

Community Empowerment Apprenticeship Scheme

Social Accounts

1st April 2006 -
31st October 2007

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finalised on 27.03.08

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Humber & Wolds RCC



EUROPEAN UNION
European Social Fund

Humber & Wolds RCC

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1.1 Introduction

The period chosen for the Community Empowerment Apprenticeship Schemes social accounts is 1st April 2006 – 31st October 2007. This coincides with the length of the project which started in April 2006 and ended in October 2007. The scheme was written and created by Humber & Wolds Rural Community Council (HWRCC) to up-skill fifteen individuals and prepare them for employment in the voluntary sector. Training in community development for the Apprentices was delivered by Bradford College; the training in social accounting was delivered by two HWRCC staff members, Mary McGarry and Helen Anglum. In order to obtain an Open College Network (OCN) qualification in Social Accounting each Community Empowerment Apprentice (CEA) helped to prepare a set of draft social accounts. In the case of these Social Accounts not only was it a good tool to learn but also an excellent way to evaluate the scheme itself. These accounts have been largely prepared by David Mills, Louise Hartley, Peter Hirschfeld and Clare Davidson with support from Mary McGarry.

(An abbreviations table can be found in Appendix 17 on page 83 at the end of this document)

1.2 History and background

Humber and Wolds Rural Community Council (HWRCC) has been operating as a registered charity since 1975 and in March 2002 became a company limited by guarantee. HWRCC receives funding from a variety of sources with the aim of closely working with communities in the Humber sub region, to improve their quality of life and reduce rural isolation. The three unitary authorities of the Humber Sub Region are shown on the map above. These are:- East Riding of Yorkshire Council, North Lincolnshire Council and North East Lincolnshire Council.

HWRCC also works at the national and regional level to ensure that those issues important to rural residents of East Riding of Yorkshire and Northern Lincolnshire are brought to the attention of all appropriate policy makers. HWRCC staff includes experts in grant administration, parish planning, bid writing, community consultation, transport solutions and affordable housing.

Building on the success of the Rural SEA project, which ran for three years in Pocklington, Market Weighton and the surrounding villages, HWRCC devised a new scheme that would allow every community to have access to a development officer. Part of their role would be to support groups and signpost people to relevant staff within the parent organisation. The Rural SEA project was designed to develop Social and Economic Activity in the above mentioned areas by working with volunteers and community groups to develop their capacity and help form networks between groups. In total the project worked with 36 community groups and levered in over £1m for the area¹ and proved the case that having a local dedicated worker to support communities increases social capital and capacity.

¹ : Rural SEA: Social Accounts and Final Report May 2004 – March 2005

The Scheme was designed with the aim of enabling each area within East Riding and Northern Lincolnshire to have access to and benefit from a paid community development worker. The Community Empowerment Apprenticeship Scheme cost £320,000 over a 20-month period. This was, in part, funded by the European Social Fund (ESF) which gave 45% of funding. Four additional Apprentices were funded on the Community Empowerment Pathfinder Project, a parallel scheme run by HWRCC and part-funded by LEADER+ in the East Riding of Yorkshire.

ESF gave money to up-skill the workforce and get people into work, including parents returning to work after having children, men and women who had been made redundant or people who had taken early retirement and were looking for part time work and recent graduates seeking to gain experience in the voluntary sector. These were the target groups from whom the CEAs were recruited.

North Lincolnshire Local Strategic Partnership contributed £18,000 to support 5 Apprentices in their area because of a recognised lack of community engagement. This money was given on the condition that five Apprentices worked in the five policing areas within the county which are; Crosby, West Cliff, Brigg, Barton, Crowle.

Change Up gave £50,000 to support the scheme from October 2006 to March 2007. The Department for Environment, Food and Rural Affairs, Humber Rural Social and Community Programme contributed £55,000 over two years which went towards the salary and related costs of employing the Apprenticeship Scheme Manager and the Monitoring Support Officer.

Approximately 10% of the total costs of the scheme, used to match fund the European Social Fund, came from in kind contributions, evidenced on time sheets signed by each host demonstrating the total time that they spent with the Apprentices each month. The hosts were largely members of voluntary sector organisations, with whom Humber and Wolds Rural Community Council works in partnership. In a few cases the word mentor has been used in place of host, such as at Immingham and Crowle Resource Centres where the local contact guiding the Apprentice was not employed by the place where they were allocated the use of a meeting room and other facilities.

1.3 Offices of Humber & Wolds Rural Community Council

Howden – Head Office

14 Market Place
Howden
Goole
East Riding of Yorkshire
DN14 7BJ
t: 01430 430904
f: 01430 432037

Driffield

Challenge House
35 Eastgate North
Driffield
East Riding of
Yorkshire
YO25 6DG
t: 01377 255959
f: 01377 255646

Barton

Haven House
Waterside Road
Barton upon Humber
North Lincolnshire
DN18 5BD
t: 01625 662026
f: 01625 637350

Market Weighton

2 Linegate
Market Weighton
East Riding of
Yorkshire
YO43 3AR
t/f: 01430 879073

1.4 Humber and Wolds RCC Mission, Values and Objectives

Mission: Working to improve the quality of life in rural communities

Values:

Equality – to ensure all services are accessible and socially inclusive.

Empowerment – to ensure all services are provided in a way that promotes Empowerment.

Quality – to strive for continuous improvement.

Partnership – to work collaboratively.

Strategic Objectives:

- I. To influence and support policy development at local, regional and national level to address the needs of rural communities.
- II. To build the capacity of the rural voluntary and community sector through community development, advice and guidance.
- III. To support and deliver services to rural communities.
- IV. To build HWRCC's capacity to ensure quality services and high performance.

1.5 Trustees of Humber & Wolds Rural Community Council

Humber and Wolds Rural Community Council Trustees during the social accounting period April 2006 to October 2007 were:

Duncan	Anderson	Cllr Mrs Greta	Laughton
Cllr A	Bunyan	Cllr David	Rudd
Tony	Chase	Hilary	Saynor
Tony	Cooper	Alastair	Scargall
Bryan	Davis	Trevor	Sheard
Harold	Edwards	Cllr Allan	Smith
Cllr Mrs Doreen	Engall	Cllr Margaret	Solomon
Wendy	Evans	Jean	Turner
Nicholas	Evans	David S	Walker
Stephen	Fox	Elaine	Ward
Tom	Glossop	Roger	Watkins
Cllr Norman	Hall, MBE	Brian	Witty
David	Hughes	Christopher	Worrall

1.6 The Role of Hosts and Mentors

The placement host play key roles within their organisation when supervising Apprentices on placement including:

- liaison in the initial establishment, operation and review of the placement;
- helping to clarify and formulate the initial placement learning contract rooted in the practical work based learning tasks relevant to the placement learning outcomes;
- providing support, guidance and appraisal to the Apprentice during the placement period;
- providing regular and agreed times to meet with the Apprentice to discuss their progress and learning, throughout the placement;
- in consultation with the Apprentice and the College Tutor to prepare and submit an assessment report evaluating the Apprentices progress and performance on placement.

1.7 HWRCC Apprenticeship Scheme Manager

HWRCC Apprenticeship Scheme Manager supervised and assessed the performance of the Apprentice during the placement. This role was seen as complementary to that of the placement host and includes:

- involvement in the preparatory briefing meetings and workshops with Apprentices before and after the placement;
- ensuring placement hosts were adequately briefed on their roles, the procedures and expectations of placements;
- providing a key contact point for Apprentices whilst they were out on placement;
- convening meetings between the Apprentices, the placement hosts and themselves during the period of the placement to discuss the contract, recordings, supervision, the progress of the placement and final assessment reports;
- offering critical dimensions to Apprentices in relating their practical involvement to the course generally;
- guiding the analysis and evaluation of the placement experience.

1.8 Description of the Course provided by Bradford College

Community development work education and training has been a significant part of Bradford College's Higher Education provision within a range of community studies courses since the early 1970s. This prolonged experience led to the development of one of the first degree programmes in community work in the UK as well as the integration of community development modules within professional youth and community and social work undergraduate programmes.

The Postgraduate Diploma is the product of a unique partnership between the College and the Humber & Wolds Rural Community Council. The course was under the validation framework of Leeds Metropolitan University and was endorsed and approved by the England Standards Board for Community Work Training. The curriculum aims to:

- build on the diverse learning needs of Apprentices from varied local communities
- incorporate both academic and fieldwork practice learning opportunities
- meet the learning outcomes of the profession as specified in the National Occupational Standards in Community Development Work.

These components were inter-related in such a way that Apprentices had to apply one to the other in order to make sense of the whole. Course Tutors, HWRCC Apprenticeship Scheme Manager and hosts facilitated the acquisition

of core professional community development work skills and encouraged the Apprentices in reflective learning for personal development.

2 Mission, Objectives and Values

Mission

To recruit and train 15 part-time Community Empowerment Apprentices to work in the Humber sub region in order to increase the capacity of rural and deprived urban communities, connecting rural residents to economic and learning opportunities thereby reducing social and economic exclusion.

Objectives

- 1 To increase the skills, knowledge and understanding of individuals through the following activities:**
 - 1.1 Recruiting 15 Community Empowerment Apprentices
 - 1.2 Training them in community development
 - 1.3 Arranging paid work experience with host organisations

- 2 To increase the capacity of community groups - their ability to help themselves through the following activities:**
 - 2.1 Supporting existing community groups
 - 2.2 Assisting groups seek and apply for funding grants to develop their activities

- 3 To increase the capacity of the voluntary & community sector through the following activities:**
 - 3.1 Supporting the host organisations through the work placement
 - 3.2 Providing qualified candidates for employers

Values:

- All individuals and community groups should have access to a qualified community development worker
- All communities should become sustainable

3. Key Stakeholders

Key Stakeholders
Artlink Exchange
Bainton Area Churches
Beverley Memorial Hall Trust
Boothferry Road Community Project
Bradford College (Trainers)
ChangeUp (Funder)
Community Empowerment Apprentices – see lists on page 11
Community Groups assisted by the Apprentices - see Appendix 9
Community Transport North Lincolnshire
Crosby Neighbourhood Pathfinder
Crowle Resource Centre
Datrix Limited (Trainers)
Department for Environment, Food and Rural Affairs (DEFRA)
East Riding of Yorkshire Council
European Social Fund
Federation of Local Development Agencies (FOLDA)
Fresh Start (Brigg)
Holderness Area Rural Transport (HART)
Hull Council for Voluntary Services
Humber & Wolds RCC - Staff
Humber & Wolds RCC – Trustees - see lists on page 6
Immingham Resource Centre
North Lincolnshire Council
North Lincolnshire Strategic Partnership
Humber Rural Social and Community Programme (RSCP)
Stamford Bridge Parish Council
The Courtyard, Goole
Voluntary Action North East Lincolnshire
Voluntary Action North Lincolnshire
Westcliff Drop-In
Wilberfoss Parish Council
Yorkshire Waterways Museum
Yorkshire Forward

3.1 The Stakeholders

This is a list of the stakeholders of the HWRCC Community Empowerment Apprenticeship Scheme.

The Key Stakeholders were decided at the start of the social accounting process. This was done by looking at all those who had a vested interest in the project, such as those who would benefit both directly and indirectly.

3.2 Funding Bodies

Funding for the Community Empowerment Apprenticeship Scheme for the total sixteen month period was:

Rural Social and Community Programme	£55,000
Change Up	£50,000
North Lincolnshire Strategic Partnership	£20,000
European Social Fund	£157,498
Hosts and other sponsors	£12,000

3.3 Community Groups

Examples of the types of groups that CEAs supported during their work experience placements.

Art, Music and Drama ArtLink Exchange Artsaway, Goole Beverley Cinema project Beverley Film Club Goddards Craft Group Sunday Live Wilberfoss Totem Project	Over 55s Beverley Leisure group Bingo Babes [Wilberfoss] Hornsea Pop-In Live at Home Scheme Over 55's Group [Wilberfoss] PAGER [Pensioners Action Group East Riding, Hornsea Branch] Westcliffe Fellowship Club Wilberforce Women	Youth 3 rd Old Clee Scouts Acorn Partnership Bainton Youth Club Crowle Youth Club @ Methodist Church Howden Youth Cafe Immingham Sea Cadets Insainiacs Middleton Youth Club Silverlink Youth Centre [Stamford Bridge]
Sport Hull Table Tennis Group Middleton Cricket Club Middleton Tennis Club Youth Football Team [Wilberfoss]	Children Eastoft Toddler Group Goole Surestart Market Weighton Pre- School Middleton Mums and Tots Pooh Bear Reading Assistance Society	Adults and Young People with Additional Needs Ability Bright Spots Hornsea Disabled Club

The local host or mentor for each Apprentice at their work placement helped put the CEA in touch with community groups that needed their support, or individuals that needed help to set up a group to meet a particular need. At work experience placements where the CEA was able to keep regular office hours for a part of their time each week, community representatives would call in and ask for them by name. The CEAs had to make it clear that they were there to work with the community not for them. Some groups expected the CEA to do all the research and consultation, facilitate meetings, design questionnaires, collate data, attend to correspondence, write policies, procedures, constitutions and funding bids and even asked them to be elected onto their committees. The CEAs did all these things to some extent, to start with, but by their example and through sharing good practice they helped to make groups independent and able to support themselves.

3.4 Host Organisations and Mentors

This table illustrates the Apprentices, their local mentors and host organisations

Apprentice	Local Host or Mentor	Host or Work Placement Organisation	Start	Finish date and Destination
Alaba Saliu	Paula Grant	Voluntary Action North East Lincolnshire	Feb 07	October 2007 Doing Degree in Business Studies at Grimsby
Athena Karman	Gary Allen	Voluntary Action North Lincolnshire	Feb 07	April 2007 Nursing in Leeds area
Carole Johnson	Richard Kemp	Beverley Memorial Hall	July 06	August 2007 HART and DOC
Caroline Newman	Ann Hindley	Crowle Resource Centre	Feb 07	October 2007
Chris Wright	Clare Hunt	Yorkshire Waterways Museum	July 06	October 2007 to be advised
Claire Davidson	Jane Thompson	Hull Community & Voluntary Services	July 06	October 2007 Hull Recycling Unlimited
Claire Williamson	Linda Thornton	Boothferry Road Community Project	July 06	August 2007 Courtyard, Goole
David Clarke	Enid Cragg	Immingham Resource Centre	July 06	Oct 07
David Mills	Jodie Booth	Crosby Pathfinder	July 06	Oct 07 Staples retail
Dee Beckett	Ian Rose	Crowle Resource Centre	July 06	January 2007 self employed designer
Diane Mickleburgh	Margaret Credland	Community Transport North Lincolnshire	April 07	October 2007 retail and 2 nd year H.N.D Business Studies at Grimsby College
Joanne Dixon	Carol Thornton	Voluntary Action North Lincolnshire	July 06	Feb 2007 Grimsby Community Press Office
Nick Reeson	Sarah Wiles Dave King	Wilberfoss Parish Council and Stamford Bridge Parish Council (two hosts)	July 06	April 2007 joined the HWRCC Community Empowerment Worker Team
Penny Thompson	Paula Grant	Voluntary Action North East Lincolnshire	July 06	December 2006 Shoreline, Grimsby
Lesley Cutts	Rae Twidale	Westcliff Drop-in, Scunthorpe	July 06	March 2007 N. Lincs Youth Service
Louise Hartley	Vickie Bisset	Artlink Exchange	July 06	October 2007 The Warren, Hull
Lynn Womersley	John Lee	Fresh Start	July 06	January 2007 volunteering
Stephen Appleyard	John Tallant	Bainton Area Churches	July 06	August 2007 Hull & East Riding Primary Health Care Trust
Steven Blake	Caroline Wegrzyn	Holderness Area Rural Transport	July 06	July 2007 Transport driver

4. Methodology

Key Stakeholders	Consultation
<p><i>Clients, Customers, beneficiaries:</i></p> <p>Community Groups (114) see Appendix 9 on page 73</p>	<p>What they have been helped with</p> <ul style="list-style-type: none"> • Thank you letters • Signed Documents • Resident Quotes
<p><i>Staff paid and voluntary:</i></p> <p>15 CEAs were employed at any one time (see table on page 12 above) although a total of 19 were recruited, trained and employed during the 16 month period of the scheme.</p>	<p>Questionnaires</p> <ul style="list-style-type: none"> • Quantitative at start of the course • Quantitative nearer the end to recap and re-analyse (also looking at training days) <p>Interview</p> <ul style="list-style-type: none"> • Interview questions on specific topics
<p><i>Board/Committee members, trustees:</i></p> <p>HWRCC Trustees (26)</p>	<p>Email them asking for a few comments about the ESF funded CEA course run by HWRCC</p>
<p><i>Partner Organizations:</i></p> <p>15 Hosts and Mentors</p>	<p>The original intention was to hold a Focus Group of around 4-6 hosts lasting roughly an hour. Asking a variety of questions to get a general view of their thoughts and hopefully get a discussion going. As only one person attended, due to time and geographical constraints, the hosts were emailed instead and asked a number of questions. See App 10</p>
<p><i>Others:</i></p> <p>24 HWRCC Colleagues see Appendix 10 page 74</p>	<p>A planned exercise where the three CEAs compiling the accounts attended a staff meeting in Howden to talk to HWRCC staff, and an H Form was used to gather their comments on the positive and negative aspects of the Apprenticeship scheme, as well ideas for improvements.</p>
<p><i>Others:</i></p> <p>Bradford College and other Trainers (4)</p>	<p>A number of quantitative questions were asked about the training that was given, the relevance of the course contents to the scheme and the difficulties of remote teaching and learning. see Appendix 9</p>

In the table above the right hand column shows different types of consultation methods that were used and what was asked of each stakeholder group.

- All Apprentices on the scheme were given a questionnaire to fill in regarding, work placements, training by Humber Wolds Rural Community Council (HWRCC) and training by Bradford College. (see Appendix 3)
- Remaining Apprentices were sent out a similar questionnaire during the latter part of the course. (Please see the table on page 11 of all the CEA destinations) The questionnaire focused on the main points that were brought up originally and some more in depth questions on issues that needed raising. (See App 4)
- All tutors were also given a questionnaire to complete, focusing on the time they were given to provide the training and the learning outcomes. Interviews were conducted by email with Bradford College during the social accounting period. (see Appendix 8)

“If this was done again it would be best to give out the questionnaire on the day of the training, not at the end of the programme.”

- Five Apprentices were chosen at random and only three agreed to be interviewed, due to time constraints. The interviews were conducted by email and the conclusions were written up by David Mills and can be found in comment text boxes at relevant points throughout the document.
- Throughout the work placements, the Apprentices have been helping a number of community groups (see Appendix 12 on page 75). Records of the numbers of these have been kept by the Monitoring and Support Officer employed by HWRCC for this European Funded Scheme. The Apprentices themselves have been asked specifically in their files, exactly what they have been helping with, such as bid writing or funding and constitution advice. These are backed up by thank you letters and signed documents from clients, customers and beneficiaries. They were analysed by Clare Davidson. Please see Omissions statements on page 15.
- Copies of a questionnaire were distributed and filled in by all the 38 candidates who applied to become Community Empowerment Apprentices when they attended the recruitment day which was held on Thursday 15th June 2006. Please see page 57, Appendix 1 for a blank copy of this questionnaire.
- The staff at HWRCC were also contacted and asked for their opinions about the project with reference to what went well and any improvements they thought could have been made. The write up and analysis of this was done by Louise Hartley. Please see Appendix 12 page 75.
- Emails and letters were sent out to the trustees (see Appendix 11). The responses are printed in the main body of the document.

