

# **Quality Assurance Moderation Scheme**

for

## **Youth Work in Yorkshire and the Humber**



### **Regional Quality Assurance Network (RQAN)**

Youth Work Unit . Yorkshire & the Humber

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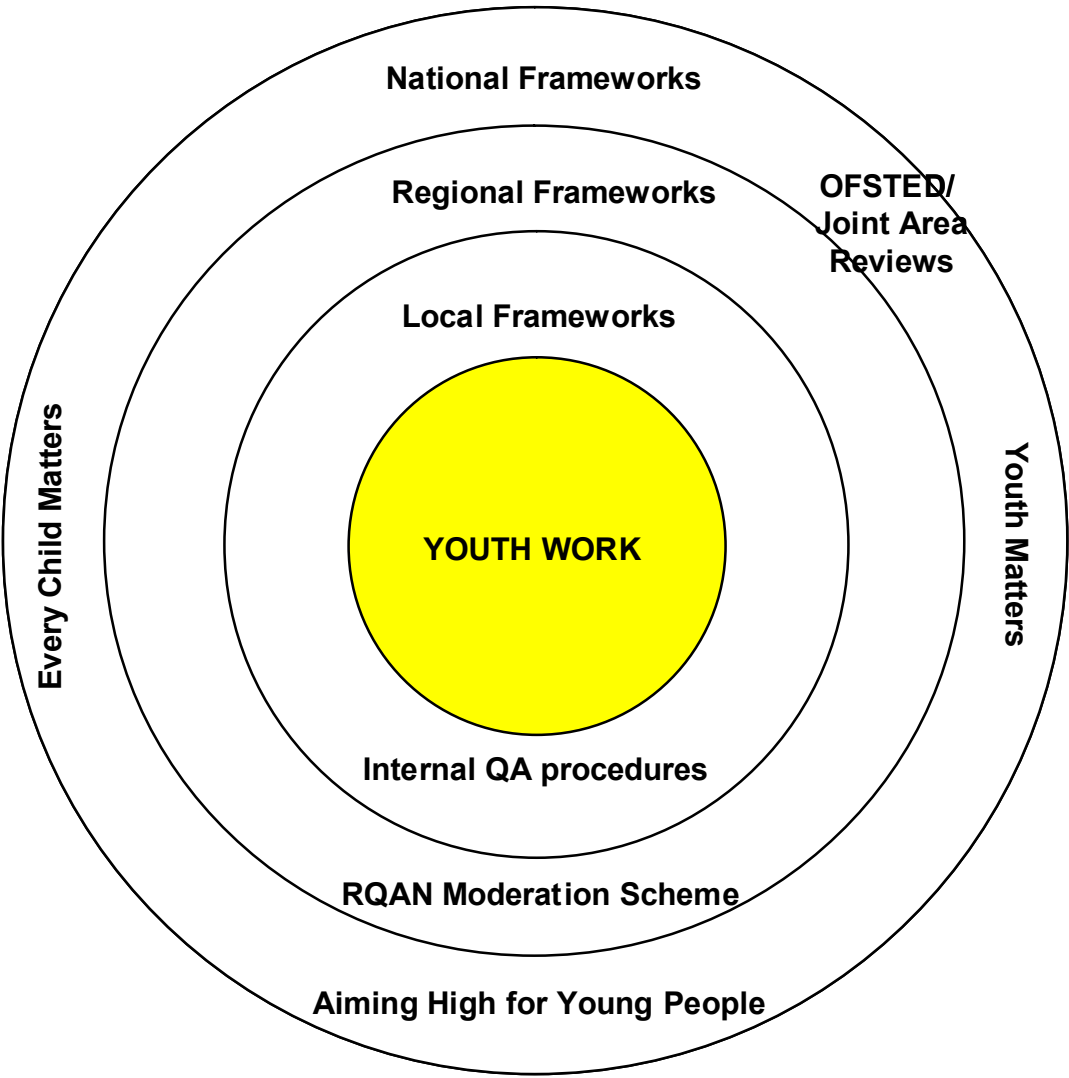
- Moderator's code of conduct

In mid 2007 a review of the RQAN scheme and documentation was undertaken in readiness for the next round of carousel moderation due to commence after training in January 2008.

# Setting the Scene

## The Regional Quality Assurance Network (RQAN)

The Regional Quality Assurance Network (RQAN) was set up in 2002 to help promote best practice across the region in quality assurance in youth work. The network is serviced by the Youth Work Unit for Yorkshire and the Humber (YWU). As part of RQAN's role, the group developed and, from 2003, has implemented a scheme of regional quality moderation. This document details that scheme, which individual organisations apply to their internal quality systems. The criteria, grading system and the scheme itself have been designed to fit with the various national frameworks . OFSTED/JAR, Youth Service Quality Mark, Youth Matters, Aiming High . and forms an important cornerstone in the management of quality in youth work across the region.



# **RQAN'S Vision**

To share, develop and promote best practice in assessing, evaluating and inspecting youth work provision both within Local Authorities (LAs) and other providers across the region.

