

## **Youth Work National Occupational Standards Introduction**

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## 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. Role definitions are normally based on a number of the functions defined within the functional map, and therefore a given role may draw on a number of NOS.

There is no expectation that an individual job role would encompass all the performance requirements across every NOS; rather that specific jobs will utilise those NOS appropriate to their 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.

**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/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 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.

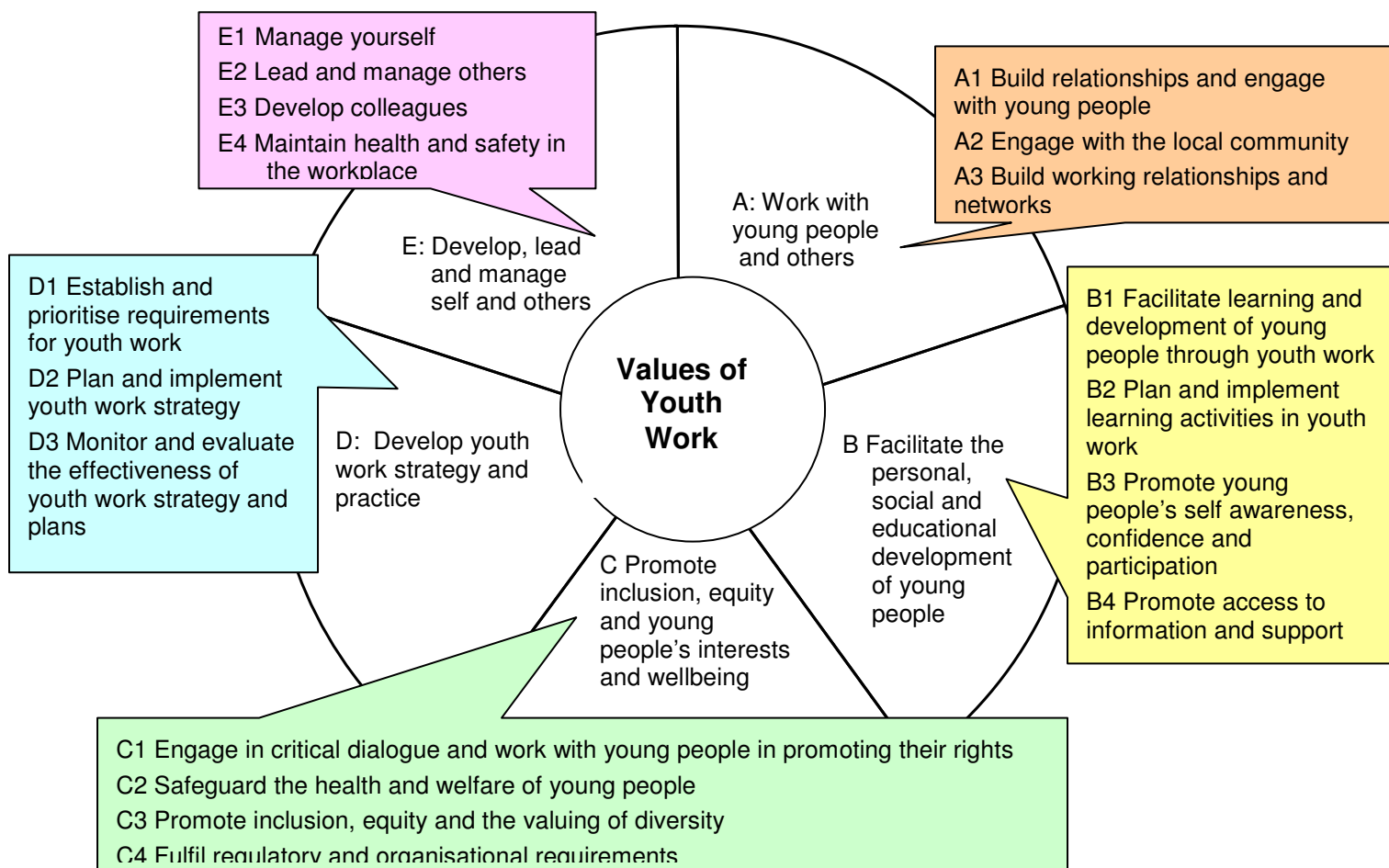
The functional areas are proposed as the full range of those undertaken by youth workers. However, it is unlikely that any individual youth worker will do all of the activities; rather the Map expresses the full range of activities that may be undertaken in order to deliver youth work.

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



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# Youth Work National Occupational Standards Introduction



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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.

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## Youth Work National Occupational Standards

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### Functional Map to NOS links:

This includes core signposted NOS – those NOS which are needed to ensure all the YW functions are met, such as for managing volunteers and management and leadership functions - at an individual NOS level.

Signposts to other NOS which ‘add value’ to youth work practice are shown in the ‘links to other NOS’ section.

Functional Area	Function Ref/ Title	NOS Ref	Relevant NOS title
A: Work with young people and others	A1 Build relationships and engage with young people	YW 01	Initiate, build and maintain purposeful relationships with young people
		YW 02	Assist young people to express and to realise their goals
	A2 Engage with the local community	YW 03	Engage with communities to promote the interests and contributions of young people
	A3 Build working relationships and networks	YW04	Develop productive working relationships with colleagues and stakeholders to support youth work
		<i>Signpost No. 32</i>	<i>Lead and motivate volunteers (SFT MV D2)</i>
B Facilitate the personal, social and educational development of young people	B1 Facilitate learning and development of young people through youth work and critical dialogue	YW 05	Enable young people to use their learning to enhance their future development
		YW 06	Enable young people to work in groups
		YW 07	Encourage young people to broaden their horizons to be effective citizens
		YW 08	Support young people to identify and achieve aims
		YW 09	Support young people in their understanding of risk and challenge
		YW 10	Facilitate young people’s empowerment through their active involvement in youth work
	B2 Plan and implement learning activities in youth work	YW 11	Plan, prepare and facilitate activities with young people
		YW 12	Work with young people to manage resources for youth work activities
		YW 13	Support young people in evaluating the impact of youth work activities
	B3 Promote young	YW 14	Facilitate young people’s exploration of their values and beliefs

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## Youth Work National Occupational Standards

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	people's self awareness, confidence and participation	YW 15	Advocate on behalf of young people and enable them to represent themselves to others
	B4 Promote access to information and support	YW16	Enable young people to access information to make decisions

Key Area C Promote inclusion, equity and young people's interests and welfare	C1 Work with young people in promoting their rights	YW17	Work with young people in promoting their rights
	C2 Safeguard the health and welfare of young people	YW18	Explore with young people their wellbeing
		YW19	Work with young people to safeguard their own welfare
		YW20	Embed organisational policy for the protection and safeguarding of young people
	C3 Promote inclusion, equity and the valuing of diversity	<i>Signpost No. 33</i>	<i>Promote equality of opportunity and diversity and inclusion in your area of responsibility (Management and leadership NOS B11)</i>
		YW 21	Develop a culture and systems that promote inclusion and value diversity
	C4 Fulfil regulatory and organisational requirements	YW 22	Ensure that youth work activities comply with legal, regulatory and ethical requirements

Key Area D Develop youth work strategy and practice	D1 Establish and prioritise requirements for youth work	YW 23	Investigate the needs of young people and the community in relation to youth work
		YW24	Evaluate and prioritise organisational requirements for youth work activities
	D2 Plan and implement youth work strategy	YW 25	Influence and develop youth work strategies
		YW 26	Identify and secure funding and resources for youth work
		YW 27	Facilitate and engage young people in the strategic development and delivery of youth work
		YW 28	Work in partnership with agencies to improve opportunities for young people
		<i>Signpost No. 34</i>	<i>Develop structures, systems and procedures to support volunteering (Managing Volunteers NOS A3)</i>

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	D3 Monitor and evaluate the effectiveness of youth work strategy and plans	YW 29	Monitor and evaluate the quality of youth work activities
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Key Area E  Develop, lead and manage self and others	E1 Manage yourself	YW 30	Work as an effective and reflective youth work practitioner
		<i>Signpost No 35</i>	<i>Manage your own resources and professional development (Management and leadership NOS A2)</i>
	E2 Lead and manage others	<i>Signpost No. 36</i>	<i>Provide leadership for your team (Management and leadership NOS B5)</i>
		<i>Signpost No. 37</i>	<i>Allocate and check work in your team (Management and leadership NOS D5)</i>
		<i>Signpost No. 38</i>	<i>Recruit, select and keep colleagues (Management and leadership NOS D3)</i>
	E3 Develop colleagues	YW 31	Provide youth work support to other workers
		<i>Signpost No. 39</i>	<i>Provide learning opportunities for colleagues (Management and leadership NOS D7)</i>
	E4 Maintain health and safety in the workplace	<i>Signpost No. 40</i>	<i>Make sure your own actions reduce risks to health and safety (Health and Safety NOS HSS1)</i>
		<i>Signpost No. 41</i>	<i>Ensure health and safety requirements are met in your area of responsibility (Management and leadership NOS E6)</i>

### Youth Work Standards

- YW01 Initiate, build and maintain purposeful relationships with young people
- YW02 Assist young people to express and to realise their goals
- YW03 Engage with communities to promote the interests and contributions of young people
- YW04 Develop productive working relationships with colleagues and stakeholders to support youth work
- YW05 Enable young people to use their learning to enhance their future development
- YW06 Enable young people to work in groups
- YW07 Encourage young people to broaden their horizons to be effective citizens
- YW08 Support young people to identify and achieve aims
- YW09 Support young people in their understanding of risk and challenge
- YW10 Facilitate young people's empowerment through their active involvement in youth work
- YW11 Plan, prepare and facilitate activities with young people
- YW12 Work with young people to manage resources for youth work activities
- YW13 Support young people in evaluating the impact of youth work activities
- YW14 Facilitate young people's exploration of their values and beliefs
- YW15 Advocate on behalf of young people and enable them to represent themselves to others
- YW16 Enable young people to access information to make decisions
- YW17 Work with young people in promoting their rights
- YW18 Explore with young people their wellbeing
- YW19 Work with young people to safeguard their own welfare
- YW20 Embed organisational policy for the protection and safeguarding of young people
- YW 21 Develop a culture and systems that promote inclusion and value diversity
- YW22 Ensure that youth work activities comply with legal, regulatory and ethical requirements
- YW23 Investigate the needs of young people and the community in relation to youth work
- YW24 Evaluate and prioritise organisational requirements for youth work activities
- YW25 Influence and develop youth work strategies
- YW26 Identify and secure funding and resources for youth work
- YW27 Facilitate and engage young people in the strategic development and delivery of youth work
- YW28 Work in partnership with agencies to improve opportunities for young people
- YW29 Monitor and evaluate the quality of youth work activities
- YW30 Work as an effective and reflective youth work practitioner
- YW31 Provide youth work support to other workers
- 32 Involve, motivate and support volunteers (Managing Volunteers UKWH B2)
- 33 Promote equality of opportunity and diversity in your area of responsibility (Management and leadership NOS B11)
- 34 Develop structures, systems and procedures to support volunteering (Managing Volunteers A3)
- 35 Manage your own resources and professional development (Management and leadership A2)
- 36 Provide leadership for your team (Management and leadership B5)
- 37 Allocate and check work in your team (Management and leadership D5)
- 38 Recruit, select and keep colleagues (Management and leadership D3)
- 39 Provide learning opportunities for colleagues (Management and leadership D7)
- 40 Make sure your own actions reduce risks to health and safety (Health and Safety HSS1)
- 41 Ensure health and safety requirements are met in your area of responsibility (Management and leadership E6)

## LSI YW01

# Initiate, build and maintain purposeful relationships with young people



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### 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 learning and development to take place.

This standard is about initiating, building and maintaining personal relationships with young people and is for all youth workers.

## LSI YW01

Initiate, build and maintain purposeful relationships with young people



### Performance criteria

*You must be able to:*

- P1 identify and utilise suitable locations and environments for establishing contact with young people
- P2 initiate and hold conversations at an appropriate time and place
- P3 communicate effectively with young people
- P4 provide on-going support and encouragement to young people
- P5 respond appropriate to needs of, and issues raised by young people
- P6 facilitate young people's proposals and plans
- P7 maintain appropriate ethical, legal and contractual requirements in all dealings with young people
- P8 meet the values and principles underpinning youth work in all dealings with young people



## LSI YW01

Initiate, build and maintain purposeful relationships with young people



### Knowledge and understanding

*You need to know and understand:*

- K1 legal, organisational and codes of practice relevant to working with young people, and their impact for communicating and dealing with young people
- K2 locations in the community where young people meet
- K3 the importance of building trust and rapport with young people, and methods for achieving this for a range of young people
- K4 different styles and forms of communication that may be appropriate for communicating with young people, including electronic channels
- K5 the importance of non-verbal communication, such as body language, and how others use and interpret body language in different ways
- K6 possible barriers to communication, their causes, and ways to overcome them
- K7 the importance of ensuring understanding and of avoiding assumptions
- K8 typical issues, concerns and activities of relevance to young people
- K9 the potential risks to own personal safety, and ways of addressing these
- K10 requirements regarding confidentiality, and the importance of meeting these
- K11 the boundaries of own personal competence and responsibility, when to involve others, and how to obtain advice and support
- K12 the values and principles underpinning youth work

## LSI YW01

Initiate, build and maintain purposeful relationships with young people



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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Use appropriate forms and styles of communication suited to the needs and abilities of a variety of young people
2. Use language understood by, and in terms familiar to young people
3. Encourage questions and check for understanding
4. Actively comprehend, retain and respond constructively to any concerns
5. Treat young people with respect
6. Make time available to support others
7. Show integrity, fairness and consistency in your dealings with young people
8. Model behaviour which shows respect, helpfulness and cooperation
9. Take a positive interest in young people's concerns and areas of activity
10. Seek to understand young people's needs and motivations
11. Respond enthusiastically and constructively to the ideas of young people

## LSI YW02

# Assist young people to express and realise their goals



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### 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. It includes assisting them to prioritise their goals and to agree and realise the support that might be needed.

This standard is for all youth workers.

## LSI YW02

### Assist young people to express and realise their goals



#### Performance criteria

- You must be able to:*
- P1 encourage young people to express their views, aspirations, needs and concerns
  - P2 agree and prioritise with young people their goals, and options towards realising these goals
  - P3 explore and identify with young people the factors affecting the realisation of their needs and aspirations
  - P4 identify and explore with young people any constraints to progressing agreed options
  - P5 identify any individual or group needs that might need to be addressed in achieving agreed goals, including any emotional and skills requirements
  - P6 identify and assess learning opportunities for young people from their ongoing activities, and which might assist in addressing their needs
  - P7 agree with young people the type and amount of support required towards achieving their goals
  - P8 assist in realising the support agreed, in line with own level of authority and organisational requirements
  - P9 monitor young people to ensure their physical safety and mental wellbeing and respond appropriately to changes in behaviour
  - P10 behave in accordance with the legal, ethical and contractual requirements of youth work

## LSI YW02

### Assist young people to express and realise their goals



#### Knowledge and understanding

*You need to know and understand:*

- K1 methods for establishing rapport with young people
- K2 why it is important to make contact with young people on their terms
- K3 typical issues and aspirations expressed by young people
- K4 sources of assistance relevant to addressing the issues and needs of young people
- K5 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
- K6 the importance of using young people's current activities as the starting point for developing learning opportunities
- K7 informal, non-formal, formal, learning from experience, communication, critical dialogue and other learning opportunities, and associated resources available
- K8 how young people are motivated
- K9 basic group dynamics
- K10 communication styles and techniques effective in developing dialogue with young people
- K11 own organisation's guidelines relating to child protection, health and safety, and confidentiality
- K12 issues of risk and personal safety, and how to address these
- K13 boundaries and constraints of own role, responsibility and competence in addressing issues with behaviour
- K14 own role and levels of responsibility and who to approach in situations where these might be exceeded
- K15 the values and principles which underpin youth work

## LSI YW02

Assist young people to express and realise their goals



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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Treat young people with respect
2. Acknowledge the insights and input of young people
3. Use appropriate forms and styles of communication, suited to the needs and abilities of young people
4. Communicate at the appropriate time and place
5. Actively comprehend, retain and respond constructively to any concerns
6. Encourage questions, and answer these fully and honestly
7. Involve young people in decision making
8. Demonstrate concern for how young people feel

## LSI YW03

### Engage with communities to promote the interests and contributions of young people



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#### Overview

The value of being responsive to the wider networks and communities which are important to young people underpins all youth work practice and is one of the principles and values which youth workers are expected to know about and apply in their practice. This standard is relevant to all youth work practitioners.

This standard is about engaging with communities to promote the value of youth work, encouraging communities to become a source of youth work activity and to promote the interests and contributions of young people in different communities.

In the context of this standard, 'community' includes: local, regional, national, global, communities of interest and communities of practice.

