



# The Quality Mark for Youth Work in Wales: Bronze Level

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# The Quality Mark for Youth Work in Wales: Bronze Level

## Audience

Organisations providing youth work provision within Wales.

## Overview

This document contains the quality standards, indicators and grade descriptors for the Bronze 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 Bronze 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 Bronze 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](https://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: Silver Level (2021); The Quality Mark for Youth Work in Wales: Gold Level (2021); The Quality Mark for Youth Work in Wales: Guidance for assessors (2021).*

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## Introduction to the Bronze 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 Bronze Level of the Quality Mark.

The entry route into the Quality Mark process is the Bronze Level which is the first step and focuses on the organisation’s purpose, structure, policy framework and delivery methods for the provision of high-quality youth work. This is the cornerstone for the assessment process. At this level, organisations will demonstrate how they came into being, why they were established and what they anticipate achieving through their provision. Organisations must demonstrate they have appropriate leadership and governance, monitoring and evaluation processes, are safe and act within a legal framework of policies, and provide a welcoming and safe environment for young people who can access trusted and skilled staff and volunteers.

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

*“all young people are thriving, with access to opportunities and experiences, in Welsh and English, which provide enjoyment and enrich their personal development through youth work approaches”.*

The Bronze Level covers performance management, quality of youth work, young people’s learning and development, and legal requirements.

## Bronze 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 Bronze Level Quality Standards, which focus on the building blocks for high-quality youth work, are listed in the table below.

<b>Bronze: Young people are safe and able to thrive.</b>	
<b>Quality standard</b>	<b>Indicators</b>
<b>1.1 Performance management</b>	<p>The organisation has a clearly stated mission or vision and has a strategy and/or plan(s) for its work with young people.</p> <p>There is a plan which demonstrates how the organisation measures the impact and effectiveness of its work with young people.</p> <p>The organisation regularly uses a systematic approach for monitoring, reviewing and revising its organisational plan(s) and targets and/or performance indicators.</p> <p>The organisation can link its work with key local and national policies, and/or strategies and priorities for young people.</p>

<p><b>1.2 Quality of youth work practice</b></p>	<p>The organisation's workforce understands the needs of local areas and the needs of the young people with whom they work.</p> <p>The organisation's workforce engages young people in planning and evaluating activities.</p> <p>The organisation's workforce engages young people in informal and non-formal learning opportunities that are educative, empowering, participative, inclusive and expressive, which extend their knowledge, skills and understanding.</p> <p>The organisation's workforce develops positive relationships with young people to effectively support and promote young people's learning and achievement.</p>
<p><b>1.3 Young people's learning and development</b></p>	<p>Following engagement in the organisation's youth work provision, young people develop the knowledge, skills and understanding of themselves and their learning.</p> <p>Following engagement in the organisation's youth work provision, young people develop personal, social and emotional skills.</p> <p>The organisation enables young people to help shape the organisation's vision and aims, and involves the young people in the design, planning and evaluation of provision to meet their needs.</p>
<p><b>1.4 Legal requirements</b></p>	<p>The organisation has relevant policies, procedures and guidance, and can meet its legal requirements and safe practice.</p> <p>The organisation has effective policies and procedures for the safeguarding and health and safety of young people, staff and volunteers.</p> <p>The organisation's workforce understands and is trained and equipped to implement policies, procedures and guidance for safeguarding, health and safety, and other legal requirements.</p> <p>The organisation regularly monitors and reviews its policies, procedures and guidance, and uses the results of these processes for improvement and change.</p>

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 Bronze Level Quality Mark, an organisation must 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 Bronze Level.

The following sections deal with each of the Bronze Level Quality Standards in turn, noting the indicators and grade descriptors for each of the quality standards at this Bronze 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 Bronze Level Quality Mark.

## Quality Standard: 1.1 Performance management

*“Youth work organisations and all engaged in youth work are expected to assess outcomes and impact and to have systems for the planning, monitoring and evaluation of all aspects of their work with young people. Organisations and individual youth workers should be able to use self-assessment and self-assessment tools to identify positive benefits for young people and to reflect on and develop their practice”.*

*In developing and evaluating their work, providers should take account of the National Occupational Standards (NOS) for Youth Work, the Participation Standards and the Information Standards.”*

### Youth Work in Wales: Principles and Purposes (2018)

This quality standard focuses on the quality of the organisation’s systems for planning, monitoring and evaluating impact. There is an expectation that the organisation has:

- a vision for its work with young people
- a strategy or plan(s), which together describe how the vision for the organisation’s work with young people will be achieved.

