

Nottingham VRU/OPCC Youth Projects

Quality Endorsement Framework

Introduction

The NNVRU/OPCC Quality Endorsement Framework is a set of Standards that are used to benchmark and demonstrate the quality of organisations working with young people in Nottingham City and County.

All people working in this space strive to offer the best quality experience and outcomes possible for young people, families and communities. There are numerous examples

of excellent practice across the statutory and voluntary sector, in large and small organisations that deserves to be championed. Where organisations might not have infrastructure, skills or training in specific areas, there should be opportunities for this to be identified, and this knowledge built.

The creation and implementation of this Quality Endorsement Framework model will help to create a more level playing field for all organisations in relation to their growth and development. It will achieve this by supporting a culture of learning and development for practitioners, managers and governance board members through a wide range of opportunities.

The Quality Endorsement Framework Standards are indicators grouped under three key areas:

- Young People, focusing on the quality of experience that young people receive from engaging with the project and their opportunities to learn, develop and lead.
- Youth Work Practice, focusing on the skills of the people engaged with working with young people and communities.
- The Organisation, focusing on the management, structures and processes in place to lead safely and robustly.

Organisations will complete a self-assessment and then be assessed against the Standards Indicators by skilled and trained Assessors from the region including representation from the statutory and voluntary sector, and young people.

Access to this basic minimum training should be offered free of charge, and should be a prerequisite for receiving funding streams offered through the NNVRU and OPCC. There will need to be a three-year investment plan to facilitate this training roll out.

This should include outcomes and impact measurement evaluation to ensure value for money, quality, and achievement against strategic targets.

Where possible, all training should be sourced from reputable local providers that have local knowledge, expertise and respect. This will require some service level agreements for accessing training offered across Nottingham City and County to build parity of opportunity.

Where this is not possible, the NNVRU and OPCC should seek to identify relevant appropriate alternative specialist providers that will ensure that all training is underpinned by the National Occupational Standards for Youth Work, Ethical Conduct in Youth Work, and is aligned to the National Curriculum for Youth Work.

The Training Framework document sets out the content for the minimum basic training that should be applied to all youth providers in the network, along with training that is relevant to current work with young people for continuing professional development. It includes detail of what should be included as learning aims for each topic.

The Framework also identifies a range of training that should be accessed and completed to support organisational and board development for voluntary and community sector organisations.

The training identified should not be considered a comprehensive list as the needs of young people and communities are constantly evolving. This minimum basic standards list should be reviewed by an appropriately qualified organisation / person(s) with youth work qualifications and expertise on an annual/bi-annual basis. There should be an annual/bi-annual audit of skills and continuing professional development needs across providers so that the training and development offer can maintain effectiveness and efficiency, meet need, and provide value for money.

Assessment Matrix

Young People

Young people are engaged in programmes and activities	Mark	Evidence or Examples
<ul style="list-style-type: none"> • Young people have the opportunity to take part in a range of regular activities where they can develop their skills, learn new things and try new activities. • Young people's engagement in the programme equips them to safely and positively navigate the transition into adulthood. 		
Young people are actively involved in programmes including planning and decision making	Mark	Evidence or Examples
<ul style="list-style-type: none"> • Young people regularly take part in feedback with youth workers, opportunities are created to • ensure young people are consulted on planning and decision making. • There is demonstration of the influence of • young people's voice and the impact of young people's decision making on the programme • and organisation. • The impact of young people's voice and influence is recognised, promoted and celebrated. 		

Young people’s voices are heard and have influence	Mark	Evidence or Examples
<ul style="list-style-type: none"> • There is transparency regarding impact of youth voice. • There is provided a range of opportunities for young people to be heard. • Planning of all kinds involve young people. • The project celebrates the outcomes of youth voice and influence. • The project provides opportunities for young people to learn about participation and how to develop their active involvement skills. 		
Young people’s participation creates opportunities for personal and social development	Mark	Evidence or Examples
<ul style="list-style-type: none"> • Young people enjoy the activities they take part in. • Young people can identify how their engagement in the activities, increases their confidence, develops their skills and raises aspirations. • Young people are confident to take part in feedback and are able to reflect on the impact of their engagement. 		

Assessment Matrix

Young People

Young people understand the benefit and impact of engaging with the organisation	Mark	Evidence or Examples
<ul style="list-style-type: none">• Young people have a clear understanding of why they are choosing to engage with the organisation and the benefit to their personal and social development.• Young people demonstrate awareness of the impact their engagement has and are aware of how continued engagement will positively contribute to their development.• Young people are able to identify what they have learned, skills they have developed and or knowledge they have gained as a result of their engagement.		



