



Area Based Funding



Moderator Recording Booklet

How to Use

Moderators are not required to complete all sections of this recording booklet only the following areas:

- Background information Questions 1 to 11
- Only the relevant sections relating to the moderation focus
- Only the relevant selected areas for safeguarding focus
- Key Performance Indicators Section – Questions 51 to 54
- Summary Review and Recommendation - Questions 55 to 59

1. Voluntary Youth Organisation Selection *

2. Funding Opportunity ID *

3. Council Area *

- Antrim and Newtownabbey
- Ards North Down
- Armagh Banbridge Craigavon
- Belfast (North and East)
- Belfast (South and West)
- Causeway Coast and Glens
- Derry and Strabane
- Fermanagh and Omagh
- Lisburn and Castlereagh
- Mid and East Antrim
- Mid Ulster
- Newry Mourne and Down

4. Name of Organisation Staff Contact *

5. Email Address of Organisation Staff Contact *

6. Date of Moderation Visit *

Date the Moderation took place

Format: M/d/yyyy

7. Start Time *

8. Moderation Duration (Hours) *

The value must be a number

9. Evidence Gathered *

| | Yes | NO |
|--|-----------------------|-----------------------|
| Action or Development Plans | <input type="radio"/> | <input type="radio"/> |
| Administrative Returns | <input type="radio"/> | <input type="radio"/> |
| Assessments of Need | <input type="radio"/> | <input type="radio"/> |
| Attendance Records | <input type="radio"/> | <input type="radio"/> |
| Evaluation of Activity Relevant to the Focus of Moderation | <input type="radio"/> | <input type="radio"/> |
| Evidence File | <input type="radio"/> | <input type="radio"/> |
| Observation | <input type="radio"/> | <input type="radio"/> |
| Outreach Recordings | <input type="radio"/> | <input type="radio"/> |
| Partnership Agreements | <input type="radio"/> | <input type="radio"/> |
| Policies | <input type="radio"/> | <input type="radio"/> |
| Self Evaluation | <input type="radio"/> | <input type="radio"/> |
| Session Plans | <input type="radio"/> | <input type="radio"/> |
| Staff Development Records | <input type="radio"/> | <input type="radio"/> |
| Staff Training Sessions | <input type="radio"/> | <input type="radio"/> |
| Target Monitor | <input type="radio"/> | <input type="radio"/> |
| Discussions with Management Committee | <input type="radio"/> | <input type="radio"/> |
| Discussions with Young People | <input type="radio"/> | <input type="radio"/> |
| Discussions with Youth Work Staff | <input type="radio"/> | <input type="radio"/> |

10. Other Evidence Sources Not Noted in question 9

11. Theme of Moderation *

- Outcomes for Learners ➡ **Go to Question 12**
- Quality of Provision ➡ **Go to Question 13**
- Leadership and Management ➡ **Go to Question 14**

12. Outcomes for Learners - Focus of Moderation *

When you select the Focus of moderation, regard to the other areas should also happen during moderation.

- Standards Attained ➡ **Go to PAGE 6**
- Progression ➡ **Go to PAGE 7**
- Wider Skills ➡ **Go to PAGE 8**

13. Quality of Provision - Focus of Moderation *

When you select the Focus of moderation, regard to the other areas should also happen during moderation.

- Quality of Curriculum ➡ **Go to PAGE 9**
- Guidance and Support ➡ **Go to PAGE 10**
- Planning Engagement Assessment ➡ **Go to PAGE 11**

14. Leadership and Management Focus of Moderation *

When you select the Focus of moderation, regard to the other areas should also happen during moderation.

- Effectiveness and Impact of Strategic Leadership ➡ **Go to PAGE 12**
- Effectiveness and Impact of Middle Leadership ➡ **Go to PAGE 13**
- Effectiveness of Action to Promote and Sustain Improvement ➡ **Go to PAGE 14**

Outcomes for Learners - Standards Attained Scores

15. Standards Attained Scores *

Only Use Not Applicable when this area cannot be within the scope of the moderation visit

| | Outstanding | Good | Requires Improvement | Inadequate | Not Applicable |
|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Accreditation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pathways | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Skills Development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluate Learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. Overall Grade (Standards Attained) *

