

## Youth Work Delivery Plan ( Epsom & Ewell) 2011 / 2012

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	ECM Outcome					PLANNING							
Name and Brief Description of Project	Healthy Lifestyles	Staying safe	Economic wellbeing	Positive contribution	Enjoy & Achieve	What need/s are being met and how were they identified?	List the desired learning outcomes	How will these outcomes be achieved ?	How will you demonstrate that the outcomes have been met ?	Lead Worker	Hours pw and/or pa	Staffing hours pw and/or pa	Expected Contacts
THE AWARDS (Duke of Edinburgh's Award) - for Longmead and the Edge		1		1	1	Duke of Edinburgh's Award (DofE) - responding to a recent survey with young people from the edge: 21 young people saying they are interested in Dof E award work (studio, leadership, ice skating, streetdance) Help meet the national accreditation targets. The Duke of Edinburgh's Award has is dedicated to the personal development of young people from all backgrounds.	Young people receive volunteer training, first aid training. Motivation and dedication to complete the course. Sectional certificates. Bigger view of the world. Try something new. Increase in self-confidence. Sense of achievement	Awards activities are designed and influenced by young people. YDS staff will create an environment that fosters high levels of participation by young people and ensures everyone learns to show respect and positive regard towards each other. Support from DofE team	5 x completed bronze awards and 10 x recorded outcomes. 10 x volunteer workers. Young people demonstrate their involvement in programme design through feedback.	Mark Roberts	2 hrs pw =104 hrs pa	6 hrs pw + 36 hrs = 248 hrs pa	20
The Edge Drop In (Tuesday, Wednesday and Friday)	1	1		1	1	Self Reliance Area. Young people from the Watersedge Estate access a programme at The Edge that reflects their needs and interests. This is considered to be a 'safe' place for young people to meet. There are opportunities for older young people to take on leadership roles (link to DofE)	Young people learn how to manage themselves in the youth centre environment. Young people contribute to the programme design - through arts and sports. Older members have responsibility within programme delivery and can achieve accreditation where appropriate.	Club activities are designed and influenced by young people. YDS staff will create an environment that fosters high levels of participation by young people and ensures everyone learns to show respect and positive regard towards each other	Weekly programme attached to Contact Recording Sheet (CRS). Photos and records of activity. Attendance of each drop in. Participation levels. Volunteer workers gain DofE and/or merits for holiday activity.	Mark Roberts	7 hrs pw = 364 hrs pa	33 hrs pw = 1716 pa	85
The Edge Football and sports session	1	1			1	<a href="http://www.telegraph.co.uk/sport/7186782/Level-the-playing-field-for-poorer-children.html">http://www.telegraph.co.uk/sport/7186782/Level-the-playing-field-for-poorer-children.html</a> And there is plenty of room for improvement. According to recent government research, 72 per cent of young people do not get a regular chance at teamwork while 81 per cent will never play in inter-school events. One in four children does not take part in any organised sport, according to a MORI survey commissioned by ministers.	Address 'lack' of opportunities and accessibility for young people who would be interested in organised sport. Address young women's participation in sport. Develop young sports leaders who can organise sport	Maintain a flexible approach e.g. not charging and being prepared to work with family groups. Ensure the sports activity is delivered at an appropriate level to enable young people to achieve well. Look at offering option to promote sports leadership within the group. Create inter estate/youth club competitions around holiday periods. Enter Surrey Clubs for Young People (SCYP) competitions. Structure session to accommodate young womens' interests. Link sports leadership course with DofE	No.s participating in sport. Progression to surrey youth games and SCYP competitions, football matters	Stuart Mitchinson	1.5 hrs pw = 78 pa	4 hrs pw = 208 pa	25