It is recognised that the scale and scope of organisational planning will differ depending on the size of the organisation, its range of services and available resources. Key people to involve in planning includes, but is not limited to, trustees, managers, senior leaders, relevant staff and volunteers, young people, and community partners.

The evidence to support this quality standard should demonstrate:

- how young people, and the workforce with relevant partners, have been involved in development of the vision, strategy and/or plan(s) for the organisation
- how well the workforce and relevant partners understand their role within the organisation’s vision, strategy and plan(s)
- how the organisation’s strategy and/or plan(s) were or are developed, plus how are they monitored and evaluated and how performance is managed
- how the organisation’s plan(s) is(are) linked with and contributes(contribute) to local priorities, strategies and plans for work with young people

- how the organisation's plan(s) is(are) linked with and contributes(/contribute) to the delivery of national plans and strategies for young people.

## Grade descriptors

<b>Bronze Level Quality Standard 1.1 Performance management – Grade descriptors</b>			
<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>The organisation has a clearly stated mission or vision and has a strategy and/or plan(s) for its work with young people.</p> <p>There is a plan which demonstrates how the organisation measures the impact and effectiveness of its work with young people.</p>	<p>The organisation is able to demonstrate/show (either face-to-face or digitally) what they do, how it is delivered, when it is delivered and where.</p> <p>Stakeholders, including young people, the workforce and relevant partners, understand and have contributed to the organisation's vision, strategy, plan(s), targets or performance indicators and priorities.</p> <p>The workforce fully understand their roles and responsibilities in delivering the organisation's current plan(s) and how they relate to young people.</p>	<p>There are plans/methods in place to ensure that young people, the workforce and relevant partners understand and contribute to the development of the vision, strategies, plans, performance indicators and priorities.</p> <p>There is inconsistent understanding among the workforce of their roles and responsibilities in delivering the organisation's current plan(s).</p>	<p>The organisation does not yet routinely consult stakeholders, e.g. young people, the workforce and relevant partners, about its strategy, plan(s), performance indicators and priorities.</p> <p>There is limited or no understanding among the workforce of their roles and responsibilities in delivering the organisation's current plan(s).</p>

**Bronze Level Quality Standard 1.1 Performance management – Grade descriptors**

<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>The organisation regularly uses a systematic approach for monitoring, reviewing and revising their organisational plan(s) and targets and/or performance indicators.</p>	<p>There is a regular systematic process for monitoring, reviewing and revising the organisation’s plan(s).</p>	<p>Monitoring and review processes are being revised to ensure a more regular systematic approach.</p>	<p>Monitoring, review, performance management and quality assurance processes are in development.</p>
<p>The organisation can link its work with key local and national policies, and/or strategies and priorities for young people.</p>	<p>The organisation is responding and contributing to key local and national policies and strategies, prioritising its work for young people, and can illustrate flexibility and creativity in doing so.</p> <p>The organisation can demonstrate links to the local and national arrangements for the delivery of services to young people.</p>	<p>Work is underway to ensure the organisation responds and contributes to key local and national policies, strategies and priorities for young people.</p> <p>There are some links between the organisation’s delivery of services to young people and key local and national policies, strategies and priorities for young people.</p>	<p>The organisation has yet to identify how it will respond and contribute to key local and national policies, strategies and priorities for young people.</p> <p>There are limited or no links between the organisation’s delivery of services to young people and key local and national policies, strategies and priorities for young people.</p>

