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# The Quality Mark for Youth Work in Wales: Bronze Level

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# The Quality Mark for Youth Work in Wales: Bronze Level

## **Audience**

Organisations providing youth work provision within Wales.

## **Overview**

This document contains the quality standards, indicators and grade descriptors for the Quality Mark Bronze Level and provides a template for organisations to use for completing a self-assessment.

## **Action required**

Organisations can use these quality standards as a tool for improving the quality and impact of their youth work provision or to guide the process of developing a self-assessment and associated evidence in order to apply for the Quality Mark for Youth Work in Wales.

## **Further information**

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## **Additional copies**

This document can be accessed from the Welsh Government's website at

[www.gov.wales/topics/educationandskills/skillsandtraining/youth-work/quality-mark/?lang=en](http://www.gov.wales/topics/educationandskills/skillsandtraining/youth-work/quality-mark/?lang=en)

## **Related documents**

*The Quality Mark for Youth Work in Wales: Introduction and guidance* (2015)

*The Quality Mark for Youth Work in Wales: Silver Level* (2015)

*The Quality Mark for Youth Work in Wales: Gold Level* (2015)

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## Bronze Level quality standards

The Bronze Level focuses on the building blocks for high quality youth work. The Bronze Level Quality Standards are:

<b>1.1 Performance management</b>	The management of performance within an overall vision for youth work and the organisation's contribution to national and local policies and priorities for young people.
<b>1.2 Quality of youth work practice</b>	The quality of face to face work including building relationships with young people and involving them in planning and evaluating challenging activities that capture their enthusiasm and promote their social and personal development.
<b>1.3 Young people's learning and development</b>	The organisation's effectiveness in enabling young people to extend their knowledge, skills and understanding, facilitating their personal and social development and supporting them to transfer the learning gained from youth work experiences to other aspects of their lives.
<b>1.4 Legal requirements</b>	The implementation of policies and guidelines that ensure the organisation meets legal requirements, in particular for providing a safe and healthy working environment for young people and youth workers.

Organisations can use these quality standards as a tool for improving the quality and impact of their youth work provision or to guide the process of developing a self-assessment and associated evidence in order to apply for The Quality Mark for Youth Work in Wales.

## Performance management

“Youth work organisations and all engaged in youth work are expected to assess outcomes and impact and to have systems for the planning, monitoring and evaluation of all aspects of their work with young people.” Youth Work In Wales: Principles and Purposes 2013.<sup>1</sup>

The *performance management* standard focuses on the quality of the organisation’s systems for planning, monitoring and evaluating impact. There is an expectation that the organisation has;

- a vision for its work with young people; and
- a strategy and plan(s), which together describe how the vision for the organisations work with young people will be achieved.

The evidence to support the *performance management* standard should demonstrate:

- how young people, the workforce and relevant partners have been involved in development of vision, strategy and plan(s) for the organisation;
- how well the workforce and relevant partners understand their role within the organisation’s vision, strategy and plan(s);
- how the organisation’s strategy and plan(s) were developed, how they are monitored and evaluated and how performance is managed;
- how the organisation’s plan(s) is/are linked with and contribute to local priorities, strategies and plans for work with young people.
- how the organisation’s plan(s) is/are linked with and contributes to the delivery of national plans and strategies. Such as:
  - The National Youth Work Strategy for Wales (2014-2018)  
<http://gov.wales/topics/educationandskills/skillsandtraining/youth-work/national-youth-work-strategy-for-wales/?lang=en>;
  - The Youth Engagement and Progression Framework (2013)  
<http://gov.wales/topics/educationandskills/skillsandtraining/youthengagement/?lang=en>;
  - Youth Work in Wales: Principles and Purposes (2013) <http://www.wlga.gov.uk/publications-lifelong-learning-leisure-and-information/youth-work-in-wales-principles-and-purposes-january-2013/>;

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<sup>1</sup> Youth Work in Wales: Principles and Purposes (2013): <http://www.wlga.gov.uk/publications-lifelong-learning-leisure-and-information/youth-work-in-wales-principles-and-purposes-january-2013/>

- National Children’s and Young People’s Participation Standards for Wales (2007) <http://www.participationworkerswales.org.uk/wp-content/uploads/2014/07/National-Participation-Standards.pdf>; and
- A living language: a language for living - Welsh language strategy 2012 to 2017 <http://gov.wales/topics/welshlanguage/policy/living/?lang=en>;

