

# National Occupational Standards for Youth Work

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## About National Occupational Standards

**National Occupational Standards (NOS) describe what a person needs to do, know and understand in their job, in order to carry out their role in a consistent and competent way. In essence, they inform ‘best practice’ by bringing together skills, knowledge and values. Lifelong Learning UK has worked in consultation with a wide range of employers, partner organisations and stakeholders to develop NOS. This ensures they are relevant and fit for purpose.**

Our aim is that the standards are versatile and support employers in a range of ways, including:

- Performance management (e.g. appraisals)
- Identifying training needs
- Aid in structuring learning programmes (formal and informal)
- Recruitment and selection (e.g. job descriptions)
- Assessing achievement
- Formal recognition of competence (e.g. continuing professional development)
- Careers guidance and counselling.

A wide range of individuals and organisations will find the standards a useful tool for a variety of activities. A good starting point is to look at the titles of the individual standards and then decide which ones will be relevant to meet your needs.

NOS follow a similar format across all sectors; however, Lifelong Learning UK works with employers and others to ensure that the relevant information required to describe best practice is included. Standards can inform qualification development, are structured into units and as a minimum must include:

- A title indicative of the content of the unit
- An overview of the content of the unit
- Knowledge, understanding and skills needed to effectively carry out your tasks and responsibilities within a particular job role or function
- Performance statements. Detailed description of the activities which would represent effective performance of the tasks within a unit
- Development of NOS is usually preceded by both occupational and functional mapping.

An occupational map provides the context and background to the development of NOS. It illustrates the main features and characteristics of job roles within an occupational sector, highlighting overlaps with other roles and their boundaries with other sectors.

A functional map identifies the functions that people carry out on a day-to-day basis as part of their job role within the broad work activities that take place across an occupational sector. This information then forms the basis of standards development.

NOS are free to use and easily downloaded from [www.lluk.org](http://www.lluk.org) and from [www.ukstandards.org.uk](http://www.ukstandards.org.uk). We welcome your feedback and would like to hear how you have used the NOS, and in what ways they have supported your work. Please contact us at [www.lluk.org](http://www.lluk.org)

**Standard 1.1.1:****Enable young people to use their learning to enhance their future development****■ What this standard is about**

This standard is about enabling young people to reflect on their learning, learning from their experiences, and to apply this in other areas of their lives, establishing goals for their future development.

**■ Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**■ The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Explore with and promote clearly to young people the benefits of ongoing learning.</li> <li>2 Encourage young people to reflect constructively upon their experiences and to recognise consequent learning points.</li> <li>3 Create appropriate learning opportunities for young people to reflect on their learning and experiences, including individual and group discussions.</li> <li>4 Provide active and sensitive support to enable young people to deal with any experiences and learning they find challenging.</li> <li>5 Develop the ability of young people to take charge of their own review sessions.</li> </ol>	<ol style="list-style-type: none"> <li><b>KU1</b> Activities and techniques for explaining and promoting the benefits of ongoing learning, and associated sources of support for young people.</li> <li><b>KU2</b> The importance of encouraging young people to reflect in their own experiences and draw their own learning from them.</li> <li><b>KU3</b> Techniques for creating an environment where it safe to talk openly and honestly about experiences, learning and aspirations.</li> <li><b>KU4</b> Techniques for facilitating and monitoring group dynamics, enabling young people to focus on important issues for them, including those they find challenging.</li> </ol>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>6</b> Encourage young people to value each other’s learning and disclosures, reinforcing this by personal example.</p> <p><b>7</b> Encourage young people to identify how their learning from youth work experiences might be applied in other areas of life.</p> <p><b>8</b> Work with young people to identify and develop clear and achievable personal and group development goals.</p> <p><b>9</b> Assist young people to identify activities which will realise their goals, and which are in line with their learning styles, recording these as appropriate.</p> <p><b>10</b> Identify sources of support to help young people carry out and continuously review their learning and development.</p>	<p><b>KU5</b> Facilitation skills, including active listening, appropriate to empowering young people in taking ownership of the learning process.</p> <p><b>KU6</b> How to work with young people to identify achievable goals, and mechanisms for recording young people’s development.</p> <p><b>KU7</b> Learning styles and other theories relevant to development planning.</p> <p><b>KU8</b> The importance of giving and receiving feedback effectively and methods for achieving this with young people.</p> <p><b>KU9</b> Activities and techniques that can be used for monitoring and reflecting on development during implementation.</p> <p><b>KU10</b> Additional sources of support for young people as they implement their development plans and deal with issues which are beyond your remit.</p> <p><b>KU11</b> How and when to use accreditation to enhance young people’s learning.</p> <p><b>KU12</b> Methods of accrediting learning.</p> <p><b>KU13</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers whose work involves encouraging young people to reflect upon their learning.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.



**Standard 1.1.2:****Enable young people to work effectively in groups****■ What this standard is about**

This standard is about facilitating group work, and managing group dynamics, and includes supporting individuals' rights within the group process and enabling young people to deal with conflicts.

**■ Values**

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**■ The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<b>1</b> Identify and explain clearly your role in relation to the group.	<b>KU1</b> Legal, regulatory and ethical requirements relevant to youth work, and their impact within your area of operations.
<b>2</b> Explore and agree with young people the boundaries and norms of behaviour within the group, ensuring that these are fair and inclusive.	<b>KU2</b> The values and principles underpinning youth work.
<b>3</b> Address constructively any difficulties in agreeing acceptable norms of behaviour, encouraging the young people to explore the consequences and to negotiate agreed boundaries.	<b>KU3</b> The importance to young people of being able to work effectively within groups.
<b>4</b> Ensure that all group members' views are heard, acknowledged and treated with respect.	<b>KU4</b> How to identify and analyse group dynamics using theoretical models and practical observation.
<b>5</b> Encourage young people to review regularly their own behaviour and the way in which a group works together.	<b>KU5</b> A range of facilitation styles which encourage empowerment and take account of a group's stage of development.
	<b>KU6</b> The factors likely to affect learning and behaviour individually and in groups.

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>6</b> Assist young people to understand the effect of their actions on other groups and individuals within the community, and to respect the views of others.</p> <p><b>7</b> Develop young people’s ability to give, receive and value constructive feedback.</p> <p><b>8</b> Identify the existing and desired dynamics of the group which you work, and develop action plans towards addressing any gaps between the existing and desired states.</p> <p><b>9</b> Choose and use facilitation styles which are appropriate for a group’s stage of development, reviewing their impact regularly.</p> <p><b>10</b> Ensure that your interventions deliver a balance between achieving planned group outcomes, meeting individual needs and dealing with group dynamics.</p> <p><b>11</b> Monitor and evaluate the effect of group work sessions on the group and the intended outcomes.</p> <p><b>12</b> Assist young people to communicate clearly and listen actively to others, identifying and addressing correctly any barriers to communication.</p> <p><b>13</b> Create opportunities for young people to express their feelings, both positive and negative, safely and appropriately.</p> <p><b>14</b> Explore any underlying causes of conflict between individuals and groups of young people, and address these constructively, in line with your role and responsibilities.</p>	<p><b>KU7</b> Methods of planning, monitoring and evaluating group work sessions.</p> <p><b>KU8</b> Why it is important to work with young people in ways which encourage their empowerment.</p> <p><b>KU9</b> Methods of working with young people which enable them to review how their group works and individual behaviour.</p> <p><b>KU10</b> How to work with young people to enable them to communicate more effectively with each other.</p> <p><b>KU11</b> Why it is important for young people to learn to manage their own behaviour, both individually and in groups.</p> <p><b>KU12</b> Techniques for addressing conflict positively within groups.</p> <p><b>KU13</b> Organisational procedures for defining and dealing with unacceptable behaviour.</p> <p><b>KU14</b> How to assist young people to challenge unacceptable behaviour.</p> <p><b>KU15</b> The importance of working with young people to enable them to consider their own rights, needs and values in relation to those of others, and methods for achieving this in a positive and constructive manner.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>15</b> Manage conflict in ways which promote the maintenance of positive relationships and which enable relevant differences to be valued.</p> <p><b>16</b> Take relevant action in line with your organisation's procedures to address unacceptable behaviour.</p>	

## Further information

### Who is this standard for

This standard is for all those who work with young people within a group setting.

### Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Listen actively, 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.

### Terminology

There is no terminology specific to this standard.

### Links to other standards

There are no explicit links to other standards.

**Standard 1.1.3:****Encourage young people to broaden their horizons to be active citizens****What this standard is about**

This standard is about broadening the horizons of young people, and includes encouraging and supporting young people to become involved in their community, and also in wider communities, and to understand how to be effective in making a positive contribution to these communities. Such wider communities can include those outside their work group, and could include other social/cultural groups, and/or other national or global communities.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard****Performance criteria****Youth work staff:**

- 1** Explore constructively with young people the concept of citizenship including its relevance at local, national and international levels.
- 2** Promote an awareness of the wider communities, and explore and identify the benefits of involvement with these.
- 3** Explore and identify with young people their roles, rights and responsibilities in relationship to being an active citizen.
- 4** Explore and identify young people's aims and aspirations regarding their involvement with wider communities, promoting and responding enthusiastically to ways of extending involvement.

**Knowledge and understanding****Youth work staff know and understand:**

- KU1** The benefits of encouraging and supporting young people to broaden their horizons and in involving themselves in the wider community, and of being active citizens.
- KU2** What is meant by active citizenship, including its relation to families, local communities, local and national government, and in international affairs.
- KU3** The typical starting point for young people when considering how to develop their horizons.

<b>Performance criteria</b>	<b>Knowledge and understanding</b>
<b>Youth work staff:</b>	<b>Youth work staff know and understand:</b>
<p><b>5</b> Promote discussion regarding ideas and routes towards affecting the decision-making process at local and national level, thereby promoting their involvement, voice and influence.</p>	<p><b>KU4</b> Available sources of support from other agencies towards broadening the horizons of young people, and how this can be accessed.</p>
<p><b>6</b> Explore young people's perceptions regarding any potential barriers and constraints to fulfilling their potential as active citizens, and identify actions towards addressing these responsibly and constructively.</p>	<p><b>KU5</b> The democratic process, and the role of local and central government, including key decision-making roles and responsibilities.</p>
<p><b>7</b> Involve young people in identifying and organising activities designed to enhance their knowledge and understanding of how they can develop their engagement as active citizens.</p>	<p><b>KU6</b> The rights and responsibilities of individuals, and the impact on young people.</p>
<p><b>8</b> Facilitate relevant activities designed to develop young people's engagement as active citizens and to become involved with, and to contribute positively to the wider community.</p>	<p><b>KU7</b> Key principles of criminal and civil law, relevant to active citizenship among young people.</p>
<p><b>9</b> Explore with young people the global context to personal, local and national decisions and actions.</p>	<p><b>KU8</b> The values and principles underpinning youth work.</p>
<p><b>10</b> Reflect with young people on the learning points arising from activities relevant to their role as developing active citizens and, and use this, to both reinforce the role of young people, and also inform future actions.</p>	<p><b>KU9</b> The nature and aims of the principal political parties.</p>
	<p><b>KU10</b> Key local, national and global issues, including issues associated with sustainability within youth work and their relationships to individuals and to each other.</p>
	<p><b>KU11</b> How citizenship is addressed in schools, and how youth work activities can complement this.</p>
	<p><b>KU12</b> Opportunities and activities towards enhancing young people's involvement in wider communities, and how to create and implement these.</p>
	<p><b>KU13</b> A range of activities that might be used to enhance young people's understanding of active citizenship, and their relative advantages and disadvantages.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
	<p><b>KU14</b> Possible barriers and constraints that young people may consider as hindering their ability to fulfil their potential as active citizens, and appropriate actions towards overcoming these.</p> <p><b>KU15</b> The importance of involving young people fully in exploring the opportunities towards enhancing their involvement so that they can take full ownership of the process, and methods for achieving this.</p>

## Further information

### Who is this standard for

This standard is for youth workers involved in encouraging young people to become informed and engaged citizens, and in broadening their understanding of the wider community and their place within it.

### Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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. Listen actively and respond constructively to any concerns
5. Value equality of opportunity and diversity, challenging oppression and discrimination.

### Terminology

There is no terminology specific to this standard.

### Links to other standards

There are no explicit links to other standards.

**Standard 1.1.4:****Encourage the spiritual development of young people****What this standard is about**

This standard is about working with young people to explore ethical, moral and cultural values, addressing the need to respect the beliefs and values of others. It includes exploring where young people are on their journeys through life and encouraging them to see themselves in terms of their relationships with others and the environment around them.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Recognise your own ethical, moral and cultural values and beliefs and understand how this influences the way in which you work with young people.</p>	<p><b>KU1</b> The importance of being clear regarding your own ethical, moral and cultural values and beliefs.</p>
<p><b>2</b> Explore with young people the differences between spirituality, religion and faith.</p>	<p><b>KU2</b> How your own ethical, moral and cultural values and beliefs may influence the way in which you work with others.</p>
<p><b>3</b> Explore with young people their ethical, moral and cultural beliefs and values.</p>	<p><b>KU3</b> Why it is important not to impose your own values and beliefs upon others.</p>
<p><b>4</b> Encourage young people to reflect on where they are on the spiritual journey through life, and to recognise how they have arrived at that point, and to identify hopes and aspirations for the future.</p>	<p><b>KU4</b> The influence upon young people's lives that you may have as a youth worker, and the importance of ensuring that this influence is used correctly, and not abused.</p>
<p><b>5</b> Encourage young people to recognise and express their emotions, feelings, beliefs and values and to use these constructively.</p>	<p><b>KU5</b> What is meant by spiritual development, and the differences between spirituality, religion and faith.</p>

**S1.1.4** | Encourage the spiritual development of young people

<p><b>Performance criteria</b></p> <p><b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b></p> <p><b>Youth work staff know and understand:</b></p>
<p><b>6</b> Discuss and explore with young people aspects of spirituality, integrity, commitment, curiosity, acceptance and compassion.</p> <p><b>7</b> Share understanding of spirituality without imposing your own beliefs upon others.</p> <p><b>8</b> Assist young people to develop a sense of their own spiritual beliefs, values, ethics and morals by which they live.</p> <p><b>9</b> Assist young people to respect others who may have different faiths, values and beliefs to their own.</p> <p><b>10</b> Encourage young people to explore their beliefs in relation to those of the other faiths, religions and cultures, and the prevailing social norms.</p>	<p><b>KU6</b> What is meant by values and beliefs.</p> <p><b>KU7</b> Why it is important for young people to explore spiritual beliefs, and methods for achieving this.</p> <p><b>KU8</b> What is meant by a ‘spiritual journey through life’ and ways of working with young people to explore this, and to reflect on where they are on that journey.</p> <p><b>KU9</b> A range of activities and experiences through which young people might consider their spiritual development.</p> <p><b>KU10</b> The importance of encouraging young people to have respect for and to develop an understanding of beliefs which they do not share.</p> <p><b>KU11</b> Your organisation’s practices and boundaries and the importance of working within these.</p> <p><b>KU12</b> The values and principles underpinning youth work.</p>



## Further information

### ■ Who is this standard for

This standard is for those involved in working with young people to explore their ethical, moral and cultural values. It includes exploring the difference between spirituality, faith and religion.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Use appropriate forms and styles of communication suited to the needs and abilities of young people
2. Engage with young people at appropriate times and places
3. Encourage questions and check for understanding
4. Listen actively and respond constructively to any concerns
5. Treat young people with respect
6. Respect and value individual differences.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 1.1.5:****Support young people in taking action and to tackle problems****■ What this standard is about**

This standard is about supporting young people towards enabling them to identify needs, plan and to take action towards achieving their goals, including enabling them to tackle any problems encountered. It includes enabling them to reflect upon and to learn from their actions.

**■ Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**■ The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Work with young people to identify and agree their personal aims for achievement, exploring and establishing that these are realistic and measurable.</li> <li>2 Identify with young people a range of actions for achieving their aims, assessing objectively their feasibility with the young person.</li> <li>3 Assist young person to identify the benefits and any risks associated with potential actions, and to balance the risks against the benefits that are likely to arise.</li> <li>4 Encourage young people to explore their aims and possible actions towards achieving these with relevant parties, including their parents/carers.</li> </ol>	<ol style="list-style-type: none"> <li><b>KU1</b> Legal, regulatory and ethical requirements relating to youth work, and their impact within your area of responsibility.</li> <li><b>KU2</b> The values and principles which underpin youth work.</li> <li><b>KU3</b> The importance of young people setting goals for their achievement, and of their having ownership for these goals and of the actions appropriate to their realisation, and methods for making this happen.</li> <li><b>KU4</b> The importance of ensuring that goals are measurable, agreed, and realistic.</li> </ol>

<b>Performance criteria</b>	<b>Knowledge and understanding</b>
<b>Youth work staff:</b>	<b>Youth work staff know and understand:</b>
<p><b>5</b> Review with young people any concerns, or constraints, that they identify which might be a barrier towards realising their aims, and explore with them how these might be addressed.</p>	<p><b>KU5</b> Factors to be taken into account when assessing the feasibility of proposed aims and action plans, and how to undertake objective assessments.</p>
<p><b>6</b> Assist young people to address problems objectively and constructively.</p>	<p><b>KU6</b> The range of parties with which the young person should consult regarding their aims and plans.</p>
<p><b>7</b> Agree with young people their preferred route towards achieving their aims, and assist them to develop a realistic action plan towards realising their aims.</p>	<p><b>KU7</b> The importance of evaluating the options being considered and how to undertake a risk/benefit analysis in relation to action planning.</p>
<p><b>8</b> Encourage and assist young people to identify opportunities to develop the skills appropriate to implementing their plan and to realising their aims.</p>	<p><b>KU8</b> Sources of information and advice available to young people which can assist their evaluation of options.</p>
<p><b>9</b> Work with young people to consider and identify the effects of their planned actions upon others.</p>	<p><b>KU9</b> Effective problem solving techniques.</p>
<p><b>10</b> Ensure that their agreed actions fulfil legal, regulatory and ethical considerations.</p>	<p><b>KU10</b> Sources of learning and development which can be used by young people in developing the skills appropriate implementing their plans.</p>
<p><b>11</b> Provide ongoing information and support to young people towards realising their aims, in line with the role and responsibilities.</p>	<p><b>KU11</b> Effective methods of monitoring and evaluating the progress of action plans in realising the aims of young people.</p>
<p><b>12</b> Create opportunities for young people to reflect upon and learn from their experiences, exploring with them how they can apply such learning in progressing their aims.</p>	<p><b>KU12</b> The importance of reflecting upon one's own experiences and of learning from these, and how to create effective opportunities for young people to do this.</p>
<p><b>13</b> Celebrate young people's achievements, and support and assist them in dealing with any perceived setbacks.</p>	<p><b>KU13</b> 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.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
	<p><b>KU14</b> Methods for dealing constructively with setbacks experienced by young people.</p> <p><b>KU15</b> The importance of recognising and celebrating achievement in motivating young people and methods for doing this effectively.</p>

## Further information

### Who is this standard for

This standard is for youth workers who work alongside young people, helping them to plan and take action within their community.

### Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Treat your 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 of styles of communication, suited to the needs and abilities of young people.

### Terminology

There is no terminology specific to this standard.

### Links to other standards

There are no explicit links to other standards.

**Standard 1.1.6:****Support young people in their understanding of risk and challenge****What this standard is about**

This standard is about developing young people's understanding and appreciation of risk, and their ability to manage it. It includes providing opportunities which are challenging, and using these to promote an understanding and ability to manage the associated risks.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Identify appropriate challenges of interest to young people and which have aspects of risk that need to be managed.</p>	<p><b>KU1</b> Legal and organisational requirements relating to managing risks with young people, and the impact of these requirements for your role.</p>
<p><b>2</b> Assess and select challenges where the risks are within the young people's ability to manage.</p>	<p><b>KU2</b> The values and principles which underpin youth work.</p>
<p><b>3</b> Agree the nature of the challenge with the young people involved, and the purpose of the risk assessment.</p>	<p><b>KU3</b> Methods for establishing rapport with young people.</p>
<p><b>4</b> Work with young people to facilitate their identification and understanding of the risks associated with the challenge.</p>	<p><b>KU4</b> Types of risk and the factors which create different types of risk.</p>
<p><b>5</b> Explore and agree with young people a plan, and appropriate actions, towards managing the risks identified.</p>	<p><b>KU5</b> The importance of managing risk and methods for doing this without removing the aspect of challenge within activities appropriate for young people.</p>
	<p><b>KU6</b> Key stages in the risk management process.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>6</b> Ensure that all involved in the challenge understand and agree the risks and actions appropriate to managing these.</p> <p><b>7</b> Evaluate the action plan and confirm that it addresses the risks associated with the plan.</p> <p><b>8</b> Review, where relevant, any concerns regarding the plan with young people, and appropriate experts as necessary, and agree how these are to be addressed.</p> <p><b>9</b> Encourage and maintain risk assessment during the challenge, taking the appropriate actions to refine the plan, where necessary.</p> <p><b>10</b> Review with the young people their experiences gained from undertaking the challenge and encourage their insights regarding the lessons learnt.</p>	<p><b>KU7</b> The importance of identifying challenges of interest to young people.</p> <p><b>KU8</b> Ways of working with young people to identify and describe clearly potential risks in relation to the planned activities.</p> <p><b>KU9</b> The types of decisions and actions that might be taken in relation to identified risks.</p>

## Further information

### ■ Who is this standard for

This standard is recommended for those working with young people and who are involved in activities involving aspects of risk.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 1.1.7:****Undertake youth work in settings other than those used traditionally****What this standard is about**

This standard is about being able to undertake youth work other than in 'traditional' settings such as detached work, center-based work or project work. In the context of this standard, this can include informal youth work within formal settings, and other settings can include the school environment, forces locations, hospitals or a young offenders' institution.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Identify and work within the values and requirements of the agency or setting relevant to your work.</li> <li>2 Work within existing curricula and programmes, where relevant.</li> <li>3 Identify any constraints imposed by the setting and address these correctly.</li> <li>4 Agree with the relevant person the ways in which youth work methodology can be used within the agency or setting.</li> <li>5 Communicate and develop effective relationships with young people in a variety of settings.</li> </ol>	<ol style="list-style-type: none"> <li><b>KU1</b> Legal and organisational requirements impacting upon youth work, including those of your own organisation, and of other relevant organisations within which you are undertaking youth work, and their application to your activities.</li> <li><b>KU2</b> The range of settings within which youth work can take place, and the opportunities and constraints associated with these.</li> <li><b>KU3</b> The importance of maintaining health, safety and the safeguarding of young people, and how to achieve this across a variety of settings.</li> </ol>



<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<b>6</b> Identify and agree with young people programmes of activity which are relevant to their needs and appropriate for the setting.	<b>KU4</b> The importance of being aware of the terminology used within a variety of agencies or settings, and of interpreting youth work terminology accordingly.
<b>7</b> Identify and obtain the necessary information and resources for agreed activities.	<b>KU5</b> The importance of establishing appropriate lines of authority in the relationship of youth work in different settings, and how to do this.
<b>8</b> Involve young people in the planning and preparation of activities, encouraging their ownership of the programme.	<b>KU6</b> Ethical issues relating to undertaking youth work in different settings, including the duty of care to young people.
<b>9</b> Promote the independence and inter-dependence of young people.	<b>KU7</b> Sources of professional support, including training and supervisory support, appropriate to undertaking youth work in a variety of settings.
<b>10</b> Work effectively with other agencies, as relevant.	<b>KU8</b> The importance of engaging with and involving young people in agreeing, planning and preparing for youth work activities, and methods for achieving this.
<b>11</b> Evaluate the effectiveness of activities with the young people involved, and identify ways of enhancing programmes.	<b>KU9</b> A range of youth work activities, and the resources associated with these, that can be appropriate in different settings.
	<b>KU10</b> The boundaries of your role and responsibility within different settings, and to whom to refer if these are exceeded.
	<b>KU11</b> The importance to youth work of multi-agency working, and of working with professionals from other disciplines.
	<b>KU12</b> The values and principles underpinning youth work.