4.1 Omissions

Some data came in after the accounts were completed, such as the destination of the Apprentices when the scheme ended in October. The results of the Diploma have come in since the accounts were compiled, with 8 Apprentices passing and two having to complete some outstanding assignments before 14th December 2007 in order to obtain the award.

Although no-one was left out, not all community groups replied to requests for feedback. In addition some representatives were contacted later than planned, due to lack of time and resources, so a full analysis was not completed. See Appendix 9 on page 70 for a full list of groups supported by the CEAs. To date 28 groups have signed to say that they received advice on obtaining funding, 14 have acknowledged that the CEA gave advice on accessing training, 11 were supported in preparing policy and procedure documents. This is from a total of 114 groups assisted. The Monitoring and Support Officer is still collecting this information.

More responses from community groups would have helped to give a fuller picture of the achievements of the scheme. However it is felt that this first set of social accounts has set up a good framework on which to build any future accounts.

It was very difficult to gain feedback from the Tutors questionnaire as it was left until very late in the project and the questionnaires had to be posted to the relevant trainers. Finding some of the contact information was also difficult and a considerable amount of time had passed since the delivery of the training making it difficult for the trainers to recall the specific times we were asking about. Of the four that were contacted all replied (these were all analysed by Louise Hartley), however there were a further four that were unfortunately not contacted.

A number of questions were devised to ask the Hosts in a focus group setting, however only one of the hosts turned up to the event in which we intended to carry out the focus group. For this reason questions were devised instead and emailed out to the various hosts. Unfortunately this was done late in the project and the Hosts, maybe due to busy schedules, did not contribute, consequently our data on some of the hosts is certainly understated.

Not all key stakeholders were consulted on performance because the area covered was huge, taking in four unitary authorities and the part-time trainee workers were only in the field at most 10 hours per week. Most community groups meet monthly or less and key individuals do not turn up to every meeting. Many people in rural area have no access to email as yet and telephone calls seldom get returned. There is less than a 15 per cent return on postal questionnaires, even when a stamped addressed envelope is enclosed. Finally, the trainees were under pressure to complete their academic qualifications two months ahead of the planned deadline because the Bradford College tutors took voluntary early retirement in July 07.

Environmental impacts were not evaluated due to the lack of time at the end of the project and the need as mentioned previously to complete their academic qualifications ahead of time. However HWRCC and the CEAs were well aware

of green issues and their environmental impact and in the course of their work CEAs travelled wisely, car sharing and using public transport where possible, and were sent to work in geographical areas closest to their homes. Most CEAs did the Every Action Counts training and attended the Green Fair in Beverley where they encouraged organisations to sign up to government's e-agenda. Unfortunately, the impact of this work will not be known for some years to come.

Economic impacts were not really considered as the CEAs did little about this in their work. HWRCC brought ESF funding into the area, created jobs, spent locally on training facilities and resources. The CEAs assisted groups' access grants and other funding. The project used local printers, stationers, coach hire, which all added to make the local economy more vibrant.

Lack of trustee feedback can be attributed once again to apathy on the part of those who did not respond, which was all but two. They failed to understand the value of the feedback process and the culture of Social Accounting is not sufficiently well embedded in this organisation as yet.

The failure to consult with all beneficiary groups can be attributed to the same issues, as identified under the heading of under-consulted Stakeholders. Time consideration were very much the defining factor at the end of this project, as many of the CEAs left early to find work in their chosen area of expertise. This left only a small group to try and complete the work of the Social Accounts, their academic qualifications and look for work. This inevitably left gaps which were not attended to, including any form of meaningful consultation with beneficiary groups. To quote from one of the Apprentice's, "This was mission impossible!"

5. Report on Performance: Analysis of the Social Accounts

5.1 Mission and Values

The key stakeholders were sent an email asking them if they agreed or wanted to comment on the mission statement and underlying values of the scheme.

Mission

To recruit and train 15 part-time Community Empowerment Apprentices to work in the Humber sub region in order to increase the capacity of rural and deprived urban communities, connecting rural residents to economic and learning opportunities thereby reducing social and economic exclusion.

Values:

- All individuals and community groups should have access to a qualified community development worker

- All communities should become sustainable

Responses from Hosts

“I agree absolutely, provided that they can do community work and not have to spend a great deal of time maintaining their funding schemes to keep themselves in work”

“That was what I understood the scheme was to be – although I’m afraid our end of it didn’t hold up very well”

“Yes totally agree with this”

“In principle I agree with the mission statement and values. In practice without sufficient financial and human resource they are impossible to achieve...”

Responses to the question asked of the Community Empowerment Apprentices: Do you agree with the mission statement and values?

"I generally agree with the mission and values. Please see the minor amendment below to the value on sustainability. Not just being petty, but for some, becoming sustainable might be a constant battle, and require some support from time to time in order to maintain this. All communities should become sustainable (be working towards greater sustainability)"

"Values look OK, but I don't like the mission statement. What is level 4? We may know what it is, but does anyone else reading the accounts?"

"I agree with both of the mission statement and values. I also feel the course began to set the balls in motion to makes some of these things a reality"

5.2 Objectives

The objectives are

1. To increase the skills, knowledge and understanding of individuals
2. To increase the capacity of community groups - their ability to help themselves
3. To increase the capacity of the voluntary & community sector

Each section starts with some descriptive sentences. These will explain what was done and give relevant facts and figures about the activity and interpret the findings, highlighting those points or issues which require action or further exploration. If a particular activity has not been done, or there are no facts and figures available to back up the description, an explanation has been added.

6. Report on activities aligned to Objectives 1

Objective 1: To increase the skills, knowledge and understanding of individuals

6.1 Activity 1: Recruiting 15 Community Empowerment Apprentices

The 38 candidates that were short listed for the Community Empowerment scheme undertook a recruitment selection day, in which they took part in two activities. The first involved written communication skills and the second was a team working skills exercise. There was also the opportunity to meet a number of Bradford College and HWRCC staff. Those Apprentices who were both suitable and unsuitable were sent home and the remaining people, who were considered to be just above or below the borderline, were asked to attend a short interview, which was held later that day.

Comments from the candidates

"I did not think it was fair to put the names up of people who were not good enough to get the job straight away, it was humiliating"

"On the whole the process was well managed and we were quickly informed on the outcome of the selection process"

"The first test I found fairly easy and could have answered a number of questions"

"The team working exercise was more difficult as the people I was working with had much more experience so I struggled to keep up"

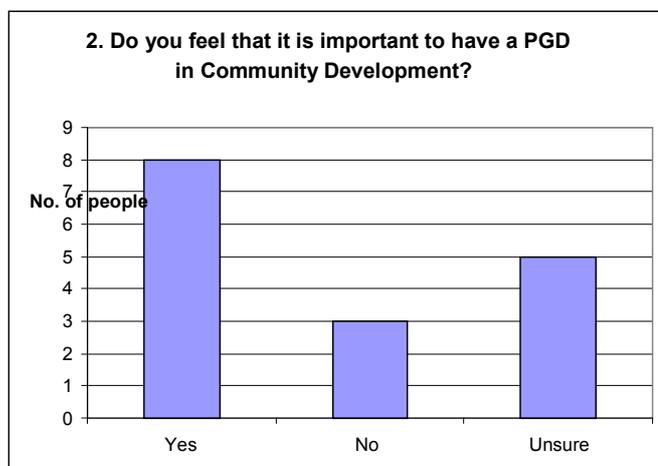
"The interview was probably less stressful than a formal interview and also slightly easier as candidates were not put on the spot with difficult questions"

6.2 Activity 2: Training the Apprentices in Community Development

Post Graduate Diploma in Community Development Work

The Post Graduate Diploma [PGD] in Community Development took 6 hours a week of the 16 allocated for community work and was provided by Bradford College. This meant that once a week, on a Tuesday, the Apprentices travelled to a set location for a day of workshops and lectures on specific topics and theories related to Community Development. These included Social Policies, Community Development Work, Self Identity and Interpersonal Communications. Additional

time was needed, between the training days, to undertake all the necessary reading, research, compile files and to write up the assignments.



When questioned about the course, the response from apprentices was fairly positive, showing that the majority felt it was necessary to obtain a PGD qualification. Some were still unsure as the course was only half way through at the time they were asked to comment on it and there were doubts about what is actually needed in terms of qualifications to work in community development.



As this graph shows 9 people found the 6 hours too little time to gain understanding of the training provided, whilst 6 people felt they could handle all the information given to them. Once again the split is likely due to the fact that some apprentices were recent graduates and others were not graduates or had done no studying for many years previously.

Please note that the numbers in the title of each graph refer to the questionnaire in appendix 3 on page 60

For other results from the questionnaires please see Appendix 7 on page 70.

Comments by CEAs

"On some of the Tuesday training days we have wasted a lot of time waiting around the session to start and have finished earlier than planned. So the time could have been better planned giving us more free Tuesdays for private study".

"The course was well run though I often found the work rather irrelevant to the work I was doing and could not easily relate to it".

Time allocation was one of the main issues here, in addition to the issues regarding the relevance of some of the work. Due to the fact that the Apprentices came from different academic backgrounds, some found the assignments a lot easier than others. It is believed that two Apprentice left due to the pressure of the academic course work. Although no one had a problem with the training that was provided by Bradford College, mainly due to the fact that it was done to a very high standard, it was evident that sometimes the relevance and trying to fit it in with all the other community development work and learning that was taking place, was too difficult to accomplish successfully.

Outline of the Course designed by Bradford College for the CEA Scheme:

Work Based Learning:	Community Development Work	Self: Identity & Interpersonal Communication	Social Policy, Politics & Inequality:	Personal Development Practice
Professional Placement	Origins	Sociological & Psychological perspectives	Policy formation & implementation	File describing personal learning progress made during the course
10 hours a week x 15 months	Values & Principles	Issues of difference & Identity	Sector & Partnership Providers	
Practice, Supervision & Assessment	Methods & Skills	Self & interpersonal practice	Tackling inequalities	
Reflective Recordings & Placement File	Models & Approaches		Ideologies & Critiques	
(15 credits)	(30 credits)	(30 credits)	(30 credits)	

The training towards the qualification was delivered in partnership with two tutors from Bradford College, Andy Glen and Maggie Pearce. These tutors delivered training on various issues such as, social policy, community development and reflection skills. As stakeholders, both Bradford College tutors were consulted to see what their views on delivering this training were and to see whether they felt this training was relevant to individuals as Community Development Workers.

The questions, asked of the tutors, by email, and analysis of the answers can be found below.

Question 1: Which workshop/course did you run?

Answer: Post Graduate Diploma/MA in community work

Question 2: Were you given enough time for planning and preparation?

Answer: Yes = 0 No = 2

Question 3: Do you feel that skills gained from your course are relevant to the participants as community development workers?

Answer: Yes = 2 No = 0

Question 4: Did the diversity of the participants help in the running of the course?

Answer: Yes = 2 No = 0

Question 5: Did you personally gain anything from delivering the course to these specific participants?

Answer: Yes = 2 No = 0

Comments from the tutors

"We have taken the apprentices through a programme that explains the principles, values and skills of community development work, by giving them a knowledge framework they can use critically."

"We met some very committed and creative people who will excel as community development workers."

"It may have been beneficial for us as tutors to have visited the apprentices in their places of work, so we would have a better understanding of how to deliver the academic side in relation to the specific areas of work"

Analysis of results from the consultation with the Bradford College tutors

The following points have arisen:

Both tutors felt that they delivered adequate training to enable Apprentices to gain a post graduate diploma in community development

The programme of training covered relevant principle, values and skills of community development work. It was felt this would help individuals as community development workers

Both tutors felt that there was not enough time for planning the training course

Comments from CEAs

“Through it all I can look back to sessions as far back as the induction seminars when we explored who we were and how we communicated with others, then throughout the placement many of the assignments have been particularly pertinent - looking at the assignment around interpersonal skills, social policy etc. I can see how I have used many of the techniques to control myself and the situations I have found myself in”.

“I have managed to learn a considerable amount about community development work and also about the historical, political and social background required to do community work effectively”.

Further comments from CEAs

“I found the essay writing very difficult to begin with, as I was used to report writing, w tables and graphs, not arguing politics or social policy. I felt that I soon got the hang it, and started to enjoy the experience. The most difficult thing for me was looking at and who I was. I am not a reflective person, and have always been extremely pragmatic, about who was I? I didn't even know the answer to that myself so how cou begin to explain it to others”.

IT Training

IT training was identified as one of the main areas that the Apprentices wanted to be considered, as much of their work revolved around using IT for communication, research and the writing up of reports. Understanding email attachments was identified as a training need, together with publisher which was a programme most Apprentices had not used or they had tried to use and found their knowledge lacking. Humber and Wolds commissioned DATRIX Limited, a Leeds based training provider, to deliver both the IT and the facilitation workshops.

“Whilst outlook was not available on the PC's I felt that using file management provided very similar skills that could be applied to outlook and increase pc literacy.” Datrix Limited trainer's comments.

The file management training covered:

- Understanding file types
- Understanding file sizes
- Moving files into new folders, single and multiple selection

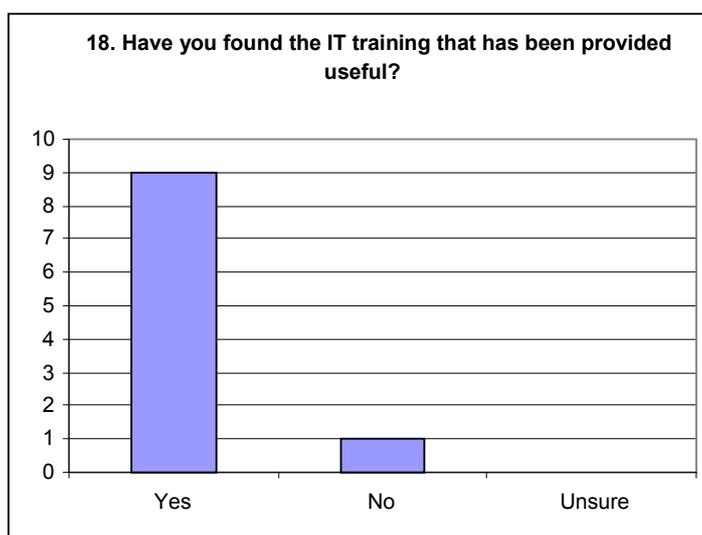
This information was closely linked to email, in particular file attachments, and understanding how to check file sizes before sending, why this is important, (Dial up, broadband, and limits imposed by companies). In addition, the

potential for transmitted viruses by email and whilst using the internet, (receiving file types with unrecognised extensions) was discussed at length.

Moving files in file management was also linked to the same process in outlook or any email programme when managing the inbox etc.

The publisher training covered:

- All basics of Microsoft publisher. Candidates now have sufficient knowledge to create a basic publication and produce pictures in communications effectively.
- Also incorporated were some tips in Word which we also used for moving information between programs.



Comment from a CEA:

“It was great to recap the basic skills but I also learnt a number of shortcuts which made working on word and other programs I use a lot easier and faster”.

The graph above shows the majority of the Apprentices found the IT course useful. Because all the Apprentices were invited to attend 3 x half-day training sessions each, and attendance was staggered over a six month period not all the Apprentices were consulted about the IT training. The results of the ten who responded to the questionnaire (Appendix 3 page 60) are to be found in the graph above and quotations included in the text are taken from them.

Facilitation Training

The CEAs were offered training which would give them awareness of how to facilitate both meetings and workshops effectively. The aim was to give them skills which could be transferable within their community development practice. This training covered:

- Group dynamics
- Group process techniques
- Communication skills
- Preparation for a meeting/workshop
- The role of the facilitator
- Exercising control

- Managing different agendas
- Dealing with challenging situations
- Characteristics of an effective facilitator

Feedback from a CEA on the facilitation training:

Comments from CEAs

"I found this to be one of the most interesting sessions I have been on, as it enabled me to refresh my facilitation skills that I had already developed in previous voluntary work. I found the section on dealing with challenging situations extremely helpful as this is the area where I most lack confidence. The facilitator suggested tips such as when somebody talks at length during a meeting you could simply thank them for their contribution and suggest it would be useful to get others perspectives. This training will help in my future community development practice particularly when people have conflicting agendas."

Both the IT and facilitation DATRIX trainers were consulted to learn their views on delivering this training and to find out whether they felt that this training was relevant to individuals as community development workers. See Appendix 9 on page 73.

Comments from the DATRIX trainers;

"It appeared from the verbal and written feedback from the delegates that the course contained useful information and was relevant to the type of situations which community development workers could find themselves in"

"From discussions with delegates, they are going to require skills in file management and publisher to complete their jobs. Particularly regarding file types and sizes, which cause many problems when emailing attachments. Most delegates are intending to use publisher and understanding graphics helps in many other programmes"

Social Accounting qualification

Training was given to the Apprentices on social accounting by Humber and Wolds colleagues Helen Anglum and Mary McGarry using an Open College Network (OCN) accredited course and following a workbook provided by the Social Accounting Network (SAN). During the training the Apprentices were joined by two Humber and Wolds colleagues. Each candidate compiled a portfolio covering the necessary steps to take when compiling social accounts.

The Apprentices gained first hand experience of this process by working in small groups to compile actual draft social accounts for the:

- ❑ ESF Apprentice Scheme
- ❑ Defra's Humber Rural Social and Community Programme (RSCP)
- ❑ Humber and Wolds Rural Community Council
- ❑ Boothferry Road Community Project
- ❑ National Rural Youth Network
- ❑ Pathfinder Community Empowerment Project

Training in social accounting has highlighted for the Apprentices the importance of evidencing all the work of an organisation and the need to maintain contact with stakeholders. In this way an organisation can ensure the activities that are undertaken are helping to achieve the objectives that they set out to do. The objectives are reviewed on a regular, preferably annual, basis.

The training covered:

- ❑ What are social accounts?
- ❑ The benefits and snags of social accounting
- ❑ Social, environmental and economic planning. Agree what are the mission, values, objectives, activities and stakeholders.
- ❑ Social, environmental and economic accounting. Decide the scope, collecting quantitative & qualitative data, reporting on impacts.
- ❑ Producing a draft set of social accounts

Feedback from CEAs

"I feel that the training could have been better organised in the early stages. However as the training has progressed I can now see the benefit of social accounting."

"Much of the knowledge I have now got is transferable and can further my career in a number of directions. I have learnt how to do social accounts, something that I had not heard of before starting this job, I hope to transfer my knowledge into doing social accounts for other organisations so that they can realise their potential and fully achieve their aims and objectives".

"The social accounting process is very time consuming but I can now see the benefits which it could have for an organisation, i.e. a document which can be shown to funders. Through doing the social accounts I have also gained experience in a variety of consultation methods which will come in useful when working out in the community".

