

# **Draft Quality Standards Framework (QSF) for Youth Work**

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## Part One

### 1.1 Introduction

The youth work sector works with young people outside, yet alongside, the formal education sector. Both the Youth Work Act, 2001 and the National Youth Work Development Plan 2003-2007, have provided youth work with clearer definition and direction. Section 3 of the Youth Work Act, 2001 defines youth work as

**“a planned programme of education designed for the purpose of aiding and enhancing the personal and social development of young persons through their voluntary participation, and which is complementary to their formal, academic or vocational education and training; and provided primarily by voluntary youth work services”.**

This definition highlights four important dimensions of youth work as being:

- Educational;
- Based on Voluntary participation;
- Structured; and
- Systematic.

The continued development and sustainability of youth work requires that these dimensions be identified, demonstrated and developed. The Quality Standards Framework (QSF) aims to ensure that youth work services and organisations provide quality services to young people. It also provides an opportunity to articulate their practice through the development of a common language within a structured framework.

The framework is intended to be both practical and developmental; in that it will enable youth work services to assess service provision and identify areas for development. As engagement in the QSF is a continuous process it is not expected that all services will be able to immediately and fully achieve all the standards as set out in the document. Neither is it the intention that the QSF would require uniformity of provision. Rather, it aims to ensure that youth work providers continue to offer the rich and varied service, and commit to a process of continuous development through engagement in the QSF.

The QSF is primarily a support and development tool; fundamental to which is the process of self-assessment. In addition to this process there is also an external assessment function which serves to validate the self assessment process and which is performed by the VEC Youth/Liaison Officer or QSF Standards Officer.

The QSF will be introduced nationally on a phased and incremental basis commencing in 2010. Initially the QSF will only apply to staff-led youth work organisations and services who receive Youth Service Grant Scheme (YSGS); Special Projects for Youth (SPY); Youth Information Centres (YICs); and the Young People's Facilities & Services Fund (YPFSS) from the Youth Affairs Unit (YAU) of the Office of the Minister for Children & Youth Affairs (OMCYA). The implementation of the framework will be assisted by VEC

Youth/Liaison Officers in the case of local services, and by a QSF Standards Officer in the case of national youth work organisations.

## 1.2 Rationale for the QSF for Youth Work

The rationale for the development of the QSF initiative is to:

- Provide a support and development tool to organisations and services;
- Establish standards in the practice and provision of youth work;
- Provide an enhanced evidence base for youth work;
- Ensure resources are used effectively in the youth work sector;
- Provide a basis for whole-organisational assessment<sup>1</sup>.

The QSF has been developed as a support and development tool to encourage youth organisations and services to review and assess their work and to assist continuous development.

The framework will assist in establishing a common – but by no means an exclusive – language or youth work, while also recognising and respecting the diversity of the youth work sector. This is a framework through which to articulate, assess and assure quality youth work.

The QSF represents a mechanism through which youth work can better demonstrate its effectiveness and improve youth work practice. It is therefore crucial that the QSF is flexible enough to work for the setting and service in which it is implemented. Effectively, much of the work being carried out at present within services should be compatible with the standards outlined in the QSF document. If existing standards or quality assurance mechanisms are in place within services, these too should be transferable to the QSF. The QSF should fit with what is currently happening within the service, and what is currently happening should fit with the QSF.

The primary responsibility for ensuring quality lies with the individuals and organisations involved in youth work service provision, with the primary beneficiaries of quality youth work provision being the young people with whom these services work. The QSF aims to support organisations to do this.

In implementing the framework services are being asked to assess their practice and are also given the opportunity to identify further indicators and evidence of quality youth work that may exist within their service. This approach, in encouraging the identification and feedback of additional evidence, will ensure that the ongoing development of the QSF is responsive to the work of youth work service providers.

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<sup>1</sup> It is envisaged that the QSF, once implemented within the youth work sector, will in time represent the foundation for a more comprehensive evaluation in the form of a Whole Organisational Assessment (WOA) to be carried out by the Assessor of Youth Work. The development of this assessment mechanism will have regard to both the implementation of the QSF and to associated policy developments within the OMCA YA.

### 1.3 Values & principles underpinning the QSF

The **values** underpinning the development and implementation of the QSF are as follows:

- Clear understanding of youth work's educational purpose, methodology and context;
- Commitment to continual improvement and best practice;
- Transparency of governance and operation;
- Equality embedded in policy and practice for staff, volunteers and young people;
- Promotion of the young person's well-being by ensuring safe learning environments.

Central to the QSF are five **Core Principles**. These Core Principles are viewed as the essential elements of youth work and are fundamental to the application of the QSF:

1. Young person-centred: recognising the rights of young people and holding as central their active & voluntary participation
2. Committed to ensuring and promoting the safety and well-being of young people
3. Educational and developmental
4. Committed to ensuring and promoting equality and inclusiveness in all its dealings with young people and adults
5. Dedicated to the provision of quality youth work and committed to continuous improvement

#### **Criteria** for engaging in the QSF

To ensure that the implementation of the QSF and the support and assessment functions involved in the framework are carried out in a uniform and transparent manner, a number of criteria have been identified. All those engaged in the QSF should follow these criteria which state that engagement in the QSF should be:

- I. **Young Person Centred** – that the process is concerned with delivering the best standard of youth work for young people. They are central to our work and their needs are paramount
- II. **Based on Partnership and Cooperation** – that the process will be implemented in a spirit of partnership and cooperation with clearly defined roles and boundaries and a shared commitment to contributing to a process of ongoing learning
- III. **Solution Focused** – that the manner in which we work will be open, honest and supportive. We will work with integrity towards finding shared solutions to any emerging impediments to the work
- IV. **Challenging and Developmental** – that we recognise the challenges in implementing the Quality Standards Framework and are committed to working developmentally
- V. **Realistic and Clear** – that we recognise that the expectations and capacity of the various stakeholders are many and varied. We will seek to communicate effectively the purpose, process and outcomes to all concerned in a clear and constructive manner