## **RQAN'S Aim**

To provide a quality assurance framework to:

- secure regional consistency and comparability in the measuring of standards across the Yorkshire and the Humber region
- raise the quality of youth work provision
- endorse and complement quality assurance systems

## **RQAN'S Objectives**

1. To share and develop current practices for monitoring and evaluating youth work provision drawing on agreed criteria.
2. To implement, monitor and review a system of reciprocal regional quality assurance moderation.
3. To pursue the involvement of voluntary organisations and collaborating agencies.
4. To develop good practice in the involvement of young people in internal inspection and moderation processes.
5. To review and update all work in the light of new developments (e.g. Every Child Matters, Youth Matters, JAR & OFSTED guidance, Aiming High for Young People).
6. To involve all Local Authority services and other key providers across the region.

# **Regional Quality Assurance Moderation in Yorkshire and the Humber**

## **Introduction**

Young people are entitled to high quality youth work wherever they live. Workers also need to know how their work is viewed so that they can feel positive and confident in the roles they do.

Quality standards and assurance procedures enable providers, young people, commissioners and funders to make an assessment of the quality of service provision and evaluate strengths and areas for development.

The Regional Quality Assurance Moderation Scheme enables comparability of quality assessment across the region and greater regional standardisation. It informs and validates local Quality Assurance self-assessment processes and provides some external independent assessment of internal QA decisions. For the purposes of moderation, the region has been grouped into carousels, which change annually. Peer moderation is carried out within the carousels.

The objective of the Scheme is to validate local assessments of youth work standards through the process of moderation. It is **not** to audit the quality of local youth work provision.

### **Definition of 'moderation' within this Scheme**

Moderation is the sampling of youth work provision across the region by peer Quality Assurance staff to measure it against agreed criteria using a grading matrix to facilitate reliable judgments about the quality of the assessment of provision.

## **Costs**

The YWU supports the Regional Quality Assurance Network and the Moderation Scheme from the annual fees paid by LA youth services. The moderation itself is carried out on a reciprocal basis and therefore no additional costs are incurred. Time, refreshments and travel costs are met by the participating organisations themselves.

# The Moderation Scheme

## The Carousels 2008

Currently 13 LAs and Sheffield Futures (commissioned by Sheffield LA) participate in the scheme. The carousels are as follows for the period January. December 2008:

<b>A</b> Barnsley Bradford North Lincolnshire	<b>B</b> Calderdale Doncaster Leeds
<b>C</b> East Riding Kirklees North Yorkshire	<b>D</b> North East Lincolnshire Rotherham Hull
<b>E</b> Sheffield Futures Wakefield YWU	

## The Moderation Process

**Timing:** Each term/every four months, one LA/organisation within each carousel will be moderated i.e. one LA/organisation will host moderation visits from the other 2 LAs/organisations within the carousel. The second LA/organisation will be moderated in the following term/four-month period, the third in the next term/four-month period.

If preferred, a different schedule can be agreed by members of the carousel. For example, all 3 LAs/organisations in a carousel are visited in quick succession, so long as all three moderation visits are completed with the 12-month cycle to tie up with Self-Assessment Schemes and internal Peer Assessment processes.

**Host:** The LA/organisation to be visited is the **host** and will be responsible for setting up three provision-sampling visits, each lasting between two to three hours. The host also negotiates with both the two visiting moderators and internal staff regarding dates, times and venues.

As the purpose is to assess the local QA process rather than audit the quality of youth work provision, the host is advised to choose a sample of provision that reflects what the LA/ organisation considers to be:

- good
- satisfactory *or*
- borderline

The host briefs relevant staff in the units to be sampled, clarifying the purpose of the visits and the criteria to be used. Later they can also provide units with feedback after the sampling process. The three provision-sampling visits can be conducted intensively in 1.5 days or over a longer period, with refreshments provided by the host organisation to suit.

In addition, the host will set up a meeting of about one hour with a relevant Senior Manager. The timing of this meeting within the overall process can vary, but aims to help contextualise the sampling visits and the service.

**Pre-visit information:** At least two weeks before the visit, the host sends to the visiting moderators the necessary information regarding the provision to be visited. This is to be presented in a brief report format and must include the following:

- Relevant background information from planning frameworks and OFSTED annual Self-Assessment Report (SAR)
- Unit development programme, delivery plans for the current period
- Attendance/participation records for previous twelve months
- Evaluation and reports of work carried out
- Unit staffing structure and details of supervision arrangements
- External funding details
- Details of any partnership arrangements

*Please note: Units can utilise the 'Moderator's Checklist' (see pages 11–21) to assist with their preparation for the moderation, also see current OFSTED framework for inspection, recent reports and standards and Self-Assessment Report (SAR).*

**Lead Moderator:** The two visiting LAs/organisations will need to agree who will be the **lead** during the sampling process and take on the responsibility of completing forms MOD 2 and MOD 3 and for returning them to the YWU at the end of the moderation process.

**Sampling visits:** During a visit, each moderator grades the provision against the agreed criteria, using the Moderator's Evidence Form, MOD 1 (see *Appendix 1*). At this stage the 7-point grading system is used as this was found to be helpful in assisting moderators with their judgements. Each visit contains a mixture of observation and informal interviews/conversations with unit staff and young people. The Moderator's Checklist is used to inform this.

Either at the end of each sampling visit or at the Moderation Meeting, the three moderators meet together, with the lead moderator facilitating the bringing together of the individual evidence forms (MOD 1) to compile a single Moderator's Summary Sheet, form MOD 2 (see *Appendix 1*) on each of the units visited. At this stage a 4 scale grading system is used. The unit Summary Sheets (MOD 2), summarise the process by which the moderation judgements are reached and the evidence on which they are based.

