
Local Youth Work Awards

(Establishing the criteria for recognition of local youth work awards as recorded and accredited outcomes)

Introduction

GOOD YOUTH WORK has always included a variety of ways to recognise achievement and local awards have been a feature of this wider process for many years. Successful completion of a local award charts a significant learning journey for the young person involved and it is important that all such learning journeys are recognised and young people's achievement celebrated. Youth workers know that the progress possible for each individual will vary according to their starting points, motivation, support, type of programme and all sorts of external factors which change over time.

Existing local award schemes cover a wide variety of programmes; some will sit readily alongside other awards that can be counted towards the youth service benchmark for accredited outcomes. Others fall more easily into the category that is recorded outcomes and some local awards will not meet the criteria for either a recorded or an accredited outcome.

This guidance is intended to assist youth workers and other providers in determining when a local youth service/organisation award can be counted as an accredited or recorded outcome.

Where the requirements of all the essential criteria (set out below) are met, successful completion of the local award by a young person can be counted towards meeting youth service benchmarks.

The benchmarks were first described in December 2003 in Margaret Hodge's letter

and *Planning Guidance to Local Authority Youth Services for 2004-5* and further explanatory guidance offered by The National Youth Agency in its papers *Credit Where It's Due* and *Recording & Accreditation in Youth Work, Frequently Asked Questions* in June and October 2004.

The October 2004 versions of *Credit Where It's Due* and *Frequently Asked Questions* allow local awards, with the potential to be externally verified, to be counted as an accredited outcome. However, the documents also indicated that further work was in process to define appropriate criteria for recognition of a local award as an accredited outcome. This work is now complete and seeks to ensure that young people gaining an award through this process have a worthwhile experience; can be confident that the award is of good quality and has the potential to gain recognition/credit for their achievement outside of youth work.

Background and context

The primary aim of youth work is the personal and social development of young people; the best of youth work will enhance life chances, promote a positive contribution to society and challenge the individual. It is, therefore, important for us to ensure that the systems and processes of youth work have meaning and influence in the wider world. The education and achievement of all young people feature high on the priority list of government and society alike and within this bigger picture youth workers are developing ways to record and recognise the progress that young people make as a result of their contact with the work.

It is important that youth work local awards have the potential to be recognised within future structures and the process of developing the criteria has sought to make them 'fit for purpose' whilst remaining mindful of developing national policy.

The Qualifications and Curriculum Authority (QCA) has recently consulted on a *framework for achievement: recognizing qualifications and skills in the 21st century*. This framework, together with the provisions of the *14-19 Education and Skills* white paper, will make significant changes to the range and accessibility of educational pathways and qualifications for young people. In establishing these criteria for local awards the intention is to enable the awards to fit within future frameworks and so accrue as much credit as possible for young people.

The quality and scope of awards in use across the country varies hugely. Some provide recognition for a comprehensive process that is quality assured, well administered and gives young people a valuable opportunity to develop; others are issued to mark progress made in considerably smaller steps and are not easily comparable with other forms of accreditation currently counted as accredited outcomes. The application of criteria will bring a measure of consistency, although it is recognised that this will also mean that some local awards which currently count as accredited outcomes will no longer count towards this performance indicator. By identifying the elements of good practice in relation to accredited outcomes youth services can 'benchmark' their programmes and highlight areas in which they might choose to develop their practice.

Recorded outcomes

Recorded outcomes are a vital part of the youth work process and provide important opportunities to record young people's progress and recognise achievement. Many local awards are currently used as one way of identifying a recorded outcome for young people and, provided that the award meets the relevant requirements, this is entirely appropriate. [The requirements for a recorded outcome are detailed in *Credit Where It's Due* guidance available on The NYA website: www.nya.org.uk].

There are some local awards that will not meet the requirements for either a recorded or an accredited outcome, for example where attendance is the key outcome. These certificates are often used to mark early developments and reward positive changes. They provide important recognition for young people who may have little experience of positive feedback and are unlikely to gain certificates/recognition through other routes.

Quality assurance

Responsibility for quality assurance will rest with the local authority/organisation which will determine whether their local award fits the criteria and is, therefore, acceptable as an accredited outcome. In some areas a regional structure may exist which can undertake a moderation function. The ultimate arbiter of quality however, will be Ofsted.

