

Youth Work in England: Policy, Practice and the National Occupational Standards



Message from Chairs of Joint Education and Training Standards (JETS)

The JETS Committee is comprised of the Education, Training and Standards Committee representatives for Youth Work from the nations of the United Kingdom and all-Ireland. As the Professional, Statutory and Regulatory Bodies (PSRBs) for youth and community work, these bodies - and the Joint Committee - oversee validation and standard-setting for courses leading to qualifications in professional and pre-professional youth work (and Community Learning and Development (CLD) in Scotland). This quality assurance function, alongside a broader commitment to continuous professional development for all staff, is at the heart of the profession's obligation to ensure that youth work (and CLD workers in Scotland) are fit to practice.

Membership of JETS is reserved to:

- National Youth Agency (England):
<https://nya.org.uk>
- North South ETS
(Ireland and Northern Ireland):
<https://www.youth.ie/programmes/projects-initiatives/nsets/>
- CLD Standards Council Scotland:
<http://cldstandardscouncil.org.uk>
- ETS Wales:
<https://etswales.org.uk/home>

The National Occupational Standards (NOS) underpin this work across each of the home nations in the United Kingdom, and specify the standards of performance individuals must achieve in the workplace, together with the knowledge and understanding required for roles within their sector. Youth Work NOS are currently managed by Skills Development Scotland (SDS) on behalf of the three devolved administrations. (Scotland, Wales and Ireland).

In 2018, a review of the Youth Work NOS was commissioned by SDS which involved consulting with industry experts across the four nations within the UK, amending existing

NOS where appropriate and developing new NOS according to the roles the sector representatives identified. The new NOS were published in 2019 on the NOS Database.

<https://www.ukstandards.org.uk/>

Youth Work NOS are deliberately broad in design in order to provide a framework able to reflect the diversity and changing nature of practice and policy contexts within which a practitioner operates. Relevant associated and emerging policy contexts and course areas include: youth work (in Northern Ireland); community education and community learning and development (in Scotland); children and young people's services (in England); youth work strategy and youth support services (in Wales); and voluntary and community services, community development, community engagement and community cohesion across the UK. The direction of policy in these areas may change as a result of political imperatives, and other areas of policy may also indirectly influence youth and community work. The same principles run throughout youth work delivery across the United Kingdom.

If you feel that changes are required at the next review of Youth Work NOS please contact the relevant organisation above and provide full details and rationale for the revision or email the information to JETS@cldstandardscouncil.org.uk. This will be shared with SDS to consider at the next review.

The Chairs of JETS have welcomed the creation of contextualisation documents in each Nation to clarify the particular context of that Nation.

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April 2023

Youth Work in England

The Youth Work NOS are applicable across the whole of the United Kingdom, but Youth Work has different policy and practical contexts within the home nations. This document places the NOS within the context of Youth Work in England, and is accurate as of the date of publication (April 2023)

It is a useful overview for youth workers and organisations within England to understand youth services within the English policy context, including in relation to other primary legislation. It also sets out how the NOS underpin practice, training and standards in England.

It will therefore help those who wish to develop services or set a strategic direction. For those who wish to better understand what

skill sets or knowledge might be considered for particular services or delivery roles, there is included a summary functional map that is shared across all of the UK Nations that outline the different standards within the suite. There is no expectation that an individual job role would encompass all of the standards across the suite or a defined combination of standards or functions. Rather, Individual roles will often be determined by the different contexts within which youth work is undertaken including, for example, the needs of the young person, and specific regional and local contexts.



English Policy

In England the portfolio for 'youth' is currently held under the Department for Culture, Media and Sport (DCMS). There is currently no explicit statement for what the English Government intends youth work to achieve and no National Youth Work strategy.

Responsibility for youth services sit at local authority level who must ensure that young people have 'access to sufficient services', 'so far as is reasonably practicable'. More details can be found in the Statutory Guidance which is currently being reviewed.

Furthermore, responsibilities for policies targeting young people sit in different departments; mental health sits in the Department of Health, for example, whereas responsibility for out-of-school opportunities sits in DCMS; of which youth services are a part. In sum, youth services sit within a context of having no overarching National framework or strategy, addressing multiple departmental priorities, and a devolved responsibility.

Local authorities therefore utilise youth work for different purposes. This can be as a stand-alone service or across a wide range of children and young people's services. The vast majority of youth work is delivered by voluntary organisations, and often independent from a local authority.

Consequently, youth workers address different age ranges, needs, and levels and type of provision and the suite of standards aims to be applicable across this variety.

Other Areas of Applicability

The NOS also covers key responsibilities and obligations within current English policy and legislation as stated in the following:

- The UK Government's ratification of the United Nations Convention on the Rights of the Child in 1991 which recognises children's rights to express their views and to receive information on all matters that affect them, in accordance with their age and maturity.
- The Children Act 2004 (later built on by the Children and Families Act 2014) which focuses on moving towards early identification and intervention to help support the child, but also their wider family and living environment.
- The Children and Social Work Act 2017 which places duties on the Police, Clinical Commissioning Groups and Local Authorities to work together (and with other partners locally) to safeguard and promote the welfare of all children in their area.
- The Working Together to Safeguard Children 2018 statutory guidance refines this, and **Para 59** recognises that 'youth services not delivered by local authorities or district councils' are of importance. **Para 60** confirms that this applies to volunteers also.

Training and Professional Standards

The Joint Education and Training Standards Committee work together across the UK Home Nations to uphold the professional standards of Youth Work qualifications through the NOS.

Within England, the NOS had always underpinned both the Youth Work Curriculum and the Joint Negotiating Committee (JNC) Terms and Conditions for Youth Work employment. It is therefore a core element of the training offer and the benchmark of professional standards

The National Youth Agency have created a Youth Work Curriculum, launched a Youth Work Workforce Development Strategy and developed a suite of safeguarding courses for the youth work sector.

Core Competencies

The NOS also provides core competencies across the whole spectrum of JNC recognised training in England.

This includes:

- Current apprenticeships for youth work at both Level 3 and Level 6.
- Initial Youth Work Qualifications (pre-professional status).
- Professionally validated degree programmes.



Practical Context

In England, the recorded spend from Local Authority returns on 'Services to Young People' has fallen from a little over £1bn in 2008/09, to £335m in 2018/19, a near two-thirds decline. This has led to a loss of not only much local authority delivered youth work, but also of local and regional infrastructural support, training, professional youth workers, and a fragmentation of services. What does remain is often delivered from more central urban locations, or as part of a wider 'family' or children's team.

At the same time, balance in spend has shifted from being on predominantly universal services, to predominantly targeted services which are naturally limited in length and have thresholds for participation, and the role of the voluntary and community sector has increased in prominence across all delivery. Returns from youth work undergraduate and post-graduate destinations show that youth workers are increasingly finding employment in other sectors, with youth workers found in school settings, health care, housing associations, emergency services and others.

Guidance and Expectations

These altering practical contexts have significantly changed the expectations on youth workers, the support available to them, and often have altered the skill sets they are required to have.

The NOS are therefore essential to help provide guidance and expectations across the following domains:

- Supporting training and qualifications.
- Measuring quality of practice.
- Shaping content and methods of work with young people.
- Shaping job descriptions for Youth Workers, including in other sectors that utilises the strengths of the Youth Work approach.



Purpose of Youth Work

The Key Purpose of Youth Work is to...

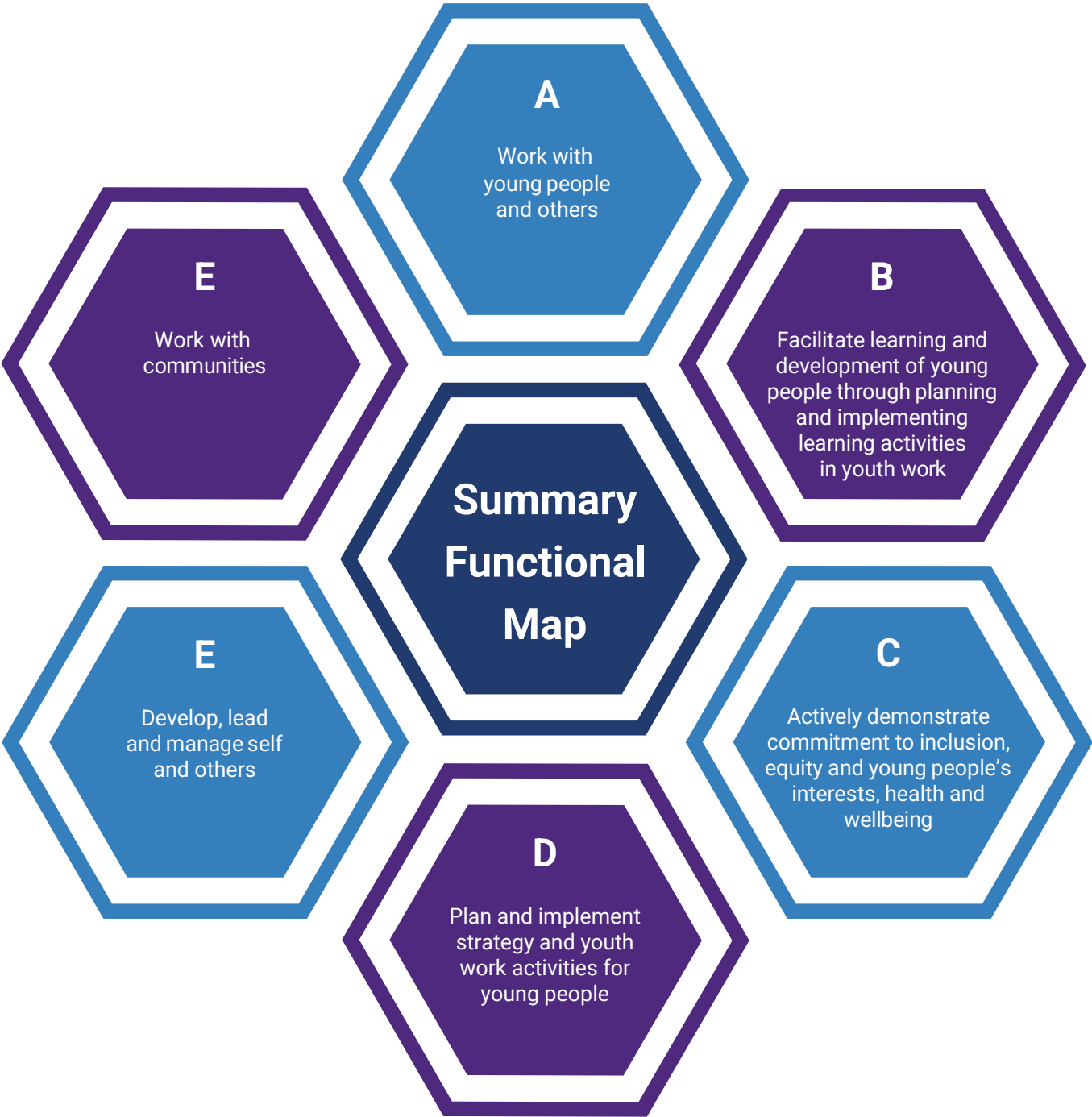
‘Enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential.’

The Key Purpose of Youth Work as agreed by the youth work sector, which underpinned previous NOS, has not changed and is agreed by the sector. However, the standards themselves have been amended to reflect

youth work in a contemporary context. Here we provide the summary functional map of the NOS and also, in Appendix A, the 40 NOS in full.



Summary Functional Map



A1: Build professional relationships
and engage with young people.

A2: Build productive working
relationships and multi-agency
networks

B1: Facilitate the personal,
social, spiritual and educational
development of young people

B2: Promote young people's
self-awareness, confidence
and participation

B3: Plan and implement learning
activities in youth work

B4: Provide access to information,
support and guidance

C1: Promote the rights of young people

C2: Safeguard the health and welfare
of young people and youth workers

C3: Promote inclusion, equity and
the valuing of diversity

D1: Establish and prioritise requirements
for youth work through planning and
implementing learning activities in
youth work

D2: Influence, plan and implement
youth work strategy

D3: Monitor and evaluate the
effectiveness of youth work
strategy and plans

E1: Manage and develop yourself

E2: Lead and manage others

E3: Develop colleagues

E4: Maintain health and safety
in the workplace

F1: Encourage engagement of young
people in their community

F2: Engage with communities to
promote their voice and needs
of young people

Functional Area: A

Functional Area	Function Ref/ Title	NOS Ref	Relevant NOS Title
A: Working with young people and others	A1: Build professional relationships and engage with young people	YW 01	Initiate, build and maintain relationships with young people
		YW 02	Assist young people to learn and engage with the youth work process
		YW 03	Comply with legal, regulatory and ethical requirements when carrying out youth work
	A2: Build productive working relationships and multi-agency networks	YW 04	Develop and maintain productive working relationships in collaboration with colleagues, agencies and stakeholders for youth work



Functional Area: B

Functional Area	Function Ref/ Title	NOS Ref	Relevant NOS Title
B: Facilitate learning and development of young people through planning and implementing learning activities in youth work	B1: Facilitate the personal, social, spiritual and educational development of young people	YW 05	Enable young people to identify, reflect and use their learning to enhance their future development
		YW 06	Explore the concept of values and beliefs with young people
		YW 07	Apply youth work values and principles in group work
		YW 08	Engage with and empower young people to make use of digital media in their daily lives
	B2: Promote young people's self-awareness, confidence and participation	YW 09	Support young people to become responsible citizens through active involvement with youth work
		YW 10	Advocate with and on behalf of young people so that their interests are represented
	B3: Plan and implement learning activities in youth work	YW 11	Plan, prepare and facilitate learning activities with young people
		YW 12	Manage resources with young people for youth work activities
	B4: Provide access to information, support and guidance	YW 13	Access information with and for young people to inform decision making

Functional Area: C

Functional Area	Function Ref/ Title	NOS Ref	Relevant NOS Title
C: Actively demonstrate commitment to to inclusion, equity and young people's interests and health and wellbeing	C1: Promote the rights of young people	YW 14	Assist young people to recognise, realise and defend their rights
	C2: Safeguard the health and welfare and welfare of young people and youth workers.	YW 15	Assist young people to assess risk and make informed choices in the management of their health and well-being
		YW 16	Equip young people with safeguarding techniques
		YW 17	Monitor and review your organisation's policy and practices for the protection and safeguarding of young people and self
		YW 18	Engage with young people to promote their emotional wellbeing and mental health
	C3: Promote inclusion, equity and the valuing of diversity	Signpost No. 27	Promote equality of opportunity, diversity and inclusion in your organisation (Management and Leadership NSML008)
		YW 19	Develop a culture and ethos that promotes inclusion and values diversity

Functional Area: D

Functional Area	Function Ref/ Title	NOS Ref	Relevant NOS Title
D: Plan and implement strategy and youth work activities for young people	D1: Establish and prioritise requirements for youth work through planning and implementing learning activities in youth work	YW 20	Determine, evaluate and prioritise your organisation's objectives for youth work in the community
		YW 21	Secure funding and resources for youth work
	D2: Influence, plan and implement youth work strategy	YW 22	Influence and develop youth work strategy
		YW 23	Engage young people in the strategic development of youth work
		Signpost No. 28	Develop structures, systems and procedures to support volunteering (Managing Volunteers NOS SFTA3)
	D3: Monitor and evaluate the effectiveness of youth work strategy and plans	YW 24	Monitor and evaluate the impact of youth work strategy and delivery

Functional Area: E

Functional Area	Function Ref/ Title	NOS Ref	Relevant NOS Title
E: Develop, lead and manage self and others	E1: Manage and relationships and engage with young people	YW 25	Work as an effective and critically reflective youth work practitioner
		Signpost No. 29	Develop your knowledge, skills and competence to meet the requirements of your work (Management and leadership NOS <i>INSML002</i>)
	E2: Lead and manager others	Signpost No. 30	Provide leadership to your team (Management and leadership NOS <i>INSML005</i>)
		Signpost No. 31	Build teams and allocate work to team members (Management and leadership <i>INSML024</i>)
		Signpost No. 32	Quality assure work in your team (Management and leadership NOS <i>CFAM&LDB3</i>)
		Signpost No. 33	Recruit, induct and retain employees into their roles (Management and Leadership <i>INSML020</i>)
	E3: Develop colleagues	YW 26	Provide leadership to other youth workers and volunteers
		Signpost No. 34	Support employees' learning and development (Management and Leadership <i>INSML029</i>)
	E3: Maintain health and safety in the workplace	Signpost No. 35	Make sure your own actions reduce risks to health and safety (Health and Safety NOS <i>PROHSS1</i>)
		Signpost No. 36	Provide healthy, safe and secure working environments and practices (Management and Leadership <i>INSML055</i>)

Functional Area: F

Functional Area	Function Ref/ Title	NOS Ref	Relevant NOS Title
F: Working with Communities	F1: Encourage engagement of young people in their community	Signpost No. 37	Work with the tensions inherent in community development practice (JETSCD02)
		Signpost No. 38	Support inclusive and collective working (JETSCD06)
		Signpost No. 39	Relate to different communities (JETSCD03)
	F2: Engage with communities to promote the voice and needs of young people	Signpost No. 40	Promote the needs, rights and interests of individuals and groups in the community (SFJBA6)



Appendix A: Youth Work National Occupational Standards

Youth Work National Occupational Standards

Introduction

(Please note Youth Work NOS were reviewed and published in 2019. No changes were made to the values, purpose and summary map through the consultation process. As a result no changes were made to this introduction document. It is effective from 2019 but may make reference to older reviews)

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Functional Map 2019 and full details of Youth Work NOS database 2019 can be found in separate documents

To find individual NOS on NOS Database: <https://www.ukstandards.org.uk/>

Suite Overview

The Youth Work National Occupational Standards (NOS) aim to define the competencies required to carry out the functions carried out by the youth work workforce. The NOS are intended to describe the competencies required to fulfil the tasks required in the youth sector. The NOS are not designed to describe any specific youth work role. The NOS for Youth Work do not equate directly to qualifications, but are used to derive relevant competency-based qualifications for the youth work sector. The NOS, as the agreed standards of performance and knowledge required in youth work practice across the UK, can be used by employers to inform job descriptions, consider skills needs and identify areas of improvement, and can also support an individual's professional and continuous development. The different contexts in which youth work is practiced will have a bearing on how these NOS are applied. The relevant national, regional, local and political context, as well other applicable standards of performance or competence, should be taken into account when reading and applying the Youth Work NOS. It should be noted that the approach to youth work differs across the four nations of the UK. The NOS have been written to enable the differences to be accommodated and to enable different terminology to be applied as appropriate. However, regardless of the national context, at the core of all youth work practice are the Values for Youth Work, developed with the sector in 2007. The Values describe an approach to youth work and it is expected that all those working with young people will work within the values. The Values of Youth Work are detailed within this Introduction.

YW00 Youth Work National Occupational Standards:

Introduction

Performance criteria

Each National Occupational Standard comprises a number of performance criteria which an individual should demonstrate to be competent in the sector, as well as the underpinning knowledge and understanding statements.

Knowledge and understanding

It should be noted that there is not an immediate and direct relationship between an individual performance criterion and a knowledge and/or understanding statement, with the knowledge statements underpinning the whole of each National Occupational Standard.

Additional Information

Scope and range

The scope or reach of these Youth Work National Occupational Standards is expressed by the Key Purpose and the Functional Map. The functional map describes the functions and associated principal activities undertaken by those working within youth work. It identifies the range of functions undertaken across youth work, across the public, private and voluntary sectors.

