



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

# Out-of-school-hours learning A code of practice



**continyou**  
Adeiladu cymunedau dysgu  
Building learning communities

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## Foreword

I am delighted that, as part of our ongoing funding for ContinYou Cymru to support the development and sustainability of out-of-school-hours learning, they have produced a new code of practice. However, I believe that this is more than a code of practice and will act as a 'handbook', enabling all those, whether in schools or in other organisations, to plan, deliver, sustain and develop a wide range of oshl activities and opportunities for all children and young people.

It is timely to have this new publication, as oshl is a key part of the development of community focused schools, and it captures new ideas and thinking that have been emerging since I asked for the original code almost four years ago. I am sure that you will find this interesting and useful as you continue to expand opportunities for children, young people, families and the wider community.

A handwritten signature in black ink, reading "Jane Davidson". The signature is written in a cursive style with a large initial 'J'.

Jane Davidson, *Minister for Education and Lifelong Learning*

# Introduction

Wales has a long and rich history of pupils learning outside school hours, both within the school and in the community. Chapels, yr Urdd and Young Farmers Clubs, as well as a whole range of independent providers, have contributed greatly to the promotion of artistic, sporting and cultural activities and other interests of all kinds. In recent years understanding has grown that out-of-school-hours learning has a crucial role to play in the learning of every child. This commitment to the expansion of out-of-school-hours learning is noted in the Welsh Assembly Government's vision for *The learning country* which states that: 'Every child will receive a full prospectus of out-of-school-hours activities combining volunteering, enterprise, cultural, sporting and outdoor activities by 2010.'

## Using this code of practice

This code of practice aims to help schools and other organisations to reflect on issues that arise when they are setting up or extending an out-of-school-hours learning (oshl) programme, so that they can do so in ways that are appropriate for their own particular context.

This code of practice is designed to be used as a practical tool. It includes case studies showing out-of-school-hours learning working in different ways.

- The **Introduction** outlines the rationale for out-of-school-hours learning and identifies key principles.
- **Aspects of practice** is the largest section, focusing on issues relating to planning, identifying, developing and managing oshl activities.

- **Building community partnerships** looks at the rationale for, and practicalities of, schools working with other organisations and individuals to provide high-quality oshl activities.
- **Ensuring quality** offers guidance on key topics that are important both in initial planning and in ongoing review.
- **Keeping it going** contains information on sources of funding and support to help with the planning, delivery and continuation of programmes.

Where topics link with activities in the *Training and resource pack* on out-of-school-hours learning, also produced by ContinYou for the Welsh Assembly Government, this is shown in the margin. Full details of this publication are given on page 27.

## What is out-of-school-hours learning?

Out-of-school-hours learning is an activity which young people take part in voluntarily, outside normal school hours. Oshl activities may take place before the start of the school day, at lunch-times, after school, at weekends or during school holidays. They may be provided through the school, or quite independently by a range of providers in a variety of settings.

While the prime purpose is to enable young people to follow a specific interest or fulfil a particular need, an important outcome is the improvement in their motivation and self-esteem, and their ability to become more effective, lifelong learners.

There is now strong evidence to show that pupils who take part in out-of-school-hours learning programmes:

- have greater self-esteem
- show a more positive attitude towards learning
- attend school more regularly
- behave better
- have opportunities to develop relationships with pupils and adults beyond their usual circle
- have higher attainments than similar groups of pupils who do not take part.

Evidence of these benefits includes the findings of a three-year study on the impact of participating in study support (out-of-school-hours learning), undertaken by the Quality in Education Centre at the University of Strathclyde. Eight thousand



Throughout this code of practice, there are links to activities in the training pack, as well as examples of practical oshl work, of organisations that can offer support, and of useful references. These are indicated by the following symbols:

- IT** > – Links to the training pack
- IP** > – Oshl work in practice
- IS** > – Organisations offering support
- IR** > – References





pupils, from 52 schools (44 in England, 6 in Wales and 2 in Scotland) were tracked from Year 9 to their GCSEs and a smaller cohort from Year 7 to their Key Stage 3 SATs. The findings of the report (MacBeath et al, 2001 – see below) are that pupils who participate in study support/out-of-school-hours learning do better than would have been expected from baseline measures in academic attainment, attitudes to school and attendance at school. Oshl appears to be especially effective for students from minority ethnic communities.

Out-of-school-hours learning therefore offers young people more than just a range of activities or a place to do their homework. Participation can also provide the vital social skills that will enable them to become active citizens, with fulfilling careers and lifelong interests.

Oshl programmes offer schools and other providers the freedom to develop a range of new, exciting and imaginative opportunities that enhance the quality of a young person's learning. There is an increasing drive to:

- include all pupils, not just those who are well-motivated and whose parents or carers encourage them to take part
- focus particularly on pupils who would benefit most from participating
- target particular activities at young people with specific needs
- build partnerships with people and organisations within the community, in order to draw on the support and resources that they can offer
- explore the possibility of putting on oshl activities at times outside the usual 'after-school' slot.

**IR** John MacBeath et al (2001) *The impact of study support: a report of a longitudinal study into the impact of participation in out-of-school-hours learning on the academic attainment, attitudes and school attendance of secondary school students*, DfES – available online at [www.standards.dfes.gov.uk/studysupport/docs/impact](http://www.standards.dfes.gov.uk/studysupport/docs/impact) .

### What might an oshl programme include?

The range of activities that a school might provide under the banner of 'out-of-school-hours learning' is very wide. The list below gives some idea of the possibilities, but it is not exhaustive – there is virtually no limit to oshl activities! There is also variation in how activities can be run – they can last for different lengths of time, and be tailored to the needs of the participants.

- Homework clubs – facilities, resources and support for homework
- Help with basic and key skills, including literacy, numeracy, reading clubs, ICT, and family literacy/numeracy/learning programmes
- Clubs linked to particular curriculum subjects such as science, design technology, history or modern foreign languages
- Welsh language initiatives, either involving pupils on their own or structured as programmes to support family learning or literacy
- Clubs offering subjects not generally available through the curriculum, such as archaeology, Italian or Japanese
- Creative activities such as drama, dance, mime, music or art
- Sports, team games and other outdoor activities
- Opportunities to pursue specific interests – for example, environmental projects, fishing, steel bands, circus skills or pottery
- Mentoring by older pupils and adults other than teachers
- Supervised play and positive play experiences
- Breakfast clubs
- Training in practical skills such as first aid, road safety or self-defence
- Activities for the whole family, such as family sport and 'family fun'
- Supplementary schools
- Residential programmes, activity weekends, visits and holiday programmes
- International/multicultural activities
- Community service schemes and volunteering activities in school or in the community.

From this range of programmes, it is possible to identify three main categories of activity – those which are:

- **enabling** – activities that target pupils who require additional support with the key skills of literacy, numeracy and ICT
- **extending** – activities which extend the learning experiences available through statutory schooling. These include many traditional extra-curricular activities, such as opportunities to learn more in design technology, drama, music, modern foreign languages or sport, or to take part in homework clubs or study weekends.



Training and resource pack  
Module 1, Activities 1-4

- **enriching** – activities that go beyond what the national curriculum offers. Many programmes of this kind are delivered by people other than teachers, and by organisations other than schools. Examples from an enormous range are: fly fishing, African drumming, golf, circus skills, karate and environmental projects.

These categories aren't mutually exclusive, though. They can overlap, with some activities fitting into two categories, and some into all three – for example:

- family learning activities might come under both 'enabling' and 'extending'
- music making and environmental clubs might come under both 'extending' and 'enriching'
- learning practical skills such as first aid or self-defence might come under both 'enabling' and 'enriching'
- projects involving lots of different activities and skills, such as putting on a musical show, redesigning the school playground or producing a school newspaper, would cover the whole range of different types of oshl activities.

## What out-of-school-hours learning can offer

Well-organised, informal programmes that complement the role of statutory schooling have much to contribute to the learning and development of young people. This includes offering them:

- access to a new range of activities that may not be available in the classroom
- opportunities to succeed in new and enjoyable activities beyond the classroom – this is especially valuable for pupils who have previously experienced little academic success
- opportunities to build their confidence and self-esteem, to participate in a group or team, and to have a voice in the running of an activity
- the chance to develop new relationships with older pupils, teachers and other adults
- opportunities to develop new learning techniques, to take responsibility for learning and acquiring good lifelong study habits, and perhaps to benefit from the assistance of a learning coach.

It's not just pupils who benefit, though – everyone who contributes to the oshl programme has something to gain. The lists of potential outcomes which follow are based on the direct experience of teachers, parents and partner organisations.

Oshl gives **pupils** the chance to:

- learn new skills and succeed in enjoyable activities that are different from what they usually do at school
- benefit from support that is targeted at their particular needs
- discover new talents and interests
- work with teachers in a different environment
- use a wider range of facilities and resources

- do their homework in a quiet place, with assistance at hand
- catch up on work they haven't understood in class
- learn about the process of learning and become independent learners
- learn at their own speed and in their own way
- develop interpersonal and social skills
- work in groups and make new friends
- have fun in a safe environment
- improve their health and fitness
- raise their self-esteem.

Oshl gives **school staff** (both teaching and non-teaching) the chance to:

- gain greater job satisfaction
- raise pupils' standards of attainment
- develop a deeper understanding of how children learn
- experiment with new learning approaches
- increase pupils' motivation
- improve pupils' attendance levels
- develop wider interests and skills so that they can enrich and extend the learning experiences of pupils
- improve their working relationships with pupils
- target specific pupils
- work with pupils in different contexts
- enhance their own self-esteem
- involve families in their children's education
- develop a wider range of community partnerships
- promote responsible behaviour among pupils.





Training and resource pack

Module 1, Activities 5 and 6

Oshl gives **parents** the chance to:

- get involved in the school – by sharing a particular skill and interest, or just by helping
- develop more effective relationships with teachers
- learn alongside their children
- acquire new qualifications
- make new friends
- feel secure because they know that their children are happy in a safe environment.

Oshl gives **people and organisations in the community** the chance to:

- get more involved with the school
- provide learning opportunities for people in the local community
- encourage pupils to become involved in local clubs, societies and other community organisations
- gain support for their own projects
- help to develop a community spirit around the school
- enhance the quality of life in the local community.

## Links with other developments

Oshl can make important contributions to other aspects of a school's work. For example, it can support progress towards reaching the Every Child Matters five outcomes:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

It can also support the seven core aims identified by the Welsh Assembly Government (WAG).

In 2004 the WAG produced the paper *Children and young people: rights to action*, which lies at the heart of policy and delivery relating to all issues affecting young people – especially in education, health and social services.

In this document, WAG sets out its seven core aims for children in Wales – that is, to ensure that all children:

- have a flying start in life
- have a comprehensive range of educational, training and learning opportunities
- enjoy the best possible health, and are free from abuse, victimisation and exploitation
- have access to play, leisure, sporting and cultural activities
- are listened to, treated with respect, and have their cultural identity recognised
- have a safe home and a community which supports physical and emotional well-being
- are not disadvantaged by poverty.

Oshl can make a significant contribution in each of these areas – and successful oshl will be planned with these issues in mind.

The main areas of work in which oshl can play a significant role are outlined in the rest of this section.

**IR** Welsh Assembly Government (2004) *Children and young people: rights to action* – downloadable from [www.wales.gov.uk/subchildren/toc-e.htm#a](http://www.wales.gov.uk/subchildren/toc-e.htm#a).

## Oshl and raising attainment

Activities such as homework and IT clubs provide direct support for curricular work. Reading, writing and maths clubs help children to improve their key skills in enjoyable and innovative ways. Subject-based activities (art, science and geography clubs, for example) support formal lessons, while offering pupils access to a broader range of topics and teaching methods. Children who participate in oshl tend to have greater confidence in their learning. Oshl can spark off children's enthusiasm and help some to find success which has eluded them in the formal classroom. Pupils who take part in oshl activities have higher levels of school attendance. There is evidence for these outcomes in detailed research published by the DfES (MacBeath et al, 2001 – see page 4), which also finds that oshl participation has a significant effect on GCSE performance. In addition, there is a huge amount of anecdotal evidence of the positive effects of oshl on pupils' levels of achievement.

## Oshl and community focused schools

Oshl has an important part to play in the development of community focused schools in Wales. Oshl activities provide an important vehicle for linking schools with their communities. Schools can collaborate with community groups and clubs to run activities, which can take place off the school site in other settings – the 'third space'. School can enrich activities by enlisting the support and expertise of local volunteers – there may be some activities that they couldn't run at all without such



support. Some activities may involve young people and adults working together – in, for example, a martial arts class or a computer suite. This approach can help to break down age barriers and promote responsible attitudes towards the community among young people. Giving young people a say in managing the activities can encourage them to take part in democratic processes later on. Schools can promote pupils' awareness of the wider world community, by ensuring that activities have a multicultural dimension, and by making links with schools in other countries, for example.

