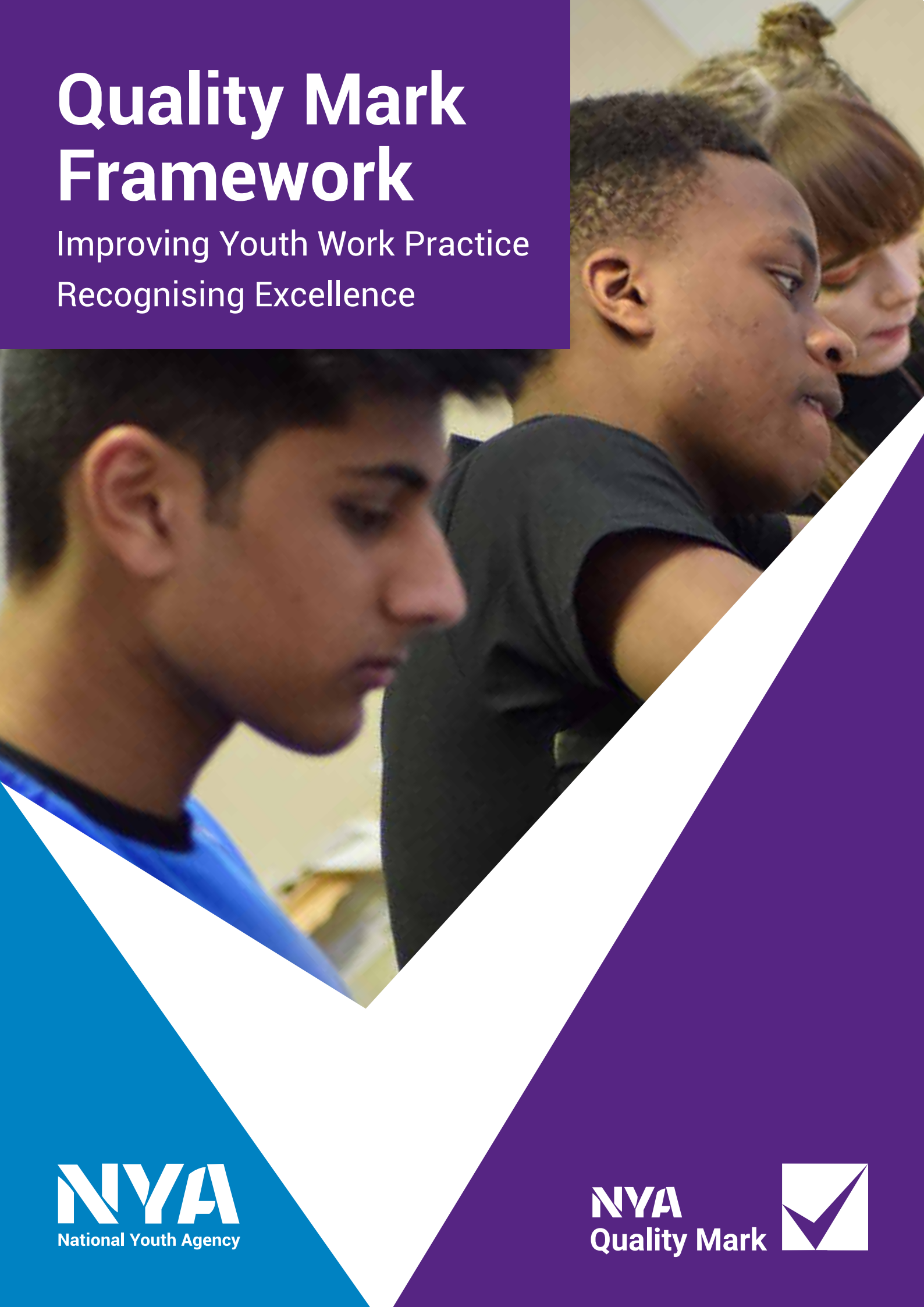


# Quality Mark Framework

Improving Youth Work Practice  
Recognising Excellence



# About Quality Mark

Welcome to the third edition of the National Youth Agency (NYA) Quality Mark. Originally developed in March 2006 as a tool to support local organisations in assessing the quality and impact of their work with young people, the Quality Mark has been revised to reflect the most recent changes in services for young people and youth work across the country. Over the last twelve years there have been significant changes in the youth work landscape in England with far fewer local authority youth services now offering open access youth work. There is an increased emphasis working in targeted settings. There is also an expectation that volunteers will carry out many of the roles previously undertaken by youth workers, with less access to training and support from local authority colleagues. Within this changed landscape the Quality Mark is intended as a reference point for good youth work practice. It is relevant to voluntary organisations, local authorities and other settings where youth work takes place.

In the new version of the NYA Quality Mark we have taken the National Occupational Standards for youth work as the starting point to develop the standards and indicators within this quality framework. In a recent inquiry into youth work, these standards were backed by the sector, and there is a wealth of other evidence which demonstrates a clear link between the quality of work offered to young people and the outcomes they achieve; the NYA Quality Mark focuses on this. We recognise that strong relationships are the foundation for all good youth work practice and the standards provide an opportunity to celebrate the many skilled and effective youth workers who practice educational and developmental youth work to enable young people to identify their strengths, and to use those to learn, grow and become active members of their communities.