Following the 3 visits, an interview with the relevant Senior Manager will take place, which should last for a minimum of one hour. The timing of this meeting within the overall process may vary.

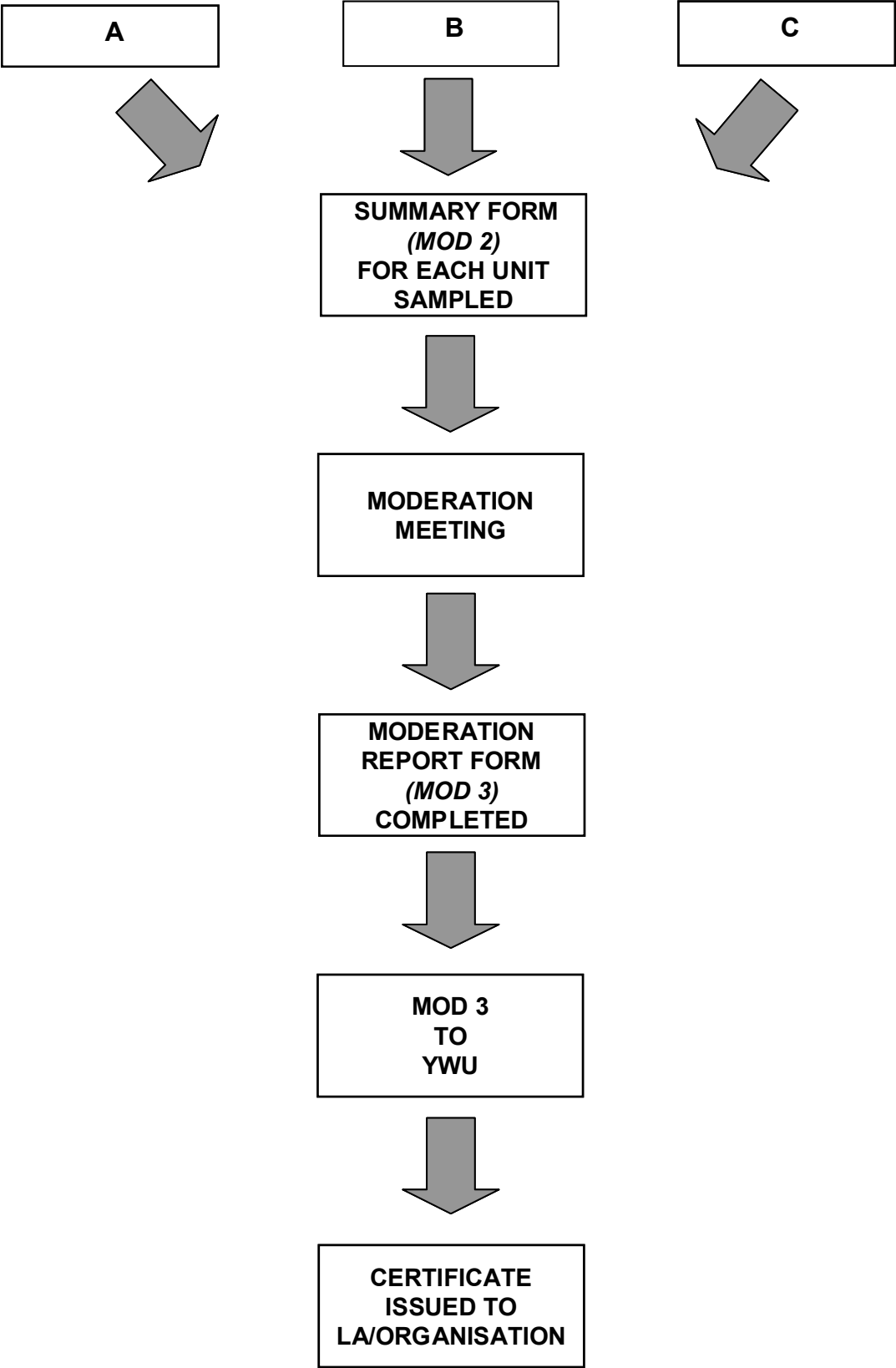
The Moderator's Summary Sheet (MOD 2) for each unit visited may be used by the host as part of the feedback process to the unit/project.

Moderators must adhere to the code of practice (see *Appendix 2, page 29*).

**Moderation Meeting** (see *diagram on page 8*): After all three sampling visits are complete the three moderators meet to discuss and compare assessments of all three units, drawing on their own evidence sheets (MOD 1), either compiling a summary sheet (MOD 2) on each unit visited or drawing on these summary sheets (MOD 2) where they have been completed at the visit stage.

From the three summary sheets (MOD 2), a final Moderation Report (MOD 3) is prepared (see *Appendix 1*) to present the overall findings. A copy of MOD 3 is sent to the YWU which in turn sends it to the LA/organisation for information/action. All original forms are to be kept by the host moderator. This set will comprise 9 individual Moderator's Evidence Forms (MOD 1) and 3 Moderator's Summary Sheets (MOD 2).