## LSI YW03

### Engage with communities to promote the interests and contributions of young people



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#### Performance criteria

*You must be able to:*

- P1 identify, develop and maintain a network of key contacts and agencies within the local and wider community who can assist in promoting organisational youth work activities
- P2 gather information and current evidence regarding local and wider communities relevant to identifying their needs and issues with respect to the provision of youth work
- P3 promote the principles and values of youth work to key organisations and stakeholders in the community
- P4 build awareness of the rights of young people, and of the contributions that young people make to communities
- P5 create opportunities for young people to be involved positively with communities
- P6 identify opportunities to promote positive images of young people within the community and to minimise any negative stereotyping
- P7 identify and respect the aims and objectives of others in the community and help young people to do so, recognising when priorities may differ
- P8 facilitate an understanding of the available knowledge, skills and experience relating to youth work and the services provided by own organisation to communities and others
- P9 enable young people to learn from their experiences of working with different communities
- P10 work proactively to include the most excluded and marginalised communities while recognising their right to choose not to engage
- P11 support networks, partnerships and communities to work together to resolve issues associated with ideology, conflict, competition and funding



## LSI YW03

### Engage with communities to promote the interests and contributions of young people



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#### Knowledge and understanding

*You need to know and understand:*

- K1 principles of effective communication and how to apply them in engaging with the local and wider community
- K2 the benefits for individuals and organisations of networking
- K3 the nature and extent of current youth work provision in the local community
- K4 the right of young people to have their ideas and views respected within the communities in which they operate
- K5 the range of methods for developing effective relationships with others involved with young people and, where necessary, how to end relationships which are no longer effective
- K6 the types of information that may be needed or provided by young people, relevant agencies and other stakeholders appropriate to establishing community needs from youth work and vice versa
- K7 how local, regional, national and global issues and activities can impact upon each other, including how local activities relate to the wider context, and vice versa
- K8 the skills, knowledge, services and support to young people offered by own organisation and how it can contribute to communities
- K9 how to assess the interests of those providing feedback, and the implications for identifying and evaluating the opportunities for youth work
- K10 why communities have different needs which require different approaches to engagement and activity
- K11 why communities may be excluded or marginalised
- K12 why communities have a right not to engage and how to recognise this
- K13 ways to support networks, partnership and communities in working together to resolve differences over ideology, conflict resolution, competition or funding
- K14 the values and principles underpinning youth work

## LSI YW03

Engage with communities to promote the interests and contributions of young people



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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Work to develop an atmosphere of professionalism and mutual support
2. Make time available to support others
3. Keep promises and honour commitments
4. State your own position and views clearly and confidently, even when these may conflict with those of others
5. Consider the impact of your own actions upon others

#### Glossary

**Community** includes: local, regional, national, global, communities of interest and communities of practice

## LSI YW04

### Develop productive working relationships with colleagues and stakeholders to support youth work



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#### 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 recommended for youth work managers and senior managers.

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

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

## LSI YW04

Develop productive working relationships with colleagues and stakeholders to support youth work



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### Performance criteria

- You must be able to:*
- P1 identify partners and stakeholders and the nature of their interest and relationship to the activities and performance of own organisation
  - P2 establish working relationships with colleagues, partners and stakeholders
  - P3 recognise and respect the roles, responsibilities, interests and concerns of others
  - P4 provide others with appropriate information in line with legal and organisational requirements, to enable them to perform effectively
  - P5 consult others in relation to key decisions and youth work activities and take account of their views, including their priorities, expectations and attitudes to potential risks
  - P6 monitor and fulfil agreements made with others and advise others promptly of any difficulties or where it is not possible to fulfil agreements
  - P7 identify and action any conflicts of interest and disagreements in ways that minimise damage to activities and to the young people, individuals and organisations involved
  - P8 monitor and review the effectiveness of working relationships with others, seeking and providing feedback, in order to identify areas for improvement
  - P9 work in line with and champion the values and principles underpinning youth work when working with others

## LSI YW04

Develop productive working relationships with colleagues and stakeholders to support youth work



### Knowledge and understanding

*You need to know and understand:*

- K1 the value and benefit of developing productive working relationships with others
- K2 principles of effective communication and how to apply them to
- K3 why it is important to recognise and respect the roles, responsibilities, and interests of colleagues and stakeholders
- K4 the relevant agencies, partners and stakeholders and the nature of their interest in own organisation performance or activities
- K5 developments, issues and concerns of importance to stakeholders in youth work and how to recognise these
- K6 the importance of taking account of the views of others, particularly in relation to their priorities, expectations and attitudes to potential risks
- K7 the importance of monitoring wider developments in relation to stakeholders and how to do so effectively
- K8 current and emerging political, economic, social, technological, environmental and legal developments in youth work
- K9 mechanisms and tools for communicating and consulting with others
- K10 how to identify and agree what information is appropriate and legal to provide to others, and organisational requirements for sharing information
- K11 how to identify conflicts of interest and disagreements and techniques to manage or remove them
- K12 why communication regarding fulfilment of agreements or any problems affecting or preventing fulfilment is important
- K13 mechanisms for monitoring and reviewing the effectiveness of working relationships with others
- K14 how to obtain, share and use feedback on the effectiveness of working relationships
- K15 the legal, organisational, ethical requirements and other codes of practice relevant to working with others and young people
- K16 the values and principles underpinning youth work

## LSI YW04

# Develop productive working relationships with colleagues and stakeholders to support youth work



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### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

### Behaviours

1. Present information clearly, concisely, accurately and in ways that promote understanding
2. Show respect for the views and actions of others
3. Seek to understand people's needs and motivations
4. Comply with and ensure others comply with legal requirements, industry regulations, organisational policies and professional codes
5. Create a sense of common purpose
6. Work towards win-win solutions
7. Show sensitivity to internal and external politics that impact on your area of work
8. Keep promises and honour commitments
9. Consider the impact of your own actions on others
10. Use communication styles that are appropriate to different people and situations
11. Work to develop an atmosphere of professionalism and mutual support

### Glossary

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

## LSI YW05

Enable young people to use their learning to enhance their future development



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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.

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

## LSI YW05

Enable young people to use their learning to enhance their future development



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### Performance criteria

- You must be able to:*
- P1 explore with and promote clearly to young people the benefits of ongoing learning
  - P2 encourage young people to reflect constructively upon their experiences and to recognise the consequent learning points
  - P3 create appropriate opportunities for young people to reflect on their learning and experiences
  - P4 provide active and sensitive support to enable young people to deal with any experiences and learning they find challenging
  - P5 develop the ability of young people to take charge of their own review sessions
  - P6 encourage young people to value each other's learning and experiences
  - P7 encourage young people to identify how their learning from youth work experiences might be applied in other areas of life
  - P8 work with young people to identify and develop clear and achievable personal and group development goals
  - P9 assist young people to identify activities which will realise their goals and which are in line with the way they choose to learn, recording these as appropriate
  - P10 identify sources of support to help young people to carry out and review their learning and development



## LSI YW05

Enable young people to use their learning to enhance their future development



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### Knowledge and understanding

*You need to know and understand:*

- K1 activities and techniques for explaining and promoting the benefits of ongoing learning, and associated sources of support for young people
- K2 the importance of encouraging young people to reflect on their own experiences and draw their own learning from them
- K3 techniques for creating an environment where it is safe to communicate openly and honestly about experiences, learning and aspirations
- K4 techniques for facilitating and monitoring group dynamics, enabling young people to focus on important issues for them, including those they find challenging
- K5 facilitation skills, including active comprehension, , appropriate towards empowering young people in taking ownership of the learning process
- K6 how to work with young people to identify achievable goals, and mechanisms for recording young people's development
- K7 methods of learning and other theories relevant to development planning
- K8 the importance of giving and receiving feedback effectively and methods for achieving this with young people
- K9 activities and techniques that can be used for monitoring and reflecting on development
- K10 additional sources of support for young people as they implement their development plans and deal with issues which are beyond own remit
- K11 how and when to use accreditation to enhance young people's learning
- K12 methods of accrediting learning
- K13 the value of informal, non-formal, formal, learning from experience, communication and critical dialogue, and how these can enhance the development of young people
- K14 the values and principles underpinning youth work

## LSI YW05

Enable young people to use their learning to enhance their future development



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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Recognise the young person as a partner in the learning process
2. Work to provide a safe learning and development environment for young people
3. Encourage young people to explore their capacity for growth and development
4. Encourage young people to be critical and creative in their responses to the world around them

## LSI YW06

### Enable young people to work in groups



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#### 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 to develop group activities that meet both group and individual needs and preferences. This standard is for all youth work practitioners.

#### Performance criteria

*You must be able to:*

- P1 explain own role as a facilitator in relation to the group
- P2 negotiate with young people the boundaries of behaviour within the group, ensuring that they are fair and inclusive
- P3 ensure that all group members' views are considered, acknowledged and treated with respect
- P4 encourage young people to respect the views of others and recognise the effect of their actions on others
- P5 encourage and support young people and adults to establish groups to facilitate youth work activities
- P6 promote the maintenance of positive relationships and the valuing of differences between individual group members and with other groups
- P7 assist young people in communicating clearly, actively comprehending others and overcoming any communication barriers
- P8 support young people to develop their ability to give, receive and value constructive feedback
- P9 use facilitation methods and styles appropriate to the group's stage of development to develop group activities
- P10 ensure that interventions balance working towards achieving group outcomes, meeting individual needs and dealing with group dynamics
- P11 monitor and evaluate the effect of group work on achievement of intended individual and collective outcomes
- P12 identify when behaviour is outside the boundaries agreed for the group of young people
- P13 ensure that conflicts and tensions between individual group members and others are acknowledged openly
- P14 identify and implement actions towards managing unacceptable behaviour, conflicts and tensions, ensuring that these are in line with legislation, policy and procedures
- P15 seek support when actions that need to be taken to support the group are outside the limits of own role and responsibility
- P16 meet own organisation policy, practice and requirements for recording and reporting group sessions for young people, including incidents that may arise
- P17 ensure that all group work with young people is in accordance with youth work values and principles

### Knowledge and understanding

*You need to know and understand:*

- K1 own role as a facilitator of group dynamics and activities
- K2 the importance of group work in developing the skills and confidence of young people
- K3 concepts, theories and contemporary models of group dynamics and their analysis
- K4 factors likely to affect group dynamics
- K5 ways to facilitate groups which encourage empowerment and take account of a group's stage of development
- K6 the importance of agreeing boundaries of behaviour with the group and its members
- K7 how to encourage and support young people and adults to establish new groups to facilitate youth work activities
- K8 how to respect and value the differences between group members
- K9 methods and interventions used to develop group activities
- K10 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
- K11 how to recognise behaviours outside agreed boundaries, and the difference between oppressive behaviour and assertiveness
- K12 how the age and stage of development of young people can affect the way in which behaviour is viewed
- K13 the importance of taking into account young people's previous experience which may impact upon their current behaviour
- K14 techniques for diverting oppressive behaviour
- K15 ways to provide constructive feedback to groups and their members
- K16 ways of monitoring and evaluating group work and the success of groups
- K17 why it is important for young people to learn to manage their own behaviour and address any conflict positively, individually and in groups
- K18 from whom to seek support when actions need to be taken that are outside the limits of own responsibility
- K19 organisational policies and procedures for recording and reporting group sessions including reporting of the incidents and who reports should be made to
- K20 the importance of enabling and supporting group work in accordance with youth work values and principles

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## Additional Information

### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

### Behaviours

1. Help young people to relax, meet friends, make new relationships to have fun and to find support
2. Are concerned with how young people feel, not just with what they know and can do
3. Promote acceptance and understanding of others
4. Actively comprehend, retain and respond, encouraging questions and checking for understanding
5. Communicate clearly, concisely and unambiguously

## LSI YW07

# Encourage young people to broaden their horizons to be effective citizens



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### 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 and engaged citizens, broadening their horizons and 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.

## LSI YW07

Encourage young people to broaden their horizons  
to be effective citizens



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### Performance criteria

- You must be able to:*
- P1 explore constructively with young people the concept of citizenship including its relevance at local, national, international and global levels
  - P2 promote an awareness of the wider local, national and global communities, and explore and identify the benefits of involvement with these
  - P3 explore and identify with young people their roles and responsibilities as an effective citizen
  - P4 explore and identify young people's aims and aspirations regarding their involvement and connection to wider communities, promoting ways of extending their involvement for example through voluntary work
  - P5 promote discussion of ideas and routes towards challenging and changing decision-making processes at local and national level, promoting their involvement, voice and influence
  - P6 explore young people's perceptions regarding potential barriers and constraints to their fulfilling their potential as effective citizens, and identify actions towards addressing these responsibly and constructively
  - P7 involve young people in identifying and organising activities designed to enhance their knowledge and understanding of how they can develop their engagement as effective citizens
  - P8 facilitate activities designed to develop young people's engagement and participation as effective citizens, to become involved with, and to contribute positively to the wider community
  - P9 explore with young people the global context to personal, local and national decisions and actions
  - P10 reflect with young people on the learning points arising from activities relevant to their role as developing effective citizens, and use this, to reinforce the role of young people, and also to inform future actions



## LSI YW07

Encourage young people to broaden their horizons to be effective citizens



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### Knowledge and understanding

*You need to know and understand:*

- K1 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 effective citizens
- K2 the relevant personal, social, cultural, local, national and international groups and wider communities
- K3 what is meant by effective citizenship, including its relation to families, local communities, local and national government, and international and global affairs
- K4 how citizenship is addressed in schools, and how youth work activities can complement this
- K5 the starting points for young people when considering how to develop their horizons
- K6 sources of support from other agencies towards broadening the horizons of young people, and how this can be accessed
- K7 the democratic process and the role of local and central government including key decision-making roles and responsibilities
- K8 the nature and aims of the principal political parties
- K9 key principles of criminal and civil law, relevant to effective citizenship amongst young people
- K10 opportunities and activities to enhance young people's involvement and participation in wider communities, including volunteer opportunities, and how to access, create and implement these
- K11 activities that might be used to enhance young people's understanding of effective citizenship and their relative advantages and disadvantages
- K12 barriers and constraints that young people consider as hindering their ability to fulfil their potential as effective citizens, and appropriate actions towards overcoming these
- K13 the importance of involving young people in exploring the opportunities to enhance their involvement so that they can take ownership of the process, and methods for achieving this
- K14 the values and principles underpinning youth work

## LSI YW07

Encourage young people to broaden their horizons to be effective citizens



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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Treat young people with respect
2. Respect the rights and beliefs of others, and do not impose your own values upon those with different views
3. Encourage questions and check for understanding
4. Actively comprehend, retain and respond constructively to any concerns
5. Value equality of opportunity and diversity, challenging oppression and discrimination

## LSI YW08

### Support young people to identify and achieve aims



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#### Overview

This standard is for youth workers who work alongside young people, enabling them to identify needs, make plans and take action towards achieving their aims.

It includes supporting young people to reflect upon and learn from their own and others actions, and encourages their resilience by identifying and addressing issues and problems encountered as well as by celebrating achievement and success.

The importance of participation and the active involvement of young people is one of the values which youth workers are expected to know about and apply when working with young people to identify needs and make plans.

### Performance Criteria

*You must be able to:*

- P1 work with young people to identify and agree their personal aims for achievement
- P2 identify with young people a range of actions for achieving their aims, assessing objectively their feasibility with the young person
- P3 assist young people to identify the benefits and risks associated with potential actions, and to balance the risks against the benefits for self and others
- P4 encourage young people to explore their aims and possible actions towards achieving these with relevant parties, including their parents/carers
- P5 review with young people any concerns or constraints that they identify as a potential barrier towards realising their aims
- P6 assist young people to explore and address problems objectively and constructively
- P7 agree with young people their preferred route to achieve their aims and assist them to develop an action plan towards realising their aims
- P8 ensure that young people's needs, feelings and responses to agreed actions are considered
- P9 encourage and assist young people to identify opportunities to develop the skills to implement their plan and realise their aims
- P10 ensure that their agreed actions fulfil legal, regulatory and ethical considerations
- P11 provide ongoing information and support to young people towards realising their aims, in line with agreed role and responsibilities
- P12 create opportunities for young people to reflect upon and learn from their experiences, exploring with them how they can apply such learning to progress their aims
- P13 encourage the young person to explore and develop methods to manage their own behaviour
- P14 seek appropriate support where there are difficulties in addressing the young person's behaviour and in negotiating realistic aims and boundaries with the young person
- P15 recognise young people's achievements, and support and assist them in dealing with any perceived setbacks
- P16 encourage the resilience of young people by celebrating achievements, including addressing problems

### Knowledge and understanding

*You need to know and understand:*

- K1 legal, regulatory and ethical requirements relating to youth work, and their impact within own area of responsibility
- K2 the values and principles which underpin youth work
- K3 the importance of young people setting and owning goals for their achievement
- K4 factors which determine appropriate goals and boundaries for young people
- K5 factors to be taken into account when assessing the feasibility of aims and action plans, and how to undertake objective assessments
- K6 the parties with which the young person should consult regarding their aims and plans
- K7 the importance of evaluating the options being considered and how to undertake a risk/benefit analysis of action plans
- K8 sources of information and advice available to young people which can assist their evaluation of options
- K9 effective problem solving techniques
- K10 sources of learning and development which can be used by young people in developing the skills appropriate to implementing their plans
- K11 methods of monitoring and evaluating the progress of action plans in realising the aims of young people
- K12 the importance of reflecting on and learning from experiences and how to create opportunities for young people to do this
- K13 the importance of creating an environment where young people consider it safe to talk openly and honestly about their aims and experiences, and how to do this
- K14 why it is important for young people to reflect on their behaviour and recognise the impact this can have on their relationships
- K15 methods for dealing constructively with setbacks experienced by young people
- K16 available forms for support for individuals and self and how to access them
- K17 the importance of recognising and celebrating achievements in motivating and encouraging resilience in young people, and methods for doing this effectively
- K18 the values and principles underpinning youth work

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## Additional Information

### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

### Behaviours

1. Treat young people with respect
2. Anticipate likely future scenarios based upon a realistic analysis of current circumstances
3. Acknowledge the input and insights of young people
4. Seek to understand the needs and motivations of young people
5. Use appropriate forms and styles of communication, suited to the needs and abilities of young people

## LSI YW09

# Support young people in their understanding of risk and challenge



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### Overview

This standard is for those who work with young people and are involved in activities involving risks and challenge. It has a focus on providing challenging opportunities, and using these to promote young peoples' understanding and ability to manage the associated risks.

This standard includes developing young people's understanding and appreciation of risk, and their ability to manage risk within the context of their personal and social development. Providing challenges and developing an understanding of risk can also have the benefit of encouraging resilience in young people.