The 2012 Functional Map is based upon a review of the Youth Work National Occupational Standards, first published in 2002 and updated in 2008. The review was undertaken to ensure that developments and changes affecting youth work practice since 2007 are captured and reflected in the functions and subsequent National Occupational Standards for Youth Work.

Key Purpose

The Key Purpose was agreed by the youth work sector during 2008, and it encompasses the outcomes of delivering youth work (what is achieved). The key purpose of youth work is to.....

‘Enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential’

This statement refers to the holistic development of young people, recognising that personal, social and educational development can also include, for example, physical, political and spiritual development.

Values at the core of Youth Work

Working with representatives of the sectors within youth work, a suite of values has been agreed which distinguishes youth work from other, sometimes related activities involving young people. These values are at the core of the work undertaken within youth work and underpin the standards; recognising that at the heart of all youth work is a young person led approach.

It is also recognised that these values need to be placed within the local, social and political context within which youth work activities are undertaken, and of which youth workers will need to be aware. These values also illustrate how youth work is involved in the holistic development of young people, and are as follows:

Youth Work National Occupational Standards

Youth Work Values:

Participation and active involvement

- Young people choose to be involved, not least because they want to relax, meet friends, make new relationships, to have fun, and to find support,
- The work starts from where young people are in relation to their own values, views and principles, as well as their own personal and social space,
- It seeks to go beyond where young people start, to widen their horizons, promote participation and invite social commitment, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them,

Equity, diversity and inclusion:

- It treats young people with respect, valuing each individual and their differences, and promoting the acceptance and understanding of others, whilst challenging oppressive behaviour and ideas,
- It respects and values individual differences by supporting and strengthening young people's belief in themselves, and their capacity to grow and to change through a supportive group environment,
- It is underpinned by the principles of equity, diversity and interdependence,

Partnership with young people and others

- It recognises, respects and is actively responsive to the wider networks of peers, communities, families and cultures which are important to young people, and through these networks seeks to help young people to achieve stronger relationships and collective identities, through the promotion of inclusivity,
- It works in partnership with young people and other agencies which contribute to young people's social, educational and personal development,
- It recognises the young person as a partner in a learning process, complementing formal education, promoting their access to learning opportunities which enable them to fulfil their potential,

Personal, social and political development:

- It is concerned with how young people feel, and not just with what they know and can do,
- It is concerned with facilitating and empowering the voice of young people, encouraging and enabling them to influence the environment in which they live
- It safeguards the welfare of young people, and provides them with a safe environment in which to explore their values, beliefs, ideas and issues

These values underpin and are to be reflected within the requirements of the relevant standards.

Summary map

The following summary map identifies the functions and principal areas of activity undertaken in achieving this key purpose.

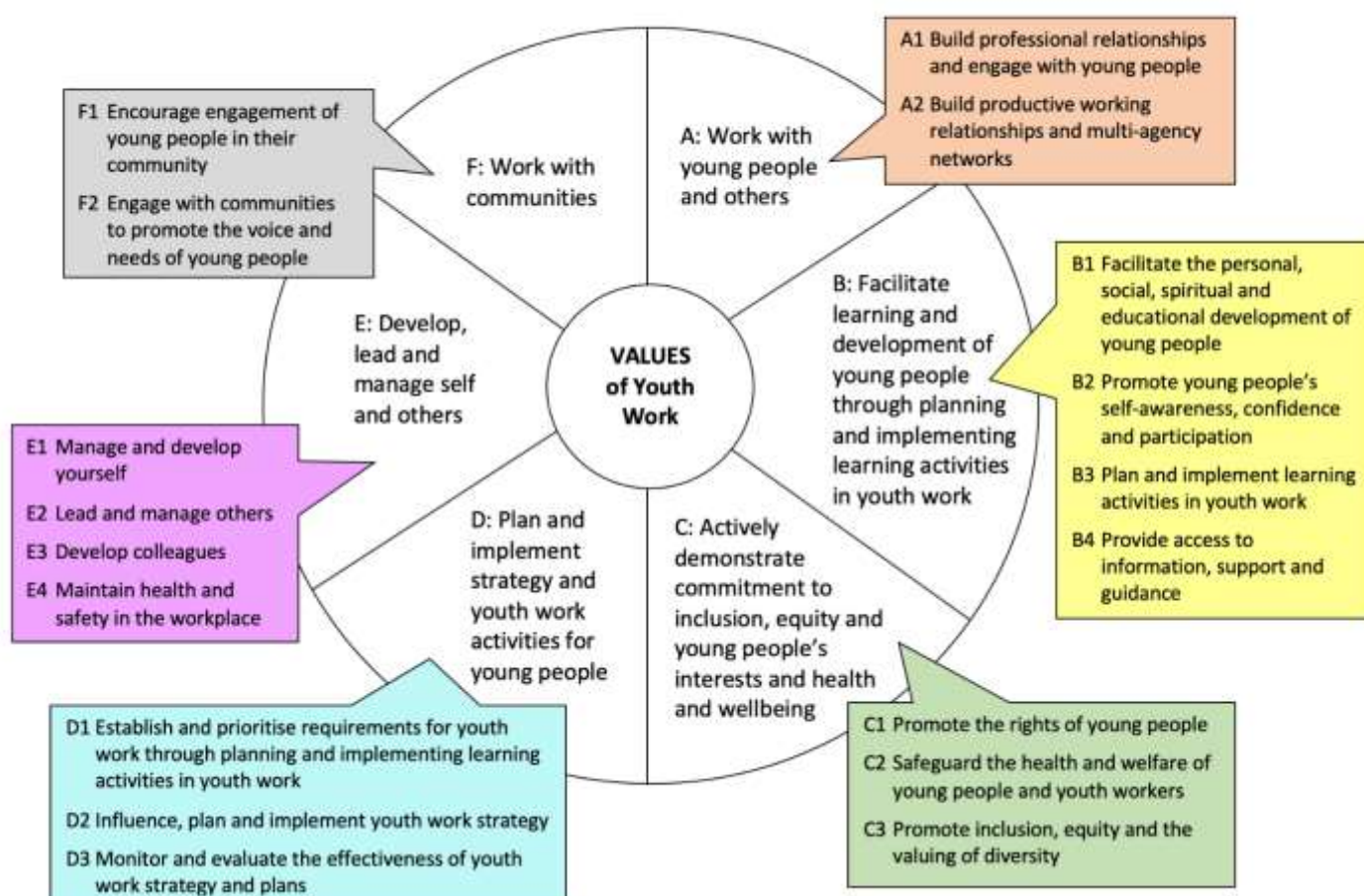
The functional areas are proposed as the full range of those undertaken by youth workers. However, it is unlikely that any individual youth worker will do all of the activities; rather the Map expresses the full range of activities that may be undertaken in order to deliver youth work.

The areas suggested are not of equal size/complexity, as they reflect activities and roles undertaken by individuals of varying levels of experience, responsibility and seniority. It is also recognised that many of the functions/activities are inter-related, such that the outcomes of one will impact upon another.

Best practice, as set out by the NOS requires youth workers to be aware of the local, social and political context within which youth work activities are undertaken.

In addition, youth workers will be required to demonstrate a commitment to the Values and principles which underpin and support all activities across youth work.

SUMMARY FUNCTIONAL MAP FOR YOUTH WORK



This diagram identifies five first-level functional areas (as set out within the main circle) undertaken in achieving the key purpose. The second-level functions indicated in the surrounding boxes are those undertaken in achieving the relevant first-level function. On the following pages mapping is provided to clearly indicate which NOS are relevant for the second level functions identified.

Glossary

Community can include: local, regional, national, global, communities of interest and communities of practice

Equality means treating all individuals equally despite individual differences; in this suite it is mainly used to describe legislation or requirements that may need to be met, or when referring to ensuring that opportunities are offered equally to all.

Equity means treating each individual according to their individual differences providing them according to their requirement; in this suite it is mainly used to describe a fair and equitable approach by practitioners when working with others.

Others can include: colleagues, other agencies, external partners and key stakeholders; as well as local, national or global communities of interest or practice.

Other workers can mean those within and external to own organisation, including those who may not have a specific youth work role and responsibilities.

Safeguarding has been used to mean taking all reasonable measures to ensure that the risks of harm to children's, young people's and vulnerable adult's welfare are minimised and where there are concerns about welfare, all agencies taking appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies. It is used differently in the constituent nations of the UK.

Well-being includes the personal, social, mental and physical health of young people

Links to other NOS

A number of existing NOS suites are identified to ensure that those working with young people are able to identify and access other NOS which may be relevant to their role. The signposted NOS identified are given below with a summary of the content.

Work with Parents This is a key suite, suitable for roles which have crossover with or elements of working with parents.

Family Learning This is a key suite, suitable for roles which may have crossover or elements of working with and supporting families to develop.

Managing Volunteers Suitable for roles with responsibility for managing, working with or supporting volunteer staff, whether paid or unpaid.

It is important to note that there is a fundamental difference between the management and support of volunteers as opposed to the management and support of paid staff – the latter being covered by the Management and leadership NOS.

Management and leadership NOS Suitable for roles with responsibility for leading or managing staff,

developing or managing strategy, planning and evaluation. This suite includes NOS for obtaining and managing finance and budgets.

Learning and development Suitable for roles which aim to support the development of young people through individual or group work

Learner Involvement Suitable for roles which have an element of representing, supporting, and advocating on behalf of learners.

Outdoor Programmes and Activity leadership Suitable for roles which work with young people and are involved in the outdoors, sports and recreational activity leadership

Fundraising Suitable for roles with responsibility for obtaining voluntary donations, whether from individuals, businesses or grant making organisations.

Business Administration Suitable for roles which include administrative functions. The suite includes some aspects of planning and project management.

Project Management Suitable for those who plan, manage and deliver projects in youth work

Health and Safety Suitable for all roles with health and safety responsibilities, and those who control, assess and manage health and safety.

External Links

There are a number of other factors which will have bearing on how the Youth Work NOS are applied. National, regional and local policies, as well as relevant competence frameworks and codes of practice, will apply to those who work with young people.

It should be noted that the approach to youth work differs across the four nations of the UK. The NOS have been written to enable the differences to be accommodated and to enable different terminology to be applied as appropriate. However, regardless of the national context, at the core of all youth work practice are the Values for Youth Work, developed with the sector in 2007. The Values describe an approach to youth work and it is expected that all those working with young people will work within the values.

Functional Map 2019 and full details of Youth Work NOS database 2019 can be found in separate documents

To find individual NOS on NOS Database: <https://www.ukstandards.org.uk/>

Initiate, build and maintain relationships with young people

Overview

Purposeful relationships with young people are at the heart of good youth work.

It is important to know how to initiate such relationships and also the ways in which they can be maintained in order for young people to learn and develop.

This standard is about initiating, building and maintaining personal relationships with young people.

This standard is suitable for all youth work practitioners.

Initiate, build and maintain relationships with young people

Performance criteria

You must be able to:

1. establish contact with young people using suitable locations
2. initiate and hold conversations with young people at an appropriate time and place
3. provide young people with information about your role and responsibilities and how you may work together
4. agree with young people their role and responsibilities
5. respond to any questions or issues raised by young people when they are developing proposals and plans
6. maintain appropriate ethical, legal and contractual requirements in all dealings with young people
7. meet the values and principles underpinning youth work in relation to the requirements of this standard

Initiate, build and maintain relationships with young people

Knowledge and understanding

You need to know and understand:

1. legal, organisational and codes of practice relevant to working with young people, and their impact for communicating with young people
2. locations in the community where young people meet
3. the importance of building trust and rapport with young people, and methods for achieving this for a range of young people
4. different styles and forms of communication that may be appropriate for communicating with young people, including electronic channels
5. the importance of non-verbal communication, such as body language, and how others use and interpret body language in different ways
6. possible barriers to communication, their causes, and ways to overcome them
7. the importance of clarifying what your expectations are
8. the potential risks to your personal safety, and ways of addressing these
9. requirements regarding confidentiality, and the importance of meeting these
10. the boundaries of your personal competence and responsibility, when to involve others, and how to obtain advice and support
11. the values and principles underpinning youth work in relation to the requirements of this standard

Initiate, build and maintain relationships with young people

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW01
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; initiate; build; maintain; relationships; rapport; communicate; respect; value; support; encourage

Overview

The importance of understanding how young people feel as well as what they know and can do, is one of the values and principles which youth workers are expected to know about and apply in their practice. This standard is about enabling young people to express their aspirations, concerns and development goals. You will also monitor young people's activity to safeguard their well-being. The standard also includes assisting them to prioritise their goals and to agree and realise the support that might be needed. This standard is suitable for all youth work practitioners.

Performance criteria

You must be able to:

1. agree and prioritise with young people their goals, and outline any options available to them they can choose to help achieve these goals
2. assist young people to think about the factors and constraints affecting the progress of their agreed options
3. assess the ongoing activities of young people for learning opportunities which may address their needs
4. agree with young people the type and amount of support required towards achieving their goals
5. assist in securing the support agreed, in line with your level of authority and organisational requirements
6. monitor young people's activity to ensure their physical safety and mental wellbeing and respond appropriately to changes in behaviour
7. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. methods for establishing rapport with young people
2. why it is important to make contact with young people on their terms
3. typical issues and aspirations expressed by young people
4. sources of assistance relevant to addressing the issues and needs of young people
5. why it is important to enable young people to identify and to set their own goals, and to develop their own solutions, and methods for facilitating this process
6. why you should use young people's current activities as the starting point for developing opportunities
7. informal, formal, learning from experience, communication, critical dialogue and other learning opportunities, and associated resources available
8. how young people are motivated to achieve their goals
9. communication styles and techniques effective in developing dialogue with young people
10. your organisation's guidelines relating to child protection, health and safety, and confidentiality
11. issues of risk and personal safety, and how to address these
12. your role and levels of responsibility and who to approach in situations where these might be exceeded
13. the values and principles underpinning youth work in relation to the requirements of this standard

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW02
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; goals; options; aspirations; development; needs; express; realise; emotional; skills; value; support; encourage; wellbeing

Overview

This standard is about fulfilling the legal, regulatory and ethical requirements which impact upon youth work activities.

It also covers ensuring that your organisational youth work activities comply with the legal, regulatory and ethical requirements and are consistent with the values and principles. You will develop policies and procedures for your organisation, monitor for any breaches of these and take appropriate action when required.

This standard is suitable for all youth work practitioners. It also applies to those involved in the management of youth work activities within their organisation.

Performance criteria

You must be able to:

1. keep up to date with the relevant legal, regulatory, organisational and ethical requirements affecting youth work, and the impact on your own or organisational youth work responsibilities and activities
2. develop effective policies and procedures to make sure that your organisation meets the necessary requirements
3. confirm that relevant people are aware of policies and procedures for carrying out their role and that they follow them
4. monitor your own or your organisation's activity for any breaches of compliance and the impact of not fulfilling requirements
5. take action to ensure that youth work activity meets all relevant requirements including identifying, reporting and correcting any failures to meet requirements
6. provide full reports about any failures to meet requirements to the relevant people
7. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. legal, regulatory and ethical requirements impacting upon your or your organisation's youth work activities
2. the importance of fulfilling legal, regulatory and ethical requirements, and the impact of failing to do so
3. the values and culture of your organisation and their effect upon its governance
4. current and emerging environmental, social and ethical concerns and expectations relevant to youth work
5. ways in which other organisations involved in youth work address the current and emerging environmental, social and ethical concerns and expectations
6. policies and procedures within own organisation and area of youth work that are intended to make sure that the requirements are fulfilled
7. the legal framework which protects yourself and others from abuse or assault at work
8. ways in which requirements may not be met, and the risks of this occurring
9. procedures for reporting any breaches of requirements
10. procedures for dealing with non-compliance, including the necessary requirements for reporting
11. the processes for maintaining relevant policies and procedures, and for making sure that they remain effective
12. the values and principles which underpin youth work in relation to the requirements of this standard

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW22
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; legal; regulatory; ethical; requirements; compliance; activities; policies; procedures; practice; support; implement; restraint; reporting

Overview

This standard is about developing productive working relationships with others who have an interest in, or are engaged in, organisational activities related to youth work. It is about collaborative working with others in order to share resources to improve youth work provision and provide the best possible opportunities for young people in the community.

It involves being aware of the roles, responsibilities, interests and concerns of colleagues, agencies and stakeholders and working with and supporting them in various ways. The need to monitor and review the productiveness of working relationships with colleagues, agencies and stakeholders is a key part of this standard.

In the context of this standard, as well as colleagues, agencies and stakeholders, 'others' can include external partners as well as local, national or global communities of interest or practice.

This standard is suitable for all youth work practitioners.

Performance criteria

You must be able to:

1. establish working relationships with colleagues, partners and stakeholders
2. establish and agree with other organisations shared aims to benefit young people, and develop coordinated approaches to improving opportunities for young people towards these
3. agree with colleagues, agencies and stakeholders, the actions for everyone to take to enhance the working relationship
4. agree the working arrangements, schedule and responsibilities for undertaking the shared actions
5. provide information to others in accordance with organisational procedures
6. consult with others when making key decisions and when undertaking youth work activities
7. fulfil agreements made with others and revise these agreements so that they remain current
8. agree key performance measures and methods for monitoring and evaluating the agreed actions
9. monitor and review the productiveness of working relationships with others, seeking and providing feedback, in order to identify areas for improvement
10. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. the value and benefit of developing productive working relationships with others
2. principles and tools of effective communication and how to apply them with other organisations, communities and individuals
3. why it is important to recognise and respect the roles, responsibilities, and interests of colleagues and stakeholders
4. the relevant agencies, partners and stakeholders and the nature of their interest in your organisation performance or activities
5. who from the relevant agencies, partners and stakeholders can provide information and take action towards improving opportunities for young people, their structures, and who to contact there when considering both strategic and operational issues
6. developments, issues and concerns of importance to stakeholders in youth work and how to recognise these
7. why you must take into account the culture and values of other organisations, particularly in relation to their priorities in relation to working with young people
8. the issues, needs and aspirations of young people within the community relevant to developing opportunities for young people, including enhancing youth work provision
9. the importance of monitoring wider developments in relation to stakeholders and how to do so effectively
10. current and emerging political, economic, social, technological, environmental and legal developments in youth work
11. how to identify and agree what information is appropriate and legal to provide to others, and organisational requirements for sharing information
12. your organisation's and legal procedures regarding confidentiality, data protection and reportable disclosures
13. how to identify conflicts of interest and disagreements and techniques to adopt to manage or remove them
14. the importance of effective networks, and of long and medium-term planning in maintaining effective contacts at other organisations

15. how to delegate responsibilities and allocate resources when building networks
16. why communication regarding fulfilment of agreements or any problems affecting or preventing fulfilment is important
17. mechanisms for monitoring and reviewing the effectiveness of working relationships with others
18. how to obtain, share and use feedback on the effectiveness of working relationships
19. the legal, organisational, ethical requirements and other codes of practice relevant to working with others and young people including the local, social and political context
20. the values and principles underpinning youth work in relation to the requirements of this standard

Developed by	CLDSC
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Version Number	1
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Date Approved	March 2019
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Indicative Review Date	March 2022
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Validity	Current
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Status	Original
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Originating Organisation	CLD Standards Council
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Original URN	LSI YW28
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Relevant Occupations	Youth Workers
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Suite	Youth Work
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Keywords	Youth; young people; facilitate; partners; agencies; providers; community; opportunities; activities; development; organisations; information; monitor; measure
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Overview

This standard is for youth workers whose work involves encouraging young people to reflect upon their learning and to apply this in other areas of their lives, establishing goals for their future development. It may take place in an individual or group setting.

Learning in this standard includes formal, non-formal and informal learning as well as learning from experience, communication and through discussion.

This standard is suitable for all youth work practitioners.

