Moderation Assessment Criteria

For all Youth Organisations in receipt of EA Youth Service Funding

Funding Scheme for Regional and Local Voluntary Youth Organisations

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Introduction to the Moderation Framework

The EA Youth Service's Moderation is modelled on the construct of the Education & Training Inspectorate's (ETI) publication "Inspection and Self-Evaluation Framework -Effective Practice and Self-Evaluation Questions for Youth". The ETi publication considers three core themes, each with three focus areas that underpin the core theme:

	Themes					
	Outcomes for Learners		**Quality of Provision**		**Leadership & Management**	
FOCUS AREAS	**1**	Standards attained	**1**	Quality of curriculum	**1**	Effectiveness and impact of the strategic leadership
	2	Progression	**2**	Effectiveness of guidance and support in bringing about high-quality individual learning experiences	**2**	Effectiveness and impact of the middle leadership
	3	Wider skills and dispositions/Capabilities	**3**	Effectiveness of planning, engagement and assessment in promoting successful learning	**3**	Effectiveness of action to promote and sustain improvement, including self-evaluation and the development of the planning process

Each Focus area has five assessment headings per theme, all measured and assessed based on four descriptors. Descriptors are only guides and examples of areas of work to help inform the moderators decision when marking, these are not prescriptive. The Moderator will **choose ONE Theme**, and **one Focus Aera** per moderation visit, and rotate this selection over the moderation year or term of the funding. In some cases where an area requires improvement or is inadequate the moderator may choose to revisit this theme and focus area for a follow up moderation or as part of the next scheduled one. Depending on your awarded funding and work associated the moderator may choose to select the one or two themes only for moderation visits relevant to the delivery.

Safeguarding

An **aspect of Safeguarding will be examined at every moderation**. The statements used in the Safeguarding matrix are taken directly from the ETI's Youth Safeguarding Proforma, but have been clustered under four headings, one of which will be moderated alongside the focus of the visit:

- Policies & Procedures
- Structures

- Awareness of legislation, policies and systems
- Training

1 OUTCOMES FOR LEARNERS

		GRADE 1 OUTSTANDING	GRADE 2 GOOD	GRADE 3 REQUIRES IMPROVEMENT	GRADE 4 INADEQUATE
STANDARDS ATTAINED	**Accreditation**	Young people engage in and achieve accredited and non-accredited experiences, relevant to their identified needs, which equip them with transferable skills	A clear programme of learning, tailored to need, is in place which allows young people to develop their personal and social skills and gain accreditation	Young people have some opportunities to develop and receive accreditation, but these are limited, or not based on assessed need, or young people are unclear of their value.	Opportunities to develop and/or accredit personal competences are neither planned for, nor taken when the opportunity arises. The assessment of need is poor or non-existent
	Learning	Young people demonstrate an understanding of their learning, and can articulate well the skills and knowledge attained, and can apply their learning in other settings/projects	Young people clearly display knowledge and skills acquired through an ongoing programme of personal and social development	Young people are able to progress through stages of learning, and recognise this taking place, but do not see the relevance to their needs	Young people cannot articulate their learning, and little evidence exists of a process of personal development through youth work
	Pathways	Young people are fully engaged in their learning and able to participate in decision-making about their learning pathways and future career aspirations	Young people are supported through personal & social development programmes to overcome personal barriers to learning and give them ambition	Young people do not understand sufficiently how their learning in youth work programmes benefits and contributes to their formal learning experiences in school	There is insufficient information and guidance to help young people plan personal progression pathways
	Skills development	Young people demonstrate good communication, team working, interpersonal skills, flexibility, initiative and self-reliance	Young people are articulate and converse easily with adults; they participate confidently in a range of programmes and group work sessions	Young people communicate to a reasonable level and engage, but with limited skill and confidence. Planned activities are often limited due to behaviour issues	Young people are given ad hoc opportunities to engage in P & SD experiences. Retention and achievement rates are poor
	Evaluating learning	Learning outcomes for young people are fully evaluated, and developed further to consolidate and extend learning	Young people are involved in evaluating and reflecting on their learning	More work is needed to help young people to evaluate and reflect on their learning	Young people are not/rarely involved in evaluating or reflecting on their learning