## LSI YW09

Support young people in their understanding of risk and challenge



### Performance criteria

- You must be able to:*
- P1 identify appropriate challenges of interest to young people and which have aspects of risk that need to be managed
  - P2 assess and select challenges where the risks are within the young people's ability to manage
  - P3 agree the nature of the challenge with the young people involved, and the purpose of the risk assessment
  - P4 work with young people to facilitate their identification and understanding of the risks associated with challenge
  - P5 explore and agree with the young people a plan, and appropriate actions, towards managing the risks identified
  - P6 ensure that all involved in the challenge understand and agree the risks and actions appropriate to managing these
  - P7 evaluate the action plan and confirm that it addresses the risks associated with the plan
  - P8 review any concerns regarding the plan with the young people, and appropriate experts as necessary, and agree how these are to be addressed
  - P9 encourage and maintain risk assessment during the challenge, taking the appropriate actions to refine the plan
  - P10 review with the young people their experiences gained from undertaking the challenge and encourage their insights regarding the lessons learnt



## LSI YW09

### Support young people in their understanding of risk and challenge



#### Knowledge and understanding

*You need to know and understand:*

- K1 legal and organisational requirements relating to managing risks with young people, and the impact of these requirements on own role
- K2 methods for establishing rapport with young people
- K3 types of risk and the factors which create different types of risk
- K4 the importance of managing risk and methods for doing this without removing the aspect of challenge within activities for young people
- K5 key stages in the risk management process
- K6 the importance of identifying challenges of interest to young people
- K7 ways of working with young people to identify and describe clearly potential risks in relation to the planned activities
- K8 decisions and actions that might be taken in relation to identified risks
- K9 relevant people to whom particular risks need to be referred, and circumstances when this is required
- K10 agencies available to give support in providing challenging activities appropriate for young people
- K11 methods, tools and techniques to encourage young people to reflect on risks and challenges and the learning points gained
- K12 own level of competence, and that of others involved in the activities, and the importance of ensuring that these are appropriate for the activities
- K13 the limits of own authority and to whom to refer where these limits are exceeded
- K14 own organisation's emergency policies and procedures
- K15 the values and principles underpinning youth work

## LSI YW09

Support young people in their understanding of risk and challenge



### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Treat young people with respect
2. Acknowledge the insights and input of young people
3. Allow young people to take on challenges of their choosing, without undue influence by your own preferences and prejudices

## LSI YW10

### Facilitate young people's empowerment through their active involvement in youth work



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#### Overview

This standard is for all youth workers and is about empowering young people to build upon their goals and aspirations, to identify options and select preferred activities.

It includes supporting the young person to reflect on how their involvement develops self-confidence and self-awareness.

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

## LSI YW10

### Facilitate young people's empowerment through their active involvement in youth work



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#### Performance criteria

- You must be able to:*
- P1 enable young people to identify their starting point in terms of self-awareness and self-confidence
  - P2 encourage young people to identify their interests and goals from engaging with youth work and to relate these to the outcomes sought
  - P3 explore and identify with young people a range of activities and opportunities which would address their interests and goals
  - P4 explore and agree the feasibility of the options, identifying and taking into account with the young people, the resources and expertise required
  - P5 progress the preferred option(s), working with the young people to identify clear objectives, ensuring that these can be realised
  - P6 work with the young people to agree the activities or opportunities to be undertaken in achieving the objectives, and to identify and access the resources required
  - P7 identify any concerns, or barriers, that may need to be overcome, discussing and agreeing with the young people involved how these are to be addressed
  - P8 encourage young people to participate and to reflect on how their involvement in youth work impacts on their self-awareness and self-confidence.
  - P9 explore and agree with the young people the criteria for evaluation and how progress will be monitored

## LSI YW10

Facilitate young people's empowerment through their active involvement in youth work



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### Knowledge and understanding

*You need to know and understand:*

- K1 legal, regulatory and ethical requirements relevant to youth work and their impact for own area of operations
- K2 methods, tools and indicators to explore young people's levels of self-confidence and self-awareness
- K3 the importance and resulting benefits of young people participating in youth work activities, and methods for achieving this
- K4 how to support young people in identifying opportunities and activities that they can be involved with, and identifying the benefits of involvement
- K5 key areas of interest and the related goals of young people, and the types of activities, including those that respond to concerns, barriers and issues, which can fulfil these goals
- K6 the importance of not imposing own values and ideas upon young people
- K7 the factors to take into account when assessing the feasibility of youth work activities, and how to undertake an objective assessment
- K8 the types of resources required for various activities and how to evaluate the suitability of learning and development resources for use in youth work
- K9 the importance of designing activities which take account of the differences between individuals, the ways they choose to learn and methods for doing this
- K10 providers of services relevant to youth work, and methods for evaluating their suitability
- K11 effective ways of monitoring and evaluating youth work activities
- K12 the values and principles underpinning youth work

## LSI YW10

Facilitate young people's empowerment through their active involvement in youth work



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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Treat young people with respect
2. Encourage and support others to make the best use of their abilities
3. Take appropriate account of the skills, maturity and interests of young people in taking responsibility for designing youth work activities
4. Encourage and recognise imaginative ideas
5. Acknowledge the insights and input of young people

## LSI YW11

### Plan, prepare and facilitate activities with young people



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#### 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.

It covers the planning, preparation and facilitation of activities involving young people. It also includes involving young people in the design of activities.

## LSI YW11

### Plan, prepare and facilitate activities with young people



#### Performance criteria

- You must be able to:*
- P1 identify and agree with young people activities which are relevant to their needs and appropriate for the setting
  - P2 involve young people in the planning and preparation of activities, encouraging them to take ownership
  - P3 work with young people to identify, agree and record the steps and actions to be taken to achieve agreed activities
  - P4 identify any concerns, constraints or potential barriers to be overcome in achieving the activity and agreeing with the young people involved how these should be addressed
  - P5 identify and obtain the necessary information and resources for agreed activities
  - P6 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
  - P7 identify any unacceptable behaviour and address this correctly and fairly
  - P8 recognise the successful contributions and completion of activities, acknowledging those involved
  - P9 involve young people in monitoring and evaluating the effectiveness of the activity and identify ways of enhancing activities
  - P10 work within the values and requirements of the setting relevant to own work
  - P11 work within the existing curricula or programmes where relevant and applicable
  - P12 work effectively with other agencies to achieve activities for young people



## LSI YW11

### Plan, prepare and facilitate activities with young people



#### Knowledge and understanding

*You need to know and understand:*

- K1 the legal and organisational requirements that are relevant to own work with young people, including those of own and other relevant organisations
- K2 the importance of agreeing relevant and appropriate activities with young people
- K3 methods and tools suitable for planning youth work activities
- K4 processes and techniques for designing and developing activities with young people
- K5 the importance of designing activities which take account of the methods of learning preferred by those participating, and how to do this
- K6 potential barriers to effective learning and activities and methods for addressing these
- K7 the types of settings and resources required for activities, and opportunities, options and constraints towards obtaining these within budget and time requirements
- K8 ways of encouraging young people to participate in agreed activities
- K9 why it is important to monitor the activity for conflict and how to address this promptly and fairly
- K10 effective ways of working with and involving young people in the monitoring and evaluation of activities
- K11 how to recognise achievement, and to provide constructive feedback to young people
- K12 the values and principles underpinning youth work

## LSI YW11

Plan, prepare and facilitate activities with young people



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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Prioritise objectives and plan work to make the best use of time and resources
2. Show integrity, fairness and consistency in decision-making and involve young people in the process
3. Encourage and support others to make the best use of their abilities
4. Acknowledge the insights and input of young people
5. Actively comprehend, retain and respond constructively to any concerns

## LSI YW12

### Work with young people to manage resources for youth work activities



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#### 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 covers 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.

## LSI YW12

### Work with young people to manage resources for youth work activities



#### Performance criteria

- You must be able to:*
- P1 evaluate available information and consult with relevant parties to establish the available budget for the proposed activity
  - P2 work with young people to identify the resources needed for the proposed activity, including the necessary skills, people's time, equipment and materials
  - P3 assist young people to identify any gaps in the available resources required to achieve the objectives for the activity, and to explore options for meeting the gaps, and the impact upon budgets
  - P4 work with young people to develop and implement realistic plans for raising money and obtaining further resources
  - P5 involve young people in preparing an accurate project plan for the required activity, setting out a schedule of actions
  - P6 agree the project plan and budget with the young people involved and any further relevant parties
  - P7 work with young people to establish an accurate and readily understood system for monitoring progress against the schedule and budget
  - P8 brief all those involved regarding the project, ensuring that they understand their roles and responsibilities
  - P9 monitor the expenditure and any income whilst the activity is being progressed, identifying promptly any significant variations from the budget, the reasons for these, and take prompt appropriate action
  - P10 work with young people to achieve the objectives for the activity, using the success of the activity, identifying any improvements in how resources might have been managed, and use this to inform future work
  - P11 keep clear, accurate and comprehensive records in a form that other people can understand

## LSI YW12

### Work with young people to manage resources for youth work activities



#### Knowledge and understanding

*You need to know and understand:*

- K1 legal, regulatory and ethical requirements relating to youth work, and their impact on own area of operations
- K2 legislation and organisational guidelines relating to raising money or other resources for youth work activities
- K3 the information required and their sources for preparing a realistic estimate of the budget and resources necessary for the activities
- K4 the importance of young people participating in identifying, planning, and managing resources
- K5 the importance of spending time on, and of consulting with relevant stakeholders when identifying the resources required and establishing a budget for activities
- K6 how to prepare, agree and monitor a budget with young people
- K7 financial accountabilities and the extent to which people are financially responsible within own organisation
- K8 how to evaluate resource requirements and identify gaps
- K9 why it is important to support young people in obtaining their own resources for activities
- K10 the range of available resources, both within and outside own organisation
- K11 how to set, monitor and document action plans with young people
- K12 systems for tracking income and expenditure during implementation of an event, activity or project
- K13 why it is important to monitor expenditure carefully and involve young people in the monitoring
- K14 the importance of providing accurate and regular information regarding performance against the budget to relevant people
- K15 the limits of own authority, and to whom to refer to when necessary
- K16 the values and principles underpinning youth work

## LSI YW12

### Work with young people to manage resources for youth work activities



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## Additional Information

### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

### Behaviours

1. Present information clearly, accurately and concisely, and in ways which promote understanding
2. Make the best use of available resources, and pro-actively seek new sources of support where necessary
3. Treat young people with respect
4. Act within the limits of your authority

### Glossary

**'Activity'** is used in this standard to cover an event, activity and/or project

## LSI YW13

# Support young people in evaluating the impact of youth work activities



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### Overview

This standard is about supporting young people to evaluate youth work activities they are involved in. It includes identifying how activities affect their own development, and how such activities might be enhanced.

This standard is for youth workers involved in supporting young people in evaluating the impact of activities.

## LSI YW13

### Support young people in evaluating the impact of youth work activities



#### Performance criteria

- You must be able to:*
- P1 Identify the youth work activities with which young people have been involved
  - P2 Explore with young people their motivation, aspirations, needs and concerns relating to their participation in youth work activities, prior to their involvement in the activity
  - P3 Explore with young people how their motivation, aspirations, needs and concerns have developed during activities, and their perceptions regarding how their participation has impacted on their development
  - P4 Support young people to identify any barriers and constraints of youth work activities which impact on the achievement of developmental goals
  - P5 identify and agree with young people the developmental goals, indicators and measures against which the success of the youth work activity can be assessed
  - P6 agree indicators which are measurable and realistic and which are in line with the young people's needs being addressed by the activity
  - P7 identify and agree with young people those actions appropriate towards monitoring progress against the indicators
  - P8 work with young people to monitor the agreed indicators
  - P9 reflect on activities and outcomes with the young people involved and evaluate with them the success of the activity against the indicators agreed
  - P10 assist young people to identify and develop proposals and future development goals arising from their evaluation
  - P11 use the indicators and evaluation to inform future youth work activities



## LSI YW13

### Support young people in evaluating the impact of youth work activities



#### Knowledge and understanding

*You need to know and understand:*

- K1 legal, organisational and ethical requirements relevant to youth work, and their impact within own area of responsibility
- K2 The types of developmental goals that young people may have and how youth work activities can contribute to their realisation
- K3 How to set developmental goals and objectives relevant to young people
- K4 The barriers and constraints that young people face in achieving their developmental goals and potential actions towards addressing these
- K5 The available support agencies that can assist the achievement of development of young people's developmental goals and how to involve such agencies
- K6 the importance of monitoring and evaluating youth work activities with young people and methods for doing this
- K7 the value and benefits to young people from reflecting on their activities and achieved outcomes
- K8 the importance of involving young people in evaluating the impact of activities and promoting their ownership of the process, and methods for achieving this
- K9 measures of success for typical youth work activities
- K10 the importance of consulting with colleagues and stakeholders in developing and agreeing indicators and measures
- K11 the importance of promoting the success of youth work activities
- K12 own role and responsibilities and who to refer to should these be exceeded
- K13 the values and principles underpinning youth work

## LSI YW13

### Support young people in evaluating the impact of youth work activities



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## Additional Information

### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

### Behaviours

1. Treat young people with respect
2. Acknowledge the insights and input of young people
3. Involve young people in decision making
4. Seek to understand the needs and motivation of others
5. Use appropriate forms and styles of communication, suited to the needs and abilities of others

## LSI YW14

# Facilitate young people's exploration of their values and beliefs



### 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 for all youth workers. 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.

## LSI YW14

# Facilitate young people's exploration of their values and beliefs



### Performance criteria

- You must be able to:*
- P1 explore with young people what is meant by 'values' and 'beliefs' and the connections and differences between them
  - P2 help young people understand the place of nature, nurture, context and community in the development of 'values' and 'beliefs'
  - P3 ensure that the environment within which the exploration takes place is safe and appropriate for self and the young people
  - P4 enable young people to explore values and beliefs different from their own
  - P5 enable young people to understand how values and beliefs impact issues of 'right' and 'wrong'
  - P6 recognise how own values and beliefs may influence interactions with young people
  - P7 enable young people to explore their values and beliefs, without imposing own values upon them
  - P8 explore with young people the choices they can make regarding their values and beliefs
  - P9 build trust with young people to enable them to explore the implications of their values and beliefs upon themselves, their behaviour and how others may respond to them
  - P10 enable young people to share understandings of values and beliefs without imposing these upon others
  - P11 explore with young people how values and beliefs contribute to positive or negative self-confidence, self-image and self-esteem
  - P12 encourage young people to celebrate success, congratulate each other and to build others' self-esteem
  - P13 encourage young people to shape their values and beliefs to reflect how and who they want to be
  - P14 meet the values and principles underpinning youth work when working with young people to explore and develop their values and beliefs.

## LSI YW14

### Facilitate young people's exploration of their values and beliefs



#### Knowledge and understanding

*You need to know and understand:*

- K1 what is meant by 'values and beliefs', and why it is important to encourage young people to explore their own values and beliefs
- K2 why it is important to be aware of own values and beliefs, and to be prepared to discuss them
- K3 the relationship of values to issues of 'right' and 'wrong'
- K4 the importance of building trust with young people in order to have conversations about values and beliefs, and how to establish trust
- K5 values and beliefs that young people may encounter that can influence their own values and beliefs, including ethnic and social cultures, ideological, spiritual, philosophical, political beliefs and convictions of non-belief
- K6 differing contexts, cultures and perspectives regarding values operating within young people's communities, in wider society and nationally
- K7 the relationship between values, beliefs and behaviour
- K8 techniques and activities which encourage young people to become more self-aware and recognise their self-image
- K9 the potential effects and consequences of positive or negative self-confidence, self-image, and self-esteem
- K10 the importance of respecting the right of a young person to hold a view of the world and themselves
- K11 activities and techniques that can provide young people with a sense of success and self-worth
- K12 the values and principles which underpin youth work

## LSI YW14

### Facilitate young people's exploration of their values and beliefs



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## Additional Information

### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

### Behaviours

1. Treat young people with respect
2. Recognise the young person as a partner in the learning process, acknowledging their insights and input
3. Encourage young people to express how they feel, and accept their view of themselves
4. Value young people for what they are, and what they can offer
5. Respect and value individual differences
6. Work according to the values and principles which underpin youth work

## LSI YW15

### Advocate on behalf of young people and enable them to represent themselves to others



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#### 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 themselves, their views and interests to others. It also includes identifying what the needs and interests of individuals or groups of young people, and presenting their needs and interests accurately and fairly.

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

## LSI YW15

Advocate on behalf of young people and enable them to represent themselves to others



### Performance criteria

- You must be able to:*
- P1 identify models of advocacy with young people
  - P2 agree with young people the key issues they wish to address through advocacy, the desired outcomes and the information requirements
  - P3 identify with the young people the appropriate people they will need to communicate and engage with, including decision makers and those who influence
  - P4 identify with young people opportunities to participate and to represent themselves
  - P5 assist young people to collect sufficient and valid information to enable them to support and present their views and interests
  - P6 explore and agree with young people how to present their views and interests, based upon a consideration of the anticipated viewpoints of the audience
  - P7 assist young people in planning their presentation
  - P8 ensure that young people represent themselves wherever possible
  - P9 identify with young people, any aspect where they feel they lack the skills and confidence, and support young people to address these
  - P10 work with young people to address any constraints or barriers to their representing themselves effectively
  - P11 identify when it is necessary to advocate on behalf of young people
  - P12 review available information about the needs of young people and collect additional information to ensure accurate and fair advocacy
  - P13 present the interests of young people, listen to the response of others and offer constructive feedback to resolve issues
  - P14 ensure that accurate, complete and up-to-date records of the information presented and the actions taken are maintained
  - P15 review the outcomes of presentations with young people, and agree appropriate consequent actions
  - P16 comply with relevant codes of practice, guidelines and ethical requirements and work in line with youth work values.