The NYA Quality Mark is now based on three key areas: young people's personal and social development and learning, the quality of youth work practice, and the quality of leadership and management within the organisation. The standards provide descriptions of the key characteristics that underpin the best practice youth work in these areas.

The standards and indicators are designed primarily as a free self-assessment tool to be used by youth work organisations to assess and reflect on the quality and impact of the work they undertake. The NYA Quality Mark can also be used to gain external validation and recognition through the NYA Quality Mark Award process. There are three levels for organisations to consider their practice against, providing different access points and a clear progression framework to meet the needs of all organisations no matter their size and shape. These three levels are Foundation, Advanced and Outstanding; the award process is detailed later in this document.

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### With special thanks

Tony Gallagher  
Louise Atkins  
Harriet Gore  
Bethia McNeil  
Salford City Council  
Sheffield Futures  
Leicester City Council



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## Why Quality Mark?

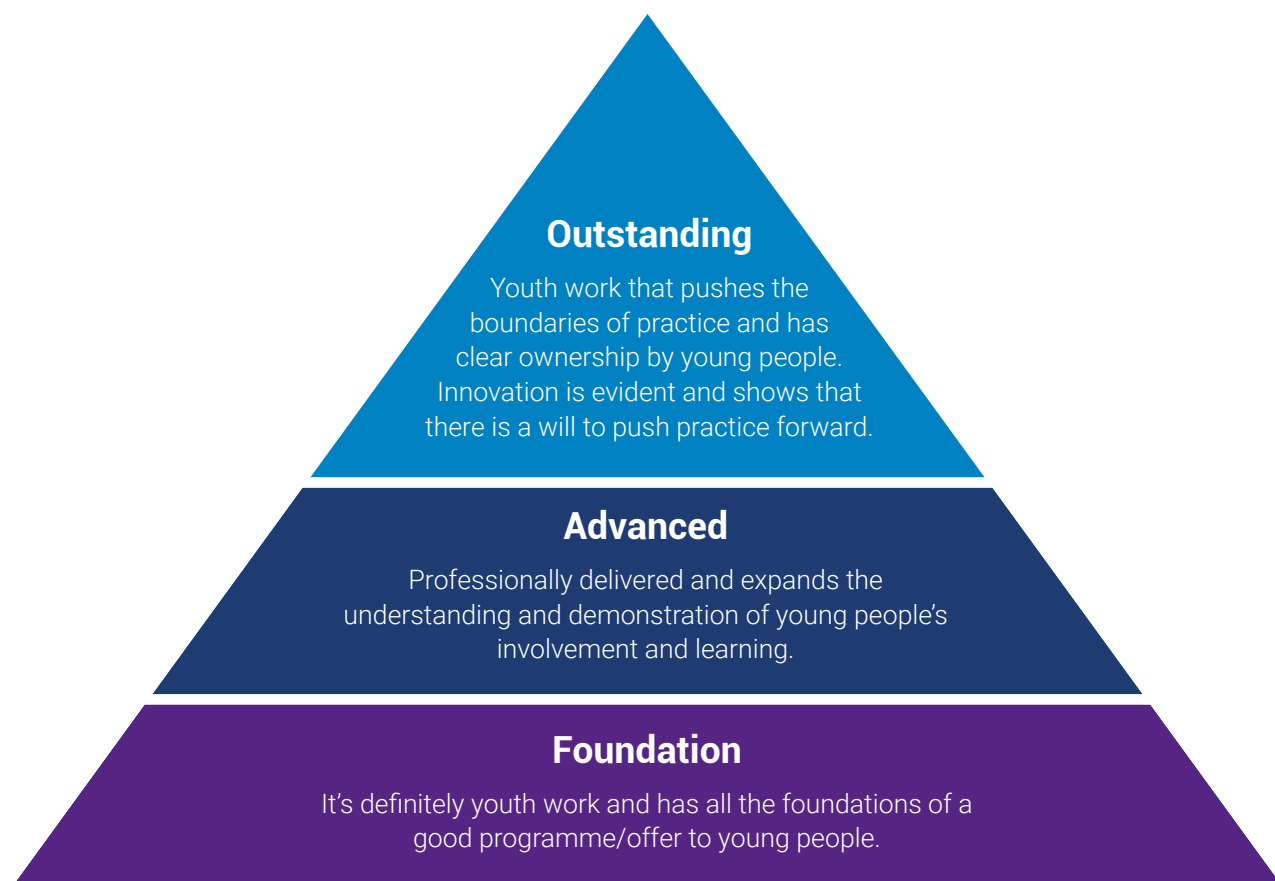
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We believe in the power of youth work and the difference it can make to young people's lives. The NYA Quality Mark enables organisations, however large or small, to reflect upon and review the services that they offer young people, enabling them to explore ways to develop and offer youth work to the best possible standard. The standards are practice driven and support organisations to consider: are young people benefiting from the youth work? Is the youth work practice good? How are youth workers engaged, motivated, valued and supported to enable them to deliver their very best practice with young people?