## Further information

### ■ Who is this standard for

This standard is for youth workers involved in undertaking youth work in variety of settings which include those other than the traditional locations.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Are creative, and respond to new ideas, in the delivery of activities relevant to be a variety of settings
2. Find practical ways of overcoming barriers
3. Treat young people with respect
4. Acknowledge the insights and input of young people
5. Act within the limits of your authority.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 1.2.1:****Plan, prepare and facilitate group work with young people****■ What this standard is about**

This standard is about planning, preparing and facilitating group work involving young people. It includes involving young people in the design of the group work.

**■ Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**■ The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<b>1</b> Discuss and agree clear aims for the group work with the young people involved.	<b>KU1</b> What is meant by group work and the importance of group dynamics in managing such activity.
<b>2</b> Identify and agree the activity to be undertaken with the young people involved and ensure that the resources necessary for facilitating the activity are obtained correctly.	<b>KU2</b> The importance of group work in developing the skills and confidence of young people.
<b>3</b> Discuss and establish the roles for members of the group, and agree the allocation of these to relevant members, taking account of the skills and interests of those participating.	<b>KU3</b> The importance of agreeing clearly specified aims for group work.
<b>4</b> Identify any concerns, or potential barriers to be overcome in achieving the aims, discussing and agreeing with the young people involved how these should be addressed.	<b>KU4</b> The types of resources required for group work activities, and options towards obtaining these within budget and time requirements.
	<b>KU5</b> Processes and techniques for designing and developing group work activities.

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>5</b> Agree with the young people the ground rules for the activity.</p>	<p><b>KU6</b> The importance of designing activities which take account of the learning styles of those participating, and how to do this.</p>
<p><b>6</b> Agree with the young people involved criteria against which the success of the group work is to be monitored and evaluated.</p>	<p><b>KU7</b> Potential barriers to affective group working and methods for addressing these.</p>
<p><b>7</b> Ensure that all involved are briefed and understand their roles.</p>	<p><b>KU8</b> Why it is important to allocate roles on a fair basis, taking account of the skills and interests of those participating, and how to do this effectively.</p>
<p><b>8</b> Facilitate the group work activity, encouraging the full involvement of all participants.</p>	<p><b>KU9</b> Ways of encouraging individuals to participate, and to ask questions.</p>
<p><b>9</b> Identify any unacceptable behaviour and address this correctly and fairly.</p>	<p><b>KU10</b> Why it is important to monitor the activity for conflict and how to address this promptly and fairly.</p>
<p><b>10</b> Recognise the successful contributions and completion of activities, acknowledging those involved.</p>	<p><b>KU11</b> Effective ways of monitoring and evaluating group work activities, involving those participating.</p>
<p><b>11</b> Involve participants in monitoring and evaluating the effectiveness of the activity.</p>	<p><b>KU12</b> How to recognise achievement, and to provide constructive feedback to participants.</p> <p><b>KU13</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers involved in developing and facilitating group work.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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. Listen actively and respond constructively to any concerns.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 1.2.2:****Work with young people to manage resources for youth work activities****What this standard is about**

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

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Evaluate available information and consult with relevant parties to establish the available budget for the proposed activity.</p>	<p><b>KU1</b> Legal, regulatory and ethical requirements relating to youth work, and their impact for your area of operations.</p>
<p><b>2</b> Work with young people to identify the resources needed for the proposed activity, including the necessary skills, people's time, equipment and materials.</p>	<p><b>KU2</b> Legislation and organisational guidelines relating to raising money or other resources for youth work activities.</p>
<p><b>3</b> 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.</p>	<p><b>KU3</b> The information required and their sources for preparing a realistic estimate of the budget and resources necessary for the activities.</p>
<p><b>4</b> Work with young people to develop and implement realistic plans for raising money and obtaining the further resources where necessary.</p>	<p><b>KU4</b> The importance of spending time on, and of consulting with relevant stakeholders, including young people, when identifying the resources required and establishing a budget for activities.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>5</b> Involve young people in preparing an accurate project plan for the required activity, setting out a schedule of actions.</p>	<p><b>KU5</b> How to prepare, agree and monitor a budget with young people.</p>
<p><b>6</b> Agree the project plan and budget with the young people involved and any further relevant parties.</p>	<p><b>KU6</b> Financial accountabilities and the extent to which people are financially responsible within your organisation.</p>
<p><b>7</b> Work with young people to establish an accurate and readily understood system for monitoring progress against the schedule and budget.</p>	<p><b>KU7</b> How to evaluate resource requirements and identify gaps.</p>
<p><b>8</b> Brief all those involved regarding the project, ensuring that they understand their roles and responsibilities.</p>	<p><b>KU8</b> What it is important to support young people in obtaining their own resources for activities.</p>
<p><b>9</b> Monitor the expenditure and any income whilst the activity is being processed, identifying promptly any significant variations from the budget, the reasons for these, and take prompt appropriate action.</p>	<p><b>KU9</b> The range of available resources, both within and outside your organisation.</p>
<p><b>10</b> Work with young people to achieve the objectives for the activity, using the resources obtained.</p>	<p><b>KU10</b> How to set, monitor and document action plans with young people.</p>
<p><b>11</b> Evaluate the success of the activity, identifying any improvements in how resources might have been managed, and use this to inform future work.</p>	<p><b>KU11</b> Systems for tracking income and expenditure during implementation of an event, activity or project.</p>
<p><b>12</b> Keep clear, accurate and comprehensive records in a form that other people can understand.</p>	<p><b>KU12</b> Why it is important to monitor expenditure carefully and involve young people in the monitoring.</p> <p><b>KU13</b> The importance of providing accurate and regular information regarding performance against the budget to relevant people</p> <p><b>KU14</b> The limits of your authority, and to whom to refer to when necessary</p> <p><b>KU15</b> The values and principles underpinning youth work</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers who provide support to young people who are managing the resources for an event, activity and/or project, or for workers who manage the finances of such a project themselves.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### ■ Terminology

For brevity, the word 'activity' is used in this standard to cover an event, activity and/or project.

### ■ Links to other standards

There are no explicit links to other standards.



**Standard 1.2.3:****Support young people in evaluating youth work activities****■ What this standard is about**

This standard is about supporting young people in their evaluation of youth work activities with which they are involved. It includes identifying how such activities might be enhanced.

**■ Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**■ The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Identify and agree with young people the indicators and measures against which the success of the youth work activity can be assessed.</p>	<p><b>KU1</b> Legal, and organisational and ethical requirements relevant to youth work, and their impact within your area of responsibility.</p>
<p><b>2</b> Agree indicators which can be measurable and realistic and which are in line with the young people's needs being addressed by the activity.</p>	<p><b>KU2</b> The importance of monitoring and evaluating youth work activities and methods for doing this.</p>
<p><b>3</b> Identify and agree with young people those actions appropriate towards monitoring progress against the indicators.</p>	<p><b>KU3</b> The importance of involving young people in the evaluation, and of promoting their ownership for the process, and methods for achieving this.</p>
<p><b>4</b> Work with young people to monitor the agreed indicators.</p>	<p><b>KU4</b> Measures of success for typical youth work activities.</p>
<p><b>5</b> Discuss the outcomes with the young people involved with the activity and evaluate with them the success of the activity against the indicators agreed.</p>	<p><b>KU5</b> The importance of consulting with colleagues and stakeholders in developing and agreeing indicators and measures.</p> <p><b>KU6</b> The importance of promoting the success of youth work activities.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>6</b> Assist young people to identify and develop proposals arising from their evaluation.</p> <p><b>7</b> Use the indicators and evaluation to inform future youth work activities.</p>	<p><b>KU7</b> The values and principles underpinning youth work.</p>

## Further information

### Who is this standard for

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

### Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### Terminology

There is no terminology specific to this standard.

### Links to other standards

There are no explicit links to other standards.

**Standard 1.2.4:****Support young people in evaluating the impact of youth work on their own development****What this standard is about**

This standard is about working with young people to support them in evaluating how their participation within youth work activities is contributing to their own personal development.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<b>1</b> Identify the relevant youth work activities with which they young people have been involved.	<b>KU1</b> Legal, organisational and ethical requirements relevant to youth work, and their impact within your area.
<b>2</b> Explore with young people what their views, aspirations, needs and concerns relating to their participation in the youth work activities were prior to their involvement in the activities.	<b>KU2</b> Why it is important to support young people in evaluating the impact of youth work activities upon their development and to have ownership of this process.
<b>3</b> Explore and identify with young people their motivations in participating within youth work activities.	<b>KU3</b> The principal types of developmental goals that young people may have, and how youth work can contribute towards their realisation.
<b>4</b> Explore with young people how their views, aspirations, needs and concerns have developed, and their perceptions regarding how their participation has impacted upon this development.	<b>KU4</b> The principal types of barriers or constraints that young people face in achieving their developmental goals and potential actions towards addressing these.

**S1.2.4** | Support young people in evaluating the impact of youth work on their own development

<p><b>Performance criteria</b></p> <p><b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b></p> <p><b>Youth work staff know and understand:</b></p>
<p><b>5</b> Discuss and agree with the young people their developmental goals and achievements.</p> <p><b>6</b> Identify any barriers or constraints which the young people consider to be hindering the realisation of their developmental goals.</p> <p><b>7</b> Explore with the young people how any such barriers or constraints might be overcome, agreeing relevant, constructive and appropriate actions towards addressing these.</p> <p><b>8</b> Support young people in developing future development goals and how these might be realised via participation in youth work activities.</p>	<p><b>KU5</b> Available support agencies that can assist the achievement of young people’s developmental goals, and how to involve such agencies.</p> <p><b>KU6</b> Measures of success for typical youth work activities.</p> <p><b>KU7</b> How to set developmental goals and objectives relevant to young people.</p> <p><b>KU8</b> The importance of recognising and of celebrating the achievements of young people, and methods for doing this.</p> <p><b>KU9</b> Your own role and responsibilities and to whom to refer should these be exceeded.</p> <p><b>KU10</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers involved in supporting young people to evaluate the impact that their involvement in youth work has upon their personal development.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Treat young people with respect
2. Recognise and celebrate the achievements of young people
3. Acknowledge the insights and input of young people
4. Use appropriate forms and styles of communication, suited to the needs and abilities of others
5. Hold conversations at the appropriate time and place.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 1.3.1:****Facilitate young people's exploration of their values and beliefs****■ What this standard is about**

This standard is about working with young people, facilitating their exploration of their values and beliefs, enabling them to clarify and consider their values. It includes enabling young people to increase their self awareness and to build their self-esteem.

**■ Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**■ The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
1 Define clearly with young people what is meant by 'values and beliefs'.	<b>KU1</b> What is meant by 'values and beliefs', and why it is important to encourage young people to explore their own values and beliefs.
2 Recognise your own ethical, moral and cultural values and beliefs, and understand how this influences the way in which you work with young people.	<b>KU2</b> Why it is important to be aware of your own values and beliefs, and to be prepared to discuss them.
3 Work with young people to explore their values and beliefs, without imposing your own values upon them.	<b>KU3</b> The values and principles which underpin youth work.
4 Identify with young people the connection between values and beliefs.	<b>KU4</b> The importance of building trust with young people in order to have conversations about values and beliefs, and how to establish this.
5 Explore with young people the choice which they can make regarding their values and beliefs.	<b>KU5</b> Differing perspectives regarding values operating within young people's communities and in wider society.

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>6</b> Explore with young people the implications of their values and beliefs upon themselves and how others may respond to them.</p>	<p><b>KU6</b> The relationship between values, beliefs and behaviour.</p>
<p><b>7</b> Share understandings of values and beliefs without imposing these upon others.</p>	<p><b>KU7</b> Activities and techniques which encourage young people to become more self-aware.</p>
<p><b>8</b> Help young people to identify and to value their strengths.</p>	<p><b>KU8</b> The importance to young people and their development of having a positive image of themselves.</p>
<p><b>9</b> Enable young people to identify the positive and negative aspects of their image of themselves.</p>	<p><b>KU9</b> The potential effects and consequences of negative self-image.</p>
<p><b>10</b> Encourage young people to build upon the positive aspects of their self-image.</p>	<p><b>KU10</b> The importance of respecting a young person's view of the world and themselves.</p>
<p><b>11</b> Enable young people to identify the attitudes and behaviours in themselves, and others, which build or damage self-esteem.</p>	<p><b>KU11</b> Techniques and activities for enabling young people to identify their strengths and to build a positive self-image.</p>
<p><b>12</b> Encourage young people to celebrate success, and to congratulate each other, and to build others' self-esteem.</p>	<p><b>KU12</b> Activities and techniques that can provide young people with a sense of success.</p>
<p><b>13</b> Encourage young people to shape their values and beliefs to reflect how and who they want to be.</p>	
<p><b>14</b> Provide opportunities within a safe environment that enable young people to explore values and beliefs different from their own.</p>	

## Further information

### ■ Who is this standard for

This standard is for youth workers whose work involves enabling young people to explore and develop their values and beliefs.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.



**Standard 1.3.2:****Encourage young people's involvement in the design of youth work activities****What this standard is about**

This standard is about encouraging young people's involvement in the design of youth work activities. It includes empowering them to build upon their goals and aspirations to identify options and to select preferred activities, together with the design and development of associated materials.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Encourage young people to identify their interests and goals from youth work activities and to relate these to the outcomes sought from the activities.</p>	<p><b>KU1</b> Legal, regulatory and ethical requirements relevant to youth work and their impact for your area of operations.</p>
<p><b>2</b> Explore and identify with young people a range of activities which would meet their interests and goals.</p>	<p><b>KU2</b> The importance and resulting benefits of involving young people in the design of youth work activities, and methods for achieving this.</p>
<p><b>3</b> Explore and agree the feasibility of the options, identifying and taking into account with the young people, the resources and expertise required.</p>	<p><b>KU3</b> Factors to take into account when assessing the readiness of young people to take responsibility for the design of youth work activities.</p>
<p><b>4</b> Assess the options with the young people to agree the options which are achievable and which meet their interests and goals.</p>	<p><b>KU4</b> Key areas of interest and the related goals of young people, and the types of activities, including those that are issues and also activity based which can fulfil these goals.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>5</b> Progress the preferred option(s), working with the young people to identify clear objectives, ensuring that these can be realised.</p>	<p><b>KU5</b> The importance of not imposing your own values and ideas upon young people.</p>
<p><b>6</b> Work with the young people to agree the activities to be undertaken in achieving the objectives, and to identify the resources required, including the relevant facilities, equipment, materials and skills.</p>	<p><b>KU6</b> The factors to take into account when assessing the feasibility of suggested youth work activities, and how to undertake an objective assessment.</p>
<p><b>7</b> Identify any concerns, or potential barriers, to be overcome in progressing the activities, discussing and agreeing with the young people involved how these are to be addressed.</p>	<p><b>KU7</b> The types of resources required for various activities and how to evaluate the suitability of learning and development resources for use in youth work.</p>
<p><b>8</b> Encourage and work with young people to develop and access the resources required, where necessary.</p>	<p><b>KU8</b> The importance of designing activities which take account of a range of learning styles and the differences between individuals, and methods for doing this.</p>
<p><b>9</b> Assist young people to identify and to involve providers of relevant services and skills, where the required services and skills are provided externally.</p>	<p><b>KU9</b> Providers of services relevant to youth work, and methods for evaluating their suitability.</p>
<p><b>10</b> Explore and agree with the young people the criteria against which the success of the activities are to be evaluated, and how these are to be monitored.</p>	<p><b>KU10</b> Effective ways of monitoring and evaluating youth work activities.</p> <p><b>KU11</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers involving young people in the planning and implementation of youth work activities. For example, this could be a sessional worker who works with young people to design and carry out a session or a short series of sessions on a specific interest or topic suggested by young people.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 1.3.3:****Enable young people to represent themselves and their peer group****What this standard is about**

This standard is about supporting and encouraging young people to represent themselves and their views and interests to others. It includes providing appropriate support towards developing their relevant skills and confidence.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Clarify and agree with young people the issues that they wish to communicate, and their aims in representing these.</li> <li>2 Identify with the young people the appropriate people, including key decision makers and those who are influencers, with whom they will need to communicate and engage.</li> <li>3 Assist young people to collect sufficient and valid information to enable them to support and present their views and interests.</li> <li>4 Explore and agree with young people the strategy and approach to presenting their views and interests, based upon a consideration of the anticipated viewpoints of those to whom they will be communicating.</li> </ol>	<ol style="list-style-type: none"> <li><b>KU1</b> Legal, organisational and ethical requirements relevant to youth work and your role, and their legal impact upon your area of responsibility.</li> <li><b>KU2</b> Your role and responsibilities within the advocacy of young people's views and interests.</li> <li><b>KU3</b> Factors affecting the ability of young people to represent themselves.</li> <li><b>KU4</b> The importance of preparation when seeking to present views and argument, the factors to consider including the facts of your case and the needs and expectations of the audience, and methods of achieving this.</li> </ol>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>5</b> Identify with young people those opportunities where they can represent themselves.</p>	<p><b>KU5</b> Methods of assessing the maturity, skills and confidence of individuals and groups relevant to presenting their views and interests.</p>
<p><b>6</b> Assist young people in the planning of their presentation.</p>	<p><b>KU6</b> The importance of establishing realistic goals for the outcome of representations.</p>
<p><b>7</b> Ensure that young represent themselves wherever possible, and if there are aspects where you consider they lack the skills and confidence, you identify these and agree these with the young people.</p>	<p><b>KU7</b> The range of situations where representation may take place, and the factors to consider in preparing for these.</p>
<p><b>8</b> Work with young people to address any constraints or barriers to their representing themselves effectively.</p>	<p><b>KU8</b> The difference between key decision makers and those influencers of the decision making process, and the importance of each.</p>
<p><b>9</b> Ensure that accurate, complete and up-to-date records of the information presented and the actions taken are maintained.</p>	<p><b>KU9</b> Presentation skills appropriate to presenting views and interests.</p>
<p><b>10</b> Review the outcomes of presentations with young people, and agree appropriate consequent actions.</p>	<p><b>KU10</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers involved in encouraging young people to represent themselves.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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 information
3. Treat young people with respect
4. Seek to understand other people's needs and motivations
5. Work towards solutions which are mutually agreed.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 1.4.1:****Provide information and support to young people****What this standard is about**

This standard is about providing information and support to young people. 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.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Establish and assess the information and support sought by individuals.</li> <li>2 Ensure that the young person understands, and agrees to the actions you propose towards providing the support required.</li> <li>3 Identify appropriate and relevant sources of information, and obtain it, in line with your organisation's procedures.</li> <li>4 Identify, where necessary, other agencies to whom the young person should be referred for the information and support required, and provide the relevant contact details correctly.</li> <li>5 Review the information provided with the young person, and explore constructively the options available, considering their relative advantages and disadvantages.</li> </ol>	<ol style="list-style-type: none"> <li><b>KU1</b> Legal and organisational requirements impacting upon the provision of information and support to young people, and their application within your role.</li> <li><b>KU2</b> Legislative and organisational requirements relevant to the storage and maintenance of information, including confidentiality and copyright.</li> <li><b>KU3</b> Typical types of information and areas support sought by young people, and the sources of information available to assist with such requests.</li> <li><b>KU4</b> Your own levels and limits of responsibility with regard to providing young people with support, and to whom to refer should these be exceeded.</li> </ol>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>6</b> Encourage the young person to make their own decision regarding the preferred option.</p>	<p><b>KU5</b> The principal agencies to whom requests by young people for information and support might be referred, and the arrangements for doing this.</p>
<p><b>7</b> Encourage the young person to develop appropriate support networks.</p>	<p><b>KU6</b> The importance of maintaining the young person's right to make their own decisions, and techniques for allowing this.</p>
<p><b>8</b> Maintain the young person's confidentiality where required, in line with your organisation's procedures.</p>	<p><b>KU7</b> The types of support which young people may need as they make decisions and plan action.</p>
<p><b>9</b> Plan, and agree with the young person, how many ongoing support will be provided, including future meetings and contact details.</p>	<p><b>KU8</b> The importance of being aware of your own values and beliefs, and how these might influence how to provide information and support to others.</p>
<p><b>10</b> Encourage the young person to seek guidance from the most appropriate source, where necessary.</p>	<p><b>KU9</b> The importance of ensuring that you do not impose your own values and beliefs upon others.</p>
<p><b>11</b> Evaluate the effectiveness of the information and support provided, and use this to influence positively the future support that you provide.</p>	<p><b>KU10</b> The values and principles underpinning youth work.</p>



## Further information

### ■ Who is this standard for

This standard is for all youth workers involved in helping young people to access information and to make decisions.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 1.4.2:****Enable young people to access information and to make decisions****■ What this standard is about**

This standard is about helping young people to identify their information needs and to make decisions, assisting them to gather the information they need, and supporting them in the decision making process.

**■ Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**■ The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
1 Work with young people to identify accurately the types of information needed to address their information needs.	<b>KU1</b> Why it is important for young people to be able to access information for themselves from a wide variety of sources.
2 Identify and support young people to collect and store relevant information in media which suit their needs.	<b>KU2</b> Typical issues and aspirations expressed by young people.
3 Identify any individual or group needs that might need to be addressed when accessing information.	<b>KU3</b> Sources of information relevant to young people.
4 Ensure that young people are introduced to a range of information which broadens the options for action and development which they might consider.	<b>KU4</b> The individual's rights to information.
5 Confirm that young people understand the information provided.	<b>KU5</b> The principal types of media used by young people for accessing, storing and displaying information.
	<b>KU6</b> Ways of providing information which facilitate effective decision-making and action planning by young people.

