



Llywodraeth Cymru
Welsh Government

www.gov.wales

The Quality Mark for Youth Work in Wales: Silver Level

Date of issue: **September 2015**



The Quality Mark for Youth Work in Wales: Silver Level

Audience

Organisations providing youth work provision within Wales.

Overview

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

Enquiries about this document should be directed to:

Youth Work Strategy Team

Skills Policy and Youth Engagement

Welsh Government

Sarn Mynach

Llandudno Junction

Conwy

LL31 9RZ

e-mail: youthwork@wales.gsi.gov.uk

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: Gold Level (2015)

Contents

Silver Level quality standards	2
Involving young people	3
Curriculum	8
Equality and diversity	13
Workforce development	17
Annex: Quality Mark self-assessment template for the Silver Level	22

Silver Level quality standards

The Silver Level focuses on ensuring that youth work recognises and promotes equality and diversity, is planned to meet young people's needs, makes an impact on their outcomes, is delivered by an appropriately qualified workforce and involves young people in decision making.

2.1 Involving young people	The quality of young people's participation and changes and improvement as a result of young people's feedback and involvement in decision making.
2.2 Curriculum	The effectiveness of the organisation's curriculum in supporting the delivery of informal and non-formal learning opportunities that match its aims and objectives, meet the needs of young people and contribute to improving their outcomes and life chances.
2.3 Equality and diversity	The impact of the organisation's policies and practice on improving take up and participation of all young people and enabling them to extend their knowledge and understanding of equality and diversity.
2.4 Workforce development	The impact of workforce development on improving the quality of youth work practice.

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.

Involving young people

Youth Work in Wales: Principles and Purposes (2013) defines participative practice as,

*“Encouraging and supporting young people to become partners in, and share responsibility for, the opportunities, learning processes and decision-making structures which affect their own and other people’s lives and environments.”*¹

Young people’s participation in decision making is one of the five pillars that underpin youth work in Wales. Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) states that,

*“children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.”*²

The *involving young people* standard focuses on the quality and impact of young people’s participation in decision making and how well organisations;

- actively listen to young people;
- actively involve young people in decision making;
- demonstrate how young people’s views and opinions lead to tangible organisational / programme change and improvement;
- have implemented the National Children and Young People’s Participation Standards for Wales (2007) <http://www.participationworkerswales.org.uk/wp-content/uploads/2014/07/National-Participation-Standards.pdf> and;
- have implemented the Children and Families (Wales) Measure 2010 <http://gov.wales/topics/people-and-communities/people/children-and-young-people/child-poverty/childrenandfamilies/?lang=en>.

. The evidence for the *Involving young people* standard should demonstrate:

- a clear strategy for young people’s active involvement;
- young people regularly feedback on the quality and range of the youth work they engage in;
- young people’s feedback results in changes and improvement;
- young people are aware of how their voice resulted in change.

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

² The United Nations Convention on the Rights of the Child: <http://www.uncrcletsgetitright.co.uk/index.php/children-young-people/right>

Silver Level: Involving young people indicators	Grade descriptors		
	Good practice	Some development needed	Considerable development needed
<p>The organisation has a strategy or plan in place to ensure young people's;</p> <ul style="list-style-type: none"> • active involvement in decision making; • contribution to the work of the organisation; and • contribution to their community. 	<p>A live strategy or plan in place for securing young people's active involvement.</p> <p>A range of methods are used to ensure young people's feedback contributes to the work of the organisation.</p> <p>Young people's active involvement influences delivery, planning, resources, communication and quality assurance.</p> <p>There are opportunities for young people's active involvement in their local community.</p> <p>Young people are aware of how their active involvement influences changes/decisions made to the organisation/programme/local community.</p>	<p>A strategy or plan is being developed to ensure active involvement is built into every aspect of the organisation's work with young people.</p> <p>Young people's active involvement occasionally influences delivery, planning, resources, communication and quality assurance.</p> <p>There are occasional opportunities for young people's active involvement their own community.</p> <p>Young people are occasionally made aware of how their active involvement influences changes/decisions made to the organisation/programme/local community.</p>	<p>A strategy or plan is not in place to ensure active involvement is built into every aspect of the organisation's work with young people.</p> <p>There are individual examples of active involvement but a strategy for involving young people in decision-making has yet to be developed and consistently implemented.</p> <p>The organisation is yet to provide young people with opportunities for active involvement in their own communities.</p> <p>Young people are unaware of how their active involvement influences changes/decisions made to the organisation/programme/local community.</p>