- Outstanding
- Good
- Requires Improvement
- Inadequate

17. Justification of Score for Outcomes for Learners - Standards Attained *

➔ Go to Page 15 Afterward

Outcomes for Learners - Progression Scores

18. Progression Scores *

Only Use Not Applicable when this area cannot be within the scope of the moderation visit

| | Outstanding | Good | Requires Improvement | Inadequate | Not Applicable |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Baseline | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leadership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Initiative | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluating Experiences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. Overall Grade (Outcomes for Learners - Progression) *

- Outstanding
- Good
- Requires Improvement
- Inadequate

20. Justification of Score for Outcomes for Learners - Progression *

➡ **Go to Page 15 Afterward**

Outcomes for Learners - Wider Skills

21. Wider Skills Scores *

Only Use Not Applicable when this area cannot be within the scope of the moderation visit

| | Outstanding | Good | Requires Improvement | Inadequate | Not Applicable |
|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Collaboration | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning Support | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Active Citizenship | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Volunteering | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal Skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. Overall Grade (Outcomes for Learners - Wider Skills) *

- Outstanding
- Good
- Requires Improvement
- Inadequate

23. Justification of Score for Outcomes for Learners - Wider Skills *

➡ **Go to Page 15 Afterward**

Quality of Provision - Quality of Curriculum

24. Quality of Curriculum Scores *

Only Use Not Applicable when this area cannot be within the scope of the moderation visit

| | Outstanding | Good | Requires Improvement | Inadequate | Not Applicable |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Co-Design | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Closing the Gap | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Outreach or Detached | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CRED | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Variety | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

25. Overall Grade (Quality of Provision - Quality of Curriculum) *

- Outstanding
- Good
- Requires Improvement
- Inadequate

26. Justification of Score for Quality of Provision - Quality of Curriculum *

➡ Go to Page 15 Afterward

Quality of Provision - Guidance and Support

27. Guidance and Support Scores *

Only Use Not Applicable when this area cannot be within the scope of the moderation visit

| | Outstanding | Good | Requires Improvement | Inadequate | Not Applicable |
|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Remove Barriers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recruitment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Health | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inclusion | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vulnerable Young People | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

28. Overall Grade (Quality of Provision - Guidance and Support) *

- Outstanding
- Good
- Requires Improvement
- Inadequate

29. Justification of Score for Quality of Provision - Guidance and Support *

➔ Go to Page 15 Afterward

Quality of Provision - Planning and Assessment

30. Planning and Assessment Scores *

Only Use Not Applicable when this area cannot be within the scope of the moderation visit

| | Outstanding | Good | Requires Improvement | Inadequate | Not Applicable |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Planning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Recruitment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Engagement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Facilitation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assessment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

31. Overall Grade (Quality of Provision - Planning and Assessment) *

- Outstanding
- Good
- Requires Improvement
- Inadequate

32. Justification of Score for Quality of Provision - Planning and Assessment *

➔ **Go to Page 15 Afterward**

Leadership and Management - Strategic Leadership

33. Strategic Leadership Assessment Scores *

Only Use Not Applicable when this area cannot be within the scope of the moderation visit

| | Outstanding | Good | Requires Improvement | Inadequate | Not Applicable |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strategic Vision | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Curricular Leadership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluating Development Plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Partnerships | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Young People in Governance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

34. Overall Grade (Leadership and Management - Strategic Leadership) *

- Outstanding
- Good
- Requires Improvement
- Inadequate

35. Justification of Score for Leadership and Management - Strategic Leadership *

➡ Go to Page 15 Afterward

Leadership and Management - Middle Leadership

36. Middle Leadership Assessment Scores *

Only Use Not Applicable when this area cannot be within the scope of the moderation visit

| | Outstanding | Good | Requires Improvement | Inadequate | Not Applicable |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Middle Leadership Leading Curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Strategic Direction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Team Approach by Middle Leaders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Self Evaluation by Middle Leaders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Promoting and Sharing Best Practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

37. Overall Grade (Leadership and Management - Middle Management) *

- Outstanding
- Good
- Requires Improvement
- Inadequate

38. Justification of Score for Leadership and Management - Strategic Leadership *

➔ Go to Page 15 Afterward

Leadership and Management - Effective Action to Promote and Sustain Improvement

39. Effective Action to Promote and Sustain Improvement Assessment Scores

Only Use Not Applicable when this area can not be within the scope of the moderation visit

| | Outstanding | Good | Requires Improvement | Inadequate | Not Applicable |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Self Evaluation to Improve Practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Action Planning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Stakeholder Consultation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff Training | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff Understand Impact of Services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

