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The Quality Mark for Youth Work in Wales: Gold Level

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The Quality Mark for Youth Work in Wales: Gold Level

Audience

Organisations providing youth work provision within Wales.

Overview

This document contains the quality standards, indicators and grade descriptors for the Quality Mark Gold 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

Related documents

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

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

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

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Gold Level quality standards

The Gold Level focuses on the use of management information and resources in demonstrating cost effectiveness, the quality of partnership working and the celebration of young people's achievements and progress. The Gold Level quality standards are:

| | |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1 Recognising and celebrating young people's achievement and progress | The organisation's effectiveness in recording and, where appropriate, accrediting young people's learning and progress, and capturing how this makes an impact on improving outcomes. |
| 3.2 Management information | The collection and analysis of management information to plan, deliver, evaluate and demonstrate the organisation's cost effectiveness and value for money. |
| 3.3 Partnerships | The quality of partnership working and its impact on improving the range of services and facilities available to young people. |
| 3.4 Resources | The organisation's effectiveness in ensuring that resources are targeted to meet young people's needs and achieve organisational priorities. |

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.

Recognising and celebrating young people's achievement and progress

“Celebrating and recognising achievement is important and it is essential that youth work provision continues to recognise young people's development through accreditation, local and national awards.” The National Youth Work Strategy for Wales 2014-2018¹

The *recognising and celebrating young people's achievement and progress* standard focuses on how well the organisation celebrates, records and, where appropriate, accredits young people's learning through nationally recognised qualifications and awards. There is an expectation that the organisation uses an appropriate range of tools and methods to support young people to reflect on and understand their learning and progress.

The evidence to support the *recognising and celebrating young people's achievement and progress* standard should demonstrate:

- young people's participation in accredited and recorded learning opportunities;
- how the organisation monitors, analyses and improves accredited and recorded learning opportunities for young people;
- how young people's achievements are celebrated; and
- improved outcomes for young people.

Within this standard, the term achievement can include the development of personal, social and practical skills, and accreditation. The term progress describes young people improving their knowledge and skills and how they apply them in a variety of contexts.

Organisations are likely to have a variety of different systems for recording young people's learning and achievement; these should provide information that can be used to measure a range of outcomes for different groups and set targets for improvement.

¹ 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>.

| Gold Level: Recognising and celebrating young people's achievement and progress indicators | Grade descriptors | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Good practice | Some development needed | Considerable development needed |
| The organisation provides young people with access to a range of opportunities to record and accredit their learning and achievement. | <p>Young people are provided with a diverse range of accessible learning and development opportunities.</p> <p>A variety of approaches are used to involve young people in recording and/or accrediting their learning, achievement and progress.</p> <p>Targets have been identified for this area of work and referenced in the business/delivery plan.</p> | <p>Young people are provided with a limited range of learning and development opportunities.</p> <p>There are plans to improve the range of methods used to record and accredit young people's achievement and progress.</p> <p>Targets for this area of work are in development.</p> | <p>Young people are provided with few opportunities to record and/or accredit their learning and progress.</p> <p>Procedures for recording young people's progress and achievements are not consistently applied.</p> <p>There is a plan to improve this area of its work.</p> |
| The organisation monitors and evaluates the take-up of opportunities for young people to record and accredit their learning, achievement and progress. | <p>The organisation systematically monitors and evaluates the take up of recorded and/or accredited learning opportunities.</p> <p>The results of monitoring and evaluation are used to inform change and improvement.</p> <p>Increasing numbers of young people take up opportunities to</p> | <p>The organisation is developing a systematic approach to monitoring and evaluating the take up of recorded and/or accredited learning opportunities.</p> <p>There are examples of good practice in improving young people's take-up of opportunities for recording and/or accrediting their</p> | <p>There is no system in place to monitor, evaluate or improve young people's take up of opportunities for recording and/or accrediting their learning and progress.</p> |