## Examples of evidence and good practice

- Vision, mission statement, strategy or plans for work with young people.
- Provision and/or delivery plan/business plan/operational plan(s).
- Examples of consultation and engagement with young people, the workforce, partners and other stakeholders in developing the organisation's vision, mission statement and/or strategy and plan(s).
- Evidence of the workforce developing an understanding of provision delivery/business plan(s), e.g. through conferences, training, team meetings, volunteer agreements, supervision recordings and appraisal records, service staff development plans, job descriptions, club programmes.
- Evidence of performance and quality monitoring, e.g. reports, meetings, quality assurance visits to provision.
- Examples of target setting and performance monitoring against local and national indicators at an appropriate level, e.g. authority-wide, local area, organisation, unit or project level.
- Examples of how the organisation measures the impact of its work on improving young people's outcomes, e.g. individual case studies, recognition by awarding bodies, etc. This could also include submissions and celebrations of Youth Work Excellence Awards applications, Duke of Edinburgh presentations, volunteer awards, etc.
- Evidence of how the plan is linked with and contributes to the delivery of national plans and strategies, such as:
  - [Youth Work Strategy for Wales \(2019\)](#)
  - [Youth Engagement and Progression Framework \(2013\)](#) or subsequent versions of the framework
  - the statutory guidance for local authorities to provide and promote children and young people's participation' under section 12 of the [Children and Families \(Wales\) Measure 2010](#)
  - [Cymraeg 2050: A million Welsh speakers](#)
  - [Social Services and Well Being \(Wales\) Act 2014](#)
  - links to local priorities, strategies and plan(s) for work with young people, e.g. the local well-being strategy, the priorities in the local youth engagement and progression framework plan
  - links and partnership or provision and service agreements with partner organisations
  - links with local networks, e.g. volunteer or practitioners' forums, inter-agency groups and local communities.

## Quality Standard: 1.2 Quality of youth work practice

The [Youth Work Strategy for Wales](#) sets out a vision for youth work in Wales where:

*Wales is a country where:*

- *all young people are thriving, with access to opportunities and experiences, in Welsh and English, which provide enjoyment and enrich their personal development through youth work approaches*
- *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 value of youth work is understood, with clear lines of accountability.*

This quality standard focuses on the skills of youth workers and the quality of youth work practice in face-to-face or digital settings. There is an expectation that young people are involved in informal and non-formal learning opportunities that are educative, empowering, participative, inclusive and expressive, which extend their knowledge, skills and understanding.

We want to ensure the values in [Youth Work for Wales: Principles and Purposes](#) and the vision of the *Youth Work Strategy for Wales* are present wherever youth work happens. All youth work organisations should work to ensure young people:

- have access to opportunities that enhance informal learning, and support engagement with social, non-formal and more structured learning experiences, in Welsh or English – through these they will build healthy relationships, avoid isolation and loneliness, develop social and emotional capabilities, autonomy, self-control, confidence and resilience
- have access to safe spaces where they feel welcome, have fun, and are understood and valued, no matter their background or personal context
- participate in the development of these opportunities and the decisions which affect them, and are given access to procedures which enable them to question and challenge decision-makers – there should be meaningful partnerships with young people to make this a reality
- benefit from relationships with trusted adults and peers to guide and explore new experiences
- understand and receive their rights, including their right to have access to comprehensive, objective, understandable and reliable information on all their questions and needs
- understand and celebrate diversity, in all its forms, and develop a strong, modern sense of Welsh identity and community.

The assessment of this quality standard will include:

- a small number of visits to youth work provision offered by the organisation, some of which could be undertaken digitally
- a review of the digital technologies used in youth work delivery
- focus groups with young people to assess the accuracy of the organisation's internal quality assurance processes
- focus groups with workforce members to assess the accuracy of the organisation's internal quality assurance processes.

The evidence to support this quality standard should demonstrate:

- how well the organisation's workforce understands the needs of the local area and the young people with whom they work
- how well youth workers involve young people in planning and evaluating programmes and activities that engage young people's enthusiasm and meet their needs
- how well the staff team work with young people to facilitate their personal, social and educational development
- relationships built with young people that are primarily based on voluntary engagement and mutual trust.