Performance criteria

You must be able to:

1. assist young people to explore the benefits of ongoing learning
2. create opportunities for young people to reflect on their learning and life experiences
3. assist young people to develop strategies to cope with challenging situations regarding their learning journey
4. assist young people to develop the ability to take charge of their own review sessions
5. assist young people to develop clear and achievable, personal and group development goals
6. assist young people to undertake activities which reflect their learning style to achieve their goals
7. signpost sources of support which will help young people to carry out and review their learning and development
8. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. activities and methods for explaining and promoting the benefits of ongoing learning, and associated sources of support for young people
2. the importance of encouraging young people to reflect on their own experiences and draw their own learning from them
3. techniques for creating an environment where it is safe to communicate openly and honestly about experiences, learning and aspirations
4. techniques for facilitating and monitoring group dynamics, enabling young people to focus on important issues for them, including those they find challenging
5. how to empower young people to take ownership of the learning process
6. how to work with young people to identify achievable goals, and mechanisms for recording young people's development
7. methods of learning and other theories relevant to development planning
8. the importance of giving and receiving feedback effectively and methods for achieving this with young people
9. activities and techniques that can be used for monitoring and reflecting on personal and group development
10. the sources of support for young people as they implement their development plans and deal with issues which are beyond your remit
11. how learning from youth work experiences might be applied in other areas of life
12. how and when to use accreditation to enhance young people's learning
13. types of accredited learning
14. the value of informal, non-formal, formal, learning from experience, communication and how these can enhance the development of young people
15. the values and principles underpinning youth work in relation to the requirements of this standard

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW05
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; development; goals; learning; benefits; reflect; experiences; support; individuals; groups

Explore the concept of values and beliefs with young people

Overview

This standard is about working with young people to facilitate the exploration of their values and beliefs, in relation to themselves and others.

The exploration of values and beliefs can cover a broad spectrum of topics such as: community, cultural values, discrimination, environment, ethics, faith, global issues, health, ideological beliefs, inter- and intra-group or community conflict, morality, philosophical beliefs, political views, relationships, religious beliefs and spirituality, including convictions of non-belief.

The standard includes enabling young people to increase the sense of their own value through self-awareness and to build their self-esteem. It facilitates young people to think critically about the values and beliefs they hold, how they have acquired these and to understand the positive and negative effects these may have on their lives and the lives of others.

As youth work strives to make an active contribution to the development of a society with different characteristics and diverse views, the exploration of values and beliefs must be conducted within the context of promoting good relations and equality of opportunity for all.

This standard is suitable for all youth work practitioners. It can be interpreted and applied as appropriate to the context in which youth workers operate and it is not intended to be restrictive or exclusive.

Explore the concept of values and beliefs with young people

Performance criteria

You must be able to:

1. ask young people what is meant by 'values' and 'beliefs' and what they think the connections and differences may be between them
2. inform young people about the role of nature, nurture, context and community in the development of 'values' and 'beliefs'
3. check that the environment within which the exploration takes place is safe and appropriate for yourself and the young people, following organisational procedures
4. discuss with young people the choices they can make regarding their values and beliefs
5. provide young people with examples of how you share your understandings of values and beliefs without imposing these upon others
6. meet the values and principles underpinning youth work in relation to the requirements of this standard

Explore the concept of values and beliefs with young people

Knowledge and understanding

You need to know and understand:

1. what is meant by 'values and beliefs', and why it is important to encourage young people to explore their own values and beliefs
2. the importance of building trust with young people in order to have conversations about values and beliefs, and how to establish trust
3. values and beliefs, and other external factors that young people may encounter that can influence their own values and beliefs
4. differing contexts, cultures and perspectives regarding values operating within young people's communities, in wider society and nationally
5. the relationship between values, beliefs and behaviour
6. techniques and activities which encourage young people to become more self-aware and recognise their self-image
7. the potential effects and consequences of positive or negative self-image, and self-esteem
8. the potential effects and consequences of dealing with endings and deaths
9. the importance of respecting the right of a young person to hold a view of the world and themselves
10. activities and techniques that can provide young people with a sense of success and self-worth
11. the values and principles underpinning youth work in relation to the requirements of this standard

Explore the concept of values and beliefs with young people

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW14
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; diversity; values; beliefs; explore; respect; trust; selfimage; self-esteem; self-confidence; participation; strengths; behaviours; successes; spirituality; conviction; non-belief; resilience

Apply youth work values and principles in group work

Overview

The importance of equity, diversity and inclusion is one of the values which youth workers are expected to know about and apply when working with groups of young people.

This standard focuses on managing group dynamics in order to facilitate group work with young people. It includes working with young people in a group or individual situation to develop group activities that meet both group and individual needs and preferences.

This standard is suitable for all youth work practitioners.

Apply youth work values and principles in group work

Performance criteria

You must be able to:

1. explain your role as a facilitator to the group
2. discuss and agree with young people the expectations of acceptable behaviour within the group
3. help young people and adults to establish groups to carry out youth work activities
4. promote the maintenance of positive relationships and the valuing of differences between individual group members and with other groups
5. assist young people to give, receive and accept constructive feedback
6. use facilitation methods and styles appropriate to the group's stage of development to design group activities
7. manage unacceptable behaviour, conflicts and tensions, ensuring that your actions are in line with legislation, policy and procedures
8. seek support when actions that need to be taken to support the group are outside the limits of your role and responsibility
9. meet your organisation's policy, practice and requirements for recording and reporting group sessions for young people, including incidents that may arise
10. meet the values and principles underpinning youth work in relation to the requirements of this standard

Apply youth work values and principles in group work

Knowledge and understanding

You need to know and understand:

1. your role as a facilitator of group dynamics and activities
2. why group work is important for developing the skills and confidence of young people
3. concepts, theories and contemporary models of group dynamics and how to apply these
4. ways to facilitate groups which encourage empowerment and take account of a group's stage of development
5. why you must make sure that boundaries of behaviour with the group and its members are set and adhered to
6. how to encourage and support young people and adults to establish new groups to facilitate youth work activities in response to an identified need
7. methods and interventions used to develop group activities
8. why it is important to work with young people in ways which overcome individual and group barriers and encourage them to communicate with and respect each other
9. how to recognise behaviours outside agreed boundaries, and the difference between aggressive behaviour and assertiveness
10. how the age and stage of development of young people can affect the way in which behaviour is viewed
11. the importance of taking into account young people's life experience which may impact upon their current behaviour
12. techniques for diverting oppressive behaviour
13. ways to provide constructive feedback to groups and their members
14. ways of monitoring and evaluating group work and the success of groups
15. why it is important for young people to learn to manage their own behaviour and address any conflict positively, individually and in groups
16. from whom to seek support when actions need to be taken that are outside the limits of your responsibility
17. organisational policies and procedures for recording and reporting group sessions including reporting of the incidents and who reports should be made to
18. the values and principles underpinning youth work in relation to the requirements of this standard

Apply youth work values and principles in group work

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW06
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; groups; activities; goals; development; learning; reflect; experiences; support; activities; groups; group dynamics; behaviour; conflicts

Overview

The importance of understanding the digitalised world that young people live in, and having confidence to support young people to navigate, and become empowered within the online and technological aspects of their lives is critical for youth work in a digital age.

It is not essential for all youth workers to demonstrate high levels of technical expertise, but it is important that youth workers appreciate the role that digitalisation and the internet play in young people's lives and can engage with them.

This standard is about the skills, approaches and types of knowledge needed for youth workers to develop their competence to support young people to be more aware of their relationships and behaviour online, think critically about the media and products they consume online, create content, use online platforms to share their voices, defend their rights and influence society.

This standard is for all youth work practitioners.

Performance criteria

- You must be able to:*
1. Investigate possible opportunities for collaboration with other agencies and improved practice
 2. develop, implement, reflect and redesign engaging activities for individuals and groups involving the use of digital media and technology
 3. plan digital youth work alongside and according to the needs of young people
 4. assess the digital literacy level of each young person and adjust digital youth work activities accordingly
 5. assess the risks involved in digital youth work activities and mitigate them by applying appropriate measures
 6. assist young people to use digital media to promote their ideas and to encourage participation in and views on youth work activities
 7. challenge young people to think critically about digital content and services
 8. assist young people to make informed choices about the appropriate digital tools with which to interact, collaborate and share with different target groups
 9. assist young people to make informed decisions about how they want to create an online presence, how they protect their information, who they want to share their content with and how to control this by using privacy settings and strong passwords.
 10. help young people to decide whether they should accept the terms and conditions of digital services
 11. help young people deal with problems they may encounter in digital settings
 12. give young people opportunities to explore coding or create digital content
 13. establish and maintain appropriate professional boundaries in online relationships with young people
 14. reflect on your digital identity in a youth work setting
 15. use evaluative techniques to reflect on the effectiveness of undertaking digital youth work and to improve practice
 16. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. how digitalisation is shaping society, including its impact on youth work and on young people and on their future opportunities
2. typical needs of young people, including their interests, preferences, aspirations, hobbies, styles and online habits
3. young people's digital cultures, including how young people communicate in digital environments
4. how to support existing youth work goals with digital media and technology
5. methods to involve young people in all stages of digital youth work, including peer activities, giving responsible roles to young people, volunteering
6. the barriers to participation in the aspects of digital youth work and how to overcome them
7. the digital devices and applications available and how to select the most appropriate one for your requirements
8. available tools for digital creativity, including free and open source tools
9. the types of problems young people may encounter online, including how to react to hate speech, cyber bullying and other unwanted behaviour online and reporting to platforms and to police or other agencies
10. how copyright and licences apply to data, information and digital content
11. the legal issues associated with uploading digital content, including ownership of data
12. where your digital competence needs to be improved or updated
13. where to find practice sharing and learning opportunities in this field
14. the values and principles underpinning youth work in relation to the requirements of this standard

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	N/A
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; relationships; digital; online digital content; boundaries

Overview

The importance of participation and the active involvement of young people are values which youth workers are expected to know and apply in their practice, and which underpin this standard.

This standard is for youth workers who encourage young people to become informed, engaged and responsible citizens, developing an understanding of the wider community and their place within it.

It includes encouraging and supporting young people to become involved in their local and wider communities and promoting an understanding of how to be effective in connecting with, challenging and making a positive contribution to change in these communities.

In the context of this standard, wider communities can include social, cultural or personal groups, as well as local, regional, national and global communities which may be subject to democratic or political process.

This standard is suitable for all youth work practitioners.

Performance criteria

You must be able to:

1. provide young people with information relating to the wider local, national and global communities and explore the benefits of them becoming involved with these
2. enable young people to identify their starting point in terms of self-awareness and self-confidence
3. assist young people to examine any risk that may be involved while working on their youth work goals
4. discuss with young people ways of how they may participate in the wider community and encourage them to challenge ideas and decision making
5. involve young people in agreeing and organising activities designed to develop their engagement as citizens
6. check that there are adequate resources for young people to progress the activities chosen as they plan their objectives
7. assist young people to carry out risk assessment during the activities and to take the appropriate actions to refine the goals
8. explore and agree with young people the criteria for assessing risk and evaluating activities and how progress will be monitored
9. check that the activities are progressing and meeting objectives
10. assist young people to reflect on and discuss the learning points arising from activities and to use this learning to develop themselves as responsible citizens
11. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. the benefits of encouraging and supporting young people to broaden their horizons, and in connecting to and involving themselves in the wider community, and of being responsible citizens
2. what is meant by responsible citizenship, including its relation to families, local communities, local and national government, and international and global affairs
3. how citizenship is addressed in the learning environment, and how youth work activities can complement this
4. the democratic process and the role of local and central government including key decision-making roles and responsibilities
5. the nature and aims of the main political parties
6. opportunities and activities to enhance young people's involvement and participation in wider communities, including volunteer and leadership opportunities, and how to access, create and implement these
7. barriers and constraints that young people consider to be hindering their ability to fulfil their potential as responsible citizens, and appropriate actions towards overcoming these
8. legal and organisational requirements relating to managing risks with young people and the impact of these requirements on your role.
9. types of risk and the factors which create different types of risk
10. the values and principles underpinning youth work in relation to the requirements of this standard

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW07
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; citizen; citizenship; curriculum; volunteer; influence; communities; decision making; government; engage; participate

Overview

The importance of participation and the involvement of young people are some of the values which youth workers are expected to know about and to apply in practice. Encouraging young people to take part and become involved in advocacy supports the development of young people's skills and confidence.

This standard is about supporting young people to develop their communication skills to represent their views and values and those of their peers, to others. It also includes identifying what the needs and interests of individuals or groups of young people are and presenting their needs and interests accurately and fairly.

This standard is for youth workers who communicate and act on behalf of young people, and/or who encourage young people to represent themselves.

This standard is suitable for all youth work practitioners.

Performance criteria

- You must be able to:*
1. choose models of advocacy to use with young people
 2. agree with young people the key issues they wish to address through advocacy, the desired outcomes and the information requirements
 3. assist young people to engage with appropriate people, including decision makers
 4. discuss and agree with young people opportunities to participate and to represent themselves
 5. assist young people to collect sufficient and valid information to enable them to support and present their views and interests
 6. agree with young people how to tailor their presentation of their views and interests to different audiences
 7. assist young people with planning what they want to communicate
 8. encourage young people to represent themselves and help them to develop strategies to cope with any constraints or barriers they face in doing this
 9. review available information about the needs of young people and collect additional information so that you can advocate on their behalf where necessary
 10. present the interests of young people to the audience, listen to the response of others and offer constructive feedback
 11. record and maintain records of the information presented and the actions taken
 12. review the outcomes of the representations with young people, and agree appropriate consequent actions
 13. comply with relevant codes of practice, guidelines and ethical requirements and work in line with youth work values

Knowledge and understanding

You need to know and understand:

1. your role and responsibilities within the advocacy of young people's views and interests
2. models, methods and techniques of advocacy
3. typical circumstances where young people may need advocacy
4. factors affecting the ability of young people to participate and represent themselves
5. methods of assessing the maturity, skills and confidence of young people relevant to presenting their views and interests
6. the importance of establishing realistic goals for the outcome of representations
7. how to agree the advocacy needed with and for young people including the goals, information needed and how to present the case
8. the range of situations where representation may take place, and the factors to consider in preparing for these
9. who to contact in order to pursue the interests of young people
10. the type of information needed and how to obtain additional information to ensure accurate and fair advocacy
11. the importance of preparation when presenting views and arguments, the needs and expectations of the audience, and methods of achieving this
12. the difference between decision makers and those who influence the decision-making process, and the importance of each
13. communication skills appropriate to presenting views and interests
14. typical issues and areas of concern raised through advocacy and ways to resolve them
15. how to provide feedback and review the outcomes of advocacy with young people
16. how to take any required action following the advocacy representation
17. legal, organisational and ethical codes of practice, guidelines and requirements relevant to youth work and your own role
18. the values and principles underpinning youth work in relation to the requirements of this standard

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW15
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; values; advocate; behalf; participate; represent; feedback; outcomes; aims; constraints; barriers; encourage; needs; interests; individuals; groups

Overview

This standard is for youth workers involved in developing activities for and with young people, which is a key part of many youth work roles. The planning, preparation and facilitation of activities involving young people is achieved through engagement with the youth work process and the development of learning opportunities with and for young people. The standard also includes involving young people in the design and development of activities.

Depending on the context, activities could be stand-alone, or could collectively make a programme and/or could be part of a project.

This standard is suitable for all youth work practitioners.

Performance criteria

You must be able to:

1. Make suggestions to young people for activities they may wish to participate in which are relevant to their needs and appropriate for the setting
2. enable young people to take on leadership and/or delivery roles during activities
3. assist young people to agree and record the steps and actions to be taken to achieve agreed activities
4. agree with young people the ground rules and aims for the activity and any criteria against which the success of the activity is to be monitored and evaluated
5. agree with the young people involved how concerns, constraints or potential barriers to achieving the activity goals should be addressed
6. praise young people when they make successful contributions and complete activities
7. involve young people in monitoring and evaluating the effectiveness of the activity and identify ways of enhancing activities
8. work within the existing curricula or programmes where relevant and applicable
9. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. the legal and organisational requirements that are relevant to your work with young people, including those of your and other relevant organisations
2. Youth Participation theory, knowledge and principles
3. methods and tools suitable for planning youth work activities
4. processes and techniques for designing and developing activities with young people
5. the importance of designing activities which take account of the methods of learning preferred by those participating, and how to do this
6. how to identify and overcome barriers to effective learning and activities and methods for addressing these
7. the types of settings and resources required for activities, and opportunities, options and constraints towards obtaining these within budget and time requirements
8. ways of encouraging young people to participate in agreed activities
9. why it is important to monitor the group dynamic for conflict and how to address this promptly and fairly
10. effective ways of working with and involving young people in the setting of criteria for monitoring and evaluation of activities
11. how to recognise achievement, and to provide positive and constructive feedback to young people
12. the values and principles underpinning youth work in relation to the requirements of this standard

Developed by	CLDSC
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Version Number	1
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Date Approved	March 2019
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Indicative Review Date	March 2022
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Validity	Current
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Status	Original
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Originating Organisation	CLD Standards Council
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Original URN	LSI YW11
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Relevant Occupations	Youth Workers
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Suite	Youth Work
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Keywords	Youth; young people; plan; prepare; facilitate; activities; barriers; behaviour; resources; other agencies; successes
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Manage resources with young people for youth work activities

Overview

This standard is for youth workers who support young people to manage resources, including finances, for an event, activity and/or project. It is also suitable for those who manage the resources and finances of such a project themselves.

This standard includes working with young people to draw up a financial and project plan for an event, activity and/or project, managing the resources required, monitoring the income and expenditure and keeping accurate records.

Depending on the context, activities could be stand-alone, or could collectively make a programme and/or could be part of a project.

This standard is suitable for all youth work practitioners.

Manage resources with young people for youth work activities

Performance criteria

You must be able to:

1. establish the available budget for the proposed activity
2. agree with young people the resources needed for the proposed activity, including the necessary skills, people's time, equipment and materials
3. assist young people to identify any gaps in the available resources required, to explore options for meeting the gaps, and the impact upon budgets
4. assist young people to develop and implement realistic plans for raising money and obtaining further resources
5. assist young people with applications for funding
6. involve young people in preparing an accurate project plan for the required activity which sets out a schedule of actions
7. agree the project plan and budget with the young people involved and any other relevant parties
8. work with young people to establish a system for monitoring progress against the schedule and budget
9. monitor the expenditure and any income whilst the activity is being progressed, identifying any significant variations from the budget, the reasons for these, and take appropriate action
10. assist young people to review the outcomes of the activity, including how resources were managed, and use the findings to make recommendations to inform future work
11. keep clear, accurate and comprehensive records following your organisation's policies and procedures for records keeping
12. put contingency plans in place that mitigate against the risk to resources
13. meet the values and principles underpinning youth work in relation to the requirements of this standard

Manage resources with young people for youth work activities

Knowledge and understanding

You need to know and understand:

1. legal, regulatory and ethical requirements relating to youth work, and their impact on your area of operations
2. legislation and organisational guidelines relating to raising money or other resources for youth work activities
3. the information required and where to source this, for preparing a realistic estimate of the budget and resources necessary for the activities
4. why it is important that young people participate in estimating, planning, and managing resources
5. the importance of spending time on, and of consulting with relevant parties when estimating the resources required and establishing a budget for activities
6. how to prepare, agree and monitor a budget with young people
7. financial accountabilities and the extent to which people are financially responsible within your organisation
8. how to evaluate resource requirements and identify gaps
9. why it is important to support young people in obtaining their own resources for activities
10. the range of available resources, both within and outside own organisation
11. how to set, monitor and document action plans with young people
12. systems for tracking income and expenditure during implementation of an event, activity or project
13. why it is important to monitor expenditure carefully and involve young people in the monitoring
14. the importance of providing accurate and regular information regarding performance against the budget to relevant people
15. the limits of your authority, and to whom to refer to when necessary
16. the values and principles underpinning youth work in relation to the requirements of this standard

Manage resources with young people for youth work activities

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW12
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; resources, activities, events; projects; actions; plans; budgets; monitor; project plans; expenditure

Overview

This standard is about supporting young people to identify and access the information they need to help them make informed decisions. It also covers providing appropriate and factual information, evaluating the effectiveness of information and using critical thinking for decision making.