This process of self-assessment fits within developing practice nationally and clearly requires services/providers to interpret and make judgments whilst allowing scope for differentiation of provision. It relies on the integrity of services/providers to remain vigilant in maintaining high standards despite any pressure to reach benchmark indicators.

Effective practice in relation to quality assurance is exemplified by a systematic process which routinely involves young people.

For example:

A service may have a process of peer inspection in which teams of staff (from all levels) and young people undertake reviews of provision on a rolling timetable. Results and subsequent action plans are presented to senior managers and summarised for council members. This focus on the quality of provision is a regular feature of meetings at a variety of levels, for example staff team meeting, area youth workers, young people's area forum, youth council/forum, bi-annual report to Members etc.

The local award can be brought within this process and examined as to its effectiveness and compliance with the established criteria.

The inclusion of recorded and accredited outcomes as Best Value Performance Indicators (221a and 221b) clearly signals the government's commitment to the role

of youth services in enabling young people to meet their full potential. The process of ensuring the quality of local awards will enhance a service's quest for effective, appropriate and valuable learning opportunities for local young people.

Revision to *Credit where it's due* Guidance

It is intended that the guidance documents focusing on contact, participation, recorded and accredited outcomes described above (*Credit Where It's Due* and *Frequently Asked Questions*) will be revised and re-issued by The National Youth Agency in autumn 2005.

The Criteria for Local Awards as Accredited Outcomes

The criteria are divided into ten sections below.

Where a word or phrase has been used that may need further explanation it has been included in a glossary of terms which can be found later in the document (see Appendix 1). It is advisable to have a look through the glossary before tackling the criteria and when you come across an unfamiliar expression, as it may clarify some of the terms used.

Each section contains the 'official' description of the criteria (in a box) and some additional explanatory notes underneath. Whilst the language of the 'official' description may seem unfamiliar to youth workers it is necessary to express the criteria in these terms to give us the best chance of fitting within future national frameworks for recognition of achievement. A composite list of the criteria appears as Appendix 2.

The term **award organisation** refers to the body responsible for the local award, for example the local authority youth service or voluntary organisation.

A **delivery centre** is a youth work outlet, that is a club, project, team or youth centre etc. that is approved by the award organisation to deliver the local award.

1

Delivery centre registration

- a) A system is in place to ensure that each provider of the local award (delivery centre) is registered with the local authority/award organisation and that minimum requirements to deliver the programme are met.
- b) The local authority/award organisation has in place recognised quality assurance processes which include delivery centre registration, monitoring and review systems.

This section requires that the award organisation has a system/process in place to record centres that are approved to deliver the local award. The process for registration will be designed and administered by the award organisation, which should have a proper system for ensuring that the work undertaken with young people is of an appropriate quality and that standards are maintained over time.

It is clear that the minimum standards required will include all those contained in these criteria. However, local award organisations may have additional local requirements for registration.

Where an award organisation already has quality assurance procedures in place, it is likely that the ongoing monitoring of delivery centres could readily become part of the existing review process.

The centre registration system should also take note of legislative requirements for working with young people, for example child protection, health and safety, data protection etc.

For example:

In XYZ local authority a checklist of criteria is developed against which all potential delivery centres are measured. This list includes all criteria below, important local considerations and records information about people and processes at the delivery centre. An officer of the local authority is responsible for approving delivery centres.

This authority also has a quality assurance process which includes peer review and regular peer inspection; as part of the inspection process the checklist is re-examined at least every two years.

2

Staff induction and staff development

- a) An induction process is in place for delivery centre staff responsible for the local award.
- b) All delivery staff understand the minimum requirements of the local award in terms of running the programme and the assessment structure.
- c) There are training, development and support systems in place for delivery staff.
- d) Information about the local award is included in the induction process for all employees.

Staff induction and development are vital processes in ensuring provision of a quality service to young people. Therefore the embedding of the local award in these systems will help secure the required standards.

There are three specific requirements related to local award delivery staff and one general requirement to provide information about the award for all employees within their induction period.

3

Initial guidance/assessment of young people/learners

- a) There is an initial discussion/assessment with the young person to establish the appropriateness of the local award in meeting their needs.
- b) Deliverers should seek to ensure that young people understand the requirements of the local award.
- c) The induction process for young people should clearly identify the support and guidance available to them as they progress through the programme.
- d) Learning programmes are planned in relation to the learning outcomes of the individual, within the assessment framework of the award.