**IS** 'Supporting Community Focused Schools' is a service provided by ContinYou Cymru for local authorities in Wales, with support from the Welsh Assembly Government and by agreement with the Association of Directors of Education in Wales. More information about this service is available from: ContinYou Cymru, Anchor Court, Keen Road, Cardiff CF24 5JW (Tel: 029 2047 8929).

**IR** National Assembly for Wales (2003) *Community focused schools* – available online at [www.learning.wales.gov.uk/pdfs/c3403-community-focused-schools-e.pdf](http://www.learning.wales.gov.uk/pdfs/c3403-community-focused-schools-e.pdf).

### Oshl and play

Children learn from free play – about the world around them, and about other people and how to relate to them. They can use their imagination, stretch themselves physically, experiment with materials, develop all their senses and experience a range of emotions. Unstructured oshl activities, supervised by skilled play workers, take place in pre-school and childcare provision – but it is also valuable to make them part of an oshl programme, especially as the community focused school initiative develops.

And this is not only for younger children – older ones may not use the term 'play' but should not be denied space and time to be active and creative, and develop their social skills without following an adult's agenda – and in a safe environment. In some settings, especially rural ones, the school is the best setting to provide free play before and after school.

**IP** Penlan Adventure Playground is being established as the Open Access Play element of Swansea Children's Centre. It is being run by Play Right, a registered charity which works in Swansea and Neath Port Talbot. The aim of the playground is to be a 'wild' place where

children can come and explore the outside world, whether that involves lighting a fire, climbing a tree, building a tree house or jumping in a ditch full of muddy water.

**IS** Play Wales is the national organisation for children's play in Wales. It is an independent charity funded by the Welsh Assembly Government. Its aim is to act as a champion for children's play, and to increase awareness and understanding of the critical importance of play in children's development. You can find out more on the website [www.playwales.org.uk](http://www.playwales.org.uk), which also provides links to WAG's policy document on play.

### Oshl and childcare

Good childcare provision incorporates much informal learning. Oshl activities also imply an element of care. Although there are differences between the two – for example, in the primary purpose, the emphasis and the frequency of provision, and in whether or not parents have to pay – they can be complementary to each other. This will become increasingly true as community focused schools develop throughout Wales.

**IS** Clybiau Plant Cymru Kids' Clubs is the national organisation for out-of-school childcare clubs in Wales. Its development team can offer support and guidance with the setting up of clubs. This might include help with undertaking market research, developing a business plan, and drawing up policies and procedures, as well as guidance on sources of funding, complying with legislation, recruiting staff and promoting your club.

You can find out more about the work of Clybiau Plant Cymru Kids' Clubs on its website [www.clybiauplantcymru.org](http://www.clybiauplantcymru.org) or by contacting its Head Office in Cardiff on 029 2074 1000.

### Oshl and breakfast clubs

Schools are increasingly thinking about how to make the best use of time before the start of the school day – pupils arrive early, dropped off at school by working parents and many are 'bused in'. Some pupils haven't had a proper breakfast. Schools have found that providing learning activities or play spaces for the hour before school begins brings many benefits – and doubly so if a breakfast is provided. Children can start formal lessons, having already achieved some enjoyable learning, spoken to their friends, and eaten a nutritious meal. They can learn about healthy eating too. Schools

**IT**  
Training and resource pack  
Module 1, Activity 7



providing 'breakfast time' activities have found that pupils attend more regularly, arrive on time, and concentrate and behave better during the morning session. The Welsh Assembly Government initiative on the provision in primary schools of free breakfasts for those who want them can beneficially run alongside learning activities.

**IP** Pentrepoeth Primary School in Swansea runs Yoga sessions on three mornings per week. These are so popular that they are over-subscribed. The school specifically targets children with behavioural problems, and the overall effect on the school has been remarkable.

**Ysgol Emmanuel** in Rhyl combines the Free Breakfast scheme with a range of learning, play and social activities – each day over fifty children are reaping the benefits and there is a noticeable improvement in early morning learning.

**IS** You can find guidance on running breakfast time activities, and information about joining ContinYou's breakfast clubs network at [www.breakfastclubplus.org.uk](http://www.breakfastclubplus.org.uk).

## Oshl and healthy living

Because of the amount of time that children spend at school, what they learn there, both in the classroom and from the attitudes of staff and of other pupils, can have a significant impact on their knowledge and understanding of health.

Recent evaluations of the healthy schools initiative have shown that it has had a significant effect on the health and well-being of pupils. Positive changes in primary schools have included a reduction in the fear of bullying, and in secondary schools there has been less drug use and pupils have gained in self-esteem.

Specific oshl activities can be related to any of these issues.

**IP** Pupils in Years 5 and 6 at **Blaenymaes Primary School** in Swansea have the chance to prepare nutritious meals at their after-school club. Anything from a snack to a three-course meal can be on the menu. This weekly programme helps children learn about nutrition and develop social skills. They work in groups either to set the table, or to prepare the first course, the main course or the dessert. Then they have the pleasure of sitting down with the headteacher and other staff to enjoy their tasty work. The children learn how to prepare a variety of dishes, using fresh, frozen and tinned produce that they are likely to find in their kitchens at home.

## Oshl and sport

Sport can be a powerful means of developing life skills such as teamwork, dedication and the setting of goals. Being involved in sport can give children opportunities to make new friends, learn new skills and develop new interests. Sport not only helps children to keep fit, but also enables them to become more confident and develop social skills, and puts them on the road to an active, healthy lifestyle. An active child is more likely to become an active adult, so it's important for schools get them into the habit from an early age.

Sport offers a lot more besides the chance to learn. Physical activity releases natural neural growth factors in the brain.

Therefore a child who is more active is likely to attain more in other ways.

Exercise is a 'brain food' and increases a child's capacity to learn.

Sport doesn't have to mean competitive teams and expensive equipment. It should always be fun.

**IS** **Dragon Sport** is an initiative of the Sports Council for Wales funded by the National Lottery, designed to offer 7 to 11 year olds enjoyable sporting opportunities in an out-of-school-hours environment.

Liaising closely with schools and community sports clubs, Dragon Sport works to increase sports participation by encouraging children to become involved in a variety of organised sporting activities. The scheme aims to broaden the sporting interests of children who already take part in sport, and to involve children who currently lack such opportunities outside of their school PE lessons.

Dragon Sport introduces children to coaching, skill development and competition, using versions of the adult game, modified to meet their needs and skill levels. The scheme uses eight modified sports: rugby, athletics, cricket, football, hockey, netball, tennis and golf.

## Oshl and transition

When primary and secondary schools collaborate in setting up oshl programmes, this can play an important part in helping to ease the transition between schools. A pilot scheme, 'Symud Ymlaen', which took place in 2003 in ten school clusters in Wales, used oshl activities to prepare Year 6 pupils for the move to secondary school. Schools ran a wide range of activities and were successful in meeting the programme's aims. As a result:

- a lot of hugely enjoyable and useful learning took place
- pupils' and parents' fears about transition were allayed

- pupils' self-confidence was raised
- friendships were forged in a learning environment between children from primary and secondary schools
- pupils got to know some of the staff from the secondary school and became familiar with the school site
- links between schools in the cluster were reinforced
- staff from primary and secondary schools worked together and learnt from each other.

**IS** The Llanedeyrn/Pentwyn Learning Centre in Cardiff has organised the successful M4 Project (see the website [www.m4project.co.uk](http://www.m4project.co.uk)). This is an ongoing and sustainable process, allowing both children and parents the opportunity to be familiar with the understanding of transition as a process of change and how to deal with it.

**IR** ContinYou (2005) *From primary to secondary – moving on: oshl and transition* – available from: [info.cardiff@continyou.org.uk](mailto:info.cardiff@continyou.org.uk)

Estyn (2004) *Moving on: effective transition from Key Stage 2 to Key Stage 3* – available online from: [www.estyn.gov.uk/publications/Moving\\_On\\_Effective\\_Transition\\_prim.pdf](http://www.estyn.gov.uk/publications/Moving_On_Effective_Transition_prim.pdf)

Estyn (2004) *Moving on... improving learning: effective transition from Key Stage 2 to Key Stage 3* – available online from [www.estyn.gov.uk/publications/MovingOn\\_ImprovingLearning.pdf](http://www.estyn.gov.uk/publications/MovingOn_ImprovingLearning.pdf)

Estyn/ACCAC/Welsh Assembly Government (2004) *Bridging the gap: developing and using bridging units to support effective transition from Key Stage 2 to Key Stage 3* – available online from [www.accac.org.uk/uploads/documents/1515.pdf](http://www.accac.org.uk/uploads/documents/1515.pdf)

## Useful publications

- National Assembly for Wales (2000) *Children and young people: a framework for partnership* – available online from: [www.wales.gov.uk/subchildren/content/partnership/](http://www.wales.gov.uk/subchildren/content/partnership/)
- Welsh Assembly Government (2004) *Extending entitlement: creating visions of effective practice for young people in Wales* – available from: [www.learning.wales.gov.uk/pdfs/extending-entitlement-visions-e.pdf](http://www.learning.wales.gov.uk/pdfs/extending-entitlement-visions-e.pdf)
- Welsh Assembly Government (2002) *Early entitlement: supporting children and families in Wales* – available from: [www.wales.gov.uk/subchildren/content/partnership/item%20d%20english.pdf](http://www.wales.gov.uk/subchildren/content/partnership/item%20d%20english.pdf)
- Welsh Assembly Government (2002) *Extending entitlement: supporting 11–25 year olds in Wales* – available online from: [www.wales.gov.uk/organicabinet/SubCmteeMeetings/children/papers/cyp\(03-04\)27a-annex.pdf](http://www.wales.gov.uk/organicabinet/SubCmteeMeetings/children/papers/cyp(03-04)27a-annex.pdf)
- National Assembly for Wales (2000) *Extending entitlement: supporting young people in Wales* – available online from: [www.wales.gov.uk/subchildren/pdf/youngpeople\\_e.pdf](http://www.wales.gov.uk/subchildren/pdf/youngpeople_e.pdf)
- A book which offers valuable support and guidance for anyone involved in out-of-school-hours learning is *Extra learning – new opportunities for the out of school hours* by Baroness Kay Andrews (2001, Kogan Page, ISBN 0 7494 3343 4).

## Oshl and Learning pathways 14–19

The *Learning pathways 14–19 guidance* was published in 2004. Among the six key elements it identifies for transforming 14–19 education in Wales are:

- wider choice and flexibility of courses and experiences, not necessarily all in the same setting
- wider learning, consisting of skills, knowledge, understanding, attitudes, and experiences that all learners need.

*Learning pathways 14–19* recognises the importance of a combination of formal, non-formal and informal elements for each learner. There are clear targets related to engagement and achievement.

Out-of-school-hours learning is well placed to make a major contribution to this vision for Wales, by supporting new opportunities, and encouraging young people to gain in confidence, raise their aspirations and achieve all that they can.

**IP** Two schools and a college in Carmarthenshire – *Ysgol Tre-Gib, Ysgol y Gwendraeth and Coleg Sir Gar*, have developed a collaborative Applied AS level in Performing Arts as part of their 14–19 development. The course is run at two twilight sessions per week, in various venues and in partnership with a music studio.

**IR** Welsh Assembly Government (2005) *14–19 learning pathways in Wales* – available online at [www.learning.wales.gov.uk/pdfs/learning-pathways05-e.pdf](http://www.learning.wales.gov.uk/pdfs/learning-pathways05-e.pdf)

National Assembly for Wales (2004) *Learning pathways 14–19 guidance*, NAW Circular 37/2004 – available at [www.learning.wales.gov.uk/pdfs/c3704-pathways-guidance-e.pdf](http://www.learning.wales.gov.uk/pdfs/c3704-pathways-guidance-e.pdf)



# 2 >

## Aspects of practice

Oshl has a significant part to play in engaging young people in learning, and, therefore, in raising their levels of attainment, introducing them to the concept of lifelong learning and sometimes opening the doors towards new perspectives. Schools therefore need the same kind of support and leadership from the local authority (LA) with this as they do with other aspects of learning.

### The strategic role of the local authority

If it is accepted that successful oshl activities can help an LA to achieve its strategic objectives, it is essential for oshl to feature prominently in the Education Strategic Plan (ESP) and, from 2007, in the Children's and Young People's Plan.