<b>Bronze Level: Performance Management Indicators</b>	<b>Grade descriptors</b>		
	<b>Good Practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>The organisation has a clearly stated vision and strategy for its work with young people.</p> <p>There is a plan which demonstrates how the organisation measures the impact and effectiveness of its work with young people.</p>	<p>Stakeholders, including young people, the workforce and relevant partners understand and have contributed to the organisation’s vision, strategy, plan(s), performance indicators and priorities.</p> <p>The workforce understand their roles and responsibilities in delivering the organisation’s current plan(s).</p>	<p>There are plans/methods in place to ensure that young people, the workforce and relevant partners understand and contribute to the development of the vision strategies, plans, performance indicators and priorities.</p> <p>There is inconsistent understanding amongst the workforce of their roles and responsibilities in delivering the organisation’s current plan(s).</p>	<p>The organisation does not yet routinely consult stakeholders such as young people, the workforce and relevant partners about its strategy, plan(s) performance indicators and priorities.</p> <p>There is limited or no understanding amongst the workforce of their roles and responsibilities in delivering the organisation’s current plan(s).</p>
<p>The organisation regularly uses a systematic approach for monitoring, reviewing and revising their organisational plan(s) and performance indicators</p>	<p>There is a regular systematic process for monitoring, reviewing and revising the organisation’s plan(s).</p>	<p>Monitoring and review processes are being revised to ensure a more regular systematic approach.</p>	<p>Monitoring, review, performance management and quality assurance processes are in development.</p>

Bronze Level: Performance Management Indicators	Grade descriptors		
	Good Practice	Some development needed	Considerable development needed
The organisation links its work with key local and national policies, strategies and priorities for young people.	<p>The organisation is responding and contributing to key local and national policies, strategies and priorities for young people.</p> <p>This is demonstrated through links to the local and national arrangements for the delivery of services to young people.</p>	<p>Work is underway to ensure the organisation responds and contributes to key local and national policies, strategies and priorities for young people.</p> <p>There are some links between the organisation's delivery of services to young people and key local and national policies, strategies and priorities for young people.</p>	<p>The organisation has yet to identify how it will respond and contribute to key local and national policies, strategies and priorities for young people.</p> <p>There are limited or no links between the organisation's delivery of services to young people and key local and national policies, strategies and priorities for young people.</p>

**Guidance:**

It is recognised that the scale and scope of organisational planning will differ depending on the size of the organisation and its range of services.

**Examples of evidence:**

- Vision and strategy for work with young people.
- Business/delivery/operational plan(s).
- Examples of consultation with young people, the workforce, partners and other stakeholders in developing the organisation's vision, strategy and plan(s).
- Evidence of workforce understanding of delivery/business plan(s) through; for example conferences, training, team meetings, supervision and appraisal.

- Evidence of performance and quality monitoring (reports, meetings, quality assurance visits to provision).
- Examples of target setting and performance monitoring against local and national indicators at an appropriate level (authority-wide, local area, organisation, unit or project level).
- Examples of how the organisation measures the impact of its work on improving young people's outcomes.
- Evidence of how the plan is linked with and contributes to the delivery of National plans and strategies. Such as:
  - The National Youth Work Strategy for Wales (2014-2018) <http://gov.wales/topics/educationandskills/skillsandtraining/youth-work/national-youth-work-strategy-for-wales/?lang=en>;
  - The Youth Engagement and Progression Framework (2013) <http://gov.wales/topics/educationandskills/skillsandtraining/youthengagement/?lang=en>;
  - The statutory guidance for Local Authorities to provide and promote children and young people's participation' under Section 12 of the Children and Families (Wales) Measure 2010 <http://gov.wales/topics/improvingservices/publications/sharedpurpdel/?skip=1&lang=en>;
  - A living language: a language for living - Welsh language strategy 2012 to 2017 <http://gov.wales/topics/welshlanguage/policy/living/?lang=en>;
  - Other national programmes, strategies and initiatives such as the Welsh Government Programme for Government, Building resilient communities: Taking forward the tackling poverty action plan <http://gov.wales/topics/people-and-communities/tackling-poverty/taking-forward-tackling-poverty-action-plan/?lang=en>;
  - The Social Services and Well Being (Wales) Act 2014 <http://gov.wales/topics/health/socialcare/act/?lang=en>;
  - Extending Entitlement: support for 11 to 25 year olds in Wales – Direction and Guidance (2002) <https://www.npted.org/section/youth-service/Downloads/Extending%20Entitlement%20directions%20and%20guidance.pdf>.
- Links to local priorities, strategies and plan(s) for work with young people, such as the local Community Strategy, the priorities in the Youth Engagement and Progression Framework implementation plan, the local area's Single Integrated Plan, and Families First Action Plan.
- Links and service level agreements with partner organisations.
- Links with local networks such as practitioners' forums, inter-agency groups and local communities.