For many youth workers the notion of initial assessment will conjure up visions of large forms with lots of questions and spaces to fill in. However, whilst you will need to record the results of your discussions with individual young people, this assessment is based on what you know about a young person, the professional judgments you make about what they may need/want and the action you agree with them during these conversation/s. There may also be a place in this assessment for input from others, for example from parents, referring agencies, other professionals etc.

Some local awards will include a specific assessment process; others will rely on the content of the ongoing relationship between worker and young person as the basis for judgment on whether the award is appropriate for that individual.

Points b) and c) above are designed to encourage a full discussion [initial guidance] and to ensure that young people 'know what they are getting into', that this is the right programme for them and what sort of support they can expect once they are involved. The guidance and assessment may take place at the same time but may also be separate; it will depend on the individual young person and the type of local award you are working on.

In order to ground point d) in practice it is worth making a few statements for clarification:

- Each young person has different 'things' that they want/need from their contact with youth work.
- Youth workers help young people 'get what they need' through a process which is educationally based and is intended to support their personal and social development.
- Providing learning programmes is the essence of our everyday work and youth workers routinely put together activities/programmes that will enable young people to achieve the learning they need and so meet their learning outcomes (see below).
- Where this process fits within the framework for the local award you are able to recognise and accredit the young person's learning and achievement.
- In some cases the learning programme will be easy to identify and agree with a young person. In others it will be more 'hidden' although dealing with situations, issues, concerns that are regular features of good youth work.

For example:

- 1. As you get to know a young person you discover that they have a very difficult relationship at home that causes them lots of problems and upset. They are under pressure from their parents to go to college but have already secured a job which is what they really want to do; communication has broken down. The young person agrees with you that they would like to work on this to try and improve the situation. You agree with them that you will work out ways to try and improve the situation and talk through some of the things you could look at/try out over the next few weeks – [designing the learning programme]. It is likely that over a period of time you will work on developing a range of skills and abilities with this young person. Where the recording of this development fits within the assessment framework for your local award you can recognise and accredit this important learning.*
- 2. A young person wants to prepare for making an application for a place on a local access course at college. You will discuss and agree the range of topics, issues to be covered (eg: presentation, filling forms, interview practice etc.) – [designing the learning programme] and find ways to help them achieve each learning outcome.*

4

Learning outcomes and assessment strategy

- a) Learning outcomes are identified within the framework of the curriculum/ chosen activity/programme.
- b) The method of assessment is clear; this may be a prescribed process or indicative, allowing flexibility around evidence gathering and assessment.

To be clear that progress has been made by a young person it is important that learning outcomes are established which describe what they can achieve through participation in the local award.

The outcomes should be achievable within the youth work programme/activities and focus on what young people will gain from their participation.

For example:

- 1. In a unit about ‘Knowing myself’ the learning outcomes might be that the young person will be able to:*
 - *Review their life so far*
 - *Be aware of their own qualities and changes they might want to make*
 - *Make and carry out plans for the future*
- 2. A different sort of outcome might be – ‘I want to get ready to apply for a place at college’. However, this will contain a number of subsidiary learning outcomes that it would be important to identify. The young person could cover a range of topics that may include:*
 - *Developing interview skills*
 - *Learning about the importance of appropriate personal presentation, for example knowledge and understanding of body language*
 - *Practising completing application forms and discussing/finding out the information needed etc.*

The assessment process should be clear to both young people and delivery staff. It may be a process that is already set down which has to be closely followed [prescribed] or could be a description of a range of different and acceptable assessment methods/processes from which you can choose to suit the piece of work the young person is undertaking [indicative]. Key to this process is the clear recording of baseline (early) information so that any later statements about progress and/or development can be grounded.

For example:

The assessment process may take the form of relaxed (but planned) discussions with the young person during/after which you record their progress since starting the award (or since your last review); what they are learning from or 'getting out of' taking part and what's going to happen next.

Or on the other hand:

The assessment may be a series of structured discussions that require the youth worker to cover a set of questions/issues/points with a young person and record the process and responses on a standard form.

