

Early Help & Preventative Services

Youth Work Observation Grading Criteria



Youth Work Observation – Scoring Guide

1. Context				
– Quality of environment, Accessibility, Signage and Information	1	2	3	4
– Health and Safety	1	2	3	4
– Resources & Equipment	1	2	3	4
2. Planning				
– Planning informed by needs assessment	1	2	3	4
– Planning promotes anti-oppressive practice	1	2	3	4
– Curriculum clearly links to client group	1	2	3	4
– Young people involved in planning and decision-making	1	2	3	4
– Evidence of evaluation and monitoring informing change	1	2	3	4
3. Quality of Relationships				
– Welcome of young people	1	2	3	4
– Behaviour actively managed and challenge is evident	1	2	3	4
– Young people are progressing into leadership	1	2	3	4
– Ethos and atmosphere	1	2	3	4
– Clear and effective boundaries are in place	1	2	3	4
4. Session Delivery				
– Planning put into action/flexibility of staff to emerging needs	1	2	3	4
– Co-delivery of session with young people	1	2	3	4
– Challenging /enjoyable activities	1	2	3	4
– Challenging oppressive attitudes and behaviour	1	2	3	4
– Skills and experience of staff	1	2	3	4
5. Outcomes				
– Clear links to accreditation/development	1	2	3	4
– Young people evidence a story of development	1	2	3	4
– Links to further activities and opportunities	1	2	3	4
– Awareness of wider social context & consequence	1	2	3	4
– Evidence of developing capabilities	1	2	3	4

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Grading	
Grade 1 – Outstanding	Work that is consistently delivered well above minimum requirement is innovative, cost effective and contributes to developing a range of young people’s capabilities. A service that raises expectations for the young people and the achievement of wider outcomes in their families and communities.
Grade 2 – Good	Work that delivers above the minimum requirements, has elements of innovative practice, is increasingly cost effective and contributes to the development of young people’s capabilities. The service makes some contribution to young people’s outcomes in the family and wider community.
Grade 3 – Requires Improvement	Work that meets the minimum requirements for young people, delivering a basic service but which does not demonstrate the ability to improve young people’s aspirations and offers little contribution to developing capabilities or outcomes in a wider context.
Grade 4 – Inadequate	Work that fails to deliver minimum requirements is not cost-effective and does not make a contribution to the development of young people’s capabilities nor does it demonstrate an impact upon young people’s outcomes.

Grade Descriptors: Context			
Grade 1 Outstanding	Grade 2 Good	Grade 3 Requires Improvement	Grade 4 Inadequate
The environment is clear, welcoming and young people regularly have direct input into the use and design of space and resource. Access and inclusivity are integral and the use of signage and displays supports the creation of a positive, safe space for young people.	The environment is clear and welcoming, has been designed for use by young people with a range of information well displayed. Access and inclusivity are considered. Signage, displays and information reflect the range of needs of young people.	The environment displays information and resources for young people. Access and inclusivity are being considered at a basic level. Signage, displays and information are at a basic level	The environment is uninviting with little resource or information displayed. Access is poor and fails to create an inclusive atmosphere. Signage; displays and information are poor.
Buildings and vehicles are very well cared for and there are clear health and safety procedures for adults and young people alike.	Buildings and vehicles are clean, well-cared for and health and safety is effectively managed at all times.	Buildings and vehicles are clean and effective and health and safety requirements are met.	Buildings or vehicles are in a poor state of repair – health and safety issues have not been addressed.
Available resources being used creatively with the active participation of young people.	Available resources are suited to the groups needs with the input of young people having been considered.	Available resources are appropriate to the group and are adequate for the session.	Available resources are not suited to the group or are generally poor

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Grade Descriptors: Planning			
Grade 1 Outstanding	Grade 2 Good	Grade 3 Requires Improvement	Grade 4 Inadequate
The needs of specific young people and their communities are recognised clearly in relevant paperwork and through the participation of young people.	The specific needs of young people are anticipated and planned for.	Planning recognises the general needs of young people.	Aims of the session fail to recognise or meet the needs of the young people.
Session planning is proactively inclusive and anti-oppressive.	The aims of the session consider equality issues fully.	Aims of the session consider equality issues	Aims of the session fail to recognise or meet equality issues.
A clear and effective youth work curriculum has been developed with clear links to local need and is regularly reviewed.	A clear and effective youth work curriculum is in place which addresses young people's issues and is reviewed.	A youth work curriculum which addresses young people's issues are in place.	There is no evidence of an effective youth work curriculum.
Session plans are co-produced with young people leading elements of planning. Plans are challenging and clearly develop young people's capabilities.	Planning is carried out with young people which allows for a range of challenging activities.	Basic planning takes place with some challenging activities considered.	Planning is rudimentary and lacks sufficient challenge. Young people have not been involved in the planning of sessions.
Evaluation, monitoring and feedback from staff and young people is integral to the working of the project and evidence of change as a result is clear.	Monitoring and evaluation are regularly carried out with young people to a good standard and used to inform future planning.	Monitoring and recording is carried out to a basic level with basic evidence of evaluation and feedback.	Monitoring and recording is basic or non-existent.