## Quality of youth work practice

The National Youth Work Strategy states that;

*“Youth work organisations should ensure that young people are offered quality youth work interventions that are fit for purpose for the groups of young people they are working with”.*<sup>2</sup>

This standard focuses on the skills of youth workers and the quality of youth work practice in face to face settings. There is an expectation that young people are involved in informal and non-formal learning opportunities that are educative, empowering, participative, inclusive and expressive, which extend their knowledge, skills and understanding.

The evidence for the *quality of youth work practice* standard should demonstrate:

- how well the organisation’s workforce understands the needs of the local area and the young people with whom they work;
- how well youth workers involve young people in planning and evaluating programmes and activities, that engage young people’s enthusiasm and meets their needs;
- how well the staff team work with young people to facilitate their personal, social and educational development; and
- relationships built with young people are primarily based on voluntary engagement and mutual trust.

Bronze Level: Quality of youth work practice Indicators	Grade descriptors		
	Good Practice	Some development needed	Considerable development needed
The organisation’s workforce understands the needs of local areas and the needs of the young people with whom they work.	The workforce understands how their role relates to the needs of the local area and the needs of the young people with whom they work.	The workforce knows the needs of the local area and the young people with whom they work but there is little evidence to demonstrate needs assessment using information and data.	The workforce has low levels of awareness on the needs of the local area and the needs of young people that attend the youth work provision.

<sup>2</sup> The National Youth Work Strategy for Wales 2014-2018: <http://gov.wales/topics/educationandskills/skillsandtraining/youth-work/national-youth-work-strategy-for-wales/?lang=en>.

<b>Bronze Level: Quality of youth work practice Indicators</b>	<b>Grade descriptors</b>		
	<b>Good Practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
	<p>The needs of the local area have been systematically assessed and addressed in face to face work with young people.</p> <p>Youth work activities and learning opportunities address and meet young people's needs.</p> <p>Young people are supported to access specialist services and sources of support.</p>	<p>There are plans to improve the link between the needs of the local area and youth work programmes and activities.</p> <p>Young people are signposted to specialist services and sources of support.</p>	<p>The programmes and activities are not well linked to young people's needs.</p>
<p>The organisation's workforce engages young people in planning and evaluating activities.</p> <p>The organisation's workforce engages young people in informal and non-formal learning opportunities that are educative, empowering, participative, inclusive and expressive, which extend their knowledge, skills and understanding.</p>	<p>Young people are routinely involved in the organisation's planning and evaluation.</p> <p>The workforce routinely involves young people in planning challenging programmes that engages young people's enthusiasm and results in their learning and achievement.</p>	<p>There are examples of young people's involvement in the organisation's planning and evaluation.</p> <p>The organisation's efforts to involve young people are not always effective.</p> <p>There is a limited range of approaches to involving young people in planning and evaluating their learning and achievement.</p>	<p>There is limited or no evidence of young people's involvement in planning and/or evaluating their activities and learning opportunities.</p> <p>Planning and evaluation is focused on recreational activities that do not provide sufficient scope for young people's personal and social development.</p>

