



The Quality Mark for Youth Work in Wales: Silver Level

April 2021



The Quality Mark for Youth Work in Wales: Silver Level

Audience

Organisations providing youth work provision within Wales.

Overview

This document contains the quality standards, indicators and grade descriptors for the Silver Level of the Quality Mark for Youth Work in Wales, and provides information for organisations to use when completing a self-assessment template which is available from the contractor. This document should be read in conjunction with *The Quality Mark for Youth Work in Wales: Introduction and guidance*.

Action required

Organisations can use these Silver Level Quality Standards as a tool for improving the quality and impact of their youth work provision or to guide the process of developing a self-assessment and associated evidence in order to apply for the Silver Level of the Quality Mark for Youth Work in Wales.

Further information

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Additional copies

This document can be accessed from the Welsh Government's website at gov.wales/quality-mark-for-youth-work

Related documents

The Quality Mark for Youth Work in Wales: Introduction and guidance (2021); The Quality Mark for Youth Work in Wales: Bronze Level (2021); The Quality Mark for Youth Work in Wales: Gold Level (2021); The Quality Mark for Youth Work in Wales: Guidance for assessors (2021).

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Introduction to the Silver Level Quality Mark for Youth Work in Wales

The Quality Mark for Youth Work in Wales (referred to for ease of reference throughout this document as ‘the Quality Mark’) is a unique tool for self-assessment, planning improvement and gaining a Quality Mark for youth work, and is divided into three levels – Bronze, Silver and Gold. This document is relevant for the Silver Level of the Quality Mark.

The Silver Level of the Quality Mark focuses on ensuring that youth work recognises and promotes inclusive practice, celebrates equality and diversity, ensures that provision is planned to meet young people’s needs, ensures that activities make an impact on young people and their outcomes, and is delivered by an appropriately experienced and qualified workforce who involve young people in decision-making.

The importance of the Silver Level cannot be understated. The provision of youth work has its foundation on the basis of equality. Organisations must provide evidence of the diverse and inclusive nature of their provision at this level. They must also demonstrate that they have a programme of activities which is planned and delivered in partnership with young people, as well as what impact their participation strategies have made to the organisation and their community. This is an opportunity to celebrate the skills of youth workers and youth support workers, and how they have built trusted relationships with young people. At this level, organisations can also show how youth work interventions and informal and non-formal learning takes place. They can also show what methods were used to deliver activities and how these benefit young people by developing new skills and emotional and personal resilience, and if it has enabled the young people to enter into the world of work or further learning.

The [Youth Work Strategy for Wales](#) sets out a vision for the future where:

“youth work is rights-based, informed by young people, and collaboratively planned and supported by a skilled workforce of voluntary and paid professional staff”.

The Silver Level covers involving young people, curriculum, equality and diversity, and workforce development.

Silver Level Quality Standards

Within each level of the Quality Mark there are four quality standards and within each quality standard there are a number of associated 'indicators'. As part of the Quality Mark application process, organisations are required to provide evidence to support each indicator.

Organisations can use these quality standards as a tool for improving the quality and impact of their youth work, curriculum and provision. They can also contribute to or act as a guide in the process of developing a self-assessment and associated evidence in order to apply for the Quality Mark.

The Silver Level Quality Standards focus on ensuring that youth work recognises and promotes equality and diversity, is planned to meet young people's needs, makes an impact on their outcomes, is delivered by an appropriately qualified workforce and involves young people in decision-making. The Silver Level Quality Standards are listed in the table below.

Silver: Youth work is inclusive, accessible and offered by trained staff.	
Quality standard	Indicators
2.1 Involving young people	<p>The organisation has a strategy or plan(s) in place to ensure young people's continued active participation and engagement.</p> <p>The organisation monitors and evaluates their strategy or plan which ensures young people's active involvement at all levels in decision-making and contributing to their work.</p> <p>The impact of young people's active involvement in decision-making contributes to the work of the organisation, and is measured and identified.</p>

