

Youth Work

in Cumbria Partnership

Youth Work

Quality Standards

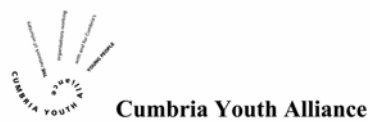
Organisation Name :

OCT 2006

Start Date:

Acknowledgments

- Hackney Youth Service
- Lancashire Youth Service
- National Youth Agency – Youth Service Quality Mark
- Sunderland Youth Service



Introduction

The **Youth Work** in Cumbria Partnership (YWiCP) is committed to ensuring that the highest youth work standards are reached within the resources available.

The **Youth Work** Quality Standards form an essential part of the youth work process. They give clarity about how we measure and monitor good youth work practice. They reflect the important aspects of the work and should be used by commissioned Youth Work Providers as benchmarks against which to review and evaluate their youth work.

During the first year we will focus on the Standards highlighted in **green** on pages 5 and 6. This is a stepped approach to improving the quality of youth work as part of our ongoing 'Provider Support and Capacity Building Programme'.

The **Youth Work** Quality Standards are drawn from a range of sources. The overall framework is the Youth Service Quality Mark (YSQM) developed by the National Youth Agency Quality Action Group and funded by the DfES. This sets the benchmark from which we measure the whole Youth Work in Cumbria Partnership. Although there are other quality marks available e.g. IIP, EFQM, PQASSO or Charter Mark, none of these focus solely on work with young people and the building blocks needed to produce quality youth work. The

YWiCP **Youth Work** Quality Standards provide consistency across the County ensuring that everyone is self-assessing against the same standards. Evidence can be incorporated from other quality standards as long as evidence of impact is included.

These **Youth Work** Quality Standards are the building blocks that will inform and provide evidence for the YSQM. There are 8 sections:

- 1. Access and Inclusion**
- 2. Achievement**
- 3. Participation and Decision Making**
- 4. Youth Workers**
- 5. Curriculum**
- 6. Resources**
- 7. Partnerships**
- 8. Leadership and Management**

The headings in the 'Quality Statement' column reflect our priorities for Youth Work in Cumbria.

It is intended that the **Youth Work** Quality Standards will be used in a number of different ways. These will include:

- Providing a framework for observation of practice by YWiCP Youth Work Development Co-ordinators
- Informing the self assessment and review processes within Cumbria County Council Children's Services
- Enabling youth work teams and individuals to review and assess their progress, strengths and weaknesses

The '**descriptors**' give guidance on how to evidence the 'Quality Statements'. Descriptors help to measure the score and identify areas for improvement. We expect every YWiCP organisation to work towards a score of 3. Organisations will need to put forward strong evidence to substantiate an Advanced score of 4.

The columns headed 'score' match the grades of the YSQM.

Advanced - 4 Established - 3 Aspiring - 2 Emerging - 1 No evidence – 0

Advanced – Youth work in this area is very good. The organisation has established systems and delivery which have a clear impact on young people and the service. Managers and youth workers monitor systematically and maintain youth work delivery at this level.

Established – Good overall youth work performance. Systems and delivery are fit for purpose and meet all requirements.

Aspiring – Managers and youth workers are aware of gaps in service. Youth work delivery may be appropriate and reflect acceptable standards but systems are insufficiently robust, or vice versa.

Emerging – Systems and delivery are unfit for purpose. Managers and youth workers have insufficient measures in place to meet even minimum requirements but are able to self-identify where weaknesses exist and are able to improve.

Score your organisation for each descriptor? Taking into account the descriptor scores, give your organisation an average total score for each Standard and write it at the top of the page. N/A should be used for inapplicable descriptors.

Impact - The 'So What?' Factor

Gathering evidence against the descriptors substantiates that the work has been done. Evidence alone cannot demonstrate impact. You need to look at the evidence and ask yourself 'So What?'

Impact on Service – How has this influenced and improved your youth work / youth work organisation, including staff and volunteers? What is the impression of your organisation both internally and externally?

Impact on Young People – How has the work influenced and changed young people's lives? How do you know? You can refer to the Core Curriculum on the Curriculum Diagram for impact outcomes for young people.

An **Action Plan** (page 41) should be completed for each Standard to show progression.

We hope you find the [Youth Work](#) Quality Standards useful in the development of your youth work.

