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TO THE CHAIRMAN AND MEMBERS OF THE
OVERVIEW AND SCRUTINY COMMITTEE

You are hereby summoned to attend a meeting of the Overview and Scrutiny Committee to be held on Monday, 14 September 2020 at 7.00 pm. The meeting will be held virtually and webcast live through the Council's website in accordance with the Coronavirus Act 2020 and The Local Authorities and Police and Crime Panels (Coronavirus) (Flexibility of Local Authority and Police and Crime Panel Meetings) (England and Wales) Regulations 2020 (S.I.2020 No. 392).

The agenda for the meeting is set out below.

RAY MORGAN
Chief Executive

AGENDA

PART I - PRESS AND PUBLIC PRESENT

Part I - Press and Public Present

1   Apologies for Absence

     To receive any apologies for absence.

2   Minutes

     To approve the minutes of the meeting of the Committee held on 13 July 2019 as published.

3   Matters Arising from the Previous Minutes

     To review and outstanding items from the previous minutes.

4   Urgent Business

     To consider any business that the Chairman rules may be dealt with under Section 100B(4) of the Local Government Act 1972.

5   Declarations of Interest

     To receive declarations of disclosable pecuniary and other interests from Members in respect of any item to be considered at the meeting.

Presentations

6 <u>Surrey Police - Youth Support Update</u>

Reporting Person: Detective Inspector David Bentley

7 <u>Youth Service Provisions</u> (Pages 5 - 296)

Reporting Persons: Adam Thomas, Sandie Bolger (Surrey County Council) and Kevin Page (ROC South Sub Group).

Matters for Scrutiny

8 <u>Housing Topic Scrutiny - Current Position</u> (Pages 297 - 306)

Reporting Person: Jon Herbert

Matters for Determination

9 <u>Work Programme</u> (Pages 307 - 332)

Reporting person: Councillor D Hughes

Performance Management

10 <u>Performance and Financial Monitoring Information</u>

To consider the current publication of the Performance & Financial Monitoring Information (Green Book). Members are asked to bring their copy of the Green Book to the meeting.

Reporting person: Councillor D Hughes

Task Group Updates

11 <u>Task Group Updates</u>

To receive an update following the recent meeting of the Finance Task Group.

Reporting person: Councillor D Hughes

AGENDA ENDS

Date Published – 4 September 2020

For further information regarding this agenda and arrangements for the meeting, please contact Hanna Taylor, Democratic Services Officer, Ext 3056, Email Hanna.Taylor@woking.gov.uk

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FSC

WOKING ROC
Youth Work Delivery
Needs Assessment
August 2020

Contents

Part A: **Woking – Local Needs Assessment**

Area Overview:

Woking is one of 11 boroughs within the county of Surrey and consists of 10 wards across 6,357 hectares, of which 60% is green belt. It is on the southwestern edge of the Greater London Urban area and is part of the London commuter belt. Woking town had a population of 62,796 in 2011(2011 census) and the borough overall had an estimated population of 100,800 in 2019 (NOMIS & Office for National Stastics, 2020)
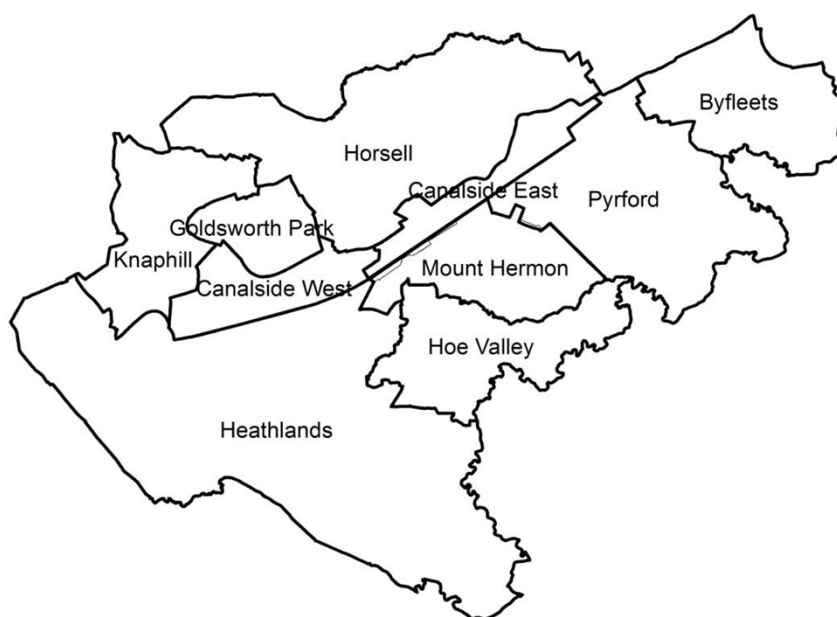
Community Youth Work Delivery – aims and priorities

The Community Youth Work Delivery in Woking aims to meet the needs of young people through 'youth work'. Youth work is a method of working with young people that is voluntary, informal (young people choose to engage with us), developmental and based on addressing individual or groups of young people's personal and social educational developmental needs. The aims and priorities are to ensure that all Woking young people have access to advice, support and opportunities to learn new skills for future employability. This means developing the health, well-being, skills, abilities and personal attributes that enhance young people's capability to secure rewarding and satisfying outcomes in their economic, social and community lives.

Community Youth Work is dedicated to supporting the most vulnerable young people who have the highest levels of need to ensure they succeed in the transition from child to adult. The service is driven through a culture of innovation and high performance to meet the needs of young people.

Community Youth Work will provide this service through a network of youth centre's or projects in partnership with both statutory/faith and voluntary organisations. Community Youth Work provides open access (youth clubs), targeted group and one to one work, projects and peer education opportunities for young people focused on employability and health and well-being.

Community Youth Work Delivery will follow the national occupational standards for youth work:

'The Youth Work National Occupational Standards (NOS) aim to define the competencies required to carry out the functions carried out by the youth work workforce. The NOS are intended to describe the competencies required to fulfil the tasks required in the youth sector.'

http://www.nya.org.uk/wp-content/uploads/2014/06/National-Occupation-Standards-for-Youth-Work.pdf

A copy of the National Occupational Standards can be found at Appendix A.

Alongside the National Occupational Standards, the following should also be considered as areas for Youth Work Delivery and Quality Assurance:

- Woking Borough Council Health and Wellbeing Targets (Appendix B)
- Surrey County Council Integrated Youth Strategy for Woking 2015-2020 (Appendix C)
- National Youth Agency Quality Mark (Appendix D)
- Woking ROC and its ability to bring together partners to address the variety of social needs within communities

The service will develop a new culture which is focused on providing positive outcomes for all young people. Developing a diverse funding and customer base over the next few years are key priorities for the service as it seeks to ensure a sustainable financial model in the context or challenging funding settlements. Partnership work will be key to the success of this including partnerships with voluntary organisations.

Current contextual information:

Current Local Provision within the Woking Area:

Across Woking there are both statutory, voluntary and faith-based youth projects being delivered. At Appendix E to this document is a list of organisations delivering youth work which includes timings, age ranges, locations and contact details.

COVID 19 has had a major impact on youth work delivery across Woking. All youth work settings were closed and the majority of organisations went online to deliver youth work virtually. Although this has worked reasonably well it is not a long-term solution for youth work. Face to face contact with young people is key to building relationships, gaining trust and identifying the needs that are to be supported.

As lock down eased off, an increase in anti-social behavior by young people was very evident through social media police reports and is escalating, leading to criminal activity.

There is also an increase in demand for mental health services with young people not being able to cope with home schooling, isolation, not seeing their friends, bereavement and relationship break downs both within and outside the family unit. A request has been received from the NHS Youth Counselling Service for support to find venues to deliver counselling sessions for the increasing number of referrals they are receiving in the Woking area.

It is felt that unemployment is rising with 4.4% of the adult population claiming benefits in July 2020 (NOMIS & Office for National Stastics, 2020). With the end of Covid-19 furlough schemes and an expected economic downturn this can be expected to continue as businesses close down or reduce in size. Young people will find they are in a very competitive market for available jobs and they will not have the same opportunities for employment, pre lock down, when jobs were available to them.

Due to unemployment, not only of young people but members of their extended families as well, it is likely people will find the future difficult, mental health and wellbeing will likely suffer and people may turn to alcohol and substance misuse. Through all of this young people will need to be supported, know that they have a safe place they can go to and trusted professionals that they can talk to.

Summary of key findings:

Following research, analysis of data and feedback from young people and partner organisations, the following key findings have been identified as the priorities for Community Youth Work Delivery.

- The highest areas of need identified are: Canalside East, Goldsworth Park, Knaphill, Hoe Valley and Byfleet.

- Youth projects that offer young people a safe space to be themselves, socialise with their peers and have trusted professionals they can turn to.

- Delivery of employability skills for all young people within youth projects to improve their opportunities of finding employment in the future and entering into an adult world. A hub where young people can go and get advice and support around employment, further education and training within the town centre during daylight hours.

- Access to Mental Health support for young people within their communities

- Education to raise awareness in all areas around:
  - Alcohol and substance misuse
  - Sexual health and relationships
  - Child exploitation and child sexual exploitation
  - Positive health and wellbeing including diet and exercise
  - Mental health awareness
  - Social skills
  - Equality and diversity
  - Volunteering opportunities to gain skills and experience, linked to accredited programmes such as the Duke of Edinburgh Award.

- Work with ethnic minority groups in Canalside where the highest Pakistani and Indian communities reside. Partnership work with SMEF and MASCOT to support local initiatives.

- Open access provision in existing venues with a programme of delivery supporting the framework of outcomes for young people in partnership with Voluntary organisations and Woking Borough Council

- Continued support for targeted groups, with all organisations delivering open access to signpost young people to targeted groups:
  - Young Carer's
  - LGBT+ community
  - Special educational needs and disabilities
  - Girls and young women

- New targeted group to support boys and young men
- New Detached Youth Work provision to support the most vulnerable young people who do not access local provision
- Outreach Youth Work to promote the Woking Youth Offer to young people
- Increased joined up partnership work to meet the needs of young people within the borough

Analysis of Needs for Woking (2011 Census and Local Insight):

Population

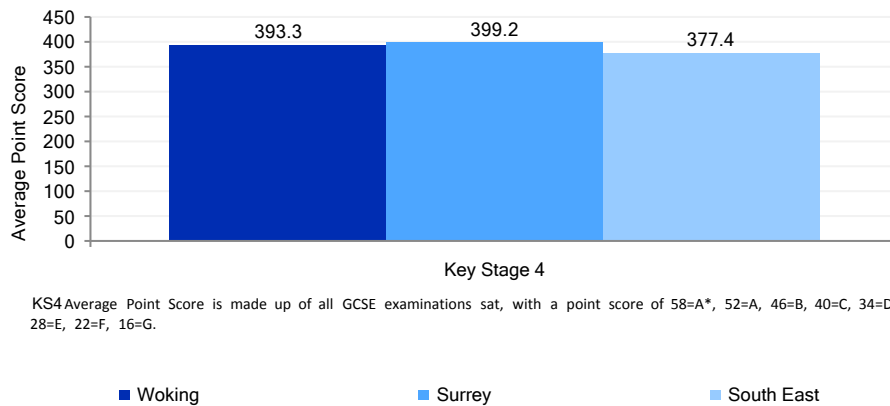- 16% of the population of Woking (99,198) are aged between 10 and 24 (2011 census).

WOKING	
White: British	74.94%
White: Irish	1.1%
White: Gypsy or Irish Traveller	0.15%
White: Other White	7.41%
White and Black Caribbean	0.41%
White and Black African	0.3%
White and Asian	0.98%
Other Mixed	0.66%
Indian	2.35%
Pakistani	5.73%
Bangladeshi	0.45%
Chinese	0.88%
Other Asian	2.15%
African	1.02%
Caribbean	0.27%
Other Black	0.1%
Arab	0.55%
Any other ethnic group	0.55%

- Maybury and Sheerwater, Goldsworth Park, Old Woking, Mount Hermon East and West have the highest percentage of ethnic minority groups (Pakistani, Indian, other Asian, Caribbean and African).

- Maybury and Sheerwater, Goldsworth Park, Kingfield and Westfield, Knaphill and Horsell East and Woodham have the highest populations of young people aged 10-24 years.

- Maybury and Sheerwater is ranked 1st, 19th, 21st, 71st, 75th and 77th within the Surrey Indices of Multiple Deprivation (2010). Goldsworth Park East is ranked 3rd, Byfleet 43rd, Old Woking 44th, Hermitage and Knaphill South 52nd and Kingfield and Westfield 58th.

- Maybury and Sheerwater have the highest percentage of young people living in poverty at 25.3%. This is followed by Kingfield and Westfield with 20.7%, Old Woking with 19.3%, Goldsworth Park East and Goldsworth Park West with 16.8 and 13.3%.

Education, Employment and Training

The following information has been gained from local insight:

Pupil attainment at Key Stage 4 (GCSE), source Department for Education (2013-2014)

KS4 Average Point Score is made up of all GCSE examinations sat, with a point score of 58=A*, 52=A, 46=B, 40=C, 34=D, 28=E, 22=F, 16=G.

■ Woking   ■ Surrey   ■ South East

The average distance a pupil travels to secondary school is 1.7km

As of May 2020, Youth Unemployment (JSA/UC) claimants aged 18 – 24 stood at 405, 6.9% with the South East average being 7.4%

|	
Children in relative low income families	3,080
Children in absolute low income families	2,725
Children in relative low income lone parent families	980
Children in relative low income out of work families	705

Crime

Surrey youth crime:

In the most recently available data set for the financial year 2018-2019 486 proven offences were committed by children (10-17 years of age) in surrey and 165 children in Surrey were cautioned or sentenced by the police. This is a drop of 68 cases on the previous year in which 233 children where cautioned or sentenced. (Ministry of justice & Youth Board Of Justice, 2020).

90% (148) of young people sentenced or cautioned were between the ages of 15-17. 85% (140) were male, and 79% were white.

Children cautioned or sentenced 2018-19 by Ethnicity

■ 10 to 14   ■ 15 to 17
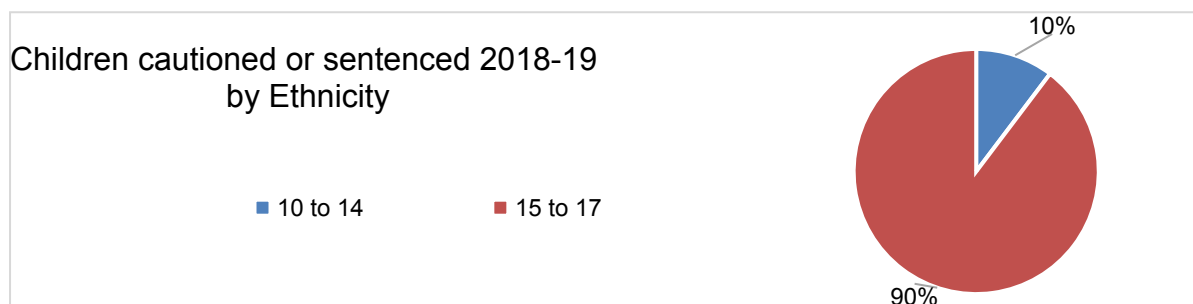
Of the 486 proven offences committed by children in surrey the 2 most common offences were "violence against the person" (138 cases) and "drugs" related offences (86 cases).

**PROVEN OFFENCES BY CHILDREN
2018-2019**
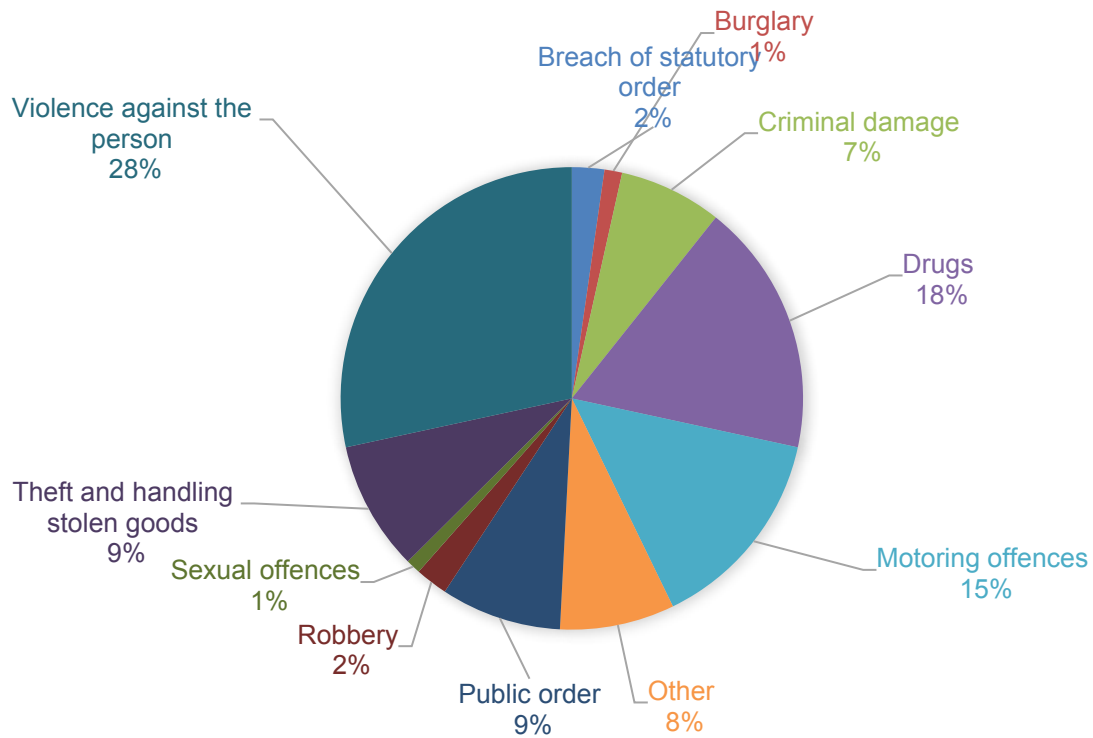
In the financial year 2018-19 230 cautions or sentences were given to children. 50 of these (22%) were cautions or conditional cautions. Of the 180 sentences passed, most common was a referral order (37%) or youth rehabilitation order (21%).
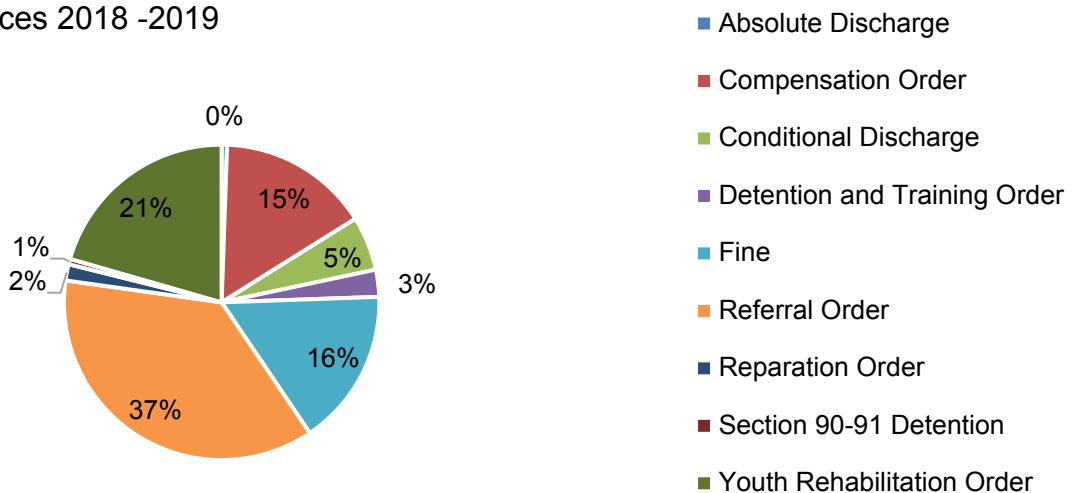
In the financial year running 2019-2020 6867 notifiable crimes were recorded within Woking Borough (surrey police, 2020)[1]. The most common offence in this period was violence without injury 36% by a large margin followed by criminal damage (11%) and violence with injury 10%.

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[1] Based on data analysis by Woking ROC youth action group.

Woking offences 2019-2020

Legend:
- CRIMINAL_DAMAGE
- DOMESTIC_BURGLARY
- DRUG_OFFENCES
- FRAUD_FORGERY
- NON_DOMESTIC_BURGLARY
- OTHER_OFFENCES
- ROBBERY
- THEFT_HANDLING
- TNO unknown
- VEHICLE_CRIME
- VEHICLE_INTERFERENCE
- VIOLENCE_WITH_INJURY
- VIOLENCE_WITHOUT_INJURY

Chart data labels: 11%, 4%, 4%, 0%, 1%, 1%, 19%, 4%, 6%, 1%, 10%, 36%
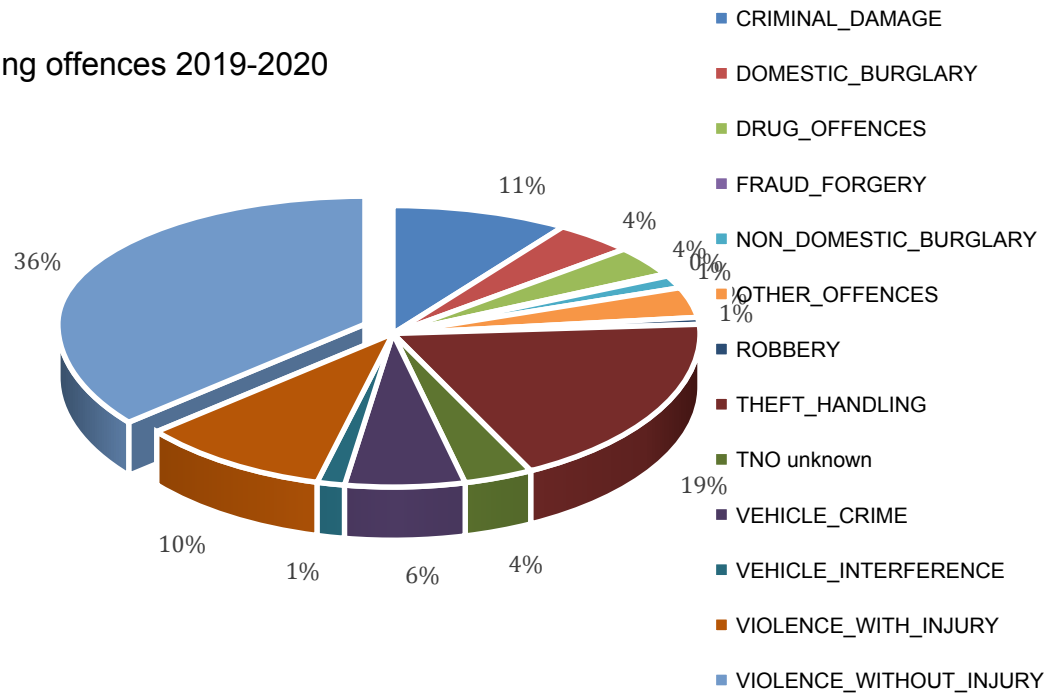
Safeguarding

Any child or young person can be at risk of neglect, abuse, harm and exploitation regardless of their age, gender, socio-economic or ethnic background.

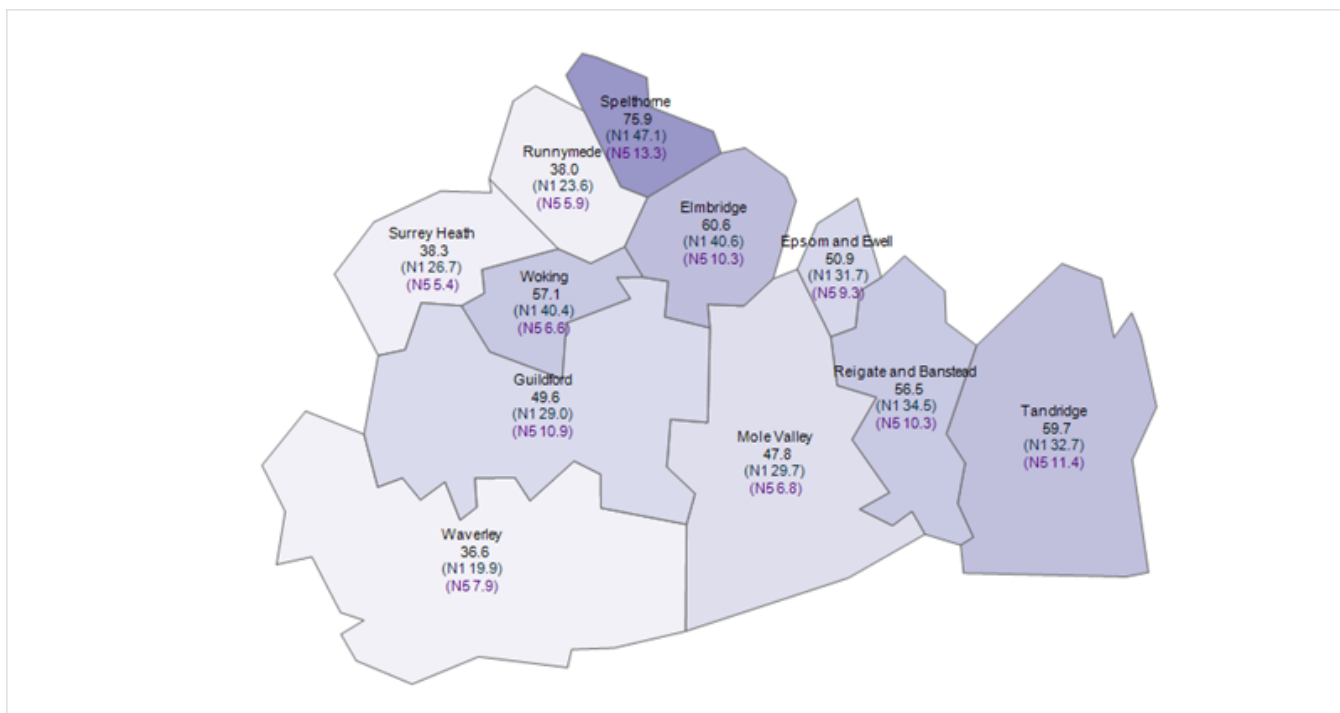The map below gives an indication of the concentration of children in need within any district or borough. Woking has a rate of 57.1 per 1000 population.

Child Protection Plans (Surrey wide)

In the year ending 31st January 2016, 1,570 children and young people became subject to a child protection plan. Of the 490 children who started to be looked after during 2015-2016, 55.1% (270) were looked after due to 'abuse and neglect'; 11.2% (55) due to 'family dysfunction', compared to national averages of 54% for 'abuse and neglect' and 9% for 'family dysfunction' (77).

Children missing from Care/CSE

Abuse of children under 18 years old through sexual exploitation has increased in England by 56 per cent (from 347 to 541) from 2014/15 to 2015/16. In Surrey, in 2015/16, 153 children were missing from care at some point during the year and there were 733 episodes of a looked after child being missing (79). During the same year 827 children were reported missing from home, with 1,398 episodes reported (79). According to national research, numbers of children and young people reported missing starts to rise sharply from the age of 13; peaking at 15 and then declining throughout the rest of childhood (80).

Before 13 years old the proportion of boys and girls who go missing are broadly similar. However, from 13-17 years old girls are more likely to be reported missing (81). During 2015-16, 340 children were deemed to be at risk of CSE (82). Local data indicates that most identified CSE victims in Surrey (78.8%) are white females aged 14-17 years (83). Nationally, it is estimated that 33% of CSE victims are male, however, figures from our statistical neighbours, Oxfordshire and Essex, also suggest very low numbers of male victims in these counties (84). The main indicator of CSE in boys is going missing and evidence suggests that CSE in boys may be linked to the prevalence of gangs and drug use (85).

https://www.surreyi.gov.uk/jsna/safeguarding-children/

Health

Woking sits within the Clinical Commissioning Group (CCG) for North West Surrey. The most recent publicly available data comes from the 2017 Health Profile and suggest Woking along with the rest of North West Surrey may have significant health and social care needs different from the rest of Surrey,

Life expectancy - "Residents of North West Surrey can expect below average life expectancy compared to their counterparts in Surrey. LE is 80.6 years for men and 83.9 for women in North West Surrey CCG compared to 81.3 and 84.5 for men and women in Surrey respectively (2010-2012). Women can expect to live an additional 3.3 years more than men." (Shaikh, 2017).

Smoking – there is a significant difference in rates of smoking in the different wards of North West Surrey, however the ward with the second highest rate of smoking in 2017 was in Woking; Maybury and Sheerwater, which has now been consumed into the larger Canalside Ward. The rate of smoking prevalence in 2017 was 23%, significantly different to the County average of 12% in the adult population. (Shaikh, 2017)

Alcohol use – "The rate of hospital admissions episodes for alcohol related conditions (broad definition) in North West Surrey CCG is 1,795 per 100,000 population. This rate has risen steadily since 2008/09 and is higher than the 2014/15 rate for the rest of Surrey (1,755) and the South East region (1,708)." (Shaikh, 2017)

Public Health England also report an increase in sexual offences; this is increasing at the same rate across the whole of England.

Mental health – using Index of multiple derivation 2015 common mental illness score, North West Surrey has a relative low level of mental health (1.18 to 0.10) compared to the rest of England (-2.85 to 3.09). this is matched in both adult and young people's mental health statistics, though incidence of depression is increasing. (Shaikh, 2017)

More recent data is not available at this time, but contact between youth mental health services and statutory services suggest youth mental health in Woking has peaked dramatically. This has particularly been the case during lockdown, with these services stretched and reaching out to others for extra space to run services in order to help meet the increased demand. Data from our own need's assessment survey places mental health as a major issue amongst Woking's young people.
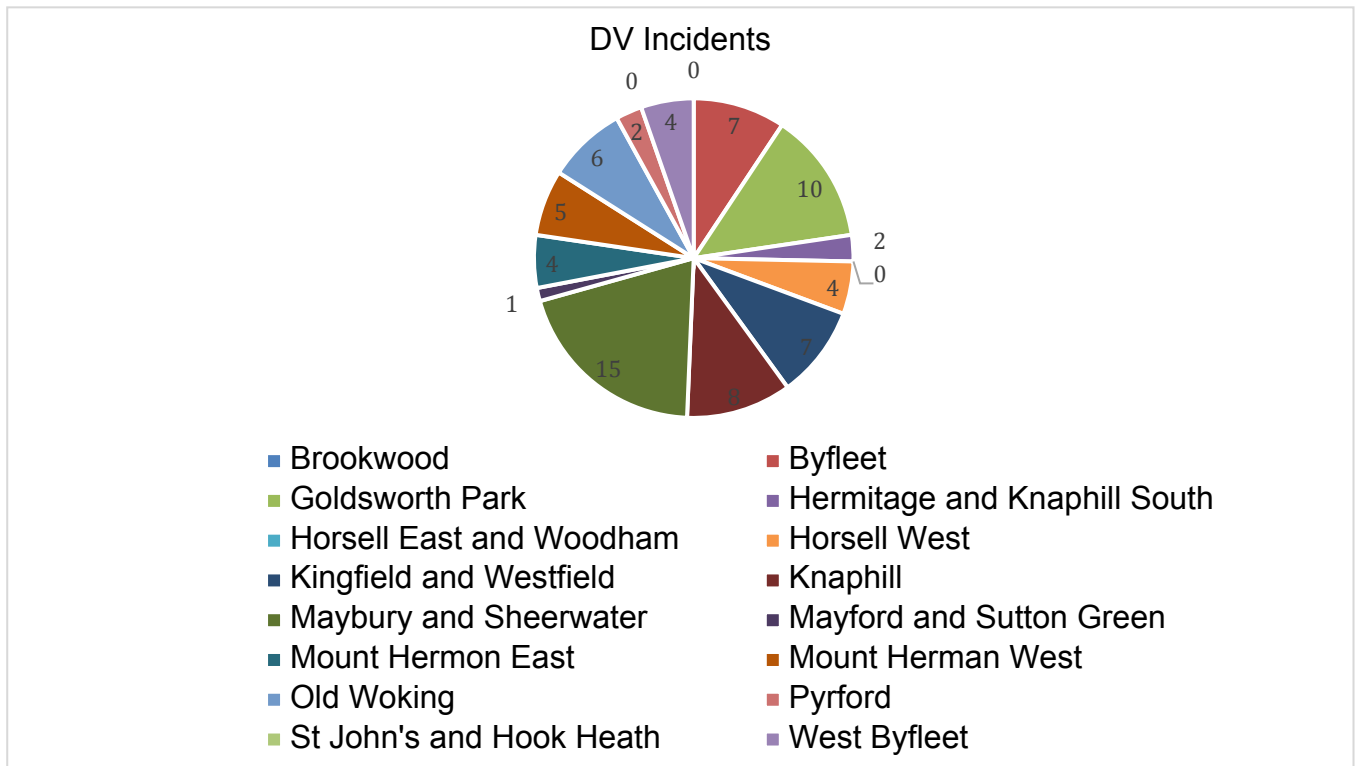
Woking Sexual health profile:

Sexual health – generally Woking matches the national average with regards to sexual health and is better than the national average regarding rates of new sexually transmitted infection; recording 445 new cases per 100,000 compared to England's average of 851 per 100,000. However, Woking is significantly worse than the national average in the testing and detecting chlamydia rates in those under 25, with only 13.1% of the eligible 15-25 year old population tested compared to an English average of 19.6% (Public health england, 2020).

Indicator	Period	Woking Recent Trend	Count	Value	Region Value	England Value	England Worst/ Lowest	Range	Best/ Highest
Syphilis diagnostic rate / 100,000	2018	➡	11	10.9	10.6	13.1	157.4	🟠	0.0
Gonorrhoea diagnostic rate / 100,000	2018	➡	37	36.6	60.9	98.5	870.9	🟢	9.9
Chlamydia detection rate / 100,000 aged 15-24 <1900 1900 to <2300 ≥2300	2018	⬇	96	1,033	1615	1975	871	🔴	5,757
Chlamydia proportion aged 15-24 screened	2018	⬇	1,219	13.1%	16.8%	19.6%	9.1%	🔴	48.7%
New STI diagnoses (exc chlamydia aged <25) / 100,000	2018	⬇	284	445	708	851	3,823	🟢	164
HIV testing coverage, total (%)	2018	➡	758	76.1%	68.4%	64.5%	25.3%	🟢	85.9%
HIV late diagnosis (%) <25% 25% to 50% ≥50%	2016 - 18	–	4	33.3%	45.4%	42.5%	90.0%	🟠	10.0%
New HIV diagnosis rate / 100,000 aged 15+	2018	➡	7	8.7	6.4	8.7	49.6	🟠	0.0
HIV diagnosed prevalence rate / 1,000 aged 15-59 <2 2 to 5 ≥5	2018	➡	118	2.03	1.84	2.37	14.52	🟠	0.40
Total prescribed LARC excluding injections rate / 1,000	2018	➡	1,184	64.6	56.3	49.5	4.2	🔵	92.9
Under 18s conception rate / 1,000	2018	➡	18	10.9	13.5	16.7	39.4	🟠	3.6
Under 18s conceptions leading to abortion (%)	2018	➡	13	72.2%*	56.5%	53.0%	22.6%	🟠	95.5%
Violent crime - sexual offences per 1,000 population	2018/19	⬆	262	2.6	2.6*	2.5*	1.1	🔵	5.1

Domestic Violence:

The following data shows the number of DV incidents reported in the Woking area in May 2020 (Surrey i, www.surreyi.gov.uk)

DV Incidents

- Brookwood
- Byfleet
- Goldsworth Park
- Hermitage and Knaphill South
- Horsell East and Woodham
- Horsell West
- Kingfield and Westfield
- Knaphill
- Maybury and Sheerwater
- Mayford and Sutton Green
- Mount Hermon East
- Mount Herman West
- Old Woking
- Pyrford
- St John's and Hook Heath
- West Byfleet

Feedback from Young People (Survey's SCC and Woking ROC)

As at the 31st August 2020, 158 Young people had participated in the survey delivered by Woking ROC, the majority (42%) being from within the 16-18 year age range. As you can see from the results at Appendix F the participants were from the age range of 10 – 25 years, from across a variety of postcodes/areas, schools and colleges. With this data and information received from Surrey County Council's surveys and through discussions with young people, the following issues have been identified:

ROC Survey (in order of highest issue identified by young people to lowest issue)

- Mental Health
- Lack of things to do
- Boredom
- Lack of safe spaces to gather
- Knife Crime
- Anti-social behaviour
- Public transport too expensive
- Substance misuse
- Bullying
- Can't afford to do anything
- No involvement in local decision making
- Social media abuse/trolling
- Discrimination over race
- County lines and gangs
- Not enough public transport
- Rape and sexual violence
- Sexual health

Further analysis also suggests a major issue amongst young people is one around social confidence and skills. The main reasons given for all questions to not attend provision of all types was a wariness about attending activities friends did not and a fear of being judged by them or others for doing so.

Through discussion and SCC surveys:

- Drugs and alcohol awareness education
- Sexual health, relationships and continuation of 'Get it on Scheme'
- Young Carers weekly support group
- LGBT weekly support group
- Employability skills and career, education and volunteer opportunities
- One to one support around mental health and issues that affect young people
- Open access provision
- Being treated fairly by professionals (doctors, teachers, emergency services)
- Bullying
- Peer pressure
- Having a voice with regard to local community
- Climate change locally, nationally and throughout the world

Feedback from Partner Organisations

Youth workers and partner organisations were asked to feedback identified needs for young people; the following feedback was received:

- Open Access Youth Work across the borough especially in areas of high need
- Detached/Outreach Youth Work across the Borough, especially in areas identified through the Joint Action Group, Police and Fire Service
- Mental health and wellbeing support in schools and community buildings across Woking
- Counselling for young people across Woking using community buildings
- Continuation of organisations providing mentoring for young people and an increase in capacity/resources to provide this for more young people
- Parent support groups
- Continuation of current targeted projects
- Additional targeted projects (boys and young men)
- Better promotion of the Woking Youth Offer
- Re start Woking Youth Work Practitioners Forum

Outcomes for Young People

Provision of youth work services within the Borough of Woking must meet the Surrey Young People's Outcomes Framework and Integrated Youth Strategy for Woking, in partnership with Woking Borough Council and Voluntary Organisations, through the following:

1.   **Young people are equipped with the skills and attitudes to join the workforce:**

   - Intervention through professional support to access further education, training and employment
   - The voluntary sector offering opportunities to young people to improve on their skills, attitudes and behaviour towards employability through targeted activities and work experience e.g. volunteering, peer education, Duke of Edinburgh Award
   - Support and volunteering opportunities for SEND young people.

2.   **Young people are resilient:**

   - Healthy lifestyle projects taking place within youth projects offering regular sporting activities within their youth work programmes.   Support around healthy eating and healthy choices.
   - A varied and affordable programme of sporting opportunities through Freedom Leisure and the Friday Night Project.
   - Emotional and wellbeing of young people being supported through work with the SCC Targeted Youth Support Service, Surrey Care Trust mentoring scheme and partnership work with Schools. One to one support available to young people within youth projects with youth workers and peer mentors. Referral and signposting to CAMHS, GPs and Counselling Services alongside professionals working together through multi agency meetings.
   - Open access sessions at youth projects to enable young people to socialise in a safe environment with support and guidance from professional youth workers in areas of highest need.

3.   **Young people are safe:**

Intervention, partnership and targeted work with the SCC Targeted Youth Support Service, Youth Offending Service, Police and PCSO's taking place on a regularly basis to ensure young people are safe and anti-social behavior is prevented.

   - Steering groups/youth councils within Woking youth projects enabling young people to have a voice about their future and their community.
   - Communication and partnership work with the Police and PCSO's delivering workshops around targeted themes
   - Communication and partnership work between SCC Targeted Youth Support Service and Youth workers in regard to working with the same young people

4.   **Young people overcome barriers to employability:**

- Individual support for young people through the Targeted Youth Support Service, Community Youth Work Service, Surrey Care Trust Mentoring Scheme, Schools, Homeless Projects and Social Services for Young People within or likely to enter the care system
- Woking Borough Council prioritising the issue of affordable transport locally for young people
- Support for young people with SEND to gain volunteering opportunities and employment

5.   **Young people make informed decisions:**

- Informed decisions around education, training and careers by young people are supported by professional workers within the Targeted Youth Support Service, Community Youth Work Service and Partner organisations, including apprenticeship providers, schools, colleges and learning providers to ensure young people choose the path they wish to take
- Volunteering opportunities
- Support for SEND young people to make informed decisions themselves or through advocacy

6.   **Young people are active members of their communities:**

- Representation on Woking Borough Youth Council
- Representation on Youth Project Steering Groups
- Representation on Surrey County Councils Youth Democracy Project
- Peer Education
- Volunteering
- SEND and LAC young people signposted to SCC Rights and Participation team

Explanation of intelligence and data sources:

Between April and July 2020 a consultation through Surrey County Council was sought from community groups to identify if there was interest in local voluntary/faith organisations taking over the Surrey County Council Youth Centres. The response is due to be released at the end of August 2020. This will determine whether Surrey County Council continue to provide open access youth work in its buildings or whether they will be handed over to voluntary/faith organisations.

Information from young people and parents who attend the SCC projects has been used to inform this needs assessment.

Surrey County Council:
- Surrey i, borough and ward data (https://www.surreyi.gov.uk/MainMenu.aspx?cookieCheck=true)
- Integrated Youth Strategy for Woking 2015-2020

https://www.surreyi.gov.uk/jsna/safeguarding-children/

https://www.ukcrimestats.com/Neighbourhood/4510

https://www.surreyi.gov.uk/jsna/safeguarding-children/

Woking Borough Council:
- Woking Health and Wellbeing Priorities

ROC Youth Sub Group:
- Survey Young People July/August 2020

National Youth Agency https://nya.org.uk/nya-quality-mark/
National Occupational Standards Youth Work http://www.nya.org.uk/wp-content/uploads/2014/06/National-Occupation-Standards-for-Youth-Work.pdf

https://www.surreysays.co.uk/csf/our-voice-matters-survey

Appendices:

A.   National Occupational Standards for Youth Work
B.   Woking Borough Council Health and Wellbeing Priorities
C.   Integrated Youth Strategy for Woking 2015-2020
D.   National Youth Agency Quality Mark Framework
     National Youth Agency Quality Mark Self Assessment
     National Youth Agency Quality Mark Action Plan
E.   Organisations delivering Youth Work Woking
F.   Feedback from Young People:
     o Our Voice Matters Secondary Report SCC
     o SEND Group engagement meeting SCC
     o Sheerwater Girls Group engagement meeting SCC
     o Young Carers Engagement meeting SCC

Part B: **Woking – Proposed response to need**

Proposed Response:

The needs analysis has identified priorities for the Community Youth Work Service in the highest areas of need of Canalside, Goldsworth Park (East and West), Knaphill, Hoe Valley and Byfleet.

