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Section 1 - Quality Assurance for the Youth Development Service

Purpose

A process of internal inspections, following the Ofsted style is well established, provision in each Community Area being inspected twice annually as part of a quality assurance process.

The benefits of the process are that:

- it is a tool for assessing the work of the service
- it is an indicator of improvements, of the need for development and the associated learning and development needs
- it provides an opportunity to recognise and celebrate quality youth work practice
- it is a process that accustoms and acclimatises the service to the Ofsted inspection regime

Arrangements for Inspections

All youth work units will be inspected, irrespective of their staffing arrangements.

Scheduled visits are to be given high priority, cancellations or postponements will only take place in exceptional circumstances and after discussion at the weekly Management Team operational meetings.

Inspection teams will include one young person, one Youth Development Co-ordinator and one member of the Management Team.

Initial training will be provided for one Youth Development Co-ordinator from each locality team with a view to their involvement in the inspection of other youth work localities.

Senior Manager, Policy & Curriculum Development will be the lead member of the Management Team, working with the Quality and Development Co-ordinator to ensure the scheduling of inspections and co-ordination of involvement by young assessors and Youth Development Co-ordinators. The Quality and Development Co-ordinator will be involved in some inspections, excluding those where he has been involved in direct interventions over the last 12 months.

Prior to each inspection there will be:

- a self assessment pro-forma for completion by the YDC.
- a pro-forma for completion by young people concerning their satisfaction with the service provided.

The Head of Service monitors the Inspection process and subsequent youth practice, by observing the inspection team during five inspections throughout the year.

Inspecting Youth Work Provision

1. The inspection team will meet at the agreed time: there will be a Lead Inspector who will be a member of the Service Management Team, a Youth Development Co-ordinator and a Young Assessor. Trained, Young Assessor's offer the inspection team a young person's point of view of the provision/services for young people.
2. Whenever possible an ambassador will show the Young Assessor around the provision. An ambassador is a young person who operating on behalf of and with

other young people, provides information about and how the provision is meeting the Youth Charter.

3. The three inspectors will observe the youth work provision for 45 – 60 minutes, seeking evidence related to the:
 - standards of young people's achievement and the quality of youth work practice;
 - quality of curriculum and provision.
4. The three inspectors will meet in a pre-arranged room to share their observations, information and judgements about the quality. This will be gathered by the Lead Inspector. Also a recommendation will be made by the Young Assessor as to whether the Youth Charter is being upheld.
5. The Lead Inspector meets with the Youth Development Co-ordinator or lead youth worker for the session to give a brief feedback on key points. Maximum five minutes feedback. Exceptionally this might take place by phone within one week of the visit.

Actions from inspections

1. The Lead Inspector writes the inspection report.
2. Within two weeks of the Inspection, the Inspection Report is circulated to the Management Team members and Youth Development Co-ordinators.
3. The Youth Development Co-ordinator will:-
 - i. discuss the report with the staff team;
 - ii. write a draft action plan to address the opportunities for development and/or improvement;
 - iii. the Youth Development Co-ordinator will discuss the inspection report and action plan with their line manager in the next supervision session;
 - iv. this process should be completed within 4 to 6 weeks of the inspection.

Section 2 - Pre-Inspection Visit Information - Youth Workers

To be completed by the Youth Development Co-ordinator or the 'Lead' Youth Worker for the session.

The following information should be provided and sent by e-mail to the Lead Inspector two weeks before the inspection:

Date:

Session Start & Finish:

1. The Context of the Session
 - What long term plan and programme does this "session" contribute towards.
 - Please submit (before or at inspection) a copy NAOMIEs or PPPs that relate to the session, or state where this can be found on QES.
 - What needs and issues have arisen recently which are influencing the youth work curriculum and young people's response?

2. The Young People for whom this session is open and the needs which are being addressed.

3. The Programme - identifying the curriculum areas which will be addressed and the activities/opportunities planned to take place.

4. The Staffing - identify who will be present and their roles and responsibilities for this session.

5. The Resourcing - identify the premises, equipment and materials which will support the programme. How has this been funded?

Pre-Inspection Visit Information – Young People

What is your opinion of this Youth Development Centre?

For how long have you attended?