**Diagram – The Moderation Meeting**



## Carousel Moderation Process – Summary

1. **A** hosts moderation visit from **B + C**
2. **B** hosts moderation visits from **A + C**
3. **C** hosts moderation visits from **B + A**

### Host (A)

- *negotiates dates and times for moderation visits*
- *arranges visits with units*
- *arranges meeting with senior manager*
- *arranges food/ refreshments*
- *collects and sends info. to Carousel Moderation team at least two weeks before visits*
- *moderates provision as part of carousel team*
- *provides internal feedback to sampled provision*

### Moderating LAs/Organisations (B + C)

- *agree lead moderator*
- *read preparatory report & materials*
- *undertake 3 visits to Host - A*
- *all 3 moderators complete MOD 1 for each visit*
- *Lead Moderator co-ordinates Summary Sheet for each sampled provision (MOD 2)*
- *Lead Moderator facilitates & completes Moderation Report (MOD 3) with all 3 LAs/orgs agreeing & contributing*
- *Lead Moderator sends paperwork to YWU*

### YWU

- *Certificate and MOD 3 issued to Host LA*

# Agreed Standards

## Key Areas

This regional quality assurance scheme uses the agreed standards as specified as Key Aspects by OFSTED. The suggested areas for exploration found in the Moderator's Checklist (see below) represents a distillation of a wide range of national frameworks.

The key areas are:

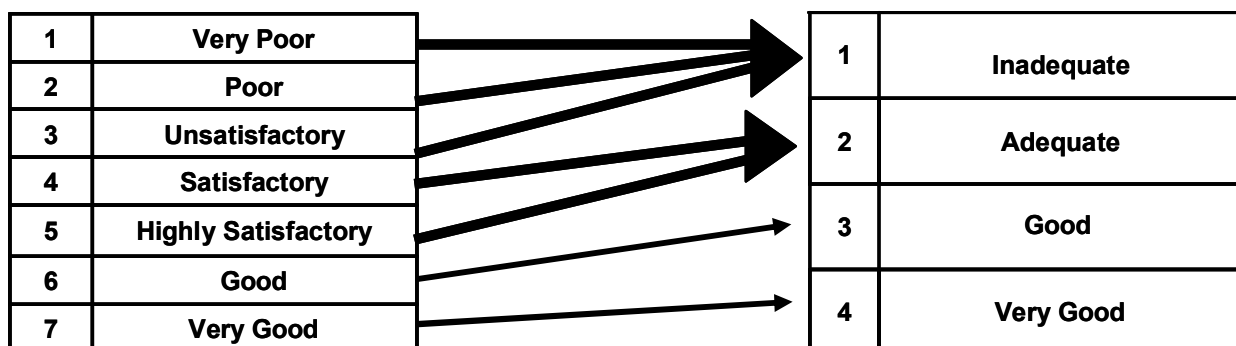
- Standards of young people's achievement and the quality of youth work practice
- Quality of curriculum and resources
- Leadership and management

## Grades

Once again the scheme draws on OFSTED guidance and retains the earlier 7-point scale for individual assessment at the early sampling stage as follows:

1	Very Poor
2	Poor
3	Unsatisfactory
4	Satisfactory
5	Highly Satisfactory
6	Good
7	Very Good

In moving from the Moderator's Evidence Form MOD 1 to the Moderator's Summary Sheet MOD 2, the scheme shifts to Ofsted's current 4 point grading system, and grading descriptors, even though satisfactory and unsatisfactory were found preferable to adequate and inadequate. The grades relate as shown below:



# Moderators' Checklist

To assist moderators, this checklist takes each of the 3 key areas and provides some examples of the kind of evidence which would produce a particular grade. Pre-visit information will need to be examined in detail. Additionally, moderators will observe practice and speak with staff and young people.

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

### A. Young People's Achievement

#### Grade 4 – Very Good

*Young people:*

- seek out, and make use of, relevant information/ guidance, including ICT, to help solve problems, take decisions and make choices
- exercise increasing independence, autonomy and responsibility
- can clearly demonstrate learning and are able to express their views and feelings and relate to their lives and well-being
- use effective strategies to keep safe (e.g. from bullying, discrimination, crime and anti-social behaviour) and ensure their personal safety and that of their peers
- apply their learning to new and different contexts
- are able to express their feeling, opinions again appropriate accreditation
- function very well, both as individuals and as members of groups and communicate effectively
- develop political skills through their involvement in decision making (in youth work and wider community settings)
- share fully in the all aspects of provision
- contribute to individual and group evaluation of achievements

#### Grade 3 – Good

*Young people:*

- sometimes seek out and use relevant information/guidance, including via ICT, to help solve problems, take some decisions and make some choices
- exercise some independence in organising their lives, setting themselves some personal goals, taking responsibility
- can demonstrate some understanding of learning and express views and feelings and relate to their lives
- understand and use strategies to keep safe (eg bullying, discrimination, crime and anti-social behaviour) and take some steps to ensure their personal safety and that of peers
- sometimes apply what their learning to new and different contexts
- gain appropriate accreditation
- function well as individuals and as members of groups and communicate well

- have some political awareness through involvement in decision making (in youth work and wider community settings).
- sometimes contribute to the development of provision
- make some contribution to individual and group evaluation of achievements

