



**Youth Programme  
Quality Intervention  
(YPQI):  
The youth work policy  
and practice context in  
England**

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# Youth Programme Quality Intervention (YPQI): The youth work policy and practice context in England

## Introduction

This briefing supports the UK-wide pilot of the Youth Programme Quality Intervention (YPQI) led by the Centre for Youth Impact, and funded by the National Lottery Community Fund.

The YPQI is a ground-breaking quality improvement process designed for and tested with youth organisations. Developed in the US, extensive research has demonstrated its effectiveness in improving outcomes for young people, promoting a sustainable and supportive culture of organisational reflection and improvement, and refocusing evaluation on the quality of relationships within different settings.

The Centre's pilot programme covers England, Scotland, Wales and Northern Ireland, and runs until September 2021. The overall aims for the pilot are to test, adapt and embed the YPQI within youth organisations across the UK, establish the infrastructure required to train and support these organisations, and build the evidence base of the correlation between quality of provision and positive outcomes for young people.

From the outset, it has been clear that the potential benefits of the YPQI will only be realised in the UK if we work in close partnership and collaboration with the sector – practitioners, infrastructure bodies, commissioners, funders and policy-makers – to ensure that the process aligns with, and is complementary to, existing policy and practice at both local and national levels. In order for the process to be adopted and sustained over the long term, it must be suitably adapted and refined for practitioners across the four countries of the UK, as well as understood and endorsed by those who support and resource them.

This document is a key contribution to the achievement of this objective. It sets out the policy and practice context for youth work in England, and provides a summary of how the YPQI process fits within and could support that context. It also highlights some of the key opportunities and challenges for the Centre and its partners as we proceed through the pilot. This briefing is part of a series written by our partners in Scotland, Wales, Northern Ireland and England.

In what Liz has set out below, we are both heartened by the strong alignment and connections between the YPQI and the youth sector in England, and committed to engaging positively with the potential barriers. We will use the publication of this briefing as a spur to patient, practical work to build meaningful, effective partnerships, with a shared focus on supporting continuous quality improvement across the whole UK youth sector.

This matters to us because, ultimately, the Centre's vision is that all young people, across the UK, have the opportunity to access high quality youth work and provision that supports their social and emotional development. In this pilot, and across all of the rest of our work, we know we can along achieve our goal by working with and through others. If you support our vision, we hope you find much to encourage you in what follows.

For more information on the YPQI pilot, including how to get involved, please visit [our website](#).

## 1. Key findings and recommendations

- **The YPQI is a useful addition to youth work practice in England.**

It is an externally validated set of criteria, set out in a practice focused framework of continuous improvement, and the model outlined in the programme of ‘assess, plan, improve’ will be familiar to the youth work field.

- **The YPQI gives a focus on group work, looking at communities of young people learning to interact within group work settings.**

There has been a concern from youth workers over the past eight years about the increasing focus on case work and individual outcomes. Group work has felt undervalued and the YPQI gives an opportunity to raise the profile and underline the value to young people of working in groups.

- **The YPQI will support the achievement of outcomes in a quality provision, and consolidate the link.**

With few youth work training programmes across England, and the lack of an external nationally adopted external quality assessment since the ending of Ofsted inspections of youth services in 2012, the consistency of youth work practice is difficult to assess. It is possible for young people to ‘achieve outcomes’ but not necessarily in a quality provision – the quality of provision is no longer assessed, and the relationship between quality and outcomes is untested.

- **The YPQI gives the field the opportunity to link quality performance with the Youth Work National Occupational Standards and youth work training.**

There are clear links<sup>1</sup> between the YPQI domains and items and the NOS. As the NOS form the basis of the areas and learning outcomes for youth work training in England it is possible to link them all together.