Less than 6 months

6 months – 1 year

1 – 2 years

Over 2 years

How often do you attend?

Once each week

2 -3 times a week

2 -3 times a month

Once a month or less

Overall how good are the youth workers at the following?	V Good	Good	Satisfactory	Unsatisfactory	Poor
Being reliable					
Caring about how I feel					
Giving information and advice					
Listening to me					

How much do you agree with the following statements about your youth centre?	Totally agree	Generally agree	Neither	Generally disagree	Totally disagree
The centre is comfortable and warm					
The colour scheme is attractive					
The equipment works well					
There is up to date information on display					
It looks good from the outside					
I feel safe in and around the youth centre					

How often do you do the following in your youth club?	Every week	2 -3 times a month	Once a month	Once or twice a year	Never
Go out on visits or activities					
Get involved in arts or music					
Play sport					
Use computers / the internet					
Get involved in the youth council					
Plan the youth centre programme					
Have discussions about things that eg education, health, money, sex and relationships					

Please tick the box which best describes this youth development centre	
0 – Totally rubbish, nothing to do, building is tatty and the staff don't seem to care.	
1 – Very poor, little or nothing to do, staff are OK but centre could do with major improvements.	
2 – Could be a lot better, occasionally do good things, and sometimes involved in decisions about what we can do. Staff are OK.	
3 – Generally alright, don't often get bored, staff seem to care what we think. Often involved in making decisions about how the club is run.	
4 – Always have a good time. Lots to do. Staff very friendly and helpful. Building OK.	
5 – Fantastic place to go, friendly helpful staff, really feel like it's our centre. Loads to do. Furniture and décor just right.	

Are you? Male / Female

How old are you?

How would you describe yourself, please tick one box?

- | | | | |
|------------------------------|--------------------------|-------------------------------|--------------------------|
| White British | <input type="checkbox"/> | Black or Black British | <input type="checkbox"/> |
| White Asian or Asian British | <input type="checkbox"/> | Chinese | <input type="checkbox"/> |
| White Irish | <input type="checkbox"/> | Chinese or Other Ethnic Group | <input type="checkbox"/> |
| Indian | <input type="checkbox"/> | Caribbean | <input type="checkbox"/> |
| Pakistani | <input type="checkbox"/> | African | <input type="checkbox"/> |
| Bangladeshi | <input type="checkbox"/> | Other Ethnic Group | <input type="checkbox"/> |

Any other description?

Do you consider yourself disabled *(Please circle one)*? YES / NO

In which town or village do you live?

Section 3 - Youth work: a framework for inspection

The framework

The overall aim of an inspection of a local authority youth service will be to answer the question:

How efficiently and effectively does the local authority ensure the provision of a high-quality youth service?

The evaluation requirements that apply to the inspection of youth services cover three general reporting areas:

- standards of young people's achievement and the quality of youth work practice
- quality of curriculum and provision
- strategic and operational leadership and management.

Evaluation Schedule

Wiltshire County Council Youth Development Service inspections focus on two key aspects:

1. Standards of young people's achievement and the quality of youth work practice;
 2. Quality of curriculum and provision;
- and makes observations about Leadership and Management

Standards of young people's achievement and the quality of youth work practice

Key Aspect 1

Standards of young people's achievement and the quality of youth work practice

Inspectors will evaluate and report on:

- ❑ young people's personal development, including their attitudes, values and self-confidence
- ❑ young people's acquisition of knowledge, skills and understanding
- ❑ young people's ability to function socially and politically as both autonomous individuals and responsible members of the community
- ❑ the quality of youth work practice and extent to which it meets the needs of all young people
- ❑ the leadership exercised by youth workers in supporting, guiding and challenging young people.