<b>Bronze Level: Quality of youth work practice Indicators</b>	<b>Grade descriptors</b>		
	<b>Good Practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
	<p>The organisation utilises a variety of approaches to securing young people's participation in planning and evaluating youth work.</p> <p>Young people are supported to transfer their learning from engaging in youth work to other aspects of their lives.</p>	<p>Young people are not consistently supported to transfer their learning from engaging in youth work to other aspects of their lives.</p>	
<p>The organisation's workforce develops positive relationships with young people to effectively support and promote young people's learning and achievement.</p>	<p>The workforce establishes and maintains positive relationships with young people.</p> <p>The workforce uses a variety of approaches in developing trust and engaging young people in enjoyable and challenging activities and learning programmes.</p> <p>Young people are routinely involved in negotiating ground rules and codes of conduct.</p>	<p>The workforce establishes positive relationships with young people but do not always support them to participate fully in challenging activities and learning programmes.</p> <p>Young people's involvement in negotiating club/ programme/ activity ground rules and codes of conduct is inconsistent.</p> <p>Inappropriate language or behaviour is inconsistently addressed.</p>	<p>The workforce establishes positive relationships with young people but do not routinely support them to participate in challenging activities or learning programmes.</p> <p>Young people have yet to be involved in negotiating ground rules and codes of conduct.</p> <p>Support for young people to access to advice, information and guidance is inconsistent.</p>

Bronze Level: Quality of youth work practice Indicators	Grade descriptors		
	Good Practice	Some development needed	Considerable development needed
	<p>Inappropriate language or behaviour is consistently addressed.</p> <p>Young people take up opportunities for advice, information, support or guidance.</p>	<p>Young people have access to support, advice, information and guidance but do not routinely take up these opportunities.</p>	

### Guidance:

The assessment of the *quality of youth work practice* standard will include:

- a small number of visits to youth work provisions offered by the organisation;
- focus groups with young people to assess the accuracy of the organisation's internal quality assurance processes; and
- focus groups with workforce members to assess the accuracy of the organisation's internal quality assurance processes.

### Examples of Evidence:

- Evidence from the organisation's internal quality assurance reports and observations of practice.
- Evidence from young people's portfolios or from evaluations of youth work programmes or projects.
- Community profiles.
- Assessment of young people's needs and needs analysis reports, information and the characteristics of the area(s) in which the organisation operates.
- Analysis of data and other information on local needs and how this information is used to shape the organisation's delivery/business plan(s) and youth work programmes.
- Evidence of how programmes and projects address and respond to young people's needs.
- Examples of how the organisation addresses young people's needs and supports them to achieve improved outcomes.

- Session plans and evaluations.
- Project plans and evaluations.
- Business/delivery/operational plan(s).
- Evidence of young people's learning such as portfolios or examples of recorded learning.
- Young people's evaluations of projects, programmes and events that demonstrate their learning.
- Evidence of young people's direct contribution to the planning, evaluation and on-going involvement in the oversight of the various aspects of youth work projects and youth work provision.
- Discussions with young people, the workforce and managers.
- Codes of conduct or ground rules.
- Evidence of young people being supported to access specialist services or sources of support.
- Evidence of young people benefitting from advice, information and guidance.
- Evidence of young people transferring the learning they gain through engaging in youth work to other aspects of their lives; for example relationships with family, parents and carers and engagement in formal education, employment and training.

## Young people's learning and development

Education is one of the five pillars that underpin youth work in Wales. Youth Work In Wales: Principles and Purposes (2013) defines educative practice as;

*“Enabling young people to gain the knowledge, understanding and values needed for their own personal development and fulfilment and as a means of contributing to society as members of groups and communities, locally, regionally, nationally and internationally”.*<sup>3</sup>

In addition, The United Nations Convention on the Rights of the Child (UNCRC) states that;

*“All children have a right to relax and play, and to join in a wide range of activities”,* and that, *“Education should develop each child’s personality and talents to the full.”*<sup>4</sup>

High quality youth work provides space and opportunities for young people to relax, play and join in a wide range of activities and assists them to develop their personalities and talents.

The *young people’s learning and development* standard focuses on how well the organisation supports young people to extend their knowledge, skills and understanding and how well the organisation facilitates young people’s personal, social and educational development to enable them to reach their full potential and enhance their life chances.

The evidence to support the *young people’s learning and development* standard should demonstrate:

- how well young people develop and extend their knowledge, skills and understanding;
- how well young people develop their personal and social skills;

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<sup>3</sup> Youth Work in Wales: Principles and Purposes (2013): <http://www.wlga.gov.uk/publications-lifelong-learning-leisure-and-information/youth-work-in-wales-principles-and-purposes-january-2013/>

<sup>4</sup> The United Nations Convention on the Rights of the Child is a set of minimum standards. It is a binding international treaty and by ratifying it the UK Government has committed itself to giving children the rights and protections contained in it. The text of the Convention on the Rights of the Child was approved by the Member States of the United Nations on 20th November 1989. The 'Rights of Children and Young Persons (Wales) Measure 2011' was passed by the National Assembly for Wales on 18th January 2011. The Measure embeds consideration of the UNCRC into Welsh law.