<p>2.2 Curriculum</p>	<p>The organisation has a curriculum or programme of youth work and the workforce is confident in delivering it consistently.</p> <p>The organisation carries out regular needs analysis to inform the range and type of provision it will offer young people.</p> <p>The organisation's provision addresses young people's differing needs, interests and circumstances.</p> <p>Young people benefit from being involved and participating in the youth work provision offered by the organisation.</p>
<p>2.3 Equality and diversity</p>	<p>The organisation has a proactive approach to promoting equality and diversity through its policy(policies) and practice(s).</p> <p>The organisation has a proactive approach to its use of data and information in promoting equality, diversity and inclusion policy(policies) and practice(s).</p> <p>The organisation's equality and diversity policy(policies) are implemented and result in change and improvement.</p>
<p>2.4 Workforce development</p>	<p>The organisation has a workforce development policy or strategy.</p> <p>The organisation invests in the development of skills and knowledge, and this is visible in the delivery of provision and its workforce's practice.</p> <p>The organisation has a workforce that is fit for the purpose of working effectively with young people directly or indirectly.</p>

Each of the quality standards has associated 'indicators'. To help organisations develop an accurate self-assessment, grade descriptors are provided for each indicator. The grade descriptors are intended to assist organisations in making a judgement about their current level of performance. The grade descriptors are noted below.

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

To be eligible for the Silver Level Quality Mark, an organisation must have achieved the Bronze Level Quality Mark and must now complete a self-assessment with a portfolio of evidence and participate in an external assessment process to demonstrate that a 'good practice' grade has been achieved for each indicator within this Silver Level. To achieve this level, organisations who have already achieved a Bronze Level Quality Mark will build on the evidence presented at the previous level in order to achieve the Silver Level. Organisations considering applying for both the Silver and Gold Levels at the same time should discuss this option with the contractor.

The following sections deal with each of the Silver Level Quality Standards in turn, noting the indicators and grade descriptors for each of the quality standards at this Silver Level. They also provide information on what evidence is needed for each of the quality standards, including examples of evidence and good practice which will help organisations to judge and evidence their current level of performance or develop a self-assessment in preparation for applying for the Silver Level Quality Mark.

Quality Standard: 2.1 Involving young people

[Youth Work in Wales: Principles and Purposes](#) (2018) defines participative practice as:

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

Young people's participation in decision-making is one of the five pillars that underpin youth work in Wales. Article 12 of the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) sets out that children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

This quality standard focuses on the quality and impact of young people's participation in decision-making and how well organisations:

- actively listen to young people
- actively involve young people in decision-making
- demonstrate how young people's views and opinions lead to tangible organisational/programme change and improvement
- have implemented the [Children and Young People's National Participation Standards](#)
- are engaged in the National Participation Charter.

The evidence to support this quality standard should demonstrate:

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

Grade descriptors

Silver Level Quality Standard 2.1 Involving young people – Grade descriptors			
Indicators	Good practice	Some development needed	Considerable development needed
<p>The organisation has a strategy or plan(s) in place to ensure young people’s continued active participation and engagement.</p>	<p>Young people contribute to their community and play an active role in social action.</p> <p>Young people are involved in decision-making, e.g. with youth forums, youth voice, youth councils.</p> <p>A live strategy or plan is in place for ensuring the continuous participation of young people.</p> <p>A range of methods are used to ensure young people’s views contribute to the vision and work of the organisation.</p> <p>Young people’s active involvement influences delivery, planning, resources, communication and quality assurance.</p>	<p>A strategy or plan is being developed to ensure active involvement is built into every aspect of the organisation’s work with young people.</p> <p>Young people’s active involvement occasionally influences delivery, planning, resources, communication and quality assurance.</p> <p>There are occasional opportunities for young people’s active involvement their own community.</p> <p>Young people are occasionally made aware of how their active involvement influences changes/decisions made to the organisation/programme/local community.</p>	<p>A strategy or plan is not in place to ensure active involvement is built into every aspect of the organisation’s work with young people.</p> <p>There are individual examples of active involvement but a strategy for involving young people in decision-making has yet to be developed and consistently implemented.</p> <p>The organisation is yet to provide young people with opportunities for active involvement in their own communities.</p> <p>Young people are unaware of how their active involvement influences changes/decisions made to the organisation/programme/local community.</p>

	<p>There are opportunities for young people to actively become engaged and involved in their local community-led projects.</p> <p>Young people are aware of how their active involvement influences changes/decisions made to the governance of the organisation and in local community projects or initiatives.</p>		
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Silver Level Quality Standard 2.1 Involving young people – Grade descriptors