Flexibility is an important feature of all youth work and work towards accredited outcomes is no different. In fact, youth work often produces unexpected or unplanned learning for young people which may be just as valuable as the planned learning outcomes/objectives. An effective assessment and review process enables workers to negotiate necessary changes to a learning programme so that young people's actual progress/learning/achievement can be recognised and accredited.

5

Registration/recording involvement

- a) Each young person is registered as a participant on the local award programme (prior to certification).

The youth work process rarely happens to a prescribed formula and registration processes will require a degree of flexibility and judgment by youth workers. Registration is essentially about recording involvement and this requirement seeks to ensure that every young person who undertakes a local award is known to the award organisation and registered as working towards their award. In this way the award organisation can monitor and review processes and progress; young people are fully 'signed up' to the process and certification can be tracked.

For some young people registration may happen at the beginning of the process, for others there will be a degree of retrospection.

For example:

A young person becomes involved in a youth work activity or programme where their interest has been captured purely by the activity/programme and work towards an award is not at this stage part of the agenda. As the young person makes progress and, perhaps, gains in confidence the youth worker can introduce the fact that this work can lead to an award. It would be at this point

that registration would take place. Therefore, the registration may not happen before some activity has taken place but it should be in place before the bulk of the award activity is undertaken.

6

Young person's/learner's evidence of planning and review

- a) Minimum requirements for planning and review are established by the local authority/award organisation.

This criterion is designed to ensure that an appropriate framework is in place, which will secure 'a good deal', or good process for young people. The award organisation will set out i) what is expected in relation to planning a young person's programme; ii) the parameters of an appropriate review process; and iii) how these can be recorded to provide evidence.

For example:

There may be a particular form to complete that identifies the plan agreed with each young person or this information could be part of the introduction to a video or drama production [evidence of planning].

An appropriate review process may say that each young person is entitled to an individual discussion/review of their progress at least twice during the course of their local award - this review should be recorded and a record signed/agreed on tape by the young person [evidence of review].

In essence, what are needed are flexible but systematic processes that fit within the youth work process rather than being 'bolted-on'. Workers are encouraged to have those important conversations with young people that include them in defining what they want to get out of time spent with the youth service and to later examine whether this has happened successfully.

7

Monitoring and progression

- a) Appropriate monitoring systems are in place to ensure that young people's progress/achievements are identified.
- b) Appropriate record keeping/documentation will be in place to record progress and achievement.
- c) The local award can be mapped to level descriptors of the National Qualifications Framework (NQF). This may involve relating a single section/unit/award to the NQF or may need to identify how a collection of sections/units/awards relate to the NQF levels. *[This point is only essential if the Local Authority/Award Organisation is seeking to include their award in the NQF and the emerging Framework for Achievement and so gain formal qualifications and/or credits for young people].*

Points a) and b) require that the award organisation describes its minimum requirements for an effective system to monitor young people's progress and achievements whilst on the local award. And, through its quality assurance system, it will ensure that proper records are kept. It is through this process that young people and workers will identify when and how learning outcomes have been met. In some local awards young people are 'rewarded' for achievement at stages/intervals in their progress towards gaining the full award; good monitoring and recording systems will ensure that this process is effective and supports young people's progress.

For example:

The award organisation may require that young people have an opportunity to review their progress at monthly intervals during their involvement with the local award.

Some award organisations will provide documentation that is to be used for recording purposes and may also specify the 'shape/style' of record that a young person receives. Other awards will leave these decisions to local workers but will ensure that monitoring and recording does take place and that systems are robust and fit for purpose.

Point c) will be required where the award organisation wishes to include the award in the National Qualifications Framework or the emerging Framework for Achievement and so gain formal qualifications and/or credits for young people. All other requirements would also have to be met to enable inclusion in the NQF/FFA.

Further advice on the NQF or the FfA is available from the Qualifications and Curriculum Authority; www.qca.org.uk

8

Gathering evidence

- a) There are clear, accepted processes for collecting, assessing and evidencing achievement using a variety of methods. Examples include: drama and dance performance, portfolio building, log book completion, video production and witness statements.
- b) Standard recording templates/checklists are in use to map evidence to desired learning outcomes. This enables flexibility in recording whilst ensuring that learning outcomes are met.