- how their learning from engaging in youth work is transferred to other aspects of their lives;
- how well they participate in non-formal learning.

Young people’s input into plans, evidence of their learning, their evaluation of sessions and projects, and their portfolios for accredited awards could provide good evidence for this standard.

<b>Bronze Level: Young people’s learning and development Indicators</b>	<b>Grade descriptors</b>		
	<b>Good Practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
Following engagement in the organisation’s youth work provision young people develop and extend their knowledge, skills and understanding.	<p>Following engagement in the organisation’s youth work provision the organisation can demonstrate that young people have learnt, achieved and progressed.</p> <p>Young people are able to reflect on their achievements and describe what they have learned.</p> <p>Young people’s learning is appropriately evaluated, recorded, accredited and celebrated.</p>	<p>Following engagement in youth work provision the organisation’s ability to demonstrate young people’s learning, achievement and progression is inconsistent.</p> <p>There is inconsistency in young people being able to reflect on their achievements and describe what they have learned.</p> <p>Across the organisation there are inconsistencies in the extent to which young people’s learning is evaluated, recorded, accredited and celebrated.</p>	<p>Following engagement in youth work provision there is limited evidence of young people’s learning, achievement and progression.</p> <p>Few young people are able to reflect on their achievements and describe what they have learned.</p> <p>Across the organisation the extent to which young people’s learning is evaluated, recorded, accredited and celebrated, is limited.</p> <p>Strategies to improve young people’s engagement in the organisation’s youth work provision are being considered.</p>

<b>Bronze Level: Young people's learning and development Indicators</b>	<b>Grade descriptors</b>		
	<b>Good Practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
Following engagement in the organisation's youth work provision young people develop personal and social skills.	<p>Following engagement in youth work provision the organisation can demonstrate young people's personal and social development.</p> <p>A range of evidence throughout the organisation will demonstrate that young people;</p> <ul style="list-style-type: none"> <li>• communicate well;</li> <li>• work well in groups and teams; and</li> <li>• are sensitive in their relationships.</li> </ul> <p>Young people demonstrate initiative and accept responsibility for their choices and actions.</p> <p>Young people transfer the learning gained through their engagement in youth work to other aspects of their lives.</p>	<p>Following engagement in the organisation's youth work provision there is inconsistent evidence of young people's personal and social development.</p> <p>The organisation is able to provide some examples of young people developing communication, teamwork and relationship skills.</p> <p>Young people are motivated but do not always take responsibility for their choices and actions.</p>	Following engagement in the organisation's youth work provision there is limited evidence of young people's personal and social development.

<b>Bronze Level: Young people's learning and development Indicators</b>	<b>Grade descriptors</b>		
	<b>Good Practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
The organisation can demonstrate that young people participate effectively in informal and non formal youth work learning opportunities.	<p>Young people are involved in setting goals as individuals and in groups.</p> <p>Young people take responsibility for planning, organising and leading programmes and activities, with support from youth workers.</p> <p>Young people engage fully in evaluating their learning, achievement and progress.</p>	<p>Young people are not consistently involved in setting their own goals and targets.</p> <p>The workforce often takes the lead for planning and delivering programmes and activities.</p> <p>Young people are consulted about activities and programmes, but have yet to develop the skills to lead on projects and activities with support from youth workers.</p> <p>Evaluation does not always focus effectively on young people's learning and achievement.</p>	<p>Young people's involvement in setting goals as individuals and groups is limited.</p> <p>Young people have limited involvement in planning or evaluating youth work programmes and activities.</p>

**Guidance:**

The assessment of the *young people's learning and development* standard will include:

- a small number of visits to youth work provisions offered by the organisation;
- focus groups with young people to assess the accuracy of the organisation's internal quality assurance processes; and
- focus groups with workforce members to assess the accuracy of the organisation's internal quality assurance processes.