Silver Level: Involving young people indicators	Grade descriptors		
	Good practice	Some development needed	Considerable development needed
The organisation monitors and evaluates their strategy or plan which ensures young people's active involvement at all levels in decision making and contributing to their work.	<p>A robust system is in place for monitoring the active involvement of young people at all levels in decision making and contributing to the work of the organisation.</p> <p>The organisation has completed a self-assessment against the National Children and Young People's Participation Standards for Wales (2007) or similar standards.</p>	<p>Systems are being developed to monitor the active involvement of young people at all levels in decision making and contributing to the work of the organisation.</p> <p>The organisation is currently undertaking a self-assessment against National Children and Young People's Participation Standards for Wales (2007) or similar standards.</p>	<p>There are isolated examples of monitoring the active involvement of young people at all levels in decision making and contributing to the work of the organisation.</p> <p>The organisation has not undertaken a self-assessment against the National Children and Young People's Participation Standards for Wales (2007) or similar standards.</p> <p>A strategy or plan is being developed to ensure active involvement is built into every aspect of the organisation's work with young people.</p>
The impact of young people's active involvement in decision making and contributing to the work of the organisation at all levels is identified and measured.	As a result of young people's active involvement in decision making there is evidence of sustained change and improvement within the organisation, over a two year period.	As a result of young people's active involvement in decision making there is evidence of changes within the organisation, over the past year.	<p>As a result of young people's active involvement in decision making there are isolated examples of change.</p> <p>There is a commitment to improving young people's active involvement.</p>

Silver Level: Involving young people indicators	Grade descriptors		
	Good practice	Some development needed	Considerable development needed
	<p>Young people are routinely kept informed of the changes and improvements that have been made as a result of their active involvement.</p> <p>Young people's active involvement in decision making is recognised, recorded or accredited.</p>	<p>There are plans in place to ensure that young people have more opportunities for active involvement which influence change and improvement.</p>	

Examples of evidence:

- Strategy or plan for young people's active involvement in decision making and contribution to the work of the organisation.
- Target setting and performance monitoring in relation to young people's active involvement in decision making and contribution to the work of the organisation.
- Data collection related to targets for involving young people.
- Resources, structures and processes to support young people's active involvement.
- Completion of the National Children and Young People's Participation Standards for Wales (2007) self assessment or similar standards.
- Commitment to the UNCRC, in particular Article 12.
- Up to date information on arrangements for young people's participation published by the organisation.
- Examples of young people's involvement in curriculum planning, delivery, monitoring and evaluation.
- Examples of young people's involvement in planning projects, programmes, activities and events.
- Examples of young people's involvement in reviewing and evaluating projects, programmes, activities and events.
- Evidence of young people's involvement in designing, commissioning or delivering of services.

- Evidence of young people's participation in management committees, members committees or similar groups within their own youth centres and projects.
- Evidence of tangible change and improvement as a result of young people's involvement in decision making.
- Evidence of how young people's feedback has resulted in change and improvement.
- Examples of feedback to young people on change and improvement as a result of their active involvement.
- Examples of young people's active involvement in their communities, for example Youth Forums, Youth Councils or Youth Parliaments.
- Data on local youth elections and other democratic processes.
- Examples of young people's learning and achievement as a result of active involvement.
- Examples of young people's active involvement in recruitment and selection and determining spending.
- Testimonials from young people.