Grade Descriptors: Quality of relationships			
Grade 1 Outstanding	Grade 2 Good	Grade 3 Requires Improvement	Grade 4 Inadequate
Young people take a lead on welcoming new people to the session and are confident in meeting visitors to the project.	Staff support and encourage some young people to welcome new members and visitors into the session.	Staff led the welcoming of new members and visitors without young people's involvement.	The session is unwelcoming and young people do not acknowledge new members or visitors.
Young people take ownership of the behaviour of the session and are confident in challenging each other in a supportive environment in partnership with staff.	Young people have good communication and engagement skills and demonstrate good levels of self-esteem. Behaviour is managed and positively challenged by staff.	Young people communicate to a reasonable level and engage but with limited skill and confidence. Planned activities are often limited due to behaviour issues.	Management of behaviour, language and positive challenge is not evident.

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Grade Descriptors: Quality of relationships			
Grade 1 Outstanding	Grade 2 Good	Grade 3 Requires Improvement	Grade 4 Inadequate
Staff and young people demonstrate a depth of relationship which facilitates leadership.	Young people demonstrate a depth of relationship with peers and staff which allow development to take place.	Young people attend regularly and demonstrate a working relationship with peers and staff but there are limited numbers of leadership opportunities available.	Young people lack self-awareness and relate poorly to peers, youth workers and observers. There are no leadership opportunities evident.
Young people are able to demonstrate a high level of personal confidence and self-esteem when working with peers and staff. There is a positive atmosphere and young people are able to function as autonomous members of the group.	Youth workers have created a positive ethos and are able to respond appropriately as a team to support young people. Young people understand and follow the session ground rules.	There has been a limited attempt to create a positive atmosphere and there is a basic code of conduct in place.	Young people communicate poorly and are disruptive due to a lack of challenging activity and superficial relationships with peers and staff. The atmosphere is poor.
A clear culture, supported by clear, co-produced boundaries encourages the joint ownership of both behaviour and challenge	Behaviour and language are proactively challenged and supported by clear boundaries.	Youth workers maintain clear boundaries and utilise relationship skills to support young people	Youth workers do not demonstrate an understanding of befriending and educational roles.

Grade Descriptors: Session Delivery			
Grade 1 Outstanding	Grade 2 Good	Grade 3 Requires Improvement	Grade 4 Inadequate
Staff and young people co-deliver the session effectively with flexibility and adaptability to ensure the engagement of all members of the group.	Staff able to recognise the need to adapt and change plans to meet the needs of young people and to carry this out effectively, when necessary.	Session delivered as planned to a basic standard.	Session plan not delivered effectively or rigidly applied inappropriately.
Some young people are playing a clear leadership role in the session.	Young people are clearly involved in the delivery of the session and well engaged.	Young people show some sign of progress and take a limited ownership of the session.	Young people take no sense of ownership of the session or organising activities & young people's levels of participation are generally low.
Young people participate and begin to take ownership of their own, and others learning and development.	Young people are motivated by what is on offer and participate well.	Young people engage in the activities delivered but are recipients more than participants.	Young people lack engagement, enjoyment and a sense of purpose.

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Grade Descriptors: Session Delivery			
Grade 1 Outstanding	Grade 2 Good	Grade 3 Requires Improvement	Grade 4 Inadequate
A culture of safeguarding and anti-oppressive practice is clear amongst staff and young people which tackles oppressive behaviour and bullying robustly, when necessary.	Oppressive behaviour and bullying are proactively challenged through clear boundaries and effective code of conduct, when necessary.	Oppressive behaviour and bullying are challenged appropriately, when necessary.	Oppressive behaviour and bullying are not challenged appropriately, when necessary.
Youth workers demonstrate the ability to progress smoothly from adult led activities to young people led during sessions.	Youth workers actively participate in activities alongside young people learning together.	Youth workers supervise and deliver activities safely and effectively.	Youth workers are little more than supervisors of recreational activities.

Grade Descriptors: Outcomes			
Grade 1 Outstanding	Grade 2 Good	Grade 3 Requires Improvement	Grade 4 Inadequate
Learning and development and routes to accreditation are an integral part of all planning.	A good range of opportunities for development is available for young people.	Opportunities to develop and accredit young people are planned for but may be limited.	No opportunities to develop and accredit capabilities are planned for - or taken when the opportunity arises.
Young people are able to narrate a story of engagement and development through which they can identify key stages of engagement in youth work which has enabled them to develop skills.	Young people clearly display a range of skills learnt through an ongoing programme of challenge and support.	Young people are able to progress through stages of learning and recognise this taking place.	Little evidence exists of a process of youth work development with young people.
All activities offer an element of learning and the potential to lead to more challenging activities including pathways to other settings.	A clear programme of learning, tailored to need, is in place which allows the young people to develop.	Young people demonstrate some learning to develop their capabilities.	Little, if any learning takes place and little development of young people's capabilities is evident.
Young people accept responsibility for their actions in line with restorative approaches to situations, are self-aware and show aspiration to improve. They understand the impact of actions in a wider social context.	Young people demonstrate a responsible attitude, are aware of the impact of some actions in a wider social context and demonstrate an understanding of restorative approaches.	Young people have a responsible attitude towards themselves and their wider social context and demonstrate a good understanding of their community.	Young people are unaware of wider social context and consequence of actions.
Young people lead the celebrating of outcomes to promote the positive image of young people within the wider community.	Outcomes are clearly celebrated in the centre and wider community.	Outcomes are celebrated to a basic level within the session and project.	Outcomes of young people are not celebrated.