For more information contact:

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Youth Work Quality Standards

Section 1: Access and Inclusion

- 1a Needs are assessed with the active participation of: young people, management committee / steering group, local community, other services and agencies
- 1b Priority groups of young people are identified and encouraged to use youth services
- 1c Young people in the locality have access to a safe, warm, well-equipped dedicated space at appropriate times including evenings, weekends and school holidays
- 1d Young people are supported in dealing with issues that affect their lives
- 1e Youth workers know the area and are aware of issues affecting young people's lives

Section 2: Achievement

- 2a Young people gain self-esteem, confidence and self-awareness
- 2b Young people gain communication, problem solving, numeracy, literacy and ICT skills
- 2c Young people develop practical and creative skills
- 2d Young people achieve independence and are able to reflect on their attitudes and actions

Section 3: Participation and Decision Making

- 3a Young people actively participate in decision making within the youth project and wider community
- 3b Youth workers regard young people as partners in the design and delivery of youth work and other services, and encourage them to take control of facilities in their area

Section 4: Youth Workers

- 4a Youth workers understand the informal educational nature of youth work, and use this understanding in their work
- 4b Youth workers build and maintain positive relationships with young people in order to provide support and challenge
- 4c Youth workers are able to reflect on and evaluate their practice
- 4d Youth workers adopt a rights based approach to work with young people
- 4e Youth workers are able to respond effectively to unexpected situations

Section 5: Curriculum

- 5a** Youth work is provided in line with the YWiCP Curriculum
- 5b** The Curriculum is delivered using a range of settings, activities and topics
- 5c** The Curriculum is used to add value to work undertaken in partnership with other agencies
- 5d** There is curriculum leadership and co-ordination

Section 6: Resources

- 6a** Buildings used for youth work are safe, warm, well equipped and offer dedicated space for young people
- 6b** Youth work is adequately staffed to ensure that the curriculum can be delivered and health and safety requirements are met
- 6c** Youth work staff are appropriately skilled and qualified for the roles they play
- 6d** A range of specialist resources is made available to young people
- 6e** Accessing resources

Section 7: Partnerships

- 7a** The project plays an active role in a range of partnerships addressing issues for young people
- 7b** Local communities are regarded as partners in the design and delivery of youth work programmes

Section 8: Leadership and Management

- 8a** The project annual plan reflects the changing needs and priorities for young people and youth work
- 8b** The project has an effective system of communication between staff and young people
- 8c** Youth work staff have clear roles and responsibilities and are effectively managed and supported
- 8d** The project has an effective staff development policy
- 8e** Action is taken to improve the quality of youth work
- 8f** The project advocates on behalf of young people and promotes positive images of young people
- 8g** The project seeks to continuously develop work with young people in line with the YWiCP Curriculum

Youth Work Quality Standards

Section 1: Access and Inclusion

TOTAL SCORE

1a Needs are assessed with the active participation of: young people, management committee / steering group, local community, other services and agencies

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Active involvement of young people surveying need in the area through annual needs analysis • Young people and local residents involved in service planning • Joint working arrangements with other services and agencies • Facilitation of local integrated approach to working with young people • Recent area and project surveys of young people's views and needs • Regular feedback from service users • Involvement of local community groups and agencies in service planning 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 1: Access and Inclusion

TOTAL SCORE

1b Priority groups of young people are identified and encouraged to use youth services

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Specific programmes are organised to attract priority groups • Youth workers and young people from similar backgrounds to the priority groups are involved in the delivery and planning of services • Data is kept to monitor the participation of priority groups and used to inform future practice • A range of methods are used to contact priority groups e.g. detached, outreach, publicity in relevant ethnic languages • Data is kept to monitor the participation of priority groups • Priority groups are identified in the annual plan 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 1: Access and Inclusion

TOTAL SCORE

1c Young people in the locality have access to a safe, warm, well-equipped dedicated space at appropriate times including evenings, weekends and school holidays

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Timing, location and facilities are negotiated with young people who use the service • Services are located in venues that are accessible to young people with a range of disabilities in line with the Disabilities Discrimination Act • Local agencies, community groups and schools are involved in promoting access to youth facilities • Young people in the area are aware of the available provision - surveys etc • Services are promoted and publicised in the area, directly to young people and to local residents – leaflets, posters, newsletters etc 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 1: Access and Inclusion

