



Guide to good practice

The Quality Mark for Youth Work in Wales: Bronze Level

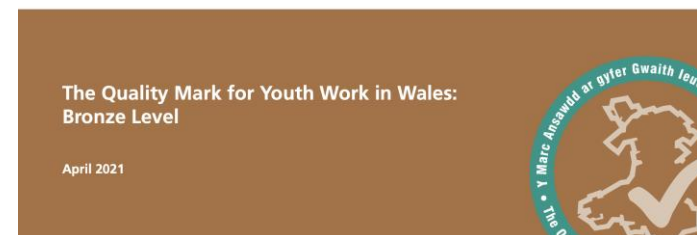


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Introduction

To provide the best outcomes for young people, it is important that every organisation provides the best service it can and to be in a position to demonstrate the positive results of its work. Even though you know the impact you are having, you should be able to demonstrate that to others who are less familiar with your work. So to enable them to better understand what you do, and part of this will be your services learning and what you can improve or change to continually drive up the quality and impact of your delivery. This is essentially what good practice and quality is all about – knowing what you do, learning from it, and doing it better. These are key elements in helping you to develop a pathway to continuous improvement and provide a service that meets the needs of young people that you work with.



The Quality Mark for Youth Work in Wales: Bronze Level Good Practice Guide

A definition: **Good practice** is not only a **practice** that is **good**, but a **practice** that has been proven to work well and produce **good** results, and is therefore recommended as a model.

This guide has been compiled from the observations of youth workers and is the view of your peers and is therefore a true reflection of good practice.

This guide aims to provide some good practice examples of the Bronze Quality Mark indicators, to help, guide and support you to achieve the Bronze Level of the Quality Mark for Youth Work in Wales. It cannot provide an exhaustive list of examples but is designed to include relevant examples that meet the 'good practice' grade at Bronze Level. This good practice guide has been developed with input from a wide range of representatives from voluntary and statutory organisations that support or directly deliver youth work across Wales.

The Quality Mark for Youth Work in Wales: Bronze Level

To achieve the award, your organisation will be expected to demonstrate how they came into being, why they were established and what they anticipate achieving through their provision. They must demonstrate that they are delivering youth work. Each organisation must ALSO demonstrate that they have appropriate leadership and governance, monitoring and evaluation processes that are safe, and act within a legal framework of policies and provide a welcoming and safe environment for young people who can access trusted and skilled staff and volunteers.

This guidance should be read in conjunction with *The Quality Mark for Youth Work in Wales: Introduction and guidance*, and The Quality Mark for Youth Work in Wales: Bronze Level is available to download from the [website](#)

Quality Mark Bronze Level: Young people are safe and able to thrive

Bronze is the first step on the Quality Mark ladder and will help your organisation to focus upon its purpose, structure, policy framework and consider its delivery methods for the provision of high-quality youth work. The Bronze level covers Performance Management, Quality of Youth Work, Young People's Learning and Legal Requirements.

This good practice guide, is designed to help you develop your Bronze level Quality Mark Self-assessment, as it is helpful to think about the requirements that you have to meet as part of your submission. This Good Practice Guide will provide some useful examples to enable you to meet the Quality Standards at the Bronze Level, and its range of associated ‘indicators’, and as an organisation, you are required to provide evidence to support each indicator. The indicators are listed below:

Bronze Level quality standards	
Quality Standard	Indicators
1.1 Performance management	<p>The organisation has a clearly stated mission or vision and has a strategy and/or plan(s) 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 its organisational plan(s) and targets and/or performance indicators.</p> <p>The organisation can link its work with key local and national policies, and/or strategies and priorities for young people.</p>
1.2 Quality of youth work practice	<p>The organisation’s workforce understands the needs of local areas and the needs of the young people with whom they work.</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>The organisation's workforce develops positive relationships with young people to effectively support and promote young people's learning and achievement.</p>
<p>1.3 Young people's learning and development</p>	<p>Following engagement in the organisation's youth work provision, young people develop the knowledge, skills and understanding of themselves and their learning.</p> <p>Following engagement in the organisation's youth work provision, young people develop personal, social and emotional skills.</p> <p>The organisation enables young people to help shape the organisation's vision and aims, and involves the young people in the design, planning and evaluation of provision to meet their needs.</p>
<p>1.4 Legal requirements</p>	<p>The organisation has relevant policies, procedures and guidance, and can meet its legal requirements and safe practice.</p> <p>The organisation has effective policies and procedures for the safeguarding and health and safety of young people, staff and volunteers.</p> <p>The organisation's workforce understands and is trained and equipped 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>

To help you develop and prepare your self-assessment, and provide good quality evidence for the indicators, grade descriptors are provided below, to assist you in making a judgement about your current level of performance.

The Grade Descriptors are:

- **Good practice** - There is good overall performance in this area. Policies and plans are up-to-date and consistently implemented. There are effective working arrangements that benefit young people.
- **Some development needed** - Policies and plans are generally appropriate, although practice is not always consistent, and some young people do not receive the same quality of service as others. Some gaps exist, which managers/leaders plan to address.
- **Considerable development needed** - Policies are not widely understood or consistently implemented. Plans and working arrangements are generally weak, adversely affecting the quality of service offered to young people.

*** Please remember, that this Good Practice Guide is designed to assist you to compile a self-assessment report with accompanying portfolio of evidence and participate in an external assessment process. The extracts from successful self-assessment reports are shown to illustrate that a 'good practice' grade has been achieved for each indicator within the Bronze level for which you are applying. (Please note that a few key pieces of evidence that meets a number of the indicators is better than having a single piece of evidence for each indicator).**

The examples shown have been anonymised, but we would encourage applicants for the Youth Work Quality Mark to collaborate with peers and to seek advice on formulating their self-assessment with advice from sector colleagues.

Each of the good practice examples provided within this guide, have achieved 'good overall' performance, and will help to raise your awareness and understanding of the evidence you are expected to provide.