There are, however, a number of challenges that exist in introducing the YPQI to the sector:

- **Fatigue and scepticism**

The 2011 Select Committee on Services for Young People<sup>2</sup> found it difficult to find ‘objective evidence of the impact of services’:

*“Despite the weight of individual testimonies, we experienced great difficulty in finding objective evidence of the impact of services, whether in the guise of thematic research studies by academics and independent bodies, or of evaluations of individual services.*

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<sup>1</sup> See Table 1 and Table 2

<sup>2</sup> <https://publications.parliament.uk/pa/cm201012/cmselect/cmeduc/744/744i.pdf>

*This problem plagued our investigations and was recognised by many in the youth sector itself as a historic and continuing problem”*

The sector has since struggled to find ways of measuring impact and has been ‘blamed’ for not being sufficiently rigorous, which in turn has contributed to the cuts in resources. Practitioners feel overwhelmed by successive initiatives around evidence and impact, and the search for the silver bullet. There is a danger that the YPQI will be viewed in that way or indeed become ‘yet another thing’ that is soon consigned to history.

- **Internal capacity**

The YPQI requires internal teams to observe and score sessions to create data from which to plan, sometimes supported by external assessors visiting provision. This all consumes resources and capacity, and in the current financial and funding environment, could be very challenging to prioritise.

- **Adaptation to the UK context**

The programme itself originates in America and we need to acknowledge there are some differences in the context and practice between English and American youth work. Consideration will have to be given on how those differences are discussed and worked through.

## 2. Youth policy and practice in England

Since 2016, responsibility for youth policy in government has lain with the Department for Digital, Media, Culture and Sport (DCMS). Although at the time of writing there is no government strategy for or over-arching youth policy in England, the 2018 Civil Society Strategy included ‘opportunities for young people’ as part of a move to enable ‘a lifetime of contribution by citizens’. The focus is on empowering young people to take part in and influence decision-making and to become socially responsible, with an emphasis on supporting disadvantaged young people to take advantage of the opportunities available to them. There is currently a youth voice pilot comprised of three projects being delivered by a consortium of youth organisations led by the British Youth Council and running until March 2020. The projects meet three commitments from the Civil Society Strategy to encourage young people to participate in making national policy and include:

- A Youth Steering Group;
- A Young Inspectors Group; and
- Digital Youth engagement research

A National Advisory Board of national and regional organisations is convened by the National Youth Agency to work with and advise DCMS. It is made up of individuals representing organisations with a national or regional voice in delivering and supporting youth provision through advice on policy and practice, workforce development and young people’s voice and influence. Organisations represented include the National Youth Agency (NYA), which takes a lead on youth policy and workforce development for the sector, Centre for Youth Impact, British Youth Council, UK Youth, uniformed youth organisations such as Scouts and regional bodies such as Youth Focus NE, Partnership for Young London and London Youth. All of these bodies lobby and campaign for a higher profile for youth provision in government thinking and policy/strategy development, and are supporting the development of a Youth Charter to set out a vision for young people over the next generation and beyond.

Following a long ‘fallow period’ there is currently an upsurge in interest in youth work in England, and it is notable that all three major political parties have made spending commitments to strengthen youth provision and practice. This recent growth in profile may be in part due to an increased focus on the impact of knife crime on young people, and the possibility of a government-backed Youth Charter to bring young people back into focus for policy development. Along with a review of the duty on local authorities set out in the [\*\*Statutory Guidance for Local Authorities on Services and Activities to Improve Young People’s Well-being\*\*](#) these developments are evolving at the time of writing. There is a degree of uncertainty in light of political turmoil over Brexit, although Baroness Barran, Minister for Civil Society has recently announced a series of local

meetings to start the conversation and the provision of £580,000 during 2019/20 to offer training bursaries for Level 2 certificates and Level 3 diplomas in Youth work<sup>3</sup>.

The Westminster government reduced or ended many of its national funding streams to support the youth sector, under its austerity measures post-2010. The impact of cutting and reducing funding support for national bodies and membership organisations is there are fewer national bodies and resources for workforce development. There are a small number of tapering government grants in existence for specific purposes: for the British Youth Council (BYC) to convene the UK Youth Parliament and other initiatives as a means for young people's voices to inform policy, and for the #iwill fund, to encourage young people into social action and volunteering. Central government has also provided co-funding with the National Lottery Community Fund for the Youth Investment Fund, which has been designed to support the delivery of open-access youth provision through investment in six geographical areas across England. The most significant beneficiary of government funding for youth provision is the National Citizen Service (NCS), on which the government spent £634m between 2014/15 and 2017/18, with a continued commitment increasing to £1.2bn in total by 2020. This programme has accounted for around 95% of government investment in youth provision since 2014.