## **Grade 2 –Adequate**

### *Young people:*

- occasionally seek out information/guidance, including ICT, to help solve problems, take limited decisions and make limited choices
- exercise limited independence in organising their lives and taking limited responsibility
- demonstrate some learning and have some ability to express opinions and feelings (e.g. on health issues) and relate to their lives
- have satisfactory strategies to keep safe (e.g. bullying, discrimination, crime and anti-social behaviour) and take some steps to ensure their personal safety and that of their peers
- occasionally apply what their learning to new and different contexts
- gain some accreditation
- are able to function as individuals or as members of a group and demonstrate some communication skills
- develop limited political skills through their involvement in decision making (in youth work and wider community settings)
- occasionally contribute to the development of provision
- occasionally contribute to individual and group evaluation of achievements

## **Grade 1 – Inadequate**

### *Young people:*

- show low levels of participation, motivation and behaviour
- have poor and/or irregular attendance levels
- demonstrate little or no learning taking place are unable to express views and feelings or relate to their lives
- take few opportunities to achieve more challenging goals . activities largely recreational
- show little or no evidence of taking the initiative and developing into independent, autonomous individuals
- lack self-awareness and relate poorly to their peers and youth workers
- participate sporadically and to little positive effect in group activities.
- lack awareness and understanding of the nature of their immediate community and the wider social context within which they live.
- do not gain appropriate accreditation

## **B. Quality of youth work practice**

### **Grade 4 – Very Good**

#### *Youth workers:*

- are well trained, qualified and skilled for the roles they undertake

- have a thorough understanding of the principles of youth work and apply this effectively and sensitively to support, extend and challenge young people
- can identify the needs of young people and of the area
- are aware of recent developments in youth work approaches and can apply these in practice
- work very well with other agencies to extend opportunities for young people
- actively and consistently promote principles of equality, inclusiveness and diversity in their youth work and the programmes on offer
- set consistently high standards and negotiate boundaries with young people including limits for acceptable behaviour, challenging them when necessary
- operate within curriculum frameworks and to ensure young people achieve the Every Child Matters outcomes
- provide enjoyable, stimulating and challenging experiences
- understand and implement the general and educational aspects of youth work;
- encourage young people to participate actively in the planning, delivery and evaluation of youth work
- give young people appropriate advice and personal support and refer to specialist help when required
- use a variety of approaches well matched to young people's needs, abilities and interests
- maintain appropriate records
- act as advocates for young people and encourage their democratic engagement and enable their views

*Young people:*

- enjoy youth work provision
- work very well with adults and peers
- attend regularly
- always make use of opportunities offered
- make continuous progress in realising personal aims
- always put group/other members first when necessary
- are engaged
- are well motivated
- convey a sense of fun
- display understanding, tolerance and sensitivity towards the rights and feelings of others

**Grade 3 – Good**

*Youth workers:*

- are appropriately trained and qualified for the roles they undertake
- have an understanding of the principles of youth work and sometimes apply this understanding effectively and sensitively
- know their areas quite well and identify the needs of young people
- are aware of recent developments in approaches towards youth work
- work well with other agencies, in ways that extend opportunities for young people
- actively promote principles of equality, inclusiveness and diversity through their interaction with young people and the programmes on offer
- set standards and negotiate boundaries with young people, challenging them when necessary

- sometimes operate within curriculum frameworks to achieve the Every Child Matters outcomes
- provide enjoyable, stimulating and challenging experiences
- understand and implement the general and educational aspects of youth work;
- encourage young people to participate actively in the planning, delivery and evaluation of youth work
- give young people appropriate advice and personal support and refer to specialist help when required
- use a variety of approaches well matched to young people's needs, abilities and interests
- act as advocates for young people and encourage their democratic engagement and enable their views
- maintain records

*Young people:*

- enjoy youth work
- work well with adults and peers
- attend regularly
- make good use of opportunities offered
- make good progress in realising personal aims
- always put group/other members first when necessary
- are involved
- are motivated
- convey a sense of fun
- display understanding, tolerance and sensitivity towards the rights and feelings of others

**Grade 2 – Adequate**

*Youth workers:*

- are trained
- are generally aware of recent developments in youth work
- understand and promote how equality, inclusiveness and valuing diversity are central to youth work
- know the young people and understand their diverse backgrounds
- take young people's views into account
- plan a range of activities
- record and evaluate sessions
- generally have positive relationships with young people
- challenge inappropriate behaviour and opinions but are not always consistent
- are supportive of young people, offering advice and guidance
- maintain records but lack detail

*Young people:*

- are responsive even if sometimes recipients rather than contributors
- are generally responsible
- work with others or independently
- are sometimes motivated
- attend and participate fairly regularly

## **Grade 1 – Inadequate**

### *Youth workers:*

- are unqualified and inexperienced, show low levels of leadership
- lack awareness of recent developments in youth work approaches and in legislation concerning the promotion of equality, inclusiveness and diversity
- are poorly inducted, supervised and trained
- have low levels of awareness young people's needs and of the area
- apply insufficiently challenging approaches to work with young people
- deliver poorly conceived, planned and executed sessions, lacking purpose and aims
- have little awareness of specialised agencies with which the service should be working
- maintain inadequate record-keeping and evaluations
- produce a poor response from young people in terms of engagement, provision lacks enjoyment, purpose and sense of progress
- maintain poor relationships with young people who in turn demonstrate a lack of mutual respect
- do not keep records

### *Young people:*

- are not motivated
- do not convey a sense of enjoyment
- do not attend regularly
- do not participate fully
- do not display understanding, tolerance and sensitivity towards the rights and feelings of others