As a reflective tool, it enables organisations to develop a culture of learning and growth. It creates a dialogue for professional practice and empowers organisations to improve services and learn from others. This is not a one-off checklist but an ongoing process to embed. It gives organisations the opportunity to reflect and evaluate what they are doing well, and highlight areas where they need to develop to achieve a higher standard of practice and to improve outcomes for young people. It is a development path for those seeking excellence; bringing about positive change.

### Levels of practice

The three levels within the NYA Quality Mark are designed to provide a progression ladder to inspire growth and are applicable to a small one night a week project through to a large multi-site youth work organisation. The levels are defined as follows:



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## Benefits of Quality Mark

Quality Mark supports the following theory of change – a simple but powerful correlation that if we know the needs of young people, respond to those by delivering quality youth work delivered by trained people then the outcomes for young people will be strong.



Applying the NYA Quality Mark process will support your organisation in a number of ways:

The three level approach means you can find the right access point for your organisation.

Provides a clear template to bring together your leaders, staff, volunteers and young people to holistically review practice.

Our holistic approach fosters buy in and helps you build team ownership and supports the recognition of the value of this process. This is not a hoop to be jumped through to gain an award.

- It is a motivational tool – it can improve your teams' cohesiveness, bringing people together with a shared vision to improve practice, creating the conditions that underpin best practice.
- Supports a reflection on workforce development and can help identify CPD needs.
- Provides a logical approach to identifying action points to guide your development activities.
- Drive the pace of development and change and leads innovation.
- Fosters the development of your practice and ultimately leads to better experiences and outcomes for young people.
- Demonstrated practice through the Quality Mark can be evidence to support your funding applications/bids and with those commissioning services.
- Reaffirms you and your team are committed to achieving high quality practice for young people.
- Demonstrates a commitment to fostering an ongoing culture of learning.







## Why NYA?

As the national body for youth work, we know what great practice looks like and the conditions required to bring this about. We can support you at every step of the way with a team of youth work experts – we can tailor support to your needs. If your organisation would like to go for the nationally recognised award, then we have experienced assessors trained to Ofsted standards who will ensure a robust assessment that leads to recognition of good practice and provides a supportive narrative to identify where you can improve. It is a positive and productive process.





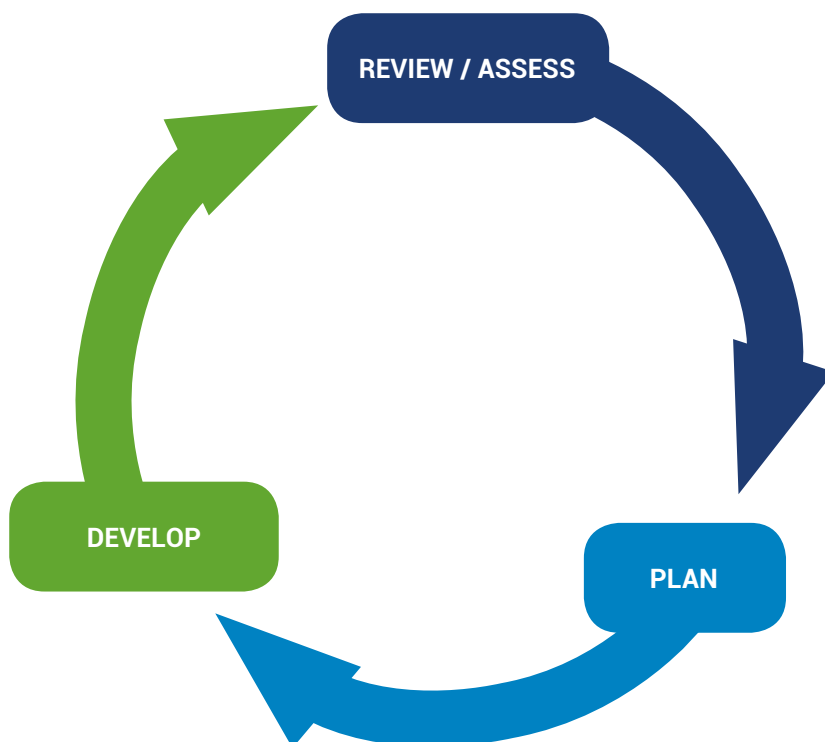


## Getting Started with the NYA Quality Mark

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### Cycle for continuous improvement

Set out below are the recommended steps on the NYA Quality Mark journey. The process is designed to support a three step model that fosters a continuous cycle of learning and improvement:



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## Steps on the NYA Quality Mark journey

### Step 1: Visit the website

You can start your journey online at [www.nya.org.uk/](http://www.nya.org.uk/)

### Step 2: Resources

Once there, you will be able to access the following resources:

- Quality Mark Framework
- Quality Mark Self-Assessment Process template
- Quality Mark Evidence and Action Plan template

Ensure you download and read through the documents carefully. NYA can offer support tailored to need at any stage of your journey.

### Step 3: Driving Force

The best way to get started with the NYA Quality Mark is to ensure strategic level support is in place. For a successful self-assessment, it is important to have a team which includes senior leaders, youth workers, partners and young people. This team will act as the 'driving force' behind the framework and will take responsibility for gathering evidence. You will need to identify an individual who will take overall responsibility throughout this process.

There are three standards, each containing four indicators which all have descriptions of what is recognised at Foundation, Advanced and Outstanding levels. These levels are designed to facilitate access for all organisations and provide a development path for those that are wanting to achieve a higher standard. Each standard builds on the previous and assumes that, for example, if practice is at Outstanding then all indicators for Foundation and Advanced are in place.

