

Y Pwyllgor Plant a Phobl Ifanc

Lleoliad:
Ystafell Bwyllgora 1 – y Senedd

Dyddiad:
Dydd Iau, 12 Ionawr 2012

Amser:
09:30

Cynulliad
Cenedlaethol
Cymru

National
Assembly for
Wales



I gael rhagor o wybodaeth, cysylltwch â:

Claire Morris
Clerc y Pwyllgor
029 2089 8148 / 029 2089 8032
PwyllgorPPI@cymru.gov.uk

Agenda

- 1. Cyflwyniadau, ymddiheuriadau a dirprwyon (9:30)**
- 2. Gweithredu Mesur Dysgu a Sgiliau (Cymru) 2009: Sesiwn Dystiolaeth (09.30 – 10.10)**
Yr Urdd

Egwyl (10.10 – 10.20)
- 3. Gweithredu Mesur Dysgu a Sgiliau (Cymru) 2009: Sesiwn Dystiolaeth (10:20 – 11:00)**
Clwb Ffermwyr Ifanc
- 4. Cynnig o dan Reol Sefydlog 17.42 i benderfynu gwahardd y cyhoedd o'r cyfarfod ar gyfer yr eitemau a ganlyn: (11:00)**
Bydd aelodau'r Pwyllgor yn ystyried y cynnig o dan Reol Sefydlog 17.42 i benderfynu gwahardd y cyhoedd o'r sesiwn a fydd yn cychwyn am 13.00
- 5. Iechyd y Geg mewn Plant yng Nghymru: Ystyried yr argymhellion drafft (11.00 – 11:45)**
- 6. Dechrau'n Deg: Ystyried y cylch gorchwyl (11:45 – 12:15)**
- 7. Gweithredu Mesur Dysgu a Sgiliau (Cymru) 2009: Trafod y dystiolaeth (12:15 – 12:30)**

8. Papurau i'w nodi

8.

Papur CYP(4)-01-12 Papur 1 - Gohebiaeth gan Gymdeithas Athrawon a Darlithwyr Cymru ynghylch gweithredu Mesur Dysgu a Sgiliau (Cymru) 2009, yng nghyfarfod y Pwyllgor ar 17 Tachwedd (Tudalen 1)

Papur CYP(4)-01-12 Papur 2 - Gohebiaeth gan Ffederasiwn Hyfforddiant Cenedlaethol Cymru ynghylch gweithredu Mesur Dysgu a Sgiliau (Cymru) 2009, yng nghyfarfod y Pwyllgor ar 1 Rhagfyr (Tudalennau 2 - 3)

Papur CYP(4)-01-12 Papur 3 - Gohebiaeth gan Gyrfa Cymru ynghylch gweithredu Mesur Dysgu a Sgiliau (Cymru) 2009, yng nghyfarfod y Pwyllgor ar 1 Rhagfyr (Tudalennau 4 - 79)

Papur CYP(4)-01-12 Papur 4 - Gohebiaeth gan Undeb Prifysgolion a Cholegau Cymru ynghylch gweithredu Mesur Dysgu a Sgiliau (Cymru) 2009, yng nghyfarfod y Pwyllgor ar 17 Tachwedd (Tudalennau 80 - 83)

Papur CYP(4)-01-12 Papur 5 - Gohebiaeth gan y Gweinidog Iechyd a Gwasanaethau Cymdeithasol (dyddiedig 4 Rhagfyr 2011) yn ymateb i faterion a godwyd yn ystod y drafodaeth am y gyllideb ddrafft yng nghyfarfod y Pwyllgor ar 19 Hydref 2011 (Tudalennau 84 - 87)

Papur CYP(4)-01-12 Papur 6 - Gohebiaeth gan y Gweinidog Iechyd a Gwasanaethau Cymdeithasol (dyddiedig 14 Rhagfyr 2011) yn ymateb i faterion a godwyd yn ystod y drafodaeth ar yr ymchwiliad i iechyd y geg mewn plant yng nghyfarfod y Pwyllgor ar 3 Tachwedd 2011 (Tudalennau 88 - 158)

Papur CYP(4)-01-12 Papur 7 - Gohebiaeth gan y Gweinidog Llywodraeth Leol a Chymunedau, dyddiedig 22 Rhagfyr 2011, ynghylch gwybodaeth gan y Bwrdd Cyfiawnder Ieuencid yn dilyn cyfarfod y Pwyllgor ar 5 Hydref 2011 (Tudalennau 159 - 161)

Children and Young People Committee

CYP(4)-01-12 Paper 1

Implementation of the Learning and Skills (Wales) Measure 2009

Additional information from ATL Cymru following oral evidence at the committee meeting on 17 November 2011

Improving skills levels

1. Is the implementation of the Measure having an impact on improving the level of skills of young people?

Our members report that it is having some marginal impact in that it promotes a greater vocational offer which is more accessible to some youngsters. This may also account of the reduction in the numbers leaving school with no qualifications at all.

2. Has the implementation of the Learning and Skills (Wales) Measure had any impact, either positive or negative, on those learners who intend to aim for higher education?

We are not in a position to answer this question. It might be useful to track student destinations to shed light on it and see if any variations in the statistics could be accounted for by the Measure.

Children and Young People Committee

CYP(4)-01-12 Paper 2

Inquiry into the implementation of the Learning and Skills (Wales) Measure 2009

Additional evidence from the National Training Federation Wales

Dear Clare,

Thank you again for the opportunity to present evidence to the Children & Young People Committee's meeting of 1.12.11. At that meeting, NTFW were requested to provide additional information regarding our members' representation on 14-19 networks. To provide this we asked members three questions which are detailed below, along with a summary of the responses received. Our membership falls into three broad categories – Independent and not for profit work based learning providers; Further Education College work based learning departments and Local Authority owned work based learning providers. Responses have been grouped into these categories to reflect the respective trends.

Questions and Responses received:

1. Do you represent WBL on any 14-19 group - if so which one?

Independent and not for profit members: **Yes 8, NO 63**

FE College Work Based Learning Departments: **Yes 0, No 12** (although all stated that the FE side of the college rather than the WBL side of the college were represented well)

Local authority owned providers: **Yes 5 No 1**

2. Have you ever been invited to join a 14-19 network curriculum planning group? If so which one?

Independent and not for profit members: **Yes 2** (only invited for one off, bespoke planning groups, often relating to a course they are delivering), **No 69**

FE College Work Based Learning Departments: **Yes 0, No 12** (although all stated that the FE side of the college rather than the WBL side of the college were represented well)

Local authority owned providers: **Yes 4** (although one of these feels the group is not interested in WBL contribution in the meetings), **No 2.**

3. Have you ever been invited to actively participate in the 14-19 curriculum planning process? If so, please give details.

Independent and not for profit members: **Yes 8** (1 yes, 2 were only invited as a one off, 2 felt they had indirect influence e.g. visiting 14-19 officer to explain their service provision, 3 not for whole curriculum but planning with a school or 14-19 network for a course they are running for that school) **No 63**

FE College Work Based Learning Departments: **Yes 2** (1 occasionally as needed to provide vocational input, 1 at the end signing off process, when ANDP presented to strategic network group), **No 10** (although all stated that the FE side of the college rather than the WBL side of the college were involved)

Local authority owned providers: **Yes 3** (1 indirectly through the work they do with schools, 1 used to attend but felt the curriculum group was too school orientated and that school perception of vocational training is different to WBL provider perception and no link to the workplace, 1 felt the curriculum group is not interested in WBL contribution in the meetings), **No 3** (1 felt although not invited to contribute to planning, their local 14-19 network's curriculum did include WBL although there was scope for a greater role with apprenticeships)

If you need further evidence or clarification, please do not hesitate to contact me.

Yours sincerely,

Rachel Searle
Regional Provider Network Advocate (South Wales)
NTFW

Eitem 8c

Children and Young People Committee

CYP(4)-01-12 Paper 3

Inquiry into the implementation of the Learning and Skills (Wales) Measure 2009

Additional evidence from Careers Wales

Increased collaboration for post 16 delivery

It is only possible to make an anecdotal response to this question. Across Wales we believe the picture to be mixed. Each Network has a somewhat different approach to the delivery of additional courses and to the funding of them e.g. in some areas, FE and schools will provide some funds from their core funding in addition to the Network funds, but this is not necessarily the position across every Network.

There is little evidence of collaboration with work based learning providers.

Improving skills levels

Vocational skills – it is too early to make any definitive statement on this . Young people may well be acquiring some new skills but until there is the opportunity to apply these new skills in a work / further learning setting, it is difficult to assess the depth of the knowledge and understanding; i.e. skills need to be practised and applied.

Employability skills – anecdotal evidence from some areas would suggest that young people are increasing their generic skills such as communication, team working etc and also showing increased motivation and confidence.

Impact on learners intending to apply for HE – it would appear that this particular group of learners are slow to mix academic and vocational subjects and tend to stay with the more traditional choices which they and their parents believe are required by HE institutions

Employer support

We discussed the input provided by employers to support the provision of impartial information and advice. Careers Wales facilitates the involvement of employers in work related learning – for the year 2010-11, employers undertook 17,645 interactions with learners.

Labour market information

As promised I have included a link and two attachments to LMI held on careerswales.com

<http://beta.careerswales.com/server.php?show=nav.7692&crcl=251&title=Accountant>

The screenshot shows the careerswales.com website in a Windows Internet Explorer browser. The page title is "Career Search | Your Career | Careers Wales". The search bar contains "Accountant". Below the search bar, there is a navigation menu with options: Home, Your Career, Jobs and Training, Education and Courses, and Contact a Careers Adviser. The main content area is titled "Career Search" and includes a section for "Leaflets" with a sub-section for "Accountancy". A "Statistics" section features a line graph titled "Average Weekly Pay - Management accountants" showing data from 2004 to 2010. The graph shows a fluctuating but generally upward trend in pay over the period.

Accountancy
 Today's accountants offer much more than just bookkeeping and auditing. They are financial specialists, at the heart of all areas of business. To train as an accountant, you normally need A level or equivalent qualifications; however, in practice, the majority have a degree.

Statistics

Average Weekly Pay - Management accountants

| Year | Mean Average (p/w) |
|------|--------------------|
| 2004 | 670 |
| 2005 | 730 |
| 2006 | 670 |
| 2007 | 700 |
| 2008 | 670 |
| 2009 | 720 |
| 2010 | 760 |

Please note
 Please note: All our labour market information is intended as a guide only. We have taken care to present the information as clearly as possible. Our graphs and findings are often based on averages across a range of similar jobs. There could also be variations in areas such as job availability and salaries.

Spotlight on Creative Industries | Your Career | Careers Wales - Windows Internet Explorer

http://beta.careerswales.com/server.php?show=nav.9048

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feedback

Spotlight on Creative Industries

Creative Industries covers a wide range of sectors and jobs. You could be working in a high tech role in computer games production, interactive media, social network and web development, digital post production in Films and TV, or work in a more traditional creative role in the performing arts, literature or the fine arts.

- [Sector Summary](#)
- [What jobs could I do?](#)
- [What skills do I need?](#)
- [Skills in demand](#)
- [What can I earn?](#)
- [Where could I work?](#)
- [Trends](#)
- [What do I need to do?](#)
- [Data Sources](#)

Did you know?

1/3 of all Creative jobs in Wales are based in Cardiff.

69% of the Welsh creative workforce hold a degree level qualification.

There are in the region of 3600 businesses in Wales within the creative industries.

29% of Creative workers are women.

By 2017 there will be 7,000 more creative jobs in Wales; half of these will be new jobs due to growth in the industry.

Tip

Do your research – a strong understanding of the industry you are interested in will give you the edge over other applicants

Useful links

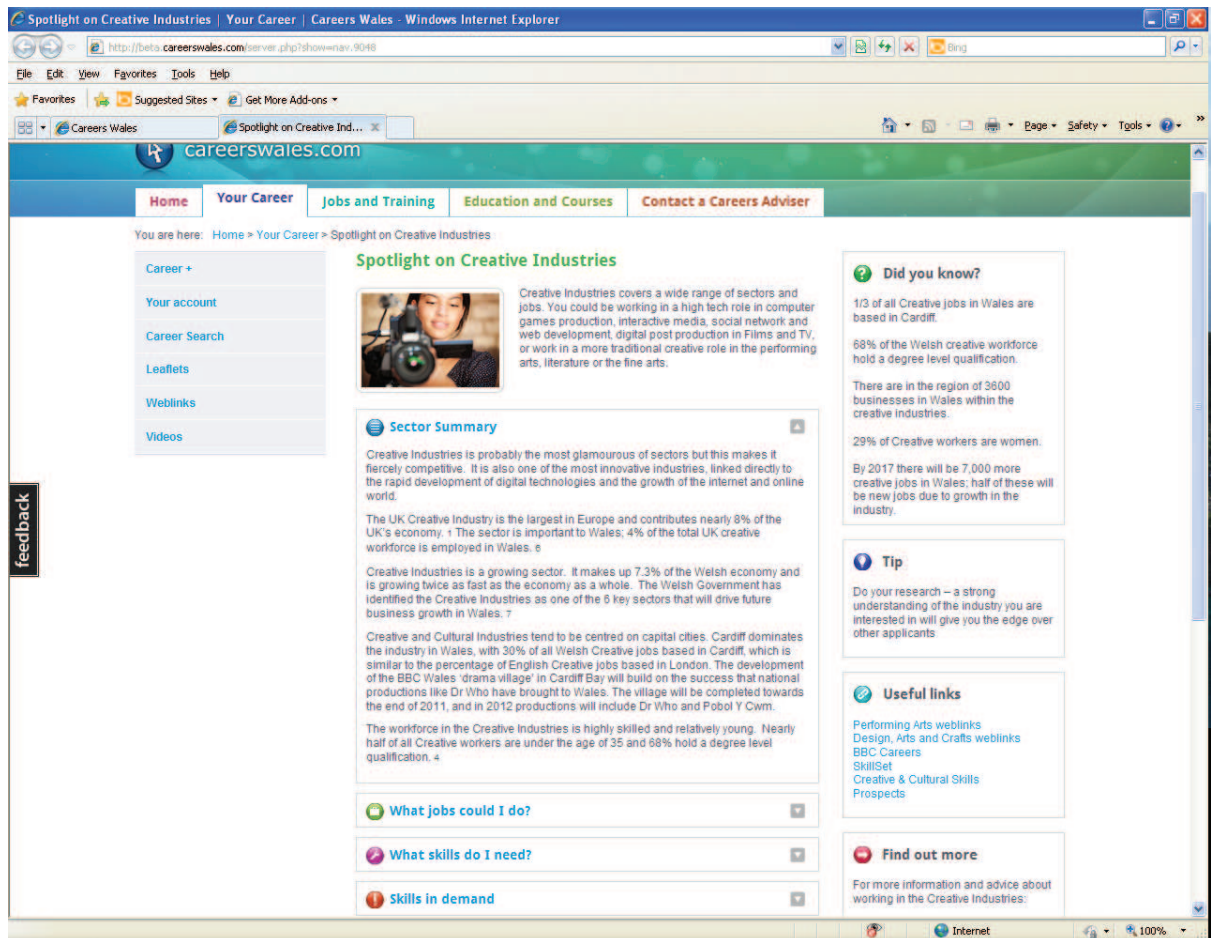
- [Performing Arts weblinks](#)
- [Design, Arts and Crafts weblinks](#)
- [BBC Careers](#)
- [SkillSet](#)
- [Creative & Cultural Skills](#)
- [Prospects](#)

Find out more

For more information and advice about working in the Creative Industries:

- [Talk to your Careers Adviser](#)
- [Use your school or college library](#)

Internet 100%



Options Booklet

Please find attached 3 examples. I have others if you require them.

14-19 Learning Pathways

Your 14-19 Learning Pathway will consist of one day attendance in the vocational pathway of your choice, either in college or with a training provider, and the remainder of the week in school. The qualifications offered are at entry level and level 1. The courses will start in September 2011.

Learning Providers

The courses will be by the following Learning Providers:

- **Merthyr Tydfil College**
Ynysfach, Merthyr Tydfil, CF48 1AR
Tel: 01685 726010
- **Neighbourhood Learning Centre (NLC)**
17-20 Pen-y-dre, Gurnos, Merthyr Tydfil CF47 9DY
Tel: 01685 727072
- **Auto Project**
Aberfan & Merthyr Vale Youth & Community Project, Delacey Building, Goatmill Rd, Dowlais, Merthyr Tydfil
Tel: 01685 375535
- **Bedlinog Construction Unit**
The Old Drift Mine, Trelewis, Treharris, Merthyr Tydfil
Tel: 01443 710907

Course and Learning Provider Summary

| Course | Entry Level | Level 1 | | |
|---------------------------|-------------|--------------|-----------------|----------|
| | NLC | Auto Project | Merthyr College | Bedlinog |
| Child Care | | | x | |
| Hairdressing | x | | x | |
| Motor Vehicle | | x | x | |
| Engineering | | | x | |
| Construction | x | | | x |
| Outdoor Education Pathway | x | | | |
| Retail | x | | | |

Information and Taster Day

To help you decide what course is best for you, your school will arrange for you to attend an Information and Taster Day. Parents and Guardians are also welcome to attend.

- **The Information Day** will take place on **Tuesday 15th February 2011** at Merthyr Tydfil College.
- **The Taster Day** will take place on **Thursday 10th March 2011** at Merthyr Tydfil College and Neighbourhood Learning Centre; it will be a whole day event, one taster session in the morning and another in the afternoon.

Information Day

The Information Day will give you and your parents/guardians, the opportunity to meet the tutors from all the Learning Providers and ask questions about the course. Careers Advisers will also be available on the day. At the end of the session, you will be given a form to complete. The form will ask you to make a decision on two courses that you are most interested in for a taster experience on the 10th March 2011. You will be asked to make a first and second choice.

All completed forms must be handed in to the school before **2nd March 2011**.

If you are unable to make a choice, or would like more support to make a decision, please contact your school or Careers Adviser.

Taster Day

The taster session will be planned to provide a practical 'hands on' experience of the course. Protective equipment will be provided, but be prepared to get messy, especially for course such as Construction, Motor Vehicle and Outdoor Education Pathway. Please wear old clothing and suitable footwear, especially for the Outdoor Education Pathway. A buffet lunch will be provided.

Application Forms

Following the Taster Day, you will be asked to fill out an application form.

All application forms must be handed back into school before **25th March 2010**.

Careers Service

For further careers advice and guidance contact the school Careers Adviser or your nearest careers office, Careers Wales Mid Glamorgan and Powys, 27 High Street, Merthyr Tydfil
Tel: 01685 358180.

14-19 Learning Pathways Course Information

CHILD CARE (Merthyr Tydfil College)

Qualification

The qualification offered is the CACHE Foundation Award, Level 1.

Course details

It is an introduction to childcare, education and play, providing an opportunity to develop basic skills in caring for children.

Skills and qualities

To be successful on the programme you will need to show that you enjoy meeting people and working with children, have patience and understanding. You must be a well motivated young person with good behaviour and attendance.

Method of assessment

You will be assessed through assignments, project work and an end of year exam.

Progression pathway

On successful completion of the course, you may want to consider:

- CACHE Certificate in Child Care and Education.
- Modern Apprenticeships are also available at NVQ Level 2 and 3

For further information on progression pathways contact your School Careers Adviser or your nearest careers office, Careers Wales Mid Glamorgan and Powys, 27 High Street, Merthyr Tydfil. Tel: 01685 358180

HAIRDRESSING (Merthyr Tydfil College & NLC)

Qualification

The qualifications offered are Entry Level BTEC Foundation Learning in Hair & Beauty (NLC) and City & Guilds Level 1 in Salon Services (Merthyr Tydfil College).

Course details

The course covers the knowledge and understanding of hairdressing and hair care practice, how to use equipment correctly, and safely, and developing customer care skills. Please note: You will not learn the skills of cutting hair on the course. These skills are taught at Level 2 or 3 and onwards.

Skills and qualities

To be successful on the programme you will need to show that you are able to listen to instructions, enjoy working with your hands, enjoy working in a team and talking to people. You must be a well motivated young person with good behaviour and attendance.

Method of assessment

You will be assessed through assignments, observations of practical work and on the Level 1 course an end of year exam.

Progression pathway

On successful completion of the course, you may want to consider:

- NVQ Level 1 or Level 2

For further information on progression pathways contact your School Careers Adviser or your nearest careers office, Careers Wales Mid Glamorgan and Powys, 27 High Street, Merthyr Tydfil. Tel: 01685 358180

MOTOR VEHICLE (Merthyr Tydfil College & Autoproject)

Qualification

The qualification offered is the ABC Level 1 Award in Motor Vehicle Maintenance and Repair.

Course details

The programme is designed to meet the needs of those who wish to acquire the introductory knowledge and skills relevant to motor vehicle repair. Students will learn how to use equipment correctly, and gain basic knowledge and skills in various areas of motor vehicle repair. The overall aim is to provide both experience and knowledge on which to base future career or further education decisions, and to increase employment opportunities. There will be a special focus on health and safety.

Skills and qualities

To be successful on the programme you will need to show that you are able to listen to instructions, enjoy working on your own and in a team, do not mind getting dirty and working in cold conditions. As well as practical sessions in the workshop, the course includes classroom based theory work.

Method of assessment

You will be assessed through assignments and project work.

Progression pathway

On successful completion of the course, you may want to consider:

- NVQ Level 1 or Level 2

For further information on progression pathways contact your School Careers Adviser or your nearest careers office, Careers Wales Mid Glamorgan and Powys, 27 High Street, Merthyr Tydfil. Tel: 01685 358180

ENGINEERING (Merthyr Tydfil College)

Qualification

The qualification offered is the NVQ Level 1 Engineering, Performing Engineering Operators (PEO).

Course details

Students will learn how to use tools correctly, and work with various hard and soft materials, including computer software with a special focus on health and safety. They will construct models from job specifications and drawings.

Skills and qualities

To be successful on the programme you will need to show that you are able to listen to instructions as you will be taught how to use large and small pieces of machinery and tools, enjoy working on your own and in a team, enjoy working with your hands and do not mind getting dirty.

Method of assessment

You will be assessed through assignments and project work.

Progression pathway

On successful completion of the course, you may want to consider:

- NVQ Level 2 in Engineering.

For further information on progression pathways contact your School Careers Adviser or your nearest careers office, Careers Wales Mid Glamorgan and Powys, 27 High Street, Merthyr Tydfil. Tel: 01685 358180

CONSTRUCTION (NLC)

Qualification

The qualification offered is BTEC Entry Level Skills for Working Life in Construction.

Course details

The course covers six units, Health and Safety, Introduction to Painting & Decoration, Introduction to Brickwork, Introduction to Carpentry, Interview Skills and Information Technology.

Skills and qualities

To be successful on the programme you will need to show that you are able to listen to instructions, enjoy working on your own and in a team, do not mind getting dirty and working indoors/outdoor and in cold conditions. You must be a well motivated young person with good behaviour and attendance.

The method of assessment

You will be assessed through practical skills assignments and project work.

Progression pathway

On successful completion of the course, you may want to consider:

- NVQ Level 1 or Level 2 in related trades

For further information on progression pathways contact your School Careers Adviser or your nearest careers office, Careers Wales Mid Glamorgan and Powys, 27 High Street, Merthyr Tydfil

Tel: 01685 358180

RETAIL (NLC)

Qualification

The qualification offered is BTEC Entry Level Skills for Working Life in Retail.

Course details

The course covers six units which include Health and Safety, Introduction to Retail, Working as a Retail Assistant, Interview Skills, Information Technology and Investigating Personal Lifestyles.

Skills and qualities

To be successful on the programme you will need to show that you are able to talk and listen to people, enjoy working in a team and on your own, helping people. You must be a well motivated young person with good behaviour and attendance.

Method of assessment

You will be assessed through practical skills assignments and project work.

Progression pathway

On successful completion of the course, you may want to consider:

- NVQ Level 1
- NVQ Level 2.

For further information on progression pathways contact your School Careers Adviser or your nearest careers office, Careers Wales Mid Glamorgan and Powys, 27 High Street, Merthyr Tydfil

Tel: 01685 358180.

OUTDOOR EDUCATION PATHWAY (NLC)

Qualifications

The Outdoor Education Pathway offers the ASDAN Bronze/Silver Award. Alongside the qualification you will also study Key Skills.

Course details

The course requires the completion of four modules which include; Sport & Leisure, Home Management, The Environment and Health and Survival. There is a focus on personal and skills development that any future employer would welcome.

Activities will include Climbing, Canoeing, kayaking, bush craft and other outdoor related activities, so you have to be prepared to be outdoors in all weathers and temperatures.

Method of assessment

You will be assessed through observations, practical skills, assignments and project work.

Progression pathway

On successful completion of the course, you may want to consider:

- Further courses in school, college or work based learning.

For further information on progression pathways contact your School Careers Adviser or your nearest careers office, Careers Wales Mid Glamorgan and Powys, 27 High Street, Merthyr Tydfil

Tel: 01685 358180

Careers Information

Jayne Tilley of Careers Wales Mid. Glamorgan and Powys, (CWMPG), has very kindly provided additional information to support your decision making.

Please find attached information on the following jobs:

- Teachers Aid
- Care Assistant
- Hairdresser
- Mechanic
- Tyre & Exhaust Fitter
- Garage Worker
- Factory Worker
- Plumber
- Paint & Decorator
- Bricklaying
- Carpenter
- Shop Worker



Teacher's Aid

The Work

What would I do?

- Help children with their work
- Help to set up displays
- Help children to dress
- Help at meal and break times
- May work with just one child with special needs

Where would I work?

- In a primary or junior school
- In a comprehensive school
- In a special school

When would I work?

- Work is done during the day - may be full or part time
- School hours are mostly between 8:30am and 4:00pm

Skills

What do I need to be able to do?

- Work with people 
- Be patient and friendly 
- Eat on with young people 
- Some English and maths 

Training

What will I need to learn?

- The school rules
- What help each child needs
- Ways to help children learn
- How to work closely with other staff

Where could I learn?

- In college, on a full-time course
- On training. You would spend the week in a school. May sometimes go to a training centre. You would work towards the National Vocational Qualification (NVQ) at level 1 or 2
- In work. Other staff would show you what to do

Things to think about

Need to be over 16



Need to be good at maths and English



May work with difficult children



May deal with parents



May deal with problems, like children being ill



May take children to the toilet



How can I find work?

- Bring your local education officer and school to find out if they want to take anyone on
- Ask in the Job Centre
- Many people get on training or go to college before starting a job

How can I find out more?

- You can find out more by visiting your local Careers Centre
- If you are in school or college you can ask your teacher or tutor to arrange for you to speak to your careers adviser



KEB

Teacher's Aid

Care Assistant (Elderly)



The Work

What would I do?
 Bath and dress people
 Feed people
 Take people to the toilet
 Clean and tidy
 Talk to people
 Shopping and housework

Where would I work?
 Old people's home
 Nursing home
 In someone's house
 Day Centre

When would I work?
 Days
 Evenings
 Weekends
 Most people have to work shifts

Skills

Be friendly and talk to people



What do I need to be able to do?

Be calm and patient



Be honest



Listen to people



Training

What will I need to learn?

How to bath people
 How to lift people
 How to make beds
 How to care for old people



Where could I learn?

In college, on a full-time course
 On training in a nursing home or day centre. You may be there all week or you may spend one day a week in college. You would work towards a National Vocational Qualification (NVQ) at level 1 or 2

Things to think about

Need to be over 18 to have a job, but can train at 16



May need to work shifts



May have to work with people who are ill or dying



May spend a lot of time cleaning and tidying up



May need to lift people



May need to drive and work in a lot of places



How can I find work?

Most people go to college or on training before getting a job
 Most places won't give you a job until you are over 18. Lots of places want you to have a qualification or to have experience

How can I find out more?

You can find out more by ringing your local Careers Centre

If you are in school or college you can ask your teacher or tutor to arrange for you to speak to your careers adviser



KEB

Care Assistant (Elderly)

Hairdresser



The Work

What would I do?
 Wash hair
 Cut and style hair
 Perm hair
 Put highlights in hair
 Make appointments
 Use the till

Where would I work?






In a salon
 In someone's house
 On a cruise ship

When would I work?

During the day, for 5 days a week
 This will include a Saturday
 Evenings - most salons stay open late one night per week

Skills

What do I need to be able to do?

Work with your hands  Talk to people  Listen to people  Be careful  Make things look good 

Training


What will I need to learn?

How to cut and style hair
 How to perm hair and put in highlights
 How to use clippers and scissors


Where could I learn?

In college, on a full-time course
 On training in a salon. You would work towards the National Vocational Qualification (NVQ) at level 1 or 2
 If you were working towards level 2 you might need to spend time in college or in a training centre

Things to think about


May be standing for most of the day 

Will be using chemicals 

Will be hard to find work on a cruise ship 

May spend a lot of time at the start: 

Using the phone

Making tea 

Sweeping up 

How can I find work?

Look for adverts in salon windows
 Call in to salons to ask if they want staff
 Ask in the Careers Centre and Job Centre
 Look in the local newspapers

How can I find out more?

You can find out more by ringing your local Careers Centre

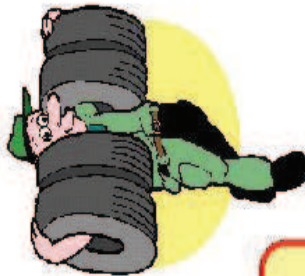
If you are in school or college you can ask your teacher or tutor to arrange for you to speak to your careers adviser



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Hairdresser

Tyre & Exhaust Fitter



The Work

What would I do?

- Mend punctures in tyres
- Take off wheels
- Balance wheels
- Replace tyres
- Fit new exhausts

Where would I work?

- In a garage
- On the side of the road

When would I work?

- Work is mostly done during the day
- A lot of garages are open on Saturdays

Skills

Work with your hands



Talk to people



What do I need to be able to do?

Lift heavy objects



Follow rules and work safely



Training

What will I need to learn?

- How to use tools and machines
- What tyres each car needs
- When tyres need to be changed
- How to fit exhausts

Where could I learn?

- In a garage you would work with other staff who would show you what to do
- You would work towards the National Vocational Qualification (NVQ) at level 1 or 2
- You may need to go to college for one day a week

Things to think about

May have to stand for a lot of the day



May need to lie down under cars



It can be cold in a garage



Will work with oil and grease



May have to deal with money and answer the telephone



May need to learn to drive



How can I find work?

Most people go into this type of work through training

You could ask local garages if they want to take anyone on training

How can I find out more?

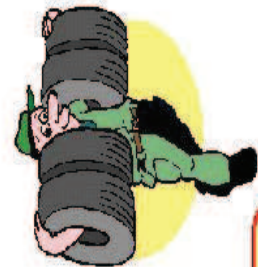
You can find out more by ringing your local Careers Centre
If you are in school or college you can ask your teacher or tutor to arrange for you to speak to your careers adviser



RON

Tyre & Exhaust Fitter

Garage Worker



The Work

What would I do?

You could be a:
 Mechanic - working on all parts of the car but mainly the engine
 Tyre and Body Repairer - fixing body work of the car
 Tyre and Exhaust Fitter - changing tyres and exhausts
 You could also work with bikes, lorries or buses

Where would I work?

In a garage
 In a car dealer's
 On the roadside

When would I work?

Work is mainly done in the day
 Evenings - sometimes
 Weekends - lots of garages open on Saturdays

Skills

What do I need to be able to do?

Work with your hands 
 Work with people 
 Left heavy objects 
 Follow rules 
 Be careful in work 

Training

What will I need to learn?

How cars work
 What each part of the car is called and what it does
 How to use tools and machines
 How to change or repair parts

Where could I learn?

In colleges, on a full-time course
 On training, working in a garage all week. You would work towards the National Vocational Qualification (NVQ) level 1
 You could go on to level 2. You would spend some time in a garage and some time in college

Things to think about

May spend a lot of time standing or lying under cars



Could be working with oil, grease and paint



Will need to wear overalls



Will need to use tools



May have to deal with money



May need to learn to drive



Will need to talk to customers



How can I find work?

Most people go to college or on training before getting a job
 You could ask your local garages if they want to take anyone on training

How can I find out more?

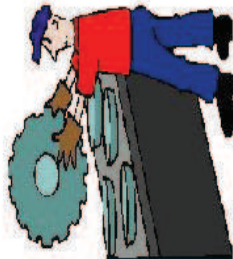
You can find out more by ringing your local Careers Centre
 If you are in school or college you can ask your teacher or tutor to arrange for you to speak to your careers adviser

Gyrfa Cymru
 Careers Wales

RAE

Garage Worker

Factory Worker



The Work

What would I do?

- There are lots of jobs you can do in a factory. You could:
- Fit things together
- Work on a production line
- Use machines or hand tools
- Pack goods
- Test goods to check for faults
- Make and label boxes
- Weigh or measure goods

Where would I work?

In a factory - large or small

When would I work?

Work is mostly done in the day
 Evenings - sometimes
 Nights - sometimes
 May have to work shifts

Skills

Work with your hands



Follow rules



Work with people



What do I need to be able to do?

Maths - count and measure



Work quickly and safely



Training

What will I need to learn?

- How to use machines
- How to use hand tools
- How to work safely

Where could I learn?

On Training. You would be based in a factory for the week
 You would work towards the National Vocational Qualification (NVQ) at level 1 or 2
 Working in a factory. You would be shown what to do by other staff

Things to think about

May need to stand all day



May do the same thing all day



Would work inside all day



May have to lift heavy goods



May have to work shifts



Will need to work quickly



How can I find work?