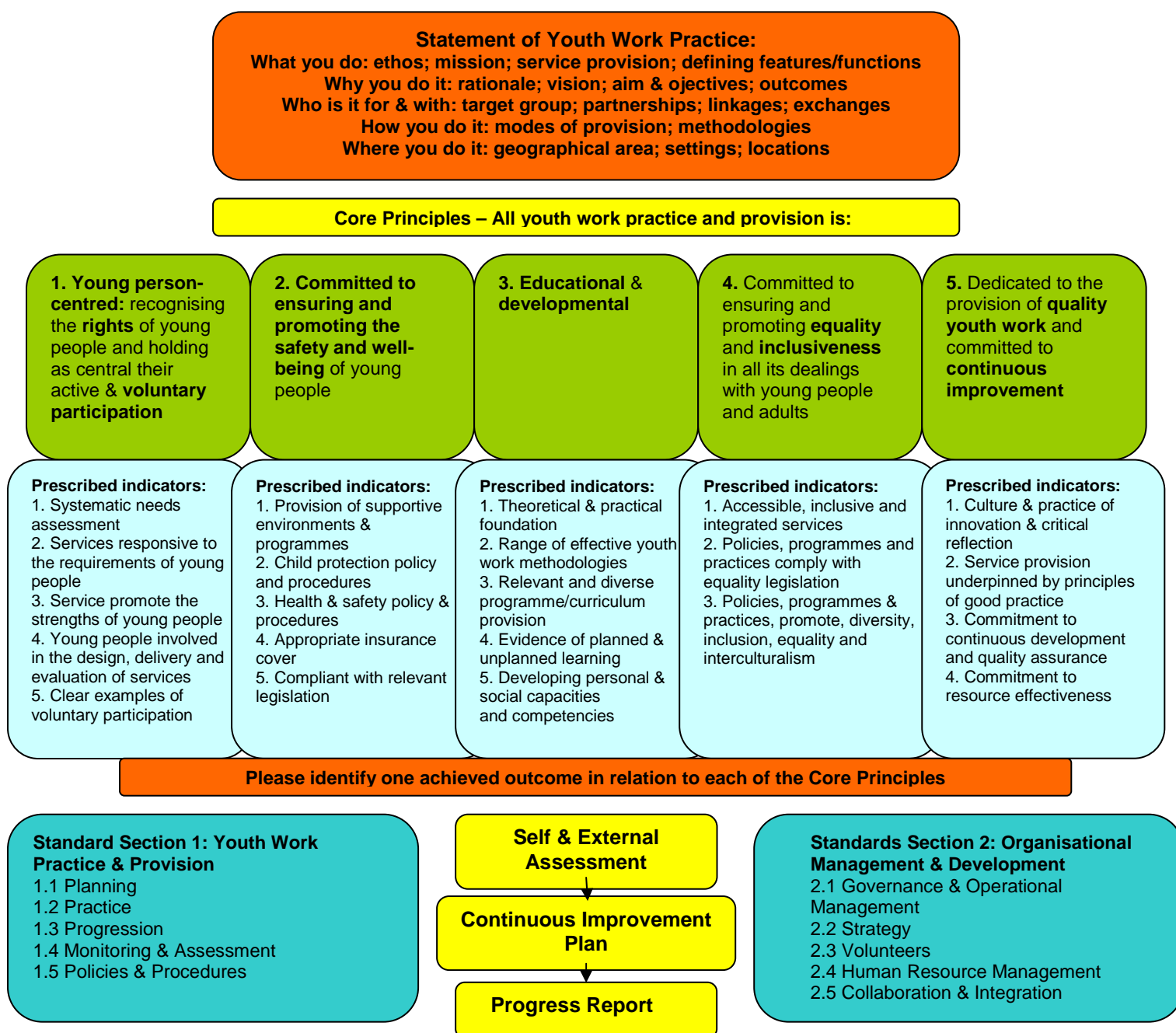
**VI. Focused on the Benefits – that we are convinced that the process will bring considerable benefit to all stakeholders.**

## Part Two

### 2.1 Overview of the QSF

The primary function of the QSF is as support and development tool: in that it aims to assist organisations and services to identify strengths and areas for development and benchmark progress accordingly. Having done so, they will be able to take a structured and developmental approach to the assessment of youth work provision; examining its level, impact and efficacy.

Figure 1



In developing the QSF, every effort has been made to ensure that the framework is balanced and proportionate; in that it attempts to indicate evidence-based practice but also illustrate practice-based evidence. Fundamental to the effective application of the QSF is the process of self assessment. Self-

assessment should be based on exploring, negotiating and identifying the position and progress of the service in relation to the 5 core principles, the 10 standards and associated indicators listed in the QSF. The purpose of self-assessment is to determine the current status of the service and to assess future progress against this position. The service/organisation will liaise with the VEC Officer/Standards Officer who will provide both a support and assessment function to the service. The support function will provide guidance in the implementation of the QSF, while the external assessment function will serve to validate the self assessment process.

## **2.2 Timeframe**

Ensuring quality service provision takes time to achieve. It is difficult to definitively state the time commitment that will be involved in the implementation of the QSF. This depends on a number of factors, such as the:

- stage of organisational development of the service
- existence of quality assurance processes within the service
- level of organisational support and the culture of monitoring, review and evaluation in place within the service

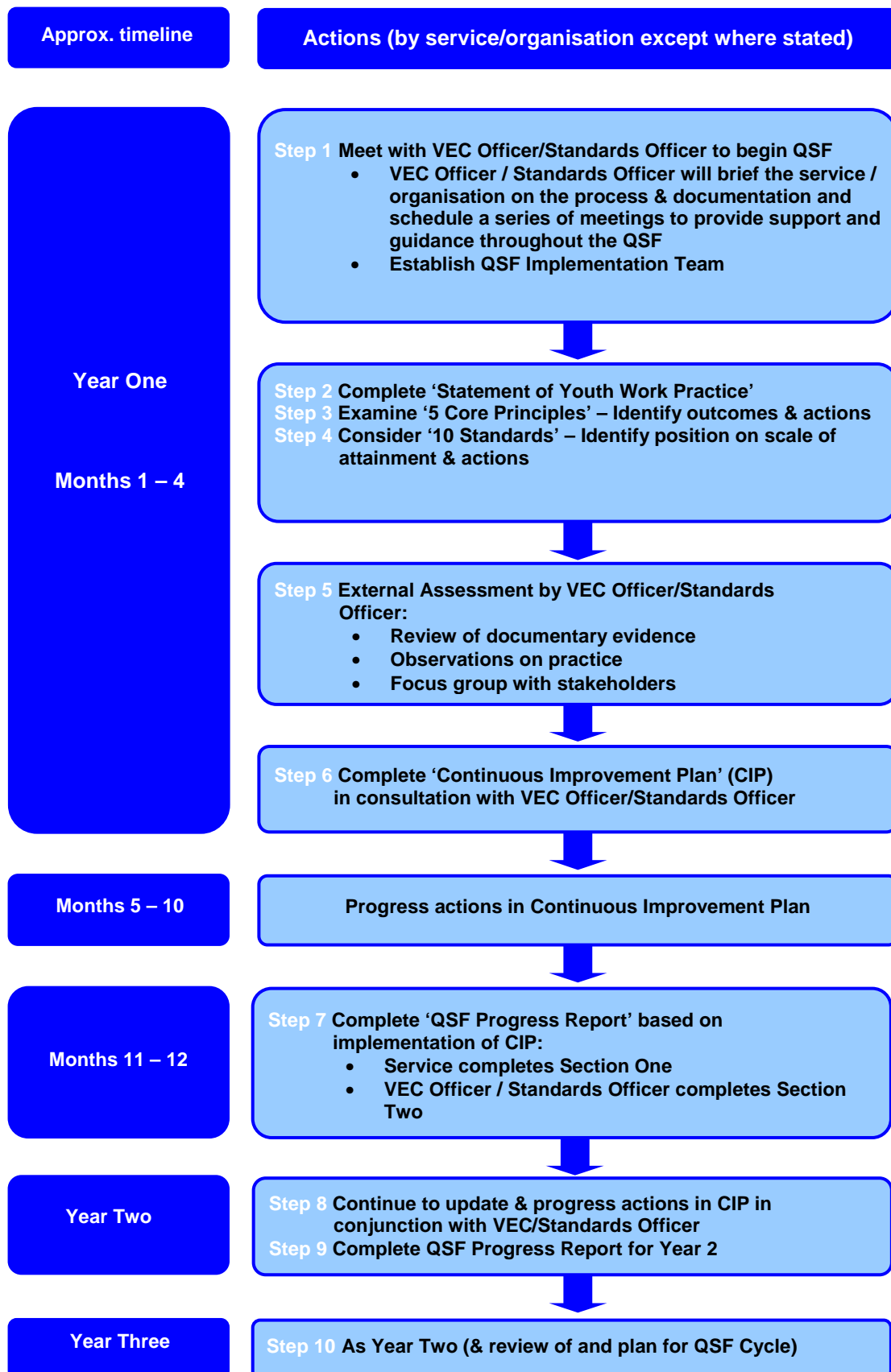
The QSF will be implemented on a three-yearly cycle within each service. In the first year of implementation the full self-assessment and external assessment process will take place. In the second and third years, youth services will be required to continue to self assess, progress the actions outlined in their Continuous Improvement Plan, and to complete their Progress Report in consultation with the VEC Officer/Standards Officer. Following the third year, the cycle of implementation of the QSF will come full circle and the service will be required to recommence the QSF process as in year one.