Bronze Level Indicators and Good Practice Examples:

1.1 Performance management

Bronze Level: Performance management indicators	Good Practice Example: Statutory Sector	Good Practice Example: Voluntary/Third Sector
<p>The organisation has a clearly stated mission or vision and has a strategy and/or plan(s) for its work with young people.</p>	<p>The Local Authority has a <u>Single Integrated Plan 2013-2023¹</u> and a <u>Corporate Plan 2018-2022²</u> which details the wellbeing objectives for the local area. The Youth Service ensures it delivers against the priorities set out in these plans through its <u>Delivery Plan for 2020/21³</u>.</p> <p>The Service’s vision for children and young people is described within the Delivery Plan; “to encourage and enable young people to have fun, participate in all opportunities available to them and to gain the skills needed to become happy, confident and fulfilled adults and members of their communities”. This is supported by the Youth Service’s mission “to deliver good quality learning, social and recreational opportunities and activities through highly motivated, well trained and enthusiastic youth workers in safe and friendly places accessible to all young people”.</p>	<p>We are a registered charity managed by a board of voluntary trustees. It is an autonomous organisation.</p> <p>Our Strategic plan sets out our aim for services for young people and our objectives. Our vision is of an inclusive movement transforming communities so that all young people can belong, contribute and thrive. The organisation aims to empower and motivate people in our society, including those who are disadvantaged through social, economic emotional deprivation by their participation in recreational, spiritual, educational, physical and social programmes throughout the local area and beyond.</p> <p>Our Federation Strategy for England and Wales which is our national strategy. The Federation Strategy sets out our national direction and shared priorities, providing not only a focus for the things we do together but, importantly, also a common framework</p>

	<p>The Youth Service also has a <u>Curriculum Strategy</u>⁴ which provides a foundation for youth work in the area. It provides a framework for developing high quality work with young people and enables youth workers to plan, deliver and evaluate their work in a systematic way. The Service's session records map activities against the curriculum headings of Citizenship, Arts, Sports and Health. It also has a curriculum heading of Welsh to ensure that the Welsh Culture and Language are not overlooked in terms of delivery.</p> <p>In line with Welsh Government's Youth Engagement and Progression Framework, the Local Authority has a <u>Youth Engagement Strategy</u>⁵ (<i>A Multi Agency Approach to ensuring young peoples' engagement in education, employment and training</i>) 2013-2023 and has both strategic (YES) and operational (Youth Support Multi Agency Group or YSMAG) groups that meets on a quarterly basis to ensure the direction of delivery is relevant and dynamic. The <u>Terms of Reference</u>^{6, 7} for both groups are attached.</p> <p>The Youth Service has its own <u>Participation Strategy</u>⁸. In addition, the Local Authority has a <u>Children and Young People's Plan 2018-2021</u>⁹ which references the Youth Service, the Youth Council and the Youth Engagement and</p>	<p>for organisations to use and adapt in conjunction with local and sector knowledge to enhance their programmes and day-to-day working.</p> <p><u>Annual reports:</u></p> <p>We produce an annual report each year to highlight the work we do with young people. The annual reports show the impact of the work we do with young people, the annual report highlights our achievements throughout the year in regards to our work with young people.</p> <p>Reports for Board of Directors:</p> <p>These contain an overview of Youth Project delivery. Reporting back to our Board of Directors on the achievements we have made working with young people throughout the year</p> <p>RBA reporting:</p> <p>Through the project work that we deliver we have to measure the outcomes, impact and effectiveness of our work with young people through Results Based Accountability (RBA). This tells us, how much we have done, how well we have done it, and if anyone is better off as a result of the work delivered.</p> <p>Letters of support:</p>
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	<p>Progression Framework and Youth Engagement Strategy.</p> <p>The Curriculum Strategy, Participation Strategy and the Children & Young Peoples Plan link directly with the <u>Youth Work Strategy for Wales 2020²³</u> in particular Aim 1 – Young People are Thriving. “Through youth work, young people are supported to find their voice, formulate and convey their ideas, develop autonomy, build skills, make friends and, importantly, have fun. To help ensure young people are able to thrive, we need to ensure we are creating safe spaces and youth work cultures that are caring, inclusive and understanding, and which build trust and a sense of belonging. This is not just about providing them with these experiences, but ensuring they play an important role participating in the decisions that affect them now and in the future.” And also Aim 2 – Youth Work is Inclusive and Accessible. “It should reflect the range of diverse backgrounds, identities, experiences, and needs of young people in Wales. Youth work must, therefore, proactively remove barriers to engagement and participation, ensuring it is accessible to all, and particularly to those young people who may have experience of isolation, marginalisation, exploitation, or discrimination, including those with a protected characteristic.”</p>	<p>We have often been sent letters of support for the work we have undertaken with young people from our partners that have shown the work that we do is effective.</p> <p>Evaluation Methods:</p> <p>Through our work we also measure effectiveness through evaluation methods with the young people to ensure that work is young person-led and that the young people find the activities effective. These evaluation tools also let us know how activities can be improved and developed on through the young peoples’ feedback</p> <p>Consultation:</p> <p>We have recently held a consultation in regards to the development of our community Centre where we would like to develop a youth ‘zone’ specifically for young people. The views of the young people will influence our strategy for this development within our organisation.</p> <p>This has informed our future vision in regards to the development of our community centre.</p>
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<p>There is a plan which demonstrates how the organisation measures its impact and effectiveness of its work with young people.</p>	<p>The Youth Service has a Delivery Plan in place for 2020. The plan was developed in conjunction with team managers from the Service who are responsible for monitoring their section of the plan within their own area of responsibility. These reflect the priorities contained within the Local Authority's strategies as well as any grant funding criteria.</p>	
<p>The organisation regularly uses a systematic approach for monitoring, reviewing and revising its organisational plan(s) and targets and/or performance indicators.</p>	<p>Work with young people is robustly linked with key local and national policies, strategies and priorities for young people. The information presented at 1.1 above demonstrates how the Youth Service is responding to the key local priorities for young people set out in the Corporate Plan.</p> <p>We believe that our representation on national and local groups enables us to link strategies and priorities to our work/ and or importantly promote them to others. The Youth Service's response to the strategic outcomes in the link to the Welsh Government's Youth Work Strategy for Wales is demonstrated through, for example:</p> <ul style="list-style-type: none"> ➤ We deliver youth work at times and venues that promote young people's access 	<p>We are a nationally recognised uniformed youth organisation. Our team meet on a monthly basis, providing update highlight reports for the Citizens in Policing (CiP) Coordinator and the portfolio Strategic Lead.</p> <p>The highlight reports have various areas requesting updates, these are reporting on focused tasking, actions, activities over the past month, progression of keys areas / projects, outstanding issues and risk highlights across the portfolio. The reports allow the Strategic Lead to monitor the development of the areas and raise any actions at the CiP board. It also ensures responsibilities of officers are monitored and actions are followed up. The reports also give the officers an opportunity to highlight any lessons</p>