Procurement Training

All the Apprentices and Hosts were invited to attend the training day provided by HWRCC, on procurement. It involved 3 speakers giving presentations

explaining what they did in the procurement field and explaining more about the topic. Afterwards everyone was split into 3 groups to talk in more detail about their views on procurement and how it could be used in the sector where they worked.

Aims of workshop

- ❑ To provide a knowledge of public sector procurement process
- ❑ To give the group a chance to contemplate their current capacity to engage with the process and where they need to be in the future
- ❑ To develop an action plan for organisations to decide their strategy and capacity development

Comments from a CEA – from evaluation sheet feedback

“Although this was fairly interesting, it was difficult to see how procurement related to the work we were doing and at times was a little heavy to take in”

Health and Safety Training

With the impact of the Health & Safety at Work Act of 1974, all employers have a duty of care to their employees and as part of that process, the CEAs received training from a University of Hull Health and Safety Department trainer in Duty of Care and the Management of Risk, looking at the statutory duty of employers and employees, as well as Risk Assessments, safety for lone workers and some practical exercises.

The table below shows the evaluation of the course

Questions	Very Good	Good	OK	Not very Good	Poor
Course Content?	8	7	2		
Value/usefulness of course?	7	6	2		
Presentation?	3	7	5		
Pace?	3	1	10	1	
Handouts?	7	6	2		
Audio Visual aids?	2	8	5		
Practical work (if any)?	1	7	7		
The chance to participate?	3	4	8		
Venue?	4	5	5	1	

Comments from CEAs

Is there anything else that you would have liked to have been included in the Health and Safety at Work course?

"I would have like to have seen a completed Risk Assessment"

"More on lone worker safety"

"More references to source"

"More practical exercises"

Evaluation sheet feedback

Have you any other comments on this course?

"Excellent course"

"Interesting, thank you"

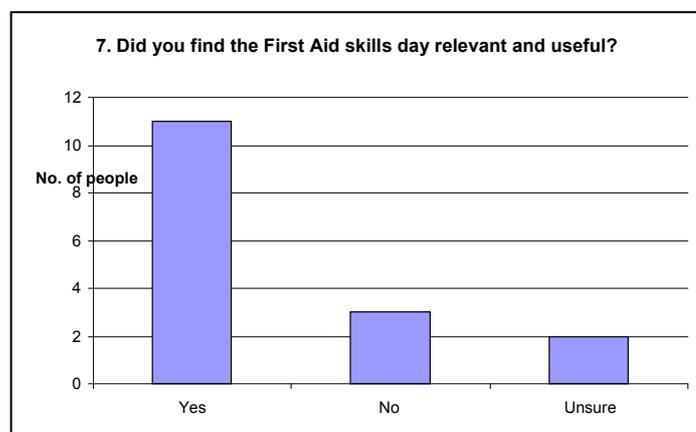
"(It was) difficult to link what he was saying to our role."

All the Apprentices were sent on either a half or full day certificated First Aid training course. The courses covered the basics of first aid including:

- Action to be taken at an emergency
- Treatment of bleeding
- Shock
- Burns - Treatment
- Broken bones and spinal injuries
- Heart attack
- Choking
- Eye injuries

Each section was covered with exercises and real life experiences narrated by the trainers. The exercises were observed and evaluated by the trainers. At the end of the day the Apprentices were awarded a Basic First Aid certificate.

As the graph shows, nearly all of the Apprentices found the first aid skills useful and relevant.

**Comments from CEAs**

"I found this really useful and it built up my confidence on how I would handle a situation"

"I am not sure that I would feel confident enough to put this training into action when out in the community."

Mental Health Awareness Training

One of the Apprentices training days was set aside to teach people about the issues surrounding mental health problems, which were provided by Humber Mental Health Teaching NHS Trust. Below is the agenda from that day.

Lesson Plan	
9.30	Introductions
9.50	Quiz
9.50	Group work scenario and feedback
10.30	Flip Chart – assessment features (history, psych history, physical health, family composition, support networks) Risk – identity areas (self, others, vulnerability, services)
11.00	Coffee
11.20	Video – Myths about madness
11.40	Feedback & quiz answers
11.50	Presentation (1 st 9 slides)
12.15	LUNCH
1.00	Presentation (part 2)
2.30	COFFEE
2.50	Vince – Case Study
3.30	Feedback
4.00	Vince – Postscript
4.15	Evaluation
4.30	Close

An introduction to mental health awareness was provided. The Apprentices learnt what mental illness is, and common perspectives of mental illness, signs and symptoms, barriers to communication and interventions were explained.

The workshop covered:

- History of mental illness
- Physical and psyche of mental illness
- Effects on the family
- Support
- Identifying areas of risk to self and others
- A video entitled Myths about Madness

Feedback from CEAs – evaluation sheets from Training

“Made me more aware of my own views and values on those suffering and what should be done.”

“I think it is very important to have awareness about such an issue particularly as it effects so many. It is highly likely that we will come across people experiencing mental health difficulties within the communities that we work in. I believe that it is important that people do not become disengaged due to their illness and that any oppressive behaviour is challenged.”

Conflict Analysis training

A two day course was set up by North Lincolnshire Strategic Partnership and funded by the Government, to deliver training on conflict analysis in relation to communities and partnerships. Places were limited and only two CEAs from North Lincolnshire and two from North East Lincolnshire were able to attend. The course consisted of short presentations on each particular topic followed by exercises where participants worked in groups to decide how they would deal with, and analyse, a community conflict.

Aims and Objectives

- ❑ To learn more ways to understand the dynamics of partnerships and models for analysing potential and real conflict
- ❑ To take responsibility for enacting tools/concepts
- ❑ To identify network opportunities for support and further development
- ❑ To understand how this relates to working for and sustaining community cohesion
- ❑ To think about partnership working and service delivery from the perspective of reducing conflict
- ❑ To apply the concepts learnt in the training for any network that is set up, if conflict arises in the partnership, or externally

Apprentices could use this training to:

- ❑ Develop projects for community consultation and participation
- ❑ Develop a rapid response network to enable grass roots, agency and other stakeholders to communicate effectively in the event of emerging conflict.

Feedback from CEAs on the Conflict Management Training

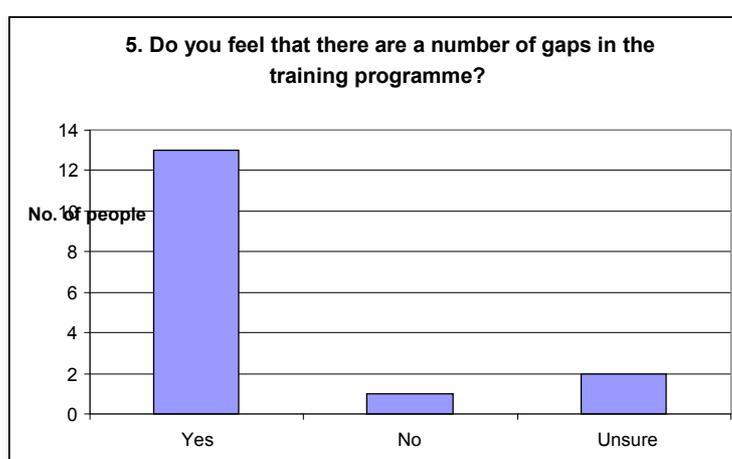
“The trainers were very knowledgeable and provided us with a lot of information relevant to our work. I felt that the training could have been covered in one day rather than been carried over to a second day.”

“Not only did it allow me to meet people working in the same field as me but in different areas such as the other side of Scunthorpe or even Grimsby and share ideas and create networks but also to learn a lot of skills and ways to deal with conflict within the community”

6.3 Further comments on Objective 1, Activity 2 Training the Apprentices in community development work

It was HWRCC's responsibility to train the 15 Apprentices on the course in community development work. This was to take place both before the Apprentices started their work placements and then throughout the rest of the course. All the headings above show the main types of training that took place over the course of the year. These results show the Apprentices general views on the whole section of training and learning specifically with reference to the community work practice.

This graph shows that the majority of Apprentices felt that there were a number of gaps in the training programme.

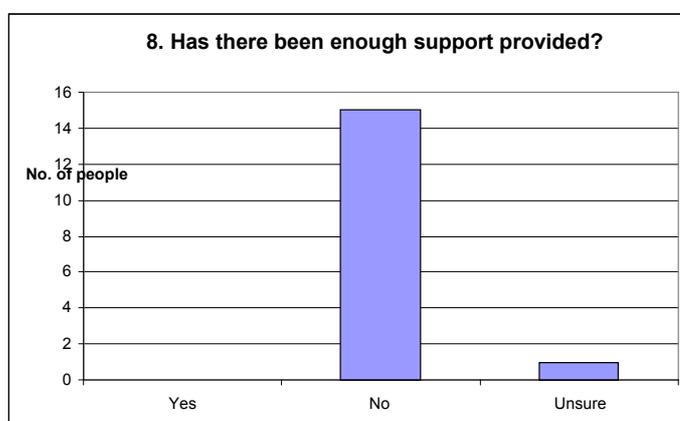


Comments from CEAs

“More time should have been spent on the following before we were sent on our placements:

- a) Resources for finding fund providers e.g. Funder Finder and how to use it.*
- b) More time on completing funding applications.*
- c) Roles of other HWRCC staff and when we should get them involved.*
- d) Some time working at an HWRCC office would have been an advantage.”*

This graph shows one of the major problems within the scheme. Nearly all of the Apprentices felt there was not enough support provided. This is definitely an area that needs to be looked at in detail and in future more support assigned to the CEAs perhaps, as one person suggested, in the form of a buddy scheme.



CEA comments on the support provided for them

“It was suggested at the Staff Meeting in December that the CEAs should have a 'buddy' assigned from the more experienced HWRCC staff. I think this is a good idea and sometime shadowing them in the early days could be useful before we go on the placements.”

“More help on placement (was needed, and) more guidance on what books to read”

A list of training needs identified by the Apprentices when they developed their individual learning agreements with their host and line manager can be found on Appendix 18 on page 85. Because the scheme concentrated on learning new skills it was important to question the Apprentices more than once during the course to find out if they felt that their learning needs were being met.

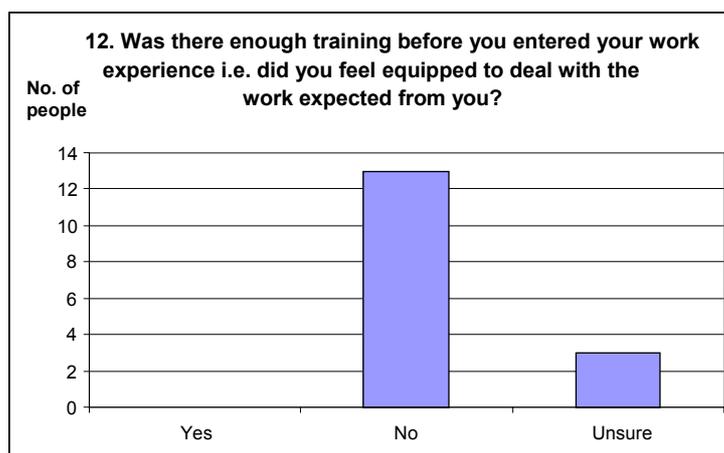
The table below shows which learning needs had been met or were in the process of being met, in March 2007 at the mid-point of the course. More than half of the Apprentices felt their learning needs had been met at the time they were consulted in July 2007. The table demonstrates how things had progressed and the improvements which had been made during the year with reference to the Apprentice's training needs in community development.

Learning needs	First Questionnaire	Second Questionnaire
Marketing and Publicity skills	13	2
Fundraising and funding skills	19	8
Gain knowledge on fund providers and how to apply	19	10
Finance and Budgeting skills	17	8
Events/Activities organisational skills	15	4
IT skills (How to use a pc more effectively for work)	16	8
Improve communication skills	12	8
Knowledge of how government policies impact on groups	17	6
Develop understanding of barriers faced by certain groups	16	6
Gain practical understanding of diversity	16	4

As the table shows, there is an improvement from the start of the course with a much higher proportion of the learning needs being met especially since this, the July 2007 set of questionnaires, only had 10 replies due to the fact that some Apprentices had obtained permanent jobs. The first set of questionnaires, in March 2007, had 19 replies and included colleagues working on the Pathfinder Community Empowerment Scheme who were participating in the same training. Note: These responses were collected verbally.

6.4 Objective 1: Activity 3: Arranging paid work experience with host organisations

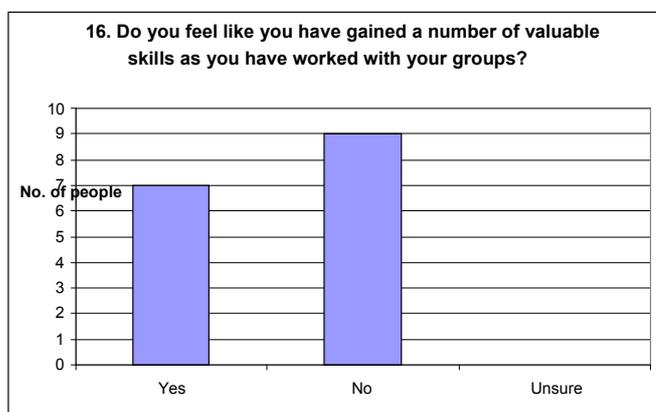
The graph below shows that many of the Apprentices felt they went into their placements far too early. In particular they were still unsure what to expect in the field and felt under-equipped to deal with the work expected of them.



Comment from a CEA – CEA file reflections

“In my first meetings with the community I realised that there was a lot I didn't know, and when questions were raised I had to say 'sorry I don't know the answer to that but I will find someone who does and get back to you'. You can get away with that once or twice in a meeting, but if you do it a lot then people can quickly lose confidence in you. So more practical knowledge before we start.”

The variation shown in this graph is probably due to the great differences in work placement opportunities which affected the CEAs opportunities to work with a range of groups.



At the end of the course a similar questionnaire was used to the one distributed after only a few months. In the first one, the majority of the Apprentices said that they had learnt very few skills. This time all of the answers came back saying that they had learnt a number of valuable skills within the community where they worked. Another great step forward was that many of the Apprentices now also felt they had received enough skills and understating of community development work to be able to progress in this field. A fantastic step forward compared to the original data at the start of the course. All community development takes a considerable time to get set up within the community. The worker has to build the necessary relationships with the groups. It may seem like very little is going on at the start, but

as the research and results show, by the end of the scheme a great deal of progress had been made.

Comments from CEAs about their work experience – from CEA file reflections.

“It turned out that I could apply a lot of what I have learnt from the course to my job, especially, finding out about funding and how to better apply my people skills. This course has given me greater confidence in the work place. Having strong background knowledge in the sector has made it much quicker to adapt experiences in the work place. Vice versa I have also found that a lot of experience I have gained at work I have been able to apply to my studies”.

“The main thing I took away from working with community groups was that you have to adapt to working at their pace and learn how to motivate and encourage them, which is different to working with people at college who are attending college to achieve something for themselves”.

“Overall I have had a great experience and have learnt so much it is hard to put down on paper, I feel I have helped and have been a support to other which is what I wanted, I wanted to succeed in this field of work and continued to learn and grow in experience. As the placement is coming to an end I have some very good news, I have applied for a job at my placement and have got it, I start work in September”.

Reflecting on the variety of host situations (see table on page 12)

Where possible the CEAs were placed, to gain work experience, with a voluntary sector organisation and a named colleague to act as host and mentor. The obvious choices were Hull CVS, VANEL, VANL, Artlink Exchange, The Waterways Museum and Boothferry Community Project. CEAs with these hosts had access to email, Internet, telephone, office space and, most important, colleagues with whom they could inter-act.

Community groups, such as Beverley Memorial Hall, did not employ staff, and Holderness Area Rural Transport had a part-time coordinator, so the CEAs placed there were rather isolated. One CEA was placed with two parish councils where the part-time clerks acted as his hosts, and although he was given office space there was seldom anyone to work with. These CEAs were encouraged to come into the HWRCC office at Market Weighton or Driffield where they were made welcome.

Two CEAs were placed at resource centres, where they had some access to resources, and a room to meet members of the public on a one-to-one basis without the embarrassment of going into their own homes. It was hoped that the mentors would have been council employees, but as the two chosen were on long term absence, a local councillor and a community activist stepped in. The two CEAs placed in the North and South Scunthorpe policing areas were successfully mentored by council staff, and one in the Bainton area by a vicar, and these hosts worked alongside the CEAs enthusiastically.

7. Report on Activities aligned to Objective 2

Objective 2: To increase the capacity of community groups - their ability to help themselves

Objective two of the project is concerned with assisting individuals, groups and social enterprises and the activities reflect the kind of help and support the Apprentices could be expected to deliver over the course of the placement. In some cases the Apprentices placements were such that they worked with just one or two groups regularly throughout the whole placement and in other instances, were in contact with a number of different groups and individuals.

7.1 Objective 2, Activity 1: Supporting existing community groups

It was expected that a variety of experiences would be encountered whilst working in the communities and although each Apprentice placement was different, a number of groups were consulted and assisted during the scheme.. In total, up to July 2007, 114 groups had been assisted by 15 CEAs (see Appendix 9 on page 73), these ranged from scout groups to over 55s social groups and were as varied as the CEAs experience on their placement.

Table showing breakdown of community groups assisted:

Community Groups	Number Assisted
Art, Music and Drama	8
Over 55s	9
Youth	16
Voluntary & Community Groups	9
Sports	4
Children	5
Refugee/Asylum Seekers/EU Workers	2
Village Halls	5
Strategic Organisations	10
Parish & Town Councils	5
Parish Plan Groups	2
Women's Group	3
Museums	3
Church Groups	2
Allotment Societies	3
School Associations	2
Crime Prevention Groups	3
Residents Groups	6

The work with community groups has been categorised in the table above, to show both the variety of organisations that were assisted by the CEAs and also

areas where a future project might look for placements in categories with lower numbers assisted. In addition, further investigation should be carried out to ascertain the reasons behind the differentiation in groups assisted in each category and whether there is scope within the organisation to build on the successes. As the organisation is going through an intense period of change, much of the consultation/investigation on the above will be held in abeyance until all the proposed re-structuring has taken place.

The work that was done with the community groups should have been a lot more detailed. Unfortunately, due to the lack of response from the Apprentices at the beginning, and right at the end of the scheme, this section was not as comprehensive as it might have been. In the future, right from the start, information about groups being supported and the nature of the help being given, needed to be more clearly evidenced.

These quotations were taken from individual CEA reflection files compiled by the candidates for the Diploma in Community Development.

Comments from CEAs:

“A lot of the times I made plans with the leaders of the groups in ways in which I and they can improve the community such as the implementation of a dream scheme, the involvement of the youth in other areas such as the young persons focus group or the ‘xpress’ group”.

“It was with some of these other groups which I was able to help more with plans for change or to take collective action such as with the ‘xpress group’ and the day we planned their presentation to youth organisations in the Scunthorpe area, and also ways of increasing members through new and innovative advertising methods”.