As a guideline, in the initial year of implementation, the QSF will involve a commitment of approximately one day per month. Central to this will be the work involved in the QSF Implementation Team. It is recommended that each service and organisation establish a QSF Implementation Team. The function of the team is to lead the implementation of the QSF and to ensure that progress is made in the ongoing process of continuous development. It should also be noted that outside of the structured meetings of the Implementation Team, work will also need to be progressed at an individual level. This parallel process will ensure that progress is being made in addressing the identified areas for development.

Ideally, the QSF should be used to support what is currently happening in services. The QSF can be used as a framework and reference point for team meetings, service reviews, operational and strategic planning events and, where appropriate, to inform reporting requirements. If there are existing structures within the service that are deemed effective, these could be tasked with implementing the QSF. Therefore, rather than the creation of new structures and tasks, what may be required is a restructuring and refocusing of the work that is already being carried out.

Figure 2

Sample Timeline for the Implementation of the QSF



### **Step 1: Meet with VEC Officer/Standards Officer & establish a QSF Implementation Team**

The VEC Officer/Standards Officer will perform a dual function in providing support and guidance to services in addition to carrying out an external assessment function. The performance of these functions will adhere to the criteria for engaging in the QSF as outlined in section 1.3. The VEC Officer/Standards Officer will introduce the QSF to services on a phased basis. Their initial task will be to introduce the QSF and provide support to projects either individually or in cluster groups, depending on the configuration of services and the capacity of the officer concerned. This support will focus on facilitating the service in making optimal use of the QSF as a support and development tool.

Scheduled meetings will be arranged between the VEC Officer/Standards Officer and the QSF Implementation Team. Each meeting will focus on specific and sequential tasks to be progressed in the QSF (as outlined in Figure 2). Central to this will be examining the evidence in place in support of the standards and exploring the position assigned on the scale of attainment during the self-assessment process. In advance of these meetings the service will carry out a number of actions which will then form the basis for the next meeting. Feedback and guidance will be provided to the Implementation Team during this process by the VEC Officer/Standards Officer. Following each meeting it should be clear that incremental progress is being achieved in relation to the QSF.

### **Establishing a QSF Implementation Team**

To ensure the effective implementation of the QSF it is recommended that an Implementation Team is established so as to ensure that appropriate support and expertise is in place to guide and implement the QSF within the service. The Implementation Team should be led by a paid member of staff who will liaise with the VEC Officer/Standards Officer and should involve personnel with relevant expertise. The team should comprise a minimum of three people and aim to be representative of the stakeholders involved in the service, i.e. ideally this should include participation by the staff, board of management and young people. Consideration should also be given to parental involvement, where appropriate.

Implementation Teams should hold regular, structured meetings to examine the position and progress of the service in relation to the QSF. The Implementation Team is central to the QSF process, as a forum it will provide an opportunity to examine and apply the standards, audit and assess existing service provision and plan for ongoing development; it should also promote the QSF amongst the wider service. It is essential that a participatory approach is followed in the work of the Implementation Team: with each member of the team afforded time and opportunity to engage with the issues being discussed. It is also recommended that tasks which are identified are delegated and followed up by individuals with particular expertise in these areas. These individuals do not have to be members of the Implementation Team but may be co-opted to carry out specific tasks or to progress particular actions

## **Step 2: Complete the Statement of Youth Work Practice**

The Statement of Youth Work Practice (as outlined in section 3.1) should represent a clear and succinct overview of your youth work service provision. It will essentially outline:

- What you do: ethos; mission; service provision; defining features/functions
- Why you do it: rationale; vision; aim & objectives; outcomes
- Who is it for & with: target group; partnerships; linkages; exchanges
- How you do it: modes of provision; methodologies
- Where you do it: geographical area; settings; locations

This statement should reference the definition of youth work as outlined in the Youth Work Act 2001, and indicate how your work relates to this definition. It should also indicate any specific functions or features associated with your youth service or mode of provision. This statement should be accurate and realistic; not be any longer than two pages and include the following information, in the following order:

## **Step 3: Examine the 5 Core Principles – Identify outcomes**

The core principles are fundamental to youth work and for the purposes of the QSF these principles should define and direct youth work practice and provision. Youth work service provision should endeavour to present high quality evidence in support of these principles. This should involve regular monitoring and review of the Core Principles and the associated supporting evidence.

Each Core Principle is accompanied by several prescribed indicators that must be in place to support the principle. In section 3.2 you will be asked to:

- a. Provide evidence in support of these indicators; and
- b. Identify an achieved outcome<sup>2</sup> in support of each core principle.

This will afford services the opportunity to formulate their own outcomes in relation to the fundamental aspects of youth work as represented by the core principles. Identifying an outcomes link with the stated core principles will contribute to an enhanced evidence base for youth work.

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<sup>2</sup> To assist in defining what is meant by the term 'outcome', it may be helpful to differentiate between outcomes, inputs and outputs.  
Inputs – the resources used to produce the services, i.e. personnel, staff hours, materials and capital, etc  
Outputs – the service or activities produced or delivered  
Outcomes – the actual impact of the services i.e. the effect of the output in practice

#### Step 4: Consider the 10 Standards: Select position on the scale of attainment

There are 2 sets of standards in the QSF; with each set comprising 5 standards.

Set 1: Youth Work Practice & Provision	Set 2: Organisational Management & Development
1) planning	1) governance & operational management
2) practice	2) strategy
3) progression	3) volunteers
4) monitoring & assessment	4) human resource management
5) policies & procedures	5) collaboration & integration

Alongside each standard (section 3.3.1 – 3.3.10) is a scale of attainment. This is a continuum outlining four categories: absent; acquiring; achieved; and advanced. Each of these categories represents different levels of attainment. Under each of these categories is a list of indicators that should be in place in support of each of the four positions on the scale of attainment.

In considering the individual standard you will need to:

- I. Ask the question, ‘what is this standard saying?’ Consider each standard and the list of indicators under each of the categories. It is important to recognise that most of the standards and indicators should exist at some level, shape or form within your service. While the standards may make sense in theory, or as general statements, it is essential that they also apply in practice.
- II. Examine objectively the activities and areas of service provision that could be considered as evidence of the standard. This should entail an audit of what is in place so that the QSF Implementation Team takes a balanced and realistic approach to examining the evidence involved. If this approach is followed it will assist in ensuring that the service does not overestimate - or underestimate - the evidence in place.
- III. Contextualise the standard to your service. It may become apparent that you have additional indicators in place in support of the standard; if this is the case, you are encouraged to list these also.

#### Scale of Attainment

The process involved in assigning a position on the scale of attainment is based on self assessment. Services will be required to identify their initial position and over time determine their progress along this continuum.