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The Edge Acid Lab		1		1	1	Young people that are passionate about music have influenced the setting up of the Acid Lab studio project. A sustainable plan for future work using music at The Edge is being developed. Young people's need to develop skills to enable them to enhance employment or educational opportunities.	Young people are given the necessary skills to be able to run studio sessions independently. Young people learn to use Cubase and acquire a range of technical skills and knowledge to enhance future opportunities in employment or training.	Accreditation of Cubase learning available. (link to OCN). Regular studio sessions delivered with an appropriately trained Music Youth Arts Worker.	Achieve 1 x OCN accreditation and young person becomes an Acid Lab engineer. Young people achieve skill section of DofE awards. Nos. of young people who go on to training or employment in this field. Production of recorded music.	Mark Roberts & Simon Heathorne	9 hrs pw = 468 hrs pa	18 hrs pw = 936 hrs pa	25
Football Matters (formally Lintons Football)	1	1			1	Attendance and feedback of local young people. Young people from Court and Ruxley wards want to have fun with their friends and find an affordable way to play football for a local team and enhance their skills to join one. Football will promote physical activity, healthy lifestyles and positive participation by targeted young people. The older young people's have expressed a desire for a career in coaching and regularly ask about opportunities to do so.	Protective factors enhanced, through positive participation, contributing to reduced exposure to antisocial behaviour. Improvement in football skills. Football used to provide an opportunity for social interaction and to learn respect for others. Opportunities to undertake coaching qualifications where appropriate.	Regular YDS delivered football sessions. YDS Football Foundation funded project delivered. Football clinic for older young people to practise coaching with younger ones. Close links with Epsom Athletic F.C. , Kickz project, SCYP and Edge clubs.	Participation Levels. Recorded Outcomes. Accredited Outcomes. CRS. Planned feedback from young people. Numbers of young people attending, team competitions undertaken, accreditation, football foundation evaluation.	Ben Blackman	1.5 hrs pw = 78 pa	4 hrs pw = 208 pa	25
Longmead projects: New session	1		1		1	Identified area of deprivation (1 in 10 needs assessment) and therefore creates opportunity to establish a youth work team to build on the work of the last 7-8 years and work done through Lintons arts projects. Increase opportunities for young people from Longmead to access youth work.	Young people have youth workers who will listen to them - be available, seek resources for activities. Develop an ongoing relationship with vulnerable young people from Longmead. Could use High Ashurst for activities as there is no local base.	Identify and engage with vulnerable young people. Together with young people assess needs and design programme to meet these needs. Response from young people to a new type of session Ensure continuity and consistent team on the estate.	Attendance levels. Record young peoples views. Participation levels. Young people express their views and action is taken. An action plan is developed with the group(s) and implemented.	Ben Blackman	2 hrs pw =104 hrs pa	5 hrs pw = 260 pa	30



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Lintons Cooking Skills Project	1		1		1	Healthy eating a priority issue. Health & Government statistics. Young people's feedback. Young people know how to plan, budget, shop and prepare healthy meals to better equip them for adult life and independent living. Develop skills for future employment.	Young people will be able to plan, prepare and cook quick and easy meals. Young people can budget for the ingredients needed to cook the meals. Young People understand and can talk about Health and Safety rules within the kitchen environment. Young people can identify the nutritional value in food. Young people enjoy eating and sharing the food prepared. Increased self-esteem and confidence. Equip young people with skills for transition from dependence to independence.	Work with identified group of Neet young people. Work with young travellers on Gypsy Skills programme. Menu planning will be done in conjunction with young people. YDS staff and young people will shop for ingredients. Food will be prepared and eaten by young people , any excess food will be made available to YDS staff for a small contribution.	Contact Recording Sheets will be used as part of the evaluation process to assess individual young people after each lesson in the following areas: Planning and preparation skills e.g. menus Budgeting e.g. working out the cost of ingredients for recipes Participation Levels. Accreditation and recorded outcomes. Planned feedback from young people. Testimonials. Case Studies. Evaluation Reports. Supervision. Nos. of young people moving from Neet to Eet.	Rita Quarry	3 hrs pw term time only = 114 pa	3 hrs pw = 114	8
Lintons Visual Arts Project	1		1	1	1	Connexions Epsom to identify NEETS who have an interest in the visual arts and, through working closely with YDS, to achieve successful referrals into this project. The programme aims to re-engage young people into learning and provide specific art related skills alongside transferable skills to better equip young people for future participation in Education, Employment or Training.	Young people will learn presentation, communication and time management skills. Equip young people with the skills to move from Neet to Eet	Young people will produce a portfolio of work to level 2 (GCSE A-C). Young people will work independently on their own projects pursuing a personal interest while developing subject knowledge. Young people will follow a set programme of tasks and workshops. Presentations/one-to-one practice based discussions, group discussions. Young people will work on their own projects following a personal area of interest with support from Youth Arts Workers who have specialist skills in Visual Arts . Attendance and punctuality will be monitored using CRS sheets and targets set where appropriate.	The portfolio will evidence the following - understanding of various types of art media, project writing and young people's understanding of their interests in relation to art and the wider cultural context. Presentations and discussions to be observed by Youth Arts Workers and feedback given verbally. CRS Sheets to monitor attendance and punctuality.	Tom Walker	7 hrs pw = 364 hrs pa	14 hrs pw = 728 pa	25