Providing support is within the boundaries of the youth worker's role and does not remove the young person's right of empowerment. It is not intended to cover the more formal process of counselling.

This standard is suitable for all youth work practitioners.

Performance criteria

You must be able to:

1. establish and assess the nature of information and support which is sought by young people
2. source up to date and factual information in line with organisational procedures
3. assist young people to source, collect, present to others and retain the information they need in relevant media
4. use critical thinking and analysis methods to review with young people the information obtained
5. help young people to locate additional information sources and to take appropriate action where it may be out of date or misleading
6. assist young people to organise information to generate options for decision making
7. confirm with young people how they intend to use the information they have accessed
8. plan and agree with young people what support they will be provided with
9. offer assistance to young people when they are using new forms of media to ensure they are safe and free from bullying and harassment
10. evaluate the effectiveness of information and support provided and use this to inform future support requirements
11. monitor and take action to maintain the currency of information accessed
12. check that information is obtained and stored in accordance with legislative and organisational requirements and practices
13. provide support in line with your own levels of responsibility
14. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. why it is important for young people to be able to access information for themselves from a wide variety of sources
2. typical information needs of young people
3. your organisation's procedures for supporting young people when accessing reliable and trusted information
4. sources of information relevant to young people
5. the individual's rights to information
6. the principal types of media used by young people for accessing, storing, creating and displaying information
7. factors affecting accessibility of information
8. ways to access and provide information that facilitates effective decision-making and enables action planning towards outcomes
9. how to keep young people safe when accessing new forms of media
10. the importance of maintaining young people's rights to make their own decisions and techniques to support them in doing so
11. the support young people may need to understand information, make decisions and plan actions and outcomes
12. ways to ensure that information is kept up to date
13. legislative and organisational requirements related to data protection, copyright, intellectual property and freedom of information
14. the importance of ensuring that information is obtained and stored in line with your organisation's policy and practice
15. the values and principles underpinning youth work in relation to the requirements of this standard

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW16
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; information; decisions; support; action; aims; outcomes; goals; media; values; action plan; agencies

Overview

Facilitating and empowering the voice of young people is one of the values which youth workers are expected to know about and apply in their practice.

This standard introduces young people to internationally recognised rights treaties for children and young people and includes working with young people to promote and embed their rights within youth work activities, and other areas of their lives. You will use advocacy models and techniques to assist young people to do this. The standard makes reference to specific groups of young people who may have access to additional rights and protections, such as refugees, care experienced young people, and young people with disabilities.

This standard is suitable for all youth work practitioners.

Performance criteria

You must be able to:

1. use a rights-based approach when working with young people
2. assist young people to adopt techniques that will help them to express their views and opinions
3. provide young people with suggestions regarding how to present their ideas to others taking account of their rights and those of others
4. advocate with, and on behalf of, young people with peers, colleagues and other stakeholders
5. take action to challenge instances of oppression and discrimination amongst and against young people within the boundaries of your role
6. carry out your role in accordance with relevant guidelines and codes of practice regarding the rights of young people
7. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. legal, regulatory and codes of practice requirements addressing the rights of children and young people including their local, social and political context
2. the powers and duties of Children and Young People's Commissioners in each of their respective devolved nations.
3. key national organisations and local agencies responsible for setting out and monitoring the rights of children and young people
4. the importance of taking into account the views of others in relation to upholding the rights of young people
5. your organisation's procedures requiring you to be aware of and challenge oppression and discrimination
6. advocacy models and techniques
7. principles of effective communication and how to apply these to communicate effectively with young people, other agencies and stakeholders
8. the values and principles underpinning youth work in relation to the requirements of this standard

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW17
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; rights; advocate; promote; challenge; discrimination; equality; diversity

Overview

This standard is for youth workers who aim to address and improve the well-being of young people.

You will work with young people to identify issues which may affect their well-being and will encourage young people to take reasonable care and to take responsibility for ensuring their own well-being.

Within this standard 'well-being' includes the personal, physical and emotional health of young people.

This standard is suitable for all youth work practitioners.

Performance criteria

You must be able to:

1. agree with young people the typical factors that could impact their health and well-being
2. establish key criteria to be used by young people to define their state of health and well-being, including risks
3. assess young people's well-being using the agreed criteria
4. discuss the outcome of the assessment with the young people and assist them to develop criteria for strategies to enhance their health and well-being
5. provide relevant and up to date information, advice and guidance to young people, in line with your own competence and responsibility
6. ask young people to reflect upon their behaviour and determine the causes and consequences of their actions
7. remind young people to check upon their progress, to recognise achievements and address any setbacks
8. maintain confidentiality and records as appropriate in line with legislative and organisational requirements
9. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. legal and organisational requirements, including the local, social and political context, impacting upon the provision of information, guidance and support relating to the well-being of young people
2. legislative and organisational requirements relevant to the storage, retention and maintenance of information
3. your organisation's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made
4. the principal agencies and referral routes available to support young people regarding their health and well-being, and the routes for accessing these
5. the importance of maintaining the young person's right to make their own choices
6. local and national socio-economic issues and their impact upon the well-being of young people
7. risk factors affecting the well-being of young people within the local community, including the digital community
8. why it is important for the young person to control the progress and content of discussions, how to make suggestions and when to provide up to date information
9. why it is important to be non-judgemental about the ways that young people choose to live and the choices they have made
10. why it is important to help young people consider the causes and effects of their choices and behaviour on themselves and others and methods of doing this
11. how culture, beliefs and preferences can affect a young person's willingness to discuss issues and the strategies which may be used to encourage this
12. strategies for encouraging young people to discuss issues openly and honestly, how to respect and acknowledge other's priorities in relation to their well-being and their right to refuse suggestions and information
13. your role and responsibilities and from whom assistance and advice and support should be sought when necessary

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14. the values and principles underpinning youth work in relation to the requirements of this standard

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW18
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; rights; well-being; information; advice; guidance; support; behaviour; lifestyle; reflect; progress; challenge; interdependence; actions; achievements

Equip young people with safeguarding techniques

Overview

This standard is about working with young people towards understanding their own environment and lifestyle choices, relationships and behaviours and safeguarding their own welfare.

You will assist young people to identify, assess and address hazards in their environment and risks associated with their lifestyle, as well as encourage and enable young people to take responsibility for addressing those risks.

This standard is suitable for youth work practitioners.

Equip young people with safeguarding techniques

Performance criteria

You must be able to:

1. provide young people with information about the types of hazards that are associated with their environment and agree with them those that are relevant to safeguarding their welfare
2. assist young people to assess potential hazards associated with their relationships and behaviours and to establish the risks to their welfare
3. assist young people to access sources of support, and actions which they can take, to address the risks identified
4. agree with young people the guidelines for youth work designed to maintain their physical and emotional safety, in line with your organisation's procedures and the responsibilities of your role
5. take action if young people present are distressed in line with legal and organisational procedures
6. meet the values and principles underpinning youth work in relation to the requirements of this standard

Equip young people with safeguarding techniques

Knowledge and understanding

You need to know and understand:

1. legal and organisational requirements and practices relating to duty of care, health, safety and protection of individuals and communities
2. definition of a hazard to individual welfare, and the typical types of hazards affecting young people, including those associated with the environment, activities, practices and behaviour
3. the principal types of risks affecting young people's physical health and safety, and their emotional welfare within the local community
4. risks and hazards that may occur when young people access new forms of media, such as cyber-bullying and online harassment and online sexual exploitation
5. the scope of your responsibility for identifying and managing risks, and to whom to refer any risks outside your area of responsibility
6. the importance of self-worth and self-esteem to young people in managing risks within their lives
7. the importance of encouraging young people to take responsibility for their own safety
8. how to negotiate and agree safety ground rules for youth work with young people
9. sources of advice and guidance on risks to young people
10. signs that indicate distress in young people
11. methods to check a young person's understanding of discussions, including summarising and clarifying
12. how to carry out a risk assessment
13. how to assist young people to consider risk and make reasoned decisions and take control in manner which is in line with their abilities and your organisation's procedures
14. the values and principles underpinning youth work in relation to the requirements of this standard

Equip young people with safeguarding techniques

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW19
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; safeguard; welfare; risk; hazard; lifestyle; environment; physical; emotional; support; actions; procedures

Overview

Safeguarding young people is one of the values which youth workers are expected to know about and apply in their practice

This standard is about contributing to, implementing and creating policy and practices which protect young people. As part of this, you will make sure that you implement safe recruitment and supervision measures, follow procedures and confirm that colleagues also do this so that necessary action is taken to safeguard young people when required.

This standard is suitable for all youth workers, as the protection of children is everyone's responsibility.

Performance criteria

You must be able to:

1. safeguard and protect young people following legal, regulatory, codes of practice and duty of care requirements
2. confirm that colleagues and young people are aware of the safeguarding policies and procedures, and the rationale for these
3. implement recruitment and employee checking procedures for employees and volunteers in accordance with current legislation and organisational requirements
4. use supervision as a means of safeguarding young people
5. provide induction and continuous professional development support for employees and volunteers on the application of good practice
6. offer assistance to young people when they are using new forms of media to ensure they are safe and free from bullying and harassment
7. agree with relevant colleagues the procedures and actions to be taken to deal with and report suspicions, allegations and incidents breaching good practice
8. agree procedures to be followed with respect to confidentiality, disclosure and consent
9. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. current legal, regulatory and codes of practice requirements and duty of care regarding the protection and safeguarding of young people
2. your organisation's requirements, policy and practice regarding safe recruitment, safeguarding and including obtaining informed consent when necessary
3. the importance of establishing policy that recognises that the safety of the young person is paramount, and that all staff, including volunteers, have a responsibility to report any concerns to the relevant person
4. principles underpinning policies and procedures to protect and safeguard young people
5. the importance of involving young people in the development of policies and procedures, and methods of achieving this
6. effective methods of communicating the policies and procedures, and of supporting the way they are applied in your organisation
7. the monitoring and review criteria to use to check the effectiveness of policies and procedures to protect and safeguard young people
8. actions to be taken when there has been a breach of policy or procedure
9. the policies and procedures adopted by partner organisations towards protecting young people
10. agencies and stakeholders in your own and other sectors providing support and from whom information can be obtained and referrals can be made for safeguarding and protection
11. the importance of encouraging exemplary practice towards safeguarding and protecting staff from false allegations
12. the limits of confidentiality, when it is important to disclose and the procedures for doing so
13. good practice in recruitment, induction and continuous training support for the protection and safeguarding of young people and self
14. the procedures for the safeguarding and protection of young people and self, including digital safeguarding

15. how to provide induction and continuous professional development support for employees and volunteers on the application of good practice
16. the values and principles underpinning youth work in relation to the requirements of this standard

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW20
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; safeguard; welfare; protection; requirements; environment; referrals; confidentiality; disclosure; consent; practice; policy; procedures

Overview

This standard is about using youth work interventions and activities to support young people to explore their mental and emotional health and wellbeing and coping strategies. These interventions and activities could include social, economic, cultural, spiritual and leisure activities, making use of networks and services.

At the centre of the standard is the right of all young people to be fully socially included. You will help young people to realise their own strengths, coping strategies, aspirations and resources and minimise any barriers to accessing activities designed to encourage positive mental and emotional health and wellbeing.

This standard applies to youth work practitioners who work to promote the social inclusion of young people.

Performance criteria

You must be able to:

1. assist young people to assess their own strengths, aspirations, resources and coping strategies, and how they can build on these
2. make suggestions about appropriate positive activities and/or networks/services to young people that they may wish to access
3. obtain and provide relevant information to enable young people to determine the involvement they wish to have with relevant activities and/or networks/services
4. create opportunities for young people to participate in activities and/or networks/services in which they have expressed an interest
5. minimise any barriers to accessing appropriate activities and/or networks
6. provide assistance as required to enable young people to participate in relevant activities and/or networks/services
7. seek advice to protect young people's welfare, where involvement with an activity and/or network appears to be having negative effects on their behaviour, mental and emotional health and wellbeing
8. take action in accordance with the advice you are given to ensure a positive outcome for the young people you are supporting
9. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. legal, organisational and codes of practice relevant to working with young people with emotional health needs, and their impact for communicating effectively with young people
2. factors affecting young people's needs and/or abilities to organise support, assistance and to take direct action
3. factors which influence young people's self-image and their willingness and interest in interacting with others
4. the types of support and assistance which young people may need at different times and in different contexts and how to access these
5. any issues of identity that might act as a barrier to young people's participation in youth work activities
6. what sorts of information young people may need, how it is to be used and how confidentiality and safeguarding can be maintained
7. how and where to access information and support that can inform your practice
8. the importance of valuing, recognising, respecting and promoting the diversity, expertise and experience of young people with mental and emotional health needs and their significant others
9. how to challenge assumptions in a constructive way that raises awareness and understanding
10. how and when to seek support for young people in situations beyond your experience and expertise
11. how and when to seek support for yourself
12. the forms which discrimination may take, the behaviours which may be expressions of these and how they may differ between different groups and in different settings
13. the possible effects of stereotyping, stigmatisation, prejudice and labelling on people and how to support people who may have experience of these
14. factors which may exclude people from provision and how to deal with these
15. what constitutes discrimination, both direct and indirect
16. your own values and how these affect your work with people who use services and with other service providers
17. the importance of and how to challenge discrimination and oppressive behaviour within and through your organisation's

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- structures and outside of these
18. causes of discrimination and harassment
 19. procedures for recording and reporting discriminatory practices and incidents
 20. the values and principles of youth work in relation to the requirements of this standard

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	N/A
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; information; decisions; support; action; aims; outcomes; goals; values; agencies; mental health; health; emotional health; wellbeing

Overview

This standard is about promoting equality of opportunity, diversity and inclusion in your organisation. You identify your own and your organisation's responsibilities and liabilities related to equality, diversity and inclusion. You actively promote diversity and inclusion in the way that you behave and the language that you use. You review the diversity needs of colleagues and customers and identify improvements that can be made, taking action to uphold individuals' rights. You maintain systems to monitor, review and report on progress related to equality, diversity and inclusion and seek specialist expertise when required.

This standard is for all managers and leaders.

Performance criteria

You must be able to:

1. identify your organisation's and your own responsibilities and liabilities under equality, diversity and inclusion legislation and any relevant codes of practice
2. identify your own responsibilities and liabilities under equality, diversity and inclusion legislation and any relevant codes of practice
3. check that your organisation's written equality, diversity and inclusion policy and action plan enables you to carry out your own responsibilities
4. agree revisions to your organisation's written equality, diversity and inclusion policy and action plan with decision makers, if required
5. check that the equality, diversity and inclusion policy and action plan has been communicated to all colleagues and other relevant stakeholders
6. challenge the status quo and seek better alternatives when required
7. promote equality of opportunity, diversity and inclusion by engaging colleagues and other key stakeholders
8. agree management commitment to promoting equality of opportunity, diversity and inclusion
9. check that commitment to promoting equality of opportunity, diversity and inclusion underpins your organisation's vision, values, objectives and plans
10. use language and behaviours that role-models your organisation's commitment to equality of opportunity, diversity and inclusion
11. monitor the language and behaviours used by colleagues to ensure it supports your organisation's commitment to equality of opportunity, diversity and inclusion
12. review the diversity and needs of your organisation's current and potential customers
13. select communication media and styles that meet the needs of different colleagues, customers and situations
14. identify areas where needs are not being satisfied or where the diversity of customers should be improved
15. review the diversity of the workforce, at all levels, in comparison to the population and your organisation's current and potential customers and

16. consider the views and actions of colleagues, team members and other stakeholders when making decisions
17. support colleagues, team members and other stakeholders to encourage use of their knowledge, skills and expertise
18. take action to uphold individuals' rights following your organisation's guidelines for decision-making and building allyship
19. identify areas for improvement in the diversity of the workforce
20. seek specialist expertise in relation to equality, diversity and inclusion issues, where required
21. maintain systems to monitor, review and report on progress in relation to equality of opportunity, diversity and inclusion within your organisation
22. use the findings of your reviews to identify required actions and changes to practice
23. comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes

Knowledge and understanding

You need to know and understand: **General knowledge and understanding**

1. your organisation's and your personal responsibilities and liabilities under equality, diversity and inclusion legislation and the relevant codes of practice
2. the different definitions of equality, diversity and inclusion
3. the different forms which discrimination and harassment might take in the workplace
4. the business case for ensuring equality of opportunity and promoting diversity and inclusion
5. the importance of senior management commitment to promoting equality of opportunity, diversity and inclusion and how this can be achieved
6. why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity, diversity and inclusion
7. how to recognise when the behaviour, words and actions of colleagues and customers does, and does not, support a commitment to equality of opportunity, diversity and inclusion and the actions that can be taken to correct behaviours
8. the importance of reviewing the diversity and needs of an organisation's current and potential customers to identify areas for improvement and how to review
9. the importance of reviewing the diversity of an organisation's workforce, at all levels, to identify areas for improvement and how to review
10. how to develop a written equality, diversity and inclusion policy and what it should cover
11. how to communicate the organisation's equality, diversity and inclusion policy to all people who work for the organisation and other relevant parties
12. the sources of specialist expertise in relation to equality, diversity and inclusion
13. how to establish systems for monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion within an organisation

Industry and sector specific knowledge and understanding

- 14. the industry and sector-specific legislation, regulations, guidelines and codes of practice relating to equality, diversity and inclusion
- 15. the range of equality, diversity and inclusion issues and developments that are particular to your industry and sector

Context specific knowledge and understanding

- 16. the overall vision, values, objectives, plans and culture of your organisation
- 17. why allyship in the workplace is important
- 18. the planning and decision-making processes within your organisation including the guidelines related to fairness and consistency
- 19. your organisation's current and potential customers and their needs
- 20. the current diversity of your organisation's workforce
- 21. the key stakeholders with an interest in equality, diversity and inclusion in your organisation
- 22. your organisation's written equality, diversity and inclusion policy and action plan and how they are communicated to colleagues and to other relevant stakeholders
- 23. the mechanisms for consulting with colleagues or their representatives on equality, diversity and inclusion issues, and why consideration of their views and actions is important
- 24. the sources of specialist expertise in relation to equality, diversity and inclusion used by your organisation (internal and external)
- 25. your organisation's systems for monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion

Skills

1. Building allyship
2. Communicating
3. Consulting
4. Empathising
5. Evaluating
6. Influencing
7. Involving others
8. Leadership
9. Leading by example
10. Monitoring
11. Persuading
12. Planning
13. Reporting
14. Reviewing
15. Valuing and supporting others

Developed by	Instructus
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Version Number	1
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Date Approved	February 2021
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Indicative Review Date	March 2026
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Validity	Current
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Status	Original
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Originating Organisation	Instructus
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Original URN	CFAM&LBA7
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Relevant Occupations	Managers and Senior Officials
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Suite	Management and Leadership
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Keywords	Management & leadership; strategic; business plan
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Overview

The principles of equity, diversity and interdependence underpin all youth work practice and is one of the values which youth workers are expected to know about and apply in their practice

This standard is about developing a culture and ethos within your organisation which promotes inclusion, equality of opportunity and values diversity. You will work with young people and colleagues to establish and embed a positive culture.