“My part was to encourage collective action to hold a coffee morning to raise awareness of the community in regards to crime prevention by the crime prevention groups. Gathering information was done by visiting the local delivery group and attending the police authority meeting. I therefore assisted the group in putting an agreed plan into action”.

Comments from CEAs:

“At the end of my placement I have worked with 15 community groups that include a cyber café, 2 village committees, and an allotments association, 2 youth groups, a disabled group and various neighbourhood and residents associations. I had also made contact and worked with 10 other community agencies, like the Humberside Playing Fields Association, local council and worked closely with some of my HWRCC colleagues on potential projects like multi use games area. I found making contact very easy, provided I was well prepared and knew a bit about the organisation before hand. The few hours a day I spent walking around Immingham in the first week paid off, because when I met groups I knew the areas they where talking about”.

Examples of community groups supported by the CEAs in Sept - Dec 2006

Acorns Partnership	Lesley Cutts
Barton to Cleethorpes Community Rail Partnership	Joanne Dixon
Barton Town Council	Joanne Dixon
Beverley Film Club	Carole Johnson
Bingo Babes (Wilberfoss)	Nick Reeson
Cottingham Youth Centre	Louise Hartley
First Immingham Scouts	Dave Clarke
Friends of the Barton Line	Joanne Dixon
Goole Crime Prevention Panel	Chris Wright
Goole Surestart	Chris Wright
Holderness Volunteer Centre	Steve Blake
Hornsea Community Events Voluntary Organisation	Steve Blake
Hornsea Pop-In	Steve Blake
Humberside Police, Barton	Joanne Dixon
Immingham Allotments Association	Dave Clarke
Insainiacs	Lesley Cutts
Local Network Funding	David Mills
Local Police	Chris Wright
LSP – North Lincs Council	Lesley Cutts
Magiic TARA	Dave Clarke
Neighbourhood Action Team – Safer Communities	Chris Wright
North Holderness Heritage Development Project/Hornsea Museum	Steve Blake
North Lincolnshire Local Food Partnership	Lynn Womersley
Northern Rail	Joanne Dixon
Over 55s Group (Wilberfoss)	Nick Reeson
PAGER (Pensioners Action Group East Riding, Hornsea Branch)	Steve Blake
Riddings Drop In	Lesley Cutts
Riddings Housing Association	Lesley Cutts
Riddings Youth Centre	Lesley Cutts
Silverlink Youth Drama Group (Stamford Bridge)	Nick Reeson
Simply Gardening	Joanne Dixon
Stallingborough Village Committee (STAG)	Dave Clarke
Steering Group (Project: Facility improvements Wilberfoss)	Nick Reeson
Sunday Live	Carole Johnson
The Goddards	Chris Wright
Voices Forum	Lesley Cutts
Volunteer Bureau (Part of VANL)	Joanne Dixon
Westcliff Fellowship Club	Lesley Cutts
Youth Focus Group (Wilberfoss)	Nick Reeson
Youth Football Team (Wilberfoss)	Nick Reeson

7.2 Objective 2, Activity 2: Assisting groups seek and apply for funding grants to develop their activities

Almost all CEAs signposted groups to funding opportunities, and assisted through the process by consultation, research, collecting letters of support, preparing policies and constitutions, and supported them in the writing of funding applications. Evidence for this comes from a number of feedback forms, minutes of meetings, correspondence and other data collected from the CEAs by the monitoring officer at quarterly intervals throughout the scheme.

Examples of the groups supported by the CEAs in respect of grant funding bids can be found in Appendix 12 on page 75 under Economic Impacts.

8. Report of Activities aligned to Objective 3

Objective 3: To increase the capacity of the voluntary & community sector

8.1 Objective 3, Activity 1: Supporting the host organisations through the work placement

The purpose of the Apprenticeship project within Humber & Wolds Rural Community Council, was to train 15 people to become trained and qualified Community Development Workers with the aim of increasing rural and deprived urban community capacity, increasing social capital, have more rural people connected to economic and learning opportunities and provide targeted improvements/impacts on rural economic/social exclusion and deprivation.

In order to do this, the Apprentices were sent on work placement with a variety of host organisation within the Voluntary and Community Sector in the Humber sub region, where they learned the skills needed to become Community Development Workers. Hosts were tasked as part of their remit to provide placements for the Apprentices and to provide feedback on those they had been mentoring. The feedback from the hosts can be seen in a table under Activity 2, on page 40 below, which gives a clear indication of how far the Apprentices had moved in the training and what still needed to be achieved at the time of writing.

Humber & Wolds Rural Community Council staff found that the Apprenticeship Scheme had given them the opportunity to share the intricacies of their work with others. Through careful mentoring and support, they encouraged the Apprentices to take the lead in some of the work they carried out with community groups. This enabled the Apprentices to see at first hand the variety of work performed within an organisation such as HWRCC, with its positive and negative sides.

Consultation about the Apprenticeship scheme took place with other employees of Humber and Wolds Rural Community Council at a staff meeting in June 2007. Comments were gathered using an H Form, a Participatory Appraisal technique, concerning the positive and negative aspects of the scheme as well as suggestions of how the scheme could be improved. This consultation contributed 22 negative comments, 24 positive comments and 15 suggestions of how to improve the Apprenticeship scheme.

HWRCC Staff negative comments

The negative aspects showed that many colleagues felt that they were not provided with enough information on the Apprenticeship Scheme during the early stages. This appears to have been one barrier which prevented the Apprentices from integrating into the wider HWRCC organisation. A number of colleagues also felt that there was a lack of understanding with regard to the Apprentices and hosts role within the scheme. Others stated that they felt that there had been a lack of support for the Apprentices, in particular from other HWRCC colleagues.

Comments from HWRCC Staff

“More information should have been given to HWRCC staff about how the apprentices would be working, so we could have worked effectively together”

“Very shaky start to the project with staff and CEA’S not clear on their role”

“Lack of support and cooperation of colleagues at HWRCC”

HWRCC Staff comments on how to improve the scheme

Employees also offered suggestions in which the scheme could be improved. The general consensus was that scheme could have benefited from using the existing HWRCC colleagues as mentors for the Apprentices. This would have helped to integrate the CEAs into the organisation itself and its existing projects. Others felt that lessons could be learned from carrying out the scheme, which needed to be built upon.

Comments by HWRCC Staff:

“Could use existing staff to help/mentor CEA’s better”

“Much more work shadowing of project workers would have been useful”

“Work closer with HWRCC projects to help achieve mutual benefits”

“Potentially a very good scheme, need to build on first years experience”

HWRCC Staff comments on the positive aspects of the scheme

Many staff members commented on the fact the Apprentices were able to bring further skills to the organisation. Others felt that the scheme helped to raise the profile of HWRCC and Community Development and that communities did directly benefited from the Apprenticeship scheme.

Comments by HWRCC Staff:

“Dedicated and motivated group of individuals willing to learn and communicate”

“Lots of skills and experience brought to the wider staff team”

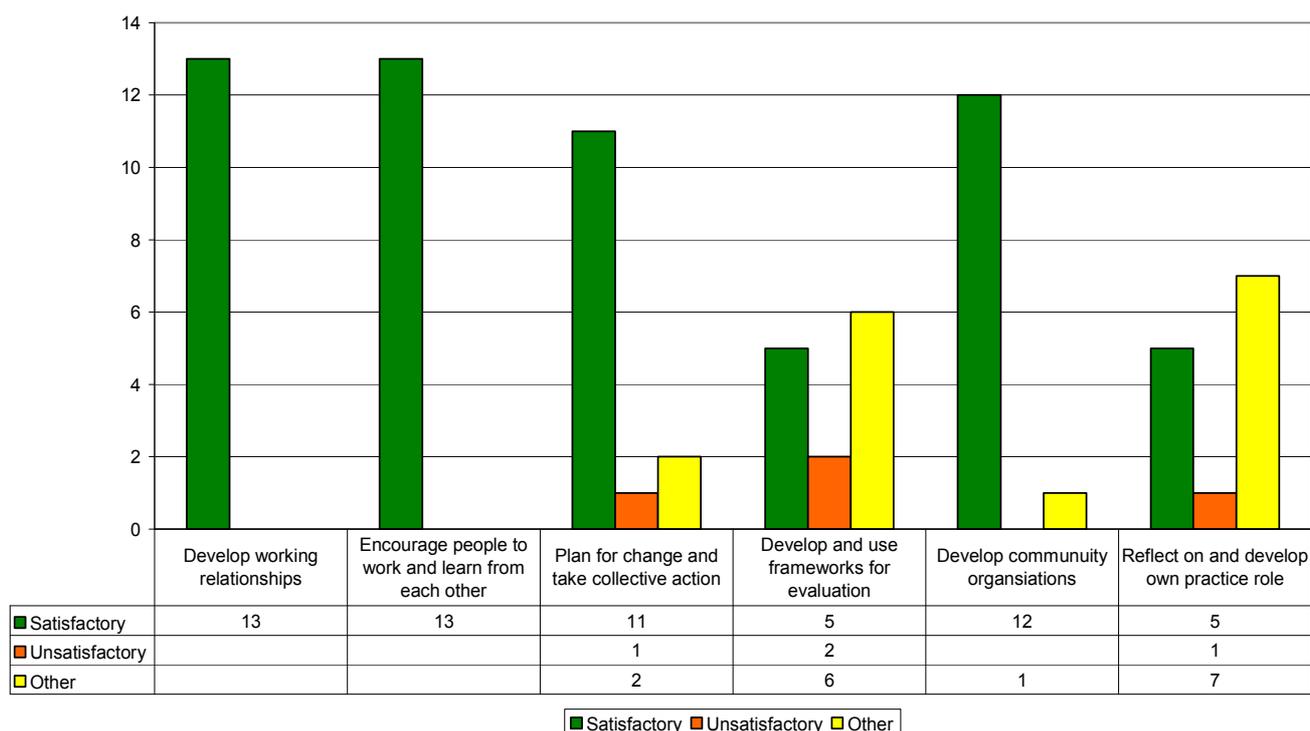
“Project has concentrated on our objectives thus providing more community development workers”

“The community benefited greatly from the scheme”

8.2 Objective 3, Activity 2: Impact of the scheme on Hosts

Each of the hosts was asked to rate the Apprentices performance to date against National Occupational Standards in Community Development Work. 13 Apprentices were appraised through this system and the results are seen in the chart below. At this point in the scheme there were only 13 Apprentices. Two having left for family reasons because a close relative was seriously ill.

Apprentice Performance Evaluation



As can be seen from the diagram above the Apprentices gained considerable experience in Community Development Work through their hands-on involvement within the host organisations, and were able to make positive contributions to community groups they worked with through their hosts. The challenges for the Apprentices varied according to the placement and in common with all community development work, took time to gain the trust and confidence of the groups they worked with in the field. The areas for improvement relate more specifically to the format for reflection and evaluation of the work they completed and this situation was addressed through more reflective practices.

Comments from Hosts about Activity 2

“(The CEA) worked with, and sat in on, Parish Plan meetings, attended Parish Council meetings and met all the councillors, helped form the Youth Drama Group and then worked with them on funding and using other facilities. (The CEA) started a new Skate Park group with relevant materials”.

“Chris has taken responsibility for meeting her learning outcomes through meeting community groups regularly, learning about local and regional funding opportunities and getting involved with community activity at the placement. She is also looking at Social Accounting and helped prepare a cafe social enterprise business plan.”

“Being host to a community apprentice has benefited the North Lincs Community Transport Team of HWRCC in the following ways:

- Enabled us to improve our governance of the projects, by creating a system to mitigate the risks the projects are exposed to and enhance our duty of care policies.*
- Enabled us to catch up on a back log of work, which means we can now produce statistics to support our claims about the amount and type of work we undertake. This is particularly useful when talking to potential funders and submitting claims etc.”*

Hosts were asked by email, how the placement scheme had worked in their organisation and how the scheme could be improved. See Appendix 10

Responses from Hosts about the project

"I don't think there have been any instances when playing host to a community apprentice has been detrimental to us.

The experience of hosting an apprentice could be improved by altering the pattern of training/experience. i.e. putting in place a block of training followed by a block of work experience.

We only became a host to an apprentice part way through the year. If we were to be asked to be a host in future, I think we would be able to provide a better experience for the apprentice if we were involved from the start. It would have been useful to have a better understanding of what the apprenticeship scheme was trying to achieve, so that we could have planned what we asked the apprentice to do to maximise the benefits to all concerned i.e. to ourselves, the apprentice and the apprenticeship scheme as a whole."

Margaret Credland – North Lincolnshire Community Transport Co-ordinator

"I hope this helps to clarify our current position/experience.

Q1. Our first apprentice prove very beneficial given that she already had some community based experience and also knew 'the patch' geographically and demographically very well. Therefore minimal supervision was required.

The apprentice has gone on to be an extremely effective full time Neighbourhood Engagement Worker. This placement therefore proved beneficial to our organisation.

Our second apprentice placement is most detrimental to our organisation. We do not have sufficient time to supervise and oversee the work and the apprentice is on a very steep learning curve due to lack of community experience and knowledge of the area. I would add that this is no fault of the apprentice. She is very keen and undertakes tasks as requested albeit with much additional support required. Our problem is that we are all fully (and overly) occupied and do not have the luxury of the 'spare' time needed to supervise this placement.

Q2. With our current workload and contractual commitments, we cannot commit to any future placements at this stage in our organisation's development.

There is really no action the scheme can take to improve this because we need to focus on our key priorities for the next 3-5 years, which include employing full-time qualified and experienced development workers."

Paula Grant – VANEL – (Voluntary Action North East Lincs) 2nd Sept. 2007.

8.3 Objective 3, Activity 3: Providing qualified candidates for employers

Yorkshire and Humber Regional Development Plan, on page 23 of the Labour Force Survey written three years ago highlighted the fact that many economically inactive people in the Region were out of work but did not satisfy the criteria of International Labour Organisations to be classified as unemployed. The economically inactive include discouraged workers who believe there are no jobs for them but who would like to work and many with latent potential. Economic activity is very high in the Humber sub-region, with a total of 23%, and in Hull alone; the figure is 30% of the adult population. Inactivity rates are highest among the over 50s. Consequently the Apprenticeship Scheme targeted people who had previously been discouraged from work, possibly through domestic responsibilities or rural isolation, over 50s and young people in low skilled employment with latent potential.

The first to be recruited was Penny Thompson in Grimsby who joined the staff of Shoreline Developments as a neighbourhood worker in December 2006. In February 2007, Joanne Dixon left the scheme to become the Sustainability Officer at Grimsby Community Press Office working with 8 community newsletters. Her background in Media, combined with the recent community development training made her an ideal candidate for the post. Joanne managed to continue her studies, supported by her new employers, and completed the Diploma in Community Development in September 2007.

Carole Johnson was offered two part-time jobs in July, but put off starting one of them until 21st August, the day all the assignments for the Diploma had to be completed. One post is working for Develop Our Communities with young people in the Goole area and the other for Holderness Area Rural Transport as a volunteer co-ordinator. Claire Williamson left at the end of August to work for Boothferry Community project, where she had been on work placement, as reception manager. Both Claire and Carole completed the Post-Graduate Diploma in Community Development and attended the degree award ceremony at St Georges Hall in Bradford on 7th November.

Other CEAs completing the award include Lou Hartley, now working at the Warren in Hull. Lou was not a graduate before she started the scheme, so her achievement was particularly remarkable. David Mills and Stephen Appleyard, although currently employed, are looking for work in the voluntary sector alongside David Clarke and Chris Wright who also achieved the Diploma. Dee Beckett, who left in January 2007, has her own design business, Diane Mickleburgh has gone into retail and Alaba Saliu is still looking for work. Alaba is in her third year of a Business Studies Degree at Grimsby College and Diane is doing a Higher National Diploma in the same subject.

9 - Views of HWRCC Trustees about the Apprenticeship Scheme

The 26 trustees of HWRCC were asked about their views and opinions on the Community Empowerment Apprenticeship Scheme. Unfortunately only two trustees replied, their comments can be found below.

"I have monitored its progress with interest to assess how it developed and how it is accepted in the areas it operates. Projects can only succeed when the project workers have a keen interest in the work and their own development together with sound administration and direct management including not only appropriate policies in place but that the project workers are informed of every aspect of those policies, their remit and their personal responsibilities.

Having listened to comments on the development of the present scheme I find the following:

- ❑ *The Title of Apprentice I think inappropriate. Some members of the public associate this with the worker having little knowledge and this can be used as a put down in discussions.*
- ❑ *The general consensus that the 16 hrs per week. is inadequate, but that is due to financial constraints.*
- ❑ *I feel the Scheme has been on the whole a huge success. The project workers have been accepted and appreciated in most areas and progress is continuing.*
- ❑ *I am pleased to see many of them have made innovations and developed other ways of working together within their areas and even spread these ideas throughout the Group.*
- ❑ *I believe three of the original group have gained full employment through their involvement in the Scheme and their developing understanding of community life and the training given both through the scheme locally and through the Bradford University.*

I do hope the scheme will be financed to continue as it has become an extremely successful pilot and hopefully taken as a best value scheme and spread nationally.

Congratulations on the success"

Jean Turner Vice-Chair of HWRCC Board of Trustees

"Thank you for your e-mail. I am a new member to HRWCC and don't know enough about the Council as yet to be able to answer or give any feedback. Sorry I can't help on this occasion."

Margaret Solomon

10- Environmental Impact

HWRCC understands the implication of its Environmental Impact on its area of work , as well as the individual communities and groups that it supports. The current policy was defined approximately two years ago (please see Appendix 14 on page 78). Currently this statement is being revised by the management team and an Environmental Audit of the four offices used by the RCC is currently underway.

The CEAs attended the Beverley “Green” Fair, to promote the governments “E”-Agenda, which is based on four key dimensions:

- ❑ E Service: the electronic delivery of government information programmes and services over the internet
- ❑ E democracy: the use of electronic communication to increase participation in the public decision making process
- ❑ E commerce: the electronic exchange of money for goods and services such as tax and utility bills, vehicle registration and recreation programmes, or government buying supplies and auctioning surplus equipment
- ❑ E management: the use of information technology to improve the management of government, from streamlining business processes to maintain electronic records, to improve the flow of electronic information

The following 23 organisations were signed up to the agenda by the CEAs:

Hull Stop the War Campaign	Grimsby Vegetarian
Holistic Vet Care	Bees Knees Apiary
St. John’s Ambulance	Luda’s Convoys
Scrapstore	Broomsticks
Rainbow Centre	Norwood House
Hull Unitarian Church	Cottingham Youth Centre
East Yorkshire Animal Rights	Windmill Plants
Ethical Look.com	North Holderness Community Transport
Friends of the Earth (HULL)	Hull & District Territorial Army
Beverley Arts Trust	Beverley Memorial Trust
Fascino	Mires Beck Nursery
Real Aid	

11 - Economic Impacts

Each of the nineteen community Empowerment Apprentices employed during the life of the scheme has been trained in how to support individuals and community groups to access funding. Many groups were helped to prepare business plans, undertake consultation, research funding opportunities, prepare constitutions, child protection, health & safety or equal opportunities policies and funding bids. Money levered in was used to help set up parent and

toddler groups, bingo clubs, tea dances, youth clubs, sporting clubs and musical groups of all descriptions. Local suppliers were used, local people employed, and local village and church halls have become more sustainable through the support given to new and existing groups resulting in increased use and bringing in increased revenue in terms of rent and room hire.