- Partnership support across Woking to support young people's mental health and wellbeing
- Partnership work to support young people into education, training and employment
- Promote open access youth work by all organisations across Woking to young people
- Continue and promote current targeted youth work (SEND, LGBT+, Young Women and Young Carers) and find resources to meet the needs of targeted work not currently taking place i.e. work with boys and young men
- Partnership work with Ethnic minority groups within Woking
- Have a detached youth work team to work on the streets with vulnerable hard to reach young people
- Work in partnership to make good use of all local community resources including buildings
- Re start the youth work practitioner's forum – ROC Woking could be instrumental in this
- Continuation of affordable sporting facilities through Freedom Leisure and expansion of the Friday Night Project

Youth Work National Occupational Standards Introduction

Contents:

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Suite Overview

The Youth Work National Occupational Standards (NOS) aim to define the competencies required to carry out the functions carried out by the youth work workforce. The NOS are intended to describe the competencies required to fulfil the tasks required in the youth sector.

The NOS are not designed to describe any specific youth work role. Role definitions are normally based on a number of the functions defined within the functional map, and therefore a given role may draw on a number of NOS.

There is no expectation that an individual job role would encompass all the performance requirements across every NOS; rather that specific jobs will utilise those NOS appropriate to their role.

The NOS for Youth Work do not equate directly to qualifications, but are used to derive relevant competency-based qualifications for the youth work sector. The NOS, as the agreed standards of performance and knowledge required in youth work practice across the UK, can be used by employers to inform job descriptions, consider skills needs and identify areas of improvement, and can also support an individual's professional and continuous development.

The different contexts in which youth work is practiced will have a bearing on how these NOS are applied. The relevant national, regional, local and political context, as well other applicable standards of performance or competence, should be taken into account when reading and applying the Youth Work NOS.

It should be noted that the approach to youth work differs across the four nations of the UK. The NOS have been written to enable the differences to be accommodated and to enable different terminology to be applied as appropriate.

However, regardless of the national context, at the core of all youth work practice are the Values for Youth Work, developed with the sector in 2007. The Values describe an approach to youth work and it is expected that all those working with young people will work within the values. The Values of Youth Work are detailed within this Introduction.

Performance criteria

Each National Occupational Standard comprises a number of performance criteria which an individual should demonstrate to be competent in the sector, as well as the underpinning knowledge and understanding statements.

Knowledge and understanding

It should be noted that there is not an immediate and direct relationship between an individual performance criterion and a knowledge and/or understanding statement, with the knowledge statements underpinning the whole of each National Occupational Standard.

Additional Information

Scope/range   The scope or reach of these Youth Work National Occupational Standards is expressed by the Key Purpose and the Functional Map.

The functional map describes the functions and associated principal activities undertaken by those working within youth work. It identifies the range of functions undertaken across youth work, across the public, private and voluntary sectors.

The 2012 Functional Map is based upon a review of the Youth Work National Occupational Standards, first published in 2002 and updated in 2008. The review was undertaken to ensure that developments and changes affecting youth work practice since 2007 are captured and reflected in the functions and subsequent National Occupational Standards for Youth Work.

Key Purpose
The Key Purpose was agreed by the youth work sector during 2008, and it encompasses the outcomes of delivering youth work (what is achieved).

The key purpose of youth work is to……

'Enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential'

This statement refers to the holistic development of young people, recognising that personal, social and educational development can also include, for example, physical, political and spiritual development.

Values at the core of Youth Work
Working with representatives of the sectors within youth work, a suite of values has been agreed which distinguishes youth work from other, sometimes related activities involving young people. These values are at the core of the work undertaken within youth work and underpin the standards; recognising that at the heart of all youth work is a young person led approach.

It is also recognised that these values need to be placed within the local, social and political context within which youth work activities are undertaken, and of which youth workers will need to be aware. These values also illustrate how youth work is involved in the holistic development of young people, and are as follows:

Youth Work Values:

Participation and active involvement
- Young people choose to be involved, not least because they want to relax, meet friends, make new relationships, to have fun, and to find support,
- The work starts from where young people are in relation to their own values, views and principles, as well as their own personal and social space,
- It seeks to go beyond where young people start, to widen their horizons, promote participation and invite social commitment, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them,

Equity, diversity and inclusion:
- It treats young people with respect, valuing each individual and their differences, and promoting the acceptance and understanding of others, whilst challenging oppressive behaviour and ideas,
- It respects and values individual differences by supporting and strengthening young people's belief in themselves, and their capacity to grow and to change through a supportive group environment,
- It is underpinned by the principles of equity, diversity and interdependence,

Partnership with young people and others
- It recognises, respects and is actively responsive to the wider networks of peers, communities, families and cultures which are important to young people, and through these networks seeks to help young people to achieve stronger relationships and collective identities, through the promotion of inclusivity,
- It works in partnership with young people and other agencies which contribute to young people's social, educational and personal development,
- It recognises the young person as a partner in a learning process, complementing formal education, promoting their access to learning opportunities which enable them to fulfil their potential,

Personal, social and political development:
- It is concerned with how young people feel, and not just with what they know and can do,
- It is concerned with facilitating and empowering the voice of young people, encouraging and enabling them to influence the environment in which they live
- It safeguards the welfare of young people, and provides them with a safe environment in which to explore their values, beliefs, ideas and issues

These values underpin and are to be reflected within the requirements of the relevant standards.

Summary map

The following summary map identifies the functions and principal areas of activity undertaken in achieving this key purpose.
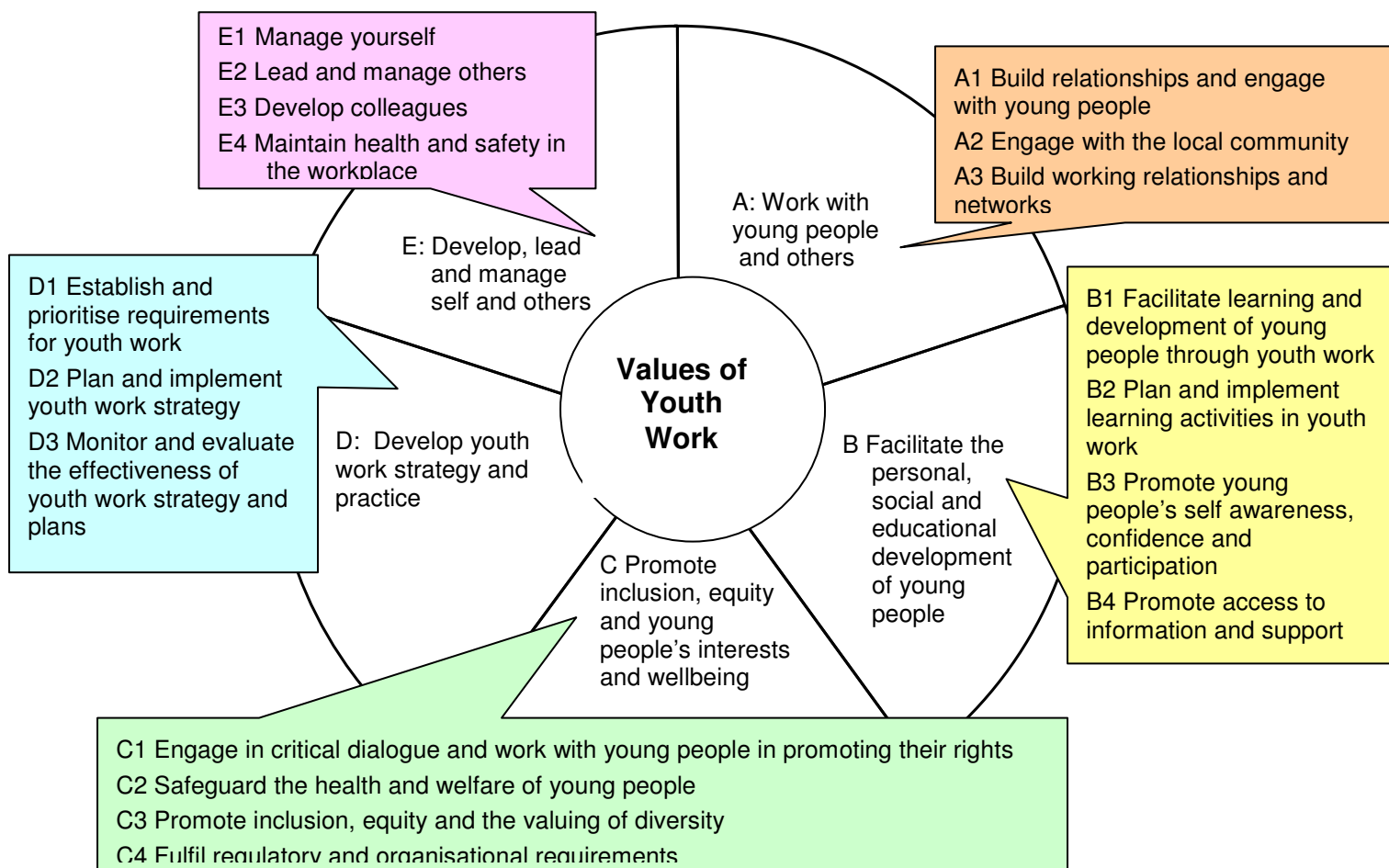
The functional areas are proposed as the full range of those undertaken by youth workers. However, it is unlikely that any individual youth worker will do all of the activities; rather the Map expresses the full range of activities that may be undertaken in order to deliver youth work.

The areas suggested are not of equal size/complexity, as they reflect activities and roles undertaken by individuals of varying levels of experience, responsibility and seniority. It is also recognised that many of the functions/activities are inter-related, such that the outcomes of one will impact upon another.

Best practice, as set out by the NOS requires youth workers to be aware of the local, social and political context within which youth work activities are undertaken.

In addition, youth workers will be required to demonstrate a commitment to the Values and principles which underpin and support all activities across youth work.

SUMMARY FUNCTIONAL MAP FOR YOUTH WORK

E1 Manage yourself
E2 Lead and manage others
E3 Develop colleagues
E4 Maintain health and safety in the workplace

A1 Build relationships and engage with young people
A2 Engage with the local community
A3 Build working relationships and networks

A: Work with young people and others

E: Develop, lead and manage self and others

D1 Establish and prioritise requirements for youth work
D2 Plan and implement youth work strategy
D3 Monitor and evaluate the effectiveness of youth work strategy and plans

B1 Facilitate learning and development of young people through youth work
B2 Plan and implement learning activities in youth work
B3 Promote young people's self awareness, confidence and participation
B4 Promote access to information and support

Values of Youth Work

D: Develop youth work strategy and practice

B Facilitate the personal, social and educational development of young people

C Promote inclusion, equity and young people's interests and wellbeing

C1 Engage in critical dialogue and work with young people in promoting their rights
C2 Safeguard the health and welfare of young people
C3 Promote inclusion, equity and the valuing of diversity
C4 Fulfil regulatory and organisational requirements

This diagram identifies five first-level functional areas (as set out within the main circle) undertaken in achieving the key purpose. The second-level functions indicated in the surrounding boxes are those undertaken in achieving the relevant first-level function. On the following pages mapping is provided to clearly indicate which NOS are relevant for the second level functions identified.

Glossary

Community can include: local, regional, national, global, communities of interest and communities of practice

Equality means treating all individuals equally despite individual differences; in this suite it is mainly used to describe legislation or requirements that may need to be met, or when referring to ensuring that opportunities are offered equally to all.

Equity means treating each individual according to their individual differences providing them according to their requirement; in this suite it is mainly used to describe a fair and equitable approach by practitioners when working with others.

Others can include: colleagues, other agencies, external partners and key stakeholders; as well as local, national or global communities of interest or practice.

Other workers can mean those within and external to own organisation, including those who may not have a specific youth work role and responsibilities.

Safeguarding has been used to mean taking all reasonable measures to ensure that the risks of harm to children's, young people's and vulnerable adult's welfare are minimised and where there are concerns about welfare, all agencies taking appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies. It is used differently in the constituent nations of the UK.

Well-being includes the personal, social, mental and physical health of young people

Links to other NOS

A number of existing NOS suites are identified to ensure that those working with young people are able to identify and access other NOS which may be relevant to their role.

The signposted NOS identified are given below with a summary of the content.

Work with Parents
This is a key suite, suitable for roles which have crossover with or elements

of working with parents.

Family Learning
This is a key suite, suitable for roles which may have crossover or elements of working with and supporting families to develop.

Managing Volunteers
Suitable for roles with responsibility for managing, working with or supporting volunteer staff, whether paid or unpaid.

It is important to note that there is a fundamental difference between the management and support of volunteers as opposed to the management and support of paid staff – the latter being covered by the Management and leadership NOS.

Management and leadership NOS
Suitable for roles with responsibility for leading or managing staff, developing or managing strategy, planning and evaluation. This suite includes NOS for obtaining and managing finance and budgets.

Learning and development
Suitable for roles which aim to support the development of young people through individual or group work

Learner Involvement
Suitable for roles which have an element of representing, supporting, and advocating on behalf of learners.

Outdoor Programmes and Activity leadership
Suitable for roles which work with young people and are involved in the outdoors, sports and recreational activity leadership

Fundraising
Suitable for roles with responsibility for obtaining voluntary donations, whether from individuals, businesses or grant making organisations.

Business Administration
Suitable for roles which include administrative functions. The suite includes some aspects of planning and project management.

Project Management
Suitable for those who plan, manage and deliver projects in youth work

Health and Safety
Suitable for all roles with health and safety responsibilities, and those who

control, assess and manage health and safety.

External Links

There are a number of other factors which will have bearing on how the Youth Work NOS are applied. National, regional and local policies, as well as relevant competence frameworks and codes of practice, will apply to those who work with young people.

It should be noted that the approach to youth work differs across the four nations of the UK. The NOS have been written to enable the differences to be accommodated and to enable different terminology to be applied as appropriate. However, regardless of the national context, at the core of all youth work practice are the Values for Youth Work, developed with the sector in 2007. The Values describe an approach to youth work and it is expected that all those working with young people will work within the values.

Functional Map to NOS links:

This includes core signposted NOS – those NOS which are needed to ensure all the YW functions are met, such as for managing volunteers and management and leadership functions - at an individual NOS level.

Signposts to other NOS which 'add value' to youth work practice are shown in the 'links to other NOS' section.

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Functional Area	Function Ref/ Title	NOS Ref	Relevant NOS title
A: Work with young people and others	A1 Build relationships and engage with young people	YW 01	Initiate, build and maintain purposeful relationships with young people
		YW 02	Assist young people to express and to realise their goals
	A2 Engage with the local community	YW 03	Engage with communities to promote the interests and contributions of young people
	A3 Build working relationships and networks	YW04	Develop productive working relationships with colleagues and stakeholders to support youth work
		Signpost No. 32	*Lead and motivate volunteers (*SFT MV D2*)*

B Facilitate the personal, social and educational development of young people	B1 Facilitate learning and development of young people through youth work and critical dialogue	YW 05	Enable young people to use their learning to enhance their future development
		YW 06	Enable young people to work in groups
		YW 07	Encourage young people to broaden their horizons to be effective citizens
		YW 08	Support young people to identify and achieve aims
		YW 09	Support young people in their understanding of risk and challenge
		YW 10	Facilitate young people's empowerment through their active involvement in youth work
	B2 Plan and implement learning activities in youth work	YW 11	Plan, prepare and facilitate activities with young people
		YW 12	Work with young people to manage resources for youth work activities
		YW 13	Support young people in evaluating the impact of youth work activities
	B3 Promote young	YW 14	Facilitate young people's exploration of their values and beliefs

	people's self awareness, confidence and participation	YW 15	Advocate on behalf of young people and enable them to represent themselves to others
	B4 Promote access to information and support	YW16	Enable young people to access information to make decisions

Key Area C Promote inclusion, equity and young people's interests and welfare	C1 Work with young people in promoting their rights	YW17	Work with young people in promoting their rights
	C2 Safeguard the health and welfare of young people	YW18	Explore with young people their wellbeing
		YW19	Work with young people to safeguard their own welfare
		YW20	Embed organisational policy for the protection and safeguarding of young people
	C3 Promote inclusion, equity and the valuing of diversity	Signpost No. 33	Promote equality of opportunity and diversity and inclusion in your area of responsibility (Management and leadership NOS B11)
		YW 21	Develop a culture and systems that promote inclusion and value diversity
	C4 Fulfil regulatory and organisational requirements	YW 22	Ensure that youth work activities comply with legal, regulatory and ethical requirements

Key Area D Develop youth work strategy and practice	D1 Establish and prioritise requirements for youth work	YW 23	Investigate the needs of young people and the community in relation to youth work
		YW24	Evaluate and prioritise organisational requirements for youth work activities
	D2 Plan and implement youth work strategy	YW 25	Influence and develop youth work strategies
		YW 26	Identify and secure funding and resources for youth work
		YW 27	Facilitate and engage young people in the strategic development and delivery of youth work
		YW 28	Work in partnership with agencies to improve opportunities for young people
		Signpost No. 34	Develop structures, systems and procedures to support volunteering (Managing Volunteers NOS A3)

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	D3 Monitor and evaluate the effectiveness of youth work strategy and plans	YW 29	Monitor and evaluate the quality of youth work activities

Key Area E Develop, lead and manage self and others	E1 Manage yourself	YW 30	Work as an effective and reflective youth work practitioner
		Signpost No 35	*Manage your own resources and professional development (Management and leadership NOS A2)*
	E2 Lead and manage others	*Signpost No. 36*	*Provide leadership for your team (Management and leadership NOS B5)*
		Signpost No. 37	*Allocate and check work in your team (Management and leadership NOS D5)*
		Signpost No. 38	*Recruit, select and keep colleagues (Management and leadership NOS D3)*
	E3 Develop colleagues	YW 31	Provide youth work support to other workers
		Signpost No. 39	*Provide learning opportunities for colleagues (Management and leadership NOS D7)*
	E4 Maintain health and safety in the workplace	*Signpost No. 40*	*Make sure your own actions reduce risks to health and safety (Health and Safety NOS HSS1)*
		Signpost No. 41	*Ensure health and safety requirements are met in your area of responsibility (Management and leadership NOS E6)*

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Youth Work Standards

YW01 Initiate, build and maintain purposeful relationships with young people
YW02 Assist young people to express and to realise their goals
YW03 Engage with communities to promote the interests and contributions of young people
YW04 Develop productive working relationships with colleagues and stakeholders to support youth work
YW05 Enable young people to use their learning to enhance their future development
YW06 Enable young people to work in groups
YW07 Encourage young people to broaden their horizons to be effective citizens
YW08 Support young people to identify and achieve aims
YW09 Support young people in their understanding of risk and challenge
YW10 Facilitate young people's empowerment through their active involvement in youth work
YW11 Plan, prepare and facilitate activities with young people
YW12 Work with young people to manage resources for youth work activities
YW13 Support young people in evaluating the impact of youth work activities
YW14 Facilitate young people's exploration of their values and beliefs
YW15 Advocate on behalf of young people and enable them to represent themselves to others
YW16 Enable young people to access information to make decisions
YW17 Work with young people in promoting their rights
YW18 Explore with young people their wellbeing
YW19 Work with young people to safeguard their own welfare
YW20 Embed organisational policy for the protection and safeguarding of young people
YW 21 Develop a culture and systems that promote inclusion and value diversity
YW22 Ensure that youth work activities comply with legal, regulatory and ethical requirements
YW23 Investigate the needs of young people and the community in relation to youth work
YW24 Evaluate and prioritise organisational requirements for youth work activities
YW25 Influence and develop youth work strategies
YW26 Identify and secure funding and resources for youth work
YW27 Facilitate and engage young people in the strategic development and delivery of youth work
YW28 Work in partnership with agencies to improve opportunities for young people
YW29 Monitor and evaluate the quality of youth work activities
YW30 Work as an effective and reflective youth work practitioner
YW31 Provide youth work support to other workers
32 Involve, motivate and support volunteers (Managing Volunteers UKWH B2)
33 Promote equality of opportunity and diversity in your area of responsibility (Management and leadership NOS B11)
34 Develop structures, systems and procedures to support volunteering (Managing Volunteers A3)
35 Manage your own resources and professional development (Management and leadership A2)
36 Provide leadership for your team (Management and leadership B5)
37 Allocate and check work in your team (Management and leadership D5)
38 Recruit, select and keep colleagues (Management and leadership D3)
39 Provide learning opportunities for colleagues (Management and leadership D7)
40 Make sure your own actions reduce risks to health and safety (Health and Safety HSS1)
41 Ensure health and safety requirements are met in your area of responsibility (Management and leadership E6)

LSI YW01
Initiate, build and maintain purposeful relationships
with young people

Overview

Purposeful relationships with young people are at the heart of good youth work. It is important to know how to initiate such relationships and also the ways in which they can be maintained in order for learning and development to take place.

This standard is about initiating, building and maintaining personal relationships with young people and is for all youth workers.

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Performance criteria

You must be able to:

P1   identify and utilise suitable locations and environments for establishing contact with young people

P2   initiate and hold conversations at an appropriate time and place

P3   communicate effectively with young people

P4   provide on-going support and encouragement to young people

P5   respond appropriate to needs of, and issues raised by young people

P6   facilitate young people's proposals and plans

P7   maintain appropriate ethical, legal and contractual requirements in all dealings with young people

P8   meet the values and principles underpinning youth work in all dealings with young people

Knowledge and understanding

You need to know and understand:

K1   legal, organisational and codes of practice relevant to working with young people, and their impact for communicating and dealing with young people

K2   locations in the community where young people meet

K3   the importance of building trust and rapport with young people, and methods for achieving this for a range of young people

K4   different styles and forms of communication that may be appropriate for communicating with young people, including electronic channels

K5   the importance of non-verbal communication, such as body language, and how others use and interpret body language in different ways

K6   possible barriers to communication, their causes, and ways to overcome them

K7   the importance of ensuring understanding and of avoiding assumptions

K8   typical issues, concerns and activities of relevance to young people

K9   the potential risks to own personal safety, and ways of addressing these

K10   requirements regarding confidentiality, and the importance of meeting these

K11   the boundaries of own personal competence and responsibility, when to involve others, and how to obtain advice and support

K12   the values and principles underpinning youth work

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Use appropriate forms and styles of communication suited to the needs and abilities of a variety of young people
2. Use language understood by, and in terms familiar to young people
3. Encourage questions and check for understanding
4. Actively comprehend, retain and respond constructively to any concerns
5. Treat young people with respect
6. Make time available to support others
7. Show integrity, fairness and consistency in your dealings with young people
8. Model behaviour which shows respect, helpfulness and cooperation
9. Take a positive interest in young people's concerns and areas of activity
10. Seek to understand young people's needs and motivations
11. Respond enthusiastically and constructively to the ideas of young people

LSI YW02
Assist young people to express and realise their goals

Overview

The importance of understanding how young people feel as well as what they know and can do, is one of the values and principles which youth workers are expected to know about and apply in their practice

This standard is about enabling young people to express their aspirations, concerns and development goals. It includes assisting them to prioritise their goals and to agree and realise the support that might be needed.

This standard is for all youth workers.

**Performance
criteria**

You must be able to:

P1   encourage young people to express their views, aspirations, needs and concerns

P2   agree and prioritise with young people their goals, and options towards realising these goals

P3   explore and identify with young people the factors affecting the realisation of their needs and aspirations

P4   identify and explore with young people any constraints to progressing agreed options

P5   identify any individual or group needs that might need to be addressed in achieving agreed goals, including any emotional and skills requirements

P6   identify and assess learning opportunities for young people from their ongoing activities, and which might assist in addressing their needs

P7   agree with young people the type and amount of support required towards achieving their goals

P8   assist in realising the support agreed, in line with own level of authority and organisational requirements

P9   monitor young people to ensure their physical safety and mental wellbeing and respond appropriately to changes in behaviour

P10   behave in accordance with the legal, ethical and contractual requirements of youth work

Knowledge and understanding

You need to know and understand:

K1   methods for establishing rapport with young people

K2   why it is important to make contact with young people on their terms

K3   typical issues and aspirations expressed by young people

K4   sources of assistance relevant to addressing the issues and needs of young people

K5   why it is important to enable young people to identify and to set their own goals, and to develop their own solutions, and methods for facilitating this process

K6   the importance of using young people's current activities as the starting point for developing learning opportunities

K7   informal, non-formal, formal, learning from experience, communication, critical dialogue and other learning opportunities, and associated resources available

K8   how young people are motivated

K9   basic group dynamics

K10   communication styles and techniques effective in developing dialogue with young people

K11   own organisation's guidelines relating to child protection, health and safety, and confidentiality

K12   issues of risk and personal safety, and how to address these

K13   boundaries and constraints of own role, responsibility and competence in addressing issues with behaviour

K14   own role and levels of responsibility and who to approach in situations where these might be exceeded

K15   the values and principles which underpin youth work

LSI YW02
Assist young people to express and realise their goals

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Additional Information

Values   Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours
1. Treat young people with respect
2. Acknowledge the insights and input of young people
3. Use appropriate forms and styles of communication, suited to the needs and abilities of young people
4. Communicate at the appropriate time and place
5. Actively comprehend, retain and respond constructively to any concerns
6. Encourage questions, and answer these fully and honestly
7. Involve young people in decision making
8. Demonstrate concern for how young people feel

Overview

The value of being responsive to the wider networks and communities which
are important to young people underpins all youth work practice and is one of
the principles and values which youth workers are expected to know about and
apply in their practice. This standard is relevant to all youth work practitioners.

This standard is about engaging with communities to promote the value of
youth work, encouraging communities to become a source of youth work
activity and to promote the interests and contributions of young people in
different communities.

In the context of this standard, 'community' includes: local, regional, national,
global, communities of interest and communities of practice.

Engage with communities to promote the interests and contributions of young people

Performance criteria

You must be able to:

P1   identify, develop and maintain a network of key contacts and agencies within the local and wider community who can assist in promoting organisational youth work activities

P2   gather information and current evidence regarding local and wider communities relevant to identifying their needs and issues with respect to the provision of youth work

P3   promote the principles and values of youth work to key organisations and stakeholders in the community

P4   build awareness of the rights of young people, and of the contributions that young people make to communities

P5   create opportunities for young people to be involved positively with communities

P6   identify opportunities to promote positive images of young people within the community and to minimise any negative stereotyping

P7   identify and respect the aims and objectives of others in the community and help young people to do so, recognising when priorities may differ

P8   facilitate an understanding of the available knowledge, skills and experience relating to youth work and the services provided by own organisation to communities and others

P9   enable young people to learn from their experiences of working with different communities

P10   work proactively to include the most excluded and marginalised communities while recognising their right to choose not to engage

P11   support networks, partnerships and communities to work together to resolve issues associated with ideology, conflict, competition and funding

Knowledge and understanding

You need to know and understand:

K1   principles of effective communication and how to apply them in engaging with the local and wider community

K2   the benefits for individuals and organisations of networking

K3   the nature and extent of current youth work provision in the local community

K4   the right of young people to have their ideas and views respected within the communities in which they operate

K5   the range of methods for developing effective relationships with others involved with young people and, where necessary, how to end relationships which are no longer effective

K6   the types of information that may be needed or provided by young people, relevant agencies and other stakeholders appropriate to establishing community needs from youth work and vice versa

K7   how local, regional, national and global issues and activities can impact upon each other, including how local activities relate to the wider context, and vice versa

K8   the skills, knowledge, services and support to young people offered by own organisation and how it can contribute to communities

K9   how to assess the interests of those providing feedback, and the implications for identifying and evaluating the opportunities for youth work

K10 why communities have different needs which require different approaches to engagement and activity

K11 why communities may be excluded or marginalised

K12 why communities have a right not to engage and how to recognise this

K13 ways to support networks, partnership and communities in working together to resolve differences over ideology, conflict resolution, competition or funding

K14 the values and principles underpinning youth work

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LSI YW03
Engage with communities to promote the interests
and contributions of young people

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Work to develop an atmosphere of professionalism and mutual support
2. Make time available to support others
3. Keep promises and honour commitments
4. State your own position and views clearly and confidently, even when these may conflict with those of others
5. Consider the impact of your own actions upon others

Glossary

Community includes: local, regional, national, global, communities of interest and communities of practice

LSI YW04
Develop productive working relationships with
colleagues and stakeholders to support youth work

Overview

This standard is about developing productive working relationships with others who have an interest in, or are engaged in organisational activities related to youth work. It is recommended for youth work managers and senior managers.

It involves being aware of the roles, responsibilities, interests and concerns of colleagues and stakeholders and working with and supporting them in various ways. The need to monitor and review the effectiveness of working relationships with colleagues and stakeholders is a key part of this standard.

In the context of this standard, 'others' can include colleagues, other agencies, external partners and key stakeholders as well as local, national or global communities of interest or practice.

LSI YW04
Develop productive working relationships with colleagues and stakeholders to support youth work

Performance criteria

You must be able to:

P1   identify partners and stakeholders and the nature of their interest and relationship to the activities and performance of own organisation

P2   establish working relationships with colleagues, partners and stakeholders

P3   recognise and respect the roles, responsibilities, interests and concerns of others

P4   provide others with appropriate information in line with legal and organisational requirements, to enable them to perform effectively

P5   consult others in relation to key decisions and youth work activities and take account of their views, including their priorities, expectations and attitudes to potential risks

P6   monitor and fulfil agreements made with others and advise others promptly of any difficulties or where it is not possible to fulfil agreements

P7   identify and action any conflicts of interest and disagreements in ways that minimise damage to activities and to the young people, individuals and organisations involved

P8   monitor and review the effectiveness of working relationships with others, seeking and providing feedback, in order to identify areas for improvement

P9   work in line with and champion the values and principles underpinning youth work when working with others

Knowledge and understanding

You need to know and understand:

K1	the value and benefit of developing productive working relationships with others
K2	principles of effective communication and how to apply them to
K3	why it is important to recognise and respect the roles, responsibilities, and interests of colleagues and stakeholders
K4	the relevant agencies, partners and stakeholders and the nature of their interest in own organisation performance or activities
K5	developments, issues and concerns of importance to stakeholders in youth work and how to recognise these
K6	the importance of taking account of the views of others, particularly in relation to their priorities, expectations and attitudes to potential risks
K7	the importance of monitoring wider developments in relation to stakeholders and how to do so effectively
K8	current and emerging political, economic, social, technological, environmental and legal developments in youth work
K9	mechanisms and tools for communicating and consulting with others
K10	how to identify and agree what information is appropriate and legal to provide to others, and organisational requirements for sharing information
K11	how to identify conflicts of interest and disagreements and techniques to manage or remove them
K12	why communication regarding fulfilment of agreements or any problems affecting or preventing fulfilment is important
K13	mechanisms for monitoring and reviewing the effectiveness of working relationships with others
K14	how to obtain, share and use feedback on the effectiveness of working relationships
K15	the legal, organisational, ethical requirements and other codes of practice relevant to working with others and young people
K16	the values and principles underpinning youth work

LSI YW04
Develop productive working relationships with colleagues and stakeholders to support youth work

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Present information clearly, concisely, accurately and in ways that promote understanding
2. Show respect for the views and actions of others
3. Seek to understand people's needs and motivations
4. Comply with and ensure others comply with legal requirements, industry regulations, organisational policies and professional codes
5. Create a sense of common purpose
6. Work towards win-win solutions
7. Show sensitivity to internal and external politics that impact on your area of work
8. Keep promises and honour commitments
9. Consider the impact of your own actions on others
10. Use communication styles that are appropriate to different people and situations
11. Work to develop an atmosphere of professionalism and mutual support

Glossary

'**Others**' includes: colleagues, other agencies, external partners and key stakeholders; as well as local, national or global communities of interest or practice.

LSI YW05
Enable young people to use their learning to
enhance their future development

Overview

This standard is for youth workers whose work involves encouraging young people to reflect upon their learning and to apply this in other areas of their lives, establishing goals for their future development.

Learning in this standard includes formal, non-formal and informal learning as well as learning from experience, communication and critical dialogue.

LSI YW05
Enable young people to use their learning to
enhance their future development

**Performance
criteria**

You must be able to:

P1 explore with and promote clearly to young people the benefits of ongoing learning

P2 encourage young people to reflect constructively upon their experiences and to recognise the consequent learning points

P3 create appropriate opportunities for young people to reflect on their learning and experiences

P4 provide active and sensitive support to enable young people to deal with any experiences and learning they find challenging

P5 develop the ability of young people to take charge of their own review sessions

P6 encourage young people to value each other's learning and experiences

P7 encourage young people to identify how their learning from youth work experiences might be applied in other areas of life

P8 work with young people to identify and develop clear and achievable personal and group development goals

P9 assist young people to identify activities which will realise their goals and which are in line with the way they choose to learn, recording these as appropriate

P10 identify sources of support to help young people to carry out and review their learning and development

LSI YW05
Enable young people to use their learning to enhance their future development

Knowledge and understanding

You need to know and understand:

K1 activities and techniques for explaining and promoting the benefits of ongoing learning, and associated sources of support for young people

K2 the importance of encouraging young people to reflect on their own experiences and draw their own learning from them

K3 techniques for creating an environment where it is safe to communicate openly and honestly about experiences, learning and aspirations

K4 techniques for facilitating and monitoring group dynamics, enabling young people to focus on important issues for them, including those they find challenging

K5 facilitation skills, including active comprehension, , appropriate towards empowering young people in taking ownership of the learning process

K6 how to work with young people to identify achievable goals, and mechanisms for recording young people's development

K7 methods of learning and other theories relevant to development planning

K8 the importance of giving and receiving feedback effectively and methods for achieving this with young people

K9 activities and techniques that can be used for monitoring and reflecting on development

K10 additional sources of support for young people as they implement their development plans and deal with issues which are beyond own remit

K11 how and when to use accreditation to enhance young people's learning

K12 methods of accrediting learning

K13 the value of informal, non-formal, formal, learning from experience, communication and critical dialogue, and how these can enhance the development of young people

K14 the values and principles underpinning youth work

Additional Information

Values   Working with representatives of the sectors within youth work, LSIS has
agreed a suite of values and principles which distinguish youth work from
other, sometimes related, activities involving young people. These values and
principles are at the core of the work undertaken within youth work and
underpin this standard. The behaviours required within this standard include
those which reflect particular values and principles.

Behaviours   1.   Recognise the young person as a partner in the learning process
2.   Work to provide a safe learning and development environment for
young people
3.   Encourage young people to explore their capacity for growth and
development
4.   Encourage young people to be critical and creative in their responses to
the world around them

Overview

The importance of equity, diversity and inclusion is one of the values which youth workers are expected to know about and apply when working with groups of young people.

This standard focuses on managing group dynamics in order to facilitate group work with young people. It includes working with young people to develop group activities that meet both group and individual needs and preferences. This standard is for all youth work practitioners.

Performance criteria

You must be able to:

P1   explain own role as a facilitator in relation to the group

P2   negotiate with young people the boundaries of behaviour within the group, ensuring that they are fair and inclusive

P3   ensure that all group members' views are considered, acknowledged and treated with respect

P4   encourage young people to respect the views of others and recognise the effect of their actions on others

P5   encourage and support young people and adults to establish groups to facilitate youth work activities

P6   promote the maintenance of positive relationships and the valuing of differences between individual group members and with other groups

P7   assist young people in communicating clearly, actively comprehending others and overcoming any communication barriers

P8   support young people to develop their ability to give, receive and value constructive feedback

P9   use facilitation methods and styles appropriate to the group's stage of development to develop group activities

P10   ensure that interventions balance working towards achieving group outcomes, meeting individual needs and dealing with group dynamics

P11   monitor and evaluate the effect of group work on achievement of intended individual and collective outcomes

P12   identify when behaviour is outside the boundaries agreed for the group of young people

P13   ensure that conflicts and tensions between individual group members and others are acknowledged openly

P14   identify and implement actions towards managing unacceptable behaviour, conflicts and tensions, ensuring that these are in line with legislation, policy and procedures

P15   seek support when actions that need to be taken to support the group are outside the limits of own role and responsibility

P16   meet own organisation policy, practice and requirements for recording and reporting group sessions for young people, including incidents that may arise

P17   ensure that all group work with young people is in accordance with youth work values and principles

Knowledge and understanding

You need to know and understand:

K1   own role as a facilitator of group dynamics and activities

K2   the importance of group work in developing the skills and confidence of young people

K3   concepts, theories and contemporary models of group dynamics and their analysis

K4   factors likely to affect group dynamics

K5   ways to facilitate groups which encourage empowerment and take account of a group's stage of development

K6   the importance of agreeing boundaries of behaviour with the group and its members

K7   how to encourage and support young people and adults to establish new groups to facilitate youth work activities

K8   how to respect and value the differences between group members

K9   methods and interventions used to develop group activities

K10 why it is important to work with young people in ways which overcome individual and group barriers and encourage them to communicate with and respect each other

K11 how to recognise behaviours outside agreed boundaries, and the difference between oppressive behaviour and assertiveness

K12 how the age and stage of development of young people can affect the way in which behaviour is viewed

K13 the importance of taking into account young people's previous experience which may impact upon their current behaviour

K14 techniques for diverting oppressive behaviour

K15 ways to provide constructive feedback to groups and their members

K16 ways of monitoring and evaluating group work and the success of groups

K17 why it is important for young people to learn to manage their own behaviour and address any conflict positively, individually and in groups

K18 from whom to seek support when actions need to be taken that are outside the limits of own responsibility

K19 organisational policies and procedures for recording and reporting group sessions including reporting of the incidents and who reports should be made to

K20 the importance of enabling and supporting group work in accordance with youth work values and principles

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Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Help young people to relax, meet friends, make new relationships to have fun and to find support
2. Are concerned with how young people feel, not just with what they know and can do
3. Promote acceptance and understanding of others
4. Actively comprehend, retain and respond, encouraging questions and checking for understanding
5. Communicate clearly, concisely and unambiguously

LSI YW07
Encourage young people to broaden their horizons
to be effective citizens

Overview

The importance of participation and the active involvement of young people are values which youth workers are expected to know and apply in their practice, and which underpin this standard.

This standard is for youth workers who encourage young people to become informed and engaged citizens, broadening their horizons and developing an understanding of the wider community and their place within it.

It includes encouraging and supporting young people to become involved in their local and wider communities and promoting an understanding of how to be effective in connecting with, challenging and making a positive contribution to change in these communities.

In the context of this standard, wider communities can include social, cultural or personal groups, as well as local, regional, national and global communities which may be subject to democratic or political process.

LSI YW07
Encourage young people to broaden their horizons
to be effective citizens

**Performance
criteria**

You must be able to:

P1   explore constructively with young people the concept of citizenship including its relevance at local, national, international and global levels

P2   promote an awareness of the wider local, national and global communities, and explore and identify the benefits of involvement with these

P3   explore and identify with young people their roles and responsibilities as an effective citizen

P4   explore and identify young people's aims and aspirations regarding their involvement and connection to wider communities, promoting ways of extending their involvement for example through voluntary work

P5   promote discussion of ideas and routes towards challenging and changing decision-making processes at local and national level, promoting their involvement, voice and influence

P6   explore young people's perceptions regarding potential barriers and constraints to their fulfilling their potential as effective citizens, and identify actions towards addressing these responsibly and constructively

P7   involve young people in identifying and organising activities designed to enhance their knowledge and understanding of how they can develop their engagement as effective citizens

P8   facilitate activities designed to develop young people's engagement and participation as effective citizens, to become involved with, and to contribute positively to the wider community

P9   explore with young people the global context to personal, local and national decisions and actions

P10   reflect with young people on the learning points arising from activities relevant to their role as developing effective citizens, and use this, to reinforce the role of young people, and also to inform future actions

LSI YW07
Encourage young people to broaden their horizons to be effective citizens

Knowledge and understanding

You need to know and understand:

K1 the benefits of encouraging and supporting young people to broaden their horizons, and in connecting to and involving themselves in the wider community, and of being effective citizens

K2 the relevant personal, social, cultural, local, national and international groups and wider communities

K3 what is meant by effective citizenship, including its relation to families, local communities, local and national government, and international and global affairs

K4 how citizenship is addressed in schools, and how youth work activities can complement this

K5 the starting points for young people when considering how to develop their horizons

K6 sources of support from other agencies towards broadening the horizons of young people, and how this can be accessed

K7 the democratic process and the role of local and central government including key decision-making roles and responsibilities

K8 the nature and aims of the principal political parties

K9 key principles of criminal and civil law, relevant to effective citizenship amongst young people

K10 opportunities and activities to enhance young people's involvement and participation in wider communities, including volunteer opportunities, and how to access, create and implement these

K11 activities that might be used to enhance young people's understanding of effective citizenship and their relative advantages and disadvantages

K12 barriers and constraints that young people consider as hindering their ability to fulfil their potential as effective citizens, and appropriate actions towards overcoming these

K13 the importance of involving young people in exploring the opportunities to enhance their involvement so that they can take ownership of the process, and methods for achieving this

K14 the values and principles underpinning youth work

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Treat young people with respect
2. Respect the rights and beliefs of others, and do not impose your own values upon those with different views
3. Encourage questions and check for understanding
4. Actively comprehend, retain and respond constructively to any concerns
5. Value equality of opportunity and diversity, challenging oppression and discrimination

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Overview

This standard is for youth workers who work alongside young people, enabling them to identify needs, make plans and take action towards achieving their aims.