2 OUTCOMES FOR LEARNERS

		GRADE 1	GRADE 2	GRADE 3	GRADE 4
		OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
PROGRESSION	Baseline	Young people make progress in their learning, against prior levels of attainment, and commensurate with their abilities and stage of development	Activities are age appropriate, and the age range is narrow. A record of the young person's attainment is kept	Young people are given access to a youth work curriculum which develops some of their needs and capabilities, but there is no progression route	Inadequate or no records are kept of attainments. Activities are often conducted with groups consisting of a broad age and ability range
	Leadership	Young people progress into leadership roles through effective training and appropriate responsibilities	Opportunities are available and taken up by young people to gain the skills and values to take up leadership roles and responsibilities	The available progression routes to leadership roles are not sufficiently planned for, and opportunities to develop leadership skills are limited	There is limited or no evidence of young people progressing into leadership roles.
	Participation	Young people are fully involved in planning their own programmes. Session plans are co-produced, are challenging and clearly develop their capabilities	Young people contribute to the development and delivery of elements of the programme	Basic planning takes place, and young people are occasionally involved in this.	Planning is rudimentary, often involving 'off the shelf' delivery. Young people have no input, and session plans are rarely revised or updated.
	Initiative	Young people are given opportunities to use their initiative independently, and to demonstrate that they are enterprising and resourceful in overcoming challenges	Young people are supported by youth worker and one another to use initiative, take responsibility for their own needs and support their peers to overcome challenges	Young people engage in the group work or youth work sessions as recipients rather than as participants	Young people are not fully engaged, there is no enjoyment and no sense of purpose.
	Evaluating Experiences	There is clear evidence that young people's evaluation of the quality of their experiences impacts on the provision	Monitoring and evaluation are regularly carried out with young people to a good standard and is used to inform future planning.	Evaluations are carried out but consist mainly of satisfaction surveys. Recommendations are rarely acted upon	Activities are not often evaluated and records of any feedback are not retained in an evidence file.

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OUTCOMES FOR LEARNERS

WIDER SKILLS		GRADE 1 OUTSTANDING	GRADE 2 GOOD	GRADE 3 REQUIRES IMPROVEMENT	GRADE 4 INADEQUATE
WIDER SKILLS	Collaboration	Young people clearly demonstrate collaborative skills working through group work and team building to achieve collective goals	Young people develop a good range of transferable skills including teamwork, problem solving, decision-making, planning and creativity	Young people develop some transferable skills, but get few opportunities to work together to deliver a project or apply their skills in the project/unit setting	There are few or no opportunities for young people to work together collaboratively through group work or teambuilding activities
WIDER SKILLS	Learning Support	Reasonable adjustments are made for young people with additional learning needs/barriers to learning and parental consultation	Young people are offered learning opportunities appropriate to their stage of development, and support needs are assessed	It is recognised that there are young people who have additional learning needs but no strategies are in place to engage them effectively in programmes	There is no regard given to young people's additional needs, or to strategies to break down barriers to learning
WIDER SKILLS	Active Citizenship	Young people develop a critical understanding of issues in their unit/project/community and become more active citizens	Young people through active participation demonstrate self-confidence, and plan to contribute positively in their unit, project and/or community	Young people need to develop further their thinking skills and capabilities to help them effect and influence change in their unit, project or community	Limited or no evidence of how young people can develop and accept appropriate responsibilities in their unit, project or community
WIDER SKILLS	Volunteering	Young people receive accreditation for volunteering opportunities in the youth club and/or in the community	Young people are encouraged and supported to become involved in a range of volunteering opportunities	Young people are given information on volunteering but are not effectively supported to become volunteers	Young people are not given the information and support to progress to volunteering
WIDER SKILLS	Personal Skills	Young people display enhanced personal skills, demonstrating self-awareness, empathy, increased confidence, compassion and sensitivity	Young people engage in a broad range of group work sessions to develop their personal skills	Young people develop some personal skills but there are few opportunities to enhance them	There is little or no evidence of purposeful sessions or planned opportunities to develop personal skills

QUALITY OF PROVISION

		GRADE 1	GRADE 2	GRADE 3	GRADE 4
		OUTSTANDING	**GOOD**	**REQUIRES IMPROVEMENT**	**INADEQUATE**
QUALITY OF CURRICULUM	**Co-Design**	The young people, part-time staff and volunteers are involved in the design of the curriculum	Young people, part-time staff and volunteers are involved to a controlled extent in the design of the curriculum	There are limited examples of young people, part-time staff and volunteers being meaningfully involved in co-design	Young people, part-time staff and volunteers are not encouraged to participate in the design of the curriculum.
	Closing the Gap	The curriculum is broad, balanced and well matched to young people's needs, interests and abilities,	A clear youth work curriculum which addresses young people's needs and issues, and addresses adequately the gap between highest and lowest achieving young people	The curriculum provides some examples of focus on specific themes, but is generally too narrow to fulfil the needs of all the young people	The curriculum is very narrow, and is not reflective of the young people's needs, interests or abilities
	Outreach/ Detached	There is evidence that the outreach and detached programmes engage young people in a range of appropriate interventions and projects	The purpose and rationale for Outreach/Detached work is articulated in a clear action plan with defined outcomes and adheres to organisation's policies	Outreach/Detached Work is sometimes planned for, and there are limited expectations of full engagement by young people	Outreach/Detached work has no grounding in rationale, strategy or outcomes, and therefore is not measurable
	CRED	The curriculum contains high quality programmes which address the issues of equity, diversity and inter-dependence	Curriculum provides good opportunities to engage a diverse range of people.	There is a need for young people to engage in more CRED work to address EDI issues more effectively	There is little or no opportunity to participate in CRED work; opportunities rarely progress beyond single identity work
	Variety	The young people experience programmes and activities that are varied, differentiated and provide effective support and challenge	There is a good balance between recreational and issue-based work. The curriculum adequately addresses the gap between the highest and lowest achievers	There is some variety in programmes. The balance between recreational and issue-based work requires review	The level of recreational activity is disproportionately greater than that of issue-based or needs-based group work