| Gold Level: Recognising and celebrating young people's achievement and progress indicators | Grade descriptors | | |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Good practice | Some development needed | Considerable development needed |
| | have their learning recorded and/or accredited. | learning and progress. | |
| The organisation promotes a learning culture and can demonstrate its impact on improving outcomes. | <p>Young people understand the value of having their learning recorded and/or accredited.</p> <p>Young people are actively encouraged to take up opportunities to record and/or accredit their learning and progress.</p> <p>There is an organisational culture of celebrating young people's learning and progress.</p> <p>The organisation uses information on young people's learning and progress to evidence its impact on improving their outcomes and life chances.</p> | <p>There are examples of young people being supported to take up opportunities to record and/or accredit their learning and progress.</p> <p>There are examples of celebrating young people's learning and progress.</p> <p>There are examples of good practice in using information on young people's learning and progress to demonstrate impact on improving their outcomes and life chances.</p> | The organisation has yet to develop a systematic approach to encouraging young people to take up opportunities to record and/or accredit their learning and progress. |

Examples of evidence:

- The range of learning and development opportunities that the organisation offers to support young people's achievement and progress.
- How the organisation supports young people to engage in recorded and/or accredited learning opportunities.
- A range of approaches to recording and, where appropriate, accrediting young people are learning and achievement.
- The range of tools the organisation uses to evaluate, record and evidence young people's learning.
- The organisation's monitoring and evaluation reports.
- Session plans, project plans and evaluations.
- Young people's portfolios, discussions and evaluations.
- Young people's contribution to the development and evaluation of learning programmes and activities.
- Supporting young people to recognise their own learning and engage in accreditation.
- Young people understand the value of recorded and/or accredited learning opportunities.
- How participating in recorded and/or accredited learning opportunities supports young people's progress in other aspects of their lives, for example, gaining access to education, training or employment.
- Workforce development opportunities that support the effective recording of young people's progress.
- How the organisation gathers and analyses data on trends in the take-up of opportunities for accredited and/or recorded learning opportunities.
- Data demonstrating improvement in the number of young people who have engaged in recorded and/or accredited learning opportunities.
- How the organisation uses information and evidence on young people's learning and progress to demonstrate its impact on improving outcomes.
- References to setting and monitoring targets for recording and accrediting young people's learning in the organisation's plans and strategies.
- How the organisation benchmarks the take up of recorded and/or accredited learning opportunities.
- How the organisation has improved performance in relation to recording and accrediting young people's learning and achievement.
- How the organisation celebrates young people's achievement and progress through, for example, presentations or celebration events.
- Press stories and case studies highlighting young people's progress and achievement through their involvement in the organisation's youth work provision.
- Reports to the Welsh Government Youth Work Audit.

Management information

The *management information* Standard focuses on how management information, including statistical data, is collected, disseminated and used to develop plans, set targets, manage performance and assess overall effectiveness, impact and value for money. The management information system should provide the workforce, partners and other relevant stakeholders with regular information about the organisation's performance.

The evidence *management information* standard should demonstrate:

- how decisions are made about what data and information are needed to plan, monitor and evaluate;
- how information on the needs of young people is collected, using a wide range of methods; how it is analysed and disseminated and how it is used to develop plans and identify targets;
- that the workforce, at all levels, understand the importance of collecting and interpreting information;
- how the organisation uses management information to assess its performance and demonstrate impact and value for money; and
- how management information is used to promote continuous improvement.

| Gold Level: Management information indicators | Grade descriptors | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| | Good practice | Some development needed | Considerable development needed |
| The organisation is clear about what information is needed. Their systems to collect and disseminate accurate management information are in place. | <p>The information needed to plan, monitor and assess the organisation's effectiveness, impact and value for money is clearly identified.</p> <p>A systematic approach to collecting and analysing management information is in place.</p> | <p>The information needed to plan, monitor and assess the organisation's effectiveness, impact and value for money is being reviewed.</p> <p>A systematic approach to collecting, analysing and disseminating management information is being developed.</p> | Work is underway to identify what information is needed to plan, monitor and assess the organisation's performance. |