Curriculum

“Youth work interventions have been shown to have a positive effect on formal education outcomes, behaviour, attendance and progression through key points of transition. Therefore we believe that empowered and embedded youth work practice can and should be expected to demonstrate how it is adding real value to the lives of young people in Wales.” Ministerial Foreword to the National Youth Work Strategy for Wales 2014-2018³

The *curriculum* standard focuses on how well the organisation’s curriculum;

- supports and delivers informal and non-formal learning opportunities for young people, which match the organisation’s aims and objectives;
- meets the needs of young people; and
- contributes to improving young people’s outcomes and life chances.

There should be a clear curriculum statement that outlines how the organisation works with young people to facilitate their personal, social and educational development and supports them to reach their full potential. There is an expectation that the curriculum should be broad, balanced and provide scope for meeting the needs of a range of young people.

The curriculum is all of the activities and experiences provided by the organisation with and for young people, and should;

- embrace a broad range of educational and recreational activities underpinned by the Five Pillars of Youth Work⁴;
- provide young people with opportunities to engage, learn, develop, enjoy themselves, make progress, evaluate, and recognise their learning;
- include references to the methods by which it is implemented; and
- be supported by a framework of planned learning.

Organisations should also review the appropriateness and quality of the curriculum and ensure that it is responsive to changing needs and priorities.

³ 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>.

⁴ 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/>.

The evidence to support the *curriculum* standard should demonstrate how the organisation;

- assesses the needs of young people;
- plans to meet young people’s needs and provide evidence of how their plans are developed and implemented;
- supports young people to extend their knowledge, understanding and skills;
- promotes young people’s personal, social and educational development;
- aligns their work with young people with local priorities, for example the priorities set out in the local Community Strategy, local area’s Single Integrated Plan and the Youth Engagement and Progression Framework implementation plan.
- aligns their aims and objectives for their work with young people with 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/>;
 - Programme for Government, Welsh government <http://gov.wales/about/programmeforgov/?lang=en>;
 - 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>.

Silver Level: Curriculum indicators	Grade descriptors		
	Good practice	Some development needed	Considerable development needed
The organisation has a curriculum for youth work and the workforce is confident in delivering it.	The curriculum is effectively planned and delivered to meet young people’s needs and contributes to local and national priorities for young people.	There are plans in place to ensure that their curriculum is effectively delivered and plans to improve its contribution to national and local priorities for young people.	The curriculum is not clearly linked to meeting young people’s needs or local and national priorities for young people.

Silver Level: Curriculum indicators	Grade descriptors		
	Good practice	Some development needed	Considerable development needed
	<p>To support planning and delivery of effective youth work, relevant training, professional development and supervision is provided for, and attended by the workforce.</p> <p>The workforce, at all levels, understands how to apply the curriculum and is confident in planning, delivering and evaluating youth work programmes.</p>	<p>Training, professional development and supervision for the workforce is being reviewed to support planning and delivery of effective youth work.</p> <p>The curriculum is not consistently implemented throughout the organisation.</p>	<p>Plans are in place to provide workforce development to ensure the curriculum is effectively implemented.</p>
<p>The organisation carries out ongoing needs analysis to inform the range and type of provision they will offer young people.</p> <p>The organisation's provision addresses young people's differing needs, interests and circumstances.</p>	<p>The ongoing needs analysis results are used to inform the range and type of provision that is offered and undertaken with young people.</p> <p>There is a robust link between young people's needs assessments and changes made to the range and type of provision offered to them.</p> <p>Young people have access to high quality Welsh</p>	<p>Information on needs is assessed but is yet to be systematically analysed.</p> <p>There are examples of links between young people's needs assessment and changes made to the range and type of provision offered to them.</p>	<p>There is limited evidence of needs assessment.</p> <p>The range and type of provision is yet to be informed by the results of young people's needs analysis.</p>