Indicators	Good practice	Some development needed	Considerable development needed
<p>The organisation monitors and evaluates their strategy or plan which ensures young people's active involvement at all levels in decision-making and contributing to their work.</p>	<p>A robust system is in place for monitoring the active involvement of young people at all levels in decision-making and contributing to the work of the organisation.</p> <p>The organisation has completed a self-assessment against the Children and Young People's National Participation Standards, or similar standards, or is actively engaged in the National Participation Charter.</p> <p>The organisation contributes to, or is part of, a locally organised youth council or youth forum which is representative of a local area.</p>	<p>Systems are being developed to monitor the active involvement of young people at all levels in decision-making and contributing to the work of the organisation.</p> <p>The organisation is currently undertaking a self-assessment against the Children and Young People's National Participation Standards or similar standards.</p>	<p>There are isolated examples of monitoring the active involvement of young people at all levels in decision-making and contributing to the work of the organisation.</p> <p>The organisation has not undertaken a self-assessment against the Children and Young People's National Participation Standards or similar standards.</p> <p>A strategy or plan is being developed to ensure active involvement is built into every aspect of the organisation's work with young people.</p>

Silver Level Quality Standard 2.1 Involving young people – Grade descriptors

Indicators	Good practice	Some development needed	Considerable development needed
<p>The impact of young people's active involvement in decision-making contributes to the work of the organisation, and is measured and identified.</p>	<p>As a result of young people's active involvement in decision-making, there is evidence of sustained change and improvement within the organisation over a two-year period.</p> <p>Young people are routinely kept informed of the changes and improvements that have been made in response to their views.</p> <p>Young people's active involvement in decision-making is recognised, recorded and/or accredited.</p>	<p>As a result of young people's active involvement in decision-making there is evidence of changes within the organisation over the past year.</p> <p>There are plans in place to ensure that young people have more opportunities for active involvement which influence change and improvement.</p>	<p>As a result of young people's active involvement in decision-making, there are isolated examples of change.</p> <p>There is a commitment to improving young people's active involvement.</p>

Examples of evidence and good practice

- Strategy or plan for young people's active involvement in decision-making and contribution to the work of the organisation.
- Target setting and or performance monitoring in relation to young people's active involvement in decision-making and contribution to the work of the organisation.
- Data collection related to targets for involving young people.
- Resources, structures and processes to support young people's active involvement.
- Completion of the Children and Young People's National Participation Standards self-assessment or similar standards.
- Commitment to the UNCRC, in particular Article 12.
- Up-to-date information on arrangements for young people's participation published by the organisation.
- Examples of young people's involvement in:
 - curriculum planning, delivery, monitoring and evaluation
 - planning projects, programmes, activities and events
 - reviewing and evaluating projects, programmes, activities and events
 - designing, commissioning or delivering of services.
- Evidence of young people's participation in management committees, members committees or similar groups within their own youth centres and projects.
- Evidence of tangible change and improvement as a result of young people's involvement in decision-making.
- Evidence of how young people's feedback has resulted in change and improvement.
- Examples of feedback to young people on change and improvement as a result of their active involvement.
- Examples of young people's active involvement in their communities, e.g. youth forums, youth councils or youth parliaments.
- Data on local youth elections and other democratic processes.
- Testimonials from young people.
- Examples of young people's active involvement in recruitment and selection and determining spending.
- Examples of young people's learning and achievement as a result of active involvement.

Quality Standard: 2.2 Curriculum

[Youth Work in Wales: Principles and Purposes](#) recognises the importance of education and having a quality curriculum in all provisions. As one of the five pillars of youth work, the aim of educative youth work is:

“enabling young people to gain the skills, knowledge, understanding, attitudes and values needed for their own personal development and fulfilment and as a means of contributing to society as members of groups and communities, locally, regionally, nationally, and internationally”.

This quality standard focuses on how well the organisation’s planned provision and range of activities:

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

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

- embrace a broad range of educational and recreational activities underpinned by the five pillars of youth work as detailed in *Youth Work in Wales: Principles and Purposes*
- provide young people with opportunities to engage, learn, develop, enjoy themselves, make progress, evaluate, and recognise their learning
- include references to the methods by which the curriculum is implemented
- be supported by a framework of planned learning.