#### Support from the local authority

In order to support the development of oshl, a local authority should:

- refer explicitly to oshl
- develop a strategy or policy specifically for oshl, which clearly links to other policies such as that for education for the 14 to 19 age group
- ensure that this strategy translates into an Action or Development Plan
- have an identified senior officer with a clear brief for oshl
- appoint an oshl co-ordinator, on a full- or part-time basis

- ensure that oshl features in management meetings, and is subject to regular reports to senior management
- ensure that elected members are 'on board', and that some of them have oshl as a specific brief
- provide or promote some oshl activities, such as summer literacy schools
- sponsor or provide training and updating events for teachers and others
- provide a system of networking – through newsletters or online – to support and celebrate what is happening in oshl
- enable LA officers and the oshl co-ordinator to participate in national and regional oshl conferences and meetings
- join ContinYou's Schools ETC network on behalf of all its schools.

### Developing and managing a whole-school programme

As schools vary greatly in their size, age range, individual circumstances and local context, it is impossible for every school to take action on all of the issues raised below. What works well in one setting may not in another. However, every school, if it is to promote learning and enable pupils to achieve as much as possible, needs a vision of where it wants to be and how to get there. This includes having a vision for out-of-school-hours learning.

#### Agreeing on your vision

The vision for oshl should be an integral part of a whole-school improvement strategy. Through involving parents, governors, partner schools and the local community, schools can draw on a wider range of skills and resources than are available within the school. Sometimes programmes are promoted across a number of schools, with pupils having the

opportunity to attend activities held in a neighbouring school. Working in this way can contribute substantially to the appeal and success of a programme and is fully consistent with the ideals of the community focused school.

#### Guiding principles

When you are planning your programme, it is useful to keep in mind the three key purposes of out-of-school-hours learning:

- to provide opportunities for pupils to become enthusiastic and well-motivated learners
- to encourage pupils to believe in themselves and in their own ability to succeed
- to help pupils develop the skills they need in order to learn more effectively, think more creatively and study more systematically.



## Putting a programme in place

Almost all schools offer oshl opportunities in some form – and have done so for a very long time. Choirs and bands, and drama, sports and arts clubs have been common features of schools almost since their origin. However, in the past they tended to cater for enthusiastic pupils with supportive parents, and were provided by equally enthusiastic teachers. Because they were run on an individual basis, they operated independently of each other, and could conflict.

Now, with an emphasis on inclusion and accessibility for all children, a coherent, planned, agreed and published programme – for a term or for a whole year – can be of great benefit. Schools can present this in the form of a prospectus which is available for all pupils, and which is discussed in the school council.

The best way of developing a suitable programme is to appoint a named co-ordinator for oshl from within the school staff, ideally with an element of time to fulfil their responsibilities, and to designate a senior teacher who will give an overall steer. This co-ordinator could be a non-teaching member of staff.

The nature of the personal relationships between tutors, helpers and pupils and other people who might be present at oshl sessions can play an important part in the success of your programme. It is important to ensure consistency of approach – an agreed code of behaviour, developed in consultation with the pupils, would help to achieve this.

You will need to think carefully about the nature and balance of the programme, and make sure that there is something which appeals to all interests and abilities.

## Staffing your out-of-school-hours learning programme

Many schools staff their programmes by drawing on the skills and interests of teaching and non-teaching staff, often with the support of parents or working with outside organisations and clubs.

This gives teachers the chance to work with people who bring a different range of interests and skills that will complement existing provision. This will also allow a greater number of pupils to participate. However, schools must check the credentials of anyone involved with pupils. This will include making Criminal Record Bureau (CRB) checks for people who will have unsupervised contact with pupils.

Staffing arrangements will need to be consistent with policies and practices

arising from the current consideration of workload agreements and workforce remodelling.

Additional provision brings with it new management challenges, including the induction and training needs of new tutors. While it's possible to share added responsibilities between staff, parents and partner organisations, this does rely on goodwill and commitment. You may need to think about what incentives and rewards you could offer to staff and helpers. You will need to make sure that everyone sees these as fair and equitable and that they are sustainable in the long term.

Once the programme is established, it will be essential to have support from everyone.

## Promoting your programme

It's vital to promote your oshl programme. Everyone involved needs to know why the programme is a priority for the school, what activities are planned, when and where they will take place, and how long they will last. If there will be charges for materials or trips, you will need to make this clear, and to give information about potential sources of finance. You should also make sure that parents know who is staffing the clubs and who to contact, either for information or in an emergency.

There are lots of different channels of communication you can use to get across the message about your programme. For example, you can use non-teaching staff, who frequently have a rich network of contacts in the local community. Make sure that all your communications use clear language and are easy to understand.

One of the most effective ways of publicising your programme is to tell people about its achievements. This is the best way of making sure that you can keep it going in the long term.

**IP** At Ysgol Emrys ap Iwan in Abergele, there can be anything up to 300 pupils staying on site after timetabled lessons – as the school offers 35 different oshl activities there is plenty of choice. These have to be well planned to enable as many pupils as possible to attend and avoid too many clashes of interest. Each year, after full consultation, the school's oshl co-ordinator creates a programme which is published as a prospectus of activities, giving dates and times for each activity. This is presented to all pupils and parents so that pupils can make up their minds which activities they want to attend and put their names down.

# 2

## Key actions for school managers

### Establishing the importance of oshl within the school

- Get an agreement on the school's vision for oshl, and make sure that all staff understand the value of oshl, and its impact.
- Write down the aims of your oshl programme. Monitor and evaluate the programme against these aims.
- Include the programme in the School Development Plan and in improvement strategies, and link the programme to other school policies and practice, such as the policy on homework.

### Deciding what activities you will offer

- Ensure that the three key purposes (listed on page 10) are reflected in the proposed programme.
- Think about what colleagues, parents and partner organisations can offer when you are planning the activities.
- Look at the balance of the programme – between topics such as basic and key skills, new subjects and leisure pursuits, for example – and check that you have provided something for everyone.

### Sorting out practical issues

- Consider where and when different elements of the programme will take place, how long they will last, and how often they will be scheduled.
- Consider how you will manage issues relating to premises (such as caretaking, cleaning, multiple use) and all aspects of health and safety.
- Make sure that you sort out any problems over transport.
- Work out how you will manage the financial side of the programme – how you will get funding for it, and what charges (if any) you will make.

### Promoting the programme

- Produce a prospectus giving details of the oshl programme. You can also promote it through the school handbook, and through Individual Learning Programmes and Home-School Agreements, as well as through posters, displays, assembly announcements and newsletter articles. Try to find ways of involving the local media in publicising what's happening in the school.
- Look at ways of giving the programme its own identity – it might help to have badges or T-shirts.

## Working with people – key actions

### Gaining management support

- Promote support and understanding of the oshl programme among school governors, and ask the governing body to nominate a governor to have responsibility for oshl matters.
- Include a section on oshl in reports to governors.
- Set up a consultative or management group for oshl, which includes activity leaders, senior staff and a school governor.
- Ask a senior member of staff to take overall responsibility for oshl.

### Staffing the programme

- Appoint a member of staff (not necessarily a teacher) to co-ordinate the programme and supervise its day-to-day running. Give them a specific job description. Promote the co-ordinator's role as a valued post within the school.
- Think about all the different places where you might find tutors – for example:
  - in other schools and colleges
  - from among older students at other schools and colleges
  - in voluntary organisations
  - in arts organisations and sports clubs
  - in the local business community.
- Promote the personal and professional benefits that staff will gain from involvement.
- Make sure that all unsupervised tutors and helpers are properly vetted.
- Review and monitor the role of all the staff involved, and the contribution that they make.

### Supporting tutors

- Encourage those who are providing individual activities to feel that they are part of a wider programme, and to understand the wider issues.
- Set up systems to help the oshl tutors to communicate with each other – and with the school staff in general.
- Support staff in obtaining appropriate training.
- Provide guidance for activity leaders on health and safety and on other school-related issues.
- Investigate what rewards or incentives you could offer to staff and other helpers. Acknowledge regularly the contribution they make.

## IT

*Training and resource pack*  
Module 3, Activities 1–8  
Module 4, Activities 1–4

# Developing and managing an individual activity



## Starting out

If you are leading an oshl activity, much of the guidance in this code of practice is for you. Whatever the circumstances of setting up the activity – whether you are running it on your own or as part of a team; whether you proposed the activity or were asked by others to run it; whether or not the activity is related to the school curriculum – what is important is that you maintain your enthusiasm and commitment throughout the period for which you have undertaken to run the activity. Young people who value the activity will feel let down if the activity is withdrawn for reasons that aren't clear to them.

There are, therefore, four key questions that you need to ask before you start:

- **Do you have the full backing of the school's senior management?**
- **Will the activity you have in mind appeal to enough young people for it to be successful?** Try to gauge how many pupils will want to attend. Spend some time consulting the young people you hope to attract – but don't let an enthusiastic response make you over-optimistic. Remember that this may not translate into a large attendance the first time you run the activity. Discuss your ideas for the initial sessions with pupils.
- **Do you really have the skills, and, if appropriate, the qualifications, to ensure that the young people have a high-quality learning experience?** For example, you may be interested in basketball, and have played a bit – but do you have the coaching skills and qualifications, and have you considered the safety issues? Or do you know someone else who might hold the answers?
- **Do you have the enthusiasm and energy to maintain your commitment for the planned period, even if you encounter obstacles or a fall in attendance?**  
If you are not sure, try running the activity for a short period – perhaps six sessions. Focused, short-term activities can be very popular and worthwhile and can provide information for planning a longer commitment.

## Running an activity – key actions

- Provide children and parents with written information.
- Discuss ways of targeting children with year tutors and other key staff.
- For an after-school activity that will take place in the school building, make sure that you have discussed your plans with site staff.
- Make sure that you have considered all health and safety issues and that your organisation of the activity is compatible with statutory requirements.
- Especially with younger children and pupils who need transport to get home, make sure that you have made sound arrangements for them to travel home safely after the activity.
- Make sure that parents have agreed to their child taking part.
- Make contingency plans – for example, think about what you will do when there is bad weather or if you can't be there because you are ill.
- Make sure that you record pupils' attendance – and that you keep the registers.
- Don't get downhearted if the initial uptake is low. Be prepared to start small – this is better than having an initial wave of enthusiasm which soon passes.
- Be prepared to try out new activities and different ways of learning.
- Invite colleagues – including senior staff – to 'drop in' and take part in the activity from time to time.
- Talk about your activity in the staff room and spread the word about what the participants are achieving.
- Ensure that form tutors and subject leaders are aware of pupils' success and interest.



# 12 >

## Involving young people

Out-of-school-hours learning programmes provide an excellent opportunity to consult pupils, and to involve them in decision making and in running the programme. If you listen to pupils' views, this will help to ensure that the programme is appealing and engaging. It will also provide a very practical means of reinforcing the school's citizenship education programme.

If they feel that they have been consulted, pupils are more likely to have a sense of ownership. This can be increased further if they take part in planning and running the activities and in promoting the programme to parents and to other pupils. Once the programme is up and running, you could encourage them to remain involved by:

- giving them day-to-day responsibilities, particularly in supporting younger pupils
- finding a role for them to play in the ongoing monitoring, evaluation and review. You can then improve the programme in response to the satisfaction levels or the changing needs of pupils and their parents/carers.

The mutual respect that can flow from such involvement not only benefits pupils, but will contribute to the success and sustainability of the programme and to school improvement.

### Working with young people – key actions

- Help pupils and their parents to understand how important oshl is.
- Encourage pupils – and parents – to suggest activities they would realistically like to see in the programme.
- Include pupil representatives on your management group.
- Develop a programme which will attract a wide cross-section of the pupils.
- Provide opportunities for young people to try out lots of things.
- Provide opportunities for pupils to take responsibility.
- Consider which pupils you wish to encourage to attend, and how you can attract them. If there are some pupils you specifically wish to target, try making a personal approach to them – and to their parents.



- Involve pupils in promoting the activities – through choosing names, devising logos, producing newsletters and putting on displays, for example.
- Work with pupils to develop an agreed code of behaviour.
- Ask older pupils to act as mentors to younger ones.
- Record the successes of individual pupils in their progress files.

**IS >** **Funky Dragon**, the Children and Young People's Assembly for Wales, is a peer-led organisation. Its aim is to give young people up to the age of 25 the chance to have their voices heard on issues that affect them. The opportunity to participate and to be listened to is a fundamental right under the United Nations Convention on the Rights of the Child. Funky Dragon tries to represent as wide a range of views as possible and to work with decision makers to achieve change.