For example, Apprentices supported the following groups, among others, with successful funding bids each ranging from £200 to several thousand pounds.

Carole Johnson: Beverley Leisure group, Sunday Live and Beverley War Memorial Hall

Caroline Newman: Ealand Village Hall

Chris Wright: St Mary's RC Primary School and Market Weighton Pre-School

Claire Davidson: Pooh Bear Reading Association, Hull Disability and Developing National Association of Street Artists Communities

Claire Williamson: Goole Parent Teachers Association, Play Group and Ex-Services

Dave Clarke: Immingham Sea Cadets, Immingham Cyber Café, Bright Spots Club and Immingham Allotment Society

Dave Mills: Medina Youth Organisation

Lesley Cutts: Acorns Dream Scheme and Hillside Rangers Football Club

Louise Hartley: Cottingham Youth Centre

Nick Reeson: Wilberfoss Football Group, Wilberfoss Over 55s Group, Wilberfoss Community Centre Committee, Stamford Bridge Youth Drama and Stamford Bridge Youth Club.

Penny Thompson: Third Scouts Old Clee

Stephen Appleyard: Middleton Youth Club, Middleton Cricket Club, Middleton on the Wolds School Association

Steve Blake: Hornsea Disabled Club

12 – Compliance

Firstly, HWRCC complies with the law as a registered charity. HWRCC achieved over 80% of the PQASSO quality standards, and now complies with the standards set by Action for Communities in Rural England Quality Standards. (A.C.R.E is the parent body of all the Rural Community Councils.). After achieving level one in all nine standards, Humber and Wolds Rural Community Council earned recognition for the standards from DEFRA.

All Apprentices were cleared by the Criminal Records Bureau, in order to enable them to work with all sections of the community such as young children and vulnerable people.

The project complied with all Humber and Wolds Rural Community Council policies including those relating to Health and Safety, Data Protection and Equal Opportunities.

The host organisations and the places where Apprentices were working underwent Health and Safety checks with a member of HWRCC staff, to ensure that these premises complied with relevant legislation.

Tables showing HWRCC procedures from the Staff Handbook

Procedure	Current Version
Recruitment and Selection	December 2005
Employment of ex-offenders	December 2005
Disciplinary	December 2005
Grievance	December 2005
Capability	December 2005
Dignity at Work (relates to Disciplinary Grievance and Harassment and Bullying)	December 2005
Harassment and Bullying	December 2005
Induction and Training	December 2005
Appraisal	December 2005
Leave	December 2005
Managing Absence	December 2005
Family Friendly Procedures	December 2005
Statutory and Occupational Sick Pay	December 2005
Time off for Public Dates	December 2005
Health & Safety	June 2007
Lone Working	December 2005
General Fire Safety	December 2005
Safe Contact with the Public	December 2005
Data protection	December 2005
Installation and use of Display Screen Equipment	December 2005

Tables showing HWRCC policies from the Staff Handbook

Policy	Current Version
Alcohol & Drugs	December 2005
Bank Holidays – Part-time staff	December 2005
Car Policy	December 2005
Complaints	December 2005
Confidentiality	December 2005
Data Protection	December 2005
Environmental	December 2005
Equality	December 2005
Expenses	December 2005
Fraud & Corruption	December 2005
IT Policy	December 2005
Mileage Payment – change of office	December 2005
Mobile Phones	December 2005
Qualification Courses	December 2005
Redundancy	December 2005
Secondment Agreement	December 2005
Smoking at Work	June 2007
TOIL Policy	December 2005
Working From Home	December 2005

13 - Financial Information

ESF CEA Scheme	Actual April 2006 - March 2007	Actual April - Oct 2007
Income		
Balance b/f	0	6,638
ESF	90,400	32,844
RSCP	27,500	27,500
HumberSide Learning Consortium	50,000	0
North Lincolnshire Strategic Partnership	20,000	0
Other Income	600	2,400
Total income	188,500	69,482
Expenditure		
Salaries	46,988	29,932
Travel	3,533	2,288
Training	2,782	985
Management Fees	4,000	1,532
Rent	5,850	1,950
Recruitment	8,447	0
Office Costs	3,824	2,262
Trainees Allowances	67,770	42,105
Trainees Support	1,815	1,254
Training Fees	18,577	2,044
Trainees Travel	13,555	6,679
Capital Equipment	3,704	0
Publicity	118	640
Professional Fees	900	0
Total expenditure	181,862	91,671
Surplus/(deficit)	6,638	(22,189)

Note on Other income:

£600 for helping to organise the Social Audit Conference in York in December 2006

Donations from 4 host organisations and one charity trust: £2,100

Contribution from Rural Youth Network: £800. A further £800 was due.

Other income expected from the European Social Fund will cover remaining costs.

14 - Conclusions & Lessons Learnt

Objective One: To Increase the skills, knowledge and understanding of Individuals.

Lessons Learnt: Objective One, Activity One: Recruitment of CEAs

Overall the Recruitment day was relatively successful with candidates asked to undertake two activities which were well received and these activities allowed all the candidates to meet the various people, including Bradford College Trainers and Humber & Wolds staff, with whom they would be working with over the next sixteen months.

The only problem seemed to be the misunderstanding regarding how the interviews were set up in the afternoon period. The panel selected candidates for interview after careful consideration of the morning's activities. Some had not performed well in the tests, although thought to be worthy of further consideration. The panel had reached a consensus on the best candidates and those who were rejected. The names of the candidates in both these groups were posted, in random order to avoid humiliation and neither group were required for the afternoon session.

In hindsight, the process was not communicated clearly enough to the candidates, as some of the best believed they had failed. In future, if the project runs again, the procedure will need to be explained more fully or the procedure changed.

Lessons Learnt: Objective One, Activity Two – Training the Apprentices in Community Development

The Post Graduate Diploma (PDG) in Community Development

At first the Apprentices felt that the PGD in Community Development was too difficult and did not necessarily need to be of such a high level. The theory often did not correspond to the work in the field, making it harder to relate to. The tutors also found there was insufficient time to plan the course in detail and more time should be given to the planning stages if the scheme is to be carried out again.

More contact between the tutors and the Apprentices' places of work would have allowed for the course to be more tailored towards the practical work. It has since been suggested that there could be other ways of facilitating the training and work experience. This includes working a block of 6 weeks in each particular area.

Although there were a few problems associated with the PGD training, the majority of the Apprentices have now successfully gained their Post Graduate Diploma in Community Work.

Both trainers believed that the training provided was relevant to the Apprentices in their role of community development workers. IT was an area highlighted by the Apprentices themselves that they required training in, and this was further backed up from the comments of the trainers. Further investigation into the extent to which the Apprentices actually used IT and facilitation methods during the project would have been useful to know for future reference.

Training delivered by HWRCC and other agencies

Most of the practical training in community work was delivered by HWRCC, through supporting the work based learning experience by regular visits from the project leader. The CEAs on the scheme were aware of their own ignorance, but it was difficult to decide how much training they needed, to gain the confidence that would make them effective in the field. Much of the information given during the induction period seemed irrelevant and was soon forgotten, although Bradford College and HWRCC both issued useful handbooks that could be referred to.

The training in community work was always going to be difficult as a lot of the learning was to be done through work experience and learning on the job. This was most likely why there were a lot of negative comments at the start of the course as can be seen in the graphical evidence and from a number of quotes. Looking at these, there are definitely areas to improve upon or at least look at new ways of doing some of the training. For example; whether more training was needed, or a better explanation of what was to be expected of the Apprentices, particularly before they entered the community and began their work experience.

However, the positive side of things was that the first set of results emphasised a number of areas that needed looking at and HWRCC, where possible, provided the extra training in these areas.

Looking at the work experience section you can see that there were major differences between the beginning and end of the course. At the start many people felt unsure what was expected from them or even how to progress. The graph on page 39 refers to the skills learnt during the first few months.

It was particularly difficult to analyse the work based learning as everyone experienced a different type of work and environment. Not only this but as mentioned above, it takes a long time to integrate into the community sector and the first set of questions may not have really been relevant but we did not know this at the time. Further more, as mentioned the Apprentices experienced different atmospheres and environments which would have affected the results and data here, due to the fact that some worked in rural areas and seemed to have worked primarily with older groups whilst others

were working in urban environments and included a greater variety, including minority groups. Looking at this and the results, it might have been better to have mixed up the Apprentices more and possibly worked in a pair system where one stayed an extra month or two so the lines of communication were not lost with the community groups. Then all the Apprentices would have gained valuable skills from each other and work with and experience engaging with many different groups.

Lessons Learnt: Objective 2, Activity 2: Assisting groups seek and apply for funding grants to develop their activities.

A system was implemented later in the placements that gave all the CEAs the same format of monitoring forms to complete with their groups and in future it would be advisable to have a clear structure such as this for monitoring the activities of the CEAs with their groups from the start of the project, to ensure a uniform standard everyone could follow. Due to this lack of structure it is likely some of the assistance given by CEAs has gone unnoticed over the accounting period.

Lessons Learnt: Objective 3, Activity One: Supporting the Host organisations through the work placement.

Consulting with Humber and Wolds colleagues proved very useful in identifying areas of the Apprenticeship Scheme which needed to be improved.

Using colleagues as mentors to the Apprentices would have helped to maximise the resources available and increase both the Apprentices' and current employees' understanding of the scheme. The above comments showed that this was one of the main problems that the current community workers had about the scheme. As well as this, it would also help to rectify the earlier views expressed by the Apprentices regarding the lack of support they felt they had been given.

Lessons Learnt: Objective 3, Activity 2 – Impact of the scheme on the Hosts

Hosts need to be better informed about the wider Apprenticeship scheme before signing up as mentors

- HWRCC needed to find better ways to inform hosts about the Apprenticeship Scheme before they sign up as partners in the scheme.
- It needs to be taken on board that within the Voluntary and Community sector, organisations have limited capacity to provide supervision and guidance to Apprentices and therefore the organisation needs to be very careful with the placements to ensure that this aspect of the Host contract can be adequately fulfilled.

This is the first year of the Apprenticeship Scheme and much has been achieved. There are always will be teething problems in any new venture. HWRCC must ensure that from these conclusions an effective method is produced to overcome the issues identified.

Lessons Learnt: The work based learning experience

Recommendations for the future are that it might be better to mix up the Apprentices more and maybe work in a pair system where one stays an extra month or two so the lines of communication are not lost with the community groups. Then all the Apprentices would gain valuable skills from each other and work with and experience many different groups.

The fact that some of the Apprentices gained employment in the voluntary sector before the end of the scheme is testament to the success of the course

Lessons Learnt: Environmental Impacts

The environmental impact of the scheme was not evaluated here but will be addressed in any future accounts should the scheme continue. However making 23 voluntary organisations, plus the host organisations aware of the Government's e-agenda will have a positive environmental impact. A number of Apprentices have agreed to become community champions under the Every Action Counts scheme run by Action for Communities in Rural England. This will involve teaching community groups how they can help reduce consumption of the Earth's resources.

Lessons Learnt: Economic Impacts

As has been mentioned earlier in these accounts, the CEAs took little part in the monitoring of economic outputs for this project. In the event of this project running again, it would be more beneficial to the CEAs if they were more involved in the monitoring process including setting budgets, financial management and claims reports, in order to have a clearer understanding of this aspect of the work.

Integration into HWRCC

Issues regarding the Apprentices integration into the larger HWRCC organisation were highlighted, particularly in consultation with Humber and Wolds colleagues, which proved very useful. Using colleagues as mentors to Apprentices would help to maximise the resources available and increase both the Apprentices and current employees understanding of the scheme. This would also help to rectify the earlier views expressed by the Apprentices regarding the lack of support they felt they had been given.

This is the first year of the Apprenticeship Scheme and much has been achieved and there will be teething problems in any new venture. HWRCC must ensure that from these conclusions, an effective method is produced to overcome the issues identified. Therefore, the social accounting team believe it would be a great scheme to run again, especially now the main problems have been identified. Overall it has been a success with most of the Apprentices passing their PGD and all of them learning a number of new skills which they can now use to further their development in a number of different fields.

15 - Strengths and Weaknesses of the Social Accounting Process

The main problem of writing these social accounts was that it was spread over a very long period and a more intensive training period would have been more beneficial. The main weakness which we came across was the lack of understanding at the start in relation to the type of data that we needed. This led to a difficult last few weeks where lots of research and analysis had to be fitted into a short space of time.

One of the great strengths of the social accounting process is the opportunity to highlight the areas that need improving within the scheme. These can be taken onboard and the improvements made straightway thus providing a benefit to all the Apprentices involved. However, the main benefit will be to the Apprentices of any future projects as problems and issues highlighted in these accounts will already be known.

Consulting community organisations for social accounting purposes can:

- Encourage the best use of resources;
- Review and develop funding and resources;
- Develop and evaluate a funding/resourcing strategy;
- Develop people's skills and roles within community groups/networks;
- Facilitate the development of people and learning in communities;
- Develop and review community-based organisational structures;
- Develop and maintain organisational frameworks for community-based initiatives;
- Contribute to planning and preparation;
- Co-ordinate the running of projects;
- Contribute to project closure.

Any future social accounts will need to improve on the whole process: methodology, reporting and identify impacts.

16 - Plans for any Future Social Accounts

Those involved in the production of this set of social accounts will not participate in the writing of the next set of social accounts as their employment contract have ended. Further more as these social accounts look at a project and not the running of a business, they will not necessarily run straight into next year. However, if the project is run again it is more than likely that a set of social accounts will again be produced drawing on the issues and research that was highlighted in these social accounts.

Dialogue and disclosure

The accounts will also be posted in full as a PDF document on the HWRCC website (www.hwrcc.org.uk/publications) and in the Social Audit Network directory. Summaries will also be included in the Annual Report of HWRCC and the HWRCC social accounts. The Apprentices and Stakeholders will be sent a letter with details on how to access the Social Account document from the website and feedback form. Printed copies will be available upon request only.

Appendices

Appendix 1 - The Recruitment Questionnaire

Appendix 2 - The Induction of the HWRCC CEAs

Appendix 3 - Blank copy of CEA questionnaire 1

Appendix 4 - Blank copy of CEA questionnaire 2

Appendix 5 - Apprentice Questionnaire - March 2007

Appendix 6- Set of questions that were used to interview the Apprentices

Appendix 7 - The summary/analysis of questionnaires not used in the text

Appendix 8 - Questionnaire sent to the trainers

Appendix 9 – Datrix Trainers Questionnaire

Appendix 10 – Email questionnaire to Hosts

Appendix 11 – Email questionnaire to Trustees by Claire Davidson

Appendix 12 - List of all the groups that have been helped the CEAs

Appendix 13 - Table of the comments from the HWRCC colleagues

Appendix 14 - HWRCC environmental policy

Appendix 15 - Report on CEAs Working in North East Lincolnshire

**Appendix 16 - Examples of Quarterly reports sent to the European Social
Fund by the Apprenticeship Scheme Manager**

Appendix 17 - One CEA's Placement Practice Self-Assessment Report

Appendix 18 - Learning needs from CEA learning agreements

**Appendix 19 - A Report on the Apprenticeship Scheme written for North
Lincolnshire Local Strategic Partnership - 18th April 2007**

Appendix 20 - Example of a Press Release

Appendix 21 - List of Abbreviations used in the text

Appendix 22 - Audit Panel Statement

Appendix 1 - The recruitment questionnaire

Designed to evaluate the effectiveness of the Recruitment Day for HWRCC Community Empowerment Apprentices - 13th June 2006

- Where did you see the advertisement for HWRCC's Apprenticeship scheme?
.....
.....
.....
- Was the information sent to you; a] informative, b] useful, c] adequate?
.....
.....
- Please comment on the first test which involved written communication
.....
.....
.....
- Please comment on the second test which involved team working
.....
.....
.....
.....
- Did these tests help improve your understanding of community Empowerment?
.....
.....
- If you were asked to stay for a short interview, did you find the questions,
a] relevant, b] difficult?
.....
.....
- Please comment on a] The suitability of the venue
.....
.....
- b] The buffet & catering arrangements
.....
.....
- c] The opportunity to meet a number of Humber & Wolds and Bradford College staff
.....
.....
- Any other comments about the recruitment process?
.....
.....
.....

Appendix 2 - The Induction of the HWRCC CEAs

The induction took place on 4th, 5th, 11th, 12th, 18th, 19th, 25th and 26th July 2006 at Market Weighton Business Centre from 9.45 - 4.15 daily

Day One – Activity Please add your comments and/or tick boxes	Relevant	Useful	Enjoyable	Adequate
Welcome exercise: chat to neighbour & introduce the other to the group which included John Dalgleish and Mary McGarry				
Issues copies of HWRCC Staff Handbook & some necessary paperwork e.g. CRB Checks and photos				
Group exercise: assist with preparation for village fete when regular organiser drops out at short notice				
Working in pairs: knowledge & skills exercise list on post-it notes and place on flipcharts				
Introduction to the concept of social accounting & the necessary data collection				
Day Two	Relevant	Useful	Enjoyable	Adequate
Pensions advice workshop with Robin Bradshaw & Gill Simpson				
Started checking documents for CRB Checks, issue memo re: Hours of Work				
Listening skills exercise: took turns to observe one another; working in groups of three				
Health & Safety at Work training by Hull University Health & Safety Dept.				
Day Three	Relevant	Useful	Enjoyable	Adequate
Introduction to Bradford College tutors; Andy Glen & Maggie Pearce, the course requirements, support, networks and problem solving				
Hope and anxieties of the Apprentices				
Introduction to the knowledge, values, methods, skills, values and principles of Community Development work.				
Common concerns group exercise				
Study skills and regulations				
Day Four	Relevant	Useful	Enjoyable	Adequate
Introduction to social problems & policy , sector providers & ideologies				
Key policy concerns exercise				
Communications and group exercise, self-identity and understanding differences.				
Day Five	Relevant	Useful	Enjoyable	Adequate
Report back on social policy				
Community Development – roles and tasks				
Jobs analysis exercise				

Day 6	Relevant	Useful	Enjoyable	Adequate
Report back on common concerns				
Reflection & Practice				
National Occupational Standards				
Supervision & Issues of Learning Handbook				
Day Seven	Relevant	Useful	Enjoyable	Adequate
Introduction to Affordable Housing by Roger Jones and David Broadmeadow				
Welcome talk about HWRCC by Bryan Davies – Chair of the Board of Trustees				
Community Transport: Introductory workshop by Angela Wilkinson				
Office matters by Bren Cocliff (HWRCC) – e.g. ordering stock, claiming expenses & paying bills				
Day Eight	Relevant	Useful	Enjoyable	Adequate
Introduction and workshop on Local Network Fund by Pat Greenwood				
Intro to HWRCC policies and procedures by Alan Barker				
Introduction to Town and Parish Councils by Alan Barker				
How to complete electronic timesheets on a computer by Joanna Blackburn				
Allocation of placement organisation and hosts by Helen Anglum				

Appendix 3 - Blank copy of Community Empowerment Apprentices questionnaire 1

Evaluation of the Community Empowerment Apprenticeship Scheme

We are conducting a questionnaire to try and find out how the Apprentices on the course feel the training has progressed and whether their learning needs have now being met. Please help by filling in this questionnaire and returning it to us. All your answers will be kept anonymous. For all the following questions you need to tick one box only please, unless stated otherwise. Please ask if you have any questions.

