



Evidence and Action Plan

Organisation:

Lead person for evidence and action plan:



Quality Mark Evidence and Action Plan

Completing the self-assessment process will have given you a visual, overarching view on where your current practice is. It is then your decision as to whether you set a development plan to just improve practice or to move to a higher level ahead of requesting an award assessment. You may wish to apply at the level you are currently demonstrating and move to the Quality Mark Assessment Process (see Quality Mark Framework guidance).

This plan assists with the next step to plan development against the indicators. The guidance document sets out ways to approach this and provides an Evidence Checklist.

Transfer your assessment ratings from the Self-Assessment Template into this template. Some of the indicators have multiple level descriptions, i.e. 1.2 has two descriptions for you to rate. When reviewing your ratings on the Self-Assessment Template, there will be occasions where you have different ratings within one indicator. For example, within 1.2 the indicator is split into 1.2.1 and 1.2.2. You may rate your organisation as light green for 1.2.1 and amber for 1.2.2. In this situation, you would give an overall rating of amber. You must always use the lower rating – this will support your development and action planning.

As you work through the template, please note you must be operating at a **minimum of light green level across all indicators** in order to achieve the Quality Mark Award within Foundation, Advanced and Outstanding.



Young People's Personal and Social Development and Learning

| Indicator | Level | Commentary Rational, evidence, critique | Action Plan Areas for development |
|---|--|--|--------------------------------------|
| 1.1 Young people engage in programmes and activities. | <input type="checkbox"/> Foundation <input type="checkbox"/> Advanced <input type="checkbox"/> Outstanding | | |
| 1.2 Young people participate in programmes that support their personal and social development. | <input type="checkbox"/> Foundation <input type="checkbox"/> Advanced <input type="checkbox"/> Outstanding | | |
| 1.3 Young people are actively involved in planning youth work activities and decision making. | <input type="checkbox"/> Foundation <input type="checkbox"/> Advanced <input type="checkbox"/> Outstanding | | |
| 1.4 Young people understand and appreciate diversity. | <input type="checkbox"/> Foundation <input type="checkbox"/> Advanced <input type="checkbox"/> Outstanding | | |



Quality of Youth Work Practice

| Indicator | Level | Commentary Rational, evidence, critique | Action Plan Areas for development |
|---|---|--|--------------------------------------|
| <p>2.1 Youth workers initiate, build and maintain purposeful relationships with young people and establish boundaries.</p> | <p><input type="checkbox"/> Foundation <input type="checkbox"/> Advanced <input type="checkbox"/> Outstanding</p> | | |
| <p>2.2 Youth workers know the needs of young people and plan appropriate work with them.</p> | <p><input type="checkbox"/> Foundation <input type="checkbox"/> Advanced <input type="checkbox"/> Outstanding</p> | | |
| <p>2.3 Youth workers deliver effective programmes and sessions with young people.</p> | <p><input type="checkbox"/> Foundation <input type="checkbox"/> Advanced <input type="checkbox"/> Outstanding</p> | | |
| <p>2.4. Workers reflect on, evaluate and improve the effectiveness of their work with young people.</p> | <p><input type="checkbox"/> Foundation <input type="checkbox"/> Advanced <input type="checkbox"/> Outstanding</p> | | |



Leadership and Management

| Indicator | Level | Commentary Rational, evidence, critique | Action Plan Areas for development |
|---|--|--|--------------------------------------|
| <p>3.1 The organisation has a clear and compelling vision, strategy and plan for its work with young people.</p> | <input type="checkbox"/> Foundation <input type="checkbox"/> Advanced <input type="checkbox"/> Outstanding | | |
| <p>3.2 The organisation has effective processes for quality assurance and performance management which involve young people.</p> | <input type="checkbox"/> Foundation <input type="checkbox"/> Advanced <input type="checkbox"/> Outstanding | | |
| <p>3.3 The organisation knows the effectiveness of its work and the impact on young people.</p> | <input type="checkbox"/> Foundation <input type="checkbox"/> Advanced <input type="checkbox"/> Outstanding | | |
| <p>3.4 The organisation enables staff to be effective through continuing professional development.</p> | <input type="checkbox"/> Foundation <input type="checkbox"/> Advanced <input type="checkbox"/> Outstanding | | |