Funky Dragon's main tasks are to make sure that the views of children and young people are heard, particularly by the Welsh Assembly Government, and to support participation in decision making at a national level. Funky Dragon also supports organisations which would like guidance on involving young people in consultation and decision making.

You can find out more on their website: [www.funkydragon.org](http://www.funkydragon.org).

**IS >** **OwnZone** is a model of out-of-school provision which incorporates daily after-school pastoral support with a programme of oshl activities and facilities for individual study.

The use that young people make of this is flexible – they can dip in and out of particular activities as they please. Own Zone is based on a 'Hub' where attendance is recorded, refreshments may be provided, and the young people can discuss how they are going to use the time. They can then move on to one of the 'zones' – the SkillZone, where different oshl activities are provided each day, or LearnZone, where they can do homework or undertake project work with the help of ICT and library facilities, or the ChillZone, where they can just relax, chat with friends, listen to music, and perhaps watch a video.

Further information is available from ContinYou Cymru – Email: [info.cardiff@continyou.org.uk](mailto:info.cardiff@continyou.org.uk) or Tel: 029 2047 8929.

## Recognising young people's commitment



Some oshl clubs and activities lead to some form of certification or recognition – for example, the Duke of Edinburgh Award scheme, the familiar system of grades in instrumental music, or cycling proficiency certificates. However, many activities do not have such outcomes. In any case, it is often not appropriate to measure pupils' achievements in oshl in any formal way. Although young people may not take part in oshl activities with any expectation of reward, they will certainly appreciate some form of recognition. This will help to build their self-confidence, as well as maintaining their interest in the activity. It is important that any recognition you give is inclusive, so you will need to base it primarily on pupils' commitment and enthusiasm rather than on specific achievements.

Therefore you will need to build the celebration of success into your planning for an activity, or a whole-school programme, from the outset. There's no need for anything sophisticated or time consuming. It might take the form of a treat such as an off-site visit or a 'tea party', or being included in a printed programme if, for instance, a drama club puts on a public performance. One reading club in Anglesey has a free raffle each week, with a book as the prize.

You might also associate your activity with the Children's University Cymru, or the University of the First Age. If you have a partnership with a local business or other community organisation, you may have access to some other forms of external recognition.

### Recognising the commitment of young people – key actions

- Discuss with young people which forms of recognition they think would be the most appropriate, and which they would value most.
  - Devise a points system, leading towards a tangible reward.
  - Think about what rewards and treats you could offer that would complement the oshl activity.
  - Create certificates specifically for the oshl activity or programme.
  - With some activities, badges, T-shirts, or baseball caps would be appropriate rewards.
  - Award small prizes during the course of an activity or programme – don't save everything up until the end.
- One way of recognising young people's achievements is to put them forward for the Diana, Princess of Wales Memorial Awards. You can find more information about these on page 24.
  - Hold an awards ceremony or give out prizes during an assembly. Invite the families of the young people and all the partners in your oshl project.
  - Provide time in a school assembly for pupils to talk about the activity they have been taking part in.
  - Send letters home to parents, congratulating young people and giving details of what they have done – this can help encourage positive attitudes within their families.
  - Make sure that you mention in pupils' progress files that they have taken part in oshl activities.
  - Take photographs of oshl activities and put up a display board in a prominent place in the school.
  - Try to get coverage of your activities in the local press.

**IS** The aims of the **Children's University Cymru** are to embrace the principle of learning as a lifelong process and to extend and enrich learning beyond the normal school hours and curriculum. Regular participation in out-of-school-hours learning activities is rewarded, using a structured framework of gold, silver and bronze awards which are presented at 'graduation' ceremonies. Schools and other providers can register as members. The scheme was developed in Wrexham and has now been adopted by a number of local authorities in Wales. Its website is at [www.childrensuniversitywales.org](http://www.childrensuniversitywales.org).

**IS** The **University of the First Age (UFA)** is a national educational charity that works in partnership to develop the confidence, achievement and potential of young people through extended learning opportunities. The UFA has clear policies, linked to national strategies, and puts particular emphasis on training for staff. UFA's website is at [www.ufa.org.uk](http://www.ufa.org.uk).

# 12

## Parents and family learning

### Involving parents and carers

Parents and carers are playing an increasingly important role in their children's education. It is now becoming generally acknowledged that the involvement of parents should be an integral element of any school improvement strategy. *Unlocking potential*, the Welsh Assembly's framework for oshl (published by the Welsh Office in 2000 as part of the BEST programme), states:

*'The great majority of parents and carers want to support schools to help their children do well. Involving them in the planning and organisation of events can increase their commitment, and a family friendly schedule will also increase participation rates.'*

The involvement of parents and carers should be an intrinsic part of oshl. When families are successfully involved, this will contribute greatly not only to the outcomes of the programme, but also to the quality and effectiveness of the home-school relationships and the school's role within the community.

*Unlocking potential* also says:

*'Often positive effects of out-of-school-hours learning on a child will serve to motivate and interest parents who previously may not have had good experiences of education.'*

The success of an oshl programme depends on the involvement both of families and of the local community. Many oshl programmes draw on parent and community volunteers. Family and community members with an investment, however large or small, in a school-based oshl programme will tend to be more interested and involved in their own children's learning, in the learning of all children in the programme, and in the life of the school as a whole.

Parents can be involved in:

- planning activities
- running activities
- celebrating success.

There are lots of steps you can take to draw parents and carers into the life of the school, and specifically to involve them in oshl – for example, you could invite them to:

- visit the school to see their children at work
- join in with some of the activities – perhaps you could eventually develop some into family learning activities
- become tutors and voluntary helpers.

### Family learning

Good providers of out-of-school-hours learning see their 'customers' as being not just the children they serve, but their families and communities as well.

Family learning is about children and their parents or carers learning together. It can involve any member of the family and can cover almost any subject area, including literacy, numeracy, music, design technology, sport, art and ICT. A family learning programme may be open to a wide range of pupils and their family members, or it can target specific groups, such as children with special needs or families for whom Welsh or English is a second language. Family learning sessions can also focus on 'fun' games, activities or challenges.

Family learning sessions can be used to set a task for the whole family – a 'homework' challenge. The school-based sessions can be built on the outcomes of this home-based work. Such a 'learning bridge' between home and school enables parents and carers to support their children's education more effectively.

Involving the family in oshl offers an excellent informal opportunity to introduce parents and carers into the life of the school. It can also show families how they can support their children successfully as learners, while also opening new learning opportunities for the adults themselves.

### Working with parents and families – key actions

- Consult parents about your oshl programme, or about specific activities. Help them to understand the aims of the scheme.
- Promote the whole of your oshl programme to all parents, and include reports on oshl activities in the communications that you send to children's homes.
- Get in touch with the parents of pupils that you particularly wish to target, to gain their support in encouraging their child to attend.
- Invite children's families – brothers and sisters as well as parents – to celebratory events.
- Ask parents for feedback about your oshl programme, so that you can include this in your evaluation of the scheme.

## IT

Training and resource pack  
Module 5, Activity 2

## Agencies and programmes

**IS** NIACE – the National Institute for Adult Continuing Education – has brought together an informal group of organisations with interests and experience in the area of family learning to form the Family and Intergenerational Learning Alliance (FILSA), which meets periodically to chart progress and develop new ways of promoting the idea of family learning more widely. An annual conference is held (usually in early Spring). For more information, contact NIACE Dysgu Cymru on 029 2037 0900 or see [www.niacedc.org.uk](http://www.niacedc.org.uk).

**IS** ‘Share’ is a structured but flexible learning programme for parents to use with their children in all age groups from pre-school to Key Stage 3. A member of the school staff acts as the Share facilitator, working with parents to enable them to support their children’s learning. Parents can gain accreditation for their own learning. It is also great fun. The Share programme, which was developed by ContinYou, operates in some Welsh local authorities as well as throughout the rest of the UK and internationally.

Involving fathers more directly in their children’s learning can have very significant long-term benefits for the children, the fathers themselves and the whole family (and the whole community as well). ‘Active Dads’ (which works directly with fathers to encourage and support their involvement) and ‘Developing Men Friendly Organisations’ (which offers guidance to those working in ‘female dominated’ areas, such as early years and primary education, on ways of encouraging men’s involvement) are also successful programmes available from ContinYou.

For more information on any of these programmes, see [www.continyou.org.uk](http://www.continyou.org.uk) or telephone ContinYou on 024 7658 8440.

- Ask parents if they can contribute their time and skills to particular activities.
- Open up some of the activities to parents – for example, you could run a family band or a family choir, or hold family French lessons. You may even find that a community group develops out of such an activity.
- Look at what schemes you could introduce to help parents to support their child’s learning.
- Consider what you could do to support parents in developing their learning also.
- When you are running a family activity, check that all the children who would like to take part have got a family member available to support them. If not, try to find volunteers to act as substitute helpers, so that no children will be left out.
- Present family learning programmes in an attractive and non-threatening way.
- Encourage parents and carers who are looking for additional ways of becoming involved in their child’s schooling – for example, as governors, volunteer helpers or members of the PTA.

See also the section ‘Involving volunteers to support oshl’ (page 23).

**IP** Holywell High School, Flintshire, has developed a scheme whereby parents can study for the European Computer Driving Licence after school, while their child works close by, either doing their homework or developing their own ICT skills.

At Ysgol Bryn Garth, Flintshire, parents of children in Year 3 have made puppets and models, and put on displays, to illustrate the stories their children have made up at the creative writing club.

Hywel Dda Junior School, Cardiff, is a good example of a school that fosters parental involvement and learning. The school has been running a successful Dragon Sport programme with the help of parent volunteers. The Dragon Sport Organisers’ course that is normally delivered over a 4 to 6 hour period is broken down into bite-sized modules, which parents are able to undertake at the school on a weekly basis. Parents arrive at the school an hour before the after-school club starts, to receive their own ‘get it as you go’ training, before putting what they have just learnt into practice when the children come out to play! The workshops help parents to learn and to gain confidence in their own abilities during the process of volunteering and assisting with the out-of-school-hours programme.



# 3 >

## Building community partnerships

Positive and effective partnerships can be a key factor in developing a successful oshl programme.

There are many organisations that already work with young people and their families, or that are keen to begin doing so. While they will, of course, have a variety of aims and agendas of their own, there is one central objective they are likely to share with schools – that of enhancing the quality of life of young people and their families. The list on page 21 illustrates the wide variety of organisations that schools might work with.

Oshl partnerships can also, of course, take place between schools, or within a cluster of schools. This may be as part of a community initiative or transition programme, or to enable schools to share specialist facilities or leadership skills, or – especially where schools are small – to create a group of young people that is large enough for an activity or club to be viable.

### What do schools gain from partnerships?

If a school works in partnership with other organisations, it can bring pupils a wealth of learning opportunities that it simply could not offer on its own. The involvement of people from the local community can reduce pressure on school staff and give children the opportunity to develop skills through experiencing

different approaches to learning. Pupils get the chance to learn from experts in particular fields, and to see how other adults make their living. Through working collaboratively, you can share the responsibility for developing and sustaining an oshl programme.

### What do the partners gain?

There are all kinds of reasons why partners might want to become involved in a school's oshl projects – for example:

- an individual with a particular skill or interest, such as photography or wood carving, might want to share that with young people
- a local employer might be eager to put something back into the community, on the basis that happier and better-educated young people will enhance their business opportunities in the future
- a local theatre group or sports club might want to work with the school to generate interest in their activities and to discover new talent
- national organisations, such as the Royal Society for the Protection of Birds, or the National Trust, are often keen to work with young people to generate long-term support for their work.

When you are approaching possible partners, you will need to make it clear to them what they will gain from the partnership. The list below should give you some ideas – think about which of these benefits your potential partner would value.

#### Benefits for partners

- An out-of-school-hours learning (oshl) partnership provides people in the community with opportunities to work with children and young people of all ages.
- Oshl partnerships can lead to better relationships and increased standing within the community.
- When organisations come together to run oshl projects, this often leads to strong partnerships that benefit the community as a whole.
- When organisations work in partnership, this leads to wider use of community facilities.



- In an oshl activity, partners may have opportunities to try out interesting and innovative ideas and materials, for the benefit of themselves and their organisation.
- Partnerships can lead to good relationships with individuals and organisations in the local community.
- Partners have the opportunity to learn more about schools, about what their priorities are, and about the curriculum they teach.
- Partners have the opportunity to learn more about the ways in which young people think and behave.
- Parents and teachers of the young people involved may themselves become interested in the partner's club, business or activity.
- Working with partners in the community helps break down the idea that learning only takes place in schools.
- Everyone in an oshl partnership has the opportunity to learn something.

- Partners can use the opportunity to learn more about education as a whole.