	<ul style="list-style-type: none"> ➤ The provision of accredited learning opportunities and a high performing Duke of Edinburgh Programme helps to prepare young people for employment and wider adult life young people for employment (<u>See Accreditations Gained</u>). ➤ Our Healthy Image and Digital Inclusion Projects provide preventative services that promote wellbeing and internet safety ➤ We use open access provision to reach and engage young people that require more targeted support. (See Outcome Stars which demonstrate the impact of this work). 	<p>learned, and what is going well and what could possibly be reviewed.</p> <p>All monitoring is measured through the monthly highlight reports, outlining the progress and raising any issues. The Operational Policing Board (OPB) follows a quarterly reporting period which falls a fortnight, to ensure issues can be investigated prior to submitting a report to the board and escalating issuing needing urgent action or Senior Management sign off.</p> <p>Our VPC performance indicators are heavily focused on the engagement and interactions with young people. The measures are taken from the number of young people attending weekly sessions, the number of Mini Police schools engaging and the number of referrals and young people being sign posted to the scheme. The figures are reported back on a monthly basis to our Business Change Department who share our indicators nationally and locally.</p> <p>We also monitor the young people progression through the programme, focusing upon their development through to employment, particularly those who go on to employment with us later in life.</p>
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<p>The organisation can link its work with key local and national policies, and/or strategies and priorities for young people.</p>	<p>In common with other local authority youth services, the service appointed a Youth Homelessness Co-ordinator and submitted proposals to develop early intervention initiatives to support Welsh Government in its aim to eradicate youth homelessness in Wales by 2027.</p> <p>The Youth Homeless Team, Work Plan is informed by and links to the County Council's Homelessness Action Plan, in addition to being linked to the objectives of the Youth Work Strategy Grant. It is worth pointing out that Youth Service had a youth worker seconded to housing services and funded jointly by social care almost a year before Welsh Government made Youth Support Grant monies available. This shows forward thinking and a recognition by other agencies that youth workers can help them meet their strategic objectives. It also helps ensure that the needs of young customers are understood and met.</p> <p>Welsh Government launched its Substance Misuse Delivery plan 2019-2022 in October 2019, focussing on stronger partnerships. In keeping with this and recently updated local substance misuse policy and commissioning arrangements in schools, the youth service and its partners BAROD Choices met with the Association of Secondary Heads to re-establish a single point of contact for referrals into under 18 services. This process also takes into</p>	<p>We continue to develop a national youth work programme reflecting the National Youth Work Strategy for Wales (2019), Implementation of the Youth Work Strategy for Wales (2019), the Youth Work in Wales: Principles and Purposes (2018), the Wellbeing of Future Generations Act (2015), the United Nations Convention for the Rights of the Child and the Rights of Children and Young Persons (Wales) Measure 2011, Welsh Language Measure (2011), and embracing all Welsh Government policies relating to young people.</p> <p>Youth Engagement and Progression Framework link A20</p> <p>The work of our organisation supports the Welsh Government's Youth Engagement and Progression Framework particularly through the Subway to Success Project which works with young people identified as NEET and supports them in gaining new skills required for employment as well as a chance to undertake paid supported employment.</p> <p>Youth Work Strategy for Wales link A21</p> <p>The Organisation supports the Youth Work Strategy for Wales and aims to assist the Welsh Government on the delivery of the strategy. The vision within the document is a shared vision of the organisation as we also want to ensure that (a) Young people are thriving (b) Youth work is accessible and inclusive (c) Voluntary and paid professional youth work staff are</p>
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	<p>consideration the needs of young people who may be known to our service via involvement with the Youth Justice Team or other parts of the integrated service.</p> <p>Young people have been directly involved via Education Recovery Team_Meetings, directly influencing decision making affecting their education as schools emerge from lockdown. The Youth Assembly also has provided feedback to consultations at a national level for the Interim Youth Work Board, and at a county Level on the Local Authority Equality Plan.</p> <p>School based youth work takes place with the overall aims directed by the funding streams, namely the Children & Communities Grant and Youth Support Grant. The aims of this work are to provide young people with an alternative qualification and improve the health & wellbeing of young people. This is identified as a key focus of the Wellbeing of Future Generations Act and in particular the wellbeing indicators set within. The impact of this work is seen in the health & wellbeing measures for children_and also contributes to the Schools Healthy Research Network (SHRN) reports for each school.</p> <p>Post 16 Outreach youth work is focussed on meeting the NEET agenda of supporting young</p>	<p>supported throughout their careers to improve their practice and that (d) Youth work is valued and understood. We also want to support the Welsh Government develop a sustainable model for youth work delivery.</p> <p>Implementation of the Youth Work Strategy for Wales Link A22</p> <p>The organisation supports the wider youth work sector by having an involvement in the Strategic Participation Groups (SPG's) linked to the implementation of the Youth Work Strategy for Wales. Our Chief Operating Officer attends the Workforce Development Group as well as being a member of ETS Wales. Staff are involved in contributing via CWVYS as well as supporting international youth work in Wales through Connect Cymru.</p> <p>The organisation also responds to Welsh Government consultations around new strategies and policies to ensure that its voice is heard. A23 Responding to Strategy.</p> <p>The organisation works throughout Wales and helps local organisations deliver on their local strategies, policies and priorities for young people. This can be seen effectively through working with the Vale of Glamorgan Youth Service and Swansea MAD A24 Partnership Agreement Example</p>
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	<p>people into meaningful Education, Training or Employment as is prescribed in the Youth Engagement and Progression Framework_this ensures that the youth service are identified as a key agency that is utilised to meet the national strategy around youth unemployment. This has also enabled the Youth Service to access European Structural Funds to establish the Cam Nesa project with regional partners in the West Wales & Valleys Region.</p>	<p>We support our network of affiliated clubs through providing them with regular ENewsletters producing a A25 Printed Newsletter and by supporting them with guidance through the A26 Club Handbook and during the Coronavirus pandemic we have supported them by producing the A27 Returning to a New Normal guidance A27A Case Study</p> <p>As an organisation we ensure that we listen to and supervise staff so they feel valued and respected. We undertake A28 Weekly Staff meetings and A29 staff have regular supervision</p>
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1.2 Quality of youth work practice

Bronze Level: Performance management indicators	Good Practice Example: Statutory Sector	Good Practice Example: Voluntary/Third Sector
<p>The organisation's workforce understands the needs of the local area and the needs of the</p>	<p>The Youth Service has carried out a number of community profiling exercises in the past and has recently undertaken a new <u>analysis of each Ward⁴⁴</u> within the Local Authority. This gave an overview of the community, its residents,</p>	<p>We centre our practice on the purpose and values of youth work ensuring our priorities are aligned with the sector and our work reflects the guidance of the Youth Work Strategy for Wales. Our projects are developed to ensure young people engaging with our project, and</p>