This standard is suitable for all youth work practitioners.

Performance criteria

You must be able to:

1. promote a culture of inclusion, equality and diversity as you carry out your role
2. assist young people to develop knowledge, respect and tolerance towards others and outline your organisation's expectations in this regard
3. provide young people with information about how to acknowledge any issues or concerns regarding inclusion, equality and the valuing of diversity within the context of your role and how to act on this
4. check that young people and colleagues put policies and procedures for equality, diversity and inclusion into practice
5. address any instances of oppressive or discriminatory practice or behaviour that you are aware of
6. investigate complaints following your organisation's procedures
7. seek advice to deal with instances of oppressive or discriminatory behaviour which is outside your experience or limits of responsibility
8. check that your organisation's inclusion and diversity policy and practice promotes and supports youth work values
9. support young people to reflect on their own values and provide opportunities to test out these values
10. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. legal and regulatory requirements, regulations, codes of practice and ethical considerations impacting upon promoting inclusion, equality and the valuing of diversity
2. local issues, wider structural inequalities and other factors impacting upon upholding inclusion, equality of opportunity and diversity
3. the importance of promoting and motivating young people to develop a culture which promotes inclusion, equality and values diversity and is respectful and tolerant of those with different beliefs, non-beliefs, disability, gender, identity, values, background, other cultures and faiths
4. principles and methods used to promote inclusion, equality and the valuing of diversity
5. what constitutes oppressive and discriminatory behaviour and ways to tackle it
6. your organisation's procedures to deal with complaints about oppressive or discriminatory behaviour
7. why it is important to address oppressive or discriminatory behaviour promptly and correctly
8. your role and responsibilities in promoting equality and inclusion and valuing diversity with young people and colleagues
9. agencies and partners to whom you can refer or get support to promote or embed inclusion, equity and diversity
10. why it is important to ensure that inclusion and diversity policy and practice promotes and supports youth work values
11. the values and principles underpinning youth work in relation to the requirements of this standard

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW21
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; equality; diversity; inclusion; culture; systems; policy; procedure; practice; motivate; discrimination; behaviour; respect; tolerance

Overview

Investigating and identifying the needs of young people and the local community in relation to youth work helps to determine existing provision and contributes to developing and enhancing the provision of youth work within the community.

You will investigate those needs with young people, evaluating and analysing whether existing provision meets identified needs.

You will draw conclusions based on your findings about the needs of young people and the community. You will make recommendations which will prioritise needs in line with the organisations' own remit and ability to provide opportunities and activities.

This standard is for those involved in informing or developing youth work operational planning in their organisations, as well as those who contribute to developing and improving youth work provision in the community.

Determine, evaluate and prioritise your organisation's objectives for youth work in the community

Performance criteria

You must be able to:

1. gather available information so that you can assess the needs and issues regarding the provision of youth work
2. determine the level and nature of youth work provision in the local community
3. determine the needs of young people within the community to inform the requirements for youth work provision
4. discuss and agree with young people the opportunities for enhancing and developing your organisation's provision
5. determine the future requirements of stakeholders and agencies through consultation about the provision of young people
6. collate and assess findings, identifying trends and patterns which will help you with your operational planning
7. check for any gaps in your organisation's current provision
8. evaluate your findings, draw conclusions and make recommendations for the range of activities required by young people and the community, taking into account the feasibility and benefits for your organisation
9. meet the values and principles underpinning youth work in relation to the requirements of this standard

Determine, evaluate and prioritise your organisation's objectives for youth work in the community

Knowledge and understanding

You need to know and understand:

1. legal, regulatory and ethical requirements impacting upon the provision of youth work, and in investigating needs
2. the types of information that might be provided by young people, relevant agencies and other stakeholders appropriate to establishing community needs from youth work
3. methods of obtaining feedback from young people and relevant agencies and stakeholders, and their relative advantages and disadvantages
4. factors influencing youth work provision in the community
5. the importance of ensuring objectivity when evaluating feedback and the factors to consider when assessing its validity
6. who the relevant agencies and stakeholders are
7. techniques for analysing qualitative and quantitative information
8. the concept of needs analysis
9. the importance of long and medium-term planning to the successful achievement of your organisation's objectives
10. how to access sources of information and support in investigating community needs and identifying opportunities for youth work
11. the importance of making a financial assessment of the opportunities identified, and how to do this
12. the values and principles underpinning youth work in relation to the requirements of this standard

Determine, evaluate and prioritise your organisation's objectives for youth work in the community

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW23
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; communities; agencies; investigate; information; requirements; provision; needs; research; analyse; findings; feedback; trends; patterns; improve

Secure funding and resources for youth work

Overview

This standard is about determining sources of funding and other resources for work with young people and establishing good working relationships with actual and potential fund holders. It includes developing and submitting proposals for funding, or other forms of support, and negotiating the terms of proposals to a successful conclusion. You will also establish contingency plans so that you are able to mitigate against any shortfall in funding.

This standard is suitable for youth work practitioners and managers who have responsibility for securing finance to develop youth work provision

Secure funding and resources for youth work

Performance criteria

You must be able to:

1. establish an up to date list of individuals and organisations that provide resources currently, and which might provide resources for future activities
2. develop fully costed proposals and recommendations for obtaining the finances and other resources required to deliver proposed youth work activities
3. agree proposals and recommendations with relevant stakeholders
4. make bid proposal submissions to potential funders
5. address any requests for further information and clarification
6. agree contractual arrangements with funders which set out the terms of the resource provisions
7. update all relevant parties regarding the outcome of the proposal
8. provide those who will make use of the resources with information about any conditions attached to the funding
9. develop contingency plans to address any problems regarding the spend requirements
10. implement a system for effective funding source monitoring
11. meet the values and principles underpinning youth work in relation to the requirements of this standard

Secure funding and resources for youth work

Knowledge and understanding

You need to know and understand:

1. guidelines and codes of practice and any legislative, regulatory and ethical requirements in relation to types and providers of funding for youth work
2. the objectives, plans and resources of your own organisation
3. the proposed activities of your organisation, including those which require finance and resources
4. the organisation's stakeholders and their views in relation to the financing of the organisation's activities
5. the current types and providers of finance and other resources used by own organisation, and other potential types and providers of finance and their associated benefits and risks
6. sources of information on resourcing opportunities, including those within the statutory, private, voluntary and charitable sectors
7. how to make a business case and promote the benefits of the proposed youth work projects
8. the scope, available resources and purpose of the funding body being approached, and any constraints under which they operate
9. what information is required by the funding body and the correct format for the presentation of the proposal
10. relevant people in your organisation and any key stakeholders who should be consulted on proposals and recommendations for obtaining finance and resources
11. the importance of submitting clear proposals of bids or applications to providers of finance and other resources, and of allowing sufficient time for consideration
12. the type of agreements that should be put in place with providers of finance and what they should cover
13. the type of actions that might need to be taken in the event of a shortfall in funding
14. why it is necessary to put contingency plans in place in relation to obtaining finance and the type of contingencies that might occur
15. the values and principles underpinning youth work in relation to the requirements of this standard

Secure funding and resources for youth work

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW26
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; funding; resources; activities; strategy; policies; identify; source; proposals; stakeholders; providers; activities; plans; programmes; contingency; costs; risks

Influence and develop youth work strategy

Overview

This standard is about presenting information to support the formulation of strategy, policies and activities for youth work provided by the organisation, as well as contributing to reviews and influencing local, regional and national policy.

You will determine strategic priorities for youth work, develop an associated strategic plan for the delivery of youth work and monitor the operations in relation to the overall objectives.

This standard is suitable for youth worker practitioners and managers who are involved in contributing to and influencing youth work strategy, such as making suggestions for improvements. It is also suitable for those who develop youth work strategies, prioritise resources and plan and agree associated programmes of youth work.

Influence and develop youth work strategy

Performance criteria

You must be able to:

1. consult with agencies to obtain information appropriate to those parts of the community served by your organisation
2. ascertain trends and developments in the interests, needs and involvement of young people in the youth work activities in the community, and their impact upon youth work provision
3. prioritise changes required in policies, plans and activities according to the extent to which they have addressed the needs of young people
4. assess available options for choosing youth work programmes which are consistent with the priority areas and their needs
5. develop recommendations for improving the procedures for implementing youth work strategy and procedures
6. determine and agree with relevant people the priority areas for the focus of your organisation's resources
7. assess and analyse risks associated with the options proposed balancing the identified risks with the desired outcomes
8. present recommendations for enhancing youth work strategy, policy and provision to the relevant people
9. look for opportunities for strategic partnerships and links with other agencies towards achieving the required aims
10. agree with relevant parties the steps to develop new opportunities and associated activities, and the actions, resources, roles and responsibilities of all those involved
11. apply key performance measures and methods for monitoring and evaluating the effectiveness of agreed programmes and strategy
12. meet the values and principles underpinning youth work in relation to the requirements of this standard

Influence and develop youth work strategy

Knowledge and understanding

You need to know and understand:

1. legal, regulatory and ethical requirements which relate to youth work, and the impact on your own activity
2. methods of forecasting trends and developments and identifying factors which may affect policies and strategies in youth work
3. the role of your organisation, its activities, policies, strategies and procedures
4. the importance and value of long and medium-term planning to the success of the organisation
5. the functions, needs, expectations and activities of principal and other agencies within youth work and how they relate to your own organisation
6. relevant individuals and community groups who have a stake in the development of youth work policy and strategy and factors affecting their support for youth work
7. the principles and processes which underpin policy and strategy development and the factors and priorities which may influence the development and acceptance of policies
8. methods and tools to analyse and evaluate relevant information and assess implications, and draw conclusions
9. methods to involve and consult with communities and other agencies, partners and stakeholders when agreeing priorities and developments
10. the common issues which may be experienced when seeking to implement new strategies
11. how to develop plans and programmes for youth work opportunities which identify activity, roles, resources and other key areas
12. the resources available to your organisation and sources of information that can aid the prioritisation of resources
13. how to assess potential risks in relation to the achievement of aims and how to mitigate these risks
14. the principles of confidentiality, and how to develop guidelines for exchanging information between individuals and agencies
15. your role and responsibilities and from whom assistance and advice should be sought where necessary
16. the values and principles underpinning youth work in relation to the requirements of this standard

Influence and develop youth work strategy

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW25
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; strategy; policies; develop; activities; plans; programmes; assess; priorities; measure; monitor; influence

Overview

This standard is about helping young people to consider factors impacting upon the decisions to be made and ensuring they are involved in both the decision-making process and in assessing the impact and risks associated with the decisions. You will also involve young people in the development of performance measures and techniques for monitoring activity against these.

The participation and active involvement of young people are some of the key values which underpin this standard, and which youth workers are expected to know about and apply in their practice.

This standard is suitable for youth work practitioners and managers who engage with young people in order to inform the strategic development and delivery of youth work in their organisation.

Performance criteria

You must be able to:

1. engage with young people and encourage them to express their views regarding the provision of youth work in their community
2. provide young people with information about the factors impacting upon current and future provision of youth work within their community
3. agree with young people the priority areas for the focus of your organisation's resources, together with an agreed rationale
4. facilitate young people's exploration of options for youth work activities towards addressing the agreed priorities
5. agree the preferred option(s) with young people
6. engage and involve young people when working with relevant stakeholders and agencies to design and achieve the preferred option(s)
7. agree with young people key performance measures, and methods for monitoring and evaluating agreed actions and activities
8. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. legal, regulatory and ethical requirements impacting upon youth work
2. the importance of involving young people in the strategic development of youth work, and methods of achieving this
3. the importance of communicating effectively with young people, and how to do this across a variety of groups of young people
4. your community, the factors affecting the demand for youth work and the needs and expectations of young people within the community
5. factors to consider when profiling different neighbourhoods and other potential risks to achieving your aims
6. other agencies involved in youth work within your community, and the key features of their programmes
7. principal factors affecting the likelihood of support for youth work within communities and amongst individuals and methods of assessing these factors
8. the needs and expectations of your organisation and other agencies, relevant to providing youth work programmes
9. sources of information that can aid the prioritisation of resources
10. the importance of consulting with colleagues, young people, other partners, providers and agencies when seeking to agree priority areas and associated youth work programmes
11. how to develop measures and methods for monitoring and evaluating the success of youth work programmes
12. the importance of sharing information between individuals and agencies
13. methods for disseminating effective practice in youth work
14. the values and principles underpinning youth work in relation to the requirements of this standard

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW27
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; facilitate; engage; development; delivery; strategy; policy; decision making; participation; involvement; priorities; activities; actions resources; plans; options

SFTA3

Develop structures, systems and procedures to support volunteering



Overview

This unit is about developing structures, systems and procedures to support volunteering. This involves identifying, evaluating, designing and implementing structures, systems and procedures and consulting on these with volunteers, other stakeholders (such as beneficiaries of volunteer work, individual or corporate funders, partner organisations and paid staff) and decision-makers (such as trustees, committee members and senior managers).

SFTA3

Develop structures, systems and procedures to support volunteering

Performance criteria

Identify and evaluate structures, systems and procedures to support volunteering

You must be able to:

- P1 identify existing structures, systems and procedures that are relevant to volunteers
- P2 identify the diverse needs and preferences of volunteers and potential volunteers in relation to structures, systems and procedures
- P3 encourage and support volunteers and colleagues to provide feedback on the effectiveness and efficiency of structures, systems and procedures and how well they meet diverse needs and preferences
- P4 identify and evaluate structures, systems and procedures used in other relevant contexts to identify best practice
- P5 analyse the information and identify ways in which structures, systems and procedures could best meet the needs and preferences of your volunteers
- P6 share your findings with decision-makers and stakeholders and take account of their feedback

Design structures, systems and procedures to support volunteering

You must be able to:

- P7 identify the current and potential resources available for structures, systems and procedures
- P8 develop specifications for structures, systems and procedures using evaluation and feedback
- P9 develop options to meet these specifications which are achievable within available resources and are compatible with other relevant structures, systems and procedures
- P10 make sure the options you develop promote the diversity of volunteers
- P11 present your options to decision-makers and stakeholders and help them to provide informed feedback on your options
- P12 take account of the feedback of decision-makers and stakeholders in selecting and refining an option and gain their approval to move forward

Implement organisational structures and systems to support volunteering

You must be able to:

- P13 involve volunteers and colleagues in planning how to implement structures, systems and procedures
- P14 promote the benefits of structures, systems and procedures that support volunteering to colleagues, decision-makers and other stakeholders
- P15 negotiate and agree your plans for implementing structures, systems and procedures with decision-makers and stakeholders
- P16 make sure those involved in implementing the structures, systems and

SFTA3

Develop structures, systems and procedures to support volunteering

- procedures understand the implications for their work
- P17 identify and provide the training, development and other support that may be required to make the structures, systems and procedures effective
- P18 monitor the implementation of the structures, systems and procedures, ensuring they are being adhered to
- P19 carry out scheduled evaluations and make any necessary improvements

SFTA3

Develop structures, systems and procedures to support volunteering

Knowledge and understanding

You need to know and understand:

Activity and project management

- K1 key political, economic, social, technological and legal factors
- K2 legal and organisational requirements relating to contracts and agreements
- K3 monitoring principles, methods, tools and techniques
- K4 quality assurance and continuous improvement principles, methods, tools and techniques

Analysis, accounting and decision-making

You need to know and understand:

- K5 analytical principles, methods, tools and techniques
- K6 creative-thinking principles, methods, tools and techniques
- K7 decision-making principles, methods, tools and techniques
- K8 estimating principles, methods, tools and techniques
- K9 evaluation principles, methods, tools and techniques
- K10 planning principles, methods, tools and techniques
- K11 principles, methods, tools and techniques for developing evidence-based proposals
- K12 resource management principles, methods, tools and techniques

Information and communication

You need to know and understand:

- K13 communication principles, methods, tools and techniques
- K14 information gathering principles, methods, tools and techniques
- K15 information sharing principles, methods, tools and techniques
- K16 presentation principles, methods, tools and techniques
- K17 research and investigative principles, methods, tools and techniques

People management

You need to know and understand:

- K18 consultation principles, methods, tools and techniques
- K19 diversity principles, methods, tools and techniques
- K20 equality principles, methods, tools and techniques
- K21 feedback principles, methods, tools and techniques
- K22 human resource management principles, methods, tools and techniques
- K23 influencing principles, methods, tools and techniques
- K24 legal and organisational requirements relevant to human resource management
- K25 motivation principles, methods, tools and techniques
- K26 negotiation principles, methods, tools and techniques

SFTA3

Develop structures, systems and procedures to support volunteering

- K27 support principles, methods, tools and techniques
- K28 training and development principles, methods, tools and techniques
- K29 volunteer management principles, methods, tools and techniques

Work context

You need to know and understand:

- K30 other volunteer-involving organisations and volunteering opportunities available
- K31 relevant organisational policies and procedures
- K32 your organisation's beneficiaries and their diverse interests, needs, abilities and preferences
- K33 your organisation's stakeholders and their diverse interests, needs, abilities and preferences
- K34 your organisation's structures and systems
- K35 your organisation's culture, values and ethos
- K36 your organisation's vision, mission and strategic objectives
- K37 your organisation's volunteers and their diverse interests, needs, abilities and preferences
- K38 your own knowledge, skills and competence and the limits of these
- K39 your role and responsibilities

SFTA3

Develop structures, systems and procedures to support volunteering

Additional Information

Behaviours

1. Adaptability and innovation

- 1.1. juggle multiple demands without losing focus or energy
- 1.2. seize the opportunities presented by diversity
- 1.3. constantly seek to improve performance
- 1.4. challenge the status quo and seek better alternatives
- 1.5. generate and recognise imaginative and innovative solutions
- 1.6. try out new ways of working

2. Communication

- 2.1. identify people's information needs
- 2.2. listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding
- 2.3. present information clearly, concisely, accurately and in ways that promote understanding
- 2.4. keep people informed of plans and developments

3. Desire to learn

- 3.1. develop own knowledge, skills and performance in a systematic way
- 3.2. encourage and welcome feedback from others and use this feedback constructively
- 3.3. reflect regularly on own and others' experiences, and use these to inform future actions
- 3.4. develop self and others to meet the demands of changing situations
- 3.5. freely share learning with others who can benefit from it

4. Entrepreneurship

- 4.1. do things without being asked or forced to by events
- 4.2. seek out and act on new opportunities
- 4.3. balance risks against the benefits that may arise from taking risks
- 4.4. identify and seize unusual opportunities to obtain resources
- 4.5. design, develop and monitor processes, products and/or services that are sustainable over the medium and long term

5. Ethical stance

- 5.1. comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and professional codes

SFTA3

Develop structures, systems and procedures to support volunteering

- 5.2. act within the limits of your authority
- 5.3. act to uphold individuals' rights
- 5.4. set objectives and create cultures that are ethical and sustainable

6. Focus on results

- 6.1. set demanding but achievable objectives for self and others
- 6.2. prioritise objectives and schedule work to make the best use of time and resources
- 6.3. accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
- 6.4. take personal responsibility for making things happen
- 6.5. clearly state what is required of others and hold them to account
- 6.6. check individuals' commitment to their roles in a specific course of action
- 6.7. protect own and others' work against negative impacts
- 6.8. monitor quality of work and progress against plans

7. Information and knowledge management

- 7.1. use cost-effective and time-effective means to gather, store and retrieve information
- 7.2. analyse and structure information to develop knowledge that can be shared
- 7.3. make appropriate information and knowledge available promptly to those who have a right to it

8. Persuasiveness

- 8.1. seek to understand people's needs and motivations
- 8.2. present self positively to others
- 8.3. state own opinions, views and requirements clearly
- 8.4. identify clearly the value and benefits to people of a proposed course of action
- 8.5. present information and arguments convincingly and in ways which strike a chord with people
- 8.6. use factual evidence to support arguments
- 8.7. create a sense of common purpose
- 8.8. inspire others, championing work to achieve common goals

9. Political awareness

- 9.1. develop plans to meet the priorities of policy makers
- 9.2. show sensitivity to internal and external politics that impact on your own area of work

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Develop structures, systems and procedures to support volunteering

- 9.3. act to understand and influence the climate and culture of the organisation/partnership

10. Relationship management

- 10.1. identify and work with people and organisations who can provide support for own work
- 10.2. work to develop an atmosphere of professionalism and mutual support

11. Self-management

- 11.1. accept feedback from others without becoming defensive

12. Strategic awareness

- 12.1. display a good understanding of how different factors in the work context relate to each other
- 12.2. anticipate likely future scenarios based on a realistic analysis of trends and developments
- 12.3. use strategic insight to guide your selection of people and resources
- 12.4. work towards a clearly defined vision of the future
- 12.5. take opportunities when they arise to achieve longer term aims

13. Thinking and decision-making

- 13.1. identify the range of elements in a situation and how they relate to each other
- 13.2. identify the implications or consequences of a situation
- 13.3. use own and others' experience to understand a situation
- 13.4. produce and test a variety of solutions before taking a decision
- 13.5. take timely decisions that are realistic for the situation

SFTA3

Develop structures, systems and procedures to support volunteering

Developed by	Skills Third Sector
Version number	1
Date approved	July 2008
Indicative review date	July 2012
Validity	Current
Status	Original
Originating organisation	UK Workforce Hub
Original URN	A3
Relevant occupations	Managers and Senior Officials; Managers and Senior Officials; Business management; Business management; General; General
Suite	Management of Volunteers 2008;
Key words	Evaluate, design, stakeholders, consult, implement

Overview

This standard is about monitoring and evaluating the impact of youth work activities and programmes, recognising that positive benefits may take time to be achieved. You will involve young people fully in the process, together with any relevant colleagues, stakeholders or other organisations involved in the youth work being monitored.