Silver Level: Curriculum indicators	Grade descriptors		
	Good practice	Some development needed	Considerable development needed
	medium/bilingual provision where appropriate.		
Young people benefit from engaging in youth work provision offered by the organisation.	<p>Young people develop and extend their knowledge and understanding by engaging in youth work provision.</p> <p>Young people develop and extend their personal and social skills by engaging in youth work provision.</p> <p>There are extensive examples of how engaging in youth work provision has positively contributed to other aspects of young people's lives.</p>	<p>There are some examples of young people developing their knowledge and understanding by engaging in youth work provision.</p> <p>There are some examples of young people developing their personal and social skills by engaging in youth work provision.</p> <p>There are some examples of how engaging in youth work provision has positively contributed to other aspects of young people's lives.</p>	<p>Following engagement in youth work provision there is inconsistency in young people's personal and social development, and learning.</p> <p>There are limited examples of how engaging in youth work provision has positively contributed to other aspects of young people's lives.</p>

Examples of evidence:

- The organisation's curriculum or curriculum statement.
- Evidence of how the organisation's curriculum links with the Five Pillars of Youth Work in Wales as set out in 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/>.
- The organisation has identified links between their curriculum and local and national plans, strategies.

- The organisation is able to demonstrate how the results of needs assessments and analysis, community profiles or reports have informed change within the organisation.
- The organisation is able to show how young people's feedback, evaluation and input into planning, routinely informs changes to the range, type and mix of provision offered.
- Workforce development opportunities, including supervision, appraisal and training to support the effective implementation of the curriculum.
- Evidence that the workforce attends professional development opportunities that support the effective implementation of the curriculum.
- Examples of young people planning, delivering and evaluating youth work programmes.
- Young people's user survey results and evidence of follow-up.
- Examples of the organisation's session/project recordings and action planning.
- Completion of the National Children and Young People's Participation Standards for Wales (2007)
<http://www.participationworkerswales.org.uk/wp-content/uploads/2014/07/National-Participation-Standards.pdf> self-assessment.
- Case studies/data demonstrating that engaging in youth work provision has improved young people's outcomes or life chances.
- Case studies that demonstrate workforce understanding of how their work contributes to broader organisational objectives and priorities for young people.
- Organisation business/delivery/operational plans and reports.
- Young people's plans and evaluations.
- Young people's portfolios for accredited awards from engaging in provision offered by the organisation.
- Welsh medium /bilingual provision needs assessment to determine young people's needs.
- An assessment and analysis of Welsh speaker needs and resulting plans and implementation.
- Evidence of consulting young people in order to raise awareness and better understand which activities they wish to undertake through the medium of Welsh and which services they wish to receive through the medium of Welsh.
- The provision of opportunities for young people to use Welsh informally within youth work settings.
- Evidence of workforce development to improve Welsh language awareness to enable them to support young people to develop positive attitudes towards the language.

Equality and diversity

Youth Work in Wales: Principles and Purposes (2013)⁵ emphasises the importance of inclusion and equal opportunity. It describes inclusive practice as,

“enabling young people to develop knowledge, understanding and positive attitudes and behaviour in relation to:

- *Racial, social and cultural identity and diversity;*
- *Heritage;*
- *Language and the value of one’s own and other languages;*
- *Citizenship;*
- *Respect for other people’s choices.*

The *equality and diversity* standard focuses on how equality and diversity policies and practice improve young people’s access to youth work opportunities as well as the outcomes they achieve.

The evidence to support the *equality and diversity* standard should demonstrate:

- the organisation has up-to-date policies in place and that there are action plans to improve access and outcomes for groups of young people who might experience disadvantage as a result of disability, race, gender, sexual orientation, being in local authority care, heritage, religion or belief;
- the organisation has monitoring and reporting procedures in place to show the attendance of different groups of young people by, for example ethnicity, gender, disability, culture or heritage;
- the impact of policy and practice on improving the take up of the organisation’s youth work provision by different groups of young people, by, for example, ethnicity, gender, disability, culture or heritage;
- equality and diversity training and development opportunities offered and attended by the workforce; and
- that young people have extended their knowledge and understanding of equality and diversity by attending youth work provision.