It includes supporting young people to reflect upon and learn from their own and others actions, and encourages their resilience by identifying and addressing issues and problems encountered as well as by celebrating achievement and success.

The importance of participation and the active involvement of young people is one of the values which youth workers are expected to know about and apply when working with young people to identify needs and make plans.

Performance Criteria

You must be able to:

P1   work with young people to identify and agree their personal aims for achievement

P2   identify with young people a range of actions for achieving their aims, assessing objectively their feasibility with the young person

P3   assist young people to identify the benefits and risks associated with potential actions, and to balance the risks against the benefits for self and others

P4   encourage young people to explore their aims and possible actions towards achieving these with relevant parties, including their parents/carers

P5   review with young people any concerns or constraints that they identify as a potential barrier towards realising their aims

P6   assist young people to explore and address problems objectively and constructively

P7   agree with young people their preferred route to achieve their aims and assist them to develop an action plan towards realising their aims

P8   ensure that young people's needs, feelings and responses to agreed actions are considered

P9   encourage and assist young people to identify opportunities to develop the skills to implement their plan and realise their aims

P10   ensure that their agreed actions fulfil legal, regulatory and ethical considerations

P11   provide ongoing information and support to young people towards realising their aims, in line with agreed role and responsibilities

P12   create opportunities for young people to reflect upon and learn from their experiences, exploring with them how they can apply such learning to progress their aims

P13   encourage the young person to explore and develop methods to manage their own behaviour

P14   seek appropriate support where there are difficulties in addressing the young person's behaviour and in negotiating realistic aims and boundaries with the young person

P15   recognise young people's achievements, and support and assist them in dealing with any perceived setbacks

P16   encourage the resilience of young people by celebrating achievements, including addressing problems

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Knowledge and understanding

You need to know and understand:

K1   legal, regulatory and ethical requirements relating to youth work, and their impact within own area of responsibility

K2   the values and principles which underpin youth work

K3   the importance of young people setting and owning goals for their achievement

K4   factors which determine appropriate goals and boundaries for young people

K5   factors to be taken into account when assessing the feasibility of aims and action plans, and how to undertake objective assessments

K6   the parties with which the young person should consult regarding their aims and plans

K7   the importance of evaluating the options being considered and how to undertake a risk/benefit analysis of action plans

K8   sources of information and advice available to young people which can assist their evaluation of options

K9   effective problem solving techniques

K10   sources of learning and development which can be used by young people in developing the skills appropriate to implementing their plans

K11   methods of monitoring and evaluating the progress of action plans in realising the aims of young people

K12   the importance of reflecting on and learning from experiences and how to create opportunities for young people to do this

K13   the importance of creating an environment where young people consider it safe to talk openly and honestly about their aims and experiences, and how to do this

K14   why it is important for young people to reflect on their behaviour and recognise the impact this can have on their relationships

K15   methods for dealing constructively with setbacks experienced by young people

K16   available forms for support for individuals and self and how to access them

K17   the importance of recognising and celebrating achievements in motivating and encouraging resilience in young people, and methods for doing this effectively

K18   the values and principles underpinning youth work

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Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Treat young people with respect
2. Anticipate likely future scenarios based upon a realistic analysis of current circumstances
3. Acknowledge the input and insights of young people
4. Seek to understand the needs and motivations of young people
5. Use appropriate forms and styles of communication, suited to the needs and abilities of young people

LSI YW09
Support young people in their understanding of risk and challenge

Overview

This standard is for those who work with young people and are involved in activities involving risks and challenge. It has a focus on providing challenging opportunities, and using these to promote young peoples' understanding and ability to manage the associated risks.

This standard includes developing young people's understanding and appreciation of risk, and their ability to manage risk within the context of their personal and social development. Providing challenges and developing an understanding of risk can also have the benefit of encouraging resilience in young people.

Performance criteria

You must be able to:

P1   identify appropriate challenges of interest to young people and which have aspects of risk that need to be managed

P2   assess and select challenges where the risks are within the young people's ability to manage

P3   agree the nature of the challenge with the young people involved, and the purpose of the risk assessment

P4   work with young people to facilitate their identification and understanding of the risks associated with challenge

P5   explore and agree with the young people a plan, and appropriate actions, towards managing the risks identified

P6   ensure that all involved in the challenge understand and agree the risks and actions appropriate to managing these

P7   evaluate the action plan and confirm that it addresses the risks associated with the plan

P8   review any concerns regarding the plan with the young people, and appropriate experts as necessary, and agree how these are to be addressed

P9   encourage and maintain risk assessment during the challenge, taking the appropriate actions to refine the plan

P10   review with the young people their experiences gained from undertaking the challenge and encourage their insights regarding the lessons learnt

Support young people in their understanding of risk and challenge

Knowledge and understanding

You need to know and understand:

K1   legal and organisational requirements relating to managing risks with young people, and the impact of these requirements on own role

K2   methods for establishing rapport with young people

K3   types of risk and the factors which create different types of risk

K4   the importance of managing risk and methods for doing this without removing the aspect of challenge within activities for young people

K5   key stages in the risk management process

K6   the importance of identifying challenges of interest to young people

K7   ways of working with young people to identify and describe clearly potential risks in relation to the planned activities

K8   decisions and actions that might be taken in relation to identified risks

K9   relevant people to whom particular risks need to be referred, and circumstances when this is required

K10   agencies available to give support in providing challenging activities appropriate for young people

K11   methods, tools and techniques to encourage young people to reflect on risks and challenges and the learning points gained

K12   own level of competence, and that of others involved in the activities, and the importance of ensuring that these are appropriate for the activities

K13   the limits of own authority and to whom to refer where these limits are exceeded

K14   own organisation's emergency policies and procedures

K15   the values and principles underpinning youth work

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LSI YW09
Support young people in their understanding of risk
and challenge

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Treat young people with respect
2. Acknowledge the insights and input of young people
3. Allow young people to take on challenges of their choosing, without undue influence by your own preferences and prejudices

Overview

This standard is for all youth workers and is about empowering young people to
build upon their goals and aspirations, to identify options and select preferred
activities.

It includes supporting the young person to reflect on how their involvement
develops self-confidence and self-awareness.

The participation and active involvement of young people are some of the key
values which youth workers are expected to know about and which underpin
this standard.

Facilitate young people's empowerment through their active involvement in youth work

Performance criteria

You must be able to:

P1 enable young people to identify their starting point in terms of self-awareness and self-confidence

P2 encourage young people to identify their interests and goals from engaging with youth work and to relate these to the outcomes sought

P3 explore and identify with young people a range of activities and opportunities which would address their interests and goals

P4 explore and agree the feasibility of the options, identifying and taking into account with the young people, the resources and expertise required

P5 progress the preferred option(s), working with the young people to identify clear objectives, ensuring that these can be realised

P6 work with the young people to agree the activities or opportunities to be undertaken in achieving the objectives, and to identify and access the resources required

P7 identify any concerns, or barriers, that may need to be overcome, discussing and agreeing with the young people involved how these are to be addressed

P8 encourage young people to participate and to reflect on how their involvement in youth work impacts on their self-awareness and self-confidence.

P9 explore and agree with the young people the criteria for evaluation and how progress will be monitored

LSI YW10
Facilitate young people's empowerment through their active involvement in youth work

Knowledge and understanding

You need to know and understand:

K1   legal, regulatory and ethical requirements relevant to youth work and their impact for own area of operations

K2   methods, tools and indicators to explore young people's levels of self-confidence and self-awareness

K3   the importance and resulting benefits of young people participating in youth work activities, and methods for achieving this

K4   how to support young people in identifying opportunities and activities that they can be involved with, and identifying the benefits of involvement

K5   key areas of interest and the related goals of young people, and the types of activities, including those that respond to concerns, barriers and issues, which can fulfil these goals

K6   the importance of not imposing own values and ideas upon young people

K7   the factors to take into account when assessing the feasibility of youth work activities, and how to undertake an objective assessment

K8   the types of resources required for various activities and how to evaluate the suitability of learning and development resources for use in youth work

K9   the importance of designing activities which take account of the differences between individuals, the ways they choose to learn and methods for doing this

K10   providers of services relevant to youth work, and methods for evaluating their suitability

K11   effective ways of monitoring and evaluating youth work activities

K12   the values and principles underpinning youth work

LSI YW10
Facilitate young people's empowerment through their active involvement in youth work

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Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Treat young people with respect
2. Encourage and support others to make the best use of their abilities
3. Take appropriate account of the skills, maturity and interests of young people in taking responsibility for designing youth work activities
4. Encourage and recognise imaginative ideas
5. Acknowledge the insights and input of young people

Overview

This standard is for youth workers involved in developing activities for and with young people, which is a key part of many youth work roles.

It covers the planning, preparation and facilitation of activities involving young people. It also includes involving young people in the design of activities.

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Performance criteria

You must be able to:

P1   identify and agree with young people activities which are relevant to their needs and appropriate for the setting

P2   involve young people in the planning and preparation of activities, encouraging them to take ownership

P3   work with young people to identify, agree and record the steps and actions to be taken to achieve agreed activities

P4   identify any concerns, constraints or potential barriers to be overcome in achieving the activity and agreeing with the young people involved how these should be addressed

P5   identify and obtain the necessary information and resources for agreed activities

P6   agree with young people the ground rules and aims for the activity and any criteria against which the success of the activity is to be monitored and evaluated

P7   identify any unacceptable behaviour and address this correctly and fairly

P8   recognise the successful contributions and completion of activities, acknowledging those involved

P9   involve young people in monitoring and evaluating the effectiveness of the activity and identify ways of enhancing activities

P10   work within the values and requirements of the setting relevant to own work

P11   work within the existing curricula or programmes where relevant and applicable

P12   work effectively with other agencies to achieve activities for young people

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Knowledge and understanding

You need to know and understand:

K1 the legal and organisational requirements that are relevant to own work with young people, including those of own and other relevant organisations

K2 the importance of agreeing relevant and appropriate activities with young people

K3 methods and tools suitable for planning youth work activities

K4 processes and techniques for designing and developing activities with young people

K5 the importance of designing activities which take account of the methods of learning preferred by those participating, and how to do this

K6 potential barriers to effective learning and activities and methods for addressing these

K7 the types of settings and resources required for activities, and opportunities, options and constraints towards obtaining these within budget and time requirements

K8 ways of encouraging young people to participate in agreed activities

K9 why it is important to monitor the activity for conflict and how to address this promptly and fairly

K10 effective ways of working with and involving young people in the monitoring and evaluation of activities

K11 how to recognise achievement, and to provide constructive feedback to young people

K12 the values and principles underpinning youth work

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Prioritise objectives and plan work to make the best use of time and resources
2. Show integrity, fairness and consistency in decision-making and involve young people in the process
3. Encourage and support others to make the best use of their abilities
4. Acknowledge the insights and input of young people
5. Actively comprehend, retain and respond constructively to any concerns

LSI YW12
Work with young people to manage resources for
youth work activities

Overview

This standard is for youth workers who support young people to manage resources, including finances, for an event, activity and/or project. It is also suitable for those who manage the resources and finances of such a project themselves.

This standard covers working with young people to draw up a financial and project plan for an event, activity and/or project, managing the resources required, monitoring the income and expenditure and keeping accurate records.

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LSI YW12
Work with young people to manage resources for
youth work activities

Performance criteria

You must be able to:

P1   evaluate available information and consult with relevant parties to establish the available budget for the proposed activity

P2   work with young people to identify the resources needed for the proposed activity, including the necessary skills, people's time, equipment and materials

P3   assist young people to identify any gaps in the available resources required to achieve the objectives for the activity, and to explore options for meeting the gaps, and the impact upon budgets

P4   work with young people to develop and implement realistic plans for raising money and obtaining further resources

P5   involve young people in preparing an accurate project plan for the required activity, setting out a schedule of actions

P6   agree the project plan and budget with the young people involved and any further relevant parties

P7   work with young people to establish an accurate and readily understood system for monitoring progress against the schedule and budget

P8   brief all those involved regarding the project, ensuring that they understand their roles and responsibilities

P9   monitor the expenditure and any income whilst the activity is being progressed, identifying promptly any significant variations from the budget, the reasons for these, and take prompt appropriate action

P10   work with young people to achieve the objectives for the activity, using the success of the activity, identifying any improvements in how resources might have been managed, and use this to inform future work

P11   keep clear, accurate and comprehensive records in a form that other people can understand

LSI YW12
Work with young people to manage resources for youth work activities

Knowledge and understanding

You need to know and understand:

K1   legal, regulatory and ethical requirements relating to youth work, and their impact on own area of operations

K2   legislation and organisational guidelines relating to raising money or other resources for youth work activities

K3   the information required and their sources for preparing a realistic estimate of the budget and resources necessary for the activities

K4   the importance of young people participating in identifying, planning, and managing resources

K5   the importance of spending time on, and of consulting with relevant stakeholders when identifying the resources required and establishing a budget for activities

K6   how to prepare, agree and monitor a budget with young people

K7   financial accountabilities and the extent to which people are financially responsible within own organisation

K8   how to evaluate resource requirements and identify gaps

K9   why it is important to support young people in obtaining their own resources for activities

K10   the range of available resources, both within and outside own organisation

K11   how to set, monitor and document action plans with young people

K12   systems for tracking income and expenditure during implementation of an event, activity or project

K13   why it is important to monitor expenditure carefully and involve young people in the monitoring

K14   the importance of providing accurate and regular information regarding performance against the budget to relevant people

K15   the limits of own authority, and to whom to refer to when necessary

K16   the values and principles underpinning youth work

LSI YW12
Work with young people to manage resources for
youth work activities

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Present information clearly, accurately and concisely, and in ways which promote understanding
2. Make the best use of available resources, and pro-actively seek new sources of support where necessary
3. Treat young people with respect
4. Act within the limits of your authority

Glossary

'**Activity**' is used in this standard to cover an event, activity and/or project

LSI YW13
Support young people in evaluating the impact of
youth work activities

Overview

This standard is about supporting young people to evaluate youth work
activities they are involved in. It includes identifying how activities affect their
own development, and how such activities might be enhanced.

This standard is for youth workers involved in supporting young people in
evaluating the impact of activities.

Performance criteria

You must be able to:

P1   Identify the youth work activities with which young people have been involved

P2   Explore with young people their motivation, aspirations, needs and concerns relating to their participation in youth work activities, prior to their involvement in the activity

P3   Explore with young people how their motivation, aspirations, needs and concerns have developed during activities, and their perceptions regarding how their participation has impacted on their development

P4   Support young people to identify any barriers and constraints of youth work activities which impact on the achievement of developmental goals

P5   identify and agree with young people the developmental goals, indicators and measures against which the success of the youth work activity can be assessed

P6   agree indicators which are measurable and realistic and which are in line with the young people's needs being addressed by the activity

P7   identify and agree with young people those actions appropriate towards monitoring progress against the indicators

P8   work with young people to monitor the agreed indicators

P9   reflect on activities and outcomes with the young people involved and evaluate with them the success of the activity against the indicators agreed

P10   assist young people to identify and develop proposals and future development goals arising from their evaluation

P11   use the indicators and evaluation to inform future youth work activities

LSI YW13
Support young people in evaluating the impact of youth work activities

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Knowledge and understanding

You need to know and understand:

K1 legal, organisational and ethical requirements relevant to youth work, and their impact within own area of responsibility

K2 The types of developmental goals that young people may have and how youth work activities can contribute to their realisation

K3 How to set developmental goals and objectives relevant to young people

K4 The barriers and constraints that young people face in achieving their developmental goals and potential actions towards addressing these

K5 The available support agencies that can assist the achievement of development of young people's developmental goals and how to involve such agencies

K6 the importance of monitoring and evaluating youth work activities with young people and methods for doing this

K7 the value and benefits to young people from reflecting on their activities and achieved outcomes

K8 the importance of involving young people in evaluating the impact of activities and promoting their ownership of the process, and methods for achieving this

K9 measures of success for typical youth work activities

K10 the importance of consulting with colleagues and stakeholders in developing and agreeing indicators and measures

K11 the importance of promoting the success of youth work activities

K12 own role and responsibilities and who to refer to should these be exceeded

K13 the values and principles underpinning youth work

LSI YW13
Support young people in evaluating the impact of
youth work activities

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has
agreed a suite of values and principles which distinguish youth work from
other, sometimes related, activities involving young people. These values and
principles are at the core of the work undertaken within youth work and
underpin this standard. The behaviours required within this standard include
those which reflect particular values and principles.

Behaviours

1. Treat young people with respect
2. Acknowledge the insights and input of young people
3. Involve young people in decision making
4. Seek to understand the needs and motivation of others
5. Use appropriate forms and styles of communication, suited to the needs
   and abilities of others

Overview

This standard is about working with young people to facilitate the exploration of their values and beliefs, in relation to themselves and others.

The exploration of values and beliefs can cover a broad spectrum of topics such as: community, cultural values, discrimination, environment, ethics, faith, global issues, health, ideological beliefs, inter- and intra- group or community conflict, morality, philosophical beliefs, political views, relationships, religious beliefs and spirituality, including convictions of non-belief.

The standard includes enabling young people to increase the sense of their own value through self-awareness and to build their self-esteem. It facilitates young people to think critically about the values and beliefs they hold, how they have acquired these and to understand the positive and negative effects these may have on their lives and the lives of others.

As youth work strives to make an active contribution to the development of a society with different characteristics and diverse views, the exploration of values and beliefs must be conducted within the context of promoting good relations and equality of opportunity for all.

This standard is for all youth workers. It can be interpreted and applied as appropriate to the context in which youth workers operate and it is not intended to be restrictive or exclusive.

Performance criteria

You must be able to:

P1 explore with young people what is meant by 'values' and 'beliefs' and the connections and differences between them

P2 help young people understand the place of nature, nurture, context and community in the development of 'values' and 'beliefs'

P3 ensure that the environment within which the exploration takes place is safe and appropriate for self and the young people

P4 enable young people to explore values and beliefs different from their own

P5 enable young people to understand how values and beliefs impact issues of 'right' and 'wrong'

P6 recognise how own values and beliefs may influence interactions with young people

P7 enable young people to explore their values and beliefs, without imposing own values upon them

P8 explore with young people the choices they can make regarding their values and beliefs

P9 build trust with young people to enable them to explore the implications of their values and beliefs upon themselves, their behaviour and how others may respond to them

P10 enable young people to share understandings of values and beliefs without imposing these upon others

P11 explore with young people how values and beliefs contribute to positive or negative self-confidence, self-image and self-esteem

P12 encourage young people to celebrate success, congratulate each other and to build others' self-esteem

P13 encourage young people to shape their values and beliefs to reflect how and who they want to be

P14 meet the values and principles underpinning youth work when working with young people to explore and develop their values and beliefs.

Knowledge and understanding

You need to know and understand:

K1   what is meant by `values and beliefs', and why it is important to encourage young people to explore their own values and beliefs

K2   why it is important to be aware of own values and beliefs, and to be prepared to discuss them

K3   the relationship of values to issues of 'right' and 'wrong'

K4   the importance of building trust with young people in order to have conversations about values and beliefs, and how to establish trust

K5   values and beliefs that young people may encounter that can influence their own values and beliefs, including ethnic and social cultures, ideological, spiritual, philosophical, political beliefs and convictions of non-belief

K6   differing contexts, cultures and perspectives regarding values operating within young people's communities, in wider society and nationally

K7   the relationship between values, beliefs and behaviour

K8   techniques and activities which encourage young people to become more self-aware and recognise their self-image

K9   the potential effects and consequences of positive or negative self-confidence, self-image, and self-esteem

K10   the importance of respecting the right of a young person to hold a view of the world and themselves

K11   activities and techniques that can provide young people with a sense of success and self-worth

K12   the values and principles which underpin youth work

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Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Treat young people with respect
2. Recognise the young person as a partner in the learning process, acknowledging their insights and input
3. Encourage young people to express how they feel, and accept their view of themselves
4. Value young people for what they are, and what they can offer
5. Respect and value individual differences
6. Work according to the values and principles which underpin youth work

LSI YW15
Advocate on behalf of young people and enable them to represent themselves to others

Overview

The importance of participation and the involvement of young people are some of the values which youth workers are expected to know about and to apply in practice. Encouraging young people to take part and become involved in advocacy supports the development of young people's skills and confidence.

This standard is about supporting young people to develop their communication skills to represent themselves, their views and interests to others   It also includes identifying what the needs and interests of individuals or groups of young people, and presenting their needs and interests accurately and fairly.

This standard is for youth workers who communicate and act on behalf of young people, or who encourage young people to represent themselves.

**Performance
criteria**

You must be able to:

P1 identify models of advocacy with young people

P2 agree with young people the key issues they wish to address through advocacy, the desired outcomes and the information requirements

P3 identify with the young people the appropriate people they will need to communicate and engage with, including decision makers and those who influence

P4 identify with young people opportunities to participate and to represent themselves

P5 assist young people to collect sufficient and valid information to enable them to support and present their views and interests

P6 explore and agree with young people how to present their views and interests, based upon a consideration of the anticipated viewpoints of the audience

P7 assist young people in planning their presentation

P8 ensure that young people represent themselves wherever possible

P9 identify with young people, any aspect where they feel they lack the skills and confidence, and support young people to address these

P10 work with young people to address any constraints or barriers to their representing themselves effectively

P11 identify when it is necessary to advocate on behalf of young people

P12 review available information about the needs of young people and collect additional information to ensure accurate and fair advocacy

P13 present the interests of young people, listen to the response of others and offer constructive feedback to resolve issues

P14 ensure that accurate, complete and up-to-date records of the information presented and the actions taken are maintained

P15 review the outcomes of presentations with young people, and agree appropriate consequent actions

P16 comply with relevant codes of practice, guidelines and ethical requirements and work in line with youth work values.

Knowledge and understanding

You need to know and understand:

K1   own role and responsibilities within the advocacy of young people's views and interests

K2   contemporary models, methods and techniques of advocacy

K3   typical circumstances where young people may need advocacy

K4   factors affecting the ability of young people to participate and represent themselves

K5   methods of assessing the maturity, skills and confidence of young people relevant to presenting their views and interests

K6   the importance of establishing realistic goals for the outcome of representations

K7   how to agree the advocacy needed with and for young people including the goals, information needed and how to present the case

K8   the range of situations where representation may take place, and the factors to consider in preparing for these

K9   who to contact in order to pursue the interests of young people

K10   the type of information needed and how to obtain additional information to ensure accurate and fair advocacy

K11   the importance of preparation when presenting views and arguments, the needs and expectations of the audience, and methods of achieving this

K12   the difference between decision makers and those who influence the decision making process, and the importance of each

K13   presentation skills appropriate to presenting views and interests

K14   typical issues and areas of concern raised though advocacy and ways to resolve them

K15   how to provide feedback and review the outcomes of advocacy with young people

K16   how to take any required action following the advocacy representation

K17   legal, organisational and ethical codes of practice, guidelines and requirements relevant to youth work and own role, and their impact upon own area of responsibility

K18   the importance of advocating with and for young people in line with the values and principles underpinning youth work

LSI YW15
Advocate on behalf of young people and enable
them to represent themselves to others

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has
agreed a suite of values and principles which distinguish youth work from
other, sometimes related, activities involving young people. These values and
principles are at the core of the work undertaken within youth work and
underpin this standard. The behaviours required within this standard include
those which reflect particular values and principles.

Behaviours

1. Encourage young people to value their views and their right to be heard
2. Challenge constructively any unrealistic views, or those based upon
   unfounded
3. Treat young people with respect
4. Seek to understand other people's needs and motivations
5. Work towards solutions which are mutually agreed

Overview

This standard is about supporting young people to identify their information
needs and helping them to gather the information needed to make informed
decisions. It also covers providing information and supporting young people to
use this to make decisions

When providing support, this is within the boundaries of the youth worker's
responsibilities and without removing the young person's right of
empowerment. It is not intended to cover the more formal process of
counselling.

Performance criteria

You must be able to:

P1   establish and assess the information and support sought by young people

P2   identify and source information in line with organisational procedures, including information from other agencies as needed

P3   identify specific individual or group information needs that might need support to access the relevant information

P4   work with young people to help them to identify, collect and store the information they need in relevant media

P5   ensure that young people are introduced to information which helps them to broaden their options for action, learning and development through youth work

P6   review with young people the information obtained, help them to seek additional information sources and to take appropriate action where it may be out of date or misleading

P7   support young people in organising information to generate options, consider advantages and disadvantages, make decisions and plan future goals

P8   confirm with young people that they understand the information they have accessed

P9   plan and agree with young people how future support will be provided

P10   support young people in using new forms of media safely and free from bullying and harassment

P11   evaluate the effectiveness of information and support provided and use this to positively influence future support

P12   monitor and take action to maintain the currency of information accessed

P13   ensure that information is obtained and stored in accordance with legislative and organisational requirements and practices

P14   provide support in line with own levels of responsibility and the youth work values and principles

LSI YW16
Enable young people to access information and
make decisions

Knowledge and understanding

You need to know and understand:

K1 why it is important for young people to be able to access information for themselves from a wide variety of sources

K2 typical information needs of young people

K3 how to support young people when accessing information

K4 sources of information relevant to young people including from other agencies

K5 the individual's rights to information

K6 the principal types of media used by young people for accessing, storing and displaying information

K7 factors affecting accessibility of information

K8 ways to access and provide information that facilitates effective decision-making and enables action planning towards outcomes

K9 how to keep young people safe when accessing new forms of media

K10 the importance of maintaining young people's rights to make their own decisions and techniques to support them in doing so

K11 the support young people may need to understand information, make decisions and plan actions and outcomes

K12 ways to ensure that information is kept up to date

K13 legislative and organisational requirements related to data protection, copyright, intellectual property and freedom of information

K14 the importance of ensuring that information is obtained and stored in line with own organisational practices such as confidentiality

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Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Make time available to support others
2. Present information clearly, concisely, accurately and in ways which promote understanding according to the needs of the young person
3. Keep promises and honour commitments
4. Model behaviour that shows respect, helpfulness and cooperation
5. Show an awareness of your own values, motivations and emotions
6. Act within the limits of your responsibility

Overview

Facilitating and empowering the voice of young people is one of the values which youth workers are expected to know about and apply in their practice.

This standard covers working with young people to promote and embed their rights within youth work activities, and is suitable for all youth workers.

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Performance criteria

You must be able to:

P1   demonstrate an understanding and commitment to the rights of young people

P2   assess the effectiveness of own organisation in addressing the rights of young people, and determine whether this can be enhanced

P3   develop and agree with colleagues actions to enhance the promotion of young people's rights

P4   encourage young people to express their views and opinions

P5   encourage young people to present their ideas positively to others

P6   encourage and support young people to recognise their rights and that of others

P7   advocate with, and on behalf of, young people with peers, colleagues and other stakeholders

P8   identify and challenge constructively oppression and discrimination amongst and against young people within own areas of responsibility

P9   promote equality and the valuing of diversity

P10   act in accordance with relevant guidelines and codes of practice regarding the rights of young people

Knowledge and understanding

You need to know and understand:

K1 legal, regulatory and codes of practice requirements addressing the rights of children and young people including their local, social and political context

K2 key national organisations and local agencies responsible for setting out and monitoring the rights of children and young people

K3 the role of the United Nations Convention on the Rights of the Child, and of The Committee for the Rights of the Child

K4 the rights of young people

K5 the importance of taking into account the views of others in relation to upholding the rights of young people

K6 how to constructively challenge oppression and discrimination where it occurs

K7 principles of effective communication and how to apply these to communicate effectively with young people, other agencies and stakeholders

K8 the values and principles underpinning youth work

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Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Actively seek to comprehend, encouraging questions and checking for understanding
2. Acknowledge positively the contributions and insights of young people
3. Are enthusiastic and motivated in your support of young people
4. Treat young people and their views with respect
5. Communicate clearly and in a style suited to the needs of your audience
6. Take personal responsibility for making things happen

Overview

This standard is for youth workers who aim to address and improve the well-being of young people.

It covers working with young people to identify issues which may affect their well-being, and includes encouraging young people to take reasonable care and to take responsibility for ensuring their own well-being.

Within this standard 'well-being' includes the personal, social, mental and physical health of young people.

Page 107

Performance criteria

You must be able to:

P1   explore with young people those factors impacting upon their well-being, including their relevant beliefs and preferences, and identify their priorities in relation to their well-being

P2   challenge constructively any attitudes and beliefs that may adversely impact upon their well-being, whilst acknowledging their right to make their own decisions

P3   identify and agree with young people those aspects to be addressed in enhancing well-being, and encourage them to recognise the likely benefits

P4   facilitate young people to reflect on their lifestyle choices

P5   provide relevant and up to date information, advice and guidance, in line with own competence and responsibility

P6   assist young people to take steps to improve their well-being

P7   access appropriate support, and progress agreed activities in a manner which maximises young people's interdependence

P8   encourage young people to reflect upon their behaviour and determine the causes and consequences of their actions

P9   encourage young people to reflect upon their progress, recognising achievements and identifying and addressing any setbacks constructively

P10   respect young people's right to change their minds and to consider amended or alternative approaches

P11   maintain confidentiality and records as appropriate in line with legislative and organisational requirements

Knowledge and understanding

You need to know and understand:

K1   legal and organisational requirements, including their local, social and political context, impacting upon the provision of information, guidance and support relating to the well-being of young people

K2   legislative and organisational requirements relevant to the storage and maintenance of information

K3   own organisation's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made

K4   the principal agencies and referral routes available to support young people regarding their well-being, and the arrangements for accessing these

K5   the importance of maintaining the young person's right to make their own choices

K6   local socio-economic issues and their impact upon the well-being of young people

K7   factors affecting the well-being of young people within the local community

K8   why it is important for the young person to control the progress and content of discussions and how to make suggestions and offer advice in a manner that is supportive and non-directive

K9   why it is important to be non-judgemental about the ways that young people choose to live and the choices they have made

K10   why it is important to help young people consider the causes and effects of their choices and behaviour on themselves and others and methods of doing this

K11   how culture, beliefs and preferences can affect a young person's willingness to discuss issues and the strategies which may be used to encourage this

K12   strategies for encouraging young people to discuss issues openly and honestly, how to respect and acknowledge other's priorities in relation to their well- being and their right to refuse advice and information

K13   own role and responsibilities and from whom assistance and advice should be sought when necessary

K14   the values and principles underpinning youth work

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Actively seek to comprehend, encouraging questions and checking for understanding
2. Acknowledge positively the contributions and insights of young people
3. Are enthusiastic and motivated in your support of young people
4. Treat young people and their views with respect
5. Communicate clearly and in a style suited to the needs of your audience
6. Take personal responsibility for making things happen

Glossary

Lifestyle choices in this standard refers to choices which affect well-being, such as diet, level of physical activity, substance abuse, social and personal interactions

Well-being includes general health, as well as personal, social mental and physical health, sexual health and substance misuse

Page 110

Overview	This standard is about working with young people towards understanding their own environment and lifestyle choices, and safeguarding their own welfare.
	It includes assisting young people to identify, assess and address hazards in their environment and risks associated with their lifestyle, as well as encouraging and enabling young people to take responsibility for addressing those risks.

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Performance criteria

You must be able to:

P1   work with young people to identify potential hazards associated with their environment, and establish the associated risks to their own welfare associated with lifestyle

P2   work with young people to identify sources of support, and actions which they can take, to address the risks identified

P3   assist young people to develop practices designed to safeguard their own welfare and which are in line with their abilities and organisational procedures

P4   agree with young people clear and concise ground rules for youth work designed to maintain their physical and emotional safety, in line with own organisation's procedures and own responsibilities

P5   encourage young people to be responsible for their own safety and that of others

P6   identify signs of distress in young people, and respond to these promptly, sensitively, in line with applicable legal and own organisational procedures

P7   ensure that own personal conduct promotes the physical and emotional welfare of self and other people

P8   report promptly any hazards and practices that present a high risk to the relevant person

P9   work in accordance with legal and organisational requirements and procedures

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Knowledge and understanding

You need to know and understand:

K1   legal and organisation's requirements and practices relating to duty of care, health, safety and protection of individuals and communities

K2   definition of a hazard to individual welfare, and the typical types of hazards affecting young people, including those associated with the environment, activities, practices and behaviour

K3   the principal types of risks affecting young people's physical health and safety, and their emotional welfare within the local community

K4   risks and hazards that may occur when young people access new forms of media, such as cyber-bullying and online harassment

K5   own scope and responsibility for identifying and managing risks, and to whom to refer any risks outside own area of responsibility

K6   the importance of self-worth and self-esteem to young people in managing risks within their lives

K7   the importance of encouraging young people to take responsibility for their own safety

K8   how to negotiate and agree safety ground rules for youth work with young people

K9   sources of advice and guidance on risks to young people

K10   signs that indicate distress in young people

K11   active comprehension techniques, including summarising and clarifying

K12   own organisation's and legal procedures regarding confidentiality and reportable disclosures

K13   the values and principles underpinning youth work

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Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Treat young people with respect
2. Use appropriate forms and styles of communication, suited to the needs and abilities of young people
3. Actively comprehend, reflect and respond constructively, and sensitively, to any concerns
4. Promote openness and trust
5. Encourage questions, and answer these fully and honestly
6. Respect the need for confidentiality
7. Provide young people with a safe environment in which to explore their beliefs, ideas and issues

Glossary

Lifestyle choices in this standard refers to choices which affect well-being, such as diet, level of physical activity, substance abuse, social and personal interactions

Well-being includes general health, as well as personal, social mental and physical health, sexual health and substance misuse

Overview	The importance of safeguarding young people is one of the values which youth workers are expected to know about and apply in their practice
	This standard is about contributing to and creating an organisational culture of protection and safeguarding, with a focus on ensuring that effective policy and procedures is in place.
	This standard is for all youth workers, but will be of particular relevance to those with management responsibility for ensuring an effective policy for the protection of young people within their organisation.

LSI YW20
Embed an organisational policy for the protection
and safeguarding of young people

**Performance
criteria**

You must be able to:

P1   identify relevant legal, regulatory, codes of practice and duty of care requirements regarding the protection and safeguarding of young people

P2   work within own organisation policies, practices and requirements regarding protection and safeguarding of young people

P3   provide a safe environment for young people to meet and where they can relax, meet friends, make new relationships and have fun

P4   ensure that colleagues and young people are aware of the policies and procedures, and the rationale for these

P5   motivate colleagues and young people to put safeguarding policies and procedures into practice

P6   identify agencies and partners in own and other sectors providing support and to whom referrals can be made for safeguarding and protection

P7   work in partnership with relevant agencies to promote the welfare of young people

P8   develop, monitor and review own organisation's policy and practices for the protection and safeguarding of young people and self

P9   agree with relevant colleagues how to create a positive culture and climate for protection and safeguarding and good practice guidelines

P10   agree procedures and actions to be taken to deal with and report suspicions, allegations and incidents breaching good practice

P11   agree procedures to be followed with respect to confidentiality, disclosure and consent

P12   continuously review recruitment checking procedures for employees and volunteers in accordance with current legislation and organisational requirements

P13   use supervision effectively as a means of safeguarding young people

P14   provide induction and continuous professional development support for employees and volunteers on the application of good practice procedures for the safeguarding and protection of young people and self

Knowledge and understanding

You need to know and understand:

K1   current legal, regulatory and codes of practice requirements and duty of care regarding the protection and safeguarding of young people

K2   own organisational requirements, policy and practice regarding safeguarding, including obtaining informed consent when necessary

K3   the importance of establishing policy that recognises that the safety of the young person is paramount, that all young people have the right to protection from abuse, that all suspicions and allegations of abuse will be addressed seriously, and that all staff, including volunteers, have a responsibility to report any concerns to the relevant person

K4   principles underpinning policies and procedures to protect and safeguard young people

K5   the importance of involving young people in the development and working of the policies and procedures, and methods of achieving this

K6   effective methods of communicating and monitoring the policies and procedures, and of supporting the way they are applied in own organisation

K7   ways to monitor and review the effectiveness of policies and procedures to protect and safeguard young people

K8   actions to be taken when there has been a breach of policy or procedure

K9   policies and procedures adopted by other organisations and partners towards protecting young people

K10   agencies and stakeholders in own and other sectors providing support and to whom information can be obtained and referrals can be made for safeguarding and protection

K11   the importance of encouraging exemplary behaviour towards safeguarding and protecting staff from false allegations

K12   the limits of confidentiality, when it is important to disclose and the procedures for doing so

K13   good practice in recruitment, induction and continuous training support for the protection and safeguarding of young people and self

K14   the values and principles underpinning youth work

LSI YW20
Embed an organisational policy for the protection and safeguarding of young people

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Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Model behaviour which demonstrates a commitment to the effective protection of young people
2. Challenge constructively the status quo and seek better alternatives
3. Make time available to support others

LSI YW21
Develop a culture and systems that promote inclusion and value diversity

Overview

The principles of equity, diversity and interdependence underpin all youth work practice and is one of the values which youth workers are expected to know about and apply in their practice

This standard is about developing a culture and systems within your organisation which promotes inclusion, equality of opportunity and values diversity. It includes working with young people and colleagues to establish and embed a positive culture.
This standard is for all youth work practitioners.

LSI YW21
Develop a culture and systems that promote inclusion and value diversity

Performance criteria

You must be able to:

P1 interpret relevant legal and organisational requirements, regulations and codes of practice and ethical considerations to inform your role promoting inclusion, equality and diversity, and where relevant, supports bilingualism

P2 support young people to develop respect and tolerance towards others who have different beliefs, non-beliefs, disability, gender, identity or values, including those from other cultures, faiths and backgrounds

P3 work with young people and colleagues to identify any issues or concerns regarding inclusion, equality and the valuing of diversity

P4 provide motivational support to young people and colleagues to put policies and procedures for equality, diversity and inclusion into practice

P5 address promptly and correctly, any instances of oppressive or discriminatory behaviour

P6 provide support to individuals who may have been subject to oppressive or discriminatory behaviour or whose rights may have been compromised

P7 investigate and deal with complaints correctly, sensitively and promptly

P8 seek immediate support to deal with instances of oppressive or discriminatory behaviour which is outside your experience or limits of responsibility

P9 ensure that inclusion and diversity policy and practice promotes and support youth work values

LSI YW21
Develop a culture and systems that promote inclusion and value diversity

Knowledge and understanding

You need to know and understand:

K1   legal and regulatory requirements, regulations and codes of practice and ethical considerations impacting upon promoting inclusion, equality and the valuing of diversity

K2   local issues, wider structural inequalities and other factors impacting upon inclusion, equality of opportunity and diversity

K3   the importance of promoting and motivating young people to develop a culture which promotes inclusion, equality and values diversity and is respectful and tolerant of other cultures and faiths

K4   principles and methods used to promote inclusion, equality and the valuing of diversity

K5   what constitutes oppressive and discriminatory behaviour and ways to tackle it

K6   procedures to deal with complaints about oppressive or discriminatory behaviour or whose rights may have been compromised

K7   why it is important to address oppressive or discriminatory behaviour promptly and correctly

K8   your own role and responsibilities in promoting equality and inclusion and valuing diversity with young people and colleagues

K9   agencies and partners to whom you can refer or get support to promote or embed inclusion, equity and diversity

K10 why it is important to ensure that inclusion and diversity policy and practice promotes and support youth work values

LSI YW21
Develop a culture and systems that promote
inclusion and value diversity

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Model behaviour which demonstrates a commitment to inclusion, equality of opportunity and the valuing of diversity
2. Challenge constructively the status quo and seek better alternatives
3. Treat others with respect and act to uphold their rights
4. Demonstrate a clear understanding of different groups and their needs
5. Make time available to support others
6. Demonstrate integrity, fairness and consistency in decision making

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LSI YW22
Ensure that youth work activities comply with legal,
regulatory and ethical requirements

Overview　　　This standard is about fulfilling the legal, regulatory and ethical requirements which impact upon youth work activities.

It also covers ensuring that own organisational youth work activities comply with the legal, regulatory and ethical requirements and are consistent with the values and principles.

This standard is for all youth workers who work with young people. It also applies to those involved in the management of youth work activities within own organisation.

Performance criteria

You must be able to:

P1   identify and monitor the relevant legal, regulatory, organisational and ethical requirements affecting youth work, and the impact on own or organisational youth work responsibilities and activities

P2   identify the values and principles underpinning youth work, and their impact on own or organisational youth work responsibilities and activities

P3   develop effective policies and procedures to make sure that own organisation meets the necessary requirements

P4   ensure that relevant people have a clear understanding of the policies and procedures, and the importance of putting them into practice

P5   monitor the way that policies and procedures are put into practice and provide relevant support for their implementation

P6   follow policies and procedures designed to meet all of the necessary requirements, including those for physical restraint

P7   monitor own or organisational activity for any breaches of compliance and the impact of not fulfilling requirements

P8   encourage a climate of openness about meeting and not meeting the requirements

P9   identify any reasons where there is the potential for not meeting the requirements

P10   take actions to ensure that youth work activity meets all relevant requirements including identifying, reporting and correcting any failures to meet requirements

P11   identify reasons, make recommendations and work to enhance policies and procedures, to reduce the likelihood of not fulfilling requirements

P12   provide full reports about any failures to meet requirements promptly to the relevant people

LSI YW22
Ensure that youth work activities comply with legal, regulatory and ethical requirements

Knowledge and understanding

You need to know and understand:

K1   legal, regulatory and ethical requirements impacting upon own or organisational youth work activities

K2   the importance of fulfilling legal, regulatory and ethical requirements, and the impact of failing to do so

K3   the values and culture of own organisation and their effect upon its governance

K4   current and emerging environmental, social and ethical concerns and expectations relevant to youth work

K5   ways in which other organisations involved in youth work address the current and emerging environmental, social and ethical concerns and expectations

K6   policies and procedures within own organisation and area of youth work that are intended to make sure that the requirements are fulfilled

K7   the legal framework which protects own self and others from abuse assault at work

K8   the safe, legally permissible and minimal methods of physical restraint, including degree and duration, in line with organisational policies and procedures

K9   ways in which requirements may not be met, and the risks of this occurring

K10   procedures for reporting any breaches of requirements

K11   procedures for dealing with non-compliance, including the necessary requirements for reporting

K12   the processes for maintaining relevant policies and procedures, and for making sure that they remain effective

K13   the values and principles which underpin youth work

LSI YW22
Ensure that youth work activities comply with legal,
regulatory and ethical requirements

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Communicate clearly, concisely and accurately
2. Are vigilant for potential breaches of requirements
3. Make appropriate information available promptly to those who need it and have a right to it

LSI YW23
Investigate the needs of young people and the community in relation to youth work

Overview
Investigating the needs of young people and the local community in relation to youth work helps to analyse existing provision and contributes to developing and enhancing the provision of youth work within the community.