## LSI YW15

Advocate on behalf of young people and enable them to represent themselves to others



### Knowledge and understanding

*You need to know and understand:*

- K1 own role and responsibilities within the advocacy of young people's views and interests
- K2 contemporary models, methods and techniques of advocacy
- K3 typical circumstances where young people may need advocacy
- K4 factors affecting the ability of young people to participate and represent themselves
- K5 methods of assessing the maturity, skills and confidence of young people relevant to presenting their views and interests
- K6 the importance of establishing realistic goals for the outcome of representations
- K7 how to agree the advocacy needed with and for young people including the goals, information needed and how to present the case
- K8 the range of situations where representation may take place, and the factors to consider in preparing for these
- K9 who to contact in order to pursue the interests of young people
- K10 the type of information needed and how to obtain additional information to ensure accurate and fair advocacy
- K11 the importance of preparation when presenting views and arguments, the needs and expectations of the audience, and methods of achieving this
- K12 the difference between decision makers and those who influence the decision making process, and the importance of each
- K13 presentation skills appropriate to presenting views and interests
- K14 typical issues and areas of concern raised through advocacy and ways to resolve them
- K15 how to provide feedback and review the outcomes of advocacy with young people
- K16 how to take any required action following the advocacy representation
- K17 legal, organisational and ethical codes of practice, guidelines and requirements relevant to youth work and own role, and their impact upon own area of responsibility
- K18 the importance of advocating with and for young people in line with the values and principles underpinning youth work

## LSI YW15

Advocate on behalf of young people and enable them to represent themselves to others



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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Encourage young people to value their views and their right to be heard
2. Challenge constructively any unrealistic views, or those based upon unfounded
3. Treat young people with respect
4. Seek to understand other people's needs and motivations
5. Work towards solutions which are mutually agreed

## LSI YW16

### Enable young people to access information and make decisions



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#### Overview

This standard is about supporting young people to identify their information needs and helping them to gather the information needed to make informed decisions. It also covers providing information and supporting young people to use this to make decisions

When providing support, this is within the boundaries of the youth worker's responsibilities and without removing the young person's right of empowerment. It is not intended to cover the more formal process of counselling.

## LSI YW16

Enable young people to access information and make decisions



### Performance criteria

- You must be able to:*
- P1 establish and assess the information and support sought by young people
  - P2 identify and source information in line with organisational procedures, including information from other agencies as needed
  - P3 identify specific individual or group information needs that might need support to access the relevant information
  - P4 work with young people to help them to identify, collect and store the information they need in relevant media
  - P5 ensure that young people are introduced to information which helps them to broaden their options for action, learning and development through youth work
  - P6 review with young people the information obtained, help them to seek additional information sources and to take appropriate action where it may be out of date or misleading
  - P7 support young people in organising information to generate options, consider advantages and disadvantages, make decisions and plan future goals
  - P8 confirm with young people that they understand the information they have accessed
  - P9 plan and agree with young people how future support will be provided
  - P10 support young people in using new forms of media safely and free from bullying and harassment
  - P11 evaluate the effectiveness of information and support provided and use this to positively influence future support
  - P12 monitor and take action to maintain the currency of information accessed
  - P13 ensure that information is obtained and stored in accordance with legislative and organisational requirements and practices
  - P14 provide support in line with own levels of responsibility and the youth work values and principles

## LSI YW16

Enable young people to access information and make decisions



### Knowledge and understanding

*You need to know and understand:*

- K1 why it is important for young people to be able to access information for themselves from a wide variety of sources
- K2 typical information needs of young people
- K3 how to support young people when accessing information
- K4 sources of information relevant to young people including from other agencies
- K5 the individual's rights to information
- K6 the principal types of media used by young people for accessing, storing and displaying information
- K7 factors affecting accessibility of information
- K8 ways to access and provide information that facilitates effective decision-making and enables action planning towards outcomes
- K9 how to keep young people safe when accessing new forms of media
- K10 the importance of maintaining young people's rights to make their own decisions and techniques to support them in doing so
- K11 the support young people may need to understand information, make decisions and plan actions and outcomes
- K12 ways to ensure that information is kept up to date
- K13 legislative and organisational requirements related to data protection, copyright, intellectual property and freedom of information
- K14 the importance of ensuring that information is obtained and stored in line with own organisational practices such as confidentiality

## LSI YW16

Enable young people to access information and make decisions



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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Make time available to support others
2. Present information clearly, concisely, accurately and in ways which promote understanding according to the needs of the young person
3. Keep promises and honour commitments
4. Model behaviour that shows respect, helpfulness and cooperation
5. Show an awareness of your own values, motivations and emotions
6. Act within the limits of your responsibility

## LSI YW17

### Work with young people in promoting their rights



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#### 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 covers working with young people to promote and embed their rights within youth work activities, and is suitable for all youth workers.

### Performance criteria

- You must be able to:*
- P1 demonstrate an understanding and commitment to the rights of young people
  - P2 assess the effectiveness of own organisation in addressing the rights of young people, and determine whether this can be enhanced
  - P3 develop and agree with colleagues actions to enhance the promotion of young people's rights
  - P4 encourage young people to express their views and opinions
  - P5 encourage young people to present their ideas positively to others
  - P6 encourage and support young people to recognise their rights and that of others
  - P7 advocate with, and on behalf of, young people with peers, colleagues and other stakeholders
  - P8 identify and challenge constructively oppression and discrimination amongst and against young people within own areas of responsibility
  - P9 promote equality and the valuing of diversity
  - P10 act in accordance with relevant guidelines and codes of practice regarding the rights of young people



### Knowledge and understanding

*You need to know and understand:*

- K1 legal, regulatory and codes of practice requirements addressing the rights of children and young people including their local, social and political context
- K2 key national organisations and local agencies responsible for setting out and monitoring the rights of children and young people
- K3 the role of the United Nations Convention on the Rights of the Child, and of The Committee for the Rights of the Child
- K4 the rights of young people
- K5 the importance of taking into account the views of others in relation to upholding the rights of young people
- K6 how to constructively challenge oppression and discrimination where it occurs
- K7 principles of effective communication and how to apply these to communicate effectively with young people, other agencies and stakeholders
- K8 the values and principles underpinning youth work

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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Actively seek to comprehend, encouraging questions and checking for understanding
2. Acknowledge positively the contributions and insights of young people
3. Are enthusiastic and motivated in your support of young people
4. Treat young people and their views with respect
5. Communicate clearly and in a style suited to the needs of your audience
6. Take personal responsibility for making things happen

## LSI YW18

### Explore with young people their well-being



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#### Overview

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

It covers working with young people to identify issues which may affect their well-being, and includes encouraging young people to take reasonable care and to take responsibility for ensuring their own well-being.

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

## LSI YW18

### Explore with young people their well-being



#### Performance criteria

- You must be able to:*
- P1 explore with young people those factors impacting upon their well-being, including their relevant beliefs and preferences, and identify their priorities in relation to their well-being
  - P2 challenge constructively any attitudes and beliefs that may adversely impact upon their well-being, whilst acknowledging their right to make their own decisions
  - P3 identify and agree with young people those aspects to be addressed in enhancing well-being, and encourage them to recognise the likely benefits
  - P4 facilitate young people to reflect on their lifestyle choices
  - P5 provide relevant and up to date information, advice and guidance, in line with own competence and responsibility
  - P6 assist young people to take steps to improve their well-being
  - P7 access appropriate support, and progress agreed activities in a manner which maximises young people's interdependence
  - P8 encourage young people to reflect upon their behaviour and determine the causes and consequences of their actions
  - P9 encourage young people to reflect upon their progress, recognising achievements and identifying and addressing any setbacks constructively
  - P10 respect young people's right to change their minds and to consider amended or alternative approaches
  - P11 maintain confidentiality and records as appropriate in line with legislative and organisational requirements

### Knowledge and understanding

*You need to know and understand:*

- K1 legal and organisational requirements, including their local, social and political context, impacting upon the provision of information, guidance and support relating to the well-being of young people
- K2 legislative and organisational requirements relevant to the storage and maintenance of information
- K3 own 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
- K4 the principal agencies and referral routes available to support young people regarding their well-being, and the arrangements for accessing these
- K5 the importance of maintaining the young person's right to make their own choices
- K6 local socio-economic issues and their impact upon the well-being of young people
- K7 factors affecting the well-being of young people within the local community
- K8 why it is important for the young person to control the progress and content of discussions and how to make suggestions and offer advice in a manner that is supportive and non-directive
- K9 why it is important to be non-judgemental about the ways that young people choose to live and the choices they have made
- K10 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
- K11 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
- K12 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 advice and information
- K13 own role and responsibilities and from whom assistance and advice should be sought when necessary
- K14 the values and principles underpinning youth work

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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Actively seek to comprehend, encouraging questions and checking for understanding
2. Acknowledge positively the contributions and insights of young people
3. Are enthusiastic and motivated in your support of young people
4. Treat young people and their views with respect
5. Communicate clearly and in a style suited to the needs of your audience
6. Take personal responsibility for making things happen

#### Glossary

**Lifestyle choices** in this standard refers to choices which affect well-being, such as diet, level of physical activity, substance abuse, social and personal interactions

**Well-being** includes general health, as well as personal, social mental and physical health, sexual health and substance misuse

## LSI YW19

# Work with young people to safeguard their own welfare



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### Overview

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

It includes assisting young people to identify, assess and address hazards in their environment and risks associated with their lifestyle, as well as encouraging and enabling young people to take responsibility for addressing those risks.

## LSI YW19

### Work with young people to safeguard their own welfare



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#### Performance criteria

- You must be able to:*
- P1 work with young people to identify potential hazards associated with their environment, and establish the associated risks to their own welfare associated with lifestyle
  - P2 work with young people to identify sources of support, and actions which they can take, to address the risks identified
  - P3 assist young people to develop practices designed to safeguard their own welfare and which are in line with their abilities and organisational procedures
  - P4 agree with young people clear and concise ground rules for youth work designed to maintain their physical and emotional safety, in line with own organisation's procedures and own responsibilities
  - P5 encourage young people to be responsible for their own safety and that of others
  - P6 identify signs of distress in young people, and respond to these promptly, sensitively, in line with applicable legal and own organisational procedures
  - P7 ensure that own personal conduct promotes the physical and emotional welfare of self and other people
  - P8 report promptly any hazards and practices that present a high risk to the relevant person
  - P9 work in accordance with legal and organisational requirements and procedures



## LSI YW19

### Work with young people to safeguard their own welfare



#### Knowledge and understanding

*You need to know and understand:*

- K1 legal and organisation's requirements and practices relating to duty of care, health, safety and protection of individuals and communities
- K2 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
- K3 the principal types of risks affecting young people's physical health and safety, and their emotional welfare within the local community
- K4 risks and hazards that may occur when young people access new forms of media, such as cyber-bullying and online harassment
- K5 own scope and responsibility for identifying and managing risks, and to whom to refer any risks outside own area of responsibility
- K6 the importance of self-worth and self-esteem to young people in managing risks within their lives
- K7 the importance of encouraging young people to take responsibility for their own safety
- K8 how to negotiate and agree safety ground rules for youth work with young people
- K9 sources of advice and guidance on risks to young people
- K10 signs that indicate distress in young people
- K11 active comprehension techniques, including summarising and clarifying
- K12 own organisation's and legal procedures regarding confidentiality and reportable disclosures
- K13 the values and principles underpinning youth work

## LSI YW19

### Work with young people to safeguard their own welfare



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## Additional Information

### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

### Behaviours

1. Treat young people with respect
2. Use appropriate forms and styles of communication, suited to the needs and abilities of young people
3. Actively comprehend, reflect and respond constructively, and sensitively, to any concerns
4. Promote openness and trust
5. Encourage questions, and answer these fully and honestly
6. Respect the need for confidentiality
7. Provide young people with a safe environment in which to explore their beliefs, ideas and issues

### Glossary

**Lifestyle choices** in this standard refers to choices which affect well-being, such as diet, level of physical activity, substance abuse, social and personal interactions

**Well-being** includes general health, as well as personal, social mental and physical health, sexual health and substance misuse

## LSI YW20

# Embed an organisational policy for the protection and safeguarding of young people



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### Overview

The importance of 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 and creating an organisational culture of protection and safeguarding, with a focus on ensuring that effective policy and procedures is in place.

This standard is for all youth workers, but will be of particular relevance to those with management responsibility for ensuring an effective policy for the protection of young people within their organisation.

## LSI YW20

### Embed an organisational policy for the protection and safeguarding of young people



#### Performance criteria

- You must be able to:*
- P1 identify relevant legal, regulatory, codes of practice and duty of care requirements regarding the protection and safeguarding of young people
  - P2 work within own organisation policies, practices and requirements regarding protection and safeguarding of young people
  - P3 provide a safe environment for young people to meet and where they can relax, meet friends, make new relationships and have fun
  - P4 ensure that colleagues and young people are aware of the policies and procedures, and the rationale for these
  - P5 motivate colleagues and young people to put safeguarding policies and procedures into practice
  - P6 identify agencies and partners in own and other sectors providing support and to whom referrals can be made for safeguarding and protection
  - P7 work in partnership with relevant agencies to promote the welfare of young people
  - P8 develop, monitor and review own organisation's policy and practices for the protection and safeguarding of young people and self
  - P9 agree with relevant colleagues how to create a positive culture and climate for protection and safeguarding and good practice guidelines
  - P10 agree procedures and actions to be taken to deal with and report suspicions, allegations and incidents breaching good practice
  - P11 agree procedures to be followed with respect to confidentiality, disclosure and consent
  - P12 continuously review recruitment checking procedures for employees and volunteers in accordance with current legislation and organisational requirements
  - P13 use supervision effectively as a means of safeguarding young people
  - P14 provide induction and continuous professional development support for employees and volunteers on the application of good practice procedures for the safeguarding and protection of young people and self

## LSI YW20

### Embed an organisational policy for the protection and safeguarding of young people



#### Knowledge and understanding

*You need to know and understand:*

- K1 current legal, regulatory and codes of practice requirements and duty of care regarding the protection and safeguarding of young people
- K2 own organisational requirements, policy and practice regarding safeguarding, including obtaining informed consent when necessary
- K3 the importance of establishing policy that recognises that the safety of the young person is paramount, that all young people have the right to protection from abuse, that all suspicions and allegations of abuse will be addressed seriously, and that all staff, including volunteers, have a responsibility to report any concerns to the relevant person
- K4 principles underpinning policies and procedures to protect and safeguard young people
- K5 the importance of involving young people in the development and working of the policies and procedures, and methods of achieving this
- K6 effective methods of communicating and monitoring the policies and procedures, and of supporting the way they are applied in own organisation
- K7 ways to monitor and review the effectiveness of policies and procedures to protect and safeguard young people
- K8 actions to be taken when there has been a breach of policy or procedure
- K9 policies and procedures adopted by other organisations and partners towards protecting young people
- K10 agencies and stakeholders in own and other sectors providing support and to whom information can be obtained and referrals can be made for safeguarding and protection
- K11 the importance of encouraging exemplary behaviour towards safeguarding and protecting staff from false allegations
- K12 the limits of confidentiality, when it is important to disclose and the procedures for doing so
- K13 good practice in recruitment, induction and continuous training support for the protection and safeguarding of young people and self
- K14 the values and principles underpinning youth work

## LSI YW20

### Embed an organisational policy for the protection and safeguarding of young people



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## Additional Information

### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

### Behaviours

1. Model behaviour which demonstrates a commitment to the effective protection of young people
2. Challenge constructively the status quo and seek better alternatives
3. Make time available to support others

## LSI YW21

Develop a culture and systems that promote inclusion and value diversity



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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 systems within your organisation which promotes inclusion, equality of opportunity and values diversity. It includes working with young people and colleagues to establish and embed a positive culture.

This standard is for all youth work practitioners.

## LSI YW21

Develop a culture and systems that promote inclusion and value diversity



### Performance criteria

- You must be able to:*
- P1 interpret relevant legal and organisational requirements, regulations and codes of practice and ethical considerations to inform your role promoting inclusion, equality and diversity, and where relevant, supports bilingualism
  - P2 support young people to develop respect and tolerance towards others who have different beliefs, non-beliefs, disability, gender, identity or values, including those from other cultures, faiths and backgrounds
  - P3 work with young people and colleagues to identify any issues or concerns regarding inclusion, equality and the valuing of diversity
  - P4 provide motivational support to young people and colleagues to put policies and procedures for equality, diversity and inclusion into practice
  - P5 address promptly and correctly, any instances of oppressive or discriminatory behaviour
  - P6 provide support to individuals who may have been subject to oppressive or discriminatory behaviour or whose rights may have been compromised
  - P7 investigate and deal with complaints correctly, sensitively and promptly
  - P8 seek immediate support to deal with instances of oppressive or discriminatory behaviour which is outside your experience or limits of responsibility
  - P9 ensure that inclusion and diversity policy and practice promotes and support youth work values



## LSI YW21

Develop a culture and systems that promote inclusion and value diversity



### Knowledge and understanding

*You need to know and understand:*

- K1 legal and regulatory requirements, regulations and codes of practice and ethical considerations impacting upon promoting inclusion, equality and the valuing of diversity
- K2 local issues, wider structural inequalities and other factors impacting upon inclusion, equality of opportunity and diversity
- K3 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 other cultures and faiths
- K4 principles and methods used to promote inclusion, equality and the valuing of diversity
- K5 what constitutes oppressive and discriminatory behaviour and ways to tackle it
- K6 procedures to deal with complaints about oppressive or discriminatory behaviour or whose rights may have been compromised
- K7 why it is important to address oppressive or discriminatory behaviour promptly and correctly
- K8 your own role and responsibilities in promoting equality and inclusion and valuing diversity with young people and colleagues
- K9 agencies and partners to whom you can refer or get support to promote or embed inclusion, equity and diversity
- K10 why it is important to ensure that inclusion and diversity policy and practice promotes and support youth work values

## LSI YW21

Develop a culture and systems that promote inclusion and value diversity



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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Model behaviour which demonstrates a commitment to inclusion, equality of opportunity and the valuing of diversity
2. Challenge constructively the status quo and seek better alternatives
3. Treat others with respect and act to uphold their rights
4. Demonstrate a clear understanding of different groups and their needs
5. Make time available to support others
6. Demonstrate integrity, fairness and consistency in decision making

## LSI YW22

Ensure that youth work activities comply with legal, regulatory and ethical requirements



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### Overview

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

It also covers ensuring that own organisational youth work activities comply with the legal, regulatory and ethical requirements and are consistent with the values and principles.