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

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

The evidence to support this quality standard should demonstrate how the organisation:

- assesses the needs of young people
- involves young people in its design, delivery and evaluation
- plans to meet young people's needs, and provide evidence of how their plans are developed and implemented
- supports young people to extend their knowledge, understanding and skills
- promotes young people's personal, social and educational development
- aligns their work with young people with local priorities, e.g. aligns their aims and objectives for their work with young people with national plans and strategies, such as:
 - [Youth Work Strategy for Wales](#)
 - [Youth Engagement and Progression Framework](#) or subsequent versions of this framework
 - [Youth Work in Wales: Principles and Purposes](#)
 - [Children and Young People's National Participation Standards](#)
 - [Cymraeg 2050: A million Welsh speakers](#).

Grade descriptors

Silver Level Quality Standard 2.2 Curriculum – Grade descriptors			
Indicators	Good practice	Some development needed	Considerable development needed
<p>The organisation has a curriculum or programme of youth work and the workforce is confident in delivering it consistently.</p>	<p>The curriculum is effectively planned and delivered to meet needs of young people and meets the principles and purposes of youth work in Wales.</p> <p>The workforce engages with professional development opportunities according to organisational needs.</p> <p>The curriculum contributes to local and national priorities for young people.</p> <p>The workforce is confident in monitoring and evaluating youth work programmes with young people.</p> <p>The workforce, at all levels, is able, confident and competent to plan, prepare and facilitate the youth program of activities with young people.</p>	<p>There are plans in place to ensure that the curriculum is effectively delivered, and that it directly contributes to local and national priorities for young people.</p> <p>Training, professional development and supervision for the workforce is being reviewed to support planning and delivery of effective youth work.</p> <p>The curriculum is not consistently implemented throughout the organisation.</p>	<p>The curriculum is not clearly linked to meeting young people’s needs or local and national priorities for young people.</p> <p>Plans are in place to provide workforce development to ensure the curriculum is effectively implemented.</p>

Silver Level Quality Standard 2.2 Curriculum – Grade descriptors

Indicators	Good practice	Some development needed	Considerable development needed
<p>The organisation carries out regular needs analysis to inform the range and type of provision it will offer young people.</p> <p>The organisation’s provision addresses young people’s differing needs, interests and circumstances.</p>	<p>The curriculum and type of provision is consistently informed, monitored, and changed in response to emerging needs.</p> <p>There is a robust link between young people’s needs assessments and changes made to the range and type of provision offered to them.</p> <p>The organisation has analysed the need for the use of the Welsh language in its provision to ensure young people have access to high-quality Welsh-medium/bilingual provision where appropriate.</p>	<p>Information on needs is assessed but is yet to be systematically analysed.</p> <p>There are examples of links between young people’s needs assessment and changes made to the range and type of provision offered to them.</p>	<p>There is limited evidence of needs assessment.</p> <p>The range and type of provision is yet to be informed by the results of young people’s needs analysis.</p>

Silver Level Quality Standard 2.2 Curriculum – Grade descriptors			
Indicators	Good practice	Some development needed	Considerable development needed
Young people benefit from being involved and participating in the youth work provision offered by the organisation.	<p>Young people develop and extend their knowledge and understanding by engaging in youth work curriculum/ provision.</p> <p>Young people develop and extend their personal and social skills by engaging in youth work provision.</p> <p>There are extensive examples of how engaging in youth provision has positively contributed to other aspects of young people’s lives.</p>	<p>There are some examples of young people developing their knowledge and understanding by engaging in youth work provision.</p> <p>There are some examples of young people developing their personal and social skills by engaging in youth work provision.</p> <p>There are some examples of how engaging in youth work provision has positively contributed to other aspects of young people’s lives.</p>	<p>Following engagement in youth work provision, there is inconsistency in young people’s personal and social development, and learning.</p> <p>There are limited examples of how engaging in youth work provision has positively contributed to other aspects of young people’s lives.</p>

Examples of evidence and good practice

- The organisation’s curriculum or curriculum statement.
- Evidence of how the organisation’s curriculum links with the five pillars of youth work (as set out in *Youth Work in Wales: Principles and Purposes*).
- The organisation has identified links between their curriculum and local and national plans and/or strategies.
- The organisation is able to demonstrate how the results of needs assessments and analysis, community profiles or reports have informed change within the organisation.