## 2. Quality of Curriculum and Resources

### A. Curriculum

#### Grade 4 – Very Good

*The curriculum will:*

- be consistently broad, balanced, rich and varied
- be effectively and efficiently managed
- be informed by and meets the needs of young people involved
- be enjoyable, fun
- be in line with strategic aims and Every Child Matters outcomes
- observe and promote principles of equality, inclusiveness and diversity
- contain a wide, relevant range of educational leisure time activities which facilitate young people's personal, social and political development
- motivate and engage all young people involved enabling them to progress
- offer a variety of opportunities for young people to engage actively in decision-making and democratic structures
- provide information and advice, targeted support and effective referral to specialist help whenever required

#### Grade 3 – Good

*The curriculum in the main will:*

- be broad, balanced and rich
- be effectively and efficiently managed
- be monitored regularly
- be informed by the needs of young people
- be enjoyable
- reflect strategic aims and Every Child Matters outcomes
- sometimes observe and promote equality, inclusiveness and diversity
- contain a relevant range of educational leisure time activities to encourage young people's personal, social and political development
- motivate and engage most young people involved and enable them to progress
- offer some opportunities for young people to engage actively in decision-making and democratic structures
- provide information and advice, targeted support and refer to specialist help whenever required

#### Grade 2 – Adequate

*The curriculum will:*

- be reasonably broad and balanced
- be generally well managed but there might be some minor weaknesses
- show evidence of some consultation
- be inconsistent in terms of purpose
- be educationally focused but largely worker-determined
- contain a range of educational leisure time activities aimed to improve young people's personal, social and political development

- motivate and engage some young people involved and enables them to make some progress
- offer opportunities for some young people to engage actively in limited democratic and decision-making structures
- provide limited information and advice, targeted support and occasional referral to specialist help

### **Grade 1 – Inadequate**

*The curriculum will:*

- be narrow in scope and unchallenging in content
- poorly managed with little reference to, or understanding of curriculum policies
- be delivered with little planning and consultation with young people, workers and key partners
- not be based on an effective needs analysis or an audit of what is available and will not match local, regional or national priorities
- be over-reliant on low-level, routine, recreational centre-based work, with little intervention by youth workers
- lack skilled, experienced and appropriately supported delivery staff
- lack monitoring and evaluation of young people's participation or progress
- have minimal cooperation with local partners

## **B. Resources**

### **Grade 4 – Very Good**

- materials are exciting and stimulating, recognising and being appropriately differentiated for all young people according to age, gender, ethnicity, sexual orientation, interests, abilities and social circumstances
- all youth workers and managers are well qualified and experienced and competent to undertake the work expected of them
- sufficient staff to meet the needs of Unit and deliver the curriculum
- qualified staff can evidence continuing in-service training
- staff receive regular supervision and professional development
- staff are always deployed appropriately
- there are very good levels of support and admin staff
- accommodation is very good and ensures equality of access for all young people and promotes inclusiveness
- provision is accessible to all, including Looked After Children and those with learning difficulties and/or disabilities
- accommodation is safe and very well cared for
- evidence of achievements are prominently displayed and current
- there are a very good range of quality resources and equipment to support a varied curriculum
- IT facilities are up to date, very well maintained and frequently used by young people
- activities and programmes are provided at convenient times and in locations that are fit for purpose

### **Grade 3 – Good**

- materials are interesting and recognise, and differentiated between young people according to age, gender, ethnicity, sexual orientation, interests, abilities and social circumstances
- most youth workers and managers are well qualified and experienced and competent to undertake the work expected of them
- sufficient staff to meet the needs of Unit and deliver the curriculum
- qualified staff can evidence some continuing in-service training
- staff receive some supervision and PDR
- staff are deployed appropriately
- there are good levels of support and admin staff
- accommodation is good and ensures equality of access for all young people and promotes inclusiveness
- is accessible to most young people including Looked After Children and those with learning difficulties and/or disabilities
- accommodation is safe and well cared for
- evidence of achievements are prominently displayed
- there are a good range of resources and equipment to support a varied curriculum
- IT facilities are up to date, well maintained and frequently used by young people
- Activities and programmes are sometimes provided at convenient times and in locations that are fit for purpose

### **Grade 2 – Adequate**

- materials are unexciting and display no real awareness of the need to make appropriately differentiated provision for some young people according to age, gender, ethnicity, sexual orientation, interests, abilities and social circumstances
- some youth workers and managers have the relevant experience and qualifications
- occasional vacancies and weaknesses in both key and lower tier posts
- supervision and PDR exist but are inconsistently applied
- staff are always deployed appropriately in the main
- there are adequate levels of support and admin staff
- accommodation is generally safe and in a satisfactory state of repair
- is accessible to some young people including Looked After Children and young people with learning difficulties and/or disabilities
- notice boards are not utilised to full effect
- there are some difficulties for young people with restricted mobility accessing the building/provision
- resources are sufficient
- reasonable IT but some equipment is old and less well maintained.
- sometimes provided at convenient times and in locations that are fit for purpose.