This standard is for all youth workers who work with young people. It also applies to those involved in the management of youth work activities within own organisation.

## LSI YW22

Ensure that youth work activities comply with legal, regulatory and ethical requirements



### Performance criteria

- You must be able to:*
- P1 identify and monitor the relevant legal, regulatory, organisational and ethical requirements affecting youth work, and the impact on own or organisational youth work responsibilities and activities
  - P2 identify the values and principles underpinning youth work, and their impact on own or organisational youth work responsibilities and activities
  - P3 develop effective policies and procedures to make sure that own organisation meets the necessary requirements
  - P4 ensure that relevant people have a clear understanding of the policies and procedures, and the importance of putting them into practice
  - P5 monitor the way that policies and procedures are put into practice and provide relevant support for their implementation
  - P6 follow policies and procedures designed to meet all of the necessary requirements, including those for physical restraint
  - P7 monitor own or organisational activity for any breaches of compliance and the impact of not fulfilling requirements
  - P8 encourage a climate of openness about meeting and not meeting the requirements
  - P9 identify any reasons where there is the potential for not meeting the requirements
  - P10 take actions to ensure that youth work activity meets all relevant requirements including identifying, reporting and correcting any failures to meet requirements
  - P11 identify reasons, make recommendations and work to enhance policies and procedures, to reduce the likelihood of not fulfilling requirements
  - P12 provide full reports about any failures to meet requirements promptly to the relevant people

## LSI YW22

Ensure that youth work activities comply with legal, regulatory and ethical requirements



### Knowledge and understanding

*You need to know and understand:*

- K1 legal, regulatory and ethical requirements impacting upon own or organisational youth work activities
- K2 the importance of fulfilling legal, regulatory and ethical requirements, and the impact of failing to do so
- K3 the values and culture of own organisation and their effect upon its governance
- K4 current and emerging environmental, social and ethical concerns and expectations relevant to youth work
- K5 ways in which other organisations involved in youth work address the current and emerging environmental, social and ethical concerns and expectations
- K6 policies and procedures within own organisation and area of youth work that are intended to make sure that the requirements are fulfilled
- K7 the legal framework which protects own self and others from abuse assault at work
- K8 the safe, legally permissible and minimal methods of physical restraint, including degree and duration, in line with organisational policies and procedures
- K9 ways in which requirements may not be met, and the risks of this occurring
- K10 procedures for reporting any breaches of requirements
- K11 procedures for dealing with non-compliance, including the necessary requirements for reporting
- K12 the processes for maintaining relevant policies and procedures, and for making sure that they remain effective
- K13 the values and principles which underpin youth work

## LSI YW22

Ensure that youth work activities comply with legal, regulatory and ethical requirements



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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Communicate clearly, concisely and accurately
2. Are vigilant for potential breaches of requirements
3. Make appropriate information available promptly to those who need it and have a right to it

## LSI YW23

# Investigate the needs of young people and the community in relation to youth work



### Overview

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

This standard is about investigating those needs and analysing existing provision. It also covers identifying opportunities to improve and add to youth work provision.

It does not cover evaluating information in order to draw conclusions and make recommendations, which is covered in the following standard.

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

## LSI YW23

Investigate the needs of young people and the community in relation to youth work



### Performance criteria

- You must be able to:*
- P1 gather available information regarding the local community relevant to identifying their needs and issues regarding the provision of youth work
  - P2 determine the needs of young people within the community which impact upon their requirements from youth work provision
  - P3 explore with young people the opportunities for enhancing and developing its provision
  - P4 explore with relevant agencies and stakeholders working with young people their views regarding the current provision of youth work and the opportunities for its development
  - P5 collate and assess the feedback, identifying trends and patterns relevant to determining opportunities for youth work
  - P6 obtain and maintain accurate information on existing services and support networks available to young people in the community
  - P7 identify existing youth work provision in own community and how this addresses the existing and emerging needs of young people
  - P8 identify correctly those factors affecting take-up of existing youth work opportunities, including any constraints hindering access by young people to such opportunities
  - P9 identify any gaps in the current provision
  - P10 share analysis with young people and relevant agencies and other stakeholders, discussing and agreeing its impact towards identifying opportunities for youth work
  - P11 agree potential opportunities towards enhancing and developing youth work in own community



## LSI YW23

# Investigate the needs of young people and the community in relation to youth work



## Knowledge and understanding

*You need to know and understand:*

- K1 legal, regulatory and ethical requirements impacting upon the provision of youth work, and in investigating needs and their impact on investigations
- K2 the types of information that might be provided by young people, relevant agencies and other stakeholders appropriate to establishing community needs from youth work
- K3 methods of developing and maintaining consultative relationships with young people and other agencies and stakeholders
- K4 how to seek and obtain feedback from young people, agencies and stakeholders, including relevant research methods
- K5 factors influencing youth work provision in the community, such as broader social environments, the aspirations and behaviour of young people in the community, and common issues faced when enhancing provision
- K6 the importance of ensuring objectivity when evaluating feedback and the factors to consider when assessing its validity
- K7 how to assess the interests of those providing feedback, and the implications for identifying and evaluating the opportunities for youth work
- K8 which agencies and stakeholders can provide the information required
- K9 the nature and extent of current youth work provision in own local community
- K10 trends and developments in the provision of youth work of relevance to the area of work and own local community
- K11 techniques for analysing qualitative and quantitative information
- K12 the concept of needs analysis, and how to undertake such an analysis
- K13 the importance of ensuring that own research is sufficient to justify any conclusions drawn from its results
- K14 the importance of ensuring that the opportunities identified are of a size sufficient to warrant own organisation's attention, and are also accessible to others in own organisation
- K15 available sources of information and support in investigating community needs and identifying opportunities for youth work
- K16 the values and principles underpinning youth work

## LSI YW23

Investigate the needs of young people and the community in relation to youth work



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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Develop systems to gather and manage information and knowledge effectively and ethically
2. Seek to understand young people's needs and motivations
3. Analyse and structure information to develop knowledge that can be shared
4. Present information clearly, concisely, accurately and in ways that promote understanding by young people and relevant agencies
5. Maintain confidentiality where required
6. Treat young people with respect

## LSI YW24

# Evaluate and prioritise organisational requirements for youth work activities



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### Overview

This standard is about evaluating information in order to prioritise the requirements for youth work activities and recommending opportunities which can be provided by the organisation.

It covers evaluating and analysing information, in order to draw conclusions based on upon a realistic review of the needs of young people and the community. It includes making recommendations and prioritising needs in line with the organisations own remit and ability to provide opportunities and activities.

It does not cover investigating the needs of young people and the local community, which is covered in the previous standard.

This standard is for those involved in informing or developing youth work strategy or operational planning in their organisation, as well as those who plan and develop youth work provision.

## LSI YW24

# Evaluate and prioritise organisational requirements for youth work activities



### Performance criteria

- You must be able to:*
- P1 establish the needs of young people and the community relating to youth work activities
  - P2 monitor and evaluate relevant trends and developments regarding youth work provision
  - P3 determine the level and nature of youth work provision in the local community
  - P4 identify the availability, accessibility and acceptability of the services and support networks towards meeting the needs of young people within the community
  - P5 identify and prioritise the strengths and weaknesses of own organisation, and the associated potential opportunities and constraints towards fulfilling requirements for youth activities in the community
  - P6 identify any gaps in the information available for analysis and assess their impact in terms of the potential risk for conclusions that may be drawn, and address such gaps
  - P7 identify any further required research and evaluation into gaps or specific aspects, seeking to put the necessary arrangements in place
  - P8 analyse the information and draw appropriate conclusions relating to the range, availability, accessibility and appropriateness of youth work services and support networks and their benefits
  - P9 identify any gaps in the range of services needed to meet the requirements and make justified recommendations to the relevant person regarding how these might be addressed
  - P10 draw justified conclusions regarding the requirements for youth work activities from own organisation
  - P11 discuss and evaluate findings and conclusions with young people and associated agencies and stakeholders
  - P12 evaluate and prioritise the requirements for youth work activities from own organisation, taking account of the likely demand and factors influencing the take up of such activities by young people in the community
  - P13 identify where youth work opportunities are beyond the scope of own organisation's youth work provision, and identify and assess the competence and suitability of external providers
  - P14 make reasoned recommendations regarding actions appropriate to meeting the requirements identified

## LSI YW24

### Evaluate and prioritise organisational requirements for youth work activities



#### Knowledge and understanding

*You need to know and understand:*

- K1 legal, regulatory and ethical requirements impacting upon the provision of youth work activities, and their impact on own work
- K2 the importance of exploring and identifying trends and developments affecting the demand for youth work activities within own community, and methods for doing this
- K3 methods of obtaining feedback from young people, relevant agencies and stakeholders, and their relative advantages and disadvantages
- K4 issues that might be relevant to establishing the requirements for youth work activities in own community
- K5 how to evaluate and prioritise opportunities for youth work activities, and to develop future scenarios
- K6 the importance of making a financial assessment of the opportunities identified, and how to do this
- K7 the range of youth work activities provided within own community
- K8 those agencies and stakeholders involved with young people in own community, their roles and responsibilities, and methods for involving them
- K9 how to present information in ways that capture interest and encourage action
- K10 the importance of long and medium-term planning to the success of an organisation
- K11 the principles of strategic management and planning
- K12 the values and principles which underpin youth work

## LSI YW24

### Evaluate and prioritise organisational requirements for youth work activities



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## Additional Information

### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

### Behaviours

1. Demonstrate a clear understanding of the needs of your community and of the young people within it
2. Make the best use of existing sources of information
3. Anticipate likely scenarios based upon a realistic analysis of requirements and trends
4. Articulate the assumptions made, and risks involved, in understanding a situation
5. Present information and arguments
6. Treat young people with respect

## LSI YW25

### Influence and develop youth work strategies



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#### Overview

This standard is for youth workers 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.

This standard covers 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.

It includes determining strategic priorities for youth work, developing an associated strategic plan for the delivery of youth work and monitoring the operations in relation to overall objectives.

#### Performance criteria

- You must be able to:*
- P1 liaise with other agencies to obtain information appropriate to identifying those parts of the community served by own organisation
  - P2 identify those parts of the community most likely to be responsive to youth work programmes and the factors affecting their interest in youth work activity
  - P3 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
  - P4 determine relevant changes needed in policies, plans and activities, and prioritise these according to their effect on addressing the needs of young people
  - P5 determine and agree the priority areas for the focus of own organisation's resources, including a rationale justifying the conclusions
  - P6 assess options regarding youth work programmes that might be offered, which are consistent with the priority areas and their needs
  - P7 identify issues about the implementation of youth work strategy and procedures and develop clear recommendations for improvements
  - P8 use appropriate evidence regarding developments affecting young people to justify any identified need for changes to policies, plans and activities
  - P9 present justified recommendations for enhancing youth work strategies, policy and provision, setting out clearly and accurately the benefits
  - P10 disseminate information to relevant people to influence the development of youth work strategies and provision in time for it to be of use
  - P11 identify and assess relevant risks associated with the options considered, balancing the identified risks with the desired outcomes
  - P12 explore the opportunities for strategic partnerships and links with other agencies towards achieving the required aims
  - P13 agree with relevant parties the steps to develop new opportunities and associated activities, and the actions, resources, roles and responsibilities of all those involved
  - P14 identify and apply key performance measures and methods for monitoring and evaluating the effectiveness of agreed programmes and strategy



### Knowledge and understanding

*You need to know and understand:*

- K1 legal, regulatory and ethical requirements which relate to youth work, and the impact on own activity
- K2 methods of forecasting trends and developments and identifying factors which may affect policies and strategies in youth work
- K3 the role of own organisation, its activities, policies, strategies and procedures
- K4 the importance and value of long and medium-term planning to the success of the organisation
- K5 the functions, needs, expectations and activities of principal and other agencies within youth work and how they relate to own organisation
- K6 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
- K7 the principles and processes which underpin policy and strategy development and the factors and priorities which may influence the development and acceptance of policies
- K8 methods and tools to analyse relevant information and assess implications
- K9 methods to involve and consult with communities and other agencies, partners and stakeholders when agreeing priorities and developments
- K10 how to present information and recommendations in effective ways
- K11 the common issues which may be experienced when seeking to implement new strategies
- K12 how to develop plans and programmes for youth work opportunities which identify activity, roles, resources and other key areas
- K13 the resources available to own organisation and sources of information that can aid prioritising of resources
- K14 how to identify potential risks in relation to the achievement of aims and how to address issues to develop solutions
- K15 how to develop measures and methods for monitoring and evaluating the success of youth work programmes
- K16 the principles of confidentiality, and how to develop guidelines for exchanging information between individuals and agencies
- K17 own role and responsibilities and from whom assistance and advice should be sought where necessary
- K18 the values and principles underpinning youth work

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## Additional Information

### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

### Behaviours

1. Show empathy for other people's feelings, needs and motivations
2. Challenge constructively the status quo and seek better alternatives
3. Provide accurate, relevant and concise information, encouraging questions and checking for understanding
4. Make time available to support others
5. Recognise the input and insights of young people

## LSI YW26

# Identify and secure funding and resources for youth work



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### 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 submitting proposals for funding, or other forms of support, and negotiating the terms of proposals to a successful conclusion.

This standard is for workers who have responsibility for securing finance to develop youth work provision.

## LSI YW26

### Identify and secure funding and resources for youth work



#### Performance criteria

- You must be able to:*
- P1 identify the finances, roles and other resources required to deliver the organisation's proposed youth work programme
  - P2 establish an up to date and accurate list of individuals and organisations which provide resources currently, and which might provide resources for future programmes
  - P3 identify potential sources of finance and other resources required, taking account of their objectives, interests and any costs and risks
  - P4 develop fully costed proposals and recommendations for obtaining the finances and other resources required to deliver proposed youth work programmes
  - P5 prepare proposals that provide all of the information required, including the objectives, rationale and demonstrating the required capabilities
  - P6 agree proposals and recommendations with relevant stakeholders
  - P7 ensure the timely submission of clear proposals, bids or applications to potential providers of finance and other resources
  - P8 address requests for further information and clarification promptly and correctly
  - P9 agree contractual arrangements with providers which set out clearly and correctly the terms of the resource provisions
  - P10 inform promptly all relevant parties regarding the outcome of the proposal
  - P11 ensure that all involved in making use of the resources understand clearly any conditions applying to its use
  - P12 develop contingency plans to address any problems regarding the finances and resources required
  - P13 monitor the effectiveness of the sourcing process, and identify and make changes where necessary towards enhancing the process in the future

## LSI YW26

# Identify and secure funding and resources for youth work



## Knowledge and understanding

*You need to know and understand:*

- K1 guidelines and codes of practice and any legislative, regulatory and ethical requirements in relation to types and providers of funding for youth work
- K2 the objectives, plans and resources of own organisation
- K3 the proposed activities of own organisation, including those which require finance and resources
- K4 the organisation's stakeholders and their views in relation to the financing of the organisation's activities
- K5 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
- K6 organisational policies and procedures on acquisition of resources, including the criteria for selecting types and providers of finance and other resources which are appropriate to organisational needs and the views of stakeholders
- K7 sources of information on resourcing opportunities, including those within the statutory, private, voluntary and charitable sectors
- K8 how to make a business case and promote the benefits of the proposed youth work project/s, and which builds upon own organisation's track record
- K9 the scope, available resources and purpose of the funding body being approached, and any constraints under which they operate
- K10 what information is required by the funding body and the correct format for the presentation of the proposal
- K11 relevant people in own organisation and any key stakeholders who should be consulted on proposals and recommendations for obtaining finance and resources
- K12 the importance of consulting with relevant people in own organisation and key stakeholders on proposals and recommendations for obtaining finance and resources
- K13 the importance of submitting clear proposals of bids or applications to providers of finance and other resources, and of allowing sufficient time for their submission and consideration
- K14 the type of agreements that should be put in place with providers of finance and what they should cover
- K15 the type of actions that might need to be taken in the event of a shortfall in funding
- K16 why it is necessary to put contingency plans in place in relation to obtaining finance and the type of contingencies that might occur
- K17 the values and principles underpinning youth work

## LSI YW26

### Identify and secure funding and resources for youth work



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## Additional Information

### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

### Behaviours

1. Comply with, and ensure others involved comply with, relevant legal requirements and organisational policies
2. Show sensitivity to stakeholders needs and interests, and manage these effectively
3. Present information clearly, concisely and accurately
4. Show integrity, fairness and consistency in decision making
5. Act within the limits of your authority

## LSI YW27

# Facilitate and engage young people in the strategic development and delivery of youth work



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### Overview

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

This standard covers 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.

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.