### Step 4: Self-Assessment

When starting your self-assessment, it is useful to read all the information relating to the standards, indicators and levels. This will enable you to understand the framework as a whole, and accurately assess your organisation. It is likely that you will be at different levels across the standards when you do the initial self-assessment. Based on your findings and aspirations you will then be able to shape your next steps dependent upon which level you would like to focus on for either the action plan and/or application for the award.

Whether you carry out this self-assessment individually, through smaller working groups, or as a whole organisation, the process is the same. The questions overleaf will help you to reflect on how well your organisation operates within the standards, and is the perfect place to start the self-assessment. When you have considered these questions, start to rate each indicator using the criteria set out in this section.

For self-assessment to be truly valid and helpful, it requires critical and honest reflection; encouraging open dialogue and constructive discussions. It should be informed by staff/stakeholders, policies, plans, performance data, quality assurance and young people's views of both their experience and how they have developed through engaging in youth work.





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## Here are some points to help you get started:

Review all the documentation – this can be done as a whole organisation, or the standards and indicators can be divided into smaller working groups.

When reviewing the standards initially, it is helpful to ask yourself the following:

- What is the purpose or intention behind our work?
- What are we doing to achieve this?
- Are we delivering to the best standard?
- Is our work having the intended impact? - think about accessibility, inclusivity, is it relevant/fit for purpose?
- What does success look like and how do we achieve this?
- Do we already review our work? – how consistent is this with Quality Mark?

How you initiate and structure the self-assessment in your organisation will differ depending on the shape and size of the organisation. As the lead individual carrying out the self-assessment, or coordinating input, it is important to explain the purpose and process and also discuss how you will capture and share information in order to ensure you are being consistent and build a shared view.

## Step 5: NYA Quality Mark Self-Assessment Process Template

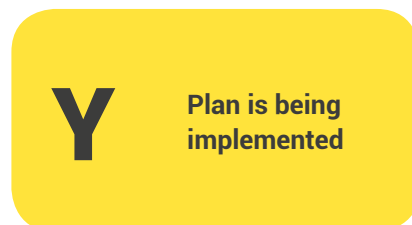
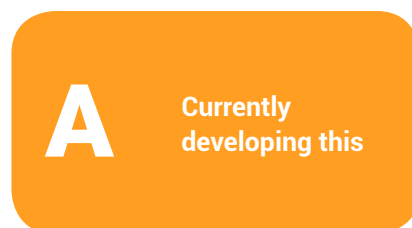
The Self-Assessment Process template encourages you to work through each indicator and level, and rate your organisational activity using the approach detailed above. This provides a clear colour coded overview to help identify which level you would like to work on in more detail and support the development of action plans. It is likely to highlight you have different ratings across the different levels, for example, you may be light green in Foundation and Advanced but be amber in Outstanding.

### Key steps are:

1. Complete Self-Assessment Process Template
2. Share and discuss with other colleagues
3. Review your ratings
4. Consider the NYA Quality Mark Evidence and Action Plan template to plan development (see following section).

After this stage you may decide to go for the national award or alternatively use the process overleaf to move through the evidence and action plan phase to assist with internal development. Please note that even if you are not going for the award you can contact us to find out about support packages that could assist with the process, support how you develop aspects of practice or professional development.

We recommend the following rating system to help you gauge practice, as we use these in our assessments:



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# Going for the NYA Quality Mark Award

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Following the self-assessment, it may be beneficial for your organisation to go for the NYA Quality Mark Award; and this section sets out the steps to doing this. Remember that we are here to offer information and help to guide you through the process.

## Development phase

Completing the self-assessment process will give you a view on where your current practice is. It is then your decision as to whether you set a development plan to move to a higher level ahead of requesting an award assessment, or apply at the level you are currently demonstrating.

Following self-assessment, and **before** you are ready to initiate the assessment process, your organisation will move through the following:

1. **NYA Quality Mark Evidence & Action Plan** – after you have completed the self-assessment we advise you to complete the NYA Quality Mark Evidence and Action Plan template. This will enable you to map and plan your Quality Mark journey. This will support you in evidencing the work you are doing and help identify areas for development. When completing the template, consider:
  - a. Where you are currently
  - b. Where you want to be
  - c. How you will get there
2. **Quality Folder** – whilst completing the above document it would be useful to start collating a folder of evidence that will underpin your NYA Quality Mark Assessment. We understand not all evidence can be stored in a folder, for confidentiality or security reasons. Where this is the case we suggest having links or making comments of where you can easily access this information. When NYA visit there will be information we need to assess that can't be evidenced and stored in a folder, however, it's good practice to collate as much as possible in one place. The Evidence Checklist page will help you to identify what is important to demonstrate and key documents that will help do this. This should be as streamlined as possible.

NYA can offer packages of support to provide advice and guidance and/or training to support your team. This can be a 'critical friend' process that brings expert support and helps guide on what next steps you can take to get to the level desired ahead of formal assessment.