**IP** Swansea Consortium for Out-of-School Learning is a partnership between the local authority and representatives from different sections of the community. As a registered charity, meeting at least once per term, it identifies opportunities for developing oshl activities, and applies for funding on behalf of a variety of oshl providers.

The consortium is made up of a variety of members. Community representatives include a solicitor, a secretary, a catering manager, a school crossing patrol person, an artist, a drama tutor and someone from a local charity. Local authority members include representatives from Library Services, Sports Development, Swansea Youth Forum and the Youth Offending Team, as well as an Assistant Headteacher, a Community Education Officer and the local authority's Out-of-School Learning Co-ordinator.

## What do young people gain?

An oshl partnership can offer young people the chance to learn new things and to develop their own ideas. With support, their ideas can be put into action and can show real results. This goes beyond school-based learning and can help to motivate pupils by showing them that they have a part to play in society and can be valuable members of their community, regardless of whether they are academically successful. For those who are more academically able, oshl can add value to what they are already experiencing.

Getting involved in partnership activities gives young people access to a wide group of people with whom they might not normally have any contact, such as professionals and members of their own and other communities.

Oshl projects with a citizenship focus can give young people a grounding in some of the roles they may play as adults in the future. Such projects offer young people the chance to play a positive role in society, and can complement curriculum work in practical ways, as well as promoting the development of key skills. For example, getting involved in a project, such as the 'twinning' of the school council with the town or community council, can give young people the chance to have a voice in what goes on in their community, and to feel that they are valued. If others listen to them and act on

their ideas, this helps them to see that they are an important part of their community. Receiving recognition in an oshl programme can give an enormous confidence boost to a young person who feels that they have never achieved anything.

There are lots of ways of involving young people that will help them to realise their own capabilities – that they can take responsibility, solve problems and really make a difference. They can take part in organising community events, and in planning and leading oshl activities, including preparing bids, and costing trips and projects. All of this can be built on the foundations of school-based learning.

Oshl that involves community organisations can enhance all the benefits of oshl already identified on page 5, bringing improvement to young people's health, confidence, self-esteem and behaviour, and opening up their career options.

### Benefits for young people

- Working with a community partner can strengthen and deepen what young people have learnt at school.
- Working with different people and in a new environment can boost young people's confidence and self-esteem.
- The experience of learning from other people can widen their social horizons.

# 13 >

- Young people may gain a wider appreciation of career opportunities from working with adults from unfamiliar backgrounds.
- Someone new and inspiring coming into the school can spark off the enthusiasm of pupils and unlock hidden potential.
- Working with experts from within the community can help young people to understand the relevance and practical value of what they are learning.
- Some activities will give young people the opportunity to apply skills in real situations – for example, using basic accounting procedures, writing reports or debating.
- Through being involved in a citizenship project with a community partner, young people have the chance to explore and gain an understanding of their role in society.
- Some activities may give young people the chance to take part in community decisions.
- Young people can develop personal skills to build on those they have already learnt at school and at home.
- Young people have the chance to develop their key skills in a different environment.
- Young people can discover activities they will enjoy forever – lifelong learning.

**IS >** The **Rugbywise Toolkit** was developed by the Youth Charter for Sport, Culture and the Arts in collaboration with the Rugby Football Union, in order to promote equity, social inclusion and

## Building partnerships

The challenge for schools wanting to work in this way is to make the time to seek out potential partners, find out what aims and objectives you have in common, begin to understand each other's roles and strengths, agree on everyone's expectations, and take the partnership forward. Sometimes you may find that potential partners will take the initiative and propose providing activities, or sharing them with the school.

Those entering into a partnership need to be open-minded, to show each other trust, respect and understanding, to be prepared to put in time and effort, and to recognise that an element of risk is involved. Above all, they need to communicate effectively and to value what each partner has to offer.

community regeneration through rugby. During the twelve years of its existence, the Rugbywise Toolkit has seen the development of over a hundred social inclusion and regeneration programmes. The Rugbywise Toolkit has now been introduced in Penlan, Swansea. It has brought new life back into the rugby club, providing a clear and positive means of engaging the club with the wider community. The Rugbywise concept brings a holistic approach to the problems of disaffection by young people. Partnership working is an essential component of the out-of-school-hours learning programme, which aims to bring about social inclusion through participation in rugby. This is more than just a rugby coaching scheme: it encourages young people to succeed in life, using the disciplined framework of the game. It builds community partnerships by developing existing skills, good practice and experience, recruiting local citizens, and providing training to develop the playing of rugby. You can find more about this at [www.rugbywise.com](http://www.rugbywise.com).

**IS >** **Urdd Gobaith Cymru** is a voluntary youth movement with more than 52,000 members throughout Wales, aged between 8 and 25. The Urdd offers a wide variety of activities, such as sports, eisteddfodau, humanitarian activities, overseas trips, day trips, and the Urdd camps at Glan-llyn and Llangrannog. Most of the Urdd's 1,500 branches meet after school or in the evening and are organised by experienced leaders. The work of each branch is supported by fifteen regional development officers who are responsible for organising county activities. Its website is at [www.urdd.org](http://www.urdd.org).

## Finding partners

- Begin by building on existing situations – if a partnership already exists for some other purpose, look at how it can feed into oshl work. Then look beyond the school's existing partners. To help you explore other possibilities, consult with staff, governors and parents, and with bodies such as your local Council for Voluntary Services.
- When you are looking for suitable partners, keep your partnerships personal and local. Each partner will need to know and understand how the other works.

- Identify local clubs, businesses and enterprises which would like to play a role in helping your school to achieve recognition and awards, as well as to gain some recognition for their own role.
- Look for a shared ethos and a common purpose between the partners. Work out how out-of-school learning aims can fit in with these.
- There is a huge range of individuals and organisations that you could work with to develop your oshl activities. The list below should give you some ideas, but there are plenty of other possibilities.

## Potential partners

- Individuals with particular skills, knowledge and interests
- Local authority services, including Early Years and Young People's Partnerships, libraries, heritage officers, youth services, adult and continuing education services, planning and regeneration departments, arts, sports and leisure services, environmental services
- Health services
- Other schools and clusters of schools – or a 'twinned' school in another area/country
- School governors, parents and parents' groups
- Further and higher education establishments
- Accreditation boards for tutors and pupils, such as GCSE boards, the Institute of Linguists, RSA, BTEC (Edexcel), ASDAN and City & Guilds; and, for specific activities, bodies such as the Duke of Edinburgh Award scheme, BAYS (science) and Young Engineers
- Councils for Voluntary Service
- Yr Urdd Gobaith Cymru
- National youth organisations
- Childcare clubs and care providers; Clybiau Plant Cymru
- Play development officers and play associations
- Local health authorities
- The Arts Council of Wales
- The Sports Council of Wales, including Dragon Sport
- Community Music Wales
- The police
- Fire and rescue services, and other emergency services, including St John Ambulance and the Red Cross
- Anti-crime projects
- Economic Regeneration Units
- European Social Fund officers
- Communities First Partnerships
- Education and Learning Wales
- Business in the Community
- Education Business Partnerships
- Local businesses
- Chambers of Commerce
- Community groups
- Environmental and conservation associations such as RSPB and the Field Studies Council
- Musicians, bands, drama and dance groups, choirs, theatres
- Sports clubs and leisure centres
- Outdoor pursuits centres, Forest Schools
- Museums, archives and galleries
- The National Trust
- Churches, chapels, mosques, madressahs (Islamic instructional classes), gurdwaras (Sikh temples) and other faith organisations
- Local supplementary and mother tongue schools and classes
- The Commission for Racial Equality and local Race Equality Councils
- Community groups and tenants' associations
- Senior citizens' associations
- Merched y Wawr and Women's Institutes
- Local rotary and round table clubs
- Young farmers' clubs
- Charitable associations
- Children's University Cymru
- University of the First Age
- University of the Third Age
- NIACE Dysgu Cymru – for family learning
- The Basic Skills Agency
- DYSG – the key skills agency
- Welsh Joint Education Committee
- Local media
- Youth information services



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## Making an agreement

A basic principle of effective partnership working is that each partner needs to be clear about the purpose of the partnership and about what it expects of other partners. Without this shared understanding, no one is likely to get the best out of the experience. It's important, therefore, to make clear agreements about areas of responsibility, so that everyone knows who's going to do what. Otherwise you run the risk of something going wrong – the provider not turning up, something not being prepared as it should have been, or an activity falling flat before the programme has been completed. The negative fall-out from this can be immense, especially for the young people. Therefore, however confident the partners are that they can work comfortably and productively together, it's vital to make a formal agreement, preferably a written one, which everyone understands.

You will need to agree with your partner(s) from the outset what monitoring and evaluation procedures you will use.

## Making partnerships work – key actions

- Check the suitability of volunteers from partner organisations who will be in contact with pupils – make sure they have the necessary skills and personality, and, if they will be unsupervised, that they have had Criminal Records Bureau checks.
- Ensure the young people know what to expect from the person or organisation who will be working with them. If you involve them in planning and discussing the oshl activity, you can explain the partner's role and how the partnership was set up.
- Consider what training and support partners who are working in the school will need.
- Ensure that your partners are aware of health and safety requirements.
- If a partner is involved in producing resources for your oshl programme, make sure that these are suitable for the group that the partner will be working with, and that all equipment meets with safety requirements.

- Make sure that partners are aware of the school's policy on inclusion. They will need to run activities in a sensitive and inclusive way to take account of any children with learning difficulties who may be in the groups they are working with.
- It's important to avoid over-committing yourself or overburdening the partner(s) you are working with. You will need to keep things flexible and to make contingency plans to allow for the unexpected.
- Look at what would be the best ways for the school to share information with its partners – for example, will you send regular emails, or produce a newsletter?
- Consider how you could encourage partners to put on events to demonstrate their involvement in the community.
- Make the most of opportunities to promote the role of your partners – for example, in reports to governors, and in school newsletters, displays and assemblies.
- Try to get regular press coverage about your partnership.
- Ensure that all partners share in celebrating success. Personal thank-you letters written by the students are always appreciated.

Once a partnership is up and running, it's important not to take it for granted – partnerships are dynamic and need constantly to be reviewed. They can bring challenges, but the range and quality of learning opportunities they offer will repay the time and effort invested.

**IR >** Caerphilly LEA has produced a toolkit for all those who want to develop partnerships to help them deliver high-quality oshl. Some of the issues raised have been included in this code. The toolkit is available as a free download from [www.continyou.org.uk](http://www.continyou.org.uk).

## IT >

Training and resource pack  
Module 5, Activities 1, 3  
and 4



## Involving volunteers to support oshl

There are many advantages in encouraging adult volunteers to support oshl activities. They can bring additional skills, new approaches, humour, and lots of ideas and enthusiasm. They can share the workload, at little cost to the school. Individuals volunteer for a whole variety of reasons, including the desire to 'give something back', to meet and work with others, or to develop skills which they could later use in a work situation. Schools can reap enormous benefits from involving volunteers. Without them, many activities would certainly not achieve all that they do for young people – and some might not happen at all.

It may be tempting to take on any offer of support when you are in need of help. Remember, though, that enthusiasm and willingness on their own are not enough. When a school or other provider involves volunteers, it has a responsibility to manage and deploy them effectively, as it does with its paid staff. You will therefore need to be sure that the volunteer has the necessary skills, especially the ability to communicate with young people in an appropriate way. And staff leading activities will need the assurance that volunteers will help and not hinder their work. You may be reluctant to turn down a willing volunteer, but it's better to do this diplomatically if you are uncertain about someone's suitability.

You will need to rely on your volunteers, so it's important that they understand from the start the nature of the commitment. Most volunteers become as fully committed to oshl activities as other staff. They will make sacrifices to fulfil their commitment and will be just as reliable as other members of the team. However, when unforeseen circumstances arrive, the priorities of a volunteer – who has no contract – may not be the same as

those of a paid member of staff. Therefore it is wise to make contingency plans for times when volunteers find it hard to attend.

To ensure that you make the best use of volunteers' enthusiasm and commitment, you might want to offer training. You will certainly need to devote some time and resources to supporting volunteers who haven't taken part in oshl activities before, to make sure that they have a clear understanding of the aims of the particular activity they will be involved with, and some knowledge of the policies and procedures within which the school operates.

**IP** Llandrygarn Primary School is a small rural school in Anglesey with just two teachers. The school now runs an out-of-school-hours Dragon Sport programme that is organised and run by volunteers from the PTA.

The Chair of the PTA began by organising a meeting to find out which parents would be interested in helping out with the sports club. Those parents then undertook the Dragon Sport Organiser training course and now work on a rota basis to run the after-school sports club.