Assessment Matrix

Youth Work Practice

Ensure a safe space for young people	Mark	Evidence or Examples
<p>All Workers:</p> <ul style="list-style-type: none"> • Have completed the NNVRU/OPCC minimum basic training. • Provide a safe physical, geographical and emotional space for young people. • Show consideration of young people's ability to safely attend provision in certain locations. • Ensure the physical space is safe through adherence to health and safety measures including risk assessments and fire procedures. • Consider the emotional and physical safety of young people attending the provision through appropriate guidelines and behaviour policies, e.g. commitment to equality, anti-discriminatory practice, bullying policy. 		

Build and maintain effective relationships with young people and establish appropriate boundaries	Mark	Evidence or Examples
<p>All Workers:</p> <ul style="list-style-type: none"> • Use a range of effective communication skills to engage young people including active listening, verbal and non-verbal communication. • Establish trust and respect through open dialogue, consistency and shared values. • Establish boundaries with young people by communicating the function, responsibility and limitations of the role, being transparent about the policies that inform practice including the commitment to safeguarding. 		

Undertake regular evaluation of the work with young people	Mark	Evidence or Examples
<p>All Workers:</p> <ul style="list-style-type: none"> • Evaluate all work with young people on a regular basis. • Use a range of evaluation methods should be used to ensure accessibility. • Understand the purpose of evaluation is to analyse the success of the provision by measuring the aims and objectives with the outcomes. • Demonstrate results of evaluation through change and celebration which is shared with young people and stakeholders. 		

Understand the needs of young people and deliver work aligned to those needs	Mark	Evidence or Examples
<p>All Workers:</p> <ul style="list-style-type: none"> • Have a good understanding of the needs of local young people. • Demonstrate understanding of the range of needs that young people face. • Work with young people to identify those needs and plan and deliver work co-operatively with young people to address identified needs. • Source or create a range of materials and resources to support young people with those needs. • Identify sources of information and signpost effectively to other services. 		

Undertake regular reflection on the effectiveness of work and practice	Mark	Evidence or Examples
<p>All Workers:</p> <ul style="list-style-type: none"> • Engage in opportunities to reflect on practice on a regular basis. • Take part in regular supervision with a line manager, supervisor, or non-managerial supervisor to encourage thinking and analysis on practice, raise self awareness of impact on practice, evaluate the effectiveness of the work and identify areas of development with SMART objectives. • Work with supervisors to support and extend thinking, offer advice and guidance, and aid the development of the individual. 		

Build and maintain effective relationships with community stakeholders & partners	Mark	Evidence or Examples
<p>All Workers:</p> <ul style="list-style-type: none"> • Champion co-operative working by communicating with community stakeholders and partners, valuing the contribution of partner organisations, sharing information appropriately, sharing resources. • Demonstrate innovative working arrangements and contribute to shared outcomes. • Understand and promote the role of partners with young people and stakeholders. 		

Demonstrate cultural competency to ensure an inclusive approach	Mark	Evidence or Examples
<p>All Workers:</p> <ul style="list-style-type: none"> • Show awareness, understanding and sensitivity of own and others cultures to respond to the needs of diverse groups of young people and the wider community to deliver high quality work with young people. • Embed cultural competency in all areas of work with young people and promote the values and principles of anti-discriminatory practice. 		

Assessment Matrix

The Organisation: Structure, Governance and Leadership

Has a clear vision of how organisation will work with young people and ensure young people's voice is represented	Mark	Evidence or Examples
<ul style="list-style-type: none"> • The organisation works co-operatively with young people to ensure the vision and strategy of the organisation is aligned to young people's needs. • The organisation has processes are in place to ensure young people are at the centre of strategic planning with young people working alongside leaders of the organisation to develop this. 		

Understands how the work of the organisation impacts on young people and the wider community	Mark	Evidence or Examples
<ul style="list-style-type: none"> • The organisation has robust evaluation processes in place to assess the impact of the work carried out. • This is in relation to outcomes and impact for young people and also the impact on the community. • The effectiveness of the work informs the planning cycle to improve and develop future outcomes. • The organisation has processes for sharing this information with key stakeholders in the community including young people and partners. 		

Is committed to continued professional development for paid staff and volunteers	Mark	Evidence or Examples
<ul style="list-style-type: none"> • Appropriate reflective supervision practice is encouraged and in place for all paid staff and volunteers. • Regular supervision is used as a tool to identify areas of professional development and training and other learning opportunities such as coaching are identified and secured. • CPD is reviewed regularly as part of an appraisal process. • The organisation works in partnership with other organisations to share relevant and specialist knowledge to provide support to develop staff and volunteers. 		

