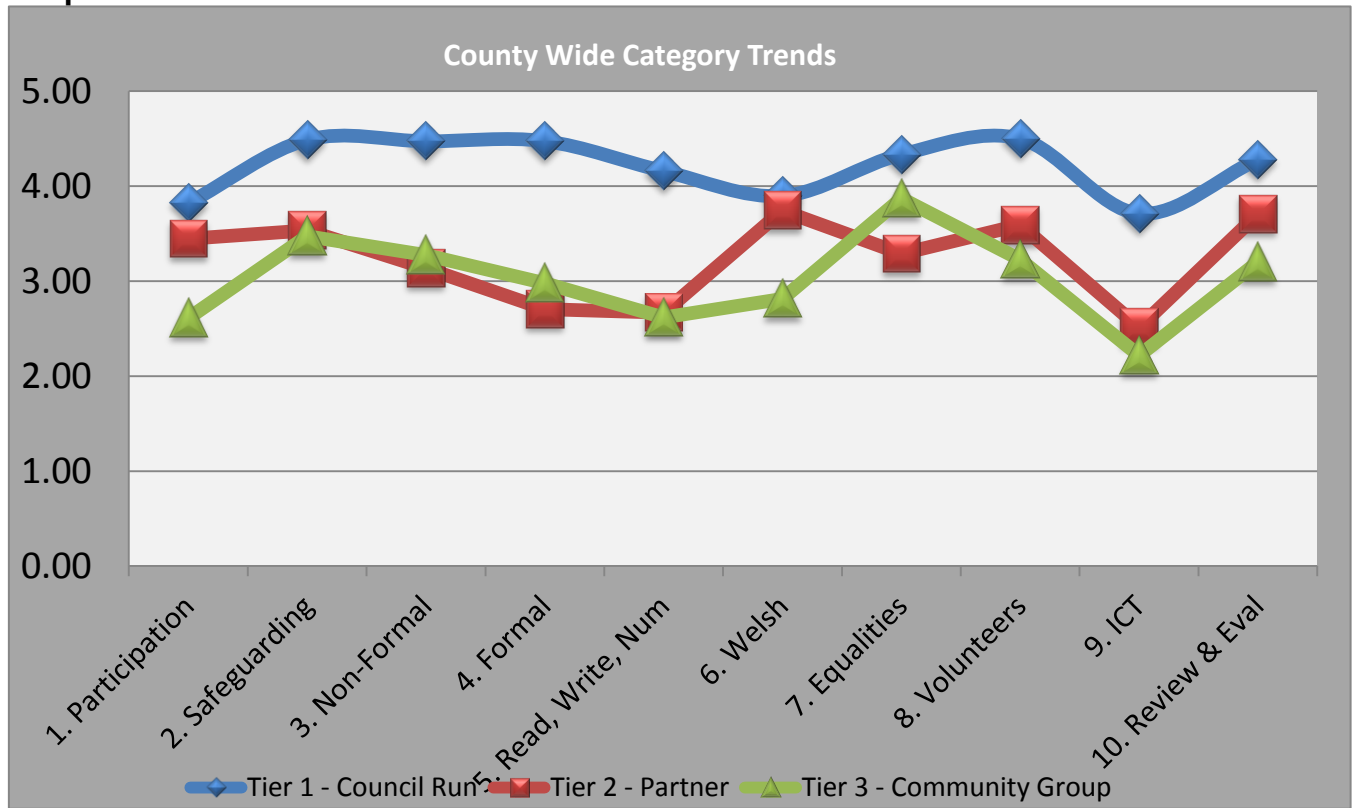
### 3.3 Type of provision

Generally there are three types of groups which can be categorised in the following way, according to the leader/organisation the club is in partnership with or run independently.

- Tier 1** Local Authority led
- Tier 2** Key Partners of the Local Authority
- Tier 3** Community / voluntary

Graph 1 below highlights the outcomes to date regarding the context of provisions in the three tiers.

**Graph 1**





### 3.4 Provision Categories

The 6 pie charts below highlight the categories of different provisions. This is a work in progress and the categorisation may change as the work progresses to the final report. However, this currently gives a visual illustration of the 'type' of provision currently captured in the report to date. Further refinement of the categories will be required to ensure the 'right' provisions are grouped appropriately.