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>6</b> Support young people to organise information, and to generate options, make decisions and plan action.</p>	<p><b>KU7</b> The types of support which young people may need as they make decisions and plan action.</p>
<p><b>7</b> Monitor and take action towards maintaining the accuracy and currency of information accessed.</p>	<p><b>KU8</b> Factors affecting accessibility of information.</p> <p><b>KU9</b> Procedures for ensuring that information is kept up to date.</p>
<p><b>8</b> Identify and assess possible learning opportunities for young people from their ongoing activities, and which might assist in addressing their needs.</p>	<p><b>KU10</b> Organisational requirements and legislation relevant to the storage of information, photocopying and copyright.</p>
<p><b>9</b> Ensure that information is held and stored in line with organisational requirements and legislation.</p>	<p><b>KU11</b> The values and principles underpinning youth work.</p>
<p><b>10</b> Work within your own levels of responsibility and authority, and refer to relevant others where appropriate.</p>	

## Further information

### ■ Who is this standard for

This standard is for all youth workers involved in helping young people to access information and to make decisions.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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. Hold conversations at the appropriate time and place
5. Listen actively 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.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 2.1.1:****Ensure that the rights of young people are promoted and upheld****What this standard is about**

This standard is about embedding the rights of young people within youth work activities.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
1 Demonstrate an understanding and commitment to the rights of young people.	<b>KU1</b> Legal, regulatory and codes of practice requirements addressing the rights of children and young people including their local, social and political context.
2 Assess the effectiveness of your organisation in addressing the rights of young people, and determine whether this can be enhanced.	<b>KU2</b> The role of the United Nations Convention on the Rights of the Child, and of The Committee for the Rights of the Child.
3 Develop and agree with colleagues actions to enhance the promotion of young people's rights.	<b>KU3</b> Key national organisations and local agencies responsible for setting out and monitoring the rights of children and young people.
4 Encourage young people to express their views and opinions.	<b>KU4</b> The rights and responsibilities of young people.
5 Encourage young people to present their ideas positively to others.	<b>KU5</b> The importance of taking into account, and being seen to take into account, the views of others in relation to upholding the rights of young people.
26 Encourage and support young people to recognise their rights, and also their associated responsibilities to others.	

## S2.1.1 | Ensure that the rights of young people are promoted and upheld

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<b>7</b> Advocate with, and on behalf of, young people with peers, colleagues and other stakeholders.	<b>KU6</b> How to challenge constructively oppression and discrimination where it occurs.
<b>8</b> Identify and challenge constructively oppression and discrimination against young people within your areas of responsibility.	<b>KU7</b> Principles of effective communication and how to apply these to communicate effectively with young people, other agencies and stakeholders.
<b>9</b> Promote equality and the valuing of diversity.	<b>KU8</b> The values and principles underpinning youth work.
<b>10</b> Act in accordance with relevant guidelines and codes of practice regarding the rights of young people.	

## Further information

### Who is this standard for

This standard is for all those working with young people.

### Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Listen actively, 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.

### Terminology

There is no terminology specific to this standard.

### Links to other standards

There are no explicit links to other standards.

**Standard 2.2.1:****Address the health and well-being of young people****What this standard is about**

This standard is about working with young people to address issues which affecting their health and well-being. It includes encouraging young people to take reasonable care and to take responsibility for ensuring their own health and well-being.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Explore with young people those factors impacting upon their health and well-being, including their relevant beliefs and preferences, and identify their priorities in relation to their health and well-being.</p>	<p><b>KU1</b> Legal and organisational requirements, including their local, social and political context, impacting upon the provision of information, guidance and support relating to the health and well-being of young people.</p>
<p><b>2</b> Challenge constructively any attitudes and beliefs that may adversely impact upon their health and well-being, whilst acknowledging their right to make their own decisions.</p>	<p><b>KU2</b> Legislative and organisational requirements relevant to the storage and maintenance of information.</p>
<p><b>3</b> Identify and agree with individuals those aspects to be addressed in enhancing the health and well-being, and encourage them to recognise the likely benefits.</p>	<p><b>KU3</b> Your organisation's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made.</p>
<p><b>4</b> Explore with individuals options towards addressing their agreed needs, ensuring that these are relevant and feasible for the individual.</p>	<p><b>KU4</b> The nature of the health and social care sector and the roles and functions of the principal agencies within it, how to access such services, including registration with general practitioners.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>5</b> Ensure that the options being considered take note of the individual’s age, level of maturity, sexual orientation, gender, social, ethnic and cultural background, and if relevant, their family.</p> <p><b>6</b> Explore the options in a manner which encourages the individual to consider the impact on their daily life, and identify correctly any concerns or potential obstacles in progressing the options, assessing constructively and realistically how these might be addressed.</p> <p><b>7</b> Provide relevant and up to date advice, in line with your competence and responsibility.</p> <p><b>8</b> Assist the individual to prepare and agree a plan which identifies realistic goals, actions and timescales for progressing agreed actions, together with any support which they may require.</p> <p><b>9</b> Assist individuals to access appropriate support, and to progress agreed activities, and in a manner which maximises their independence.</p> <p><b>10</b> Encourage individuals to evaluate and to provide feedback upon their progress, recognising achievements and addressing any setbacks constructively.</p> <p><b>11</b> Respect young people’s right to change their minds and to consider amended or alternative approaches.</p> <p><b>12</b> Maintain records and confidentiality in line with legislative and organisational requirements.</p>	<p><b>KU5</b> Referral routes between different parts of the healthcare sector and between different practitioners and when these can be challenged and altered in the interests of individuals.</p> <p><b>KU6</b> The principal agencies to whom young people might be referred to for support regarding their health and well-being, and the arrangements for doing this.</p> <p><b>KU7</b> The importance of maintaining the young person’s right to make their own decisions, and techniques for allowing this.</p> <p><b>KU8</b> Local socio-economic issues and their impact upon the health and well-being of young people.</p> <p><b>KU9</b> Factors affecting the health and well-being of young people within your local community.</p> <p><b>KU10</b> Why it is important for the individual to control the progress and content of discussions and how to make suggestions and other advice in a manner that is supportive and non-directive.</p> <p><b>KU11</b> Why it is important to be non-judgmental about the ways that individuals choose to live and the choices that they have made.</p> <p><b>KU12</b> Why it is important to help individuals consider the effects of their choices on others and methods of doing this.</p> <p><b>KU13</b> How culture, beliefs and preferences can affect an individual’s willingness to discuss issues and the strategies which may be used to encourage this.</p>



<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
	<p><b>KU14</b> Strategies for encouraging individuals to discuss issues openly and honestly, how to respect and acknowledge other’s priorities in relation to their health and social well-being and their right to refuse advice and information.</p> <p><b>KU15</b> Your own role and responsibilities and from whom assistance and advice should be sought when necessary.</p> <p><b>KU16</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers involved in addressing the health and wellbeing of young people.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Treat young people with respect
2. Communicate in a manner, and at pace, appropriate to the individual, encouraging questions and checking for understanding, free from discrimination and oppression
3. Listen actively, encouraging questions and checking for understanding
4. Present information clearly, concisely and accurately
5. Act within the limits of your responsibility.

### ■ Terminology

Health and well-being includes general health, as well as mental health, sexual health and substance misuse.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 2.2.2:****Work with young people in safeguarding their own welfare****■ What this standard is about**

This standard is about working with young people towards safeguarding their own welfare. It includes working with them to assist them in understanding, assessing and addressing hazards and risks associated with their lifestyle and/or environment. It includes supporting and enabling young people to recognise risks and to take responsibility for addressing them.

**■ Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**■ The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Work with young people to identify hazards associated with their lifestyle and within their environment, and establish the associated risks to their own welfare.</p>	<p><b>KU1</b> Your legal and organisation's requirements and practices relating to health, safety and protection of individuals and communities.</p>
<p><b>2</b> Work with young people to identify sources of support, and actions which they can take, to address the risks identified.</p>	<p><b>KU2</b> 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.</p>
<p><b>3</b> Assist young people to develop practices designed to safeguard their own welfare and which are in line with their abilities and with relevant procedures.</p>	<p><b>KU3</b> The principal types of risks affecting young people's physical health and safety, and their emotional welfare within your community.</p>
<p><b>4</b> Agree with young people clear and concise ground rules for youth work designed to maintain their physical and emotional safety, in line with your organisation's procedures and your own responsibilities.</p>	<p><b>KU4</b> Your scope and responsibility for identifying and managing risks, and to whom to refer any risks outside your area of responsibility.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>5</b> Encourage young people to be responsible for their own safety and also that of others.</p> <p><b>6</b> Identify signs of distress in young people, and respond to these promptly, sensitively and correctly, in line with your organisation's procedures.</p> <p><b>7</b> Ensure that your personal conduct promotes the physical and emotional safety of yourself and other people.</p> <p><b>8</b> Report promptly any hazards and practices that present a high risk to the relevant person.</p> <p><b>9</b> Work in accordance with legal and organisational requirements and procedures.</p>	<p><b>KU5</b> The importance of self-worth and self-esteem to young people in managing risks within their lives.</p> <p><b>KU6</b> The importance of encouraging young people to take responsibility for their own safety.</p> <p><b>KU7</b> How to negotiate and agree safety ground rules for youth work with young people.</p> <p><b>KU8</b> Sources of advice and guidance upon risks to young people.</p> <p><b>KU9</b> Signs that indicate distress in young people.</p> <p><b>KU10</b> Active listening techniques, including the use of summarising and clarifying understanding.</p> <p><b>KU11</b> Your organisation's procedures regarding confidentiality and reportable disclosures.</p> <p><b>KU12</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

This standard is for all those working directly with young people and who are involved in working with them towards safeguarding their own welfare.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Treat young people with respect
2. Use appropriate forms and styles of communication, suited to the needs and abilities of young people
3. Listen actively 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.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 2.2.3:****Promote a culture that safeguards the welfare of young people****What this standard is about**

This standard is about promoting and developing a culture amongst young people and within your organisation which safeguards the welfare of young people.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Provide a safe environment for young people to meet and where they can relax, meet friends, make relationships and have fun.</p> <p><b>2</b> Work in partnership with young people to identify their health and personal safety concerns and needs.</p> <p><b>3</b> Agree policies and procedures for safeguarding the welfare of young people, in line with legal and organisational requirements, and the values and principles of youth work.</p> <p><b>4</b> Ensure that colleagues and young people are aware of the policies and procedures, and the rationale for these.</p>	<p><b>KU1</b> Legal, regulatory and ethical requirements impacting upon safeguarding the welfare of young people.</p> <p><b>KU2</b> The importance of promoting and developing a culture which safeguards the welfare of young people, and principles and methods for achieving this.</p> <p><b>KU3</b> Effective methods, policies and procedures for safeguarding the welfare of young people.</p> <p><b>KU4</b> Effective methods of communicating and monitoring the policies and procedures, and of supporting the way in which they are applied in your organisation.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>5</b> Motivate colleagues and young people to put the policies and procedures into practice.</p> <p><b>6</b> Monitor the policies and procedures, and their application, and enhance these as required, addressing any breaches of policy and procedure promptly and correctly.</p> <p><b>7</b> Work in partnership with relevant agencies to promote the welfare of young people.</p> <p><b>8</b> Support young people to identify and to overcome any obstacles to safeguarding their welfare.</p> <p><b>9</b> Use supervision effectively as a means of safeguarding young people.</p>	<p><b>KU5</b> The importance of involving young people in the development and working of the policies and procedures, and methods of achieving this.</p> <p><b>KU6</b> Local socio-economic issues and their impact upon the welfare of young people.</p> <p><b>KU7</b> Factors affecting welfare of young people within your local community.</p> <p><b>KU8</b> Agencies which can support in safeguarding the welfare of young people.</p> <p><b>KU9</b> Your own role and responsibilities and from whom assistance and advice should be sought when necessary.</p> <p><b>KU10</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers with responsibility for managing the attitude towards safeguarding the welfare of young people.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Challenge constructively the status quo, and seek better alternatives
2. Find practical ways to overcome barriers
3. Demonstrate empathy with others' needs, feelings and motivations, and take an active interest in their concerns
4. Make time available to support others
5. Treat young people with respect.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.



**Standard 2.2.4:****Embed an organisational policy for the protection of young people****What this standard is about**

This standard is about ensuring that your organisation has an effective policy regarding the protection of young people, and that it is embedded within the organisation.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Establish the requirements of relevant legal, regulatory and code of practice requirements regarding the protection of young people.</p>	<p><b>KU1</b> Legal, regulatory and code of practice requirements regarding the protection of young people.</p>
<p><b>2</b> Develop your organisation's policy regarding the protection of young people, ensuring that it has a clear policy statement and aims towards promoting good practice.</p>	<p><b>KU2</b> The importance of establishing a policy that recognises that the welfare 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.</p>
<p><b>3</b> Agree with relevant colleagues good practice guidelines, setting out examples of how to create a positive culture and climate.</p>	<p><b>KU3</b> Policies and procedures used by other related organisations towards protecting young people.</p>
<p><b>4</b> Identify and agree those practices to be avoided, except in emergencies, and the contingencies required in such an event.</p>	<p><b>KU4</b> Sources of information and support relevant to developing and embedding policies and procedures for the protection of young people.</p>
<p><b>5</b> Identify and agree those practices never to be sanctioned.</p>	

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>6</b> Identify and agree those incidents to be reported and associated reporting procedures, together with confidentiality procedures.</p>	<p><b>KU5</b> The importance of establishing an effective policy and procedures for protecting young people, and principles and methods for achieving this.</p>
<p><b>7</b> Confirm recruitment procedures appropriate to applying relevant checks upon employees and volunteers.</p>	<p><b>KU6</b> The importance of establishing and agreeing examples of good practice, encouraging exemplary behaviour towards protecting staff from false allegations.</p>
<p><b>8</b> Identify and agree induction and training support for employees and volunteers designed to ensure that good practice procedures are understood and applied.</p>	<p><b>KU7</b> The importance of ensuring that all relevant people are notified and informed consent given, where workers are involved in activities with young people which might be considered to be a personal nature.</p>
<p><b>9</b> Identify and agree procedures for addressing allegations or suspicions regarding potential breaches of good practice, together with the actions to be undertaken.</p>	<p><b>KU8</b> The importance of reporting incidents correctly and promptly.</p>
<p><b>10</b> Monitor the application of the policy, agreeing enhancements where required.</p>	<p><b>KU9</b> The values and principles underpinning youth work.</p>

## Further information

### Who is this standard for

This standard is for all youth workers.

### Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.
4. Hold conversations at the appropriate time and place
5. Listen actively 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

### Terminology

There is no terminology specific to this standard.

### Links to other standards

There are no explicit links to other standards.

## Standard 2.3.1:

### This standard is B11 imported from the Management Standards Centre suite of standards

Promote equality of opportunity and diversity in your area of responsibility

#### What this standard is about

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 and active commitment to the need to ensure equality of opportunity and the benefits of diversity.

#### Values

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

#### The standard

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 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.</li> <li>2 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.</li> </ol>	<ol style="list-style-type: none"> <li><b>KU1</b> Different definitions of diversity.</li> <li><b>KU2</b> The different forms which discrimination and harassment might take.</li> <li><b>KU3</b> The business case for ensuring equality of opportunity and promoting diversity.</li> <li><b>KU4</b> The probable effects of not promoting equality of opportunity and diversity within your area of responsibility.</li> </ol>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>3</b> Identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice.</p>	<p><b>KU5</b> How commitment within your area of responsibility to promoting equality of opportunity and diversity might be demonstrated.</p>
<p><b>4</b> 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.</p>	<p><b>KU6</b> Why it is important to make equality and diversity a priority area and how to do so effectively.</p>
<p><b>5</b> 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.</p>	<p><b>KU7</b> Why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality and diversity.</p>
<p><b>6</b> 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.</p>	<p><b>KU8</b> How to recognise when the behaviour, words and actions of others does and does not support a commitment to equality of opportunity and diversity.</p>
<p><b>7</b> Ensure regular consultation with people in your area of responsibility or their representatives on equality issues.</p>	<p><b>KU9</b> How and where to identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice.</p>
<p><b>8</b> Seek and make use of specialist expertise in relation to equality and diversity issues.</p>	<p><b>KU10</b> 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.</p>
<p><b>9</b> Ensure that working arrangements, resources and business processes in your area of responsibility respond to different needs, abilities, values and ways of working.</p>	<p><b>KU11</b> How to communicate the organisation’s written equality and diversity policy to people who work in your area of responsibility and other relevant parties.</p>
<p><b>10</b> 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.</p>	<p><b>KU12</b> The importance of implementing an organisation’s written equality and diversity policy and any supporting action plan.</p>

<p><b>Performance criteria</b> <b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b></p>
	<p><b>KU13</b> The type of resources which might be required to support implementation of an equality and diversity and any supporting action plan.</p> <p><b>KU14</b> How and when to consult with people in your area of responsibility or their representatives on equality and diversity issues.</p> <p><b>KU15</b> Sources of specialist expertise in relation to equality and diversity.</p> <p><b>KU16</b> 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.</p> <p><b>KU17</b> How to monitor, review and report on progress in relation to equality of opportunity and diversity within your area of responsibility.</p> <p><b>Youth work specific knowledge and understanding</b></p> <p><b>KU18</b> Youth work legislation, regulations, guidelines and codes of practice relating to equality and diversity specific to youth work.</p> <p><b>KU19</b> Equality and diversity issues and developments that are particular to youth work.</p> <p><b>KU20</b> Information sources on equality and diversity in youth work.</p>

<p><b>Performance criteria</b> <b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b></p>
	<p><b>Context specific knowledge and understanding</b></p> <p><b>KU21</b> The vision, objectives and operational plans for your area of responsibility.</p> <p><b>KU22</b> The planning and decision-making processes within your area of responsibility.</p> <p><b>KU23</b> The overall vision, values, objectives, plans and culture of the organization.</p> <p><b>KU24</b> The diversity of the people working in your area of responsibility.</p> <p><b>KU25</b> Your area’s current and potential customers and their needs.</p> <p><b>KU26</b> Other relevant parties with an interest in diversity in your area of responsibility.</p> <p><b>KU27</b> 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.</p> <p><b>KU28</b> Sources of specialist expertise in relation to equality and diversity used in your area of responsibility.</p> <p><b>KU29</b> The support and resources allocated to and across your area of responsibility to promote equality of opportunity and diversity.</p> <p><b>KU30</b> Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
	<p><b>KU31</b> Working arrangements, resources and business processes in your area of responsibility.</p> <p><b>KU32</b> Systems in place in your area of responsibility for monitoring, reviewing and reporting on progress in relation to equality of opportunity and diversity.</p> <p><b>KU33</b> Allocated responsibilities for promoting equality of opportunity and diversity in your area of responsibility and the organisation in general.</p>

## Further information

### ■ Who is this standard for

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

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### ■ Terminology

Within this standard, 'customers' can refer to young people, other agencies or bodies with which you work, and/or internal 'customers'.

### ■ Links to other standards

There are no explicit links to other standards.



**Standard 2.3.2:****Develop a culture and systems that promote equality and value diversity****What this standard is about**

This standard is about developing a culture amongst young people and within your organisation which promotes inclusion, equality of opportunity and values diversity

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b>	<b>Knowledge and understanding</b>
<b>Youth work staff:</b>	<b>Youth work staff know and understand:</b>
<p><b>1</b> Interpret relevant legal, regulatory and code of practice requirements to inform how inclusion, equality of opportunity and diversity should be promoted in your organisation.</p>	<p><b>KU1</b> Legal, regulatory and ethical requirements impacting upon promoting inclusion, equality of opportunity and the valuing of diversity.</p>
<p><b>2</b> Work in partnership with colleagues and young people to identify their views and any concerns regarding inclusion, equality of opportunity and the valuing of diversity.</p>	<p><b>KU2</b> The importance and benefits of promoting and developing a culture which promotes inclusion, equality of opportunity and values diversity, and principles and methods for achieving this.</p>
<p><b>3</b> Involve colleagues and young people in consultations regarding relevant policies, procedures and practices towards developing and enhancing a culture that promotes inclusion, equality and diversity.</p>	<p><b>KU3</b> Effective methods, policies and procedures for promoting inclusion, equality of opportunity and the valuing of diversity.</p>
<p><b>4</b> Agree relevant policies, procedures and practices.</p>	<p><b>KU4</b> Effective methods of communicating and monitoring the policies and procedures, and of supporting the way in which they are applied in your area of responsibility.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>5</b> Motivate colleagues and young people to put the policies and procedures into practice.</p> <p><b>6</b> Source and provide access and relevant support for colleagues and young people towards enhancing the culture required.</p> <p><b>7</b> Monitor the policies and procedures, and their application, agreeing enhancements where required.</p> <p><b>8</b> Identify and address promptly and correctly, any instances of oppressive or discriminatory behaviour.</p> <p><b>9</b> Support individuals whose rights have been compromised by having their complaints addressed correctly and promptly.</p>	<p><b>KU5</b> The importance of involving young people in the development and working of the policies and procedures, and methods of achieving this.</p> <p><b>KU6</b> Local socio-economic issues and other factors impacting upon inclusion, equality of opportunity and diversity.</p> <p><b>KU7</b> How you can use complaints and grievance processes as a way of tackling oppression and discrimination.</p> <p><b>KU8</b> The actions that you may need to take, and the support that might help others to promote equality and to value diversity, and how to do this effectively.</p> <p><b>KU9</b> Agencies which can support in promoting inclusion, equality and diversity.</p> <p><b>KU10</b> Your own role and responsibilities and from whom assistance and advice be sought when necessary.</p> <p><b>KU11</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers with responsibility for managing attitudes towards inclusion, equality of opportunity and the valuing of diversity.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 2.3.3:****Challenge oppressive behaviour in young people****What this standard is about**