### **Grade 1 – Inadequate**

- materials are uninspiring, poorly differentiated and unchallenging and are inadequate in quantity and quality; to support specialised activities
- there are insufficient staff to meet the service's objectives and young people's needs
- no recruitment policy or effective strategy to fill vacancies

- significant numbers of workers are unqualified and inexperienced; they are not working towards achieving a recognised qualification in youth work
- too high a ratio of part-time to full-time posts
- inadequate supervision arrangements; they fail to identify workers' personal development needs; if their needs are identified there is little encouragement and support by senior staff for them to be able to complete the appropriate training; the training might in any case be unavailable
- CRB checks are inconsistent
- no audit of premises to ensure quality, suitability, equality of access and efficiency of use
- premises are unsafe and poorly maintained; access is poor
- IT resources are of poor quality; access is so restricted as to make their use by young people very limited
- do not provide youth work at convenient times or in locations that are fit for purpose

### **3. Leadership and management**

#### **Grade 4 – Very good**

*Operational managers:*

- carry out detailed needs . analysis of young people and other interested partners in their area
- identify priority groups and draw up an appropriate curriculum
- have knowledge of those young people who don't access provision
- successfully implement organizational aims and objectives
- provide an excellent healthy and safe working environment for staff and young people
- actively involve young people in planning, development and quality assurance
- implement and consistently monitor policies, e.g. equality of opportunity
- inclusiveness and diversity, race relations, child protection, special needs
- deploy resources efficiently and effectively
- observe youth work and make very good quality judgements
- provide regular supervision to staff
- undertake rigorous financial monitoring
- understand the current national and local policy context
- use MIS very effectively to secure improvements in outcomes
- make excellent use of IT to improve efficiency
- ensure good links with LA services and external partners
- consistently inspire workers, young people and partners and foster very high levels of morale
- contribute effectively to integrated arrangements for delivering youth support
- promote best youth work practice

#### **Grade 3 – Good**

*Operational managers:*

- carry out needs-analysis of young people and interested partners in their area
- identify some priority groups and draw up an appropriate curriculum
- have some knowledge of those young people who don't access provision
- implement some Local Authorities policies, aims and objectives, particularly those concerning equality of opportunity, inclusiveness and diversity
- undertake good financial monitoring
- provide a healthy and safe working environment for workers and young people
- involve most young people in the planning, development and quality assurance
- implement and monitor policies around good race relations, child protection and young people with SEN
- manage and monitor resources well
- observe youth work and make good judgements on its quality
- offer supervision to staff
- ensure young people are involved in operational aspects of the provision
- use MIS effectively and make good use of IT to run the Service efficiently
- ensure links with other Council services and external partners
- contribute effectively to integrated arrangements for delivering youth support
- inspire workers, young people and partners and foster high levels of morale
- promote good youth work practice

## **Grade 2 – Adequate**

### *Operational managers:*

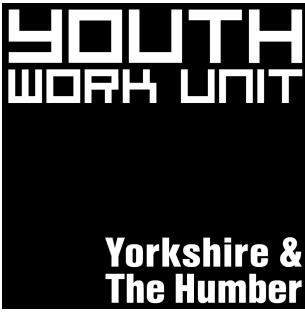
- have a general idea of the needs of young people and interested partners in their area
- have a general idea about those young people who don't access youth work provision
- identify most of the general needs of young people in the area
- put into practice the Local Authorities aims and policies
- provide an adequate healthy and safe working environment for workers and young people
- involve most young people in the planning, development and quality assurance of youth work
- monitor interventions to remedy shortcomings
- manage resources fairly effectively and meet operational objectives
- undertake observation of youth work (although judgements of quality may be over generous)
- may not be consistent in supervising and appraising staff
- involve young people in some operational aspects of provision
- use MIS systems to collect and collate some data and sometimes use this to improve provision
- use IT to help run the Service
- have links to other Council services and external partners
- support young people and staff and morale is satisfactory
- promote youth work practice

## **Grade 1 – Inadequate**

### *Operational managers:*

- take insufficient account of the Local Authority's policies, aims and objectives and the Every Child Matters themes
- do not monitor policy implementation closely
- fail to undertake satisfactory needs analysis
- fail to match any needs analysis with the curriculum provided
- are weak in their allocation and monitoring of the use of resources, leading to inefficiencies
- do not have rigorous financial management systems in place
- do not manage staff effectively with weak supervision and appraisal systems and few links between professional development of staff and service priorities
- do not involve young people in aspects of operational management
- undertake little direct observation of youth work and have weak self-review systems
- make little use of management information and IT to manage provision efficiently
- have weak and under-developed operational relationships with other Council services and partners
- have a lack of reliable data to underpin evaluations of the effectiveness of youth work provision
- have little or no awareness of the cost-effectiveness of provision
- do little to foster staff and young people's morale

# **Appendix 1 – Forms**



**FORM MOD 1 – Moderator’s Evidence Form**  
Regional Quality Assurance Scheme

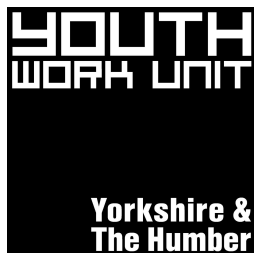
<b>1</b>	<b>Very Poor</b>
<b>2</b>	<b>Poor</b>
<b>3</b>	<b>Unsatisfactory</b>
<b>4</b>	<b>Satisfactory</b>
<b>5</b>	<b>Highly Satisfactory</b>
<b>6</b>	<b>Good</b>
<b>7</b>	<b>Very Good</b>