⁵ 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/>

Silver Level: Equality and diversity indicators	Grade descriptors		
	Good practice	Some development needed	Considerable development needed
The organisation has a proactive approach to promoting equality and diversity through its policy/policies and practice(s).	<p>Up-to-date equality and diversity policy with an associated action plan.</p> <p>There is a programme of workforce development opportunities that address equality and diversity.</p> <p>The curriculum addresses equality and diversity.</p> <p>Young people have extended their knowledge and understanding of equality and diversity.</p> <p>Procedures for dealing with complaints of harassment and discrimination are communicated to young people, the workforce and other stakeholders.</p> <p>Complaints of harassment and discrimination are recorded and monitored to ensure they have been effectively investigated and addressed.</p>	<p>There is an up to-date equality and diversity policy with an action plan in development.</p> <p>There are plans to provide workforce development opportunities that address equality and diversity.</p> <p>There are some examples of how equality and diversity is addressed in the curriculum.</p> <p>Procedures for dealing with complaints of harassment and discrimination are in place with plans to ensure young people, the workforce and other stakeholders know how to use them.</p>	<p>Equality and diversity policy is in place but the action plan is yet to be developed.</p> <p>The workforce is yet to engage in equality and diversity development opportunities.</p> <p>Equality and diversity is inconsistently addressed in the curriculum.</p> <p>Procedures for dealing with complaints of harassment and discrimination are yet to be developed or implemented.</p>

Silver Level: Equality and diversity indicators	Grade descriptors		
	Good practice	Some development needed	Considerable development needed
The impact of the organisation's equality and diversity policy/policies and practice(s) is/are monitored and evaluated.	<p>There is a robust procedure for using data to monitor the impact of equality and diversity policy/policies and practice(s).</p> <p>Data on attendance, achievement and progress of young people who may experience disadvantage is collected, analysed to identify areas for improvement and informs action plans and practice.</p>	<p>There is a plan to improve procedures for using data to monitor the impact of equality and diversity policy/policies and practice(s), as well as identifying areas for improvement.</p> <p>Data on the attendance of different groups of young people who may experience disadvantage is collected and plans are in place to improve accuracy and analysis.</p>	Data collection and monitoring processes are being developed.
The organisation's Equality and Diversity policy/policies are implemented and result in change and improvement.	<p>The Equality and Diversity policy/policies and practice(s) result in improved attendance and outcomes for groups of young people who may experience disadvantage.</p> <p>The organisation enables young people and the workforce to extend their knowledge and understanding of equality and diversity.</p>	<p>Plans to improve attendance and outcomes for groups of young people who may experience disadvantage are in development.</p> <p>There are examples of the organisation enabling the workforce and young people to explore equality and diversity.</p>	<p>There is limited evidence of improving attendance and outcomes for groups of young people who may experience disadvantage</p> <p>The workforce and young people are yet to be engaged in activity that develops their knowledge and understanding of equality and diversity.</p>

Examples of evidence:

- Up to date Equality and Diversity policies with associated action plans.
- A programme of equality and diversity training and development opportunities.
- Examples of how development opportunities improve the workforce's ability to explore and address equality and diversity with young people.
- The collection and analysis of data on the uptake of services by different groups of young people, and how this is used to inform planning.
- Equality and Diversity monitoring and review reports.
- Procedures for dealing with complaints of discrimination and harassment, evidence of how these are communicated to young people, staff and stakeholders and, evidence of how complaints are managed.
- Arrangements for reviewing the effectiveness of the complaints procedure.
- Examples of assessment of the needs of specific groups of young people, for example, those that may experience disadvantage.
- Examples of targeting specific groups of young people.
- Analysis of the attendance and outcomes of specific groups of young people, for example, those who may experience disadvantage as a result of disability, race, gender, sexual orientation, being in local authority care, heritage, religion or belief.
- Examples of how implementing Equality and Diversity policy/policies and practice(s) has improved the attendance and outcomes for specific groups of young people, for example, those who may experience disadvantage as a result of disability, race, gender, sexual orientation, being in local authority care, heritage, religion or belief.
- Examples of how implementing Equality and Diversity policy/policies and practice(s) improve young people's experiences of accessing and participating in youth work.