In making judgements, inspectors should consider, where applicable, the extent to which young people acquire skills, interests, gains in knowledge and understanding such that they:

- demonstrate an understanding of health issues and the impact of lifestyle choices on their physical and emotional well-being
- learn strategies to keep safe from bullying, discrimination, crime and anti-social behaviour and take steps to ensure their personal safety and that of their peers
- enjoy youth work activities, attend regularly, are engaged, well motivated and convey a sense of fun
- display understanding, tolerance and sensitivity towards the rights and feelings of others
- gain appropriate accreditation
- use technology effectively to extend their information and communications technology (ICT) capability while adopting safe and responsible practices
- develop political skills through their involvement in decision making in youth work settings and the wider community
- display the capacity to seek the necessary guidance in preparation for working life and independence
- demonstrate the ability to seek out, and make use of, relevant information to solve problems, take decisions and make choices
- apply what they have learned to new, and different, contexts
- contribute to the evaluation of their achievements and those of groups with which they work

and the extent to which youth workers:

- know well the area in which they work and identify the needs of young people
- promote equality, inclusiveness and an understanding of diversity
- understand, and implement, the general and educational aspects of youth work
- encourage young people to participate actively in the planning, delivery and evaluation of the work
- plan work which focuses on young people achieving the Every Child Matters outcomes and evaluate impact

- agree limits for acceptable behaviour with young people, establish and maintain positive relationships, and provide them with enjoyable, stimulating and challenging experiences
- give young people appropriate advice and personal support, and refer them to specialist help when required
- use a variety of approaches which are well matched to young people's needs, abilities and interests
- act as advocates for young people, encourage their democratic engagement and enable their views and rights to be articulated in decision making.

Key Aspect 2

Quality of curriculum and resources

Inspectors will evaluate and report on:

- the range, spread, quality and management of the curriculum
- how far the curriculum meets the needs of young people and the locality
- how far the curriculum is based on a coherent rationale and is related closely to the five Every Child Matters areas:
 - being healthy
 - staying safe
 - enjoying and achieving
 - making a positive contribution
 - achieving economic well-being
- the extent to which the curriculum observes and promotes the principles of equality, inclusiveness and diversity
- the qualifications and experience of managers and youth workers such that they are competent to undertake the work expected of them
- deployment of youth workers and support staff
- the adequacy, suitability and use of specialist equipment, resources and accommodation.

In making judgements, inspectors should consider, where applicable, the extent to which the curriculum:

- contains a broad and relevant range of educational leisure time activities which is for the improvement of young people's personal, social and political development
- motivates and engages young people and enables them to make progress
- has been formulated according to the views of young people
- offers opportunities for young people to engage actively in democratic and decision making structures
- provides information and advice services, targeted support and effective referral to specialist help where required

- recognises and makes appropriately differentiated provision for young people according to age, gender, ethnic origin, sexual orientation, interests, abilities and social circumstances
- is accessible to all young people, including those looked after and those with learning difficulties and/or disabilities
- is provided at times that are convenient and in locations that are fit for purpose, safe and accessible to young people
- is supported by resources which are of good quality and provide young people with rich, enjoyable and varied learning opportunities.

Key Aspect 3

Leadership and management

Inspectors will evaluate and report on:

- the ambition of the local authority and the effectiveness with which it establishes a clear and agreed sense of strategic direction for the improvement of young people's well-being and personal development during their leisure time
- how well the local authority secures youth work
- the sufficiency of resources for youth work to meet the personal development needs of young people
- the range and impact of partnership arrangements on achievement
- how well quality assurance arrangements and the collection and interpretation of local and national service performance indicators contribute to judgements made about standards.

In making judgements, inspectors should consider, where applicable, the extent to which:

- young people are actively involved in the planning, development and quality assurance of youth work
- needs are assessed and priorities are agreed
- the local authority is effective in ensuring equality, inclusion and diversity through youth work
- the quality of leadership and management contributes to high standards and the good morale of staff and young people
- integrated arrangements for delivering youth support and development are being developed and implemented

- the local authority ensures the place of personal and social development within integrated youth support structures
- workers and young people are provided with a healthy and safe working environment
- responsibilities and accountabilities between the local authority and commissioned services are clear
- the local area develops the capacity of potential, new and existing youth work providers
- the local area workforce development strategy promotes best youth work practice in direct and commissioned provision
- resources are deployed efficiently and effectively
- the local area reports on performance and measures its value for money
- performance monitoring systems are used to secure improvements in outcomes.

Judgements - *Young People's Achievement Quality of Youth Work*

The following characteristics illustrate judgements about young people's achievement and the quality of youth work. They are illustrative only and are not intended to be definitive or exhaustive.

