



Quality Indicators for Youth Work

1. ACHIEVEMENTS AND STANDARDS

1. ACHIEVEMENTS AND STANDARDS: HOW WELL DO YOUNG PEOPLE ACHIEVE

To evaluate this consider the extent to which young people:

1.1 Respond to and achieve challenging targets, set and negotiated, in knowledge, understanding and skills:

- acquire new skills, interests, knowledge and understanding;
- research and make good use of relevant information to solve problems, take decisions and make choices;
- demonstrate improvement over their previous achievements or personal best; and
- achieve appropriate accreditation, including opportunities to progress to leadership.

1.2 Develop personal attitudes, values and self-confidence:

- participate regularly, demonstrate high levels of motivation, commitment and display a sense of enjoyment;
- accept responsibility and participate actively in decision making in youth work settings and in the wider community;
- contribute to the evaluation of their achievements and those of others with whom they work; and
- enjoy good relationships with each other and demonstrate independent and collaborative working.

1.3 Develop the ability to function socially, politically and contribute economically, both individually and as members of their community:

- display tolerance, understanding and sensitivity towards the rights and feelings of others and the ability to handle conflict and confrontation with maturity;
- demonstrate good levels of numeracy, ICT, communication and presentational skills;
- demonstrate initiative, enterprise, creativity and problem-solving skills; and
- demonstrate the ability to apply their learning in new and different situations.

2. QUALITY OF PROVISION FOR LEARNING

2A. QUALITY OF PROVISION FOR LEARNING: HOW EFFECTIVE ARE YOUTH WORK PRACTICE, TRAINING AND ASSESSMENT

To evaluate this consider the extent to which youth workers/leaders:

2A.1 Quality of planning:

- understand, plan for and implement the principles and aims set out in the Department of Education's Youth Work Strategy and Youth Work: A Model for Effective Practice or another curriculum relevant to the needs of young people
- plan thoroughly for each session, project and programme, setting clear learning objectives, both short and longer term, which are understood by the young people; and
- plan for progression in the development of the young people's knowledge, understanding and skills.

2A.2 Quality of practice:

- use a variety of approaches well-matched to the young people's different needs and abilities;
- set and agree acceptable standards of behaviour and achievement, and establish and maintain positive relationships; and
- use effectively the available resources to provide enjoyable, stimulating and challenging learning experiences.

2A.3 Quality of Assessment:

- use quality assessment practices to contribute to the recognition of the young people's achievements and the future planning for their personal and social development and progression; and
- meet adequately the requirements for external accreditation.

2B. QUALITY OF PROVISION FOR LEARNING: HOW WELL DO THE LEARNING EXPERIENCES, PROGRAMMES AND ACTIVITIES MEET THE NEEDS OF THE LEARNERS AND THE WIDER COMMUNITY

To evaluate this consider the extent to which youth workers/leaders:

2B.1 Quality of the Curriculum

- know well the area in which they work and identify the needs of the young people who use the service or who are potential users of the service;
- encourage the young people to participate actively in the planning, implementation and evaluation of projects, programmes or individual sessions;
- provide a programme that reflects 'Youth Work: A Model for Effective Practice', that enables the personal and social development of the young people and that contributes to the development of their political awareness and employability; and
- provide a programme that encourages enjoyment and achievement, promotes the values of equality, diversity and tolerance and helps the young people to maintain good physical and mental health.

2B.2 Quality of External Links

- have established effective communication with relevant partners and stakeholders and make effective use of their expertise and experience;
- provide opportunities for the young people to meet with their peers, or other groups and individuals from the local and wider community;
- provide opportunities for the young people to engage with the media, public representatives, and local business community; and
- promote opportunities for the young people to engage in a range of appropriate voluntary or community service.

2C. QUALITY OF PROVISION FOR LEARNING : HOW WELL ARE THE YOUNG PEOPLE CARED FOR GUIDED AND SUPPORTED

To evaluate this consider the extent to which the organisation:

2C.1 Quality of pastoral care and ethos

- ensures that young people are given appropriate advice and support, and referred to specialist help when required;
- acts as an advocate for young people in local and wider contexts;
- has established an attractive and caring environment;
- demonstrates mutual respect and positive relationships among young people and between young people and staff; and
- demonstrates high standards of behaviour and discipline.