## Grade descriptors

Bronze Level Quality Standard 1.2 Quality of youth work practice – Grade descriptors			
Indicators	Good practice	Some development needed	Considerable development needed
<p>The organisation's workforce understands the needs of local areas and the needs of the young people with whom they work.</p>	<p>The workforce understands how their role relates to the needs of the local area and the needs of the young people with whom they work.</p> <p>The workforce takes into account the learning of new skills and knowledge to meet the needs of young people.</p> <p>The needs of the local area have been systematically assessed and addressed in face-to-face and digital engagement work with young people.</p> <p>Youth work activities and learning activities address and meet young people's needs, including the use of digital media platforms and blended learning opportunities.</p>	<p>The workforce knows the needs of the local area and the young people with whom they work but there is little evidence to demonstrate needs assessment using information and data.</p> <p>There are plans to improve the link between the needs of the local area and youth work programmes and activities.</p> <p>Young people are signposted to specialist services and sources of support.</p>	<p>The workforce has low levels of awareness on the needs of the local area and the needs of young people that attend the youth work provision.</p> <p>The programmes and activities are not well linked to young people's needs.</p>

	Young people are supported to access specialist support services and sources of information advice and guidance.		
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**Bronze Level Quality Standard 1.2 Quality of youth work practice – Grade descriptors**

<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>The organisation's workforce engages young people in planning and evaluating activities.</p> <p>The organisation's workforce engages young people in informal and non-formal learning opportunities that are educative, empowering, participative, inclusive and expressive, which extend their knowledge, skills and understanding.</p>	<p>Young people are routinely involved in the organisation's planning and evaluation.</p> <p>The workforce routinely engages with and involves young people in planning challenging programmes that engage young people's enthusiasm and result in their learning and achievement.</p> <p>The organisation utilises a variety of approaches to securing children and young people's participation in planning and evaluating youth work, including social media platforms, digital skills modes of communication and information technology services.</p>	<p>There are examples of young people's involvement in the organisation's planning and evaluation.</p> <p>The organisation's efforts to involve young people are not always effective.</p> <p>There is a limited range of approaches to involving young people in planning and evaluating their learning and achievement.</p>	<p>There is limited or no evidence of young people's involvement in planning and/or evaluating their activities and learning opportunities.</p> <p>Planning and evaluation is focused on recreational activities that do not provide sufficient scope for young people's personal and social development.</p>

	Young people are supported to transfer their learning from engaging in youth work to other aspects of their lives.	Young people are not consistently supported to transfer their learning from engaging in youth work to other aspects of their lives.	
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<b>Bronze Level Quality Standard 1.2 Quality of youth work practice – Grade descriptors</b>			
<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
The organisation's workforce develops positive relationships with young people to effectively support and promote young people's learning and achievement.	<p>The workforce establishes and maintains positive and trusted relationships with young people.</p> <p>The workforce uses a variety of approaches in developing trust and engaging young people in enjoyable and challenging activities and learning programmes.</p> <p>Young people are routinely involved in negotiating ground rules and codes of conduct.</p> <p>Inappropriate language or inappropriate behaviour is consistently addressed. A code of conduct is enforced.</p>	<p>The workforce establishes positive relationships with young people but does not always support them to participate fully in challenging activities and learning programmes.</p> <p>Young people's involvement in negotiating club/programme/activity ground rules and codes of conduct is inconsistent.</p> <p>Inappropriate language or behaviour is inconsistently addressed.</p> <p>Young people have access to support, advice, information and guidance but do not routinely take up these opportunities.</p>	<p>The workforce establishes positive relationships with young people but does not routinely support them to participate in challenging activities or learning programmes.</p> <p>Young people have yet to be involved in negotiating ground rules and codes of conduct.</p> <p>Support for young people to access to advice, information and guidance is inconsistent.</p>

	Young people take up opportunities for advice, information, support or guidance.		
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## Examples of evidence and good practice