This standard is about investigating those needs and analysing existing provision. It also covers identifying opportunities to improve and add to youth work provision.

It does not cover evaluating information in order to draw conclusions and make recommendations, which is covered in the following standard.

This standard is for those involved in informing or developing youth work strategy or operational planning in their organisations, as well as those who contribute to developing and improving youth work provision in the community.

Performance criteria

You must be able to:

P1 gather available information regarding the local community relevant to identifying their needs and issues regarding the provision of youth work

P2 determine the needs of young people within the community which impact upon their requirements from youth work provision

P3 explore with young people the opportunities for enhancing and developing its provision

P4 explore with relevant agencies and stakeholders working with young people their views regarding the current provision of youth work and the opportunities for its development

P5 collate and assess the feedback, identifying trends and patterns relevant to determining opportunities for youth work

P6 obtain and maintain accurate information on existing services and support networks available to young people in the community

P7 identify existing youth work provision in own community and how this addresses the existing and emerging needs of young people

P8 identify correctly those factors affecting take-up of existing youth work opportunities, including any constraints hindering access by young people to such opportunities

P9 identify any gaps in the current provision

P10 share analysis with young people and relevant agencies and other stakeholders, discussing and agreeing its impact towards identifying opportunities for youth work

P11 agree potential opportunities towards enhancing and developing youth work in own community

LSI YW23
Investigate the needs of young people and the community in relation to youth work

Knowledge and understanding

You need to know and understand:

K1 legal, regulatory and ethical requirements impacting upon the provision of youth work, and in investigating needs and their impact on investigations

K2 the types of information that might be provided by young people, relevant agencies and other stakeholders appropriate to establishing community needs from youth work

K3 methods of developing and maintaining consultative relationships with young people and other agencies and stakeholders

K4 how to seek and obtain feedback from young people, agencies and stakeholders, including relevant research methods

K5 factors influencing youth work provision in the community, such as broader social environments, the aspirations and behaviour of young people in the community, and common issues faced when enhancing provision

K6 the importance of ensuring objectivity when evaluating feedback and the factors to consider when assessing its validity

K7 how to assess the interests of those providing feedback, and the implications for identifying and evaluating the opportunities for youth work

K8 which agencies and stakeholders can provide the information required

K9 the nature and extent of current youth work provision in own local community

K10 trends and developments in the provision of youth work of relevance to the area of work and own local community

K11 techniques for analysing qualitative and quantitative information

K12 the concept of needs analysis, and how to undertake such an analysis

K13 the importance of ensuring that own research is sufficient to justify any conclusions drawn from its results

K14 the importance of ensuring that the opportunities identified are of a size sufficient to warrant own organisation's attention, and are also accessible to others in own organisation

K15 available sources of information and support in investigating community needs and identifying opportunities for youth work

K16 the values and principles underpinning youth work

Additional Information

Values

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Behaviours

1. Develop systems to gather and manage information and knowledge effectively and ethically
2. Seek to understand young people's needs and motivations
3. Analyse and structure information to develop knowledge that can be shared
4. Present information clearly, concisely, accurately and in ways that promote understanding by young people and relevant agencies
5. Maintain confidentiality where required
6. Treat young people with respect

LSI YW24
Evaluate and prioritise organisational requirements
for youth work activities

Overview

This standard is about evaluating information in order to prioritise the requirements for youth work activities and recommending opportunities which can be provided by the organisation.

It covers evaluating and analysing information, in order to draw conclusions based on upon a realistic review of the needs of young people and the community. It includes making recommendations and prioritising needs in line with the organisations own remit and ability to provide opportunities and activities.

It does not cover investigating the needs of young people and the local community, which is covered in the previous standard.

This standard is for those involved in informing or developing youth work strategy or operational planning in their organisation, as well as those who plan and develop youth work provision.

Performance criteria

You must be able to:

P1 establish the needs of young people and the community relating to youth work activities

P2 monitor and evaluate relevant trends and developments regarding youth work provision

P3 determine the level and nature of youth work provision in the local community

P4 identify the availability, accessibility and acceptability of the services and support networks towards meeting the needs of young people within the community

P5 identify and prioritise the strengths and weaknesses of own organisation, and the associated potential opportunities and constraints towards fulfilling requirements for youth activities in the community

P6 identify any gaps in the information available for analysis and assess their impact in terms of the potential risk for conclusions that may be drawn, and address such gaps

P7 identify any further required research and evaluation into gaps or specific aspects, seeking to put the necessary arrangements in place

P8 analyse the information and draw appropriate conclusions relating to the range, availability, accessibility and appropriateness of youth work services and support networks and their benefits

P9 identify any gaps in the range of services needed to meet the requirements and make justified recommendations to the relevant person regarding how these might be addressed

P10 draw justified conclusions regarding the requirements for youth work activities from own organisation

P11 discuss and evaluate findings and conclusions with young people and associated agencies and stakeholders

P12 evaluate and prioritise the requirements for youth work activities from own organisation, taking account of the likely demand and factors influencing the take up of such activities by young people in the community

P13 identify where youth work opportunities are beyond the scope of own organisation's youth work provision, and identify and assess the competence and suitability of external providers

P14 make reasoned recommendations regarding actions appropriate to meeting the requirements identified

LSI YW24
Evaluate and prioritise organisational requirements
for youth work activities

Knowledge and understanding

You need to know and understand:

K1   legal, regulatory and ethical requirements impacting upon the provision of youth work activities, and their impact on own work

K2   the importance of exploring and identifying trends and developments affecting the demand for youth work activities within own community, and methods for doing this

K3   methods of obtaining feedback from young people, relevant agencies and stakeholders, and their relative advantages and disadvantages

K4   issues that might be relevant to establishing the requirements for youth work activities in own community

K5   how to evaluate and prioritise opportunities for youth work activities, and to develop future scenarios

K6   the importance of making a financial assessment of the opportunities identified, and how to do this

K7   the range of youth work activities provided within own community

K8   those agencies and stakeholders involved with young people in own community, their roles and responsibilities, and methods for involving them

K9   how to present information in ways that capture interest and encourage action

K10 the importance of long and medium-term planning to the success of an organisation

K11 the principles of strategic management and planning

K12 the values and principles which underpin youth work

LSI YW24
Evaluate and prioritise organisational requirements
for youth work activities

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Demonstrate a clear understanding of the needs of your community and of the young people within it
2. Make the best use of existing sources of information
3. Anticipate likely scenarios based upon a realistic analysis of requirements and trends
4. Articulate the assumptions made, and risks involved, in understanding a situation
5. Present information and arguments
6. Treat young people with respect

Overview

This standard is for youth workers who are involved in contributing to and influencing youth work strategy, such as making suggestions for improvements. It is also suitable for those who develop youth work strategies, prioritise resources and plan and agree associated programmes of youth work.

This standard covers presenting information to support the formulation of strategy, policies and activities for youth work provided by the organisation, as well as contributing to reviews and influencing local, regional and national policy.

It includes determining strategic priorities for youth work, developing an associated strategic plan for the delivery of youth work and monitoring the operations in relation to overall objectives.

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Performance criteria

You must be able to:

P1   liaise with other agencies to obtain information appropriate to identifying those parts of the community served by own organisation

P2   identify those parts of the community most likely to be responsive to youth work programmes and the factors affecting their interest in youth work activity

P3   ascertain trends and developments in the interests, needs and involvement of young people in the youth work activities in the community, and their impact upon youth work provision

P4   determine relevant changes needed in policies, plans and activities, and prioritise these according to their effect on addressing the needs of young people

P5   determine and agree the priority areas for the focus of own organisation's resources, including a rationale justifying the conclusions

P6   assess options regarding youth work programmes that might be offered, which are consistent with the priority areas and their needs

P7   identify issues about the implementation of youth work strategy and procedures and develop clear recommendations for improvements

P8   use appropriate evidence regarding developments affecting young people to justify any identified need for changes to policies, plans and activities

P9   present justified recommendations for enhancing youth work strategies, policy and provision, setting out clearly and accurately the benefits

P10   disseminate information to relevant people to influence the development of youth work strategies and provision in time for it to be of use

P11   identify and assess relevant risks associated with the options considered, balancing the identified risks with the desired outcomes

P12   explore the opportunities for strategic partnerships and links with other agencies towards achieving the required aims

P13   agree with relevant parties the steps to develop new opportunities and associated activities, and the actions, resources, roles and responsibilities of all those involved

P14   identify and apply key performance measures and methods for monitoring and evaluating the effectiveness of agreed programmes and strategy

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Knowledge and understanding

You need to know and understand:

K1   legal, regulatory and ethical requirements which relate to youth work, and the impact on own activity

K2   methods of forecasting trends and developments and identifying factors which may affect policies and strategies in youth work

K3   the role of own organisation, its activities, policies, strategies and procedures

K4   the importance and value of long and medium-term planning to the success of the organisation

K5   the functions, needs, expectations and activities of principal and other agencies within youth work and how they relate to own organisation

K6   relevant individuals and community groups who have a stake in the development of youth work policy and strategy and factors affecting their support for youth work

K7   the principles and processes which underpin policy and strategy development and the factors and priorities which may influence the development and acceptance of policies

K8   methods and tools to analyse relevant information and assess implications

K9   methods to involve and consult with communities and other agencies, partners and stakeholders when agreeing priorities and developments

K10   how to present information and recommendations in effective ways

K11   the common issues which may be experienced when seeking to implement new strategies

K12   how to develop plans and programmes for youth work opportunities which identify activity, roles, resources and other key areas

K13   the resources available to own organisation and sources of information that can aid prioritising of resources

K14   how to identify potential risks in relation to the achievement of aims and how to address issues to develop solutions

K15   how to develop measures and methods for monitoring and evaluating the success of youth work programmes

K16   the principles of confidentiality, and how to develop guidelines for exchanging information between individuals and agencies

K17   own role and responsibilities and from whom assistance and advice should be sought where necessary

K18   the values and principles underpinning youth work

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Additional Information

Values

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Behaviours

1. Show empathy for other people's feelings, needs and motivations
2. Challenge constructively the status quo and seek better alternatives
3. Provide accurate, relevant and concise information, encouraging questions and checking for understanding
4. Make time available to support others
5. Recognise the input and insights of young people

Overview

This standard is about determining sources of funding and other resources for work with young people and establishing good working relationships with actual and potential fund holders. It includes submitting proposals for funding, or other forms of support, and negotiating the terms of proposals to a successful conclusion.

This standard is for workers who have responsibility for securing finance to develop youth work provision.

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Performance criteria

You must be able to:

P1   identify the finances, roles and other resources required to deliver the organisation's proposed youth work programme

P2   establish an up to date and accurate list of individuals and organisations which provide resources currently, and which might provide resources for future programmes

P3   identify potential sources of finance and other resources required, taking account of their objectives, interests and any costs and risks

P4   develop fully costed proposals and recommendations for obtaining the finances and other resources required to deliver proposed youth work programmes

P5   prepare proposals that provide all of the information required, including the objectives, rationale and demonstrating the required capabilities

P6   agree proposals and recommendations with relevant stakeholders

P7   ensure the timely submission of clear proposals, bids or applications to potential providers of finance and other resources

P8   address requests for further information and clarification promptly and correctly

P9   agree contractual arrangements with providers which set out clearly and correctly the terms of the resource provisions

P10   inform promptly all relevant parties regarding the outcome of the proposal

P11   ensure that all involved in making use of the resources understand clearly any conditions applying to its use

P12   develop contingency plans to address any problems regarding the finances and resources required

P13   monitor the effectiveness of the sourcing process, and identify and make changes where necessary towards enhancing the process in the future

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LSI YW26
Identify and secure funding and resources for youth work

Knowledge and understanding

You need to know and understand:

K1   guidelines and codes of practice and any legislative, regulatory and ethical requirements in relation to types and providers of funding for youth work

K2   the objectives, plans and resources of own organisation

K3   the proposed activities of own organisation, including those which require finance and resources

K4   the organisation's stakeholders and their views in relation to the financing of the organisation's activities

K5   the current types and providers of finance and other resources used by own organisation, and other potential types and providers of finance and their associated benefits and risks

K6   organisational policies and procedures on acquisition of resources, including the criteria for selecting types and providers of finance and other resources which are appropriate to organisational needs and the views of stakeholders

K7   sources of information on resourcing opportunities, including those within the statutory, private, voluntary and charitable sectors

K8   how to make a business case and promote the benefits of the proposed youth work project/s, and which builds upon own organisation's track record

K9   the scope, available resources and purpose of the funding body being approached, and any constraints under which they operate

K10   what information is required by the funding body and the correct format for the presentation of the proposal

K11   relevant people in own organisation and any key stakeholders who should be consulted on proposals and recommendations for obtaining finance and resources

K12   the importance of consulting with relevant people in own organisation and key stakeholders on proposals and recommendations for obtaining finance and resources

K13   the importance of submitting clear proposals of bids or applications to providers of finance and other resources, and of allowing sufficient time for their submission and consideration

K14   the type of agreements that should be put in place with providers of finance and what they should cover

K15   the type of actions that might need to be taken in the event of a shortfall in funding

K16   why it is necessary to put contingency plans in place in relation to obtaining finance and the type of contingencies that might occur

K17   the values and principles underpinning youth work

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Comply with, and ensure others involved comply with, relevant legal requirements and organisational policies
2. Show sensitivity to stakeholders needs and interests, and manage these effectively
3. Present information clearly, concisely and accurately
4. Show integrity, fairness and consistency in decision making
5. Act within the limits of your authority

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Overview

This standard is for youth workers who engage with young people in order to inform the strategic development and delivery of youth work in their organisation.

This standard covers helping young people to consider factors impacting upon the decisions to be made and ensuring they are involved in both the decision-making process and in assessing the impact and risks associated with the decisions.

The participation and active involvement of young people are some of the key values which underpin this standard, and which youth workers are expected to know about and apply in their practice.

Performance criteria

You must be able to:

P1   engage with young people and encourage them to express their views regarding the provision of youth work in their community, and to relate it to their needs and aspirations

P2   explore and identify with young people their priorities and the impact of these for youth work services

P3   facilitate young people's understanding of the factors impacting upon current and future provision of youth work within their community, including the numbers of young people, demographic trends, interest and demand for youth work services, competing facilities, available resources and the interests of the wider community

P4   identify with young people any changes within the attitudes and behaviour of the adult community which would enable young people to enhance their contribution to the community

P5   agree with young people the priority areas for the focus of the organisation's resources, together with an agreed rationale

P6   facilitate young people's exploration of options for youth work activities and programmes towards addressing the agreed priorities

P7   explore and agree the preferred option(s) with young people

P8   engage and involve young people when working with relevant stakeholders and agencies to design and realise the preferred option(s)

P9   work with young people to agree the actions and resources required to implement the preferred option(s), and to identify their involvement and participation

P10   agree with young people key performance measures, and methods for monitoring and evaluating the agreed actions and programmes

Knowledge and understanding

You need to know and understand:

K1   legal, regulatory and ethical requirements impacting upon youth work

K2   the importance of involving young people in the strategic development and delivery of youth work, and methods of achieving this

K3   the importance of communicating effectively with young people, and how to do this across a variety of groups of young people

K4   own local community, the factors affecting the demand for youth work and the needs and expectations of young people within the local community

K5   factors to consider when profiling different neighbourhoods

K6   other agencies involved in youth work within own community, and the key features of their programmes

K7   principal factors affecting the likelihood of support for youth work within communities and amongst individuals and how to identify and assess these factors

K8   the needs and expectations of own organisation and other agencies, relevant to providing youth work programmes

K9   sources of information that can aid prioritising of resources

K10 the importance of consulting with other partners, providers and agencies when seeking to agree priority areas and associated youth work programmes

K11 the importance of consulting with colleagues, stakeholders and young people during the development of youth work plans and programmes

K12 methods and tools of effective consultation and engagement, and factors that need to be taken into account when working with others

K13 how to identify potential risks in relation to the achievement of aims

K14 how to develop measures and methods for monitoring and evaluating the success of youth work programmes

K15 the importance of sharing information between individuals and agencies

K16 methods for disseminating effective practice in youth work

K17 the principles of confidentiality, and how to develop guidelines for exchanging information

K18 the values and principles underpinning youth work

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Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Treat young people with respect
2. Acknowledge and celebrate the insights and input of young people in the strategic development and delivery of youth work
3. Generate and recognise imaginative solutions
4. Create a sense of common purpose
5. Find practical ways to overcome barriers
6. Communicate in a style and at a pace which promotes understanding

LSI YW28
Work in partnership with agencies to improve
developmental opportunities for young people

Overview

This standard is about collaborative working with others in order to provide the best possible outcomes for young people. A key part of collaborative working is developing working relationship with relevant agencies, partners, providers and stakeholders to improve youth work provision and opportunities for young people within the community.

In this standard the term 'other organisations' is used to refer to all relevant and suitable agencies, partners and providers, including local communities and their representatives, which are external to own organisation

This standard is for youth workers who work with other agencies and stakeholders towards enhancing youth work provision and opportunities for young people.

LSI YW28
Work in partnership with agencies to improve developmental opportunities for young people

Performance criteria

You must be able to:

P1   identify the local agencies, partners and providers and members/representatives of the community which own organisation wishes to work with, to improve opportunities for young people within the community

P2   identify other organisations with the necessary expertise who may be suitable and able to deliver relevant youth work activities

P3   identify the aims and objectives of other organisations and communities relevant to improving the opportunities for young people

P4   assess how appropriate, effective and cooperative key contacts at other organisations are, and determine whether the partnership is fit for purpose

P5   agree with colleagues actions to enhance the working relationship with other organisations and communities, where it has been determined that existing partnerships can be enhanced

P6   explore with relevant other organisations the nature, purpose and outcomes of activities and the young people likely to participate, including duration and take-up of activities

P7   balance the needs and expectations of other organisations and win their support

P8   establish and agree with other organisations shared aims to benefit young people, and develop coordinated approaches to improving opportunities for young people towards common aims

P9   agree working arrangements, schedule and responsibilities for undertaking the actions

P10   identify and agree key performance measures and methods for monitoring and evaluating the agreed actions towards developing effective working relationships with other organisations and communities

P11   identify the information needed from own organisation by other organisations and make the appropriate information available to those who need it, ensuring that it is relevant, timely, and that key aspects are identified clearly

P12   promote the value of engaging with other organisations in improving the opportunities for young people

P13   maintain confidentiality according to regulatory and organisational requirements

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Work in partnership with agencies to improve developmental opportunities for young people

Knowledge and understanding

You need to know and understand:

K1	legal, regulatory and associated guidelines relevant to working with young people, including the local, social and political context
K2	the other organisations, including relevant agencies, partners and providers, and community representatives within own community, who can provide information and take action towards improving opportunities for young people, their structures, and who to contact in these when considering both strategic and operational issues
K3	the aims and objectives of the principal organisations operating within own community relevant to improving developmental opportunities for young people
K4	the importance of taking into account the culture and values of other organisations, particularly in relation to their priorities in relation to working with young people
K5	the reasons why there may be conflicts and misunderstandings between different organisations for example, regarding which activities are the most important
K6	how to challenge constructively other organisations which do not cooperate with own organisation
K7	why it is important to identify key stakeholders within other relevant organisations
K8	the nature and scope of youth work provision within own community
K9	the issues, needs and aspirations of young people within the community relevant to developing opportunities for young people, including enhancing youth work provision
K10	the importance of effective networks, and of long and medium-term planning in maintaining effective contacts at other organisations
K11	how to delegate responsibilities and allocate resources when building networks
K12	principles of effective communication and how to apply them effectively with other organisations, communities and individuals
K13	what information is appropriate to provide to other organisations and communities and when it needs to be provided
K14	own organisational and legal procedures regarding confidentiality, data protection and reportable disclosures
K15	the values and principles underpinning youth work

LSI YW28
Work in partnership with agencies to improve
developmental opportunities for young people

Additional Information

Values

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Behaviours

1. Model behaviour which shows respect, helpfulness and cooperation
2. Honour commitments made to representatives in other agencies
3. Take personal responsibility for making things happen

Overview

This standard is about monitoring and evaluating the quality of youth work activities and programmes. It includes involving young people fully in the process, together with any further colleagues, stakeholders or other organisations involved in the youth work being monitored.

In this standard the term 'other organisations' is used to refer to all relevant and suitable agencies, partners and providers, including local communities, external to own organisation.

This standard is for youth workers involved in working with young people to monitor and evaluate the quality of youth work.

Performance criteria

You must be able to:

P1   identify with young people the objectives established for the youth work activities and determine criteria for evaluating the outcomes and the methods and evidence required for monitoring progress

P2   work with young people in monitoring the youth work activities and the support provided for young people by own organisation, identifying any issues arising and addressing these promptly and correctly

P3   explore the perceptions of young people regarding the quality of youth work being provided

P4   encourage others involved with the youth work and the delivery of activities and programmes to provide feedback and evidence towards the progress made against agreed objectives

P5   review the outcomes achieved by the youth work activities with the young people involved, with others involved in delivering the activities

P6   explore the outcomes achieved with young people, comparing these against the objectives for the programmes and the agreed evaluation and evidence criteria, identifying the successes and lessons learnt

P7   identify any obstacles which hindered the success of the youth work activities, and determine how these might be addressed constructively

P8   use evidence to agree how future youth work activities might be enhanced

P9   provide evidence and information regarding youth work activities which were effective to others, setting out and promoting clearly the nature of the activities and why they achieved their objectives

P10   maintain accurate and up to date records of the evidence, findings, conclusions and recommendations agreed

P11   make relevant evidence and information available to others, whilst ensuring that confidentiality is maintained in line with organisational and statutory requirements

Knowledge and understanding

You need to know and understand:

K1 legal, regulatory and ethical requirements relevant to youth work and their impact in own area of work

K2 the importance of monitoring and evaluating the impact of youth work activities, and how to do this, including the evidence required

K3 the importance of involving young people, colleagues, stakeholders and other relevant organisations involved in the activities, and methods for achieving their involvement

K4 indicators, evidence and criteria effective in evaluating the outcomes and success of youth work activities

K5 how to set objectives and criteria towards evaluating the success of youth work activities

K6 sources of evidence and information appropriate to monitoring youth work activities, how to access these and methods of verifying and corroborating the information

K7 how to distinguish between directly observed evidence, evidence from reliable sources and hearsay

K8 how to distinguish between prejudice and opinions that are backed by evidence

K9 own organisation's objectives relating to youth work provision and the related activities and programmes

K10 the importance of promoting the success of youth work, and methods of achieving this, including the dissemination of effective youth work practice

K11 own role and responsibilities, and from whom assistance and advice can be sought

K12 the values and principles underpinning youth work

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Communicate with others in a positive and constructive manner, recognising their inputs, their areas of expertise, and their role as partners in the process
2. Seek to understand other people's needs and motivations
3. Present information clearly, concisely and accurately
4. Treat young people with respect

Overview

This standard is about reflecting on your own effectiveness as a youth work practitioner, identifying ways in which you can improve your practice and taking appropriate action to maintain continuous professional development.

This standard is for all youth work practitioners.

Performance criteria

You must be able to:

P1   continuously review the current and future requirements of own role in line with legislative requirements and the values and principles of youth work

P2   reflect on own values, interests and priorities with respect to the young people with whom you work

P3   monitor the outcomes of own practice and identify areas for development and improvement

P4   identify gaps in own knowledge and skills and agree development priorities and objectives to address those gaps

P5   reflect on, continuously review and update own development priorities and objectives to ensure that they focus on improving outcomes for young people

P6   apply the outcomes of your reflection and development to improve your own practice in upholding the values and principles of youth work

P7   ensure your performance consistently meets the requirements of a competent youth work practitioner, taking steps to address any areas of weakness

P8   make best use of sources of support and opportunities for continuous professional development

Knowledge and understanding

You need to know and understand:

K1 the values and principles which underpin youth work practice

K2 the values, objectives and priorities of own organisation

K3 own personal values, interests and priorities and how these affect your practice and the young people with whom you work

K4 the requirements of own work role, and the boundaries of your responsibility and authority

K5 ways to reflect own values, principles, practices, strengths and areas for development

K6 the importance of reviewing and reflecting on own work on a regular basis and seeking ways to improve

K7 ways to gain objective feedback from young people, colleagues and partners on your performance as a youth work practitioner

K8 how to identify personal and professional development priorities and objectives which will improve your competency and effectiveness as a youth work practitioner

K9 learning and development opportunities which meet own preferred learning methods and address identified gaps in your knowledge and skills

K10 available forms of help and support for self and others and how to access them

K11 the importance of seeking regular feedback on own practice from young people, colleagues and partners and methods of obtaining feedback

K12 how to continuously review your development priorities and objectives to ensure they help you to uphold the values and principles of youth work and improve outcomes for young people

K13 how to identify opportunities for continuous professional development which will improve your performance as a youth work practitioner

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Show an awareness of your own values and motivations
2. Agree achievable objectives for yourself and give a consistent and reliable performance
3. Reflect regularly on your own experiences and use these outcomes to inform future actions
4. Act as a role model for young people, such that your behaviour encourages young people to develop positive attitudes and behaviour towards others and society
5. Play to your strengths, and use appropriate strategies to minimise the impact of any limitations

Overview

This standard is about providing youth work support, mentoring and informal supervision to other workers, including those for whom you have no managerial responsibility. It includes sharing own youth work professional practice when providing support.

This standard is for youth workers who work with others to provide youth work services, and provide them with support and advice without having line management responsibilities. It is suitable for youth workers who are supporting others to develop their youth work practice.

In the context of this standard, other workers can mean those within and external to own organisation, including those who may not have a specific youth work role and responsibilities.

Performance criteria

You must be able to:

P1 provide other workers with youth work support, mentoring, informal supervision and advice when they need it, especially during periods of setback and change

P2 motivate and support other workers to achieve their work and development objectives and provide recognition when they are successful

P3 empower others in own area of work to develop their own ways of working and take their own decisions within agreed boundaries

P4 encourage other workers to take a lead in their own areas of expertise and show willingness to follow this lead

P5 win, through effective performance, the trust and support of people within own area of work

P6 work within any required structures, procedures and requirements of own and other organisations when providing support to other workers

P7 work in line with and champion the values and principles underpinning youth work when working with others

Knowledge and understanding

You need to know and understand:

K1   legal, regulatory and ethical requirements relating to youth work, and their impact on own area of operations

K2   the fundamental differences between management and providing support in a non- managerial capacity

K3   the types of support that can be provided such as mentoring, informal supervision and professional practice advice, and how these differ

K4   types of support and advice that others are likely to need and how to respond to these

K5   ways of reflecting youth work professional practice when providing support, mentoring or informal supervision to other workers

K6   different methods for communicating with others and how to select and successfully apply methods in different situations

K7   types of difficulties and challenges that may arise, including conflict within the area, and ways of identifying and overcoming them

K8   the importance of encouraging others to take the lead and ways in which this can be achieved

K9   how to empower others effectively

K10 how to select and successfully apply different methods for encouraging, motivating and supporting others and recognising achievement

K11 own values, motivations and emotions

K12 own role, responsibilities and level of power

K13 the overall objectives of own organisation

K14 the values and principles which underpin youth work

Additional Information

Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Behaviours

1. Encourage and support others to make the best use of their abilities
2. Model behaviour that shows respect, helpfulness and co-operation
3. Make time available to support others
4. Communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you consider what they say
5. Encourage and support others to take decisions autonomously
6. Seek to understand people's needs and motivations
7. Show integrity, fairness and consistency in decision-making
8. Act within the limits of your authority

Glossary

'**Other workers**' includes those within and/or external to own organisation, including those who may not have a specific youth work role and responsibilities.

Overview	This unit is about leading and motivating volunteers.

It involves informing volunteers about their activities and responsibilities; supporting them during volunteering activities; and discussing activities and exchanging feedback with volunteers.

This NOS is from the Managing Volunteers suite and is included as part of the Youth Work suite as a signposted standard.
This appears in the Youth Work NOS suite as standard number 32. |

Performance criteria

You must be able to:

Inform volunteers about their activities and responsibilities

P1 choose appropriate times and places to inform volunteers about their activities and responsibilities

P2 explain the purpose and value of the activities that you want volunteers to do and encourage them to achieve high standards

P3 encourage and support volunteers to take ownership of the activities and to suggest ways of working appropriate to their diverse needs, abilities and potential

P4 encourage and support volunteers to identify any risks or potential difficulties and take appropriate action to minimise their likelihood/impact and make plans to deal with them, should they arise

P5 agree individual responsibilities and ways of working with each volunteer and make sure they understand what is expected of them and are confident about taking on these responsibilities

P6 agree with each volunteer the limits of their responsibilities, clearly specifying anything they are not allowed to do

P7 agree with volunteers how they should communicate with you and with each other

P8 communicate clearly and effectively with volunteers at all times in ways that meet their diverse needs and show respect for their volunteer role

Support volunteers during volunteering activities

P9 monitor volunteering activities to ensure they are progressing satisfactorily

P10 provide feedback to volunteers and encourage them to continue their activities successfully

P11 provide support to help volunteers overcome difficulties, if necessary

P12 promote a culture in which individuals are not blamed for difficulties, but that these are seen as an opportunity for learning

P13 work with volunteers and others involved to identify solutions that are acceptable to them and in line with your organisation's objectives, policies and procedures

Discuss activities and exchange feedback with volunteers

P1 choose appropriate times and places to discuss activities and exchange feedback with volunteers

P14 clearly explain the purpose of the discussion and encourage open and honest communication

P15 encourage and support volunteers to reflect on their activities and provide objective feedback to you

P16 give volunteers an objective and balanced evaluation of their activities

P17 acknowledge and celebrate volunteers' achievements in order to encourage and motivate them

P18 provide constructive suggestions to improve volunteers' effectiveness and agree these with the volunteers involved

P19 identify where volunteers may need additional support and make this available, where appropriate

Knowledge and understanding

You need to know and understand:

Activity and project management
K1   coordination principles, methods, tools and techniques
K2   legal and organisational requirements for health and safety
K3   monitoring principles, methods, tools and techniques
K4   objective setting principles, methods, tools and techniques
K5   quality assurance and continuous improvement principles, methods, tools and techniques
K6   work methods, tools and techniques

Analysis, accounting and decision-making
K7   evaluation principles, methods, tools and techniques
K8   legal and organisational requirements relevant to risk management
K9   problem-solving principles, methods, tools and techniques
K10   risk management principles, methods, tools and techniques

Information and communication
K11   briefing and debriefing principles, methods, tools and techniques
K12   communication principles, methods, tools and techniques
K13   information sharing principles, methods, tools and techniques
K14   questioning principles, methods, tools and techniques

People management
K15   consultation principles, methods, tools and techniques
K16   delegating principles, methods, tools and techniques
K17   diversity principles, methods, tools and techniques
K18   equality principles, methods, tools and techniques
K19   feedback principles, methods, tools and techniques
K20   human resource management principles, methods, tools and techniques
K21   influencing principles, methods, tools and techniques
K22   instruction principles, methods, tools and techniques
K23   leadership principles, methods, styles and techniques
K24   learning and development opportunities available
K25   legal and organisational requirements relevant to human resource management
K26   legal and organisational requirements relevant to involving volunteers
K27   motivation principles, methods, tools and techniques
K28   principles, methods, tools and techniques for assessing people's performance
K29   supervision principles, methods, tools and techniques
K30   support principles, methods, tools and techniques
K31   team-working principles, methods, tools and techniques

K32   volunteer management principles, methods, tools and techniques

Work context

K33   codes of practice and standards of performance expected of volunteers

K34   relevant organisational policies and procedures

K35   your organisation's culture, values and ethos

K36   your organisation's vision, mission and strategic objectives

K37   your organisation's volunteers and their diverse interests, needs, abilities and preferences

K38   your own knowledge, skills and competence and the limits of these

K39   your role and responsibilities

Additional Information

Links to other Standards   This standard is from the Skills Third Sector Managing Volunteers suite of standards

ML B11
Promote equality of opportunity and diversity and inclusion in your area of responsibility

Overview

This standard is about actively promoting equality of opportunity and diversity in your area of responsibility. It is intended to go beyond compliance with equality legislation and move towards a situation where there is awareness in your area of an active commitment to the need to ensure equality of opportunity and the benefits of diversity.

The standard is recommended for first line managers and middle managers.

This NOS is from the Management and Leadership suite and is included as part of the Youth Work suite as a signposted standard number.

This appears in the Youth Work NOS suite as standard number 33

Performance criteria

You must be able to:

P1   ensure commitment within your area of responsibility to promoting equality of opportunity and diversity, including making it a priority area in terms of informing the vision and objectives for your area and planning and decision-making

P2   ensure that your behaviour, words and actions and those of people working in your area of responsibility support a commitment to equality of opportunity and diversity

P3   identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice

P4   identify the diversity and needs of your area's current customers and potential customers and identify areas where needs could be better satisfied and where the diversity of customers could be improved

P5   ensure that the organisation's written equality and diversity policy is clearly communicated to all people in your area of responsibility and other relevant parties

P6   implement the organisation's written equality and diversity policy in your area, including relevant parts of any accompanying organisation-wide action plan, seeking and making the required resources available

P7   ensure regular consultation with people in your area of responsibility or their representatives on equality and diversity issues

P8   seek and make use of specialist expertise in relation to equality and diversity issues

P9   ensure that working arrangements, resources and business processes in your area of responsibility respond to different needs, abilities, values and ways of working

P10 monitor, review and report to the relevant people on progress in relation to equality of opportunity and diversity within your area of responsibility, identifying required actions and changes to practice

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1   different definitions of diversity

K2   the different forms which discrimination and harassment might take

K3   the business case for ensuring equality of opportunity and promoting diversity

K4   the probable effects of not promoting equality of opportunity and diversity within your area of responsibility

K5   how commitment within your area of responsibility to promoting equality of opportunity and diversity might be demonstrated

K6   why it is important to make equality and diversity a priority area and how to do so effectively

K7   why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity and diversity

K8   how to recognise when the behaviour, words and actions of others does and does not support a commitment to equality of opportunity and diversity

K9   how and where to identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice

K10 the importance of identifying the diversity and needs of your area's current and potential customers in order to identify areas for improvement and how to do so effectively

K11 how to communicate the organisation's written equality and diversity policy to people who work in your area of responsibility and other relevant parties

K12 the importance of implementing an organisation's written equality and diversity policy and any supporting action plan

K13 the type of resources which might be required to support implementation of an equality and diversity policy and any supporting action plan

K14 how and when to consult with people in your area of responsibility or their representatives on equality and diversity issues

K15 sources of specialist expertise in relation to equality and diversity

K16 how to provide working arrangements, resources and businesses processes in your area of responsibility that respond to different needs, abilities, values and ways of working

K17 how to monitor, review and report on progress in relation to equality of opportunity and diversity within your area of responsibility

Industry/sector specific knowledge and understanding

K1 youth work legislation, regulations, guidelines and codes of practice relating to equality and diversity specific to youth work

K2 equality and diversity issues and developments that are particular to youth work

K3 information sources on equality and diversity in youth work

Context specific knowledge and understanding

K1 the vision, objectives and operational plans for your area of responsibility

K2 the planning and decision-making processes within your area of responsibility

K3 the overall vision, values, objectives, plans and culture of the organisation

K4 the diversity of the people working in your area of responsibility

K5 your area's current and potential customers and their needs

K6 other relevant parties with an interest in diversity in your area of responsibility

K7 the organisation's written equality and diversity policy and any accompanying action plan and how they are communicated to people who work for the organisation, people in your area and to other relevant parties

K8 sources of specialist expertise in relation to equality and diversity used in your area of responsibility

K9 the support and resources allocated to and across your area of responsibility to promote equality of opportunity and diversity

K10 employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions

K11 working arrangements, resources and business processes in your area of responsibility

K12 systems in place in your area of responsibility for monitoring, reviewing and reporting on progress in relation to equality of opportunity and diversity

K13 allocated responsibilities for promoting equality of opportunity and diversity in your area of responsibility and the organisation in general

NOS
NATIONAL OCCUPATIONAL STANDARDS

Additional Information

Behaviours

1. Use communication styles that are appropriate to different people and situations
2. Understand individuals' needs, feelings and motivations and take an active interest in their concerns
3. Encourage and support others to make the best use of their abilities
4. Use a range of leadership styles appropriate to different people and situations
5. Show a clear understanding of different customers and their needs
6. Treat individuals with respect and act to uphold their rights
7. Show integrity, fairness and consistency in decision making
8. Make time available to support others
9. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes

Glossary

Customers

Can refer to young people, other agencies or bodies with which you work, and/or internal `customers'.

Links to other standards

This standard is from the Management and Leadership suite of standards

Overview	This unit is about developing structures, systems and procedures to support volunteering. This involves identifying, evaluating, designing and implementing structures, systems and procedures and consulting on these with volunteers, other stakeholders (such as beneficiaries of volunteer work, individual or corporate funders, partner organizations and paid staff) and decision-makers (such as trustees, committee members and senior managers).

Performance standards

You must be able to:

Identify and evaluate structures, systems and procedures to support volunteering

1. identify existing structures, systems and procedures that are relevant to volunteers
2. identify the diverse needs and preferences of volunteers and potential volunteers in relation to structures, systems and procedures
3. encourage and support volunteers and colleagues to provide feedback on the effectiveness and efficiency of structures, systems and procedures and how well they meet diverse needs and preferences
4. identify and evaluate structures, systems and procedures used in other relevant contexts to identify best practice
5. analyse the information and identify ways in which structures, systems and procedures could best meet the needs and preferences of your volunteers
6. share your findings with decision-makers and stakeholders and take account of their feedback

Design structures, systems and procedures to support volunteering

7. identify the current and potential resources available for structures, systems and procedures
8. develop specifications for structures, systems and procedures using evaluation and feedback
9. develop options to meet these specifications which are achievable within available resources and are compatible with other relevant structures, systems and procedures
10. make sure the options you develop promote the diversity of volunteers
11. present your options to decision-makers and stakeholders and help them to provide informed feedback on your options
12. take account of the feedback of decision-makers and stakeholders in selecting and refining an option and gain their approval to move forward

Implement organisational structures and systems to support volunteering

13. involve volunteers and colleagues in planning how to implement structures, systems and procedures
14. promote the benefits of structures, systems and procedures that support volunteering to colleagues, decision-makers and other stakeholders
15. negotiate and agree your plans for implementing structures, systems and procedures with decision-makers and stakeholders
16. make sure those involved in implementing the structures, systems and procedures understand the implications for their work
17. identify and provide the training, development and other support that may be required to make the structures, systems and procedures effective
18. monitor the implementation of the structures, systems and procedures, ensuring they are being adhered to
19. carry out scheduled evaluations and make any necessary improvements

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1   different definitions of diversity

K2   the different forms which discrimination and harassment might take

K3   the business case for ensuring equality of opportunity and promoting diversity

K4   the probable effects of not promoting equality of opportunity and diversity within your area of responsibility

K5   how commitment within your area of responsibility to promoting equality of opportunity and diversity might be demonstrated

K6   why it is important to make equality and diversity a priority area and how to do so effectively

K7   why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity and diversity

K8   how to recognise when the behaviour, words and actions of others does and does not support a commitment to equality of opportunity and diversity

K9   how and where to identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice

K10 the importance of identifying the diversity and needs of your area's current and potential customers in order to identify areas for improvement and how to do so effectively

K11 how to communicate the organisation's written equality and diversity policy to people who work in your area of responsibility and other relevant parties

K12 the importance of implementing an organisation's written equality and diversity policy and any supporting action plan

K13 the type of resources which might be required to support implementation of an equality and diversity policy and any supporting action plan

K14 how and when to consult with people in your area of responsibility or their representatives on equality and diversity issues

K15 sources of specialist expertise in relation to equality and diversity

K16 how to provide working arrangements, resources and businesses processes in your area of responsibility that respond to different needs, abilities, values and ways of working

K17 how to monitor, review and report on progress in relation to equality of opportunity and diversity within your area of responsibility

Industry/sector specific knowledge and understanding

K18 youth work legislation, regulations, guidelines and codes of practice relating to equality and diversity specific to youth work

K19 equality and diversity issues and developments that are particular to youth work

K20 information sources on equality and diversity in youth work

Context specific knowledge and understanding

K21 the vision, objectives and operational plans for your area of responsibility

K22 the planning and decision-making processes within your area of responsibility

K23 the overall vision, values, objectives, plans and culture of the organisation

K24 the diversity of the people working in your area of responsibility

K25 your area's current and potential customers and their needs

K26 other relevant parties with an interest in diversity in your area of responsibility

K27 the organisation's written equality and diversity policy and any accompanying action plan and how they are communicated to people who work for the organisation, people in your area and to other relevant parties

K28 sources of specialist expertise in relation to equality and diversity used in your area of responsibility

K29 the support and resources allocated to and across your area of responsibility to promote equality of opportunity and diversity

K30 employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions

K31 working arrangements, resources and business processes in your area of responsibility

K32 systems in place in your area of responsibility for monitoring, reviewing and reporting on progress in relation to equality of opportunity and diversity

K33 allocated responsibilities for promoting equality of opportunity and diversity in your area of responsibility and the organisation in general

Additional Information

Behaviours

1. Use communication styles that are appropriate to different people and situations
2. Understand individuals' needs, feelings and motivations and take an active interest in their concerns
3. Encourage and support others to make the best use of their abilities
4. Use a range of leadership styles appropriate to different people and situations
5. Show a clear understanding of different customers and their needs
6. Treat individuals with respect and act to uphold their rights
7. Show integrity, fairness and consistency in decision making
8. Make time available to support others
9. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes

Glossary

Customers

Can refer to young people, other agencies or bodies with which you work, and/or internal `customers'.