This standard is about addressing incidents of oppressive behaviour in young people.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Identify when an individual's behaviour is outside the agreed goals and acceptable boundaries.</li> <li>2 Respond calmly and communicate in a manner which maximises the safety, rights and dignity of those involved, whilst dealing with the oppressive behaviour.</li> <li>3 Identify and implement appropriate actions towards addressing the behaviour, ensuring that these are in line with legislation, policy and procedures.</li> <li>4 Ensure that where physical restraint is used, the degree and duration are in keeping with your organisation's policies.</li> <li>5 Monitor closely the individual to ensure their physical safety, and mental well-being, and respond appropriately to changes in their behaviour.</li> </ol>	<ol style="list-style-type: none"> <li><b>KU1</b> Legislative requirements, national and local polices, procedures and guidance on the prevention and management of oppressive behaviour in young people.</li> <li><b>KU2</b> Why the boundaries and constraints of your own role, responsibility and competence in addressing oppressive behaviour must be understood and clarified.</li> <li><b>KU3</b> The reasons for using only the minimum physical restraint.</li> <li><b>KU4</b> Safe methods of restraint which are consistent with legally permissible methods of control and how to apply safe and minimal methods of restraint.</li> <li><b>KU5</b> Your organisation's policies and procedures relating to the reporting of incidents and to whom the reports should be made.</li> </ol>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>6</b> Ensure that the individual's needs, feelings and responses to the actions taken are listened to and are considered.</p>	<p><b>KU6</b> The legal framework which protects you and others from abuse and assault at work.</p>
<p><b>7</b> Seek appropriate support where there are any difficulties in addressing the oppressive behaviour and in negotiating realistic goals and boundaries with the individual.</p>	<p><b>KU7</b> The individual's right to take legal action against another and why it is important to consider the implications for others.</p>
<p><b>8</b> Encourage the individual to reflect upon the specific incident of challenging behaviour and to determine its cause and the consequences.</p>	<p><b>KU8</b> What constitutes oppressive behaviour and the difference between oppressive behaviour and assertiveness.</p>
<p><b>9</b> Determine potential causes of the individual's oppressive behaviour and take relevant steps towards minimising these.</p>	<p><b>KU9</b> How the age and stage of development of an individual can affect the way in which behaviour is viewed.</p>
<p><b>10</b> Encourage the individual to explore and to develop methods to manage their own behaviour.</p>	<p><b>KU10</b> The importance of taking into account the individual's previous experience which may impact upon their current behaviour.</p>
<p><b>11</b> Ensure that remaining conflicts and tensions between individual and others are acknowledged openly, and ways in which these may be resolved are identified and progressed.</p>	<p><b>KU11</b> Why the manner in which you respond to oppressive behaviour needs to be sensitive to the age, gender, culture and religion, understanding and circumstances of a particular individual.</p>
<p><b>12</b> Ensure that incidents are recorded accurately, legibly and completely, and relevant information is shared with those who need to know and in keeping with your organisation's policy.</p>	<p><b>KU12</b> Factors which may contribute to the escalation or defusing of oppressive behaviour.</p> <p><b>KU13</b> Signs and indicators of potential risk to people during episodes of oppressive behaviour.</p> <p><b>KU14</b> Factors which determine appropriate goals and boundaries for individuals.</p> <p><b>KU15</b> The importance of reflecting on incidents of oppressive behaviour and of recognising their impact on relationships.</p> <p><b>KU16</b> Available forms of help and support individuals and yourself, and how to access them.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
	<p><b>KU17</b> Techniques for diverting potential oppressive behaviour.</p> <p><b>KU18</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers involved in dealing with oppressive behaviour in young people where this occurs.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Remain calm in difficult and stressful situations
2. Treat young people with respect.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 2.4.1:****Fulfil the legal regulatory and ethical requirements relevant to youth work****What this standard is about**

This standard is about ensuring that you fulfil those legal, regulatory and ethical requirements which impact upon your youth work.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Identify relevant legal, regulatory, organisational and ethical requirements affecting your youth work, and their impact for your responsibilities and activities, including what would happen if these requirements are not fulfilled.</p> <p><b>2</b> Identify the values and principles underpinning youth work, and their impact for your responsibilities and activities.</p> <p><b>3</b> Follow policies and procedures designed to meet all of the necessary requirements.</p> <p><b>4</b> Monitor the work with which you are involved for any breaches of compliance with these requirements.</p> <p><b>5</b> Take actions designed to ensure that your work meets all relevant requirements.</p>	<p><b>KU1</b> Legal, regulatory and ethical requirements impacting upon your youth work activities.</p> <p><b>KU2</b> The values and principles which underpin youth work and their impact for your youth work activities.</p> <p><b>KU3</b> The importance of fulfilling legal, regulatory and ethical requirements, and the impact of failing to do so.</p> <p><b>KU4</b> Policies and procedures within your organisation and area of youth work that are intended to make sure that the requirements are fulfilled.</p> <p><b>KU5</b> Procedures within your organisation for reporting any breaches of requirements.</p>

**S2.4.1** | Fulfil the legal regulatory and ethical requirements relevant to youth work

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>6</b> Identify any reasons where these have the potential for not meeting the requirements, and where relevant, make recommendations regarding possible adjustments to enhance policies and procedures to reduce likelihood of not fulfilling requirements.</p> <p><b>7</b> Provide full reports about any failures to meet requirements promptly to the relevant person.</p>	



## Further information

### ■ Who is this standard for

This standard is for youth workers involved in working with young people, often under the support of others, and where their work is subject to legislation and/or codes of practice.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 2.4.2:****Ensure that youth work activities comply with legal, regulatory and ethical requirements****What this standard is about**

This standard is about ensuring that youth work activities within your organisation comply with legal, regulatory and ethical requirements, and are consistent with its values and principles.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Monitor the relevant legal, regulatory and ethical requirements affecting the practice of youth work, and their effect upon your area of responsibility, including what would happen if they are not fulfilled.</p>	<p><b>KU1</b> Legal, regulatory and ethical requirements governing the running of youth work activities.</p>
<p><b>2</b> Identify the values and principles underpinning youth work, and establish their impact for your organisation's areas of activity.</p>	<p><b>KU2</b> The values and principles which underpin youth work and their impact for your organisation.</p>
<p><b>3</b> Develop effective policies and procedures to make sure that your organisation meets all of the necessary requirements.</p>	<p><b>KU3</b> Current and emerging environmental, social and ethical concerns and expectations relevant to youth work.</p>
<p><b>4</b> Ensure that relevant people have a clear understanding of the policies and procedures, and the importance of putting them into place.</p>	<p><b>KU4</b> Ways in which other organisations involved in youth work address the current and emerging environmental, social and ethical concerns and expectations.</p>
	<p><b>KU5</b> The values and culture of your organisation and their effect upon its governance.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>5</b> Monitor the way that policies and procedures are put into practice and provide relevant support for their implementation.</p>	<p><b>KU6</b> Policies and procedures that make sure that people fulfil the legal, regulatory, ethical and other requirements.</p>
<p><b>6</b> Encourage a climate of openness about meeting and not meeting the requirements.</p>	<p><b>KU7</b> The processes for maintaining relevant policies and procedures, and for making sure that they remain effective.</p>
<p><b>7</b> Identify and correct promptly any failures to meet requirements.</p>	<p><b>KU8</b> The different ways in which people may not meet the requirements, and the risks of this occurring.</p>
<p><b>8</b> Identify the reasons for not meeting requirements, and adjust the policies and procedures to reduce the likelihood of failures in the future.</p>	<p><b>KU9</b> Procedures for dealing with people who do not fulfil the requirements, including requirements for reporting.</p>
<p><b>9</b> Provide full reports about any failures to meet the requirements promptly to the relevant stakeholders.</p>	

## Further information

### ■ Who is this standard for

This standard is for youth workers involved in the management of the youth work activities undertaken in their organisation.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Recognise changes in circumstances promptly and adjust plans and activities accordingly
2. Make time available to support others
3. Give feedback to others to help them improve their performance
4. Identify and raise ethical concerns
5. Are vigilant for potential risks
6. Make appropriate information and knowledge available promptly to those who need it and have a right to it
7. Encourage others to share information and knowledge efficiently within constraints of confidentiality
8. Show sensitivity to stakeholders' needs and manage these effectively.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 3.1.1:****Communicate effectively and develop rapport with young people****■ What this standard is about**

This standard is about communicating effectively with young people and about building and maintaining a level of rapport.

**■ Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**■ The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Identify and utilise suitable locations and environments for establishing contact with young people.</li> <li>2 Hold conversations at the appropriate time and place.</li> <li>3 Provide ongoing support and encouragement to young people.</li> <li>4 Facilitate young people's proposals and plans.</li> <li>5 Maintain appropriate ethical, legal and contractual requirements in all your dealings with young people.</li> </ol>	<ol style="list-style-type: none"> <li><b>KU1</b> Legal, organisational and codes of practice relevant to working with young people, and their impact for communicating and dealing with young people.</li> <li><b>KU2</b> Locations in the community where young people meet.</li> <li><b>KU3</b> The importance of building trust and rapport with young people, and methods for achieving this for a range of young people.</li> <li><b>KU4</b> Different styles and forms of communication that may be appropriate for communicating with young people, including electronic channels.</li> </ol>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
	<p><b>KU5</b> The importance of non-verbal communication, such as body language, and how different cultures use and interpret body language in different ways.</p> <p><b>KU6</b> Possible barriers to communication, their causes, and ways to overcome them.</p> <p><b>KU7</b> The importance of ensuring understanding and of avoiding assumptions.</p> <p><b>KU8</b> Typical issues, concerns and activities of relevance to young people.</p> <p><b>KU9</b> The potential risks to your personal safety, and ways of addressing these.</p> <p><b>KU10</b> Requirements regarding confidentiality, and the importance of meeting these.</p> <p><b>KU11</b> The boundaries of your own personal competence and responsibility, when to involve others, and how to obtain advice and support.</p> <p><b>KU12</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

This standard is for all youth workers.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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. Listen actively 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.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 3.1.2:****Assist young people to express and to realise their goals****What this standard is about**

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.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b>	<b>Knowledge and understanding</b>
<b>Youth work staff:</b>	<b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Encourage young people to express their views, aspirations, needs and concerns.</li> <li>2 Agree and prioritise with young people their goals, and options towards realising these goals.</li> <li>3 Explore and identify with young people the factors affecting the realisation of their needs and aspirations.</li> <li>4 Identify and explore with young people any constraints to progressing agreed options.</li> <li>5 Identify any individual or group needs that might need to be addressed in achieving agreed goals, including any emotional, spiritual and skills requirements.</li> <li>6 Identify and assess possible learning opportunities for young people from their ongoing activities, and which might assist in addressing their needs.</li> </ol>	<ol style="list-style-type: none"> <li><b>KU1</b> The values and principles which underpin youth work.</li> <li><b>KU2</b> Methods for establishing rapport with young people.</li> <li><b>KU3</b> Why it is important to make contact with young people on their terms.</li> <li><b>KU4</b> Typical issues and aspirations expressed by young people.</li> <li><b>KU5</b> Sources of assistance relevant to addressing the issues and needs of young people.</li> <li><b>KU6</b> 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.</li> <li><b>KU7</b> The importance of using young people's current activities as the starting point for developing learning opportunities.</li> </ol>



<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>7</b> Agree with young people the type and amount of support required towards achieving their goals.</p> <p><b>8</b> Assist in realising the support agreed, in line with your level of authority and organisational requirements.</p> <p><b>9</b> Behave in accordance with legal, ethical and contractual requirements of youth work.</p>	<p><b>KU8</b> Informal learning opportunities, and associated resources available.</p> <p><b>KU9</b> How young people are motivated.</p> <p><b>KU10</b> Basic groups dynamics.</p> <p><b>KU11</b> Communication styles and listening techniques effective in developing dialogue with young people.</p> <p><b>KU12</b> Your organisation’s guidelines relating to child protection, health and safety, and confidentiality.</p> <p><b>KU13</b> Issues of risk and personal safety, and how to address these.</p> <p><b>KU14</b> Your role and levels of responsibility, and how to address situations where these might be exceeded.</p>

## Further information

### Who is this standard for

This standard is for youth workers with management responsibility for ensuring that there is an effective policy for the protection of young people embedded within their organisation.

### Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### Terminology

There is no terminology specific to this standard.

### Links to other standards

There are no explicit links to other standards.

## Standard 3.2.1:

### Engage with the local community

#### ■ What this standard is about

This standard is about engaging with the local community, and includes promoting the value of youth work, and the interests and contributions of young people.

#### ■ Values

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

#### ■ The standard

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Identify key contacts and agencies within the local community who are appropriate towards developing and promoting awareness of your organisation's youth work activities.</p> <p><b>2</b> Develop and maintain a network of contacts within the local community, ensuring that they have an accurate idea of your knowledge, skills and experience relating to youth work, and the services that your organisation provides.</p> <p><b>3</b> Promote the benefits of youth work, and of working in partnership with your organisation, to the mutual advantage of their and also your own objectives.</p> <p><b>4</b> Identify and respect the aims and objectives of others in the community, recognising when their priorities may not always coincide with your own.</p>	<p><b>KU1</b> Legal and regulatory and ethical requirements relevant to youth work, and their impact for your area of operations.</p> <p><b>KU2</b> The values and principles underpinning youth work.</p> <p><b>KU3</b> The history of the local community and the culture(s) within it, and the impact of these in relation to engaging with your community.</p> <p><b>KU4</b> The benefits for individuals and organisations of networking.</p> <p><b>KU5</b> Principles of effective communication and how to apply them in engaging with the local community.</p> <p><b>KU6</b> The range of different communication styles and how people prefer to communicate.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>5</b> Create opportunities to be involved positively with the local community.</p>	<p><b>KU7</b> 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.</p> <p><b>KU8</b> How to make effective use of the information and resources gained through personal networks.</p> <p><b>KU9</b> Build awareness of the rights of young people, and of the contributions that young people make to the community.</p> <p><b>KU10</b> How local, national and global issues and activities can impact upon each other, including how local activities relate to wider context, and vice versa.</p> <p><b>KU11</b> The importance of ensuring that activities undertaken by one area of a community do not impact adversely upon another.</p> <p><b>KU12</b> The principles of confidentiality, and how to develop guidelines for exchanging information between individuals and organisations.</p> <p><b>KU13</b> Your own values, motivations and emotions, and the effect of these on your own actions.</p> <p><b>KU14</b> Your own interests and how these may conflict with the interests of others.</p> <p><b>KU15</b> Your own objectives in developing and personal networks.</p> <p><b>KU16</b> Your current and likely future needs for information and resources.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
	<p><b>KU17</b> People and organisations that can support your work, and vice versa.</p> <p><b>KU18</b> The range of information and resources people may need.</p>

## Further information

### Who is this standard for

This standard is for all youth workers involved in building and maintaining effective relationships within the local community.

### Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Work and 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.

### Terminology

There is no terminology specific to this standard.

### Links to other standards

There are no explicit links to other standards.

**Standard 3.3.1:****This standard is D1 imported from the Management Standards Centre suite of standards****Develop productive working relationships with colleagues****What this standard is about**

This standard is about developing working relationships with colleagues, within your own organisation, community and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation and community.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Establish working relationships with all colleagues who are relevant to the work being carried out.</li> <li>2 Recognise, agree and respect the roles and responsibilities of colleagues.</li> <li>3 Understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions.</li> <li>4 Fulfil agreements made with colleagues and let them know.</li> <li>5 Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements.</li> <li>6 Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to work being carried out.</li> </ol>	<ol style="list-style-type: none"> <li><b>KU1</b> The benefits of developing productive working relationships with colleagues.</li> <li><b>KU2</b> Principles of effective communication and how to apply them in order to communicate effectively with colleagues.</li> <li><b>KU3</b> How to identify disagreements with colleagues and the techniques for sorting them out.</li> <li><b>KU4</b> How to identify disagreements with colleagues and the measures that can be used to manage or remove them.</li> <li><b>KU5</b> How to take account of diversity issues when developing working relationships with colleagues.</li> </ol>

<p><b>Performance criteria</b></p> <p><b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b></p> <p><b>Youth work staff know and understand:</b></p>
<p><b>7</b> Exchange information and resources with colleagues to make sure that all parties can work effectively.</p> <p><b>8</b> Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement.</p>	<p><b>KU6</b> The importance of exchanging information and resources with colleagues.</p> <p><b>KU7</b> How to get and make use of feedback on your performance from colleagues.</p> <p><b>KU8</b> How to provide colleagues with useful feedback on their performance.</p> <p><b>Youth work specific knowledge and understanding</b></p> <p><b>KU9</b> Regulations and codes of practice that apply in youth work.</p> <p><b>KU10</b> Standards of behaviour and performance in youth work.</p> <p><b>KU11</b> Working culture of youth work.</p> <p><b>Context specific knowledge and understanding</b></p> <p><b>KU12</b> Current and future work being carried out.</p> <p><b>KU13</b> Colleagues who are relevant to the work being carried out, their work roles and responsibilities.</p> <p><b>KU14</b> Processes within the organisation for making decisions.</p> <p><b>KU15</b> Line management responsibilities and relationships within the organisation.</p> <p><b>KU16</b> The organisation’s values and culture.</p> <p><b>KU17</b> Power, influence and politics within the organisation.</p> <p><b>KU18</b> Standards of behaviour and performance expected in the organisation.</p> <p><b>KU19</b> Information and resources that different colleagues might need.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
	<b>KU20</b> Agreements with colleagues.

## Further information

### ■ Who is this standard for

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

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Present information clearly, concisely, accurately and in ways that promote understanding
2. Seek to understand people's needs and motivations
3. Make time available to support others
4. Agree clearly what is expected of others and hold them to account
5. Work to develop an atmosphere of professionalism and mutual support
6. Model behaviour that shows respect, helpfulness and co-operation
7. Keep promises and honour commitments
8. Consider the impact of your own actions on others
9. Say no to unreasonable requests
10. Show respect for the views and actions of others.

### ■ Terminology

Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions.

### ■ Links to other standards

There are no explicit links to other standards.

### Standard 3.3.2:

### This standard is D2 imported from the Management Standards Centre suite of standards

## Develop productive working relationships with colleagues and stakeholders

#### What this standard is about

This standard is about developing productive working relationships with colleagues, within your own organisation, the community and within other organisations with which your organisation works, and with identified stakeholders.

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 also a key requirement of this standard.

#### Values

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

#### The standard

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Identify stakeholders and the background to and nature of their interest in the activities and performance of the organisation.</li> <li>2 Establish working relationships with relevant colleagues and stakeholders.</li> <li>3 Recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders.</li> </ol>	<p><b>General knowledge and understanding</b></p> <p><b>KU1</b> The benefits of developing productive working relationships with colleagues and stakeholders.</p> <p><b>KU2</b> Different types of stakeholders and key principles which underpin the ‘stakeholder’ concept.</p> <p><b>KU3</b> How to identify your organisation’s stakeholders, including background information and the nature of their interest in your organisation.</p>



<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>4</b> Provide colleagues and stakeholders with appropriate information to enable them to perform effectively.</p>	<p><b>KU4</b> Principles of effective communication and how to apply them in order to communicate effectively with colleagues and stakeholders.</p>
<p><b>5</b> Consult colleagues and stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks.</p>	<p><b>KU5</b> Why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders.</p>
<p><b>6</b> Fulfil agreements made with colleagues and stakeholders and let them know.</p>	<p><b>KU6</b> How to identify and meet the information needs of colleagues and stakeholders.</p>
<p><b>7</b> Advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements.</p>	<p><b>KU7</b> What information it is appropriate to provide to colleagues and stakeholders and the factors that need to be taken into consideration.</p>
<p><b>8</b> Identify and sort out conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities and to the individuals and organisations involved.</p>	<p><b>KU8</b> How to consult with colleagues and stakeholders in relation to key decisions and activities.</p>
<p><b>9</b> Monitor and review the effectiveness of working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement.</p>	<p><b>KU9</b> The importance of taking account, and being seen to take account, of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks.</p>
<p><b>10</b> Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders.</p>	<p><b>KU10</b> Why communication with colleagues and stakeholders on fulfilment of agreements or any problems affecting or preventing fulfilment is important.</p> <p><b>KU11</b> How to identify conflicts of interest with colleagues and stakeholders and the techniques that can be used to manage or remove them.</p>

<p><b>Performance criteria</b> <b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b></p>
	<p><b>KU12</b> How to identify disagreements with colleagues and stakeholders and the techniques for sorting them out.</p> <p><b>KU13</b> The damage with conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations.</p> <p><b>KU14</b> How to take account of diversity issues when developing working relationships with colleagues and stakeholders.</p> <p><b>KU15</b> How to recognise and take account of political issues when dealing with colleagues and stakeholders.</p> <p><b>KU16</b> How to manage the expectations of colleagues and stakeholders.</p> <p><b>KU17</b> How to monitor and review the effectiveness of working relationships with colleagues and stakeholders.</p> <p><b>KU18</b> How to get and make effective use of feedback on the effectiveness of working relationships from colleagues and stakeholders.</p> <p><b>KU19</b> How to provide colleagues and stakeholders with useful feedback on the effectiveness of working relationships.</p> <p><b>KU20</b> The importance of monitoring wider developments in relation to stakeholders and how to do so effectively.</p> <p><b>Youth work specific knowledge and understanding</b></p> <p><b>KU21</b> Current and emerging political, economic, social, technological, environmental and legal developments in youth work.</p>

<p><b>Performance criteria</b></p> <p><b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b></p> <p><b>Youth work staff know and understand:</b></p>
	<p><b>KU22</b> Youth work specific legislation, regulations, guidelines and codes of practice.</p> <p><b>KU23</b> Standards and behaviour and performance in youth work.</p> <p><b>KU24</b> The culture of youth work.</p> <p><b>KU25</b> Developments, issues and concerns of importance to stakeholders in youth work.</p> <p><b>Context specific knowledge and understanding</b></p> <p><b>KU26</b> The vision, values, objectives, plans, structure and culture of your organisation.</p> <p><b>KU27</b> Relevant colleagues, their work roles and responsibilities.</p> <p><b>KU28</b> Identified stakeholders, their background and interest in the activities and performance of the organisation.</p> <p><b>KU29</b> Agreements with colleagues and stakeholders.</p> <p><b>KU30</b> The identified information needs of colleagues and stakeholders.</p> <p><b>KU31</b> Mechanisms for consulting with colleagues and stakeholders on key decisions and activities.</p> <p><b>KU32</b> The organisation’s planning and decision making processes.</p> <p><b>KU33</b> Mechanisms for communicating with colleagues and stakeholders.</p> <p><b>KU34</b> Power, influence and politics within the organisation.</p> <p><b>KU35</b> Standards of behaviour and performance that are expected in the organisation.</p> <p><b>KU36</b> Mechanisms in place for monitoring and reviewing the effectiveness of working relationships with colleagues and stakeholders.</p>

## Further information

### ■ Who is this standard for

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

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### ■ Terminology

For the purpose of this standard, 'colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions in terms of level of responsibility.

'Stakeholders' refers to individuals or organisations that have a material, legal or political interest in or who may be affected by the activities and performance of your organisation. Such stakeholders can include young people, their families as well as other agencies which work with them.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 3.3.3:****This standard is UKWHB2 imported from the UK Workforce Hub suite of standards****Involve, motivate and support volunteers****■ What this standard is about**

This standard is about working with volunteers, focusing upon the nature of the youth worker's relationship with volunteers, from before they make a commitment to volunteer, throughout their time in youth work, to beyond the conclusion of their formal volunteering agreement. It includes motivating volunteers, a key aspect for every manager of volunteers.