Get all factories to see if they want to take anyone on
 Ask in the Careers Centre and Job Centre
 Look in the local newspapers
 Sign on with recruitment agencies

How can I find out more?

You can find out more by ringing your local Careers Centre
 If you are in school or college you can ask your teacher or tutor to arrange for you to speak to your careers adviser



SAB

Factory Worker

Plumber



The Work

What would I do?

Fit or mend: sink units
toilets and baths
radiators and boilers
washing machines

Make sure that roofs don't let water in
Fit pipes and gutters
Fix leaks in pipes and taps

Where would I work?

On a building site
At a house - outside and inside
In an office or shop
In any place of work

When would I work?

Work is mostly done in the day
Evenings - sometimes
Weekends - sometimes

Skills

Work with your hands



Talk to people



Carry heavy objects



What do I need to be able to do?

Maths -
count and
measure



Follow rules



Training

What will I need to learn?

Use of hand tools like drills and saws
How to read drawings and plans
How electrical and heating systems work
Welding

What pipes are made of, like copper,
plastic or cast iron, and when to use
them

Where will I learn?

In college - on a full-time course
On training - often four days a week
with a plumber and one day in college
working towards the National Vocational
Qualification (NVQ) at level 2. This is
called a National Traineeship

Things to think about

May have to climb ladders or work
in small spaces



May have to travel to a lot of
places to work



May have to work weekends or eve-
nings and may be on call



Would need to go to college



Would work towards the NVQ or
level 2



May need to have some GCSEs to
get on to a National Traineeship



May need to learn to drive



How can I find work?

Most people go into plumbing after
going on training or taking a college
course
You could ask plumbers if they want to
take anyone on training

How can I find out more?

You can find out more from your local
Careers Centre
If you are in school or college you can
ask your teacher or tutor to arrange for
you to see a careers adviser



UF

Plumber

Painter & Decorator



The Work

What would I do?

Get walls and doors ready to be painted or papered

Hang wallpaper

Paint the inside and outside of: houses, offices, shops and other buildings, bridges and ships

Clear up

Where would I work?

Building sites

Houses - inside and outside

Shops, offices or other buildings

When would I work?

Work is mainly done in the day

Evenings - sometimes

Weekends - sometimes

Skills

Work with your hands



Work with people



What do I need to be able to do?

Work quickly but carefully



Maths - count and measure



Take extra care with detail



Training

What will I need to learn?

How to prepare walls and doors

What types of paint there are and when to use them

How to get paint effects

How to cut and hang wallpaper

Where could I learn?

In college, on a full-time course

On training, working with a painter-all week. You would work towards the National Vocational Qualification (NVQ) level 1.

You could go on to level 2. You would spend some time with a painter, and some time in college.

Things to think about

May need to work at heights



Will need to spend time rubbing down doors and walls



Paint can give off fumes



Will have to clean up after each job



May have to travel to lots of places to work



How can I find work?

Most people go to college or on training before getting a job

You could look in the newspapers or contact local painters to ask if they are taking anyone on

How can I find out more?

You can find out more by ringing your local Careers Centre

If you are in school or college you can ask your teacher or tutor to arrange for you to speak to your careers adviser



UF

Painter & Decorator

Bricklayer



The Work

What would I do?

- Build or repair walls
- Build arches and tunnels
- Fit or repair chimneys
- Prepare the ground for building
- Mix cement

Where would I work?

- On a building site
- In a house or garden
- In towns, cities or in the country

When would I work?

- Work is mostly done in the day
- Evenings - to meet deadlines
- Weekends - to meet deadlines

Skills

Work with your hands



Work as part of a team



What do I need to be able to do?

Carry heavy objects



Maths - count and measure



Follow rules and work safely



Training

What will I need to learn?

- How to use tools
- How to set out bricks
- How to cut and lay bricks and blocks
- How to put up scaffolding
- How drainage systems work

Where could I learn?

- In college on a full-time course
- On training, working with a builder all week - You would work towards the National Vocational Qualification (NVQ) level 1
- You could go on to level 2 - You would spend some time with a builder and some time in college

Things to think about

Will need to work at heights



Will need to work in all sorts of weather



May start early, finish late or work on weekends



Will need to wear safety gear



Will work in dusty and dirty places



May have to travel to lots of places to work



Will work with cement - this may affect your skin



How can I find work?

Most people go to college or an training before getting a job

Most building sites pre fer to take people who are over 18

How can I find out more?

You can find out more by ringing your local Careers Centre

If you are in school or college you can ask your teacher or tutor to arrange for you to speak to your careers adviser



UF

Bricklayer

Carpenter



The Work

What would I do?

Cut and shape wood to make units for kitchens and bedrooms
 Hang doors and fit window frames
 Fit stairs and lay floorboards
 Put up roof timbers

Where would I work?

On a building site
 In a house or shop
 In a workshop

When would I work?

Work is mainly done in the day
 Evenings - sometimes
 Weekends - sometimes

Skills

Work with your hands



Work with people



What do I need to be able to do?

Carry heavy objects



Maths - count and measure



Follow rules and work safely



Training

What will I need to learn?

How to use tools like saws and drills
 What wood to use for each job
 How to hang doors, fit window frames, fit stairs and lay floorboards
 How to put up roof timbers

Where could I learn?

In college, on a full-time course
 On training, working with a carpenter all week. You would work towards the National Vocational Qualification (NVQ) level 1.
 You could go on to level 2. You would spend some time with a carpenter and some time in college.

Things to think about

May need to work at heights



May work inside or outside



May start early, finish late or work on weekends



Will need to wear safety gear



Will work in dusty places



May have to travel to lots of places to work



How can I find work?

Most people go to college or on training before getting a job

You could ask local carpenters if they are looking to take anyone on training

How can I find out more?

You can find out more by ringing your local Careers Centre

If you are in school or college you can ask your teacher or tutor to arrange for you to speak to your careers adviser



UF

Carpenter

Shop Worker



The Work

What would I do?

- Help customers to find goods
- Put goods out on shelves or racks
- Put prices on goods
- Keep the shop tidy
- May use the till
- May help people to decide what to buy

Where would I work?

- In supermarkets
- In small or large shops

When would I work?

- Many shops are now open all week
- You would work 5 days and may have to work on Saturday or Sunday
- A lot of shops stay open late. Lots of people do part-time work

Skills

Be helpful and calm



Work as part of a team



Talk and listen to people



Lift and carry heavy things



Arithmetic count and use money



Training

What will I need to learn?

- How to use a till
- How to put goods on display and make them look nice
- How to price goods
- How to deal with customers

Where could I learn?

- On training in a shop. You would work towards a qualification called the National Vocational Qualification (NVQ) at level 1 or 2
- Working in a shop. You would be shown what to do by other staff

Things to think about

May have to work late or on weekends



May have to talk to customers who are rude to you



May be standing for most of the day



May have to wear a uniform



May have to dust shelves



How can I find work?

- Look for adverts in shop windows
- Call in to shops to ask if they are looking for staff
- Ask in the Careers Centres and Job Centres
- Look in the local newspapers

How can I find out more?

- You can find out more by ringing your local Careers Centre
- If you are in school or college you can ask your teacher or tutor to arrange for you to speak to your careers adviser



OE

Shop Worker

For further information

Careers Service

For further careers advice and guidance contact the school Careers Adviser or your nearest careers office, Careers Wales Mid Glamorgan and Powys, 27 High Street, Merthyr Tydfil
Tel: 01685 358180.

Schools

Ian Llewellyn, Vocational Co-ordinator, Afon Taf High School. Tel: 01443 690401

John Davies, Vocational Co-ordinator, Pen-y-dre High School, Tel: 01685 721726

Bev Davies, Vocational Co-ordinator, Cyfarthfa High School, Tel: 01685 721725

Glenys Jones, Vocational Co-ordinator, Bishop Hedley High School, Tel: 01685 721747

14-19 Network

Lauren Penny, Network Support Officer

Merthyr Tydfil 14-19 Network

MTCBC

Ty Keir Hardie

Riverside Court

Avenue De Clinchy

Merthyr Tydfil

CF47 8XE

Tel: 01685 727314

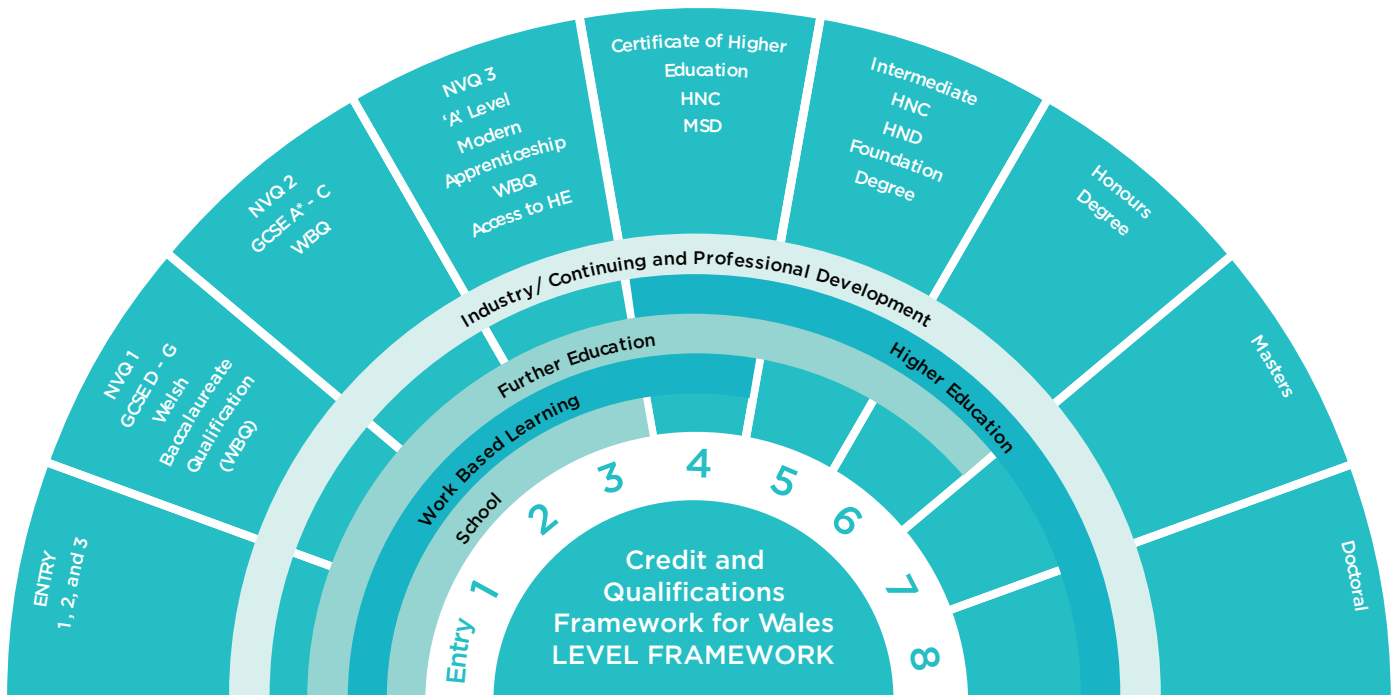
Brochure Format

If you require this brochure in another format, please contact:
Lauren Penny, Network Support Officer Tel: 01685 727314

POWYS PROSPECTUS 2011-12



CREDIT AND QUALIFICATIONS FRAMEWORK FOR WALES LEARNING AND PROGRESSION ROUTES



The Credit and Qualifications Framework for Wales was introduced in 2003 as a fully inclusive learning framework. The Levels capture all learning from the very initial stages (Entry) to the most advanced (Level 8). The Fan diagram illustrates the levels and examples of qualifications and learning provision that are included in it.

For further details contact the CQFW Secretariat:
Tel: 01443 663 663 Fax: 01443 663 653
E-mail: info@cqfw.net Visit: www.cqfw.net

Cyngor Cyllido Addysg
Uwch Cymru
Higher Education Funding
Council for Wales

hefcw

CREDIT & QUALIFICATIONS
FRAMEWORK FOR WALES
FFRAMWAITH CREDYDAU
A CHYMWYSTERAU CYMRU



DISCLAIMER

The details of schools and options published in this prospectus were accurate at the time of going to print. However, 14-19 Learning Pathways and all institutions involved reserve the right to make any changes deemed necessary. Please be sure to check any details with the relevant partner institutions.



14-19 LEARNING PATHWAYS

“TO HELP ALL YOUNG PEOPLE IN POWYS REACH THEIR POTENTIAL BY INCREASING THE CHOICE, FLEXIBILITY AND QUALITY OF LEARNING AND SUPPORT AVAILABLE”.

Provision is made under the 6 key themes of:

- **INDIVIDUAL LEARNING PATHWAY**
- **WIDER CHOICE AND FLEXIBILITY**
- **THE LEARNING CORE**
- **LEARNING COACH**
- **PERSONAL SUPPORT**
- **CAREERS ADVICE AND GUIDANCE**

We are delighted that learners in Powys already have a wider choice of courses from a growing range of options known as the local curricula and our Curriculum Working Group is working towards greater collaboration between learning providers, aiming to make a difference for learners in Powys wherever they live.

All 14 to 19 year olds in Wales are entitled to follow their own individually planned learning pathway and to be supported to do so. In Powys our policy is to provide learning coach support for all 14-19 year olds by 2012 and through

the work of our Support Working Group to identify a minimum level of personal support available for all young people (when needed) through information, advice and guidance services.

LOCAL CURRICULA CHOICES

Powys Local Curricula Powys is currently has two main areas of local curricula “North” and “South”. The Powys Local Curricula contains a range of courses, from Pre-Entry/Entry to Level 4, from which young people can choose the formal aspects of their learning pathways. The Welsh Assembly Government has identified curriculum areas known as Domains to help identify the choices available. These Domains are;

- **MATHEMATICS, SCIENCE AND ASPECTS OF TECHNOLOGY**
- **BUSINESS AND MANAGEMENT**
- **SERVICES TO PEOPLE**
- **CREATIVE ARTS AND CULTURE**
- **HUMANITIES AND LANGUAGES**

WIDER CHOICE AND FLEXIBILITY

Under the key theme of Individual Learning Pathways, learning providers, both individually and collaboratively, should be making a wider range of subject choices available to 14-19 year old learners.

These choices include general qualifications as well as those which have a vocational flavour.

For September 2011 learners at Key Stage 4 will have a choice of 28 subjects and at Key Stage 5 (post 16) 30 subjects at Level 3.

For further details of the 14-19 pathways in Powys please contact:

**Nici Jones 14-19 Pathways
Manager Powys County
Council 01597 826703
nici.jones@powys.gov.uk**

UCAS POINTS

| GCE QUALIFICATIONS | | BTEC NATIONALS | | | POINTS |
|--------------------|--------------------|----------------|------------------|---------------------|--------|
| A LEVEL | SUBSIDIARY DIPLOMA | DIPLOMA | EXTENDED DIPLOMA | WELSH BACCALAUREATE | |
| | | | | DDD | 360 |
| | | | | DDM | 320 |
| | | | | DMM | 280 |
| | | | DD | MMM | 240 |
| | | | | | 220 |
| | | | DM | MMP | 200 |
| | | | | | 180 |
| | | | MM | MPP | 160 |
| A* | | | | | 140 |
| A | D | MP | PPP | PASS | 120 |
| | | | | | 110 |
| B | | | | | 100 |
| | | | | | 90 |
| C | M | PP | | | 80 |
| | | | | | 77 |
| | | | | | 72 |
| | | | | | 71 |
| | | | | | 64 |
| | | | | | 60 |
| D | | | | | 58 |
| | | | | | 52 |
| | | | | | 50 |
| | | | | | 45 |
| E | P | | | | 40 |
| | | | | | 30 |
| | | | | | 20 |

CAREERS ADVICE AND GUIDANCE

CAREERS WALES PROVIDES FREE CAREERS ADVICE, GUIDANCE AND INFORMATION FOR PEOPLE OF ALL AGES. IN POWYS THIS SERVICE IS PROVIDED BY CAREERS WALES MID GLAMORGAN AND POWYS.

ALL HIGH SCHOOLS AND THE MAIN COLEG POWYS SITES HAVE A CAREERS ADVISER WHO CAN HELP STUDENTS WITH THEIR PLANS FOR THE FUTURE.

DURING YEAR 11

You will have the opportunity to talk to a Careers Adviser about what you plan to do after Year 11. The Careers Adviser can:

- show you how to find out about careers you are interested in and the qualifications you might need
- help you to find out about courses in the sixth form and at college
- give you information about job and training vacancies
- provide advice about filling in application forms, putting a CV together or preparing for interviews

Careers Advisers also give talks to classes or year groups on career related topics and we work with your school to organise activities like work experience and industry days that help you to find out about the world of work.

Extra help is available for students who need additional support.

AFTER YEAR 11

- If you decide to stay on at school or go to college you will be able to see the school or college Careers Adviser when you need to discuss your plans or ideas.
- If you leave school or college to look for work or training you can see a Careers Adviser at the local Careers Centre (see contact details below).



careerswales.com
Careers information and advice

Use our website to:

- find information on a wide range of careers and jobs
- update your Learning Pathway plan
- find out more about choices after Year 11
- look at job and training vacancies
- find out about university courses and how to apply

SERVICES FOR PARENTS

- Careers Advisers are also available at school parents' evenings to talk to students and their parents or carers.
- Careerswales.com has a separate parent section which provides advice about how to support your son or daughter in making decisions about their future plans.

HOW TO CONTACT US

We have Careers Centres in Brecon (01874 624619), Newtown (01686 626959) and Llandrindod Wells (01597 825898). Students or parents who would like to speak to a Careers Adviser outside school or college hours are welcome to drop in or phone to make an appointment.





COLEG POWYS

ACHIEVING EXCELLENCE IN

COLEG POWYS IS A UNIQUE FURTHER EDUCATION COLLEGE DEDICATED TO THE PURSUIT OF EXCELLENCE. IT HAS A NUMBER OF CAMPUSES, EACH NESTLING IN THE IDYLIC LANDSCAPE OF RURAL MID WALES. COLEG POWYS IS A DRIVEN ENERGETIC ORGANISATION COMMITTED TO PROVIDING THE HIGHEST QUALITY INNOVATIVE TEACHING AND LEARNING FOR ALL ITS CLIENTS.



Coleg Powys has been central to the development of a vocational curriculum for learners aged between 14 and 19 for some years. We have worked tirelessly with partner schools to ensure that young people can have an experience that goes beyond the traditional academic subjects. As a consequence, many young learners have achieved outstanding successes in subjects like Construction, Motor Vehicle and Hair and Beauty. Programmes allow learners to start at the level best matched to their current skills and knowledge, and provide excellent progression opportunities onto courses at the next level, onto university or into employment. Many level 3 programmes attract UCAS points equivalent to 3 or 4 A levels. Coleg Powys also offers higher education qualifications, including post graduate qualifications, honours degrees and foundation degrees. Coleg Powys offers a range of exciting full-time vocational programmes of one or two

years' duration. The College provides individually tailored programmes at entry level, and a wide range of Awards, Certificates and Diplomas at levels 1, 2 and 3. These qualifications are part of the new Credit and Qualifications Framework which provides a record of achievement for each part of a student's programme. All full time learners receive full pastoral support to ensure that they receive everything that they require to have a successful and enjoyable time at the college. We are incredibly proud of the achievements of



YS: ALL WE DO



our learners. Last year, 35 learners achieved triple distinctions (equivalent to 3 A Level grade As), 256 learners went on to pursue degrees and they achieved a successful completion rate of 81%, making Coleg Powys one of the most successful colleges in Wales. We are delighted to be part of the Powys 14 to 19 Network and we hope that you find the subjects that we are contributing exciting, attractive and inspiring.

Coleg Powys Brecon
Student Services

ADDRESS: Penlan, Brecon,
Powys LD3 9SR

T: 0845 4086 400

Coleg Powys Newtown -
Student Services

ADDRESS: Llanidloes Road,
Newtown, Powys SY16 4HU

T: 0845 4086 200

E: enquiries@coleg-
powys.ac.uk

www.coleg-powys.ac.uk



POWYS TRAINING



POWYS TRAINING HAS BEEN SPECIALISING IN WORK EXPERIENCE AND APPRENTICESHIPS FOR MORE THAN 20 YEARS.

A TEAM OF DEDICATED STAFF LOCATED IN BRECON, LLANDRINDOD WELLS, NEWTOWN, MACHYNLLETH WELSHPOOL AND YSTRADGYNLAIS IS AVAILABLE TO DISCUSS YOUR LEARNING NEEDS AND JOB OPPORTUNITIES. WE CAN TALK YOU THROUGH THE BENEFITS OF WORK-BASED LEARNING AND APPRENTICESHIPS, INCLUDING THE OPTION TO EARN WHILE YOU ARE LEARNING.

FOR MORE INFORMATION, PLEASE CONTACT US ON FREEPHONE: 0800 328 0881 OR ONLINE AT WWW.POWYS-TRAINING.CO.UK



WHAT ARE APPRENTICESHIPS?

Anyone who is over 16, living in Wales and not in full time education can apply for an Apprenticeship. There are Apprenticeships to suit your interests and experience, so why not see if there is one out there for you! Visit the Apprenticeship Matching Service on www.careerswales.com

Employers all over the country recognise and value Apprenticeships as they show that you have been trained in the skills they need.

You can earn while you learn: As an Apprentice you will do a real job for a real employer, so you will receive a regular wage from day one while

undertaking off-the-job training with your chosen training provider.

The childcare sector is a major employer within Wales, and therefore needs to ensure that workers in that sector are fully trained and qualified. The aim of this apprenticeship is to ensure that you have the essential skills and knowledge to care for children. Charlotte is a positive example of how work based learning can set you on the road to a fulfilling career. Charlotte gained valuable work experience at a local primary school and as a direct result of this she was offered an apprenticeship. Charlotte has achieved her level 2 award and is on the final stages of her level 3, including being employed as a teaching assistant and working at an after school club.

WORK BASED LEARNING

Work based learning offers work experience placements to young people not in employment to improve their job skills and prospects. One such opportunity was offered to Michael, who joined the construction team at the new

school build at Ysgol Trefonnen in Llandrindod Wells. During his time with the building contractor, Michael had hands-on experience learning a variety of building skills including plastering, rendering and dry-lining. The practical experience Michael gained will help his job prospects, with the possibility of him staying on with the building contractor for other jobs and becoming an apprentice. Aprille Saunders, General Manager of Powys Training, said: "Work experience is a vital tool in furthering the skills of young people and helping them to secure future employment."

Work based learning is part-financed by the European Social Fund through the Welsh Assembly Government.



SOUTH POWYS TIMETABLE MODEL

| MON | TUES | WEDS | THURS | FRI |
|----------|----------|----------|----------|----------|
| OPTION A | OPTION D | OPTION C | OPTION E | OPTION B |
| OPTION B | OPTION E | OPTION A | OPTION D | OPTION C |

SOUTH POWYS SUBJECTS

| KEY |
|--------------------|
| Brec = Brecon |
| BU = Builtl Wells |
| CP = Coleg Powys |
| CR = Crickhowell |
| G = Gwernyfed |
| LIHS = Llandrindod |
| M = Maesydderwen |

| BLOCK A | BLOCK B | BLOCK C | BLOCK D | BLOCK E |
|---|--|--|---|--|
| English (G) Chemistry (G) ICT (G) | Physics (G) Media Studies (G) Geography (G) | Sociology (G) Art (G) | Maths (G) History (G) | Biology (G) Business (G) |
| Product Design (M) Chemistry (M) English (M) | Biology (M) Welsh (M) IT (M) | Art (M) Geography (M) | Maths (M) Media Studies (M) | History (M) Physics (M) |
| Art (LIHS) English (LIHS) Health & Social (LIHS) Maths (LIHS) | Biology (LIHS) PE (LIHS) Physics (LIHS) | Chemistry (LIHS) Design & Technology (LIHS) French (LIHS) | Business (LIHS) Electronics (LIHS) History (LIHS) | Drama (LIHS) Geography (LIHS) Computer Studies (LIHS) Welsh (LIHS) |
| Bioleg (BU) English (BU) Further Maths (BU) | French (BU) Maths (BU) RE (BU) | Daearyddiaeth (BU) Chemistry (BU) Design & Technology / Textiles (BU) History (BU) | Hanes (BU) Biology (BU) Hospitality BTEC L3 (BU) Geography (BU) | Art (BU) German (BU) Physics (BU) Music (BU) Cymraeg (BU) |
| Music Technology L3 BTEC (Brec) French (Brec) Geography (Brec) | Business (Brec) Technology / Product Design (Brec) Chemistry (Brec) | Biology (Brec) History (Brec) Welsh 1st (Brec) Welsh 2nd (Brec) | English (Brec) Art (Br) Physics (Br) | Maths (Brec) RE (Brec) Drama (Brec) |
| Chemistry (CR) Performing Arts (CR) Law (CR) Psychology (CR) | French (CR) Further Maths (CR) PE (CR) RE (CR) Music (CR) | Art (Cr) Biology (CR) Design & Technology (CR) ICT (CR) | Business (CR) Maths (CR) History (CR) | English (CR) Physics (CR) Geography (CR) Health & Social (CR) |
| | Childcare L3 BTEC (CP) Public Services L3 BTEC (CP) | | Performing Arts BTEC L3 (CP) AAT Accounting (CP) Psychology (CP) | I.T. BTEC L3 (CP) Health & Social Care BTEC L3 (CP) Sport Science BTEC L3 (CP) |



SOUTH POWYS SCHOOLS BRECON HIGH

BRECON HIGH SCHOOL IS A KS3-5 (11-18) COMPREHENSIVE SCHOOL LOCATED IN BRECON. WE ARE PROUD TO BE A COMMUNITY SCHOOL WHICH SERVES THE TOWN ITSELF AS WELL AS A LARGE RURAL SURROUNDING AREA.

OUR VISION IS TO ENSURE THAT EVERYONE AT BRECON HIGH SCHOOL CAN AND WILL SUCCEED.



Our aims are:

- To improve teaching and learning
- To raise expectations of everybody in the school
- To raise standards at all Key Stages

We actively promote bilingualism throughout the school and all of our students study and are accredited in Welsh at the end of Key Stage 4. In addition, in Key Stage 5 we offer the opportunity for all students to study Welsh 1st and 2nd Language at both AS and A2 Level.

All Year 12 and 13 students have full access to ICT facilities in a new large dedicated 6th Form study centre and can choose from a broad range of level 3 qualifications including AS, A2 and Level 3 BTEC courses.





H SCHOOL

Since September 2009 all Y12 students have studied The Welsh Baccalaureate at Advanced Level (Level 3). Students complete core activities such as Wales Europe and the World, Community projects and Team Enterprise projects.

KS5 students are lucky enough to have easy local access to courses run at Coleg Powys's Brecon Campus, which is within walking distance of the school. All students have access to a wide range of vocational level 3 courses which carry the same weighting as AS and A2 qualifications. Many students study these vocational courses alongside their traditional academic qualifications.

A new vocational qualification in Music Technology will also be available on the school campus and will be delivered in a brand

new state of the art Music Technology/Media Studies suite in September 2011.

The school has an excellent academic reputation and in addition to its academic record the school has a strong tradition of musical and sporting success. The school gains considerable success at International and County level in all sports.

The school is set in some 35 acres of grounds. The sports fields include an eight lane international standard tartan running track. A £5m sports centre, which includes a swimming pool, is on the site. The school has part use of these facilities throughout the week.



6th form students at Brecon High School have access to wide range of extra curricular activities, including sporting, musical and cultural activities. Post 16 students are encouraged to take on leading roles within the school and are seen as positive role models by all lower school students and the community at large.

In the school's most recent inspection report, ESTYN stated that "Brecon High School is a good school with many outstanding features".

HEAD OF SIXTH FORM: Mrs S. Boshier
ADDRESS: Penlan, Brecon, Powys LD3 9SR
T: 01874 622361 **E:** office@brecon-hs.powys.sch.uk
www.brecon-hs.powys.sch.uk
Tudalen 36



SOUTH POWYS SCHOOLS

BUILT WELLS HIGH SCHOOL

BUILT WELLS HIGH SCHOOL IS A THRIVING, BILINGUAL, 11-18 COMPREHENSIVE, SITUATED ON AN EXCEPTIONAL SITE ON THE BANKS OF THE RIVER WYE.

IN 2010, THE INSPECTORATE FOR EDUCATION AND TRAINING IN WALES (ESTYN) IN THEIR REPORT ON BWHS SAID:

“BUILT CONSISTENTLY PROMOTES AND ACHIEVES HIGH STANDARDS IN ACADEMIC, PASTORAL AND EXTRA-CURRICULAR ACTIVITIES AND BECAUSE OF ITS VERY MANY SIGNIFICANT STRENGTHS, JUSTIFIABLY ENJOYS THE TOTAL CONFIDENCE OF ITS COMMUNITY.”

ESTYN

Programme where students participate in a cultural exchange programme, gaining work experience in business and industry as integral components of the Language Module and Working with an Employer elements of the Welsh Bacalaureate Qualification.

At Built Wells High School we pride ourselves in promoting our inclusive ethos, devoting time to nurture your talents and cater for all types of needs. Encouragement, support and intervention to augment learning are central to the working processes of the school and we endeavour to lay the foundations for your future.

We fervently believe in listening to our stakeholders, considering all opinions and making decisions to benefit all learners at all stages of their learning; these are the fundamental principles that make our school a highly respected educational provider.

Our excellent support for each learner influences the way our young people behave. We insist on excellent behaviour at all times and foster respect in everything we do. We expect all of our pupils to

BWHS has a unique atmosphere. Many visitors comment on the special ambience that they feel as soon as they enter the school. As a truly bilingual school, we appreciate our community and our learners benefit from the close access to the town's facilities.

As a School community, we are committed to enhancing our bilingual ethos, enjoying the extensive facilities and our impressive new building (Bwyty). The Bwyty houses state of the art music facilities, art rooms, an IT suite and yr Adran Gymraeg - a suite of rooms dedicated to Welsh-medium teaching. Our investment in ICT across the school enables all our learners to access the best, modern opportunities in order to

compete globally.

Built Wells High School has outstanding international links: three schools in three separate states in the USA, Australia, Italy, Greece, Sweden, Madagascar, Patagonia, France and Germany makes us a very well sought after centre for international learning. Work related learning underpins our International Learning



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reflect the core values of the school, especially when they are away from the school community and our pupils have been commended on several occasions for their courtesy and politeness from various members of the public.

The future of BWHS as a Learning provider is bright, progressive and exciting. Choices in both Languages are extensive and promote lifelong learning in a safe, rural environment with easy transport links to the South and the North.

HEAD OF SIXTH FORM:
Mrs Elin Non Ennis

ADDRESS:
College Road, Builth Wells,
Powys LD2 3BW

T: 01982 553292

E: [office@builth-hs.
powys.sch.uk](mailto:office@builth-hs.powys.sch.uk)

www.builth-hs.powys.sch.uk



POWYS
16+
PROSPECTUS
2011-12



SOUTH POWYS SCHOOLS CRICKHOWELL

CRICKHOWELL HIGH SCHOOL IS A PURPOSE BUILT COMMUNITY FOCUSED SCHOOL OF SOME 750 STUDENTS. THE SCHOOL IS LOCATED IN THE TOWN OF CRICKHOWELL, WITHIN THE BEAUTIFUL AND INSPIRING SURROUNDINGS OF THE BRECON BEACONS NATIONAL PARK.



Crickhowell is consistently recognised as a high achieving school with a record of academic excellence. The School is constantly developing a broader range of courses, activities, opportunities and resources to meet the needs of the community in the 21st Century.

Our target is for all students to achieve at least five A* - C grades at GCSE, or the equivalent, by the end of Key Stage 4. Most of our students stay on in the Sixth Form and go on to achieve excellent results post 16.

We offer a wide choice of academic and vocational opportunities for all our students, delivered by a specialist team of highly qualified and dedicated staff. We also offer access to part time college courses. We work positively to identify and support the individual learning needs of every student; the quality of teaching, learning and

achievement is high.

Additional learning opportunities are available during breaks and lunchtimes. Many students attend 'twilight sessions' when they have the chance to access a wide range of sporting, academic and creative options.

Crickhowell students have numerous opportunities to visit other countries as part of their academic and extra curricular studies with regular visits to Poland, Germany, Italy, France, Austria, Uganda and Dubai. Our latest long distance expedition took students into Jordan.





L HIGH SCHOOL

We have a very strong commitment to education for Sustainable Development and Global Citizenship and close links with St. Peter's School in Uganda and other learning communities across the world.

As a school we are committed to developing the use of technology to enhance learning; this includes interactive software, e-learning and video conferencing facilities. We have recently upgraded our ICT network across the school to include wi-fi access which has proved very successful in extending learning opportunities for all our students.

We welcome students of all abilities to join our successful learning community.



“THE MOST STRIKING FEATURE OF THE SCHOOL IS ITS STRONG ETHOS OF LEARNING, IN WHICH VERY GOOD BEHAVIOUR IS THE NORM AND MOTIVATION IS HIGH. IN THIS ATMOSPHERE, PUPILS' AND STUDENTS' DEVELOPMENT - ACADEMIC, SPIRITUAL, MORAL, SOCIAL AND CULTURAL - THROUGH CURRICULAR AND EXTRA-CURRICULAR EXPERIENCES, IS EXCEPTIONALLY GOOD.”