Bradford College

Looking at the presentation of the theory and practical skills and if it has increased you're understating of Community Development Work.

1. Do you feel that the theory is helpful to understanding what a community development worker does?

- Yes
No
Unsure

2. Do you feel that it is important to have a PGD in community development?

- Yes
No
Unsure

3. Do you find the essays easy to do and well explained?

- Yes
No
Unsure

4. If you find something difficult, do you feel there is enough support available?

- Yes
No
Unsure

5. Is 6 hours of training all on one day too much and does it make it difficult to take everything in?

- Yes
No
Unsure

Humber and Wolds Rural Community Council

Looking at how the training provided progressed into the working environment and whether the learning needs are being met.

1. Tick which learning needs you feel have been met or are in the process of being met? (Tick as many as applicable)

- | | |
|---|--------------------------|
| Marketing and Publicity skills | <input type="checkbox"/> |
| Fundraising and funding skills | <input type="checkbox"/> |
| Gain knowledge on fund providers and how to apply | <input type="checkbox"/> |
| Finance and Budgeting skills | <input type="checkbox"/> |
| Events/Activities organisational skills | <input type="checkbox"/> |
| IT skills (How to use a PC more effectively for work) | <input type="checkbox"/> |
| Improve communication skills | <input type="checkbox"/> |
| Knowledge of how government policies impact on groups | <input type="checkbox"/> |
| Develop understanding of barriers faced by certain groups | <input type="checkbox"/> |
| Gain practical understanding of diversity | <input type="checkbox"/> |

2. Do you still feel that there are a number of gaps in the training programme?

- Yes
- No
- Unsure

3. Do you feel like there should be more training in IT skills?

- Yes
- No
- Unsure

4. Did you find the First Aid skills day relevant and useful?

- Yes
- No
- Unsure

5. Has there been enough support provided?

- Yes
- No
- Unsure

6. Have you felt let down by promises that fall through?

- Yes
- No
- Unsure

7. Do you feel that you have gained more practical knowledge?

- Yes
- No
- Unsure

8. Do you feel like you now have a greater understanding of what the job actually entails?

- Yes
No
Unsure

9. Was there enough training before you entered your work experience and did you feel equipped to deal with the work expected from you?

- Yes
No
Unsure

Host and in the field work

Looking at whether we are gaining the knowledge we need as well as looking at whether the learning needs are being met, while at the same time receiving the support that we expected.

1. Have you worked with a number of different groups, covering a range of diversities?

- Yes
No
Unsure

2. Did you understand from the start what was expected from you?

- Yes
No
Unsure

3. Have you received enough support from your Host?

- Yes
No
Unsure

4. Do you feel like you have gained a number of valuable skills as you have worked with your groups?

- Yes
No
Unsure

5. Do you feel you have gained enough skills and understating of community development work to be able to progress in this field?

- Yes
No
Unsure

That completes the questionnaire. Thank you very much for your help

Appendix 4 - Blank copy of Community Empowerment Apprentices questionnaire 2

Re-evaluation of the Community Empowerment Apprentice Questionnaire

We are conducting a follow up questionnaire to try and find out how the Apprentices on the course feel the training has progressed and whether their learning needs have now being met, as it is almost the end of the course. Please help by filling in this questionnaire and returning it to us. All your answers will be kept anonymous. For all the following questions you need to tick one box only please, unless stated otherwise. Please ask if you have any questions.

Bradford College

Looking at the presentation of the theory and practical skills and if it has increased your understanding of Community Development Work as well as the organisation of the course and how it fit in with your work placement.

1. Have you found the PGD relevant and a helpful guide with reference to where you're working?

- Yes
 No
 Unsure

2. Have you found the essays and assignments easier to understand and accomplish as the course has progressed?

- Yes
 No
 Unsure

Are there any comments you would like to leave regarding the application of the training. (Such as the organisation of the course or the work load etc.)

.....

Humber and Wolds Rural Community Council

Looking at how the training provided progressed into the working environment and whether the learning needs are being met.

1. Tick which learning needs you feel have been met or are in the process of being met? (Tick as many as applicable)

- Marketing and Publicity skills
- Fundraising and funding skills
- Gain knowledge on fund providers and how to apply
- Finance and Budgeting skills
- Events/Activities organisational skills
- IT skills (How to use a pc more effectively for work)
- Improve communication skills
- Knowledge of how government policies impact on groups
- Develop understanding of barriers faced by certain groups
- Gain practical understanding of diversity

2. Do you still feel that there are a number of gaps in the training programme?

- Yes
- No
- Unsure

3. Have you found the IT training that has been provided Useful?

- Yes
- No
- Unsure

4. Do you feel that you have gained more practical knowledge over the latter part of the course?

- Yes
- No
- Unsure

5. Do you feel like you now have a greater understating of what the job actually entails?

- Yes
- No
- Unsure

Are there any comment you would like to leave about HWRCC and how there role in the scheme could have improved or helped you progress more smoothly into the voluntary sector

.....

.....

.....

.....

.....

Host and in the field work

Looking at whether you have gained the knowledge you will need to progress into this sector.

1. Have you worked with a number of different groups, covering a range of diversities?

- Yes
 No
 Unsure

2. Now you are nearing the end of the course do you understand what was and is expected from you?

- Yes
 No
 Unsure

3. Have you received enough support from your Host?

- Yes
 No
 Unsure

4. Do you feel like you have gained a number of valuable skills as you have worked with your groups?

- Yes
 No
 Unsure

5. Do you feel you have gained enough skills and understating of community development work to be able to progress in this field?

- Yes
 No
 Unsure

6. Are you looking for a job now which is in the same or similar work environment/work sector?

- Yes
 No
 Unsure

Are there any comments you would like to add about your work placement such as whether it has gone well or any problems that you have had or still have

.....

That completes the questionnaire. Thank you very much for your help

Appendix 5 - Apprentice Questionnaire – March 2007

This questionnaire was devised by the Monitoring Officer and used to gather information for the European Social Fund records.

Please Note – If working on line, it is easier to delete YES or NO, whichever does not apply, than to tick the relevant box - If using paper forms please tick appropriate box

SECTION 1 – ABOUT YOU

Name.....

Age Group (please circle) 16-24 25-49 over 50

Date of Induction.....

Were you unemployed before joining the Apprenticeship Scheme YES NO

If yes – for how many months

Reason for unemployment (e.g. Care responsibilities)

Were you in employment when started with HWRCC YES NO

Were you employed and threatened with redundancy before taking the post of CEA YES NO

SECTION 2 - ABOUT YOUR TRAINING

Do you have basic ICT skills YES NO

Do you require training on basic ICT YES NO

Are you able to use internet, e-mail and www YES NO

Do you require training on internet, e-mail and www to research external funding opportunities YES NO

Are you able to use Desktop Publishing and clipart YES NO

If yes, which desktop publishing can you use
.....

Do you require training on desktop publishing YES NO

Do you use ICT for your coursework YES NO

Do you use ICT for your distance learning needs YES NO

Are you familiar with:

Local Network Fund YES NO

Children's Fund YES NO

Awards for All Grants YES NO

Managing Grants Programmes for Parish Plans YES NO

DEFRA Small Grants Programme YES NO

Funding for Local Transport Schemes YES NO

Others – please list
.....

SECTION 3 - ABOUT YOUR HOST

Does your host use ICT for market research/e-trading YES NO

Is your host aware of the Disabilities Discrimination Act YES NO

If YES – how do you know

SECTION 4 - ABOUT YOUR HOST / ACTIVITIES

Have you helped your host organisation to undertake a training needs analysis? YES NO

If no, do you feel the organisation requires one? YES NO

Has your host organisation undertaken a Health and Safety Risk Assessment with you YES NO

Have you helped your host organisation with any grant funding applications YES NO

If YES – which grant fund was applied to

Has your host organisation been informed about the Government's on-line e-government agenda YES NO

If YES, have they been encouraged to adopt it YES NO

Are they taking part in the e-government agenda YES NO

Does your host organisation link its website to others YES NO

If YES – which other organisations

Has your host organisation been made aware of ESF YES NO

If YES – Have they been given a plaque YES NO

Which other organisations have you made aware of ESF

SECTION 5 - ABOUT OTHER ORGANISATIONS YOU HAVE ASSISTED

Number of men you have helped train in the course of your work

Number of women you have helped train in the course of your work

Have you published any newsletters so far YES NO

If YES Date Published

 What Publication

 Expected Circulation

Have you helped any Community Groups with any grant funding applications YES NO

If YES: Which Community Group(s)

Which grant fund applied to

.....

Have you encouraged other organisations to get on-line YES NO

If YES – who and what result

.....

Which other organisations have you encouraged to
Develop web sites and/or link up with others on
line.....

.....

.....

.....

.....

Please list all voluntary or community sector organisations you have assisted so far with less than 10 employees

Please list all voluntary or community sector organisations you have assisted so far with between 11 and 49 employees

Please list all voluntary or community sector organisations you have assisted so far with more than 50 employees

Please list all organisations given a training needs analysis

List of organisations given a risk assessment

List of organisations you have assisted with writing a constitution, equal opportunities or child protection policy

This is to update the information given to Nicola Ward September 06 and will be updated again at the end of June 07 and September 07

Appendix 6 - Set of questions used to interview the Apprentices

1) You mentioned that there were gaps in the course what do you think these gaps are?

2) IT skills were also something that came out as a problem what sort of skills do you feel you need to have?

And was in specialised training with particular programmes such as publisher?

And finally do you feel these needs are now being met with the new IT training course?

3) What support would you like to see available?

4) What practical knowledge if any do you feel you are still lacking?

5) How much training to do feel would be adequate?

6) When you started what did you feel unequipped to deal with?

7) How do you feel about your placement? What could have been done differently?

8) Do you feel the whole process has been a little rushed?

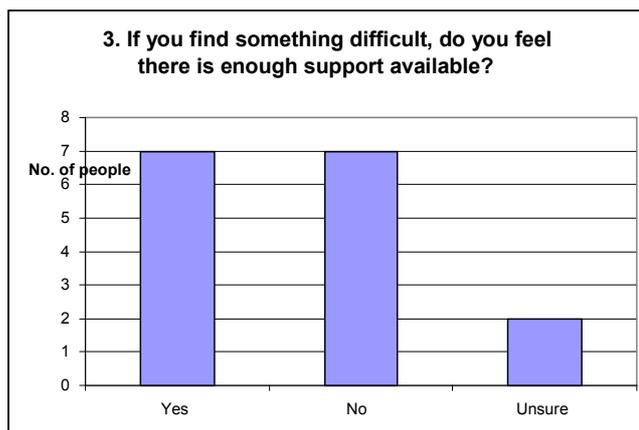
Appendix 7

The summary/analyses of the questionnaires not used in the text

Bradford College - Section of the questionnaire

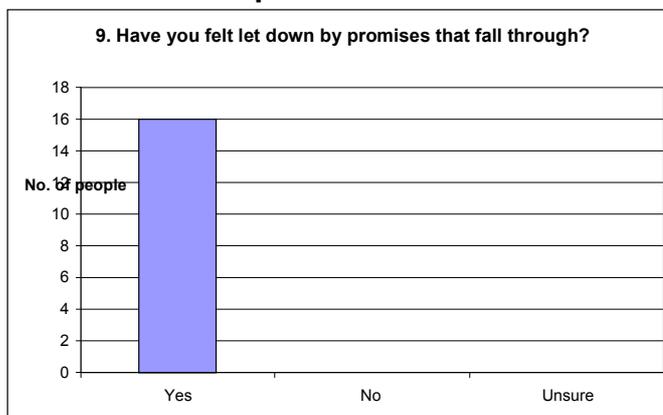


This shows that the majority of people find the theory very useful. The few that didn't have expressed that they feel it is sometimes a little too deep as they do not have enough basic understanding at the moment.

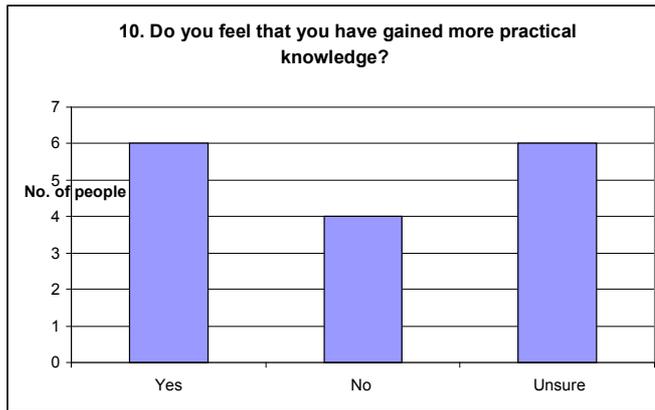


It is harder to judge the outcome of this graph, as it is split right down the middle. This is due to the fact that some of the apprentices are used to doing academic work so find it a lot easier and therefore need less help than those not used to doing it.

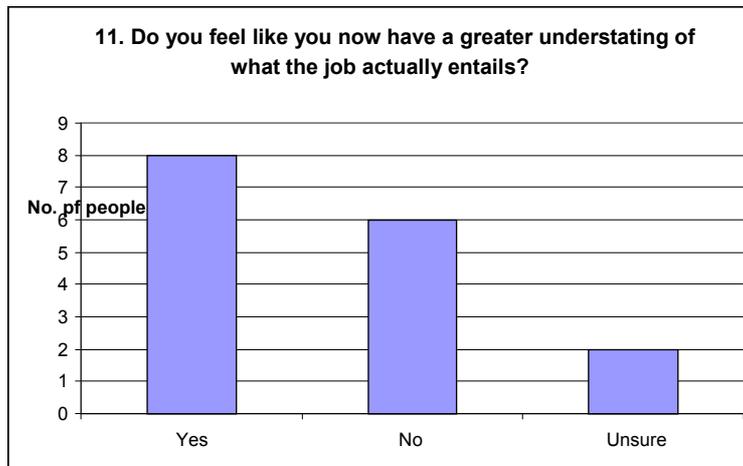
Humber and Wolds Rural Community Council - Section of the questionnaire



Another major problem with the course can be seen with the results of this graph. It shows every single apprentice felt let down by being promised something that just never arrived, specifically mobile phones and laptops. This is one of the problems of being the first group of people on such a scheme.

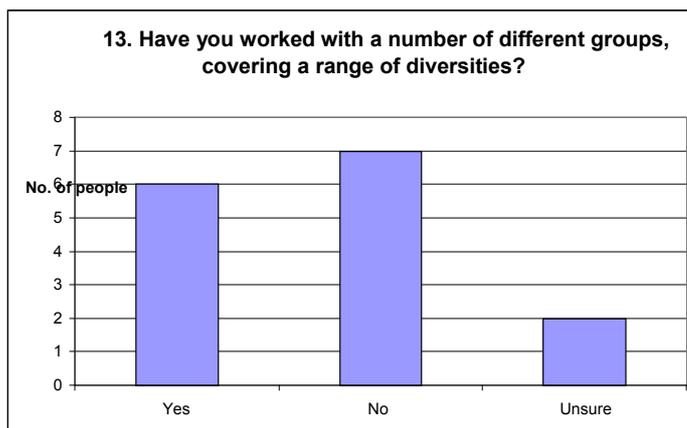


This graph is difficult to analyse in many ways, as everyone came to the scheme with a different level of skills. The opportunities provided by the placements also varied greatly.

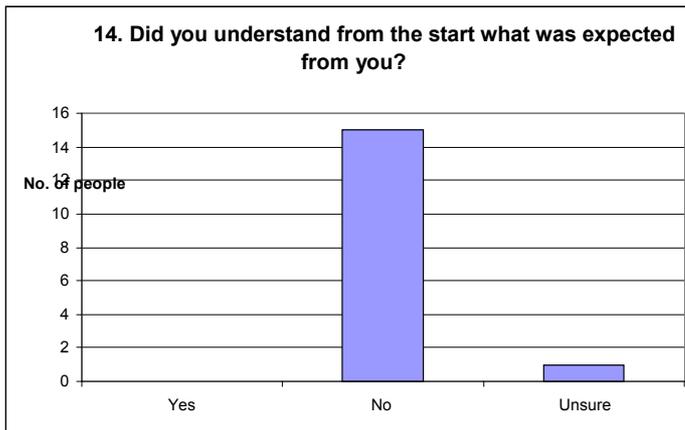


This graph shows that most CEAs felt they had a greater understanding of the job at the half-way point of the scheme, than they did when first asked, with a few still unsure. This is not really what you want to see as everyone ought to be at the same level of understanding, but by the end of the scheme everyone will hopefully be at that point.

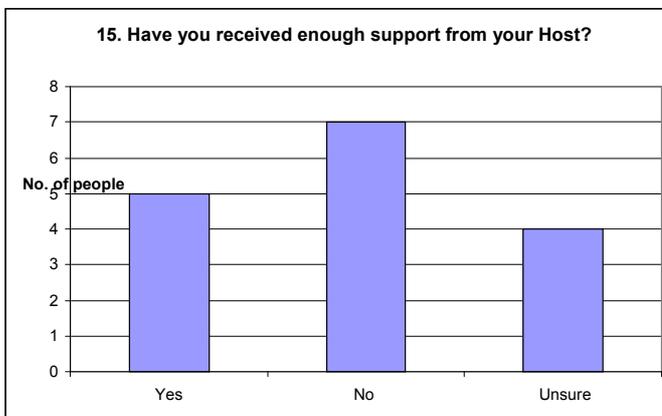
Host and in the field work - Section of the questionnaire



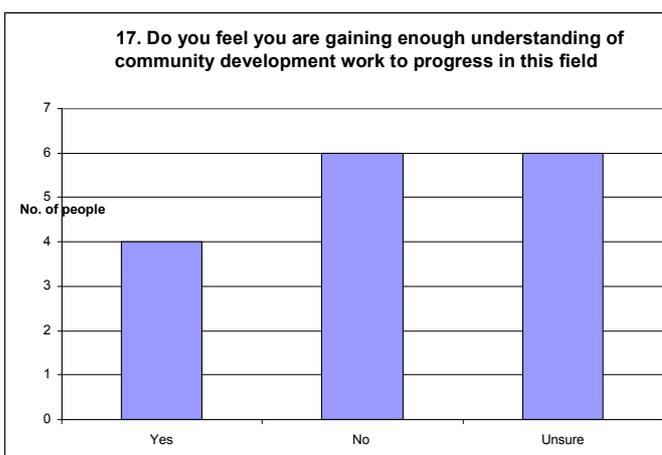
This graph shows a fairly even split which once again is most likely caused by the different opportunities offered by the various placements.