**■ Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

# S3.3.3.1

Involve, motivate and support volunteers: promote volunteering to potential volunteers

## Standard 3.3.3.1:

Involve, motivate and support volunteers: promote volunteering to potential volunteers

### ■ The standard

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Involve relevant people and use creative methods to identify:</p> <ul style="list-style-type: none"> <li>• the types of people who may wish to volunteer</li> <li>• ways of increasing potential volunteers</li> <li>• the key motivations people may have for wishing to volunteer.</li> </ul> <p><b>2</b> Use appropriate cost and time-effective communication methods to access groups of potential volunteers.</p> <p><b>3</b> Help potential volunteers clearly to understand:</p> <ul style="list-style-type: none"> <li>• the importance of volunteering in meeting the organisation’s goals</li> <li>• how people with diverse abilities, styles and motivations can make valuable contributions as volunteers</li> <li>• the volunteering opportunities available and what is involved</li> <li>• the commitment they need to make as volunteers</li> <li>• the potential benefits of volunteering and how volunteering can meet their needs and expectations.</li> </ul> <p><b>4</b> Provide factual evidence to illustrate how volunteers have contributed in the past and how they have benefited personally from doing so.</p>	<p><b>Analytical and research techniques</b></p> <p><b>KU1</b> How to identify the types of people who may wish to volunteer their services.</p> <p><b>KU2</b> Methods of identifying people’s motivations and how to select and use appropriate methods.</p> <p><b>Communication</b></p> <p><b>KU3</b> The principles of effective communication and how to apply them.</p> <p><b>KU4</b> Methods of communication with potential volunteers and how to select and use appropriate methods.</p> <p><b>Diversity and equality</b></p> <p><b>KU5</b> The value of diversity of abilities, styles and motivations amongst volunteers and how to foster such diversity.</p> <p><b>Information and knowledge management</b></p> <p><b>KU6</b> The importance of keeping clear and accurate records and how to do so.</p> <p><b>KU7</b> The principle of confidentiality – what information may be provided to whom.</p>

<p><b>Performance criteria</b></p> <p><b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b></p> <p><b>Youth work staff know and understand:</b></p>
<p><b>5</b> Provide opportunities for people to investigate volunteering opportunities further and made a commitment to becoming a volunteer.</p> <p><b>6</b> Refer people to other volunteering organisations where appropriate.</p> <p><b>7</b> Evaluate and analyse the response to your promotional activities and use this information to improve future activities.</p> <p><b>8</b> Help volunteers articulate their motivations and understand how volunteering can meet their evolving needs and expectations.</p> <p><b>9</b> Help volunteers find placements that:</p> <ul style="list-style-type: none"> <li>• meet their evolving needs and expectations</li> <li>• allow them to contribute their experience, knowledge, skills and competence in tangible ways to achieving your organisation’s goals.</li> </ul> <p><b>10</b> Provide sufficient support and supervision to allow volunteers to fulfil their roles and carry out their tasks effectively, safely and securely.</p>	<p><b>Involvement and motivation</b></p> <p><b>KU8</b> The basic principles of motivation and how to apply to your work.</p> <p><b>KU9</b> How to help people articulate their motivations and understand how volunteering can meet their evolving needs and expectations.</p> <p><b>KU10</b> The importance of encouraging volunteers to extend their volunteer roles and how to do so.</p> <p><b>KU11</b> The importance of getting informed feedback from people and how to do so.</p> <p><b>Legal requirements</b></p> <p><b>KU12</b> Legislation relevant to the recruitment of volunteers.</p> <p><b>Organisational context</b></p> <p><b>KU13</b> Your organisation’s goals.</p> <p><b>KU14</b> Your organisation’s policies.</p> <p><b>KU15</b> Your organisation’s wider activities in which volunteers could be involved.</p> <p><b>KU16</b> The types of relationship volunteers may have with your organisation after their agreement is concluded.</p> <p><b>KU17</b> Members of your organisation who need to be informed about the reasons why volunteers wish to conclude their agreements and how the experience of volunteering with your organisation could be improved.</p>

<p><b>Performance criteria</b> <b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b></p>
	<p><b>Resource management</b></p> <p><b>KU18</b> The importance of ensuring communication methods are cost- and time-effective and how to do so.</p> <p><b>Support supervision</b></p> <p><b>KU19</b> The different levels of support and supervision volunteers need, how to assess these levels and provide appropriate support.</p> <p><b>KU20</b> The support that volunteers can provide to other volunteers/staff and how to encourage them to give this support.</p> <p><b>KU21</b> The importance of regularly reviewing volunteers' contribution with the volunteers themselves and how to do so.</p> <p><b>KU22</b> The range of indications that a volunteer's current role is no longer appropriate and how to identify these.</p> <p><b>Volunteering</b></p> <p><b>KU23</b> The importance of volunteering in meeting your organisation's goals.</p> <p><b>KU24</b> The variety of different roles volunteers can fulfil and the different ways they can contribute to organisational goals.</p> <p><b>KU25</b> The range of abilities, styles and motivations volunteers have and how these affect the types of roles and activities they carry out.</p> <p><b>KU26</b> The volunteering opportunities available.</p>



<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
	<p><b>KU27</b> The benefits volunteers derive from volunteering.</p> <p><b>KU28</b> The type of commitment volunteers need to make.</p> <p><b>KU29</b> Opportunities for people to make a commitment to becoming a volunteer (e.g. verbal commitment, completion of an application form, signing volunteering agreement or code of conduct).</p> <p><b>KU30</b> Other volunteering organisations to which it may be appropriate to refer volunteers.</p> <p><b>KU31</b> Details about particular volunteer roles that volunteers need to know.</p> <p><b>KU32</b> The importance of concluding agreements with volunteers in ways that leave the opportunity for future volunteering open and how to do so.</p>

**Standard 3.3.3.2:**

Involve, motivate and support volunteers: involve and motivate volunteers in your organisation

■ **The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Provide opportunities for volunteers to reflect on and articulate their experience of volunteering.</li> <li>2 Provide regular, accurate and balanced feedback to volunteers on their individual and collective contributions and their value to the organisation.</li> <li>3 Encourage volunteers to extend their volunteer roles within the limits of their knowledge, skills and competence.</li> <li>4 Provide opportunities for volunteers to be involved in your organisation's wider activities, as appropriate.</li> </ol>	<p>As knowledge and understanding in standard <b>KU3.3.3.1 – Involve, motivate and support volunteers: promote volunteering to potential volunteers.</b></p>

**Standard 3.3.3.3:**

Involve, motivate and support volunteers: help volunteers conclude or change their role and contribution

■ **The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Ensure volunteers understand what they need to do if they wish to change their role and contribution to your organisation.</li> <li>2 Invite volunteers to discuss their contribution to the organisation, whenever there are indications that their current role is no longer appropriate.</li> <li>3 Find appropriate alternative placements for volunteers those whose current role is no longer appropriate wherever possible.</li> <li>4 Invite volunteers who are concluding their volunteering agreement to provide feedback on their experience of volunteering.</li> <li>5 Thank volunteers for their contribution to your organisation and agree the nature of the relationship they wish to have with your organisation after their agreement is concluded.</li> <li>6 Ensure volunteers return all your organisation's property on conclusion of their agreement.</li> <li>7 Inform relevant members of your organisation about the reasons why volunteers conclude their agreements and how the experience of volunteering with your organisation could be improved.</li> </ol>	<p>As knowledge and understanding in standard <b>KU3.3.3.1 – Involve, motivate and support volunteers: promote volunteering to potential volunteers.</b></p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>8</b> Record information accurately in line with legal requirements and your organisation's policies.</p> <p><b>9</b> Deny access to any confidential information to unauthorised persons.</p>	

## Further information

### ■ Who is this standard for

This standard is recommended for youth workers working with and supporting volunteers.

### ■ Behaviours

There are no behaviours specifically associated with this standard other than within the performance criteria.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 4.1.1:****Investigate the needs of young people and the community in relation to youth work****What this standard is about**

This standard is about investigating the needs of young people and the local community in relation to youth work, to develop an analysis of existing youth work provision and the opportunities for developing that provision.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Gather available information regarding your local community relevant to identifying their needs and issues regarding the provision of youth work.</p>	<p><b>KU1</b> Legal, regulatory and ethical requirements impacting upon the provision of youth work, and in investigating needs and their impact for your investigations.</p>
<p><b>2</b> Explore with young people their interests, needs and aspirations regarding the current provision of youth work and opportunities for enhancing and developing its provision.</p>	<p><b>KU2</b> The types of information that might be provided by young people, relevant agencies and other stakeholders appropriate to establishing community needs from youth work.</p>
<p><b>3</b> 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.</p>	<p><b>KU3</b> Methods of obtaining feedback from young people, agencies and stakeholders, including relevant research methods.</p>
<p><b>4</b> Collate and assess the feedback, identifying trends and patterns relevant to determining opportunities for youth work.</p>	<p><b>KU4</b> The importance of ensuring objectively when evaluating feedback and the factors to consider when assessing its validity.</p>

**S4.1.1** | Investigate the needs of young people and the community in relation to youth work

<p><b>Performance criteria</b></p> <p><b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b></p> <p><b>Youth work staff know and understand:</b></p>
<p><b>5</b> Identify existing youth work provision in your community and how this addresses the existing and emerging needs of young people.</p> <p><b>6</b> Identify correctly those factors affecting take-up of existing youth work opportunities, including any constraints hindering access by young people to such opportunities.</p> <p><b>7</b> Identify any gaps in the current provision.</p> <p><b>8</b> Share your analysis with young people and relevant agencies and other stakeholders, discussing and agreeing its impact towards identifying opportunities for youth work.</p> <p><b>9</b> Agree potential opportunities towards enhancing and developing youth work in your community.</p>	<p><b>KU5</b> How to assess the interests of those providing feedback, and the implications for identifying and evaluating the opportunities for youth work.</p> <p><b>KU6</b> Which agencies and stakeholders can provide the information required</p> <p><b>KU7</b> The nature and extent of current youth work provision in your local community.</p> <p><b>KU8</b> Trends and developments in the provision of youth work of relevance to your area of work and your local community.</p> <p><b>KU9</b> Techniques for analysing qualitative and quantitative information.</p> <p><b>KU10</b> The concept of needs analysis, and how to undertake such an analysis.</p> <p><b>KU11</b> The importance of ensuring that your research is sufficient to justify any conclusions drawn from its results.</p> <p><b>KU12</b> The importance of ensuring that the opportunities identified are of a size sufficient to warrant your organisation's attention, and are also accessible to your organisation.</p> <p><b>KU13</b> Available sources of information and support in investigating community needs and identifying opportunities for youth work.</p> <p><b>KU14</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers involved in investigating the opportunities for developing and enhancing the provision of youth work within their community.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

# S4.1.2

## Evaluate and prioritise requirements for youth work activities from your organisation

### Standard 4.1.2:

## Evaluate and prioritise requirements for youth work activities from your organisation

### ■ What this standard is about

This standard is about identifying and prioritising the requirements for youth work activities and opportunities within your community, and which your organisation can provide. It includes evaluating the opportunities and potential benefits arising, based upon a realistic review of the needs of young people and the community.

### ■ Values

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

### ■ The standard

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Establish the needs of young people and your community relating to youth work activities.</li> <li>2 Monitor and evaluate relevant trends and developments regarding youth work provision.</li> <li>3 Determine the level and nature of youth work provision in your community.</li> <li>4 Identify and prioritise the strengths and weaknesses of your organisation, and the associated potential opportunities and constraints towards fulfilling requirements for youth activities in your community.</li> </ol>	<ol style="list-style-type: none"> <li><b>KU1</b> Legal, regulatory and ethical requirements impacting upon the provision of youth work activities, and their impact for your area of work.</li> <li><b>KU2</b> The values and principles which underpin youth work.</li> <li><b>KU3</b> The importance of exploring and identifying trends and developments affecting the demand for youth work activities within your community, and methods for doing this.</li> <li><b>KU4</b> Methods of obtaining feedback from young people, relevant agencies and stakeholders, and their relative advantages and disadvantages.</li> </ol>



<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>5</b> 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 accordingly.</p> <p><b>6</b> Draw justified conclusions regarding the requirements for youth work activities from your organisation.</p> <p><b>7</b> Discuss and evaluate your findings and conclusions with young people and associated agencies and stakeholders.</p> <p><b>8</b> Evaluate and prioritise the requirements for youth work activities from your organisation, taking account of the likely demand, resources necessary and factors influencing the take up of such activities by young people in your community.</p> <p><b>9</b> Make reasoned recommendations regarding actions appropriate to meeting requirements identified as a priority.</p>	<p><b>KU5</b> Issues that might be relevant to establishing the requirements for youth work activities in your community.</p> <p><b>KU6</b> How to evaluate and prioritise opportunities for youth work activities, and to develop future scenarios.</p> <p><b>KU7</b> The importance of making a financial assessment of the opportunities identified, and how to do this.</p> <p><b>KU8</b> The range of youth work activities provided within your community.</p> <p><b>KU9</b> Those agencies and stakeholders involved with young people in your community, their roles and responsibilities, and methods for involving them.</p> <p><b>KU10</b> The importance of long and medium-term planning to the success of an organisation.</p> <p><b>KU11</b> The principles of strategic management and planning.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers involved in prioritising the requirements for youth work opportunities which their organisation is to address.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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 clearly and convincingly
6. Treat young people with respect.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 4.2.1:****Influence and support the development of youth work strategies****What this standard is about**

This standard is about presenting information to support the formulation of policies, plans and activities, relating to youth work provision in your organisation. It includes monitoring the operations of your part of the organisation in relation to overall objectives, and making suggestions regarding improvements.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Identifying trends and developments in interests, needs and involvements of young people in the youth work in your community, and their impact upon the nature of youth work provision.</li> <li>2 Monitor the effectiveness of your organisation's youth work strategy and procedures in achieving their intended purpose.</li> <li>3 Identify and recommend any requirements to carry out further evaluation and research into specific aspects, seeking to put the necessary arrangements in place to achieve this.</li> </ol>	<ol style="list-style-type: none"> <li><b>KU1</b> Legal, regulatory and ethical requirements for effective practice which relate to the youth work being undertaken, and the impact for your own activity.</li> <li><b>KU2</b> The role of your own organisation and its activities, and how to relate to those of other agencies and activities involved with young people.</li> <li><b>KU3</b> The roles and functions of the principal agencies within youth work.</li> <li><b>KU4</b> The organisation's existing youth work policies, strategies and procedures.</li> </ol>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>4</b> Determine relevant changes needed in policies, plans and activities, and prioritise these according to their beneficial effect in addressing the needs of young people.</p> <p><b>5</b> Bring issues about the implementation of youth work strategy and procedures to the attention of relevant stakeholders in an appropriate way.</p> <p><b>6</b> Develop clear recommendations for improving strategy and procedures that strike the best balance between the achievements made and any noted shortfalls.</p> <p><b>7</b> Present justified recommendations for relevant enhancements to youth work strategies and provision, setting out clearly and accurately the benefits that these will bring.</p> <p><b>8</b> Justify your identified need for challenges to policies, plans and activities using appropriate evidence regarding developments affecting young people, and the needs of relevant individuals.</p> <p><b>9</b> Disseminate information to relevant people towards influencing the development of youth work strategies and provision in time it to be of use.</p> <p><b>10</b> Present information and offer arguments that are justifiable in terms of the policy makers' interests, situation and resources, and which recognise the complexity of the decisions which policy makers face.</p>	<p><b>KU5</b> The principles which underpin policy and strategy development and how these can be built into policy information, including the process and purpose of policy development, and the factors and priorities which may influence the development of policies and their acceptance.</p> <p><b>KU6</b> The range of aspects which needs to be developed in policies and associated strategies.</p> <p><b>KU7</b> Methods of forecasting trends and developments and identifying factors which may affect policies and strategies in youth work, including methods of analysing relevant information and assessing implications for future direction.</p> <p><b>KU8</b> Those individuals and groups in your community who have a stake in development of youth work policy and strategy, and the different views each may have.</p> <p><b>KU9</b> The purpose of involving, and ways to involve, the community in youth work.</p> <p><b>KU10</b> The range of formats which can be used to present information and recommendations, and how to use these formats effectively.</p> <p><b>KU11</b> The range of issues which people and agencies are likely to experience when they are seeking to implement new strategies, and the ways in which issues can be turned round to develop solutions and move practice forward.</p> <p><b>KU12</b> Factors which influence the behaviour of young people, including their physical, social, psychological, emotional and intellectual development.</p>

<p><b>Performance criteria</b> Youth work staff:</p>	<p><b>Knowledge and understanding</b> Youth work staff know and understand:</p>
	<p><b>KU13</b> The impact of the broader social environment on young people, including areas of material deprivation, crime and the fear of crime, poor housing and poverty.</p> <p><b>KU14</b> How culture, gender and beliefs can affect attitudes and behaviour.</p> <p><b>KU15</b> Your own role and responsibilities and from whom assistance and advice should be sought where necessary.</p> <p><b>KU16</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers involved in influencing the development of youth work policy within their organisation.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 4.2.2:****Develop a strategic plan for youth work****■ What this standard is about**

This standard is about determining the strategic priorities upon which your resources for youth work are to be focused, and developing an associated strategic plan for the delivery of the youth work.

**■ Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**■ The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Liaise with relevant other agencies to obtain information appropriate to identifying those geographic areas of the community served by your organisation which are likely to be responsive to youth work programmes.</p> <p><b>2</b> Use available information to identify those geographical areas and neighbourhoods of the community which are most likely to be responsive to youth work programmes.</p> <p><b>3</b> Establish the key factors affecting the likely interest in youth work within the community served by your organisation.</p> <p><b>4</b> Determine and agree the priority areas of the focus of your organisation's resources, setting out a rational justifying your conclusions.</p>	<p><b>KU1</b> Legal, regulatory and ethical requirements impacting on youth work.</p> <p><b>KU2</b> The importance of long and medium-term planning to the success of an organisation.</p> <p><b>KU3</b> Principal types of factors affecting the likelihood of support for youth work within communities and amongst individuals and how to identify these.</p> <p><b>KU4</b> Tools used in assessing factors contributing to the likelihood of support for youth work.</p> <p><b>KU5</b> Factors to consider when profiling different neighbourhoods.</p> <p><b>KU6</b> The needs and expectations of your own, and other agencies, relevant to providing youth work programmes.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>5</b> Assess options regarding the youth work programmes that might be offered, which are consistent with the priority areas and their needs.</p> <p><b>6</b> Identify and assess relevant risks associated with the options considered, balancing the identified risks with the desired outcomes.</p> <p><b>7</b> Explore the opportunities for strategic partnerships and links with other agencies towards achieving the required aims.</p> <p><b>8</b> Agree the focus of your organisation's resources, and associated youth work programmes with your colleagues and with relevant agencies, and win their support.</p> <p><b>9</b> Identify the actions and resources required to implement the agreed programmes.</p> <p><b>10</b> Identify key performance measures, and methods for monitoring and evaluating the agreed programmes.</p>	<p><b>KU7</b> Sources of information that can aid prioritising of resources.</p> <p><b>KU8</b> The resources available to your organisation.</p> <p><b>KU9</b> The importance of consulting with other agencies when seeking to agree priority areas and associated youth work programmes.</p> <p><b>KU10</b> How to identify potential risks in relation to the achievement of aims.</p> <p><b>KU11</b> The importance of consulting with colleagues and other stakeholders during the plan, and how to do this effectively.</p> <p><b>KU12</b> How to develop measures and methods for monitoring and evaluating the success of youth work programmes.</p> <p><b>KU13</b> Your local community and the factors affecting the demand for youth work.</p> <p><b>KU14</b> The needs and expectations of young people within your local community.</p> <p><b>KU15</b> Other agencies involved in youth work within your community, and the key features of their programmes.</p> <p><b>KU16</b> How to develop programmes of youth work, and the factors to be addressed.</p> <p><b>KU17</b> The importance of sharing information between individuals and agencies.</p> <p><b>KU18</b> Methods of disseminating effective practice in youth work.</p>



<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
	<p><b>KU19</b> The principles of confidentiality, and how to develop guidelines for exchanging information between individuals and agencies.</p> <p><b>KU20</b> The values and principles underpinning youth work.</p>

## Further information

### Who is this standard for

This standard is for youth workers involved in investigating the opportunities for developing and enhancing the provision of youth work within their community.

### Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Communicate your youth work strategy clearly and accurately to relevant people and win their support
2. Generate and recognise imaginative solutions
3. Reflect regularly upon your own and other's experiences, and use these to inform future action
4. Create a sense of common purpose
5. Find practical ways to overcome barriers
6. Treat young people with respect.

### Terminology

There is no terminology specific to this standard.

### Links to other standards

There are no explicit links to other standards.