MOST RECENT ESTYN INSPECTION

HEAD OF SIXTH FORM: Mrs Kate Thomas
ADDRESS: New Road, Crickhowell, Powys NP8 1AW
T: 01873 813500 **E:** office@crickhowell-hs.powys.sch.uk
www.crickhowell-hs.powys.sch.uk

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SOUTH POWYS SCHOOLS GWERNYFED

GWERNYFED SIXTH FORM PROVIDES A HARD WORKING, SUCCESSFUL AND ENJOYABLE ENVIRONMENT IN WHICH TO PURSUE YOUR CHOSEN LEARNING PATHWAY. STUDENTS HAVE FELT THE BENEFIT OF HAVING A SMALL SIZED SIXTH FORM, WHERE TEACHERS ARE CARING, COMMITTED AND EXCELLENT AT TEACHING. OUR SIXTH FORM STUDENTS ARE SUCCESSFUL WITH 2010 STUDENTS BEING ACCEPTED ONTO EITHER THEIR FIRST OR SECOND CHOICE COURSE AT UNIVERSITY.

You will find us supportive and friendly, being able to provide an enviable range of potential areas for study with the development of the Powys Local Curriculum.

The new style of accessing the individual Learning Pathway provides not only the opportunity to develop academic and intellectual skills, but the additional freedom to meet academic and career needs most effectively. Being a member of the Sixth Form at Gwernyfed involves a great deal more than the pursuit of academic courses. As part of our

pastoral programme, we include a number of activities where students take advantage of the opportunity to work with and support the studies of younger pupils, and can be involved in the APAUSE scheme, Childline scheme and Community Sports Leadership award. Year 12 students get the opportunity to act as mentors to pupils in Year 7 and 8 to promote the ethos of responsibility. These activities provide the basis for skills development; accredited under the Welsh Baccalaureate qualification, while providing invaluable

evidence to feed into UCAS application for university.

The Duke of Edinburgh again features amongst the extra-curricular activities, along with the extended opportunities to travel to Barcelona for Business Studies and Art, or further afield to support the pupils in Hay's twin town in Timbuktu, or study and inform other cultures and their comparative educational systems, like the group last year who visited Columbia. We are very proud that our students from a small rural school consider it important that they:



HIGH SCHOOL

“ A PARTICULAR STRENGTH OF THE SCHOOL IS THE WAY IN WHICH PUPILS ACROSS THE AGE RANGE HELP AND SUPPORT ONE ANOTHER. THERE IS A REAL SENSE OF COMMUNITY WITHIN THE SCHOOL THAT HELPS FOSTER LEARNING. ”

ESTYN



‘develop an awareness and sensitivity to other cultures and are encouraged to gain a global awareness.’

Please contact Miss Rebecca Savage, Senior Pastoral Manager, should you require any further information.

HEAD OF SIXTH FORM: Mrs C Ricketts

ADDRESS: Three Cocks, Brecon, Powys LD3 0SG

T: 01497 847445 E: office@gwernyfed-hs.powys.sch.uk

www.gwernyfed-hs.powys.sch.uk



YSGOL UWCHRADD
LLANDRINDOD HIGH SCHOOL
'Dysgu i ddysgu gydol oes' 'Learning to learn for life'

SOUTH POWYS SCHOOLS LLANDRINDOD HIGH SCHOOL

THE SIXTH FORM IS A VERY IMPORTANT PART OF LLANDRINDOD HIGH SCHOOL. IT NOT ONLY PROVIDES THE PROGRESSION INTO HIGHER EDUCATION AFTER KEY STAGE 4, BUT IT ALSO GIVES AN OPPORTUNITY TO BE ACTIVELY INVOLVED IN THE LIFE AND WORK OF THE SCHOOL.

The AS, A2 and equivalent vocational courses that we offer give access to university, while key skills demonstrate a student's ability in communication, number and information technology. Almost all of those who embark on courses remain to complete them successfully.

The organisation and ethos of the Sixth Form allows for the ideal transition between compulsory schooling and the need for students to take

responsibility for their own learning. The school offers good teaching, tutorial support, careers guidance, work experience and a wide range of social, cultural and community opportunities.

Llandrindod High School always aims for excellence and this is achieved in an environment where students are secure and happy. Our expectations are that Sixth Form students will work hard and, therefore, be able to take full advantage of the expertise and commitment of our staff. We are able to provide high quality teaching within excellent study facilities. The school also encourages the students to give some time to help others, through community service, either within the school or the wider community.

We are a Welsh Baccalaureate School and this adds a valuable dimension to subjects and courses that can be followed between the

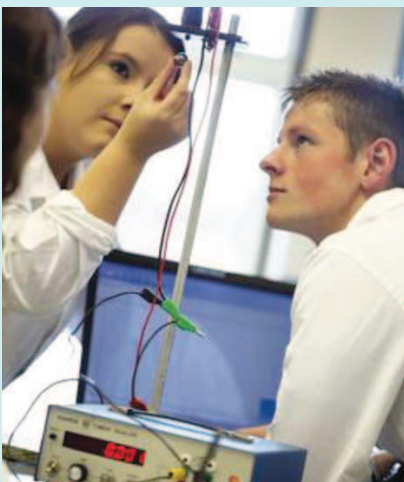


encourages independence and adds 'real life' experience to the curriculum.

We are also very proud of the pastoral support that is available to all students and which encourages them to achieve their full potential. This combines with an excellent Enrichment Programme and a wide range of social activities organised by the Sixth Form Committee.

Don't simply take our word for it. Ask the students who are currently studying with us and you will get a very positive response from them.

Our recent Estyn inspection report also emphasises the outstanding provision provided at post 16.





They said:

“ IN THE SIXTH FORM, TEACHING IS CONSISTENTLY GOOD AND FREQUENTLY OUTSTANDING. THE OUTSTANDING AND GOOD FEATURES OF TEACHING IN THE SIXTH FORM INCLUDE:

- very good working relationships between teachers and students;
- the development of students' capacity to take responsibility for their own learning;
- teachers' high expectations of success and strong subject knowledge;
- very good questioning which provides opportunities for students to explore ideas and embed understanding; and
- meticulous planning of a wide range of strategies and resources appropriate to the work being undertaken. ”

ESTYN



HEAD OF SIXTH FORM:

Mrs Alison Long

ADDRESS:

Dyffryn Road,
Llandrindod Wells,
Powys LD1 6AW

T: 01597 822992

E: office@llandod-hs.
powys.sch.uk

www.llandod-hs.powys.sch.uk



SOUTH POWYS SCHOOLS YSGOL MAESYDDERWEN

OUR SCHOOL HAS A STRONG TRADITION IN PROVIDING SIXTH FORM EDUCATION. WE ARE IMMENSELY PROUD OF THE ACHIEVEMENTS OF OUR STUDENTS AND EVERY YEAR ALL ARE ABLE TO PROGRESS TO THEIR CHOSEN DESTINATIONS.

The teachers at Ysgol Maesydderwen are highly qualified and expert at delivering post-16 education. The quality of education they are able to provide is something you can trust. As the most senior members of the school, there is a sense of community spirit amongst the Sixth Form. When you become a member of the Sixth Form you will enjoy a different learning experience. You will be encouraged to learn more independently, shouldering responsibility and making the most of opportunities on offer. Privileges and freedom are there to be enjoyed in return for high expectation in attitude

and commitment to study. Estyn School Inspection November 2010 concluded that...

“The school offers a broad in appropriate range of learning opportunities throughout the key stages.”

“The school provides a high level of care.”

“The school provided many extra curricular opportunities for pupils to enrich their experiences.”

We also give our students the opportunity to study the Welsh Baccalaureate. Pupils are able to choose 3 or 4 courses to study alongside the Welsh Baccalaureate, both A level or Vocational courses. UCAS has allocated 120 tariff

points to the Welsh Baccalaureate core which students can combine with the points they gain in their other courses (the options) to gain entry to university.

There is a strong support network at Ysgol Maesydderwen. You will be assigned a Sixth Form Tutor who is very experienced and will advise you, monitor your progress and help with any problems you may encounter. You will be able to take responsibility, and contribute to the life of the school and local community. These experiences will give you a considerable advantage when applying for jobs and courses at Higher Education institutions.



YDDERWEN

Sixth Formers are responsible for co-ordinating sponsored events, stalls and fancy dress collections within the school and out in the wider community and the climax of 'Charity Week' is a concert when the talents of the whole school are harnessed in a programme of music, comedy and mayhem programmed and presented by the Senior Team and other Sixth Formers.

"The buddy system is an excellent way to help the younger years at the school. If you need only help or support there is always someone around to help you whenever you need it."

Rhian Jones 12

"The courses are very challenging and are a big jump from GCSE. The sense of friendship and equality between other sixth formers and teachers is very

encouraging. Studying here is great. The buddy system is a great idea by giving us a chance to communicate with other pupils below our year."

Ellen Green 12

The 5x60 project is currently working in secondary schools to extend the extra curricular programme and have set their sights on encouraging those who do not take part in sport to get active. Along with this, 5x60 looks to identify young leaders within the sixth form to help run lunch-time and after school clubs, many of our students have taken part within the programme and are a great asset to the team, in which the project rewards the volunteers with the

chance to gain qualifications such as tag rugby leaders, dodgeball level one coaching award and child protection in sport to name a few.

Pupils with Additional Learning Needs are welcome in the Sixth Form.

EXPANDING HORIZONS

As part of our commitment to offering the best possible opportunities to our students this year we have in collaboration with the Open University and Coleg Powys, given our students the chance to sample modules of a degree course.

HEAD OF SIXTH FORM: Mr Matthew Burrows
ADDRESS: Tudor Street, Ystradgynlais, Swansea SA9 1AP
T: 01639 842115
E: office@staff.maesydderwen-hs.powys.sch.uk

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SOUTH POWYS SCHOOLS PENMAES SCHOOL

YSGOL PENMAES, SITUATED IN THE MARKET TOWN OF BRECON IS A BUSY, FORWARD-LOOKING SCHOOL THAT PROVIDES EDUCATION AND SPECIALIST FACILITIES FOR PUPILS (3-19YEARS) WITH A WIDE RANGE OF LEARNING DIFFICULTIES FROM ALL AREAS OF SOUTH POWYS, ALONG WITH SOME CHILDREN FROM NEIGHBOURING AUTHORITIES.

We are privileged to have had major investment by the Local Authority as a result we now have a purpose built school with both residential and respite facilities on the same campus. These facilities include: Specialist Science/Design Technology, Food Technology/Life Skills, Sensory Studio, Interactive Soft Play, and Hydrotherapy Pool.

Visitors to Ysgol Penmaes continue to say that the school is a very friendly place. This is an important feature of our school as we feel that when pupils feel secure and valued they give their best. We remain committed to working in close partnerships with parents, the community, social services and health service and other professionals.

At Ysgol Penmaes we will continue to provide a safe, stimulating and challenging environment for all pupils. Our school curriculum has been tailored to meet the individual needs of pupils, with the emphasis upon individual achievements. This ensures that all pupils experience success.

14-19 LEARNING PATHWAYS

Pupils within this age range following the learning core through curriculum themes and numeracy and literacy sets. All pupils follow ASDAN programmes, (Transition Challenge, Bronze and Silver Award or Towards Independence as appropriate). Other option choices include French, Team Enterprise, Duke of Edinburgh's Award Scheme, Art and Design, Food Studies and vocational taster courses in collaboration with Coleg Powys. We have five learning coaches who provide learning coaching support Post 16 learners follow an extensive work experience programme as well as other work related activities, including work place visits and visiting speakers from local businesses. Our annual Industry Day takes place in November when a number of local organizations and

businesses run sessions for pupils to learn about the skills required in the workplace and in college.

OUR RECENT ESTYN INSPECTION REPORT SAID THIS ABOUT THE SCHOOL:

"Ysgol Penmaes is a very good school and has a large number of outstanding features"

"The school's well planned curriculum is very well supported by a wide choice of well-planned options in the 14 - 19 Learning Pathways, and an impressive range of extra-curricular, off-site activities, links with local schools and colleges and work related experiences. "

"Pupils receive highly effective careers education and guidance. The school works closely with Careers Wales to ensure that pupils and students are fully aware of all the opportunities available to them."

ASSISTANT HEADTEACHER: Mr Dave Coombs

ADDRESS: Ysgol Penmaes, Canal Road, Brecon, Powys LD3 7HL

T: 01874 623508

E: dcoombs@penmaes.powys.sch.uk

www.penmaes.powys.sch.uk

NORTH POWYS TIMETABLE MODEL

POWYS
16+
PROSPECTUS
2011-12

| MON | TUES | WEDS | THURS | FRI |
|------------------------------|---------------------------|------|---------------------------|------------------------------|
| VC (D) MOODLE (D) YR13 | MOODLE (B) VC (B) YR12 | | MOODLE (A) VC (A) YR12 | VC (C) MOODLE (C) YR13 |
| BLOCK C YR13 | BLOCK A YR12 | | BLOCK B YR12 | BLOCK D YR13 |

NORTH POWYS COLLABORATIVE SUBJECTS

KEY

Caer = Caereinion
CP = Coleg Powys
JB = John Beddoes
LL = Llanfyllin
Llani = Llanidloes
NHS = Newtown
WHS = Welshpool

| | SUBJECT (TUES) | SUBJECT (THURS) |
|---------------------|---|--|
| COLEG POWYS | BTEC L3 Countryside Management (CP) BTEC L3 Sport (CP) BTEC L3 Performing Arts (CP) BTEC L3 Media, TV & Film (CP) BTEC Media Games Development (CP) BTEC L3 Travel & Tourism (CP) BTEC L3 Child Care (CP) | BTEC L3 Health & Social Care (CP) BTEC L3 Media, TV & Film (CP) BTEC L3 Media Interactive (CP) BTEC L3 Public Services (CP) BTEC Hospitality & Catering (CP) |
| LLAN NEWYDD TRISGOL | A Level Music (JB/NHS) A Level RE (NHS) A Level Welsh Second Lang (JB/NHS) BTEC L3 Fashion & Clothing (NHS/CP) A Level Geography (WHS) A Level Product Design (JB) A Level Law (CP) A Level Spanish (LL) BTEC L3 Engineering (LL) A Level Further Maths (LL) BTEC L3 Hospitality & Catering (WHS) A Level PE (JB) A Level Drama (WHS) A Level Art & Design (Fine Art) (JB) A Level Art & Design (Photography) (JB) A Level Art & Design (Graphic) (JB) | A Level Spanish (Llani) A Level German (JB) A Level French (NHS/JB) A Level Politics (LLani) BTEC L3 Engineering (NHS/CP) BTEC L3 Music Technology (NHS) A Level Geography (JB/NHS) BTEC L3 Landbased (LL) A Level Welsh (Caer) BTEC L3 Applied Science (Forensic) (JB) A Level Psychology (WHS) A Level Biology (WHS) A Level French (WHS) A Level Business (WHS) BTEC L3 ICT (WHS) BTEC L3 Photography (CP) |



NORTH POWYS SCHOOLS JOHN BEDDOES

JOHN BEDDOES SCHOOL WAS FOUNDED IN 1565 AND IS A SMALL 11 - 18 SCHOOL WITH A PROUD RECORD OF ACADEMIC, SPORTING, CULTURAL, AND SOCIAL EXCELLENCE. BEING A SMALL SCHOOL THERE IS A STRONG SENSE OF BEING PART OF A FAMILY WHERE EVERY INDIVIDUAL STUDENT IS SUPPORTED AND CARED FOR IN THEIR DEVELOPMENT AND IN PREPARING THEM FOR FURTHER EDUCATION, TRAINING, AND THE WORLD OF WORK, AND TO HELP THEM BECOME ACTIVE CITIZENS OF THE FUTURE.

In addition to a broad range of AS and A Level options, John Beddoes has an established vocational programme of courses available through the Powys 14-19 Network enabling students to experience a broad range of opportunities tailored to their individual needs and aspirations. An individual learning pathway is implemented with guidance from tutors.

All students also undertake the Welsh Baccalaureate Qualification at Advanced Level which recognises achievement across a wide range of activities including work experience and careers, community participation, Personal and Social Education and through the accreditation of Essential Skills Wales. These Essential Skills Wales (such as Communication, Application of

Number, and ICT) alongside the wider key skills (Problem Solving, Working With Others, and Improving Own Learning and Performance) are recognised as evidence of the ability to work and learn effectively and are highly valued by colleges, universities, and employers.

John Beddoes students have access to excellent sporting facilities with an enviable range



JOHN BEDDOES SCHOOL

of opportunities. A flourishing 5x60 sports programme responds to the needs and interests of the students, and offers the opportunity to undertake coaching training. Students are also able to experience a wide range of cultural activities. These include French and German exchanges and other visits that not only develop language skills but also develop understanding of different cultures. Visits to Gambia have included working on educational projects with our partner school. This has been followed by whole school fundraising activities to enhance the educational provision for our Gambian partners. A strong tradition of theatrical productions exists and drama and music work closely together to stage such recent musicals as 'Oliver!', and 'Fiddler on the Roof'. Frequent theatre, museum, and art

gallery visits, history field trips (including Berlin), cross-curricular trips such as Art and Technology and a planned visit to New York, and geography residential fieldwork enhance the quality of the provision by broadening the experiences of students and visits to the school by poets, authors, politicians, broadcasters, public figures, theatre companies, and the like are a regular feature of the school calendar.

John Beddoes School encourages all students to become active members of the school community and the School Council is central to the development and growth of the school and plays a vital role in the decision-making and improvement process.

IN ADDITION TO THE SUBJECTS IN THE COLLABORATIVE BLOCKS WE OFFER:

- Biology
- Chemistry
- Drama & Theatre Arts
- English Literature
- German
- History
- Law
- Mathematics
- Physics
- PE
- Psychology

HEAD OF SIXTH FORM: Miss Steph Davies
ADDRESS: Presteigne, Powys LD8 2AY
T: 01544 267259 **E:** office@johnbeddoes.org
www.johnbeddoes.org

Tudalen 50



NORTH POWYS SCHOOLS LLANFYLLIN

LLANFYLLIN HIGH SCHOOL IS A CARING AND ORDERED COMMUNITY WITH AN ATMOSPHERE OF CALM AND PURPOSEFUL LEARNING. PUPILS ARE TREATED AS INDIVIDUALS AND WE RECOGNISE AND CELEBRATE THEIR DIFFERENT ABILITIES, APTITUDES AND INTERESTS. WE WORK HARD TO ENSURE EVERY PUPIL IS HAPPY, SAFE AND SUCCESSFUL - A CREDIT TO THEMSELVES, THEIR FAMILY AND LLANFYLLIN HIGH SCHOOL.

As a school in Wales, we are fully committed to maintaining a warm Welsh ethos in terms of language and culture. This reflects the fact that the Welsh language, heritage and traditions are an integral part of the national identity. All students have the opportunity to leave the school with a firm

grounding in Welsh or to be fully bilingual.

We expect and encourage the highest standard of behaviour from our pupils at all times. All pupils are expected to follow our Code of Conduct so that effective teaching and learning can take place. Pupils will only achieve their full potential if they feel safe and above all are happy. We have a strong pastoral care system, PSE programme and Behaviour Policy which together ensure a secure, caring and friendly environment in which to learn.

Our sixth form is very popular and oversubscribed. Most of our students stay on to take AS and A2 level courses. Pupils who wish to study at level 3 including A2/AS levels and BTEC are accepted if they are well prepared and able to study three or four subjects at



HIGH SCHOOL

this level and their acceptance depends on their achievement in an appropriate number and standard of level 2 GCSE and BTEC subjects and a consideration of whether returning to school is the best course of action for the individual. A useful guide, a minimum of five passes in different subjects are expected at 'C' grade or better but if a pupil has not achieved this then of course each case is discussed individually.

Subjects through the medium of Welsh are available in a number of curriculum areas and pupils are encouraged to continue their Welsh medium

education into Key Stage 5 wherever possible.

All Sixth Formers are expected to follow a Core Studies programme. The Sixth Form have their own Common Room and extensive supervised Study facilities.

Working in partnership with Caereinion and Welshpool High Schools we are pleased to extend our curriculum as a consortium of schools. The level 3 courses we offer on this basis are Engineering, Landbased Studies, Hospitality and Catering, Spanish, Welsh Second Language and Further Maths.

THE FOLLOWING SUBJECTS ARE OFFERED AT AS / ADVANCED LEVEL SUBJECT TO DEMAND AND RESOURCES:

- | | |
|------------------|---------------------------------|
| Fine Art | Welsh (First & Second Language) |
| Biology | Computing |
| Business Studies | Design Technology |
| 3D Studies | Theatre Studies |
| Chemistry | Media Studies |
| English | Textiles |
| Electronics | Critical Thinking |
| French | Land Based Studies |
| Spanish | Engineering |
| Geography | Further Maths |
| History | Spanish |
| Mathematics | |
| Music | |
| Physics | |
| Sports Studies | |
| Psychology | |

Students will also be expected to follow the Welsh Baccalaureate course too.

HEAD OF SIXTH FORM: Mr Peter Jessop
ADDRESS: Llanfyllin, Powys SY22 5BJ
T: 01691 648391 **E:** office@llanfyllin-hs.powys.sch.uk
www.llanfyllin-hs.powys.sch.uk **Tudalen 52**



NORTH POWYS SCHOOLS

LLANIDLOES HIGH SCHOOL

LLANIDLOES HIGH SCHOOL IS AN 11-18 DUAL-STREAM COMPREHENSIVE COMMUNITY SCHOOL. THE SCHOOL SERVES THE TOWN ITSELF AND A WIDE SURROUNDING AREA.

The school is a caring environment with high expectations of all of our learners. We encourage all learners to reach their full potential and offer the support and guidance to help them achieve their aims and ambitions. We keep parents informed of their child's progress on 3 occasions through the year in addition to parents' evening; additionally, we get in contact whenever we feel necessary in order to support our learners. We offer a structured induction programme at the beginning of Sixth Form.

All Sixth Form students can choose from a broad range of

Level 3 qualifications including AS, A2 and Level 3 BTEC courses. Students can study vocational qualifications alongside their traditional academic qualifications. Sixth Formers also have access to courses run by our partners in the 'Llan Newydd' collaboration (John Beddoes and Newtown High School, and Coleg Powys).

We run an established Advanced Welsh Baccalaureate Qualification (equivalent to an A at A-level). Through the 'Bac' students are involved in a wide range of activities from 'Mock UN Debates' and learning British Sign Language, to making films

illustrate the Universal Declaration of Human Rights. They also choose a topic of their choice for their 'Individual Investigation' and raise money for charity each year.

Politicians and other external speakers regularly visit the school, and students have opportunities to go on many visits as part of the 'Bac' and as part of their chosen subjects.

Sixth Formers have a strong tradition of making a significant contribution to the school through the 'Community Participation' element of the 'Bac'. Sixth Formers are involved in 'Paired Reading', 'Numeracy', 'Peer Mentoring' - for which they are trained by ChildLine - and sports activities such as 5x60 and Dragon Sports.

The majority of our Sixth Formers go on to university after they finish their studies



with us, with up to 40% of those going to Russell Group universities each year. Most students go on to their 'first choice' university. We offer guidance through the whole process including a residential trip to a university, and a UCAS evening for parents, too!

At Llanidloes High School, we have a designated Sixth Form block which includes a study centre with IT facilities and two common rooms.

Comments made in the 2009 Estyn inspection of the school include:

- "The arrangements for assisting pupils to transfer from one key stage to another are outstanding from KS4 to the sixth form".
- The outstanding ranges of extra-curricular activities which are provided by the school enrich learners' personal development".
- "Standards of students' social and moral skills are outstanding".

GOFAL
(Giving Opportunities
For All to Learn)

THE COURSES AVAILABLE

ADVANCED SUBSIDIARY (AS)/ ADVANCED (A) GCE LEVEL COURSES

The following Advanced Subsidiary (AS)/
Advanced (A) Level courses will be offered:

| | |
|---|---|
| Applied Business | Media Studies |
| Art and Design | Music |
| Biology | Philosophy |
| Chemistry | Physical Education |
| Design & Technology: Product Design | Physics |
| Design & Technology: Food | Politics |
| Drama & Theatre Studies | Psychology |
| English Literature | Religious Studies* |
| Further Maths (Year 13 only) | Science (Applied) |
| French* | Travel & Tourism |
| Geography | Spanish |
| Health and Social Care | Welsh (First Language) |
| History | Welsh (Second Language) |
| Information Communications Technology | Welsh Baccalaureate (compulsory for all) |
| Mathematics | |

* Subjects (above) which may be offered in collaboration with other schools / providers

HEAD OF SIXTH FORM: Mrs Jane Jerman
ADDRESS: Llanidloes, Powys SY18 6EX
T: 01686 412289 **E:** office@llanidloeshs.org.uk

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NORTH POWYS SCHOOLS NEWTOWN HIGH SCHOOL

NEWTOWN HIGH SCHOOL IS A KS3-5 (11-18) COMPREHENSIVE SCHOOL LOCATED IN NEWTOWN. THE SCHOOL SERVES THE TOWN ITSELF AS WELL AS A LARGE RURAL SURROUNDING AREA.

At Newtown High School we aim to promote 'Cyfle' (Opportunity in Welsh) - for us this stands for:

Caring Yields a Flourishing Learning Environment.

The school's main aims are to:

- create a learning environment where pupils and staff enjoy a positive experience;
- provide all pupils with the opportunity to reach their potential;
- provide a broad and balanced curriculum that prepares young people for a bilingual and multicultural society;
- aim for excellence by setting high expectations for all; and
- foster a school ethos that encourages self-evaluation.

At Key Stage 5 students can choose from a broad range of level 3 qualifications including AS, A2 and Level 3 BTEC courses. Since September 2010 all Y12 students have studied The Welsh Baccalaureate at advanced level (Level 3). Students

complete core activities such as Wales Europe and the World, Community projects and Team Enterprise projects. The vast majority of UK and European universities now recognise the Welsh Baccalaureate and are happy to accept the qualification as part of a prospective student's portfolio.

KS5 students are lucky enough to have easy local access to courses run at Coleg Powys's Newtown Campus, which is within walking distance of the school. All students have access to a wide range of vocational level 3 courses which carry the same weighting as AS and A2 qualifications. Many students study these vocational courses alongside their traditional academic qualifications. Vocational qualifications are also available on the school campus; these include Music Technology, Fashion &

Clothing and Engineering.

6th form students at Newtown High School have access to wide range of extra curricular activities, including sporting, musical and cultural activities. Post 16 students are encouraged to take on leading roles within the school and are seen as positive role models by all lower school students.

All students are encouraged to take part in Learner Voice activities such as The School Council, SNAG (School Nutrition Action Group) and our award winning ECO Committee.

In the school's most recent inspection report, ESTYN stated that "Newtown High School is now a good school with several outstanding features". In 2010 the school enjoyed its best ever exam results.

HEAD OF SIXTH FORM: Mrs Angela Francis
ADDRESS: Newtown, Powys SY16 1JE
T: 01686 626304 **E:** office@newtown-hs.powys.sch.uk
www.newtown-hs.powys.sch.uk



HIGH SCHOOL

| KEY |
|--------------------|
| Caer = Caereinion |
| CP = Coleg Powys |
| JB = John Beddoes |
| LL = Llanfyllin |
| Llani = Llanidloes |
| NHS = Newtown |
| WHS = Welshpool |

NEWTOWN HIGH SCHOOL POST 16 LEARNING PATHWAYS
All students will study The Welsh Baccalaureate at Advanced Level and 4 subjects from separate option blocks.

| | | | | |
|---------------------------|---|--|--------------------------------------|----------------------------------|
| BLOCK 1 | AS Art | AS Biology | AS Media Studies | AS Business Studies |
| BLOCK 2 | AS English | AS Maths | AS PE | |
| BLOCK 3 (Tues) | AS Chemistry | AS Music | AS Welsh | AS RE |
| | BTEC L3 Fashion and Clothing | BTEC L3 Childcare | BTEC L3 Countryside Management | BTEC L3 Sport |
| | BTEC L3 Performing Arts (Musical Theatre) | BTEC L3 Media TV and Film | BTEC L3 Media (Games Development) | BTEC L3 Travel and Tourism |
| | BTEC L3 Hospitality & Catering (WHS) | AS Law (L) | AS Spanish (LL) | AS Further Maths (LL) |
| | AS PE (JB) | AS Drama (WHS) | BTEC L3 Engineering (LL) | BTEC L3 Photography (CP) |
| | A Level Art & Design (Fine Art) (JB) | A Level Art & Design (Photography)(JB) | A Level Art & Design (Graphics) (JB) | |
| BLOCK 4 | AS History | AS Physics | AS Applied Science | |
| BLOCK 5 (Thurs) | AS ICT | AS Geography | AS Psychology | AS French |
| | BTEC L3 Engineering | BTEC L3 Music Technology | AS Drama | BTEC Level 3 Media (Interactive) |
| | BTEC L3 Public Services | BTEC L3 Hospitality and Catering | BTEC L3 Health and Social Care | BTEC L3 Media (TV and Film) |
| | AS Politics (L) | BTEC Landbased Technology (LL) | AS Welsh (C) | AS ICT (WHS) |
| | BTEC L3 Applied Science (Forensics) (JB) | AS Biology (WHS) | AS Spanish (L) | AS German (JB) |



NORTH POWYS SCHOOLS WELSHPOOL

WELSHPOOL HIGH SCHOOL IS AN 11-18 MIXED COMPREHENSIVE COMMUNITY SCHOOL LOCATED IN WELSHPOOL. THE SCHOOL SERVES THE TOWN ITSELF AS WELL AS A LARGE RURAL SURROUNDING AREA.

HIGH EXPECTATIONS LEAD TO THE DEVELOPMENT OF RESPONSIBLE AND WELL EDUCATED YOUNG PEOPLE. IN MEETING THESE CENTRAL AIMS WE SEEK TO INVOLVE PARENTS, STUDENTS AND STAFF IN A PURPOSEFUL AND PRODUCTIVE PARTNERSHIP.



All sixth form students can choose from a broad range of Level 3 qualifications including AS, A2 and Level 3 BTEC courses. Many students study vocational courses alongside their traditional academic qualifications.

Sixth form students have the opportunity to have easy access to 'Trisgol' courses run with out partner institutions at Newtown, Llanfyllin and Llanfair.

At Welshpool High School there is a sixth form study centre, which consists of a

resource area and IT facilities. Every student is required to attend five study sessions per week as part of their timetable.

Structured induction days, worldwide exchange visits, a strong tradition of theatrical production, frequent theatre/museum and art gallery visits, subject specific field trips, visits to school by poets, broadcasters, politicians and public figures are a regular feature of the school calendar.



HIGH SCHOOL

All sixth formers are encouraged to take a leadership role within the school. Important areas where the 6th formers make an important contribution are the Paired Reading Scheme, the Paired Maths Scheme, APAUSE, peer mentoring, the Sports Leadership Award and assisting tutor groups in the lower school.



SUBJECT BLOCKS AT WELSHPOOL HIGH SCHOOL

| BLOCK A (THURS) | BLOCK B (TUES) | BLOCK C | BLOCK D |
|---|---|---|--|
| Maths French Art Health & Social History Plus Collaborative Block Subjects | Biology History Business PE Plus Collaborative Block Subjects | Physics English Art D & T Media | Chemistry Geography Philosophy Spanish ICT |

IN THE SCHOOL'S MOST RECENT INSPECTION REPORT IN NOVEMBER 2010, ESTYN STATED THAT
“ WELSHPOOL HIGH SCHOOL IS A GOOD SCHOOL WITH MANY SIGNIFICANT STRENGTHS ”

HEAD OF SIXTH FORM: Mrs Amanda Cottrell
 ADDRESS: Welshpool, Powys SY21 7RE
 T: 01938 552014 E: office@welshpool-hs.powys.sch.uk
www.welshpool-hs.powys.sch.uk

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LOGO

NORTH POWYS SCHOOLS YSGOL BRO

DEAR STUDENTS,
YOU ARE APPROACHING A CRUCIAL PERIOD IN YOUR LIVES, WITH GCSE EXAMS AHEAD AND THE NEED TO CHOOSE THE EDUCATIONAL PATHWAY WHICH WILL BEST SUIT YOU FOR YOUR FUTURE PLANS AND CAREERS.

I BELIEVE THAT THE SIXTH FORM AT YSGOL BRO DDYFI WOULD BE IDEAL FOR VERY MANY YOUNG PEOPLE WHO ARE SEARCHING FOR THEIR PERSONAL POST-16 EDUCATIONAL PATHWAY.

If you are inclined towards an academic pathway, then Ysgol Bro Ddyfi has an excellent record in the provision of AS and A levels. We can offer a large number of courses delivered by experienced teachers who are experts in their field. These subjects are available in English and in Welsh. We can also offer subjects such as Psychology through "distance learning" using video conferencing and co-operation with other

schools / colleges.

If you prefer to follow a vocational pathway, then we can offer a number of subjects. As a school we co-operate with a number of other establishments to ensure the best experience, such as Glynllifon, Glanllyn, Coleg Meirion Dwyfor, Coleg Powys and Penweddig and Tregaron schools.

What is great about Ysgol Bro Ddyfi is that you can also



DDYFI

choose a combination of academic and vocational subjects. The vocational subjects are accepted by UCAS and universities; indeed the Welsh Assembly Government these days is promoting the development of vocational subjects because the skills are needed in the Welsh economy.