The terms on the scale of attainment are as follows:

Absent	Acquiring	Achieved	Advanced
Evidence is not in place – Not there (if not in place, please indicate the reasons why this is the case and outline how this will be addressed)	Evidence is developing – Not there yet (committed to achieving and are making tangible progress)	Evidence is developed – Got there (committed to advancing)	Evidence is highly developed and successfully implemented – Staying there (committed to continuous development)

If, having considered the indicators you feel that the indicators listed under one of the four categories applies to your service, you should take the following steps:

- I. Based on the indicators listed, select a position on the scale of attainment
- II. Outline why you have chosen this position.

The QSF is a continuous process; therefore in the commitment to quality service delivery there should always be room for improvement. For example, if you have decided that an advanced position is merited in relation to a standard, your first step should be in ensuring that you maintain this position, and your next step should be to consider how you might improve on this.

### **Falling between different points on the scale**

In a number of cases your service may be at different points on the scale in relation to the indicators, for example some of the indicators under *acquiring* may apply to you, while you may also have several in the *advanced* category. If this is the case, consider this collectively within the Implementation Team and select a point on the scale that best reflects your service's overall position. There should be sufficient evidence and a clear rationale for the position a service assigns itself on this scale.

### **Step 5: Engage in the external assessment process**

The external assessment process (section 4.1) validates the practical and qualitative aspects of youth work provision. External assessment takes place in the first year of implementation, and in year one of every three year cycle thereafter. (In the intervening years, services will be required to continue to progress the actions in their Continuous Improvement Plans and to complete a shortened Progress Report in conjunction with the VEC Officer/Standards Officer.) To ensure that the framework has sufficient regard for youth work practice, alongside documentary evidence, observations on practice and interviews with stakeholders will also form key sources of evidence indicating support for the achievement of the principles and standards in the QSF. The external assessment process provides an opportunity to ensure that the position taken by the service/organisation on the scale of attainment is validated in the practice of the service, and is based on the following:

- a. Documentary evidence

The VEC Officer/Standards Officer will request to view the documentary evidence cited and will discuss the basis on which the service assigns itself a position on the scale of attainment. All evidence will be retained

locally by the service and will be made available upon request to the VEC Officer/Standards Officer.

#### b. Observations on Practice

This aims to provide an opportunity for more practical examples of quality youth work to be observed and, where appropriate, fed back as further indicators which may in turn inform the ongoing development of the QSF. The VEC Officer/Standards Officer will ask to observe a specific area of practice that indicates support for a particular core principle or standard in the QSF. Examples of practice to be observed should be part of the overall and ongoing programmes offered, and not specifically 'set-up' for the sole purpose of showcasing practice. The areas of youth work provision to be observed should be considered having regard to the principle or standard which it supports and the position taken by the organisation on the scale of attainment.

#### c. Focus group with stakeholders

It is important in assessing the progress of a service in the QSF process that the views of stakeholders are taken on board through focus groups within the youth service. The views of stakeholders such as staff, management, young people and volunteers are essential in providing evidence of quality service delivery.

Following the external assessment process, the VEC Officer/Standards Officer and the Implementation Team will revisit the scale of attainment and determine if the positions selected by the service on the scale of attainment are an accurate reflection of where the service is at in relation to the specific standard. This should be discussed between the VEC Officer/Standards Officer and the Implementation Team and the position should be agreed and if required adjusted accordingly.

### **Step 6: Complete the Continuous Improvement Plan (CIP)**

The agreed position on the scale should be the baseline in the service's Continuous Improvement Plan (section 5.1) and represent the benchmark for the service moving forward. The CIP is a strategic summary of the position and progress of the service in relation to the 5 Core Principles and the 10 Standards. The CIP details the following information:

- Identified areas for improvement
- Identified actions to address these areas
- Identified personnel & timeframe.

The CIP should also inform the completion of the annual Progress Report. Therefore, it is essential that the actions outlined should be realistic, achievable, assigned and time-related.

### **Step 7: Complete QSF Progress Report**

The Progress Report (section 6.1 - 6.2) is a two-part report: the first section is based on self assessment and will be completed by the Implementation Team. Services will be required to complete this section annually.

### Section 6.1: Self assessment

Please provide the following information:

1. Service Information
2. 5 Core Principles – position & progress
3. 10 Standards – position & progress
4. Further actions & emerging issues
5. Impact & Improvement

The second section, Section 6.2, outlines the external monitoring & assessment to be completed by the VEC Officer/QSF Standards Officer. Both sections must be submitted to the OMCYA annually.

### Section 6.2: External Monitoring & Assessment

Please provide a brief commentary on the following:

1. Date of most recent external assessment
2. Commentary on external assessment (Section 4.1 to be included in Year 1 only)

#### (4.1) Year 1 of Implementation Cycle

- Documentary evidence
- Observations on practice
- Focus groups with stakeholders

3. Commentary on position taken in the CIP (Years 1, 2 & 3)

#### Years 1, 2 & 3 of Implementation Cycle

- Negotiation with services based on CIP & annual Progress Report
- (Year 3, review of QSF Cycle & plan for new QSF Cycle)

4. Commentary on progress achieved in implementing the CIP
5. Recommended actions to be achieved by next progress review dates:
6. Additional comments/recommendations:
7. Scheduled progress review dates:

In the first year of implementation and once in every three-yearly cycle thereafter, the full report: sections 6.1 & 6.2 - including the external assessment section outlined in 4.1 - will be completed. In years 2 & 3, the Progress Report will be shorter as the validation of self assessment will require that only section 6.2 (excluding 4.1) be completed. This will mean that in years 2 & 3, the validation of self assessment will be based on discussions with the service on their progress, rather than on the full external assessment process as envisaged in the first year of the implementation cycle. Within the Progress Report both the VEC Officer/Standards Officer and the service will have agreed the actions to be achieved in the forthcoming year.

Both sections of the Progress Report – the self assessment and external assessment sections - should

- be clear and concise;
- outline the key points indicating how the work supports the standards. While a degree of narrative is necessary in describing the work it should be kept brief;
- be constructive, with the fundamental aim of building capacity within the service;
- benefit from a collaborative approach. It is essential that such collaboration be viewed favourably, as an opportunity to share and discuss quality work, determine good practice, and identify areas for development.

### **Step 8 & 9: Continue to update & progress actions in the CIP & complete the QSF Progress Report**

As previously indicated, in years 2 & 3 of the implementation cycle of the QSF, services will not be required to engage in the full external assessment process. In these years the validation of self assessment will be based on discussions between the VEC Officer/Standards Officer and the service on their progress within the QSF. The service will be required to continue to update their Continuous Improvement Plan and will also complete an annual QSF Progress Report summarising their work and progress in the QSF. This should be completed and agreed in conjunction with the VEC Officer/Standards Officer while the Progress Report will be submitted to the VEC and OMCYA. This, alongside the quantitative information outlined in the revised reporting format, is currently all that is required by the OMCYA in terms of reporting. However, the OMCYA may, in certain circumstances, request additional information from the service and/or the VEC Officer/Standards Officer.

### **Step 10: Review & Plan**

This Step refers to the actions required in year three, the final year of the QSF cycle. Essentially, what is required is a repeat of the actions outlined in year two. However, in addition to this, the VEC Youth Officer/Standards Officer and the service will review the progress made in the previous three years and will commence planning for the next cycle of the QSF.