- Evidence from the organisation's internal quality assurance reports and observations of practice.
- Evidence from young people's personal learning portfolios or journals, or from evaluations of youth work programmes or projects e.g. personal testimonies, witness statements and/or community profiles.
- Assessment of young people's needs and needs analysis reports, information and the characteristics of the area(s) in which the organisation operates.
- Analysis of data and other information on local needs and how this information is used to shape the organisation's provision or delivery activities/business plan(s), and youth work programmes, profiles and planning tools.
- Evidence of how programmes and projects address and respond to young people's needs.
- Examples of how the organisation addresses young people's needs and supports them to achieve improved outcomes.
- Session plans and evaluations.
- Project plans and evaluations.
- Evidence of young people's learning, e.g. portfolios or examples of recorded learning.
- Young people's evaluations of projects, programmes and events that demonstrate their learning.
- Evidence of young people's direct contribution to the planning, evaluation and ongoing involvement in the oversight of the various aspects of youth work projects and youth work provision.
- Discussions with young people, the workforce and managers.
- Codes of conduct or ground rules.
- Evidence of young people being supported to access specialist services or sources of support.
- Evidence of young people benefitting from advice, information and guidance.
- Evidence of young people transferring the learning they gain through engaging in youth work to other aspects of their lives, e.g. relationships with family, parents and carers, and engagement in formal education, employment and training.

## Quality Standard: 1.3 Young people's learning and development

Education is one of the five pillars that underpin youth work in Wales. [Youth Work in Wales: Principles and Purposes](#) defines educative practice as:

*“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.”*

In addition, the United Nations Convention on the Rights of the Child (UNCRC) states that:

*“all children have a right to relax and play, and to join in a wide range of activities”*

and that

*“education should develop each child's personality and talents to the full.”<sup>1</sup>*

High-quality youth work provides space and opportunities for young people to relax, play and join in a wide range of activities, and assists them to develop their personalities and talents.

This quality standard focuses on how well the organisation supports young people to extend their knowledge, skills and understanding, and how well the organisation facilitates young people's personal, social and educational development to enable them to reach their full potential and enhance their life chances.

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<sup>1</sup> The delivery of youth services provides a powerful mechanism for engaging with and listening to young people. The Rights of Children and Young Persons (Wales) Measure 2011 strengthens and builds on the rights-based approach of the Welsh Government to making policy for children and young people in Wales. Welsh Ministers must have due regard to the rights in the United Nations Convention on the Rights of the Child (UNCRC) when making decisions about proposed new policies or legislation or about reviewing or changing existing policies. From 1 May 2014, Welsh Ministers must have due regard to the rights in the UNCRC whenever they use any of their legal powers or duties.

The assessment of this quality standard will include:

- a small number of visits to youth work provisions offered by the organisation, some of which could be undertaken digitally
- review of digital technologies used in the delivery of youth work
- focus groups with young people to assess the accuracy of the organisation's internal quality assurance processes
- focus groups with workforce members to assess the accuracy of the organisation's internal quality assurance processes.

The evidence to support this quality standard should demonstrate:

- how well young people develop and extend their knowledge, skills and understanding
- how well they develop their personal and social skills
- how their learning from engaging in youth work is transferred to other aspects of their lives
- how well they participate in non-formal learning.

Young people's input into plans, evidence of their learning, their evaluation of sessions and projects, and their portfolios for accredited awards could provide good evidence for this quality standard.

## Grade descriptors

Bronze Level Quality Standard 1.3 Young people's learning and development – Grade descriptors			
Indicators	Good practice	Some development needed	Considerable development needed
<p>Following engagement in the organisation's youth work provision, young people develop the knowledge, skills and understanding of themselves and their learning.</p>	<p>Following engagement in the organisation's youth work provision, the organisation can demonstrate that young people have learned, achieved and progressed personally and socially and/or have been able to progress into education, employment or training.</p> <p>Young people are able to reflect on their achievements and describe what they have learned, and what benefit they have gained.</p> <p>Young people's learning is appropriately evaluated, recorded, accredited when possible and celebrated.</p> <p>The organisation is able to celebrate and record young people's learning using a range of methods.</p>	<p>Following engagement in youth work provision, the organisation's ability to demonstrate young people's learning, achievement and progression is inconsistent.</p> <p>There is inconsistency in young people being able to reflect on their achievements and describe what they have learned.</p> <p>Across the organisation there are inconsistencies in the extent to which young people's learning is evaluated, recorded, accredited and celebrated.</p>	<p>Following engagement in youth work provision, there is limited evidence of young people's learning, achievement and progression.</p> <p>Few young people are able to reflect on their achievements and describe what they have learned.</p> <p>Across the organisation the extent to which young people's learning is evaluated, recorded, accredited and celebrated, is limited.</p> <p>Strategies to improve young people's engagement in the organisation's youth work provision are being considered.</p>