Local Authorities in England are required under the Education Act 1996, Section 507 B, to, “*so far as reasonably practicable, secure for qualifying young persons in the authority's area access to sufficient educational and recreational activities which are for the improvement of their well-being, and sufficient facilities for such activities*”. They should also make sure that young people can give their views and have a say in the local offer. [Recent research](#) by the Local Government Association (LGA) shows the impact of austerity on local authorities' ability to provide an offer to young people, highlighting that many no longer offer open access youth provision, with the emphasis being on more targeted work. In some council areas, the voluntary youth sector has been able to make an offer through a dedicated commissioning model (e.g. in the City of Manchester) but this is not universal. In a small number of places, local authority youth services continue to make a full offer (e.g. Salford and Norfolk) whereas others have transformed into ‘public sector youth mutuals’ such as Space\* in Devon and Knowsley Youth Mutual. In both cases, these mutuals will need to re-tender for the provision of youth services on a semi-regular basis, often with reducing budgets.

As traditional providers have had to pull back in more rural parts of England due to lack of resources, there are good examples of Parish, Town and District Councils investing both financially and in people to run youth provision in their areas, and including youth provision as priorities in their local plans. Local arts and sports organisations have also found ways to draw in funding from dedicated funders such as Arts Council England and Sport England to encourage young people to take part in creative and sporting activities. Often these have linked up with generic youth provision to reach a

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<sup>3</sup> <https://www.cypnow.co.uk/cyp/news/2007123/government-announces-details-of-gbp580-000-bursary-fund-for-disadvantaged-youth-work-students>

broader range of young people: in areas benefitting from the Youth Investment Fund, these links have been actively encouraged.

While this combination of approaches, funding, commitment and partnership has enabled the continuation of some level of youth provision in most parts of England, what remains is a fragmented, dispersed and highly variable 'offer' for young people, with little national coherence.

## Outcomes frameworks and Quality Marks

In England, youth work principles, values and training from Level 2 to Level 6 are all underpinned by the Youth National Occupational standards.

The [Youth Work National Occupational Standards](#) (NOS) describe the competencies required to carry out the tasks undertaken by the youth work workforce. They do not describe a specific role, rather standards of performance and knowledge required in youth work practice and in formal youth worker training. **Annex A** below provides a mapping of both the 2012 and newly updated NOS against the YPQI Domains of Practice.

How they are applied depends on the national, regional and local context (the National Occupational Standards are the only framework to apply across all four countries of the UK). They set out the values of youth work that should underpin all practice. The functional areas covered are:

- A. Work with young people and others
- B. Facilitate the personal, social and educational development of young people
- C. Promote inclusion, equity and young people's interests and welfare
- D. Develop youth work strategy and practice
- E. Develop lead and manage self and others

The decade since 2010 has seen a significant reduction in the number of youth work courses available (partly connected to few youth work jobs being available, and partly to increases in fees for higher education) with estimates that around 75% of those working with young people have had no formal training, and as such may be unfamiliar with the National Occupational Standards.

Although work supported by the Coalition Government from the Catalyst Consortium developed a Framework of Outcomes for Young People, without national drive or co-ordination, adoption has been relatively piecemeal.

The [Framework of Outcomes for Young People](#) (2012) includes an outcomes model containing a 'cluster of capabilities', an evidence map and a matrix of measurement tools. The element of the work that has been most used is the model of seven 'clusters of capabilities' that research shows enable young people to make successful transitions to adulthood.

In autumn 2018, an Outcomes Framework 2.0 was commissioned by Local Government Association, following from the publication of its statement 'Bright Futures: our vision for youth services' in late 2017. Outcomes Framework 2.0 builds from the Catalyst Framework of Outcomes for Young People. In particular it has reduced and updated the clusters of capabilities to focus on skill domains. One of the aims is to create a common language: to support this the LGA commissioned the NYA to produce revised commissioning guidance for local authorities that incorporates a common understanding of positive outcomes for young people as laid out in Outcomes Framework 2.0.