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Gypsy Skills (joint project with Mole Valley YDS Team)	1	1	1		1	Needs: for young people to re engage with education in a way that is accessible within their culture, and leads to college at 15 or 16. To break down barriers and increase trust between communities.	Young Travellers gain skills, confidence and accreditation in literacy, numeracy and vocational skills that they have identified themselves.	Delivery at Lintons Lane for young people from 8+ sites across several boroughs. Using combination of mobile provision and college. Family learning component. Staff team includes members of Gypsy community. Aim to increase participants from 16 to 20.	Levels of sustained attendance and participation. Recorded and Accredited outcomes (both academic and vocational). Nos. of young people gaining a college place.	Sylvia Johnson & E&E Lead tbc	5 hrs pw Sept - May = 180 pa	15 hrs pw = 540 hrs pa	14	
Yell Youth Forum.	1			1	1	Government and CYPP Priority. Consultation with young people. The need for elected members and partner agencies to consult with and respond to the views of young people. The need to promote Citizenship, Community Cohesion and Democratic Engagement . Young people able to have influence in their communities	Young people influence decision making within the YDS, EEBC, SCC, Schools and the Local Strategic Partnership.	Improved support for Yell by appointment of a Yell participation worker or allocation of participation worker responsibility. Continue to develop Yell youth forum to achieve better representation through improved and formalised links with schools. Young people decide their agenda and priorities supported by a youth worker.	Participation Local Democracy Week event. Youth Leisure Day event. Participation Levels. Planned feedback from young people.	Gordon Dodd	1 hr pw = 52 hrs pa	2hrs pw = 104 pa	15	
Lintons Lightrush Video Project			1		1	A continuing programme at Lightrush caters for young people who are interested in the languages of Digital Film and Photography. Young people have access to industry standard equipment enabling them to develop their skills and interest. Develop young people's technical skills to enhance opportunities for employment and training.	Young people will learn how to film to industry standard. Young people to learn how to use professional editing software and work independently. Young people will showcase their work via the internet and screening opportunities.	Through the use of set projects focusing on the fundamental skills of video and photography production. After the initial sessions young people will set their own projects to work on reflecting their own interests, enabling them to develop a showreel / portfolio. Young people will also be given the opportunity to work on professional projects.	Through the use of AQA accreditation for skills, young people's showreel, observation by youthwork team, showcasing of made works.	Tom Walker	5 hrs pw = 260 hrs pa	5 hrs pw = 260 hrs pa	120	

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Lintons Skyline Songwriting, Mixing and Recording Sessions	1	1			1	A continuing programme at Skyline caters for young people who are interested in music and recording. Young people have access to industry standard recording equipment. Youth Arts Music Workers enable young people to develop their music skills through songwriting, music production and band development sessions. Young people from target areas and vulnerable groups are given priority in project planning. Self financing sessions create additional capacity. Young people to be able to express themselves in a way they are comfortable with. Develop young people's technical skills to enhance opportunities for employment and training.	Young people create original music and improve their skills and understanding of composition. Young people are able to record their music in a professional and supportive environment. Young people understand the recording, mixing and production process so they can make effective use of their studio time. Young people can receive specific training to operate the mixing desk. Young people are able to independently access the studio self financing sessions.	Specialist Youth Arts Workers will respond to requests to use the studio from young people. Young people will discuss their needs with staff who will design studio sessions to meet agreed objectives so young people have a positive experience.	Accreditation and Recorded Outcomes. Comments and planned feedback from young people. Myspace. Young people's music recordings.	Jez Larder	6 hrs pw = 225 hrs pa	15 hrs pw = 780 pa	120	
Lintons Pulse Dance Group	1				1	Pulse Dance group provides an entry level opportunity for young people to take part in physical activity that is creative and not sports based. Healthy Lifestyles and physical activity for young women are both Health, Government, CYPP and YDS priorities. Feedback from young people tells us that some participate because they want to lose weight and keep fit while others are interested in shows and performances. Young people find out about the classes through the advertising on line and word of mouth through friends. Young people develop performance skills and self confidence.	Improved dance skill and techniques for performance. Take part in at least one public performance and have an opportunity to see a professional dance company. Young people form a healthy attitude to body image and weight and are able to discuss and challenge society's view about body image and weight. Young people can express the benefits of dance for promoting overall fitness, health and well being.	Weekly dance sessions and regular performance opportunities. Youth Workers will encourage participation, build relationships and promote discussion within a positive and supportive environment. Young people are encouraged to recognise their progress and experience, improved self esteem and personal confidence. Dance Workers will deliver dance sessions that enable young people to build their skills with Level 1 OCN Accreditation, where appropriate. YDS will support young people in going to see professional dance companies perform.	Skills will be demonstrated through the use of Level 1 OCN Accreditation. Planned feedback from young people will be used for regular evaluation. Participation levels. Group targets are agreed setting out their aims and objectives. Performances.	Jeannine Fletcher	6 hrs pw = 225 hrs pa	6 hrs pw = 225 hrs pa	43	