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

Quality Standard: 2.3 Equality and diversity

[Youth Work in Wales: Principles and Purposes](#) emphasises the importance of inclusion and equal opportunity. It describes inclusive practice as:

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

- *racial, social and cultural identity and diversity;*
- *heritage;*
- *languages and the value of one’s own and other languages;*
- *citizenship;*
- *respect for other people’s choices”.*

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

The evidence to support this quality standard should demonstrate:

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

Grade descriptors

Silver Level Quality Standard 2.3 Equality and diversity – Grade descriptors			
Indicators	Good practice	Some development needed	Considerable development needed
<p>The organisation has a proactive approach to promoting equality and diversity through its policy(policies) and practice(s).</p>	<p>There are rigorous procedures for using data to monitor the impact of equality and diversity policies and practices.</p> <p>There is a programme of workforce development opportunities that address equality and diversity.</p> <p>The curriculum addresses equality and diversity.</p> <p>Young people have extended their knowledge and understanding of equality and diversity.</p> <p>Procedures for dealing with complaints of harassment and discrimination are communicated to young people, the workforce and other stakeholders.</p>	<p>There is an up to-date equality and diversity policy with an action plan in development.</p> <p>There are plans to provide workforce development opportunities that address equality and diversity.</p> <p>There are some examples of how equality and diversity is addressed in the curriculum.</p> <p>Procedures for dealing with complaints of harassment and discrimination are in place with plans to ensure young people, the workforce and other stakeholders know how to use them.</p>	<p>Equality and diversity policy is in place but the action plan is yet to be developed.</p> <p>The workforce is yet to engage in equality and diversity development opportunities.</p> <p>Equality and diversity is inconsistently addressed in the curriculum.</p> <p>Procedures for dealing with complaints of harassment and discrimination are yet to be developed or implemented.</p>

	<p>Complaints of harassment and discrimination are recorded and monitored to ensure they have been effectively investigated and addressed.</p> <p>The organisation has conducted an analysis of the use of Welsh language provision and young people have access to Welsh-medium or bilingual provision where appropriate.</p> <p>Young people with 'community of interests' protected characteristics have access to high-quality provision where appropriate.</p>		
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Silver Level Quality Standard 2.3 Equality and diversity – Grade descriptors

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

Examples of evidence and good practice

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

Quality Standard: 2.4 Workforce development

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

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

The evidence to support this quality standard should demonstrate:

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

Grade descriptors

Silver Level Quality Standard 2.4 Workforce development – Grade descriptors			
Indicators	Good practice	Some development needed	Considerable development needed
The organisation has a workforce development policy or strategy.	<p>A workforce development policy/strategy is consistently applied to all areas of work with young people.</p> <p>The workforce is aware of professional development opportunities.</p> <p>Professional development is supported by regular performance management, supervision and appraisal processes.</p>	<p>The organisation has a workforce development policy or strategy which has not yet been applied to all areas of work with young people, or is yet to be consistently applied to all members of the workforce.</p> <p>All members of the workforce are aware of professional development opportunities.</p> <p>The workforce is regularly supervised and appraised.</p>	<p>The organisation's workforce development policy or strategy is yet to be developed or fully implemented.</p> <p>Paid staff are aware of professional development opportunities but these have not been made available to the organisation's volunteers, trustees and young people.</p> <p>Supervision and appraisal is carried out on an ad-hoc basis.</p>

Silver Level Quality Standard 2.4 Workforce development – Grade descriptors

Indicators	Good practice	Some development needed	Considerable development needed
<p>The organisation invests in the development of skills and knowledge, and this is visible in the delivery of provision and its workforce's practice.</p>	<p>The workforce development opportunities improve the quality and impact of the youth work provision.</p> <p>The developmental needs of the workforce are regularly assessed and the development of opportunities subsequently provided improve the quality and impact of the youth work provision</p> <p>The workforce has access to, and engages in, a diverse range of continuing professional development activity.</p> <p>Professional development activities are delivered in a way, and offered at times, that ensure they are accessible to the entire workforce.</p>	<p>There are plans to secure a more structured process for assessing and addressing the professional development needs of the workforce and the organisation as a whole.</p> <p>The organisation is taking steps to improve the range and diversity of professional development opportunities.</p>	<p>Engagement in professional development activities is inconsistent.</p> <p>Professional development opportunities are yet to be linked to a systematic assessment of the needs of the workforce.</p> <p>The quality and impact of professional development opportunities are yet to be monitored and evaluated.</p>