The National Youth Agency Quality Mark is a reflective tool that intends to support local authorities (primarily) to develop a culture of learning and growth. The Quality Mark is built around three areas: Young People's Personal and Social Development and Learning, Quality of youth work practice, and Leadership and Management. [The Quality Mark](#) offers three levels to provide progression from foundation, through advanced to outstanding. Once an organisation has completed their self-assessment, they can go for the NYA Quality Mark Award.

UK Youth have recently launched a quality assurance framework across two levels – [First Steps](#) and [Safe Spaces](#). An evolution of their previous 'Ambition' quality mark, the overall focus is on safeguarding, and ensuring appropriate policies and procedures are in place, across key functional areas such as health and safety, HR, governance and diversity/equality/inclusion.

Specialist sectors have created their own outcomes frameworks and quality measures, e.g. National Foundation for Youth Music [Taking an Outcomes Approach](#), the Foyer Foundation [FOR Youth](#). Some local authority areas have also produced their own outcomes frameworks and while there are examples of areas using a common framework (e.g. Wakefield) where the VCSE groups work with the local authority, many organisations continue to work within their own materials.

The most commonly used measurement tool appears to be the Outcomes Star, which is designed to be completed in partnership with the young person (or service user). In more targeted services a plethora of tools are used to meet the needs of commissioners from different funders and sectors. E.g. Child Outcomes Research Consortium approved tools for mental health services or NHS mandatory tools.

All these frameworks and quality marks measure different things and often look at organisational development and systems, rather than practice. There are some areas of focus they all have in common:

- Health and safety
- Drive for inclusivity
- Positive relationships for young people (with peers and/or adults)
- Safeguarding
- Ensuring and/or demonstrating outcomes
- Youth voice

- Youth work values

They often have levels of attainment that are externally assessed and awarded, and support progression through self-assessment and a cycle of improvement.

## **Strengths and challenges**

In some ways, the youth sector in England has proved to be remarkably resilient, adapting to the changing landscape. As local authorities have closed, youth provision other providers have picked up some of the work. One area of growth and development has been in youth voice and this has taken youth work practice into new sectors, such as health, art and culture. People are coming together to find creative ways of addressing need, such as shared training. Youth workers may not be working within youth services, but they are delivering youth work in a variety of settings. In many areas, open access work and group work has reduced as youth workers have had to take on case work.

There are significant challenges that continue to face the sector, in particular:

- The threat of further funding cuts and reduction in local authority resources in coming years;
- The fragmented nature of the sector and reduction in infrastructure support, making it difficult to ensure quality and safety for young people;
- High levels of competition for available funding, leading to very few joined up national initiatives to support the sector, including in evaluation and quality;
- A large and growing number of unqualified staff across youth work and related fields, and many volunteers have had no training at all in working with young people;
- Reducing number of professionally qualified youth workers and a reduction in youth work degree courses;
- The lack of investment in workforce development and training nationally and little locally since 2010, leaving a generation of youth workers without training opportunities other than generic training around specific issues such as CSE or knife crime;
- Very wide variation across regions, with some young people able to access provision while in other areas there is very little available. Support to the voluntary sector has been reduced or cut completely in some areas;
- Lack of leadership, understanding and strategic co-ordination at local authority level to ensure that the Statutory Duty is met.

### 3. The YPQI in context

As an externally validated set of quality standards, the YPQI is a useful addition to youth work in England. As a framework for continuous improvement, it's focus is on group work and young people interacting, learning and working together, which will be welcomed by a field that is increasingly driven to focus on outcomes for individual young people.

Many of the existing frameworks and quality marks look at the strengths in organisational systems and processes for youth work and highlight that policies and procedures are up to date and compliant with the law. Accreditation shows that systems are in place to record engagement and consider impact, that organisations can work in partnership, and are commission-ready. Within that, there is sometimes a focus on observation, alongside supervision and training. The defining factor of the YPQI is that focuses *wholly* on practice and as such complements existing frameworks and quality marks.

The forthcoming update to the Outcomes Framework 2.0 sets out the social and emotional learning outcomes most valuable for young people in the transition to adulthood, and which flow from high quality practice described in the YPQI. Evidence suggests that young people are more likely to achieve positive outcomes when:

- They have positive relationships with peers and adults;
- They trust and are trusted/respected;
- They feel safe and secure;
- They are positively challenged, have a sense of purpose and achievement;
- They feel a sense of enjoyment – both fun and deeper satisfaction;
- They have a sense of connection with their communities;
- They are empowered to create change in their lives and the world around them.