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Lintons Acronikos Dance Group	1		1		1	This group has a primary focus on performance opportunity. The group was formed from the motivation of the young people to do more challenging work. Acronikos provides a progression opportunity for those young people who have an extensive level of previous dance experience and want to further develop their skills. The group is self-directed with Youth Arts Worker support.	Improved skills in dance, choreography and techniques for performance. Take part in more than one public performance and see a professional dance company perform. Young people form a healthy attitude to body image and weight and are able to discuss and challenge society's view about body image and weight. Young people can express the benefits of dance for promoting overall fitness, health and well being.	Through regular weekly sessions and a range of performance opportunities. Young people develop their choreographic skills and are able to work independently. An appropriate use of auditions, in line with YDS best practice, to ensure young people are at the required level of skill and experience to fully participate in Acronikos. Level 2 OCN Accreditation.	Skills will be demonstrated through the use of Level 2 OCN Accreditation. Planned feedback from young people will be used for regular evaluation. Participation levels. Group targets are agreed setting out their aims and objectives. Performances.	Jeannine Fletcher	6 hrs pw = 225 hrs pa	6 hrs pw = 225 hrs pa	30
Lintons Basics of Babysitting Course	1	1			1	CYPP Priority. Feedback from young people. Basics of Babysitting enables young people to gain the necessary skills and attitudes for being safe and effective babysitters. Skills acquired on the course are easily transferable to personal, family and work placed settings. The range of topics covered raise and reinforce messages about personal safety, health & safety, child protection and child care that young people hear from input by a range of different agencies. Young people ability to learn skills to enhance employment opportunities.	Young people people gain skills in First Aid, Child Care, Personal Safety, Fire Safety and Assertiveness. Young people have a greater awareness of YDS provision and have access to increased opportunities to participate in other projects.	Three course per year delivered through 10 x weekly sessions plus additional sessions in response to requests by young people. Input from First Aider, Fire Service, Police and Health Professional. Counts towards DoE skills section. Young people given access to taster sessions to encourage participation in other projects.	Course Evaluation. Participation Levels. Recorded Outcomes and Accreditation. Comments and planned feedback from young people.	Karen Yeeles	2 hrs pw =104 hrs pa	4 hrs pw = 208 pa	36