**Standard 4.2.3:****Identify and address new youth work opportunities****What this standard is about**

This standard is about assessing and identifying the need for new youth work opportunities researching available external providers and influencing the availability, accessibility and provision of new youth work opportunities which meet identified needs.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Maintain an up-to-date overview of the range of youth work services and support networks that are available to address the needs of young people within the community.</p> <p><b>2</b> Obtain accurate information on specific services and support networks.</p> <p><b>3</b> Identify availability, accessibility and acceptability of the range of services and support networks towards meeting the needs of young people within the community.</p> <p><b>4</b> 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.</p>	<p><b>KU1</b> Legal, regulatory and ethical requirements for effective practice which relate to youth work, and the impact of this for your own work.</p> <p><b>KU2</b> The role of your organisation and its services, and how these relate to those of other agencies and services involved with young people and youth work.</p> <p><b>KU3</b> The values and principles which underpin youth work and the processes that are used in developing youth work services.</p> <p><b>KU4</b> The factors and priorities that may influence the development of services.</p> <p><b>KU5</b> Why it is important to develop new opportunities on the basis of research involving young people and others.</p>

<b>Performance criteria</b>	<b>Knowledge and understanding</b>
<b>Youth work staff:</b>	<b>Youth work staff know and understand:</b>
<p><b>5</b> Determine the factors and needs of young people within your community which impact under their requirements from youth work provision.</p>	<p><b>KU6</b> Methods of forecasting trends and developments in service demand and the consequent need for the development of services.</p>
<p><b>6</b> Identify any potential 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.</p>	<p><b>KU7</b> How to present information and arguments in ways and at times which capture people's interests and encourage them to take action.</p>
<p><b>7</b> Identify correctly all necessary activities, roles and resources required to deliver the new youth work opportunity effectively.</p>	<p><b>KU8</b> Methods for developing and maintaining consultative relationships with young people and other stakeholders.</p>
<p><b>8</b> Involve all relevant parties, including the young people in the design of new activities.</p>	<p><b>KU9</b> How to develop plans for new opportunities which identify activities, roles, resources and other key areas.</p>
<p><b>9</b> Agree with all relevant parties the steps towards developing the new opportunity and associated activities, and their role and responsibilities.</p>	<p><b>KU10</b> The range of issues which people and agencies are likely to experience when they are seeking to develop new services or change current ones, and the ways in which issues can be turned round to develop solutions and move practice forward.</p>
<p><b>10</b> Ensure that relevant training is provided correctly for those delivering the activities, where necessary.</p>	<p><b>KU11</b> Factors which influence the behaviour of young people, including their physical, social, psychological, emotional and intellectual development.</p>
<p><b>11</b> Identify correctly where youth work opportunities are beyond the scope of your organisation's youth work provision, and identifying and assess the competence and suitability of external providers.</p>	<p><b>KU12</b> The impact of the broader social environment upon young people, including areas of material deprivation, crime and the fear of crime, poor housing, and poverty.</p>
<p><b>12</b> Put in place administrative, monitoring and evaluation processes to support the new youth work opportunity.</p>	

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
	<p><b>KU13</b> Your organisation’s procedures on using and assessing other providers.</p> <p><b>KU14</b> Your own role and responsibilities and from whom assistance and advice should be sought where necessary.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers who are involved in developing and in influencing the provision of new youth work opportunities.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Work towards clearly defined objectives, maintaining a sense of purpose
2. Agree clearly what is expected of others and hold them to account
3. Recognise when there are conflicts, acknowledge the feelings and views of others, and direct people towards a common goal
4. Show empathy for other people’s feelings, needs and motivations
5. Present information clearly, concisely and accurately, and in ways which promote understanding
6. Treat young people with respect.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 4.2.4:****Identify and secure resources for youth work****What this standard is about**

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 your proposal to a successful conclusion.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Identify the finances and other resources required to deliver your organisation's proposed youth work programme.</p>	<p><b>KU1</b> Guidelines and codes of practice and any legislative, regulatory and ethical requirements in relation to types and providers of funding for youth work.</p>
<p><b>2</b> Establish an up to date and accurate list of individuals and organisations which provide resources currently, and which might provide resources for future programmes.</p>	<p><b>KU2</b> The objectives and plans of your organisation.</p>
<p><b>3</b> Develop fully costed proposals and recommendations for obtaining the finances and other resources required to deliver proposed youth work programmes.</p>	<p><b>KU3</b> The proposed activities of your organisation, including those which require finance and resources.</p>
<p><b>4</b> Prepare proposals that provide all of the information required, including the objectives, rationale and demonstrating that your organisation has the relevant capabilities.</p>	<p><b>KU4</b> The organisation's stakeholders and their views in relation to the financing of your organisation's activities.</p> <p><b>KU5</b> The current types and providers of finance and other resources used by your organisation, and other potential types and providers of finance and their associated benefits and risks.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>5</b> Identify potential sources of finance and other resources required, taking account of their objectives, interests and any costs and risks.</p> <p><b>6</b> Agree your proposals and recommendations with relevant stakeholders.</p> <p><b>7</b> Ensure the timely submission of clear proposals, bids or applications to potential providers of finance and other resources.</p> <p><b>8</b> Address requests for further information and clarification promptly and correctly.</p> <p><b>9</b> Agree contractual arrangements with providers which set out clearly and correctly the terms of the resource provisions.</p> <p><b>10</b> Inform promptly all relevant parties regarding the outcome of your bid.</p> <p><b>11</b> Ensure that all involved in making use of the resources understand clearly any conditions applying to its use.</p> <p><b>12</b> Develop contingency plans to address any problems regarding the finances and resources required.</p> <p><b>13</b> Monitor the effectiveness of the sourcing process, and identify and make changes where necessary towards enhancing the process in the future.</p>	<p><b>KU6</b> 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.</p> <p><b>KU7</b> Sources of information on resourcing opportunities, including those within the statutory and charitable sectors.</p> <p><b>KU8</b> How to make a business case and promote the benefits of your proposed youth work project's, and which builds upon your organisation's track record.</p> <p><b>KU9</b> The scope, available resources and purpose of the funding body being approached, and any constraints under which they operate.</p> <p><b>KU10</b> What information is required by the funding organisation and the correct format for the presentation of your proposal.</p> <p><b>KU11</b> Relevant people in your organisation and any key stakeholders who should be consulted on proposals and recommendations for obtaining finance and resources.</p> <p><b>KU12</b> The importance of consulting with relevant people in your organisation and key stakeholders on proposals and recommendations for obtaining finance and resources.</p>

<p><b>Performance criteria</b> Youth work staff:</p>	<p><b>Knowledge and understanding</b> Youth work staff know and understand:</p>
	<p><b>KU13</b> The importance of submitting clear proposals of bids or applications to potential providers of finance and other resources, and of allowing sufficient time for their submission and consideration.</p> <p><b>KU14</b> The type of agreements that should be put in place with providers of finance and what they should cover.</p> <p><b>KU15</b> The type of actions that might need to be taken in the event of a shortfall in funding.</p> <p><b>KU16</b> Why it is necessary to put contingency plans in place in relation to obtaining finance and the type of contingencies that might occur.</p> <p><b>KU17</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

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

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.



**Standard 4.2.5:****Work with providers of youth work activities****What this standard is about**

This standard is about enabling young people to reflect on their learning, learning from their experiences, and to apply this in other areas of their lives, establishing goals for their future development.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Identify the range and type of activities required by your organisation, and those which will need to be sourced from outside providers.</p>	<p><b>KU1</b> Legal, regulatory and ethical requirements which relate to youth work, and the impact of this for your own work.</p>
<p><b>2</b> Identify providers with the necessary expertise and who are potentially suitable and able to deliver relevant and appropriate activities.</p>	<p><b>KU2</b> The values and principles which underpin youth work.</p>
<p><b>3</b> Explain clearly and accurately to providers your own role and responsibilities.</p>	<p><b>KU3</b> The principles of effective equality, diversity and anti-discriminatory practice.</p>
<p><b>4</b> Discuss with relevant providers the exact nature, purpose and outcomes of the activities and the young people likely to participate, including the anticipated duration and take-up of the activities.</p>	<p><b>KU4</b> Why it is important to make use of existing youth work opportunities if possible.</p>
<p><b>5</b> Assess providers' willingness and ability to provide the necessary activities and resources.</p>	<p><b>KU5</b> The nature, roles and functions of the principal agencies and providers within youth work relevant to your area of operations.</p>
	<p><b>KU6</b> The range of different activities which might be of use to your organisation.</p>
	<p><b>KU7</b> The priorities and policies of your organisation regarding the accessing of providers.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>6</b> Agree working arrangements with the providers selected.</p> <p><b>7</b> Ensure that the selected providers' activities are acceptable, in line with your organisation's requirements.</p> <p><b>8</b> Identify and address correctly the need for any training and development of relevant staff and agree who has responsibility.</p> <p><b>9</b> Determine correctly the resources that will be required including staff, facilities, equipment, materials and finance.</p> <p><b>10</b> Provide all relevant information to meet providers' needs, including their role and how this interacts with the roles of others, whilst maintaining relevant confidentiality.</p> <p><b>11</b> Monitor activities for their consistency of delivery, and effectiveness in meeting their agreed purpose and agreed outcomes.</p> <p><b>12</b> Take the appropriate actions to address any issues that undermine the effectiveness of the activities.</p> <p><b>13</b> Provide information to relevant people regarding activities which have been effective, setting out clearly the lessons learnt.</p> <p><b>14</b> Maintain accurate and complete records and make relevant information available promptly to those who need it and are entitled to it.</p>	<p><b>KU8</b> The range of factors which need to be taken into account when agreeing the involvement of other providers.</p> <p><b>KU9</b> The range of different programme providers who may be available, and how to evaluate potential providers.</p> <p><b>KU10</b> Your organisation's procedures on assessing other providers.</p> <p><b>KU11</b> Sources of information in providers of youth work activities in your area.</p> <p><b>KU12</b> Sources of guidance on assessing the competence of providers of youth work opportunities.</p> <p><b>KU13</b> How to assess the quality and cost of activities.</p> <p><b>KU14</b> Methods of monitoring the effectiveness of activities, including methods of handling situations where there is the potential for conflict between different people and where there is a need to negotiate changes to programmes of activity.</p> <p><b>KU15</b> Factors influencing the behaviour of young people, including their physical, social, psychological and emotional development.</p> <p><b>KU16</b> Your organisation's procedures regarding child protection, equal opportunities, health and safety.</p> <p><b>KU17</b> Your own role and responsibilities and from whom assistance and advice should be sought where necessary.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers involved in working with other providers of activities for young people as part of youth work programmes.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Communicate with providers throughout the process in a manner which is appropriate, encourages an open exchange of views and which is free from discrimination and oppression, and in a way which emphasises their role as partners in the process
2. Prioritise objectives and plan to work the best use of time and resources
3. Show integrity, fairness and consistency in decision-making
4. Make time available to support others
5. Act within the limits of your responsibility.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 4.2.6:****Involve young people in the strategic development and delivery of youth work****What this standard is about**

This standard is about involving young people in the strategic development and delivery of youth work within your organisation. It includes assisting them to consider the factors impacting upon the decisions to be made, involving them in the decision-making process and in assessing the likely impact and risks associated with the decisions.

**Values**

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**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Encourage young people to express their views regarding the provision of youth work in their community, and to relate it to their needs and aspirations.</li> <li>2 Work with young people to consider and to develop their 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.</li> <li>3 Explore and identify with young people their priorities and the impact of these for youth work services.</li> </ol>	<ol style="list-style-type: none"> <li><b>KU1</b> Legal, regulatory and ethical requirements impacting upon youth work.</li> <li><b>KU2</b> The importance of involving young people in the strategic development and delivery of youth work, and methods of achieving this.</li> <li><b>KU3</b> The importance of communicating effectively with young people, and how to do this across a variety of groups of young people.</li> <li><b>KU4</b> Your local community and the factors affecting the demand of youth work.</li> <li><b>KU5</b> The needs and expectations of young people within your local community.</li> </ol>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>4</b> 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 and of youth work.</p>	<p><b>KU6</b> Other agencies involved in youth work within your community, and the key features of their programmes.</p>
<p><b>5</b> Agree with young people the priority areas for the focus of your organisation's resources, together with an agreed rationale.</p>	<p><b>KU7</b> The importance of long and medium-term planning to success of an organisation.</p>
<p><b>6</b> Explore and agree with young people potential options regarding the youth work activities and programmes towards addressing the agreed priorities.</p>	<p><b>KU8</b> Principal types of factors affecting the likelihood of support for youth work within communities and amongst individuals and how to identify these.</p>
<p><b>7</b> Explore and agree the preferred option(s) with young people.</p>	<p><b>KU9</b> Tools used in assessing factors contributing to the likelihood of support for youth work.</p>
<p><b>8</b> Involve young people in discussions with relevant stakeholders and agencies which could help to realise the preferred option(s).</p>	<p><b>KU10</b> Factors to consider when profiling different neighbourhoods.</p> <p><b>KU11</b> The needs and expectations of your own, and other agencies, relevant to providing youth work programmes.</p>
<p><b>9</b> Encourage young people to explore and to agree the actions and resources required to implement the preferred option(s), and to identify their involvement and participation.</p>	<p><b>KU12</b> Sources of information that can aid prioritising of resources.</p>
<p><b>10</b> Agree with young people key performance measures, and methods for monitoring and evaluating the agreed actions and programmes.</p>	<p><b>KU13</b> The resources available to your organisation.</p>
	<p><b>KU14</b> The importance of consulting with other agencies when seeking to agree priority areas as associated youth work programmes.</p>
	<p><b>KU15</b> How to identify potential risks in relation to the achievement of aims.</p>
	<p><b>KU16</b> The importance of consulting with colleagues and other stakeholders during the development of the plan, and how to do this effectively.</p>

**S4.2.6** | Involve young people in the strategic development and delivery of youth work

<p><b>Performance criteria</b> <b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b></p>
	<p><b>KU17</b> How to develop measures and methods for monitoring and evaluating the success of youth work programmes.</p> <p><b>KU18</b> How to develop programmes of youth work, and the factors to be addressed.</p> <p><b>KU19</b> The importance of sharing information between individuals and agencies.</p> <p><b>KU20</b> Methods for disseminating effective practice in youth work.</p> <p><b>KU21</b> The principles of confidentiality, and how to develop guidelines for exchanging information between individuals and agencies.</p> <p><b>KU22</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers involved in the strategic development and delivery of youth work in their organisation, and who engage young people in the process.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Treat young people with respect
2. Acknowledge and celebrate the insights and input 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 style and at a pace which promotes understanding.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 4.2.7:****Work in partnership with agencies to improve opportunities for young people****What this standard is about**

This standard is about developing the working relationship with relevant agencies and stakeholders to improve youth work provision and opportunities for young people within the community.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Identify those local agencies and members/representatives of the community with which your organisation would wish to work in improving the opportunities for young people within your community.</p>	<p><b>KU1</b> Legal, regulatory and associated guidelines relevant to working with young people, including their local, social and political context, and their impact upon developing networks and procedures towards establishing priorities.</p>
<p><b>2</b> Assess the effectiveness of your organisation's existing contact with relevant agencies, including the level of cooperation and the appropriateness of those with whom your organisation is networking, and determine whether this is fit for purpose.</p>	<p><b>KU2</b> The agencies and community representatives within your community who can provide information and action towards improving opportunities for young people, their structures, and who to contact in these situations when considering both strategic and operational issues of relevance.</p>
<p><b>3</b> Develop and agree with colleagues actions to enhance the working relationship with identified agencies and communities, where you determine that existing networks can be enhanced.</p>	<p><b>KU3</b> The aims and objectives of the principal agencies within your community relevant to improving opportunities for young people.</p>



<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>4</b> Agree a schedule and responsibilities for undertaking the actions.</p> <p><b>5</b> Identify and agree key performance measures, and methods for monitoring and evaluating the success of agreed actions towards developing effective working relationships with identified agencies and communities.</p> <p><b>6</b> Identify other agencies' aims and objectives relevant to improving the opportunities for young people.</p> <p><b>7</b> Establish and agree with relevant agencies the benefits of a common and coordinated approach to improving the opportunities for young people.</p> <p><b>8</b> Liaise with relevant agencies to develop and agree common aims and approaches.</p> <p><b>9</b> Balance the needs and expectations of other agencies and win their support.</p> <p><b>10</b> Identify the information need from your organisation by other agencies.</p> <p><b>11</b> Make all appropriate information available promptly to those who need it within other agencies, ensuring that it is relevant, and that key aspects are identified clearly.</p> <p><b>12</b> Promote the value of engaging with other agencies in improving the opportunities for young people.</p> <p><b>13</b> Maintain confidentiality according to regulatory and organisational requirements.</p>	<p><b>KU4</b> The importance of taking into account, and being seen to take into account, the views of other agencies and community representatives, particularly in relation to their priorities in relation to working with young people.</p> <p><b>KU5</b> The reasons why there may be conflicts and misunderstandings between different agencies, for example, regarding which activities are the most important.</p> <p><b>KU6</b> How to challenge constructively agencies which do not cooperate with your organisation.</p> <p><b>KU7</b> Why it is important to identify key stakeholders within the different agencies.</p> <p><b>KU8</b> The nature and scope of youth work provision within your community.</p> <p><b>KU9</b> The issues, needs and aspirations of young people within your community relevant to developing opportunities for young people, including enhancing youth work provision.</p> <p><b>KU10</b> The importance of effective networks, and of long and medium-term planning in maintaining effective contacts.</p> <p><b>KU11</b> How to delegate responsibilities and allocate resources when building networks.</p> <p><b>KU12</b> Principles of effective communication and how to apply them to communicate effectively with different agencies and communities.</p> <p><b>KU13</b> What information it is appropriate to provide to different agencies and communities.</p>

<b>Performance criteria</b> Youth work staff:	<b>Knowledge and understanding</b> Youth work staff know and understand:
	<b>KU14</b> The values and principles underpinning youth work.

## Further information

### ■ Who is this standard for

This standard is for youth workers involved in developing the working relationship with agencies and other stakeholders towards enhancing youth work provision and opportunities for young people.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

## Standard 4.3.1:

### This standard is C4 imported from the Management Standards Centre suite of standards

#### Lead change

#### ■ What this standard is about

This standard is about ‘change’ in its various forms, which is happening more often within organisations. The driving force for change may be external or internal to the organisation or a mixture of both. It may be a reaction to events or an attempt to improve the organisation for the future.

This standard reflects the need, in many situations, for someone to take control and provide a lead within the overall organisation or part of an organisation for a specific change or a wider programme of change. It involves selling the vision in terms of what the change is aiming to achieve and supporting the people involved in the practicalities of making the vision a reality.

#### ■ Values

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

#### ■ The standard

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Communicate your vision of the future, the reasons for the change and associated benefits to everyone involved.</li> <li>2 Encourage everyone involved to welcome change as an opportunity.</li> <li>3 Make sure the people responsible for planning and implementing change understand their responsibilities and have the necessary influence and power.</li> </ol>	<p><b>General knowledge and understanding</b></p> <p><b>KU1</b> The main models and methods for leading organisational change, and their strengths and weaknesses.</p> <p><b>KU2</b> The relationship between transformational and transactional change.</p> <p><b>KU3</b> Theory and application of the change/performance curve.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>4</b> Set and prioritise objectives for the change.</p> <p><b>5</b> Identify strategies for achieving the vision and communicate them clearly to everyone involved.</p> <p><b>6</b> Support through the change process.</p> <p><b>7</b> Communicate progress to everyone involved and celebrate achievement.</p> <p><b>8</b> Identify and deal with obstacles to change.</p>	<p><b>KU4</b> Principles and application of risk assessment.</p> <p><b>KU5</b> Different leadership styles and behaviours, their strengths and how to use the appropriate style for different circumstances.</p> <p><b>KU6</b> How to make critical decisions.</p> <p><b>KU7</b> The political, bureaucratic and resource barriers to change, and the techniques for dealing with these.</p> <p><b>KU8</b> Different methods of communication and their relevant strengths and weaknesses in various circumstances.</p> <p><b>KU9</b> The main techniques for solving problems and how to apply them.</p> <p><b>KU10</b> Stakeholder expectations and how they influence the change process.</p> <p><b>Youth work specific knowledge and understanding</b></p> <p><b>KU11</b> Your organisation’s current position in youth work and the community in which it operates, compared with other providers of youth work, relevant to the change programme.</p> <p><b>KU12</b> The range of information sources that are relevant to youth work, and related sectors, in which your organisation operates.</p> <p><b>KU13</b> Current and emerging political, economic, social, technological, environmental and legal developments in youth work and in related sectors.</p>

<p><b>Performance criteria</b> <b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b></p>
	<p><b>Context specific knowledge and understanding</b></p> <p><b>KU14</b> Your vision for the future, the reasons for change, the risks and expected benefits.</p> <p><b>KU15</b> Those factors (for example, strategy, procedures, policies and structure) that need to be changed, and the associated priorities and reasons.</p> <p><b>KU16</b> Employees' knowledge, skills and attitudes.</p> <p><b>KU17</b> How long it will take to make the changes.</p> <p><b>KU18</b> The culture of your organisation and the implications this has for the change process.</p> <p><b>KU19</b> Your organisation's communication channels, both formal and informal.</p>

## Further information

### ■ Who is this standard for

This standard is recommended for middle managers and senior managers.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Give people opportunities to provide feedback and you respond appropriately
2. Agree clearly what is expected of others and hold them to account
3. Articulate a vision that generates excitement, enthusiasm and commitment
4. Inspire others, championing work to achieve common goals
5. Show sensitivity to stakeholders' needs and interests and manage these effectively
6. Use a range of leadership styles appropriate to different people and situations
7. Identify the implications or consequences of a situation
8. Take and implement difficult and/or unpopular decisions, if necessary.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

## Standard 4.3.2:

### This standard is C5 imported from the Management Standards Centre suite of standards

#### Plan change

#### ■ What this standard is about

This standard is about the planning that is needed to make a specific or put into practice a programme of change. It involves developing a strategy to make the change that is needed, taking note of barriers, risks and the needs to put appropriate monitoring and communication systems in place.

#### ■ Values

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

#### ■ The standard

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Identify the procedures, systems, structures and roles that need to be changed, and assess the gap between their current and required future state.</li> <li>2 Identify and assess barriers to change</li> <li>3 Develop strategies and plans that set out the way forward.  Assess the risks and benefits associated with the strategies and plans and develop contingency arrangements.</li> <li>5 Make sure your plans include short-term 'wins' as well as longer-term deliverables.</li> <li>6 Develop systems for monitoring and assessing progress.</li> </ol>	<p><b>General knowledge and understanding</b></p> <ul style="list-style-type: none"> <li><b>KU1</b> The main models and methods for managing change effectively, and their strengths and weaknesses.</li> <li><b>KU2</b> Effective planning techniques.</li> <li><b>KU3</b> Theory and application of the change/performance curve.</li> <li><b>KU4</b> Theory and understanding of teams, including an understanding of team-building techniques and how to apply them.</li> <li><b>KU5</b> How to assess the risks and benefits associated with strategies and plans.</li> <li><b>KU6</b> The importance of contingency planning and how to do so effectively.</li> </ul>

<p><b>Performance criteria</b></p> <p><b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b></p> <p><b>Youth work staff know and understand:</b></p>
<p><b>7</b> Develop a communication strategy for the change process that allows people to give feedback.</p> <p><b>8</b> Identify training and support needs and plan how to meet these.</p>	<p><b>KU7</b> How to make critical decisions.</p> <p><b>KU8</b> The political, bureaucratic and resource barriers to change, and the techniques that deal with these.</p> <p><b>KU9</b> Stakeholder expectations and how they influence the process.</p> <p><b>Youth work specific knowledge and understanding</b></p> <p><b>KU10</b> Your organisation’s current position in youth work and the community in which it works, compared with other providers of youth work, relevant to the change programme.</p> <p><b>KU11</b> The range of information sources that are relevant to youth work, and related sectors, in which your organisation operates.</p> <p><b>KU12</b> Current and emerging political, economic, social, technological, environmental and legal developments in youth work and in related sectors.</p> <p><b>Context specific knowledge and understanding</b></p> <p><b>KU13</b> Your vision for the future, the reasons for change, the risks and expected benefits.</p> <p><b>KU14</b> Business critical activities and interdependencies.</p> <p><b>KU15</b> Those factors (for example, strategy, procedures, policies and structure) that need to be changed, and the associated priorities and reasons.</p> <p><b>KU16</b> Your organisation’s communication channels, both formal and informal.</p>



## Further information

### ■ Who is this standard for

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

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Find practical ways to overcome barriers
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Are vigilant for potential risks
4. Give people opportunities to provide feedback and you respond appropriately
5. Set demanding but achievable objectives for yourself and others
6. Work towards a clearly defined vision of the future
7. Identify the implications or consequences of a situation.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

## Standard 4.3.3:

### This standard is C6 imported from the Management Standards Centre suite of standards

#### Implement change

#### ■ What this standard is about

This standard is about putting into practice the strategy and associated plans for a specific change or programme of change. This involves putting in place the necessary resources and supporting systems, including monitoring and communications, to turn the 'vision' into a practical reality.