### **2.4 Differences of opinion between the Implementation Team & the VEC Officer/Standards Officer in the QSF**

Both the spirit and philosophy of the QSF underline the importance of collaboration, negotiation and consensus. Therefore, in relation to the QSF, all issues should be discussed openly and dealt with constructively. However, it should be recognised that situations may arise where there may be a difference of opinion between the service and VEC Officer/Standards Officer regarding the recommendations outlined in the Progress Report. In such instances it is important that these differences of opinion are acknowledged and recorded and that every effort is made to resolve the issue and reach a consensus. Arriving at a resolution and consensus position is of crucial importance; once this does not compromise or adversely

affect the position or practice of the service, or present a picture of service provision that is at variance with what is in place in practice.

In situations where consensus on significant issues cannot be reached by way of the Continuous Improvement plan or Progress Report within the QSF, the VEC Youth Officer should consult their CEO/Line manager to develop a strategy that will engage with the management within the service, or where appropriate, the managing organisation, with a view to ensuring that a resolution is reached. In the case of the QSF Standards Officer, they should consult the Youth Work Assessor to devise a strategy that will engage directly with the organisation concerned. The strategy should include further in-depth discussion and if necessary the assistance of outside facilitators.

However, where the assessment process in the QSF identifies areas of concern that necessitates immediate action within a service, addressing these issues of concern will be part of a separate process outside of the QSF. In such instances the management within the service and/or the managing organisation and funding body will be informed, and will assume their responsibility for ensuring effective youth work provision and practice within the service.

While it is not anticipated that this would be a common occurrence – and although not the intention of the framework – it is essential that due regard is paid to the possibility that the QSF may, on occasions, identify practices that may be of significant concern and which if they were allowed to continue may compromise the wellbeing of the young people or the viability of the youth work service. An agreed set of procedures will be developed to address such matters. It is crucial that there are standard procedures developed and followed by grant administering agencies in instances where areas of concern are identified. It is also important that services in receipt of funding via grant administering agencies are aware of the existence of such procedures. This should clarify the remit of the QSF; outlining when and where a developmental process is to be followed – making clear the boundaries of the QSF – and indicating the separate and distinct procedures that need to be put in place in situations where a more urgent response to addressing areas of concern is required. Such procedures will be developed by the OMCYA in consultation with youth work interests. These procedures will outline a range of responses proportionate to the issue of concern identified that will be applied in a consistent manner.

## **Part Three**

**3.1 Statement of Youth Work Practice – Please provide a concise account of your youth work practice having regard to the following points:**

- **What you do: ethos; mission; service provision; defining features/functions**
- **Why you do it: rationale; vision; aim & objectives; outcomes**
- **Who is it for & with: target group; partnerships; linkages; exchanges**
- **How you do it: modes of provision; methodologies**
- **Where you do it: geographical area; settings; locations**

**3.2 Core Principles – Please consider the following Core Principles, list the evidence in place in support of the indicators and identify one achieved outcome in relation to each of the Core Principles listed**

All youth work practice and provision is:	Prescribed indicators	Please list evidence in place in support of prescribed indicators	Please identify one outcome your service has achieved in relation to each Core Principle
<p>1. Young person-centred: recognising the rights of young people and holding as central their active &amp; voluntary participation</p>	<p>1.1 Systematic needs assessment                      1.2 Services responsive to the requirements of young people                      1.3 Services promote the strengths of young people                      1.4 Young people involved in the design, delivery and evaluation of services                      1.5 Clear examples of voluntary participation</p>		
<p>2. Committed to ensuring and promoting the safety and wellbeing of young people</p>	<p>2.1 Provision of supportive environments &amp; programmes                      2.2 Child protection policy and procedures                      2.3 Health &amp; safety policy and procedures                      2.4 Appropriate insurance cover                      2.5 Compliant with relevant legislation</p>		
<p>3. Educational and developmental</p>	<p>3.1 Theoretical &amp; practical foundation                      3.2 Range of effective youth work methodologies                      3.3 Relevant and diverse programme/curriculum provision                      3.4 Evidence of planned &amp; unplanned learning                      3.5 Developing personal &amp; social capacities and competencies</p>		
<p>4. Committed to ensuring and promoting equality and inclusiveness in all its dealings with young people and adults</p>	<p>4.1 Accessible, inclusive &amp; integrated services                      4.2 Policies, programmes &amp; practices comply with equality legislation                      4.3 Policies, programmes &amp; practices promote diversity, inclusion, equality &amp; interculturalism</p>		
<p>5. Dedicated to the provision of quality youth work and committed to continuous improvement</p>	<p>5.1 Culture &amp; practice of innovation &amp; critical reflection                      5.2 Service provision underpinned by principles of good practice                      5.3 Commitment to continuous development &amp; quality assurance                      5.4 Commitment to resource effectiveness</p>		
<p><b>If you have additional indicators in support of the above Core Principles, please list:</b></p>			

### 3.3 Standards

#### 3.3.1 Planning

#### Youth Work Practice & Provision

All youth work practice is planned and designed according to young people's needs, outlining clear rationale, objectives and expected outcomes.

The indicators below describe what should be in place in support of this standard at each point along the Scale of Attainment. Please consider these indicators in relation to your service. You may add any other indicators you think are appropriate to your service.

Absent	Acquiring	Achieved	Advanced
1. No rationale underpinning practice	1. Rationale underpinning practice is mostly clear	1. Rationale underpinning practice is clear	1. Rationale underpinning practice is clear and comprehensive
2. Planning rarely takes place	2. Planning is unstructured	2. Planning is structured	2. Planning is structured, implemented and reviewed
3. Objectives not in place	3. Objectives exist but are unclear	3. Objectives are clear and mostly achieved	3. Objectives are clear and fully achieved
4. No outcomes identified	4. Outcomes are being identified	4. Outcomes are identified and mostly achieved	4. Outcomes are identified and fully achieved
5. Operational/service plans do not exist	5. Operational/service plans being developed	5. Operational/service plans in place	5. Operational/service plans are documented, implemented & reviewed
6. No strategic plan in place or being developed	6. Strategic plan is being developed	6. Strategic plan is implemented	6. Strategic plan is implemented and actions being achieved

You may add any other indicators below:

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In the relevant spaces below, please describe the evidence your service has in place in relation to the above indicators:

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Having considered the above, identify a position on the Scale of Attainment that best reflects your service's position in relation to this standard. (Mark 'X' on a point on the scale below): If you think that your service is at different points on the Scale of Attainment in relation to the various indicators, choose a point on the scale that, overall, best reflects your service's position.

Absent	Acquiring	Achieved	Advanced
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Why have you chosen this point on the scale?

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### 3.3.2 Practice

### Youth Work Practice & Provision

#### All youth work is delivered by suitably skilled personnel according to principles of good practice and is outcome focused

The indicators below describe what should be in place in support of this standard at each point along the Scale of Attainment. Please consider these indicators in relation to your service. You may add any other indicators you think are appropriate to your service.

Absent	Acquiring	Achieved	Advanced
1. Personnel are unclear regarding their function	1. Personnel are mostly clear regarding their function	1. Personnel are clear regarding their function	1. Personnel are clear regarding their function & remit
2. Personnel do not have the skills to fulfill the position/task	2. Personnel are developing skills to fulfill the position/task	2. Personnel have the requisite skills to fulfill the position/task	2. Personnel have the requisite skills to fulfill & further develop the position/task
3. Delivery of practice is inadequate	3. Delivery of practice is satisfactory in most areas	3. Delivery of practice is competent in all areas	3. Delivery of practice excels in all areas
4. Practice does not follow principles of good practice	4. Practice recognises principles of good practice	4. Practice identifies and follows principles of good practice	4. Practice follows and contributes to identifying principles of good practice
5. Practice is not supported by an evidence base	5. Practice is somewhat supported by an evidence base	5. Practice is mostly supported by an evidence based	5. Practice is strongly evidence based
6. Practice is not linked to outcomes	6. Practice is loosely linked to outcomes	6. Practice is outcomes focused	6. Practice achieves all identified outcomes

You may add any other indicators below:

In the relevant spaces below, please describe the evidence your service has in place in relation to the above indicators:

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Having considered the above, identify a position on the Scale of Attainment that best reflects your service's position in relation to this standard. (Mark 'X' on a point on the scale below):  
If you think that your service is at different points on the Scale of Attainment in relation to the various indicators, choose a point on the scale that, overall, best reflects your service's position.