**IS** Wales Council for Voluntary Action (WCVA) is the voice of the voluntary sector in Wales. It represents and campaigns for voluntary organisations, volunteers and communities in Wales. WCVA leads the voluntary sector in:

- providing advice, information and training
- lobbying decision makers at all levels
- responding positively to new challenges
- safeguarding and increasing resources for the sector.

WCVA's website is at [www.wcva.org.uk](http://www.wcva.org.uk).

## Young people as volunteers

*'Since the basic objective of social education is to help young people towards competence in active adult participation in the life of society, it would be strange if social educators did not support the use of community service and community involvement as one of their primary strategies.'*

Marsland, D (1993) *Understanding youth: issues and methods in social education*, Claridge Press

Young people have a lot to offer as volunteers – whether this is 'outside' in the community, or within the school, supporting younger children. This is especially true of students of high school age. Oshl activities are natural settings for activities of this kind.

Young people volunteer for a number of reasons – it is a sign that they are growing up and wanting to give as well as receive. It gives them the chance to show that they can take responsibility, and to learn organisational and leadership skills. It can



**IT**

Training and resource pack

Module 2, Activity 2

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be a heart-warming experience for them to see others benefit from their skill and commitment. Just 'feeling useful' can boost young people's confidence. It is important that they get proper recognition for their contribution.

Older pupils have a lot to offer in working with younger ones on activities that develop key skills, such as maths or reading. Young people who are particularly talented or enthusiastic in areas such as sport or the arts can pass on their skills and share their enjoyment with younger children. Most activities which are centred on the community beyond school offer a wide scope for volunteering – environmental projects, special interest clubs, working with people from disadvantaged groups, or developing international links. All voluntary activities are naturally complementary to any PSE and citizenship programmes that the school already runs.

Another obvious advantage of volunteers is that they can be a great help to activity leaders – however, leaders need to show appreciation and mustn't take students' support for granted. It's important to recognise that finding time for volunteering isn't always easy. Many young people live very full lives, including having part-time jobs. They may also have to deal with negative pressure from other young people. In rural areas, there might be transport difficulties to overcome. It can, therefore, be useful to offer volunteers some kind of reward or privilege – and the best form of recognition is to involve them in planning the activities.

**IP >** The popular Year 6 Reading Club at **Ysgol Parchedig Thomas Ellis**, Holyhead, enjoys the support of a number of former pupils, now at high school, who return each week to share in leading the activities and in supporting younger children.

- One pupil from South Wales won the **Princess Diana Memorial Award** for having the courage and determination to work in a Ugandan orphanage. This award is available by nomination for any young person aged 11 to 18 who has 'gone the extra mile' in supporting others. Find out more at [www.diana-award.org.uk](http://www.diana-award.org.uk).
- In 2005 the summer playschemes in **Torfaen** attracted no less than 37 volunteers aged 14 to 19. Before the scheme began, they were inspired by a training weekend, which involved aspects of teaching, learning, play and child development – as well as lots of fun.

Volunteering isn't just for older pupils – very young children can be involved in volunteering too. The Primary Democracy Project, run by ContinYou, is funded by the Esmée Fairbairn Foundation and Bridge House Trust. In Wales it includes three clusters of schools in Swansea and Bridgend. In each school, pupils are learning to express their opinions in a democratic and constructive way through developing relationships with the wider community. They learn about how their actions can affect the lives of others, and about the impact that personal lifestyles can have on the health and well-being, not only of individuals, but also of the wider community. Pupils also develop communication skills and learn practical skills such as those needed for planning and fundraising.

The project has encouraged closer communication between participating schools and has also brought together pupils of different cultures, ages and abilities.

**IP >** The project has resulted in a range of different activities in the schools taking part, many relating to environmental issues. For example, **Pentrehafod Community School**, Swansea, together with its local primary schools, has identified pupils' concerns for the environment both locally and globally. Schools have adopted an individual approach in establishing or expanding existing eco-groups, focusing on activities such as recycling schemes, planting sustainable gardens, improving the school environment and making a community DVD about the importance of recycling.

At **Cefn Cribwr Primary School**, Bridgend, the members of the school council have extended their knowledge about, and their involvement in, the democratic process by attending governors' meetings and by meeting with their local Assembly member to discuss the issue of the safety of the area around the school. As a result, the school became involved in the 'Safer Routes to Schools' initiative and attended a conference which looked at safety issues for children coming to school. The young people have worked with parents and local community representatives to bring about pedestrian improvements and make access to the school safer for parents and children.

**Daniel James School**, Swansea, with its partner primary schools, is exploring how to set up a creative community arts structure, through a match-funded arts residency programme, with Art Works Wales.

All the schools took part in a 'fun day' to celebrate their achievements.

Further information is available from ContinYou Cymru by emailing [info.cardiff@continyou.org.uk](mailto:info.cardiff@continyou.org.uk) or ringing 029 2047 8929.

**IS** **Community Service Volunteers (CSV)** is the leading organisation in the UK for promoting citizenship education through active learning in the community. It works with schools, colleges, universities and communities throughout the UK, enabling young people to become active citizens through addressing real community needs. CSV helps young people to develop the skills, knowledge and understanding outlined in the curriculum for citizenship education. It supports a range of community action programmes, including schemes for university students to volunteer in schools and in their local communities. You can find out more on their website: [www.csv.org.uk](http://www.csv.org.uk).

**IS** **Active Citizens in Schools (ACiS)** is an award scheme that encourages young people to get involved in projects that benefit schools and the wider community. It supports schools to address the citizenship curriculum through real-life opportunities.

ACiS is intended to be a flexible award programme that schools can adapt according to their current work and interests. It can also help schools to meet the objectives of other initiatives such as the National Healthy Schools programme and the development of key skills. It can be used to give recognition to young people for their existing commitment to and work on active citizenship projects.

The principles upon which ACiS is based include personal commitment, community benefit, voluntary participation and ownership by young people.

Further information about ACiS is available from ContinYou Cymru by emailing [info.cardiff@continyou.org.uk](mailto:info.cardiff@continyou.org.uk) or ringing 029 2047 8929.

**IP** In one Welsh school, some young people were interested in the Anti Social Behaviour Act and the impact it has on groups of young people outside school time. Having done some internet-based research, they contacted the local police force to ask them to take part in a question-and-answer session at the school. Pupils also invited members of the local community to offer them the chance to air their views about anti-social behaviour in the area. The aim was to improve the poor image of young people in the community.

**IR** *Changing places together: children and young people's participation in community regeneration*

This free training pack by Fiona McGee provides guidance and ideas for managing community regeneration schemes which involve young volunteers. It was published in 2005 by Save The Children, 1 Eastgate, Leeds LS2 7LY.

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## Ensuring quality

One of the advantages of oshl is that it creates a certain degree of freedom from curricular legislation and detailed inspection. However, it is essential that providers and co-ordinators of oshl activities and programmes continually consider the quality, appropriateness and effectiveness of what they are offering, to ensure the most is gained from using the available funding, resources, and paid and volunteer staff.

The process of developing a high-quality range of activities and services involves:

- **consultation** with everyone concerned (potential participants, providers, parents, partners and teaching and non-teaching school staff)
- **monitoring and evaluation**, to provide evidence of the impact of the activities provided and to inform appropriate changes of delivery, where these are required
- **planning ahead and prioritising** the provision of activities that:
  - have been identified through consultation as being most needed and/or wanted
  - offer something that is appropriate and accessible for everyone who wishes to participate and/or who would benefit from participation

- have a variety of purposes, including extending the curriculum, encouraging pupils' development, and enriching pupils' experiences
- can be undertaken and sustained with the resources available.

In various ways, the whole of this code of practice is about quality – but this section considers four issues not explicitly dealt with elsewhere:

- training and development
- monitoring and evaluation
- oshl and school inspection
- health and safety.



## Training and development

Those providing and helping with oshl activities come from a wide range of backgrounds and will have different levels of understanding about oshl. When you are planning activities, it is essential to identify the skills and knowledge needed in order to carry out each activity safely, and then to look at who can offer these. Remember to consider everyone within the school community, not just teachers.

The appropriate training and development of staff (adults and pupils, both paid and voluntary) plays an essential role in the effective delivery of high-quality oshl activities. Some training requirements are likely to be general (for example, learning how to maintain control of, or to encourage, a group of pupils), while others will be more specific (such as receiving training for a food hygiene certificate in order to run a cookery club safely).

You will need to provide regular and appropriate training on child protection and on health and safety to support your

oshl programme. It is essential to review how current the school's overall knowledge and awareness is in these areas, and to identify external experts to provide training as necessary.

In order to maintain the quality of your programme, you should give those staffing it regular opportunities to discuss and share good practice, and to resolve any practical problems (such as those relating to transport, the timing of activities or charging policies). It's also valuable to give staff opportunities to acquire new skills and knowledge.

To enable non-teaching staff, volunteers and mentors to contribute confidently and effectively, you may initially need to offer them specific advice and support. As their roles grow, different development needs may emerge – in some cases this might result in non-working parents returning to work or training through a route they would not have anticipated. Likewise, trained teachers may have much to learn from volunteers or people with non-teaching

specialist skills about more informal approaches to learning – which they can then transfer back to the classroom setting.

## Training and development checklist

- Identify the skills and knowledge needed to provide the oshl activities you want to run.
- Conduct a regular audit of training needs for the staff providing and helping with oshl activities – perhaps this could be integrated into the school staff development plan.
- Identify any general training needs to support your programme, such as pupil management techniques for non-teaching staff.
- Identify any individual training needs, such as those for particular skills.
- Arrange regular induction and refresher programmes on some of the basic issues (health and safety and child protection, for example) for everyone involved in providing and helping with oshl activities (including pupil peer mentors, if you have them).
- Look for existing internal training opportunities or external courses and programmes that may meet some of these general and specific needs.
- Share good practice with colleagues and find opportunities to visit examples of good practice in other schools.
- Share relevant information from key publications with all oshl staff.
- Consider putting on a training and information event about out-of-school-hours learning for school governors.
- Familiarise staff with relevant modules of the ContinYou Cymru *Training and resource pack* (see the next column).

- Acknowledge the contribution that staff make to pupils' development.
- At the development stage of any new activity, make sure that you consider the cost implications of any training that will be needed.

## Training and resource pack

In March 2001, the National Assembly commissioned ContinYou's forerunner, Education Extra, to produce training materials to support the development of out-of-school-hours learning across Wales. These materials, which were reprinted in 2005, are complementary to this code of practice. They address the specific needs and challenges identified by many schools. They are easy to use at a range of levels and in a variety of settings.

The materials are organised in five modules:

- Oshl: the big picture (rationale, principles and practice)
- Safe keeping: dealing with practical issues
- Developing an out-of-school-hours learning programme
- Sustaining and managing a programme
- Partnerships and funding.

Each module contains an overview, eight activities and ten resource sheets.

The materials can be used for a formal training programme or as a resource for activity teams or leaders to dip in to.

The accreditation of further education modules for those involved in oshl delivery is being developed with the North East Wales Institute of Education.

Printed copies of the pack are available from ContinYou Cymru, First Floor, Anchor Court, Keen Road, Cardiff CF24 5JW (Tel: 029 2047 8929 Email: info.cardiff@continyou.org.uk). You can also download it from ContinYou's website ([www.continyou.org.uk](http://www.continyou.org.uk)).

## Monitoring and evaluation

When you are planning a high-quality programme of oshl activities, it makes sense to put in place an effective monitoring and evaluation process from the start. The first step is to identify clearly the main aims and objectives of the activities being offered, and how you will measure whether these are being met. If you then set up systems for gathering this information, it will enable you to:

- show the overall impact of the activity
- demonstrate the effective use of resources

- help to prepare for inspection
- support funding bids
- develop strategic planning of oshl provision
- demonstrate strategic delivery of oshl provision
- review and consider the appropriateness of the original aims and objectives.

When you are setting up a monitoring and evaluation process, you need to make sure that everyone involved – pupils, parents, activity providers and/or partners – is clear

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that the main purpose of the process is to ensure that the activities offered are of high quality and are continually changing and/or improving to meet changing needs and requirements.

**Monitoring** is an ongoing tracking process to record information about what has happened over the course of an activity or a range of activities. At its simplest, monitoring could just be keeping registers of numbers attending, to indicate the popularity of each activity and to show how far interest is maintained or developed over the time during which the activity is offered. A more complex form of monitoring would be to record the take-up of activities by different groups of pupils – for example, you could categorise them by:

- gender
- age/year group
- ethnicity
- general academic or other abilities
- academic or other abilities in a particular curriculum area
- whether they have special educational needs or another disability
- whether or not they attend other activities
- how they travel to school
- the number of siblings they have (at the same or another school, or in other childcare)
- whether their parents work
- whether they receive or are eligible for free school meals.