2C.2 Quality of child protection and the protection of vulnerable adults (POCVA): how effective is the organisation in having in place procedures and arrangements to promote and safeguard the welfare and protection of young people and vulnerable adults?

In making an evaluation, consider the extent to which the organisation:

- meets the legislative requirements;
- has established a code of conduct to guide staff in their conduct with all young people and has provided appropriate training;
- has clear and effective policies and procedures in place for the protection of children, young people and vulnerable adults, including the provision for the recruitment and selection of staff and volunteers;
- has informed young people and parents and all relevant parties of the policies relating to the protection of children, young people and vulnerable adults; and
- has appropriate procedures to deal with complaints by young people.

2C.3 Equality of opportunity

In making an evaluation, consider the extent to which the organisation:

- provides access for all young people irrespective of their additional needs or diversity of background;
- promotes tolerance, mutual understanding and inclusivity/integration;

- has in place effective procedures to eliminate oppressive behaviour; and
- has established links with minority groups.

3. LEADERSHIP AND MANAGEMENT

3. LEADERSHIP AND MANAGEMENT: HOW EFFECTIVE ARE LEADERSHIP AND MANAGEMENT IN RAISING ACHIEVEMENT AND SUPPORTING LEARNERS?

In making an evaluation consider the extent to which senior managers and/or management:

3.1 Quality of Strategic Leadership: How effective are senior managers and management committees in providing for strategic leadership and clear direction in achieving high standards of youth provision?

- demonstrate a commitment to excellence and quality improvement at all levels of provision;
- set, share and review realistic objectives and targets that meet the needs of the young people;
- engage fully in effective development planning that is informed by an evaluation of the internal and external environments;
- ensure clear and open communication between all young people, staff and stakeholders;
- define clear roles, responsibilities and functions to support the strategic objectives of the organisation; and
- use effective change management strategies that are sensitive to the needs of the young people, the staff and the stakeholders.

3.2 Quality of action to promote improvement: How effective are the leaders and managers at all levels, in supporting young people, improving the quality of provision and raising the standards of achievement?

- collate, interpret and use effectively, an appropriate range of relevant and reliable data;
- provide effective curricular leadership and management to ensure good quality provision to meet the needs of the staff, young people and other stakeholders;
- use appropriate self-evaluation and action-planning processes to review provision and effect improvement; and

- demonstrate the capacity to sustain continuous improvement including effective strategies to raise standards and improve the quality of the provision.

3.3 Quality of staffing: How effective are the leaders and management in recruiting, deploying, supporting and developing staff, at all levels to meet the needs of the organisation in support of young people?

- ensure staff is appropriately qualified and experienced and have the necessary expertise to provide the curriculum required and exercise leadership and management responsibilities;
- deploy staff appropriately to manage and provide effectively the youth work curriculum to meet the needs of all the young people;
- have appropriate systems in place to provide staff with opportunities to undertake continuous professional development;
- use performance reviews effectively to identify and meet individual staff development needs, including those associated with new or emerging roles; and
- provide a range of opportunities for staff to develop their leadership and management skills and capabilities in order to build capacity within the organisation to meet present and future needs.

3.4 Quality of physical resources: How effective are the leaders and managers in making effective and efficient use of all accommodation and available resources?

- make effective use of the available accommodation and physical resources;
- ensure that there is an appropriate and sufficient range of good-quality learning resources, materials and accommodation which are managed effectively to meet the needs of all the young people;
- ensure that all of the young people have appropriate access to the learning resources and the accommodation ensuring specialist resources;
- have policies, strategies and plans to provide update and make best use of information, learning technology and related equipment and software; and
- have in place appropriate policies and procedures to ensure that all accommodation and equipment are maintained and updated, and comply with relevant legislation, including health and safety legislation.

3.5 Value for money: How effective is the organisation in providing value for money in meeting the needs of the young people whom it serves?

- make effective and efficient use of resources, both locally and regionally, to support the provision of a varied, stimulating and challenging curriculum;
- manage the financial resources effectively to ensure that the provision is both high quality and cost-effective and avoids any unnecessary duplication; and
- monitor and review the provision regularly to ensure that it benefits the young people and the community.