TOTAL SCORE

1d Young people are supported in dealing with issues that affect their lives

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Youth projects make up to date information available to young people through ICT at the project • Young people are encouraged to gain understanding of issues in order to help themselves and their peers • Youth projects have agreed referral procedures with specialist agencies • Youth projects have a wide range of up to date information and materials available to support young people • Youth workers are sufficiently trained and confident to provide initial support to individual young people • Youth workers are aware of agencies to whom young people can go for specific support 		
<p>Impact on Service</p>		
<p>Impact on Young People</p>		

Youth Work Quality Standards

Section 1: Access and Inclusion

TOTAL SCORE

1e Youth workers know the area and are aware of issues affecting young people's lives

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Youth workers have regular contact with key local agencies including schools, police, sexual health services • Youth workers are sensitive to the needs of all young people in the area and seek to include marginalised groups in activities • The youth project has conducted a community profile and has information on agencies and services in the area • Youth workers can provide background information on the young people they work with • Youth workers have a basic understanding of ethnic communities in the area • Youth workers have a basic understanding of local cultural factors in the area 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 2: Achievement

TOTAL SCORE

2a Young people gain self-esteem, confidence and self-awareness

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Young people are able to explain how they have gained in confidence / self awareness through their involvement in youth work • Young people are confident enough to take part in organising youth work activities • Young people are confident enough to take part in youth work activities • Young people are able to evaluate their strengths and weaknesses in particular situations • Young people are able to identify their strengths and weaknesses • Young people are willing to explore new ways of dealing with specific situations • Young people are willing to approach youth workers to discuss issues affecting their lives 		
<p>Impact on Service</p>		
<p>Impact on Young People</p>		

Youth Work Quality Standards

Section 2: Achievement

TOTAL SCORE

2b Young people gain communication, problem solving, numeracy, literacy and ICT skills

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Young people are able to initiate conversations with new project users, visitors, and can communicate clearly about their involvement in youth work • Young people are able to communicate with each other and youth workers through informal conversations • Young people are able to organise simple activities such as trips to bowling alley, cinema, leisure centre etc • Young people are involved in organising complex activities such as residentials, exchanges, fundraising etc • Young people are aware of different approaches to handling conflict and are able to use different methods depending on the situation • Young people recognise conflict situations and seek help in resolving it • Young people can produce simple publicity materials for youth project activities • Young people are able to produce articles for newsletters, press releases etc • Young people can use number skills while organising simple events • Young people can prepare and monitor a budget for events they plan • Young people gain accreditation for their skill development • Young people can use ICT at the youth project to access internet and e-mail 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 2: Achievement

TOTAL SCORE

2c Young people develop practical and creative skills

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Young people take up new opportunities in music, sport, art, drama etc and recognise the progress they have made • Young people are able to practice and refine existing skills in music, sport, art, drama etc • Young people move on to higher levels and gain recognition and accreditation through relevant award schemes • Young people are encouraged to take up 'taster' opportunities in new activities 		
<p>Impact on Service</p>		
<p>Impact on Young People</p>		

Youth Work Quality Standards

Section 2: Achievement

TOTAL SCORE

2d Young people achieve independence and are able to reflect on their attitudes and actions

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Young people are involved in setting the boundaries of acceptable behaviour in a youth project • Young people understand and respect boundaries of acceptable behaviour in a youth project • Young people are aware of issues affecting human rights and challenge discrimination in the actions and attitudes of others • Young people display tolerance and are sensitive to the feelings of others • Young people take the initiative in organising activities, seeking information, and setting personal and group goals • Young people have positive relationships with their peers and youth workers • Young people are able to reflect on their actions and attitudes, and accept responsibility for their actions • Young people seek assistance from youth workers in dealing with complex issues e.g. jobs, education, relationships, housing etc • Young people are able to articulate the progress they made in achieving independence 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 3: Participation and Decision Making

TOTAL SCORE

3a Young people actively participate in decision making within the youth project and wider community

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Young people are active members of management committee / steering group • Young people are involved in deciding on the programme of activities on a regular basis • Young people understand the decision making process in the project • Young people organise aspects of the youth work programme themselves • Young people are involved in organising simple aspects of the youth work programme • Young people are active members of local community forums, youth forums, youth panels • Young people are encouraged to promote a positive image in their community • Young people work alongside adults in organising community events • Young people attend district and county events representing their project • Young people are involved in representative forums and events regionally, nationally and internationally 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 3: Participation and Decision Making