Very good

Achievement is very good when there is significant and demonstrable progress made: judgements will depend in part on how well the progress made can be substantiated. They will reflect the quality of initial needs analysis and the extent to which subsequent recording of progress is able to show, through external accreditation, witness statements, self-evaluation and other reliable sources of evidence, that young people have moved forward.

At one level, achievement can be shown by the acquisition of qualifications and certificates, set at a suitable and increasingly challenging level. There might be a link between qualifications obtained in youth work settings and those obtained elsewhere, so that achievements deriving from youth work can be shown to have made a major contribution to young people's further education, training and employment options. At the level of personal development, high achievement reflects the degree to which young people face lucidly the opportunities and challenges of their lives and show responsibility and initiative in responding to them. They function well, both as individuals or as members of a group, communicate effectively, and exercise independence in organising their lives, seeking information and setting themselves personal goals. They accept responsibility for the choices they make and the consequences of their actions, and show sensitivity in their relationships. They are enthusiastic, highly motivated and committed and attend youth work sessions regularly. They set themselves long-term goals, monitor and evaluate their own progress, and are sufficiently flexible in outlook to be able to apply what they have learned to new and different contexts. Young people share in responsibility for the development of the service and contribute well to decisions regarding their own centres or programmes.

Satisfactory

Young people acquire a reasonable level of knowledge, skills and understanding. They might do this under the fairly direct instruction of youth workers and perhaps display less independence of mind and initiative than where achievement is very good. Young people are well motivated and show some ability to take the initiative or show independence of mind in informal learning situations. They generally see things through to their conclusion. Their levels of achievement are often good but they might display some limitations of ambition. They communicate reasonably well, but not always with the same degree of confidence and clarity as in the very good work. Records show that young people achieve some external accreditation or certification. They make progress, but it might not always be closely linked to the setting of personal goals and a sense of general progression towards further education, training and employment. Young people participate well in activities, but they can be diffident about taking on individual or group responsibility for aspects of the work and sometimes lack resilience in the face of difficulties. They have a responsible attitude towards themselves and towards their community and society more generally. Their relationships with their peers and with youth workers are good; They attend youth work sessions regularly.

The following may indicate **unsatisfactory** achievement

- low levels of participation, motivation and behaviour
- poor or irregular attendance

- little or no learning taking place; little advance in the acquisition of knowledge, skills and understanding
- routine, unstructured recreational activities give few opportunities to young people to achieve more challenging goals
- little or no evidence of young people taking the initiative and developing into independent, autonomous individuals
- young people lack self-awareness and relate poorly to their peers and youth workers; they participate sporadically and to little positive effect in group activities
- young people are unaware of, and pay little heed to, the nature of their immediate community and the wider social context within which they live
- no achievement of external accreditation or certification, or achievement at the lowest and least challenging levels.

The quality of youth work

Very good

Youth workers are well and appropriately qualified. They have a thorough understanding of the principles of youth work and apply this understanding sensitively. They know their areas well and take the initiative in matching their activities to the needs of young people. They are aware of recent developments in approaches and policy towards youth work and work well with other agencies, particularly Connexions partnerships. They actively promote the principles of equality and diversity. They negotiate boundaries with young people, are demanding of them, set high standards and challenge them when necessary. They are aware of the limitations of their expertise and experience and have access to a range of supplementary services for the support of young people. They plan sessions and programmes carefully, concentrating on what they expect young people to gain, and evaluate and record the outcomes in sufficient detail. Workers are aware of moving young people on and encourage them to become responsible and independent individuals.

Young people respond very well to the activities. They work well with adults and their peers. They are aware of their responsibilities and are developing a critical but reasoned approach towards their immediate and wider social environment. They put their time to good use, can work on their own when required, and see themselves making progress in realising their personal aims. They can subordinate their needs, when necessary, to those of the group.