The NYA Quality Mark asks users to show that the 'organisation has effective processes for quality assurance and performance management which involve young people.' At the different levels the mark sets out, organisations should provide evidence that:

- Observation of practice is routine, includes the views of young people and feedback to workers results in tangible improvement in practice;
- Opportunities are routinely created for young people's involvement in observation and assessment of the quality of youth work.

The table below shows how at a headline level it is possible to match existing standards and quality marks across to the YPQI.

**Table 1**

<b>YPQI Domains of Practice</b>	<b>Youth Work NOS Functional areas</b>	<b>NYA Quality Mark</b>	<b>UK Youth – First Steps/Safe Spaces</b>
<b>Safe environment</b>	Promote inclusion, equity and young people’s interests and welfare	Youth workers initiate, build and maintain purposeful relationships with young people and establish boundaries	Your organisation should support a safeguarding culture that encourages young people to challenge their beliefs and values in an informed way and in a safe space.
<b>Supportive environment</b>	Work with young people and others	Youth workers know the needs of young people and plan appropriate work with them	Young people have a range of activities and experiences available to them and can choose whether to participate in them.
<b>Interaction</b>	Facilitate the personal, social and educational development of young people	Youth workers deliver effective programmes and sessions with young people	Young people have the opportunity to share their ideas and comments about your organisation's services and what activities, events or workshops they would like to see in the future.
<b>Engagement</b>			
<b>Professional Learning</b>	Develop youth work strategy and practice	Youth workers reflect on, evaluate and improve the effectiveness of their work.	An organisation should have an established induction process that is supportive to new employees, embeds organisational culture and provides a comprehensive induction that ensures they are aware of standards, policies and procedures.

One of the gaps identified in the field is the lack of a framework to help improve practice. As one manager of a Local Authority Youth Service said –

*“appraisals can track how well youth workers are meeting set aims and objectives, but they don’t necessarily help me improve the quality of youth work delivery”.*

The YPQI gives an opportunity for an externally validated set of standards and criteria to be used by youth organisations to conduct peer to peer observations and create a cycle of self-improvement both for individuals and teams. This will also start creating a body of evidence against which organisations can benchmark themselves and start to create a common standard for provision that young people and communities can expect.

The NOS underpin the outcomes youth workers are expected to achieve in training. Looking at the current Level 2 and 3 Certificates in youth work offered by ABC Awards and Open College Network (OCN), it is possible to see a strong connection between the staff practices associated with social and emotional learning in the YPQI, and the mandatory modules and learning outcomes in the Level 2 and 3 Youth Work qualification. The YPQI could be integrated as a useful tool to support and extend youth work training. In that context, it would be valuable to undertake a detailed mapping of the YPQI domains against the ABC and OCN Level 2 and 3 qualification guides.

### **Example**

The YPQI explores how well youth workers create safe spaces, and using the ABC Youth Work practice Level 3 Award Qualification Guide it is possible to match the ‘items’ from the Programme Quality Assessment across to learning outcomes from the Group Work within a Youth work Setting, Challenging Behaviour in Youth Work Settings and Engaging and Communicating with Young People modules:

**Table 2**

<b>YPQI Creating safe spaces</b>	<b>ABC Awards Youth work practice qualification Guide</b>
Positive emotional environment	Group Work - LO3 Be able to work effectively when delivering a programme of group youth work activities Group Work – LO5 Understand how to manage conflict in a group work setting
Positive tone of voice	Engaging and Communicating- LO1 Understand the importance of building professional relationships with young people in youth work.
Positive body language	
Safe space where all can participate	Engaging and Communicating -LO4 Be able to engage young people to develop a professional relationship Group Work – LO5 Understand how to manage conflict in a group work setting Challenging Behaviour – LO4 Understand when support is required in managing conflict and challenging behaviour
Staff interact with all young people	Engaging and Communicating -LO4 Be able to engage young people to develop a professional relationship
Positive behaviour management	Group Work – LO5 Understand how to manage conflict in a group work setting Challenging Behaviour – LO4 Understand when support is required in managing conflict and challenging behaviour
Young people are held accountable to agreed set of rules	Group Work - LO3 Be able to work effectively when delivering a programme of group youth work activities Group Work – LO5 Understand how to manage conflict in a group work setting

## **Factors for implementation**

The successful implementation of the YPQI will be dependent of a number of factors already outlined in this brief. Experience shows it will work best where organisations can see a benefit and understand how the time and focus required will be a positive investment in quality improvement. There is a wide acceptance that social and emotional learning is best enabled where youth workers have trusting and positive relationships with young people, and where their practice is intentional.