40. Overall Grade (Leadership and Management - Effective Action to Promote and Sustain Improvement) *

- Outstanding
- Good
- Requires Improvement
- Inadequate

41. Justification of Score for Leadership and Management - Effective Action to Promote and Sustain Improvement *

➔ Go to Page 15 Afterward

Safeguarding

42. Safeguarding Focus *

- Awareness of Legislation, Policies and Systems ➡ **Go to Page 16**
- Policies and Procedures ➡ **Go to Page 17**
- Structures ➡ **Go to Page 18**
- Training ➡ **Go to Page 19**

Safeguarding - Awareness of Legislation, Policies and Systems

43. Awareness of Legislation, Policies and Systems Assessment *

| | | | | |
|---|----|--|-----|--|
| All Members of the management group/authority have a copy of the Child Protection/Safeguarding Policy; DE Circular 2017/04; and Current Ones from DE | NO | | YES | |
| All young people have been informed, in a language understandable to them about the arrangements for child protection/safeguarding and how to make a complaint or concern can be raised | NO | | YES | |
| Parents/Carers are provided, on request, with a copy of the CP/Safeguarding policy, or given directions on how they can access it in hard copy or digitally in the registration form annually | NO | | YES | |
| A report on all child protection/EA safeguarding activity is presented, at least annually, as an agenda item to the relevant EA Committee/Voluntary Management Committee | NO | | YES | |
| There is appropriate support available to young people who are on the CP Register, and/or who have disclosed abuse, or who are considered at particular risk | NO | | YES | |
| The system for reporting concerns/complaints is known to all staff and volunteers in the organisation, parents/carers and young people | NO | | YES | |
| The organisation's complaints policy is provided to young people, parents and carers | NO | | YES | |

44. Comments Regarding Safeguarding Legislation, Policies and Systems *

➡ Go to Page 20 Afterward

Safeguarding - Policies and Procedures in Place

45. Policies and Procedures Assessment *

All staff on the payroll of the organisation and unsupervised volunteers are appropriately and suitably vetted in compliance with the relevant DE circulars

| | | | |
|----|--------------------------|-----|--------------------------|
| NO | <input type="checkbox"/> | YES | <input type="checkbox"/> |
| NO | <input type="checkbox"/> | YES | <input type="checkbox"/> |
| NO | <input type="checkbox"/> | YES | <input type="checkbox"/> |
| NO | <input type="checkbox"/> | YES | <input type="checkbox"/> |
| NO | <input type="checkbox"/> | YES | <input type="checkbox"/> |
| NO | <input type="checkbox"/> | YES | <input type="checkbox"/> |
| NO | <input type="checkbox"/> | YES | <input type="checkbox"/> |

Appropriate procedures are in place to manage the recruitment and supervision of all volunteers

There are written child protection/safeguarding policies and procedures (including Child Sexual Exploitation) which EA or the Management Committee have ratified

A report on all child protection/EA safeguarding activity is presented, at least annually, as an agenda item to the relevant EA Committee/Voluntary Management Committee

Appropriate risk assessment procedures are in place

The organisation ensures the safety of all through the security of the site and buildings

46. Comments Regarding Safeguarding Policies and Procedures *

➡ **Go to Page 20 Afterward**

Safeguarding - Structures

47. Structures Assessment *

There is a designated youth worker/officer Designated Worker and Deputy Designated Worker for Child Protection/Safeguarding in the organisation

The names and contact details of the Designated Worker and Deputy Designated Worker are known to all staff, young people and parents/carers

There is a designated member of the management group/authority who has responsibility for safeguarding

| | | | |
|----|--------------------------|-----|--------------------------|
| NO | <input type="checkbox"/> | YES | <input type="checkbox"/> |
| NO | <input type="checkbox"/> | YES | <input type="checkbox"/> |
| NO | <input type="checkbox"/> | YES | <input type="checkbox"/> |

48. Comments Regarding Safeguarding Structures *

➡ Go to Page 20 Afterward

Safeguarding - Training

49. Training Assessment *

Designated Worker cascades updated Safeguarding training to the whole organisation staff a minimum of once every three years, including ancillary, auxiliary, sports coaches etc, and there is a register of attendance maintained