Links to other standards

This standard is from the Management and Leadership suite of standards

Overview

This unit is about managing your personal resources (particularly knowledge, understanding, skills, experience and time) and your professional development in order to achieve your work objectives and your career and personal goals.

You need to understand your work role and how it fits into the overall vision and objectives of the organisation whilst also understanding what is driving you in terms of your values and your career and wider personal aspirations.

Identifying and addressing gaps in your skills and knowledge and understanding is an essential aspect of this unit.

The unit is recommended for first line managers, middle managers and senior managers.

ML A2
Manage your own resources and professional development

Performance criteria

You must be able to:

P1 Evaluate, at appropriate intervals, the current and future requirements of your work role taking account of the vision and objectives of your organisation.

P2 Consider your values and your career and personal goals and identify information which is relevant to your work role and professional development.

P3 Discuss and agree personal work objectives with those you report to and how you will measure progress.

P4 Identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities.

P5 Identify any gaps between the current and future requirements of your work role and your current knowledge, understanding and skills.

P6 Discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goals.

P7 Undertake the activities identified in your development plan and evaluate their contribution to your performance.

P8 Review and update your personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes.

P9 Get regular and useful feedback on your performance from those who are in a good position to judge it and provide objective and valid feedback.

P10 Ensure that your performance consistently meets or goes beyond agreed requirements.

ML A2
Manage your own resources and professional development

Knowledge and understanding

You need to know and understand:

General knowledge and understanding
K1   The principles which underpin professional development
K2   The importance of considering your values and career and personal goals and how to relate them to your work role and professional development.
K3   How to evaluate the current requirements of a work role and how the requirements may evolve in the future.
K4   How to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
K5   How to identify development needs to address any identified gaps between the requirements of your work role and your current knowledge, understanding and skills.
K6   What an effective development plan should contain and the length of time that it should cover.
K7   The range of different learning styles and how to identify the style(s) which work(s) best for you
K8   The type of development activities that can be undertaken to address identified gaps in your knowledge, understanding and skills
K9   How to identify whether/how development activities have contributed to your performance
K10 How to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes
K11 How to monitor the quality of your work and your progress against requirements and plans
K12 How to evaluate your performance against the requirements of your work role
K13 How to identify and use good sources of feedback on your performance

Industry/sector specific knowledge and understanding
K1   Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development

Context specific knowledge and understanding
K1   The requirements of your work role including the limits of your responsibilities
K2   The vision and objectives of your organisation
K3   Your own values and career and personal goals
K4   Your personal work objectives
K5   Your preferred learning style(s)
K6   Your current knowledge, understanding and skills
K7   Identified gaps in your current knowledge, understanding and skills
K8   Your personal development plan
K9   Available development opportunities and resources in your organisation
K10 Your organisation's policy and procedures in terms of personal development
K11 The reporting lines in your organisation
K12 Possible sources of feedback in your organisation

ML A2
Manage your own resources and professional development

Behaviours

Behaviours which underpin effective performance
1. You address multiple demands without losing focus or energy.
2. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
3. You prioritise objectives and plan work to make best use of time and resources.
4. You take personal responsibility for making things happen.
5. You take pride in delivering high quality work.
6. You show an awareness of your own values, motivations and emotions.
7. You agree achievable objectives for yourself and give a consistent and reliable performance.
8. You recognise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations.
9. You make best use of available resources and proactively seek new sources of support when necessary.
10. You reflect regularly on your own experiences and use these to inform future action

Skills

Listed below are the main generic 'skills' that need to be applied in managing your own resources and professional development. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.
- Setting objectives
- Evaluating
- Planning
- Learning
- Reviewing
- Communicating
- Self-assessment
- Time management
- Stress management
- Obtaining feedback
- Reflecting
- Prioritising

Links to other NOS

This unit is linked to units **A1. Manage your own resources** and **A3. Develop your personal networks** in the overall suite of National Occupational Standards for Management and Leadership.
If your organisation is a small firm, you should look at unit *A3 Check your own skills,* which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).]

Overview

This unit is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.

The unit is recommended for team leaders.

Performance criteria

You must be able to:

P1   Set out and positively communicate the purpose and objectives of the team to all members

P2   Involve members in planning how the team will achieve its objectives

P3   Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives

P4   Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved

P5   Win, through your performance, the trust and support of the team for your leadership

P6   Steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team

P7   Encourage and recognise creativity and innovation within the team

P8   Give team members support and advice when they need it especially during periods of setback and change

P9   Motivate team members to present their own ideas and listen to what they say

P10   Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead

P11   Monitor activities and progress across the team without interfering

Provide leadership for your team

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1   Different ways of communicating effectively with members of a team

K2   How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)

K3   How to plan the achievement of team objectives and the importance of involving team members in this process

K4   The importance of and being able to show team members how personal work objectives contribute to achievement of team objectives

K5   That different styles of leadership exist

K6   How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognizing their achievements

K7   Types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team, and ways of identifying and overcoming them

K8   The importance of encouraging others to take the lead and ways in which this can be achieved

K9   The benefits of and how to encourage and recognize creativity and innovation within a team

Industry/sector specific knowledge and understanding

K1   Legal, regulatory and ethical requirements in the industry/sector

Context specific knowledge and understanding

K1 The members, purpose, objectives and plans of your team.

K2 The personal work objectives of members of your team.

K3 The types of support and advice that team members are likely to need and how to respond to these.

K4 Standards of performance for the work of your team.

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Behaviours	**Behaviours that underpin effective performance**
	1. You create a sense of common purpose.
	2. You take personal responsibility for making things happen.
	3. You encourage and support others to take decisions autonomously.
	4. You act within the limits of your authority.
	5. You make time available to support others
	6. You show integrity, fairness and consistency in decision-making
	7. You seek to understand people's needs and motivations.
	8. You model behaviour that shows respect, helpfulness and co-operation

Behaviours

Behaviours that underpin effective performance

1. You create a sense of common purpose.
2. You take personal responsibility for making things happen.
3. You encourage and support others to take decisions autonomously.
4. You act within the limits of your authority.
5. You make time available to support others
6. You show integrity, fairness and consistency in decision-making
7. You seek to understand people's needs and motivations.
8. You model behaviour that shows respect, helpfulness and co-operation

Skills

Listed below are the main generic 'skills' that need to be applied in providing leadership for your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Planning
- Team-building
- Leading by example
- Providing feedback
- Setting objectives
- Motivating
- Consulting
- Problem-solving
- Valuing and supporting others
- Monitoring
- Managing conflict
- Decision-making
- Following

Links to other NOS

This unit is linked to units **B6. Provide leadership in your area of responsibility, C1. Encourage innovation in your team, D1. Develop productive working relationships with colleagues, D5. Allocate and check work in your team** and **D9. Build and manage teams** in the overall suite of National Occupational Standards for Management and Leadership.

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Overview

This unit is about ensuring that the work required of your team is effectively and fairly allocated amongst team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.

The unit is recommended for team leaders.

Performance criteria

You must be able to:

P1   Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.

P2   Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.

P3   Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.

P4   Brief team members on the work they have been allocated and the standard or level of expected performance.

P5   Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.

P6   Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.

P7   Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.

P8   Support team members in identifying and dealing with problems and unforeseen events.

P9   Motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.

P10   Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.

P11   Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.

P12   Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager.

P13   Use information collected on the performance of team members in any formal appraisal of performance.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1   Different ways of communicating effectively with members of a team.

K2   The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively.

K3   How to plan the work of a team, including how to identify any priorities or critical activities and the available resources.

K4   How to identify sustainable resources and ensure their effective use when planning the work of a team.

K5   How to identify and take due account of health and safety issues in the planning, allocation and checking of work.

K6   Why it is important to allocate work across the team on a fair basis and how to do so.

K7   Why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so.

K8   The values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them.

K9   Ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated.

K10 Effective ways of regularly and fairly checking the progress and quality of the work of team members.

K11 How to provide prompt and constructive feedback to team members.

K12 How to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and improve their performance, and for recognising their achievements.

K13 The additional support and/or resources which team members might require to help them complete their work and how to assist in providing this.

K14 Why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.

K15 How to take account of diversity and inclusion issues when supporting and encouraging team members to complete the work they have been allocated.

K16 Why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members.

K17 The type of problems and unforeseen events that may occur and how to support team members in dealing with them.

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K18   How to log information on the ongoing performance of team members and use this information for performance appraisal purposes.

Industry/sector specific knowledge and understanding
K1   Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work.
K2   Industry/sector requirements for the development or maintenance of knowledge, understanding and skills.

Context specific knowledge and understanding
K1   The members, purpose and objectives of your team.
K2   The work required of your team.
K3   The available resources for undertaking the required work.
K4   The organisation's written health and safety policy statement and associated information and requirements.
K5   Your team's plan for undertaking the required work.
K6   The skills, knowledge and understanding, experience and workloads of team members.
K7   Your organisation's policy and procedures in terms of personal development.
K8   Reporting lines in the organisation and the limits of your authority.
K9   Organisational standards or levels of expected performance.
K10 Organisational policies and procedures for dealing with poor performance.
K11 Organisational grievance and disciplinary policies and procedures.
K12 Organisational performance appraisal systems.

Behaviours

Behaviours which underpin effective performance
1. You make time available to support others.
2. You clearly agree what is expected of others and hold them to account.
3. You prioritise objectives and plan work to make best use of time and resources.
4. You state your own position and views clearly and confidently in conflict situations.
5. You show integrity, fairness and consistency in decision-making.
6. You seek to understand people's needs and motivations.
7. You take pride in delivering high quality work.

Skills

Listed below are the main generic 'skills' that need to be applied in allocating and checking work in your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Providing feedback
- Planning
- Reviewing
- Motivating
- Valuing and supporting others
- Problem-solving
- Monitoring
- Decision-making
- Prioritising
- Team-building
- Managing conflict
- Information management
- Leadership
- Coaching
- Delegating
- Setting objectives
- Stress management

Links to other NOS

This unit is linked to units **B5. Provide leadership for your team, D1. Develop productive working relationships with colleagues, D6 Allocate and monitor the progress and quality of work in your area of responsibility, D7. Provide learning opportunities for colleagues** and **D8. Help team members address problems affecting their performance** in the overall suite of National Occupational Standards for Management and Leadership.

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Overview

This standard is mainly about recruiting and selecting people to undertake identified activities or work-roles within you area of responsibility. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals with the required skills, knowledge and understanding and who are likely to perform effectively are appointed.

As recruitment and selection can be expensive and time-consuming activities, the standard also involves taking action to understand why colleagues are leaving and taking action to keep colleagues.

Whilst you would be expected to draw on the expertise of personnel specialists, you are not expected to be a personnel specialist yourself.

The standard is recommended for first line managers and middle managers.

This NOS is from the Management and Leadership suite and is included as part of the Youth Work suite as a signposted standard.

This appears in the Youth Work NOS suite as standard number 38.

Performance criteria

You must be able to:

P1 talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving

P2 identify ways of addressing staff turnover problems, implementing those which clearly fall within your authority and communicating others to the relevant people for consideration

P3 review on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience

P4 identify and review the options for addressing any identified shortfalls and decide on the best option(s) to follow

P5 consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit

P6 consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved

P7 ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants

P8 seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues

P9 participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective

P10 make sure that applicants who are offered positions are likely to be able to perform effectively and work with new colleagues

P11 judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1   why it is important to identify and understand why colleagues are leaving and how to do so constructively

K2   the types of reasons colleagues might give for leaving

K3   how to measure staff turnover

K4   the causes and effects of high and low staff turnover

K5   the measures which can be undertaken to address staff turnover problems

K6   how to review the workload in your area in order to identify shortfalls in the number of colleagues and/or the pool of skills, knowledge, understanding and experience

K7   how to identify actual skills and avoid stereotyping with regard to skills levels and work ethics

K8   different options for addressing identified shortfalls and their associated advantages and disadvantages

K9   what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them

K10 different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is to be involved

K11 different recruitment and selection methods and their associated advantages and disadvantages

K12 why it is important to give fair, clear and accurate information on vacancies to potential applicants

K13 how cultural differences in language, body language, tone of voice and dress can differ from expectations

K14 how to judge whether applicants meet the stated requirements of the vacancy`

K15 sources of specialist expertise in relation to recruitment, selection and retention

K16 how to take account of equality and diversity issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues

K17 how to review the effectiveness of recruitment and selection in your area

Industry/sector specific knowledge and understanding

K1   turnover rates within similar organisation in youth work

K2   recruitment, selection and retention issues and specific initiatives and arrangements within youth work

K3   working culture and practices of youth work

Context specific knowledge and understanding

K1   current people resources available to your area, including skills, knowledge, understanding an experience of colleagues

K2   work requirements in your area

K3   agreed operational plans and changes in your area

K4   the staff turnover rate in your area

K5   job descriptions and person specifications for confirmed vacancies

K6   local employment market conditions

K7   the organisation's structure, values and culture

K8   employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions

K9   sources of specialist expertise in relation to recruitment, selection and retention used by your organisation

Additional Information

Behaviours
1. Recognise the opportunities presented by the diversity of people
2. Work to turn unexpected events into opportunities rather than threats
3. Try out new ways of working
4. You identify people's information needs
5. You seek to understand people's needs and motivations
6. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
7. You take and implement difficult and/or unpopular decisions, if necessary
8. You act within the limits of your authority
9. You show integrity, fairness and consistency in decision making

Glossary
Colleagues
Means those people for whom you have line management responsibility.

Links to other standards
This standard is signposted from the Management and Leadership suite of standards.

ML D7
Provide learning opportunities for colleagues

Overview

This standard is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs.

Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an `environment', for example, in your team or area of responsibility, in which learning is valued.

This standard is recommended for team leaders, first line managers, middle managers and senior managers.

This NOS is from the Management and Leadership suite and is included as part of the Youth Work suite as a signposted standard

This appears in the Youth Work NOS suite as standard number 39.

ML D7
Provide learning opportunities for colleagues

Performance criteria

You must be able to:

P1 promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised

P2 give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve

P3 work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills

P4 help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities

P5 work with colleagues to identify and obtain information on learning activities to address identified learning needs

P6 recognise and seek to find out about differences in expectations and working methods of team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity

P7 discuss and agree, with each colleague, a development learning activities to be undertaken, the learning objectives required resources and timescales

P8 work with colleagues to recognise and make use of opportunities

P9 seek and make use of specialist expertise in relation to identifying and providing learning for colleagues

P10 support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning

P11 evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience

P12 work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes

P13 encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1   the benefits of learning for individuals and organisations and how to promote these to colleagues

K2   ways in which you can develop an `environment' in which learning is valued and willingness and efforts to learn are recognised

K3   why it is important to encourage colleagues to take responsibility for their own learning

K4   how to provide fair, regular and useful feedback to colleagues on their work performance

K5   how to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills

K6   how to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues

K7   the range of different learning styles and how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them

K8   different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees substitute staff)

K9   how/where to identify and obtain information on different learning activities

K10   why it is important for colleagues to have a written development pan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources)

K11   how to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound)

K12   sources of specialist expertise in relation to identifying and providing learning for colleagues

K13   what type of support colleagues might need to undertaken learning activities, the resources needed and the types of obstacles they may face and how they can be resolved

K14   how to evaluate whether a learning activity has achieved the desired learning objectives

K15   the importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes

K16   how to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues

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Industry/sector specific knowledge and understanding

K1   youth work requirements for the development or maintenance of knowledge, skills and understanding and professional development

K2   learning issues and specific initiatives and arrangements that apply within youth work

K3   working culture and practices of youth work

Context specific knowledge and understanding

K1   relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation

K2   the work roles of colleagues, including the limits of their responsibilities and their personal work objectives

K3   the current knowledge, understanding and skills of colleagues

K4   identified gaps in the knowledge, understanding and skills of colleagues

K5   identified learning needs of colleagues

K6   learning style(s) or combinations of styles preferred by colleagues

K7   the written development plans of colleagues

K8   sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues

K9   learning activities and resources available in/to your organisation

K10 your organisation's policies in relation to equality and diversity

K11 your organisation's policies and procedures in relation to learning

K12 your organisation's performance appraisal systems

Additional Information

Behaviours

1. Recognise the opportunities presented by the diversity of people
2. Find practical ways to overcome barriers
3. Make time available to support others
4. Seek to understand individuals' needs, feelings and motivations and take an active interest in their concerns
5. Encourage and support others to make the best use of their abilities
6. Recognise the achievements and the success of others
7. Inspire others with the excitement of learning
8. Confront performance issues and sort them out directly with the people involved
9. Say no to unreasonable requests
10. Show integrity, fairness and consistency in decision making

Glossary

Colleagues
Means those people for whom you have line management responsibility.

Links to other standards

This standard is from the Management and Leadership suite of standards.

Overview

This standard addresses the health and safety responsibilities for everyone in your workplace. It describes the competences required to make sure that:

1. your own actions do not create any health and safety hazards,
2. you do not ignore significant risks in your workplace, and
3. you take sensible action to put things right, including: reporting situations which pose a danger to people in the workplace and seeking advice.

Fundamental to this unit is an understanding of the terms "hazard", "risk" and "control".

This standard is for everyone at work (whether paid, unpaid, full or part-time). It is about having an appreciation of significant risks in your workplace, knowing how to identify and deal with them.

This NOS is from the Health and Safety suite and is included as part of the Youth Work suite as a signposted standard
This appears in the Youth Work NOS suite as standard number 40

HSS1
Make sure your own actions reduce risks to health and safety

Performance criteria

You must be able to:

P1 identify the hazards and evaluate the risks in your workplace

P2 identify which workplace instructions are relevant to your job

P3 identify those working practices in your job which could harm you or others

P4 identify those aspects of your workplace which could harm you or others

P5 check which of the potentially harmful working practices and aspects of your workplace present the highest risks to you or to others

P6 deal with hazards in accordance with workplace instructions and legal requirements

P7 correctly name and locate the people responsible for health and safety in your workplace

P8 report to the people responsible for health and safety in your workplace those hazards which present the highest risks

P9 Reduce the risks to health and safety in your workplace

P10 carry out your work in accordance with your level of competence, workplace instructions, suppliers or manufacturers' instructions and legal requirements

P11 control those health and safety risks within your capability and job responsibilities

P12 pass on suggestions for reducing risks to health and safety to the responsible people

P13 make sure your behaviour does not endanger the health and safety of you or others in your workplace

P14 follow the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products

P15 report any differences between workplace instructions and suppliers' or manufacturers' instructions

P16 make sure that your personal presentation and behaviour at work:
   a. protects the health and safety of you and others,
   b. meets any legal responsibilities,
   c. and is in accordance with workplace instructions

P17 make sure you follow environmentally-friendly working practices

ML E6
Ensure health and safety requirements are met in your area of responsibility

Overview

This standard is concerned with managing the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision making processes and the `culture' of your area of responsibility.

This standard is recommended for first-line managers and middle managers.

This NOS is from the Management and Leadership suite and is included as part of the Youth Work suite as a signposted standard
This appears in the Youth Work NOS suite as standard number 41

HSS1
Make sure your own actions reduce risks to health and safety

Performance criteria

You must be able to:

P1   identify your personal responsibilities and liabilities under health and safety legislation

P2   ensure that the organisation's written health and safety policy statement is clearly communicated to all people in your area of responsibility and other relevant parties

P3   ensure that the health and safety policy statement is put into practice in your area of responsibility and is subject to review as situations change and at regular intervals and the findings passed to the appropriate people for consideration

P4   ensure regular consultation with people in your area of responsibility or their representatives on health and safety issues

P5   seek and make use of specialist expertise in relation to health and safety issues

P6   ensure that a system is in place for identifying hazards and assessing risks in your area of responsibility and that prompt and effective action is taken to eliminate or control identified hazards and risks

P7   ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in your area of responsibility

P8   show continuous improvement in your area of responsibility in relation to health and safety performance

P9   make health and safety a priority area in terms of informing planning and decision-making in your area of responsibility

P10   demonstrate that your own actions reinforce the messages in the organisation's health and safety policy statement

P11   ensure that sufficient resources are allocated across your area of responsibility to deal with health and safety issues

P12   develop a culture within your area of responsibility which puts `health and safety' first

ML B6 Ensure health and safety requirements are met in your area of responsibility   179

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1   why health and safety in the workplace is important

K2   how and where to identify your personal responsibilities and liabilities under health and safety legislation

K3   how to keep up with legislative and other developments relating to health and safety

K4   the requirement for organisations to have a written health and safety policy statement

K5   how to communicate the written health and safety policy statement to people who work in your area of responsibility and other relevant parties

K6   how and when to review the application of the written health and safety policy statement in your area of responsibility and produce/provide findings to inform development

K7   how and when to consult with people in your area of responsibility or their representatives on health and safety issues

K8   sources of specialist expertise in relation to health and safety

K9   ways of developing a culture in your area of responsibility which puts `health and safety' first

K10 the types of hazards and risks that may arise in relation to health and safety – how to establish and use systems for identifying hazards and assessing risks and the type of actions that should be taken to control or eliminate them

K11 how to establish systems for monitoring, measuring and reporting on health and safety performance in your area of responsibility

K12 why and how health and safety should inform planning and decision-making

K13 the importance of setting a good example to others in relation to health and safety

the type of resources required to deal with health and safety issues

Industry/sector work specific knowledge and understanding

K1   youth work specific legislation, regulations, guidelines and codes of practice relating to health and safety

K2   health and safety risks, issues and developments which are particular to youth work

ML B6 Ensure health and safety requirements are met in your area of responsibility   180

Context specific knowledge and understanding

K1   Other relevant parties with an interest in health and safety in your area of responsibility

K2   The organisation's written health and safety policy statement and how it is communicated to people who work for the organisation, people in your area and other relevant parties

K3   Sources of specialist health and safety expertise used in your area of responsibility

K4   The operational plans for your area of responsibility

K5   The resources allocated to and across your area of responsibility for health and safety

K6   Allocated responsibilities for health and safety in your area and the organisation in general

K7   Systems in place in your area of responsibility for identifying hazards and assessing risks and taking action

K8   Systems in place for monitoring, measuring and reporting of health and safety performance in your area of responsibility

Additional Information

Behaviours

1. Respond quickly to crises and problems with a proposed course of action
2. Identify people's information needs
3. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
4. Are vigilant for possible risks and hazards
5. Take personal responsibility for making things happen
6. Identify the implications or consequences of a situation
7. Act within the limits of your authority
8. Seek constantly to improve performance
9. Treat individuals with respect and act to uphold their rights

Glossary

Area of responsibility
May be, for example, a branch or department or functional area or an operating site within an organisation.

Links to other standards

This standard is from the Management and Leadership suite of standards.

ML B6 Ensure health and safety requirements are met in your area of responsibility   182

Promoting Health and Wellbeing in Woking

Our Priorities

Based on joint strategic priorities coming from STP, LJCG and Health and Wellbeing Boards.

- **Priority 1: Promoting Mental and Emotional Wellbeing**

- **Priority 2: Improving Wellbeing of Carers in Woking**

- **Priority 3: Promoting Independence, Inclusion and Resilience**

- **Priority 4: Supporting good quality of life for people with dementia and their carers**

- **Priority 5: Enabling Healthy choices so that people can live well**

Described what these priorities mean in Woking and drawn up a collaborative action plan

Our Priorities

Promoting Mental and Emotional Wellbeing	Improving Wellbeing of Carers in Woking	Promoting Independence, Inclusion and Resilience	Supporting good quality of life for people with dementia and their carers	Enabling Healthy choices so that people can live well
• Woking employers are aware of mental health and know how to promote good mental wellbeing amongst their employees • Woking communities are mental health aware and know how to signpost someone who needs support • Woking residents know how to look after their own mental and emotional wellbeing • Young people in Woking are aware of their mental and emotional wellbeing and know where to go for help if they need it	• Carers are supported to remain in their caring role through accessing appropriate training and support in their local community, including health-checks and respite • Carers know how to access the information and advice they need, and are signposted to it by other organisations they come into contact with. • Young carers are recognised and supported both in their caring role and in preparing for their own future • Employers in Woking are carer aware and carers are supported in their work place	• Developing and promoting a holistic range of care and support that enables people to live independently for as long as possible • Promoting opportunities for Woking residents to connect, and to reach those who are hidden, and engage them in activity that reduces social isolation • Understanding, supporting and developing community initiatives that increase community cohesion, including accessible opportunities for those from different ethnic backgrounds and with care and support needs. • Promoting personal and community resilience and self-care	• Increasing awareness of dementia and encouraging communities to become dementia friendly • Promoting, supporting and developing community support opportunities for people with dementia and their carers	• Promoting smoking cessation and avoidance • Improving weight management and exercise levels across the Borough • Promoting alcohol moderation

What Are We Doing About These Priorities?

Wellbeing of Carers in Woking	Independence, Inclusion and Resilience	Quality of life for people with dementia and their carers	Healthy Choices
Carers Action Plan To develop and adopt a Carers Action Plan covering the council's services including carers digital offer, workplace support for carers, employer awareness.	**Inclusion Flyer** Create a list of activities and opportunities in the two LSOAs with highest social isolation and greatest number OP (E01030972 and E01030991) to include in info pack.	**Dementia Action Plan** To develop and adopt a Dementia Action Plan covering the council's services including access to corporate buildings, recording of information and support offered.	**Stoptober** Campaign to quit smoking in October.
Carer Support Flyer Create flyer for carers including some key support opportunities e.g. telecare, GP registration and health checks	**Older Person Info Pack** Create info pack to give to each OP household in E01030972 and E01030991. Community staff to visit households in two areas, give pack and signpost people to local opportunities.	**Set up LDAA in Woking** • Woking Steering LDAA now formed. • Increase number of LDAA in the Borough to cover all wards or similar organisations and make them self sufficient . • Added quick links to be added to WBC webpage linking to registration pages on Alzheimer's UK to help groups • Add links to Dementia Chapter and Getting Along programme and Library Reading well resource	**Alcohol Awareness** Literature and training being run to help staff identify at risk drinkers.
Distribute Carer flyer Distribute carer flyer to every household in priority identified areas which include Mayford, Old Woking, and Sutton Green.	**Data** Collect data on take up of opportunities from households in the two at risk areas (E01030972 and E01030991).	**Identification/Trigger Points** Identify potential partner key transition points eg Bedser Hub, Woking Hospice, ASC, Dementia Navigators, Alzheimer's UK, voluntary sector	**Alcohol Identification and Brief Advice (IBA):** Further alcohol IBA training is being arranged with CCGs for early 2018. Alcohol IBA is included in the prevention mandate for Surrey Heartlands STP and a workshop is being held on 27th Oct to map alcohol prevention across the clinical work streams.

What Are We Doing About These Priorities?

Carers Prescription Agree protocols with NHS that enable Woking BC to be the first Council in Surrey to allow staff to refer residence for a carers prescription	**Equip community** Connect with social and community opportunities in . E01030972 and E01030991. Ensure they have appropriate info to signpost their members on to other available support e.g. HIA, dial-a-ride, DFG	**Engage with local business's in Woking Town centre** To engage local Business's to be more Dementia Friendly and be part of the Woking LDAA. Provide specific Dementia Awareness training for Woking Shoppers staff	**Substance misuse services** Review and develop the provision of substance misuse services locally through the mobilisation of a new integrated service by March 2018
Carers Training Carryout a training programme to improve knowledge and understanding of the role of carers and launch the carers prescription		**Dementia Friendly Cinema Viewings** Explore the possibility of Ambassadors holding Dementia Friendly viewing sessions.	**Alcohol CLEAR** peer review with Bucks and East Sussex Public Health has been completed. Reflection has been undertaken and learning from CLEAR will be used to develop revised alcohol strategy and action plans.
Carers Information Develop a dedicated Carers Section on the Councils website and link to other relevant websites.		**Herbert Protocol** Investigate the development and promotion of the Herbert Protocol with Surrey Police to assist in finding any residents who are missing.	**A suicide safer Woking** working group has met and agreed a work plan. Members include SABP, Samaritans, Rail, Community Connections, CCG, Woking Borough Council have agreed the key priority groups.
Identify Carers Include 'think you're a carer?' advert in local newsletter already distributed to households in E01030993, E01030991 and E01030979. See if local social media could promote.		**Dementia Information** Produce a leaflet that advises of all Council dementia services.	**Surrey Illicit Tobacco Roadshow completed** working with Trading Standards and Quit 51. The roadshow ran in Redhill, Woking, Staines and

What Next?

Priority 1: Promoting Mental and Emotional Wellbeing

- How do we identify people with poor emotional or mental wellbeing?

- How do we ensure every organisation people come into contact with are able to identify and offer support?

Opportunities:

Mind Matters – improving access to psychological therapies service.
> A free NHS service allowing people to access psychological support either face to face, online or over the phone. Self-referral, so the person doesn't have to attend their GP.

- Wheel of Wellbeing training
> Prompts of the factors that help improve our emotional wellbeing. Training available to staff and residents to help them think how they could improve their own wellbeing and the wellbeing of those they work with or support.

- Making Every Contact Count training
> Training to help staff or volunteers take up opportunities to talk about health and wellbeing and feel confident to signpost a person on to additional support.

Wheel of Well-being

Woking Health and Wellbeing Priorities

In line with the Surrey Health and Wellbeing Strategy:

- Helping people in Surrey to lead healthy lives

    o   Working to reduce obesity, excess weight rates and physical inactivity

    o   Preventing domestic abuse (DA) and supporting and empowering victims

    o   Improving environmental factors that impact people's health and wellbeing

    o   Supporting prevention and treatment of increasing risk and harmful drinking

    o   Ensuring that everyone lives in good and appropriate housing

- Supporting the emotional wellbeing of people in Surrey

    o   Enabling children, young people, adults and elderly with mental health issues to access the right help and resources

    o   Supporting the emotional wellbeing of mothers throughout and after their pregnancy

- Supporting people in Surrey to fulfil their potential

    o   Supporting children to develop skills for life

A

General Population

This refers to the entire population of Surrey. This plan aims to address the wider determinants of health and wellbeing for all of Surrey, with a string focus on prevention

B

Children with SEND and Adults with Learning Disabilities and/or Autism

Children with special education needs and disabilities, and adults with learning disabilities and/ or autism. The focus is on providing opportunities for them to achieve their potential

C

Young and Adult Carers in Surrey

All young and adult carers in Surrey. The focus is on supporting people to be part of their local community and as a result avoid feeling isolated

D

People who need support to live with illness, live independently, or to die well

Those people living with illness, including long term conditions, people who require support to live independently, and people who require support to die well. Our focus is to support people to have greater control and choice in their care

E

Deprived or vulnerable people

Those people living in deprivation, or those who are vulnerable across Surrey. This includes children in care and care leavers. The aim is to ensure people are not left behind, and to improve their overall health outcomes

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The Integrated Youth Strategy for Woking 2015-2020
Vision and Priorities
Supporting young people to achieve their full potential

1.0   Our Vision

1.1   The vision that drives the Integrated Youth Strategy for Woking is **support for young people to achieve their full potential**. Establishing a local Youth Offer, as part of wider early help and prevention arrangements, is an integral part of implementing the strategy. The Youth Offer consists of a wide range of provision and support for young people across the Borough. It provides all young people with access to positive activities and opportunities to engage in youth work. It also targets young people that need additional support. Therefore, some services are targeted in geographical areas that experience high levels of deprivation because of the link between poverty and poor outcomes. Services are also targeted at specific groups of young people, such as those in local authority care, those that have learning difficulties and disabilities and young carers, because research demonstrates that these factors can also result in poor outcomes.

2.0   Our Priorities for Action

2.1   The priorities for action were identified through reviewing data and information, drawing on the experience of practitioners and consulting young people. They address existing and emerging patterns of need across the borough and will guide commissioning and planning over the next five years. Each priority aligns with an outcome in Surrey Young People's Outcomes Framework. Monitoring, review and evaluation of the services funded or provided directly by Woking Borough Council and Surrey County Council, feedback from young people and practitioners and ongoing needs assessment will ensure that changing patterns of need are identified and addressed during the life of this strategy. The priorities are as outlined below:

Priority 1: Improving young people's emotional wellbeing and mental health

2.2   The Mental Health Foundation defines emotional wellbeing as, *'a positive sense of wellbeing which enables an individual to be able to function in society and meet the demands of everyday life.'* Improving young people's emotional wellbeing and mental health emerged as one of the top priorities in consultations with young people and practitioners along with a need to support young people to improve their confidence, self esteem, sense of achievement and aspirations. It was also identified as a local priority in Surrey County Council's One in Ten Needs Assessment and is closely connected to improving young people's resilience, one of the outcomes in the Surrey Young People's Outcomes Framework.

2.3   While there is currently no data on the scale and impact of this issue in Woking practitioners report that more young people are presenting with complex mental

health and emotional wellbeing needs. Surrey County Council's One in Ten Needs Assessment states that an estimated 10% of children and young people aged between 5 and 16 years old may have a clinically diagnosed mental health disorder. Research on the impact of poor emotional well being and mental health suggests that young people can develop protective factors during adolescence that reduce the risk and severity of emotional and behavioural disorders. These protective factors include a positive attachment to school, family and community; positive peer influence; opportunities to succeed; problem solving skills; and positive 'social capital' indicators, for example, friends, support networks, valued social roles and positive views on their neighbourhoods. National research indicates that the severity and duration of mental health problems can be reduced when young people have quick access to effective help and support. Engaging in positive activities, youth work and one to one support can assist young people to build on and develop protective factors and provide early access to effective help when necessary.

Priority 2: Reducing risky behaviour – substance misuse, smoking, anti-social behaviour and improving sexual health

2.4   Taking action to reduce risky behaviour involves supporting young people to make informed choices and decisions. This is an outcome in Surrey Young People's Outcomes Framework. Engaging in risky behaviour during adolescence can have a negative impact on young people's life chances and prevent them from fully participating in society. The young people consulted about the strategy say that they want to know the truth about issues such as sex and relationships and the risks and harms of misusing substances. They want to learn about these things in ways that are interesting and to have access to information about where to go for services and support in a variety of formats.

2.5   While there is no data on the prevalence of substance misuse in Woking, practitioners say that more young people are using legal highs and cannabis. National research indicates that most young people do not use illicit drugs or binge drink, and among those who do only a minority will develop serious problems. Surrey Joint Strategic Needs Assessment 2014 asserts that substance misuse in young people is associated with behavioural, physical and mental health problems. The majority of young people accessing specialist treatment services in Surrey are Alcohol and Cannabis users. However, smoking also has negative effects on long term health; a recent survey into the smoking habits amongst young people in Surrey showed that although most children had not tried smoking in year 7, by year 13 nearly 80% had tried smoking at least once with nearly 30% classed as a regular smoker.

2.6   Unplanned teenage pregnancy also has a negative impact on young people's life chances. Although the teenage pregnancy rate in Woking is well below the national average; the rate is much higher in neighbourhoods that experience high levels of deprivation. National research indicates that Sexually Transmitted Infections are more common among young people than any other group. Two-thirds of cases of Chlamydia are among young men and women aged 16-24 years. However, young people are the group least likely to access sexual health advice and treatment in traditional clinical

settings. This indicates a need to provide sexual health services for young people in community settings.

2.7 Woking Anti-social Behaviour Team recognises that public perception of young people's involvement in anti-social behaviour can be much worse than the reality. Never-the-less, being involved in anti-social behaviour puts young people at risk of entering the Juvenile Justice System which, in turn, has a negative impact on their chances of participating fully in society.

Priority 3: Meeting the needs of young people that require additional support in their transition from adolescence to adulthood

2.8 Most young people in Woking make a positive transition through adolescence into adulthood. However, a few young people need additional support to help them to participate in society. Practitioners identified the need to support young people with low level underlying issues that can escalate and prevent them from achieving their full potential. Young people consulted as part of the development of this strategy identified the barriers that some young people face and said that those who need additional support should have good access to it. Both groups are in favour of targeting provision in neighbourhoods that experience high levels of need.

2.9 There are a variety of factors that make a negative impact on young people's life chances. In Woking, research indicates that young people who grow up in poverty or in areas with high levels of need are more likely to require additional support. Data also indicates that factors such as speaking English as an additional language, having a learning disability or being a young carer can also affect young people's outcomes as they grow up. Other factors that make a negative impact on positive transitions through adolescence to adulthood include being looked after by the local authority, having a Gypsy, Roma Traveller heritage or facing the barriers experienced by young people who are Gay, Lesbian, bi-sexual or transgendered. Surrey Young People's Outcomes Framework identifies groups of young people that need targeted support to assist their transition into adulthood because of the barriers they face. These include young people who:
- Have special educational needs
- Are looked after or are care leavers
- Are on Child Protection Plans
- Are identified as being at risk of becoming NEET
- Are young parents
- Have caring responsibilities
- Are from Gypsy, Roma, Traveller communities
- Have offended
- Have protected characteristics including sexual orientation, gender reassignment, race, religion and belief where this results in them facing barriers to participation in society.

Priority 4: Improving young people's experience of the local transport system – cost and safety

2.10   Young people have identified the cost of public transport as an important issue across the county. Those that were consulted as part of the development of this strategy said that the cost of public transport in and around Woking is too high, that it is unreliable and does not operate frequently enough. A few young people say that the cost of peak time travel in the morning is affecting their ability to arrive at school or college on time. Surrey Young People's Outcome Framework identifies shortcomings in the transport system as one of the barriers that can prevent young people in participating in education, employment and training.

2.11   Young people also raised the importance of being and feeling safe when using public transport. This issue was particularly important for young people who are LGBT who say that they regularly experience abuse when walking around the town or using public transport.

Priority 5: Ensuring that facilities are accessible to young people and fit for purpose

2.12   Across Woking there are a multitude of facilities and assets provided by a range of statutory, voluntary and faith based groups where activity for young people takes place. In many cases these are shared built spaces for example community centres where youth activity takes place at certain times, although in some cases the facility / asset is predominately seen as a facility for young people to access i.e.: skate parks, climbing boulders and play areas. In addition there are a wealth of assets which may not be currently accessible for use by Young People but which could be if the appropriate 'brokering' for use of such asset takes place.

2.13   Irrespective of the type of asset there are associated costs with maintaining such and particularly in the case of built facilities many of our venues are in ageing-stock which will, in due course require significant investment. The development of the Integrated Youth Strategy gives us the opportunity to jointly assess the level, scope and offer of existing provision and to rationalise such provision as maybe appropriate after engaging with Young People on whether such provision is in the right place and offers the right configuration and offer to meet their needs. This opportunity will also help us to verify the opportunity and in certain cases validate the level of support for potential new infrastructure in Woking which Young people may wish to access eg: cultural music venue, a Youth Café or a Indoor Skate Park.

Priority 6: Promoting the Youth Offer

2.14   Promoting the Youth Offer effectively is important in ensuring that young people and practitioners know what is available in local areas. It is closely linked to supporting young people to make informed decisions about the use of their free time; one of the outcomes in Surrey Young People's Outcomes Framework. The young people consulted as part of the development of this strategy say they want to know about all the activities that are available. Practitioners say that sharing information about

services and resources will help them to promote the Youth Offer, make effective referrals, signpost and improve collaborative working. Volunteers, in particular want to know more about services for young people across the borough.

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Evidence and Action Plan

Organisation:

Lead person for evidence and action plan:

NYA
Quality Mark

Quality Mark Evidence and Action Plan

Completing the self-assessment process will have given you a visual, overarching view on where your current practice is. It is then your decision as to whether you set a development plan to just improve practice or to move to a higher level ahead of requesting an award assessment. You may wish to apply at the level you are currently demonstrating and move to the Quality Mark Assessment Process (see Quality Mark Framework guidance).

This plan assists with the next step to plan development against the indicators. The guidance document sets out ways to approach this and provides an Evidence Checklist.

Transfer your assessment ratings from the Self-Assessment Template into this template. Some of the indicators have multiple level descriptions, i.e. 1.2 has two descriptions for you to rate. When reviewing your ratings on the Self-Assessment Template, there will be occasions where you have different ratings within one indicator. For example, within 1.2 the indicator is spilt into 1.2.1 and 1.2.2. You may rate your organisation as light green for 1.2.1 and amber for 1.2.2. In this situation, you would give an overall rating of amber. You must always use the lower rating – this will support your development and action planning.

As you work through the template, please note you must be operating at a **minimum of light green level across all indicators** in order to achieve the Quality Mark Award within Foundation, Advanced and Outstanding.

Young People's Personal and Social Development and Learning

Indicator	Level	Commentary Rational, evidence, critique	Action Plan Areas for development
1.1 Young people engage in programmes and activities.	☐ Foundation ☐ Advanced ☐ Outstanding		
1.2 Young people participate in programmes that support their personal and social development.	☐ Foundation ☐ Advanced ☐ Outstanding		
1.3 Young people are actively involved in planning youth work activities and decision making.	☐ Foundation ☐ Advanced ☐ Outstanding		
1.4 Young people understand and appreciate diversity.	☐ Foundation ☐ Advanced ☐ Outstanding		

Quality of Youth Work Practice

Indicator	Level	Commentary Rational, evidence, critique	Action Plan Areas for development
2.1 Youth workers initiate, build and maintain purposeful relationships with young people and establish boundaries.	☐ Foundation ☐ Advanced ☐ Outstanding		
2.2 Youth workers know the needs of young people and plan appropriate work with them.	☐ Foundation ☐ Advanced ☐ Outstanding		
2.3 Youth workers deliver effective programmes and sessions with young people.	☐ Foundation ☐ Advanced ☐ Outstanding		
2.4. Workers reflect on, evaluate and improve the effectiveness of their work with young people.	☐ Foundation ☐ Advanced ☐ Outstanding		

Leadership and Management

Indicator	Level	Commentary Rational, evidence, critique	Action Plan Areas for development
3.1 The organisation has a clear and compelling vision, strategy and plan for its work with young people.	☐ Foundation ☐ Advanced ☐ Outstanding		
3.2 The organisation has effective processes for quality assurance and performance management which involve young people.	☐ Foundation ☐ Advanced ☐ Outstanding		
3.3 The organisation knows the effectiveness of its work and the impact on young people.	☐ Foundation ☐ Advanced ☐ Outstanding		
3.4 The organisation enables staff to be effective through continuing professional development.	☐ Foundation ☐ Advanced ☐ Outstanding		

Quality Mark Framework

Improving Youth Work Practice

Recognising Excellence

NYA
National Youth Agency

NYA
Quality Mark

About Quality Mark

Welcome to the third edition of the National Youth Agency (NYA) Quality Mark. Originally developed in March 2006 as a tool to support local organisations in assessing the quality and impact of their work with young people, the Quality Mark has been revised to reflect the most recent changes in services for young people and youth work across the country. Over the last twelve years there have been significant changes in the youth work landscape in England with far fewer local authority youth services now offering open access youth work. There is an increased emphasis working in targeted settings. There is also an expectation that volunteers will carry out many of the roles previously undertaken by youth workers, with less access to training and support from local authority colleagues. Within this changed landscape the Quality Mark is intended as a reference point for good youth work practice. It is relevant to voluntary organisations, local authorities and other settings where youth work takes place.