Other forms of evidence it is simple and useful to monitor are:

- the completion of particular tasks by those taking part in an activity, such as displays of work, events or productions
- charting improvements in the levels of competence of those attending oshl activities in particular curriculum subjects
- achievements such as winning competitions or reaching externally verified standards of attainment, to which oshl activities have contributed – for example, reaching particular grades in music, or gaining certificates in hygiene or first aid.

**Evaluation** is a structured process of making judgements, based on evidence, about the value and quality of a project or programme of activities. Information collected has to be both meaningful and manageable. It is likely that most of the ‘hard’ evidence used to inform judgements will have been gathered during the monitoring process. Hard evidence such as

attendance registers can be used to make judgements about, for example, the relative popularity of activities over time.

In a school, the effectiveness of the programme can be measured in the same way as other school improvement strategies. A continuous process of monitoring and evaluation will help ensure that oshl is meeting the needs of pupils and contributing to the wider aims of the school. An individual provider could consider linking with the school (and vice versa) to share relevant information.

When you are planning and setting up any activity, it is important to decide how you will gather information and keep records, and who will co-ordinate this process. If you are working with partners, discuss this with them, as they may be able to offer you some good suggestions and they will also let you know what kind of information they would like you to gather. You may also decide that you want to collect your partners’ views on both the partnership and the oshl activity.

If there is monitoring information about which pupils have attended and about their characteristics, it will be possible to assess whether an activity has engaged particular groups of pupils you were hoping to attract. This type of monitoring will enable you to evaluate the inclusiveness of the programme of activities offered – looking at the characteristics of those who are taking part will help you to identify any categories which are not represented. You can then make changes to the range, timing, recruitment methods, charges and location of the activities you offer, to try and attract these categories of pupils.

In making judgements about the impact of an activity or a programme of activities, it is useful to collect monitoring data on participants’ attainments at the beginning and end of the activities. Comparing this with the attainments of those who did not take part can be useful in assessing the impact of the activity. However, this may not be possible or appropriate in all cases.

Depending on the monitoring evidence available, the evaluation process may include making judgements about how far attendance at oshl activities has contributed to:

- pupils’ progress in academic attainment
- improvements in individual and overall school attendance and timekeeping.

However, numbers alone rarely give a rounded picture of an activity. It is usually useful to gather additional ‘soft’ evaluation evidence to enable a fuller evaluation judgement to be made. ‘Soft’ evidence is

often based on perception of impact rather than on hard facts. Again, it is important to gather this information in a structured way to give a proper basis for evaluation judgements. 'Soft' evidence can be gathered through:

- surveys seeking the views of participants, parents and partners at the beginning and end of projects
- asking for informal feedback at the end of activity sessions and writing up these responses
- putting together a folder containing letters from parents and notes recording comments from parents or teachers on the effects of activities on the behaviour or attainment of individual pupils.

Depending on the 'soft' evidence available, the evaluation process may include making judgements about how far attendance at oshl activities has contributed to:

- improvements in pupils' confidence, motivation to learn, behaviour in and out of the classroom, and relationships with one another and with staff
- the development of new skills and interests.

**IR** Some of this advice about evaluation is adapted from *Partnerships for learning: a guide to evaluating arts education projects* by Felicity Woolf (published in 2004 by the Arts Council – ISBN: 0 7287 0791 8). The guide has been written for arts projects, but the process it describes is a straightforward, commonsense one that can be easily adapted for monitoring and evaluating out-of-school-hours learning activities. The guide is aimed at a wide range of audiences, including youth leaders, community workers, local authority officers, teachers and voluntary groups.

## Oshl and inspection

A school's oshl provision may be subject to Estyn scrutiny in two ways: as part of a school inspection, or as part of a survey of a particular aspect of education which Estyn carries out on behalf of the WAG.

### Oshl and school inspections

An inspection team will be interested in how oshl activities contribute to raising pupils' achievements, extend community awareness and support progress in pupils' personal and social development. Oshl provision is inspected in order to provide evidence which can contribute to judgements relating, particularly, to Key Questions 1 and 3 (of the seven which form the basis of the inspection):

This guide sets out the evaluation process in clear stages, with appropriate questions to ask at each stage:

- Stage 1 – Planning
- Stage 2 – Collecting evidence
- Stage 3 – Assembling and interpreting
- Stage 4 – Reflecting and moving forward.

You can download a free copy of the guide from [www.artscouncil.org.uk](http://www.artscouncil.org.uk).

Two further useful sources of information are *Built in, not bolt-on: engaging young people in evaluation* and *Self-evaluation: a handy guide to sources*. These are both available on the website of the Big Lottery Fund (previously New Opportunities Fund or NOF) at [www.nof.org.uk/documents/](http://www.nof.org.uk/documents/).

**IS** Quality in Study Support (QiSS) promotes consultancy and staff development to providers of out-of-school-hours learning programmes, and offers a three-tiered accreditation scheme, which recognises best practice in this field of work. In conjunction with the University of Strathclyde, a longitudinal research project, The Impact of Study Support, has been completed, proving the effectiveness of study support in raising achievement and motivation. QiSS is also collaborating with the Centre for Educational Leadership and School Improvement at Canterbury Christchurch University College to provide an increased depth and breadth of specialist knowledge and support.

QiSS has been working with ContinYou to develop the Integrated Quality Framework, for extending services (England). Further development for this in Wales is being undertaken.

QiSS's website is at [www.qiiss.org.uk](http://www.qiiss.org.uk).

Key Question 1: How well do learners achieve?

In particular, to what extent are learners:

- (1.14) progressing well in their personal, social, moral and wider development?
- (1.15) demonstrating an awareness of equal opportunities issues and a respect for diversity within society?
- (1.16) preparing for effective participation in the workplace and in the community?

Key Question 3: How well do learning experiences meet the needs and interests of learners and the wider community?

In particular, to what extent do learning experiences:



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- (3.4) broaden and enrich learners' experience, through a variety of activities, including out-of-hours and off-site provision?
- (3.5) promote learners' personal development, including their spiritual, moral, social and cultural development?

Significantly, further guidance is given on item (3.4) – this says:

Evaluation will include:

- the quality of out-of-school-hours learning including extra-curricular activities
- the extent to which these activities complement and extend the curriculum
- the contribution they make to the standards pupils achieve and to their personal and social development.

**IR** The references above relate to the following documents:

- Estyn (2004) *Guidance on the inspection of primary and nursery schools*
- Estyn (2004) *Guidance on the inspection of secondary schools*.

Both of these are available online at [www.estyn.gov.uk/publications/](http://www.estyn.gov.uk/publications/).

In addition, inspectors might investigate oshl in relation to a variety of particular themes – for example, school management, efficient use of time and resources, staffing,



## Safe keeping

### Health and safety

It is essential that an out-of-school-hours learning programme operates without risk to the health and safety of anyone involved in it. Health and safety issues, which include child protection, should be of prime concern to co-ordinators, not only at the planning stage, but also as part of the ongoing monitoring and review process.

You will need to think carefully about who is responsible for the young people, especially if you are working in partnership, so that you can make clear agreements about boundaries of responsibility.

All schools should have health and safety policies in place, and ensure that these apply to oshl activities. All tutors and helpers, and where applicable, pupils, should be aware of any procedures and expectations which such regulations require. Independent providers of oshl should also have a comprehensive health

and safety, the Welsh curriculum, motivation, key skills development or links with parents and the community.

Oshl activities with clear links to subject areas such as PE, sports, the arts, reading and technology may well be looked at to assess the contribution they make to pupils' achievements within those areas of the formal curriculum.

## Estyn surveys and remit work for WAG

Each year Estyn undertakes work on behalf of WAG to report on progress, and practice, on a range of educational matters. One example of this is the report on the Symud Ymlaen project, run by ContinYou Cymru, in which ten school clusters from across Wales (each based on a high school and some or all of its local primary schools) participated in a pilot scheme to develop oshl activities as a vehicle for making the transition from primary to secondary school easier for pupils.

**IR** This report – Estyn (2004a) *Evaluation of the out-of-school-hours-learning community/transfer project – Symud Ymlaen* is available online at [www.estyn.gov.uk/publications/](http://www.estyn.gov.uk/publications/). Other reports of this kind, and Estyn's *Annual reports*, which contain brief references to particular features of oshl, are also available on Estyn's website – [www.estyn.gov.uk](http://www.estyn.gov.uk).

and safety policy with procedures which are clear and well understood by everyone.

You should undertake a risk assessment before you run any kind of club. An awareness of basic risk assessment procedures, as operated by the local council, will enable co-ordinators to undertake a health and safety review of all activities.

It is advisable to have an agreed behaviour policy, including guidance as to how you expect leaders to behave and on the process for dealing with a disruptive pupil in different circumstances – for example:

- during a club session
- during an off-site visit
- at a residential.

The school could develop a behaviour policy for the whole oshl programme, which takes into account the different situations in which oshl activities are held. If this is not done centrally, each activity leader should draft their own policy, with guidance from school management.

Activity leaders will need to know if one of the young people in the group they are working with has a particular illness or disability or is taking prescription medication – and they need to understand how to act in specific situations. This will include ensuring the safety of the other young people in the group, and ensuring appropriate privacy for the individual concerned. Health and safety issues for which schools should make provision include:

- procedures for first aid and emergency contact
- accident procedures/reporting
- fire procedures and drills
- food hygiene
- visits off the school site
- outdoor pursuits
- sports and games (including swimming)
- security and safety of premises
- parental consent forms
- attendance registers
- the collection of pupils
- missing pupils
- the use of equipment such as scissors, knives, and cooking and electrical equipment
- the control of substances hazardous to health (COSHH regulations)
- smoking policy.

The list above is not exhaustive – health and safety regulations are constantly being reviewed and refined. Consequently, all oshl co-ordinators should have well established channels of communication with appropriate staff, such as the headteacher, local authority health and safety and social services personnel, to ensure that all statutory requirements are met. An awareness of basic risk assessment procedures, as operated by the local council, will enable co-ordinators to undertake a health and safety review of all activities. It is also recommended that at least one adult on site should hold a current first aid certificate.

Leaders need to check on whether they have adequate insurance, including public liability insurance, appropriate to the situation. This will involve senior management in the school, the organisation running the club and possibly also the local authority.

## Child protection

Guidance from the Welsh Assembly Government on child protection is available in every school. In addition, there will be a Child Protection Committee in your area, to which any query can be addressed.

To ensure that pupils are not at risk from adults who have access to children at school, checks against List 99 (the list of people barred from employment with children) and, where appropriate, Criminal Record Bureau checks should be made on all tutors and helpers who are in regular contact with pupils. It is essential that clearance is obtained for anyone who works unsupervised with children. Existing staff at the school and others who already work with children should have been vetted for their current employment, but it is important to check on this.

By law, any report that a child might be in danger from abuse or neglect must be investigated. It may be that a tutor learns, or suspects, during an oshl activity, that a pupil is being subjected to abuse. If the oshl activity is being run in a school setting, the school Child Protection Policy must be followed. In settings other than a school, the tutor or their manager should follow the Child Protection Policy and/or seek guidance from the local authority.

**IR** Full guidance on all issues relating to health and safety is given in *Safe keeping: a good practice guide for health and safety in study support*, published by the DfEE in 2000. This is available free of charge (ref: DfEE 0197/2000) from DfES Publications.

The Teachernet website – [www.teachernet.gov.uk/wholeschool/healthandsafety/visits/](http://www.teachernet.gov.uk/wholeschool/healthandsafety/visits/) – gives excellent guidance in relation to safe educational visits.

Guidance from the Welsh Assembly Government and other statutory guidance can be found at: [www.wales.gov.uk/subchildren/content/cpinternet.htm](http://www.wales.gov.uk/subchildren/content/cpinternet.htm) .

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## Keeping it going

Now you have your interesting, lively, worthwhile and popular activity up and running! Perhaps it was only intended to run for a short period of time, but maybe it is an activity or programme which you hope to continue providing in the future. How can you be sure that this future is secure? Key staff may move on, or established tutors might give up their regular commitment. Simply maintaining the existing levels of enthusiasm is challenging. It may also be difficult to maintain or enhance existing levels of funding.

It's important, then, to be aware of, and to plan for, the long term. If you have followed advice given elsewhere in this code of practice, your activity will be part of a wider purpose, it will be embodied in policies and action plans, it will involve the young people in planning, and, where relevant, it will have brought partners and parents on board. That's a solid foundation for building sustainability.