In this standard the term 'other organisations' is used to refer to all relevant and suitable agencies, partners and providers, including local communities, external to your organisation.

This standard is suitable for youth work practitioners involved in working with young people to monitor and evaluate the impact of youth work.

Performance criteria

You must be able to:

1. check that the young people use the criteria for evaluating the outcomes of youth work activities
2. check that the young people have a process for recording their youth work activities
3. check that others involved with the youth work activities provide feedback and evidence towards the progress made against agreed objectives
4. review the outcomes achieved by the youth work activities
5. compare the outcomes achieved against the agreed evaluation criteria
6. record the successes and lessons learned and use evidence for future youth work planning
7. provide evidence and information on the effectiveness of youth work activities to others, setting out and promoting clearly the nature of the activities and why they achieved their objectives
8. record and maintain monitoring and evaluation evidence
9. make the evaluation evidence and information available to others
10. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. legal, regulatory and ethical requirements relevant to youth work and their impact in your own area of work
2. the importance of monitoring and evaluating the impact of youth work activities, and how to do this, including the evidence required
3. the importance of involving young people, colleagues, stakeholders and other relevant organisations involved in the activities, and methods for achieving their involvement
4. the indicators, evidence and criteria which is effective for evaluating the outcomes and success of youth work activities
5. sources of evidence and information appropriate to monitoring youth work activities, how to access these and methods of verifying and corroborating the information
6. your organisation's objectives relating to youth work provision and the related activities
7. the importance of promoting the success of youth work, and methods of achieving this, including the dissemination of effective youth work practice
8. your role and responsibilities, and from whom assistance and advice can be sought
9. the values and principles underpinning youth work in relation to the requirements of this standard

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW29
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; monitor; evaluate; opportunities; development; outcomes; evidence; quality; issues; support; objectives; lessons learnt; measure; review

Overview

This standard is about reflecting on your own effectiveness as a youth work practitioner, identifying ways in which you can improve your practice and accessing sources of support and opportunities to maintain your continuous professional development.

This standard is suitable for all youth work practitioners.

Performance criteria

You must be able to:

1. review the current and future requirements of your role in line with legislative requirements and the values and principles of youth work
2. record your critical reflections on your own values, interests and priorities with respect to the young people with whom you work
3. monitor the outcomes of your practice and identify areas for development and improvement
4. review and update your development priorities and objectives to ensure that they focus on improving outcomes for young people
5. apply the outcomes of your reflection and development to improve your own practice in upholding the values and principles of youth work and in delivering your organisation's objectives
6. make best use of sources of support and opportunities for continuous professional development and to address areas of weakness
7. meet the values and principles underpinning youth work in relation to the requirements of this standard

Knowledge and understanding

You need to know and understand:

1. the values, objectives and priorities of your organisation
2. your personal values, interests and priorities and how these affect your practice and the young people with whom you work
3. the requirements of your work role, and the boundaries of your responsibility and authority
4. ways to reflect upon your values, principles, practices, strengths and areas for development
5. the importance of reviewing and reflecting on your work on a regular basis and seeking ways to improve
6. ways to gain objective feedback from young people, colleagues, managers and partners on your performance as a youth work practitioner
7. how to identify personal and professional development priorities and objectives which will improve your competency and effectiveness as a youth work practitioner
8. learning and development opportunities which meet own preferred learning methods and address identified gaps in your knowledge and skills
9. available forms of help and support for yourself and others and how to access them
10. why you should seek regular feedback on your practice from young people, colleagues, managers and partners
11. how to continuously review your development priorities and objectives to ensure they help you to uphold the values and principles of youth work and improve outcomes for young people
12. the learning and development requirements of the youth work practitioner role
13. the values and principles underpinning youth work in relation to the requirements of this standard

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW30
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; reflect; effective; practice; supervision; values; improvement; continuous professional development; outcomes; competence; priorities; support; feedback

Overview

This standard is about developing your own knowledge, skills and competence to meet the current and future requirements of your work. You monitor trends in your professional sector and area of expertise to support your personal and career development. You identify gaps in your knowledge, skills and competence; then plan and undertake learning and development activities to improve your performance. You regularly seek feedback and action it accordingly.

This standard is for all managers and leaders.

Performance criteria

- You must be able to:*
1. monitor trends and developments in your professional sector and area of expertise
 2. evaluate the impact of trends and developments on your work role
 3. assess the current and future requirements of your work role in accordance with the vision and objectives of your organisation
 4. identify gaps between the current and future requirements of your work role and your current knowledge, skills and competence.
 5. assess your own values, motivations and emotions
 6. identify your own strengths and limitations
 7. identify your learning and development needs
 8. agree a development plan which addresses identified gaps in your knowledge, skills and competence
 9. agree a development plan which supports your own career and personal goals
 10. undertake the activities agreed in your development plan using preferred learning methods
 11. seek new sources of support, when necessary
 12. access available learning and development resources to support development activities
 13. evaluate how learning and development activities have contributed to your performance
 14. request objective, specific and valid feedback on your performance from colleagues, team members and customers
 15. collate and analyse the feedback and take appropriate actions, where required
 16. update your development plan in the light of your performance, development activities undertaken and any wider changes
 17. reflect on your learning and work experiences in your continuing professional development (CPD) records

Knowledge and understanding

You need to know and understand: **General knowledge and understanding**

1. how to evaluate the current requirements of a work role and how these requirements may evolve in the future
2. how to monitor changes, trends and developments in your professional sector
3. how to identify learning and development needs
4. how to address any identified gaps between the requirements of your work role and your current knowledge, understanding and skills
5. the key components of a personal development plan
6. the importance of taking account of your career and personal goals when planning your professional development
7. the different learning methods available and how to identify the methods of learning
8. the types of development activities that can be undertaken to address identified gaps in your knowledge, skills and competence
9. how to evaluate the extent to which development activities have contributed to your performance
10. how to update development plans in the light of your performance, any development activities and any wider changes
11. how to identify sources of feedback on your performance

Industry and sector specific knowledge and understanding

12. the industry and sector requirements for development or maintenance of your knowledge, skills and competence
13. the legal, organisational, codes of practice and policies relevant to your role and the activities being carried out

Context specific knowledge and understanding

14. your responsibilities for developing knowledge, skills and competence
15. the development opportunities and learning resources in your organisation
16. your continuing professional development (CPD) records and why these need to be kept up-to-date
17. your organisation's policies and procedures for personal development

Develop your knowledge, skills and competence to meet the requirements of your work

Skills

1. Communicating
2. Evaluating
3. Learning
4. Managing self
5. Motivation of self
6. Obtaining feedback
7. Personal resilience
8. Personal and professional development
9. Planning
10. Reflecting
11. Reviewing
12. Role modelling
13. Self-assessment
14. Setting objectives

Develop your knowledge, skills and competence to meet the requirements of your work

Developed by	Instructus
Version Number	1
Date Approved	February 2021
Indicative Review Date	March 2026
Validity	Current
Status	Original
Originating Organisation	Instructus
Original URN	CFAM&LAA2
Relevant Occupations	Managers and Senior Officials
Suite	Management and Leadership
Keywords	Management & leadership; develop; knowledge; skills; competence

Provide leadership to your team

Overview

The standard is about providing leadership to your team. You communicate your organisation's vision and values and the team's purpose and objectives, engaging team members to define direction and commit their energies and expertise to achieving results. You agree work objectives for individuals and manage your team through challenges. The standard includes encouraging your team to take responsibility, be creative and innovative, take the lead and work autonomously within defined boundaries. You motivate and support your team to achieve objectives, modelling your organisation's values and expected behaviours.

This standard is for all managers and leaders.

Provide leadership to your team

Performance criteria

- You must be able to:*
1. communicate the purpose and objectives of the team to all members
 2. define direction within your area of responsibility by engaging your team
 3. plan how the team will achieve its objectives by consulting with them
 4. agree individual work objectives with all team members
 5. explain how individual objectives help to achieve the objectives of the team and the organisation
 6. persuade your team to commit their efforts and expertise to achieving results
 7. communicate a vision and shared values of where your organisation is going
 8. check that your team understand how the operational plans align with your organisation's vision, values and objectives
 9. manage your area successfully through challenges
 10. develop a range of leadership styles and apply them to different roles and situations
 11. communicate regularly and effectively with your team
 12. demonstrate that you listen to what your team say and act on it
 13. encourage team members to take responsibility for their own development needs
 14. support team members' resilience
 15. provide support and advice face-to-face or while working remotely
 16. encourage and recognise creativity and innovation within the team
 17. motivate team members to achieve their work and development objectives, providing recognition when they are successful
 18. empower team members to work autonomously and take their own decisions within agreed boundaries
 19. encourage team members to take the lead in their own areas of expertise, following their lead
 20. model behaviours that reflect your organisation's values and expected behaviours to build trust and support in your team
 21. make decisions that meet your organisation's requirements for fairness and integrity
 22. protect your own and your team's work against negative impacts

Provide leadership to your team

- 23. request feedback from others and act on this to improve your leadership practice
- 24. follow the legal, organisational, codes of practice and policies relevant to your role when providing leadership to your team

Provide leadership to your team

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

1. how to engage team members within your area of responsibility to define team direction and persuade them to commit their energies and expertise to achieving results
2. the differences between managing and leading and how to empower team members
3. how to create and communicate a compelling vision to different audiences within your area of responsibility
4. the different leadership styles and how to select and apply these to different situations and team members
5. how to lead and motivate your team face-to-face or remotely
6. how to get and make use of feedback from team members and other colleagues on your leadership performance.
7. the types of difficulties and challenges that may arise and ways of identifying and addressing them
8. how to create and maintain a culture which encourages and recognises creativity and innovation
9. the importance of recognising individual strengths, encouraging others to take the lead and ways to achieve this
10. how to select and successfully apply different methods for encouraging, motivating and supporting team members and recognising achievement
11. how to set objectives which are Specific, Measurable, Achievable, Realistic and Time-bound (SMART)
12. how to plan the achievement of team objectives and the importance of involving team members in this process
13. the importance of showing team members how personal work objectives contribute to achievement of team and organisational objectives

Industry and sector specific knowledge and understanding

14. the industry and sector requirements for the development and maintenance of knowledge, skills and competence
15. the legal, organisational, codes of practice and policies relevant to your role and the activities being carried out

Context specific knowledge and understanding

16. your own role, responsibilities and level of authority

Provide leadership to your team

17. your team members, their roles, responsibilities, competences, needs, motivations, strengths, limitations and potential
18. how to encourage and support resilience of your team members
19. your own values, motivations, emotions, strengths and limitations in your leadership role
20. the vision, strategic objectives and culture of the overall organisation and how your team's purpose, objectives, and operational plans for your area of responsibility align
21. the types of support and advice that team members are likely to need and how to respond to these
22. the leadership styles used across the organisation and how you compare
23. the personal work objectives and organisational standards of performance for your team members

Provide leadership to your team

Skills

1. Coaching
2. Communicating
3. Decision-making
4. Empowering
5. Evaluating
6. Following
7. Involving others
8. Influencing
9. Leadership
10. Leading by example
11. Managing conflict
12. Monitoring
13. Motivating
14. Obtaining feedback
15. Performance management
16. Persuading
17. Planning
18. Problem solving
19. Presenting information
20. Prioritising
21. Providing feedback
22. Problem solving
23. Providing feedback
24. Supporting teams
25. Supporting individual resilience
26. Setting objectives
27. Team building
28. Valuing and supporting others

Provide leadership to your team

Developed by	Instructus
Version Number	1
Date Approved	February 2021
Indicative Review Date	March 2026
Validity	Current
Status	Original
Originating Organisation	Instructus
Original URN	CFAM&LBA2, CFAM&LBA3
Relevant Occupations	Managers and Senior Officials
Suite	Management and Leadership
Keywords	Management & leadership; leadership; responsibility; lead; team; team leaders; project managers

Build teams and allocate work to team members

Overview

This standard is about building teams and allocating work to team members, including set up for a particular project and ongoing teams. You specify the purpose of teams and their expertise, skills and attitudes required to achieve them. You ensure that the work required of your teams is allocated amongst team members, taking account of their skills, knowledge and competence, their workloads and opportunities for personal development. You encourage your teams to collaborate and build respect for the strengths and expertise that each employee brings. You encourage creative problem solving and feedback to enhance team and individual performance. You also celebrate individual and team successes and refocus energy when things go wrong.

This standard is for all managers and leaders.

Build teams and allocate work to team members

Performance criteria

You must be able to:

1. specify the purpose of teams and what they must achieve
2. define the expertise, knowledge, skills and attitudes required to achieve team purpose
3. identify team members' knowledge, skills and competences to determine their roles within the teams
4. plan and develop any knowledge, skills and competences lacking in the teams
5. develop and implement succession and knowledge and skills transfer plans, where required
6. confirm the work required of teams with your manager and seek clarification on any outstanding points and issues
7. plan how teams will undertake the work, identifying any priorities or critical activities and making effective use of the available resources
8. allocate work to team members by taking account of their skills, knowledge, competence, backgrounds and experience
9. analyse team members existing workloads, and opportunities for their development
10. brief team members on the work they have been allocated and the standard of performance expected
11. encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated
12. respond to any concerns team members may have about their work
13. demonstrate behaviours that show and inspires team members to show, respect, helpfulness and cooperation
14. agree the behaviours that will help achieve team purpose and those likely to hinder progress with team members
15. support team members to understand their unique contribution to teams, the contributions of fellow team members, and how these complement each other
16. provide opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust
17. allow time for teams to develop through their stages of growth
18. support the team to seize opportunities presented by team member changes and the introduction of new members

Build teams and allocate work to team members

19. encourage team members to share problems with each other and solve these creatively together
20. encourage open communication between team members, including providing constructive feedback to enhance the performance of individual members and the whole team
21. monitor the performance of teams to evaluate how well its purpose is being achieved
22. celebrate team and individual successes together
23. identify conflicts, acknowledge the feelings and views of all parties, and redirect energy towards a common goal
24. dissolve teams once their purpose has been achieved and they are no longer required
25. follow the industry legal, organisational, codes of practice and policies relevant to building teams and allocating work

Build teams and allocate work to team members

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

1. the importance of confirming and clarifying the work required of teams with your manager and how to do this
2. how to identify the scope of knowledge, skills and competence required to achieve the purpose of teams
3. the importance of selecting team members with the required knowledge, skills, competence and different personalities so they can play complementary roles within teams, and how to do so
4. the succession and knowledge and skills transfer planning
5. the importance of agreeing with team members the behaviours that are likely to help achievement of team purpose and those that are likely to hinder progress and should be avoided
6. how to help team members to understand their unique contribution to team purpose
7. the contributions expected of team members and how these compliment and support each other
8. the importance of providing opportunities for team members to get to know each other's strengths and weaknesses to build mutual respect and trust
9. the importance of encouraging open communication between team members, and how this supports collaboration
10. how to provide feedback to team members to enhance the performance of fellow team members and the team as a whole
11. the importance of allowing time for teams to develop through its stages of growth, and how to do so
12. the importance of celebrating team and individual successes together and commiserating together when things go wrong
13. the different ways of communicating with members of teams and refocusing the energy on achieving its purpose
14. how to plan the work of teams, including how to identify any priorities or critical activities and the available resources
15. why it is important to allocate work across teams and how to do so
16. why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so
17. the ways of encouraging team members to ask questions, seek

Build teams and allocate work to team members

clarification and make suggestions in relation to the work which they have been allocated

18. the concerns team members may have about their work and how to address these concerns

Industry and sector specific knowledge and understanding

19. the industry and sector legal, organisational, codes of practice and policies relevant to your role and the activities being carried out

20. the industry and sector requirements for the development or maintenance of knowledge, skills and competence.

Context specific knowledge and understanding

21. the purpose and objectives of your teams, the plans for undertaking the required work and the resources required

22. the required mix of expertise, knowledge and skills to achieve teams' purpose

23. the work required of your teams and your organisation's standards or levels of expected performance

24. the backgrounds and experience of team members, their knowledge, skills, competence and workloads

25. the opportunities for team members' development and your organisation's policy and procedures for personal and professional development

26. the reporting lines in your organisation and the limits of your authority

Build teams and allocate work to team members

Skills

1. Acting assertively
2. Communicating
3. Decision-making
4. Empowering
5. Evaluating
6. Involving others
7. Leadership
8. Monitoring
9. Obtaining feedback
10. Planning
11. Presenting information
12. Problem solving
13. Providing feedback
14. Reviewing
15. Setting objectives
16. Team building
17. Valuing and supporting others
18. Communicating
19. Decision-making
20. Delegating
21. Empowering
22. Information management
23. Leading by example
24. Monitoring
25. Planning
26. Presenting information
27. Prioritising
28. Problem solving
29. Reporting
30. Setting objectives
31. Team building
32. Time management
33. Valuing and supporting members of staff

Build teams and allocate work to team members

Developed by	Instructus
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Version Number	1
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Date Approved	February 2021
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Indicative Review Date	March 2026
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Validity	Current
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Status	Original
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Originating Organisation	Instructus
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Original URN	CFAM&LDB1, CFAM&LDB2
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Relevant Occupations	Managers and Senior Officials
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Suite	Management and Leadership
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Keywords	Management & leadership; build; teams
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Overview

This standard is about checking on the progress and quality of the work of team members to ensure that the required standard of performance is being met.