In addition to following 4 AS courses (or vocational courses or a combination), our students in September 2010 will also be doing the “Welsh Bac”. This corresponds to an A grade at A Level. There is no examination and it supports what you already do in your chosen subjects as well as giving you the opportunity to improve your skills. The support of your personal Tutor is central to your success in achieving the Baccalaureate. Although we are expanding, the Sixth Form is still

sufficiently small for us to be able to respond to the needs of the individual. We do not put subjects into ‘option columns’ and this allows young people to follow their own personal combination of subjects. All we ask is that you let us know of your requirements as soon as possible after the GCSE results so that we can adjust the timetable for your needs.

The Sixth Form offers a degree of freedom, but the teachers also ensure that care and support are always available. There are opportunities for personal development, such as giving a lead to younger pupils or participating in school activities such as

eisteddfodau, charity events, school show etc. Students are allowed to use the Youth Wing as a meeting area and for relaxing, and the excellent resources at the new Hyddgen Learning centre are available for private study. Our students are very happy here, and those who have joined us from other schools say that they found it very easy to settle in and make new friends.

Best wishes in the GCSE exams, and we look forward to welcoming you to the Sixth Form at Ysgol Bro Ddyfi. You are very welcome to call at any time to discuss your requirements.

Best of luck,
Dafydd Jones

HEAD OF SIXTH FORM: Mrs Haf Ap Robert
ADDRESS: Machynlleth, Powys SY20 8DR
T: 01654 702012 **E:** office@broddyfi-hs.powys.sch.uk
www.broddyfi-hs.powys.sch.uk

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NORTH POWYS SCHOOLS CAEREINION

THE SIXTH FORM AT CAEREINION HIGH IS A SMALL INCLUSIVE GROUP WHERE EACH PERSON IS VALUED AND RESPECTED.



Each member of the Sixth Form is given the full support and encouragement necessary to develop as individuals, to realise their full potential as well the skills necessary for successful study at post 16 level.

The Welsh Baccalaureate Qualification is compulsory for all (whose main base is at Caereinion High) consequently tutor groups are very small in number generally under ten in each year. The majority of our students go on to Higher Education.

Caereinion High is very proud of its extracurricular activities, be they sporting or cultural, each student is given the every opportunity and encouragement to fulfil their potential in these spheres.



HIGH SCHOOL

SUBJECT BLOCKS

| OPTION 1 | OPTION 2 (Tues) | OPTION 3 (Thurs) | OPTION 4 | OPTION 5 |
|--------------------|--------------------------------------|--------------------------------------|-------------------------|---------------|
| Art | Bioleg | Cerdd Music | Biology | Daearyddiaeth |
| Chemistry | Business | Leisure | D & T | Maths |
| French | History | Physics | English | P E |
| Geography Hanes | Plus collaborative block subjects | RE | Welsh First Language | |
| | | Plus collaborative block subjects | | |

HEAD OF SIXTH FORM: Mrs Claire Tinney
ADDRESS: Llanfair Caereinion, Welshpool, Powys SY21 OHW
T: 01938 810888 **E:** office@caer-hs.powys.sch.uk
www.caer-hs.powys.sch.uk



NORTH POWYS SCHOOLS



YSGOL CEDEWAIN

YSGOL CEDEWAIN, SITUATED IN THE MARKET TOWN OF NEWTOWN IS A BUSY, FORWARD-LOOKING SCHOOL THAT PROVIDES EDUCATION AND SPECIALIST FACILITIES FOR PUPILS (2 - 19 YEARS) WITH A WIDE RANGE OF LEARNING DIFFICULTIES FROM ALL AREAS OF NORTH POWYS, ALONG WITH SOME CHILDREN FROM NEIGHBOURING AUTHORITIES.

Facilities we have at Ysgol Cedewain include: Specialist Design Technology/ICT suite, Food Technology/Life Skills, Multi Sensory Studio and Hydrotherapy Pool.

Visitors to Ysgol Cedewain continue to say that the school is a very friendly place. This is an important feature of our school as we feel that when pupils feel secure and valued they give their best. We remain committed to working in close partnerships with parents, the community, social services and health

service and other professionals.

At Ysgol Cedewain we will continue to provide a safe, stimulating and challenging environment for all pupils. Our school curriculum has been tailored to meet the individual needs of pupils, with the emphasis upon individual achievements. This ensures that all pupils experience success.

The Learning Core is at the heart of our 14-19 provision. All 14-19 learners have an Individual Learning Pathway

that is active allowing them to add to it all the time.

This Learning Pathway provides the opportunity for all our learners to get the most out of learning whether at school, in collaboration with Coleg Powys, Newtown High School and Brynllwarch School or via work based learning routes so that all our learners achieve worthwhile qualifications. This will help them to gain recognition in a wide range of ways that will be valued by work based learning providers, colleges and employers.

Each individual learning pathway is Flexible, provides a route through 14-19 education that suits each individual leading to worthwhile qualifications, offers a wide choice of courses for learners to follow at their own level and pace, allows the individual to broaden their experiences and develop new skills, gives them the opportunity to discuss their learning and progress with our fully accredited Learning Coaches,



WAIN

offering personal support to all learners and helping them access information, advice and guidance on careers, education and training to suit their needs.

We deliver a varied mix of academic and vocational externally accredited (AQA, OCR, ASDAN, OCN and City and Guilds) courses, both formal, non-formal and informal that develop learners key skills, knowledge and understanding of themselves and the world around them. All 14-19 learners have opportunities to undertake work-focused experience as well as the Young Enterprise Scheme. We currently offer 39 externally accredited courses in our 14-19 school and this is expanding every year.

The Learning Core at Ysgol Cedewain identifies the skills, knowledge, understanding, values and experiences that all 14 - 19 learners need for further learning, employment in general, whatever learning pathway they choose to follow.

THE KEY ELEMENTS OF THE LEARNING CORE ARE:

KEY SKILLS

Attitudes and Values

Personal, Social, Sustainability and Health Matters

Community Participation
Careers Education and Guidance

Work focused experience

Other work related skills

Welsh Language Skills

Wales, Europe and the World

Cultural / Sporting /
Aesthetic / Creative /
Experiences

Our 14-19 curriculum focuses on the learner, ensures skills development are integral in our curriculum, is flexible, supports bilingualism,

Curriculum Cymraeg/Wales, Europe and the World, equal opportunities, food and fitness, sustainable development, and global citizenship, and the world of work and enterprise.

Our Learning Coaches help learners to assess learners performance, identify areas where they are not doing as well as they could and discover what they need that will help them to learn better. Learning Coach support at Ysgol Cedewain provides support, guidance, coaching and mentoring to learners to help them plan their individual learning pathway, make decisions, identify goals and then to support their progress.

HEAD OF SIXTH FORM: Miss Angela Davies

ADDRESS: Maesyrrhandir, Newtown, Powys SY16 1LH

T: 01686 627454 E: office@cedewain.powys.sch.uk



NORTH POWYS SCHOOLS

BRYNLLYWARCH HALL SCHOOL

THE PRIMARY AIM OF OUR CURRICULUM IS TO ENGAGE RELUCTANT PUPILS IN THE ACT OF LEARNING AS A PLEASURABLE AND PROFITABLE EXPERIENCE. OUR STUDENTS ARE OFFERED A WIDE RANGING AND VARIED CURRICULUM, WITH AN EMPHASIS UPON THE ACQUISITION OF KEY SKILLS.

Our students all have a Statement of Special Educational Needs. This forms the basis of all Individual Education Plans and is reviewed annually at an Education Review. Full subject reports are produced annually. In addition, students undergo a regular learning and achievement review as part of our internal assessment. This review informs the Individual Education Plan as well as the Personal Education Plans.

We have fourteen fully qualified and highly

experienced teachers. In addition we have fifteen full time teaching assistants who work in the classroom alongside the teachers.

Class sizes vary between 6 to 8 pupils and one to one support is offered in key skills areas to students who require it. Our older students have the opportunity to sit external examinations - usually Entry Level, ASDAN and BTEC. They also have the opportunity to experience learning outside of the school by attending Coleg Powys during Year 11. Work Experience is organised for all young people in Year 10, Year 11 and the Sixth Form. Careers advice is offered from Year 9 onwards by the Powys Specialist Careers Advisors.

There are clear expectations regarding pupil behaviour and each classroom teacher

monitors conduct through a well established points system. Failure to comply with the classroom "rules" usually results in a sanction e.g. loss of privileges/detention. Equally, good behaviour is rewarded with a 'student of the week' for the pupil earning the highest points for positive behaviour. Student of the week receives a £5 Argos Gift Voucher.

Our sixth form provision offers a wide range of activities and courses including Essential Skills, Numeracy, Literacy, ICT, RE, PSHE, BTEC Land Studies, Duke of Edinburgh - Bronze, Silver & Gold, Open College Network, Forest Schools, Estate Skills, BTEC Sport, GCSE Art and additional qualifications i.e. First Aid, Baby Sitting and Food Hygiene.



HEAD OF SIXTH FORM: Mr Jon Lewis

ADDRESS: Kerry, Nr. Newtown, Powys SY16 4PB

T: 01686 670276 **E:** office@brynlllywarch.powys.sch.uk

www.brynlllywarch.powys.sch.uk

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my choice



Welcome to the Wrexham 14-19 Network My Choice Booklet

This booklet provides information about the choices available to all students in Years 10 and 11.

These choices provide a wide range of courses to give breadth to your studies. They are available through your school and the Wrexham 14-19 Network which is a partnership of schools and colleges within the Wrexham area. Most of the collaborative courses are available on Wednesdays, either for the full-day or just in the afternoon. Some are provided in the evenings from 4:30 to 6:30. These courses may be provided in another school or at Yale College. In addition some students may be offered an Enrichment course. Information about these courses can be found in the booklet as well.

Enjoy browsing through the broad subject range from General courses such as History, RE, French and Law to Vocational Courses including Hairdressing and Beauty Therapy, to Engineering and Small Animal Care.

You can select from one or more of the Learning Pathways and courses offered. Choose carefully. Ask your Tutor, Learning Coach or Careers Advisor at school if you need any help.

More information is available as follows:
www.careerswales.com for all the choices available through your school

The information is also available in printed form at your school.



Your Learning Pathway 14 - 19

The Welsh Assembly Government goal is that by 2015, 95% of young people will be ready for high skilled employment or higher education by the age of 25.

To help in achieving this goal, Learning Pathways 14-19 was created for you between the ages of 14 and 19.

Learning Pathways covers six main areas and all 14-19 year olds have an entitlement to:

1. AN INDIVIDUAL LEARNING PATHWAY

A package of courses and learning opportunities leading to qualifications at the right level, suited to each individual's needs, aptitudes and interests.

2. WIDER CHOICE AND FLEXIBILITY

The opportunity for students to choose courses from a wide range of subject areas to suit their Individual Learning Pathway.

3. THE LEARNING CORE

The skills, knowledge, understanding, values and experiences which all students need in life whatever their learning pathway.

4. LEARNING COACHING

All students have an entitlement to Learning Coaching which may come from a specialist Learning Coach or from another member of staff.

5. PERSONAL SUPPORT

All students have access to support when they need it.

6. CAREERS ADVICE AND GUIDANCE

All students have access to impartial careers advice and guidance.



Both General and Vocational courses are available at all levels and both can lead to university or employment. Most students take a mix of General and Vocational courses in Key Stage 4. You should choose the courses that prepare you for your next stage in education, training or employment. Choosing one particular pathway does not commit you to that choice after the age of 16.

GENERAL COURSES include GCSEs and most are delivered in your school. Some general courses are shared between schools and the College. Most general courses are assessed through exams and some have coursework as well.

VOCATIONAL COURSES include BTECs and OCR Certificates. Some of these courses are delivered in school with a wider choice available in College. They are based on the knowledge skills and understanding required in employment. They are more practical in nature and are generally assessed through coursework assignments.



Learning Pathways

The following pages tell you about different Learning Pathways and the courses available. On each page you will find:

- An Introduction which gives you a broad idea of what the pathway is about
 - The courses that are available for you at age 14 within each Learning Pathway
Please note: all students will study English, Welsh, Mathematics, Science, Religious Studies, Information Technology, Physical Education and the various elements of the Learning Core. These are essential for your future whichever pathway you choose to follow.
 - An indication of courses available at age 16 and examples of career opportunities within the Pathway
- PLEASE NOTE:** Some courses are useful for more than one Pathway. For example Science is needed for several pathways including Hair and Beauty, Construction and Land Based, as well as the more obvious Science and Engineering.

ENRICHMENT COURSES, available at Entry Level and Level 1, are offered to some students by their schools where the school feels the students will benefit from the provision. Further details are available later in this book.



Creative Arts and Media

Do you love dance or music?

Are you always sketching or designing new outfits?

Do you enjoy putting sound to your own video, or making DVDs from your photos?

This could be for YOU

KS 4 COURSES

GCSEs

Art & Design, Music, Drama, Media Studies, Textiles

Vocational Courses
Performing Arts

POSSIBLE PROGRESSION AT AGE 16

A-levels

Art & Design, Drama & Theatre Studies, Film Studies, Media Studies, Music, Photography, Textiles

Vocational Courses

Art & Design
Creative Media
Performing Arts
Production Arts
Music technology

Work Based Learning including Apprenticeship

PROGRESSION AFTER 18 INCLUDING UNIVERSITY

Actor

Theatre director
DJ, Computer animator
Illustrator
TV and Film industry
Photographer, Musician
Designer
Artist



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Science and Mathematics

Do you enjoy working with numbers?

Do you like doing experiments?

Do you enjoy learning about how things work?

This could be for YOU

KS 4 COURSES

GCSEs

Additional Science, Applied Science
Electronics, Geology
Human Physiology, Maths
Psychology, Science, Statistics

Three separate sciences
(Physics, Chemistry & Biology)

Vocational Courses
Applied Science

POSSIBLE PROGRESSION AT AGE 16

A-levels

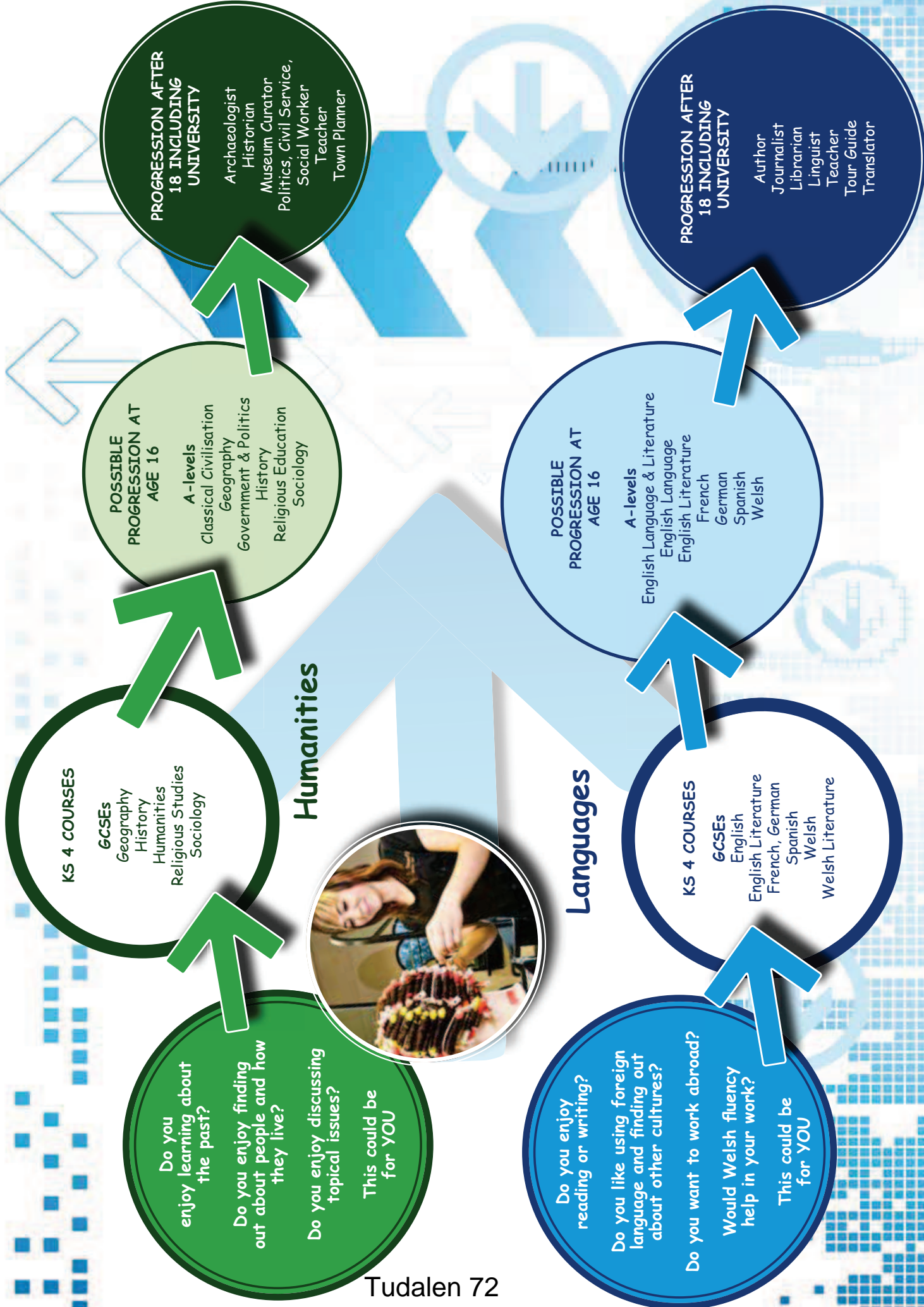
Biology, Chemistry
Geology, Human Biology
Mathematics
Further Mathematics
Physics, Psychology

Vocational Courses

Applied Science
Work Based Learning including Apprenticeship

PROGRESSION AFTER 18 INCLUDING UNIVERSITY

Accountant, Doctor
Human Resources
Meteorologist, Nurse
Physiotherapist, Psychologist
Scientist, Teacher
Technician, Vet



IT and Computing

Are you able to help other people use their computer?
 Do you design computer applications?
 Do you want to know more about how computers work?
 This could be for YOU

KS 4 COURSES
GCSEs
 Computing
 Information Technology
Vocational Options
 Information Technology

POSSIBLE PROGRESSION AT AGE 16
A-levels
 Computing
 Information Technology
Vocational Courses
 Information Technology
 ICT Skills for Business
Work Based Learning including Apprenticeship

PROGRESSION AFTER 18 INCLUDING UNIVERSITY

Computer programmer
 Data Manager
 Games Designer
 IT consultant
 Multimedia Computing
 Network Engineer
 Office Assistant



Sport and Leisure

Are you keen on Sports or Outdoor Pursuits?
 Do you like working with others and as part of a team?
 Would you like to work in the Tourism Industry?
 This could be for YOU

KS 4 COURSES
GCSEs
 Physical Education
Vocational Options
 Leisure and Tourism
 Sports studies

POSSIBLE PROGRESSION AT AGE 16
A-levels
 Physical Education
Vocational Courses
 Leisure & Tourism
 Sport
 Travel and Tourism
Work Based Learning including Apprenticeship

PROGRESSION AFTER 18 INCLUDING UNIVERSITY

Fitness instructor
 Holiday Rep
 Leisure centre manager
 Outdoor Pursuits Instructor
 Professional Sports Person
 Sports and Exercise Scientist
 Sports Coach
 Teacher
 Tourist Information Centre manager

Design, Technology, Engineering & Construction

Do you enjoy practical work?
 Do you help with DIY at home?
 Do you enjoy designing and making things?
 This could be for YOU

KS 4 COURSES
GCSEs
 Product Design
 Resistant Materials
 Graphics
 Food Technology
 Textiles
Vocational Options
 Engineering
 Construction



POSSIBLE PROGRESSION AT AGE 16
A-levels
 Design Technology, Electronics
Vocational Courses
 Automotive, Construction
 Civil Engineering, Trowel Occupations
 Painting and Decorating, Plastering
 Electrical/Mechanical Engineering
 Wood Occupations
 Maintenance Operations
 Floor laying, Plumbing
 Electrical Installation
Work Based Learning including Apprenticeship

PROGRESSION AFTER 18 INCLUDING UNIVERSITY

Architects technician
 Bricklayer, Cabinet maker
 Decorator, Design Engineer
 Electrician
 Electronics Engineer
 Motor vehicle Technician
 Plumber
 Quantity Surveyor
 Site/Building Engineer

Business and Finance

Are you interested in finance or law?
 Do you want to run your own business?
 Do you enjoy organising events?
 This could be for YOU

KS 4 COURSES
GCSEs
 Business Studies
 Economics
 Law

POSSIBLE PROGRESSION AT AGE 16
A-levels
 Business Studies
 Economics
 Law
Vocational Courses
 Administration
 Business
Work Based Learning including Apprenticeship

PROGRESSION AFTER 18 INCLUDING UNIVERSITY

Accountant
 Accounts Clerk
 Admin Officer, Bank Clerk
 Business Manager
 Buyer, Economist
 Entrepreneur
 Lawyer, Legal Secretary
 Sales Manager

Land Based

Do you enjoy helping in the garden?

Do you enjoy working with animals?

Do you like working outdoors?

This could be for YOU

KS 4 COURSES

Vocational Options
Horticulture
Small Animal Care

POSSIBLE PROGRESSION AT AGE 16

A-levels
Biology

Vocational Courses
Agriculture, Animal Care
Floristry, Forestry
Horse Care & Management
Horticulture

Work Based Learning including Apprenticeship

PROGRESSION AFTER 18 INCLUDING UNIVERSITY

Animal Care
Animal Nurse
Farm worker
Florist
Gardener
Horse Trainer
Landscape Architect



Services to People

Do you enjoy helping other people?

Are you polite and pleasant to others?

Do you help in a youth group or a care home?

This could be for YOU

KS 4 COURSES

GCSEs
Food Technology
Sociology, Psychology

Vocational Options
Child Care
Customer Care
Health and Social Care
Hospitality and Catering
Retail Skills, Public Services
Hairdressing and Beauty Therapy

POSSIBLE PROGRESSION AT AGE 16

Vocational Courses
Beauty Therapy
Childcare and Education
Customer Service
Hairdressing
Health and Social Care
Hospitality and Catering
Public Services, Retail
Work Based Learning including Apprenticeship

PROGRESSION AFTER 18 INCLUDING UNIVERSITY

Beauty Therapist
Care Worker
Chef
Classroom Assistant
Conference Manager
Counsellor, Hairdresser
Nurse, Police
Shop manager, Teacher, Social Worker

Collaborative provision

Wednesday whole day courses available for students taking the Welsh Baccalaureate in year 10

| Pathway | Course | Equivalence | Location |
|------------------------------|--|--------------|--------------|
| Engineering and Construction | Level 2 Principal Learning in Engineering | 5 GCSEs A*-C | Yale College |
| Engineering and Construction | Level 2 Principal Learning in Construction and the Built Environment | 5 GCSEs A*-C | Yale College |
| Services to People | Level 1 Principal Learning in Hair and Beauty Studies | 3 GCSEs D-G | Yale College |
| Services to People | Level 2 Principal Learning in Hair and Beauty Studies | 5 GCSEs A*-C | Yale College |

Wednesday afternoon half day courses

| | | | |
|----------------------------|--|--------------|---|
| Creative Arts and Media | Extended Certificate in Performing Arts | 2 GCSEs A*-C | Yale College |
| Engineering & Construction | Level 1 Certificate in Engineering | 1 GCSE D-G | Yale College |
| Engineering & Construction | Level 1 Certificate in Basic Construction Skills | 1 GCSE D-G | Yale College |
| Food Based | Extended Certificate in Animal Care | 2 GCSEs A*-C | St. Christopher's School |
| Services to People | Level 1 NVQ Certificate in Customer Service | 2 GCSEs D-G | Yale College |
| Services to People | Extended Certificate in Public Services | 2 GCSEs A*-C | Yale College |
| Services to People | Extended Certificate in Hospitality (inc. Catering) | 2 GCSEs A*-C | Yale College |
| Services to People | Level 1 Certificate in an Introduction to the Hair and Beauty Sector | 2 GCSEs D-G | Yale College & St. Christopher's School |

Able Students programme

| | | | |
|-------------------------|---|-----------------|--------------|
| Business and Finance | GCSE Law | 1 GCSE | Yale College |
| Engineering | GCSE Electronics | 1 GCSE | Yale College |
| Business and Finance | GCSE Economics | 1 GCSE | Yale College |
| Science and Mathematics | GCSE Psychology | 1 GCSE | Yale College |
| IT and Computing | GCSE Computing and Level 2 Award in Interactive Media | 1 1/2 GCSE A*-C | Yale College |

Twilight courses (4:30-6:30): There will be a separate process for these courses in May

| | | | |
|-----------|--------------|--------|--------------|
| Languages | GCSE Spanish | 1 GCSE | Yale College |
| Languages | GCSE German | 1 GCSE | Yale College |

General Information about Collaborative Courses

Full-day and Half-day collaborative courses commencing for Year 10 in September 2012 will take place on a Wednesday, either for a full day or for the afternoon only.

In your own school you are aware of the high expectations your school has of you. In the same way, on collaborative courses you are expected to have an excellent level of attendance, work hard and behave responsibly and appropriately. Your school is informed each week of your attendance and receives regular information on your progress.

Course Equipment

Students are expected to provide specific equipment appropriate to the course and this varies according to the course being studied. In Law, for example, the student will need to purchase a text book. In Construction and Engineering special clothing is needed to meet Health and Safety requirements.

Each course leaflet outlines the specific equipment required and the likely cost. Any difficulties with providing such equipment should be taken up with the student's own school.

Course Offer

All courses have a maximum number of places. This is due to teaching space capacity or health & safety requirements. The places available are divided up between the schools according to the numbers of students in the year group in each school. Surplus school places are then offered to other schools. Students applying for all courses will be interviewed by the school or college providing the course.

The provision is supported by direct funding from the Welsh Assembly Government, as well as by Wrexham CBC, High Schools and local partners. Courses offered will only take place if there is sufficient interest in the courses and funding is available.

Transport

For the afternoon courses students will be transported to course providers at the start of each teaching session. Courses will finish at 4.20pm and students and their parents/guardians must make arrangements for transport home.

Where courses take place beyond the town centre, for example at Bersham Road and in Wrexham schools, students will be returned to the King Street bus station or the Grove Park campus of Yale, if required.

For the full-day courses individual arrangements are made for each student.

For the Twilight Language courses Students must make their own transport arrangements. These courses take place at the Grove Park Campus of Yale College.

Able Students Programme

Students who are expected to achieve A*, A or B at GCSE are invited to join this programme, which is offered at Yale College. Students will study 2 GCSEs chosen from Law, Psychology and Economics. The subjects will be studied over 2 years with exams in year 11.

Alternatively able students who are interested in careers in computing, software design or games design may take a two year programme leading to a GCSE in Computing and a BTEC Certificate in Interactive Media. A new course on offer this year is GCSE Electronics. This will be offered with additional practical studies in Electronics. Currently there is a shortage of students wishing to take these subjects in Higher Education.

The Able Students Programme is designed to provide additional challenge for appropriate students. The students will gain additional qualifications and further insight into possible choices at A-level. Students who successfully complete this programme have an improved background when applying to the most competitive universities; however students who do not meet the criteria could disadvantage themselves if they underperform on this course.

On completing the Able Students' Programme the vast majority of students progress on to A-levels. Many students take one of the subjects studied in the able students Programme at A-Level.



Curriculum Enrichment

In addition to the courses already described in this booklet, the Wrexham 14 - 19 Network provides "Curriculum Enrichment". Pupils may be recommended by their school to benefit from this provision.

The Wrexham 14 - 19 Network "Curriculum Enrichment" is a range of courses which provide opportunities for students aged 14 - 19. Support, transport and progression routes have been built in to meet individual student needs and Learning Pathways.

In the first year most students follow courses at Entry Level and may then have the opportunity to progress on to Level 1 courses or if appropriate to study another Entry Level course in a different vocational field. Most courses are one day a week although half day courses are also available. The courses can take place any day from Monday to Friday.

Courses offered include:

| | | |
|------------------------|--|------------------|
| Catering | Level 1 in Hospitality - City & Guilds | Yale |
| Catering | Award in Hospitality - Edexcel - Btec | Yale |
| Mechanics | Award in Vehicle Systems Maintenance - City & Guilds | Wrexham Training |
| Engineering | Award in Engineering - Edexcel - Btec | Yale |
| Construction | Certificate in Basic Construction Skills - City & Guilds | Yale |
| Animal Care | Award in Work Based Animal Care - NPPTC C&G | Lyfxfasi |
| Animal Care | Award in Animal Care - Agored | Lyfxfasi |
| Outdoor Pursuits | Introduction to Outdoor Pursuits - AQA | Nantyr Centre |
| Welding & Fabrication | Award in Engineering - ABC | Lyfxfasi |
| Active Sport & Leisure | Award in Sport & Active Leisure - Edexcel - Btec | Deeside |
| Retail | Certificate in Retail Skills - City & Guilds | St Christopher's |
| Hairdressing | Certificate in Hairdressing & Barbering - City & Guilds | Wrexham Training |
| Beauty | Certificate in the Hair & Beauty Sector - VTCT | St Christopher's |
| Hairdressing | Certificate in the Hair & Beauty Sector - VTCT | St Christopher's |
| Landbased | Award in Conservation - ABC | Lyfxfasi |
| Horticulture | Award in Practical Horticulture Skills - NPPTC C&G | Deeside |
| Engineering | Introduction to Vehicle Maintenance - Agored | Deeside |
| Environmental Studies | Introduction to Basic Conservation - Agored | Eco Centre |
| Pre Vocational Tasters | Introduction to College - Agored | Deeside & Yale |
| Childcare | Certificate in Child Care - WJEC | St Christopher's |
| 3D Crafts | Award in 3D Crafts - Edexcel - Btec | Yale |
| Equestrian | Equestrian Studies - Agored | Deeside |
| Hard Landscape | Award in Practical Horticulture Skills - NPPTC C&G | Deeside |

What do I do now?

Consider your possible Learning Pathways and discuss them with teachers, parents and advisers. Your choice of courses may come from one or more Learning Pathways.

Read the information provided by your school about the subjects available.

Read the information sheet about collaborative courses you are interested in. These are available in your school.

Attend your school advice/parents evenings and, if you are considering a collaborative course listed on page 15, the collaborative advice evenings.

- 7th February - 5.00 - 7.00pm at Yale College Grove Park Campus (All courses except Engineering and Construction)
- 9th February - 5.00 - 7.00pm at Yale College Bersham Road Campus (Engineering and Construction courses)

Make your choices at school for all the courses

You can only choose one full-day or half-day collaborative course as they all take place at the same time.

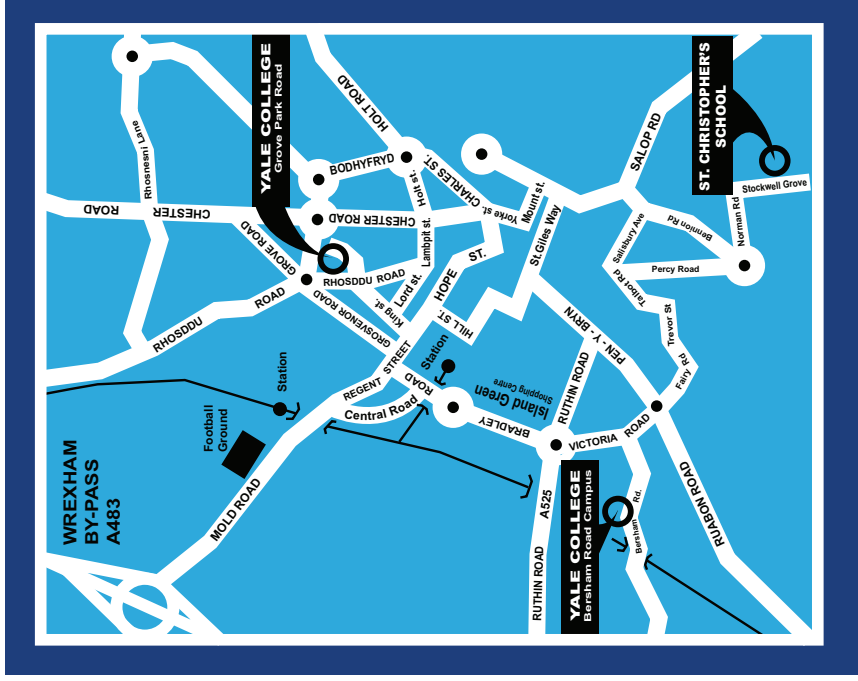
There are twilight courses in GCSE, German and Spanish. You can choose one of these. Enrolment for these courses will take place in May.



YALE COLLEGE
 Grove Park Road,
 Wrexham LL12 7AB
 01978 311794

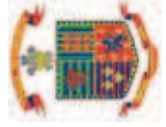
**YALE COLLEGE CENTRE FOR
 ENGINEERING AND CONSTRUCTION**
 Bersham Road, Wrexham LL13 7UH

ST CHRISTOPHER'S
 Stockwell Grove, Wrexham LL13 7BW
 01978 346910



This publication was produced by the
 Wrexham 14-19 network in partnership
 with local schools

The information contained in this publication
 was deemed to be correct at the time of going to
 press, though the Wrexham 14-19 Network and the
 schools reserve the right to change where necessary.