Gathering evidence is still a thorny issue for some youth workers who are concerned that this relies too heavily on people's ability to write well. However, not all evidence needs to be written; not everyone has to do the writing; it's okay for workers to write things down with/for young people and young people are usually really pleased to 'have something to show' for all their hard work. Young people understand the need to provide evidence but may not have been enabled to gather these resources in the same way as their peers for various reasons. By helping young people overcome these barriers you will be doing them a great service as prospective employers, colleges and society in general look for this evidence, however much you may wish that were not the case.

Planning, experience and sharing information will support the development of effective evidence gathering and award organisations should be clear with delivery centres what is acceptable and how assessment processes may include reviewing the evidence.

Point b) requires that a mechanism is in place to record basic details to confirm that young people have met the desired learning outcomes. Beyond this there is a range of flexibility to meet the needs of different awards and systems.

9

Internal checking and monitoring

- a) A clear role is established for 'internal verifiers'. (Except where there is a system of external assessment). The internal verifiers must be independent of the assessment and delivery procedures

A verifier is responsible for checking standards and 'approving' the allocation of a local award. Practice in relation to this varies considerably and there is a range of acceptable processes.

For example:

the allocation/approval may be made:

- *within the delivery centre*
- *within the delivery centre and moderated by an external verifier*
- *via recommendation by the delivery centre and confirmed by a further process*
- *at a central point within the service/organisation*
- *at a regional moderation event, etc.*

Where award organisations decide that internal verification is appropriate, this must be undertaken by a person who is independent and not involved in the delivery and assessment processes.

Before approving a delivery centre, the award organisation should ensure that all the systems and processes needed for the award are in place.

10

Notional learning time

- a) The award will have an indication of the learning time involved and will have a minimum of ten hours. This may take the form of recommended attendance hours, or notional learning time. This may be within an indicative range.

A local award may be made up of ten hours or more of learning time, which can be sub-divided into smaller 'units' if required. Notional learning time encompasses all activity designed to fulfil the learning outcomes/objectives.

This is **not** a measure of time spent in general youth work sessions but a notional measure of the time a young person, on average might be expected to take to complete all work towards the learning outcomes. Young people will not, in practice, all learn

at the same pace and so the actual time taken may vary considerably. The actual time taken will vary according to the method of delivery but the notional learning time will not.

For example:

Completing a unit or module about 'Handling relationships' may have a notional learning time of ten hours. One young person may take just eight hours to produce all the evidence required for completion of the learning outcomes in this unit; another young person may take 20 hours to produce appropriate evidence.

The learning time should include all of the learning activities which it is expected the young person will be involved in to achieve the learning outcomes including, for example:

- Discussion based work
- Practical work in other places
- 'Formal' learning (including classes, training sessions, coaching, seminars and tutorials)
- Relevant parts of a residential programme
- Practice, gaining, applying and refining skills to reach the desired level of competence
- Planning
- Counselling and mentoring that are integral to the achievement of the learning outcomes
- Assessment

Any prior skill or knowledge needed by the young person should not be included in an estimate of learning time.

Notional learning time carries within it the implication that this is 'supervised' time, that is where it is possible to confirm that the time counted towards the award is spent in pursuit of the learning outcome/objective. Therefore, where learning time is 'elsewhere' this needs to be agreed as part of the young person's work, should be reviewed afterwards and the time spent away 'witnessed' or evidenced.

[Where all other requirements are met, this may enable the local award to be included in the Framework for Achievement. The minimum of ten hours learning time may enable young people's achievement to count towards credit accumulation within the FfA. Credits can be at entry level, level 1 or beyond; credit value would be awarded based on the learning time and level/'degree of difficulty' of work needed to achieve the learning outcomes. Clarification on this aspect of local awards will develop over time as the FfA comes into general use; The NYA will issue further advice on how to map local awards to the FfA at an appropriate time.]