## LSI YW27

### Facilitate and engage young people in the strategic development and delivery of youth work



#### Performance criteria

- You must be able to:*
- P1 engage with young people and encourage them to express their views regarding the provision of youth work in their community, and to relate it to their needs and aspirations
  - P2 explore and identify with young people their priorities and the impact of these for youth work services
  - P3 facilitate young people's understanding of the factors impacting upon current and future provision of youth work within their community, including the numbers of young people, demographic trends, interest and demand for youth work services, competing facilities, available resources and the interests of the wider community
  - P4 identify with young people any changes within the attitudes and behaviour of the adult community which would enable young people to enhance their contribution to the community
  - P5 agree with young people the priority areas for the focus of the organisation's resources, together with an agreed rationale
  - P6 facilitate young people's exploration of options for youth work activities and programmes towards addressing the agreed priorities
  - P7 explore and agree the preferred option(s) with young people
  - P8 engage and involve young people when working with relevant stakeholders and agencies to design and realise the preferred option(s)
  - P9 work with young people to agree the actions and resources required to implement the preferred option(s), and to identify their involvement and participation
  - P10 agree with young people key performance measures, and methods for monitoring and evaluating the agreed actions and programmes



## LSI YW27

### Facilitate and engage young people in the strategic development and delivery of youth work



#### Knowledge and understanding

*You need to know and understand:*

- K1 legal, regulatory and ethical requirements impacting upon youth work
- K2 the importance of involving young people in the strategic development and delivery of youth work, and methods of achieving this
- K3 the importance of communicating effectively with young people, and how to do this across a variety of groups of young people
- K4 own local community, the factors affecting the demand for youth work and the needs and expectations of young people within the local community
- K5 factors to consider when profiling different neighbourhoods
- K6 other agencies involved in youth work within own community, and the key features of their programmes
- K7 principal factors affecting the likelihood of support for youth work within communities and amongst individuals and how to identify and assess these factors
- K8 the needs and expectations of own organisation and other agencies, relevant to providing youth work programmes
- K9 sources of information that can aid prioritising of resources
- K10 the importance of consulting with other partners, providers and agencies when seeking to agree priority areas and associated youth work programmes
- K11 the importance of consulting with colleagues, stakeholders and young people during the development of youth work plans and programmes
- K12 methods and tools of effective consultation and engagement, and factors that need to be taken into account when working with others
- K13 how to identify potential risks in relation to the achievement of aims
- K14 how to develop measures and methods for monitoring and evaluating the success of youth work programmes
- K15 the importance of sharing information between individuals and agencies
- K16 methods for disseminating effective practice in youth work
- K17 the principles of confidentiality, and how to develop guidelines for exchanging information
- K18 the values and principles underpinning youth work

## LSI YW27

Facilitate and engage young people in the strategic development and delivery of youth work



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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Treat young people with respect
2. Acknowledge and celebrate the insights and input of young people in the strategic development and delivery of youth work
3. Generate and recognise imaginative solutions
4. Create a sense of common purpose
5. Find practical ways to overcome barriers
6. Communicate in a style and at a pace which promotes understanding

## LSI YW28

### Work in partnership with agencies to improve developmental opportunities for young people



#### Overview

This standard is about collaborative working with others in order to provide the best possible outcomes for young people. A key part of collaborative working is developing working relationship with relevant agencies, partners, providers and stakeholders to improve youth work provision and opportunities for young people within the community.

In this standard the term 'other organisations' is used to refer to all relevant and suitable agencies, partners and providers, including local communities and their representatives, which are external to own organisation

This standard is for youth workers who work with other agencies and stakeholders towards enhancing youth work provision and opportunities for young people.

## LSI YW28

Work in partnership with agencies to improve developmental opportunities for young people



### Performance criteria

- You must be able to:*
- P1 identify the local agencies, partners and providers and members/representatives of the community which own organisation wishes to work with, to improve opportunities for young people within the community
  - P2 identify other organisations with the necessary expertise who may be suitable and able to deliver relevant youth work activities
  - P3 identify the aims and objectives of other organisations and communities relevant to improving the opportunities for young people
  - P4 assess how appropriate, effective and cooperative key contacts at other organisations are, and determine whether the partnership is fit for purpose
  - P5 agree with colleagues actions to enhance the working relationship with other organisations and communities, where it has been determined that existing partnerships can be enhanced
  - P6 explore with relevant other organisations the nature, purpose and outcomes of activities and the young people likely to participate, including duration and take-up of activities
  - P7 balance the needs and expectations of other organisations and win their support
  - P8 establish and agree with other organisations shared aims to benefit young people, and develop coordinated approaches to improving opportunities for young people towards common aims
  - P9 agree working arrangements, schedule and responsibilities for undertaking the actions
  - P10 identify and agree key performance measures and methods for monitoring and evaluating the agreed actions towards developing effective working relationships with other organisations and communities
  - P11 identify the information needed from own organisation by other organisations and make the appropriate information available to those who need it, ensuring that it is relevant, timely, and that key aspects are identified clearly
  - P12 promote the value of engaging with other organisations in improving the opportunities for young people
  - P13 maintain confidentiality according to regulatory and organisational requirements

## LSI YW28

### Work in partnership with agencies to improve developmental opportunities for young people



#### Knowledge and understanding

*You need to know and understand:*

- K1 legal, regulatory and associated guidelines relevant to working with young people, including the local, social and political context
- K2 the other organisations, including relevant agencies, partners and providers, and community representatives within own community, who can provide information and take action towards improving opportunities for young people, their structures, and who to contact in these when considering both strategic and operational issues
- K3 the aims and objectives of the principal organisations operating within own community relevant to improving developmental opportunities for young people
- K4 the importance of taking into account the culture and values of other organisations, particularly in relation to their priorities in relation to working with young people
- K5 the reasons why there may be conflicts and misunderstandings between different organisations for example, regarding which activities are the most important
- K6 how to challenge constructively other organisations which do not cooperate with own organisation
- K7 why it is important to identify key stakeholders within other relevant organisations
- K8 the nature and scope of youth work provision within own community
- K9 the issues, needs and aspirations of young people within the community relevant to developing opportunities for young people, including enhancing youth work provision
- K10 the importance of effective networks, and of long and medium-term planning in maintaining effective contacts at other organisations
- K11 how to delegate responsibilities and allocate resources when building networks
- K12 principles of effective communication and how to apply them effectively with other organisations, communities and individuals
- K13 what information is appropriate to provide to other organisations and communities and when it needs to be provided
- K14 own organisational and legal procedures regarding confidentiality, data protection and reportable disclosures
- K15 the values and principles underpinning youth work

## LSI YW28

Work in partnership with agencies to improve developmental opportunities for young people



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### Additional Information

#### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

#### Behaviours

1. Model behaviour which shows respect, helpfulness and cooperation
2. Honour commitments made to representatives in other agencies
3. Take personal responsibility for making things happen

## LSI YW29

# Monitor and evaluate the quality of youth work activities



### Overview

This standard is about monitoring and evaluating the quality of youth work activities and programmes. It includes involving young people fully in the process, together with any further 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 own organisation.

This standard is for youth workers involved in working with young people to monitor and evaluate the quality of youth work.

## LSI YW29

### Monitor and evaluate the quality of youth work activities



#### Performance criteria

- You must be able to:*
- P1 identify with young people the objectives established for the youth work activities and determine criteria for evaluating the outcomes and the methods and evidence required for monitoring progress
  - P2 work with young people in monitoring the youth work activities and the support provided for young people by own organisation, identifying any issues arising and addressing these promptly and correctly
  - P3 explore the perceptions of young people regarding the quality of youth work being provided
  - P4 encourage others involved with the youth work and the delivery of activities and programmes to provide feedback and evidence towards the progress made against agreed objectives
  - P5 review the outcomes achieved by the youth work activities with the young people involved, with others involved in delivering the activities
  - P6 explore the outcomes achieved with young people, comparing these against the objectives for the programmes and the agreed evaluation and evidence criteria, identifying the successes and lessons learnt
  - P7 identify any obstacles which hindered the success of the youth work activities, and determine how these might be addressed constructively
  - P8 use evidence to agree how future youth work activities might be enhanced
  - P9 provide evidence and information regarding youth work activities which were effective to others, setting out and promoting clearly the nature of the activities and why they achieved their objectives
  - P10 maintain accurate and up to date records of the evidence, findings, conclusions and recommendations agreed
  - P11 make relevant evidence and information available to others, whilst ensuring that confidentiality is maintained in line with organisational and statutory requirements



## LSI YW29

# Monitor and evaluate the quality of youth work activities



### Knowledge and understanding

*You need to know and understand:*

- K1 legal, regulatory and ethical requirements relevant to youth work and their impact in own area of work
- K2 the importance of monitoring and evaluating the impact of youth work activities, and how to do this, including the evidence required
- K3 the importance of involving young people, colleagues, stakeholders and other relevant organisations involved in the activities, and methods for achieving their involvement
- K4 indicators, evidence and criteria effective in evaluating the outcomes and success of youth work activities
- K5 how to set objectives and criteria towards evaluating the success of youth work activities
- K6 sources of evidence and information appropriate to monitoring youth work activities, how to access these and methods of verifying and corroborating the information
- K7 how to distinguish between directly observed evidence, evidence from reliable sources and hearsay
- K8 how to distinguish between prejudice and opinions that are backed by evidence
- K9 own organisation's objectives relating to youth work provision and the related activities and programmes
- K10 the importance of promoting the success of youth work, and methods of achieving this, including the dissemination of effective youth work practice
- K11 own role and responsibilities, and from whom assistance and advice can be sought
- K12 the values and principles underpinning youth work

## LSI YW29

### Monitor and evaluate the quality of youth work activities



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## Additional Information

### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

### Behaviours

1. Communicate with others in a positive and constructive manner, recognising their inputs, their areas of expertise, and their role as partners in the process
2. Seek to understand other people's needs and motivations
3. Present information clearly, concisely and accurately
4. Treat young people with respect

## LSI YW30

# Work as an effective and reflective youth work practitioner



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### 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 taking appropriate action to maintain continuous professional development.

This standard is for all youth work practitioners.

## LSI YW30

### Work as an effective and reflective youth work practitioner



#### Performance criteria

- You must be able to:*
- P1 continuously review the current and future requirements of own role in line with legislative requirements and the values and principles of youth work
  - P2 reflect on own values, interests and priorities with respect to the young people with whom you work
  - P3 monitor the outcomes of own practice and identify areas for development and improvement
  - P4 identify gaps in own knowledge and skills and agree development priorities and objectives to address those gaps
  - P5 reflect on, continuously review and update own development priorities and objectives to ensure that they focus on improving outcomes for young people
  - P6 apply the outcomes of your reflection and development to improve your own practice in upholding the values and principles of youth work
  - P7 ensure your performance consistently meets the requirements of a competent youth work practitioner, taking steps to address any areas of weakness
  - P8 make best use of sources of support and opportunities for continuous professional development

## LSI YW30

### Work as an effective and reflective youth work practitioner



#### Knowledge and understanding

*You need to know and understand:*

- K1 the values and principles which underpin youth work practice
- K2 the values, objectives and priorities of own organisation
- K3 own personal values, interests and priorities and how these affect your practice and the young people with whom you work
- K4 the requirements of own work role, and the boundaries of your responsibility and authority
- K5 ways to reflect own values, principles, practices, strengths and areas for development
- K6 the importance of reviewing and reflecting on own work on a regular basis and seeking ways to improve
- K7 ways to gain objective feedback from young people, colleagues and partners on your performance as a youth work practitioner
- K8 how to identify personal and professional development priorities and objectives which will improve your competency and effectiveness as a youth work practitioner
- K9 learning and development opportunities which meet own preferred learning methods and address identified gaps in your knowledge and skills
- K10 available forms of help and support for self and others and how to access them
- K11 the importance of seeking regular feedback on own practice from young people, colleagues and partners and methods of obtaining feedback
- K12 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
- K13 how to identify opportunities for continuous professional development which will improve your performance as a youth work practitioner

## LSI YW30

### Work as an effective and reflective youth work practitioner



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## Additional Information

### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

### Behaviours

1. Show an awareness of your own values and motivations
2. Agree achievable objectives for yourself and give a consistent and reliable performance
3. Reflect regularly on your own experiences and use these outcomes to inform future actions
4. Act as a role model for young people, such that your behaviour encourages young people to develop positive attitudes and behaviour towards others and society
5. Play to your strengths, and use appropriate strategies to minimise the impact of any limitations

## LSI YW31

### Provide youth work support to other workers



#### Overview

This standard is about providing youth work support, mentoring and informal supervision to other workers, including those for whom you have no managerial responsibility. It includes sharing own youth work professional practice when providing support.

This standard is for youth workers who work with others to provide youth work services, and provide them with support and advice without having line management responsibilities. It is 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 own organisation, including those who may not have a specific youth work role and responsibilities.

## LSI YW31

### Provide youth work support to other workers



#### Performance criteria

- You must be able to:*
- P1 provide other workers with youth work support, mentoring, informal supervision and advice when they need it, especially during periods of setback and change
  - P2 motivate and support other workers to achieve their work and development objectives and provide recognition when they are successful
  - P3 empower others in own area of work to develop their own ways of working and take their own decisions within agreed boundaries
  - P4 encourage other workers to take a lead in their own areas of expertise and show willingness to follow this lead
  - P5 win, through effective performance, the trust and support of people within own area of work
  - P6 work within any required structures, procedures and requirements of own and other organisations when providing support to other workers
  - P7 work in line with and champion the values and principles underpinning youth work when working with others



#### Knowledge and understanding

*You need to know and understand:*

- K1 legal, regulatory and ethical requirements relating to youth work, and their impact on own area of operations
- K2 the fundamental differences between management and providing support in a non- managerial capacity
- K3 the types of support that can be provided such as mentoring, informal supervision and professional practice advice, and how these differ
- K4 types of support and advice that others are likely to need and how to respond to these
- K5 ways of reflecting youth work professional practice when providing support, mentoring or informal supervision to other workers
- K6 different methods for communicating with others and how to select and successfully apply methods in different situations
- K7 types of difficulties and challenges that may arise, including conflict within the area, and ways of identifying and overcoming them
- K8 the importance of encouraging others to take the lead and ways in which this can be achieved
- K9 how to empower others effectively
- K10 how to select and successfully apply different methods for encouraging, motivating and supporting others and recognising achievement
- K11 own values, motivations and emotions
- K12 own role, responsibilities and level of power
- K13 the overall objectives of own organisation
- K14 the values and principles which underpin youth work

## Additional Information

### Values

Working with representatives of the sectors within youth work, LSIS has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

### Behaviours

1. Encourage and support others to make the best use of their abilities
2. Model behaviour that shows respect, helpfulness and co-operation
3. Make time available to support others
4. Communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you consider what they say
5. Encourage and support others to take decisions autonomously
6. Seek to understand people's needs and motivations
7. Show integrity, fairness and consistency in decision-making
8. Act within the limits of your authority

### Glossary

**'Other workers'** includes those within and/or external to own organisation, including those who may not have a specific youth work role and responsibilities.

## SFT MV D2

### Lead and motivate volunteers



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#### Overview

This unit is about leading and motivating volunteers.

It involves informing volunteers about their activities and responsibilities; supporting them during volunteering activities; and discussing activities and exchanging feedback with volunteers.

This NOS is from the Managing Volunteers suite and is included as part of the Youth Work suite as a signposted standard.

This appears in the Youth Work NOS suite as standard number 32.

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**Performance  
criteria**

*You must be able to:*

**Inform volunteers about their activities and responsibilities**

- P1 choose appropriate times and places to inform volunteers about their activities and responsibilities
- P2 explain the purpose and value of the activities that you want volunteers to do and encourage them to achieve high standards
- P3 encourage and support volunteers to take ownership of the activities and to suggest ways of working appropriate to their diverse needs, abilities and potential
- P4 encourage and support volunteers to identify any risks or potential difficulties and take appropriate action to minimise their likelihood/impact and make plans to deal with them, should they arise
- P5 agree individual responsibilities and ways of working with each volunteer and make sure they understand what is expected of them and are confident about taking on these responsibilities
- P6 agree with each volunteer the limits of their responsibilities, clearly specifying anything they are not allowed to do
- P7 agree with volunteers how they should communicate with you and with each other
- P8 communicate clearly and effectively with volunteers at all times in ways that meet their diverse needs and show respect for their volunteer role

**Support volunteers during volunteering activities**

- P9 monitor volunteering activities to ensure they are progressing satisfactorily
- P10 provide feedback to volunteers and encourage them to continue their activities successfully
- P11 provide support to help volunteers overcome difficulties, if necessary
- P12 promote a culture in which individuals are not blamed for difficulties, but that these are seen as an opportunity for learning
- P13 work with volunteers and others involved to identify solutions that are acceptable to them and in line with your organisation's objectives, policies and procedures

**Discuss activities and exchange feedback with volunteers**

- P1 choose appropriate times and places to discuss activities and exchange feedback with volunteers
- P14 clearly explain the purpose of the discussion and encourage open and honest communication
- P15 encourage and support volunteers to reflect on their activities and provide objective feedback to you
- P16 give volunteers an objective and balanced evaluation of their activities
- P17 acknowledge and celebrate volunteers' achievements in order to encourage and motivate them
- P18 provide constructive suggestions to improve volunteers' effectiveness and agree these with the volunteers involved
- P19 identify where volunteers may need additional support and make this available, where appropriate

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## Knowledge and understanding

*You need to know and understand:*

### **Activity and project management**

- K1 coordination principles, methods, tools and techniques
- K2 legal and organisational requirements for health and safety
- K3 monitoring principles, methods, tools and techniques
- K4 objective setting principles, methods, tools and techniques
- K5 quality assurance and continuous improvement principles, methods, tools and techniques
- K6 work methods, tools and techniques

### **Analysis, accounting and decision-making**

- K7 evaluation principles, methods, tools and techniques
- K8 legal and organisational requirements relevant to risk management
- K9 problem-solving principles, methods, tools and techniques
- K10 risk management principles, methods, tools and techniques

### **Information and communication**

- K11 briefing and debriefing principles, methods, tools and techniques
- K12 communication principles, methods, tools and techniques
- K13 information sharing principles, methods, tools and techniques
- K14 questioning principles, methods, tools and techniques

### **People management**

- K15 consultation principles, methods, tools and techniques
- K16 delegating principles, methods, tools and techniques
- K17 diversity principles, methods, tools and techniques
- K18 equality principles, methods, tools and techniques
- K19 feedback principles, methods, tools and techniques
- K20 human resource management principles, methods, tools and techniques
- K21 influencing principles, methods, tools and techniques
- K22 instruction principles, methods, tools and techniques
- K23 leadership principles, methods, styles and techniques
- K24 learning and development opportunities available
- K25 legal and organisational requirements relevant to human resource management
- K26 legal and organisational requirements relevant to involving volunteers
- K27 motivation principles, methods, tools and techniques
- K28 principles, methods, tools and techniques for assessing people's performance
- K29 supervision principles, methods, tools and techniques
- K30 support principles, methods, tools and techniques
- K31 team-working principles, methods, tools and techniques

## LSI YW31

Provide youth work support to other workers



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K32 volunteer management principles, methods, tools and techniques

### **Work context**

K33 codes of practice and standards of performance expected of volunteers

K34 relevant organisational policies and procedures

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

## **Additional Information**

### **Links to other Standards**

This standard is from the Skills Third Sector Managing Volunteers suite of standards

## ML B11

# Promote equality of opportunity and diversity and inclusion in your area of responsibility



### Overview

This standard is about actively promoting equality of opportunity and diversity in your area of responsibility. It is intended to go beyond compliance with equality legislation and move towards a situation where there is awareness in your area of an active commitment to the need to ensure equality of opportunity and the benefits of diversity.