Children and Young People Committee

CYP(4)-01-12 Paper 4

**Inquiry into the implementation of the Learning and Skills
(Wales) Measure 2009**

Additional evidence from the University and College Union



**WALES
CYMRU**

**Further questions from NAfW CYP
Committee on implementation of
Learning and Skills Measure (Wales)
2009- UCU Wales response**

Contact Details:

**Lleu Williams
Political Liaison Officer
UCU Wales
Unit 33, The Enterprise Centre
Tondu
BRIDGEND
CF32 9BS**

Tel: 01656 721951

E-mail: lwilliams@ucu.org.uk

The University and College Union (UCU) represents more than 120,000 academics, lecturers, trainers, instructors, researchers, managers, administrators, computer staff, librarians and postgraduates in universities, colleges, prisons, adult education and training organisations across the UK.

UCU is the largest post-school union in the world: a force working for educators and education that employers and the government cannot ignore.

It was formed on 1 June 2006 by the amalgamation of two strong partners - the Association of University Teachers (AUT) and NATFHE - the University & College Lecturers' Union - who shared a long history of defending and advancing educators' employment and professional interests.

Below is UCU Wales response to the further questions raised by the National Assembly for Wales Children and Young People's Committee, after our verbal evidence session.

Has there been an increase in digital learning in colleges as a direct result of the collaborative requirements of the implementation of the Measure? If yes, has this been successful for the learners involved?

UCU Wales believes there has been an increase in the use of digital learning, and we welcome this development. This development allows for learners to further access a wider range of subjects, without having

to face geographical barriers and time spent travelling from institution to institution.

Despite this, UCU Wales would like to remind the committee that digital learning should not be seen as a suitable replacement for practical sessions. Practical lessons need a lecturer or teacher present as the expertise they have are needed to oversee work that is done in these sessions, as well as from a health and safety perspective.

Are you satisfied with the quality of digital learning provision, especially if it is delivered by private providers?

UCU Wales isn't in a position to comment on the quality of digital learning provision. But UCU Wales does have concerns over the delivery of digital learning by private providers. UCU Wales believes that the public purse should not be funding, albeit through institutions, any private provider that is not subject to the same regulations as public institutions. Taking this forward, these private institutions would be receiving public funding, whilst not being accountable to Welsh Government policies and planning.

How frequently do college principals having to exercise their powers under the Measure to remove a learner's entitlement to follow a course of study?

UCU Wales is not in a position comment on the frequency of college principals exercising their powers under the Measure to remove a learner's entitlement to follow a course of study. We believe the committee would be best placed to seek the views of principals themselves on this issue.

What about the child protection issues that the Chair raised?

UCU Wales doesn't consider there to be any direct child protection issues. Lecturers in colleges across Wales are all subject to the same enhanced CRB references that teachers in schools are.

In addition, lecturers in colleges have experience of POVA (The Protection of Vulnerable Adults), which in the context of the 14-19 agenda would be very similar to a POVA environment. All lecturing staff in a college has a responsibility to report anything irregular under POVA to the Reporting Officer within the college, and we would expect that the same would apply to child protection.

Ends

Eitem 8e

Lesley Griffiths AC / AM
Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol
Minister for Health and Social Services



Llywodraeth Cymru
Welsh Government

Ein cyf / Our ref : SF/LG/6126/11

Christine Chapman AM
Chair of the Children and Young
People Committee
The National Assembly
Cardiff Bay
Cardiff
CF99 1NA

December 2011

Dear Christine

In response to your letter dated 1 November, please find below further information on the points you raised.

Transparency and Accountability

Presentation of Budget

I explained in Committee that the majority of core funding for Health Boards is un-hypothecated, and it is for Boards to determine how they use this funding to meet the needs of their local population, including the health needs of children and young people. The presentation of the Welsh Government budget reflects this arrangement. I have no immediate plans to set separate Health Board budgets for core NHS services for children and young people.

The Welsh Government takes very seriously its commitments under the Rights of Children and Young Persons (Wales) Measure 2011, which comes into effect next year, and in particular the commitment to improve the transparency of budgeting for children and young people. The nature of the way health services are managed and funded, and particularly the information tools currently available, means that this transparency will inevitably be based in the medium term on a retrospective analysis of past expenditure, rather than a prospective future budget.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Wedi'i argraffu ar bapur wedi'i ailgylchu (100%)

English Enquiry Line 0845 010 3300
Llinell Ymholiadau Cymraeg 0845 010 4400
Correspondence.lesley.Griffiths@wales.gsi.gov.uk
Printed on 100% recycled paper

Current information on health service costs is generally based at specialty or service group level. Whilst it is possible to separately identify expenditure on some discrete services for children and young people, for example paediatric services or CAMHS services, in the main the costs of services for children and young people are not reported separately from the costs of adult services.

The limitations of budgeting and accounting for NHS expenditure in this way have been acknowledged by the NHS. All Health Boards are currently implementing financial systems to enable "patient level" costs to be calculated in the future. This is a complex programme of work as it requires Boards to improve data collection within some of their clinical systems. When these systems have been implemented and tested, which is unlikely to be for another year, they will enable most NHS expenditure to be analysed in many other ways - for examples, by age group, by treatment and by clinician.

As more detailed information becomes available in future I will endeavour to share this with the Committee. I would hope to be able to report progress on this front when the Committee considers the 2013-14 budget proposals.

Local Health Board Accountability

I do not agree with the Committee's view that there is a lack of accountability at Local Health Board level. Health Boards are directly accountable to me through their Chairs and through the Chief Executive NHS Wales for commissioning and providing safe and sustainable health services and for delivering the Government's commitments. There are a number of ways in which this accountability is exercised:

- Regular meetings between my officials and Health Board and NHS Trust Executive Directors;
- Systematic monitoring of the performance of NHS organisations by my officials across a wide range of financial and non-financial indicators as set out in the Annual Quality Framework on a monthly basis, or more frequently when required;
- Assurance provided to myself and the Welsh Government by the Healthcare Inspectorate Wales;
- Regular opportunities for me to address senior NHS management.

All these opportunities are used to ensure that NHS organisations are meeting the Government's expectations, and to ensure that plans are developed and implemented where commitments are not currently being delivered.

The Programme for Government sets out a range of indicators that we will use to measure the outcomes for children and young people from our programmes. I believe that focusing on the outcomes we are achieving for children and young people will ultimately have a greater impact than the detail of how much we are spending on these services.

Autism

The Autistic Spectrum Disorder (ASD) Strategic Action Plan for Wales, published in April 2008, considers the whole life of individuals with ASD from childhood to old age. Many of the actions detailed in the Action Plan are relevant to all ages so the policy intention is to achieve a more integrated, coordinated, 'life course' approach to responding to the needs of children and adults with Autism. For this reason it was decided to bring the policy and budget responsibilities together. Although ASD funding has transferred from the Children's Social Services Action to the Adult and Older People Action, we have no alternative plans for the utilisation of this money.

Flying Start

Your letter suggests that there may have been some conflict between our stated policy intention of doubling the number of children benefitting from Flying Start within the life of this Government, and previous information provided to the Committee. I will therefore restate, for the record, our absolute commitment to delivering this expansion, increasing the numbers of children and their families benefitting from this programme from 18,000 to 36,000 within the lifetime of this Government.

The commitment to double the number of children benefitting from Flying Start is one of our top five pledges for a fairer future. It is clearly reflected in our draft budget where we have earmarked an additional £55 million which will be used to support the first 3 years of the programme's expansion. This significant uplift in the funding, particularly in the current economic climate, marks our absolute commitment to preventative services in the early years. In addition, the Minister for Finance and Leader of the House has recently announced that £6 million of capital funding has been made available to support the expansion of Flying Start.

As I said to the Committee, I am currently considering the best way of expanding the programme. There are undoubtedly improvements we can make, and efficiencies we can generate, based on learning from previous years. However, the basis for targeting the programme has been agreed; it will focus on concentrations of families with 0-3 year olds living in Income Benefit households across Wales. This is more effective than relying too heavily on WIMD data, which includes 0-18 year olds, or free school meals data for which our target population (0-3 year olds) is not eligible. In addition, we will introduce a small element of outreach work so that more of those families that are most in need of Flying Start services can access them.

This programme is about generating the best possible outcomes for vulnerable children and their families, and there are always better ways of doing things. My officials are actively engaged in discussions with local government and LHBs about options for effective delivery.

Evidence from the Interim Evaluation Report, published in October 2010, suggests that Flying Start is starting to make a real, positive impact on children – when they go to school they are ready to learn, better behaved and more confident at mixing with other children. There is also emerging evidence from professionals and parents that suggests improvements in child development.

Flying Start is an evidenced based programme and was designed in response to evidence on what works to improve outcomes for children in the early years, particularly those from disadvantaged backgrounds. Whilst we are still learning the lessons of how to maximise the effectiveness of Flying Start we consider it a priority to start rolling out the programme to a wider cohort based on good practice and the evidence to date.

CAFCASS Cymru

Detailed discussions continue on the final budget allocation for CAFCASS Cymru. Any further funding to be allocated, over that which is in the draft budget proposals, will come from my contingency reserve and I do not foresee this having any impact on funding for other programmes.

Additional Information

I responded on the 3 November giving additional information on the provision of wheelchairs for children and child and family services.

*Kind Regards
Lesley*

Lesley Griffiths AC / AM

Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol
Minister for Health and Social Services

Eitem 8f

Lesley Griffiths AC / AM
Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol
Minister for Health and Social Services



Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref:
Ein cyf/Our ref: SF/LG/06259/11

Christine Chapman AM
Committee Chair
Children and Young People Committee
National Assembly for Wales
Cardiff Bay
Cardiff
CF99 1NA

14th
December 2011

Dear Christine,

Thank you for your letter of 15 November seeking additional information on issues discussed during my appearance before the Children and Young People Committee on 3 November as part of its inquiry into children's oral health in Wales. The questions raised are highlighted in bold and the response follows:

- **The evaluation of the Design to Smile programme**

The final evaluation report of the initial three year cycle of the Designed to Smile programme is due to be published by the Welsh Oral Health Information Unit at Cardiff University toward the end of January 2012. A copy of the report will be forwarded to the Committee following its publication.

- **The number of children within Local Health Board areas registered with Community Dental Service who fall outside of the scheme**

While the concept of registration no longer forms part of NHS dentistry, the number of children seen by the Community Dental Service is shown in the table below.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Wedi'i argraffu ar bapur wedi'i ailgylchu (100%)

English Enquiry Line 0845 010 3300
Llinell Ymholiadau Cymraeg 0845 010 4400
Correspondence.lesley.Griffiths@wales.gsi.gov.uk
Printed on 100% recycled paper

Table 2: Patients by age group and CDS, 2010-11

| CDS | <i>Number of Patients</i> | | | | | |
|------------------------|---------------------------|--------|--------|-------|--------|-------------------------|
| | 0-4 | 5-15 | 16-64 | 65+ | Total | Of which orthodontic |
| Betsi Cadwaladr | 1,900 | 10,141 | 7,775 | 1,440 | 21,256 | 924 |
| Powys Teaching | 510 | 2,425 | 1,125 | 418 | 4,478 | 66 |
| Hywel Dda | 1,340 | 6,497 | 2,090 | 217 | 10,144 | 278 |
| Abertawe Bro Morgannwg | 1,521 | 4,500 | 779 | 342 | 7,142 | 438 |
| Aneurin Bevan | 1,985 | 5,928 | 2,643 | 2,057 | 12,613 | 0 |
| Cardiff and Vale | 1,505 | 15,085 | 3,691 | 2,032 | 22,313 | 2,036 |
| Wales | 8,761 | 44,576 | 18,103 | 6,506 | 77,946 | 3,742 |

Source: Welsh Government

- **Numbers of Children included in the worst quintile who are being targeted to raise levels to the middle quintile**

Using 2007 Mid Year estimates of single data bands there were a total of 127,486 children in Wales broken down by age as follows:

| | |
|-------|--------|
| Age 3 | 32,225 |
| Age 4 | 31,473 |
| Age 5 | 30,986 |
| Age 6 | 32,802 |

Designed to Smile has targeted some 62,000 children to date almost half of those children aged 3-6.

- **Breakdown of schools, by Local Authority, included in the programme outside of the targeted areas**

Some caution needs to be used when looking at the total target population for the Designed to Smile programme. The schools and nurseries identified for inclusion in the programme are:

- Those in Community First areas;
- Schools and nurseries at the bottom of a list of settings in the area ranked according to the number of decayed teeth; and
- A degree of local flexibility, based on the knowledge of the local demographics by the Community Dental Service teams.

Attached at Annex A is a table which presents the 930 schools and nurseries which have been geocoded out of the 954 taking part in the programme during April 2010 – March 2011 which have been assigned to the deprivation fifth.

In Blaenau Gwent for example 82.6% of settings come from the two most deprived groups because the deprivation is more concentrated within the Local Authority. 60% of settings in Wales come from the second most and the most deprived categories. If the middle deprived group are included that incorporates 80.5% of the total settings. In other parts of Wales the pockets of deprivation will result in a lower percentage of settings which are the most deprived e.g. Denbighshire where 30.3% come from the two most deprived groups.

- **Number of Health Visitors involved in the delivery of Design to Smile programme for the 0-3 elements and how the additional funding is provided**

NHS Health Visitor services do not receive additional funding to support their involvement in the Designed to Smile programme. Designed to Smile forms part of their mainstream health promotion advice and support to parents, working in partnership with key agencies. Data on the number of Health Visitors involved in the delivery of Designed to Smile is not known.

- **The evaluation undertaken by previous Welsh Ministers on the possibility for water fluoridisation and supporting evidence**

During the first Assembly, the Health and Social Services Committee (HSSC) was interested in water fluoridation as a possible topic for a policy review. Two briefing papers on water fluoridation were submitted to HSSC (October 2000 and December 2001) to note. In March 2005 the then Head of Health Protection Division met with Dr Brian Gibbons, Minister for Health & Social Services to decide on whether to commence section 58 of the Water Act 2003.

The outcome of that meeting was that the Minister decided **not** to commence section 58 of the Water Act 2003 in Wales until there is a possibility that the legislation might be used. Currently there are no proposals to commence the amendments to the Water Industry Act 1991 made by the Water Act 2003. These have been commenced in England, but not in Wales. Welsh Ministers are currently able to request fluoridation of water supplies in Wales under section 87 of the 1991 Act as enacted but are not able to instruct water companies to fluoridate.

In December 2006 the then First Minister, Rhodri Morgan, was provided with a briefing paper that offered a number of options. This briefing also contained the two HSSC papers (of October 2000 and December 2001) on fluoridation as background information. The First Minister noted the briefing. The papers referenced above are at Annex B.

- **An example of the letter sent out by Local Education Authority to get parent's permission for involvement in the Dental studies**

The Dental Public Health team have produced a protocol which supports the planning and delivery of the NHS co-ordinated dental survey of school year 1 children in Wales. The protocol outlines processes and standards to ensure the data collected is robust and comparable across Wales. The protocol which includes a letter template to obtain consent for children to take part in the survey is at Annex C.

- **Further information on the methodology for screening Children's teeth**

The British Association for the Study of Community Dentistry (BASCD) Surveys

These children are selected by school, based primarily on school size and geographic location. The sample is created according to BASCD criteria, designed to give a representative sample of all children of the age group concerned (now either 5 year olds or "rising" 12s i.e. first and last primary school years). The children are examined to provide epidemiological data. This examination has nothing to do with determining the needs of an individual child. I understand parents of children participating in the BASCD survey would only receive feedback in the very rare event that the dentist doing the survey saw significant oral pathology (e.g. gross sepsis / suspected oral malignancy).

Screening

Screening is a long established role of the Community Dental Service (CDS). Under this arrangement dentists visit schools and carry out a very general inspection of all children to identify treatment need. A note is then sent home with the child advising parents that the child either sees a General Dental Practitioner or is offered treatment via the CDS.

There are mixed views within the NHS on the efficacy of school screening which has seen England abandon the practise. In Wales, screening remains one of the statutory duties of the CDS. The number of children screened by the CDS, who are not included as part of the Designed to Smile programme, are shown in the table below.

N.B. Aneurin Bevan has linked their child screening with the Designed to Smile programme and therefore it is not recorded here.

Table 10: Patients screened by category and CDS, 2010-11 ^(a)

| Category | Number of Patients | | | | | | Total |
|-------------------------------------|--------------------|---------------|------------|------------------------|---------------|------------------|---------------|
| | Betsi Cadwaladr | Powys Teachin | Hywel Dda | Abertawe Bro Morgannwg | Aneurin Bevan | Cardiff and Vale | |
| Routine children's screening | 2,870 | 2,570 | 984 | 11,701 | 0 | 849 | 18,974 |
| Day centre/hospital | 0 | 0 | 0 | 0 | 21 | 0 | 21 |
| Secure unit/prison | 0 | 0 | 0 | 0 | 60 | 0 | 60 |
| Adults in residential accommodation | 403 | 116 | 0 | 221 | 921 | 0 | 1,661 |
| Other ^(b) | 184 | 0 | 0 | 0 | 0 | 0 | 184 |
| Wales | 3,457 | 2,686 | 984 | 11,922 | 1,002 | 849 | 20,900 |

Source: Welsh Government

(a) Table includes routine children's screening and no longer includes figures for "Designed to smile"; this is a change from the 2009-10 release.

(b) Betsi Cadwaladr - Adult learning disability programme

Kind regards


Lesley Griffiths AC / AM

Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol
 Minister for Health and Social Services

| Number of settings by Welsh Index of Multiple Deprivation 2008 deprivation fifth | | | | | | | |
|--|----------------|-----------------------|-----------------|----------------------|---------------|-------------|------------|
| | Least deprived | Second least deprived | Middle deprived | Second most deprived | Most deprived | Grand Total | |
| Blaenau Gwent | | | 1 | 3 | 6 | 13 | 23 |
| Bridgend | 3 | | 5 | 4 | 22 | 16 | 50 |
| Caerphilly | | | | 2 | 7 | 16 | 25 |
| Cardiff | 12 | | 11 | 12 | 16 | 43 | 94 |
| Carmarthenshire | 4 | | 5 | 11 | 11 | 4 | 35 |
| Ceredigion | 4 | | 5 | 7 | 2 | 1 | 19 |
| Conwy | 1 | | 14 | 6 | 18 | 7 | 46 |
| Denbighshire | | | 8 | 15 | 1 | 9 | 33 |
| Flintshire | 6 | | 7 | 17 | 6 | 14 | 50 |
| Gwynedd | 2 | | 7 | 25 | 12 | 3 | 49 |
| Isle of Anglesey | 1 | | | 14 | 10 | 4 | 29 |
| Merthyr Tydfil | | | 2 | 4 | 16 | 23 | 45 |
| Monmouthshire | | | 1 | 1 | 6 | | 8 |
| Neath Port Talbot | 3 | | 5 | 12 | 20 | 25 | 65 |
| Newport | | | | | 2 | 10 | 12 |
| Pembrokeshire | | | 10 | 14 | 7 | 5 | 36 |
| Powys | 3 | | 3 | 1 | 12 | 2 | 21 |
| Rhondda Cynon Taf | 3 | | 6 | 10 | 27 | 61 | 107 |
| Swansea | 5 | | 4 | 11 | 17 | 24 | 61 |
| The Vale of Glamorgan | 4 | | 8 | 7 | 9 | 5 | 33 |
| Torfaen | | | 5 | 2 | 10 | 10 | 27 |
| Wrexham | 6 | | 17 | 13 | 16 | 10 | 62 |
| Grand Total | 57 | | 124 | 191 | 253 | 305 | 930 |

| % of settings within a UA by WIMD2008 deprivation fifth | Least deprived | | | | | Most deprived | | | | |
|---|----------------|-----------------------|-----------------|----------------------|---------------|----------------|-----------------------|-----------------|----------------------|---------------|
| | Least deprived | Second least deprived | Middle deprived | Second most deprived | Most deprived | Least deprived | Second least deprived | Middle deprived | Second most deprived | Most deprived |
| Blaenau Gwent | 0.0 | 4.3 | 13.0 | 26.1 | 56.5 | 0.0 | 4.3 | 13.0 | 26.1 | 56.5 |
| Bridgend | 6.0 | 10.0 | 8.0 | 44.0 | 32.0 | 6.0 | 10.0 | 8.0 | 44.0 | 32.0 |
| Caerphilly | 0.0 | 0.0 | 8.0 | 28.0 | 64.0 | 0.0 | 0.0 | 8.0 | 28.0 | 64.0 |
| Cardiff | 12.8 | 11.7 | 12.8 | 17.0 | 45.7 | 12.8 | 11.7 | 12.8 | 17.0 | 45.7 |
| Carmarthenshire | 11.4 | 14.3 | 31.4 | 31.4 | 11.4 | 11.4 | 14.3 | 31.4 | 31.4 | 11.4 |
| Ceredigion | 21.1 | 26.3 | 36.8 | 10.5 | 5.3 | 21.1 | 26.3 | 36.8 | 10.5 | 5.3 |
| Conwy | 2.2 | 30.4 | 13.0 | 39.1 | 15.2 | 2.2 | 30.4 | 13.0 | 39.1 | 15.2 |
| Denbighshire | 0.0 | 24.2 | 45.5 | 3.0 | 27.3 | 0.0 | 24.2 | 45.5 | 3.0 | 27.3 |
| Flintshire | 12.0 | 14.0 | 34.0 | 12.0 | 28.0 | 12.0 | 14.0 | 34.0 | 12.0 | 28.0 |
| Gwynedd | 4.1 | 14.3 | 51.0 | 24.5 | 6.1 | 4.1 | 14.3 | 51.0 | 24.5 | 6.1 |
| Isle of Anglesey | 3.4 | 0.0 | 48.3 | 34.5 | 13.8 | 3.4 | 0.0 | 48.3 | 34.5 | 13.8 |
| Merthyr Tydfil | 0.0 | 4.4 | 8.9 | 35.6 | 51.1 | 0.0 | 4.4 | 8.9 | 35.6 | 51.1 |
| Monmouthshire | 0.0 | 12.5 | 12.5 | 75.0 | 0.0 | 0.0 | 12.5 | 12.5 | 75.0 | 0.0 |
| Neath Port Talbot | 4.6 | 7.7 | 18.5 | 30.8 | 38.5 | 4.6 | 7.7 | 18.5 | 30.8 | 38.5 |
| Newport | 0.0 | 0.0 | 0.0 | 16.7 | 83.3 | 0.0 | 0.0 | 0.0 | 16.7 | 83.3 |
| Pembrokeshire | 0.0 | 27.8 | 38.9 | 19.4 | 13.9 | 0.0 | 27.8 | 38.9 | 19.4 | 13.9 |
| Powys | 14.3 | 14.3 | 4.8 | 57.1 | 9.5 | 14.3 | 14.3 | 4.8 | 57.1 | 9.5 |
| Rhondda Cynon Taf | 2.8 | 5.6 | 9.3 | 25.2 | 57.0 | 2.8 | 5.6 | 9.3 | 25.2 | 57.0 |
| Swansea | 8.2 | 6.6 | 18.0 | 27.9 | 39.3 | 8.2 | 6.6 | 18.0 | 27.9 | 39.3 |
| The Vale of Glamorgan | 12.1 | 24.2 | 21.2 | 27.3 | 15.2 | 12.1 | 24.2 | 21.2 | 27.3 | 15.2 |
| Torfaen | 0.0 | 18.5 | 7.4 | 37.0 | 37.0 | 0.0 | 18.5 | 7.4 | 37.0 | 37.0 |
| Wrexham | 9.7 | 27.4 | 21.0 | 25.8 | 16.1 | 9.7 | 27.4 | 21.0 | 25.8 | 16.1 |
| Grand Total | 6.1 | 13.3 | 20.5 | 27.2 | 32.8 | 6.1 | 13.3 | 20.5 | 27.2 | 32.8 |

Briefing Paper for the First Minister on Fluoridation of Water Supplies in Wales

Introduction

1. Following a meeting between Dr Brian Gibbons, Minister for Health and Social Services and the Head of Public Health Protection Division on 3 March 2005 it was agreed that the Welsh Assembly Government would follow a 'basket' of preventive oral health measures rather than adopt water fluoridation as the dental public health policy measure in Wales.

2. The key message that the Welsh Assembly Government has conveyed in relation to the fluoridation of water supplies for sometime is set out below:

"The Welsh Assembly Government has no current plans to fluoridate water supplies in Wales. The Assembly Government acknowledges that in view of the poor dental health in Wales, the introduction of water fluoridation has the potential to deliver significant health gains and address health inequalities. It is sensitive to the fact that there are some groups opposed to fluoridation."

Background

3. Following the election of the British government in May 1997, a policy document outlining proposals to improve the health of the nation was published. This document placed a major emphasis on reducing inequalities in health and recognised the continuing poor state of oral health in deprived communities. However, whilst acknowledging the benefits of water fluoridation as a caries preventive measure, the Department of Health suggested that most of the research had been carried out some years ago and furthermore, recognised that strong views were held both for and against fluoridation.

4. The Chief Medical Officer of England commissioned a review to investigate the efficacy and safety of water fluoridation and the contract for the review was awarded to the NHS Centre for Reviews and Dissemination at the University of York (CRD). Due to the specialist nature of the fluoridation review, CRD invited the Dental Public Health Unit at the University of Wales College of Medicine to collaborate on the research, (reference The York Review - A systematic review of public water fluoridation: a commentary BDJ MAY 11 2002, VOLUME 192,)

5. Further background information related to the fluoridation of water supplies is set at Annex A.

The Anglesey Experience

6. Fluoridation was introduced in Anglesey in 1955 following County Council's application to the Ministry of Health in 1951 to be included in a UK pilot scheme. The scheme was initially limited to one water plant but in 1964 was extended to the whole of the island after research showed a 50% reduction in decayed, missing and filled teeth (dmft) in 5 year old children. It was the only major fluoridation scheme to operate in Wales. The fluoridation plants ceased to operate after 1991. The 1994

annual report of the Chief Medical Officer of Wales stated that "since the reduction in, then the withdrawal of, fluoridation in Anglesey there has been a 168% increase in the prevalence of decay in five year old children". There are now no fluoridation schemes in Wales.

The Health and Social Services Committee Briefings

7. The Health and Social Services Committee has been provided with two papers to note on Fluoridation on 25th October 2000 and 5th December 2001. Copies of these papers are at Annex B and C.

The Safety, Benefits and Effectiveness of Water Fluoridation

8. To our knowledge, the York review was the first systematic review to be undertaken on the subject of water fluoridation. It undertook a rigorous search of the published and unpublished literature of human epidemiological studies in all languages. The protocol was subject to external review as were all intermediate stages of the review. Throughout the review, progress and intermediate findings were published on the worldwide web. A summary of the York Review findings is set out below :-

- The best available evidence suggests that fluoridation of drinking water supplies reduces caries prevalence,
- There appears to be some evidence that water fluoridation reduces the inequalities in dental health across social classes
- There is no clear association of hip or other bone fracture with water fluoridation.
- No associations between cancer and water fluoridation were able to be detected.
- Dental Fluorosis, a mottling of the teeth, was the most widely and frequently studied of all the adverse effects considered. It can occur in a small proportion of individuals.

9. The York Review applied a strict set of modern "research best practice" criteria to its acceptance process of past research studies and therefore many "fluoride supportive" papers were eliminated from the review process. Even with this robust filtering process, the York review confirmed that fluoridation of the water supply can produce a reduction in dental decay in children of at least 15%. There is also accumulating evidence of the benefits of fluoridation to the oral health of adults. It is more effective in reducing health inequalities than campaigns to improve oral hygiene and diet.

10. Summing up, neither the University of York nor the Medical Research Council (MRC) in their report of September 2002 found evidence of harm to overall health where water is fluoridated at the optimum level of 1 part per million.

11. The Wales BMA has for many years been in favour of the fluoridation of mains water supplies supporting the policy on the grounds of effectiveness, safety and equity. On the cost-effectiveness of water fluoridation the BMA states - "Studies comparing the cost-effectiveness of water fluoridation compared with other strategies

for reducing caries always conclude that water fluoridation is the most cost-effective approach. (University of York, Health Economics Consortium)

Reducing Inequalities

12. There is a close correlation between levels of social deprivation and dental disease. The Welsh Assembly Government has introduced targets to reduce child poverty in Wales. There are 2 dental targets to reduce dental caries in 5 and 12 year old children in Wales. Water fluoridation is the single most effective public health measure available to combat high levels of tooth decay and inequalities in oral health and benefits everyone irrespective of behaviour.

e.g. fluoridation in Birmingham since 1964 has meant that, despite the high levels of social deprivation, it has some of the best levels of dental health in England. More 5-year olds (68.5%) are completely free from tooth decay in the West Midlands than in any other part of the UK. Compare this to Wales where over 50% of our 5 year olds have suffered tooth decay. It should be noted that most of that disease burden is carried within the children from the most deprived areas of Wales.

Water Act 2003

13. The Water Act 2003 amends the Water Industry Act 1991 enabling the Assembly to request water undertakers to enter into fluoridation schemes. It requires the Assembly to make regulations governing the public consultation prior to making a request to a water undertaker. It enables the Assembly to reduce the target concentration of fluoride from one milligram per litre to a lower concentration by order so long as the areas to which it relates are in Wales. It provides for the Assembly to meet the costs of fluoridation and to indemnify water undertakers in respect of liabilities incurred by water undertakers in complying with fluoridation arrangements. There is also provision for dealing with England and Wales cross border arrangements and for the relevant authority to be required to monitor, analyse and publish reports every four years on the health effects of the fluoridation arrangements.

14. The Water Act 2003 received Royal Assent on 20 November 2003 and the Assembly delegated Section 58 to the First Minister on 8th December. The next legislative steps would be for the Assembly to commence Section 58 by order and for the Welsh Assembly Government to consult on draft regulations governing the public consultation arrangements. Section 58 of the Water Act 2003 attempts to overcome previous difficulties in establishing water fluoridation schemes by amending previous fluoridation legislation to make it a requirement for water providers to fluoridate water supplies where they are requested to do so by the relevant health body. However the relevant health body must first consult with the local population and must cover the costs incurred by the water provider.

15. The Health Minister has decided not to commence the legislation as yet until there is a possibility that it might be used. There are 11 properties in Wales (Elan Valley) that are receiving fluoridated water from a Birmingham and West Midlands fluoridation scheme. Once Section 58 is commenced in Wales these properties would become the responsibility of the Assembly including the health monitoring

referred to above unless a Section 41 Agreement could be formed with the two Strategic Health Authorities in England for them to retain responsibility for these properties. The fact that Wales has not implemented the legislation would need to be revisited if England wished to proceed with a cross border scheme. If such a scheme was proposed then DH might be able to influence English Strategic Health Authorities to enter a Section 41 agreement so that they retain responsibility for the 11 Elan Valley properties in Wales.

Differences in England and Wales Position

16. In England, the relevant authority is the Strategic Health Authority. In Wales, the relevant authority is the Assembly. This means that there are significant differences in the role of the Secretary of State and that of the Assembly in relation to fluoridation arrangements.

17. The Secretary of State's role is to:

- make the necessary subordinate legislation;
- issue indemnities to water undertakers (note that if he fails to do so, this could prevent a fluoridation arrangement from going ahead); and
- resolve disputes between strategic health authorities and water undertakers.

The Assembly also has all these responsibilities.

18. The Secretary of State/Department of Health is not involved in:

- developing proposals for new fluoridation schemes;
- consulting water undertakers on the feasibility of schemes;
- consulting the public on proposed schemes;
- making a decision on the outcome of the consultation;
- negotiating with water undertakers over the terms of schemes;
- funding the capital and running costs of schemes; or
- assessing the health effects of fluoridation schemes.

In Wales, all these functions fall to the Assembly.

Funding

19. The Office of the Chief Medical Officer currently have no budget for fluoridation but have registered it with DHSS Resource Directorate as an unfunded pressure. A bid for resources was made for staff to take forward fluoridation and for programme expenditure to fund an all Wales scheme but was unsuccessful.

Cost of fluoridation

20. Up-to-date costings for implementation in Wales are not available but a Technical Feasibility Study carried out in 1997 by Hyder on behalf of the Welsh Health Authorities stated that the capital cost for installing fluoridation plant at each of the then 121 water treatment works in Wales was £21 million. The recurrent annual running costs were estimated at just over £1 million. The paper submitted to

the Health and Social Services in December 2001 estimated capital costs of fluoridating all the water in the Dwr Cymru Welsh Water area at £24.3 million.

21. Department of Health advise that running costs of fluoridation schemes are negligible: of the order of 40 to 50p per head of population per year. This compares very favourably with the cost of restorative dental treatment. A more targeted approach or incremental implementation would reduce or spread the costs. The option to fluoridate areas of Wales on a smaller geographical area basis would need to be explored with the water undertakers.

22. Another approach would be for Dwr Cymru to meet the majority of the initial capital costs with government then agreeing to pay enhanced annual payments that cover running costs and additionally compensate the initial capital investment. The cost of installing plant to fluoridate water for a population of five hundred thousand might be around £1m. Then the recurring costs of the fluoride plus the maintenance of the plant would be about 40p per person per year.