Appendix 1

Glossary of Terms

Local Youth Work Awards

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Term Used	Meaning and References
Accreditation process	The process of recognising learning achievement that leads to an accredited outcome.
Accredited outcome	For a full definition and examples please refer to <i>Credit Where It's Due</i> and <i>Frequently Asked Questions</i> published by The National Youth Agency, available at www.nya.org.uk
Assessment	The process of making judgments about the extent to which a young person's work meets the assessment criteria for an award, qualification or unit, or part of a unit.
Assessment Criteria	<p>The requirements that young people need to meet in order to achieve success (or a given grade/level) in an award, qualification, unit or part of a unit.</p> <p>A description of what the young person is expected to achieve, in order to demonstrate that a learning outcome has been met.</p> <p><i>For example:</i></p> <p><i>In a unit about 'Coping with Feelings' one of the four learning outcomes is 'To recognise feelings generated by prejudice and discrimination'. To meet this learning outcome a young person would need to provide evidence against a range of assessment criteria, for example:</i></p> <ol style="list-style-type: none"><i>1. Identify and record two situations in which you have experienced or observed different forms of discrimination and describe:</i><ol style="list-style-type: none"><i>a) Your feelings/their feelings</i><i>b) How you behaved/how they behaved</i><i>c) How you could have responded to the situation differently?</i>

Assessor	The person who assesses a young person's work; in many cases for a local award this will be a youth worker.
Benchmarks	A level of quality which can be used as a standard when comparing other things. Benchmarks are often linked to targets, performance indicators and performance measures.
Competence	The ability to carry out activities to the standards required.
Credit	Credit is a standardised measure of educational attainment; an award to recognise achievement. Current descriptions of credit require that each unit of credit is a minimum of ten hours learning time alongside successful completion of a number of learning outcomes. Some awards will be complete in one unit; others will require a number of related units to gain the award.
Evidence	Evidence is the material the young person produces which shows that learning has taken place. In general, it can come from anywhere in their life and experience as well as being generated through activities specifically designed as part of the local award/learning process. It can be generated naturally (things that a learner does in their everyday life) or is generated by completing a specific assignment or task, designed for the purpose. Evidence can be provided in a range of formats: drama and dance performance, written materials such as portfolios and log books, video production, witness statements etc.
Framework for Achievement	The Framework for Achievement is currently being constructed by Qualifications and Curriculum Authority and Learning and Skills Council and will include a wide range of learning achievements. It will be developed between 2006 – 2010 and will include qualifications, awards and units of learning which will confer credit at different levels on the learners.
Independent Assessment	Assessment of candidates' work that is carried out by assessors who do not have a vested interest in the outcome, that is those not involved in the original delivery or assessment processes.
Individual Learning Plan	A record of the progress, achievements and learning goals of individual young people.
Induction	An initial introduction to processes, systems, quality, standards and assessment for the local award, at the beginning or at an appropriate time.
Initial Discussion/ Assessment	This assessment is part of the youth work process and is based on what you know about a young person, the professional judgments you make about what they may need/want and the action you agree with them.

Internal Verifier	An individual appointed by the centre to ensure accurate and consistent standards of assessment, both between assessors operating within a centre and between centres offering the same award.
Internal Moderation	A process undertaken by a providing organisation in which assessment practices and decisions are regularly sampled and evaluated and findings are acted upon to ensure consistency and fairness.
LSC – Learning and Skills Council	The body established in 2001 which is responsible, through 47 local offices, for the planning and funding of all post 16 education and training other than in universities – this includes provision and funding in further education and work-based learning.
Learning Experience	<p>In youth work terms a learning experience can be the result of a wide range of events, activities and experiences. These may be events, activities and experiences specifically provided by youth work (the programme or curriculum) or may be the result of ‘processing’ learning (with a young person) that has happened elsewhere.</p> <p>Processing learning is the basis of many youth work conversations with young people; those discussions which often highlight action and consequence and help young people get to grips with their life experiences.</p> <p>For a learning experience to be meaningful it should result in an outcome that is fully understood by the young person and is sustained over time.</p>
Learning Objective	<p>In youth work terms a learning objective is a statement of what it is intended a young person will achieve through a specific activity or process.</p> <p>Learning objectives may be a subset of a learning outcome. That is, a young person may have to meet a number of learning objectives (go through a number of stages/ processes) to reach their desired learning outcome.</p>
Learning Outcome	Learning outcomes are statements of what it is expected a young person will be able to do; what they will know and understand or what new behaviours and attitudes they will display as a result of a learning experience.
NQF – National Qualifications Framework	National Qualifications Framework – The framework used by the regulatory authorities to position qualifications in England, Wales and Northern Ireland.
Notional Learning Time	<p>Notional learning time includes all activity, supervised by a youth worker and designed to fulfil the learning outcomes.</p> <p>It is not simply a measure/record of attendance at youth work ‘sessions’. It is an informed estimate of the time a young person on average might reasonably take to complete a unit of credit towards a local award or the whole award. It includes all of the learning needed to achieve the learning outcomes.</p>
Portfolio	A collection, in any format, of evidence of a young person’s learning and achievement, for example, an e-portfolio; a folder of work; log book etc.