This graph backs up what was found in the earlier graph about amount of training given before entering the work place. Without enough training they felt ill equipped to deal with the work and this also progressed through to the fact that no one understood what was expected from them when they first started their work



This is another graph that is very varied and once again more than likely has to do with the differences in placements. Perhaps the hosts themselves did not really know or understand what was expected from them.



This graph is evenly spread, although it is shifting more in the direction of the negative with slightly more people feeling they don't have enough knowledge for work in this field and again the same amount of people are still unsure.

Appendix 8 - Questionnaire sent to trainers

1. Which workshop/course did you run?
2. Did you feel you were given enough time to do the planning and preparation? (Please give reasons for your answer)
3. Do you feel that the skills gained from your workshop/course are relevant to the participants as community development workers? (Please explain your answer)
4. Did the diversity of the participants help in the running of your workshop/course?
5. Did the diversity of the participants hinder your facilitation of the workshop/course?
6. Did you personally gain anything from delivering the workshop/course to these specific participants?

Appendix 9 – Datrix Trainers Questionnaire

The questions asked of the trainers are printed below, along with answers given.

Question 1: Which workshop/ course did you run?

Answer: Facilitation meetings and workshop and file management and Microsoft publisher with some word tips being included.

Question 2: Were you given enough time for planning and preparation?

Answer: Yes = 2 No = 0

Question 3: Do you feel that the skills gained from your course are relevant to the participants as community development workers?

Answer: Yes = 2 No = 0

Question 4: Did the diversity of the participants help in the running of the course?

Answer: Yes = 2 No = 0

Question 5: Did the diversity of the participants hinder your facilitation of the course?

Answer: Yes = 0 No = 2

Question 6: Did you personally gain anything from delivering the course to these specific participants?

Answer: Yes = 2 No = 0

Appendix 10 – Email questions to Hosts

Q1: Please reflect on the Apprenticeship scheme, in which you have played the role of host and explain how the system of placing Community Apprentices within your work environment proved either beneficial or detrimental to your organisation.

Q2: Having reflected on the actual work of the Apprentices within your organisation, we would very much appreciate some feedback on the system as a whole and what if anything we should do differently, or better, next time, to enhance the experience for hosts and Apprentices.

Appendix 11 – Email questionnaire sent to Trustees by Claire Davidson

19th June 2007.

Hello,

My name is Claire Davidson and I am currently employed by Humber and Wolds Rural Community Council on their community Empowerment Apprentice scheme. The scheme was designed to skill up 15 people to be able to work as community Empowerment officers across the Humber sub-region. It was aimed at those over 50, those with domestic responsibilities that previously lacked the option to train, and those currently employed where they were not reaching their potential. On the scheme are a mixture of people, a couple of whom were made redundant and wanted to do something which challenged them, there are a number of mothers returning to work and training after a career break and some recent graduates who previously worked in call centres and outlet shops, so we definitely reached our target group. We work 10 hours in the community and we have 6 hours training a week. As part of this training we are undertaking a qualification in social auditing and this brings me to my reason for contacting you. As key stakeholders of HWRCC I would like to ask you to take some time to think about the project and briefly comment on its strengths and weaknesses, it's achievements and failures so that your comments can be included in the social accounts for the ESF Project. If you could please post me back your responses ASAP it would be much appreciated.

Thank you for your time

Claire Davidson

Appendix 12 - List of all the groups that have been helped by the CEAs

<p>3rd Old Clee Scouts Ability Acorn Partnership Allotment Society, Scunthorpe Allsorts for Everyone Angolan Society ArtLink Exchange Artsaway, Goole Bainton Youth Club Barton to Cleethorpes Community Rail Partnership Barton Town Council Beverley Cinema project Beverley Film Club Beverley Green fair Beverley Leisure group Beverley Memorial Hall Trust Bingo Babes [Wilberfoss] Boothferry Road Community Project Boulevard Village Hall Bright Spots Cottingham Youth Centre Crowle Community Resource Centred Crowle Youth Club @ Methodist Church Crosby Neighbourhood Management Cybercafé Dreamscheme Eastoft Toddler Group Eastoft Village Hall Eland Village Hall Ella Street Festival Planning Group Feast [Healthy Eating] Film Society First Immingham Scouts Fresh Start [North Lincs Council & PCT] Friends of Homestead Park Friends of the Barton Line Goddards Craft Group Goole Action Group Goole Crime Prevention Panel Goole Surestart Habrough Church Habrough Village Hall Committee HART [Holderness Area Rural Transport] Holderness Volunteer Centre Hornsea Community Events Voluntary Organisation Hornsea Disabled Club Hornsea Pop-In Howden Youth Cafe Hull CVS Hull Table Tennis Group Humberside Police, Barton Immingham Allotments Association Immingham Cyber Cafe Immingham Museum Immingham Partnership</p>	<p>Immingham Sea Cadets Insainiacs Live at Home Scheme Local Network Funding Local Police Local Police Authority, Goole LSP North Lincs Council Magic Moments, Scunthorpe Magic TARA Market Weighton Pre-School Memorial Hall Trust Middleton Cricket Club Middleton Mums and Tots Middleton on the Wolds School Association – MOWSA Middleton Tennis Club Middleton Youth Club Neighbourhood Action Team – Safer Communities North Holderness Heritage Development North Lincolnshire Council North Lincolnshire Local Food Partnership Northern Rail Over 55's Group [Wilberfoss] PAGER [Pensioners Action Group East Riding, Hornsea Branch] Polish Community Group Pooh Bear Reading Assistance Society Preston Road Women's Centre Primary Care Trust Project/Hornsea Museum Riddings Drop In Riddings Housing Association Roval Drive Neighbourhood Watch Save the Westwood Hospital Campaign Silverlink Youth Centre [Stamford Bridge] Simply Gardening Sobriety Project St. Mary's Church, Kirkburn, Southburn & Tibthorpe St. Mary's School, Market Weighton Stallingborough Village Committee [STAG] Stamford Bridge Parish plan Committee Steering Group facility improvements Wilberfoss Sunday Live The Goddards The Yorkshire Waterways Museum VANEL [Voluntary Action North East Lincs.] VANL [Voluntary Action North Lincs.] Voices Forum Volunteer Bureau [Part of VANL] Well-Women Centre Westcliff Drop In Westcliffe Fellowship Club Wilberforce Women Wilberfoss Parish Plan Committee Wilberfoss Totem Project Youth Focus Group [Wilberfoss] Youth Football Team [Wilberfoss]</p>
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Appendix 13 - Table of the comments from HWRCC colleagues

The three CEAs working on the social accounts attended a full HWRCC staff meeting and asked colleagues to complete at least three post-it notes each, listing their comments under three columns provided on flip-charts. See below

Negative	Ways to improve	Positive
If only someone had explained about project at the Start	HWRCC could have/should have taken more complete responsibility for the scheme rather than leave it to the CD team	Helped the North Lincolnshire community transport team improve their governance. Also created opportunities to develop links with Brokerage.
Scheme should have allocated Apprentices to members of staff	Undertake a full review, learn lessons, study on links and activities	Update skills of communities
Not well integrated in HWRCC	Get CEAs to visit different RCC offices and meet the staff	Dedicated and motivated group of individuals willing to learn and communicate
Distances to travel to meetings	Procurement must be taken seriously if HWRCC wants to sustain itself	Everyone is kind and welcoming
Lack of support and cooperation of colleagues at HWRCC	Could use existing staff to 'help/mentor' CEAs better	More liaison in village projects with other project co-ordinators
Very shaky start to the project with staff and CEAs not clear on their role	Linking the work to key projects or aspects of maintaining work of HWRCC	Lots of skills and experience brought to the wider staff team
HWRCC did not make most of this opportunity for its own benefit	Perhaps we could become involved in more training schemes	Lots of good work done. Opportunities for individuals and the organisation
Period of Apprenticeship too short	Could have been better planned with more time	Additional skills for the HWRCC to use
HWRCC was not equipped to support 19 CEAs	Will early leavers give progress report for future actions	Lessons learned by the HWRCC
More information should have been given to HWRCC staff about how the Apprentices would be working so we could have worked effectively together	Would CEAs have had a better experience if allocated to projects/colleagues in HWRCC? This could be worth considering in the future	Project has concentrated on our objectives thus providing more community development workers
CEAs could be recognised, accepted, and treated better as members of staff of organisation	Work closer with HWRCC projects to help achieve mutual benefits	Good opportunities to promote further the image/profile of the RRC

Negative	Ways to improve	Positive
Growing too fast for staff to keep up	Much more work shadowing of project workers would have been useful	Lets hope we have same success in rolling this out over sub region/region and a rolling program of training Community Development workers
What will happen to started projects as CEAs get jobs and leave	Take on board everything that has been relayed from Apprentices	Can do attitude of the CEAs
Initial lack of support for CEAs and lack of clear role/guidelines for hosts	Regularise days and hours	Increased Profile of HWRCC
We need to know what you all do!	Should have been linked to projects with organisation at early stage	It's a good way to raise profile in the community and voluntary sector
Not well organised or supported	Potentially a very good scheme, need to build on first years experience	More opportunities to tap into skills
More information needed about the Apprentice project		It is innovative and has attracted regional interest
Lack of infrastructure support for CEAs – IT, HR etc.		A good scheme which has great potential for future growth
Could be given more prominence so that general understanding of needs and opportunities is improved		Provides good training opportunities within the community together with work experience
HWRCC resources required for the project		The community benefited greatly from the scheme
Better management of Hosts and CEAs (Maybe apply for placement with hosts and have interview?)		Yet another resource for our communities to take advantage of
		The Project has good feel about it
		CEAs at RCC events I have been to so inclusion very true
		Great people so many skills!

Appendix 14 - HWRCC environmental policy - reproduced from staff handbook

1.0 Statement

1.1 This policy statement affirms that the organisation is committed to the preservation of the environment.

2.0 Scope

2.1 To achieve this, the organisation will identify key areas with-in the scope of its activities that allow attainable goals.

These key areas are:

- Policy and organisational development
- Environmental measures
- Information, education and personal development
- Alliance and partnership
- Public participation and service delivery
- Transportation management

2.2 The organisation believes that this range of approaches and methods will need to be adopted at various levels in order to effect change.

3.0 Responsibilities

3.1 The organisation will strive to:

- Raise the awareness of key decision makers
- Ensure that the implications of health, social, environmental and economic well being of the community are considered within policies
- Share good practice with partners and the community
- Undertake training and education and to share that knowledge

3.2 The organisation believes that this policy must have the support of staff, partners and the community to be successful. The policy will be measured and reviewed on a regular basis.

PROCEDURE

1.0 Objectives

1.1 HWRCC shall:

- maintain respect for natural resources by ensuring the most efficient use of materials and by using renewable, recyclable products wherever possible;
- ensure the use of environmentally friendly products wherever practicable;
- minimise, where possible, the creation of waste, especially hazardous waste, and wherever possible, recycle or reuse materials; dispose of all waste through safe and responsible methods in compliance with the relevant environmental legislation;
- ensure the responsible use of energy throughout the HWRCC by conserving energy, improving energy efficiency, seeking to utilise safer energy sources and giving preference to renewable over finite energy resources wherever possible;
- encourage employees to act to minimise the effects of atmospheric pollution from vehicles.
- encourage employees to use public transport wherever reasonable practicable.

This policy will apply to all aspects of the HWRCC activities including all projects, buildings, machinery and transportation.

2.0 Activities to Achieve the Objectives

2.1 HWRCC shall:

- appoint a member of the organisation to monitor and coordinate the environmental performance of the organisation;
- communicate the environmental policy and provide appropriate training to ensure its effective implementation;
- conduct periodic environmental reviews and self evaluation of its compliance with the environmental policy;
- prepare, implement and monitor action plans to improve performance;
- report these findings to the Executive Committee and others.
- restrict the maximum available car allowance payable to staff to that of a 1200cc engine size.
- support and encourage contractors, suppliers and other associates to minimise their impact on the environment through the communication of the HWRCC's environmental policy and strategic purchasing and contract policies:
 - actively seek to influence others to adopt environmental policies and good environmental management;
 - actively seek the purchase of materials and the appointment of local contractors whenever such skills and materials exist locally.

3.0 Tenders

3.1 Since the HWRCC, as a charity expending public funds, is also required to secure good value for money, purchasing decisions will take account of both environmental and value for money factors. Tenders will make clear what requirements are mandatory and which are desirable but discretionary.

4.0 General

4.0 Each employee of the HWRCC will:

- Encourage other employees of the HWRCC to adopt and take responsibility for the implementation of the environmental policy;
- Encourage employee, volunteers and members of other organisations to adopt good practices so as to improve the environmental performance of their organisation and improve its impact upon the environment.

Appendix 15 - Report on CEAs Working in North East Lincolnshire

HWRCC has had two community Empowerment Apprentices on work placement in North East Lincolnshire, David Clarke, based at Immingham Resource Centre, with Cllr Enid Cragg as his local host and mentor, and Penny Thompson, who was later replaced by Alaba Saliu based with Voluntary Action North East Lincolnshire in Grimsby, mentored by Paula Grant.

All the 15 community Empowerment Apprentices are paid to attend 6 hours training and ten hours work experience every week from 3rd July 2006 until 31st October. The total cost of the scheme is £305,783 or £20,385 per Apprentice, a total investment in North East Lincolnshire of £40,771 in an 18 month period.

The overall aims of the scheme are to upgrade the skills of people who are employed below their capabilities, or unemployed, to give a better chance of employers recruiting locally for vacancies in the area. The Apprentices include recent graduates, women returning to work after a carer break and older adults who wish to work part-time while learning about the voluntary sector.

Summary of work undertaken by Penny Thompson July - December 2006:

- Development work at all levels with wide variety of voluntary and community groups at different levels.
- Funding advice, constitutions, networking sessions etc.
- Hosting community meetings and drop-ins, working in partnership with engagement workers in North East Lincolnshire.
- Enabling groups to work together more effectively.

Paula Grant added:

- Extremely enthusiastic about community work.
- Keen to help and assist all groups and individuals.
- Very passionate and committed to work and groups.
- Totally dedicate to enabling groups to develop.
- Absolutely focussed on learning and sharing with others.
- 100% professional attitude at all times to this work.

In a subsequent meeting with her line manager, Charlotte Drinkall, at Shoreline Developments let Mary McGarry know how highly they thought of Penny Thompson as one of six neighbourhood officers. The training and support given by Bradford College and HWRCC made her very efficient and effective in her new post. The time constraints of working full-time and family commitments have not allowed Penny to complete the post-graduate diploma in community development this year, although she would like to catch up with the work and submit her assignments at a future date if possible.

Alaba Saliu has been working in Grimsby and Cleethorpes, where she lives, with a number of community groups based around the churches and community choirs and she has supported a busy weekly drop-in centre. Helping to monitor the Acorns funding returns as well as updating the directory of community groups has put Alaba in touch with people who may need help and support in the future.

Paula has recently sent a draft outline work plan for Alaba from August – October 2007 as follows:

Engaging Older People Development Work:

- Finish off directory - contact and attend all forums to discuss their area in the directory and finalise details.
- Work with AH on getting directory produced, costings, format and design
- Work with AH and Sonia on Older People's website.
- Update information on website.
- Contribute to the Hard to Reach Groups strategy – research etc

Neighbourhood Renewal Programme: ACORNS

- Contact a selection of ACORN project managers and agree time to visit projects
- Take photograph on ACORN investment and collect any other evidence
- Write up article about ACORN project including photo for leaflet
- Work with Community Press Office (CPO) on design/layout
- Share articles with CPO for possible inclusion in magazines

David Clarke has met and assisted a number of groups (there are 72 in the Immingham area) over a diverse range including Disabled, Scouts, Allotments, Sea Cadets, Church & Village Hall Committees plus the Cyber Café, enabling them to identify projects, move them forward, project managing and oversee the close-down when complete.

Enid Cragg writes that she "Found David very competent and caring, he has managed to integrate with groups where helpful but able to be detached enough when necessary to point out where groups needed to do things to help themselves. He has become part of the voluntary community and is seen as very committed to the job. He has moved things forward in a number of areas where it seemed barriers were insurmountable."

His key achievements were:

"Successful funding bids due to good research on behalf of the groups assisted and succession planning. I have enjoyed working with David he has been very accommodating and committed. He has enabled me to concentrate on other things knowing the voluntary groups were well catered for."

When asked if she would be a host and mentor in the future for HWRCC Enid Cragg replied that she would want another worker as good as David of course.

Mary McGarry
Community Empowerment Apprenticeship Scheme Manager
Humber & Wolds Rural Community Council

Appendix 16 - Examples of the Quarterly reports sent to the European Social Fund by the Apprenticeship Scheme Manager

From September to December 2006 the Apprenticeship Scheme Manager visited each work-place at least twice to discuss progress with hosts & Apprentices. Bradford College led 5 training days on Social Policy & Health, Housing, Social Care, Ideologies and Cultural identity. HWRCC staff introduced Apprentices to social accounting & audit, playground design & funding and rural issues.

Most Apprentices attended Footsie 100, the Yorkshire Social Enterprise Convention, at York where they were able to learn a great deal about social enterprises. In December all the Apprentices travelled in two mini-buses to visit Bradford, and were welcomed by college staff.

Representatives of The England Standards Board came to Market Weighton to meet staff and Apprentices on 19th December with a view to validating the course that is being devised especially for the scheme. One Apprentice has taken up full-time employment but will be continuing with the training, and one has had the 6 month probationary period extended by 6 weeks to catch up with course work.

April - June 2007

The project has created a pool of people available in the sub-region to search and apply for external funding sources to support community groups. Lou Hartley had successfully supported Cottingham Youth Club gaining funding for Arts projects in the community. Chris Wright has helped both a parent teacher's association and a pre-school group with successful funding bids.

Three Apprentices have been offered full-time employment to start in July/August. Lesley Cutts, whose husband has been very ill for the past 3 months, is returning to work with a reduced hours contract extended to 31st December to help manage her caring responsibilities.

In addition to the Bradford College training covering social policy and social enterprise all the Apprentices were trained in Information & Computer Technology and social accounting during this period. Four Apprentices attended Beverley Green Day where they made all the stall-holders aware of the European Social Fund and the government's e-agenda.

July - September 2007

Eleven Apprentices have successfully completed their assignments and been awarded The Post Graduate Diploma in Community Development by Leeds Metropolitan University. This included a candidate who left Humber & Wolds to work full time for Grimsby Community Press Office last February!

Apprentices have prepared draft social accounts for; Defra's Humber Rural Social & Community programme, this project and Goole Courtyard. Others are working on social accounts for Humber & Wolds RCC, A Pathfinder Delivery Trial and The National Rural Youth Network. Social accounts demonstrate the impact of an organisation's activities on the communities they seek to serve. Apprentices will complete an Open College Network social accounting qualification at the end of October.

Of the host organisations Beverley Memorial Hall has obtained funding to support a development worker for a year, Bainton Churches are seeking funding and Goole Courtyard is now employing the Apprentice who was on placement there.