Position in other UK countries

England

23. A number of water fluoridation schemes operate in England. Senior English Ministers have publicly supported fluoridation and Strategic Health authorities have been encouraged to adopt schemes as an oral public health measure. The Chief Dental Officer – England wrote to Strategic Health Authorities and Primary Care Trusts in England in September 2005 to explain why fluoridation offers them a realistic option of reducing health inequalities and which trusts should consider as part of measures to improve the oral health of their populations. The Oral Health Plan for England encourages public consultations on water fluoridation and if there is local support, the SHA can make arrangements with the local water company to fluoridate its water.

Scotland

24. The fluoridation provisions of the Water Act 2003 do not apply in Scotland and the Scottish Executive recently announced that they would not be introducing legislation to enable fluoridation schemes in Scotland. Instead they would focus on a basket of other oral health interventions.

Northern Ireland (NI)

25. There is currently no fluoridation of water supplies in NI and no legislative provision to accommodate it. The NI Assembly did consider the issue previously but it did not result in any further action. The Water and Sewage Services (Northern Ireland) Order 2007, which will come into force in April 2007, will make provision for the introduction of fluoridation in a similar fashion to that in place in the rest of the UK. The health authority (currently the 4 Health and Social Services Boards, but a single Health and Social Services Authority from April 2008) can consult on fluoridation and request Water Service to introduce it. (NI do not currently have any water companies, but rather a single government agency which is in the process of

becoming a Government Company or 'Go-Co'). Indemnity would fall to the health authority.

Assembly Funding for the British Fluoridation Society

26. The British Fluoridation Society has agreed to undertake additional work in 2006/07 as part of the Service Level Agreement and as agreed with the Health Minister. The BFS is preparing a report outlining the background to the water fluoridation section (Section 58) of the 2003 Water Act; describing the implications of the amendment for future water fluoridation proposals in England and Wales; outlining colleagues' suggestions as to what, if anything, they would do differently if the English Consultation Regulations were to be revisited; and outlining the development and contents of a Consultation Toolkit being developed by the BFS. This work will enable the Assembly to learn from the English experience.

Opposition to Fluoridation

27. Water fluoridation is a subject that, despite past public polls demonstrating a majority of public support, attracts controversy. The British Dental Association and the wider dental profession (with some individual exceptions) is also in favour of fluoridation. However, there are groups which are opposed to it. Their objections relate to: concerns about adverse health effects; opposition to compulsory medication (as they see it) and the attendant human rights implications; freedom of choice; and arguments that alternative, more targeted, oral health interventions should be pursued instead.

Achieving the new dental targets

28. These targets, see para 12, are achievable but only if additional funding is committed to "getting more teeth in contact with fluoride". This can be done in one of two evidence-based methods:-

- i. Water fluoridation would achieve the required health gain across the whole population and not just the most deprived fifth. By 2020 (probably well before) Wales would move from its position amongst those countries with the worst dental health in the developed world to the amongst the best.
- ii. through a major increase in the provision of national preventive programmes e.g. fluoride toothpaste and toothbrushing schemes.

Options to Implement Water Fluoridation in Wales

29. There would be a number of hurdles to overcome before the Welsh Assembly Government could implement a water fluoridation scheme in Wales. This includes the commencement and introduction of Section 58 of the Water Act 2003 in Wales and the allocation of resources to fund the policy measure. Options for implementing fluoridation of water supplies in Wales might include:-

- a. Fluoridating all water supplies in Wales in one phase. This would have considerable financial implications, see para 17, and there would also be practical problems during implementation involving cross border issues.
- b. A staged approach to fluoridate all water supplies in Wales. This would have the advantage of implementing some water fluoridation in Wales earlier than option (a) but costs may remain significant due to the geographical areas covered remaining large scale because of the complexity of the water supply network.
- c. Selective targeted fluoridation of water supplies on a smaller area basis identifying areas of poor oral health that might benefit the most from fluoridation.
- d. Do nothing on fluoridation.

30. Officials consider that if Ministers wish to implement a water fluoridation policy in Wales then the next step should be the commissioning of a feasibility study from the water undertakers supplying Wales to identify the practicalities and scope the possible options open to the Assembly. The study would include estimation of cost for implementing a scheme(s) and offer more insight into the cross border implications. The study would provide the Assembly with up-to-date information on practical options that would best enable informed decision making.

PHPD1

November 2006

Human Rights

1. There is a concern that some people have that fluoridation is incompatible with Article 8 of the European Convention on Human Rights Right to Respect for Private and Family Life arguing that it is mass-medication. In the only case under the European Convention on Human Rights concerning fluoridation (a Swiss case) the European Commission on Human Rights considered that it did not need to consider the issue of whether an interference with the right to respect for private and family life arose, because any such interference would be justified by the benefits to oral health.

2. Since fluoride occurs naturally in water, it cannot be compared to a discretionary medicine. The Medicines Control Agency (MCA) considers that neither fluoride added to drinking water nor the resulting fluoridated water are medicinal products which require marketing authorisations as medicines do. The MCA do not consider that the chemicals used in water fluoridation schemes merit licensing because, at the very dilute rates at which they are added to water (0.7ppm - 1ppm), no evidence has been found of risks to health.

Fluoride concentration in water

3. Natural concentration varies. Fluoridation is an adjustment, usually an addition, to gain the highest level of anti-tooth decay whilst minimising risks of discolouring or mottling of teeth. In general terms the optimum level for dental health benefits is one milligram of fluoride per litre of water in temperate climates such as the UK, i.e. 1 part per million the level at which fluoridation schemes operate in this country. Around six million people in England receive water from supplies that naturally contains 1 ppm of fluoride.

Fluoride Intake

4. The Government monitor levels of fluoride in water and diet. In 2000, the Food Standards Agency published a survey of fluoride levels in the 1997 Total Diet Study. These showed no evidence of an increase in dietary fluoride intake in recent decades.

Dose control

5. The process of fluoridation is governed by safety regulations enforced by the Drinking Water Inspectorate. Fluoride levels are monitored at several points before treated water enters the mains supply and failsafe mechanisms ensure that operations are automatically shut down and alarms sound if fluoride levels exceed the permitted limit.

Dental fluorosis

6. Dental fluorosis (sometimes evident as flecking or mottling of the teeth) is the one recognised side effects of water fluoridation, although the affected teeth are still endowed with the same protection from dental decay. In its more extreme forms, dental fluorosis may be aesthetically unacceptable but this is usually treatable. Only in extremely rare and severe cases is it prejudicial to the long-term health of the tooth.

7. The MRC recommended the Department of Health undertake research into public perceptions of dental fluorosis and they will be acting on this recommendation.

Skeletal fluorosis

8. Similar all elements and compounds excessive intakes, of fluoride can be harmful. Skeletal damage can be caused in extreme cases, but there is no evidence of this at the levels of exposure which occur in temperate, developed countries.

Chemicals used in fluoridation schemes

9. The technical process for adding fluoride to water is a relatively simple procedure for water engineers who have vast experience of treating water supplies with a variety of chemicals. The chemicals used in water fluoridation are no more hazardous than many others already used routinely by water companies.

10. Hexafluorosilicic acid is used in fluoridation of public water supplies. It is not, as is often alleged, derived from fertiliser production scrubbing operations. It is manufactured in tandem with production of phosphoric acid, which is made by adding sulphuric acid to "fluoro-apatite", a mineral rock containing silica and small amounts of fluorides. The reaction liberates silicon tetrafluoride as a vapour, which is bubbled through the water and then dissolves to form hexafluorosilicic acid.

Fluoridation in Other countries

11. Worldwide: over 300 million people drink artificially fluoridated water - including around 65% of the population of the United States. During August 1999 Los Angeles, the 2nd largest US city, began fluoridating supplies to its 4 million citizens. Canada still has extensive water fluoridation serving over 13 million people (i.e. approx. 40% of the population).

PHPD1

November 2006

Date: Wednesday 25 October 2000
Venue: Committee Room 2, National Assembly for Wales
Title: **Fluoridation of Water Supplies**

Purpose

1. To help the committee decide whether it should have a substantive discussion on the Fluoridation of Water Supplies and, if so, to identify the issues it should address.
2. This paper covers A) the background, including the legal position; B) the conclusions of report from York University; C) the health advantages and disadvantages of fluoridation; and D) other options for effective fluoride treatment.

Recommendation

3. The Committee is invited to note the paper. The paper has been copied to the Clerk of the Environment, Planning and Transport Committee as it also has an interest in the fluoridation of water supplies.

Timing

4. The Committee asked that this paper be submitted to it's meeting on 25 October.

A) BACKGROUND

5. The scientific evidence to date supports the view that fluoridation of drinking supplies at levels of 1 part per million is a safe (World Health Organisation recommended fluoride level for temperate climates) and beneficial measure that significantly reduces tooth decay. The fluoride ion is a natural component of all water supplies. Over 5 million people in the UK receive water whose fluoride content is naturally occurring or artificially supplemented to levels between 0.7 and 1part per million. There are presently no artificially fluoridated areas in Wales

Fluoridation in Anglesey

6. Fluoridation was introduced in Anglesey in 1955 following Anglesey County Council's application to the Ministry of Health in 1951 to be included in a UK pilot scheme. The scheme was initially limited to one water plant but in 1964 was extended to the whole of the island after research showed a 50% reduction in decayed, missing and filled teeth (dmft) in 5 year old children. It was the only major fluoridation scheme to operate in Wales. The fluoridation plants ceased to operate after 1991. The 1994 annual report of

the Chief Medical Officer of Wales stated that "since the reduction in, then the withdrawal of, fluoridation in Anglesey there has been a 168% increase in the prevalence of decay in five year old children".

Legal Position

7. There is no requirement on water companies to fluoridate. S 87 of the Water Industry Act 1991 (which incorporated the 1985 Fluoridation Act) provides that "Where a Health Authority have applied in writing to a water undertaker for the waterto be fluoridated, that undertaker mayincrease the fluoride content of the water...." In a legal case involving Northumbrian Water, Mr Justice Collins held that a water company does not have the same duty to improve health as a public body and can consequently turn down the requests of health authorities to fluoridate. The health authority is required by S 89 to advertise a proposal for fluoridation in one or more newspapers circulating within the area affected by the proposal; and to give notice to every local authority whose area falls wholly or partly within that area. In determining whether to proceed, the health authority is required to have regard to any representations made to them and to any consultations with local authorities.

8. The Act gives the Assembly powers:

a. to amend the way in which fluoride is added to the water as prescribed by Section 87(4) of the Act.

b. to agree indemnities for water undertakers in respect of fluoridation schemes.

The powers under Sections 87 to 91 of the 1991 Act have been delegated to the Assembly Secretary for Environment, Transport and Planning.

9. If the Government proposed to introduce primary legislation requiring water undertakers to fluoridate, the National Assembly for Wales would be consulted. Section 31 of the Government of Wales Act 1998 requires appropriate consultation between the Secretary of State for Wales and the National Assembly, on the Government's legislative programme. Under S33 of the Act the Assembly may consider and make appropriate representations about any matter affecting Wales.

Position of the water companies

10. Water supplied for domestic purposes is subject to stringent statutory safeguards. To be wholesome water must contain no more than the statutory maximum of 1.5 milligrams fluoride per litre. This compares with the optimum level of 1 milligram per litre recommended for fluoridated water. A breach might result in enforcement action against the company. Excess levels of fluoride might also render water unfit for human consumption, the supply of which is a criminal offence. At present indemnities are provided to water companies carrying out fluoridation at the request of health authorities but these are restricted to civil liability claims and do not cover indemnity against criminal proceedings which might be brought if unfit water was supplied.

11. Water in Wales is mainly supplied by Welsh Water, with some parts in North Wales receiving water from Dee Valley Water plc and parts of the Shropshire border area receiving water from Severn Trent Water Company. A Technical Feasibility Report prepared by Hyder Consulting confirmed that there were no insurmountable technical difficulties to fluoridating the water supplies in Wales and Herefordshire. Welsh Water has stated that it will not accede to a Health Authority request to fluoridate unless it is required to do so as a consequence of a change in the legislation. This is because fluoridation would increase - albeit only slightly - the potential of the company being prosecuted for supplying water unfit for human consumption. The Northumbrian Water case confirmed that a water company was entitled to refuse a request to fluoridate on such grounds.

Competition in the water industry

12. A consultation paper was issued in April on ways of increasing competition in the water industry. One option discussed is "common carriage" ie shared use of the supply pipes and other infrastructure of an existing water supplier by a third party to enable the third party to provide water services in the supplier's area. The paper recognises this may impact on the consistency of fluoridation arrangements.

Public Opinion

13. Public opinion on fluoridation was canvassed in the Welsh Office consultation document "Better Health, Better Wales" (May 1998), and the majority of respondents favoured the fluoridation of water supplies. National surveys have also consistently measured support for fluoridation in the region of 70%. There is also a vocal minority of people who are strongly opposed to water fluoridation on grounds of its potential adverse effects and the removal of choice implicit in fluoridating water supplies.

Environmental issues

14. There are concerns about the impact of fluoridation on the aquatic environment. Fluoridated water would, after use, be discharged into watercourses or the sea from sewage works. This would have little impact on the marine environment because natural fluoride concentrations are already higher than fluoridated drinking water. However, more work needs to be done to assess the impact on fresh waters.

B) CONCLUSIONS OF THE YORK UNIVERSITY REVIEW

15. The NHS Centre of Reviews and Dissemination at the University of York was commissioned to "carry out an up to date expert review of fluoride and health". The review was published on Friday 6 October 2000. This is a review of epidemiological studies of water fluoridation and aims to provide a systematic review of the best available evidence on potential positive and negative effects of water fluoridation. Ethical issues, environmental impacts, cost and legal issues are outside the scope of the review.

16. The results of the review can be summarised as follows:

water fluoridation reduces the prevalence of dental decay (estimated mean reduction is 15.5% in decay free children and a reduction of 2.2 teeth affected by decay -ie In a fluoridated area 15.5% more children will have no experience of dental decay);
stopping water fluoridation increases the prevalence of dental decay in the area that had been fluoridated compared to the control area;
the beneficial effect of water fluoridation was evident inspite of assumed exposure to fluoride from other sources;
there is some evidence that water fluoridation reduces inequalities in dental health in 5 and 12 year olds (but the studies are very limited);
at 1.0 part per million, the optimum level for water fluoride content, the prevalence of fluorosis (as defined in this report) is 48% but the percentage causing aesthetic concern is approximately 12.5%. (It should be noted that at levels of 0.1 parts per million the review quotes a figure of 6.3% that have fluorosis of aesthetic concern).
there were no clear associations between bone fractures and water fluoridation or between cancers and fluoridation;

17. The report involved a systematic review of water fluoridation based on the research evidence accepted by the Review. That evidence was assessed for quality using criteria as follows: Level A = Highest quality of evidence, minimal risk of bias; Level B = Evidence of Moderate Quality, moderate risk of bias; and, Level C Lowest quality of evidence, high risk of bias. The review found that few studies were of level A quality and the report acknowledges that the primary limitation of the review is the quality of the research included. Such limitations are not surprising when undertaking such a large systematic review that extends back to the late 1930s and applying year 2000 standards. In the case of the evidence on natural versus artificial fluoride sources the evidence was not adequate to reach a conclusion.

C) HEALTH ADVANTAGES AND DISADVANTAGES

18. The evidence to date confirms that fluoridation improves dental health with no major proven health risks, such as bone fractures and cancers. Other potential adverse effects require further studies. Dental fluorosis of aesthetic concern which causes an unsightly mottling of the teeth, occurs in a small proportion of individuals but this can be removed by NHS treatments and it does not affect the protective effect of the fluoride.

19. Fluoridation primarily benefits young children. Evidence of juvenile dental caries makes it clear that the exercise of parental responsibility to minimise dental ill-health is not sufficient. Dental decay can blight the lives of very young children; in some the effects are so severe that they need removal of first teeth at the age of 2 or 3. Areas in England where 75% or more of the population are benefiting from fluoridated water feature in the top seven areas in the UK with the least number of dental decay in 5 year old children in the period 1997/98. Water fluoridation also reduces dental

caries in adults and this becomes increasingly important in the light of demographic changes towards an older population.

20. "Better Health, Better Wales " said "Dental decay is almost entirely preventable. The evidence is that fluoridation of drinking water supplies to the optimum level can reduce tooth decay by upwards of 50%". It set a health gain target for oral health:

"to reduce the proportion of children experiencing dental caries (decayed, missing, filled teeth) of 1 or more) by 5 percentage points as measured in British Association for the Study of Community Dentistry Co-ordinated Surveys from 53% of 5-year olds in 1995 to 48% by 2002, and from 64% of 14-year olds in 1994 to 59% by 2002 and from 64% of 14 year olds in 1994 to 59% by 2002."

21. Current progress against this target has been slow: preliminary results from the 1999/2000 British Association for the Study of Community Dentistry Epidemiological Survey shows that 52% of 5 years olds have a dmft of one or more - a 5% improvement on 1995 but still 4% off the target of 48% by 2002. For 14-year olds the latest position as at 1998/99 shows a 63% figure, only a 1% improvement on 1995 but 4% below the target for 2002. At this rate of progress it looks unlikely that both these health gain targets will be reached.

22. In Wales there are statistical associations between inequalities in oral health and social deprivation. For example, in Monmouth 47% of 5 year olds have one or more decayed, missing and filled teeth (ie the health gain target has been reached), while in Blaenau Gwent the figure is 67% which is 18% off the target.

D) OTHER OPTIONS FOR EFFECTIVE FLUORIDE TREATMENT

Fluoride toothpaste, gel or tablets

23. In England, toothpaste schemes are being piloted to test whether they reduce the prevalence of dental caries in deprived areas. We have no toothbrushing schemes co-ordinated on an all-Wales basis.

There is less likelihood that those in most need of dental health care, particularly children in deprived areas, will use such products on a regular basis.

Fluoridated school milk

24. There are currently 4 milk fluoridation schemes being piloted in England reaching some 17,000 school children. Access to this starts later than optimal and it may be subject to compliance problems. The National Assembly for Wales would need to fully explore the powers available, associated costs and practicalities of introducing such a scheme.

Fluoridation of Salt

25. There is evidence to suggest that the fluoridation of salt is a highly cost effective method of reducing dental caries. However, the use of fluoridated

salt is perceived to be in conflict with medical advice to reduce sodium consumption.

Date: Wednesday 5 December 2001
Venue: Committee Room 3, National Assembly for Wales
Title: Fluoridation of water supplies in Wales

Purpose

1. To provide the Committee with further briefing on fluoridation to update and expand on the paper to note submitted to the Health and Social Services Committee meeting on 25 October 2000.

Summary/Recommendation

2. The Committee is invited to note the paper to assist it in reaching a decision on programming a discussion. The paper has been copied to the Clerk of the Environment, Planning and Transport Committee which also has an interest in the fluoridation of water supplies.

Timing

3. The Committee asked that this paper be submitted to its meeting on 5 December.

Background

4. The paper [HSS-18-00\(p.5\)](#) sets out the background to fluoridation of drinking water in this country. Members should refer to this for :

Background: legal, water industry, public opinion
the conclusions of the York University Review
the health advantages and disadvantages
and other options for fluoride treatment.

5. This paper covers:

dental health in Wales
National Assembly oral health initiatives
the ethics of fluoridating water supplies
fluoridation - world view
fluoridation in Wales: practical and technical issues
cost benefits
health restructuring
competition in the water industry
further research
conclusions

Dental Health in Wales

6. Wales has relatively poor dental health. Annual childhood dental surveys by the British Association for the Study of Community Dentistry (BASCD) measure dental decay by the number of decayed, missing or filled teeth (dmft). The BASCD surveys demonstrate wide variation in the prevalence of dental caries across the UK. The surveys show that :

dental health in Wales is poor by comparison with England - see graph 1 at Annex A.

the prevalence of dental decay in Wales are similar to the worst area of England while deprived areas of England with fluoridated water supplies have lower prevalence of decay than less deprived areas in Wales - see Graph 2 at Annex A.

considerable dental health inequalities exist in Wales, closely linked to deprivation - see graph 3 at Annex A which compares mean dmft in the 5 best dental planning areas with mean dmfts in the 5 worst e.g., in Tredegar and Dolgellau they are 7 times higher than in Rhiwbina, Cardiff.

7. The 1999/2000 BASCD survey shows that 52% of children in Wales have tooth decay by the time they are 5 years old and on average those children have 4 decayed or missing teeth. Levels of decay at this age are an indicator of future decay. The latest evidence shows that at age 14, 63% of children surveyed have suffered dental disease.

8. The Welsh Office set health gain targets, reiterated in Better Health Better Wales, October 1998, for reducing the levels of decay in 5 and 14 year olds:-

"to reduce the proportion of children experiencing dental caries (decayed, missing or filled teeth (dmft) of one or more) by 5 percentage points, as measured in BASCD co-ordinated surveys, from 53% 5 year olds in 1995 to 48% by 2002."

The target set for 14 year olds is to reduce to 59% the proportion of 14 year olds with dental decay. Although there has been some modest progress, it is improbable that even these targets for improving dental health will be met.

9. The results of the 1998 UK Adult Health Survey show that more adults in Wales are retaining their natural teeth. However, there are differences between the four UK countries - the proportion with no teeth was 17 % in Wales compared to 12% in England. As fluoride acts on the surfaces of the teeth after eruption, there is a potential for the dental health of adults to benefit from fluoridation.

Other Oral Health Initiatives

10. This year Health Authorities have been allocated recurrent funding from the Health Inequalities Fund, for a 3 - year dental fissure sealant programme targeted on the deprived areas identified for the Communities First programme. This programme will be delivered by the Community Dental Service through schools in those areas and once the programme is established, further consideration will be given to the possibility of involving

general dental practitioners. The programme will cost about £0.5m per year. The target population for 2001-2 is approximately 18, 000 children.

11. The fissure sealants will be provided as part of an overall health promotion package to those children whose first teeth have suffered from a significant level of dental decay e.g. children who have experienced dental caries in two or more molar teeth. The aim is to prevent dental decay in the secondary molar teeth of these children by treating the surface of four teeth and by education.

12. This programme is not a substitute for fluoridation and education packages have not been demonstrated to be effective. It is generally accepted by dental public health professionals that fluoridation is the basis upon which other preventative programmes should be built.

Ethical issues

13. The ethical debate on fluoridation of water supplies is a highly contentious one. On the one hand, it is argued that fluoridation involves a loss of individual freedom of choice and the provision of mass medication (medication is generally seen as an important area for personal choice). On the other, the argument is about depriving those most at risk of dental decay of the known benefits of fluoridation.

14. It could be argued that enforced medication constitutes a breach of Article 8 of the Convention i.e. the right to respect for private life and therefore a breach of the Human Rights Act 1998. The Article provides for exception to this right where a public authority is acting "in accordance with the law and is necessary in a democratic society" for the protection of health.

15. The principle of proportionality is an important theme in Convention case law. The Court has reminded that

"inherent in the whole of the Convention is a search for a fair balance between the demands of the general interest of the community and the requirements of the protection of the individual's fundamental rights"

(Eur Court HR *Soering v UK*, judgement of 7 July 1989 Series A no 161, 11EHRR 439)

16. The principle of proportionality recognises that human rights are not absolute and that the exercise of an individual's rights must always be balanced by the broader public interest.

17. Most naturally occurring water supplies have some level of fluoride present. In some areas, such as Hartlepool, the natural concentration of fluoride occurs at the optimal level and benefits dental health. In view of this, it is difficult to argue that the right to a fluoride-free water supply is a basic civil right. The purpose of artificial fluoridation is to replicate the beneficial effects observed in communities receiving water with fluoride naturally present within the range 0.7 to 1 ppm.

18. It has been argued that fluoridation itself can cause harm to health. The conclusions of the York University Review of fluoride and health are set out in the previous paper, para 16 and 17, and the health advantages and disadvantages discussed in paragraphs 18-22. The evidence to date confirms that there is no major proven health risk but dental fluorosis, a mottling of the teeth is known to occur in a small proportion of people living in fluoridated areas.

19. It has further been argued that there are other equally effective methods of preventing dental decay. Behavioural change through education is, however, difficult, slow and expensive with children from disadvantaged backgrounds being least likely to benefit. There is very little evidence that education is effective.

20. On the other hand it can be argued that a public authority has an ethical responsibility to make available those measures which can achieve significant health gain. Why should those who insist on their individual freedom of choice be permitted to impose the pain and suffering of dental disease on others, and in particular the most disadvantaged ?

Fluoridation - World-wide

21. In 1958, a World Health Organisation (WHO) Expert Committee on Fluoridation summarised its findings by stating *'the effectiveness, safety and practicability of fluoridation as a means of preventing dental carries, one of the most prevalent and widespread diseases in the world, is now well established'*¹

22. Today, there are 40 countries world wide with national water fluoridation programmes, with an additional 40 million people served by water which is naturally fluoridated at equivalent levels.² In the United States alone over 10,000 communities and 145 million Americans are served by fluoridated water supplies. One of the most recent U.S cities to fluoridate was Los Angeles with a population of 3.5 million.

Fluoridation in Wales: Practical and Technical issues

23. There are 3 water companies providing mains drinking water in Wales. Dwr Cymru Welsh Water (DCWW) covers most of Wales and most of Herefordshire, a population of about 3 million. See the map at Annex B. Dee Valley Water supplies water in parts of North East Wales and Chester. The remaining area in central Wales is supplied by Severn Trent. Severn Trent already operate fluoridation plants for fluoridation schemes in England. Discussions would need to be held with the companies on any proposal to fluoridate and the areas to be covered. Welsh Water's policy has for a number of years been as follows:

"Welsh Water's principal role is to provide supplies of wholesome water. We believe that any proposal to increase levels of fluoride does not contribute to the wholesomeness of the supply and currently we have not entered any agreements with health authorities to fluoridate water. However, if changes are made to legislation which requires the addition of

Fluoride and provide appropriate indemnification we would clearly comply with our legal requirements."

24. Following an approach in the Spring of 1997, from the All Wales Fluoridation Steering Group of the Welsh Health authorities, Hyder Consulting has undertaken a study into the technical implications of fluoridating water supplies in the Dwr Cymru Welsh Water (DCWW) supply area in Wales and Herefordshire. This study has been provided to the National Assembly, courtesy of the Welsh health authorities, and the following is drawn from its conclusions.

i) Water Supply

25. In DCWW's supply area there are 204 water supply zones, 128 water treatment works and 5 bulk supplies from Severn Trent Water. The water supply zones are discrete areas throughout which the water quality is dependent on the same source or sources ie there are no cross-connections with other zones. Most areas are supplied by more than one water treatment works. To provide fluoridated water to a zone the fluoride must be added at all the water treatment works supplying the zone. The most complex relationship between a water supply zone and water treatment works is the Southern Conjunctive Use scheme serving Cardiff and the surrounding areas. To supply fluoridated water to any of the water supply zones in Cardiff, all water sources supplying the area would need to be equipped with a fluoridation plant.

26. Any proposal to fluoridate the bulk water supplies provided by Severn Trent Water would need to be considered by that water undertaker. A detailed investigation would be required to check on the feasibility to install a fluoridation plant on the pipelines that supply this area.

27. DCWW's 128 treatment works range in capacity from those serving 10 people to populations of about 700,000. They range from small springs and boreholes with simple chlorination as the only water treatment to others with complex processes. The equipment and space requirements for a fluoridation plant are similar at all installations regardless of the size or complexity of the supply to be fluoridated.

ii) cost

28. The cost of any fluoridation scheme can be broken down into capital costs for plant and for each water treatment works and operational costs of chemicals, electricity, equipment maintenance, monitoring, sampling analysis and reporting.

29. The estimated capital costs of fluoridating all the water in the DCWW area through each of its 121 water treatment works were £21.7 million with annual running costs of £1.3 million. Equivalent figures at current prices would be £24.3m capital and £1.5m running costs.

30. However, since the cost of installing fluoridation plant is the same for each water treatment works regardless of the size of population it serves,

the cost of supplying fluoridated water in some areas would be high relative to others. It plant were only provided at treatment works with a larger capacity (more than 2 megalitres (mld) per day) then the estimated capital costs would be £12.6m with annual operational costs of £1m. Equivalent figures at current prices would be £14.1m capital and £1.1m running costs.

iii) Fluoridation process

31. The report takes account of the Code of Practice on fluoridation although it notes that this now needs updating. As far as the process is concerned, the report points out that many chemicals are used widely in the water industry, for example sulphuric acid, phosphoric acid, quick lime. Such chemicals present similar process problems to those associated with fluoride. These process problems include special requirements for handling and storage and high levels of reliability and accuracy in dosing and monitoring. The levels of technology are such that the risks of overdosing fluoride should be negligible if the installation is operated and maintained according to established guidelines. There are a number of precautions that can be taken against the accidental spillage or leakage of fluoridation chemicals, and to ensure the safety and protect the health of staff.

32. At a concentration of 1mg/1 fluoride is completely soluble and remains constant throughout the distribution system. The taste, colour and odour of the water are not affected.

Cost Benefits

33. The University of York Health Economics Consortium reported in 1998 on the costs and benefits of water fluoridation. It concluded :

studies comparing the cost-effectiveness of water fluoridation and other strategies for reducing caries carried out in many countries always conclude that water fluoridation is the most cost effective approach; calculating the costs of fluoridation is straightforward; calculating the benefits is less so but using population projections and knowledge of the underlying oral status it is possible to calculate the numbers of decayed teeth, fillings and extractions that will be prevented for children born after fluoridation. This calculation would, however, underestimate the benefits by excluding adults and children born before fluoridation; in areas where the average number of decayed, missing and filled teeth for 5 year olds is 2 or more and where the local treatment works serve populations of at least 200,000 people, the benefits of water fluoridation are likely to be significantly greater than the costs. Such areas include most or all of Wales, Scotland and parts of England. Even in areas where the costs and benefits are similar, or where the costs exceed the benefits, water fluoridation may be the most cost effective way to reduce caries. Local studies comparing the costs and benefits can confirm these conclusions.

34. To give an indication of current expenditure on primary dental services dental treatment, the cost of the General Dental Service for adults in

2000/2001 is £60.8m, of which £24.6m is paid by patients. The cost of services to children is an additional £24.5m. In addition NHS Trusts in Wales reported expenditure of £17.2 million on dental specialities and a further £8.7 million on dental paediatric community services in 1999-2000.

Health restructuring

35. The Water Industry Act 1991 provides for Health Authorities to request a water undertaker to increase the fluoride content of the water supplied by the undertaker. Before making or withdrawing such a request health authorities must give due notice to the local population and consult the relevant local authority or authorities. Restructuring of the health service, as announced on 15 November will result in the abolition of health authorities in March 2003. From then, these powers will be exercisable by the National Assembly for Wales either directly or through delegation to Local Health Boards.

36. In my announcement on 15 November, I made clear that public health capacity will be strengthened in Wales. I said that

"At Assembly level this will be achieved under the leadership of the Chief Medical Officer, and thereafter NHS public health services will be organised on an all-Wales basis, located within an NHS Trust but with accountability to the Chief Medical Officer. Responsibility for the health of the population and for meeting statutory and operational requirements will be at the local health board level."

37. This new structure would permit progress to be made in the further work needed at a national level to establish an all-Wales fluoridation programme with Local Health Boards closely involved in the plans and the consultation arrangements. The benefit of an all-Wales programme would lie in targeting the worst areas of dental ill-health first in order to maximise benefits and tackle the worst cases of disadvantage.

38. A number of issues would, however, need to be tackled, specifically

- the issue of statutory powers to require fluoridation if the water industry maintains its current position;
- the updating and implementation of a revised technical code of practice;
- the provision of indemnities to water undertakers in respect of fluoridation schemes.

Competition in the Water Industry

39. Earlier this year central Government announced its proposals for boosting opportunities for competition in the water industry. A consultation paper giving further details of its proposals is awaited. Further consideration will need to be given to the possible impacts of competition and of 'common carriage' (the shared use of supply pipes and other infrastructure of an existing water supplier by a third party to enable the third party to provide water services in the supplier's area) on any fluoridation scheme.

Further Research

40. In the light of the York review the Department of Health has asked the Medical Research Council to consider what further research might be required to improve the evidence base in the area of fluoride and health. The working group is likely to report early next year.

Environmental Impact

41. As indicated in the previous paper to the Committee, further work is needed on the impact on fresh waters.

Conclusion

42. In view of the poor dental health in Wales, the introduction of water fluoridation has the potential to deliver significant health gain and address health inequalities.

43. The recent study by Hyder Consulting, commissioned by the All Wales Fluoridation Steering Group of the Welsh Health Authorities suggests that a scheme or schemes in Wales are practicable and technically feasible. Cost benefit work suggests Wales would benefit significantly. Discussions with the water industry and further studies would be needed to take this work forward.

44. The structural changes to the NHS announced recently will facilitate an all-Wales approach to fluoridation in consultation with Local Health Boards.

Financial implications

45. There are currently no plans to introduce fluoridation in Wales and no financial reserves within the provision of the Health and Social Services Main Expenditure Group for fluoridation. There are no additional financial implications for the Assembly as a result of this paper. Any decision to take forward further work on the possible introduction of fluoridation is subject to a successful bid through the annual budget planning round.