| Gold Level: Management information indicators | Grade descriptors | | |
|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Good practice | Some development needed | Considerable development needed |
| | Accurate management information is routinely disseminated to relevant staff and stakeholders. | | |
| The organisation's workforce, at all levels, understands the necessity of providing accurate and timely management information. | <p>The organisation has effective systems for data control that comply with the data protection act.</p> <p>The workforce understands what information to gather, how to do this and why it is important.</p> <p>Management information returns are accurately and punctually completed.</p> <p>The workforce routinely uses management information to improve performance, quality and impact.</p> | <p>The workforce knows how to collect accurate management information.</p> <p>Training to improve the collection and analysis of management information is underway.</p> <p>The accuracy and punctuality of management information returns is inconsistent.</p> <p>There are examples of the workforce using management information to improve performance, quality and impact.</p> | <p>The organisation's arrangements for collecting and disseminating management information are not consistent.</p> <p>Training to improve how management information is collected, analysed and disseminated is being developed.</p> <p>There are isolated examples of the workforce using management information to improve performance and quality.</p> |
| The organisation uses its management information to assess and demonstrate impact and value for money, and to promote continuous | Management information provides evidence of the organisation's overall performance, impact and value for money. | The range of management information currently collected is being reviewed to ensure it provides evidence to demonstrate the organisation's | Management information provides little evidence of the organisation's performance, impact and value for money. |

| Gold Level: Management information indicators | Grade descriptors | | |
|-----------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| | Good practice | Some development needed | Considerable development needed |
| improvement. | Management information is routinely used to promote continuous improvement. | overall performance, impact and value for money. There are examples of management information being used to promote improvement. | There is limited evidence of management information being used to inform planning, assess impact or support improvement. |

Examples of evidence:

- The organisation's management information system(s) or arrangements for collecting and analysing data and information.
- How the organisation uses management information to assess young people's needs.
- How the organisation uses management information to develop strategies and plans.
- How the organisation uses management information to assess its performance.
- How the organisation uses management information for improvement and change at unit or project level.
- How the organisation uses management information to assess its impact and value for money.
- The organisation's arrangements for collecting and disseminating management information.
- Reports and returns for funders and other relevant stakeholders, for example commissioners, local authority councillors, trustees and management committees.
- Reports or data returns to the Welsh Government.
- Workforce development activities to support the collection and collation of accurate management information.
- How management information systems are reviewed.

Partnerships

“We want to see statutory and voluntary youth work organisations working together to build, deliver and offer quality youth work opportunities to young people. We will use the period of this strategy to actively promote activities which underpin capacity building, partnership working and collaboration between voluntary and statutory service providers.” Ministerial foreword to the National Strategy for Youth Work in Wales 2014-2018²

The National Youth Work Strategy for Wales highlights the value of closer partnership working and collaboration between statutory and voluntary youth work organisations in delivering high quality youth work opportunities for young people. It recognises that youth work has an intrinsic role in the delivery of a broader range of youth support services and that effective partnership working is crucial to improving young people’s access to and experiences of a wide range of services and facilities.

The *partnerships* standard seeks to assess how partnership working is used to meet the needs of young people and improve the range of services and facilities available to them. It applies to partnership working at all levels, from strategic partnerships to those that operate in small local areas.

The evidence to support the *partnerships* standard should demonstrate:

- how partnership working is organised, through for example, clear service level agreements and contracts that specify the expected aims, outputs, outcomes, roles and responsibilities;
- how the partnership work is monitored and evaluated to ensure it results in improved outcomes for young people; and
- how services for young people are extended or improved through partnership work.