TOTAL SCORE

3b Youth workers regard young people as partners in the design and delivery of youth work and other services, and encourage them to take control of facilities in their area

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Youth workers encourage and support young people to form issue or area forums to promote the views of young people • Young people are encouraged and supported to engage in neighbourhood, district, county, regional, national and international decision making • Young people are encouraged to participate in consultation on a range of services that affect their lives e.g. police, housing, education etc • Young people are supported in delivering aspects of the youth work programme in the area • Young people have regular opportunities to become involved in planning and decision making about youth services in their area • Young people are encouraged to gain skills and qualifications to enable them to gain employment in youth work and related professions 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 4: Youth Workers

TOTAL SCORE

4a Youth workers understand the informal educational nature of youth work, and use this understanding in their work

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Youth workers are confident in their ability to use conversation as an educational tool • All youth workers have completed an induction programme including code of conduct, key youth work policies and the YWiCP Curriculum • Youth workers respond to opportunities for informal education raised by young people • Youth workers set broad educational objectives for their work and plan their interventions with young people • Youth workers are aware of the YWiCP priorities for youth work and 5 Every Child Matters outcomes and plan their work in relation to these • Youth workers set clear individual and team aims for their work and plan sessions accordingly • Youth workers identify young people's learning outcomes from youth work activities • Youth workers use informal contact with young people to explore issues that affect their lives • Youth workers encourage individuals and groups of young people to progress their skills and learning • Youth workers encourage young people to gain recognition for their learning through relevant award schemes • Youth workers initiate activities to encourage young people to reflect on curriculum issues 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 4: Youth Workers

TOTAL SCORE

4b Youth workers build and maintain positive relationships with young people in order to provide support and challenge

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Youth workers target particular individuals and groups in order to include them in project activities • Youth workers involve young people in providing support and information to their peers • Youth workers know the names and backgrounds of all regular users of the project • Youth workers encourage young people to engage in conversation with them about issues affecting their lives • Youth workers offer support to young people in dealing with difficult situations • Youth workers challenge young people to consider new ways of thinking about and dealing with situations • Youth workers agree and implement limits for acceptable behaviour with young people 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 4: Youth Workers

TOTAL SCORE

4c Youth workers are able to reflect on and evaluate their practice

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Youth workers demonstrate progression in their own learning • Youth workers complete regular recording documentation • Youth workers involve young people in designing evaluation processes for youth work • Youth workers contribute to the evaluation of programmes through participation in staff meetings and supervision • Youth workers are clear about the success criteria for each piece of work at its outset • Youth workers record progress made by individual young people and use this to plan future activities • Youth workers collect regular feedback from young people on the work of the project 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 4: Youth Workers

TOTAL SCORE

4d Youth workers adopt a rights based approach to work with young people

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Youth workers promote an understanding of young people’s rights with other local agencies • Youth workers involve young people in promoting young people’s rights in the community, district and county • Youth workers understand the rights of young people under the Human Rights Act and UN Convention on Children’s Rights • Youth workers support young people in claiming their rights from services that affect their lives • Youth workers promote an understanding of their rights with young people 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 4: Youth Workers

TOTAL SCORE

4e Youth workers are able to respond effectively to unexpected situations

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Youth workers have planned strategies to deal with conflict situations • Youth workers understand the implications of Health and Safety matters at work • Youth workers have conducted a detailed risk assessment on all aspects of their work • Youth workers are able to identify learning in unexpected situations and respond flexibly to engage young people in learning • Youth workers are able to deal with conflict as it arises between young people 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 5: Curriculum

TOTAL SCORE

5a Youth work is provided in line with the YWiCP Curriculum

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Young people are aware of the youth work curriculum • Specific pieces of work are initiated based on youth work curriculum topics • A range of methods and roles are used to meet the needs of young people • Evidence of young people's learning from youth work is collected by youth workers • Youth workers can identify learning outcomes for young people from particular pieces of work • Young people are encouraged and supported to initiate work on curriculum issues • Information about curriculum issues is available to young people in the project • The curriculum is displayed in the project • Youth workers seek feedback from young people on project work and use this to inform future work 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 5: Curriculum