	<p>Feedback and evaluations are used to assess and improve the quality and impact of the professional development opportunities.</p> <p>The organisation uses supervision notes and performance appraisal systems in its identification of volunteer and staff training needs.</p> <p>Leadership and management continuous professional development opportunities are available for to staff and volunteers.</p>		
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Silver Level Quality Standard 2.4 Workforce development – Grade descriptors

Indicators	Good practice	Some development needed	Considerable development needed
The organisation has a workforce that is fit for the purpose of working effectively with young people directly or indirectly.	The workforce development opportunities improve the quality and impact of youth work provision.	There are plans to ensure professional development opportunities are delivered in ways and at times that ensure they are accessible to the entire workforce.	The organisation is yet to assess how workforce development improves the quality and impact of youth work.

	<p>Professional qualifications which are most appropriate to meet the needs of young people and the aims of the organisation have been identified.</p> <p>The majority of the workforce has, or is working towards, professional qualifications that are most appropriate to meet the needs of young people and the aims of the organisation.</p> <p>The organisation recognises and celebrates the workforce's engagement in professional development and accreditation.</p>	<p>There are plans to use feedback and evaluations to assess the quality and impact of the professional development opportunities.</p> <p>The organisation has plans to assess how workforce development improves the quality and impact of youth work.</p> <p>Professional qualifications which are most appropriate to meet the needs of young people and the aims of the organisation are being identified.</p> <p>Some of the workforce has, or is working towards, professional qualifications that are most appropriate to meet the needs of young people and the aims of the organisation.</p>	<p>Professional qualifications which are most appropriate to meet the needs of young people and the aims of the organisation have not yet been identified.</p> <p>There is not a systematic process to provide opportunities for the workforce to gain relevant professional qualifications.</p>
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Examples of evidence and good practice

- The organisation's workforce development policy or strategy.
- Processes for identifying the professional development needs of the workforce as individuals and the organisation as a whole, e.g. training and qualification audits.
- The organisation's training and development plan with evidence of links to organisational, local and national policy priorities.
- Examples of adapting professional development opportunities to ensure they are accessible to people with disabilities, part-time staff and volunteers, trustees and young people.
- The organisation's supervision and appraisal policy and procedures.
- The organisation's supervision, performance review and appraisal records.
- The organisation's publicity for promoting professional development opportunities.
- The organisation's briefings for the workforce on national and local developments in youth work and other services for young people.
- Percentage of the organisation's budget that is spent on training/workforce development.
- Feedback from surveys (young people, stakeholders and workforce) on the quality of the organisation's workforce development activities.
- Numbers/proportions of the organisation's workforce with appropriate professional qualifications.
- Numbers/proportions of the organisation's workforce who are working towards appropriate professional qualifications.
- Numbers/proportions of unqualified members of the organisation's workforce.
- Endorsements through other frameworks (such as Investors in People and Investors in Volunteers).
- The organisation's self-assessments against quality standards for workforce development, e.g. the CWVYS (the Council for Wales of Voluntary Youth Services) Quality Mark for workforce development or the Education Training Standards (ETS) Wales Draft Quality Mark Workforce Development Standards.
- Examples of how the organisation's workforce development has resulted in improved provision and outcomes for young people.

Summary and next steps

After reading this document, organisations should now be familiar with the quality standards, indicators and grade descriptors for the Silver Level of the Quality Mark. Organisations can use these Silver Level Quality Standards as a tool for improving the quality and impact of their youth work provision or to guide the process of developing a self-assessment and associated evidence in order to apply for the Silver Level of the Quality Mark, having already been successful in gaining the Bronze Level Quality Mark. While working through the three levels, some organisations may wish to apply for both the Silver and Gold Levels at the same time and they should discuss this option with the contractor. However, they must have already been successful in gaining the Bronze Level Quality Mark as a minimum.

If you feel you are ready to engage with the Quality Mark, or you want to know more, you can either speak to the current contractor, or get in touch with the Youth Engagement Branch who will pass your details and any queries on to them. The Youth Engagement Branch can be contacted by e-mailing youthwork@gov.wales.