Satisfactory

Youth workers have at least adequate qualifications, even if they have not completed all the components. They are aware of recent developments in youth work approaches and of the requirement to foster equality and diversity. They know the young people well with whom they work and understand their diverse backgrounds. They take their views into account. They plan a range of interesting activities, matched to the needs of the young people, although some of the detail of the planning might be incomplete and the focus of the session imprecise. They record and evaluate sessions. They have good relationships with young people. They will sometimes challenge inappropriate behaviour or opinions, but might be inconsistent about this and be over-tolerant in the interests of maintaining good relationships. They are supportive of young people, offering them good advice and guidance. This might be followed through referrals to specialised agencies where this is necessary.

Young people respond well, even if they sometimes tend to be the receivers of the work rather than conscious contributors to the process. They are responsible and work well with others or independently, but the dimension of critical self-awareness might be underdeveloped.

The following may indicate **unsatisfactory** youth work:

- unqualified, inexperienced youth workers; low levels of leadership
- lack of awareness of recent developments in youth work approaches and in legislation concerning the promotion of equality and diversity
- low levels of awareness of the area and young people's needs
- poor relationships and insufficiently challenging approaches
- little awareness of specialised agencies with which the service should be working
- poorly conceived, planned and executed sessions, lacking purpose and aims
- inadequate record-keeping and evaluations
- poor response from young people who lack purpose and a sense of progress
- poor relationships maintained by young people with peers and adults; lack of mutual respect

Section 4 - Young People's Charter

Young people can expect that Wiltshire County Council Youth Development Service will do its best to:

- Provide local, clean, warm and well-equipped centres, with trained staff who are welcoming to young people.
- Ensure that every activity, event or centre is safe for young people and if issues such as bullying arise, they will be dealt with quickly and thoughtfully.
- Make sure all projects and centres offer young people a range of learning experiences and opportunities using skills such as arts, drama, music, sport, youth exchanges and volunteering.
- Ensure all projects and activities are well planned, low cost or free and accessible for young people no matter what their background or ability.
- Recognise young people's achievements and involvement through awards or certificates.
- Ensure all staff will listen to young people and offer them good quality information and support.
- Take young people seriously and regularly ask them what they think about the Service and their centre.
- Explore with young people their role in the Youth Development Service and what they can offer.
- Make sure the Service keeps to the charter through regular inspections and a young people's award for the best centres/activities.

Section 5 - Prompts for Inspecting

- Dump your preconceptions
- Be independent
- Be objective
- Be impartial
- Ask questions to get information
- Be evaluative
- Evaluate the quality of impact on the young people you see
- Develop judgements about what you see
- Remember examples to illustrate judgements
- Contribute clearly to the inspection team judgements
- Remember our "Code of Conduct"

Section 6 - Code of Conduct for Inspections of Wiltshire Youth Development Provision

Compiled by the Inspection Team 2004/05

- ✓ Go with an open mind
- ✓ Do keep confidences – unless it is about safety
- ✓ Turn up on time
- ✓ Agree “briefing” at start – outside of session
- ✓ Have each other’s contact details
- ✓ Collect evidence to justify judgements
- ✓ All contribute to judgements at the end
- ✓ Talk to as many people as possible
- ✓ Introduce yourself to youth work team
- ✓ Be polite
- ✓ Talk to young people
- ✓ Share information
- ✓ Participate in the inspection... not the session !!
- ✓ Be happy
- ✓ Be NICE

Section 7 - Youth Work Observation Evidence Form

YOUTH WORK OBSERVATION EVIDENCE FORM

Date		Session times		to		Observation time		to	
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Name of Unit or Project (Youth Development Centre)	
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No. of Young People		M		F		13 - 15		15 - 19		Other	
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No. of Staff		YDC		YDC (T)		AYW		Inspection team (initials)

Access and participation

Content of session

Key Aspect 1 – Standard of Young People’s Achievement
Knowledge and Skills
Response and Attitude

Key Aspect 1 – Quality of Youth Work Practice			
Achievement (1-7)		Quality of practice (1-7)	

Key Aspect 2 – Curriculum and Resources

Observations of Leadership and Management

Youth Charter - awareness and implementation

Is the Charter being upheld? Yes / No
Comments

Any example of good or interesting practice

Contributions to Every Child Matters Outcomes

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Well-Being

Feedback Given

By whom	
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Section 8 – Action Plan Template

Action Plan Template

Identified area for improvement	Specific Objective	Actions to be taken	By whom	Timeframe