## Submission and assessment

You will need to provide a written submission structured against the indicators to allow the assessor to conduct a desktop review ahead of an on-site visit, this can be supplied electronically. This helps identify good practice and areas that need more exploration. An Award Assessment Narrative template is provided to assist you with this. In addition, the Evidence Checklist (overleaf) will provide the starting point for building appropriate documentation that supports the narrative in demonstrating your practice, although you may have started this collation during the action planning stage.

There will then be an on-site visit which will allow for assessor discussions with leadership, staff, stakeholders and young people, appropriate to the level of award being assessed. This will include observation of sessions with young people that should bring to life and demonstrate best practice in line with the evidence submitted.

The on-site assessment also gives the assessor an opportunity to explore wider examples of documentation to build on the evidence submitted, i.e. curriculum plans, evaluations, policies and procedures. The assessor will make you aware of any additional information that they would feel is helpful for them to see ahead of the day so that this can be made accessible.



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## Evidence Checklist

To help you start your journey, please see below a list of core evidence sources that would be expected as the basis of an assessment portfolio. As the levels of award increase there is an expectation that the evidence will reflect the increased depth and scope appropriate to the size and shape of service. Some of the evidence listed will cross over the three standards.

The assessment process does not seek to create a large folder of evidence but promotes a focused approach to providing core documentation that allows the assessor(s) to see the narrative brought to life and demonstrates good practice. The list is a guide and you may have other documents that you feel add value to your submission and should be included.

As a general guide, evidence should come from across the full range of activity that NYA Quality Mark is assessing and needs to be:

### Reliable

Strong and robust; the evidence is dependable and it comes from a trusted source; cross checking provides the same or similar results.

### Valid

It needs to be directly relevant to the indicators and within a timescale that is appropriate (between 6-24 months).

### Sufficient

It must be enough to provide a sound basis for judgement.

- Overarching **strategy/vision** for youth work provision and evidence of how staff and young people's engagement informs and shapes this.
- **Needs assessment** documentation - demonstrates the process and findings and the translation of this to youth work activity/curriculum to address those needs.
- Examples of how the needs assessment and implementation of plans **have improved the participation** and outcomes for priority groups.
- Evidence of the approach to ensuring appropriate levels of **youth participation** across the provision/service (see Hear by Right Self-Assessment framework).
- Evidence of **planning activity** to inform activity/curriculum with staff and young people.
- Examples of how **equality and diversity** are addressed with young people.
- **Youth work activity/curriculum plan** and examples of **session plans** that show clear outcomes, a range of different approaches, flexibility for inclusiveness and processes for young people's reflection and evaluation.
- Examples of documents that capture **ongoing quality assurance** - the process of monitoring, review and evaluation and how this is used to assess effectiveness and inform change.
- Examples of how young people's **progression and achievement** is captured.





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- CVs of lead staff (including CPD) and evidence of **staff support and supervision**, including space for reflective practice and observation of practice.
  - Evidence of ongoing staff opportunities to build awareness and knowledge of key issues for young people or take part in formal professional **development activity**.
  - Evidence of **staff understanding** of strategy, key policies and delivery plans through team meetings, supervisions, appraisals.
  - Key policies that demonstrate **health and safety, risk assessment and safeguarding** appropriate to the nature of provision.

## Setting timeframes

We advise that you get in touch and let us know as soon as possible when you are aiming to be ready for assessment. We will then work with you to set dates for the submission of written evidence and on-site day(s). We recommend this is done at least three months in advance to allow us to be able to secure an assessor, and for you to structure meeting times throughout the on-site day(s) to ensure the attendance of key people and the opportunity for the observation of practice. Every organisation is unique in size and scale and the final timeframes for the assessment process will reflect this.

## Outcomes

After the on-site visit is completed the assessor will inform you verbally of the outcome within 24 hours. It will be one of the following:

- NYA Quality Mark Awarded at level expected
- NYA Quality Mark Awarded at higher/lower level than expected

Where Quality Mark is awarded, the assessor will provide a full NYA Quality Mark report that will highlight best practice and areas that could still be strengthened. You will receive the report and a certificate within four weeks of the visit.

If you apply for Advanced or Outstanding and do not reach this, then the lower level would be awarded if the standards are met. Likewise, if practice is deemed stronger than the level applied for this will be awarded at a higher level.

If you apply for Foundation and this is not achieved, then we will provide robust feedback to support your next steps of development.

Please note you must operate at a minimum of light green level across all indicators in order to achieve the NYA Quality Mark Award within Foundation, Advanced and Outstanding.





## How long does the NYA Quality Mark journey take?

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As previously mentioned, timescales for your journey will be unique to you, depending on how long is required for self-assessment, for development and the size and shape of the organisation. We will work with you to set appropriate dates. The following points are a checklist and with some indication of the timeframe for each step of the NYA Quality Mark, but can be flexed to organisational requirements:

### **Starting the Self-assessment**

This can happen at any point throughout the year. The length of the self-assessment depends on the size of your organisation, how much time you are able to commit to it, and the number of different services you offer.