In the new version of the NYA Quality Mark we have taken the National Occupational Standards for youth work as the starting point to develop the standards and indicators within this quality framework. In a recent inquiry into youth work, these standards were backed by the sector, and there is a wealth of other evidence which demonstrates a clear link between the quality of work offered to young people and the outcomes they achieve; the NYA Quality Mark focuses on this. We recognise that strong relationships are the foundation for all good youth work practice and the standards provide an opportunity to celebrate the many skilled and effective youth workers who practice educational and developmental youth work to enable young people to identify their strengths, and to use those to learn, grow and become active members of their communities.

The NYA Quality Mark is now based on three key areas: young people's personal and social development and learning, the quality of youth work practice, and the quality of leadership and management within the organisation. The standards provide descriptions of the key characteristics that underpin the best practice youth work in these areas.

The standards and indicators are designed primarily as a free self-assessment tool to be used by youth work organisations to assess and reflect on the quality and impact of the work they undertake. The NYA Quality Mark can also be used to gain external validation and recognition through the NYA Quality Mark Award process. There are three levels for organisations to consider their practice against, providing different access points and a clear progression framework to meet the needs of all organisations no matter their size and shape. These three levels are Foundation, Advanced and Outstanding; the award process is detailed later in this document.

Contents

With special thanks
Tony Gallagher
Louise Atkins
Harriet Gore
Bethia McNeil
Salford City Council
Sheffield Futures
Leicester City Council

Why Quality Mark?

We believe in the power of youth work and the difference it can make to young people's lives. The NYA Quality Mark enables organisations, however large or small, to reflect upon and review the services that they offer young people, enabling them to explore ways to develop and offer youth work to the best possible standard. The standards are practice driven and support organisations to consider: are young people benefiting from the youth work? Is the youth work practice good? How are youth workers engaged, motivated, valued and supported to enable them to deliver their very best practice with young people?

As a reflective tool, it enables organisations to develop a culture of learning and growth. It creates a dialogue for professional practice and empowers organisations to improve services and learn from others. This is not a one-off checklist but an ongoing process to embed. It gives organisations the opportunity to reflect and evaluate what they are doing well, and highlight areas where they need to develop to achieve a higher standard of practice and to improve outcomes for young people. It is a development path for those seeking excellence; bringing about positive change.

Levels of practice

The three levels within the NYA Quality Mark are designed to provide a progression ladder to inspire growth and are applicable to a small one night a week project through to a large multi-site youth work organisation. The levels are defined as follows:

Outstanding
Youth work that pushes the boundaries of practice and has clear ownership by young people. Innovation is evident and shows that there is a will to push practice forward.

Advanced
Professionally delivered and expands the understanding and demonstration of young people's involvement and learning.

Foundation
It's definitely youth work and has all the foundations of a good programme/offer to young people.

Benefits of Quality Mark

Quality Mark supports the following theory of change – a simple but powerful correlation that if we know the needs of young people, respond to those by delivering quality youth work delivered by trained people then the outcomes for young people will be strong.

Voice of young people Understand the assets and challenges of the groups	Trusted and trained adults equipped with the skills to support young people Youth work values embedded	Impact of youth work principles and practice is understood as the change maker Owned by young people
Needs of young people	**Good people with youth work skills**	**Impactful change achieved by/for young people**

Applying the NYA Quality Mark process will support your organisation in a number of ways:

The three level approach means you can find the right access point for your organisation.

Provides a clear template to bring together your leaders, staff, volunteers and young people to holistically review practice.

Our holistic approach fosters buy in and helps you build team ownership and supports the recognition of the value of this process. This is not a hoop to be jumped through to gain an award.

- It is a motivational tool – it can improve your teams' cohesiveness, bringing people together with a shared vision to improve practice, creating the conditions that underpin best practice.

- Supports a reflection on workforce development and can help identify CPD needs.

- Provides a logical approach to identifying action points to guide your development activities.

- Drive the pace of development and change and leads innovation.

- Fosters the development of your practice and ultimately leads to better experiences and outcomes for young people.

- Demonstrated practice through the Quality Mark can be evidence to support your funding applications/bids and with those commissioning services.

- Reaffirms you and your team are committed to achieving high quality practice for young people.

- Demonstrates a commitment to fostering an ongoing culture of learning.

Why NYA?

As the national body for youth work, we know what great practice looks like and the conditions required to bring this about. We can support you at every step of the way with a team of youth work experts – we can tailor support to your needs. If your organisation would like to go for the nationally recognised award, then we have experienced assessors trained to Ofsted standards who will ensure a robust assessment that leads to recognition of good practice and provides a supportive narrative to identify where you can improve. It is a positive and productive process.

What is Quality?

Getting Started with the NYA Quality Mark

Cycle for continuous improvement

Set out below are the recommended steps on the NYA Quality Mark journey. The process is designed to support a three step model that fosters a continuous cycle of learning and improvement:

REVIEW / ASSESS

PLAN

DEVELOP
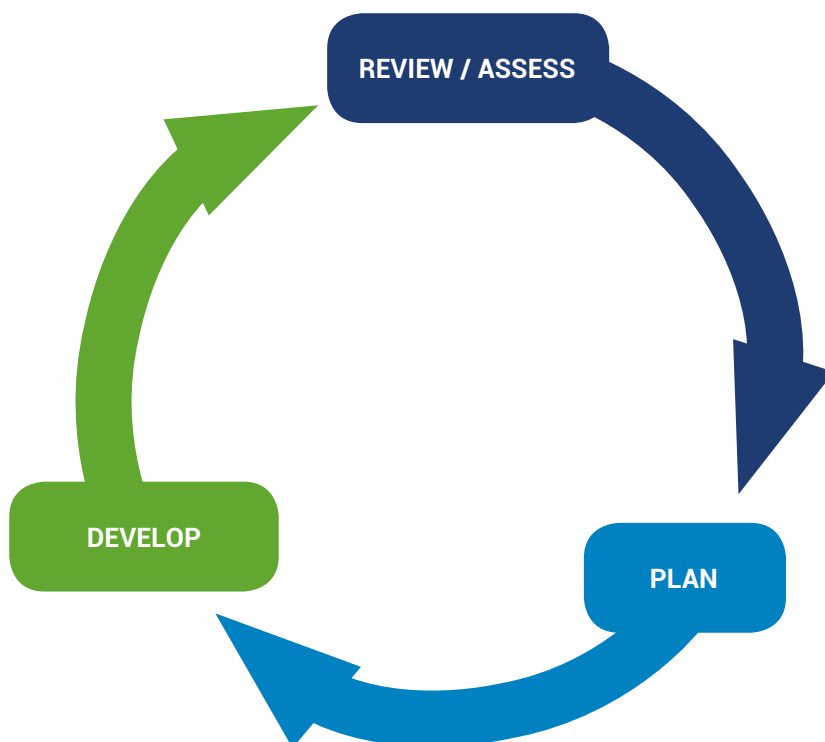
Steps on the NYA Quality Mark journey

Step 1: Register

You can register to start your journey online at
www.nya.org.uk/quality-mark

Step 2: Resources

Once registered, you will be able to access the following resources:

- Quality Mark Framework

- Quality Mark Self-Assessment Process template

- Quality Mark Evidence and Action Plan template

Ensure you download and read through the documents carefully. NYA can offer support tailored to need at any stage of your journey.

Step 3: Driving Force

The best way to get started with the NYA Quality Mark is to ensure strategic level support is in place. For a successful self-assessment, it is important to have a team which includes senior leaders, youth workers, partners and young people. This team will act as the 'driving force' behind the framework and will take responsibility for gathering evidence. You will need to identify an individual who will take overall responsibility throughout this process.

There are three standards, each containing four indicators which all have descriptions of what is recognised at Foundation, Advanced and Outstanding levels. These levels are designed to facilitate access for all organisations and provide a development path for those that are wanting to achieve a higher standard. Each standard builds on the previous and assumes that, for example, if practice is at Outstanding then all indicators for Foundation and Advanced are in place.

Step 4: Self-Assessment

When starting your self-assessment, it is useful to read all the information relating to the standards, indicators and levels. This will enable you to understand the framework as a whole, and accurately assess your organisation. It is likely that you will be at different levels across the standards when you do the initial self-assessment. Based on your findings and aspirations you will then be able to shape your next steps dependent upon which level you would like to focus on for either the action plan and/or application for the award.

Whether you carry out this self-assessment individually, through smaller working groups, or as a whole organisation, the process is the same. The questions overleaf will help you to reflect on how well your organisation operates within the standards, and is the perfect place to start the self-assessment. When you have considered these questions, start to rate each indicator using the criteria set out in this section.

For self-assessment to be truly valid and helpful, it requires critical and honest reflection; encouraging open dialogue and constructive discussions. It should be informed by staff/stakeholders, policies, plans, performance data, quality assurance and young people's views of both their experience and how they have developed through engaging in youth work.

Here are some points to help you get started:

Review all the documentation – this can be done as a whole organisation, or the standards and indicators can be divided into smaller working groups.

When reviewing the standards initially, it is helpful to ask yourself the following:

- What is the purpose or intention behind our work?

- What are we doing to achieve this?

- Are we delivering to the best standard?

- Is our work having the intended impact? - think about accessibility, inclusivity, is it relevant/fit for purpose?

- What does success look like and how do we achieve this?

- Do we already review our work? – how consistent is this with Quality Mark?

How you initiate and structure the self-assessment in your organisation will differ depending on the shape and size of the organisation. As the lead individual carrying out the self-assessment, or coordinating input, it is important to explain the purpose and process and also discuss how you will capture and share information in order to ensure you are being consistent and build a shared view.

Step 5: NYA Quality Mark Self-Assessment Process Template

The Self-Assessment Process template encourages you to work through each indicator and level, and rate your organisational activity using the approach detailed above. This provides a clear colour coded overview to help identify which level you would like to work on in more detail and support the development of action plans. It is likely to highlight you have different ratings across the different levels, for example, you may be light green in Foundation and Advanced but be amber in Outstanding.

Key steps are:

1. Complete Self-Assessment Process Template

2. Share and discuss with other colleagues

3. Review your ratings

4. Consider the NYA Quality Mark Evidence and Action Plan template to plan development (see following section).

After this stage you may decide to go for the national award or alternatively use the process overleaf to move through the evidence and action plan phase to assist with internal development. Please note that even if you are not going for the award you can contact us to find out about support packages that could assist with the process, support how you develop aspects of practice or professional development.

We recommend the following rating system to help you gauge practice, as we use these in our assessments:

R — Never considered it

A — Currently developing this

Y — Plan is being implemented

LG — Already in place

DG — Already in place and is recognised externally
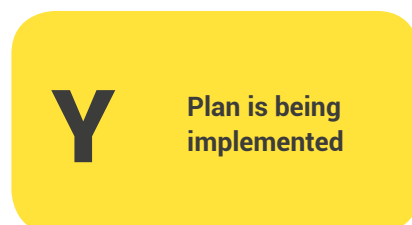
Going for the NYA Quality Mark Award

Following the self-assessment, it may be beneficial for your organisation to go for the NYA Quality Mark Award; and this section sets out the steps to doing this. Remember that we are here to offer information and help to guide you through the process.

Development phase

Completing the self-assessment process will give you a view on where your current practice is. It is then your decision as to whether you set a development plan to move to a higher level ahead of requesting an award assessment, or apply at the level you are currently demonstrating.

Following self-assessment, and **before** you are ready to initiate the assessment process, your organisation will move through the following:

1. **NYA Quality Mark Evidence & Action Plan –** after you have completed the self-assessment we advise you to complete the NYA Quality Mark Evidence and Action Plan template. This will enable you to map and plan your Quality Mark journey. This will support you in evidencing the work you are doing and help identify areas for development. When completing the template, consider:

    a. Where you are currently

    b. Where you want to be

    c. How you will get there

2. **Quality Folder –** whilst completing the above document it would be useful to start collating a folder of evidence that will underpin your NYA Quality Mark Assessment. We understand not all evidence can be stored in a folder, for confidentiality or security reasons. Where this is the case we suggest having links or making comments of where you can easily access this information. When NYA visit there will be information we need to assess that can't be evidenced and stored in a folder, however, it's good practice to collate as much as possible in one place. The Evidence Checklist page will help you to identify what is important to demonstrate and key documents that will help do this. This should be as streamlined as possible.

NYA can offer packages of support to provide advice and guidance and/or training to support your team. This can be a 'critical friend' process that brings expert support and helps guide on what next steps you can take to get to the level desired ahead of formal assessment.

Submission and assessment

You will be need to provide a written submission structured against the indicators to allow the assessor to conduct a desktop review ahead of an on-site visit, this can be supplied electronically. This helps identify good practice and areas that need more exploration. An Award Assessment Narrative template is provided to assist you with this. In addition, the Evidence Checklist (overleaf) will provide the starting point for building appropriate documentation that supports the narrative in demonstrating your practice, although you may have started this collation during the action planning stage.

There will then be an on-site visit which will allow for assessor discussions with leadership, staff, stakeholders and young people, appropriate to the level of award being assessed. This will include observation of sessions with young people that should bring to life and demonstrate best practice in line with the evidence submitted.

The on-site assessment also gives the assessor an opportunity to explore wider examples of documentation to build on the evidence submitted, i.e. curriculum plans, evaluations, policies and procedures. The assessor will make you aware of any additional information that they would feel is helpful for them to see ahead of the day so that this can be made accessible.

Evidence Checklist

To help you start your journey, please see below a list of core evidence sources that would be expected as the basis of an assessment portfolio. As the levels of award increase there is an expectation that the evidence will reflect the increased depth and scope appropriate to the size and shape of service. Some of the evidence listed will cross over the three standards.

The assessment process does not seek to create a large folder of evidence but promotes a focused approach to providing core documentation that allows the assessor(s) to see the narrative brought to life and demonstrates good practice. The list is a guide and you may have other documents that you feel add value to your submission and should be included.

As a general guide, evidence should come from across the full range of activity that NYA Quality Mark is assessing and needs to be:

Reliable
Strong and robust; the evidence is dependable and it comes from a trusted source; cross checking provides the same or similar results.

Valid
It needs to be directly relevant to the indicators and within a timescale that is appropriate (between 6-24 months).

Sufficient
It must be enough to provide a sound basis for judgement.

- Overarching **strategy/vision** for youth work provision and evidence of how staff and young people's engagement informs and shapes this.

- **Needs assessment** documentation - demonstrates the process and findings and the translation of this to youth work activity/curriculum to address those needs.

- Examples of how the needs assessment and implementation of plans **have improved the participation** and outcomes for priority groups.

- Evidence of the approach to ensuring appropriate levels of **youth participation** across the provision/service (see Hear by Right Self-Assessment framework).

- Evidence of **planning activity** to inform activity/curriculum with staff and young people.

- Examples of how **equality and diversity** are addressed with young people.

- **Youth work activity/curriculum plan** and examples of **session plans** that show clear outcomes, a range of different approaches, flexibility for inclusiveness and processes for young people's reflection and evaluation.

- Examples of documents that capture **ongoing quality assurance** - the process of monitoring, review and evaluation and how this is used to assess effectiveness and inform change.

- Examples of how young people's **progression and achievement** is captured.

- CVs of lead staff (including CPD) and evidence of **staff support and supervision**, including space for reflective practice and observation of practice.

- Evidence of ongoing staff opportunities to build awareness and knowledge of key issues for young people or take part in formal professional **development activity**.

- Evidence of **staff understanding** of strategy, key policies and delivery plans through team meetings, supervisions, appraisals.

- Key policies that demonstrate **health and safety, risk assessment and safeguarding** appropriate to the nature of provision.

Setting timeframes

We advise that you get in touch and let us know as soon as possible when you are aiming to be ready for assessment. We will then work with you to set dates for the submission of written evidence and on-site day(s). We recommend this is done at least three months in advance to allow us to be able to secure an assessor, and for you to structure meeting times throughout the on-site day(s) to ensure the attendance of key people and the opportunity for the observation of practice. Every organisation is unique in size and scale and the final timeframes for the assessment process will reflect this.

Outcomes

After the on-site visit is completed the assessor will inform you verbally of the outcome within 24 hours. It will be one of the following:

- NYA Quality Mark Awarded at level expected

- NYA Quality Mark Awarded at higher/lower level than expected

Where Quality Mark is awarded, the assessor will provide a full NYA Quality Mark report that will highlight best practice and areas that could still be strengthened. You will receive the report and a certificate within four weeks of the visit.

If you apply for Advanced or Outstanding and do not reach this, then the lower level would be awarded if the standards are met. Likewise, if practice is deemed stronger than the level applied for this will be awarded at a higher level.

If you apply for Foundation and this is not achieved, then we will provide robust feedback to support your next steps of development.

Please note you must operate at a minimum of light green level across all indicators in order to achieve the NYA Quality Mark Award within Foundation, Advanced and Outstanding.

How long does the NYA Quality Mark journey take?

As previously mentioned, timescales for your journey will be unique to you, depending on how long is required for self-assessment, for development and the size and shape of the organisation. We will work with you to set appropriate dates. The following points are a checklist and with some indication of the timeframe for each step of the NYA Quality Mark, but can be flexed to organisational requirements:

Registration

This can happen at any point throughout the year. You may prefer to postpone this step until you have completed the self-assessment.

Starting the Self-assessment

This can happen at any point throughout the year. The length of the self-assessment depends on the size of your organisation, how much time you are able to commit to it, and the number of different services you offer.

Completing the Evidence and Action Plan template

How much time and resource this takes will be depend on the size of your organisation and the extent of development activity. Further guidance on the approach is within the Evidence and Action Plan template.

Contact us to arrange an assessment date

This will need to be scheduled in, at a convenient time for both parties. Ideally this should be three months ahead of assessment.

- We can offer a costed pre-assessment review of draft documentation or consultation at this stage and make recommendations to strengthen development/evidence and reassure on the level of award being aimed for.

- The assessment approach will be designed specifically for your organisation, again based on the size and shape of the organisation and level of award. As a guide this will take between one to five days to include desktop review and onsite visits as appropriate.

Call with NYA Quality Mark Team to discuss next steps - support options if required

Complete your Quality Mark Evidence & Action Plan / gather folder of evidence

Contact NYA for Award Assessment Visit

Desk based and/or onsite assessment process

Outcome and recommendations made

Continue to develop & share good practice as an organisation

Re-assessment for award every three years

Costs

The following NYA Quality Mark documents are free of charge. We fundamentally believe these should be accessible to support your organisational development and help ensure you are delivering the best service for young people.

• Quality Mark Framework – Improving Youth Work Practice, Recognising Excellence

• Quality Mark Self-assessment Process Template

• Evidence and Action Plan Template

By joining the NYA Network not only will you gain access to these documents you will also have access to our wider resource library. Registration is free, please visit **www.nya.org.uk/network.**

NYA Quality Mark Support

If your organisation would benefit from support with the self-assessment, with your development and assessment journey or you would like to receive some training for your team, we can assist with this. We can discuss requirements and shape a bespoke support offer to meet your needs.

To support developing best practice in young people's participation please see The National Youth Agency's Hear by Right quality framework. This works closely with Quality Mark, proving an organisational development tool to review, plan and develop participation. www.nya.org.uk/hear-by-right.

The NYA Youth Work Academy also offers a range of professional development opportunities that may assist in your journey. To find out more please visit www.nya.org.uk/academy.

The NYA Quality Mark National Award Costs

We recognise that youth work is happening in a range of differing organisations, from local authorities through to small centres in the heart of communities. How we assess will very much depend on our understanding of your context and scale. With this in mind we have a broad guide that assessment for the national award **can cost between £1,500 to £6,000** covering all models that combine desk based assessment through to a number of days on-site to speak with teams, stakeholders and view activity and discussions with young people.

When you contact us, we will arrange a 15 minute scoping call to gather basic information that will inform the set cost for your individual organisation. We work to ensure that this is a fair reflection of providing a robust approach and a detailed report that is hugely valuable to supporting the onward development journey, as well as being a badge of quality to be proud of.

NYA Quality Mark Standards and Indicators

The NYA Quality Mark is made up of three standards for your organisation to use to self-assess the quality and impact of your work with young people, which reflect the National Occupational Standards for youth work.

The three standards are broken down into individual indicators which allow your organisation to identify areas you currently do well and areas for development. In order to achieve NYA Quality Mark Advanced Level, you must be able to demonstrate a high standard of Foundation and Advanced Indicators and to achieve the Outstanding Level, you must be able to demonstrate a high standard of Foundation, Advanced and Outstanding indicators.

Standards	Indicators
1. Young People's Personal Social Development and Learning	1.1. Young people engage in programmes and activities
	1.2. Young people participate in programmes that support their personal and social development
	1.3. Young people are actively involved in planning youth work activities and decision making
	1.4 Young people understand and appreciate diversity
2. Quality of Youth Work Practice	2.1. Youth workers initiate, build and maintain purposeful relationships with young people and establish boundaries
	2.2. Youth workers know the needs of young people and plan appropriate work with them
	2.3. Youth workers deliver effective programmes and sessions with young people
	2.4. Workers reflect on, evaluate and improve the effectiveness of their work with young people
3. Leadership & Management	3.1. The organisation has a clear and compelling vision, strategy and plan for its work with young people
	3.2. The organisation has effective processes for quality assurance and performance management which involve young people
	3.3. The organisation knows the effectiveness of its work and the impact on young people
	3.4. The organisation enables staff to be effective through continuing professional development.

Young People's Personal and Social Development and Learning

This standard focuses on the three key ways that young people develop as a result of youth work involvement. The focus is on how learning and personal and social development take place and the active involvement of young people. To assess the standards, it is essential to know what young people value about the youth work they participate in and what lasting impact their involvement has on them.

	Foundation	Advanced	Outstanding
1.1. Young people engage in programmes and activities	Young people are provided with regular opportunities to take part in activities.	Young people learn many new skills; take pride in their work and attempt new and challenging activities.	Young people are very engaged with the programme, peer to peer relationships have developed and are strong; young people take responsibility, and apply and demonstrate social skills. Their experiences in youth work have helped equip them to cope in a broader range of contexts.
1.2 Young people participate in programmes that support their personal and social development	Young people enjoy and value youth work activities and participate regularly. Young people have increased self-confidence in their place and purpose within society and their communities.	Through their participation young people broaden their awareness of their own personal and social development. They are increasingly politically aware and able to express their own views about issues that affect them.	Young people recognise how their participation in youth work programmes has strengthened their skills and resolve linked to their needs and aspirations.
	Young people participate occasionally in feedback with youth workers.	Young people are confident in participating in evaluation and feedback discussion activity.	Young people routinely reflect with and learn from youth workers on their personal and social development gains.
1.3 Young people are actively involved in planning youth work activities and decision making	Young people participate occasionally in feedback with youth workers. They are aware of the difference their active involvement has made to the organisation.	Opportunities are created and taken up which enable young people to have a say in their youth work activities. They learn through decision making and have a commitment to the project.	There are many examples of young people involved in decision making and social action and readily adopt leadership roles. Opportunity is provided to them to demonstrate the impact of their influence and celebrate it, and to enthuse others to engage.
1.4 Young people understand and appreciate diversity	Young people are aware of diversity and understand the benefits to being inclusive.	Young people have learned from and are receptive to the views and opinions of others and recognise diversity.	Young people have learned to advocate and challenge on behalf of others.

Quality of youth work Practice

This standard focuses on the skills, knowledge and attitudes that youth workers bring to their work with young people. Establishing good relationships with young people is the foundation from which all work takes place. This standard examines the way in which youth workers plan, deliver and evaluate their work and how well they focus on what young people will gain through informal education opportunities.

	Foundation	Advanced	Outstanding
2.1 Youth workers initiate, build and maintain purposeful relationships with young people and establish boundaries.	Youth workers have good and trusting relationships with young people.	Youth workers have high aspirations for, and convey enthusiasm and warmth in their relationships with young people.	Youth workers use their sound relationships as a basis to support and challenge young people. As a result young people have skills of enquiry and can express and defend personal opinions.
	Youth workers establish respect and good standards of behaviour in most settings.	Youth workers are skilful at creating calm, respectful and well managed environments for youth work to take place.	Youth workers have created a culture that enables young people to learn and develop skills of enquiry and communication.
	Youth workers care and plan for young people's well-being. They apply appropriate safeguarding and health & safety checks and procedures.	Youth workers understand the value of activities and a curriculum which stretches and challenges young people's learning, and assess risk accordingly.	Youth workers are consciously supporting young people as active citizens to learn from risk.
	Youth workers have an understanding of the external risks young people face including challenges arising from radicalisation, CSE, well-being etc. They have sound safeguarding procedures.	Youth workers are aware of and work within professional boundaries and protocols, recognising when to refer to / collaborate with other agencies to best support young people.	There are advanced self-assessment and reporting procedures that articulate the organisations effectiveness in respect of young people's well-being and safeguarding.
2.2 Youth workers know the needs of young people and plan appropriate work with them.	Youth work activities and programmes have a good focus on young people's starting points, levels of need or skills.	Youth workers use a coherent range of methods to know and understand the needs of the young people they work with.	Programmes are regularly reviewed in light of the changing needs of young people in a community and informed by stakeholders.
	Workers are able to plan programmes and session that focus on personal social development and learning.	Workers and young people plan challenging programmes collaboratively with a focus on what young people will gain and achieve.	Youth workers are familiar with and confident in formally and informally acknowledging learning and achievements.

	Foundation	Advanced	Outstanding
2.3 Youth workers deliver effective programmes and sessions with young people.	Youth workers have a regular programme of activity and a clear youth work offer.	Youth workers understand and implement the educational and developmental principles of youth work.	Youth workers co-create programmes which are dynamic, creative and engaging with young people.
	Youth workers deliver a regular programme of activities.	Youth workers plan enjoyable and challenging experiences that focus well on what is to be learned; workers use approaches which are well matched to young people's interests and needs. Youth workers, in some form, can chart young people's progress.	The programme engages young people with a wide range of abilities and interests. Youth workers encourage young people to improve their performance and enable them to reflect on their achievements.
2.4 Workers reflect on, evaluate and improve the effectiveness of their work with young people.	Workers have the capacity and knowledge to evaluate their own practice.	Youth workers contribute to and inform the organisation's systematic approach to gathering feedback and evaluation on the learning, development and engagement of young people.	Workers can assess young people's progress coherently. They consistently create opportunities for young people to assess their learning and the positive impact youth work has on them.

Leadership and Management

Within this standard there is a focus on the vision and planning for the organisation and the extent to which young people are central to this. A good youth organisation has young people at the centre of everything it does and the leadership team create strong policies; plans and systems to ensure it can deliver its ambition for young people. To be at Advanced in this standard there will have to be a culture of learning, reflection and constant improvement across the organisation.

	Foundation	Advanced	Outstanding
3.1 The organisation has a clear and compelling vision, strategy and plan for its work with young people.	Young people are consulted to inform the direction and planning of the organisation.	Young people, workers and leaders collaborate systematically and constructively to develop and communicate ambition for young people and the vision for youth work.	Processes ensure that young people are at the heart of strategic planning and development of youth work.
	Workers have a good working knowledge of young people's needs that is reflected in their youth work practice.	Needs assessment processes underpin the work and is responsive to the changing needs of young people.	The organisation has a dynamic, thorough and systematic approach to needs assessment and data recording which is understood by workers and underpins all youth work planning.
	Senior leaders have secured strategic and operational plans for the organisation.	Planning is embedded in the service and informs the workforce and identifies priorities.	Strategic and operational plans are communicated well and provide clear direction for the work. They are regularly reviewed and the workforce understands their role in delivering the plan.
	The organisation works with partners as and when required in youth work planning.	The organisation has ensured effective working links with appropriate partners and stakeholders to benefit young people.	Leaders and managers establish a distinct and recognised role for youth work in collaboration with partners and other local services. Youth work managers advocate on young people's behalf with stakeholders.

	Foundation	Advanced	Outstanding
3.2 The organisation has effective processes for quality assurance and performance management which involve young people.	There is an organisation-wide approach to monitoring participation and engagement and this is discussed by workers and managers regularly.	Monitoring of participation and engagement is used for planning.	The organisation has formal processes for regularly reporting on the quality of the work and results in improvements to quality and impact of provision. The organisation has effective systems of data management which are used to assess performance and impact.
	There are routine observations of practice conducted.	Observation of practice is routine, includes the views of young people and feedback to workers results in tangible improvement in practice.	Opportunities are routinely created for young people's involvement in observation and assessment of the quality of youth work.
	Management and practice supervision processes are in place for individual workers and are routine.	Management processes and staff supervision create a culture of reflective practice and on-going improvement.	Supervision and appraisal processes seek the views of stakeholders and young people.
3.3 The organisation knows the effectiveness of its work and the impact on young people.	Youth workers' and managers' practice is sufficiently informed by a range of evaluation processes.	Managers have credible and well-tested arrangements for evaluating the organisation.	Managers have a sharp focus on improvement; they change ineffective youth work provision and communicate why this happens.
3.4 The organisation enables staff to be effective through continuing professional development.	Workers are able to participate in basic/essential professional development activities to improve their work.	Workers are able to access training and continuing professional development which supports their practice.	Managers and workers convincingly evidence the relationship between quality of practice and the impact of their work.

For more information

nya@nya.org.uk
0116 242 7350

www.nya.org.uk

NYA
National Youth Agency

Quality Mark Self-Assessment Process

Organisation:

Lead person for self-assessment:

NYA
Quality Mark

Quality Mark
Self-Assessment Process

The National Youth Agency Quality Mark allows you to reflect and evaluate on the services you deliver to young people and assess what level you feel you operate at. This a visual way to review your assessment and identify the current status of your organisation.

The ratings are identified in the table and, there are five to consider. Work through each standard and indicator and rate your organisation at each level. It is advised you be as critical and honest about the level of activity taking place, as the process later on will encourage you to reflect with others.

Through the different RAG ratings identified you will be able to plot the level your organisation is currently operating at. **Please note you must demonstrate a minimum of light green across all indicators to be deemed successful at that level.** Although at this stage the template is not asking for evidence, it is helpful to consider from the very start of the review process 'how would we demonstrate this?' and 'how could we evidence our judgement?'.

Once you have worked through this document it is recommended that you plot your rating on the Quality Mark Evidence & Action Plan template and use this to plan steps for development to gain a consistent standard of practice against the level desired. This document will support you to evidence your ratings and action plan.

RAG rating system

When reading through the ratings you feel:

R

That you have **never considered it** or **you don't currently deliver to the level**. Rating yourself at this level isn't a bad thing, it just means that you have reflected honestly and can identify areas for development.

A

That you are **currently developing this**. This implies that you have already identified your areas for improvement and are action planning how to implement.

Y

That a **plan is being implemented**, this implies that you undertaking planning to improve and develop.

LG

That a **plan is being implemented.** This implies that you have undertaken planning / taken steps to improve and develop.

DG

It's **already in place and is recognised externally**. Congratulations!

1. Young People's Personal and Social Development and Learning

Indicator	Foundation	Ratings	Advanced	Ratings	Outstanding	Ratings
1.1 Young people engage in programmes and activities.	Young people are provided with regular opportunities to take part in activities.		Young people learn many new skills; take pride in their work and attempt new and challenging activities.		Young people are very engaged with the programme, peer to peer relationships have developed and are strong; young people take responsibility, and apply and demonstrate social skills. Their experiences in youth work have helped equip them to cope in a broader range of contexts.	
1.2 Young people participate in programmes that support their personal and social development.	Young people enjoy and value youth work activities and participate regularly. Young people have increased self-confidence in their place and purpose within society and their communities.		Through their participation young people broaden their awareness of their own personal and social development. They are increasingly politically aware and able to express their own views about issues that affect them.		Young people recognise how their participation in youth work programmes has strengthened their skills and resolve linked to their needs and aspirations.	
	Young people participate occasionally in feedback with youth workers.		Young people are confident in participating in evaluation and feedback discussion activity.		Young people routinely reflect with and learn from youth workers on their personal and social development gains.	
1.3 Young people are actively involved in planning youth work activities and decision making.	Young people participate occasionally in feedback with youth workers. They are aware of the difference their active involvement has made to the organisation.		Opportunities are created and taken up which enable young people to have a say in their youth work activities. They learn through decision making and have a commitment to the project.		There are many examples of young people involved in decision making and social action and readily adopt leadership roles. Opportunity is provided to them to demonstrate the impact of their influence and celebrate it, and to enthuse others to engage.	
1.4 Young people understand and appreciate diversity	Young people are aware of diversity and understand the benefits to being inclusive.		Young people have learned from and are receptive to the views and opinions of others and recognise diversity.		Young people learn to advocate and challenge on behalf of others.	

2. Quality of Youth Work Practice

Indicator	Foundation	Ratings	Advanced	Ratings	Outstanding	Ratings
2.1 Youth workers initiate, build and maintain purposeful relationships with young people and establish boundaries.	Youth workers have good and trusting relationships with young people.		Youth workers have high aspirations for, and convey enthusiasm and warmth in their relationships with young people.		Youth workers use their sound relationships as a basis to support and challenge young people. As a result young people have skills of enquiry and can express and defend personal opinions	
	Youth workers establish respect and good standards of behaviour in most settings.		Youth workers are skilful at creating calm, respectful and well managed environments for youth work to take place.		Youth workers have created a culture that enables young people to learn and develop skills of enquiry and communication.	
	Youth workers care and plan for young people's wellbeing. They apply appropriate safeguarding and health & safety checks and procedures.		Youth workers understand the value of activities and a curriculum which stretches and challenges young people's learning, and assess risk accordingly.		Youth workers are consciously supporting young people as active citizens to learn from risk.	
	Youth workers have an understanding of the external risks young people face including challenges arising from extremism, CSE, wellbeing etc. They have sound safeguarding procedures.		Youth workers are aware of and work within professional boundaries and protocols, recognising when to refer to / collaborate with other agencies to best support young people		There are advanced self-assessment and reporting procedures that articulate the organisations effectiveness in respect of young people's wellbeing and safeguarding.	

Indicator	Foundation	Ratings	Advanced	Ratings	Outstanding	Ratings
2.2 Youth workers know the needs of young people and plan appropriate work with them.	Youth work activities and programmes have a good focus on young people's starting points, levels of need or skills.		Youth workers use a coherent range of methods to know and understand the needs of the young people they work with.		Programmes are regularly reviewed in light of the changing needs of young people in a community and informed by stakeholders.	
	Workers are able to plan programmes and sessions that focus on personal social development and learning.		Workers and young people plan challenging programmes collaboratively with a focus on what young people will gain and achieve.		Youth workers are familiar with and confident in formally and informally acknowledging learning and achievements.	
2.3 Youth workers deliver effective programmes and sessions with young people.	Youth workers have a regular programme of activity and a clear youth work offer.		Youth workers understand and implement the educational and developmental principles of youth work.		Youth workers co-create programmes which are dynamic, creative and engaging with young people.	
	Youth workers deliver a regular programme of activities.		Youth workers plan enjoyable and challenging experiences that focus well on what is to be learned; workers use approaches which are well matched to young people's interests and needs. Youth workers, in some form, can chart young people's progress.		The programme engages young people with a wide range of abilities and interests. Youth workers encourage young people to improve their performance and enable them to reflect on their achievements.	
2.4 Workers reflect on, evaluate and improve the effectiveness of their work with young people.	Workers have the capacity and knowledge to evaluate their own practice.		Youth workers contribute to and inform the organisation's systematic approach to gathering feedback and evaluation on the learning, development and engagement of young people.		Workers can assess young people's progress coherently. They consistently create opportunities for young people to assess their learning and the positive impact youth work has on them.	

3. Leadership and Management

Indicator	Foundation	Ratings	Advanced	Ratings	Outstanding	Ratings
3.1 The organisation has a clear and compelling vision, strategy and plan for its work with young people.	Young people are consulted to inform the direction and planning of the organisation.		Young people, workers and leaders collaborate systematically and constructively to develop and communicate ambition for young people and the vision for youth work.		Processes ensure that young people are at the heart of strategic planning and development of youth work.	
	Workers have a good working knowledge of young people's needs that is reflected in their youth work practice.		Needs assessment processes underpin the work and is responsive to the changing needs of young people.		The organisation has a dynamic, thorough and systematic approach to needs assessment and data recording which is understood by workers and underpins all youth work planning.	
	Senior leaders have secured strategic and operational plans for the organisation.		Planning is embedded in the service and informs the workforce and identifies priorities.		Strategic and operational plans are communicated well and provide clear direction for the work. They are regularly reviewed and the workforce understands their role in delivering the plan.	
	The organisation works with partners as and when required in youth work planning.		The organisation has ensured effective working links with appropriate partners and stakeholders to benefit young people.		Leaders and managers establish a distinct and recognised role for youth work in collaboration with partners and other local services. Youth work managers advocate on young people's behalf with stakeholders.	

Indicator	Foundation	Ratings	Advanced	Ratings	Outstanding	Ratings
3.2 The organisation has effective processes for quality assurance and performance management which involve young people.	There is an organisation wide approach to monitoring participation and engagement and this is discussed by workers and managers regularly.		Monitoring of participation and engagement is used for planning.		The organisation has formal processes for regularly reporting on the quality of the work and results in improvements to quality and impact of provision. The organisation has effective systems of data management which are used to assess performance and impact.	
	There are routine observations of practice conducted.		Observation of practice is routine, includes the views of young people and feedback to workers results in tangible improvement in practice.		Opportunities are routinely created for young people's involvement in observation and assessment of the quality of youth work.	
	Management and practice supervision processes are in place for individual workers and are routine.		Management processes and staff supervision create a culture of reflective practice and on-going improvement.		Supervision and appraisal processes seek the views of stakeholders and young people.	
3.3 The organisation knows the effectiveness of its work and the impact on young people.	Youth workers' and managers' practice is sufficiently informed by a range of evaluation processes.		Managers have credible and well-tested arrangements for evaluating the organisation.		Managers have a sharp focus on improvement; they change ineffective youth work provision and communicate why this happens.	
3.4 The organisation enables staff to be effective through continuing Professional development.	Workers are able to participate in basic/essential professional development activities to improve their work.		Workers are able to access training and continuing professional development which supports their practice.		Managers and workers convincingly evidence the relationship between quality of practice and the impact of their work.	

Current Local Provision within the Woking Area:

Surrey County Council:
There is one purpose built Youth Centre located in Sheerwater and one Youth Arts Centre, located in Knaphill. Both are owned and managed by Surrey County Council. The outcome of the Surrey County Council consultation for Youth Work Delivery from these buildings has yet to be released. This also included Lakers Youth Centre on Goldsworth Park, the building is currently boarded up following fire damage. Across Woking there are various youth projects which are voluntary or faith based as well. The information below gives an overview of delivery and staff/volunteers.

- Lakers Youth Centre, Goldsworth Park, Woking GU21 3LG
- Sheerwater Youth Centre, Blackmore Crescent, Sheerwater, Woking GU21 5NS
- Woking Youth Arts Centre, Trinity Road, Knaphill GU21 2SY

Youth Centre/Project	Delivery/Provision	Contact
Lakers Youth Centre Goldsworth Park Age Range 11 – 19 Years	Open Access ceased due to fire. Two sessions continued overseen by Youth Development Officer, Woking Borough Council/SCC. - Monday evenings (3 hours) Young Carers Project moved to the A2 Building, St Andrews Church, SCC pay for hire of building. - Thursday evenings (3 hours) Health and Wellbeing Drop in moved to The Junction Café, Town Centre, WBC building No Charge	SCC funded Sandie Bolger, Youth Development Officer sandie.bolger@surreycc.gov.uk
Sheerwater Youth Centre Age Range 11 – 19 Years	One targeted session a week for young women, Tuesday evenings.(3 hours) 6 – 9 pm. No Charge	SCC funded Sandie Bolger, Youth Development Officer sandie.bolger@surreycc.gov.uk

Woking Youth Arts Centre, Knaphill Age Range 11 – 25 years	One targeted session a week for SEND group, Wednesday evenings (3 hours) No Charge	SCC funded Sandie Bolger, Youth Development Officer sandie.bolger@surreycc.gov.uk
Woking Town Centre Age Range 11 – 19 years	One targeted session for LGBT+ Project, Friday evenings (3 hours)	SCC funded Sandie Bolger, Youth Development Officer sandie.bolger@surreycc.gov.uk
All venues Age Range 11 – 19 years	Duke of Edinburgh Award Project Managed by Woking Youth Development Officer Monthly meetings plus training days, expeditions etc	SCC funded Sandie Bolger, Youth Development Officer sandie.bolger@surreycc.gov.uk
Total		**37 Hours Youth Development Officer (**in partnership with WBC) **12 Hours Worker in Charge** **43 Hours Assistant Youth Worker**
It is unknown if SCC will continue to run these projects and fund the staffing costs. **Contact Details:** Sandie Bolger, Youth Development Officer, Woking Borough Council 07854511336 sandie.bolger@surreycc.gov.uk or sandie.bolger@woking.gov.uk		

Woking Borough Council:

Woking Borough Council provide venues for two SCC projects and for partner/voluntary youth work delivery at The Junction Café, Sythwood Community Centre, Moorcroft Community Centre and Barnsbury. Alongside these venues others are also available across Woking that could be utilized for Youth Work Delivery in the evenings including St Mary's, The Vyne and Parkview Community Centres.