**Bronze Level Quality Standard 1.3 Young people's learning and development – Grade descriptors**

<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>Following engagement in the organisation's youth work provision, young people develop personal, social and emotional skills.</p>	<p>Following engagement in youth work provision, the organisation can demonstrate young people's personal and social development.</p> <p>A range of tools and evidence is used throughout the organisation that will demonstrate that young people:</p> <ul style="list-style-type: none"> <li>• communicate well</li> <li>• work well in groups and teams</li> <li>• are sensitive and respectful in their relationships.</li> </ul> <p>Young people demonstrate initiative and accept responsibility for their choices and actions.</p> <p>Young people transfer the learning gained through their engagement in youth work to other aspects of their lives.</p> <p>Young people can demonstrate improved confidence and resilience.</p>	<p>Following engagement in the organisation's youth work provision, there is inconsistent evidence of young people's personal and social development.</p> <p>The organisation is able to provide some examples of young people developing communication, teamwork and relationship skills.</p> <p>Young people are motivated but do not always take responsibility for their choices and actions.</p>	<p>Following engagement in the organisation's youth work provision, there is limited evidence of young people's personal and social development.</p>

**Bronze Level Quality Standard 1.3 Young people's learning and development – Grade descriptors**

<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>The organisation enables young people to help shape the organisation's vision and aims, and involves the young people in the design, planning and evaluation of provision to meet their needs.</p>	<p>Young people are involved in setting goals as individuals and in groups.</p> <p>Young people take responsibility for planning, organising and leading programmes and activities, with support from youth workers.</p> <p>Young people engage fully in evaluating their learning, achievement and progress.</p> <p>The organisation can demonstrate that young people participate effectively in informal and non-formal learning opportunities.</p>	<p>Young people are not consistently involved in setting their own goals and targets.</p> <p>The workforce often takes the lead for planning and delivering programmes and activities.</p> <p>Young people are consulted about activities and programmes but have yet to develop the skills to lead on projects and activities with support from youth workers.</p> <p>Evaluation does not always focus effectively on young people's learning and achievement.</p>	<p>Young people's involvement in setting goals as individuals and groups is limited.</p> <p>Young people have limited involvement in planning or evaluating youth work programmes and activities.</p>

## **Examples of evidence and good practice**

- Session plans and evaluations.
- Evidence of young people's learning, e.g. portfolios or examples of recorded learning.
- Evidence of young people gaining nationally recognised qualifications and awards.
- Evidence of changes and improvements to programmes and provision as a result of young people's involvement.
- Surveys of users and non-users, and evidence of how these have resulted in change and improvement.
- Attendance records showing young people's involvement with the project over time.
- Case studies.
- Examples of young people engaging in recorded and accredited learning.
- Project plans and evaluations demonstrating young people's involvement, personal development and learning.
- Evidence of young people's ongoing contribution to planning and evaluation.
- Discussions with young people, the workforce and managers.
- Displays and exhibitions of young people's work.
- Publicity and promotion materials.
- The results of internal procedures for assuring the quality of face-to-face and digital work with young people.

## Quality Standard: 1.4 Legal requirements

This quality standard focuses on how young people, the workforce and other users are provided with a safe and healthy working environment, and how policies, procedures and guidance ensure that legal requirements are met. Legal requirements for safeguarding must be applied in all youth work settings.

Depending on the organisation the range of policies may vary. It is expected that organisations have policies for safeguarding, health and safety, equal opportunity/diversity, data protection, off-site activities, trips and visits, compliments and complaints.

The evidence to support this quality standard should demonstrate that:

- policies are regularly monitored and reviewed to ensure that they are up to date with changes in legal requirements
- management oversee that the organisation's policies, procedures and processes for safeguarding are effectively implemented and that young people are safe
- changes to policies or procedure(s) are communicated to staff and volunteers
- the organisation is aware of data protection and follows guidance on General Data Protection Regulations (GDPR)
- the organisation has the means to ensure young people give consent for the use of personal data and images, and understand how that information will be recorded or captured
- young people, where appropriate, are part of the review of policy or procedure
- the workforce is well-trained and understands legal requirements, in particular those for safeguarding and health and safety, and specific policies that are relevant to work with young people are identified, developed or adopted and consistently applied.