Compliance

46. The Health and Social Services Committee can consider the issues in the paper under Standing Order 9.7.

References

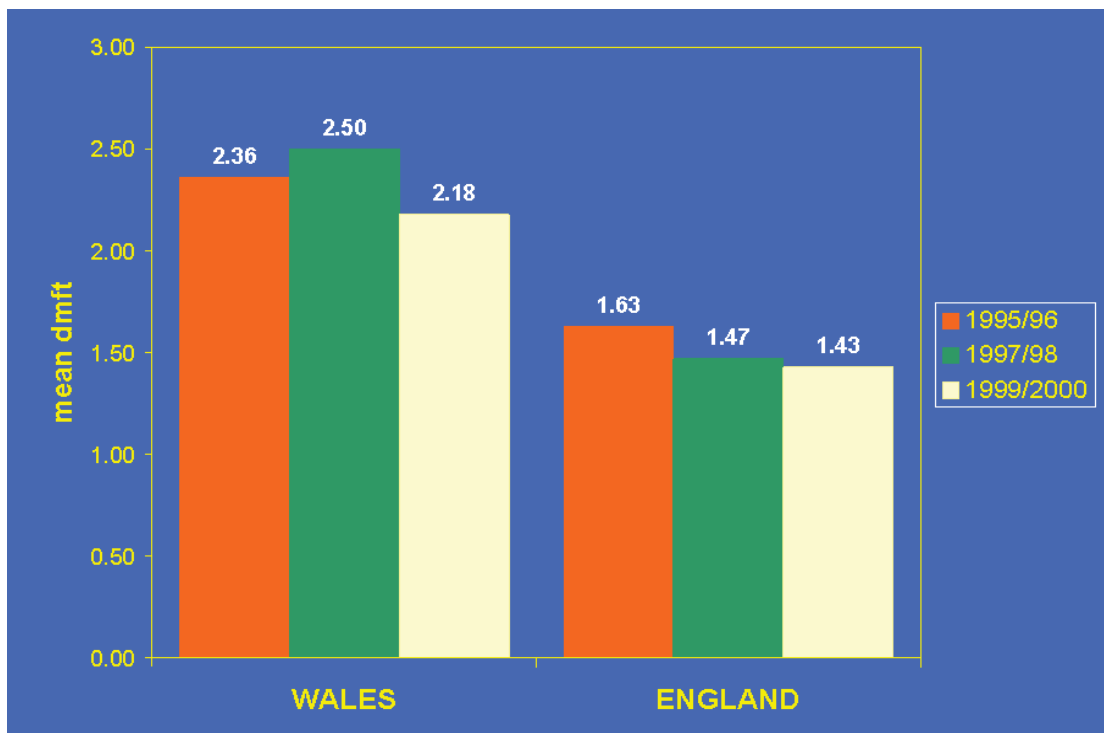
1. World Health Organisation 1958. Expert Committee on Fluoridation.
2. World Health Organisation. Fluorides and Oral Health: Report of a WHO Expert Committee on Oral Health Status and Fluoride Use. WHO Technical Report, Series 1994; 846.
3. British Association for the Study of Community Dentistry carries out childhood epidemiology programme targeted at different age groups each year, five-year-old children are surveyed in alternate years and 12 and 14 year-olds are surveyed every fourth year.

4. This paper has been drafted drawing on information contained in a Hyder Consulting "Water Fluoridation Technical Feasibility Study for Wales and Hereford" commissioned by Welsh Health Authorities and "Water Fluoridation and Public Health" published by Dental Health Foundation in Association with the Faculty of Public Health Medicine, The Royal College of Physicians of Ireland.

Annex A

Graph 1

Mean dmft survey of five year olds, Wales compared with England



Graph 2

Comparison of dmft>0 in Wales, the West Midlands and the North West of England

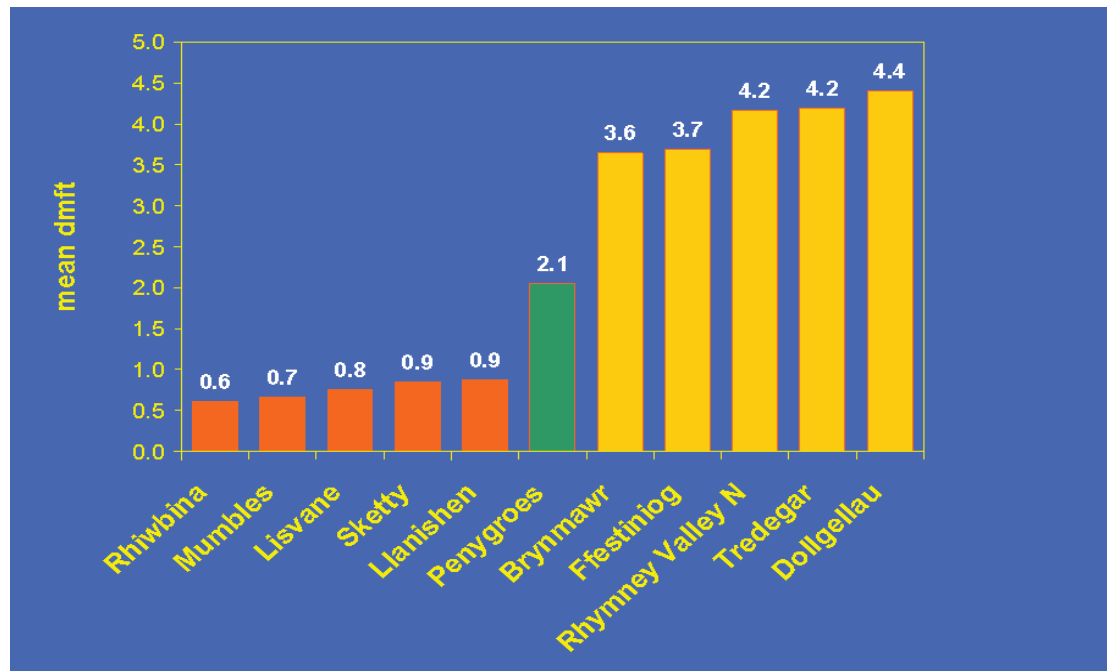


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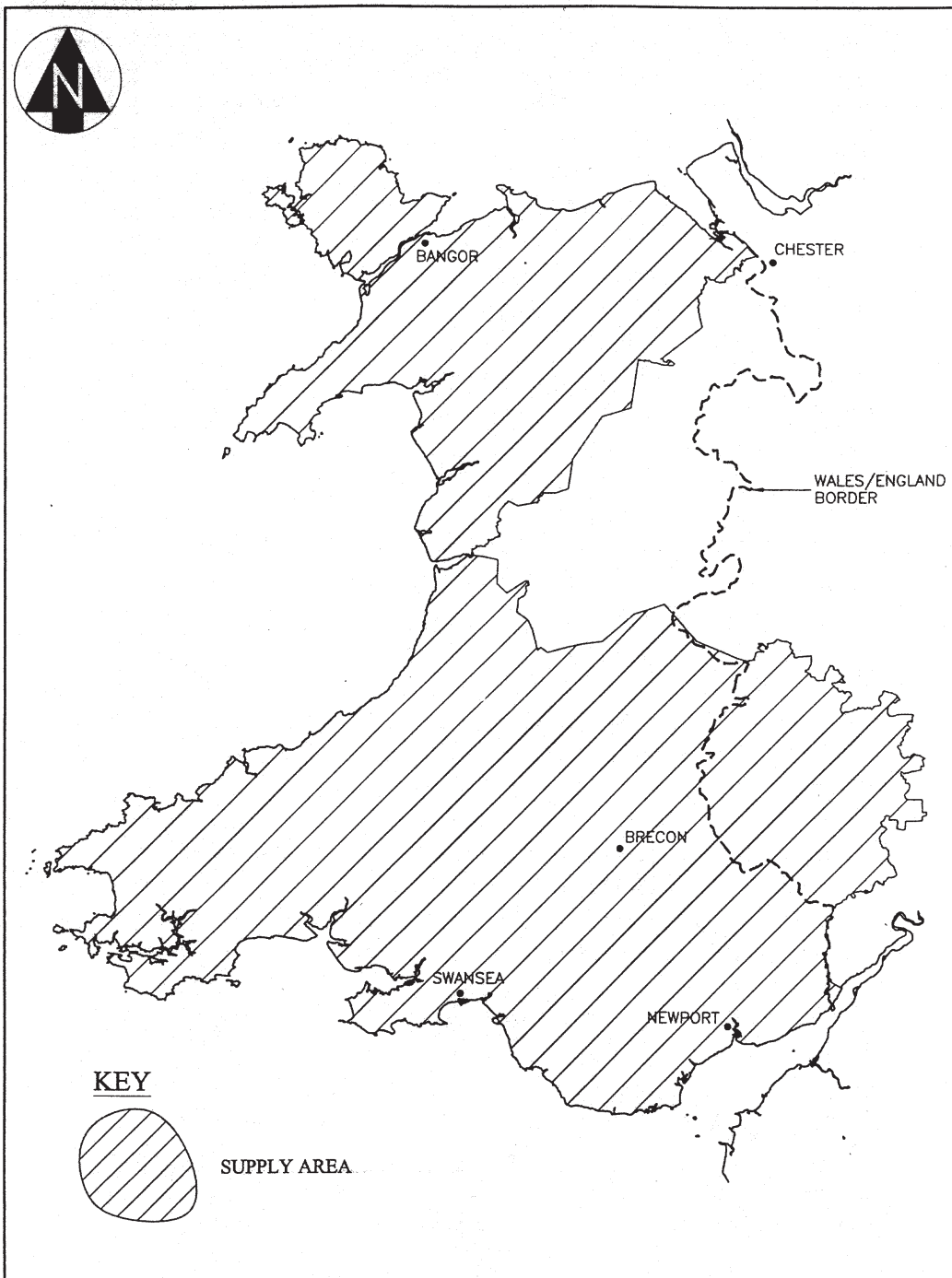
Graph 3


Survey of five year olds 1999/2000 Mean dmft Dental Planning areas

Mean dmft 5 year olds 1999/2000, 5 best dpas, median dpa, 5 worst dpas



Annex B



| | | | | | | | | | |
|------------|-------------|-------|------|-------|--------|---|--|--|--|
| | | | | | | Project | | HYDER CONSULTING LIMITED 70 Redcliff Street Bristol BS1 6AL Tel: +44 (0)117 988 1881 Fax: +44 (0)117 988 1661 | |
| | | | | | | WATER FLOURIDATION TECHNICAL FEASIBILITY STUDY FOR WALES AND HEREFORD | |  | |
| A | FIRST ISSUE | PS | PAC | EMP | JAN 98 | Title | | DWR CYMRU WELSH WATER SUPPLY AREA | |
| Issue | Description | Auth. | Chk. | Appd. | Date | Datum | | Project Code | |
| Scale (A4) | | LOCAL | | | | WX00569 | | Drawing No. 5.1 | |
| | | | | | | | | Issue A | |



**2011/2012 Dental Survey Protocol
Epidemiological survey of school year 1
(5-year-old) children in Wales**

Dental Public Health Team

Authors: N Monaghan

Date: 27 June 2011

Version: 0c

Publication/ Distribution: (Delete as applicable)

- Public Health Wales (Intranet)

Review Date: N/A

Purpose and Summary of Document:

This protocol supports the planning and delivery of the NHS co-ordinated survey of school year 1 children in Wales. It outlines processes and standards to ensure that data collected is of high quality and is comparable across Wales, more widely across the UK and over time.

Work Plan reference:

| |
|---|
| DENTAL SURVEY OF SCHOOL YEAR 1 CHILDREN IN WALES 2011/2012 |
|---|

| | | | |
|---|---|--|---------------------------------|
| Welsh Oral Health Information Unit | Professor I Chestnutt | Dental School, Cardiff University, Heath Park, Cardiff | 029 2074 4090 |
| | Mrs M Morgan Lecturer in Dental Public Health | Dental School, Cardiff University, Heath Park, Cardiff | 029 2074 4612 |
| All Wales Co-ordinator (also District Contact Cardiff) | Mr N Monaghan Consultant in Public Health | NPHS Wales Temple of Peace & Health Cathays Park, Cardiff CF10 3NW | 029 2040 2497 |
| Regional Contacts | Mr Hugh Bennett | NPHS Wales Public Health Wales Oldway Centre 36 Orchard Street, Swansea SA1 5AQ | 01792 607329 |
| Benchmark Examiner | Julie Jobbins | Clytha Clinic, 27 Clytha Park Road, Newport, Gwent NP20 4PA | 01633 435990 |
| | Dr S Sandham DDPH | Clinical Director for NWCDs/Director of Dental Public Health, Dental Administration Office, Royal Alexandra Hospital, Marine Drive, Rhyl LL18 3AS | 01745 443104 |
| Local Organiser | Mr W Challacombe Senior Dental Officer | Dental Department, Pontardawe Healthcare Centre, Alloy Industrial Estate, Pantardawe, Swansea, SA8 4US | 01792 860819 |
| | Ros Lewis | Senior Dental Officer, Dental Dept, Hollies Health Centre, Swan Street, Merthyr Tydfil, CF47 8ET | 01685 359900 or 07968 300546 |
| | Cara Lemon | Dental, Hywel Dda Health Board, Merlins Court, Winch Lane, Haverfordwest, Pembrokeshire SA61 1SB | 01437-771220 |
| | Mr J Clewett | Dr John Clewett Deputy Clinical Director North Wales Community Dental Service Dental Administration Royal Alexandra Hospital Marine Drive RHYL LL18 3AS | 01745 443206 |

DENTAL SURVEY OF SCHOOL YEAR 1 CHILDREN IN WALES 2011/2012

1 OBJECTIVES

- 1.1 To record data for All Wales Common Minimum Data Set, 2012, from a sample of Year 1 (approximately School Year 1) children in areas in Wales in the school terms, Winter 2011/2012 and Spring 2012.
- 1.2 To obtain valid estimates of caries prevalence of Year 1 children which will be comparable within areas of Wales and with other areas of the UK where similar surveys are being carried out.
- 1.3 To evaluate new consent arrangements in line with newly issued guidance from the Welsh Assembly.

2 BACKGROUND

- 2.1 The survey will follow BASCD guidelines given in "Guidelines for prevalence studies of dental caries" published in Community Dental Health 1.1 (1984) 55-56 and subsequently modified in Community Dental Health Volume 14 Supplement No. 1 March 1997 6-9.
- 2.2 Within Wales the survey findings will be used to aid procurement and provision of dental services.
- 2.3 The study will be the responsibility of Local Health Boards in Wales, and undertaken through their community dental service, with the channel of communication being through the Consultant in Dental Public Health and Local Organisers.
- 2.4 All-Wales co-ordination will be by the Public Health Wales, through Mr Nigel Monaghan. Data cleaning and analysis will be undertaken by the Welsh Oral Health Information Unit, through Mrs Maria Morgan.
- 2.5 Comparability will be achieved by examiners being trained and calibrated to the Wales benchmark examiner, Dr J Jobbins.

3 SAMPLING

- 3.1 Estimated school year populations are required by local organisers in August/September for sampling. Accurate school year populations are needed for analysis of weighted means. Local Organisers will obtain accurate school year population figures in December to use in data analysis. These will be forwarded to the Welsh Oral Health Information Unit.
- 3.2 The sample will be randomly selected. The aim will be to randomly select 70 subjects from each Dental Planning so that, after allowing for absentees, refusals etc., at least 50 subjects should be examined in each Dental Planning Area. There will be no substitution for sampled children who cannot be examined.
- 3.3 Where Dental Planning Areas contain less than 70 children in the 5-yr-old group, all children will be examined. Detailed guidance on how to sample has been prepared and is attached as an appendix to this protocol.
- 3.4 Local organisers should use the method in the guidance to calculate sample size and randomly select schools. They should forward a copy of the completed paperwork to the Regional Contact for checking prior to data collection.
- 3.5 Only one school year will be sampled. The sampling frame will be School Year 1 (the school year in which the 6th birthday is achieved, the “rising sixes”).

4 CONSENT

- 4.1 The survey for 2011/8 will use written positive parental consent. In an attempt to improve response rate for this survey there will be 2 separate mailings of the consent form. The first mailing of the consent form will be of the form printed on white paper. The second mailing of the consent form will be of the form printed on coloured paper.
- 4.2 For positive consent of parents access to school lists will be required. From

these lists an appropriate sample of children should be selected. Letters should be sent to the parents notifying them of the forthcoming survey, providing them with sufficient information to permit them to follow up any questions they may have and to provide consent. A sample letter is included at Appendix 1. The letter should include the planned date of examination and be sent enclosing an envelope addressed to the appropriate contact in the school. Only those children whose parents respond to the letter by completing a consent form should be examined.

4.3 It is possible that some schools will not co-operate with this process, for example by refusing to provide information to allow a random sample to be drawn. In these circumstances details of the schools and reasons given for not co-operating should be collected and provided to the Welsh Oral Health Information Unit.

4.4 The consent process within the school setting relies upon the Education Reform Act 1996 s 520 (2) which means any parental refusal notified must be respected. In addition parents are not consenting to coercion of children to co-operate. If either the parent refuses or the child refuses to co-operate then the child will not be examined.

5 EXAMINERS AND RECORDERS

5.1 The number of examiners will be kept to a minimum as recommended in Community Dental Health, Volume 14 Supplement No. 1 March 1997, 18-29.

5.2 Each examiner will be accompanied by a recorder supplied by the provider Trust.

6 TRAINING AND STANDARDISATION

- 6.1 All examiners and recorders will attend a training and calibration exercise to be based at the Marriott Hotel Swansea from the 12th – 14th October 2011. Examining teams need to bring their own approved light source, extension lead, computer, latex-free gloves and reclining chair to the calibration.
- 6.2 The cost of the training and calibration exercise will be borne by the Welsh Government.
- 6.3 For information purposes additional information on the examination aspects of the training and calibration exercise is included at Appendix 5.
- 6.4 Prior to the training and calibration exercise it is expected that all recorders will be trained in use of computers equivalent to the European Computer Driving Licence (ECDL) module 2, and following that training trained in data entry using Dental SurveyPlus 2.

7 THE EXAMINATIONS

- 7.1 The examinations will take place in schools.
- 7.2 Subjects will be prone with the examiner seated behind them.
- 7.3 The recorder will be seated comfortably in a position to hear clearly what is said by the examiner.

8 EQUIPMENT REQUIRED

- 8.1 A purpose built light yielding 4000 lux at 1 metre (e.g. Daray) or a similar protected light source will be used for illumination. In the interests of comparability, fibre-optic light sources should not be used to transilluminate approximal surfaces.
- 8.2 Extension flex and plug adapter for use when necessary with the lamp.
- 8.3 Disposable paper roll for laying out instruments.
- 8.4 Spare recording charts, pencils, rubber and sharpener for use in case of

computer failure.

- 8.5 Portable microcomputer using Dental SurveyPlus 2 and appropriate extension and adapter leads and plugs.
- 8.6 Materials to ensure cross-infection control including containers for clean instruments, containers for dirty instruments, disinfectant spray/wipes, clean latex-free gloves, eye protection for subjects, clinical waste bags together with sufficient cotton wool buds/rolls etc. for each child.

9 EXAMINATION PRINCIPLES

- 9.1 Diagnoses will be visual using a plane mouth mirror. A blunt ball-ended probe (CIPTN) with an end diameter of 0.5mm will be used as described below.
- 9.2 All necessary steps must be taken to prevent cross-infection. A fresh set of previously sterilised instruments will be used for each subject.

10 EXAMINATION PROCEDURE

- 10.1 On commencing the session ensure that the Caps Lock is turned on. This will ensure a consistent approach for surfaces coded T.
- 10.2 The standard sequence to be used in examination and collecting data is:-
- (a) Collection of standard data related to the session (examiner code, unitary authority, dental planning area code, school code, school postcode, date of examination)
 - (b) Collection of any personal information (consent sheet colour, pupil number, date of birth, gender).
 - (c) Oral examination.
- 10.3 Teeth will be examined for caries in the following order:
- (a) Upper Left to Upper Right
 - (b) Lower Right to Lower Left
- 10.4 Surfaces will be examined in the following order:-

Distal, Occlusal, Mesial, Buccal, Lingual

- 10.5 Each tooth will be identified and each surface recorded according to the diagnostic criteria for caries.
- 10.5 Teeth must not be brushed but may be rinsed prior to examination. Debris or moisture may be removed from individual sites where visibility is obscured, with cotton wool. Compressed air will not be used.
- 10.6 X-rays will not be taken.
- 10.7 Presence or absence of sepsis in the mouth will be noted and coded.

11 SESSION INFORMATION

- 11.1 Examiner code: each examiner has a code of 1 letter (which must be entered, must be used consistently during the survey. Carried forward from previous record.
- 11.2 Unitary Authority: pull-down menu. Carried forward from previous record.
- 11.3 Dental Planning Area (historical health authority codes will be used for 2011/8 up to 5 letters/numbers. Carried forward from previous record.
- 11.4 School code: an alphanumeric code will be identified for each school, e.g. AO1, BO2, etc. according to area (up to 4 numbers/letters – must be entered). Carried forward from previous record.
- 11.5 School postcode, Alphanumeric up to 7 characters, must be completed (use dummy characters AAAAAAA if postcode needs to be added later) For postcodes with 6 characters enter as AB1 2CD. Carried forward from previous record.
- 11.6 Date of examination: must be entered as DD/MM/YYYY. Carried forward from previous record.

12 PERSONAL INFORMATION

- 12.1 (If paper-recording sheets are used Child's surname and first name. These details must not be entered into a computer).
- 12.2 Consent sheet colour. Enter white or colour as appropriate.
- 12.3 Pupil Number: numerical, up to 5 digits, must be specified (can be considered as a record number).

12.3 Date of birth: must be entered as 11/MM/YYYY.

12.4 Gender: either Male or Female (or if unable to tell visually Indeterminate).

13 CARIES AND ORAL SEPSIS CRITERIA

The diagnosis of the condition of tooth surfaces will be visual and the ball-ended probe will be used only for the removal of debris.

The tooth should be identified by quadrant and letter, A to E (or E to A), followed immediately by the appropriate surface codes which should be entered on the appropriate space on the dental chart.

13.1 Surface Code 1 - arrested dentinal decay

Surfaces are regarded as falling into this category if the trained examiner there is of the opinion that there is hard arrested caries into dentine.

13.2 Surface Code 2 - decayed

Surfaces are recorded in this category if the trained examiner is of the opinion that there is a carious lesion into dentine.

13.3 Surface Code 3 - decay with pulpal involvement

Surfaces are regarded as falling into this category if the trained examiner is of the opinion that there is a carious lesion that involves the pulp, necessitating an extraction or pulp treatment. The examiner will not distinguish between different possibilities for treatment, e.g. pulp therapy or extraction, and involvement of the pulp will be the sole criteria. Use this code for all surfaces when a root only is present.

13.4 Surface Code 4 - filled and decayed

A surface that has a filling (13.5) and a carious lesion (13.2), whether or not the lesion(s) are in physical association with the restoration(s), will fall into this category unless the lesion is so extensive as to be classified as “decay with pulpal involvement”. In the latter case the filling is ignored and the surface classified Code 3.

13.5 Surface Code 5 - filled with no decay

Surfaces containing a satisfactory permanent restoration (excluding crowns and bridge abutments) of any material will be coded under this category (with the exception of obvious sealant restorations which are coded separately as N).

13.6 **Surface Code R - filled, needs replacing (not carious)**

A filled surface is regarded as falling into this category if, in the opinion of the examiner, it is chipped or cracked and need replacing, but there is no “caries into dentine” present on the same surface. Lesions or cavities containing a temporary dressing or cavities from which a restoration has been lost will be regarded as “filled needs replacing”, unless there is also evidence of caries into dentine in which case they will be coded in the appropriate category of ‘decayed’.

Note: Tooth surfaces should be separately identified. Where categories are to be combined later, code R surfaces are part of the “Filled” component as no new caries is evident. This is a change from some previous conventions such as the inclusion of “unsound” surfaces with decay in the OPCS National Adult Dental Health Surveys.

13.7 **Tooth Code 6 - tooth extracted due to caries**

Surfaces are regarded as missing if the tooth of which they were a part has been extracted because it was carious. Surfaces which are absent for any other reason are not included in this category.

Missing deciduous canines and deciduous molars must be included in this category. Missing deciduous incisors will not be counted and should be coded as permanent teeth unerupted (Code 8).

13.8 **Tooth Code 7 - Extracted for orthodontic reasons**

This Code will not be used for School Year 1 children. Missing deciduous teeth will be assumed to be missing due to caries or natural exfoliation and coded accordingly. (See 13.7).

13.9 **Tooth Code 8 - Unerupted**

This code normally applies to permanent teeth. For School Year 1 children it is used where deciduous incisors are missing (See 13.7), and absent first permanent molars which will be assumed unerupted.

13.10 **Surface Code 9 - Excluded**

When the examiner is unable to form a judgement on the state of a surface e.g. because more than half of it is obscured by orthodontic bands, Code 9 should be used. This code should only be used when strictly necessary due to obscuring of the whole of a tooth surface. (Note: For analysis purposes code 9 is interpreted as sound).

13.11 **Surface Code C - crowned/advanced restorative procedures**

This code is used for all surfaces which have been permanently crowned (including stainless steel crowns) or which have received permanent items of advanced restorative care in the form of a veneer or a restoration constituting a bridge abutment. This is irrespective of the materials employed or of the reasons leading to the placement of the crown/veneer/bridge. (Note missing teeth replaced by a bridge are coded 6, 8 or all surfaces T).

(Note: The number of teeth (and surfaces) coded \$, N and C should be separately identifiable. Decayed "d" comprises codes 1 + 2 + 3 + 4. Filled "f" comprises codes 5 + R + N.)

13.12 **Surface Code T - trauma**

A surface will fall into this category if, in the opinion of the examiner, the tooth/surface has been subject to a traumatic blow and as a result:

- Is fractured so as to expose dentine
- or
- has been treated (excluding crown/advanced restorative procedures)
- or
- a surface is significantly discoloured.

If any tooth surface is both carious and traumatised it should be recorded under the appropriate category of decayed. Fillings inserted after an anterior root filling will be ignored and the surface coded as T.

13.13 **Surface Code 0 - present and “sound”**

A surface is regarded as “sound” if it shows no evidence of treatment or untreated clinical caries at the “caries into dentine” diagnostic threshold. The early stages of caries, as well as other similar conditions, are excluded. Surfaces with the following defects, in the absence of other positive criteria, should be coded as present and “sound”.

- white or chalky spots;
- discoloured or rough spots;
- stained pits or fissures in the enamel that are not associated with a carious lesion into dentine;

- dark, shiny, hard, pitted areas of enamel in a tooth showing signs of moderate to severe fluorosis.

All questionable lesions should be coded as “sound”.

13.14 **Sealed Surfaces**

The ball-ended probe will be used to assist in the detection of sealants. Care should be taken to differentiate sealed surfaces from those restored with tooth coloured filling materials used in prepared cavities which have defined margins and no evidence of fissure sealant (the latter are regarded as fillings and are coded 5, 4 or R). Sealant codes should only be used if the surface contains evidence of sealant (including cases with partial loss of sealant), is otherwise sound and does not also contain an amalgam or conventional tooth coloured filling. Sealant codes are \$ and N.

13.15 **Surface Code \$ - sealed surface, type unknown**

All occlusal, buccal and lingual surfaces containing, in the opinion of the examiner, some types of fissure sealant, but where no evidence of a defined cavity margin can be seen. (Note: this category will inevitably include both preventive and therapeutic sealants).

13.16 Surface Code N - obvious sealant restoration

All occlusal, buccal and lingual surfaces containing, in the opinion of the examiner, a sealant restoration where there is evidence of a defined cavity margin and a sealed unrestored fissure. (If doubt exists as to whether a preventive sealant or a sealant restoration is present the surface should be regarded as being preventively sealed - Code \$).

13.17 Sepsis in the mouth

Following examination of the mouth, if, in the opinion of the trained examiner, the presence of an acute abscess or sinus has been noted, code 'Yes' for Sepsis. If no abscess or sinus has been seen, code 'No'.

14 DATA COLLECTION

14.1 Data will normally be recorded at school on a portable microcomputer using Dental Survey Plus 2.

14.2 A Dental Survey Plus 2 format will be supplied by Mr N Monaghan and must be used for data collection and analysis. The Dental Survey Plus 2 format will be available in June 2011. The format should not be altered. If additional data is to be collected locally it should be collected separately.

14.3 A separate format for recording of refusals by local authorities, by schools and by pupils/parents will be supplied. These should be completed by local organisers (including completion of nil returns) and returned to the WOHIU with the epidemiology data file.

14.4 Examiners and Recorders will have paper charts for recording data in case of malfunction of the computer.

14.5 Diagnostic criteria will be coded:

| | |
|--------------------------------------|----------|
| Sound | = Code 0 |
| Hard arrested decay | = Code 1 |
| Decayed into dentine | = Code 2 |
| Decayed into pulp | = Code 3 |
| Filled and decayed | = Code 4 |
| Filled with no decay | = Code 5 |
| Filled needs replacing (not carious) | = Code R |
| Extracted due to caries | = Code 6 |

| | |
|-----------------------------------|-----------|
| <i>This code will not be used</i> | = Code 7 |
| Unerupted | = Code 8 |
| Tooth excluded | = Code 9 |
| Crown | = Code C |
| Trauma | = Code T |
| Sealed surface, type unknown | = Code \$ |
| Obvious sealant restoration | = Code N |

15 QUESTIONNAIRE DATA

- 15.1 Non-clinical data required for the Wales Common Minimum Dental Data Set will be collected by a questionnaire sent to the parents of the sample children. The questionnaire contains questions used in the National Child Dental Health Surveys. The questionnaires are appended to this protocol. These should be copied for use locally.
- 15.2 The Betsi Cadwaladr University Local Health Board use a different questionnaire specific to their needs.
- 15.3 Examiners are strongly encouraged to enter answers directly onto the computer when examining children.
- 15.4 As positive consent is to be used the consent form should be sent to the parents attached to the questionnaire.

16 USE OF QUESTIONNAIRE

- 16.1 The questionnaire and consent form can be distributed to parents through the school. An envelope addressed to the appropriate school contact should be provided so that completed questionnaires and consent forms can be returned by parents.
- 16.2 Questionnaire data will be entered into the Dental SurveyPlus 2 format locally.

17 DATA CLEANING

- 17.1 The recent improvements in data quality across Wales can be attributed to an integrated team approach to quality assurance. This team consists of all data fieldworkers (i.e. dentists and dental nurses), the five local epidemiology co-ordinators, the WOHIU and the all Wales dental epidemiology co-ordinator.

To ensure continued data quality the **data must undergo the following three way data handling process:**

- Those collecting the data should adhere to the guidelines within this protocol and those distributed at the annual training and calibration exercise.
- The data must then be further processed by the Local Organiser to ensure consistency of approach across specific regions.

The data is processed once more by the WOHIU to ensure consistency of approach across the Principality.

- 17.2 Examiners and Local Organisers will check that dates of birth are in the range 5.00-6.99 years (note children should only be beyond this range if they have skipped a school year or been held back one year). Examiners and Local Organisers will also check for postcodes and insert them when they are missing.

12 Postcodes per day can also be found by using the following internet site: www.royalmail.com by clicking "Find a Postcode".

18 DATA PROCESSING

- 18.1 Local Organisers will assemble the clinical and questionnaire data in a single data file for each Unitary Authority and prepare summary data for each Dental Planning Area.

- 18.2 In order to ensure a common method is used, data for the Welsh Common Minimum Dental Data Set will be processed by the Welsh Oral Health Information Unit. Local Organisers must send a copy of each Unitary Authority data file, on disk to the Welsh Oral Health Information Unit at the Dental School, Cardiff. Maria Morgan can be contacted at the unit via telephone on 029 2074 4612. This does not stop Local Organisers carrying out their own analyses of their copy of the data.

- 18.3 Results will be prepared for Unitary Authorities by the Welsh Oral Health Information Unit in accordance with the headings of Tables 4 to 8 inclusive of the Common Minimum Data Set 2012. A copy of the results will be returned to each Local Organiser and Consultant in Dental Public Health.

19 BASCD DATA

19.1 A BASCD summary will be prepared for Mr Monaghan by the Welsh Oral Health Information Unit using the standard reporting form distributed by the Dental Health Services Research Unit, Dundee. Dental Planning Area data will be appropriately weighted to give the UA area data.

19.2 BASCD data will be co-ordinated by the All Wales Co-ordinator, working with the Welsh Oral Health Information Unit, for onward transmission to Dundee by 31 July 2012. Data will be forwarded at District and Unitary Authority levels. It is expected to cover:

Name of Unitary Authority

Start and finish dates for examinations

Total population of age group

Total number of schools

Number of schools visited

Sample drawn

Number of children examined

Mean age in years and standard deviation

Mean number of dt, standard deviation and 95% confidence interval

Mean number of mt, standard deviation and 95% confidence interval

Mean number of ft, standard deviation and 95% confidence interval

Mean number of dmft teeth, standard deviation and 95% confidence interval

Number and percentage of children with caries experience,

(dmf > 0)

Number and percentage of children with current dentinal decay.

(d > 0)

For dt > 0, mean number of dt and standard deviation

For dmft > 0, mean number of dmft and standard deviation

19.3 All means and standard deviations should be recorded to two decimal places.

20 TIMETABLE AND DEADLINES FOR RESULTS

- 20.1 Local Organisers should send their cleaned data file to the Welsh Oral Health Information Unit by 30 April 2012.
- 20.2 The Welsh Oral Health Information Unit will prepare data for Tables 4 to 8 of the Common Minimum Dental Data Set, by Dental Planning Area, for Public Health Wales by 31 December 2012.