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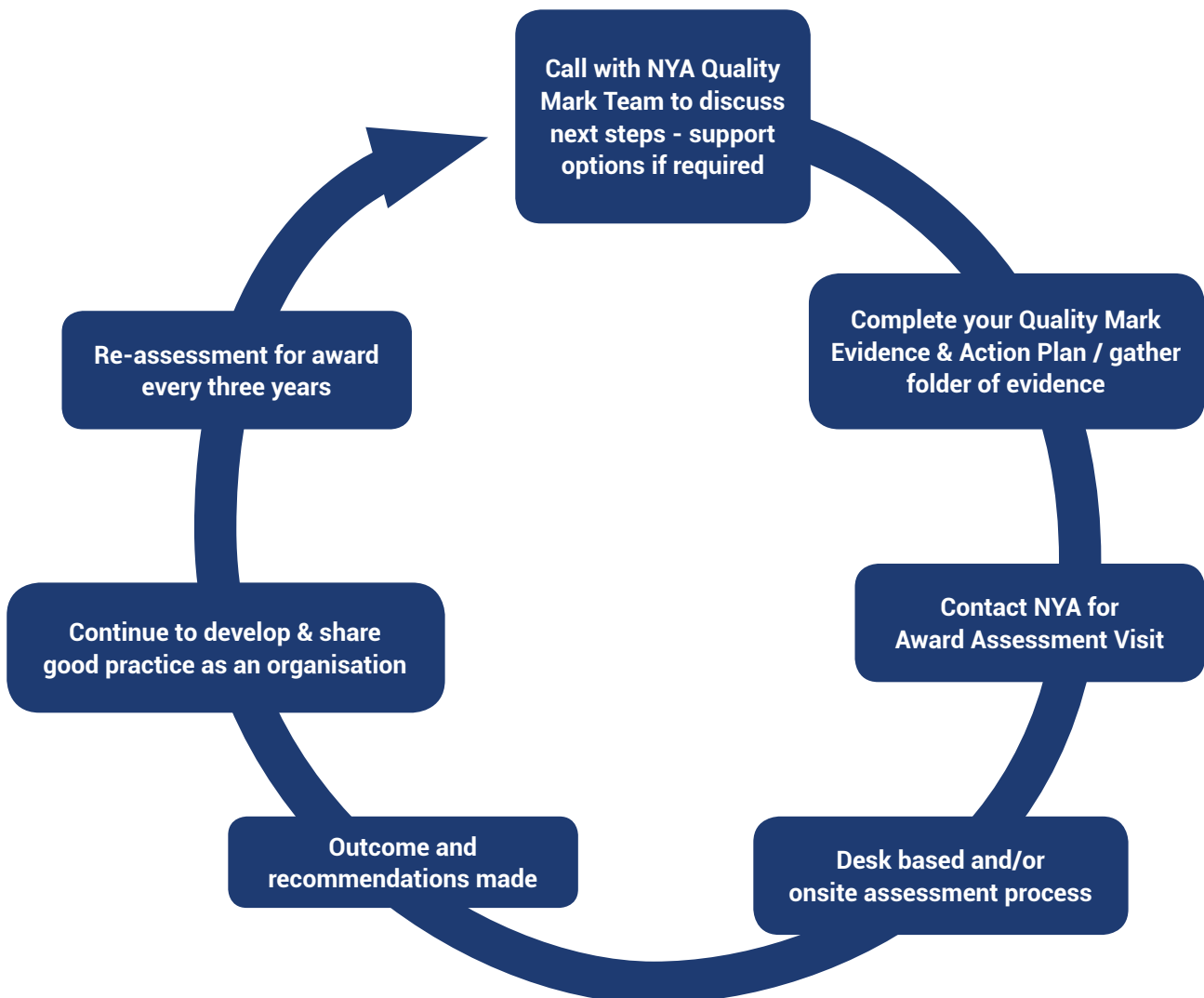
## Completing the Evidence and Action Plan template

How much time and resource this takes will depend on the size of your organisation and the extent of development activity. Further guidance on the approach is within the Evidence and Action Plan template.

## Contact us to arrange an assessment date

This will need to be scheduled in, at a convenient time for both parties. Ideally this should be three months ahead of assessment.

- We can offer a costed pre-assessment review of draft documentation or consultation at this stage and make recommendations to strengthen development/evidence and reassure on the level of award being aimed for.
- The assessment approach will be designed specifically for your organisation, again based on the size and shape of the organisation and level of award. As a guide this will take between one to five days to include desktop review and onsite visits as appropriate.



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## Costs

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The following NYA Quality Mark documents are free of charge. We fundamentally believe these should be accessible to support your organisational development and help ensure you are delivering the best service for young people.

- Quality Mark Framework – Improving Youth Work Practice, Recognising Excellence
- Quality Mark Self-assessment Process Template
- Evidence and Action Plan Template

### NYA Quality Mark Support

If your organisation would benefit from support with the self-assessment, with your development and assessment journey or you would like to receive some training for your team, we can assist with this. We can discuss requirements and shape a bespoke support offer to meet your needs.

To support developing best practice in young people's participation please see The National Youth Agency's Hear by Right quality framework. This works closely with Quality Mark, proving an organisational development tool to review, plan and develop participation.

[www.nya.org.uk/hear-by-right](http://www.nya.org.uk/hear-by-right).

The NYA Youth Work Academy also offers a range of professional development opportunities that may assist in your journey. To find out more please visit [www.nya.org.uk/academy](http://www.nya.org.uk/academy).