### Maintaining the impetus – key actions

- Develop a climate of expectation amongst pupils and parents that the school will provide and sustain an out-of-school-hours learning programme.
- Appoint new staff with the understanding that there is an active commitment to out-of-school-hours learning.
- Make sure everyone knows that the programme has the full support of the Senior Management Team and governors, and that the oshl programme is included in the School Development Plan.
- Recognise the importance of the programme by including references to it in Home-School Agreements, Individual Learning Plans, progress files and school brochures.
- Be prepared to amend your programme of activities to reflect changing circumstances.
- Make sure that you find plenty of opportunities to celebrate the programme, and to publicise the achievements and commitment of the young people.

### Supporting financial viability

Many schools are able to offer pupils a range of oshl opportunities by making the most of their resources. This will include drawing on the commitment of teachers, parents and other partners in the wider community. Although various sources of additional funding are available, in many cases the cost of activities can be met from within the school. The legal position on this is clear: it is open to governors to consider funding out-of-school-hours learning activities which are 'for the purpose of the school' from delegated budgets. This, in effect, includes any activity, whenever it takes place, which is primarily or substantially for the education (in a broad sense) of the school's pupils.

Below is information about some other potential sources of funding.

#### Big Lottery schemes

Most Big Lottery programmes run for a fixed period. Current and future programmes relating to young people, or with a community focus, are possible sources of funding for activities which fit the required criteria. Details of current opportunities in Wales can be found on the website: [www.biglotteryfund.org.uk/about/offices/wales.htm](http://www.biglotteryfund.org.uk/about/offices/wales.htm).

**IR >** The Big Lottery has produced a useful guide to sustainability, based on the experience of the New Opportunities Fund in supporting out-of-school-hours learning: *Building the future of learning: a guide to sustaining out-of-school-hours learning*, Big Lottery Fund 2004. *Building the future of learning – supplement for Wales* (2005) is available online.

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## Earned income

Out-of-school-hours activities – except where these are offered as part of regular childcare provision – are generally expected to be available free to pupils and their parents. Schools may, of course, charge for refreshments and for other materials, and for transport to activities. In addition, some activities may generate resources – for example, they may provide a service, such as gardening or producing publicity materials, for which a charge could be made. Schools could organise simple fundraising events based around activities, including small displays of work with an admission fee. In some cases the activities themselves might involve making items, such as jewellery, toys, jigsaws or food, which could be sold.

## Friends of the School/ Community Association/PTA

The level of resources generated by these groups will vary quite considerably. Small donations can be used to get matched funding from other organisations. It might be useful to explore the connections that members of the above groups might have with local business concerns.

## Local companies

There are likely to be some companies that you could build links with, either because they are physically located in the school's catchment area or because they provide employment for parents or governors. It may be worth exploring whether such firms would be interested in working with you in ways that would promote their profile within the local community and contribute to the professional development of their staff. Their involvement might offer some innovative opportunities which would benefit everyone. This might involve providing funding, offering the school access to specialist expertise, equipment or materials, or bringing in staff to help with mentoring, sharing skills, or additional support with literacy and numeracy.

## Local and national trusts and charities

In most areas there are small-scale charitable trusts that often support particular kinds of educational provision, the relief of poverty, or other related social issues. It is worth exploring the possibility of applying to them for funding. Directories of trusts are located in most libraries and in the offices of local Councils for Voluntary Services. National charitable

trusts usually deal with larger-scale bids. In the *Directory of charitable trusts* you can find details about the sizes of grants given by particular charities, and their criteria for making awards.

## Local and national grant-giving organisations

There are national voluntary organisations that support worthwhile local initiatives. These include Rotary Clubs, Round Tables, The Lions, Merched y Wawr and the Women's Institute, for example. It is always worthwhile bringing your oshl programme to their attention.

There are also national bodies that allocate substantial sums of money to supporting initiatives within their particular areas of interest. These include the Arts Council and the Sports Council, as well as the National Lottery's Sports, Arts and Health Boards.

### The Sports Council for Wales

This provides a wide range of resources to support out-of-school-hours activities. An information leaflet is available which outlines sources of funding. The Sports Council for Wales has established three main schemes to provide resources for developing after-school activities:

- **Dragon Sport**, whose main aim is to improve sports participation through primary schools and after-school clubs. Each local authority in Wales has appointed a co-ordinator who is responsible for establishing after-school clubs and recruiting volunteers to support activities for the 7 to 11 year age group. For more information, see the website: [www.dragonsport.co.uk](http://www.dragonsport.co.uk).
- **Community Chest**, which is a national lottery-funded grant aid scheme. It is designed to encourage more people to take more physical exercise more often. Community Chest will support activities at a local level that increase participation and improve standards of performance in sport, particularly amongst women, girls and young people. The maximum awarded is £750. As primary schools can benefit from Dragon Sport, they may not receive further lottery funding through Community Chest in their own right. Community Chest will, however, consider applications by community clubs which are developing new links with primary and secondary schools, or where secondary schools are specifically targeting pupils who are currently least active.



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- **Minor Equipment Grant Scheme**, which provides funding for projects that create new, additional or improved opportunities for people to play sport or to become more physically active. Applications will be accepted for equipment, revenue and minor capital costs up to a maximum of £12,500. The applicant will need to make a minimum contribution of 20 per cent. Its website is at [www.sportscouncilwales.co.uk](http://www.sportscouncilwales.co.uk).

## Arts Council of Wales

This body is responsible for funding and developing the arts in Wales. It supports arts activities, projects and facilities through money from central and local government and the National Lottery. To further its support for children and young people, it has established a multi-agency Arts and Young People Task Force.

The Council operates from three regional offices, in Cardiff, Carmarthen and Colwyn Bay. Its website is at [www.ccc-acw.org.uk](http://www.ccc-acw.org.uk).

## Using support services

Make the most of services that are there to help you. Even if they can't offer you financial support, they may be able to signpost you to other sources of funding, or support you in other ways. Organisations you could approach for help include:

- **your local authority** which is likely to be a fruitful source of assistance, not necessarily for funding, but as a channel for getting involved in initiatives that may be linked into wider national schemes, or in projects that are supported by charitable trusts. It is important to keep the LEA informed of your developing practice.
- **Business in the Community Cymru/Wales**, whose education activities operate at a strategic level in partnership with a number of LEAs. It has experience of setting up and running projects (in and out of school hours) and has links with major industries and companies across Wales. Its 'business to school' partnerships play an important role in raising basic skills, tackling underachievement and promoting financial responsibility in its 'Partners in Leadership' programme. Its website is at [www.bitc.org.uk](http://www.bitc.org.uk).
- **Education Business Partnerships** – the Wales Education Business Links Network promotes activities such as Saturday Clubs and mentoring programmes that prepare young people for adult life. The Network acts as a forum for the exchange of information and ideas throughout Wales.

- **ContinYou Cymru** – among other activities, ContinYou is the national UK charity for out-of-school-hours learning and study support. The services ContinYou Cymru provides include:
  - supporting the Welsh Assembly Government in formulating and carrying out its strategy for out-of-school-hours learning
  - offering advice and support to LEAs, schools and other providers of oshl
  - running national and regional conferences and network meetings
  - providing national, regional and local training
  - running the Schools ETC membership network, covering all aspects of oshl and community-focused schools
  - providing regular publications for members
  - publishing resource materials and guides for a number of oshl activities
  - providing information about oshl and community focused schools on its website.



## ContinYou's resources

ContinYou produces a range of resources to help people to get the best out of their out-of-school-hours learning activities. These are available as free downloads from ContinYou's website ([www.continyou.org/oshresources](http://www.continyou.org/oshresources)) or as hard copies from ContinYou's Cardiff office – email [info.cardiff@continyou.org.uk](mailto:info.cardiff@continyou.org.uk) or ring 029 2047 8929.

ContinYou's resources include:

- *Breakfast Club Plus: how to set up your own breakfast club and keep it going* (English and Cymraeg editions for Wales) plus a members network
- *Sum-it! How to set up your own maths club and keep it going* (in English with a bilingual supplement for Wales) plus a members network
- *Cook-it! A guide to setting up and running a cookery club* (in English and Welsh), funded by the Food Standards Agency
- *From primary to secondary – moving on: out-of-school-hours learning and transition* (bilingual)
- *OwnZone: a guide to after-school care and learning clubs for students at Key Stage 3* (English and Cymraeg editions for Wales) plus a members network
- *Taking part: making out-of-school-hours learning happen for children in care* (English only)
- *Reading clubs guide for Wales* (bilingual)
- *Singing for success: all the information you need to set up a singing group for young people and/or community groups* (English only) – includes activity sheets. Not available as hard copy.

An up-to-date list of publications can be found on ContinYou's website. Some of the resources produced for use in England contain advice which is relevant for Wales. These resources are also downloadable from the website of National Grid for Learning Cymru: [www.ngfl-cymru.org.uk](http://www.ngfl-cymru.org.uk) .

ContinYou's services are continually expanding and developing. For the latest information, look at our website: [www.continyou.org.uk](http://www.continyou.org.uk) or go direct to the pages specifically for Wales: [www.continyou.org.uk/cymru](http://www.continyou.org.uk/cymru) .

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## Useful organisations

### **Arts Council of Wales**

9 Museum Place  
Cardiff CF10 3NX  
Tel: 029 2037 6500  
Fax: 029 2022 1447  
Minicom: 029 2039 0027  
Email: [information@ccc-acw.org.uk](mailto:information@ccc-acw.org.uk)  
Website: [www.ccc-acw.org.uk](http://www.ccc-acw.org.uk)

### **Business in the Community Cymru/Wales**

6th Floor, Empire House  
Mount Stuart Square  
Cardiff CF10 5FN  
Tel: 029 2048 3348  
Fax: 029 2046 1513  
Email: [wales@bitc.org.uk](mailto:wales@bitc.org.uk)  
Website: [www.bitc.org.uk](http://www.bitc.org.uk)

### **CSV**

CSV House  
Williams Way  
Cardiff CF10 5DY  
Tel: 029 2041 5717  
Website: [csv.org.uk](http://csv.org.uk)

### **DfES Publications**

PO Box 5050  
Annesley  
Nottingham NG15 0DL  
Tel: 0845 60 222 60  
Fax: 0845 60 333 60  
Textphone: 0845 555 60  
Email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)

### **NIACE Dysgu Cymru**

3rd Floor  
35 Cathedral Road  
Cardiff CF11 9HB  
Tel: 029 2037 0900  
Fax: 029 2037 0909  
Email: [enquiries@niacedc.org.uk](mailto:enquiries@niacedc.org.uk)  
Website: [niacedc.org.uk](http://niacedc.org.uk)

### **Quality in Study Support (QiSS)**

CELSI  
Oak Lodge  
David Salomon's Estate  
Broomhill Road  
Southborough  
Tunbridge Wells  
Kent TN3 0TG  
Tel: 01892 507657  
Email: [enquiries@qiss.org.uk](mailto:enquiries@qiss.org.uk)  
Website: [www.qiss.org.uk](http://www.qiss.org.uk)

### **Sports Council for Wales**

Sophia Gardens  
Cardiff CF11 9SW  
Tel: 029 2033 8200  
Website: [www.sportscouncilwales.co.uk](http://www.sportscouncilwales.co.uk)

### **University of the First Age**

Millennium Point  
Curzon Street  
Digbeth  
Birmingham B4 7XG  
Tel: 0121 202 2345  
Fax: 0121 202 2384  
Email: [ufa@aoy.org.uk](mailto:ufa@aoy.org.uk)  
Website: [www.ufa.org.uk](http://www.ufa.org.uk)

### **Urdd Gobaith Cymru**

Swyddfa'r Urdd  
Ffordd Llanbadarn  
Aberystwyth  
Ceredigion SY23 1EN  
Tel: 01970 613100  
Fax: 01970 626120  
Email: [urdd@urdd.org](mailto:urdd@urdd.org)  
Website: [www.urdd.org](http://www.urdd.org)

### **Wales Council for Voluntary Action**

Baltic House  
Mount Stuart Square  
Cardiff Bay CF10 5FH  
Tel: 029 2043 1700  
Fax: 029 2043 1701  
Email: [enquiries@wcva.org.uk](mailto:enquiries@wcva.org.uk)  
Website: [www.wcva.org.uk](http://www.wcva.org.uk)

### **Wales Education Business Links Network**

c/o Careers Wales West  
Education Business Division  
Pensarn  
Carmarthen SA31 2BT  
Tel: 01267 228400  
Fax: 01267 228419  
Email: [mail@careerswaleswest.co.uk](mailto:mail@careerswaleswest.co.uk)