TOTAL SCORE

5b The Curriculum is delivered using a range of settings, activities and topics

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Young people are involved in planning and delivering a rich and varied youth work programme • Young people can access youth work through a range of settings e.g. centres, detached, schools • Young people are encouraged to gain accreditation for their learning in a range of youth work situations • Young people are encouraged to participate in different activities e.g. sport, music, dance, drama, ICT, international work 		
<p>Impact on Service</p>		
<p>Impact on Young People</p>		

Youth Work Quality Standards

Section 5: Curriculum

TOTAL SCORE

5c The Curriculum is used to add value to work undertaken in partnership with other agencies

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Youth work is an integral feature of local projects aimed at young offenders, looked after young people, those with disabilities, LGBT, BME, teenage parents and other priority groups • Youth workers are actively engaged in work with partners agencies focusing on inclusion and signposting for information, advice and guidance • Youth work is recognised and valued by other agencies in the area • Youth workers engage in joint work with other locally based workers 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 5: Curriculum

TOTAL SCORE

5d There is curriculum leadership and co-ordination

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Implementation of the curriculum is monitored and evaluated • Youth workers understand the curriculum and its implications for their work • Youth workers use a range of resources to assist in curriculum delivery • Youth workers know where to access resources to help curriculum delivery • Individual and team training needs are identified and met • Youth workers access training and share good practice on aspects of the curriculum • Youth work project managers feedback to the YWiCP suggested amendments, developments and improvements to the curriculum • Youth work project managers ensure that the curriculum informs the youth work planning process 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 6: Resources

TOTAL SCORE

6a Buildings used for youth work are safe, warm, well equipped and offer dedicated space for young people

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Young people are involved in the design and decoration of the building • Art work and information chosen/made by young people is displayed • Wall displays encourage young people to reflect on and discuss a broad range of issues • Information about important issues for young people is available in the building • Information about the youth work programme is displayed • Young people have access to a dedicated space during evenings, weekends and school holidays • Young people have access to space for activities, discussions and informal gatherings within the building • The building provides space for specialist activities e.g. music, sport, dance, drama ICT etc • Buildings are accessible to people with a range of disabilities in line with the Disabilities Discrimination Act • Buildings and other resources comply with health and safety regulations 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 6: Resources

TOTAL SCORE

6b Youth work is adequately staffed to ensure that the curriculum can be delivered and health and safety requirements are met

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • The project is able to offer off-site activities and special events using existing staff resources • The project has conducted a risk assessment to identify the number of staff required for each session • There are key designated staff for child protection and health and safety • Sufficient staff (and volunteers) are employed for each session – minimum of 2 paid workers per session • A minimum NVQ Level 3 Youth Work qualification is required for building management • The project actively recruits and trains volunteers (including young people) to support the youth work programme • The project is able to respond to changing needs and deploy staff flexibly • Youth work staff understand their roles in each youth work session, and are used effectively to meet the needs of young people • All youth work staff should spend at least two thirds of their time in direct contact with young people 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 6: Resources

TOTAL SCORE

6c Youth work staff are appropriately skilled and qualified for the roles they play

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • The youth workers in the project have achieved or are working towards locally or nationally recognised youth work qualifications • Volunteers, trainees and assistant youth workers have taken part in Introduction to Youth Work training • All staff have job descriptions that explain their duties • Job descriptions are reviewed and updated regularly • Professional development and promotion opportunities are available • Youth workers receive annual appraisals including identifying training needs • Records of training needs and training undertaken are recorded in personal files • All staff and volunteers have undergone an enhanced CRB Disclosure Check and are cleared to work with young people 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 6: Resources

TOTAL SCORE

6d A range of specialist resources is made available to young people

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Specialist projects offer outreach services to other youth work providers, to provide young people with the widest possible choice of experiences • Projects offering specialist resources offer them to young people from across the district 		
<p>Impact on Service</p>		
<p>Impact on Young People</p>		

Youth Work Quality Standards

Section 6: Resources

TOTAL SCORE

6e Accessing resources

Descriptor	Score	Evidence
<ul style="list-style-type: none">• Young people are aware of how to request and access resources effectively• The systems for accessing resources are clear and known by youth workers		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 7: Partnerships

TOTAL SCORE

7a The project plays an active role in a range of partnerships addressing issues for young people

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Initiating and facilitating partnerships to promote young people centred approaches to service delivery • Key partners recognise that youth work has an important contribution to make to joint working • Youth workers are involved in local partnerships affecting young people 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 7: Partnerships