All new Designated Worker/Deputy Designated Workers attend 2-day Introduction to Child Protection course within first year of post, and refresher training every third year thereafter

Initial Child Protection Awareness Training is attended by all new members of the management group/authority on initial appointment

All new Chairpersons and designated management group/authority members attend appropriate Child Protection training on initial appointment

All members of the management group/authority sitting on selection and appointment panels have received training on recruitment, selection and vetting procedures (including Child Protection Legislation and DE Guidance)

| | | | |
|----|--|-----|--|
| NO | | YES | |
| NO | | YES | |
| NO | | YES | |
| NO | | YES | |
| NO | | YES | |

50. Comments Regarding Safeguarding and Training *

➡ **Go to Page 20 Afterward**

Key Performance Indicators Monitoring

51. Raising Standards KPIs *

Non-Applicable KPI should only be selected if it is not part of the funding specification requirement

| | YES | On Track to Complete | Not on Track to Complete | Failed to Achieve KPI | Not Applicable at this Visit | Non-Applicable KPI |
|--|-----------------------|-----------------------|--------------------------|-----------------------|------------------------------|-----------------------|
| Target Number of Stakeholder Engagements Complete or on Track to Date | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Target Number of Celebration Events Complete or on Track to Date | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quality Assurance Frameworks in Place and Evidence Provided | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Satisfaction Rates of Services Users Complete Annually with a minimum of 75% satisfied | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ETi Inspections Complete with a Minimum Mark of Satisfied (if Applicable) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

52. Closing the Gap (Participation of Children and Young People) *

Non-Applicable KPI should only be selected if it is not part of the funding specification requirement

| YES | On Track to Complete | Not on Track to Complete | Failed to Achieve KPI | Not Applicable at this Visit | Non-Applicable KPI |
|-----|----------------------|--------------------------|-----------------------|------------------------------|--------------------|
|-----|----------------------|--------------------------|-----------------------|------------------------------|--------------------|

Target Numbers of young people meet and maintained for Generic Provision

Outlined generic provision sessions are being provided over the number of days per week and weeks per year

Target Number of Young people for Summer Programmes are meet and maintained (if applicable)

Summer Programme Sessions are provided (if applicable)

Target Number of Children and Young people engaged in

Target Youth Work Delivery

Target Number of Targeted Youth Work Programmes Delivered

53. Developing the Non-Formal Education Workforce *

Non-Applicable KPI should only be selected if it is not part of the funding specification requirement

| YES | On Track to Complete | Not on Track to Complete | Failed to Achieve KPI | Not Applicable at this Visit | Non-Applicable KPI |
|-----|----------------------|--------------------------|-----------------------|------------------------------|--------------------|
|-----|----------------------|--------------------------|-----------------------|------------------------------|--------------------|

Target Number of NEW
Volunteers Recruited
Per Annum

54. Improving the Non-Formal Learning Environment *

Non-Applicable KPI should only be selected if it is not part of the funding specification requirement

| YES | On Track to Complete | Not on Track to Complete | Failed to Achieve KPI | Not Applicable at this Visit | Non-Applicable KPI |
|-----|----------------------|--------------------------|-----------------------|------------------------------|--------------------|
|-----|----------------------|--------------------------|-----------------------|------------------------------|--------------------|

Target Number of
Participative
Structures for
Children and Young
People in Place,
Operational and
Maintained

Evidence of CRED Policy
is being Embedded
within the Organisation

Summary Review

55. Review of Visit and Evidence Gathered *

56. Comments Regarding the Moderation *

57. Comments Regarding the Monitoring of Key Performance Indicators *

58. Response to Issues Highlighted *

- Follow up Moderation in the Same Theme and Focus
- Action Plan Required to Address Issues
- Organisation Governance Support Required
- Organisation Curriculum Support Required
- Organisation Workforce Development Support Required
- No Applicable Actions Required

59. Upload Notes, Images or Copies of Evidence for this Moderation and Monitoring Visit

You will be required to upload a copy of your handwritten notes and any relevant evidence files or images at the end of the online submission

File number limit: 10

Single file size limit: 10MB

Allowed file types: Word, Excel, PPT, PDF, Image, Video, Audio