Appendix 17 - One CEAs Placement Practice Self-Assessment Report

The headings for this report are taken from the Federation for Community Development and Learning Professional Standards for community development workers

A. Develop working relations with communities and organisation

My placement in Immingham contained over 50 existing community groups and several other community agencies. The majority of these had been in existences for many years and were well established. My placement mentor was a well respected local councillor and she personally knew the best people to contact within each group. The major problem was which groups should I concentrate on?

At the end of my placement I had worked with 15 community groups that included a cyber café, two village committees, an allotments association, two youth groups, a disabled group and various neighbourhood and residents associations. I had also made contact and worked with 10 other community agencies, like the Humber Playing Fields Association, the local council and worked closely with some of my HWRCC colleagues on potential projects like a multi use games area for Group L.

I found making contact very easy, provided I was well prepared and knew a bit about the organisation beforehand. The few hours a day I spent walking round Immingham in the first week paid off, because when I met groups I knew the areas they were talking about.

I believe I became accepted by some parts of the community and was even called 'Mr Humber & Wolds' by group one member.

I believed I was able to identify which groups were worth working with. Some like Group G had a well established and active committee and a project that was nearing completion. If I had tried to get involved then my contribution would have been minimal and I might have even been accused of trying to steal some of their glory, so I declined to help but said I would keep in contact.

B. Encourage people to work with and learn from each other

One of the main complains from the residents of Immingham is that there is no community spirit, despite the fact that there are over 50 community groups people can get involved with. One of the roles of Immingham Partnership was to enable these groups to come together and to establish networks. I attended nearly all the Partnership meetings during my placement, and I believed I helped to develop some of those additional networks. An example was Group U; they were a neighbourhood watch committee who wanted the problem of anti-social youths drinking in the local sports pavilion resolving. I suggested that they should attend the next Partnership meeting so they could explain their problem, but to also hear about some of the youth initiatives in the area. The chairman of the group attended and he was able to meet a youth worker who was actively engaging the problem youths in sports activities.

I tried to encourage groups to work collaboratively; an example was the local allotments association with their project to refurbish their building. They were trying to raise funds for the materials, but also needed skilled labour to do the refurbishment work. I was aware of a maintenance company that had to provide help to the community as part of its contract. I arranged a meeting to bring the two groups together.

I got involved with one major conflict when the Partnership felt threatened by the establishment of a new Immingham Forward group set up as part of the Neighbourhood Renewal programme. As I had attended the meeting that established the new Forward group I was able to explain where the two groups fitted into the overall scheme and I tried to point out that they should not be any conflict.

C. Work with people in communities to plan for change and take collective action

Of the 15 groups that I worked with two of these groups had a list of requirements that needed to be formulated into an action plan. The first was Group L who at the first meeting produced an A4 page of requirements. Most of these could only be resolved by the local council, but I identified three requirements that I could help with. The first was improvements to their village hall. For this one I got the HWRCC Village Hall team involved who did a survey. The second was a requirement for a multi-use games area (MUGA). For this one I got the Humber Playing Fields team involved. The third was a requirement for a village trail.

For this one I did a lot of research and put together a presentation. Unfortunately, the group was disbanded when the chairwomen moved from the area. I did a lot of work with this group and the failure to continue with the projects was one of my most disappointing moments during my placement.

With Group H I had more success. I first met them at their November meeting which was held in the local pub. This was not a good venue, there was no structure to meeting and no record kept of agreements or actions. They had plans for improvements but seem to lack the will to put those requirements into an action plan. I suggested the next meeting should be held in the local community centre and I organised a room. They started to minute meetings and we started to formulae some of their requirements into a plan. They even included some of my suggestions.

D. Work with people in communities to develop and use frameworks for evaluation

This was one area of the Standards where I could have done more. I help Group D with the distribution a questionnaire they had put together on what activities the villagers would like at the village hall. I was a bit disappointed they didn't get me involved with the design of the questionnaire, because I thought I could have contributed some useful changes and additions. They only got back about 20 questionnaires out of the 300 distributed. From those they did identify some key activities and have started to implement them.

E. Develop community organisations

This is one area of the Standards where I believe I have achieved a great deal. I have helped several groups to review their resource requirements and have supported them in fund raising. Two examples were typical of what I achieved. The first was with Group C. They required initially £27,000 to pay all their salaries in 2007. From a visit to the Bridlington Funding Fair in October 2006 I was able to make contact with a representative from the Lloyds/TBS Foundation. When I explained the problem facing Group C, he said they were prepared to pay for running costs for that type of community group. I passed on the contact details to Group C, together with example application forms. Group C managed to get £5,000 from Lloyds TSB, which was enough to pay for one part time worker for 2007.

The second example was with Group Q. They only needed an income of £4,000 year to run their activities, but were about £2,000 short in 2007. I did some research on Funderfinder and identified a short list of about 10 potential fund providers. I helped them draft letters and fill in on-line application forms for two providers, and they have so far received £500. As I worked closely with the treasurer in the application process, she now has a better understanding of the funding process.

My main project in 2006 was with Group D who were refurbishing their village hall. When I joined the project they had already obtained funding of £174,000 for the building work, but needed help in the monitoring of the project. There was a lot of paper work to fill in for the fund providers and the builder's invoices to pay. I would meet up with the Group's treasurer once a fortnight and help her go through the paperwork process. After a few weeks she had the process under control and the building project was completed on time. I was invited to the opening day of the hall and talked to local press about HWRCC's contribution to the project. My words were included an article in the Grimsby Telegraph.

F. Reflect on and develop own practice role.

I found the concept of continually reflecting on what you doing and writing it down a difficult task at the beginning. But as the weeks progressed I found it much easier and could see the advantages. It was very useful when considering the next action with a particular group, for example, Group J wanted some funding for camping equipment and outings, but after reflecting on my first visit with them I realised that the group was heading for failure and needed to concentrate on increasing its membership. I suggest that they either run a recruitment campaign or combine with a similar group.

After reflecting on a conflict situation I encountered I realised I needed more training on both conflict analysis and the issue, Neighbourhood Renewal, the underlying cause to the conflict. The first of these training requirements was resolved when I went on a two day conflict analysis course in December 2006, and the second resolved through personal study.

Appendix 18 - Learning needs from CEA learning agreements (02.01.07)

Acknowledge limits of my own competence
 Assist existing groups obtain their stated aims
 Attend training programmes /conferences and prioritise most relevant to current work
 Be able to work confidently in the community & hopefully make a difference within it
 Be aware of what might be a barrier for some individuals/groups
 Continue making contacts with the community and keeping a record
 Develop clearer understanding of the reflective practice with community development knowledge and values. Reflecting on work undertaken
 Develop communication skills especially marketing/publicity, networking skills x 2
 Develop events/activities organisational skills
 Develop finance/budgeting skills including fundraising
 Develop group work skills. Develop internal organisational skills
 Develop knowledge/understanding of community development jargon
 Developing or own learning in relation to values, practice and knowledge
 Establishing group need and facilitating group Empowerment to achieve their aims
 Exploit knowledge and understanding to best influence the growth of community spirit and the community per se
 Gain competence in grant aid – compilation, assessment, submission & administration of funding
 Gain practical understanding of Diversity
 Gain understanding of context of regeneration etc affecting a given area
 Gain understanding of how communities and organisations work
 Gain understanding of volunteers/volunteering and other ways that people can participate.
 Understand community relationships and inter-relationships
 How to avoid conflict when the needs of a group impinge or affect others
 How to gain access to funding to support the needs of the community and ensure such funding is spent appropriately & meets the need of the provider
 How to identify and understand own strengths and weaknesses
 Identify those with whom working with groups, networks, funding organisations and local councils. Developing partnerships between community groups
 Opportunity of fieldwork settings to cover the aims and needs required to complete the course
 Prioritise own time within hours available. Identify with the power of listening theory and practice. Learn to use a computer more effectively
 To be able to address community groups and work towards fulfilling their needs
 To build upon prior limited experience in practical work
 To gain communication skills with groups other than those to which the Apprentice has previously engaged
 To gain knowledge on fund providers and how to apply for funding x 2
 To gain knowledge on government social policies & how these impact on the groups currently working with x 2. Understand the history & development of social policy
 To gain, apply and demonstrate community development work skills in interpersonal and project development within different community settings
 To grasp a full understanding of the role of community development
 To identify the importance of clearly agreeing ways of keeping in contact
 To identify which groups are successful and why. To identify why some groups fail
 To learn how to set up a new community group and to put the knowledge into action
 To understand the role and functions of community groups in a given area
 Understanding the importance of feedback from others when reflecting on own practice.
 Always be aware of presentation and behaviour
 Understanding working relationships with others and how they may develop
 Use different styles of making contact with community/networks
 Working with community groups. Working within a community organisation

Appendix 19 - A Report on the Apprenticeship Scheme written for North Lincolnshire Local Strategic Partnership - 18th April 2007

In July 19 adults were recruited by HWRCC as community Empowerment Apprentices, to be trained for 6 hours and spend a further 10 hours per week working with communities throughout the sub-region. Four Apprentices became part of the Humber Rural Pathfinder Community Empowerment Delivery Trial in the Leader+ Area of the East Riding of Yorkshire and the others, the core of the Community Empowerment Apprenticeship Scheme, were allocated to partner organisations including 2 in North East and 5 in North Lincolnshire. It was agreed that in North Lincolnshire the Apprentices would work in patches that coincide with the policing areas, and the L.S.P. looked for suitable hosts who could help mentor them.

As anticipated, the scheme runs more smoothly in urban areas, where it is comparatively easy to contact community groups, than in rural patches with sparse populations and greater distances to travel in order to meet people with similar interests and concerns. The Apprentices in both Westcliff and Crosby have done well, gaining the trust of the community as they have grown in skills and confidence. They had to learn that local politics often plays a part on housing estates where certain groups or families are unwilling to share amenities with one another. Working with volunteers can be slow, and when a meeting is missed through illness or family commitments, it can take months to re-organise and get events moving forward again.

Most Apprentices meet their local host or mentor from a partner organisation on a regular/weekly basis to discuss their progress with a range of community groups in their area. This includes a three-way meeting every 4-6 weeks with the host, Apprentice and Apprenticeship scheme manager. An interim report on progress relating their work to the national occupational standards was completed for each Apprentice in March 2007 by the host/mentor and Apprenticeship scheme manager. This exercise served to remind all parties of the targets that have to be met for the professional qualification in addition to the requirements of the European Social Fund.

Of the 15 recruited in July 2006, four Apprentices left the programme between December & February, one to develop her own landscape gardening/interior decoration business, one to return to being a community volunteer and two to take up employment in the voluntary sector. The new Apprentices, recruited to replace them, have experienced difficulties joining the academic programme half-way through, so an alternative training programme has been developed for them as a group.

Apprentices are assisting community groups with training needs analysis, risk assessments, community consultation, parish planning, social accounting and encouraging people to participate in the government's e-agenda. They have worked with: Film Club, Sunday Live, 1st Immingham Scouts, Stallingborough Village Committee, Immingham Allotments Association, Magiic TARA, Acorns Partnership, Insaniacs, Westcliff Fellowship Club, Riddings Drop In, Riddings Housing Association, Riddings Youth Centre, Voices Forum, Cottingham Youth Centre, Silverlink Youth Drama Club, Over 55s Clubs, Bingo Babes, Youth Focus Groups, Youth Football Team, Volunteer Centres, Pop-ins, Hornsea PAGER, Museums, Safer Communities Neighbourhood Action Teams, Pooh Bear Reading Society, Ability, Eland Village & Eastoft Village Halls, Crowle Methodist Youth Club, Eastoft Toddler Group, Goole Crime Prevention Panel, The Goddards, Surestart, Humberside Police & Northern Rail.

Bradford College developed a Post Graduate Diploma, leading to a Masters Degree in Community Development, for this scheme which has been accredited by both the England Standard Board and Leeds Metropolitan University. The two Apprentices, who left to take up full-time employment in the voluntary sector, still plan to complete the qualification. All Apprentices are being trained to use ICT for clip-art, desk-top publishing, email, the internet, to do coursework and undertake distance learning, whatever their skills level. One sent an email for the first time

after joining the scheme. Some of the older Apprentices were nervous of using the computers at first, and slightly intimidated by the recent graduates among their colleagues but soon grew in confidence through the training provided at Market Weighton Business Centre and regular use of computers and lap-tops.

Links to the Neighbourhood Policing Areas in North Lincolnshire

David Mills has attended the Young People Theme Group where he has worked with attendees from Humberside Police, for example the Chair of the group is the neighbourhood beat officer PC Ian Hayes. At these group meetings David has worked with the Police Community Support Officers and colleagues from the Humberside Fire and Rescue Service, particularly those who work in the Community Safety Team.

David Mills also attends the Safe and Strong Group with representatives of Humberside Police, varying from the Inspector, David Hall, Sergeant Jo York, to local police officers and the police community support officers.

Five community Empowerment Apprentices attended the two-day Community Conflict Training at Europarc where they met Sergeant James Main of Scunthorpe South Police Team, and they heard about examples of how community conflict and anti-social behaviour are dealt with.

The new Apprentices have all been instructed to make contact with the local police and find the common ground in the patch where they are each working. HWRCC is planning a special research and training event in North Lincolnshire for all the community Empowerment Apprentices on Tuesday 26th June. Two colleagues from Voluntary Action North Lincolnshire, Gary Allen and Carol Thornton plus Jodie Booth from Crosby Neighbourhood Management Pathfinder will observe three groups undertake a task in conjunction with the anti-social behaviour teams. The idea, inspired by the popular BBC television programme "The Apprentice", is to both find out the problem and suggest possible solutions in three locations, reporting back the same day to their colleagues.

One of the new Apprentices, Caroline Newman is doing very well on the Isle of Axholme. She was born and brought up there, her parents had a green-grocer's shop in Crowle, so she has fitted in very quickly. The role of mentor and host has been divided in this case. Ann Hindley, the local resident who is also an independent consultant is seeing Caroline regularly and helping her with the community development side of her work. The host is once again the resource centre, at least on Wednesday mornings, so Caroline has somewhere to meet community representatives, and they can leave messages there for her.

Athena Karman, who was to work in Brigg, left after a few weeks due to family problems we understand. Fortunately after the funding came through from North Lincolnshire, I was allowed to appoint another CEA in Barton, Diane Mickleborough, to work with Carol Thornton. There is very little to report from either area at present, but I may have more news before the next meeting. There is also bad news about Lesley Cutts, who was doing so well at Westcliff. On 2nd April she called to say her husband was in hospital and she was unsure when she could return to work. He has recently had a bone marrow transplant, and now has blood clots and pneumonia. They have four children I think and she is spending most of her days at his bedside in Leeds.

Mary McGarry, Humber and Wolds Rural Community Council

The project is part-funded by the European Social Fund (45%).

Match funding has come from various sources including members of the North Lincolnshire Strategic Partnership, and 10% in kind contributions from the various host organisations.

Appendix 20 - Example of a Press Release

Habrough Village Hall Reopens.

Habrough Village Hall was officially re-opened on 9th December 2006, after four months of extensive construction and refurbishment. The work, estimated at £179,000, included a large storeroom, new toilet block, disabled access ramps and a wild life garden. Materials, including stone lintels, were reused from a demolished wall in the toilet block, maintaining the 19th Century appearance of the building.

The rebuilding work has provided employment for local builders, plumbers and electricians.

The Village Hall Sustainability team have been advising the Habrough Village Hall Committee from 2004, by identifying work required to bring the hall up to current standards, assisting with a village hall plan and recommending funding providers.

One of our recently recruited Community Empowerment Apprentices has supported the hall committee during the construction phase and will provide help in attracting new users.

The hall is currently used for indoor bowls, drama productions, girl guides and private functions. After the improvements more people will be able to use it, like the disabled and the elderly.

Appendix 21 - List of Abbreviations used in the text

Organisation	Abbreviation
Community Empowerment Apprentices	CEAs
Dept. of Environment, Food and Rural Affairs	DEFRA
East Riding of Yorkshire Council	ERYC
European Social Fund	ESF
Humber & Wolds Rural Community Council	HWRCC
North East Lincolnshire Council	NELC
North Lincolnshire Council	NLC
North Lincs Local Strategic Partnership	NL-LSP
Open College Network	OCN
Parish Councils	PCs
Post Graduate Diploma	PGD
Rural Social and Economic Activity project	Rural SEA
Rural Social & Community Programme	RSCP
Voluntary Action North East Lincs	VANEL
Voluntary Action North Lincs	VANL

SOCIAL AUDIT STATEMENT

The Social Audit Panel has examined the draft Social Accounts submitted to us and discussed them in detail with Peter Hirschfeld, Claire Davidson, Lou Hartley, and Dave Mills of (or formerly of) Humber and Wolds Rural Community Council (HWRCC), and with Mary McGarry, who was also briefly present (and then of HWRCC), at the Social Audit Panel meeting held on 10th October 2007. I have examined the revised Social Accounts which were prepared following the Social Audit Panel meeting and which have taken into account various points identified in the notes* of the Social Audit Panel Meeting. We also examined a sample of the data and the sources of information on which the Social Accounts have been based.

We believe that the process outlined above has given us sufficient information on which to base our opinion.

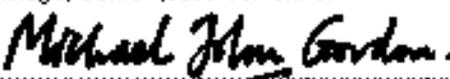
We are satisfied that, given the scope of the social accounting explained in the revised draft and given the limitations of time available to us, the Social Accounts are free from material mis-statement and present a fair and balanced view of the performance and impact of HWRCC's Community Empowerment Apprenticeship (CEA) Scheme as measured against its stated values, social, environmental and economic aims and objectives and the views of the stakeholders who were consulted.

In the notes of the Social Audit Panel meeting we identified a number of important issues to be taken into consideration during the social audit cycle of any future similar project or scheme established by HWRCC. In particular we would refer to the following:

- i) The need to improve the social accounting system for any future similar scheme, to ensure the collection and reporting of all relevant and necessary social accounting information.
- ii) The need to broaden and deepen the consultation processes with the various stakeholders of any future scheme.
- iii) The need to develop appropriate processes and methodologies to ensure full reporting of the environmental and economic impact of any future scheme.

The members of the Social Audit Panel were:

- a) Sandra Hughes, Access Development, Trainee Chair
- b) Mike Gordon, Mike Gordon Consultancy, Mentor (who was also responsible, on behalf of the Panel, for completion of the Social Audit Panel process)
- c) Becky Mincher, Addventure Ltd
- d) Bill Oldridge, Cornerhouse Yorkshire.

Signed: 
Mentor to the Trainee Chair of the Social Audit Panel

Dated: 21st April 2008

* the notes of the Social Audit Panel meeting form part of the social accounting and auditing process and may, by arrangement, be inspected along with the full social accounts at the offices of Humber and Wolds Rural Community Council at 14 Market Place, Howth, DN14 7TB. Members of the Social Audit Panel have acted in an individual capacity.



Humber & Wolds RCC

Feedback Sheet

Humber & Wolds Rural Community Council hope that people will find these accounts of interest and would welcome any feedback/constructive comments using this detachable page and returning it by post, email or fax to :

HWRCC, 14 Market Place, Howden. East Yorkshire DN14 7BJ

Email to peter.hirschfeld@hwrcc.org.uk

Fax to 01430 432037