Workforce development

The National Youth Work Strategy for Wales (2014-2018) acknowledges that young people should be supported by skilled, competent youth work practitioners. An appropriately trained and professionally qualified workforce is crucial to ensuring the delivery of high quality youth work. The term 'workforce' encompasses paid staff, volunteers, trustees and young people who may be volunteers or senior members.

The *workforce development* standard focuses on the quality and impact of professional development opportunities and how they are assessed. There is an expectation that the organisation promotes accessible professional development opportunities to their workforce. The term 'professional development' encompasses a wide range of activities such as training, coaching, mentoring, briefings, shadowing, reflective supervision, engaging in action learning and communities of practice.

The evidence for the *workforce development* standard should demonstrate:

- the organisation has a workforce development policy or strategy which promotes an understanding of the role of non-formal learning;
- the organisation invests in workforce development;
- the organisation takes steps to secure a appropriately trained workforce which, where necessary, holds relevant professional qualifications for their roles;
- how the organisation assesses the professional development needs of the workforce and develops plans to meet those needs; and
- How the organisation monitors and evaluates the quality and impact of training and development opportunities.

Please note: organisations that have achieved the CWVYS Quality Mark for Workforce Development in the past three years will be assessed as having demonstrated good practice against all the indicators in this standard.

Silver Level: Workforce development indicators	Grade descriptors		
	Good practice	Some development needed	Considerable development needed
The organisation has a Workforce Development policy or strategy.	<p>A Workforce Development policy or strategy is consistently applied to all areas of work with young people.</p> <p>The workforce is aware of the policy or strategy and professional development opportunities.</p> <p>Regular performance management, supervision and appraisal processes promote and support professional development.</p>	<p>The organisation has a workforce development policy or strategy which has not yet been applied to all areas of work with young people, or is yet to be consistently applied to all members of the workforce.</p> <p>All members of the workforce are aware of professional development opportunities.</p> <p>The workforce is regularly supervised and appraised.</p>	<p>The organisation's workforce development policy or strategy is yet to be developed or fully implemented.</p> <p>Paid staff are aware of professional development opportunities but these have not been made available to the organisation's volunteers, trustees and young people.</p> <p>Supervision and appraisal is carried out on an ad-hoc basis.</p>
The organisation invests in Workforce Development and this investment is visible in practice.	<p>The professional development needs of the workforce and the organisation as a whole are regularly assessed and addressed.</p> <p>The workforce has access to, and engages in a diverse range of continuing professional development activity.</p>	<p>There are plans to secure a more structured process for assessing and addressing professional development needs of the workforce and the organisation as a whole.</p> <p>The organisation is taking steps to improve the range and diversity of professional development opportunities.</p>	<p>Engagement in professional development activities is inconsistent.</p> <p>Professional development opportunities are yet to be linked to a systematic assessment of the needs of the workforce.</p> <p>The quality and impact of professional development</p>

Silver Level: Workforce development indicators	Grade descriptors		
	Good practice	Some development needed	Considerable development needed
	<p>Professional development activities are delivered in a way and offered at times that ensure they are accessible to the entire workforce.</p> <p>Feedback and evaluations are used to assess and improve the quality and impact of the professional development opportunities.</p>	<p>There are plans to ensure professional development opportunities are delivered in ways and at times that ensure they are accessible to the entire workforce.</p> <p>There are plans to use feedback and evaluations to assess the quality and impact of the professional development opportunities.</p>	<p>opportunities are yet to be monitored and evaluated.</p>
<p>The organisation has a workforce that is fit for the purpose of working effectively with young people directly or indirectly.</p>	<p>The workforce development opportunities improve the quality and impact of youth work provision.</p> <p>Professional qualifications which are most appropriate to meet the needs of young people and the aims of the organisation have been identified.</p> <p>The majority of the workforce has, or is working towards professional qualifications that are most appropriate to meet</p>	<p>The organisation has plans to assess how workforce development improves the quality and impact of youth work.</p> <p>Professional qualifications which are most appropriate to meet the needs of young people and the aims of the organisation are being identified.</p> <p>Some of the workforce has, or is working towards professional qualifications that</p>	<p>The organisation is yet to assess how workforce development improves the quality and impact of youth work.</p> <p>Professional qualifications which are most appropriate to meet the needs of young people and the aims of the organisation have not yet been identified.</p> <p>There is not a systematic process to provide opportunities for the workforce</p>