Youth Centre/Project	Delivery	Staff/volunteers
Woking Youth Council Age Range 11 to 19 years	Once a month on Tuesday evenings (2 hours) Venue: Civic Offices	Sandie Bolger Youth Development Officer WBC/SCC sandie.bolger@woking.gov.uk sandie.bolger@surreycc.gov.uk 07854511336 Theresa Maunders, Worker in Charge Theresa.maunders@woking.gov.uk

Metropolitan Thames Valley Housing, Kingsmore Park Estate, Hoe Valley

Youth Centre/Project	Delivery	Staff/volunteers
Kingsmore Park Youth Club Age Range: 8 – 12 years	Open Access, Monday evenings (4 hours)	Sandie Bolger Youth Development Officer WBC/SCC sandie.bolger@surreycc.gov.uk sandie.bolger@woking.gov.uk 07854511336 Theresa Maunders, Worker in Charge Theresa.maunders@woking.gov.uk Mandy Tully, Assistant Youth Worker Rebekah Henson, Volunteer Youth Worker Rimsha Hussein, Volunteer Youth Worker

Sythwood Community Centre, Sythwood, Goldsworth Park

Youth Centre/Project	Delivery	Staff/volunteers
Little Minions Junior Youth Project Age Range 8 – 12 years	Open Access, Friday evenings	Lakeview Community Action Group 01483 740129 Contact: Leigh Ann Weaver
Bangladeshi Community also run a group for young people, but cannot find any information on this.		

The Club, Old Woking Community Centre, Old Woking

Youth Centre/Project	Delivery	Staff/volunteers
The Club Age Range 9 – 17 years	Open Access, Every other Wednesday 7 – 8.30 pm 50p per session	Louise Morales 07967855774 club@oldwokingcommunitycentre.co.uk http://www.oldwokingcommunitycentre.co.uk/what-s-on/the-club-youth-group/

Friday Night Project, Woking

Youth Centre/Project	Delivery	Staff/volunteers
Freedom Leisure, Woking Age Range 11 – 19 years	Open Access to a variety of affordable sport activities 6.30 – 9 pm (TBC) £3 per young person	Abby Woodhouse Woking Active Communities Manager abby.woodhouse@freedom-leisure.co.uk<mailto:abby.woodhouse@freedom-leisure.co.uk> 01483 743141 Sherwain Nurse -Youth Worker Freedom Leisure

Faith based:

St Andrews Church, Goldsworth Park

Youth Centre/Project	Delivery	Staff/volunteers
Fusion School years 6 – 9 (10 – 13 years)	Sundays 9.45 – 11 am Teaching in small groups.	Patrick Coad Community & Youth Worker community@standrewsgwp.org
Friday Fusion School years 6 – 9 (10 – 13 years)	Fridays 7.30 – 9.30 pm Open Access	https://www.standrewsgwp.org/youth-activities 01483 723879
Fuse School years 10-13 (14 – 17 years)	Sundays 6 – 7.30 pm Open Access – various locations	

Holy Trinity St Savior's Church, Knaphill

Youth Centre/Project	Delivery	Staff/volunteers
Illuminate School years 6 – 13 (10 – 17 years)	Every Sunday during term time at 10 am. Worship and Bible Class	Community and Youth Worker Vacancy welcome@htandstschurch.org
Influx Youth Group Age Range ?	Fridays 7.30 = 9.30 pm, Holy Trinity Hall, Knaphill Open Access	01483 473489
Youth Café Age Range: School years 5 – 8 (9 – 12 years)	Tuesdays 3.30 – 5.30 pm, term time only Open Access	

New Life Church, Kingfield, Old Woking

Youth Centre/Project	Delivery	Staff/volunteers
Youth on Friday Age Range: School Year 7 and above	Faith based Fridays 7.30 – 10 pm Plus Sundays	theadministrator@newlifechurch.org.uk 01483 725660

Emmaus Church, Hoe Valley

Youth Centre/Project	Delivery	Staff/volunteers
Emmaus Sunday Age Range: Year 6 and above	Faith based, currently online due to COVID 19, projects include Sunday Youth Alpha Younger Youth Journal Youth Collectives Youth Podcast	Matt Davis, Youth and Children's Pastor Joel Hughes Jaz Jones info@emmausrd.com 01483 765712
Youth Centre/Project	Delivery	Staff/volunteers
Barnsbury Youth Project, Heathlands Emmaus Road Church	Faith based No details available except for COVID 19 online sessions	Matt Davis, Youth and Children's Pastor Joel Hughes Youth Worker Jaz Jones Youth Worker info@emmausrd.com 01483 765712

St Mary of Bethany, Mount Hermon

Youth Centre/Project	Delivery	Staff/volunteers
Path Finders, Sunday Age Range:	Sunday targeted faith based 2 hours weekly, no holiday provision	Dave Doran Youth Minister Kate Clarke Chidlren's Minister
FX Age Range:	Friday open access, 1.5 hours weekly, no holiday provision	Tina Thomas Young Families' Minister
SMOB Cell Group Sunday Age Range:	Sunday targeted faith based, 1.5 hours weekly, no holiday provision	office@stmaryofbethany.or.uk 01483 723424

Christ Church, Canalside

Youth Centre/Project	Delivery	Staff/volunteers
Christ Church	Faith based No details available except for COVID 19 online sessions	Pete Allen, Youth Pastor Zoe Ferret, Children's Pastor admin@ccwoking.org. 01483 740897

St Johns & Emmanuel Church, St Johns

Youth Centre/Project	Delivery	Staff/volunteers
1eighty Age Range: School years 6 - 9	Faith based Sundays 10 am Tuesdays 7 – 8 pm	Andy Williamson 01483 724924 youth@stjohnswoking.org.uk
iNsight Age Range: School years 10 – 13	Faith based Sundays 8 – 9 pm Tuesdays 7.30 – 9 pm	

St Paul's Church, Maybury

Youth Centre/Project	Delivery	Staff/volunteers
St Paul's Youth Age Range: 11 years plus	Faith based Sundays (2nd and 4th) no timings Mondays – occasional for Cell group Occasional social events	Susie Watson Children's and Families Minister 01483 772081 kids@stpaulsworking.org.uk https://stpaulswoking.org.uk/home/kids-and-family/

Welcome Church, Goldsworth Road

Youth Centre/Project	Delivery	Staff/volunteers
Welcome Church	Faith based No details available except for COVID 19 online sessions	Dean Guy, Pastoral Worker https://allwelcome.uk/ 01483 714150 connect@allwelcome.uk

St Dunstan's Catholic Church, Maybury

Youth Centre/Project	Delivery	Staff/volunteers
Youth Alive Nights Age Range: School years 7, 8 and 9 but everyone welcome	Faith based Third Friday of the month 7 – 9 pm Monthly gathering for secondary school age young people. Contribution of £2 per session	Fernanda Mee Youth Ministry Coordinator 01483 760652 woking@abdiocese.org.uk
Youth Alive Junior Age Range: School years 4, 5 and 6	Faith Based Weekly Term Time only Contribution of £2 per session	https://youthalivewoking.wordpress.com/youth-alive-nights-2/ Young People register at:
Youth Alive Encounter Age Range: Sixth Form or College (Years 10 & 11)	Faith Based Second Friday of the month 7 – 9 pm Monthly gathering Contribution of £2 per session	http://st-dunstans.org/youth_alive_enrol/

Woking United Reformed Church, Mount Hermon

Youth Centre/Project	Delivery	Staff/volunteers
Off The Wall Age Range: 11 years plus	Faith Based Friday evenings, term time only, 7 – 8.30 pm	Leonie Fisher Children and Youth Worker 01483 763078 childrenyouth@wokingurc.org.uk http://wokingurc.org.uk/youth-and-children/

St Mary's Byfleet, Woking

Youth Centre/Project	Delivery	Staff/volunteers
Squad Age Range: 3 – 13 years	Every Sunday during morning worship	 01932 346605 churchoffice@stmaryschurchbyfleet.org.uk https://www.stmaryschurchbyfleet.org.uk/groups
YUF Age Range: 14 years plus	Sundays twice a month after morning service	
Club Zone Age Range: 10 – 14 years	Saturday nightclub held approximately 8 times per year. 7.30 – 9.30 pm (has not ran for quite some time)	
Ozone Age Range: Secondary School	Friday evenings (no timings) (has not ran for quite some time)	

Church of the Good Shepherd, Pryford, Woking

Youth Centre/Project	Delivery	Staff/volunteers
Sunday Youth Age Range: Years 7 plus	Sunday Mornings 10 am	Anthony Bligh – Youth Minister anthony@wisleywithpyrford.org Xanna Stuart – Assistant Youth Minister
EXP Age Range: Years 7 – 13	Faith Based Mid-week 7.30 – 9.15 pm (no day given) two groups twice a term	youth@wisleywithpyrford.org 01932 346345
Friday Youth Age Range: School Years 7 – 13	Faith Based Friday night's 8.15 – 9.30 pm, 50p per person Fortnightly	https://www.wisleywithpyrford.org/youth

St Peters Church, St Marks Church & All Souls', Old Woking, Kingfield and Sutton Green

Youth Centre/Project	Delivery	Staff/volunteers
St Peters L8 Age Range: 11 – 14 years	Faith based Sunday evenings, twice a month at St Marks Church	Robin Jones Children's and Families Minister 01483 755852 efm@stpeterwoking.org
Y3 Age Range: 14 – 18 years	Sunday evenings, twice a month at St Marks Church	https://stpeterwoking.org/Groups/294810/Youth.aspx

Mosque

Need information on any youth activities at the Mosque, cannot find on website contact details office@shahjahanmosque.org.uk

The Arts:

Organisation	Delivery	Staff/volunteers
Dance Woking	Parkour 6.30 – 8 pm Thursday evenings, Sheerwater Youth Centre £1.00 per person Health and Wellbeing School sessions Dance workshops	Sam McCaffrey, CEO and Artistic Director sam@dancewoking.com 01483 495460
Fiery Bird, Woking	Community arts and live music venue, offers workshops, mentoring, training, arts events to benefit community.	www.fierybirdvenue.org.uk
Lost for Words Theatre Company Age Range: 6 years plus	Drama Club 4.30 – 6.15 pm Ages 6 to 11 Fridays term time only Youth Theatre 6.20 – 8 pm Fridays term time only YPOD, Woking £7.50 per week termly or drop in from week to week for £10	Katherine Williams Sean Lyttle Contact through website https://www.l4w.co.uk
Woking Youth Theatre Age Range: 14 to 21 years	Sunday evenings 7 pm venue not known at present, outside of Woking £15 a month, discounted rate for siblings	Maria Langford, Production Director Sarah Jones, Musical Director committee@wokingyouththeatre.co.uk https://www.wokingyouththeatre.co.uk/
The Light Box Age Range 11 – 16 years	Various workshops throughout the year	Heather Thomas, Head of Learning and Engagement education@thelightbox.org.uk https://www.thelightbox.org.uk/Pages/Category/for-young-people
Surrey Arts	Music, visual arts, performing arts for all age groups Various costs, concessions for young people who are Looked After Children, Care Leavers, children who attend	surreyarts@surreycc.gov.uk

	short breaks funded special schools, young people who attend alternative education settings, unaccompanied asylum seeking children, young refugees, young carers UP! Orchestra members.	
Woking Borough Council	Arts Development Access to arts projects, partnership work and small pot of funding for projects.	Rose Blackley, Arts Development Officer Rose.blackley@woking.gov.uk

Sports:

Youth Box

Youth Centre/Project	Delivery	Staff/volunteers
Youth Box Age Range: 11 years plus	2 hour sessions for up to 16 young people 1 hour session of non-contact boxing followed by 1 hour youth work workshop focusing on specific topics. Project aims to address issues of gang and knife crime, to reduce violence in communities and improve mental health of young people. 5 week course is £400	Zed Linney youthboxsurrey@yahoo.com

Youth Centre/Project	Delivery	Staff/volunteers
Woking Borough Council	Sports Development Access to sports projects, partnership work and small pot of funding for projects.	Emma Louise Webb, Sports Development Officer Emma-louise.Webb@woking.gov.uk

Youth Centre/Project	Delivery	Staff/volunteers
Freedom Leisure All age ranges.	Community Leisure Centre's in Woking Various sports and activities on offer, various prices. See Friday Night Project earlier in list for young people.	www.freedom-leisure.co.uk/centres/woking-leisure-centre/

Woking Boxing Club

Youth Centre/Project	Delivery	Staff/volunteers
Junior Classes Ages 9 – 17 Senior Classes Age 17 plus	Saturdays 10 – 11.30 am £3.00 a session Tuesday and Thursdays 6.30 – 7.45 pm £3.00 per session Mondays 7.30 – 8.45 pm £5.00 per session Tuesday and Thursdays 7.45 – 9.15 pm £4.00 per session	Ken Henry, President Richard Gammage, Chairman Dave Oliver, Head Coach info@wokingboxingclub.co.uk www.wokingboxingclub.co.uk/

Woking Football Club

Youth Centre/Project	Delivery	Staff/volunteers
All age ranges	Community Schemes delivering education and sport related projects throughout Woking. After school clubs and multi-sport camps.	community@wokingfc.co.uk 01483 772470

Woking Gymnastics Club

Youth Centre/Project	Delivery	Staff/volunteers
All age ranges	Gymnastic classes for all abilities and ages 0 – 60+ Various prices ranging from £4.50 per session	Jessica Spragg, Development Manager 01483 771426 info@wokinggymnastics.co.uk https://www.wokinggymnastics.co.uk/

Alongside the above there are various football clubs and martial arts clubs providing services to young people across Woking, all of which can be found by searching on the internet or Surrey County Council Family Information Service:

https://www.surreycc.gov.uk/people-and-community/families

Uniformed Groups

Linkable

Our Voice Matters Survey - Secondary School & College aged young people

https://www.surreysays.co.uk/csf/our-voice-matters-survey

This report was created on Monday 18 May 2020 at 16:00

The consultation ran from 05/02/2020 to 17/05/2020

1: What area of Surrey do you live in?

Area you live in

Option	Total	Percent
Woking	69	9.21%
Guildford	88	11.75%
Waverley	30	4.01%
Surrey Heath	115	15.35%
Runnymede	7	0.93%
Spelthorne	83	11.08%
Elmbridge	48	6.41%
Epsom and Ewell	40	5.34%
Reigate and Banstead	141	18.83%
Tandridge	20	2.67%
Mole Valley	57	7.61%
I don't live in Surrey	51	6.81%
Not Answered	0	0%

2: Are you:

Gender

Option	Total	Percent
Male	277	36.98%
Female	446	59.55%
Other	13	1.74%
Prefer not to say	13	1.74%
Not Answered	0	0%

3: Which of these age groups do you belong to:

Age of child/young person

Option	Total	Percent
11 - 14 years	366	48.87%
15 - 17 years	292	38.99%
18 - 21 years	53	7.08%
22 - 25 years	38	5.07%
Not Answered	0	0%

4: Do you consider yourself to have a disability?

Do you have a disability?

Option	Total	Percent
Yes	65	8.68%
No	647	86.38%
Prefer not to say	33	4.41%
Not Answered	4	0.53%

5: Please specify your ethnicity (origin):

Ethnicity of young person

Option	Total	Percent
White British	549	73.30%
White Irish	9	1.20%
Any other white background	41	5.47%
White and Black Caribbean	6	0.80%
White and Black African	12	1.60%
White and Asian	22	2.94%
Any other mixed background	23	3.07%
Indian	18	2.40%
Pakistani	13	1.74%
Bangladeshi	2	0.27%
Any other Asian background	11	1.47%
Caribbean	2	0.27%
African	14	1.87%
Any other black background	2	0.27%
Chinese	5	0.67%

Any other ethnic group	20	2.67%
Not Answered	0	0%

If other ethnicity chosen, please specify:

There were 48 responses to this part of the question.

6: Do you know who to contact if you are worried or need more information about your health?

Know who to contact if worried or need more info about health

Option	Total	Percent
Yes	517	69.03%
No	91	12.15%
Not sure	137	18.29%
Not Answered	4	0.53%

If yes, who?

There were 471 responses to this part of the question.

7: Do you feel able to trust doctors, nurses and other health professionals who provide your health services?

Do you feel able to trust doctors, nurses and other health professionals who provide your health services?

Option	Total	Percent
Yes	625	83.44%
No	35	4.67%
Not sure	89	11.88%
Not Answered	0	0%

If no, please could you provide suggestions on how this could be improved?

There were 44 responses to this part of the question.

8: If you had a concern over drug or alcohol usage, where would you go for help?

If you had a concern over drug or alcohol usage, where would you go for help?

There were 630 responses to this part of the question.

9: Have you ever been asked to be involved in the holding or supply of drugs?

Have you ever been asked to be involved in the holding or supply of drugs?

Option	Total	Percent
Yes	28	3.74%
No	717	95.73%
Not Answered	4	0.53%

If yes, please provide further details

There were 25 responses to this part of the question.

10: How easy is it to get hold of drugs in Surrey?

How easy is it to get hold of drugs in Surrey?

Option	Total	Percent
Not easy	51	6.81%
Slightly easy	45	6.01%
Not sure	413	55.14%
Fairly easy	130	17.36%
Very easy	96	12.82%
Not Answered	14	1.87%

11: How easy is it for someone under 18 years to get alcohol?

Please select your answer from the dropdown list

Option	Total	Percent
Not easy	64	8.54%
Slightly easy	82	10.95%
Not sure	244	32.58%

Fairly easy	201	26.84%
Very easy	144	19.23%
Not Answered	14	1.87%

12: Are you aware of the risks and hazards of misusing drugs and alcohol?

Are you aware of the risks and hazards of misusing drugs and alcohol?

Option	Total	Percent
Yes	715	95.46%
No	16	2.14%
Not sure	17	2.27%
Not Answered	1	0.13%

13: Have you ever bought drugs or alcohol online?

Have you ever bought drugs or alcohol online?

Option	Total	Percent
Yes	18	2.40%
No	728	97.20%
Not Answered	3	0.40%

14: Have you ever felt unfairly treated by any of the following professions:

Have you ever felt unfairly treated by any of the following professions: - Hospital staff

Option	Total	Percent
Yes	48	6.41%
No	661	88.25%
Not sure	34	4.54%
Not Answered	6	0.80%

Have you ever felt unfairly treated by any of the following professions: - Doctor or someone else in the surgery

Option	Total	Percent
Yes	60	8.01%
No	658	87.85%
Not sure	23	3.07%

Not Answered	8	1.07%

Have you ever felt unfairly treated by any of the following professions: - Teachers at school/college

Option	Total	Percent
Yes	318	42.46%
No	365	48.73%
Not sure	62	8.28%
Not Answered	4	0.53%

Have you ever felt unfairly treated by any of the following professions: - Pupils at school/college

Option	Total	Percent
Yes	361	48.20%
No	333	44.46%
Not sure	49	6.54%
Not Answered	6	0.80%

Have you ever felt unfairly treated by any of the following professions: - Family/friends

Option	Total	Percent
Yes	184	24.57%
No	515	68.76%
Not sure	45	6.01%
Not Answered	5	0.67%

Have you ever felt unfairly treated by any of the following professions: - Police

Option	Total	Percent
Yes	51	6.81%
No	663	88.52%
Not sure	28	3.74%
Not Answered	7	0.93%

Have you ever felt unfairly treated by any of the following professions: - Ambulance Service

Option	Total	Percent
Yes	12	1.60%
No	716	95.59%
Not sure	16	2.14%

Not Answered	5	0.67%

Have you ever felt unfairly treated by any of the following professions: - Fire Service

Option	Total	Percent
Yes	5	0.67%
No	714	95.33%
Not sure	23	3.07%
Not Answered	7	0.93%

If you have answered yes to any of the professions, please could you provide examples

There were 301 responses to this part of the question.

15: Have you experienced bullying in any way within the last year?

Have you experience bullying in any way within the last year?

Option	Total	Percent
Yes, in school	205	27.37%
Yes, outside school	49	6.54%
Yes, online	57	7.61%
No	457	61.01%
Not sure	71	9.48%
Not Answered	1	0.13%

16: Do you know what you can do about bullying?

Do you know what you can do about bullying?

Option	Total	Percent
Yes	665	88.79%
No	38	5.07%
Not sure	44	5.87%
Not Answered	2	0.27%

17: Have you ever felt like someone is putting pressure on you to text, chat or act in a way that makes you feel uncomfortable?

Have you ever felt like someone is putting pressure on you to text, chat or act in a way that makes you feel uncomfortable?

Option	Total	Percent
Yes	188	25.10%
No	502	67.02%
Not sure	55	7.34%
Not Answered	4	0.53%

18: Do you know what to do if someone's behaviour makes you feel uncomfortable or threatened?

Do you know what to do if someone's behaviour makes you feel uncomfortable or threatened?

Option	Total	Percent
Yes	611	81.58%
No	61	8.14%
Not sure	75	10.01%
Not Answered	2	0.27%

19: Please respond to the following statements:

"I know that staying active can help my physical, mental and emotional wellbeing"

"I know that staying active can help my physical, mental and emotional wellbeing"

Option	Total	Percent
Yes I know this	711	94.93%

No I don't know this	17	2.27%
I am not sure	18	2.40%
Not Answered	3	0.40%

20: "I get opportunities to take part in sport or activities outside of school/college"

"I get opportunities to take part in sport or activities outside of school"

Option	Total	Percent
Yes, I get lots of opportunities	328	43.79%
Yes, I get some opportunities	299	39.92%
No, I don't get any opportunities	90	12.02%
I am not sure	30	4.01%
Not Answered	2	0.27%

21: How active are you at the moment, outside of school/college? This would be an activity that increases your breathing or makes you sweat.

How active are you at the moment, outside of school?

Option	Total	Percent
Not at all	94	12.55%
Up to 30 minutes a week	75	10.01%
30 minutes - 1 hour a week	105	14.02%
1 - 2 hours a week	165	22.03%
More than 2 hours a week	306	40.85%
Not Answered	4	0.53%

22: What sport/activities do you take part in outside of school/college?

What sport/activities do you take part in outside of school?

There were 652 responses to this part of the question.

Surrey County Council

23: Are there any sports/activities that you would like to take part in that you don't at the moment?

Are there any sports/activities that you would like to take part in that you don't at the moment?

There were 478 responses to this part of the question.

24: Do you have a trusted adult that you can and would confide in if you were worried about your safety or the safety of others?

do you have a trusted adult you can and would confide in if you were worried about yours or the safety of others?

Option	Total	Percent
Yes	682	91.05%
No	59	7.88%
Not Answered	8	1.07%

If yes, who?

There were 609 responses to this part of the question.

25: Do you feel safe at home?

Do you feel safe at home?

Option	Total	Percent
Yes	692	92.39%
No	19	2.54%
Other	33	4.41%
Not Answered	5	0.67%

If no or other, please tell us more about this

There were 40 responses to this part of the question.

26: Do you feel safe walking home from school/college?

Do you feel safe walking home from school?

Option	Total	Percent
Yes	493	65.82%
No	69	9.21%
I don't walk home from school	182	24.30%
Not Answered	5	0.67%

27: If you feel unsafe anywhere, where is this?

Please write you answer here

There were 313 responses to this part of the question.

28: What makes you feel happy?

Please write you answer here

There were 664 responses to this part of the question.

29: What one thing are you most worried about?

Please write you answer here

There were 606 responses to this part of the question.

30: Do you feel Surrey Police listen to young people and meet their needs?

Do you feel Surrey police listen to young people and meet their needs?

Option	Total	Percent
Yes	250	33.38%
No	83	11.08%
Not sure	408	54.47%
Not Answered	8	1.07%

If no, please tell us how they could do this better?

There were 69 responses to this part of the question.

31: If you needed to report a crime, who would you contact?

If you needed to report a crime, who would you contact?

Option	Total	Percent
Surrey Police	645	86.11%
Crimestoppers	17	2.27%
Fearless	9	1.20%
Other	36	4.81%
I would not report a crime	25	3.34%
Not Answered	17	2.27%

If other, please state:

There were 45 responses to this part of the question.

32: Have you ever seen any Surrey Police social media videos or posts?

Have you seen Surrey Police social media videos or posts?

Option	Total	Percent
Yes, I've seen Targeted. Tested. Trapped #SeeTheBiggerPicture	38	5.07%
Yes but not the one mentioned	137	18.29%
No	468	62.48%
I don't use social media / not applicable to me	88	11.75%
Other	6	0.80%
Not Answered	12	1.60%

If other, please state:

There were 13 responses to this part of the question.

If yes, I've seen Targeted. Tested. Trapped. - The video intended to show how a drug dealer may look to trap a young person into selling drugs for them. How much do you agree/disagree that the video did this?

There were 33 responses to this part of the question.

33: Please respond to the following statement: "I get to make decisions that lead to positive changes to the outside spaces in my local area"

"I get to make decisions that lead to positive changes to the outside spaces in my local area"

Option	Total	Percent
Yes, I get to make lots of decisions	64	8.54%
Yes, I get to make some decisions	165	22.03%
No, I don't get to make any decisions	371	49.53%
I'm not sure	143	19.09%
Not Answered	6	0.80%

34: If you could create a new outside space in your local area, what would you like to see there? Pick up to three

If you could create a new outside space in your local area, what would you like to see there? Pick up to three

Option	Total	Percent
Vegetables, Fruits and Herbs	170	22.70%
Wildlife habitats	364	48.60%
Benches and tables to sit at	312	41.66%
Art displays or sculptures	163	21.76%
Plants with nice smells	141	18.83%
Plants in flowerbeds	129	17.22%
Plants in wild flowerbeds in long grass	127	16.96%
Tall trees and woods	308	41.12%
Patios and paved areas with potted plants	95	12.68%
I'm already please with the outdoor space in my local area	75	10.01%
I'm not interested in new outside spaces	41	5.47%
Other	80	10.68%
Not Answered	12	1.60%

If other, please state:

There were 94 responses to this part of the question.

35: The council is making changes to help with climate issues, what part of climate issues would you like to know more about? Pick up to three

The council is making changes to help with climate issues, what part of climate issues would you like to know more about? Pick up to three

Option	Total	Percent
Wildlife affected by climate change in the UK	306	40.85%
Wildlife affected by climate change around the world	341	45.53%
Plant life affected by climate change	170	22.70%
Trees and carbon capture	282	37.65%
Food and its effects on the climate	250	33.38%
Fossil fuel and their effects	287	38.32%
Weather and natural disasters affected by climate change	311	41.52%
I'm not interested in climate change and green issues	66	8.81%
Other	30	4.01%
Not Answered	24	3.20%

If other, please state:

There were 27 responses to this part of the question.

36: Do you know where to go for career, education and volunteer opportunities?

Do you know where to go for career, education and volunteer opportunities?

Option	Total	Percent
Yes	413	55.14%
No	190	25.37%
Not sure	138	18.42%
Not Answered	8	1.07%

37: Would you like to have any support to help you achieve your goals?

Would you like to have any support to help you achieve your goals?

Option	Total	Percent

Yes	348	46.46%
No	375	50.07%
Not Answered	26	3.47%

If yes, what would this be?

There were 293 responses to this part of the question.

38: Please leave your details here

Name:

There were 432 responses to this part of the question.

Email:

There were 412 responses to this part of the question.

Phone number:

There were 333 responses to this part of the question.

Address

There were 341 responses to this part of the question.

Post code

There were 377 responses to this part of the question.

39: Are you happy for us to contact you for future research?

are you happy for us to contact you for future research?

Option	Total	Percent
Yes	265	35.38%
No	292	38.99%
Not Answered	192	25.63%

If yes, please tell us if you would prefer us to contact you via email, phone, text or post.

There were 242 responses to this part of the question.

Young People's Engagement Sessions- 11-03-2020
Project Name: SEND Group- engagement meeting (Sheerwater)- WYAC
Borough/ District: Woking

Attendees: 14

Post code:

1) How do you travel to this session?	4) What do you get out of this session?
Car x10 Parents x3 Bike x 1	➤ Playing with Jake ➤ Swing bridge boat trip ➤ Time away from parents ➤ Fun times ➤ Social development getting out of the house ➤ Confidence, socialising, friends that understand, feel accepted and included- can't get this in mainstream!! ➤ Fun & laughter- lots of laughter ➤ Space to talk, staff are friendly and listen ➤ I achieved friends and how to make them. ➤ Raised moods, self-esteem, learnt music skills, improved communication ➤ Happiness, confidence, being part of a group that accepts me, can always ask for help, feel safe, not judged, treated like a worthy person, fun, laughter, calm, help me get over problems, the staff make me feel amazing, they help me live with SEN needs. ➤ Great fun- Trips
2) Do you attend any other projects or centres?	5) How do the staff support you?
No x8 Young carers x3 Goldsworth Park x2 Twister (Woking) x2	➤ They're funny, they always make sure everyone is included ➤ They listen, show empathy, pick up on any unusual behaviour, advise, they are wonderful

> Staff are truly fantastic, they have made our lives better – by making our child life better. They genuinely care, they are fun.
> Fun to talk to
> We get treated fairly & the safe guarding & teaching of life skills is consistent to ensure the youth is staying safe & know how to act safely & positively towards others.
> Support children & parents. Address concerns & support any concerns.
> They listen, they don't judge us. They are patient they understand my SEN needs.
> They offer support, encouragement, friendship & advice.
> Talk about how he settled into club with Jordan & us as parents.
> Both of us talk to Jordan, interested in them, can relate to them, friendly.
> They are nice to me and Sarah.
> Make an inclusive friendly group and staff are fantastic.
> Staff support by listening, understanding, not judging. Continues in school too, so familiar faces.

3) Why do you come to this session?	6) Do you think Surrey should only provide targeted sessions/ universal open access sessions?
- Socialisation- be with people - I like the youth workers - Trips are fun. Really helped in summer as it gave time to spend with siblings - Get out of the house - Jordan can have time out - Social time with peers of a similar mind set. They can be them self. Accepting of each other's uniqueness. Small groups - So that my son can learn about socialising and making new friends. 'Like it'. feel comfortable around other kids who understands my needs	- Targeted x7 - Both x2 - Targeted sessions are more beneficial towards the teens who are struggling & towards the adults who will be limited by their actions due to younger youth being articulate & miraculous towards drama & socialising.

➢ Social engagement, music studio. ➢ I feel part of something, I feel wanted, I'm not on my own. It helps my mental health, helps social skills, I can be myself, it puts me in a good mood, it saved me from self-harm. It meets my SEN needs. Everyone is understanding, leaders are amazing & makes me feel comfortable. I'm never left out, I learn new skills.	
Any other comments you would like to add about the sessions you attend	

Young People's Engagement Sessions- 17-03-2020
Project Name: Sheerwater Youth Centre Girls Group
Borough/ District: Sheerwater

Attendees: 3

Post code:

1) How do you travel to this session?	4) What do you get out of this session?
➢ Walk ➢ Walk for 3 seconds ➢ By car	➢ Support, fun time, education ➢ Advice, learning, reducing stress ➢ Education, support, free/ safe space
2) Do you attend any other projects or centres?	5) How do the staff support you?
➢ No, because this is the bee's knees- oh yeah…Parkour ➢ No ➢ Yes, DoE, Twister, Sheerwater, Parkour	➢ By being nice and kind and talking to me supportively. ➢ By giving us advice and planning activities and suggestions. ➢ We can talk to them, trust them, have a laugh with them and get advice
3) Why do you come to this session?	6) Do you think Surrey should only provide targeted sessions/ universal open access sessions?
➢ Because I love the workers and people because they support me!! ➢ To learn in a fun way and for support ➢ Cause its fun and it is a way to escape stress and stuff. Its also educational.	➢ Both!!! ➢ Yes, because it makes people feel safer and better about talking about things in a more comfortable environment. ➢ Both. Open so girls and boys can get along.

Any other comments you would like to add about the sessions you attend
Will we lose our current staff? Don't close us and this lady (Chemeena) is nice.

Young People's Engagement Sessions- 16/03/2020
Project Name: Young Carers Engagement Meeting
Borough/ District: St Andrews Church, Denton Way, Goldsworth Park, Woking GU21 3LG

Age:

Post code:

1) How do you travel to this session?	4) What do you get out of this session?
➢ Walk x 4 ➢ Car x 2 ➢ Uber x 1	➢ There are people here to talk to if I need to and I can gain better social skills. ➢ We all understand what we have been through. If we need to talk to someone, we can have 1-1's which has helped me with my mental health. It's helped my social skills and I make new friends. ➢ Let's me experience and learn about subjects I've otherwise had no prior interest in or had the time to follow the full extent of the topic. ➢ I get the support I need and it every time I come here, they have helped my confidence build up. ➢ It lets me develop my social skills and also gives me new opportunities like DoE. ➢ Support when I need help. I have learnt quite a lot of stuff and it helps me by talking about hard subjects.
2) Do you attend any other projects or centres?	5) How do the staff support you?
➢ Twister (Woking Town Centre), SEND (Knaphill) and DoE ➢ SEND (Knaphill), CYP (Guilford) & Twister (Woking Town Centre) ➢ Well-being drop in (Woking) ➢ Just this group ➢ DoE ➢ Surrey Young Carers	➢ They don't judge us. They have 1-1's. They understand what is going on. ➢ They are approachable and kind and do not judge us. ➢ They are very easy-going people and very understanding and find any solution to any problems. ➢ The staff support me by helping with home or outside of home problems. ➢ They don't judge me, they always listen to me. They are funny and very caring. They understand what its like being a young carer. They offer 1-1 with one of the staff.

	➢ They are easy to talk to and friendly and don't pester you if there are things you don't want to talk about and can speak 1-1 if you do.
3) Why do you come to this session?	**6) Do you think Surrey should only provide targeted sessions/ universal open access sessions?**
➢ To meet & get support from people who have been through similar things ➢ Gives me space away from the problems at home an allows me to have fun with people like me ➢ It gives me time away from caring duties at home ➢ Gets me out of home and helps me with any problems I have. They have helped with my anxiety by boosting my confidence up. ➢ Because I'm a young carer & I also want to make friends in a safe place. ➢ Support because I was a young carer and I am an ambassador. It gives me space from home.	➢ This session, I feel is so important for all young carers to have their free time and helps especially for those around them to have the same type of situation, helping them socialise and grow as people into adulthood. ➢ They should do both as they would help all different children. ➢ I like it being a nice small group. I like the staff and I feel calm and better going to this group. Do both but mainly targeted and make the group easy to access ➢ Don't get rid of the group. I have attended this group for a long time, and it would break my heart if it was no longer here.
Any other comments you would like to add about the sessions you attend	
Dot get rid of this club!!!	

OVERVIEW AND SCRUTINY COMMITTEE – 14 SEPTEMBER 2020

HOUSING REVIEW: CURRENT POSITION

Executive Summary

Overview and Scrutiny Committee have included a Housing Review as a key item on their work programme for 2020/21. It is anticipated that the Review will be split over three sessions, running from September 2020 to November 2020. This report contains information and analysis in relation to "Session 1: Current Position", covering current housing need and gaps in provision as identified through housing needs assessments and statistics drawn from the Housing Register. The remaining two sessions will cover Housing Delivery and Future Housing Strategy.

The report concludes that there is an acute need for more affordable housing of all types, sizes and tenures in Woking. The Housing Register shows that the greatest need is for 1 bed units at 43%, but there is also a significant need for 2 and 3 bed homes at 31% and 20% respectively. 3 bedroom houses have attracted the highest average numbers of bids over recent months and there is evidence that waiting times are longer for larger properties.

Recommendations

The Committee notes the report.

The Committee has the authority to determine the recommendation(s) set out above.

Background Papers: None.

Reporting Person: Jon Herbert, Strategic Housing and Development Manager
Email: jon.herbert@woking.gov.uk, Extn: 3546

Contact Person: Jon Herbert, Strategic Housing and Development Manager

Email: jon.herbert@woking.gov.uk, Extn: 3546

Date Published: 04 September 2020

OSC20-022

1.0   Introduction

1.1   Overview and Scrutiny Committee have included a Housing Review as a key item on their work programme for 2020/21. It is anticipated that the Review will be split over three sessions, running from September 2020 to November 2020.

1.2   This report contains information and analysis in relation to "Session 1: Current Position". This session will look at what housing data is showing, including:

- Needs: housing needs assessments/breakdown from the register; present and projected needs in private and social housing; gaps in provision; homelessness; housing register/allocations policy.

- Supply: profile of current stock (Council and Thameswey); impact of Right to Buy; specialist/adapted housing

- Match of needs and supply

1.3   The remaining two sessions will cover Housing Delivery and Future Housing Strategy.

2.0   Current position - Housing Need
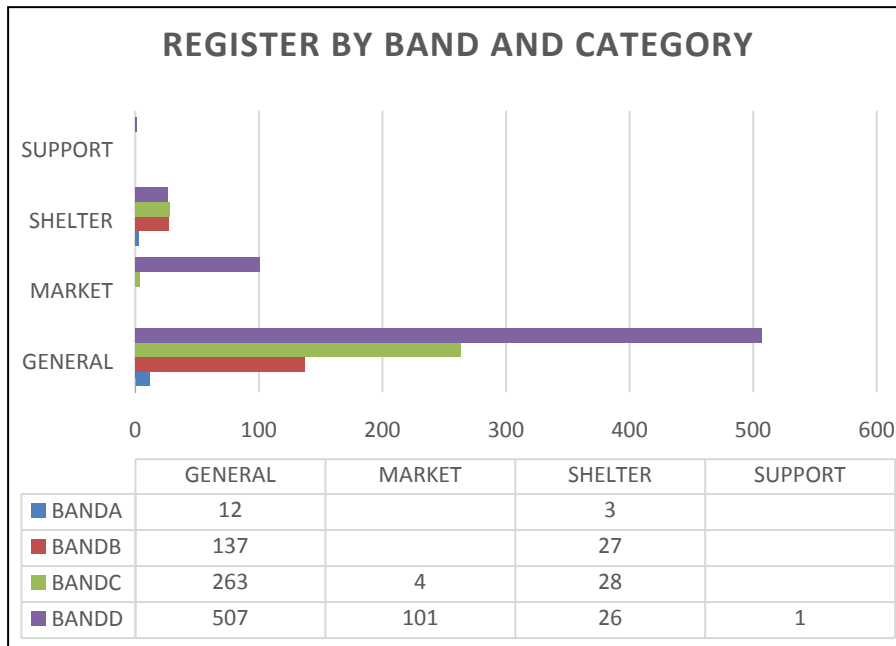
Strategic Housing Market Assessment (SHMA) 2015

2.1   The West Surrey Strategic Housing Market Assessment (SHMA) 2015, indicated a net need of 375 affordable housing units per annum in Woking Borough in order to meet current and future needs.

2.2   The study estimated that 26% of the need was for low-cost home ownership (shared ownership/discount market sale) and 74% for social/affordable rented dwellings.

2.3   In order to meet this level of affordable provision, it was recognised that this would consequently require a level of overall development which the Borough would not have the capacity to achieve due to environmental and infrastructural constraints.

2.4   Accordingly, the Core Strategy set a reasonable target of 1,737 affordable dwellings for the Plan period (2013 to 2027), equating to an annual target of 102 new affordable dwellings per annum.

2.5   By bedroom number, the SHMA calculated for Woking that 50% of need will be for 1 bedroom dwellings; 25% for 2 bedroom dwellings; 22% for 3 bedroom dwellings and 3% for 4+ bedroom dwellings. This would equate to the following requirements over the next 5 years:

*SHMA Estimated Affordable Housing Need from now to 2024/5:*

- 1 bed dwellings   255

- 2 bed dwellings   130

- 3 bed dwellings   110

- 4 bed + dwellings   15

    Total Target   510

<u>Housing Register</u>

2.6 As of the end of July 2020, there were a total of 1,109 applicants on the Housing Register, including 105 applications that were registered for Thameswey Housing Limited properties only and 85 for sheltered accommodation (see Chart 1 below)..

	GENERAL	MARKET	SHELTER	SUPPORT
■ BANDA	12		3	
■ BANDB	137		27	
■ BANDC	263	4	28	
■ BANDD	507	101	26	1

2.7 Of the 1,109 applicants, 56% are currently placed in Band D, with 27% in Band C, 16% in Band B and 1% in Band A (see Chart 2 below).
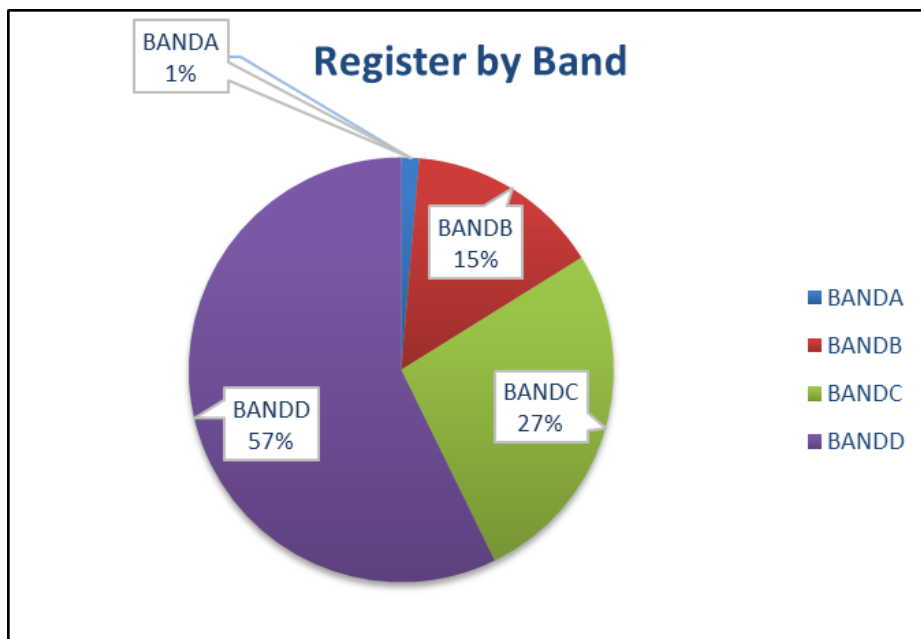
2.8 Band A is only used in the most serious emergencies. There are currently 13 applicants (of which 2 require sheltered accommodation) in Band A.