Regularly reviews and evaluates governance	Mark	Evidence or Examples
<ul style="list-style-type: none"> • The organisation ensures vision, strategy, policies and procedures are regularly reviewed in line with outcomes and effectiveness of the work delivered and local and national developments. • Key stakeholders are engaged in and inform the review including young people. 		

Is committed to safeguarding all areas of work	Mark	Evidence or Examples
<p>The Organisation has in place:</p> <ul style="list-style-type: none"> • Safeguarding policy and procedures • Designated safeguarding lead • Safeguarding training • Understanding of contextual safeguarding • Understanding boundaries, limitations and responsibility of role • Understanding of digital safety • DBS checks • Risk Assessments • Health and Safety Policies and procedures • GDPR 		

Demonstrates commitment to work with relevant partners and agencies with clear referral pathways for young people and sharing information appropriately	Mark	Evidence or Examples
<ul style="list-style-type: none"> • The organisation is committed to working with partners to improve outcomes for young people. • The organisation ensures all partner organisations are recognised for their impactful, skilled, unique, and/or speciality work they deliver accordingly. • There is a commitment to sharing information appropriately to ensure clear access and pathways to services to improve outcomes for young people. • The organisation demonstrates a joined up approach to secure the best outcomes for young people and positive transitions from one service or organisation to another. 		

Practices safer recruitment and deployment procedures	Mark	Evidence or Examples
<ul style="list-style-type: none"> • Safe recruitment processes are used for paid staff and volunteers, this includes DBS checks for all staff and volunteers, appropriate consideration given to any disclosed convictions and risk assessments are in place. • The organisation shows adherence to employment law and safe management of volunteers. • Safe deployment procedures include appropriate supervision of paid staff and volunteers and ensuring inductions into the role have been fully carried out. 		

Reflects an approach to ensuring paid staff/volunteers have the appropriate qualifications, training, knowledge/lived experience to best meet the needs of young people	Mark	Evidence or Examples
<ul style="list-style-type: none"> • Consideration is given to the requirements of the role when assessing the suitability of a person's qualifications, training, knowledge and lived experience. • Lived experience is recognised alongside qualifications and training for the positive impact on the work with young people. 		

Development Plan

Where there are areas that an organisation requires support to grow and develop (identified through self-assessment or formal assessment) there should be clearly signposted opportunities to develop the skills, knowledge, competencies and evidence for this. This will be an iterative process, routed in a supportive culture of development.

Organisations should be encouraged through their membership of networks such as the EYVN to support each other. There is the potential to create organisational mentoring relationships between established best practice organisations and those requiring additional support.

The Incubation Hub should be utilised to hold supporting materials, training and links to resources that can grow the quality of work with young people, workers with young people, and organisational governance and infrastructure.

Examples of support that could be provided include:


- Exemplar documentation (e.g., development plans, evidence for indicators)
- Templates for policies and procedures (e.g., risk assessments, reporting safeguarding concerns)
- Training (e.g., digital or physical training opportunities, links to expertise such as SOLVE)
- Support networks (e.g., drop in coffee mornings for charity board members, skills swap-shops)
- Reflective learning networks for safeguarding leads
- Reflective learning networks for organisational leads
- Links to national support networks or resource sources (e.g., www.youthworksupport.co.uk, www.nya.org.uk/skills/safeguarding-and-risk-management-hub)

These resources should be clearly identifiable as mapped to Indicators so that available support is easily apparent against each point identified.


Development Plan Template (Including Examples):

Key Area	Areas to develop	Action to be taken	Who can help?	Achieved
<p>Young People: The quality of the experience and impact of young people engaging</p>	<p>Young people are not part of the decision-making processes for planning new programmes of activities.</p>	<p>Develop a system for including young people in planning sessions.</p>	<p>Youth ambassadors from VRU.</p>	
<p>Youth Work Practice: Paid staff and volunteers working with young people in roles including but not limited to; youth workers, mentors, young leaders, coaches, community workers</p>	<p>Several volunteers have not completed safeguarding training.</p>	<p>Book all staff onto training and write into induction plan for future.</p>	<p>Jackie Lockhart from EYVN to book a free place and signpost to induction template.</p>	
<p>Organisation: The structure, governance, and leadership</p>	<p>There are several policies to develop such as safer recruitment, GDPR.</p> <p>There is no evaluation in place for impact of services.</p>	<p>Look on the Safeguarding Hub to get example and templates for missing policies.</p> <p>Attend network meeting to get ideas for using Outcomes Star or Capturing the Evidence.</p>	<p>Speak to community development officer for help to adapt policies and build into training for staff.</p> <p>Speak to Rich to get dates for next meetings.</p>	

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