Absent

Acquiring

Achieved

Advanced

Why have you chosen this point on the scale?

### 3.3.3 Progression

### Youth Work Practice & Provision

All youth work engages proactively with young people, offering strategies and supports that enable young people to progress and achieve

The indicators below describe what should be in place in support of this standard at each point along the Scale of Attainment. Please consider these indicators in relation to your service. You may add any other indicators you think are appropriate to your service.

Absent	Acquiring	Achieved	Advanced
1. Practice does not respond to the needs of young people	1. Practice mostly responds to the needs of young people	1. Practice is proactive and responsive to the needs of young people	1. Practice is proactive, responsive and continuously developing
2. No strategies for engaging young people are in place	2. A number of strategies for engaging young people are in place	2. A range of effective strategies for engaging young people are in place	2. A range of effective and innovative strategies for engaging young people are in place
3. No supports for engaging young people are in place	3. A number of supports for engaging young people are in place	3. A range of effective supports for engaging young people are in place	3. A range of effective and innovative supports for engaging young people are in place
4. Progression does not happen	4. Progression is unstructured	4. Progression is structured	4. Progression is structured and promoted
5. No emphasis on young person's learning	5. Some emphasis on young person's learning	5. Emphasis placed on young person's learning	5. Young person's learning is central to service provision
6. Achievement is not recognised	6. Achievement is somewhat recognised	6. Achievement is recognised and recorded	6. Achievement is recognised, recorded and rewarded

You may add any other indicators below:

In the relevant spaces below, please describe the evidence your service has in place in relation to the above indicators:

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Having considered the above, identify a position on the Scale of Attainment that best reflects your service's position in relation to this standard. (Mark 'X' on a point on the scale below): If you think that your service is at different points on the Scale of Attainment in relation to the various indicators, choose a point on the scale that, overall, best reflects your service's position.

Absent

Acquiring

Achieved

Advanced

Why have you chosen this point on the scale?

### 3.3.4 Monitoring & Assessment

### Youth Work Practice & Provision

All youth work is monitored and assessed to determine its effectiveness and efficiency, measure learning outcomes and enhance youth work provision

The indicators below describe what should be in place in support of this standard at each point along the Scale of Attainment. Please consider these indicators in relation to your service. You may add any other indicators you think are appropriate to your service.

<b>Absent</b>	<b>Acquiring</b>	<b>Achieved</b>	<b>Advanced</b>
1. Monitoring & assessment is not in place	1. Monitoring & assessment is ad hoc and unstructured	1. Monitoring & assessment is in place and structured	1. Monitoring & assessment is incorporated in all areas of practice provision
2. No assessment models are in place	2. A basic range of assessment models are in place	2. A range of effective assessment models are in place	2. A range of effective assessment models are used to identify good practice
3. Assessments are not recorded	3. Assessments are sometimes recorded and documented	3. Assessments are recorded and documented	3. Assessments are recorded, documented and disseminated
4. No indication of effectiveness	4. Monitoring & assessment suggests effectiveness	4. Monitoring & assessment indicates effectiveness	4. Monitoring & assessment clearly evidences effectiveness
5. No indication of efficiency	5. Monitoring & assessment suggests efficiency	5. Monitoring & assessment indicates efficiency	5. Monitoring & assessment clearly evidences efficiency & resource effectiveness
6. No learning outcomes in place	6. A number of learning outcomes are in place	6. Learning outcomes are in place and being achieved	6. Learning outcomes are fully achieved
7. Assessment does not inform practice	7. Assessment indirectly informs practice	7. Assessment directly informs practice	7. Assessment informs practice and service development

You may add any other indicators below:

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In the relevant spaces below, please describe the evidence your service has in place in relation to the above indicators:

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Having considered the above, identify a position on the Scale of Attainment that best reflects your service's position in relation to this standard. (Mark 'X' on a point on the scale below): If you think that your service is at different points on the Scale of Attainment in relation to the various indicators, choose a point on the scale that, overall, best reflects your service's position.

Absent	Acquiring	Achieved	Advanced
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Why have you chosen this point on the scale?

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### 3.3.6 Governance & operational management

### Organisational Management & Development

#### Youth work providers document and implement transparent and effective governance and operational management systems

The indicators below describe what should be in place in support of this standard at each point along the Scale of Attainment. Please consider these indicators in relation to your service. You may add any other indicators you think are appropriate to your service.

Absent	Acquiring	Achieved	Advanced
1. Governance systems are unclear, undocumented and not in place	1. Governance systems are mostly clear, documented and in place	1. Governance systems are clear, documented and in place	1. Governance systems are clearly documented and effectively implemented
2. Operational management systems are unclear, undocumented and not in place	2. Operational management systems are mostly clear, documented and in place	2. Operational management systems are clear, documented and in place	2. Operational management systems are clearly documented and effectively implemented
3. Roles, responsibilities & lines of accountability are unclear	3. Roles, responsibilities & lines of accountability are mostly clear	3. Roles, responsibilities & lines of accountability are clear	3. Roles, responsibilities & lines of accountability are clear & effective
4. Staff & management meetings are unstructured & infrequent	4. Staff & management meetings are mostly structured, scheduled & documented	4. Staff & management meetings are structured, scheduled & documented	4. Staff & management meetings are clearly structured, scheduled & documented
5. Communication systems are unclear and inadequate	5. Communication systems are mostly clear and adequate	5. Communication systems are clear and effective	5. Communication systems are clear and effective both internally & externally
6. Governance & operational management systems do not inform service development practice	6. Governance & operational management systems mostly support service development	6. Governance & operational management systems support service development	6. Governance & operational management systems enhance service development service development

You may add any other indicators below:

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In the relevant spaces below, please describe the evidence your service has in place in relation to the above indicators:

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Having considered the above, identify a position on the Scale of Attainment that best reflects your service's position in relation to this standard. (Mark 'X' on a point on the scale below): If you think that your service is at different points on the Scale of Attainment in relation to the various indicators, choose a point on the scale that, overall, best reflects your service's position.

Absent	Acquiring	Achieved	Advanced
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Why have you chosen this point on the scale?

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### 3.3.8 Volunteers

### Organisational Management & Development

#### Youth work providers promote the importance of volunteerism and all volunteers are valued and supported in their agreed roles

The indicators below describe what should be in place in support of this standard at each point along the Scale of Attainment. Please consider these indicators in relation to your service. You may add any other indicators you think are appropriate to your service.