This standard is relevant to managers, supervisors and team leaders who monitor progress of work in their team and check the quality of the output.

This standard links closely to *CFAM&LDB2 Allocate work in your team* and *CFAM&LDB4 Manage people's performance at work*.

Performance criteria

You must be able to:

- P1 Check regularly the progress and quality of the work of team members against the standard performance expected.
- P2 Provide team members with prompt, specific feedback designed to maintain and improve their performance.
- P3 Support team members in identifying and dealing with problems and unforeseen events.
- P4 Motivate team members to complete the work they have been allocated on time and to the standard required.
- P5 Provide any additional support and/or resources team members require to complete their work on time and to the standard required.
- P6 Identify any unsatisfactory performance, discuss the causes and agree ways of improving performance with team members.
- P7 Recognise successful completion of significant pieces of work by team members.
- P8 Motivate team members to maintain and continuously improve their performance over time.
- P9 Use information collected on the performance of team members in any formal appraisal of performance, where appropriate.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 Effective ways of regularly and fairly checking the progress and quality of the work of team members.
- K2 How to provide prompt and constructive feedback to team members.
- K3 How to select and apply different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and continuously improve their performance.
- K4 How to select and apply different methods for recognising team members' achievements.
- K5 The additional support and/or resources which team members might require to help them complete their work on time and to the standard required and how to assist in providing this.

You need to know and understand:

Industry/sector specific knowledge and understanding

- K6 Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work.

You need to know and understand:

Context specific knowledge and understanding

- K7 Your team's plan for undertaking the required work.
- K8 The knowledge, skills, competence, roles and workloads of team members.
- K9 Your organisation's policy and procedures in terms of personal and professional development.
- K10 Reporting lines in your organisation and the limits of your authority.
- K11 Your organisation's standards or levels of expected performance.
- K12 Your organisation's policies and procedures for dealing with poor performance.
- K13 Your organisation's grievance and disciplinary policies and procedures.
- K14 Your organisation's performance appraisal systems.

Behaviours

When performing to this standard, you are likely to demonstrate the following behaviours:

- 1 Seek opportunities to improve performance
- 2 Find practical ways to overcome obstacles
- 3 Identify people's preferred ways of communicating
- 4 Use communication media and styles appropriate to different people and situations
- 5 Make time available to support others
- 6 Give feedback to others to help them maintain and improve their performance
- 7 Recognise the achievements and success of others
- 8 Show integrity, fairness and consistency in decision-making
- 9 Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
- 10 Take pride in delivering high quality, accurate work
- 11 Seek to understand people's needs and motivations

Skills

When performing to this standard, you are likely to demonstrate the following skills:

- Communicating
- Managing conflict
- Monitoring
- Motivating
- Problem solving
- Providing feedback
- Reviewing
- Team building
- Valuing and supporting others

CFAM&LDB3

Quality assure work in your team

Developed by	CFA Business skills @ work
Version number	2.0
Date approved	March 2012
Indicative review date	March 2015
Validity	Current
Status	Original
Originating organisation	CFA Business skills @ work
Original URN	CFAM&LDB3
Relevant occupations	Managers and Senior Officials; Marketing Occupations; Team Leader; Performing Arts
Suite	Management & Leadership; Marketing (2013); Animal Technology; Live Events Management
Key words	Management & leadership; quality assure; work; team; Marketing; Live Events, Exhibitions;

Recruit, induct and retain employees into their roles

Overview

This standard is about recruiting, inducting and retaining employees to undertake identified activities or work roles. You review the work required to identify shortfalls in number of employees, their knowledge, skills and competence. You develop job descriptions and specifications for recruitment. You plan and carry out recruitment using agreed selection criteria and make employment offers. You induct staff to your organisation taking their diverse needs into account. This includes supporting them to monitor their own induction progress. You also retain your staff by giving them ongoing opportunities to develop their potential and share any issues so that they can be resolved.

This standard is for all managers and leaders.

Recruit, induct and retain employees into their roles

Performance criteria

You must be able to:

1. engage colleagues and other stakeholders in recruiting, inducting and retaining staff
2. seek specialist resources, where required
3. review the work required in your area of responsibility
4. identify any shortfalls in number of employees, their knowledge, skills and competence
5. evaluate the options for addressing shortfalls and decide on the best options
6. develop up-to-date job descriptions and person specifications for recruitment
7. plan the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved
8. specify and agree criteria for assessing and selecting applicants
9. inform applicants about the progress of their applications, in accordance with organisational policy
10. carry out recruitment in accordance with your plan, using the agreed selection criteria
11. offer positions to applicants who meet the selection criteria
12. provide constructive feedback to unsuccessful applicants, in accordance with organisational policy
13. welcome new staff and explain their roles in achieving the objectives of the organisation and their work area
14. establish employees' needs for information about your organisation, organisational policies and practices, their work roles and people they will work with
15. identify the learning and development needs to enable employees to perform their duties
16. provide an induction programme to meet new staff information, learning and development needs
17. consider employees' needs when designing their induction programmes
18. introduce employees to their colleagues, explaining respective roles and how they will interface
19. encourage employees to take responsibility for monitoring their progress and completing their induction programmes
20. provide support, supervision and feedback to enable employees to perform their roles to your organisation's requirements

Recruit, induct and retain employees into their roles

21. provide work opportunities that challenge employees to make effective use of their knowledge, skills and competences to develop their potential
22. review employees' performance and development systematically and provide constructive feedback
23. recognise employees' performance and their achievements in line with your organisation's policy
24. support employees to access the career and professional development opportunities within your organisation
25. provide opportunities for employees to discuss issues about their work or development with you
26. identify when employees are dissatisfied and agree solutions that meet the individual and organisational needs
27. identify when employees' values, motivations and aspirations are incompatible with your organisation's vision, objectives and values and seek alternative solutions with the employees concerned
28. meet with employees planning to leave your organisation and resolve any issues or misunderstandings
29. evaluate the recruitment, induction and retention process to identify any areas for improvements
30. follow the legal, organisational, codes of practice and policies relevant to recruiting, inducting and retaining staff

Recruit, induct and retain employees into their roles

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

1. how to review the workload in your area to identify shortfalls in number of employees, their knowledge, skills and competence
2. how to identify actual skills and avoid stereotyping of skills levels and work ethics
3. the different options for addressing identified shortfalls and their advantages and disadvantages
4. what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them
5. the different stages in the recruitment and selection process
6. why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved
7. the different recruitment and selection methods and their associated advantages and disadvantages
8. why it is important to give clear information on vacancies to potential applicants
9. how cultural differences in language, body language, tone of voice and dress can differ from expectations and how to avoid bias
10. how to measure applicants' competence and capability against agreed criteria and assess whether they meet the stated requirements of the vacancy
11. the importance of keeping applicants informed about progress and how to do so
12. how to provide clear and constructive feedback to unsuccessful applicants
13. the purpose and importance of a structured induction programme and what an induction programme should cover to take account of employees' needs
14. how to encourage employees to take responsibility for their progress using active listening and questioning techniques
15. how and when to review employees' progress towards achieving the objectives in their induction programmes
16. how to identify employees' information, learning and development needs
17. the importance of recognising individual performance and how to

Recruit, induct and retain employees into their roles

do so

18. the importance of providing support and opportunities for employees to discuss issues with you

19. the alternative solutions that may be deployed when employees' values, motivations and aspirations are incompatible with their work or your organisation's vision, objectives and values

20. the importance of understanding the reasons why employees are leaving an organisation

21. the importance of evaluating the effectiveness of selection, induction and retention processes and the ways to obtain feedback to identify areas for improvement

Industry and sector specific knowledge and understanding

22. the recruitment and selection issues and specific initiatives and arrangements within the industry and sector

23. the relevant employment practices in your sector and the legal, organisational, codes of practice and policies in relation to recruiting, inducing and retaining staff

Context specific knowledge and understanding

24. the variety of needs of employees, their roles, responsibilities, competences and potential

25. the job descriptions and person specifications for confirmed vacancies

26. the local employment market conditions and the staff turnover rate in your area

27. your organisation's structure, values and culture and the agreed operational plans and changes to work requirements in your area

28. the specialist resources available to support recruitment, induction and retention, and how to make use of them

29. the training and development opportunities and resources available

30. the legal and employment policies and practices within your organisation, including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions

Recruit, induct and retain employees into their roles

Skills

1. Communicating
2. Consulting
3. Decision-making
4. Evaluating
5. Evaluating
6. Information management
7. Inspiring
8. Interviewing
9. Involving others
10. Monitoring
11. Negotiating
12. Obtaining feedback
13. Planning
14. Presenting information
15. Prioritising
16. Problem solving
17. Providing feedback
18. Reviewing
19. Team building
20. Valuing and supporting members of staff

Recruit, induct and retain employees into their roles

Developed by	Instructus
Version Number	1
Date Approved	February 2021
Indicative Review Date	March 2026
Validity	Current
Status	Original
Originating Organisation	Instructus
Original URN	CFAM&LDA2, CFAM&LDA3
Relevant Occupations	Managers and Senior Officials
Suite	Management and Leadership
Keywords	Management & leadership; recruit; select; retain; people

Provide leadership to other youth workers and volunteers

Overview

This standard is about providing youth work support, mentoring, coaching and advice to other workers. You will share your own youth work professional practice when providing support.

This standard is suitable for youth work practitioners who work with others to provide youth work services and provide them with support and advice without having line management responsibilities. It is also suitable for youth workers who are supporting others to develop their youth work practice.

In the context of this standard, other workers can mean those within and external to your organisation, including those who may not have a specific youth work role and responsibilities.

Provide leadership to other youth workers and volunteers

Performance criteria

You must be able to:

1. provide other workers with youth work support, mentoring, coaching and advice
2. help others in your work area to develop their own ways of working and take their own decisions within agreed boundaries
3. assist other workers to take a lead in their own areas of expertise and show willingness to follow this lead
4. work within any required structures, procedures and requirements of your own and other organisations when providing support to other workers
5. work in line with the values and principles underpinning youth work when working with others
6. resolve any difficulties and challenges other workers and volunteers may present to you
7. meet the values and principles underpinning youth work in relation to the requirements of this standard

Provide leadership to other youth workers and volunteers

Knowledge and understanding

You need to know and understand:

1. legal, regulatory and ethical requirements relating to youth work, and their impact on own area of operations
2. the fundamental differences between management and providing support in a non-managerial capacity
3. the types of support that can be provided such as mentoring, informal supervision and professional practice advice, and how these differ
4. types of support and advice that others are likely to need and how to respond to these
5. ways of reflecting youth work professional practice when providing support, mentoring or informal supervision to other workers
6. different methods for communicating with others and how to select and successfully apply methods in different situations
7. types of difficulties and challenges that may arise, including conflict within the area, and ways of identifying and overcoming them
8. the importance of encouraging others to take the lead and ways in which this can be achieved
9. how to empower others effectively
10. how to select and successfully apply different methods for encouraging, motivating and supporting others and recognising achievement
11. your own values, motivations and emotions
12. your own role, responsibilities and level of autonomy
13. the overall objectives of your organisation
14. the values and principles underpinning youth work in relation to the requirements of this standard

Provide leadership to other youth workers and volunteers

Developed by	CLDSC
Version Number	1
Date Approved	March 2019
Indicative Review Date	March 2022
Validity	Current
Status	Original
Originating Organisation	CLD Standards Council
Original URN	LSI YW31
Relevant Occupations	Youth Workers
Suite	Youth Work
Keywords	Youth; young people; support; other workers; effective; practice; mentoring; information; advice; supervision; values; motivate; empower; improvement; trust; development; objectives

Support employees' learning and development

Overview

This standard is about supporting employees' learning and development. You promote a learning culture and encourage employees to seek and learn from feedback. You help employees to identify the knowledge, skills and competence they need to develop in to meet the demands of their current and future work roles, and to fulfil their personal aspirations. You agree development plans and enable employees to undertake learning and development to meet their objectives. You also help employees to identify the types of learning activity, methods and platforms for learning which are most effective for them, making use of unplanned opportunities. The standard includes giving opportunities for employees to apply their skills at work and encouraging them to take on new roles and responsibilities.

This standard is for all managers and leaders.

Support employees' learning and development

Performance criteria

You must be able to:

1. promote the benefits of learning to employees in your area of responsibility
2. encourage employees to seek feedback on their performance from colleagues who can provide objective, specific and valid feedback
3. give employees objective, specific and valid feedback on their work performance, discussing and agreeing how they can improve
4. agree the knowledge, skills and competence required to meet the demands of their current and potential future work roles with employees
5. provide opportunities and tools for employees to make an accurate assessment of their current levels of knowledge, skills and competence and of their potential
6. evaluate any additional, or higher levels of, knowledge, skills and competence employees need for their current work roles, potential future work roles and their personal aspirations
7. engage employees in identifying and obtaining information on the learning activities available to address identified learning needs
8. agree personal development plans which include learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales
9. identify and evaluate any learning difficulties or specific needs employees may have
10. provide opportunities and tools for employees to identify the types of learning they find most effective
11. provide learning and development activities that match their learning preferences
12. identify the range of learning methods, platforms and technologies to suit individual needs or preferences
13. encourage employees to focus on their prioritised learning needs when selecting learning activities and planning their development
14. arrange advice and support from learning and development specialists, when required
15. support employees in undertaking learning activities, making required resources available
16. remove any obstacles to learning, if required
17. provide opportunities for employees to apply their developing

Support employees' learning and development

competences in the workplace

18. identify and make use of unplanned learning opportunities
19. discuss progress towards the achievement of learning objectives
20. discuss readiness to take on new roles and responsibilities with employees
21. agree the support and supervision employees will require to take on new roles and responsibilities
22. appoint employees to roles and responsibilities that are compatible with their competences and potential
23. provide employees with the support and supervision they require
24. provide specific feedback to enable employees to improve their performance
25. discuss and agree revisions to personal development plans based on performance, learning activities undertaken and any wider changes
26. encourage people to take responsibility for their own learning and development, including practising and reflecting on what they have learned
27. evaluate learning and development activities to identify improvements for future support
28. follow the legal, organisational, codes of practice and policies relevant to supporting employees' learning and development

Support employees' learning and development

Knowledge and understanding

You need to know and understand: **General knowledge and understanding**

1. the benefits of learning for employees and the ways you can develop a culture where learning is valued and the willingness and efforts to learn are recognised
2. how to identify potential future roles and responsibilities for employees
3. how to provide employees with specific feedback designed to improve their performance
4. the tools available for assessing knowledge, skills and competence
5. how to analyse the gaps between current levels of knowledge, skills and competence and the levels required
6. how to develop learning and development plans based on a sound analysis of learning needs
7. why it is important for employees to have a written personal development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources)
8. how to prioritise employees' learning needs, including taking account of organisational needs and priorities, and the personal and career development needs
9. the different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff)
10. the range of methods, platforms and technologies for learning and development
11. how and where to obtain information on different learning activities and how to match them to different individual learning preferences and learning content.
12. how to set learning objectives which are Specific, Measurable, Achievable, Realistic and Time-bound (SMART)
13. the types of support employees might need to undertake learning activities, the types of obstacles they may face and how these can be resolved
14. how to monitor and evaluate whether learning activities have achieved their intended learning objectives

Support employees' learning and development

- 15. the importance of regularly reviewing and updating personal development plans based on performance, learning activities undertaken and any wider changes
- 16. how to encourage employees to take responsibility for their own learning and development, including personal reflection on their performance
- 17. the sources of specialist expertise in relation to identifying and providing learning for employees

Industry and sector specific knowledge and understanding

- 18. the industry and sector requirements for the development or maintenance of knowledge, skills and competence and specific initiatives and arrangements
- 19. the legal, organisational, codes of practice and policies relevant to supporting employees' learning and professional development

Context specific knowledge and understanding

- 20. the employees in your team, their roles, responsibilities, competences and potential
- 21. the knowledge, skills and competence requirements for different roles within your area of responsibility the identified gaps in employees' knowledge, skills and competence
- 22. the tools used in your organisation to identify individual learning needs and preferences
- 23. the identified learning needs of employees and their personal development plans linked to performance management or appraisal
- 24. the learning activities and resources available in your organisation
- 25. the opportunities for employees' learning and career development in your organisation
- 26. the support and supervision available to employees within your organisation
- 27. your organisation's learning and personal and professional development policy and practices
- 28. the sources of internal and external specialist advice and support available to you

Support employees' learning and development

Skills

1. Coaching
2. Communicating
3. Decision-making
4. Delegating
5. Empathising
6. Empowering
7. Evaluating
8. Influencing
9. Inspiring
10. Involving others
11. Leading by example
12. Mentoring
13. Monitoring
14. Motivating
15. Persuading
16. Planning
17. Presenting information
18. Prioritising
19. Problem solving
20. Providing feedback
21. Questioning
22. Reviewing
23. Setting objectives
24. Thinking strategically
25. Valuing and supporting members of staff

Support employees' learning and development

Developed by	Instructus
Version Number	1
Date Approved	February 2021
Indicative Review Date	March 2026
Validity	Current
Status	Original
Originating Organisation	Instructus
Original URN	CFAM&LDC1, CFAM&LDC2
Relevant Occupations	Managers and Senior Officials
Suite	Management and Leadership
Keywords	Management & leadership; support; learning & development

Make sure your own actions reduce risks to health and safety

Overview

This standard is for everyone at work (whether paid, unpaid, full or part-time). It is about having an appreciation of significant risks at work, knowing how to identify and deal with them.

This standard is about the health and safety responsibilities for everyone at work. It describes the competences required to make sure that:

1. your own actions do not create any health and safety hazards
2. you do not ignore significant risks at work, and
3. you take sensible action to put things right, including: reporting situations which pose a danger to people at work and seeking advice

Fundamental to this standard is an understanding of the terms "hazard", "risk" and "control".

Make sure your own actions reduce risks to health and safety

Performance criteria

You must be able to:

1. identify workplace instructions relevant to your job
2. identify working practices in your job which may harm you or others
3. identify aspects of your work which could harm you or others
4. check which potentially harmful working practices and aspects of your work present the highest risks to you or to others
5. deal with hazards in accordance with workplace instructions and legal requirements
6. name and locate people responsible for health and safety at work
7. control those health and safety risks within your capability and job responsibilities
8. carry out your work in accordance with your level of competence, workplace instructions, suppliers or manufacturer's instructions and legal requirements
9. pass on suggestions for reducing risks to health and safety to the responsible people
10. check your behaviour does not endanger the health and safety of you or others at work
11. use equipment, materials and products safely following workplace instructions and suppliers' or manufacturers' instructions
12. report any differences between workplace instructions and suppliers' or manufacturers' instructions following standard operating procedures
13. check your personal presentation and behaviour at work:
 - protects the health and safety of you and others,
 - meets any legal responsibilities, and
 - is in accordance with workplace instructions

Make sure your own actions reduce risks to health and safety

Knowledge and understanding

You need to know and understand:

1. what "hazards" and "risks" are
2. your responsibilities and legal duties for health and safety in the workplace
3. your responsibilities for health and safety as required by the law covering your job role
4. hazards which exist at work and the safe working practices which you must follow
5. particular health and safety hazards which may be present in your own job and precautions you must take
6. importance of remaining alert to presence of hazards in the whole workplace
7. importance of dealing with, or promptly reporting, risks
8. responsibilities for health and safety in your job description
9. safe working practices for your job
10. responsible people you should report health and safety matters to
11. where and when to get additional health and safety assistance
12. your scope and responsibility for controlling risks
13. workplace instructions for managing risks which you are unable to deal with
14. suppliers' and manufacturers' instructions for the safe use of equipment, materials and products you must follow
15. importance of personal presentation in maintaining health and safety at work
16. importance of personal behaviour in maintaining health and safety

Make sure your own actions reduce risks to health and safety

Developed by	NSAFD
Version Number	2
Date Approved	January 2019
Indicative Review Date	January 2023
Validity	Current
Status	Original
Originating Organisation	Proskills
Original URN	PROHSS1
Relevant Occupations	Occupational Health Workers; Occupational hygienists and safety officers (health and safety); Health and Safety Managers; Health and Safety officers
Suite	Health and Safety
Keywords	Occupational health and safety; reduce risk

Overview

This standard is about providing healthy, safe and secure working environments and practices. You ensure that the physical environment and working practices in your area of responsibility comply with your organisation's health and safety policy statement and that resources are secure. You consult your team and representatives on health and safety issues, ensuring that systems are in place to identify and assess hazards and risks. You also take action to control or eliminate hazards, using specialists or referring concerns to colleagues when they are outside your limits of authority. The standard also includes setting up systems to monitor, measure and report on health, safety, security and productivity within your work area. You demonstrate your commitment to health, safety, security and productivity by setting a good example to your team.