² 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>.

| Gold Level: Partnerships indicators | Grade descriptors | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Good practice | Some development needed | Considerable development needed |
| The organisation has a strategy for partnership working that involves a range of agreements, contracts and service level agreements. | <p>The organisation actively promotes, plans and maintains partnership working.</p> <p>Partnership agreements, service level agreements and contracts specify expected aims, outputs, outcomes, roles and responsibilities.</p> <p>Partnership agreements specify joint responsibilities for safeguarding young people.</p> | <p>The organisation works with partners and plans are in place to formalise these relationships.</p> <p>Partnership agreements, service level agreements and contracts are being reviewed to ensure they specify expected aims, outputs, outcomes, roles and responsibilities.</p> | <p>There is little evidence to demonstrate an organised and structured approach to partnership working.</p> <p>Partnership agreements, service level agreements and contracts do not adequately specify expected aims, outputs, outcomes, roles and responsibilities.</p> |
| The organisation has an identified role within the overall delivery of services for young people and in achieving local and national priorities for young people. | <p>There is a clear statement of how the organisation contributes to achieving local and national priorities for young people.</p> <p>The organisation's contribution to achieving local and national priorities for young people is referenced in local plans and strategies.</p> | <p>There are examples of how the organisation contributes to achieving local and national priorities for young people.</p> <p>Work is underway to ensure that the organisation's contribution to achieving local and national priorities for young people is included in local plans and strategies.</p> | <p>The organisation is yet to formalise its role and contribution to achieving local and national priorities for young people.</p> |
| The organisation evaluates the impact of its partnership work. | The organisation evaluates the quality and impact of partnership working. | There are plans to evaluate how the organisation's partnerships improve and | Partnerships exist in an ad-hoc way. |

| Gold Level: Partnerships indicators | Grade descriptors | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Good practice | Some development needed | Considerable development needed |
| This information is used to demonstrate how partnership working results in improving or extending the range of services and provision available to young people. | Partnership working improves and extends the range of services and provision available to young people. | extend the range of services and provision available to young people. | There is limited evidence to demonstrate the effectiveness of the organisation's partnership arrangements in improving or extending the range of services and provision for young people. |

Examples of evidence:

- Partnership agreements, service level agreements, contracts and grants.
- Partnership agreements, service level agreements and contracts include roles and responsibilities for safeguarding young people.
- Participation in local and national networks such as practitioner forums, CWVYS and Wales Principal Youth Officers Group.
- Partnership working to achieve local and national priorities for young people.
- The organisation's contribution to local and national priorities in partnership with other organisations.
- Strategic plans and local strategies that reference the organisation.
- Workforce development opportunities delivered with partners.
- Evaluation reports from partnership projects.
- Feedback from partners.
- How partnership working improves young people's outcomes.
- How the range and quality of the organisation's services and provision have improved as a result of partnership working.

Resources

The *resources* standard focuses on how the organisation uses resources to meet young people’s needs, and local and national priorities. There is an emphasis on the organisation’s strategy for generating and deploying resources, and how efficiently and effectively it is implemented.

The evidence to support the *resources* standard should demonstrate:

- the organisation has a strategy for the effective use of resources;
- the use of resources is linked to an analysis of young people’s needs;
- resources are deployed to achieve organisational priorities, and local and national priorities for young people;
- how the use and impact of resources is monitored; and
- how the organisation assesses value for money and cost effectiveness.

| Gold Level: Resources indicators | Grade descriptors | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Good practice | Some development needed | Considerable development needed |
| The organisation has a strategy for deploying resources linked to an assessment of young people’s needs, organisational priorities and local and national priorities for young people. | <p>The strategy for the use of resources is based on an analysis of young people’s needs.</p> <p>The use of resources is linked to the achievement of organisational priorities and local and national priorities for young people.</p> <p>Clear financial governance is apparent in the organisation’s use of resources.</p> | <p>The use of resources is linked to achieving organisational priorities and meeting young people’s needs.</p> <p>The organisation is developing a strategy for the use of resources that is based on an analysis of young people’s needs.</p> <p>Spending is generally within acceptable boundaries and there are plans to improve financial governance.</p> | <p>There are few links between resource management, young people’s needs and organisational priorities.</p> <p>There is evidence of continuing budgetary over/under spend with little opportunity for investment and/or improvement.</p> |