**Examples of evidence:**

- Session plans and evaluations.
- Evidence of young people's learning such as portfolios or examples of recorded learning.
- Evidence of young people gaining nationally recognised qualifications and awards.
- Evidence of changes and improvements to programmes and provision as a result of young people's involvement.
- Surveys of users and non-users and evidence of how these have resulted in change and improvement.
- Attendance records showing young people's involvement with the project over time.
- Case studies.
- Examples of young people engaging in recorded and accredited learning.
- Project plans and evaluations demonstrating young people's involvement, personal development and learning.
- Evidence of young people's on-going contribution to planning and evaluation.
- Discussions with young people, the workforce and managers.
- Displays and exhibitions of young people's work.
- Publicity and promotion materials.
- The results of internal procedures for assuring the quality of face to face work with young people.

## Legal requirements

The standard focuses on how young people, the workforce and other users are provided with a safe and healthy working environment, and how policies, procedures and guidelines ensure that legal requirements are met. Legal requirements for safeguarding must be applied in all youth work settings.

The evidence for the *legal requirements* standard should demonstrate:

- the workforce is well-trained and understands legal requirements, in particular those for safeguarding and health and safety;
- changes to policy or practice are clearly communicated;
- specific policies that are relevant to work with young people are identified, developed or adopted and consistently applied;
- policies are regularly monitored and reviewed to ensure that they are up to date with changes in legal requirements; and
- management oversee that the organisation's policies, procedures and processes for safeguarding are effectively implemented and that young people are safe.

Bronze Level: Legal requirements Indicators	Grade descriptors		
	Good Practice	Some development needed	Considerable development needed
<p>The organisation has policies, procedures and guidance in place to meet legal requirements.</p> <p>The organisation has effective policies and procedures for:</p> <ul style="list-style-type: none"> <li>• safeguarding young people; and</li> <li>• a healthy and safe environment.</li> </ul>	<p>There are up-to-date policies, procedures and guidelines that ensure legal requirements are met.</p> <p>Legal requirements for safeguarding young people and providing a healthy and safe environment are met.</p>	<p>Policies are in place but the organisation has not yet fully developed procedures and guidelines to ensure legal requirements are met.</p> <p>Legal requirements for safeguarding young people and providing a healthy and safe environment are met.</p>	<p>Policies are in place but there is limited evidence of procedures and guidance to ensure legal requirements are met.</p>

<b>Bronze Level: Legal requirements Indicators</b>	<b>Grade descriptors</b>		
	<b>Good Practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
The organisation's workforce understands and is able to implement policies, procedures and guidance for safeguarding, health and safety, and other legal requirements.	<p>The workforce and young people have easy access to policies, procedures and guidance.</p> <p>Policies, procedures and guidance are effectively promoted and communicated throughout the organisation.</p> <p>The workforce and young people where appropriate, are trained in implementing policies, procedures and guidance.</p> <p>The workforce understands and is able to implement policies and procedures.</p>	<p>The workforce has access to policies, procedures and guidance.</p> <p>Training is taking place and there are plans to enable the workforce to understand and implement policies and procedures consistently.</p>	<p>The workforce's understanding and ability to implement policies, procedures and guidance is inconsistent.</p> <p>Training and promotion of policies, procedures and guidance is yet to be considered or is in development.</p>
The organisation regularly monitors and reviews its policies, procedures and guidance and uses the results of these processes for improvement and change.	<p>Regular monitoring is used to assess how well policy and procedures are being implemented.</p> <p>The results from regular monitoring lead to improvement and change.</p>	<p>Monitoring and reviewing procedures are in place but the results are not routinely used to inform change and improvement.</p> <p>Action is being taken to ensure that the results of monitoring lead to change and</p>	<p>Monitoring and review procedures are not consistently applied.</p>

Bronze Level: Legal requirements Indicators	Grade descriptors		
	Good Practice	Some development needed	Considerable development needed
	The workforce and young people are involved in reviewing policies, procedures and guidelines.	improvement.	

**Guidance:**

Depending on the organisation the range of policies may vary. It is expected that organisations have policies for safeguarding, health and safety, equal opportunity/diversity, data protection, off-site activities, trips and visits, compliments and complaints.