#### ■ Values

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

#### ■ The standard

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Put into practice the strategies and plans for change in line with the available resources.</li> <li>2 Design new work processes, procedures, systems, structures and roles to achieve the vision behind the change.</li> <li>3 Identify, assess and deal with problems and barriers to change.</li> <li>4 Monitor, document and communicate progress to all involved.</li> <li>5 Recognise and reward people and teams who achieve results.</li> <li>6 Maintain the momentum for change.</li> </ol>	<p><b>General knowledge and understanding</b></p> <p><b>KU1</b> The main models and methods for managing change effectively, and their strengths and weaknesses.</p> <p><b>KU2</b> Theory and application of the change/ performance curve.</p> <p><b>KU3</b> Theory and understanding of teams, including an understanding of team-building techniques and how to apply them.</p> <p><b>KU4</b> How to manage reward systems.</p> <p><b>KU5</b> Problem solving techniques.</p>

<p><b>Performance criteria</b></p> <p><b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b></p> <p><b>Youth work staff know and understand:</b></p>
<p><b>7</b> Make sure change is effective and meets the requirements of the organisation.</p>	<p><b>KU6</b> The political, bureaucratic and resource barriers to change, and the techniques that deal with these.</p> <p><b>KU7</b> How to identify development and other support needs and ways in which these needs can be met.</p> <p><b>KU8</b> How to manage expectations.</p> <p><b>Youth work specific knowledge and understanding</b></p> <p><b>KU9</b> Your organisation’s current position in youth work and the community in which it works, compared with other providers of youth work, relevant to the change programme.</p> <p><b>KU10</b> The range of information sources that are relevant to youth work, and related sectors, in which your organisation operates.</p> <p><b>Context specific knowledge and understanding</b></p> <p><b>KU11</b> Your vision for the future, the reasons for change, the risks and expected benefits.</p> <p><b>KU12</b> Business critical activities and interdependences.</p> <p><b>KU13</b> Those factors (for example, strategy, procedures, policies and structure) that need to be changed, and the associated priorities and reasons.</p> <p><b>KU14</b> Your organisation’s communication channels, both formal and informal.</p>

## Further information

### ■ Who is this standard for

This standard is recommended for people in first line, middle and senior management and leadership roles.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Recognise changes in circumstances promptly and adjust plans and activities accordingly
2. Find practical ways to overcome barriers
3. Present information clearly, concisely, accurately and in ways that promote understanding
5. Make time available to support others
6. Agree clearly what is expected of others and them to account
7. Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal
8. Work towards a clearly defined vision of the future
9. Recognise the achievements and the success of others.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 4.4.1:****Monitor and evaluate the quality of youth work activities****■ What this standard is about**

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 and agencies involved in the youth work being monitored.

**■ Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**■ The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Identify with young people the objectives established for the youth work activities and determine criteria for evaluating the outcomes and the methods for monitoring progress.</p>	<p><b>KU1</b> Legal, regulatory and ethical requirements relevant to youth work and their impact for area of operations.</p>
<p><b>2</b> Work with young people in monitoring the youth work activities and the support provided for young people by your organisation, identifying any issues arising and addressing these promptly and correctly.</p>	<p><b>KU2</b> The importance of monitoring and evaluating the impact of youth work activities, and how to do this, including the factors to consider.</p>
<p><b>3</b> Explore the perceptions of young people regarding the quality of youth work being provided.</p>	<p><b>KU3</b> The importance of involving young people, colleagues and those agencies involved in the activities, and methods for achieving their involvement.</p>
	<p><b>KU4</b> Indicators and criteria effective in evaluating the outcomes and success of youth work activities.</p>
	<p><b>KU5</b> How to set objectives and criteria towards evaluating and success of youth work activities.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>5</b> Review the outcomes achieved by the youth work activities with the young people involved, with colleagues and other relevant stakeholders involved in delivering the activities.</p> <p><b>6</b> Explore the outcomes achieved with young people, comparing these against the objectives for the programmes and the agreed evaluation criteria, identifying the successes and lessons learnt.</p> <p><b>7</b> Identify any obstacles which hindered the success of the youth work activities, and determine how these might be addressed constructively.</p> <p><b>8</b> Use this information to agree how future youth work activities might be enhanced.</p> <p><b>9</b> Provide information regarding those youth work activities which were effective to appropriate parties, setting out and promoting clearly the nature of the activities and why they achieved their objectives.</p> <p><b>10</b> Maintain accurate and up to date records of the findings, conclusions and recommendations agreed.</p> <p><b>11</b> Make relevant information available readily to appropriate parties, whilst ensuring that confidentiality is maintained in line with organisational and statutory requirements.</p>	<p><b>KU6</b> Sources of relevant information appropriate to monitoring youth work activities, how to access these and methods of verifying and corroborating the information required.</p> <p><b>KU7</b> How to distinguish between directly observed evidence, evidence from reliable sources and hearsay.</p> <p><b>KU8</b> How to distinguish between prejudice and opinions that are backed by evidence.</p> <p><b>KU9</b> Your organisation’s objectives relating to youth work, provision and the related activities and programmes.</p> <p><b>KU10</b> The importance of promoting the success of youth work, and methods of achieving this, including the dissemination of effective youth work practice.</p> <p><b>KU11</b> Your own role and responsibilities, and from whom assistance and advice can be sought where necessary.</p> <p><b>KU12</b> The values and principles underpinning youth work.</p>

## Further information

### ■ Who is this standard for

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

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 4.4.2:****This standard is UKWHA5 imported from the UK Workforce Hub suite of standards****Evaluate volunteers' contribution to your organisation****■ What this standard is about**

This standard is about evaluating the impact of volunteering upon your organisation. It includes making this known towards promoting volunteering both inside and outside your organisation, and in enhancing the way in which volunteers are involved.

**■ Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.



# S4.4.2.1

Evaluate volunteers' contribution to your organisation: assess the contribution of volunteers to your organisation's goals

## Standard 4.4.2.1:

Evaluate volunteers' contribution to your organisation: assess the contribution of volunteers to your organisation's goals

### ■ The standard

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Identify and agree which organisational goals and volunteer contributions you need to assess.</p> <p><b>2</b> Identify and agree the criteria you will use to assess volunteer contributions.</p> <p><b>3</b> Identify information you need and the most effective methods of collecting this information.</p> <p><b>4</b> Collect relevant information and verify that it is accurate and up-to-date.</p> <p><b>5</b> Analyse information to assess the value of volunteers' contributions to your organisation's goals and the impact of volunteering on your volunteers.</p> <p><b>6</b> Check with volunteers, colleagues, other stakeholders and decision makers to ensure that your assessment is realistic.</p> <p><b>7</b> Record your assessment of volunteer contributions and the evidence that supports it.</p>	<p><b>Analytical and research techniques</b></p> <p><b>KU1</b> The importance of identifying the criteria that will be used to measure volunteers' contributions and the criteria that you may use.</p> <p><b>KU2</b> How to analyse qualitative information.</p> <p><b>Communication</b></p> <p><b>KU3</b> The principles of effective communication using a variety of methods.</p> <p><b>KU4</b> The importance of identifying information needs and appropriate methods and styles of communication to meet people's diverse needs.</p> <p><b>KU5</b> The importance of seeking new and innovative methods of communication and how to generate ideas.</p> <p><b>Information and knowledge management</b></p> <p><b>KU6</b> The methods you can use to collect information.</p>

<p><b>Performance criteria</b> <b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b></p>
	<p><b>Monitoring, research and evaluation</b></p> <p><b>KU7</b> The importance of monitoring and evaluation and how to establish monitoring and evaluation processes and methods.</p> <p><b>Organisational context</b></p> <p><b>KU8</b> The importance and value of volunteering to your organisation and to the volunteers themselves.</p> <p><b>KU9</b> Your organisation's goals.</p> <p><b>KU10</b> The importance of assessing the contribution that volunteers make to your organisation's goals and how you can use this information.</p>

# S4.4.2.2

Evaluate volunteers' contribution to your organisation: communicate volunteers' contribution to stakeholders and the volunteers themselves

## Standard 4.4.2.2:

Evaluate volunteers' contribution to your organisation: communicate volunteers' contribution to stakeholders and the volunteers themselves

### ■ The standard

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"><li>1 Identify the stakeholders and volunteers with whom you want to communicate and the information they need to receive.</li><li>2 Identify the most effective methods and styles of communicating with your volunteers and stakeholders.</li><li>3 Identify new and innovative methods of communicating with your volunteers and stakeholders, where necessary.</li><li>4 Compile and present your analysis and evidence in a way that meets the information needs of your volunteers and stakeholders.</li><li>5 Emphasise the value of volunteering to the organisation and to volunteers.</li><li>6 Respond constructively to requests for clarification and further information.</li><li>7 Evaluate the effectiveness of assessing and communicating volunteer contributions and record your evaluation for future reference.</li></ol>	<p>As knowledge and understanding in standard <b>4.4.2.1 – Evaluate volunteers' contribution to your organisation: assess the contribution of volunteers to your organisation's goals.</b></p>

## Further information

### ■ Who is this standard for

This standard is recommended for youth workers involved in evaluating and promoting the contribution made by volunteers to their organisation's goals.

### ■ Behaviours

There are no behaviours specifically associated with this standard other than within the performance criteria.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 5.1.1:****Work as an effective and reflective practitioner****What this standard is about**

This standard is about reflecting upon your own effectiveness as a youth work practitioner, identifying how you might improve your practice, and taking the appropriate actions to maintain continuous professional development.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>1</b> Evaluate, at regular intervals, the current and future requirements of your role, taking account of the values, objectives and priorities of your organisation, including the values and principles of youth work.</p> <p><b>2</b> Consider your own values, interests and priorities, and identify information relevant to you're your own work role and professional development.</p> <p><b>3</b> Evaluate and identify your on relative areas of strength and areas of development.</p> <p><b>4</b> Monitor the outcomes of your work, and identify areas of your work which can be enhanced.</p> <p><b>5</b> Seek regular and useful feedback on your performance from appropriate people.</p>	<p><b>KU1</b> The values and principles which underpin youth work.</p> <p><b>KU2</b> The values, objectives and priorities of your organisation.</p> <p><b>KU3</b> Your own personal beliefs and preferences, interests and priorities, and how these relate to your role in youth work.</p> <p><b>KU4</b> The requirements of your work role, including the limits of your responsibilities.</p> <p><b>KU5</b> How to evaluate the effect of your own values and practices, strengths and areas for development on your work.</p> <p><b>KU6</b> The importance of monitoring and reviewing your practice regularly.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>6</b> Identify any gaps in your own knowledge and skills, and agree a development plan towards addressing such gaps.</p> <p><b>7</b> Review and update your objectives and priorities, taking account of your development activities and any wider changes.</p> <p><b>8</b> Apply the results of your reflection and development to your own practice, including how you fulfil the values and principles of youth work.</p> <p><b>9</b> Ensure that your performance meets consistency, or goes beyond agreed requirements.</p>	<p><b>KU7</b> Areas of your own personal and professional development, relevant to enhancing your effectiveness in youth work.</p> <p><b>KU8</b> The range of learning styles and your own preferred learning style(s).</p> <p><b>KU9</b> Techniques for giving and receiving feedback.</p> <p><b>KU10</b> Types of development activities which can be undertaken to address identified gaps in your knowledge and skills.</p> <p><b>KU11</b> What an effective development plan should contain, and the length of time that it should cover.</p> <p><b>KU12</b> Available support networks and systems, and how to access these.</p>

## Further information

### ■ Who is this standard for

This standard is for all youth workers.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 5.1.2:****This standard is A2 imported from the Management Standards Centre suite of standards****Manage your own resources and professional development****■ What this standard is about**

This standard 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 standard.

**■ Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**■ The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Evaluate, at appropriate intervals, the current and future requirements of your work-role taking account of the vision and objectives of your organisation.</li> <li>2 Consider your values and your career and personal goals and identify information which is relevant to your work role and professional development.</li> <li>3 Discuss and agree personal work objectives with those you report to and how you will measure progress.</li> </ol>	<b>General knowledge and understanding</b> <b>KU1</b> The principles which underpin professional development. <b>KU2</b> The importance of considering your values and career and personal goals and how to relate them to your job role and professional development. <b>KU3</b> How to evaluate the current requirements of a work role and how the requirements may evolve in the future.



<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>4</b> Identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities.</p>	<p><b>KU4</b> How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).</p>
<p><b>5</b> Identify any gaps between the current and future requirements of your work-role and your current knowledge, understanding and skills.</p>	<p><b>KU5</b> How to identify development needs to address any identified gaps between the requirements of your work-role and your current knowledge, understanding and skills.</p>
<p><b>6</b> 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.</p>	<p><b>KU6</b> What an effective development plan should contain and the length of time that it should cover.</p>
<p><b>7</b> Undertake the activities identified in your development plan and evaluate their contribution to your performance.</p>	<p><b>KU7</b> The range of different learning style(s) and how to identify the style(s) which work(s) best for you.</p>
<p><b>8</b> Review and update your personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes.</p>	<p><b>KU8</b> The type of development activities which can be undertaken to address identified gaps in your knowledge, understanding and skills.</p>
<p><b>9</b> 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.</p>	<p><b>KU9</b> How to identify whether/how development activities have contributed to your performance.</p>
<p><b>10</b> Ensure that your performance consistently meets or goes beyond agreed requirements.</p>	<p><b>KU10</b> How to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes.</p>
	<p><b>KU11</b> Monitoring the quality of your work and your progress against requirements and plans.</p>
	<p><b>KU12</b> How to evaluate your performance against the requirements of your work-role.</p>
	<p><b>KU13</b> How to identify and use good sources of feedback on your performance.</p>

<p><b>Performance criteria</b></p> <p><b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b></p> <p><b>Youth work staff know and understand:</b></p>
	<p><b>Youth work specific knowledge and understanding</b></p> <p><b>KU14</b> Requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development, within your area of community learning and development.</p> <p><b>Context specific knowledge and understanding</b></p> <p><b>KU15</b> The requirements of your work-role including the limits of your responsibilities.</p> <p><b>KU16</b> The vision and objectives of your organisation.</p> <p><b>KU17</b> Your own values and career and personal goals.</p> <p><b>KU18</b> Your personal work objectives.</p> <p><b>KU19</b> Your preferred learning style(s).</p> <p><b>KU20</b> Your current knowledge, understanding and skills.</p> <p><b>KU21</b> Identified gaps in your current knowledge, understanding and skills.</p> <p><b>KU22</b> Your personal development plan.</p> <p><b>KU23</b> Available development opportunities and resources in your organisation.</p> <p><b>KU24</b> Your organisation’s policy and procedures in terms of personal development.</p> <p><b>KU25</b> Reporting lines in your organisation.</p> <p><b>KU26</b> Possible sources of feedback in your organisation.</p>

## Further information

### ■ Who is this standard for

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

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

## Standard 5.2.1:

### This standard is B5 imported from the Management Standards Centre suite of standards

#### Provide leadership for your team

#### ■ What this standard is about

This standard 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.

#### ■ Values

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

#### ■ The standard

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Set out and positively communicate the purpose and objectives of the team to all members.</li> <li>2 Involve members in planning how the team will achieve its objectives.</li> <li>3 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.</li> <li>4 Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved.</li> </ol>	<p><b>General knowledge and understanding</b></p> <p><b>KU1</b> Different ways of communicating successfully with members of a team.</p> <p><b>KU2</b> How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).</p> <p><b>KU3</b> How to plan the achievement of team objectives and the importance of involving team members in this process.</p> <p><b>KU4</b> The importance of being able to show team members how personal work objectives contribute to achievement of team objectives.</p>

<b>Performance criteria</b>	<b>Knowledge and understanding</b>
<b>Youth work staff:</b>	<b>Youth work staff know and understand:</b>
<p><b>5</b> Win, through your performance, the trust and support of the team for your leadership.</p>	<p><b>KU5</b> That different styles of leadership exist.</p>
<p><b>6</b> Steer the team successfully through difficulties and challenges, including conflict within the team.</p>	<p><b>KU6</b> How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging people and recognising their achievements.</p>
<p><b>7</b> Encourage and recognise creativity and innovation within the team.</p>	<p><b>KU7</b> Types of difficulties and challenges that may arise, including conflict within the team, and ways of overcoming them.</p>
<p><b>8</b> Give team members support and advice when they need it especially during periods of setback and change.</p>	<p><b>KU8</b> The importance of encouraging others to take the lead and ways in which this can be achieved.</p>
<p><b>9</b> Motivate people to present their own ideas and listen to what they say.</p>	<p><b>KU9</b> The benefits of and how to encourage and recognise creativity and innovation within a team.</p>
<p><b>10</b> Encourage people to take the lead when they have the knowledge and expertise and show willingness to follow this lead.</p>	<p><b>Youth Work specific knowledge and understanding</b></p>
<p><b>11</b> Monitor activities and progress across the team without interfering.</p>	<p><b>KU10</b> Legal, regulatory and ethical requirements in the sector.</p>
	<p><b>Context specific knowledge and understanding</b></p>
	<p><b>KU11</b> The members, purpose and objectives of your team.</p>
	<p><b>KU12</b> The personal work objectives of members of your team.</p>
	<p><b>KU13</b> The types of support and advice that people are likely to need and how to respond to these.</p>
	<p><b>KU14</b> Standards of performance for the work of your team.</p>

## Further information

### ■ Who is this standard for

This standard is recommended for team leaders.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Create a sense of common purpose
2. Take a personal responsibility for making things happen
3. Encourage and support others to take decisions autonomously
4. Act within the limits of your authority
5. Make time available to support others
6. Show integrity, fairness and consistency in decision-making
7. Seek to understand people's needs and motivations
8. Demonstrate behaviour that shows respect, helpfulness and co-operation.

### ■ Skills

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

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

### ■ **Terminology**

There is no terminology specific to this standard.

### ■ **Links to other standards**

This standard is linked to B6. Provide leadership in your area of responsibility and B7. Provide leadership for your organisation in the overall suite of National Occupational Standards for management and leadership.

**Standard 5.2.2:****This standard is D5 imported from the Management Standards Centre suite of standards****Allocate and check work in your team****What this standard is about**

This standard is about ensuring that the work required of your team is allocated effectively and fairly 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.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard****Performance criteria****Youth work staff:**

- 1** Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.
- 2** Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.
- 3** 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.
- 4** Brief team members on the work that they have been allocated and the standards or level of expected performance.

**Knowledge and understanding****Youth work staff know and understand:****General knowledge and understanding**

- KU1** Different ways of communicating effectively with members of a team.
- KU2** The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively.
- KU3** How to plan the work of a team, including how to identify any priorities or critical activities and the available resources.
- KU4** How to identify and take due account of health and safety issues in the planning, allocation and checking of work.



<b>Performance criteria</b>	<b>Knowledge and understanding</b>
<b>Youth work staff:</b>	<b>Youth work staff know and understand:</b>
<p><b>5</b> Encourage team members to ask questions, make suggestions and seek clarification in relation to the work that they have been allocated.</p>	<p><b>KU5</b> Why it is important to allocate work across the team on a fair basis and how to do so.</p>
<p><b>6</b> 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.</p>	<p><b>KU6</b> Why it is important to brief team members on the work that they have been allocated and the standard or level of expected performance and how to do so.</p>
<p><b>7</b> Support team members in identifying and dealing with problems and unforeseen events.</p>	<p><b>KU7</b> 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.</p>
<p><b>8</b> Motivate team members to complete the work that they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.</p>	<p><b>KU8</b> Effective ways of regularly and fairly checking the progress and quality of the work of team members.</p>
<p><b>9</b> Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.</p>	<p><b>KU9</b> How to provide prompt and constructive feedback to team members.</p>
<p><b>10</b> Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.</p>	<p><b>KU10</b> 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, improve their performance and for recognising their achievements.</p>
<p><b>11</b> Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager.</p>	<p><b>KU11</b> The additional support and/or resources which team members might require to help them complete their work and how to assist in providing this.</p>
<p><b>12</b> Use information collected on the performance of team members in any formal appraisal of performance.</p>	<p><b>KU12</b> 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.</p>
	<p><b>KU13</b> 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.</p>

<p><b>Performance criteria</b> <b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b></p>
	<p><b>KU14</b> The type of problems and unforeseen events that may occur and how to support team members in dealing with them.</p> <p><b>KU15</b> How to log information on the ongoing performance of team members and use this information for performance appraisal purposes.</p> <p><b>Youth Work specific knowledge and understanding</b></p> <p><b>KU16</b> Specific legislation, regulations, guidelines, codes of practice relating to carrying out work within your area of community learning and development.</p> <p><b>KU17</b> Requirements for the development or maintenance of knowledge, understanding and skills within your area of community learning and development.</p> <p><b>Context specific knowledge and understanding</b></p> <p><b>KU18</b> The members, purpose and objectives of your team.</p> <p><b>KU19</b> The work required of your team.</p> <p><b>KU20</b> The available resources for undertaking the required work.</p> <p><b>KU21</b> Your organisation’s written health and safety policy statement and associated information and requirements.</p> <p><b>KU22</b> Your team’s plan for undertaking the required work.</p> <p><b>KU23</b> The skills, knowledge and understanding, experience and workloads of team members.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
	<p><b>KU24</b> Your organisation’s policy and procedures in terms of personal development.</p> <p><b>KU25</b> Reporting lines in the organisation and the limits of your authority.</p> <p><b>KU26</b> Organisational standards or levels of expected performance.</p> <p><b>KU27</b> Organisational policies and procedures for dealing with poor performance.</p> <p><b>KU28</b> Organisational grievance and disciplinary policies and procedures.</p> <p><b>KU29</b> Organisational performance appraisal systems.</p>

## Further information

### ■ Who is this standard for

This standard is recommended for team leaders.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. Make time available to support others
2. Agree clearly what is expected of others and hold them to account
3. Prioritise objectives and plan work to make best use of team and resources
4. State your own position and views clearly and confidently in conflict situations
5. Show integrity, fairness and consistency in decision-making
6. Seek to understand people's needs and motivations
7. Take pride in delivering high quality work
8. Take personal responsibility for making things happen
9. Encourage and support others to make the best use of their abilities
10. Are vigilant for possible risks and hazards.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 5.2.3:****This standard is D3 imported from the Management Standards Centre suite of standards****Recruit, select and keep colleagues****■ What this standard is about**

This standard is mainly about recruiting and selecting people to undertake identified activities or work-roles with 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.