APPENDICES

- 1) Positive Consent Letter to Parents
- 2) All – Wales Questionnaire – English
- 3) All – Wales Questionnaire – Welsh
- 4) Sampling Guidance
- 5) Child Protection Resources

Consent Letter

Address
Address
Address
STD Telephone Number
[Date Stamp Desirable]

Dear Parent/Guardian,

Re (name of child).....

A dental inspection for year 1 pupils at your child's school has been arranged, commencing on *Day, NN of Month, Year*. This is part of a survey programme run in Wales on behalf of the National Assembly.

The inspection consists of a brief visual examination of the mouth using a sterile mirror and probe. No treatment will be carried out during this inspection. If a more detailed examination is indicated you will be informed and appropriate arrangements will be suggested.

The inspection process will allow us to plan the provision of dental services, to help ensure children have healthier teeth. We collect only the minimum of personal information (school postcode, gender, month and year of birth) with information on the state of children's teeth. We do not collect your child's name. Please help us by allowing and encouraging your child to participate and returning to us a completed questionnaire.

If you have any questions regarding the dental inspection please do not hesitate to contact me.

Please provide consent for your child to have their teeth examined using the form provided. Along with the form and questionnaire we have enclosed an addressed envelope. You can be reassured that we will only examine your child's teeth if they are happy for us to proceed on the day.

Thank you for your co-operation.

Yours sincerely,

Name

Clinical Director/Senior Dental Officer/Community Dental Officer

Llythyr Traddodiadol i geisio Caniatâd Cadarnhaol

Cyfeiriad
Cyfeiriad
Cyfeiriad
Rhif Ffôn STD
[Stamp Dyddiad yn Ddymunol]

Annwyl Rhiant / Gwarchodwr,

Parthed (enw'r plentyn).....

Trefnwyd archwiliadau deintyddol i ddisgyblion blwyddyn 1 yn ysgol eich plentyn. Byddant yn dechrau ar *Ddydd, NN Mis, Blwyddyn*. Mae hyn yn rhan o raglen arolygu a gynhelir yng Nghymru ar ran y Cynulliad Cenedlaethol.

Bydd ceg eich plentyn yn cael ei archwilio'n gyflym gan ddefnyddio drych a mewnwilydd di-haint. Ni chaiff y plentyn unrhyw driniaeth yn ystod yr archwiliad hwn. Os bydd arwyddion bod angen archwiliad mwy manwl fe gewch eich hysbysu a chewch awgrymiadau ar gyfer trefniadau addas.

Bydd y broses archwilio'n ein caniatáu i gynllunio'r ddarpariaeth gwasanaethau deintyddol, er mwyn sicrhau bod gan blant ddannedd iachach. Dim ond ychydig bach o wybodaeth bersonol rydym yn ei chasglu (cod post yr ysgol, rhyw, mis a blwyddyn geni) ynghyd â gwybodaeth am gyflwr dannedd y plant. Nid ydym yn casglu enw'ch plentyn. Rydym yn gofyn i chi ein helpu trwy ganiatáu i'ch plentyn gymryd rhan yn yr archwiliad a'i annog i wneud, a thrwy ddychwelyd holiadur wedi'i gwblhau.

Os oes gennych unrhyw gwestiynau ynghylch yr archwiliad deintyddol, mae croeso i chi gysylltu â mi.

Os gwelwch yn dda, rhowch eich caniatâd i'ch plentyn gael archwilio'i ddannedd trwy ddefnyddio'r ffurflen amgaeedig. Ynghyd â'r ffurflen a'r holiadur rydym wedi cynnwys amlen â chyfeiriad. Gellwch fod yn hollol sicr na fyddwn ond yn archwilio dannedd eich plentyn os yw'n fodlon i ni wneud hynny ar y diwrnod.

Diolch am eich cydweithrediad.

Yn gywir,

Enw
Cyfarwyddwr Clinigol/Uwch Swyddog Deintyddol/Swyddog Deintyddol
Cymunedol

Dental Survey Inspection Consent Form

Ido/do not
(name of parent) *(delete as appropriate)*

give my consent to the participation of

.....
(name of child)

in the All Wales Dental Survey of Year 1 pupils 2011/12

Signed

**Ffurflen Caniatâd ar gyfer Archwiliad
Arolwg Deintyddol**

Rwyf i / Nid wyf i
(dilëir fel bo'n briodol) (enw'r rhiant)

yn caniatáu i

.....
(enw'r plentyn)

**gymryd rhan yn yr Arolwg Deintyddol Gymru gyfan o ddisgyblion
Blwyddyn 1 2011/12**

Llofnodwyd

CONFIDENTIAL**ALL-WALES DENTAL STUDY OF SCHOOL YEAR 1 CHILDREN 2011/2012**

NAME

SCHOOL

Please tick the boxes below to give your answer ✓

Please send the completed questionnaire and consent form back to school in the envelope provided.

1. In the last 12 months has your child had toothache (other than teething problems) **No** **go to 8**
Yes
2. If your child did have pain did they also have: **Tick all that apply**
Swelling of the face or in the mouth?
A high **temperature**
3. From whom did you seek help for toothache? **Tick one or more**
No-one **go to 8**
Doctor
Dentist
Pharmacist
Other

Please specify for other.....

4. On the day you first saw the doctor/dentist/pharmacist/other person what immediate treatment/advice was provided for the dental pain?

Tick all that apply

- Painkillers**
Antibiotics
Extraction of tooth/teeth
Filling(s)
Other

Please specify for other.....

5. If extraction or filling was part of the treatment **No**
was this done under general anaesthetic? **Yes**

6. How was it between your first visit to the dentist and the visit when fillings were done or teeth extracted?

Please tick one answer

- Did not take to dentist**
- Same day**
- 1 day**
- 2-3 days**
- 4-7 days**
- More than 1 week**

7. When are your child's teeth brushed?

Please tick all that apply

- Does not have teeth brushed**
- Morning at home**
- Morning at school**
- Afternoon at school**
- Evening at home**
- Other**

Please specify for other.....

8. So far we have asked questions about your child. We'd also like to know a little about you, the parents or guardians. Would you please answer the following question about both the parents or guardians of the child, if they live in the household. If only one parent or guardian lives in the household, just answer for that parent

In general, do you go to the dentist for:

Mother/female guardian Father/male guardian

Tick one Tick one

A **regular** check up

An **occasional** check up

Or only when you are having **trouble** with your teeth?

End

Are there any questions you meant to go back to?

Please send this questionnaire with the consent form in the envelope provided?

Thank you

CYFRINACHOL**ASTUDIAETH CYMRU GYFAN O DDANNEDD PLANT 5 OED 2011/2012**

ENW

YSGOL

Ticiwch y blychau i ddangos eich ateb ü ✓

A wnewch chi anfon y ffurflen wedi'i llenwi i'r ysgol yn yr amlen a ddarperir i chi.

1. In the last 12 months has your child had toothache (other than teething problems) **No** **go to 8**
Yes
2. If your child did have pain did they also have Swelling of the face or in the mouth? **No**
Yes
3. From whom did you seek help for toothache? **Tick one or more**
No-one **go to 8**
Doctor
Dentist
Pharmacist
Other

Please specify for other.....

4. On the day you first saw the doctor/dentist/pharmacist/other person what immediate treatment/advice was provided for the dental pain?

Tick all that apply

- Painkillers**
Antibiotics
Extraction of tooth/teeth
Filling(s)
Other

Please specify for other.....

5. If extraction or filling was part of the treatment was this done under general anaesthetic? **No**
Yes

6. How was it between your first visit to the dentist and the visit when fillings were done or teeth extracted? **Please tick one answer**

- Did not take to dentist**
Same day
1 day
2-3 days
4-7 days
More than 1 week

7. Who brushes your child's teeth? **Please tick one answer**

- Does not have teeth brushed**
Child brushes teeth
Parent brushes teeth
Child brushes, parent checks teeth are clean
Other

Please specify for other.....

8. So far we have asked questions about your child. We'd also like to know a little about you, the parents or guardians. Would you please answer the following question about both the parents or guardians of the child, if they live in the household. If only one parent or guardian lives in the household, just answer for that parent

In general, do you go to the dentist for:

| | Mother/female guardian | Father/male guardian |
|---|--------------------------|--------------------------|
| | Tick one | Tick one |
| A regular check up | <input type="checkbox"/> | <input type="checkbox"/> |
| An occasional check up | <input type="checkbox"/> | <input type="checkbox"/> |
| Or only when you are having trouble with your teeth? | <input type="checkbox"/> | <input type="checkbox"/> |

End

A oes yna gwestiynau yr oeddech wedi bwriadu mynd yn ôl atyn nhw?
 A wnewch chi anfon yr holiadur hwn i'r ysgol yn yr amlen a ddarperir i chi.
 Diolch.

BASCD Co-ordinated Caries Prevalence Study, 2011/2012

Guidance for Wales on Sampling Year 1 Pupils

Children attending state funded primary schools (including grant maintained and church schools) in school year 1 will be surveyed. All dental planning areas contain at least one school. Schools are one of the environments in which children can be targeted for oral health initiatives. The sampling and reporting of the results of this years data will be on the school population of the dental planning area (i.e. sampling and analysis based on school postcode not home postcode).

Population

The population under study is Children in school year 1.

Strata

The first level strata for sampling are dental planning areas.

The second level strata for sampling are schools.

Information Required for Sampling

A list of schools and the number of year 1 children expected in each school (August/September data).

Sample size per dental planning area

70 children will be randomly selected from each dental planning area from an appropriate mix of small and large schools (see following page for method). In sampled schools all children in small schools will be examined and 1 in 2 children in large schools. However if there are less than 70 children in the dental planning area include all the children in the sample.

Minimum examination rates

A minimum of 70 children will be examined in each dental planning area.

Data for planning samples and for weighting results

The sample size will be calculated upon the expected school population (August/September data from schools). The weighting of results will not use

the expected school population but rather the actual school population (December data from schools).

Completion of sampling tables

For each dental planning area, complete Table 1 columns 1 to 4, allocating each school a number.

Table 1: Schools in DPA

| (NAME) DPA | | | | | | |
|-------------------|--|--|-----------------|-----------------|------------------------|---|
| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 | Column 7 |
| DPA Schools | Schools with less than 30 children in Year One | Schools with 31 or more children in Year One | School's Number | Selected Yes/No | Selected Small Schools | Selected Large Schools (NB $\frac{1}{2}$ children) |
| First School Name | No. of children | No. of children | 1 | | | |
| ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| Last School Name | No. of children | No. of children | N | | | |

Use the numbers in columns 1 and 2 of table 1 for a DPA to calculate the number of year 1 children in large schools, number of year 1 children in small schools and number of year 1 children in the DPA and enter these in Table 2 for the DPA.

Table 2: Numbers and percentages of children in small and large schools

| (Name) DPA | | | |
|---------------|----------------|---------------|----------------|
| | No of children | % of Children | Minimum Sample |
| Small Schools | | | |
| Large Schools | | | |
| DPA Total | | | |

Calculate the percentage of children in small and large schools and enter these in Table 2. Then multiply the percentage in small schools by 45 and divide by 100, round up any fraction to the next whole number and enter the result in the minimum sample box for small schools. Repeat this procedure to calculate the minimum sample for the larger schools.

Use the random number generator in Dental SurveyPlus 2 to generate a list of random numbers in the range of numbers allocated to the schools. Use these numbers to select small schools (tick in column 5) until there are enough pupils in those schools to match or exceed the minimum sample for small schools (put pupil numbers in column 6). Similarly select the large schools (tick in column 5) until there are enough pupils in those schools to match or exceed the minimum sample for large schools (put 50% of pupil numbers in column 7).

A worked example for Haverfordwest follows, and blank forms for photocopying follow the worked example.

Worked Example for Haverfordwest**Table 1: Example schools in DPA**

| Haverfordwest DPA | | | | | | |
|--------------------|--|--|-----------------|-----------------|------------------------|---|
| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 | Column 7 |
| DPA Schools | Schools with less than 30 children in Year One | Schools with 31 or more children in Year One | School's Number | Selected Yes/No | Selected Small Schools | Selected Large Schools (NB ½ children) |
| Broad H | 5 | | 001 | | | |
| Burton | 12 | | 002 | | | |
| Fenton | | 39 | 003 | Yes 1:2 | | |
| Hook | 16 | | 004 | | | |
| Johnston | | 35 | 005 | Yes 1:2 | | 18 |
| Llangwm | 8 | | 006 | | | |
| Mary Immac | 16 | | 007 | | | |
| Mt Airey | | 54 | 008 | Yes 1:2 | | 27 |
| Penfordd | 5 | | 009 | Yes | 5 | |
| Prend Inf | | 63 | 010 | | | |
| Roch | 18 | | 011 | Yes | 18 | |
| Rosemarket | 3 | | 012 | | | |
| Spittal | 16 | | 013 | Yes | 16 | |
| St Marks | 24 | | 014 | | | |
| Wiston | 20 | | 015 | | | |
| Ysgol Glan Cleddau | 13 | | 016 | | | |
| Totals | 156 | 191 | | | = or >32 | = or >39 |

Table 2: Example numbers and percentages of children in small and large schools

| Haverfordwest DPA | | | |
|-------------------|----------------|---------------|----------------|
| | No of children | % of Children | Minimum Sample |
| Small Schools | 156 | 45% | 32 |
| Large Schools | 191 | 55% | 39 |
| DPA Total | 347 | 100% | 70 |

| | | | | | | |
|--------|--|--|--|--|--------|--------|
| | | | | | | |
| Totals | | | | | = or > | = or > |

Table 2: Numbers and percentages of children in small and large schools

| DPA | | | |
|---------------|----------------|---------------|----------------|
| | No of children | % of Children | Minimum Sample |
| Small Schools | | | |
| Large Schools | | | |
| DPA Total | | | |

BASCD Co-ordinated Caries Prevalence Study, 2011/2012

Child Protection Resources

HOW TO MAKE A REFERRAL TO SOCIAL SERVICES

In any case where child abuse is suspected or apparent, the All Wales Child Protection Procedures **MUST** be followed (Pages 81-83)

Q. When **MUST** a child protection referral be made?

A. As soon as you have significant child protection concerns about a child, a referral **MUST** be made to Social Services

Q. Do I have to share my concerns with the parents/carers?

A. For a child protection referral obtaining parental consent is not obligatory, however it is good practice to share your concerns with the parents/carers unless to do so would put the child or you as a professional, at greater risk of harm.

Q. Who is responsible for making the child protection referral?

A. The person who has the concerns **MUST** make the referral.

Q. Can I access advice before making the child protection referral?

A. Yes, you can ask for advice, but **DO NOT** allow seeking advice to delay taking action to safeguard the child.

Q. Should I make a child protection referral over the telephone?

A. Yes you should, but telephone referrals **MUST** be followed up in writing within 48 hours.

Q. What if it is outside office hours?

A. Outside office hours, referrals should be made to the Emergency Duty Team, in exactly the same way, using the special contact number.

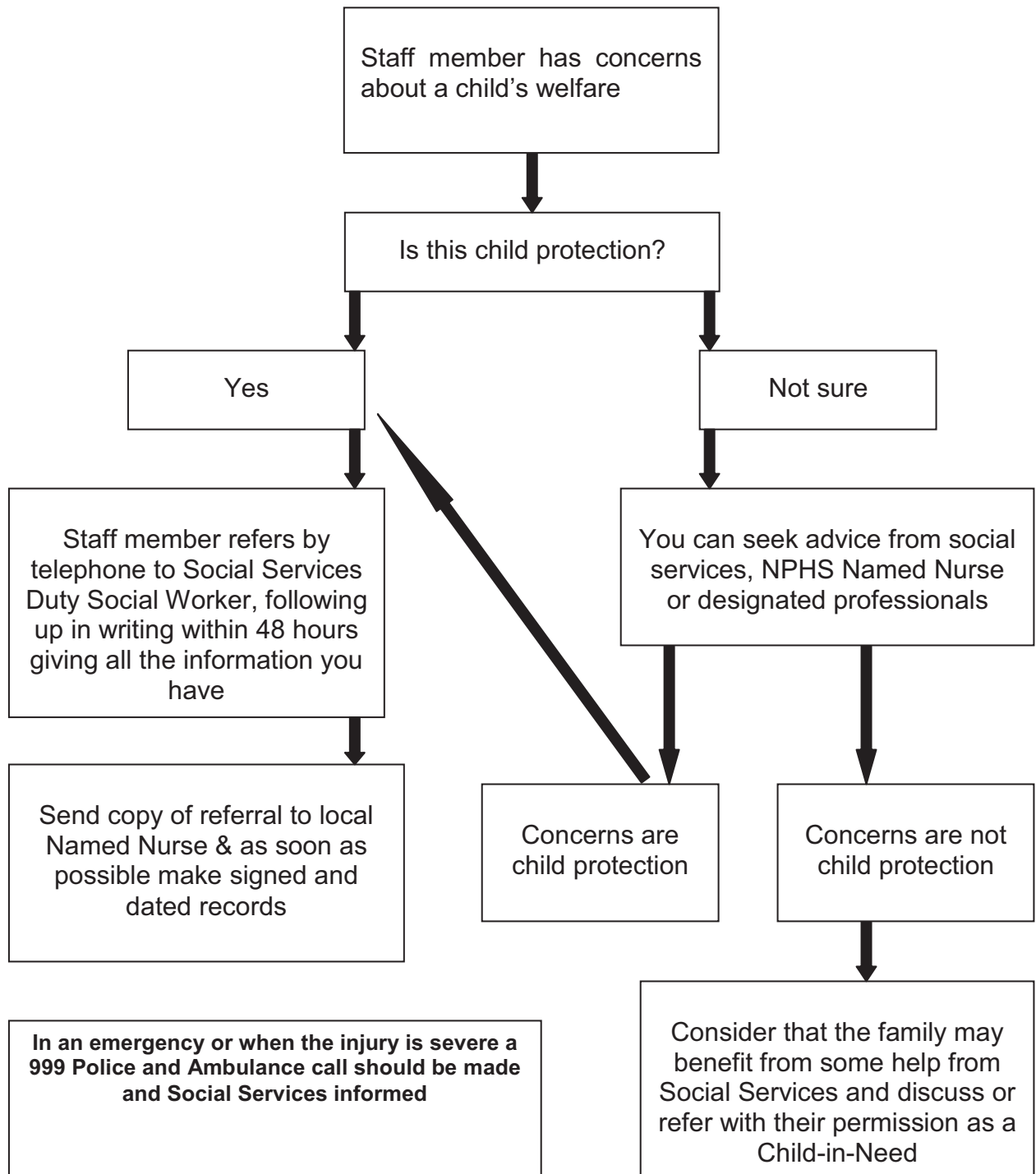
Q. What about child in need referrals?

A. These may only need a written referral if there is no urgent need to be addressed and you should always have the consent of the parent.

They should give you feedback within 48 hours for child protection referrals, and 7 days for children in need referrals. However, if feedback is not received within these timescales it is good practice for the referrer to contact Social Services.

You may have limited knowledge of the family and feel unable to make a Child-in-Need referral. If this is the case you **Must** discuss your concerns with the Named Nurse.

CHILD PROTECTION REFERRAL PATHWAY



REMEMBER THE SAFETY OF THE CHILD IS PARAMOUNT – IF IN DOUBT SHARE YOUR CONCERNS WITHOUT DELAY

Please refer to the All Wales Child Protection Procedures 2008 page 81-83

www.awcpp.org.uk/9547.html?diablo.lang=eng

1.1 CONTACT TELEPHONE NUMBERS

**Kate McDonald Named Nurse Safeguarding Children
01352 803214**

* EDT = Emergency Duty Team

| NORTH WALES | MID AND WEST (DYFED POWYS) | MID AND WEST (SWANSEA) | SOUTH EAST WALES (BRO TAF) | SOUTH EAST WALES (GWENT) |
|--|--|--|---|--|
| Designated Doctor | Designated Doctor Dr Hywel Williams 02920 715081 (Powys) | Designated Doctor | Designated Doctor Dr Hywel Williams 02920 715081 | Designated Doctor Dr Aideen Naughton 01873 732726 |
| Designated Nurse Rachel Shaw 01352 803297 | Designated Nurse Janet Evans 01267 225018 | Designated Nurse Daphne Rose 01792 607536 | Designated Nurse Caroline Jones 01443 824180 | Designated Nurse Lin Slater 01495 332217 |
| <u>Social Services</u> | <u>Social Services</u> | <u>Social Services</u> | <u>Social Services</u> | <u>Social Services</u> |
| Flitshire | Carmarthenshire | Bridgend | Cardiff | Newport |
| Day 01352 701000 EDT 0845 0533116 | Day 01558 825485 EDT 01558 824283 | Day 01656 642320 EDT 01443 849944 | Day 02920 536400 EDT 02920 788570 | Day 01633 656656 |
| Wrexham | Pembrokeshire | Swansea | Merthyr Tydfil | Caerphilly |
| Day 01978 292039 EDT 0845 0533116 | Day 01437 776325 EDT 08708 509508 | Day 01792 635700 EDT 01792 775501 | Day 01685 724506 EDT 01443 849944 | Day 0808 1001727 |
| Conwy | Ceredigion | Neath Port Talbot | RCT | Blaenau Gwent |
| Day 01492 575111 EDT 01492 515777 | Day 01545 572616 EDT 0845 6015392 | Day 01639 764523 EDT 01639 896525 | Rhondda Day 01443 431513 EDT 01443 849944 | Day 01495 315700 |
| Denbighshire | Powys | | Taf Ely | Monmouthshire |
| Day 01824 712900 EDT 0845 0533116 | <i>Brecon</i> Day 01874 624298 <i>Ystradgynlais</i> Day 01639 844595 <i>Welshpool</i> Day 01938 552017 <i>Newtown</i> Day 01686 617520 <i>Llandrindod Wells</i> Day 01597 827325 Powys ALL areas EDT 0845 0544847 | | Day 01443 486731 EDT 01443 849944 | Chepstow Day 01291 635679 |
| Gwynedd | | | Cynon Valley | Abergavenny |
| Day 01758 704455 EDT 01286 675502 | | | Day 01685 888800 EDT 01443 849944 | Day 01873 735908 |
| Ynys Mon | | | Vale of Glamorgan | Torfaen |
| Day 01248 752733 EDT 01286 675502 | | | Day 01446 725202 EDT 02920 788570 | Day (Customer Care) 01495 762200 |
| | | | | For ALL the above areas the EDT no is: 0800 3284432 |

All Wales Named Nurses Contacts

For All Public Health Wales Staff

Public Health Wales NHS Trust

Kate McDonald

Tel: 01352 803214

kate.mcdonald@wales.nhs.uk

For Staff Who Work In Health Boards ONLY

Cardiff & Vale University Health Board

Kathy Ellaway / Beverley Evans

Tel: 029 20 932628

kathryn.ellaway@wales.nhs.uk

beverley.evans7@wales.nhs.uk

Cwm Taf Health Board

Jane Randall

Tel: 01443 443763

jane.randall@wales.nhs.uk

Aneurin Bevan Health Board

Linda Brown

Tel: 01633 623623

linda.brown3@wales.nhs.uk

Abertawe Bro Morgannwg Health Board

Kathryn Lewis

Tel: 01639 683164

Kathryn.lewis@wales.nhs.uk

Hywel Dda Health Board

Mrs Karen Toohey (Carmarthenshire)

Tel: 01267 227056

Karen.toohey@wales.nhs.uk

Mrs Ruth Harrison (Ceredigion)

Tel: 01970 635794

ruth.harrison@wales.nhs.uk

Mrs Julie Hughes (Pembrokeshire)

Tel: 01437 773851

julie.hughes@wales.nhs.uk

Powys Teaching Health Board

Mrs Pauline Galluccio

Tel: 01686 617443

pauline.galluccio@wales.nhs.uk

Betsi Cadwaladr University Health Board

Tel: 01978 725362

michelle.denwood@wales.nhs.uk

Carl Sargeant AC / AM
Y Gweinidog Llywodraeth Leol a Chymunedau
Minister for Local Government and Communities



Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref
Ein cyf/Our ref
Christine Chapman AM
Chair
Children and Young People
Scrutiny Committee

Dee Christie

22nd December 2011

ACTIONS ARISING FROM CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE ON 5TH OCTOBER 2011

I wrote to you on 26th October following my appearance at the Children and Young People's Scrutiny Committee on 5th October providing information in relation to action points 2, 3 and 4 raised by Committee members. In the letter I also informed you that the statistical information in respect of action points 1, 5 and 6 had been requested from the Youth Justice Board. This information is provided below.

Action Point 1: The breakdown of placements of children within secure custody in Wales including location and gender breakdown¹.

The following tables provide snapshot data on the number of Welsh young people under 18 years in custody by Youth Offending Team (YOT), 2009-10 (table 1), the number of Welsh young people under 18 years in custody by establishment, 2009-10 (table 2) and the number of Welsh females under 18 years in custody by establishment, 2009-10 (table 3). Please note that due to the small numbers of Welsh females in custody and hence the risk of being easily identified, table 3 indicates the names of the establishment only and the average number of girls distributed among them during 2009-10.

¹ These figures are a monthly snapshot of the custodial population, taken on the last Friday of the month or the first Friday of the following month, depending on which is nearer to the actual month end. This data is a subset of the data published in the annual Youth Justice Statistics 2009/10. The YJB does not hold data at local authority level. However, it does hold data down to Youth Offending Team area which has been provided. The information comes from the YJB's Secure Accommodation Clearing House System (SACHS) database. These figures have been drawn from administrative IT systems, which, as with any large scale recording system, are subject to possible errors with data entry and processing and can be subject to change over time.

Table 1 - SNAPSHOT DATA - Number of Welsh young people under 18 years in custody by YOT, 2009-10

| YOT | Apr-09 | May-09 | Jun-09 | Jul-09 | Aug-09 | Sep-09 | Oct-09 | Nov-09 | Dec-09 | Jan-10 | Feb-10 | Mar-10 | Average |
|-------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Blaenau, Gwent and Caerphilly | 8 | 6 | 4 | 6 | 7 | 8 | 7 | 8 | 8 | 6 | 8 | 7 | 7 |
| Bridgend | 5 | 6 | 8 | 8 | 8 | 9 | 9 | 11 | 10 | 12 | 12 | 8 | 9 |
| Cardiff | 33 | 33 | 36 | 37 | 34 | 37 | 32 | 22 | 17 | 24 | 24 | 28 | 30 |
| Cardiff | 11 | 9 | 9 | 12 | 9 | 9 | 7 | 6 | 8 | 4 | 3 | 6 | 8 |
| Carmarthenshire | 11 | 9 | 9 | 12 | 9 | 9 | 7 | 6 | 8 | 4 | 3 | 6 | 8 |
| Ceredigion | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 |
| Conwy and Denbighshire | 11 | 6 | 6 | 5 | 4 | 6 | 7 | 7 | 4 | 9 | 9 | 5 | 7 |
| Flintshire | 8 | 9 | 7 | 6 | 4 | 5 | 5 | 5 | 6 | 5 | 6 | 4 | 6 |
| Gwynedd Mon | 4 | 4 | 3 | 6 | 5 | 6 | 7 | 3 | 4 | 5 | 2 | 2 | 4 |
| Merthyr Tydfil | 18 | 20 | 16 | 17 | 16 | 11 | 12 | 14 | 11 | 11 | 11 | 13 | 14 |
| Monmouthshire and Torfaen | 1 | 1 | 3 | 4 | 6 | 1 | 3 | 4 | 6 | 6 | 5 | 6 | 4 |
| Neath Port Talbot | 7 | 5 | 4 | 4 | 4 | 5 | 5 | 2 | 2 | 3 | 4 | 5 | 4 |
| Newport | 6 | 8 | 10 | 7 | 11 | 10 | 10 | 5 | 5 | 6 | 6 | 8 | 8 |
| Pembrokeshire | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 |
| Powys | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 |
| RCT | 10 | 8 | 10 | 12 | 11 | 9 | 9 | 8 | 9 | 8 | 10 | 11 | 10 |
| Swansea | 11 | 9 | 10 | 11 | 7 | 7 | 6 | 6 | 5 | 4 | 4 | 3 | 7 |
| Vale of Glamorgan | 8 | 8 | 7 | 4 | 4 | 5 | 6 | 6 | 4 | 5 | 6 | 7 | 6 |
| Wrexham | 14 | 15 | 13 | 9 | 7 | 11 | 12 | 11 | 6 | 7 | 7 | 5 | 10 |
| Total | 160 | 151 | 151 | 153 | 143 | 143 | 141 | 122 | 108 | 117 | 119 | 121 | 136 |

Table 2 - SNAPSHOT DATA - Number of Welsh young people under 18 years in custody by establishment, 2009-10

| Establishment | Apr-09 | May-09 | Jun-09 | Jul-09 | Aug-09 | Sep-09 | Oct-09 | Nov-09 | Dec-09 | Jan-10 | Feb-10 | Mar-10 | Average |
|--------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Ashfield | 32 | 30 | 26 | 35 | 33 | 25 | 24 | 22 | 17 | 15 | 16 | 19 | 25 |
| Atkinson Unit | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| Aycliffe Young People's Centre | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Barton Moss | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Secure Unit | 1 | 1 | 0 | 0 | 1 | 2 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| Brinsford | 2 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Castington | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| Clayfields House | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Cookham Wood | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| Downview | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| East Moor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| Eastwood Park | 2 | 0 | 0 | 2 | 1 | 0 | 1 | 2 | 2 | 2 | 3 | 2 | 1 |
| Feltham | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Foston Hall | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Hassockfield | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| STC | 1 | 0 | 0 | 3 | 2 | 0 | 4 | 4 | 2 | 2 | 4 | 2 | 2 |
| Hillside | 13 | 13 | 14 | 14 | 14 | 15 | 14 | 14 | 13 | 14 | 13 | 13 | 14 |
| Hindley | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 4 | 2 | 2 |
| Huntercombe | 1 | 3 | 4 | 3 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Medway | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| New Hall | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Oakhill STC | 2 | 2 | 2 | 1 | 2 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| Parc | 59 | 54 | 62 | 56 | 57 | 60 | 55 | 45 | 43 | 51 | 54 | 55 | 54 |
| Rainsbrook | 5 | 5 | 5 | 7 | 6 | 5 | 5 | 5 | 3 | 2 | 2 | 4 | 5 |
| Red Bank Community Home | 1 | 2 | 3 | 3 | 0 | 0 | 0 | 1 | 2 | 2 | 1 | 1 | 1 |
| Stoke Heath | 25 | 21 | 19 | 15 | 15 | 25 | 25 | 20 | 15 | 16 | 10 | 9 | 18 |
| Swanwick Lodge | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Vinney Green | 1 | 2 | 3 | 4 | 3 | 4 | 5 | 5 | 6 | 4 | 4 | 6 | 4 |
| Warren Hill | 3 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Werrington | 4 | 6 | 3 | 2 | 1 | 1 | 1 | 0 | 1 | 0 | 3 | 3 | 2 |
| Wetherby | 1 | 3 | 3 | 3 | 3 | 2 | 2 | 1 | 1 | 0 | 0 | 1 | 2 |
| Total | 160 | 151 | 151 | 153 | 143 | 143 | 141 | 122 | 108 | 117 | 119 | 121 | 136 |

Table 3 - SNAPSHOT DATA - Number of Welsh females under 18 years in custody by establishment, 2009-10

| Establishment | Apr-09 | May-09 | Jun-09 | Jul-09 | Aug-09 | Sep-09 | Oct-09 | Nov-09 | Dec-09 | Jan-10 | Feb-10 | Mar-10 | Average |
|--------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|----------|
| Aycliffe Young People's Centre | | | | | | | | | | | | | |
| Downview | | | | | | | | | | | | | |
| Eastwood Park | | | | | | | | | | | | | |
| Foston Hall | | | | | | | | | | | | | |
| Hassockfield | | | | | | | | | | | | | |
| STC | | | | | | | | | | | | | |
| Hillside | | | | | | | | | | | | | |
| New Hall | | | | | | | | | | | | | |
| Rainsbrook | | | | | | | | | | | | | |
| Red Bank | | | | | | | | | | | | | |
| Community Home | | | | | | | | | | | | | |
| Vinney Green | | | | | | | | | | | | | |
| Grand Total | | | | | | | | | | | | | 6 |

Action Point 5: The number of nights that children have spent in secure remand, to see whether the total has been reduced as opposed to the number of children.

The total nights² spent in custody (Secure Children's Home, Secure Training Centre and Young Offender Institute) on secure remand by Welsh young people has increased from 8,329 bed nights in 2009/10 to 9,058 bed nights in 2010/11.

Action point 6: The numbers of secure remands ending in custodial sentences.

In 2010 the estimated number of young people on secure remand who received a custodial sentence in Wales (combined court) was 71 (42%)³.

I would be grateful if you could share the above information with members.



Carl Sargeant AC / AM

Y Gweinidog Llywodraeth Leol a Chymunedau
Minister for Local Government and Communities

² Bed nights are calculated by counting every bed night that occurred during the period, regardless of whether the custodial episode had started or ended during the period.

³ Defined as being aged 10 - 17 at the date of appearance in court. Includes those remanded in custody at any stage of proceedings at magistrates' and the Crown Court who may also have been given bail at some stage of those proceedings. Magistrates' courts figures exclude those committed for trial or sentence at the Crown Court and those who failed to appear. Every effort is made to ensure that the figures presented are accurate and complete. However, it is important to note that these data have been extracted from large administrative data systems generated by the courts. Prepared and supplied by Justice Statistics Analytical Services within the Ministry of Justice.