<p>young people with whom they work.</p>	<p>organisations that support young people and the views of young people.</p> <p>There are a number of methods employed to ensure that the organisation's workforce understands the needs of the young people:</p> <ul style="list-style-type: none"> • Listening to the views of young people. • Raising awareness amongst staff through workforce development. • Recognising the skills, knowledge and experience of others through partnership working. • Utilising data and relevant sources of information. <p><u>The Voice of Young People</u></p> <p>Youth workers recognise the importance of giving young people a voice in order to understand their needs. The Youth Council reaches out to special interest groups in order to diversify and make the Youth Council representative of all young people within the area.</p> <p><u>Workforce Development</u></p> <p>Workforce development is an essential part of understanding the needs of the young people and staff have been appropriately trained in order to improve the quality of youth work practice. Training records are held within the</p>	<p>programmes have opportunities that are educative, expressive, participative, inclusive and empowering. We aim to ensure our work is grounded in respect for young people and in the principles of inclusion and equal of opportunity.</p> <p>We develop projects, programmes, activities and partnerships in response to the needs of young people and the sector as well as delivering our main activities which are:</p> <ul style="list-style-type: none"> • Providing training and accreditation opportunities for young people and practitioners • Developing and sourcing funding for diverse and innovative projects, for example, projects which support young trans people, young people at risk of mental health issues and young people who experience loneliness • Sourcing and providing funding for young people to develop and run their own projects • Providing youth participation opportunities, including Llais Ifanc and BIPA. • Partnerships with corporate organisations including UPS and Lloyds, bringing valuable resources into youth work in Wales • Five Nations Partnership and membership of the European Confederation of Youth Clubs. • Sectorial support at strategic and operational level, e.g. supporting small youth organisations to develop relevant policies and procedures
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	<p>Youth Service in the form of a <u>training matrix</u>⁴⁵ as well as being accessible to individual staff through the Local Authority Intranet <u>Employee Portal</u>⁴⁶.</p> <p>In 2018/19, the <u>Audit</u>¹⁰ shows that 79% of the youth work delivery staff held a JNC qualification level 2 or above. A range of CPD training has been undertaken which includes Trauma Recovery Model and Youth Mental Health First Aid for 31 staff.</p> <p>An <u>appraisal</u>⁴⁸ process carried out annually enables the identification of relevant skills gaps. Recent examples of such training include Mental Health Awareness and Disability Awareness and due to cuts within the funding stream, we recruit staff who already hold a recognised Level 6 qualification and accessing external funding. The Families First Youth Team work with young people and families with a range of complex needs, and need regular <u>supervision</u>²⁸ as well as an open door policy to access support and advice from managers. Formal supervision is given every six weeks to allow staff to discuss the young people and families they are working with, talk through new strategies to try, reflect on what has gone well and what needs to change, plan future sessions and seek guidance where needed. The formal supervision sessions</p>	<p>and contributing to Welsh Government consultations on the strategic direction and development of youth work in Wales, representing the views of our members.</p> <p>Quality of youth work practice</p> <p>We recognise that needs differ across Wales varying from region to region and our Transform project has identified that the needs of a trans young person living in a remote rural area will have different needs to a young trans person from a more urban area. We develop projects and programmes to meet a diversity of issues and diversity of contexts. We consult with young people to identify need through our membership, our partners, and existing expert organisations already engaging in a specific context or geographical region. We also consult directly with young people and access national and local strategic level research.</p> <p>Our trans project is one example of our direct response to young people, developed as a project because young trans people who were engaging with us as part of a youth led LGBT group told us they had support needs that could not be addressed within a combined LGBT context. To address this, we developed a project proposal, shaped by them, that enabled the development of Transform Cymru, which specialises in providing Trans specific youth support services. The</p>
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	<p>also allow staff to receive emotional support and encouragement as the work can be emotionally draining for staff, who also have access to clinical supervision.</p> <p><u>Partnership Working</u></p> <p>Employing the expertise of other professionals is a key method of ensuring that the needs of young people are understood and addressed. An example of this has been the development and delivery of a Speech and Language Youth Club, which the Youth Service now leads on but which was developed over a number of years with the charity, Afasic Cymru.</p> <p>The Families First team also offers young people and their families a 12-week programme of youth work support, which includes one to one session with the young person as well as group work and family session as appropriate. Many of the young people who access the one-to-one support have experienced ACE's (Adverse Childhood Experiences) within their home environment.</p> <p>Projects are accessed via referral to Children's Services Single Point of Contact (SPOC) and following safeguarding screening, the referral is then passed to the Early Intervention & Prevention Panel.</p> <p>The <u>SPOC referral</u>⁵⁴ details the strengths and capabilities of the young person/family as well</p>	<p>project has been youth led from its inception and continues to be led by the needs, experiences and wants of young trans. Young people worked with us to shape our funding proposal to the Welsh Government. The project then developed to include Transform Youth Steering Group, which continues to shape and direct our work within Transform. Young Trans people helped us develop the transform toolkit, which was shaped by research and consultation with young trans people, a charter and training for youth facing professional, which is now delivered across Wales</p> <p>Another example that evidences our understanding of need, is our BIPA project that worked to identify the issues of young people from across the UK and Ireland. Young people in Wales consulted widely with their peers to identify what young people saw as areas of priority in Wales and developed policy calls for Wales taking these to their parliamentary representative who was a member of BIPA. Run by Llais Ifanc, the video link below is part of an evaluation created by the Welsh young BIPA participants and demonstrating how this project enabled them to better understand the needs of young people in Wales. Our strategy and Business Plan have been informed by this work as have other projects such as Creative Minds</p> <p>Another element of Transforms is our Belong project, which was developed in response to identified need.</p>
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	<p>as issues, concerns, other services involved, any known barriers, what support is needed, and what outcomes are hoped for.</p> <p>The Legacy funded Post 16 Transition team use the Local Authority's <u>Vulnerability Assessment Profile</u>⁵⁵ to identify those pupils most at risk of becoming NEET when they leave school.</p> <p>For the 16-18 age group, the Cam Nesa and Keeping in Touch projects target young people who are identified as NEET using the Careers Wales 5 Tier model and the accompanying access to the <u>Careers Wales IO system</u>⁵⁷ as its main source of information.</p>	<p>We work in partnership with Amber who are specialists in supporting young people who self-harm.</p> <p>We use a variety of method to identify needs including consultation, networking and research working closely with our partners and young people to ensure we understand their needs and respond appropriately. This is either pan Wales using our network of member organisations across statutory and voluntary contexts, or more locally in partnership with private and public organisations. Our consultation and research work in this respect ensures we have a strong dynamic and up to date understanding of need in Wales at many different levels reaching from a strategic policy informed need to the needs of individual young people and small youth groups provided verbally or face to face.</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</p>	<p>In 2018 the Youth Assembly consulted with 6562 young people to determine its priorities. Improved Mental Health and Tackling Youth Homelessness were identified by the young people as the most pressing issues.</p> <p>The Youth Service offers a comprehensive range of programmes and interventions, which enables the workforce to respond to the needs of individuals in appropriate settings. All staff are EWC registered and qualified to level 2 with a high proportion of staff are professionally</p>	<p>We ensure young people are always involved in the planning and evaluation of activities and projects. Staff consult with young people to identify what they would like to engage in, and plan with the young people to consider if the sessions are appropriate. Young people receive support to evaluate sessions and identify areas that could strengthen our provision. Staff consult with young people regularly to ensure that become partners in and share responsibility for the opportunities and decision-making structures that affect them. We believe in empowering young people</p>