TOTAL SCORE

7b Local communities are regarded as partners in the design and delivery of youth work programmes

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Local people are actively recruited and supported as volunteers and paid staff • Local community groups are supported and encouraged to involve young people in their activities • Local residents and community groups are actively consulted in assessing needs for youth work in the area • Youth workers have positive working relationships with local community groups • Youth workers support young people's involvement in a range of community events and initiatives • Local community groups see youth work providers as a key partner in local initiatives 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 8: Leadership and Management

TOTAL SCORE

8a The project annual plan reflects the changing needs and priorities for young people and youth work

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • The plan sets targets for youth work activities linked to the curriculum • Young people are involved in drawing up the plan • The plan is reviewed annually • Use is made of available information and statistics regarding the needs of young people • Youth workers are aware of the process for reviewing the plan 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 8: Leadership and Management

TOTAL SCORE

8b The project has an effective system of communication between staff and young people

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Agenda and minutes of meetings are produced • Youth work managers are well informed about current issues and regularly brief youth work staff through team meetings and supervision • Good practice and common problems on particular issues are shared through recognised networks of staff e.g. Provider Forums 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 8: Leadership and Management

TOTAL SCORE

8c Youth work staff have clear roles and responsibilities and are effectively managed and supported

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Staff receive annual appraisals reviewing progress and identifying training needs • Staff are encouraged to take up training opportunities in areas of work where they do not feel confident • Management Committee / Steering Group members are offered training opportunities to help them fulfil their roles • All staff have clear and agreed job descriptions • All staff know who their line manager is • All staff receive regular supervision • Supervision sessions are recorded using an agreed format • Youth work managers regularly observe youth work practice in their projects and take action to improve the quality of the work • Management Committee's /Steering Groups have clear remits and are encouraged to be actively involved in youth work projects 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 8: Leadership and Management

TOTAL SCORE

8d The project has an effective staff development policy

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • The project sets targets for staff development in their annual plans • The project provides opportunities for youth workers to achieve nationally recognised qualifications • Training is accessed at introductory, local qualification Level 3 and some specialist areas • All staff must undergo training in child protection • Take-up of training is monitored • There is a clearly defined Equal Opportunities / Diversity process for staff recruitment, induction, training, supervision and appraisal • An annual training plan is produced for all staff members including volunteers • Training is related to the changing needs of young people and youth work • Training needs identified through appraisal are acted upon as a priority 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 8: Leadership and Management

TOTAL SCORE

8e Action is taken to improve the quality of youth work

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • The annual plan reflects these Quality Standards and sets targets and outcomes based on them • Youth workers understand the Quality Standards and implement them in their work • Information from EMS returns is used to identify trends and allocate resources • Information is recorded consistently using EMS • The project submits monthly EMS monitoring reports • This assessment identifies areas of concern and action to be taken to improve quality • Young people are involved in assessing the quality of the youth work • The project has a complaints procedure that is understood by young people • The project reviews the quality of its youth work on an annual basis • Feedback is sought from young people on a regular basis 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 8: Leadership and Management

TOTAL SCORE

8f The project advocates on behalf of young people and promotes positive images of young people

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • The project collaborates with young people and other agencies to promote young people centred approaches to service delivery • The project encourages other organisations to adopt a rights-based approach to work with young people • The project works with the local media to promote positive images of young people • The project encourages young people to take part in award and volunteering schemes aimed at promoting young people's inclusion in society 		
Impact on Service		
Impact on Young People		

Youth Work Quality Standards

Section 8: Leadership and Management

TOTAL SCORE

8g The project seeks to continuously develop work with young people in line with the YWiCP Curriculum

Descriptor	Score	Evidence
<ul style="list-style-type: none"> • Annual plans contain planned developments in specific areas of work • The project provides appropriate promotion materials for young people and partners • Opportunities to further develop youth work in the area are utilised • The project generates additional resources for work with young people through joint work with partner organisations • The project provides supervised and supported placement opportunities for trainees on the Introduction to Youth Work course 		
Impact on Service		
Impact on Young People		

Action Plan

Section _____

Standard No. _____

Date _____

Identify areas for improvement	Identify priorities from areas for improvement	Success criteria
Action Plan	By Whom	Timescale (to be completed by)

Photocopy or print for each standard