**Examples of evidence:**

- Compliance with statutory requirements and government guidance.
- The organisation's policies, procedures and guidance, in particular those for safeguarding and, health and safety.
- Access to policies, procedures and guidance.
- Schedule for updating policies and procedures.
- Monitoring the effectiveness of policies, procedures and guidance.
- The implementation of action plans to improve policies, procedures and guidance.
- Methods of communicating changes to policies and procedures.
- Minutes of meetings which demonstrate policies, procedures and guidelines being reviewed and updated.
- Reports and evidence from monitoring visits.
- Workforce training on implementing policies, procedures and guidance.
- Recognised and approved licenses, permissions and approvals.

Please find a policy checklist on the following page – this list is not exhaustive.

### Legal Requirements Policy Checklist

Examples of policies and procedures	Corporate	Organisational policy/ statement	Updated within the last two years	Date for review
Safeguarding children and young people				
Disclosure and Barring service checks				
Health and Safety				
Data protection				
Policy and procedures for use of information and communication technology				
Guidance for information sharing				
Risk assessment				
Equality and diversity				
Equality impact assessments				
Outdoor activities				
Transport				
Trips, visits and residentials				
Procedures for lone working				
Procedures for dealing with drug related incidents				
Guidelines for detached and outreach work				

## Annex: Quality Mark self-assessment template for the Bronze Level

This self-assessment template is to be used for organisations to write a narrative describing how they have achieved each of the indicators for the Bronze Level of the Quality Mark. The narrative should include any learning that has resulted from the self-assessment process and plans for further improvement. The organisation should also provide a self-assessed grade for each of the indicators.

Organisations should provide links to evidence that demonstrates that they have achieved the indicator. Where possible the evidence should be hyper-linked. If this is not possible the evidence should be provided in electronic files or in hard copy.

In order to gain the Quality Mark at the Bronze Level the organisation must demonstrate that it has achieved a *'good practice'* grade against each of the indicators. The grade descriptors provided in the Quality Standards for this level should be used to help the organisation to identify whether their narrative and supporting evidence demonstrates a *'good practice'* grade.

### 1.1 Performance management

<b>Bronze Level: Performance management indicators</b>	<b>Self assessment narrative with links to supporting evidence</b>	<b>Grade</b>
<p>The organisation has a clearly stated vision and strategy for its work with young people.</p> <p>There is a plan which demonstrates how the organisation measures the impact and effectiveness of its work with young people.</p>		
<p>The organisation regularly uses a systematic approach for monitoring, reviewing and revising their organisational plan(s) and performance indicators.</p>		

The organisation links its work with key local and national policies, strategies and priorities for young people.		
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## 1.2 Quality of youth work practice

<b>Bronze Level: Quality of youth work practice indicators</b>	<b>Self assessment narrative with links to supporting evidence</b>	<b>Grade</b>
The organisation's workforce understands the needs of local areas and the needs of the young people with whom they work.		
<p>The organisation's workforce engages young people in planning and evaluating activities.</p> <p>The organisation's workforce engages young people in informal and non-formal learning opportunities that are educative, empowering, participative, inclusive and expressive, which extend their knowledge, skills and understanding.</p>		
The organisation's workforce develops positive relationships with young people to effectively support and promote young people's learning and achievement.		

### 1.3 Young people's learning

<b>Bronze Level: Young people's learning indicators</b>	<b>Self assessment narrative with links to supporting evidence</b>	<b>Grade</b>
Following engagement in the organisation's youth work provision young people develop and extend their knowledge, skills and understanding.		
Following engagement in the organisation's youth work provision young people develop personal and social skills.		
The organisation can demonstrate that young people participate effectively in informal and non formal youth work learning opportunities.		

## 1.4 Legal requirements

<b>Bronze Level: Legal requirements indicators</b>	<b>Self assessment narrative with links to supporting evidence</b>	<b>Grade</b>
<p>The organisation has policies, procedures and guidance in place to meet legal requirements.</p> <p>The organisation has effective policies and procedures for:</p> <ul style="list-style-type: none"> <li>• safeguarding young people; and</li> <li>• a healthy and safe environment.</li> </ul>		
<p>The organisation's workforce understands and is able to implement policies, procedures and guidance for safeguarding, health and safety, and other legal requirements.</p>		
<p>The organisation regularly monitors and reviews its policies, procedures and guidance and uses the results of these processes for improvement and change.</p>		