The standard is recommended for first line managers and middle managers.

This NOS is from the Management and Leadership suite and is included as part of the Youth Work suite as a signposted standard number.

This appears in the Youth Work NOS suite as standard number 33

## ML B11

### Promote equality of opportunity and diversity and inclusion in your area of responsibility



#### Performance criteria

- You must be able to:*
- P1 ensure commitment within your area of responsibility to promoting equality of opportunity and diversity, including making it a priority area in terms of informing the vision and objectives for your area and planning and decision-making
  - P2 ensure that your behaviour, words and actions and those of people working in your area of responsibility support a commitment to equality of opportunity and diversity
  - P3 identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice
  - P4 identify the diversity and needs of your area's current customers and potential customers and identify areas where needs could be better satisfied and where the diversity of customers could be improved
  - P5 ensure that the organisation's written equality and diversity policy is clearly communicated to all people in your area of responsibility and other relevant parties
  - P6 implement the organisation's written equality and diversity policy in your area, including relevant parts of any accompanying organisation-wide action plan, seeking and making the required resources available
  - P7 ensure regular consultation with people in your area of responsibility or their representatives on equality and diversity issues
  - P8 seek and make use of specialist expertise in relation to equality and diversity issues
  - P9 ensure that working arrangements, resources and business processes in your area of responsibility respond to different needs, abilities, values and ways of working
  - P10 monitor, review and report to the relevant people on progress in relation to equality of opportunity and diversity within your area of responsibility, identifying required actions and changes to practice



## ML B11

# Promote equality of opportunity and diversity and inclusion in your area of responsibility



### Knowledge and understanding

*You need to know and understand:*

#### **General knowledge and understanding**

- K1 different definitions of diversity
- K2 the different forms which discrimination and harassment might take
- K3 the business case for ensuring equality of opportunity and promoting diversity
- K4 the probable effects of not promoting equality of opportunity and diversity within your area of responsibility
- K5 how commitment within your area of responsibility to promoting equality of opportunity and diversity might be demonstrated
- K6 why it is important to make equality and diversity a priority area and how to do so effectively
- K7 why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity and diversity
- K8 how to recognise when the behaviour, words and actions of others does and does not support a commitment to equality of opportunity and diversity
- K9 how and where to identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice
- K10 the importance of identifying the diversity and needs of your area's current and potential customers in order to identify areas for improvement and how to do so effectively
- K11 how to communicate the organisation's written equality and diversity policy to people who work in your area of responsibility and other relevant parties
- K12 the importance of implementing an organisation's written equality and diversity policy and any supporting action plan
- K13 the type of resources which might be required to support implementation of an equality and diversity policy and any supporting action plan
- K14 how and when to consult with people in your area of responsibility or their representatives on equality and diversity issues
- K15 sources of specialist expertise in relation to equality and diversity
- K16 how to provide working arrangements, resources and businesses processes in your area of responsibility that respond to different needs, abilities, values and ways of working
- K17 how to monitor, review and report on progress in relation to equality of opportunity and diversity within your area of responsibility

## ML B11

# Promote equality of opportunity and diversity and inclusion in your area of responsibility



### **Industry/sector specific knowledge and understanding**

- K1 youth work legislation, regulations, guidelines and codes of practice relating to equality and diversity specific to youth work
- K2 equality and diversity issues and developments that are particular to youth work
- K3 information sources on equality and diversity in youth work

### **Context specific knowledge and understanding**

- K1 the vision, objectives and operational plans for your area of responsibility
- K2 the planning and decision-making processes within your area of responsibility
- K3 the overall vision, values, objectives, plans and culture of the organisation
- K4 the diversity of the people working in your area of responsibility
- K5 your area's current and potential customers and their needs
- K6 other relevant parties with an interest in diversity in your area of responsibility
- K7 the organisation's written equality and diversity policy and any accompanying action plan and how they are communicated to people who work for the organisation, people in your area and to other relevant parties
- K8 sources of specialist expertise in relation to equality and diversity used in your area of responsibility
- K9 the support and resources allocated to and across your area of responsibility to promote equality of opportunity and diversity
- K10 employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions
- K11 working arrangements, resources and business processes in your area of responsibility
- K12 systems in place in your area of responsibility for monitoring, reviewing and reporting on progress in relation to equality of opportunity and diversity
- K13 allocated responsibilities for promoting equality of opportunity and diversity in your area of responsibility and the organisation in general

## ML B11

Promote equality of opportunity and diversity and inclusion in your area of responsibility



### Additional Information

#### Behaviours

1. Use communication styles that are appropriate to different people and situations
2. Understand individuals' needs, feelings and motivations and take an active interest in their concerns
3. Encourage and support others to make the best use of their abilities
4. Use a range of leadership styles appropriate to different people and situations
5. Show a clear understanding of different customers and their needs
6. Treat individuals with respect and act to uphold their rights
7. Show integrity, fairness and consistency in decision making
8. Make time available to support others
9. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes

#### Glossary

##### Customers

Can refer to young people, other agencies or bodies with which you work, and/or internal 'customers'.

#### Links to other standards

This standard is from the Management and Leadership suite of standards

## VM A3

# 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 organizations and paid staff) and decision-makers (such as trustees, committee members and senior managers).

## VM A3

# Develop structures, systems and procedures to support volunteering



### Performance standards

*You must be able to:*

#### **Identify and evaluate structures, systems and procedures to support volunteering**

1. identify existing structures, systems and procedures that are relevant to volunteers
2. identify the diverse needs and preferences of volunteers and potential volunteers in relation to structures, systems and procedures
3. 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
4. identify and evaluate structures, systems and procedures used in other relevant contexts to identify best practice
5. analyse the information and identify ways in which structures, systems and procedures could best meet the needs and preferences of your volunteers
6. share your findings with decision-makers and stakeholders and take account of their feedback

#### **Design structures, systems and procedures to support volunteering**

7. identify the current and potential resources available for structures, systems and procedures
8. develop specifications for structures, systems and procedures using evaluation and feedback
9. develop options to meet these specifications which are achievable within available resources and are compatible with other relevant structures, systems and procedures
10. make sure the options you develop promote the diversity of volunteers
11. present your options to decision-makers and stakeholders and help them to provide informed feedback on your options
12. 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**

13. involve volunteers and colleagues in planning how to implement structures, systems and procedures
14. promote the benefits of structures, systems and procedures that support volunteering to colleagues, decision-makers and other stakeholders
15. negotiate and agree your plans for implementing structures, systems and procedures with decision-makers and stakeholders
16. make sure those involved in implementing the structures, systems and procedures understand the implications for their work
17. identify and provide the training, development and other support that may be required to make the structures, systems and procedures effective
18. monitor the implementation of the structures, systems and procedures, ensuring they are being adhered to
19. carry out scheduled evaluations and make any necessary improvements

## VM A3

# Develop structures, systems and procedures to support volunteering



## Knowledge and understanding

*You need to know and understand:*

### General knowledge and understanding

- K1 different definitions of diversity
- K2 the different forms which discrimination and harassment might take
- K3 the business case for ensuring equality of opportunity and promoting diversity
- K4 the probable effects of not promoting equality of opportunity and diversity within your area of responsibility
- K5 how commitment within your area of responsibility to promoting equality of opportunity and diversity might be demonstrated
- K6 why it is important to make equality and diversity a priority area and how to do so effectively
- K7 why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity and diversity
- K8 how to recognise when the behaviour, words and actions of others does and does not support a commitment to equality of opportunity and diversity
- K9 how and where to identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice
- K10 the importance of identifying the diversity and needs of your area's current and potential customers in order to identify areas for improvement and how to do so effectively
- K11 how to communicate the organisation's written equality and diversity policy to people who work in your area of responsibility and other relevant parties
- K12 the importance of implementing an organisation's written equality and diversity policy and any supporting action plan
- K13 the type of resources which might be required to support implementation of an equality and diversity policy and any supporting action plan
- K14 how and when to consult with people in your area of responsibility or their representatives on equality and diversity issues
- K15 sources of specialist expertise in relation to equality and diversity
- K16 how to provide working arrangements, resources and businesses processes in your area of responsibility that respond to different needs, abilities, values and ways of working
- K17 how to monitor, review and report on progress in relation to equality of opportunity and diversity within your area of responsibility

## VM A3

### Develop structures, systems and procedures to support volunteering



#### **Industry/sector specific knowledge and understanding**

- K18 youth work legislation, regulations, guidelines and codes of practice relating to equality and diversity specific to youth work
- K19 equality and diversity issues and developments that are particular to youth work
- K20 information sources on equality and diversity in youth work

#### **Context specific knowledge and understanding**

- K21 the vision, objectives and operational plans for your area of responsibility
- K22 the planning and decision-making processes within your area of responsibility
- K23 the overall vision, values, objectives, plans and culture of the organisation
- K24 the diversity of the people working in your area of responsibility
- K25 your area's current and potential customers and their needs
- K26 other relevant parties with an interest in diversity in your area of responsibility
- K27 the organisation's written equality and diversity policy and any accompanying action plan and how they are communicated to people who work for the organisation, people in your area and to other relevant parties
- K28 sources of specialist expertise in relation to equality and diversity used in your area of responsibility
- K29 the support and resources allocated to and across your area of responsibility to promote equality of opportunity and diversity
- K30 employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions
- K31 working arrangements, resources and business processes in your area of responsibility
- K32 systems in place in your area of responsibility for monitoring, reviewing and reporting on progress in relation to equality of opportunity and diversity
- K33 allocated responsibilities for promoting equality of opportunity and diversity in your area of responsibility and the organisation in general

## VM A3

# Develop structures, systems and procedures to support volunteering



## Additional Information

### Behaviours

1. Use communication styles that are appropriate to different people and situations
2. Understand individuals' needs, feelings and motivations and take an active interest in their concerns
3. Encourage and support others to make the best use of their abilities
4. Use a range of leadership styles appropriate to different people and situations
5. Show a clear understanding of different customers and their needs
6. Treat individuals with respect and act to uphold their rights
7. Show integrity, fairness and consistency in decision making
8. Make time available to support others
9. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes

### Glossary

#### Customers

Can refer to young people, other agencies or bodies with which you work, and/or internal 'customers'.

### Links to other standards

This standard is from the Management and Leadership suite of standards



## ML A2

# Manage your own resources and professional development



### Overview

This unit is about managing your personal resources (particularly knowledge, understanding, skills, experience and time) and your professional development in order to achieve your work objectives and your career and personal goals.

You need to understand your work role and how it fits into the overall vision and objectives of the organisation whilst also understanding what is driving you in terms of your values and your career and wider personal aspirations.

Identifying and addressing gaps in your skills and knowledge and understanding is an essential aspect of this unit.

The unit is recommended for first line managers, middle managers and senior managers.

## ML A2

# Manage your own resources and professional development



### Performance criteria

*You must be able to:*

- P1 Evaluate, at appropriate intervals, the current and future requirements of your work role taking account of the vision and objectives of your organisation.
- P2 Consider your values and your career and personal goals and identify information which is relevant to your work role and professional development.
- P3 Discuss and agree personal work objectives with those you report to and how you will measure progress.
- P4 Identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities.
- P5 Identify any gaps between the current and future requirements of your work role and your current knowledge, understanding and skills.
- P6 Discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goals.
- P7 Undertake the activities identified in your development plan and evaluate their contribution to your performance.
- P8 Review and update your personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes.
- P9 Get regular and useful feedback on your performance from those who are in a good position to judge it and provide objective and valid feedback.
- P10 Ensure that your performance consistently meets or goes beyond agreed requirements.

## ML A2

# Manage your own resources and professional development



## Knowledge and understanding

*You need to know and understand:*

### General knowledge and understanding

- K1 The principles which underpin professional development
- K2 The importance of considering your values and career and personal goals and how to relate them to your work role and professional development.
- K3 How to evaluate the current requirements of a work role and how the requirements may evolve in the future.
- K4 How to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
- K5 How to identify development needs to address any identified gaps between the requirements of your work role and your current knowledge, understanding and skills.
- K6 What an effective development plan should contain and the length of time that it should cover.
- K7 The range of different learning styles and how to identify the style(s) which work(s) best for you
- K8 The type of development activities that can be undertaken to address identified gaps in your knowledge, understanding and skills
- K9 How to identify whether/how development activities have contributed to your performance
- K10 How to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes
- K11 How to monitor the quality of your work and your progress against requirements and plans
- K12 How to evaluate your performance against the requirements of your work role
- K13 How to identify and use good sources of feedback on your performance

### Industry/sector specific knowledge and understanding

- K1 Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development

### Context specific knowledge and understanding

- K1 The requirements of your work role including the limits of your responsibilities
- K2 The vision and objectives of your organisation
- K3 Your own values and career and personal goals
- K4 Your personal work objectives
- K5 Your preferred learning style(s)
- K6 Your current knowledge, understanding and skills
- K7 Identified gaps in your current knowledge, understanding and skills
- K8 Your personal development plan
- K9 Available development opportunities and resources in your organisation
- K10 Your organisation's policy and procedures in terms of personal development
- K11 The reporting lines in your organisation
- K12 Possible sources of feedback in your organisation

## ML A2

# Manage your own resources and professional development



### Behaviours

#### Behaviours which underpin effective performance

1. You address multiple demands without losing focus or energy.
2. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
3. You prioritise objectives and plan work to make best use of time and resources.
4. You take personal responsibility for making things happen.
5. You take pride in delivering high quality work.
6. You show an awareness of your own values, motivations and emotions.
7. You agree achievable objectives for yourself and give a consistent and reliable performance.
8. You recognise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations.
9. You make best use of available resources and proactively seek new sources of support when necessary.
10. You reflect regularly on your own experiences and use these to inform future action

### Skills

Listed below are the main generic 'skills' that need to be applied in managing your own resources and professional development. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Setting objectives
- Evaluating
- Planning
- Learning
- Reviewing
- Communicating
- Self-assessment
- Time management
- Stress management
- Obtaining feedback
- Reflecting
- Prioritising

### Links to other NOS

This unit is linked to units **A1. Manage your own resources** and **A3. Develop your personal networks** in the overall suite of National Occupational Standards for Management and Leadership. If your organisation is a small firm, you should look at unit *A3 Check your own skills*, which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website ([www.sfedi.co.uk](http://www.sfedi.co.uk).)

## ML B5

### Provide leadership for your team



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#### Overview

This unit is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.

The unit is recommended for team leaders.

## ML B5

### Provide leadership for your team



#### Performance criteria

- You must be able to:*
- P1 Set out and positively communicate the purpose and objectives of the team to all members
  - P2 Involve members in planning how the team will achieve its objectives
  - P3 Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives
  - P4 Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved
  - P5 Win, through your performance, the trust and support of the team for your leadership
  - P6 Steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team
  - P7 Encourage and recognise creativity and innovation within the team
  - P8 Give team members support and advice when they need it especially during periods of setback and change
  - P9 Motivate team members to present their own ideas and listen to what they say
  - P10 Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead
  - P11 Monitor activities and progress across the team without interfering

## ML B5

### Provide leadership for your team



#### Knowledge and understanding

*You need to know and understand:*

##### **General knowledge and understanding**

- K1 Different ways of communicating effectively with members of a team
- K2 How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
- K3 How to plan the achievement of team objectives and the importance of involving team members in this process
- K4 The importance of and being able to show team members how personal work objectives contribute to achievement of team objectives
- K5 That different styles of leadership exist
- K6 How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognizing their achievements
- K7 Types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team, and ways of identifying and overcoming them
- K8 The importance of encouraging others to take the lead and ways in which this can be achieved
- K9 The benefits of and how to encourage and recognize creativity and innovation within a team

##### **Industry/sector specific knowledge and understanding**

- K1 Legal, regulatory and ethical requirements in the industry/sector

##### **Context specific knowledge and understanding**

- K1 The members, purpose, objectives and plans of your team
- K2 The personal work objectives of members of your team.
- K3 The types of support and advice that team members are likely to need and how to respond to these.
- K4 Standards of performance for the work of your team.