### The NYA Quality Mark National Award Costs

We recognise that youth work is happening in a range of differing organisations, from local authorities through to small centres in the heart of communities. How we assess will very much depend on our understanding of your context and scale. With this in mind we have a broad guide that assessment for the national award **can cost between £1,500 to £6,000** covering all models that combine desk based assessment through to a number of days on-site to speak with teams, stakeholders and view activity and discussions with young people.

When you contact us, we will arrange a 15 minute scoping call to gather basic information that will inform the set cost for your individual organisation. We work to ensure that this is a fair reflection of providing a robust approach and a detailed report that is hugely valuable to supporting the onward development journey, as well as being a badge of quality to be proud of.





# NYA Quality Mark Standards and Indicators

The NYA Quality Mark is made up of three standards for your organisation to use to self-assess the quality and impact of your work with young people, which reflect the National Occupational Standards for youth work.

The three standards are broken down into individual indicators which allow your organisation to identify areas you currently do well and areas for development. In order to achieve NYA Quality Mark Advanced Level, you must be able to demonstrate a high standard of Foundation and Advanced Indicators and to achieve the Outstanding Level, you must be able to demonstrate a high standard of Foundation, Advanced and Outstanding indicators.

Standards	Indicators
<b>1. Young People's Personal Social Development and Learning</b>	1.1. Young people engage in programmes and activities
	1.2. Young people participate in programmes that support their personal and social development
	1.3. Young people are actively involved in planning youth work activities and decision making
	1.4 Young people understand and appreciate diversity
<b>2. Quality of Youth Work Practice</b>	2.1. Youth workers initiate, build and maintain purposeful relationships with young people and establish boundaries
	2.2. Youth workers know the needs of young people and plan appropriate work with them
	2.3. Youth workers deliver effective programmes and sessions with young people
	2.4. Workers reflect on, evaluate and improve the effectiveness of their work with young people
<b>3. Leadership &amp; Management</b>	3.1. The organisation has a clear and compelling vision, strategy and plan for its work with young people
	3.2. The organisation has effective processes for quality assurance and performance management which involve young people
	3.3. The organisation knows the effectiveness of its work and the impact on young people
	3.4. The organisation enables staff to be effective through continuing professional development.



## Young People's Personal and Social Development and Learning

This standard focuses on the three key ways that young people develop as a result of youth work involvement. The focus is on how learning and personal and social development take place and the active involvement of young people. To assess the standards, it is essential to know what young people value about the youth work they participate in and what lasting impact their involvement has on them.

	Foundation	Advanced	Outstanding
<b>1.1.</b> Young people engage in programmes and activities	Young people are provided with regular opportunities to take part in activities.	Young people learn many new skills; take pride in their work and attempt new and challenging activities.	Young people are very engaged with the programme, peer to peer relationships have developed and are strong; young people take responsibility, and apply and demonstrate social skills. Their experiences in youth work have helped equip them to cope in a broader range of contexts.
<b>1.2</b> Young people participate in programmes that support their personal and social development	Young people enjoy and value youth work activities and participate regularly. Young people have increased self-confidence in their place and purpose within society and their communities.	Through their participation young people broaden their awareness of their own personal and social development. They are increasingly politically aware and able to express their own views about issues that affect them.	Young people recognise how their participation in youth work programmes has strengthened their skills and resolve linked to their needs and aspirations.
	Young people participate occasionally in feedback with youth workers.	Young people are confident in participating in evaluation and feedback discussion activity.	Young people routinely reflect with and learn from youth workers on their personal and social development gains.
<b>1.3</b> Young people are actively involved in planning youth work activities and decision making	Young people participate occasionally in feedback with youth workers. They are aware of the difference their active involvement has made to the organisation.	Opportunities are created and taken up which enable young people to have a say in their youth work activities. They learn through decision making and have a commitment to the project.	There are many examples of young people involved in decision making and social action and readily adopt leadership roles. Opportunity is provided to them to demonstrate the impact of their influence and celebrate it, and to enthuse others to engage.
<b>1.4</b> Young people understand and appreciate diversity	Young people are aware of diversity and understand the benefits to being inclusive.	Young people have learned from and are receptive to the views and opinions of others and recognise diversity.	Young people have learned to advocate and challenge on behalf of others.



## Quality of youth work Practice

This standard focuses on the skills, knowledge and attitudes that youth workers bring to their work with young people. Establishing good relationships with young people is the foundation from which all work takes place. This standard examines the way in which youth workers plan, deliver and evaluate their work and how well they focus on what young people will gain through informal education opportunities.