2.9 Most applicants on the Housing Register (618) are in Band D, with general needs applicants likely to wait up to ten years for accommodation.

2.10 The Housing Register evidences a need of 43% for 1 bed dwellings; 30% for 2 bed; 21% for 3 bed; and 6% for 4+ bed (see Chart 3 below).
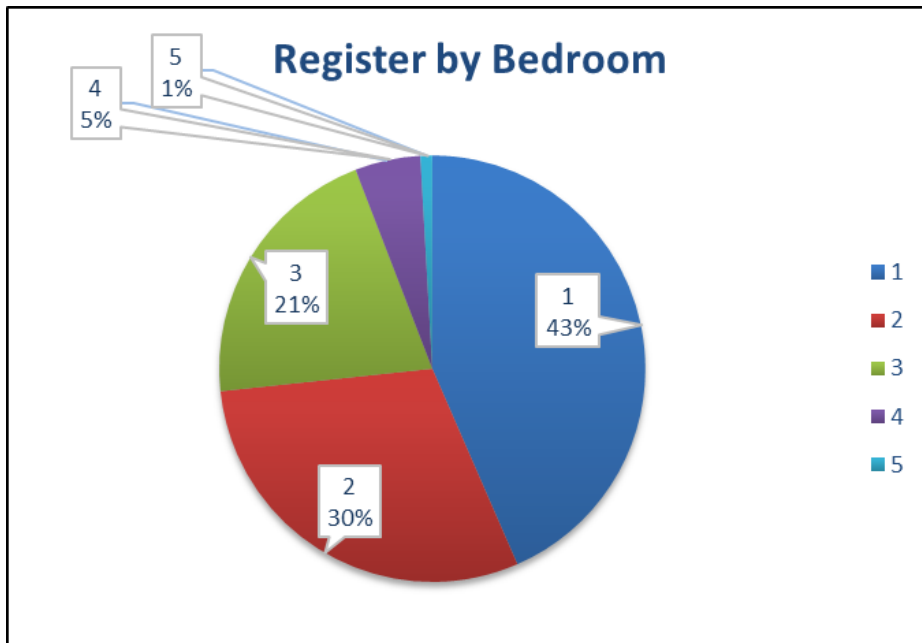
2.11 83% of all need is for general needs housing, with 10% for intermediate/market properties and 7% for sheltered housing.

2.12 Of the general need applicants, 40% need 1 bed dwellings; 30% need 2 bed dwellings; 23% need 3 bed dwellings; and 7% need 4+ bedrooms.

2.13 Whilst the majority of applicants on the Housing Register need smaller properties, the waiting times for larger family homes are longer, as these properties turnover less frequently.

2.14 Average waiting times for General Needs properties let over the last year are as follows:

　　　　1 bedroom - 25 weeks

　　　　2 bedrooms - 81 weeks

　　　　3 bedrooms - 84 weeks

　　　　4 bedrooms - 90 weeks

2.15 The vast majority of lettings above will have gone to applicants in Bands A and B, and will not reflect the waiting times of most Housing Register applicants (in Bands C and D), who are likely to be waiting many years.

2.16 The Housing Register shows 85 applicants needing sheltered accommodation. 100% of these applications are for one bedroom accommodation.

2.17 Due to the migration of data to the new OpenHousing IT system, only limited information is currently available on bidding trends from December 2019. It is anticipated that further information including bids by type of property (i.e. flats, houses, bungalows) will be available later this year.

2.18 However the information for the last 10 months shows the largest average number of bids were received for 3 bed properties. This was closely followed by bids for 2 bed properties.

2.19 13 x 1 bed properties have been advertised on Hometrak since December 2019, attracting 371 bids (an average of 29 bids per property). 13 x 2 bed properties were advertised over the same period, attracting 762 bids (an average of 59 bids per property). There were 13 x 3 bed properties also advertised, attracting 831 bids (an average of 64 bids per property). No 4 bed properties have been advertised in this period.

2.20 Overcrowding affects 317 applicants in Bands D and C, of which 277 (87%) are in Band D (see Chart 4 below).

REGISTER BY OVERCROWDING

|	BANDC	BANDD
■ MARKET		5
■ GENERAL	35	277
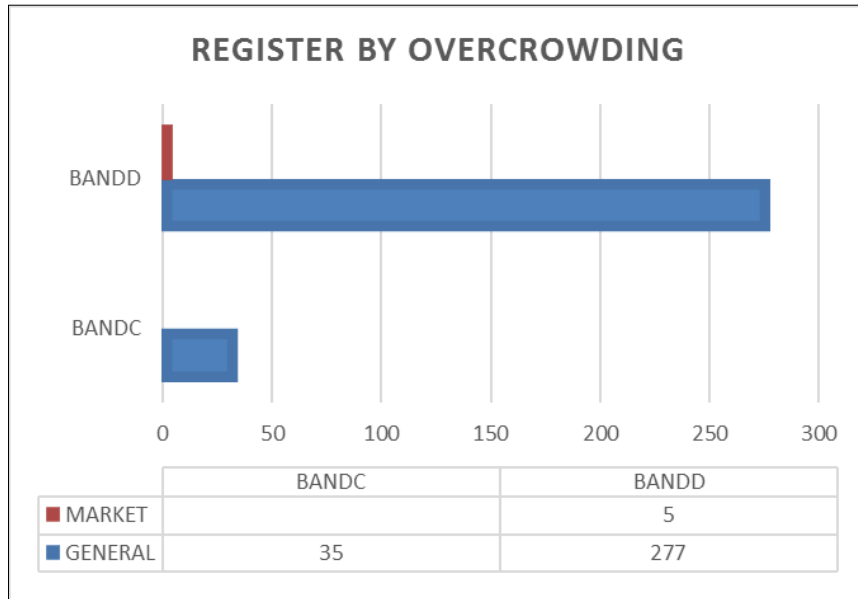
2.21 Figures show that 49% of those overcrowded are in 1 bed properties needing a 2 bed property (120 households) while 27% are in 2 bed properties needing a 3 bed property.

2.22 There are 26 applicants on the Housing Register seeking to downsize, with 20 (77%) applicants needing 1 bed homes (see Chart 5 below).

Register by Downsize requirement

3 4%
2 19%
1 77%

■ 1
■ 2
■ 3
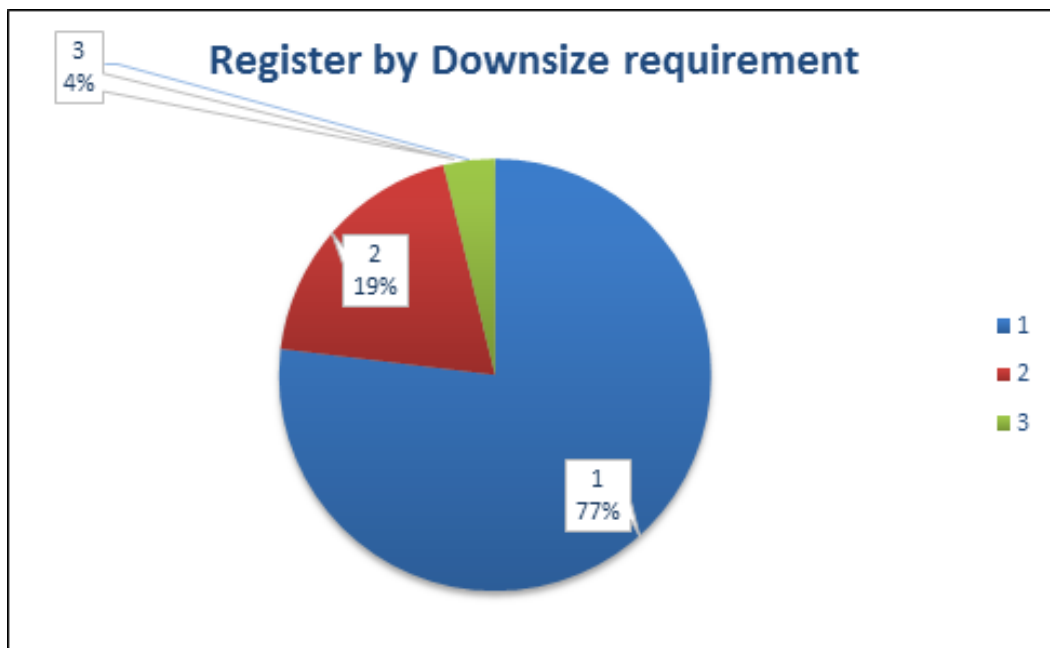
3.0   Current Position - Homelessness

3.1   At the end of May 2020, the Council was accommodating 187 homeless households in some form of emergency accommodation. Typically, over the last 2 years, this number has been around 130 - 150, with the increase reflecting the additional numbers accommodated through the Covid-19 pandemic (see Chart 6 below).

Total number of households in B&B, temporary accommodation and non-secure accommodation at the end of the month
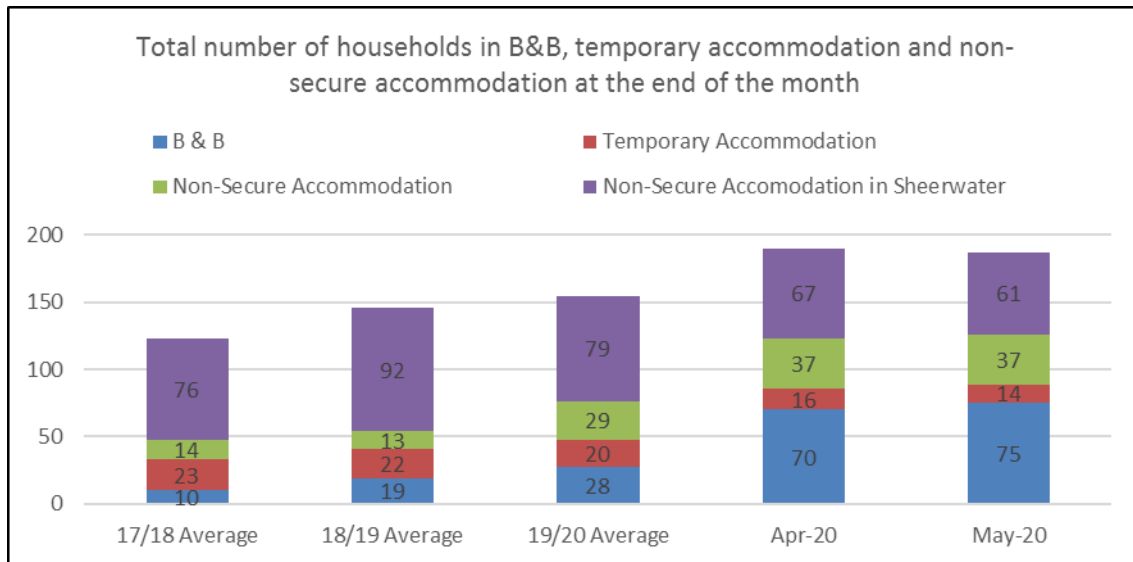
3.2   Chart 7 below further highlights the impact of the Covid-19 pandemic on homelessness. In April 2020, 51 households were accommodated, primarily in B&B/hotels, compared with an average month of around 15 placements.

Number of new homeless households placed in B&B, temporary accommodation and non-secure accommodation during the month
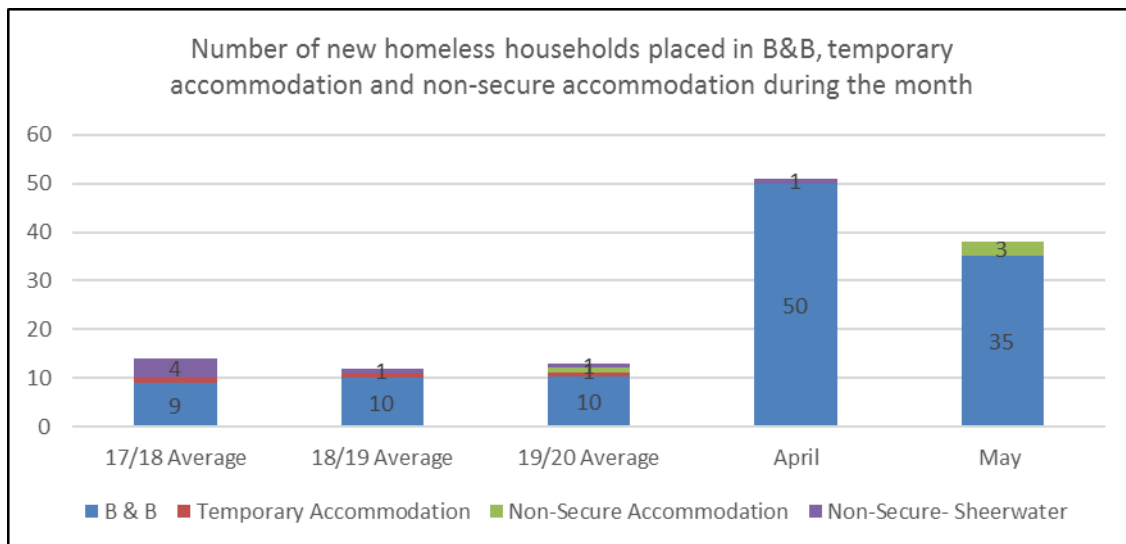
3.3   On average, homeless households spend around 11 weeks in B&B accommodation and 70 weeks+ in other forms of temporary accommodation (see Chart 8 below).

The average length of stay of homeless households in B&B, temporary accommodation and non-secure accommodation (weeks)
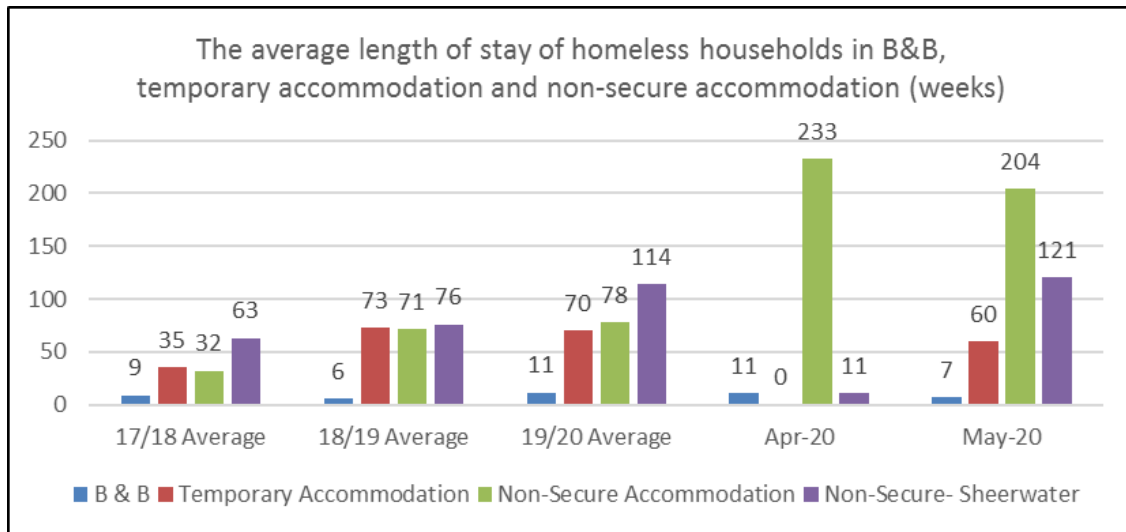
3.4 **NOTE**: The figures for time spent in non-secure accommodation in the early part of the financial year are heavily skewed by one individual.

3.5 Due to the long waiting times for applicants on the Housing Register, the Council often discharges its homeless duties into the private rented sector, including the Let's Rent scheme. There are currently 70 households referred to the Let's Rent scheme.

Current number of referrals to Let's Rent by household size

	Numbers	Known to be benefit capped
Shared room	2	1
1 bed	25	2
2 bed	29	7
3 bed	11	5
4 bed	3	1
Total	**70**	**16**

3.6 The majority of referrals require 1 and 2 bedroom properties. However, the team are increasingly finding that applicants are benefit capped, which is making it even more difficult to source affordable private rented accommodation. The benefit capped number in the table above is likely to be much higher, but new affordability assessments using the new LHA level are ongoing.

4.0 Current position - Stock Profile

4.1 Our Council-owned affordable housing stock total currently stands at 3,477 dwellings, plus a further 113 Thameswey Housing Limited (THL) dwellings managed by New Vision Homes (NVH) – to which WBC is able to nominate persons from the Housing Register. In addition, there are approximately 2,050 housing association properties in the Borough and a further 100 THL properties (which are affordable but not managed by NVH).

4.2   Of the Council's affordable housing stock, 89% is for general needs; 8% for sheltered needs; and 3% for market need (see Charts 9 and 10 below).

STOCK BY BEDROOM AND CATEGORY

	GENE	MARK	SHEL
■ 5	6		
■ 4	79	13	
■ 3	1117	36	
■ 2	826	62	7
■ 1	1069	2	260

Stock by Category

SHEL 8%

MARK 3%

GENE 89%

- GENE
- MARK
- SHEL
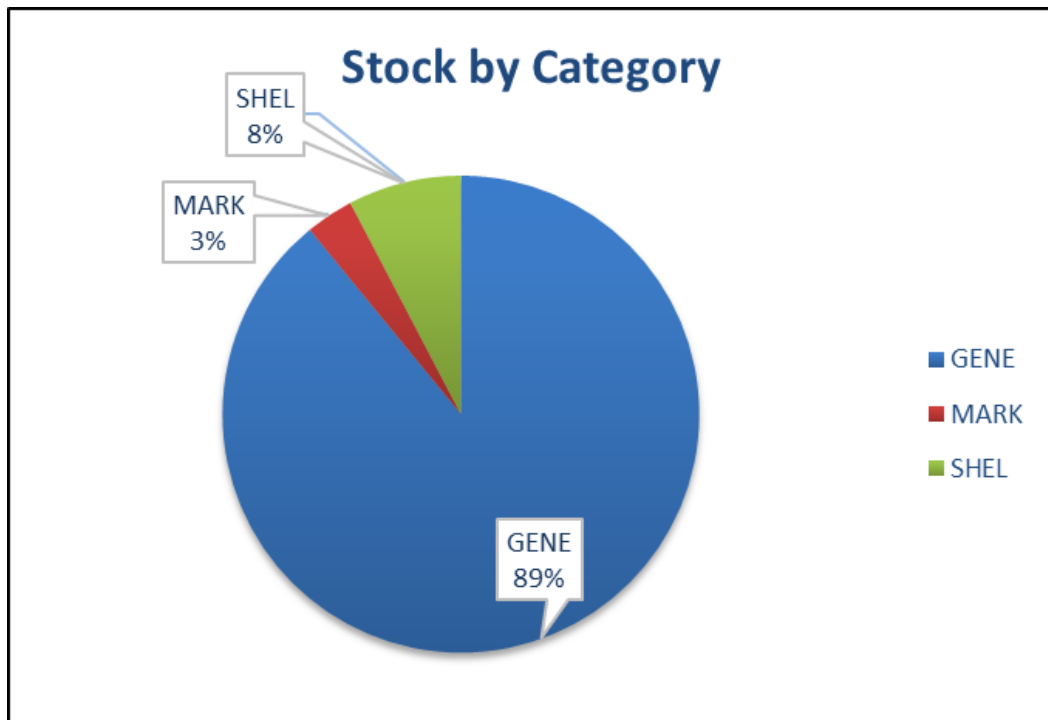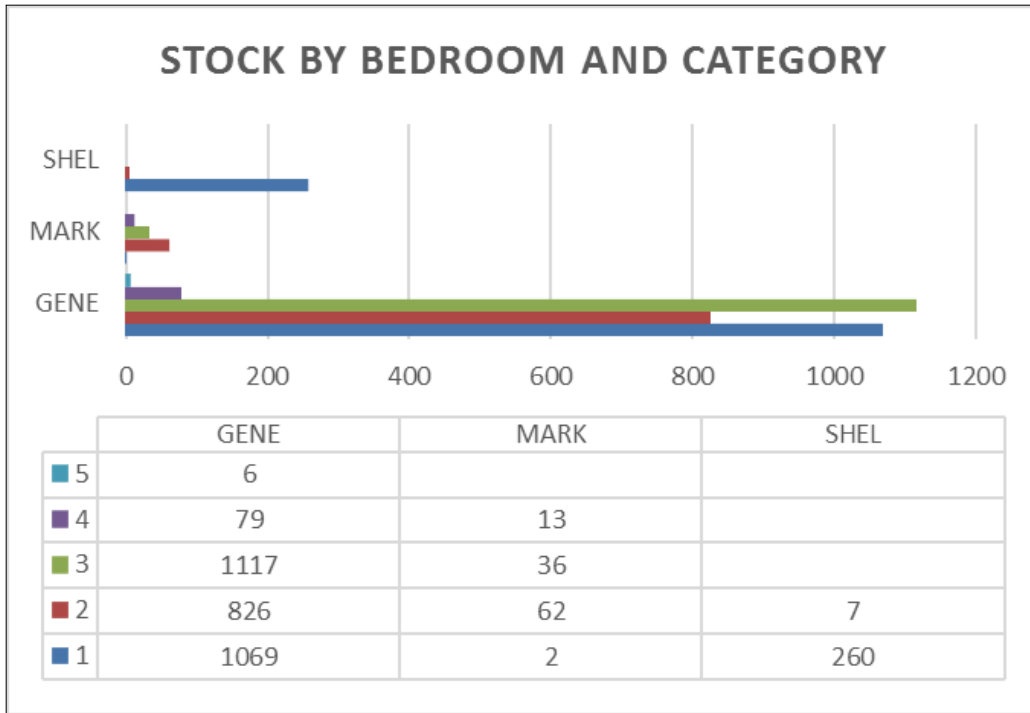
4.3   Chart 11 below breaks down the Council's housing stock by size. 38% of our stock is 1 bedroom dwellings; 26% 2 bed; 33% 3 bed; and 3% 4+ bed.
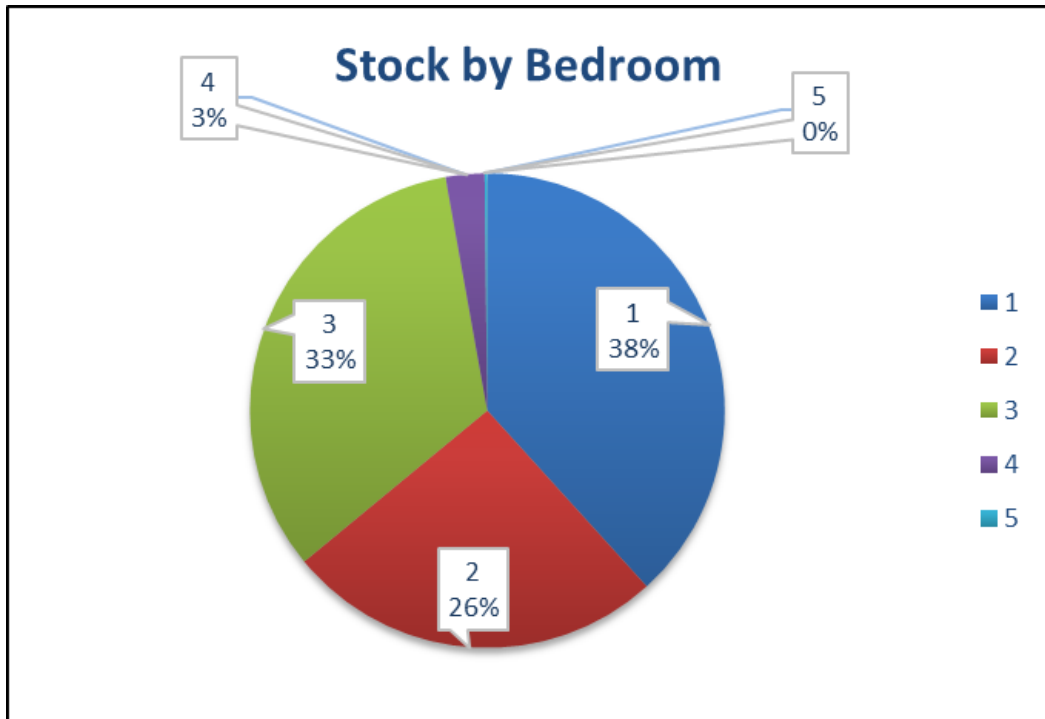
4.4   The pipeline of new affordable housing delivery will be covered in Session 2.

4.5   In addition to our long-term housing stock, the Council holds 6 temporary accommodation schemes in the general fund, providing a total of 24 units. A new scheme currently under development at Waterman House will provide a further 22 self-contained temporary accommodation flats.

5.0   Current position – Low Cost Home Ownership

5.1   The waiting list for low cost home ownership products, such as shared ownership, is held by the regional Help to Buy Agent (Radian Housing Association). They have 203 applicants seeking shared ownership homes in Woking as of July 2020.

5.2   Of these, 29% are seeking one bedroom dwellings; 53% two-bedroom dwellings; and 18% three bedroom dwellings.

5.3   The majority of applicants are either privately renting or living with family or friends currently.

5.4   Nearly half of applicants for low-cost home ownership products are looking for two or three bedroomed houses, as opposed to smaller flatted accommodation.

6.0   Impact of Right to Buy

6.1   Over the last 3 years, the Right to Buy has resulted in an average loss of 10 dwellings per annum from the Council's housing stock. Of these, 45% have been 3 bed houses; 35% 2 bed houses/flats; and 20% 1 bed flats. The impact since the early days of the Right to Buy in the 1980s has diminished, and unless there is a major change in the policy and/or discounts, the reduction in the Council's stock is expected to continue at similar rates.

6.2   An extension of the Right to Buy to housing association tenants is currently being trialled with a £200 million pilot Voluntary Right to Buy scheme across the English Midlands.

6.3   Metropolitan Thames Valley Housing (MTVH) Association were one of five housing associations that trialled an earlier scheme between 2016 to 2018 to offer their tenants in pilot areas, including Woking, the opportunity to buy their home under a voluntary sales scheme similar to the existing Right to Buy. Tenants taking part in the pilot could get a discount of up to 70% on the market value of their home (or £77,900, whichever was lower) provided they had been a tenant for 10 years or more with a housing association or a public sector landlord (such as a council).

6.4   There were no completions on the pilot scheme in Woking and MTVH only did 5 completions in total across all of its pilot areas.

6.5   At this stage, it is difficult to gauge what the impact of an extended Right to Buy would be on housing association stock if it was rolled out, as many dwellings are subject to Section 106 agreements, restricting their status as affordable dwellings.

7.0   Match between Needs and Supply

7.1   There is a relatively close match between the Housing Register and stock profile in terms of type of accommodation, with 83% of applicants requiring general needs housing compared to 89% of housing stock. For Sheltered Accommodation, the need is 7% against a stock of 8%. However, as our stock is mostly occupied, this does not mean it is available to meet needs.

7.2   Again, when analysing need and stock by bedroom numbers, there is also a strong correlation. There is a relative shortage of 2 bedroom dwellings when compared against need on the Housing Register. However, the waiting times data shows that whilst the greatest numbers of applicants are waiting for 1 and 2 bedroom properties, the longest waiting times are for larger family homes.

8.0   Conclusions

8.1   There is an acute need for more affordable housing of all types, sizes and tenures in Woking.

8.2   The Housing Register shows that the greatest need is for 1 bed units at 43%, but there is also a significant need for 2 and 3 bed homes at 31% and 20% respectively. 3 bedroom houses have attracted the highest average numbers of bids over recent months and there is evidence that waiting times are longer for larger properties.

REPORT ENDS

WOKING BOROUGH COUNCIL

Overview and Scrutiny

Work Programme

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GLOUCESTER SQUARE
WOKING GU21 6YL
01483 755855
www.woking.gov.uk

OSC20-021

INTRODUCTION TO WOKING BOROUGH COUNCIL'S

OVERVIEW AND SCRUTINY WORK PROGRAMME

This Overview and Scrutiny Work Programme is published with the purpose of assisting the Council in its overview and scrutiny role. The Work Programme covers the following areas:

- o Items for consideration at future meetings of the Overview and Scrutiny Committee.

- o An extract from the latest version of the Council's Forward Plan.

- o Any Scrutiny Review Topics proposed by Members of the Council for inclusion on the Work Programme.

- o Any topics identified for pre-decision scrutiny.

- o Details of the current Task Groups under the Committee's remit.

The Work Programme is designed to assist the Council with its overview and scrutiny role by providing Members with an indication of the current workload, subjects to be considered for review and items which the Executive expects to consider at its future meetings, so that matters can be raised beforehand and/or consultations undertaken with a Member of the Executive prior to the relevant meeting.

The Committee

Chairman: Councillor D E Hughes
Vice-Chairman: Councillor M Whitehand

Councillor J Bond	Councillor R Mohammed
Councillor G G Chrystie	Councillor M I Raja
Councillor S Hussain	Councillor C Rana

Councillor J R Sanderson

2020/21 Committee Dates

- o 15 June 2020
- o 13 July 2020
- o 14 September 2020
- o 19 October 2020
- o 23 November 2020
- o 21 December 2020
- o 25 January 2021
- o 22 February 2021
- o 22 March 2021

Suggested Additions to the Work Programme

Decision to be Taken	Proposed by	Officer Comment
Surrey Lifelong Learning Partnership. Following the recommendation from the Executive meeting on 27 February 2020 which resolved that the Overview and Scrutiny Committee be invited to establish a small Group of Members to scrutinise the proposals of the Partnership and investigate whether the proposals should be considered as part of the Council's service provision.	The Executive	
Housing Infrastructure Fund. For the Committee to receive the HIF Bid conditions once received from Homes England.	Chairman and Vice-Chairman	The Finance Task Group would review the conditions once made available.
Treasury Management Policy. To review the policy and procedures and making recommendations to the responsible body	Finance Task Group	
Safer Woking Partnership – Community Safety Plan. The Police and Justice Act 2006 gave local authorities responsibility for considering crime and disorder matters. In 2010 the Committee agreed that the Safer Woking Partnership Plan would be brought forward annually for scrutiny.	Chairman and Vice-Chairman	It was scheduled to be viewed at the meeting on 23 March 2020, which was cancelled due to the COIV19 outbreak.
Flood Alleviation Plan.	Chairman and Vice-Chairman	
Task Groups. For the Committee to receive the Terms of Reference for each task group, and review the link with the Committee.	Chairman and Vice-Chairman	

Overview and Scrutiny Committee Meeting – 19 October 2020			
Decision to be Taken	**Consultation**	**Background Documents**	**Contact Person**
Performance Management			
Performance & Financial Monitoring Information. For the Committee to consider the current publication of the Performance & Financial Monitoring Information (Green Book)	None	None	Chairman
Matters for Determination			
Work Programme. For the Committee to receive the updated Work Programme.	None	None	Hanna Taylor
Matters for Consideration			
Housing Topic Scrutiny – Delivery. Feedback from the Housing Task Group, review of planning policies, recent deliveries and proposals, potential barriers and specific projects.	None	None	Louise Strongitharm
Task Group Updates			
Task Group Update. To receive an update on the work of the Task Groups under the remit of the Committee.	None	None	Chairman

Overview and Scrutiny Committee Meeting – 23 November 2020			
Decision to be Taken	**Consultation**	**Background Documents**	**Contact Person**
Performance Management			
Performance & Financial Monitoring Information. For the Committee to consider the current publication of the Performance & Financial Monitoring Information (Green Book)	None	None	Chairman
Matters for Determination			
Work Programme. For the Committee to receive the updated Work Programme.	None	None	Hanna Taylor
Matters for Consideration			
Sheerwater Regeneration Project Update.	None	None	Ray Morgan
Housing Topic Scrutiny – Future Housing Strategy. Feedback from the Housing Task Group, and identifying our priorities over the next 3 to 5 years, 10 years and the delivery of this.	None	None	Louise Strongitharm
Celebrate Woking 2019/20 Review and Forward Plan. For the Committee to be updated on the outcomes of the various events that have taken place within the Borough over the past year and to be informed of future plans for encouraging visitors into the area.	None	None	Riette Thomas Chris Norrington

Treasury Management Mid-year Review 2020/21.	None	None	Leigh Clarke
Task Group Updates			
Task Group Update. To receive an update on the work of the Task Groups under the remit of the Committee.	None	None	Chairman

Overview and Scrutiny Committee Meeting – 21 December 2020			
Decision to be Taken	**Consultation**	**Background Documents**	**Contact Person**
Performance Management			
Performance & Financial Monitoring Information. For the Committee to consider the current publication of the Performance & Financial Monitoring Information (Green Book)	None	None	Chairman
Matters for Determination			
Work Programme. For the Committee to receive the updated Work Programme.	None	None	Hanna Taylor
Matters for Consideration			
Serco. To receive an update on Service KPI's, planned works, recruitment capacity and future aspirations of joint working.	None	None	Geoff McManus
Task Group Updates			
Task Group Update. To receive an update on the work of the Task Groups under the remit of the Committee.	None	None	Chairman

Overview and Scrutiny Committee Meeting – 25 January 2021			
Decision to be Taken	**Consultation**	**Background Documents**	**Contact Person**
Performance Management			
Performance & Financial Monitoring Information. For the Committee to consider the current publication of the Performance & Financial Monitoring Information (Green Book)	None	None	Chairman
Matters for Determination			
Work Programme. For the Committee to receive the updated Work Programme.	None	None	Hanna Taylor
Matters for Consideration			
Joint Waste Management Performance Review. To review the level of complaints and service KPI's provided by JWS.	None	None	Richard Bisset
Freedom Leisure. For the Committee to receive an annual review and an update since the 2019/20 review.	None	None	Angela Baillie
Play Area Maintenance. To review the maintenance work completed since the last update in November 2019, and whether the programme can be changed from 25 years to a shorter period.	None	None	Arran Henderson Tracey Haskins
Task Group Updates			

Task Group Update. To receive an update on the work of the Task Groups under the remit of the Committee.	None	None	Chairman

Overview and Scrutiny Committee Meeting – 22 February 2021			
Decision to be Taken	**Consultation**	**Background Documents**	**Contact Person**
Performance Management			
Performance & Financial Monitoring Information. For the Committee to consider the current publication of the Performance & Financial Monitoring Information (Green Book)	None	None	Chairman
Matters for Determination			
Work Programme. For the Committee to receive the updated Work Programme.	None	None	Hanna Taylor
Matters for Consideration			
Freedom of Information Requests. To review the statistics and requests that proceed to the Information Commissioners Office.	None	None	Hanna Taylor
Overview of Complaints Received and Contract Review. For the Committee to review the complaints for 2020 and identify any trends. The Committee wish to review some areas of the contract.	None	None	Joanne McIntosh New Vision Homes
Task Group Updates			
Task Group Update. To receive an update on the work of the Task Groups under the remit of the Committee.	None	None	Chairman

Overview and Scrutiny Committee Meeting – 22 March 2021			
Decision to be Taken	**Consultation**	**Background Documents**	**Contact Person**
Performance Management			
Performance & Financial Monitoring Information. For the Committee to consider the current publication of the Performance & Financial Monitoring Information (Green Book)	None	None	Chairman
Matters for Determination			
Work Programme. For the Committee to receive the updated Work Programme.	None	None	Hanna Taylor
Matters for Consideration			
Family Centres Update. For the Committee to receive an update a year on from the consultation that determined the re-modelling of the remaining Children's Centres in the Borough to create Family Centres as part of a wider Family Service, led by Woking Borough Council.	None	None	Adam Thomas
Freedom Leisure. Update from FL, to compare questionnaire results, a year on from the last survey.	None	None	Angela Baillie
Annual Report of the Overview & Scrutiny Committee.	None	None	Chairman

Task Group Updates			
Task Group Update. To receive an update on the work of the Task Groups under the remit of the Committee.	None	None	Chairman

Latest Version of the Forward Plan

The Forward Plan gives an indication of the decision to be taken by the Executive. Published monthly, the Forward Plan has traditionally given an indication of the decisions to be taken over the following four months.

10 September 2020

Key Decision	Subject	Decision to be taken	Consultation (Undertaken prior to the meeting unless otherwise stated)	Background Documents	Contact Officer
No	Notice of Motion - Cllr M Ali - Expenses paid by Woking Council owned bodies	To consider the Notice of Motion from Cllr M Ali referred to the Executive on 10 September 2020 by Council on 30 July 2020.	Cllr Azad, Portfolio Holder.	None.	Director of Legal and Democratic Services (Peter Bryant)
Yes	Management Arrangements	To determine arrangements for recruitment.	Cllr Azad, Portfolio Holder.	None.	Chief Executive (Ray Morgan)
Yes	Reorganisation of Local Government	To determine arrangements to respond to emerging proposals.	Cllr Bittleston, Leader of the Council.	None.	Chief Executive (Ray Morgan)
Yes	Treasury Management Annual Report 2019-20	To receive the Annual Treasury Management Report.	Cllr Azad, Portfolio Holder.	None.	Chief Finance Officer (Leigh Clarke)
No	Performance and Financial Monitoring Information	To consider the Performance and Financial Monitoring Information contained in the Green Book.	Cllr Bittleston, Portfolio Holder.	None.	Chief Finance Officer (Leigh Clarke)

8 October 2020

Key Decision	Subject	Decision to be taken	Consultation (Undertaken prior to the meeting unless otherwise stated)	Background Documents	Contact Officer
No	Housing Management and Maintenance Service	To recommend to Council that the delivery approach for Housing Management and Maintenance Services from 1 April 2022 be agreed (subject to consultation).	Cllr Harlow, Portfolio Holder, Housing Task Group.	None.	Director of Housing (Louise Strongitharm)
Yes	Robin Hood	To recommend to Council the provision of Loan Finance to Rutland Woking for the development of the former Pub site for residential accommodation.	Cllr Azad, Portfolio Holder.	None.	Deputy Chief Executive (Douglas J Spinks)
No	Churchyard Closure and Transfer of Maintenance Responsibility – St Mary The Virgin Horsell	The Executive is requested to resolve that the responsibility for the maintenance of the closed churchyard at St Mary The Virgin Horsell is transferred to Woking Borough Council.	Cllr Davis, Portfolio Holder.	None.	Director of Neighbourhood Services (Geoff McManus)
No	Performance and Financial Monitoring Information	To consider the Performance and Financial Monitoring Information contained in the Green Book.	Cllr Bittleston, Portfolio Holder.	None.	Chief Finance Officer (Leigh Clarke)

No	Monitoring Reports - Projects	To provide quarterly reports on the progress of projects in the interests of financial prudence and corporate governance.	Cllr Bittleston, Portfolio Holder.	None.	Chief Executive (Ray Morgan)

19 November 2020

Key Decision	Subject	Decision to be taken	Consultation (Undertaken prior to the meeting unless otherwise stated)	Background Documents	Contact Officer
Yes	Smarts Heath Road Woking Gymnastic Centre	To recommend to Council funding arrangements for the implementation of the approved scheme.	Cllr Azad, Portfolio Holder.	None.	Chief Executive (Ray Morgan)
Yes	Review of Fees and Charges 2021-22	To recommend to Council that the discretionary Fees and Charges for 2021-22 be approved.	Cllr Azad, Portfolio Holder, and service users where appropriate.	None.	Chief Finance Officer (Leigh Clarke)
No	Calendar of Meetings 2021-22	To recommend to Council the Calendar of Meetings for 2021-22.	Cllr Azad, Portfolio Holder.	None.	Director of Legal and Democratic Services (Peter Bryant)
No	Draft General Fund Budget 2021-22	To receive the draft General Fund 2021-22 for the purpose of finalising proposals for service budgets and Council Tax.	Cllr Azad, Portfolio Holder, and Business Managers.	None.	Chief Finance Officer (Leigh Clarke)
No	Draft Housing Revenue Account Budget Update 2021-22	To receive the draft Housing Revenue Account estimates 2021-22 for the purposes of finalising proposals for service.	Cllr Azad, Portfolio Holder, and Business Managers.	None.	Chief Finance Officer (Leigh Clarke)

Yes	Draft Investment Programme 2020-21 to 2024-25	To receive the draft Investment Programme.	Cllr Azad, Portfolio Holder, and Business Managers.	None.	Chief Finance Officer (Leigh Clarke)
No	Performance and Financial Monitoring Information	To consider the Performance and Financial Monitoring Information contained in the Green Book.	Cllr Bittleston, Portfolio Holder.	None.	Chief Finance Officer (Leigh Clarke)

Special Grants Executive - 10 December 2020

Key Decision	Subject	Decision to be taken	Consultation (Undertaken prior to the meeting unless otherwise stated)	Background Documents	Contact Officer
Yes	Applications for Financial Assistance - Annual Report	To receive the annual report on applications for the Community Support Scheme for the 2021/22 financial year.	Cllr Azad, Portfolio Holder, Internal Officers.	None.	Chief Executive (Ray Morgan)

Applications will be added after the Grants application deadline.

Current Task Groups Responsible to the Committee

The table below provides a list of current Task Groups established by the Committee, including an indication of the resource requirements and the anticipated completion date. Updates on the progress of individual Task Groups are included elsewhere on the Committee's agenda.

Task Group	Topic	Membership	Resources	Date Established	Anticipated Completion Date
Economic Development Task Group	To identify and seek the implementation of measures to mitigate the impact of the economic downturn on the residents, community organisations and businesses in the Borough of Woking.	Cllrs Ali, Azad, Barker, Bond, Davis, Elson, and Johnson.	Officer and Councillor time.	11.03.09	Ongoing
Finance Task Group	To review Financial issues as and when identified by the Committee. Financial Performance of the Council Management and Administration of Accounts procurement Strategy, Pension fund, Financial Strategy.	Cllrs Ashall, Azad, Aziz, Bond, Davis, Hughes, and Sanderson.	Officer and Councillor time.	25.05.06	Ongoing
Housing Task Group	To review Housing issues as and when identified by the Committee, including Housing Strategy, Housing Business Plan, Housing Service Plans, Housing Revenue Account, Housing Conditions, Housing Needs, Private Sector Housing, Home Improvement Agency, Housing and Council Tax Benefits, and monitor/review progress of the PFI Scheme	Cllrs Aziz, Bridgeman, Forster, Harlow, Johnson, Kemp and Mohammad.	Officer and Councillor time.	25.05.06	Ongoing