Chart 1

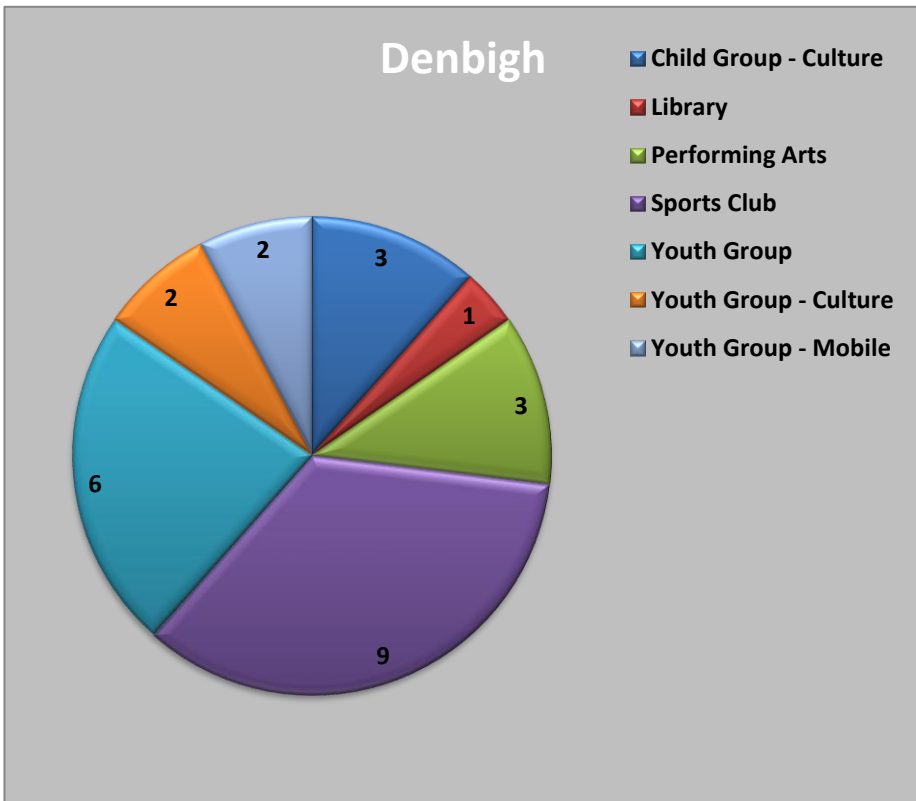


Chart 2

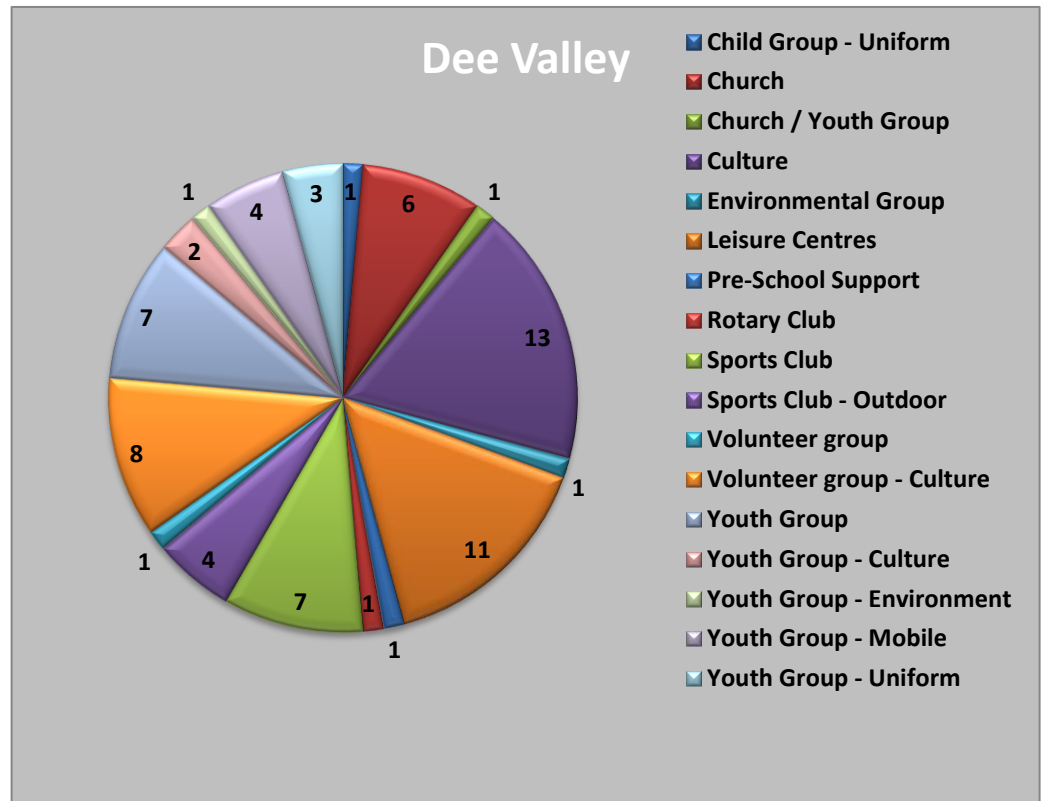


Chart 3

Prestatyn

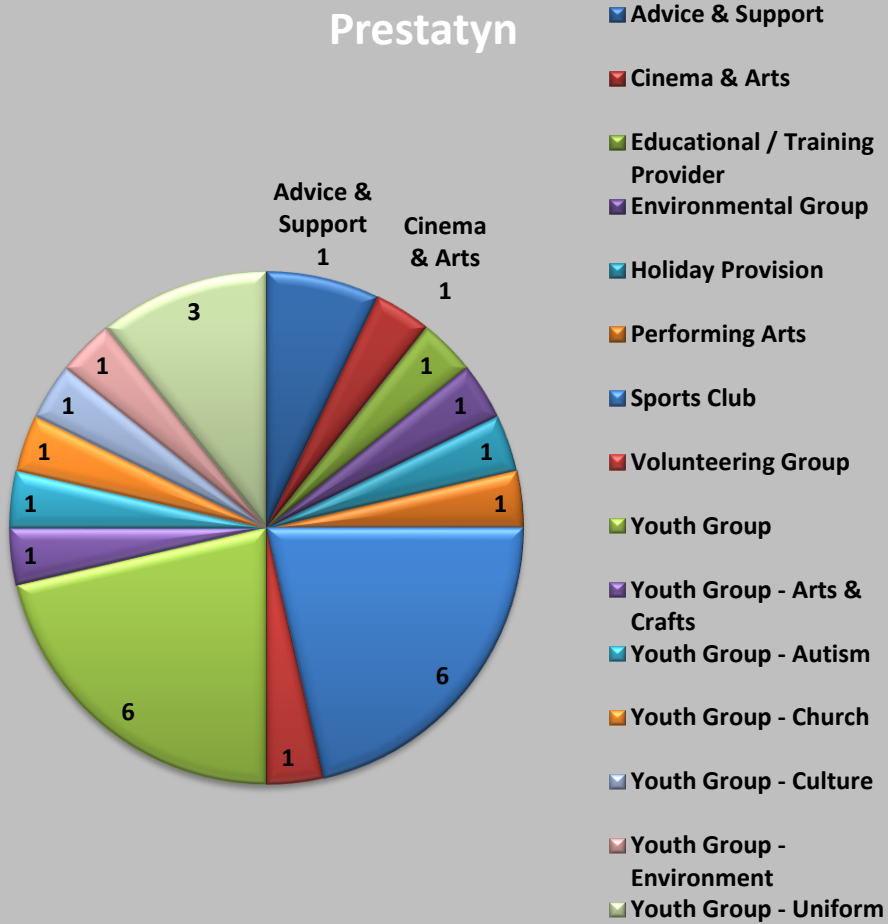


Chart 4

Rhyl

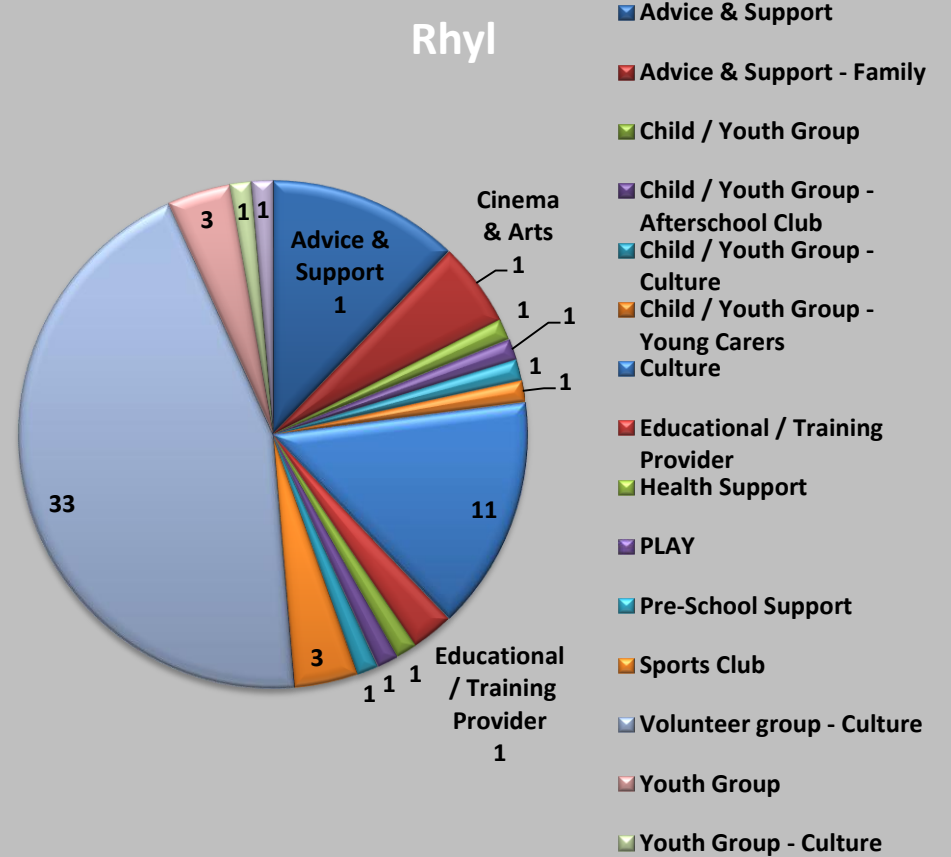


Chart 5

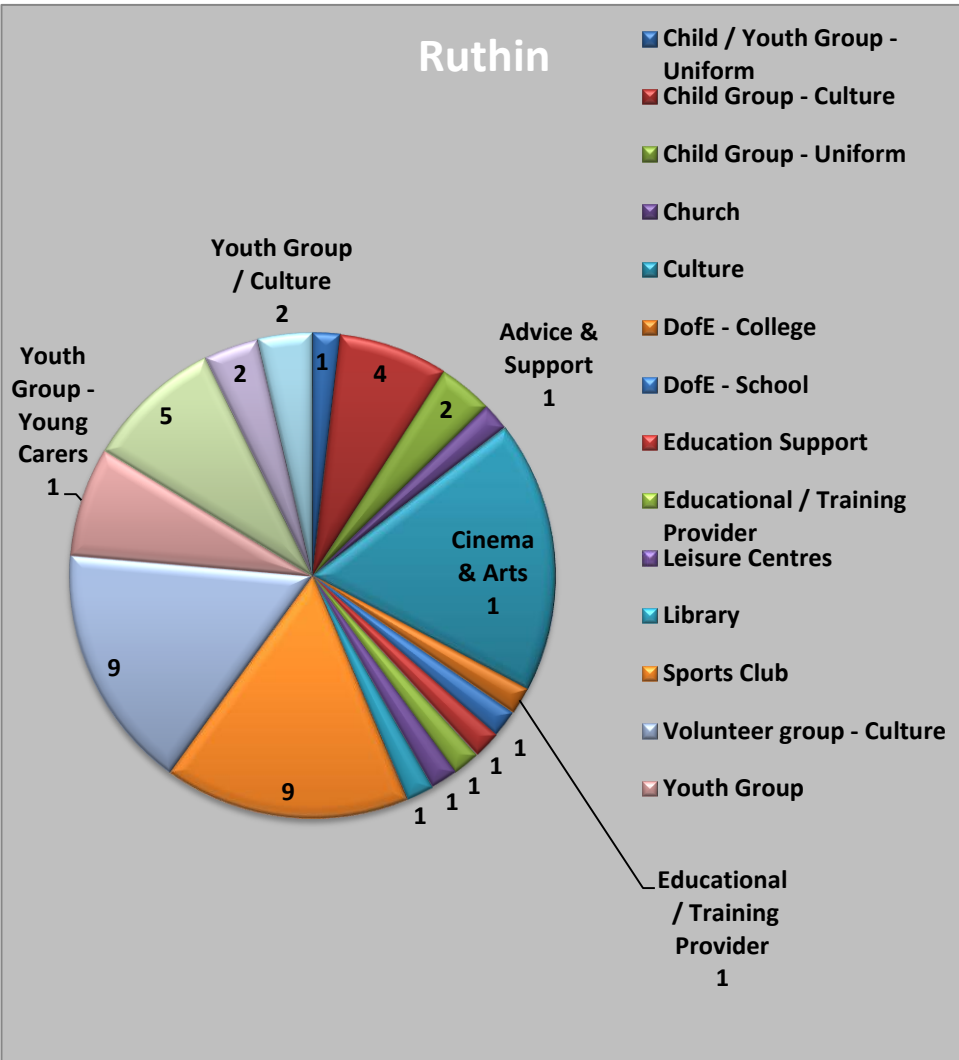
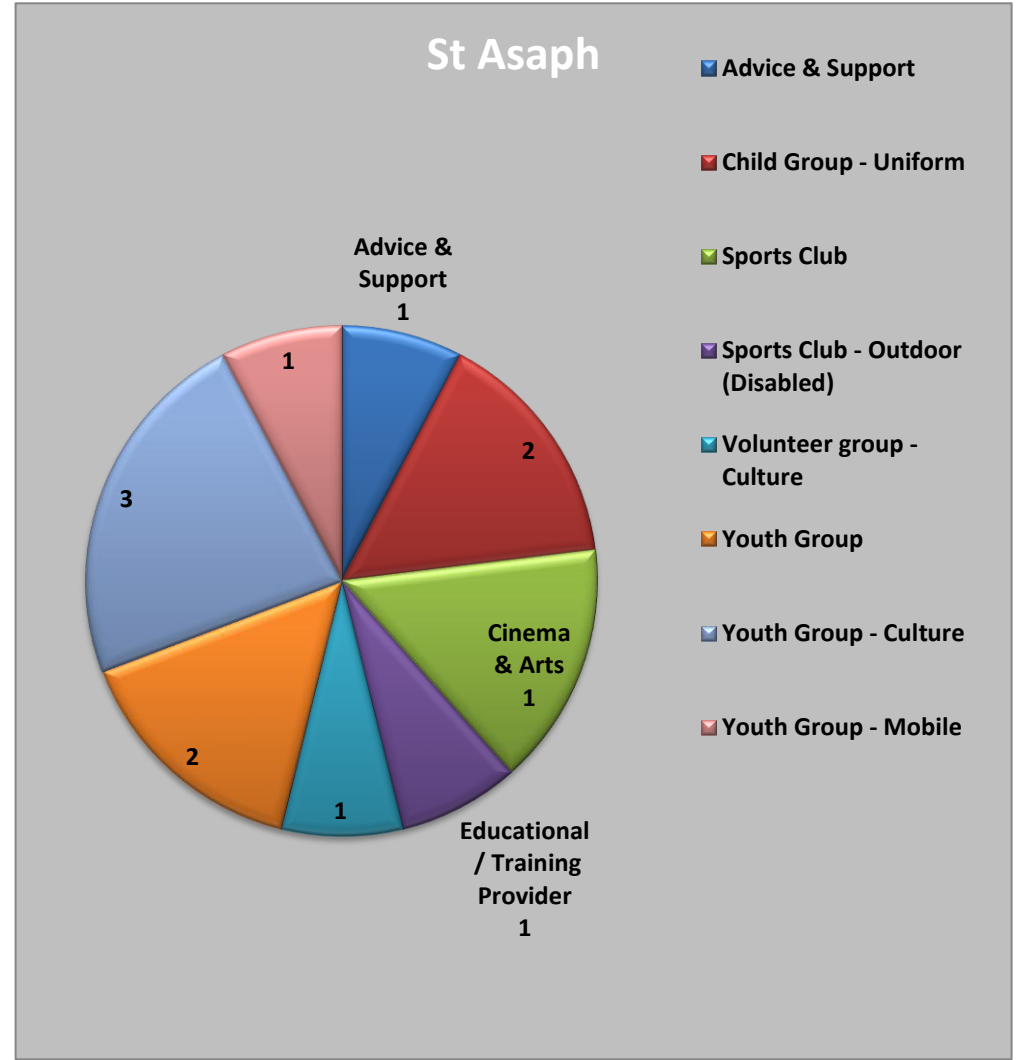


Chart 6



## 4. Next Steps

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1. Review 'known' groups information list across the county and plan the next phase of mapping and profiling. This will include targeting 11-25 year old membership as a first priority.
2. Create provision categorisation / definitions in order to group provisions.
3. Contribute to the People To People pilot project in Corwen (the project is seeking to explore ways that communities can be helped to improve their areas through co-production approaches). This project is led by Business Improvement and Modernisation.
4. Work with the WCVA and DVSC in order to help them target voluntary sector safeguarding training and other support needed.
5. Explore linking information regarding provisions and societies web site provision for community access (this could be through the new Dewis Wales website, Family Information Service database and / or through the council website).
6. When the final groups have been mapped – to review this with stakeholders to ensure all groups have been accounted for, as far as practical.