Silver Level: Workforce development indicators	Grade descriptors		
	Good practice	Some development needed	Considerable development needed
	<p>the needs of young people and the aims of the organisation.</p> <p>The organisation recognises and celebrates the workforce's engagement in professional development and accreditation.</p>	<p>are most appropriate to meet the needs of young people and the aims of the organisation.</p>	<p>to gain relevant professional qualifications.</p>

Examples of evidence:

- The organisation's Workforce Development policy or strategy.
- Processes for identifying the professional development needs of the workforce as individuals and the organisation as a whole; for example training and qualification audits.
- The organisation's training and development plan with evidence of links to organisational, local and national policy priorities.
- Examples of adapting professional development opportunities to ensure they are accessible to people with disabilities, part time staff and volunteers, trustees and young people.
- The organisation's supervision and appraisal policy and procedures.
- The organisation's supervision, performance review and appraisal records.
- The organisation's publicity for promoting professional development opportunities.
- The organisation's briefings for the workforce on national and local developments in youth work and other services for young people.
- Percentage of the organisation's budget that is spent on training/workforce development.
- Feedback from surveys (young people, stakeholders and workforce) on the quality of the organisation's workforce development activities.

- Numbers/proportions of the organisation's workforce with appropriate professional qualifications.
- Numbers/proportions of the organisation's workforce who are working towards appropriate professional qualifications.
- Numbers/proportions of unqualified members of the organisation's workforce.
- Endorsements through other frameworks (such as Investors in People and Investors in Volunteers).
- The organisation's self-assessments against quality standards for workforce development; for example the CWVYS Quality Mark for Workforce Development or ETS Wales Draft Quality Mark: Workforce Development standards.
- Examples of how the organisation's workforce development has resulted in improved provision and outcomes for young people.

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

2.1 Involving young people

Silver Level: Involving young people indicators	Self assessment narrative with links to supporting evidence	Grade
The organisation has a strategy or plan in place to ensure young people’s; <ul style="list-style-type: none"> • active involvement in decision making; • contribution to the work of the organisation; and • contribution to their community. 		
The organisation monitors and evaluates their strategy or plan which ensures young people’s active involvement at all levels in decision making and contributing to their work.		

<p>The impact of young people’s active involvement in decision making and contributing to the work of the organisation at all levels is identified and measured.</p>		
--	--	--

2.2 Curriculum

Silver Level: Curriculum indicators	Self assessment narrative with links to supporting evidence	Grade
<p>The organisation has a curriculum for youth work and the workforce is confident in delivering it.</p>		
<p>The organisation carries out ongoing needs analysis to inform the range and type of provision they will offer young people.</p> <p>The organisation’s provision addresses young people’s differing needs, interests and circumstances.</p>		
<p>Young people benefit from engaging in youth work provision offered by the organisation.</p>		

2.3 Equality and Diversity

Silver Level: Equality and diversity Indicators	Self assessment narrative with links to supporting evidence	Grade
The organisation has a proactive approach to promoting equality and diversity through its policy/policies and practice(s).		
The impact of the organisation's equality and diversity policy/policies and practice(s) is/are monitored and evaluated.		
The organisation's Equality and Diversity policy/policies are implemented and result in change and improvement.		

2.4 Workforce development

Silver Level: Workforce development indicators	Self assessment narrative with links to supporting evidence	Grade
The organisation has a Workforce Development policy or strategy.		
The organisation invests in Workforce Development and this investment is visible in practice.		
The organisation has a workforce that is fit for the purpose of working effectively with young people directly or indirectly.		