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Lintons E.Y.T (Epsom Youth Theatre) Project	1	1			1	E.Y.T is a well established partnership project between YDS and E.Y.T. The project offers drama at an affordable price with priority places given to young people living on Watersedge and Longmead estates and targeted YDS priority young people. The project addresses the need for young people to have positive activities to take part in, that promote creativity, physical activity and personal and social development. E.Y.T. enables young people to develop specific drama based skills in vocal technique, devising and writing , singing, movement, improvisation, and character analysis.	Young people will develop a range of drama, team work and problem solving skills. Young people can express their creativity through devising and directing short scenes. Young people demonstrate organisational skills and commitment to the group by being punctual and well prepared for rehearsals. Young people develop self confidence and raised self esteem.	Weekly evening sessions led by an outside sourced singing coach/drama teacher, jointly supported financially by SYDS, + two Youth Workers. Young people involved in decision making , programme planning, and artistic content at various stages of each term. Additional Sunday rehearsal prior to main Easter show.	Regular feedback and evaluation from young people, to ensure outcomes are being met. Tutorials with young people to discuss their personal development. Recorded outcomes are achieved. CRS & DVD footage. Show performance.	Chris Matthews Rita Quarry	2 hrs pw =104 hrs pa	4 hrs pw = 208 pa	35
Exhibition Opportunities 'art shows at YoYos' & the hoardings gallery			1		1	Consultation with young people. Feedback from young people. To enable young people to express themselves through visual art. It is envisaged to create workshops with young mothers & their children, display work produced, Children's Services now use the venue on a Friday/Saturday + providing a venue for small intimate live gigs from young musicians in contact with Skyline Studio.	Young people develop transferable skills that they can take into the workplace such as customer service, technical skills related to hanging an exhibition, ICT, planning, marketing, time management, literacy and numeracy, setting and meeting deadlines, coping with risk and challenge.	Establish a core group of young people to work on developing YoYo as a gallery space. Showcase the creative expertise of young people living, working or being educated within the borough and celebrate their achievement through audience and peer feedback. Young people will organise, manage, curate and negotiate 'art shows at yoyos' exhibitions. Widen and broaden the horizons and engagement of young people through the use of the visual arts – focusing on holistic and technical development. Engagement of NEET young people in partnership with Connexions Surrey. Provide a platform for young people from across the county to showcase their art through 'Art Start' in partnership with Surrey Arts. Create links with the FE program at UCA Epsom and work with the widening participation team to deliver workshops and taster sessions to young people from the self-reliance areas within Epsom. Work produced by NESOCOT y/p, local artists, Mental Health Week contributors/celebrating, UCA students. Epsom Open for 14-19 year	A programme of 'arts shows at yoyos' is planned and delivered by young people. Comments and feedback from young people, gallery audiences and partners. Recorded Outcomes. Accreditation where appropriate through the use of AQA, OCN and the Arts Award.	Tom Walker	2 hrs pw =104 hrs pa	2 hrs pw = 104 hrs pa	125



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Disability Challengers Project	1				1	CYPP & YDS priority. Vulnerable young people with complex needs have access to term time and school holiday 'Youthscheme' programme lead by Disability Challengers with support from YDS. Improved access to youth provision is needed to meet the needs of disabled young people with complex needs in the borough.	Young people enjoy and make good progress in a range of learning, leisure and personal development activities. Accreditation and recorded outcomes where appropriate.	YDS work with Disability Challengers (DC) to develop and deliver a Youthscheme for young people in the borough on a Saturday + one evening a week. Joint planning will take place between DC and YDS teams to deliver partnership or shared activities. Running parallel activities to promote inclusion will be put in place where possible .	A regular Youthscheme programme is in place delivering term time and school holiday provision. Planned feedback from young people. Participation levels. Recorded Outcomes YDS and DC have a 'plan, do, review' process in place.	Gordon Dodd Jeannine Fletcher	7 hrs pw = 364 hrs pa	7 hrs pw = 364 hrs pa	30
Healthy Lifestyles, Sex & Relationship Education (SRE)	1	1		1	1	Health & Government Statistics. CYPP & YDS priority. United Kingdom Youth Parliament & Yell priority for young people. Feedback from young people. Teenage pregnancy rates and incidence of STIs	Increased access to Healthy Lifestyles information and age appropriate sexual health information to improve awareness and understanding of STIs. Healthy Lifestyles and SRE information is available to young people on Yell website pages. Young people access information to make informed decisions to reduce the risk of unwanted pregnancy and STIs.	Specific Healthy Lifestyle sessions are included in football and dance provision. Increase the number of borough youth workers who have completed the YDS approved SRE training. The content and format for SRE input to the YDS delivery programme is developed further by working closely with young people. Deliver an SRE training course to vulnerable at risk young people in the borough.	Workers who have completed YDS approved SRE training will deliver and evaluate a pilot SRE course with young people. Age and situation appropriate SRE content will be planned to fit different settings and different types of provision.eg Community Merits, 'Longmeadz Kickin', Edge Drop In etc. Participation rates. Questionnaires to assess young peoples knowledge, attitudes and behaviours pre and post course.	Karen Yeeles & Rita Quarry	2 hrs pw for 6 weeks = 12 hrs pa	4 hrs pw for 6 weeks = 24 hrs pa	12