<b>LA/Organisation</b>					
<b>Name of Unit</b>					
<b>Moderators Name</b>					
<b>Date</b>					
<b>Age range of young people</b>					
<b>Number of young people present/contacted</b>	Total	Female:		Male:	
<b>Number of staff present</b>	Total	Female:	Male:	Full-time	Part-time
<b>Number of volunteers</b>	Total	Female:		Male:	
<b>Content and Context / cross-cutting theme of session</b>					
1. Standards of young peoples achievement and the quality of youth work practice				Please Score 1 to 7 as above	<b>Score</b>

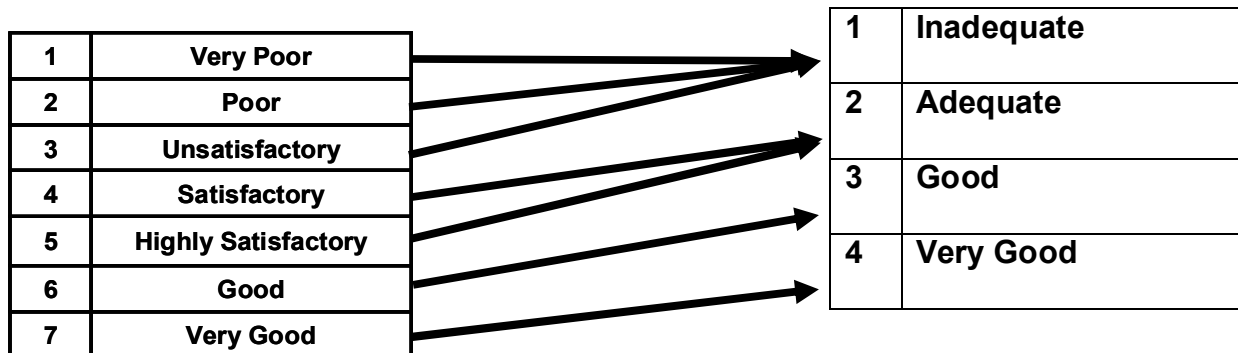
2. Quality of curriculum and resources	Please score 1 to 7 as above	<b>Score</b>

3. Strategic and operational leadership and management	Please score 1 to 7 as above	<b>Score</b>

General Comments:



**FORM MOD 2 – Moderator’s Summary Form**  
Regional Quality Assurance Scheme

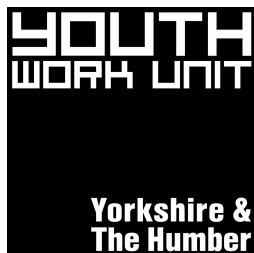


<b>LA/Organisation</b>												
<b>Name of Unit</b>												
<b>Moderators Names</b>												
<b>Age range of young people</b>												
<b>Number of young people present/contacted</b>			Total	Female:			Male:					
<b>Number of staff present</b>			Total	Female:		Male:		Full-time		Part-time		
<b>Number of volunteers</b>			Total	Female:			Male:					
<b>Content and Context / cross-cutting theme of session</b>												
1. Standards of young peoples achievement and the quality of youth work practice				Please score 1 . 4 as suggested above, top right				Score				

2. Quality of curriculum and resources	Please score 1 . 4 as suggested above, top right	<b>Score</b>

3. Leadership and management	Please score 1 . 4 as suggested above, top right.	<b>Score</b>

<b>General Comments</b>



**FORM MOD 3 – Moderation Report**  
Regional Quality Assurance Scheme

<b>LA/Organisation</b>	
<b>Name of Unit</b>	

<b>Provision Visited</b>			
<b>Provision Name</b>		<b>Date</b>	
<b>1</b>		<b>1</b>	
<b>2</b>		<b>2</b>	
<b>3</b>		<b>3</b>	

<b>Unit 1. Agreements / Differences and Comments</b>

<b>Unit 2. Agreements / Differences and Comments</b>

**Unit 3. Agreements / Differences and Comments**

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<b>Moderators' Name</b>	<b>Moderator' Signatures</b>	<b>Date</b>
<b>Lead:</b>		

## **Appendix 2 – Regional Moderators’ Code of Practice**

It is vital that all staff involved are aware of the rationale and purpose of the Regional Quality Assurance Moderation Scheme. The moderation process is designed to be supportive, transparent and constructive, and to facilitate the dissemination of good practice in quality assurance across the region.

The Regional Moderators will adopt the following Code of Practice to ensure that, as far as possible, it is an objective, systematic and developmental process.

1. Moderators are expected to behave professionally and in an open and friendly manner.
2. Moderators are expected to ensure that their activity is appropriate to the type of session being observed, causes minimal disturbance, and is as sensitive as possible to the situation.
3. Any observations or information acquired will be treated confidentially and contained within the moderation process.
4. The host must plan for the visits in advance with HOS/senior managers and the lead workers of the unit or project to be visited.
5. The host shall ensure that staff from provision being sampled, understand that Moderators will take notes and will need access to all relevant unit records.
6. Moderators shall carefully take notes of all their observations on the attached proformas (*see Appendix 1, page 23*) so that the moderation process can be evidenced and recorded.
7. The host will consider the following guidelines when preparing verbal feedback to the unit:
  - be honest and constructive;
  - make positive, developmental comments and give practical advice . where appropriate; and
  - encourage self-evaluation wherever possible.