<p>learning opportunities that are educative, empowering, participative, inclusive and expressive, which extend their knowledge, skills and understanding.</p>	<p>qualified. A professional code of conduct provides parameters for building positive effective relationships with young people.</p> <p>Our Young Inspectors have carried out local inspections under the framework of National Participation Standards for Wales. They are also acting as a critical friend to Young Wales who are developing training policy and delivery across Wales in relation to the standards.</p> <p>The Outreach team collect SEET and Cam Nesa data for the Families First Programme. This evidence helps demonstrate how engagement with the Youth Service helps promote positive achievements and progression amongst the young people.</p> <p>Recording systems such as QES and Contact Sheets are kept up to date to record and evidence the on-going engagement and support provided to the young people.</p> <p>The community team delivered a substantial programme of educative, empowering, participative, inclusive and expressive, activities throughout summer 2020. Parents and young people particularly valued the programme.</p>	<p>to equip them to exercise their rights, have respect for the rights of others, and engage with personal, social, and political issues that affect their lives and the lives of others.</p> <p>We deliver youth club session consultations every 8 weeks to make sure the activities and learning opportunities address and meet young people’s needs. When planning projects and seeking funding we ensure that young people are at the Centre, by undertaking local consultations within the community via social media, face to face and street work. Young people are involved in the planning and application writing process. This ensures that our projects and youth work is current, necessary and value for money. Young people participate in all areas of the service provision and organization and are partners in and share responsibility for the opportunities, learning processes and decision-making structures.</p> <p>We have participated in national and international consultations and ensured that young people in our area were involved. A good example of this is the ‘One Million Voices’ project which was an International Consultation. This was a worldwide campaign which set out to hear young people’s views, to better understand their needs, and give young people of the world a voice. This was achieved through reaching out to young people aged 15 – 24 from across the world. The Organisation provides a volunteering project that was identified and designed by young people. Young people identified a gap in services, as some were not</p>
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		<p>ready to work but felt, that in a comfortable environment with people that would support them, they could learn skills and become more confident to help them find a job. We provide volunteering roles, and we plan challenging activities and programs for young people. Some volunteers go on to plan and deliver their own workshops and projects for other young people, ensuring we provide young people with opportunities that are, Educative, Expressive, Participative, Inclusive and Empowering.</p> <p>We have a young person on our board of trustees who ensures young people's voices are heard and their opinions are valued. The board member consults with young people regularly to identify what they would like to take part in or explore how the services are meeting their needs.</p> <p>Critical reflection forms a large part of our professional practice and staff encourage young people to reflect upon their learning and personal development. Young people are encouraged to overcome the boundaries identified, and we support them in achieving improved outcomes. As part of our one-to-one work, we provide young people with a range of tools that include solution focused thinking and restorative practice to encourage them to share their views. Case studies are used to reflect upon and evidence a young person's development which is based upon current practice.</p>
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<p>The organisation's workforce develops positive relationships with young people to effectively support and promote young people's learning and achievement.</p>	<p>There are a number of methods employed to develop positive relationships with young people in a variety of settings:</p> <ul style="list-style-type: none"> • Setting the boundaries and expectations of the youth worker / young person relationship. • Promoting youth work practice in non-traditional settings. • Celebrating success <p><u>Boundaries and Expectations</u> In Youth Club settings, <u>ground rules</u>⁷⁷ are agreed with young people at the beginning of every term; this outlines <u>behaviour expectations</u> in each setting. This contract is displayed and is often produced by the young people themselves.</p> <p><u>Youth Work in Other Settings</u></p> <ul style="list-style-type: none"> • The Legacy Team need to build relationships with young people which allows for the delivery of youth work within the formal setting of a school. For example, the team offer <u>after school activities and holiday provisions</u>⁷⁹ to help build relationships with young people. These activities help the youth workers to differentiate the nature of their relationship with young people from the teacher/pupil relationship that are the norm in the school setting, even though some of these 	<p>Our adult leaders have been supporting young people to achieve through engagement with the programme for more than 60 years. It is more than just completing activities to satisfy the requirements of each section. Young people are guided in their choices and encouraged to evaluate their own progress in terms of skill development, physical achievement and personal development.</p> <p>The number of awards which are achieved have increased annually and our online system eDofE enables us to monitor the effectiveness of leaders in helping young people to achieve.</p> <p>In addition the programme has 3 levels through which young people can progress, each demanding greater commitment and offering more opportunities for young people to extend their learning. The Gold level includes a residential section which provides an opportunity for young people to experience living away from home with people that they do not know supporting important next steps into independence and adulthood.</p> <p>The year on year growth in Award opportunities evidences how both young people and delivery partners view the programme as a positive experience which has wider value.</p>
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	<p>activities are linked to formal qualifications such as GCSE or <u>ASDAN⁸⁰</u> courses.</p> <ul style="list-style-type: none"> • As Part of the YEPF, youth workers reach out to young people in Tier 1 of the Careers Wales Five Tier Model – those whose current status is unknown. This work requires youth workers to be able to build an instant rapport with young people who are not initiating the relationship, often unexpectedly at the door of the young person’s home. The success of the staff in reducing the <u>Tier 1 numbers²⁷</u> testament to the skill set of the team and their ability to develop positive relationships. <p><u>Celebrating Success</u></p> <ul style="list-style-type: none"> • The Youth Service recognised the efforts of our youth club volunteers by inviting them to a Volunteer Celebration Evening. In 2018, 13 young people attended from a variety of youth clubs within the authority. The young people included those with a variety of individual needs, such as ASD, ADHD and SLC Needs. • An annual <u>presentation evening⁸³</u> is held each year for the recipients of the Duke of Edinburgh’s Award which is attended by over 1000 people and very well supported by elected members and senior employees of the Local Authority. 	<p>Young people regularly use their achievements alongside their academic ones to secure employment and progression to further education Award holders</p> <p>The LifeZone is an exclusive and free site for Award holders and participants designed to help them describe the skills they develop through their CVs and applications and learn how to talk about them at interviews.</p> <p>The LifeZone also gives young people access to some top companies that actively believe in the programme and system and look for Award holders when they recruit.</p> <p>Wales has developed several unique projects (Young Leaders Programme, Regional Youth Ambassadors and Youth Ambassadors) where the positive relationships developed at programme level are extended into early adulthood.</p> <p>The previously mentioned Young Leaders programme has been operating since 2013 and staff remain in contact with many of the young people who have been involved throughout that time.</p>
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1.3 Young people's learning