This standard is for all managers and leaders.

Performance criteria

You must be able to:

1. identify your personal responsibilities and liabilities under health and safety legislation
2. communicate your organisation's health and safety policy statement to employees in your area of responsibility and other colleagues
3. ensure the working environments and practices in your area of responsibility comply with your organisation's health and safety policy statement and are reviewed when required
4. check compliance with your organisation's health and safety policy statement following any significant changes to the environment, practices or legislation
5. consult employees in your area of responsibility or their representatives on health and safety issues, in line with organisational requirements
6. set up a system for identifying health and safety hazards in your area of responsibility
7. implement a risk assessment system in your area of responsibility
8. ensure that a system is in place for identifying and assessing risks to the security of resources in your area of responsibility
9. agree actions to eliminate or control identified hazards and manage identified risks
10. refer identified hazards and risks outside your level/area of authority to colleagues responsible for health and safety
11. ensure that the health and safety of employees and the security of resources and information are prime considerations when designing or reviewing working environments and practices
12. allocate sufficient resources across your area of responsibility to deal with health, safety and security issues
13. seek and make use of specialist expertise, where required
14. set up systems for monitoring, measuring and reporting of health, safety, security and productivity performance in your area of responsibility
15. demonstrate your personal commitment to health, safety, security and productivity through your actions
16. review the application of health and safety policy statement in your area of responsibility and make recommendations to inform future developments
17. follow the legal, organisational, codes of practice and policies

relevant to providing healthy, safe, secure and productive working environments and practices

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

1. the importance of health, safety and security in the workplace, your personal responsibilities and liabilities under health and safety legislation and how to keep up with legislative and other developments relating to health and safety
2. how to communicate the written health and safety policy statement to employees who work in your area of responsibility and other relevant parties
3. how to identify risks to the security of resources and information and actions you can take to mitigate these risks
4. how and when to consult with employees in your area of responsibility or their representatives on health, safety and security issues
5. the ways of developing a culture in your area of responsibility which puts health, safety and security first and the importance of setting a good example to employees
6. how to establish and use systems for identifying hazards and assessing risks, the actions that should be taken to control or eliminate them, and the type of resources required
7. how to establish systems for monitoring, measuring and reporting on health, safety and security performance in your area of responsibility
8. how and when to review the application of the written health and safety policy statement in your area of responsibility and produce/provide findings to inform future planning and decision-making

Industry and sector specific knowledge and understanding

9. the industry and sector-specific legislation, regulations, guidelines and codes of practice relating to health, safety and security
10. the legal, organisational, codes of practice and policies relevant to providing healthy, safe, secure and productive working environments and practices

Context specific knowledge and understanding

11. the employees with an interest in health, safety and security in your area of responsibility
12. your organisation's written health and safety policy statement and how it is communicated to employees at your organisation and to other relevant parties

13. the sources of specialist expertise available to support you in managing health, safety and security
14. the operational plans for your area of responsibility and the resources allocated to and across your area of responsibility for health, safety and security
15. the allocated responsibilities for health, safety and security in your area and your organisation in general
16. the systems in place in your area of responsibility for identifying hazards, assessing risks, taking actions and who to refer to when identified hazards or risks are outside your level and area of authority
17. the systems in place for monitoring, measuring and reporting of health, safety and security performance in your area of responsibility

Skills

1. Communicating
2. Consulting
3. Decision-making
4. Information management
5. Involving employees
6. Leadership
7. Monitoring
8. Planning
9. Presenting information
10. Prioritising
11. Questioning
12. Reporting
13. Reviewing
14. Risk management
15. Thinking systematically

Developed by	Instructus
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Version Number	1
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Date Approved	February 2021
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Indicative Review Date	March 2026
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Validity	Current
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Status	Original
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Originating Organisation	Instructus
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Original URN	CFAM&LEB1
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Relevant Occupations	Managers and Senior Officials
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Suite	Management and Leadership
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Keywords	Management & leadership; healthy; safe; productive; working environment; practices
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Overview

This standard concerns the tensions that arise in community development practice. Community development is a value driven activity which may bring practitioners into conflict with other's values eg people in communities; other professionals; the goals and priorities of other organisations, community groups, and leaders; and that of the cultures surrounding procurement and contracts.

Community development practitioners may also feel that their own values might clash in some contexts with those of community development.

This standard is relevant to all community development practitioners.

The community development standards are arranged in six key areas:

- One - Understand and practise community development
- Two - Understand and engage with communities
- Three - Group work and collective action
- Four - Collaboration and cross-sectoral working
- Five - Community learning for social change
- Six - Governance and organisational development

This standard is within Key Area One.

Work with the tensions inherent in community development practice

Performance criteria

You must be able to:

- 1 evaluate the tensions between own, others and community development approaches and values
- 2 resolve contradictions between community development values and day-to-day practice in your area of responsibility
- 3 explore ways to resolve conflicts between own community development role and the requirements of employers or organisational policies; or funders or the law
- 4 promote the right of communities and groups to set their own agendas in own organisations and with partners in your area of responsibility
- 5 plan and take action without undermining the rights of communities
- 6 promote different ways to resolve community conflicts to community groups
- 7 plan how to respond to potential opportunities for and obstacles to collective action
- 8 involve community members to examine the impact of decision-making on their communities
- 9 where appropriate, provide information and support on influencing and challenging political decisions

Work with the tensions inherent in community development practice

Knowledge and understanding

You need to know and understand:

Community development values and processes

- 1 key purpose, values and process of community development,
- 2 how to explain community development concepts in different contexts, to different audiences and for different purposes
- 3 value based, solution focussed techniques for reflection and problem solving
- 4 methods for community engagement and empowerment
- 5 methods for community led action and change
- 6 how to work with community conflicts between groups and between communities

Power, inequality and justice issues

- 7 perspectives used to explain structural factors and their interconnections
- 8 how structural factors affect communities
- 9 ways to challenge inequality, social injustice and discrimination
- 10 different perspectives on the workings of power
- 11 techniques for recognising and using power
- 12 rights to set own agendas and remain independent

Decision making

- 13 how to use participatory and democratic decision-making processes for community action and change
- 14 how to engage and influence local policies, politics and decisions
- 15 how to support communities and community groups to challenge decision-making

Values

Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

- 1 Social justice and equality
- 2 Anti-discrimination
- 3 Community empowerment
- 4 Collective action
- 5 Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

- 1 power imbalances in decision making are acknowledged and addressed
- 2 differences and diversity between communities are explored and valued
- 3 there is recognition that different communities are both independent and interdependent
- 4 in the process of agreeing collective action, tensions and contradictions are acknowledged and dealt with
- 5 the challenges of balancing different accountabilities are regularly discussed and acknowledged

Work with the tensions inherent in community development practice

Developed by	JETS
Version Number	4
Date Approved	February 2015
Indicative Review Date	February 2018
Validity	Current
Status	Original
Originating Organisation	Learning Skills Improvement Service
Original URN	LSICD02
Relevant Occupations	Community Support Groups; Community Voluntary Workers
Suite	Community Development
Keywords	community development; community development practitioner; community development practice; community development values; community development research; community development consultation; community development groups; community development methods

Support inclusive and collective working

Overview

This standard is about the community development practitioner's role in supporting people and groups to come together to identify common issues, set aims and objectives and achieve their common goals. Most community groups, at some point, face the issue of attracting and retaining new members; and the challenge of recognising that they need to find new ways of involving a wider range of people. The standard involves working across settled, new and marginalised communities, acknowledging different skills sets and approaches that need to be employed in an inclusive community development practice.

This standard is relevant to all community development practitioners who support communities in this process.

The community development standards are arranged in six key areas:

- One - Understand and practise community development
- Two - Understand and engage with communities
- Three - Group work and collective action
- Four - Collaboration and cross-sectoral working
- Five - Community learning for social change
- Six - Governance and organisational development

This standard is within Key Area One.

Support inclusive and collective working

Performance criteria

You must be able to:

- 1 work with individuals and groups to raise awareness of issues that may affect their community
- 2 work in inclusive ways across diverse and marginalised communities
- 3 support groups to develop the skills and confidence to involve marginalised communities
- 4 engage people concerned about their community in activities and groups
- 5 develop activities to identify the potential for collective action
- 6 support people to participate fully and equally in activities and groups
- 7 evaluate existing resources to meet expressed community priorities
- 8 support groups to agree aims, tasks, and organisational structures for collective action
- 9 support groups to overcome barriers to achieving their aims
- 10 build on the strengths, skills and expertise of group members through a range of collective learning approaches
- 11 suggest recruitment methods to meet identified gaps in skills and representation
- 12 support groups to cope with the turnover in active members caused by external factors

Support inclusive and collective working

Knowledge and understanding

You need to know and understand:

The context

- 1 how to engage with all sections of communities
- 2 the impact of power and power relationships upon individuals and communities taking collective action
- 3 the benefits of recognising and valuing diversity
- 4 how structural factors impact on different sections of the community
- 5 ways to overcome barriers to involvement
- 6 the importance of groups deciding on their own development

Setting common goals

- 7 the role of research and information to determine common concerns
- 8 techniques and approaches for the collective identification of common issues, aims, tasks, needs and capacity
- 9 how to work inclusively across marginalised and mainstream groups

Group dynamics and processes

- 10 how to facilitate collective approaches to working with groups
- 11 how to use the values of community development within groups
- 12 the impact of transient and changing populations on groups
- 13 working with groups to create transparency and accountability
- 14 support needed for the roles that people take in groups

Support inclusive and collective working

Values

Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

- 1 Social justice and equality
- 2 Anti-discrimination
- 3 Community empowerment
- 4 Collective action
- 5 Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

- 1 individuals from different backgrounds are actively welcomed and encouraged to take part
- 2 steps are taken to ensure people from different backgrounds and with different needs can fully participate in community activities
- 3 individuals apply the confidence and skills gained from participating in groups to take on new roles
- 4 creative and new ideas for bringing people together are encouraged
- 5 groups participate in networks with other groups and provide peer support for each other

Support inclusive and collective working

Developed by	JETS
Version Number	4
Date Approved	February 2015
Indicative Review Date	February 2018
Validity	Current
Status	Original
Originating Organisation	Learning Skills Improvement Service
Original URN	LSICD09
Relevant Occupations	Community Support Groups; Community Voluntary Workers
Suite	Community Development
Keywords	community development; community development practitioner; community development practice; community development values; community development research; community development consultation; community development groups; community development methods

Overview

This standard is about recognising that communities are diverse and complex. It is important that community development practitioners work with the whole range of different individuals and organisations within a community. This requires different approaches with different communities and the recognition of current and past relationships and realities of different communities. Community development practitioners need to establish how they are going to work with these organisations and how they will offer support to enable organisations from different communities to work with each other to achieve the changes they want.

This standard is relevant to all community development practitioners.

The community development standards are arranged in six key areas:

- One - Understand and practise community development
- Two - Understand and engage with communities
- Three - Group work and collective action
- Four - Collaboration and cross-sectoral working
- Five - Community learning for social change
- Six - Governance and organisational development

This standard is within Key Area One.

Relate to different communities

Performance criteria

You must be able to:

- 1 analyse the nature, composition, power relationships and structural factors impacting on communities
- 2 build relationships that acknowledge communities' perspectives on their lived experiences
- 3 include excluded and marginalised communities in community activity
- 4 recognise the rights of communities not to engage in community activity
- 5 encourage established and newer communities to work together
- 6 facilitate communities and organisations to identifying their shared issues when working together
- 7 support collaborative working relationships between communities and organisations in your area of responsibility
- 8 support diverse communities over the long term to bring about change
- 9 where appropriate, use the learning from communities' experiences to campaign for social or policy change
- 10 support communities to understand and where appropriate, challenge local and national policies
- 11 maintain the currency of own knowledge of and practice in community development

Relate to different communities

Knowledge and understanding

You need to know and understand:

Community development values and processes

- 1 the importance of using and promoting the values and process of community development
- 2 how to motivate people and overcome barriers to involvement
- 3 how to facilitate people and groups to come together within and across communities around common issues
- 4 how to use community development approaches to challenge inequalities, social injustice and discrimination
- 5 how to keep up to date with changes in communities and community development practice

Communities as a concept

- 6 the different kinds of communities that exist
- 7 social and structural factors which exclude and marginalise communities
- 8 sources of information about the communities worked with

Power, inequality and justice issues

- 9 perspectives used to explain structural factors and their linkages
- 10 how structural factors affect communities
- 11 rights to set own agendas and remain independent
- 12 ways to support community empowerment and facilitate community engagement
- 13 ways to build respect and dialogue between communities through examining histories and perspectives of oppression
- 14 how beliefs, values and prejudices towards different backgrounds, cultures, faiths and traditions, can affect working relationships

Values

Community development is underpinned by a set of values which distinguish it from other, sometimes related, activities in the community. These values are at the core of community development and underpin each of the standards. The values are;

- 1 Social justice and equality
- 2 Anti-discrimination
- 3 Community empowerment
- 4 Collective action
- 5 Working and learning together

The following examples illustrate how each of the community development values might inform practice in this standard. These statements are not part of assessment requirements.

- 1 practitioners keep up to date with changes in the local population and consider how best to respond to newly identified needs
- 2 practitioners take responsibility to reach out to marginalised and excluded communities so that their voices can be heard
- 3 communities have sufficient information to make decisions about when and how to engage with other communities, groups and statutory bodies
- 4 the expressed needs, interests and concerns of the different communities inform planning by statutory bodies
- 5 different ways of responding to the development, support and training needs of diverse communities are acknowledged

Relate to different communities

Developed by	JETS
Version Number	4
Date Approved	February 2015
Indicative Review Date	February 2018
Validity	Current
Status	Original
Originating Organisation	Learning Skills Improvement Service
Original URN	LSICD03
Relevant Occupations	Community Support Groups; Community Voluntary Workers
Suite	Community Development
Keywords	community development; community development practitioner; community development practice; community development values; community development research; community development consultation; community development groups; community development methods

Promote the needs, rights and interests of individuals and groups in the community

Overview

This standard describes ways of promoting the needs, rights and interests of individuals and groups in the community. It includes your role in promoting these needs, rights and interests, and that of supporting individuals to represent their own needs, rights and interests.

The term 'promotion' has been used to mean active support of a cause. Promotion may be informal or formal, and may involve different forms of the media, including social media.

There are two elements

1. Promote the needs, rights and interests of individuals and groups in the community
2. Help individuals to represent their own needs, rights and interests

Target group

This standard is applicable to those who have a responsibility for promoting the needs, rights and interests of individuals and groups in the community. The individuals and groups may include those who have been affected by crime and anti-social behaviour, including victims, survivors and witnesses, those who are at risk from offending and anti-social behaviour, and those who are at risk of offending.

Promote the needs, rights and interests of individuals and groups in the community

Performance criteria

You must be able to:

Promote the needs, rights and interests of individuals and groups in the community

1. gather information to determine the content and method of promotion, in line with your organisation's procedures and resources
2. analyse the information gathered in relation to individuals' or groups' assessed needs and expressed desires
3. consider the most appropriate methods for promoting the needs, rights and interests of the individuals and groups concerned, which acknowledges individual differences and preferences and is in line with their needs
4. use methods to promote needs, rights and interests which are acceptable to those involved, consistent with legal frameworks, in line with organisational requirements and are anticipated to be effective
5. use methods of communication that promote needs, rights and interests in a positive way without adversely reflecting on, or affecting others, at risk or in need in the community
6. monitor and evaluate the impact of the methods used, modifying these where necessary to maintain effective, anti-discriminatory promotion

Help individuals to represent their own needs, rights and interests

7. support individuals to identify their own needs, rights and interests within statutory and legal frameworks and in relation to other identifiable groups, in line with your role and responsibilities
8. explore with individuals the potential implications where their pursuit of their needs, rights and interests may adversely reflect on or be oppressive to others, in line with recognised good practice
9. provide information and advice which is appropriate to the issues, context and situation of the individuals, and recognises the complexity of the decisions which they have to make
10. identify and explore the opportunities and constraints which will affect the feasibility of different forms of promotion
11. inform individuals in good time of all arrangements, protocols or requirements they must adhere to
12. discuss barriers to individuals' needs, rights and interests openly, and develop methods of dealing with them in line with your organisational requirements
13. provide individuals with facilities for communication, in accordance with your organisation's procedures and resources
14. offer support, encouragement and feedback to individuals and help them to

Promote the needs, rights and interests of individuals and groups in the community

express themselves clearly and assertively in line with their needs

15. extend support to individuals' families, friends and community contacts where they are working in support of individuals' needs, rights and interests

16. help individuals to make contact with external sources of support or expertise, in line with their needs

17. review the individual's representation of their needs, rights and interests, and provide constructive and sensitive feedback regarding any enhancements in line with their needs

Promote the needs, rights and interests of individuals and groups in the community

Knowledge and understanding

You need to know and understand:

Legislative, regulatory and organisational requirements

1. legal and organisational requirements which relate to the needs, rights and interests of individuals and groups, and their impact for your area of operations
2. legislation, policies and procedures relating to data protection, health and safety, diversity and their impact for your area of operations
3. the role of your organisation and its services, and the services which it provides in promoting the needs, rights and interests of individuals and groups
4. organisational policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made
5. the limits of your authority and responsibility, and the actions to take if these are exceeded

Working with the community

6. concepts of empowerment, advocacy, human and civil rights
7. organisations providing information, advice and support on rights
8. principles of and strategies for dealing with oppression, disadvantage and discrimination, and their effectiveness
9. how individual and structural discrimination can undermine and exclude people from exercising their rights and responsibilities
10. the remit and responsibilities of organisations in negotiation and conciliation
11. potential conflicts between the needs, rights and interests of individuals and groups and those in the wider community
12. the different resources, opportunities and forums, both formal and informal, that may be used to promote the needs, rights and interests of individuals and groups
13. how the media, including social media, may be used to promote needs, rights and interests
14. strategies and techniques of communication with different audiences
15. sources of information, advice and support on rights and how individuals can access them
16. typical barriers to individual interests and methods of overcoming them

Promote the needs, rights and interests of individuals and groups in the community

Developed by	Skills for Justice
Version Number	3
Date Approved	August 2015
Indicative Review Date	July 2020
Validity	Current
Status	Original
Originating Organisation	Skills for Justice
Original URN	SFJBA6
Relevant Occupations	Public Service and Other Associate Professionals; Public Services; Probation Officers; Probation Staff; Probation Support Officers; Community justice workers
Suite	Community Justice
Keywords	Rights; needs; advocate; advocacy; promotion; human rights; community rights; transforming rehabilitation; promote; campaigning; promotional work;