## ML B5

### Provide leadership for your team



#### Behaviours

#### Behaviours that underpin effective performance

1. You create a sense of common purpose.
2. You take personal responsibility for making things happen.
3. You encourage and support others to take decisions autonomously.
4. You act within the limits of your authority.
5. You make time available to support others
6. You show integrity, fairness and consistency in decision-making
7. You seek to understand people's needs and motivations.
8. You model behaviour that shows respect, helpfulness and co-operation

#### Skills

Listed below are the main generic 'skills' that need to be applied in providing leadership for your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Planning
- Team-building
- Leading by example
- Providing feedback
- Setting objectives
- Motivating
- Consulting
- Problem-solving
- Valuing and supporting others
- Monitoring
- Managing conflict
- Decision-making
- Following

#### Links to other NOS

This unit is linked to units **B6. Provide leadership in your area of responsibility**, **C1. Encourage innovation in your team**, **D1. Develop productive working relationships with colleagues**, **D5. Allocate and check work in your team** and **D9. Build and manage teams** in the overall suite of National Occupational Standards for Management and Leadership.



## ML D5

### Allocate and check work in your team

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#### Overview

This unit is about ensuring that the work required of your team is effectively and fairly allocated amongst team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.

The unit is recommended for team leaders.

## ML D5

### Allocate and check work in your team



#### Performance criteria

*You must be able to:*

- P1 Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.
- P2 Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.
- P3 Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.
- P4 Brief team members on the work they have been allocated and the standard or level of expected performance.
- P5 Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.
- P6 Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.
- P7 Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.
- P8 Support team members in identifying and dealing with problems and unforeseen events.
- P9 Motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.
- P10 Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.
- P11 Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.
- P12 Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager.
- P13 Use information collected on the performance of team members in any formal appraisal of performance.

## Knowledge and understanding

*You need to know and understand:*

### General knowledge and understanding

- K1 Different ways of communicating effectively with members of a team.
- K2 The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively.
- K3 How to plan the work of a team, including how to identify any priorities or critical activities and the available resources.
- K4 How to identify sustainable resources and ensure their effective use when planning the work of a team.
- K5 How to identify and take due account of health and safety issues in the planning, allocation and checking of work.
- K6 Why it is important to allocate work across the team on a fair basis and how to do so.
- K7 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.
- K8 The values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them.
- K9 Ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated.
- K10 Effective ways of regularly and fairly checking the progress and quality of the work of team members.
- K11 How to provide prompt and constructive feedback to team members.
- K12 How to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and improve their performance, and for recognising their achievements.
- K13 The additional support and/or resources which team members might require to help them complete their work and how to assist in providing this.
- K14 Why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.
- K15 How to take account of diversity and inclusion issues when supporting and encouraging team members to complete the work they have been allocated.
- K16 Why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members.
- K17 The type of problems and unforeseen events that may occur and how to support team members in dealing with them.

K18 How to log information on the ongoing performance of team members and use this information for performance appraisal purposes.

#### **Industry/sector specific knowledge and understanding**

- K1 Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work.
- K2 Industry/sector requirements for the development or maintenance of knowledge, understanding and skills.

#### **Context specific knowledge and understanding**

- K1 The members, purpose and objectives of your team.
- K2 The work required of your team.
- K3 The available resources for undertaking the required work.
- K4 The organisation's written health and safety policy statement and associated information and requirements.
- K5 Your team's plan for undertaking the required work.
- K6 The skills, knowledge and understanding, experience and workloads of team members.
- K7 Your organisation's policy and procedures in terms of personal development.
- K8 Reporting lines in the organisation and the limits of your authority.
- K9 Organisational standards or levels of expected performance.
- K10 Organisational policies and procedures for dealing with poor performance.
- K11 Organisational grievance and disciplinary policies and procedures.
- K12 Organisational performance appraisal systems.

## Behaviours

### Behaviours which underpin effective performance

1. You make time available to support others.
2. You clearly agree what is expected of others and hold them to account.
3. You prioritise objectives and plan work to make best use of time and resources.
4. You state your own position and views clearly and confidently in conflict situations.
5. You show integrity, fairness and consistency in decision-making.
6. You seek to understand people's needs and motivations.
7. You take pride in delivering high quality work.

## Skills

Listed below are the main generic 'skills' that need to be applied in allocating and checking work in your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Providing feedback
- Planning
- Reviewing
- Motivating
- Valuing and supporting others
- Problem-solving
- Monitoring
- Decision-making
- Prioritising
- Team-building
- Managing conflict
- Information management
- Leadership
- Coaching
- Delegating
- Setting objectives
- Stress management

## Links to other NOS

This unit is linked to units **B5. Provide leadership for your team, D1. Develop productive working relationships with colleagues, D6 Allocate and monitor the progress and quality of work in your area of responsibility, D7. Provide learning opportunities for colleagues** and **D8. Help team members address problems affecting their performance** in the overall suite of National Occupational Standards for Management and Leadership.

## ML D3 Recruit, select and keep colleagues



### Overview

This standard is mainly about recruiting and selecting people to undertake identified activities or work-roles within your area of responsibility. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals with the required skills, knowledge and understanding and who are likely to perform effectively are appointed.

As recruitment and selection can be expensive and time-consuming activities, the standard also involves taking action to understand why colleagues are leaving and taking action to keep colleagues.

Whilst you would be expected to draw on the expertise of personnel specialists, you are not expected to be a personnel specialist yourself.

The standard is recommended for first line managers and middle managers.

This NOS is from the Management and Leadership suite and is included as part of the Youth Work suite as a signposted standard.

This appears in the Youth Work NOS suite as standard number 38.

## ML D3 Recruit, select and keep colleagues



### Performance criteria

- You must be able to:*
- P1 talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving
  - P2 identify ways of addressing staff turnover problems, implementing those which clearly fall within your authority and communicating others to the relevant people for consideration
  - P3 review on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience
  - P4 identify and review the options for addressing any identified shortfalls and decide on the best option(s) to follow
  - P5 consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit
  - P6 consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved
  - P7 ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants
  - P8 seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues
  - P9 participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective
  - P10 make sure that applicants who are offered positions are likely to be able to perform effectively and work with new colleagues
  - P11 judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements

## Knowledge and understanding

*You need to know and understand:*

### **General knowledge and understanding**

- K1 why it is important to identify and understand why colleagues are leaving and how to do so constructively
- K2 the types of reasons colleagues might give for leaving
- K3 how to measure staff turnover
- K4 the causes and effects of high and low staff turnover
- K5 the measures which can be undertaken to address staff turnover problems
- K6 how to review the workload in your area in order to identify shortfalls in the number of colleagues and/or the pool of skills, knowledge, understanding and experience
- K7 how to identify actual skills and avoid stereotyping with regard to skills levels and work ethics
- K8 different options for addressing identified shortfalls and their associated advantages and disadvantages
- K9 what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them
- K10 different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is to be involved
- K11 different recruitment and selection methods and their associated advantages and disadvantages
- K12 why it is important to give fair, clear and accurate information on vacancies to potential applicants
- K13 how cultural differences in language, body language, tone of voice and dress can differ from expectations
- K14 how to judge whether applicants meet the stated requirements of the vacancy`
- K15 sources of specialist expertise in relation to recruitment, selection and retention
- K16 how to take account of equality and diversity issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues
- K17 how to review the effectiveness of recruitment and selection in your area

### **Industry/sector specific knowledge and understanding**

- K1 turnover rates within similar organisation in youth work
- K2 recruitment, selection and retention issues and specific initiatives and arrangements within youth work
- K3 working culture and practices of youth work



## ML D3

### Recruit, select and keep colleagues



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#### **Context specific knowledge and understanding**

- K1 current people resources available to your area, including skills, knowledge, understanding and experience of colleagues
- K2 work requirements in your area
- K3 agreed operational plans and changes in your area
- K4 the staff turnover rate in your area
- K5 job descriptions and person specifications for confirmed vacancies
- K6 local employment market conditions
- K7 the organisation's structure, values and culture
- K8 employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions
- K9 sources of specialist expertise in relation to recruitment, selection and retention used by your organisation

## Additional Information

### Behaviours

1. Recognise the opportunities presented by the diversity of people
2. Work to turn unexpected events into opportunities rather than threats
3. Try out new ways of working
4. You identify people's information needs
5. You seek to understand people's needs and motivations
6. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
7. You take and implement difficult and/or unpopular decisions, if necessary
8. You act within the limits of your authority
9. You show integrity, fairness and consistency in decision making

### Glossary

#### Colleagues

Means those people for whom you have line management responsibility.

### Links to other standards

This standard is signposted from the Management and Leadership suite of standards.

## ML D7

### Provide learning opportunities for colleagues



#### Overview

This standard is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs.

Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an `environment', for example, in your team or area of responsibility, in which learning is valued.

This standard is recommended for team leaders, first line managers, middle managers and senior managers.

This NOS is from the Management and Leadership suite and is included as part of the Youth Work suite as a signposted standard

This appears in the Youth Work NOS suite as standard number 39.

## ML D7

### Provide learning opportunities for colleagues



#### Performance criteria

*You must be able to:*

- P1 promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised
- P2 give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve
- P3 work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work-roles and their current knowledge, understanding and skills
- P4 help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities
- P5 work with colleagues to identify and obtain information on learning activities to address identified learning needs
- P6 recognise and seek to find out about differences in expectations and working methods of team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity
- P7 discuss and agree, with each colleague, a development learning activities to be undertaken, the learning objectives required resources and timescales
- P8 work with colleagues to recognise and make use of opportunities
- P9 seek and make use of specialist expertise in relation to identifying and providing learning for colleagues
- P10 support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning
- P11 evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience
- P12 work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes
- P13 encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned

## Knowledge and understanding

*You need to know and understand:*

### **General knowledge and understanding**

- K1 the benefits of learning for individuals and organisations and how to promote these to colleagues
- K2 ways in which you can develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised
- K3 why it is important to encourage colleagues to take responsibility for their own learning
- K4 how to provide fair, regular and useful feedback to colleagues on their work performance
- K5 how to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills
- K6 how to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues
- K7 the range of different learning styles and how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them
- K8 different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees substitute staff)
- K9 how/where to identify and obtain information on different learning activities
- K10 why it is important for colleagues to have a written 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)
- K11 how to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound)
- K12 sources of specialist expertise in relation to identifying and providing learning for colleagues
- K13 what type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved
- K14 how to evaluate whether a learning activity has achieved the desired learning objectives
- K15 the importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes
- K16 how to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues

## ML D7

### Provide learning opportunities for colleagues



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#### **Industry/sector specific knowledge and understanding**

- K1 youth work requirements for the development or maintenance of knowledge, skills and understanding and professional development
- K2 learning issues and specific initiatives and arrangements that apply within youth work
- K3 working culture and practices of youth work

#### **Context specific knowledge and understanding**

- K1 relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation
- K2 the work roles of colleagues, including the limits of their responsibilities and their personal work objectives
- K3 the current knowledge, understanding and skills of colleagues
- K4 identified gaps in the knowledge, understanding and skills of colleagues
- K5 identified learning needs of colleagues
- K6 learning style(s) or combinations of styles preferred by colleagues
- K7 the written development plans of colleagues
- K8 sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues
- K9 learning activities and resources available in/to your organisation
- K10 your organisation's policies in relation to equality and diversity
- K11 your organisation's policies and procedures in relation to learning
- K12 your organisation's performance appraisal systems

## ML D7

### Provide learning opportunities for colleagues



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## Additional Information

### Behaviours

1. Recognise the opportunities presented by the diversity of people
2. Find practical ways to overcome barriers
3. Make time available to support others
4. Seek to understand individuals' needs, feelings and motivations and take an active interest in their concerns
5. Encourage and support others to make the best use of their abilities
6. Recognise the achievements and the success of others
7. Inspire others with the excitement of learning
8. Confront performance issues and sort them out directly with the people involved
9. Say no to unreasonable requests
10. Show integrity, fairness and consistency in decision making

### Glossary

#### Colleagues

Means those people for whom you have line management responsibility.

### Links to other standards

This standard is from the Management and Leadership suite of standards.

# HSS1

## Make sure your own actions reduce risks to health and safety



### Overview

This standard addresses the health and safety responsibilities for everyone in your workplace. 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 in your workplace, and
3. you take sensible action to put things right, including: reporting situations which pose a danger to people in the workplace and seeking advice.

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

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

This NOS is from the Health and Safety suite and is included as part of the Youth Work suite as a signposted standard

This appears in the Youth Work NOS suite as standard number 40



# HSS1

## Make sure your own actions reduce risks to health and safety



### Performance criteria

You must be able to:

- P1 identify the hazards and evaluate the risks in your workplace
- P2 identify which workplace instructions are relevant to your job
- P3 identify those working practices in your job which could harm you or others
- P4 identify those aspects of your workplace which could harm you or others
- P5 check which of the potentially harmful working practices and aspects of your workplace present the highest risks to you or to others
- P6 deal with hazards in accordance with workplace instructions and legal requirements
- P7 correctly name and locate the people responsible for health and safety in your workplace
- P8 report to the people responsible for health and safety in your workplace those hazards which present the highest risks
- P9 Reduce the risks to health and safety in your workplace
- P10 carry out your work in accordance with your level of competence, workplace instructions, suppliers or manufacturers' instructions and legal requirements
- P11 control those health and safety risks within your capability and job responsibilities
- P12 pass on suggestions for reducing risks to health and safety to the responsible people
- P13 make sure your behaviour does not endanger the health and safety of you or others in your workplace
- P14 follow the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
- P15 report any differences between workplace instructions and suppliers' or manufacturers' instructions
- P16 make sure that your personal presentation and behaviour at work:
  - a. protects the health and safety of you and others,
  - b. meets any legal responsibilities,
  - c. and is in accordance with workplace instructions
- P17 make sure you follow environmentally-friendly working practices

## ML E6

# Ensure health and safety requirements are met in your area of responsibility



### Overview

This standard is concerned with managing the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision making processes and the `culture' of your area of responsibility.

This standard is recommended for first-line managers and middle managers.

This NOS is from the Management and Leadership suite and is included as part of the Youth Work suite as a signposted standard

This appears in the Youth Work NOS suite as standard number 41

# HSS1

## Make sure your own actions reduce risks to health and safety



### Performance criteria

- You must be able to:*
- P1 identify your personal responsibilities and liabilities under health and safety legislation
  - P2 ensure that the organisation's written health and safety policy statement is clearly communicated to all people in your area of responsibility and other relevant parties
  - P3 ensure that the health and safety policy statement is put into practice in your area of responsibility and is subject to review as situations change and at regular intervals and the findings passed to the appropriate people for consideration
  - P4 ensure regular consultation with people in your area of responsibility or their representatives on health and safety issues
  - P5 seek and make use of specialist expertise in relation to health and safety issues
  - P6 ensure that a system is in place for identifying hazards and assessing risks in your area of responsibility and that prompt and effective action is taken to eliminate or control identified hazards and risks
  - P7 ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in your area of responsibility
  - P8 show continuous improvement in your area of responsibility in relation to health and safety performance
  - P9 make health and safety a priority area in terms of informing planning and decision-making in your area of responsibility
  - P10 demonstrate that your own actions reinforce the messages in the organisation's health and safety policy statement
  - P11 ensure that sufficient resources are allocated across your area of responsibility to deal with health and safety issues
  - P12 develop a culture within your area of responsibility which puts 'health and safety' first

# HSS1

## Make sure your own actions reduce risks to health and safety



### Knowledge and understanding

*You need to know and understand:*

#### **General knowledge and understanding**

- K1 why health and safety in the workplace is important
- K2 how and where to identify your personal responsibilities and liabilities under health and safety legislation
- K3 how to keep up with legislative and other developments relating to health and safety
- K4 the requirement for organisations to have a written health and safety policy statement
- K5 how to communicate the written health and safety policy statement to people who work in your area of responsibility and other relevant parties
- K6 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 development
- K7 how and when to consult with people in your area of responsibility or their representatives on health and safety issues
- K8 sources of specialist expertise in relation to health and safety
- K9 ways of developing a culture in your area of responsibility which puts 'health and safety' first
- K10 the types of hazards and risks that may arise in relation to health and safety – how to establish and use systems for identifying hazards and assessing risks and the type of actions that should be taken to control or eliminate them
- K11 how to establish systems for monitoring, measuring and reporting on health and safety performance in your area of responsibility
- K12 why and how health and safety should inform planning and decision-making
- K13 the importance of setting a good example to others in relation to health and safety  
the type of resources required to deal with health and safety issues

#### **Industry/sector work specific knowledge and understanding**

- K1 youth work specific legislation, regulations, guidelines and codes of practice relating to health and safety
- K2 health and safety risks, issues and developments which are particular to youth work

# HSS1

## Make sure your own actions reduce risks to health and safety



### **Context specific knowledge and understanding**

- K1 Other relevant parties with an interest in health and safety in your area of responsibility
- K2 The organisation's written health and safety policy statement and how it is communicated to people who work for the organisation, people in your area and other relevant parties
- K3 Sources of specialist health and safety expertise used in your area of responsibility
- K4 The operational plans for your area of responsibility
- K5 The resources allocated to and across your area of responsibility for health and safety
- K6 Allocated responsibilities for health and safety in your area and the organisation in general
- K7 Systems in place in your area of responsibility for identifying hazards and assessing risks and taking action
- K8 Systems in place for monitoring, measuring and reporting of health and safety performance in your area of responsibility

# HSS1

Make sure your own actions reduce risks to health and safety



## Additional Information

### Behaviours

1. Respond quickly to crises and problems with a proposed course of action
2. Identify people's information needs
3. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
4. Are vigilant for possible risks and hazards
5. Take personal responsibility for making things happen
6. Identify the implications or consequences of a situation
7. Act within the limits of your authority
8. Seek constantly to improve performance
9. Treat individuals with respect and act to uphold their rights

### Glossary

#### Area of responsibility

May be, for example, a branch or department or functional area or an operating site within an organisation.

### Links to other standards

This standard is from the Management and Leadership suite of standards.