Bronze Level: Young people's learning indicators	Good Practice Example: Statutory Sector	Good Practice Example: Voluntary/Third Sector
<p>Following engagement in the organisation's youth work provision, young people develop the knowledge, skills and understanding of themselves and their learning.</p>	<p>The service is able to demonstrate that young people have learnt, achieved and progressed in a number of ways including through engagement with after school activities and youth club provision.</p> <p>There are numerous activities on offer with sessions covering the four domains; Domain 1: Education Employment and Training 1. , Domain 2: Advice and Guidance Domain 3:Young people's Consultation and Domain 4: Leisure, Sporting and Cultural</p> <p>The Service also offers 1-2-1 support through the Youth Engagement Officers. The way in which the service achieves this is through a referral this is part of the referral process of a Resilient Assessment.</p>	<p>The programme is focused on the development of social action, educating young people on policing issues and introducing young people to new skills to become ethically informed citizens of the future. The schemes allows young people to engage with positive role models who provide early intervention and support.</p> <p>Our programme integrates young people from as young as 9 years old right through to our Senior Cadets who are 18 years old. The overarching focus is on personal development, police awareness and development of key life skills. The developing of skills and knowledge isn't only facilitated through written skills, it highly encourages young people take an active role through teamwork, discussions, presentation and in practical sessions.</p> <p>Each element of the programme is monitored through workbooks, activity packs, interactive quizzes, knowledge</p>

	<p>This assessment provides a direct measure of a young person’s attitude and helps focus the support on areas that matter, enabling staff to monitor pupils’ wellbeing. The opening Resilient Assessment is completed with the young person at the start of their six-week referral and the results are shared with the young person. Discussions take place regarding the results and an action plan is completed by both the YEO and young person setting realistic and achievable goals for them to work towards. Over the six-week period the young person can reflect on their achievements, discuss them and develop the action plan further if needed. All discussions and meetings that take place with the young person are evidenced through Communication Records kept on our information management system CAPITA 6. The closing Resilient Assessment is then completed at the end of the six week referral period and the results again are discussed focussing on the achievements made by the young person.</p> <p>The service also offers a comprehensive volunteer programme. All volunteers are interviewed, given a mentor to support them, have a DBS check, attend Level 3 Safeguarding training and offered the opportunity to</p>	<p>checks and general discussions. Each individual session has a knowledge quiz attached. The workbooks allow the Cadet to record their personal development and what they have learned through the year.</p> <p>Every young person who engages in the programme, will complete an evaluation sheet at the start and end of the programme, this will allow the organisation the ability to assess the personal and social development of young person gaged in the same evaluation.</p> <p>The senior volunteers are issued with a personal development portfolio, they complete this as the complete activities throughout their journey. This is a more in-depth portfolio, which will map out their progression as a Senior Cadet.</p> <p>Welsh Bacalaureate has always been an important element of the programme, particularly for those young people who are complete this as part of their school curriculum.</p> <p>The programme is currently working with Youth Cymru to support the young people achieve additional recognised qualification. The Youth Achievement Award is delivered to the younger cohort of young people and the Cadets and Senior Cadets can invest in the Youth Cymru Award.</p>
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	<p>undertake training to gain a professional qualification.</p> <p>We have developed a pathway to allow our volunteers to access professional training to enable them to become qualified Youth Support Workers registered with the EWC. Working in partnership with Adult Learning Wales to deliver the Level 2 and 3 Youth Work Practice qualifications.</p> <p>An example of our progression route, one of our volunteers started volunteering while she was at sixth form in a Comprehensive School, helping at after school clubs. As a volunteer she was offered the opportunity to attend the Level 2 in Youth Work principles, she achieved this and went on to complete the Level 3, Certificate in Youth work practise, obtaining a part time position in the service. As a result, it enabled her to apply to Cardiff Metropolitan University where she was successful in gaining a place on the Youth work Degree course.</p> <p>Accreditation is offered through various activity programmes. Prior to lockdown, staff partnered with a pupil referral unit to offer various life skills courses interspersed with engaging and fun team building activities. The</p>	<p>All young people who engage in one of our various projects will have an opportunity to develop their skills and knowledge with a reward outcome at the end. The longer a young person stays with the programme the more opportunities they have to engage in various elements of the award, resulting in a continuous development portfolio with an array of achievements at the end.</p>
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	<p>13 pupils which attended the pilot programme gained accreditation in first aid and travel training.</p> <p>The service annually celebrate young people's achievement through an awards night and in 2020 it was themed around the Oscars. Young people are nominated by their peers, school staff, voluntary sector and staff in a Shining Star category which highlights the achievements of young people who have 'shone out' the past year. Staff are also celebrated through best volunteer and best youth worker.</p>	
<p>Following engagement in the organisation's youth work provision, young people develop personal, social and emotional skills.</p>	<p>Following engagement with Pembrokeshire Youth, young people develop a variety of skills; they learn and develop their knowledge in order to make informed decisions and choices in their lives, enabling them to take advantage of opportunities as they arise.</p> <p>Using the Welsh Government's Youth Engagement and Progression Framework as a guide for the services we offer, we are able to support young people from the age of 11 to 25 through the key transition stages of their lives. This means we can support young people through secondary education on to</p>	<p>Following engagement in our youth work provision young people have developed personal and social skills. These outcomes are often evidenced through our evaluation programmes, which we implement to ensure positive outcomes for all young people engaged with our youth work provision.</p> <p>Our Humannequin theatrical piece is a visual example of how following engagement in our work young people have develop personal and social skills to the extent that they are able to work together to perform in a theatrical piece and a Youtube video they themselves have developed for public viewing here.</p>