A youth worker's conscious use of self is the tool on which they most rely. Observation of practice against external evidence-based standards – but within a low stakes<sup>4</sup> accountability climate - will support an ongoing cycle of improvement for individuals, teams and services/organisation.

Some organisations that are very small, offering provision only one or two nights a week, may struggle to free up the capacity to engage with the YPQI. Here the ability to work collectively or with the support of an infrastructure body would be very helpful. The next challenge will be whether there is an infrastructure body with the resources available to deliver support.

For commissioners, it is critical that they consider building resources in to tenders and grants to allow youth organisations to build in the capacity needed to engage with the YPQI on an ongoing basis, and bring in external assessors at an appropriate level. There also needs to be an understanding that this presents an opportunity to adopt an external framework, with evidence-based criteria, that sets a standard for what good practice looks like. The challenge will be to get a critical mass of commissioners, across local authorities, health and others in the funding community, to understand the potential of the YPQI, and to adopt it and resource it as a tool they want all providers to use. Currently, commissioners and funders are largely focused on outcomes, relying on a plethora of frameworks and reporting methods, and there are few explicit demands for a focus on quality.

In some areas, such as Greater Manchester, there is an opportunity for organisations and services which are increasingly working together to create communities of practice to support an increasing focus on continuous quality improvement. Where there are regional Youth Work Units or similar bodies, pre-existing networks can support collaborative working and implementation of the YPQI process and infrastructure.

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<sup>4</sup> Low stakes accountability is an approach intended to move away from 'high stakes' accountability regimes, where there is fear of 'failure', where individuals can be penalised or publicly shamed, where targets may be unattainable and produce perverse incentives, where compliance is seen as mandatory but not helpful and where there is little or no support to improve. By contrast, low stakes accountability means that no one will be penalised for one 'low score', and standards set are attainable for all. Support is available to improve and the process is continuous. Those who participate see it as a good use of their time.

## **4. Summary and next steps**

The YPQI give youth work providers across England the opportunity to adopt an externally validated programme that will make a positive contribution to raising the quality of youth work and value professional expertise. Through self-assessment, it gives teams ownership of their own learning and planning for improvement. There are opportunities for organisations to benchmark and work together to create a climate of continuous improvement. It is important to work with the sector to explore how the YPQI can be a positive development and to engage in the opportunities it offers.

### **About the author / organisation**

Elizabeth Harding is a youth work consultant and trainer working to support youth work and youth voice. She is the former CEO of Youth Focus: North West.

## Appendix A – Mapping the YPQI Domains of Practice against National Occupational Standards (NOS) for Youth Work

**nb** Both the 2012 and 2019 NOS are included in the table below. The 2019 NOS have only recently been approved, and hence many training programmes and qualifications are still working from the 2012 NOS.

YPQI Domains of Practice	Youth Work NOS (2012)	Youth Work NOS (2019 Updated)
<b>Safe environment</b> Creating safe spaces	YW01 Initiate, build and maintain purposeful relationship with young people YW18 Explore with young people their well being YW20 Embed organisational policy for the protection and safeguarding of young people YW22 Ensure that youth work activities comply with legal, regulatory and ethical requirements.	YW01 Initiate, build and maintain relationships with young people YW03 Comply with legal, regulatory and ethical requirements when carrying out youth work YW16 Equip young people with safeguarding techniques YW17 Monitor and review your organisation’s policy and practices for the protection and safeguarding of young people and self YW18 Engage with young people to promote their emotional wellbeing and mental health YW19 Develop a culture and ethos that promotes inclusion and values diversity
<b>Supportive environment</b> Emotional coaching Scaffolding learning Fostering growth mindset	YW06 Enable young people to work in groups YW14 Facilitate young people’s exploration of their values and beliefs YW16 Enable young people access information to make decisions YW18 Explore with young people their wellbeing	YW02 Assist young people to learn and engage with the youth work process YW06 Explore the concept of values and beliefs with young people YW07 Apply youth work values and principles in group work YW08 Engage with and empower young people to make use of digital media in their daily lives YW13 Access information for and with young people to inform decision making YW15 Assist young people to assess risk and make informed choices in the management of their health and well being YW18 Engage with young people to promote their emotional wellbeing and mental health