| Gold Level: Resources indicators | Grade descriptors | | |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Good practice | Some development needed | Considerable development needed |
| | Spending is within acceptable boundaries. | | |
| The organisation's resources are generated and deployed in support of policy. | <p>The organisation regularly monitors and reviews the use of resources.</p> <p>Additional resources are generated to support youth work provision.</p> <p>Young people are involved in fundraising.</p> <p>Young people are involved in allocating resources.</p> | <p>The organisation is improving procedures for monitoring and reviewing the use of resources.</p> <p>There are examples of the organisation generating additional resources to support youth work provision.</p> <p>The organisation has developed plans to improve young people's involvement in fundraising and allocating resources.</p> | <p>There is limited activity to monitor and review the use of resources.</p> <p>Young people are yet to be involved in fundraising and making decisions about the allocation of resources.</p> |
| The organisation regularly assesses value for money and cost effectiveness. | <p>The organisation regularly assesses value for money and cost effectiveness using a range of information.</p> <p>There are examples of efficiency savings being generated.</p> <p>Savings are used to improve</p> | <p>There are examples of how the organisation assesses value for money and cost effectiveness.</p> <p>Plans are in place to consider efficiency savings.</p> | The organisation is yet to consider value for money and cost effectiveness. |

| Gold Level: Resources indicators | Grade descriptors | | |
|-------------------------------------|-------------------------------------------|-------------------------|---------------------------------|
| | Good practice | Some development needed | Considerable development needed |
| | services and facilities for young people. | | |

Examples of evidence:

- The organisation’s resources strategy.
- Links between young people’s needs and the deployment of resources.
- How the use of resources links to the organisation’s priorities.
- How the use of resources contributes to local and national priorities for young people.
- The organisation’s budget management.
- How the organisation generates income.
- How the organisation involves young people in fundraising.
- How the organisation’s use of resources is monitored and reviewed.
- How the organisation assesses cost effectiveness and value for money.
- How bench marking is used to assess value for money and cost effectiveness.
- How the organisation has generated savings.
- Young people’s involvement in decisions about resources.
- Internal audit (at least two years).

Annex: Quality Mark self-assessment template for the Gold 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 Gold 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 Gold 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.

3.1 Recognising and celebrating young people’s achievement and progress

| Gold Level: Recognising and celebrating young people’s achievement and progress indicators | Self assessment narrative with links to supporting evidence | Grade |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------|
| The organisation provides young people with access to a range of opportunities to record and accredit their learning and achievement. | | |
| The organisation monitors and evaluates the take-up of opportunities for young people to record and accredit their learning, achievement and progress. | | |

| | | |
|----------------------------------------------------------------------------------------------------|--|--|
| The organisation promotes a learning culture and can demonstrate its impact on improving outcomes. | | |
|----------------------------------------------------------------------------------------------------|--|--|

3.2 Management information

| Gold Level: Management information indicators | Self assessment narrative with links to supporting evidence | Grade |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------|
| The organisation is clear about what information is needed. Their systems to collect and disseminate accurate management information are in place. | | |
| The organisation's workforce, at all levels, understands the necessity of providing accurate and timely management information. | | |
| The organisation uses its management information to assess and demonstrate impact and value for money, and to promote continuous improvement. | | |

3.3 Partnerships

| Gold Level: Partnerships indicators | Self assessment narrative with links to supporting evidence | Grade |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------|
| The organisation has a strategy for partnership working that involves a range of agreements, contracts and service level agreements. | | |
| The organisation has an identified role within the overall delivery of services for young people and in achieving local and national priorities for young people. | | |
| The organisation evaluates the impact of its partnership work. This information is used to demonstrate how partnership working results in improving or extending the range of services and provision available to young people. | | |

3.4 Resources

| Gold Level: Resources indicators | Self assessment narrative with links to supporting evidence | Grade |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------|
| The organisation has a strategy for deploying resources linked to an assessment of young people’s needs, organisational priorities and local and national priorities for young people. | | |
| The organisation’s resources are generated and deployed in support of policy. | | |
| The organisation regularly assesses value for money and cost effectiveness. | | |