Absent	Acquiring	Achieved	Advanced
1. No volunteer policy exists	1. Volunteer policy is being developed	1. Volunteer policy is in place	1. Volunteer policy is effectively implemented
2. No volunteer base exists	2. Volunteer base is being developed	2. Volunteer base is in place	2. Volunteer base is developed & coordinated
3. The roles & responsibilities of volunteers are unclear	3. The roles & responsibilities of volunteers are mostly clear	3. The roles & responsibilities of volunteers are clear	3. The roles, responsibilities and contribution of volunteers are clear & supported
4. Volunteers cannot access support/ supervision & training/development	4. Volunteers have limited access to support/ supervision & training/development	4. Volunteers are offered regular support/ supervision & training/development	4. Volunteers are provided with structured support/supervision & training/development
5. Volunteer progression & mobility does not exist	5. Limited volunteer progression & mobility exists	5. Volunteer progression & mobility exists	5. Volunteer progression & mobility is actively promoted
6. Volunteers do not participate in service delivery & management	6. Volunteers have limited participation in service delivery & management	6. Volunteers participate in service delivery & management	6. Volunteers participate fully in service delivery & management

You may add any other indicators below:

In the relevant spaces below, please describe the evidence your service has in place in relation to the above indicators:

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Having considered the above, identify a position on the Scale of Attainment that best reflects your service's position in relation to this standard. (Mark 'X' on a point on the scale below): If you think that your service is at different points on the Scale of Attainment in relation to the various indicators, choose a point on the scale that, overall, best reflects your service's position.

Absent

Acquiring

Achieved

Advanced

Why have you chosen this point on the scale?

### 3.3.9 Human resource management

### Organisational Management & Development

Youth work providers ensure the effective performance of both paid staff and volunteers and offer appropriate support, supervision and development opportunities

The indicators below describe what should be in place in support of this standard at each point along the Scale of Attainment. Please consider these indicators in relation to your service. You may add any other indicators you think are appropriate to your service.

Absent	Acquiring	Achieved	Advanced
1. No overall Human Resource policy exists	1. Human Resource policy exists but is not fully implemented	1. Human Resource policy is implemented	1. Human Resource policy is implemented effectively
2. Human Resource policies & procedures have no regard to principles of good practice	2. Human Resource policies & procedures have regard to principles of good practice	2. Human Resource policies & procedures are based on principles of good practice	2. Human Resource policies & procedures clearly follow principles of good practice
3. Roles, responsibilities & lines of accountability are unclear & undocumented	3. Roles, responsibilities & lines of accountability are mostly clear & documented	3. Roles, responsibilities & lines of accountability are clear & documented	3. Roles, responsibilities & lines of accountability are clear & effective
4. Recruitment & selection procedures are unclear and ineffective	4. Recruitment & selection procedures are mostly clear & effective	4. Recruitment & selection procedures are clear & effective	4. Recruitment & selection procedures are clear, effective and regularly reviewed
5. Paid staff & volunteers cannot access support & supervision	5. Paid staff & volunteers can access support & supervision	5. Paid staff & volunteers are provided with regular support & supervision	5. Paid staff & volunteers are provided with structured & scheduled support & supervision
6. Paid staff & volunteers cannot access training & development	6. Paid staff & volunteers can access training & development	6. Paid staff & volunteers are provided with regular training & development	6. Paid staff & volunteers are provided with structured & scheduled training & development
7. Performance management systems are not in place	7. Performance management systems are mostly in place	7. Performance management systems are in place	7. Performance management systems are implemented effectively

You may add any other indicators below:

In the relevant spaces below, please describe the evidence your service has in place in relation to the above indicators:

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Having considered the above, identify a position on the Scale of Attainment that best reflects your service's position in relation to this standard. (Mark 'X' on a point on the scale below): If you think that your service is at different points on the Scale of Attainment in relation to the various indicators, choose a point on the scale that, overall, best reflects your service's position.

Absent

Acquiring

Achieved

Advanced

Why have you chosen this point on the scale?

### 3.3.10 Collaboration & Integration

### Organisational Management & Development

#### Youth work providers operate collaboratively with other agencies and services to ensure an integrated response to the needs of young people

The indicators below describe what should be in place in support of this standard at each point along the Scale of Attainment. Please consider these indicators in relation to your service. You may add any other indicators you think are appropriate to your service.

Absent	Acquiring	Achieved	Advanced
1. No collaboration exists with other services	1. Limited collaboration exists with other services	1. Collaboration exists with other services	1. Active and productive collaboration exists with other services
2. Partnership arrangements are reactive	2. Partnership arrangements are mostly reactive	2. Partnership arrangements are mostly proactive	2. Partnership arrangements are proactive
3. Needs of the young people are not regarded in service provision	3. Needs of the young people are recognised in service provision	3. Needs of the young people are clearly identified in service provision	3. Needs of the young people are prioritised & central in service provision
4. Services work in isolation and do not have regard to an area-based approach	4. Services work with others aim to offer an integrated area-based approach	4. Services work with others to provide an integrated area-based approach	4. Services work with others to provide an integrated and planned area-based approach
5. No examples of resource effective practices amongst services	5. Some examples of resource effective practices amongst services	5. Examples of resource effective practices amongst services	5. Clear examples of resource effective practices amongst services
6. No commitment to sectoral development	6. Some commitment to sectoral development	6. Commitment to sectoral development	6. Clear commitment to sectoral development

You may add any other indicators below:

In the relevant spaces below, please describe the evidence your service has in place in relation to the above indicators:

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Having considered the above, identify a position on the Scale of Attainment that best reflects your service's position in relation to this standard. (Mark 'X' on a point on the scale below): If you think that your service is at different points on the Scale of Attainment in relation to the various indicators, choose a point on the scale that, overall, best reflects your service's position.

Absent	Acquiring	Achieved	Advanced
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Why have you chosen this point on the scale?

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**4.1 External Assessment\* by VEC Officer / Standards Officer**

**Service Information**

**\*(to be completed in the 1<sup>st</sup> quarter of year one, and in the first year of each implementation cycle thereafter)**

**To be completed by VEC Officer / Standards Officer following Self-Assessment by service/organisation.**

**Name of service/organisation:**

**Address:**

**Telephone:**

**Email:**

**Membership of the QSF Implementation Team:**

*Name*

*Position / role in service / organisation*

**VEC area (if applicable):**

**Name of VEC Officer / Standards Officer:**

**Scheduled progress review dates:**

**4.1 External Assessment\* by VEC Officer / Standards Officer**

**Review of Documentary Evidence**

**\*(to be completed in the 1<sup>st</sup> quarter of year one, and in the first year of each implementation cycle thereafter)**

**To be completed by VEC Officer / Standards Officer following Self-Assessment by service/organisation.**

**1. Date review completed:**

**2. Validation of Self-Assessment based on Documentary Evidence:**

**Comment on principles and standards supported:**

**4.1 External Assessment\* by VEC Officer / Standards Officer**

**Observations on Practice**

**\* (to be completed in the 1<sup>st</sup> quarter of year one, and in the first year of each implementation cycle thereafter)**

**To be completed by VEC Officer / Standards Officer following Self-Assessment by service/organisation.**

**1. Date and location of Observations on Practice:**

**2. Nature of practice observed:**  
*(e.g. activity with young people, leader training, etc.)*

**3. Principles & standards identified:**

**4. Validation of Self-Assessment based on Observations on Practice**

**(a) How the practice observed supports the core principle and/or standards identified (mark 'X' on a point on the scale below):**

Fully supports

Mostly supports

Somewhat supports

Fails to support

**Comment:**

**(b) How the practice observed validates the position taken by the service on the Scale of Attainment (mark 'X' on a point on the scale below):**

Fully validates

Mostly validates

Somewhat validates

Fails to validate

**Comment:**

**4.1 External Assessment\* by VEC Officer / Standards Officer**

**Focus Group with Stakeholders**

**\*(to be completed in the 1<sup>st</sup> quarter of year one, and in the first year of each implementation cycle thereafter)**