<p><b>Interaction</b></p> <p>Fostering teamwork Promoting responsibility and leadership Cultivating empathy</p>	<p>YW07 Encourage young people to broaden their horizons to become effective citizens YW15 Advocate on behalf of young people and enable them to represent themselves to others YW17 Work with young people in promoting their rights YW21 Develop a culture and systems that promote inclusion and value diversity YW27 Facilitate and engage young people in the strategic development and delivery of youth work.</p>	<p>YW07 Apply youth work values and principles in group work YW09 Support young people to become responsible citizens through active involvement in youth work YW11 Plan, prepare and facilitate learning activities with young people YW14 Assist young people to recognise, realise and defend their rights YW19 Develop a culture and ethos that promotes inclusion and values diversity. YW23 Engage young people in the strategic development of youth work</p>
<p><b>Engagement</b></p> <p>Furthering learning Supporting youth interests Supporting goals and plans</p>	<p>YW05 Enable young people to use their learning to enhance their future development YW11 Plan, prepare and facilitate activities with young people YW12 Work with young people to manage resources for youth work delivery YW13 Support young people in evaluating the impact of youth work activities</p>	<p>YW02 Assist young people to learn and engage with the youth work process YW05 Enable young people identify, reflect and use their learning to enhance their future development YW11 Plan, prepare and facilitate learning activities with young people YW12 Manage resources with young people for youth work activities YW23 Engage young people in the strategic development of youth work</p>
<p><b>Professional Learning</b></p>	<p>YW04 Develop and maintain productive working relationships in collaboration with colleagues and stakeholders to support youth work YW24 Influence and develop youth work strategies YW29 Monitor and evaluate the quality of youth work activities YW30 Work as an effective and reflective practitioner YW31 Provide youth work support to other workers</p>	<p>YW04 Develop and maintain productive working relationships in collaboration with colleagues, agencies and stakeholders for youth work YW22 Influence and develop youth work strategy YW24 Monitor and evaluate the impact of youth work strategy and delivery YW25 Work as an effective and critically reflective youth work practitioner YW26 Provide leadership to other youth work practitioners and volunteers</p>



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The Centre for Youth Impact is a community of organisations that work together to progress thinking and practice around impact measurement in youth work and services for young people. Our vision is for all young people to have access to high quality programmes and services that improve their life chances, by enabling embedded approaches to impact measurement that directly inform practice. Our work, therefore, is dedicated to three objectives, together with our expanded networks and other organisations from across the youth sector: curating the debate, building the movement and shaping the future.

**Find out more about the Centre for Youth Impact at [www.youthimpact.uk](http://www.youthimpact.uk) and follow us on @YouthImpactUK.**

#### **David P. Weikart Center for Youth Program Quality**

The YPQI was developed in the US, by the David P. Weikart Center for Youth Program Quality. Extensive research has demonstrated its effectiveness in improving outcomes for young people, promoting a sustainable and supportive culture of organisational reflection and improvement, and refocusing evaluation on the quality of relationships within different settings. The Youth Programme Quality Intervention (YQPI) is the intellectual property of the David P Weikart Center for Youth Program Quality. The Centre for Youth Impact hereby acknowledges the Weikart Center's ownership of the YPQI, the Program Quality Assessment (PQA) tool, and associated materials.

#### **National Lottery Community Fund**

This document has been commissioned as part of the Centre for Youth Impact's pilot of the Youth Programme Quality Intervention - or YPQI - in the UK. The Centre has received funding from the National Lottery Community Fund to pilot this ground-breaking quality improvement process for youth organisations. The pilot covers England, Scotland, Wales and Northern Ireland, and is running between April 2018 and September 2021.

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