Progression	Movement through a series of learning phases or levels; each new phase or level usually builds on the one before.
QCA – Qualifications and Curriculum Authority	Qualifications and Curriculum Authority – The statutory regulatory authority for external qualifications in England.
Recorded Outcome	For a full definition and examples please refer to <i>Credit Where It's Due</i> and <i>Frequently Asked Questions</i> published by The National Youth Agency.
Registration	<p>Registration is making a record, with the award organisation, that a young person is a participant on the local award.</p> <p>For some young people registration may happen at the beginning of the process, for others there will be a degree of retrospection.</p>
Sideways Progression	This is an important and relevant notion of progression where a young person may be succeeding at a particular level and continues to work in this way.
Witness Statement	<p>A witness statement is a signed and dated recording made of an important event, a significant conversation, an observation etc. which illustrates and describes what has taken place.</p> <p>In the case of work towards a local award, the statement is likely to describe where, when and how a young person has made progress or has successfully completed a learning outcome.</p>

Appendix 2

Local Youth Work Awards

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1

Delivery centre registration

- a) A system is in place to ensure that each provider of the local award (delivery centre) is registered with the local authority/award organisation and that minimum requirements to deliver the programme are met.
- b) The local authority/award organisation has in place recognised quality assurance processes which include delivery centre registration, monitoring and review systems.

2

Staff induction and staff development

- a) An induction process is in place for delivery centre staff responsible for the local award.
- b) All delivery staff understand the minimum requirements of the local award in terms of running the programme and the assessment structure.
- c) There are training, development and support systems in place for delivery staff.
- d) Information about the local award is included in the induction process for all employees.

3

Initial guidance/assessment of young people/learners

- a) There is an initial discussion/assessment with the young person to establish the appropriateness of the local award in meeting their needs.
- b) Deliverers should seek to ensure that young people understand the requirements of the local award.
- c) The induction process for young people should clearly identify the support and guidance available to them as they progress through the programme.
- d) Learning programmes are planned in relation to the learning outcomes of the individual, within the assessment framework of the award.

4

Learning outcomes and assessment strategy

- a) Learning outcomes are identified within the framework of the curriculum/ chosen activity/programme.
- b) The method of assessment is clear; this may be a prescribed process or indicative, allowing flexibility around evidence gathering and assessment.

5

Registration/recording involvement

- a) Each young person is registered as a participant on the local award programme (prior to certification).

6

Young person's/learner's evidence of planning and review

- a) Minimum requirements for planning and review are established by the local authority/award organisation.

7

Monitoring and progression

- a) Appropriate monitoring systems are in place to ensure that young people's progress/achievements are identified.
- b) Appropriate record keeping/documentation will be in place to record progress and achievement.
- c) The local award can be mapped to level descriptors of the National

Qualifications Framework (NQF). This may involve relating a single section/unit/award to the NQF or you may need to identify how a collection of sections/units/awards relate to the NQF levels. *[This point is only essential if the Local Authority/Award Organisation is seeking to include their award in the NQF and the emerging Framework for Achievement and so gain credit for young people].*

8

Gathering evidence

- a) There are clear, accepted processes for collecting, assessing and evidencing achievement using a variety of methods. Examples include: drama and dance performance, portfolio building, log book completion, video production and witness statements.
- b) Standard recording templates/checklists are in use to map evidence to desired learning outcomes. This enables flexibility in recording whilst ensuring that learning outcomes are met.

9

Internal checking and monitoring

- a) A clear role is established for 'internal verifiers'. (Except where there is a system of external assessment). The internal verifiers must be independent of the assessment and delivery procedures

10

Notional learning time

- a) The award will have an indication of the learning time involved and will have a minimum of ten hours. This may take the form of recommended attendance hours, or notional learning time. This may be within an indicative range.

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