**To be completed by VEC Officer / Standards Officer following Focus Group held as part of External Assessment process.**

**1. Date and location of Focus Group:**

**2. Composition of Focus Group:**  
*(E.g. young people, leaders, staff, etc.)*

**(a) How are you benefiting from your engagement in the service? (What do you get from being part of this?)**

**(b) How well are themes relating to specific core principles and / or standards (e.g. participation; planning etc.) in place within the service? (What do you see in practice here?)**

**(c) What could be developed and / or improved within the service? (What could be better?)**

**5.1 Continuous Improvement Plan (to be completed annually in the 1<sup>st</sup> quarter)**

**Core Principles**

This table should be completed annually by the service/organisation following the Self-Assessment and External Assessment processes and in conjunction with the VEC Officer / Standards Officer. Please identify the areas for improvement, outline the actions to be taken and indicate who will progress these actions and by when:

Identified areas for improvement	Actions to be carried out to address identified areas	Who will progress these and when?
<p>All youth work practice and provision is:</p> <p>1. Young person-centred: recognising the rights of young people and holding as central their active &amp; voluntary participation</p>		
<p>2. Committed to ensuring and promoting the safety and wellbeing of young people</p>		
<p>3. Educational and developmental</p>		
<p>4. Committed to ensuring and promoting equality and inclusiveness in all its dealings with young people and adults</p>		
<p>5. Dedicated to the provision of quality youth work and committed to continuous improvement</p>		

**5.1 Continuous Improvement Plan (to be completed annually in the 1<sup>st</sup> quarter)**

**Standards on Youth Work Practice and Provision**

**This table should be completed annually by the service/organisation following the Self-Assessment and External Assessment processes and in conjunction with the VEC Officer / Standards Officer. Please Identify the areas for improvement, outline the actions to be taken and indicate who will progress these actions and by when:**

Standard:	Identified areas for improvement	Actions to be carried out to address identified areas	Who will progress these and when?
<p><b>Planning</b> All youth work is planned and designed according to young people's needs, outlining clear rationale, objectives and expected outcomes.</p>			
<p><b>Practice</b> All youth work is delivered by suitably skilled personnel according to principles of good practice and is outcome focused.</p>			
<p><b>Progression</b> All youth work engages proactively with young people, offering strategies and supports that enable young people to progress and achieve.</p>			
<p><b>Monitoring and Assessment</b> All youth work is monitored and assessed to determine its effectiveness and efficiency, measure learning outcomes and enhance youth work provision.</p>			
<p><b>Policies and Procedures</b> All youth work is supported by appropriate policies and procedures, informing and enhancing the work of the organisation.</p>			

## 5.1 Continuous Improvement Plan (to be completed annually in the 1<sup>st</sup> quarter)

## Standards on Organisational Management and Development

This table should be completed annually by the service/organisation following the Self-Assessment and External Assessment processes and in conjunction with the VEC Officer / Standards Officer. Please identify the areas for improvement, outline the actions to be taken and indicate who will progress these actions and by when:

Standard:	Identified areas for improvement	Actions to be carried out to address identified areas	Who will progress these and when?
<b>Governance &amp; operational management</b> Youth work providers document and implement transparent and effective governance and operational management systems			
<b>Strategy</b> Youth work providers have a sustainable strategic plan that informs the direction and delivery of youth work.			
<b>Volunteers</b> Youth work providers promote the importance of volunteerism and all volunteers are valued and supported in their agreed roles.			
<b>Human resource management</b> Youth work providers ensure the effective performance of both paid staff and volunteers and offer appropriate support, supervision and development opportunities.			
<b>Collaboration and integration</b> Youth work providers operate collaboratively with other agencies and services to ensure an integrated response to the needs of young people.			

Agreed by the QSF lead within the service/organisation: \_\_\_\_\_ Date: \_\_\_\_\_

Agreed by the VEC Officer/Standards Officer: \_\_\_\_\_ Date: \_\_\_\_\_

Additional comment, if required: \_\_\_\_\_



**6.1 QSF Progress Report – Self-Assessment (to be completed and submitted annually via the VEC to the OMCYA in the 4<sup>th</sup> quarter)**

**Core Principles**

**This section of the Progress Report should be completed by the service/organisation following a period of implementation of the Continuous Improvement Plan. Please review the Continuous Improvement Plan and detail any progress achieved:**

All youth work practice and provision is:	Progress achieved (to include an identified achieved outcome)	Further areas to be developed (and outlined in new CIP)	Who will progress these and when?
1. Young person-centred: recognising the rights of young people and holding as central their active & voluntary participation			
2. Committed to ensuring and promoting the safety and wellbeing of young people			
3. Educational and developmental			
4. Committed to ensuring and promoting equality and inclusiveness in all its dealings with young people and adults			
5. Dedicated to the provision of quality youth work and committed to continuous improvement			

**6.1 QSF Progress Report – Self-Assessment (to be completed and submitted annually via the VEC to the OMCYA in the 4<sup>th</sup> quarter)**

**Standards**

**This section of the Progress Report should be completed by the service / organisation following a period of implementation of the Continuous Improvement Plan. Please review the Continuous Improvement Plan and detail any progress achieved:**

<b>Standards</b>	<b>Progress achieved</b>	<b>Further areas to be developed (and outlined in new CIP)</b>	<b>Who will progress these and when?</b>
1. Planning			
2. Practice			
3. Progression			
4. Monitoring and Assessment			
5. Policies and Procedures			
6. Governance & operational management			
7. Strategy			
8. Volunteers			
9. Human resource management			
10. Collaboration and integration			

**6.1 QSF Progress Report – Self-Assessment (to be completed and submitted annually to the OMCYA in the 4<sup>th</sup> quarter) Further Actions and Emerging Issues**

This section of the Progress Report should be completed by the service/ organisation following a period of implementation of the Continuous Improvement Plan.

Please detail any further actions required at this point:

*Further actions required*

*Personnel responsible*

*Timeframe for achievement*

Please identify any additional areas of action / emerging issues identified, if any:

**6.1 QSF Progress Report – Self-Assessment (to be completed and submitted annually to the OMCYA in the 4<sup>th</sup> quarter)**

**Impact & Improvement**

**This section of the Progress Report should be completed by the service/ organisation following a period of implementation of the Continuous Improvement Plan. Please provide feedback on your involvement in the QSF under the following headings:**

**Practical benefits of engagement in the QSF:**

**Challenges encountered in the QSF:**

**Suggestions for improvements to the QSF:**

**6.2 QSF Progress Report – External Assessment by VEC Officer / Standards Officer (to be completed and submitted annually to the OMCYA in the 4<sup>th</sup> quarter)**

To be completed by VEC Officer / Standards Officer following self-assessment by service/ organisation of progress achieved on implementation of Continuous Improvement Plan. Please provide a brief commentary on the following:

1. Date of most recent External Assessment completed:

2. Commentary on the External Assessment (if in year one of the Implementation Cycle):

3. Commentary on the position taken in the CIP (based on most recent self-assessment):

4. Commentary on progress achieved in the implementation of the CIP:

**6.2 QSF Progress Report – External Assessment by VEC Officer / Standards Officer (to be completed and submitted annually to the OMCYA in the 4<sup>th</sup> quarter)**

**5. Recommended actions to be achieved by next progress review dates:**

**6. Additional comments:**

**7. Scheduled progress review dates:**

**Signed VEC Officer/Standards Officer:**

**Date:**