	Foundation	Advanced	Outstanding
<b>2.1</b> Youth workers initiate, build and maintain purposeful relationships with young people and establish boundaries.	Youth workers have good and trusting relationships with young people.	Youth workers have high aspirations for, and convey enthusiasm and warmth in their relationships with young people.	Youth workers use their sound relationships as a basis to support and challenge young people. As a result young people have skills of enquiry and can express and defend personal opinions.
	Youth workers establish respect and good standards of behaviour in most settings.	Youth workers are skilful at creating calm, respectful and well managed environments for youth work to take place.	Youth workers have created a culture that enables young people to learn and develop skills of enquiry and communication.
	Youth workers care and plan for young people's well-being. They apply appropriate safeguarding and health & safety checks and procedures.	Youth workers understand the value of activities and a curriculum which stretches and challenges young people's learning, and assess risk accordingly.	Youth workers are consciously supporting young people as active citizens to learn from risk.
	Youth workers have an understanding of the external risks young people face including challenges arising from radicalisation, CSE, well-being etc. They have sound safeguarding procedures.	Youth workers are aware of and work within professional boundaries and protocols, recognising when to refer to / collaborate with other agencies to best support young people.	There are advanced self-assessment and reporting procedures that articulate the organisations effectiveness in respect of young people's well-being and safeguarding.
<b>2.2</b> Youth workers know the needs of young people and plan appropriate work with them.	Youth work activities and programmes have a good focus on young people's starting points, levels of need or skills.	Youth workers use a coherent range of methods to know and understand the needs of the young people they work with.	Programmes are regularly reviewed in light of the changing needs of young people in a community and informed by stakeholders.
	Workers are able to plan programmes and session that focus on personal social development and learning.	Workers and young people plan challenging programmes collaboratively with a focus on what young people will gain and achieve.	Youth workers are familiar with and confident in formally and informally acknowledging learning and achievements.



	Foundation	Advanced	Outstanding
<b>2.3</b> Youth workers deliver effective programmes and sessions with young people.	Youth workers have a regular programme of activity and a clear youth work offer.	Youth workers understand and implement the educational and developmental principles of youth work.	Youth workers co-create programmes which are dynamic, creative and engaging with young people.
	Youth workers deliver a regular programme of activities.	Youth workers plan enjoyable and challenging experiences that focus well on what is to be learned; workers use approaches which are well matched to young people's interests and needs. Youth workers, in some form, can chart young people's progress.	The programme engages young people with a wide range of abilities and interests. Youth workers encourage young people to improve their performance and enable them to reflect on their achievements.
<b>2.4</b> Workers reflect on, evaluate and improve the effectiveness of their work with young people.	Workers have the capacity and knowledge to evaluate their own practice.	Youth workers contribute to and inform the organisation's systematic approach to gathering feedback and evaluation on the learning, development and engagement of young people.	Workers can assess young people's progress coherently. They consistently create opportunities for young people to assess their learning and the positive impact youth work has on them.





## Leadership and Management

Within this standard there is a focus on the vision and planning for the organisation and the extent to which young people are central to this. A good youth organisation has young people at the centre of everything it does and the leadership team create strong policies; plans and systems to ensure it can deliver its ambition for young people. To be at Advanced in this standard there will have to be a culture of learning, reflection and constant improvement across the organisation.

	Foundation	Advanced	Outstanding
<b>3.1</b> The organisation has a clear and compelling vision, strategy and plan for its work with young people.	Young people are consulted to inform the direction and planning of the organisation.	Young people, workers and leaders collaborate systematically and constructively to develop and communicate ambition for young people and the vision for youth work.	Processes ensure that young people are at the heart of strategic planning and development of youth work.
	Workers have a good working knowledge of young people's needs that is reflected in their youth work practice.	Needs assessment processes underpin the work and is responsive to the changing needs of young people.	The organisation has a dynamic, thorough and systematic approach to needs assessment and data recording which is understood by workers and underpins all youth work planning.
	Senior leaders have secured strategic and operational plans for the organisation.	Planning is embedded in the service and informs the workforce and identifies priorities.	Strategic and operational plans are communicated well and provide clear direction for the work. They are regularly reviewed and the workforce understands their role in delivering the plan.
	The organisation works with partners as and when required in youth work planning.	The organisation has ensured effective working links with appropriate partners and stakeholders to benefit young people.	Leaders and managers establish a distinct and recognised role for youth work in collaboration with partners and other local services. Youth work managers advocate on young people's behalf with stakeholders.



	Foundation	Advanced	Outstanding
<p><b>3.2</b> The organisation has effective processes for quality assurance and performance management which involve young people.</p>	There is an organisation-wide approach to monitoring participation and engagement and this is discussed by workers and managers regularly.	Monitoring of participation and engagement is used for planning.	The organisation has formal processes for regularly reporting on the quality of the work and results in improvements to quality and impact of provision. The organisation has effective systems of data management which are used to assess performance and impact.
	There are routine observations of practice conducted.	Observation of practice is routine, includes the views of young people and feedback to workers results in tangible improvement in practice.	Opportunities are routinely created for young people's involvement in observation and assessment of the quality of youth work.
	Management and practice supervision processes are in place for individual workers and are routine.	Management processes and staff supervision create a culture of reflective practice and on-going improvement.	Supervision and appraisal processes seek the views of stakeholders and young people.
<p><b>3.3</b> The organisation knows the effectiveness of its work and the impact on young people.</p>	Youth workers' and managers' practice is sufficiently informed by a range of evaluation processes.	Managers have credible and well-tested arrangements for evaluating the organisation.	Managers have a sharp focus on improvement; they change ineffective youth work provision and communicate why this happens.
<p><b>3.4</b> The organisation enables staff to be effective through continuing professional development.</p>	Workers are able to participate in basic/essential professional development activities to improve their work.	Workers are able to access training and continuing professional development which supports their practice.	Managers and workers convincingly evidence the relationship between quality of practice and the impact of their work.



For more information

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