	<p>further or higher education and then into training and employment.</p> <p>The Community Youth Team plans and facilitates a curriculum development plan, on a term-by-term basis. Each centre/club develops their plan around the needs of their specific young people in accordance to The National Youth Work Strategy for Wales and the five pillars of youth work.</p> <p>Our services commitment to young people's learning outcomes is highlighted in the Youth Services benchmarking data. (www.benchmarkingwales.net.)</p> <p>The latest available published data (2019/2019) shows that 12.8% of young people (aged 11 – 25) who engaged with our service and achieved nationally recognised accreditations compared to the Welsh average of 10.3%.</p> <p>The Duke of Edinburgh's Award is well-established within Pembrokeshire Youth with some of the highest completion rates in Wales.</p> <p>Young people are encouraged to progress within education, training and employment and our service supports this in a number of</p>	<p>Another example of young people developing personal and social skills through our youth work is our BIPA Project (British Irish Parliamentary Assembly) which enabled young people from Wales to lead a project working with other young people from across the UK on an Erasmus+ funded Structured Dialogue project. The project brought young people from Scotland, Northern Ireland, England, Scotland and Wales together to learn about their different nation's devolved contexts and develop individual nation and shared BI policy calls based on consultation with young people from their individual nations, that were presented to the BIPA Assembly when they met in Cardiff in 2017. Our BIPA project evaluation highlights how by engaging with the project young people developed personal and social skills. They all completed Youth Pass and reflected on how their engagement had helped them, this was recorded in the Project Evaluation and Evaluation Narrative.</p> <p>Another example is our Creative Minds project which is currently in delivery – our ongoing evaluation is evidencing the extent to which engagement in the project has enhanced young people's personal and social skills. We have developed an evaluation approach to capture this. Our youth work projects and programmes enable young people to demonstrate initiative, accept responsibility and transfer to other aspects of their lives because we embed opportunities that facilitate this process. We can cite case studies to illustrate this. As referred to elsewhere in this document the YAA provides a framework for young</p>
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	<p>ways. This can be seen via the Careers Wales West destination data, which is heavily supported by a member of our Outreach Team.</p> <p>Young people are encouraged and supported to progress into employment following engagement in Local authority Youth programmes. Examples, such as The Routes to Opportunity and Trades Skills programmes have been specifically designed to develop work skills and provide young people with real work experience and employment opportunities with local employers</p> <p>Other examples that demonstrate how young people have progressed by engaging with services and can be seen in a <u>number of case studies</u></p> <p>Several young people have gone on to work full and part time with the service, some going on to gain professional youth work qualifications.</p> <p>Feedback on young people's learning and understanding is a key element of the delivery of accredited outcomes with tutors providing formal written feedback to each learner on their achievements. In 2020 as lockdown bit,</p>	<p>people engaged with our programme to set their own challenges and targets in relation to a youth work activity or programme they are engaging with and to progress from a point where they are simply taking part to progressively taking more responsibility and leading their own projects</p> <p>Additionally we develop and deliver projects and programmes for young people that embed youth social action opportunities there by enabling young people to demonstrate responsibility and initiative. They decide on the action they will take in their communities and deliver a youth led project that addresses an issue they have identified.</p> <p>For example, Our We are 100 project, a project aimed at educating young people about women's suffrage and celebrating this in Wales has provided an opportunity for young people to deliver a social action project that will develop the knowledge and understanding of their peers and their communities. The young people are supported to plan their own projects in their communities and to reflect on its successes after having monitored and delivered it. This approach to our youth work ensures they have an opportunity to accept responsibility for their choice and action and to learn from this reflective process</p>
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	<p>the Youth Homelessness Team in conjunction with Adult Learning developed a Virtual Learning Environment_to initially deliver Tenancy Skills Courses. An innovative feature of the VLE is the “Big Blue Button” which allows young people to access a youth worker in real time online.</p> <p>Young people’s learning is celebrated in a number of ways including social media posts, newspaper articles, and display boards in youth_centres and in community newsletters.</p>	
<p>The organisation enables young people to help shape the organisation’s vision and aims and involves the young people in the design, planning and evaluation of provision to meet their needs</p>	<p>A Children and Young Person’s summary of the YSS Business plan has been produced this year, in consultation with the County Council Participation Officer as a step towards engaging children and young people meaningfully in the service business planning process. The views of young people were sought in producing the summary document. This will be reviewed as part of a planning process for 2018/2019 which will involve young people.</p> <p>Any referral to the Cynnydd youth work team via the VAP undergoes a Cynnydd Triage (informal chat) prior to any interventions or signposting taking place ensuring the young</p>	<p>We have an annual programme of informal and non-formal youth work learning opportunities B8 Learning Calendar. These programmes have been highlighted in our Monthly E-Newsletters C11 October 2019 E-Newsletter</p> <p>As can be shown from our documents which we have already highlighted A3 Leaflet A25 printed Newsletter E-Newsletters & A1 Timeline that the organization can demonstrate that young people participate effectively in informal and non-formal youth work learning opportunities.</p> <p>We further do this effectively through running the C12 Respect Project which is an alternative education programme for Year 9 students to re-engage them with</p>

	<p>person is at the centre of the process and choice of the action plan moving forward. Within the Youth Justice Team young people are asked to review their progress as part of their supervision; feedback on elements of their intervention is also sought at the point of completion. For example, young people complete substance misuse feedback form; this is used to develop future content of interventions. An area for development identified within the Self-Assessment against National Participation Standards has been the participation of young people in planning and evaluating. This has been addressed and has been actioned for Spring 2018. A day has been set aside for 23/3/18 to engage young people in the shaping of service priorities and in the development of the Operational Plan for 2018/2019.</p> <p>Through group informal discussion, 1:1's and through TAF/JAFF initial assessments, the young people have the opportunity to review support/action plans and/or set up goals. Within Youth Clubs, Young People are central to the development of programmes (available on visit) of activities on a minimum of a half termly basis. They are encouraged to take responsibility for planning, organising and leading the programmes/activities. Young</p>	<p>their own education. As part of this programme we have worked with young people who are struggling with formal education. See C13 Respect Project Introduction letter, We have worked in partnership with the Vale of Glamorgan Youth Service to undertake a project which aims to open new Youth Clubs in the rural areas of the Vale of Glamorgan. This project has seen new youth clubs set up, in particular one in St Athan. C17 St Athan</p>
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	<p>People are consulted with to plan the summer activity programme. Feedback is collected verbally informally. However for formal programmes that are accredited, feedback and evaluation is an essential part of the portfolio evidence. Young People are responsible for planning their own challenges within the Duke of Edinburgh Award and accept responsibility for the decisions made.</p> <p>Young People are routinely involved in interview process as appropriate to ensure that those providing front line services to young people are actively able to engage and secure participation.</p> <p>Group discussions within a youth club would enable the participation of young people in the planning and evaluating of youth work. 1:1 support would be provided as necessary.</p>	
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1.4 Legal requirements

Bronze Level: Legal requirements indicators	Good Practice Example: Statutory Sector	Good Practice Example: Voluntary/Third Sector
<p>The organisation has relevant policies, procedures and guidance and can meet its legal requirements and safe practice.</p> <p>The organisation has effective policies and procedures for the safeguarding and health and safety of young people staff and volunteers.</p>	<p>Safeguarding young people; A healthy and safe environment following the policies of the Council and National H&S requirements.</p> <p>Through a process of staff role and responsibilities these issues are monitored and responded to. We ensure that young people and staff participate in quality safe provision and projects. This can be identified through the Youth Worker Calendars with Scheduled Extended Team Meeting.</p> <p>Large range of policies and procedures that can be found via the Council intranet system / copy provided on request to staff and public.</p> <p>The Youth Service has a H&S Training Matrix for staff (<u>See Training Plan November and CYS Training Matrix</u>)</p> <p>Risk assessments both written and dynamic (<u>See Risk Assessments</u>)</p>	<p>Both the Charities Commission and Companies House have their own rules of governance and registration that we must adhere to in relation to governance, policies, and procedures.</p> <p>Our policies are regularly reviewed and updated to conform to changes in legislation and organisational development, and the Management Board plays an active role in implementing and overseeing the legal requirements of the organisation.</p> <p>As a member of ‘a national body we must also adhere to the national governance and the organisation’s values, vision, strategies, policies and procedures. Our organization is helped and supported by a National Council and the extensive resources and networks of the organisation nationally and internationally, and it is reassuring to know that we are a member of the largest and oldest youth organisation in the world, with a history and track record that is second to none.</p>