**■ Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**■ The standard**

<b>Performance criteria</b>	<b>Knowledge and understanding</b>
<b>Youth work staff:</b>	<b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li>1 Talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving.</li> <li>2 Identify ways of addressing staff turnover problems, implementing those which clearly fall within your authority and communicating others to the relevant people for consideration.</li> </ol>	<p><b>General knowledge and understanding</b></p> <p><b>KU1</b> Why it is important to identify and understand why colleagues are leaving and how to do so constructively.</p> <p><b>KU2</b> The types of reasons colleagues might give for leaving.</p> <p><b>KU3</b> How to measure staff turnover.</p> <p><b>KU4</b> The causes and effects of high and low staff turnover.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>3</b> 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.</p>	<p><b>KU5</b> Measures which can be undertaken to address staff turnover problems.</p>
<p><b>4</b> Identify and review the options for addressing any identified shortfalls and decide on the best option(s) to follow.</p>	<p><b>KU6</b> 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.</p>
<p><b>5</b> Consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit.</p>	<p><b>KU7</b> Different options for addressing identified shortfalls and their associated advantages and disadvantages.</p>
<p><b>6</b> 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.</p>	<p><b>KU8</b> What job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them.</p>
<p><b>7</b> Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants.</p>	<p><b>KU9</b> 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.</p>
<p><b>8</b> Seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues.</p>	<p><b>KU10</b> Different recruitment and selection methods and their associated advantages and disadvantages.</p>
<p><b>9</b> Participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective.</p>	<p><b>KU11</b> Why it is important to give fair, clear and accurate information on vacancies to potential applicants.</p>
<p><b>10</b> Make sure that applicants who are offered positions are likely to be able to perform effectively and work with new colleagues.</p>	<p><b>KU12</b> How to judge whether applicants meet the stated requirements of the vacancy.</p>
<p><b>11</b> Judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify areas for improvements.</p>	<p><b>KU13</b> Sources of specialist expertise in relation to recruitment, selection and retention.</p> <p><b>KU14</b> 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.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
	<p><b>KU15</b> How to review the effectiveness of recruitment and selection in your area.</p> <p><b>Youth work specific knowledge and understanding</b></p> <p><b>KU16</b> Turnover rates within similar organisation in youth work.</p> <p><b>KU17</b> Recruitment, selection and retention issues and specific initiatives and arrangements within youth work.</p> <p><b>KU18</b> Working culture and practices of youth work.</p> <p><b>KU19</b> Training and development issues, and specific initiatives and arrangements that apply within youth work.</p> <p><b>KU20</b> Working culture and practices within youth work.</p> <p><b>Context specific knowledge and understanding</b></p> <p><b>KU21</b> Current people resources available to your area, including skills, knowledge, understanding an experience of colleagues.</p> <p><b>KU22</b> Work requirements in your area.</p> <p><b>KU23</b> Agreed operational plans and changes in your area.</p> <p><b>KU24</b> The staff turnover rate in your area.</p> <p><b>KU25</b> Job descriptions and person specifications for confirmed vacancies.</p> <p><b>KU26</b> Local employment market conditions.</p> <p><b>KU27</b> The organisation's structure, values and culture.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
	<p><b>KU28</b> Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.</p> <p><b>KU29</b> Sources of specialist expertise in relation to recruitment, selection and retention used by your organisation.</p>



## Further information

### ■ Who is this standard for

This standard is recommended for team leaders.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### ■ Terminology

For the purpose of this standard, 'colleagues' means those people for whom you have line management responsibility.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 5.3.1:****Provide support to other workers****What this standard is about**

This standard is about providing support to youth workers, including those for whom you have no managerial responsibility.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b>	<b>Knowledge and understanding</b>
<b>Youth work staff:</b>	<b>Youth work staff know and understand:</b>
<p><b>1</b> Give people in your area support and advice when they need it, especially during periods of setback and change.</p>	<p><b>KU1</b> Legal, regulatory and ethical requirements relating to youth work, and their impact for your area of operations.</p>
<p><b>2</b> Motivate and support people in your area to achieve their work and development objectives and provide recognition when they are successful.</p>	<p><b>KU2</b> The values and principles which underpin youth work.</p>
<p><b>3</b> Empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries.</p>	<p><b>KU3</b> The fundamental differences between management and providing support in a non-managerial capacity.</p>
<p><b>4</b> Encourage people to give a lead in their own areas of expertise and show willingness to follow this lead.</p>	<p><b>KU4</b> Types of support and advice that people are likely to need and how to respond to these.</p>
<p><b>5</b> Win, through your performance, the trust and support of people within your working area.</p>	<p><b>KU5</b> How to select and successfully apply different methods for communicating with people.</p>
	<p><b>KU6</b> Types of difficulties and challenges that may arise, including conflict within the area, and ways of identifying and overcoming them.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
	<p><b>KU7</b> The importance of encouraging others to take the lead and ways in which this can be achieved.</p> <p><b>KU8</b> How to empower people effectively.</p> <p><b>KU9</b> How to select and successfully apply different methods for encouraging, motivating and supporting people and recognising achievement.</p> <p><b>KU10</b> Your own values, motivations and emotions.</p> <p><b>KU11</b> Your own role, responsibilities and level of power.</p> <p><b>KU12</b> The overall objectives of your organisation.</p>

## Further information

### ■ Who is this standard for

This standard is for youth workers involved in working with others to provide youth work services, and are involved in providing them with support and advice without having line management responsibilities.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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 within your area and show that you listen to 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.

### ■ Terminology

There is no terminology specific to this standard.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 5.3.2:****This standard is D7 imported from the Management Standards Centre suite of standards****Provide learning opportunities for colleagues****What this standard is about**

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.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard****Performance criteria****Youth work staff:**

- 1** Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised.
- 2** Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve.
- 3** 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.

**Knowledge and understanding****Youth work staff know and understand:****General knowledge and understanding**

- KU1** The benefits of learning for individuals and organisations and how to promote these to colleagues.
- KU2** Ways in which you can develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised.
- KU3** Why it is important to encourage colleagues to take responsibility for their own learning.

<p><b>Performance criteria</b></p> <p><b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b></p> <p><b>Youth work staff know and understand:</b></p>
<p><b>4</b> 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.</p> <p><b>5</b> Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs.</p> <p><b>6</b> Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.</p> <p><b>7</b> Work with colleagues to recognise and make use of un-planned learning opportunities.</p> <p><b>8</b> Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues.</p> <p><b>9</b> Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning.</p> <p><b>10</b> 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.</p> <p><b>11</b> Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes.</p>	<p><b>KU4</b> How to provide fair, regular and useful feedback to colleagues on their work performance.</p> <p><b>KU5</b> How to identify learning needs based on identified gaps between the requirements of colleagues' work-roles and their current knowledge, understanding and skills.</p> <p><b>KU6</b> How to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues.</p> <p><b>KU7</b> 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.</p> <p><b>KU8</b> Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff).</p> <p><b>KU9</b> How/where to identify and obtain information on different learning activities.</p> <p><b>KU10</b> 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).</p> <p><b>KU11</b> How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound).</p> <p><b>KU12</b> Sources of specialist expertise in relation to identifying and providing learning for colleagues.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>12</b> Encourage colleagues to take responsibility for their own learning, including practicing and reflecting on what they have learned.</p>	<p><b>KU13</b> 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.</p> <p><b>KU14</b> How to evaluate whether a learning activity has achieved the desired learning objectives.</p> <p><b>KU15</b> The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes.</p> <p><b>KU16</b> How to take account of equality legislation, any relevant codes of practice and general diversity issues in providing learning opportunities for colleagues.</p> <p><b>Youth Work specific knowledge and understanding</b></p> <p><b>KU17</b> Youth work requirements for the development or maintenance of knowledge, skills and understanding and professional development.</p> <p><b>KU18</b> Learning issues and specific initiatives and arrangements that apply within youth work.</p> <p><b>KU19</b> Working culture and practices of youth work.</p>

<p><b>Performance criteria</b> Youth work staff:</p>	<p><b>Knowledge and understanding</b> Youth work staff know and understand:</p>
	<p><b>Context specific knowledge and understanding</b></p> <p><b>KU20</b> Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation.</p> <p><b>KU21</b> The work roles of colleagues, including the limits of their responsibilities and their personal work objectives.</p> <p><b>KU22</b> The current knowledge, understanding and skills of colleagues.</p> <p><b>KU23</b> Identified gaps in the knowledge, understanding and skills of colleagues.</p> <p><b>KU24</b> Identified learning needs of colleagues.</p> <p><b>KU25</b> Learning style(s) or combinations of styles preferred by colleagues.</p> <p><b>KU26</b> The written development plans of colleagues.</p> <p><b>KU27</b> Sources of specialist expertise available in/ to your organisation in relation to identifying and providing learning for colleagues.</p> <p><b>KU28</b> Learning activities and resources available in/to your organisation.</p> <p><b>KU29</b> Your organisation’s policies in relation to equality and diversity.</p> <p><b>KU30</b> Your organisation’s policies and procedures in relation to learning.</p> <p><b>KU30</b> Your organisation’s performance appraisal systems.</p>



## Further information

### ■ Who is this standard for

This standard is recommended for team leaders.

### ■ Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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.

### ■ Terminology

For the purposes of this standard, 'colleagues' means those people for whom you have line management responsibility.

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 5.4.1:****This standard is HSS 1 imported from the ENTO suite of standards****Make sure your own actions reduce risks to health and safety****What this standard is about**

This standard addresses the health and safety responsibilities for everyone in your workplace. It describes the competences required to make sure that your own actions do not create any health and safety hazards, you do not ignore significant risks in your workplace, and you take sensible action to put things right, including reporting situations which pose a danger to people in the workplace and seeking advice.

**Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>Identify the hazards and evaluate the risks in your workplace</b></p> <ol style="list-style-type: none"> <li>1 Identify which workplace instructions are relevant to your job.</li> <li>2 Identify those working practices in your job which could harm you or others.</li> <li>3 Identify those aspects of your workplace which could harm you or others.</li> <li>4 Check which of the potentially harmful working practices and aspects of your workplace present the highest risks to you or to others.</li> </ol>	<p><b>KU1</b> What 'hazards' and 'risks' are.</p> <p><b>KU2</b> Your responsibilities and legal duties for health and safety in the workplace.</p> <p><b>KU3</b> Your responsibilities for health and safety as required by the law covering your job role.</p> <p><b>KU4</b> The hazards which exist in your workplace and the safe working practices which you must follow.</p> <p><b>KU5</b> The particular health and safety hazards which may be present in your own job and the precautions you must take.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>5</b> Deal with hazards in accordance with workplace instructions and legal requirements.</p> <p><b>6</b> Correctly name and locate the people responsible for health and safety in your workplace.</p> <p><b>7</b> Report to the people responsible for health and safety in your workplace those hazards which present the highest risks.</p>	<p><b>KU6</b> The importance of remaining alert to the presence of hazards in the whole workplace.</p> <p><b>KU7</b> The importance of dealing with, or promptly reporting, risks.</p> <p><b>KU8</b> The responsibilities for health and safety in your job description.</p> <p><b>KU9</b> The safe working practices for your own job.</p>
<p><b>Reduce the risks to health and safety in your workplace</b></p>	<p><b>KU10</b> The responsible people you should report health and safety matters to.</p>
<p><b>8</b> Carry out your work in accordance with your level of competence, workplace instructions, suppliers or manufacturers instructions and legal requirements.</p> <p><b>9</b> Control those health and safety risks within your capability and job responsibilities.</p> <p><b>10</b> Pass on suggestions for reducing risks to health and safety to the responsible people.</p> <p><b>11</b> Make sure your behaviour does not endanger the health and safety of you or others in your workplace.</p> <p><b>12</b> Follow the workplace instructions and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products.</p> <p><b>13</b> Report any differences between workplace instructions and suppliers' or manufacturers' instructions.</p> <p><b>14</b> Make sure that your personal presentation and behaviour at work protects the health and safety of you and others, meets any legal responsibilities, and is in accordance with workplace instructions.</p> <p><b>15</b> Make sure you follow environmentally-friendly working practices.</p>	<p><b>KU11</b> Where and when to get additional health and safety assistance.</p> <p><b>KU12</b> Your scope and responsibility for controlling risks.</p> <p><b>KU13</b> Workplace instructions for managing risks which you are unable to deal with.</p> <p><b>KU14</b> Suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which you must follow.</p> <p><b>KU15</b> The importance of personal presentation in maintaining health and safety in your workplace.</p> <p><b>KU16</b> The importance of personal behaviour in maintaining the health and safety of you and others.</p> <p><b>KU17</b> The risks to the environment which may be present in your workplace and/or in your own job.</p>

## Further information

### ■ Who is this standard for

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.

### ■ Behaviours

There are no specific behaviors associated with this standard.

### ■ Terminology

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

### ■ Links to other standards

There are no explicit links to other standards.

**Standard 5.4.2:****This standard is E6 imported from the Management Standards Centre suite of standards****Ensure health and safety requirements are met in your area of responsibility****■ What this standard is about**

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.

**■ Values**

Working with representatives of the sectors within youth work, Lifelong Learning UK 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.

**■ The standard**

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<ol style="list-style-type: none"> <li><b>1</b> Identify your personal responsibilities and liabilities under health and safety legislation.</li> <li><b>2</b> 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.</li> <li><b>3</b> 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.</li> </ol>	<p><b>General knowledge and understanding</b></p> <p><b>KU1</b> Why health and safety in the workplace is important.</p> <p><b>KU2</b> How and where to identify your personal responsibilities and liabilities under health and safety legislation.</p> <p><b>KU3</b> How to keep up with legislative and other developments relating to health and safety.</p> <p><b>KU4</b> The requirement for organisations to have a written health and safety policy statement.</p>

<b>Performance criteria</b> <b>Youth work staff:</b>	<b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b>
<p><b>4</b> Ensure regular consultation with people in your area of responsibility or their representatives on health and safety issues</p>	<p><b>KU5</b> How to communicate the written health and safety policy statement to people who work in your area of responsibility and other relevant parties.</p>
<p><b>5</b> Seek and make use of specialist expertise in relation in health and safety issues.</p>	<p><b>KU6</b> 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.</p>
<p><b>6</b> 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.</p>	<p><b>KU7</b> How and when to consult with people in your area of responsibility or their representatives on health and safety issues.</p>
<p><b>7</b> Ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in your area of responsibility.</p>	<p><b>KU8</b> Sources of specialist expertise in relation to health and safety.</p>
<p><b>8</b> Show continuous improvement in your area of responsibility in relation to health and safety performance.</p>	<p><b>KU9</b> Ways of developing a culture in your area of responsibility which puts ‘health and safety’ first.</p>
<p><b>9</b> Make health and safety priority area in terms of informing planning and decision-making in your area of responsibility.</p>	<p><b>KU10</b> They 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.</p>
<p><b>10</b> Demonstrate that your own actions reinforce the messages in the organisation’s health and safety statement.</p>	<p><b>KU11</b> How to establish systems for monitoring, measuring and reporting on health and safety performance in your area of responsibility.</p>
<p><b>11</b> Ensure that sufficient resources are allocated across your area of responsibility to deal with health and safety issues.</p>	<p><b>KU12</b> Why and how health and safety should inform planning and decision-making.</p>
<p><b>12</b> Develop a culture within your area of responsibility which puts ‘health and safety’ first.</p>	<p><b>KU13</b> The importance of setting a good example to others in relation to health and safety.</p>
	<p><b>KU14</b> The type of resources required to deal; with health and safety issues.</p>

<p><b>Performance criteria</b> <b>Youth work staff:</b></p>	<p><b>Knowledge and understanding</b> <b>Youth work staff know and understand:</b></p>
	<p><b>Youth work specific knowledge and understanding</b></p> <p><b>KU15</b> Youth work specific legislation, regulations, guidelines and codes of practice relating to health and safety.</p> <p><b>KU16</b> Health and safety risks, issues and developments which are particular to youth work.</p>

## Further information

### Who is this standard for

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

### Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

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 code
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.

### Terminology

There is no terminology specific to this standard.

### Links to other standards

There are no explicit links to other standards.

## Functional Map for Youth Work

### ■ Introduction

This functional map enables all those working in and supporting roles in the youth work sector to see how their work fits together and contributes to the best possible outcomes for those being supported through the youth work workforce.

### ■ What is a functional map?

A functional map is a visual representation of the key purpose of a given workforce and the functions needed to achieve that purpose.

It provides an underpinning framework on which national occupational standards are based. Collectively the functional map and the national occupational standards lead to a shared understanding about what units of assessment the workforce needs for career choices, progression and mobility. They also enable employers in the sector to support organisational development and performance management systems which ultimately improve outcomes in the youth work sector.

### ■ Who will use the functional map?

The functional map will be of use for employers and stakeholders in the youth work sector.

### ■ What is the youth work sector?

'Youth and Community Workers are employed by an employer or voluntary organisation to work with young people and adults in a given community, either directly or by delegation through paid or volunteer staff, whom they manage.

The aim of youth work is to offer young people both planned and spontaneous programmes of personal and social education. There is a wide range of practice to meet the needs of young people, including youth clubs, uniformed (e.g. scouting and guiding) and non-uniformed organisations, faith groups, specialised centres for art or sport, counselling, information and guidance, voluntary service, detached, outreach in schools and colleges.

The essence of youth work is to enable the transition from childhood to independent adult life. In other words youth work helps young people learn about themselves, others and society, through informal educational activities which combine enjoyment, challenge and learning.

The policy and legislative context for the youth work sector is defined by Youth Matter (2005), Youth Matters (Next Steps) (2006) and Aiming High for Young People (2007).



Youth work is delivered through a complex network of providers, community groups, voluntary organisations and local authorities. Youth workers work primarily with young people aged between 13 and 19, but may in some cases extend this to younger age groups and those aged up to 24. Their work seeks to promote young people's personal and social development and enable them to have a voice, influence and place in their communities and society as a whole.

The key areas defined within the functional map are not proposed to be of equal size or complexity as they reflect activities undertaken by individuals of varying levels of experience, responsibility and seniority across a wide range of organisations within both the statutory and voluntary sectors. It is not suggested that a single youth worker would undertake all of the activities described, but that any youth worker should be able to identify the key functions in the varying roles that they might find themselves undertaking throughout their career.

There are a range of occupations that youth workers may find themselves in, both within the statutory and voluntary sectors, working in multi disciplinary teams and in the provision of an integrated service for young people, working individually or as a member of a team, they may be detached workers or outreach workers, project youth workers, principal youth workers or advanced practitioners but all will have a distinctive function in relation to working with a young person.

The activities and tasks undertaken by the youth work workforce to deliver the objectives of the sector are, therefore, varied and complex and include operational responsibility for youth clubs or projects, operational or strategic level responsibility for service level development and delivery and more specialist areas such as leadership, mentoring and coaching, raising of standards in the service and the development of youth and community specialisms, research with young people or client groups to develop policies on key areas.

## ■ What principles and values underpin the youth work sector?

The values distinguish youth work from other, sometimes related activities, involving young people. These values are at the core of the work undertaken within young work and underpin the Youth Work standards. 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:

- 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
- Youth work 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
- Youth work 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
- Youth work respects and values individual differences by supporting and strengthening young people's belief in themselves and their capacity to grow and change through a supportive group environment
- Youth work is underpinned by the principles of equity, diversity and interdependence
- Youth work recognises and 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
- Youth workers work in partnership with young people and other agencies which contribute to young people's social, educational and personal development
- Youth work is concerned with how young people feel, and not just with what they know and can do
- Youth work is concerned with facilitating and empowering the voice of young people, encouraging and enabling them to influence the environment in which they live
- Youth work 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
- Youth work safeguards the welfare of young people, and provides them with a safe environment in which to explore their values, beliefs, ideas and issues.

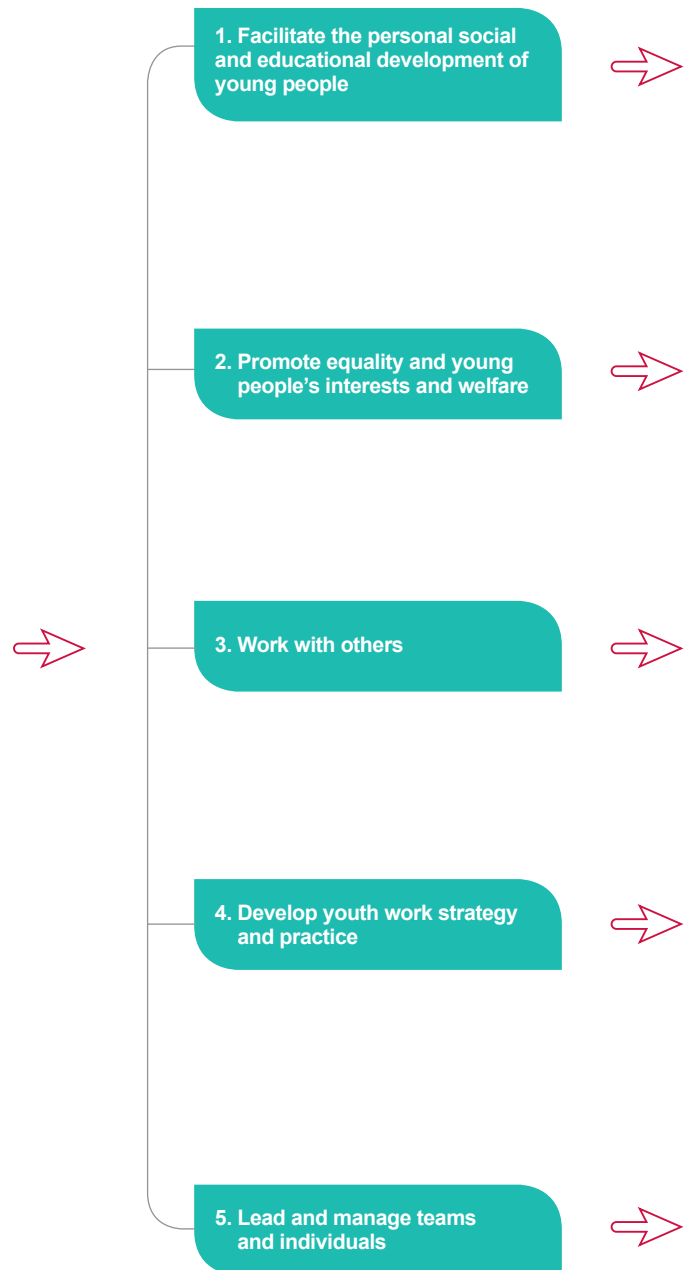
## ■ How was the functional map developed?

This map is based upon a review of the map developed by the National Training Organisation PAULO in 2004 and was published in the 'Skills Foresight Report' March 2004. Further desk research has been undertaken comprising of a review of policy documents and emerging Youth Work strategies from the four governments, Youth Work Agencies, representative organisations and relevant Trades Unions within the UK.

## ■ Functional Map for Youth Work

### Key purpose

‘Youth and Community Workers are employed by an employer or voluntary organisation to work with young people and adults in a given community, either directly or by delegation through paid or volunteer staff, whom they manage.





Notes





This information is available in alternative formats from Lifelong Learning UK

Lifelong Learning UK  
Centurion House  
24 Monument Street  
LONDON  
EC3R 8AQ

 [www.Lifelong Learning UK.org](http://www.Lifelong Learning UK.org)  
[enquiries@Lifelong Learning UK.org](mailto:enquiries@Lifelong Learning UK.org)

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Skills for Learning Professionals