## Grade descriptors

Bronze Level Quality Standard 1.4 Legal requirements – Grade descriptors			
Indicators	Good practice	Some development needed	Considerable development needed
<p>The organisation has relevant policies, procedures and guidance, and can meet its legal requirements and safe practice.</p> <p>The organisation has effective policies and procedures for the safeguarding and health and safety of young people, staff and volunteers.</p>	<p>There are up-to-date policies, procedures and guidance that ensure legal requirements are met.</p> <p>Legal requirements for safeguarding young people and providing a healthy and safe environment are met.</p>	<p>Policies are in place but the organisation has not yet fully developed procedures and guidance to ensure legal requirements are met.</p> <p>Legal requirements for safeguarding young people and providing a healthy and safe environment are met.</p>	<p>Policies are in place but there is limited evidence of procedures and guidance to ensure legal requirements are met.</p>

**Bronze Level Quality Standard 1.4 Legal requirements – Grade descriptors**

<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>The organisation’s workforce understands and is trained and equipped to implement policies, procedures and guidance for safeguarding, health and safety, and other legal requirements.</p>	<p>The workforce and young people have easy access to policies, procedures and guidance.</p> <p>Young people are aware of the guidance or protocols for making disclosures and/or reporting bullying.</p> <p>Young people know how to report to leaders issues which affect their enjoyment of provision and/or activities.</p> <p>Policies, procedures and guidance are effectively promoted and communicated throughout the organisation.</p> <p>The workforce and young people, where appropriate, are trained in implementing policies, procedures and guidance.</p>	<p>The workforce has access to policies, procedures and guidance.</p> <p>Training is taking place and there are plans to enable the workforce to understand and implement policies and procedures consistently.</p>	<p>The workforce’s understanding and ability to implement policies, procedures and guidance is inconsistent.</p> <p>Training and promotion of policies, procedures and guidance is yet to be considered or is in development.</p>

	The workforce understands and is able to implement policies and procedures.		
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<b>Bronze Level Quality Standard 1.4 Legal requirements – Grade descriptors</b>			
<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
The organisation regularly monitors and reviews its policies, procedures and guidance, and uses the results of these processes for improvement and change.	<p>Regular monitoring is used to assess how well policy and procedures are being implemented.</p> <p>The results from regular monitoring lead to improvement and change.</p> <p>The workforce and young people are involved in reviewing policies, procedures and guidance.</p>	<p>Monitoring and reviewing procedures are in place but the results are not routinely used to inform change and improvement.</p> <p>Action is being taken to ensure that the results of monitoring lead to change and improvement.</p>	Monitoring and review procedures are not consistently applied.

## Examples of evidence and good practice

- The organisation can demonstrate it is compliant with statutory requirements and government guidance specific to its work with young people, e.g. through evidence of certificates of compliance, minutes of meetings, training records, letters from authorities.
- The organisation's policies, procedures and guidance, in particular those for safeguarding and health and safety, are up to date, e.g. through evidence of a note or minutes of when review has taken place, policies and procedures are dated, training records where staff awareness on policy change has taken place.
- Staff and volunteers are trained and aware of how to access policies, procedures and guidance, e.g. training logs, volunteers' contracts, job descriptions, supervision records.
- Schedule for updating policies and procedures.
- Monitoring the effectiveness of policies, procedures and guidance.
- The implementation of action plans to improve policies, procedures and guidance.
- Methods of communicating changes to policies and procedures, e.g. minutes of meetings, e-mails, staff IT portals.
- Minutes of meetings which demonstrate policies, procedures and guidance being reviewed and updated.
- Reports and evidence from monitoring visits.
- Workforce training on implementing policies, procedures and guidance.
- Recognised and approved licenses, permissions and approvals.

## Summary and next steps

After reading this document, organisations should now be familiar with the quality standards, indicators and grade descriptors for the Bronze Level of the Quality Mark. Organisations can use these Bronze 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 Bronze Level of the Quality Mark.

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](mailto:youthwork@gov.wales).