	<p>Example standing items on Agendas of meetings</p> <p>The Youth Services uses the EVOLVE system for all trips / expeditions ~ this is an online approval system which can be updated easily and records all correspondence / maps / forms / risk assessments.</p> <p>There are 4 Referral process that can be used by staff who have concerns about young people :</p> <ul style="list-style-type: none"> ➤ Child Protection referral ➤ Protection of vulnerable adults referral ➤ Sexual Exploitation Risk Assessment Framework ➤ Barnardos substance misuse referral made with young person <p>There is a systematic review programme for all H&S policies which the Youth Service is a part of.</p> <p>The Youth Service is represented on the Safeguarding Working group and the CDS Health & Safety task group.</p>	
<p>The organisation's workforce understands and is trained and equipped to implement policies, procedures and guidance for safeguarding,</p>	<p>Our Workforce Development Plan has been produced as a result of the development of a range of initiatives. Particularly the National Youth Service Strategy and considerable research undertaken of the sector's workforce. It forms the blue print for the</p>	<p>All new staff complete a comprehensive induction programme (staff induction programme) which includes mandatory online training regarding manual handling, the use of visual display units, fire awareness and safeguarding. It also includes an overview of policies (employers guide).</p>

<p>health and safety, and other legal requirements.</p>	<p>training and development for Youth Service workforce in the local authority area. The plan will ensure the development of training opportunities, for a reflective, skilled and knowledgeable workforce to meet the needs of all young people in the Vale of Glamorgan.</p> <p>The Workforce Development Plan is a vital aspect of the future development of Youth Work in the area. The plan draws on the strengths of the voluntary sector and their commitment to working in effective partnerships with Local Authorities, for the benefit of the young people in Wales¹.</p> <p>The corporate Safer Recruitment policy ensures that staff and volunteers are only employed when it can be determined they are safe under the Disclosure and Barring Scheme, also that qualifications are verified.</p> <p>Team members have regular staff meetings and cover standard agenda items on performance, policy, and safeguarding. They are also engaged in 1-1 supervision and support sessions and have regular update meetings with their line managers. Staff also have available to them a stream of online communications via email, staff intranet and</p>	<p>Existing staff are kept regularly updated regarding any new or amended policies through email communications and team meetings, and are required to refresh their online training on the basis of an agreed plan (certificate dates).</p> <p>Health and Safety is a standing item on staff meeting agendas alongside an item on office and information security. All staff are encouraged not to leave the reporting of any concerns until the next meeting but can refer these to the Office Manager at any time. A central health and safety committee also exists managed by the HR team in Windsor and receives reports from staff meetings on a quarterly basis or immediately a serious concern is raised.</p> <p>A safeguarding officer is available at all times and there is a clear system for the reporting of incidents both inside and outside of normal working hours.</p> <p>Team members have regular staff meetings and cover standard agenda items on performance, policy, and safeguarding. They are also engaged in 1-1 supervision and support sessions and have regular update meetings with their line managers. Staff also have available to them a stream of online communications via email, staff intranet and social media updates from Twitter and Facebook.</p> <p>Leaders and Young people have access to information to support their understanding of safeguarding and how to stay safe. At centre level each individual organisation is responsible for the implementation of its own safeguarding and health and safety policies.</p>
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	social media updates from Twitter and Facebook	Information regarding Equal Opportunities, Bullying and harassment and environmental policies are also included in the handbook and in section 5 of the Centre Managers pack which is available online and used as part of the induction process for new managers.
The organisation regularly monitors and reviews its policies, procedures and guidance and uses the results of these processes for improvement and change	<p>At an organisational level various strategies exist to monitor and review the implementation of policies, procedures and guidance. Regular Risk Review, MARAC and SERAF meetings are attended to examine the implementation of policies and procedures to safeguard young people.</p> <p>For young people on Statutory Orders (Referral Order; Youth Rehabilitation Order and Detention and Training Order) the Youth Justice Team must comply with Community Serious and Public Protection Incident Guidance set out by the Youth Justice Board. This guidance triggers the need to report an incident (which meets the reporting criteria set out in the guidance) being sent to the Youth Justice Board. The YJB can then instruct the YOT/Youth Justice Team to complete a Critical Learning Review or an extended Learning Review. The AALS licence is renewed every two years and policies, guidance and procedures regularly reviewed in consultation with staff and instructors. The successful renewal of licence is dependent</p>	<p>Review Schedule - The policies are reviewed annually. This is signed off by the Trustees at an Executive meeting, however, senior staff and selected trustees are involved in the process of reviewing these documents. A19 Board Meeting schedule</p> <p>The policy review takes place at the Spring Executive meeting, there are minutes of Executive meeting showing this policy Review. A18 Executive Meeting Minutes</p> <p>All policies are shared on the GROOP System and from late 2020 this system will be available to all club leaders to access.</p> <p>During the Coronavirus pandemic we have ensured that we have reviewed our policies and supported clubs with guidelines so they can open safely. A27 Returning to a New Normal guidelines have been regularly reviewed.</p>

	<p>upon the implementation of changes. Procedures for maintaining kit and equipment are regularly reviewed and updated as necessary based on practice issues.</p>	
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What’s important to remember as you go through the Bronze Level of the Quality Mark self-assessment process:

The Quality Mark is a badge of excellence and enables the organisation to:

- **Engage in an external assessment process**
- **Gain the Quality Mark for Youth Work in Wales**
- **Assure young people, their parents and carers, funders, partner organisations and other stakeholders that they provide high-quality youth work**
- **Demonstrate their readiness to receive grant aid or be commissioned to provide high-quality youth work**
- **Demonstrate their commitment to quality youth work, e.g. a grant awarding body might want to specify the achievement of the Quality Mark or specific levels within it as prerequisites for applying for funding or tendering for the delivery of youth work.**

We would like to thanks the following Voluntary and Statutory Organisations that support contributed to this guide and to the development of the Youth Work Quality Mark.

- Boys and Girls Clubs of Wales
- YMCA Cardiff
- Conway Youth Service
- Carmarthenshire Youth Service

- Duke of Edinburgh's Award
- Neath Port Talbot Youth Service
- NXT Gen Youth Engagement (Gwent Police Cadets)
- Pembrokeshire Youth
- Rhondda Cynon Taff Youth Engagement and Progression Service
- YMCA Swansea
- Vale of Glamorgan Youth Service
- Youth Cymru

Further support and guidance:

Enquiries about this document should be directed to:

Youth Engagement Branch Welsh Government Cathays Park Cardiff CF10 3NQ

e-mail: youthwork@gov.wales

Related documents:

- The Quality Mark for Youth Work in Wales: Introduction and guidance (2021);

- The Quality Mark for Youth Work in Wales: Silver Level (2021);
- The Quality Mark for Youth Work in Wales: Gold Level (2021);
- The Quality Mark for Youth Work in Wales: Guidance for assessors (2021)