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QUALITY OF PROVISION

		GRADE 1	GRADE 2	GRADE 3	GRADE 4
		OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
GUIDANCE & SUPPORT	**Remove Barriers**	Various strategies are in place to remove barriers to learning, including reasonable adjustments, technology and additional guidance	Consideration is given to individual needs and efforts are made to address them. Style and pace and methodology is adapted to the group's ability	Individual learning needs are recognised, and acknowledged. There is a need to develop strategies to remove barriers to learning	Little consideration is given to the needs of individuals in the group, and no adjustments have been made to reduce barriers to learning
	Create Pathways	The young people are guided and supported to progress through suitable pathways to future education, training and employment	The young people are enabled to participate in challenging and empowering experiences. There are progressive structures for young people to aspire towards	While there is some evidence of pathways for young people there is a need to develop planned and structured pathways for their P&SD and their leadership skills	There is an urgent need to review the curriculum and to create planned and structured pathways for young people's P&SD and leadership skills
	Health	Young people have engaged in programmes to maintain good physical and mental health, and put their learning into practice in their daily lives	There is a broad health curriculum including mental and physical health on offer. Young people participate well and recognise the need to put their learning into practice	While health programmes are being delivered, their impact could be improved by involving young people and staff in the planning, and/or through staff training in health topics	The health curriculum is in urgent need of review, staff require training on health topics, and young people and staff members need to be involved in the process
	Inclusion	There is an inclusive learning environment, the profile of the group is diverse, and all group members are supported to achieve their full potential	The programme has a focus on the inclusion of young people with a range of abilities or who come from different social and cultural backgrounds	Inclusion is considered at a basic level. Improvement is needed in inclusive practice. Staff would benefit from training in Inclusive Practice	There is significant need for an inclusion strategy for the unit, and assistance to build an inclusive culture in the unit with the help of the Inclusion Unit
	Vulnerable Young People	Young people who are marginalised and vulnerable are identified and supported using appropriate and effective intervention strategies	Vulnerable and marginalised young people are encouraged to participate in group life, and the members are supportive of them	Vulnerable and marginalised young people are welcomed but there are few intervention and support strategies in place	There is a lack of appropriate intervention and support strategies to meet the needs of marginalised and vulnerable young people

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QUALITY OF PROVISION

		GRADE 1	GRADE 2	GRADE 3	GRADE 4
		OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
PLANNING, ENGAGEMENT & ASSESSMENT	Planning	The youth worker has planned the programme comprehensively, based on assessed need, and which relates to the Area Plan and SLA/CDA	Programme planning is carried out with young people and the general needs of the young people are anticipated and planned for	Basic planning is carried out by the youth worker, with some regard to the needs of the young people	Planning is ad hoc and does not involve young people. The aims of the session fail to recognise or meet the needs of the young people
	Recruitment	The youth worker/unit is very effective at recruiting new members in all age groups. There are effective recruitment strategies in place	The youth worker/unit is good at recruiting and retaining a broad membership across all age ranges.	Unit membership is stronger in the younger age groups, but low in the senior age range (14+)	Attendances are low and there are no recruitment strategies in place, or they have not been implemented
	Engagement	The youth worker uses effective strategies to engage challenging young people. They demonstrate flexibility and adaptability. The group is highly functioning	The youth worker engages young people well, but needs to develop appropriate intervention strategies for those who are easily distracted.	Young people engage in the activities delivered but are recipients rather than participants	Young people lack engagement, enjoyment and a sense of purpose.
	Facilitation	The youth worker's facilitation is outstanding in formal and non-formal group work. All group members respond well and participate fully	The youth worker's group work skills are good. The young people are motivated by what's on offer and participate to a large degree	The youth worker delivering the programme would benefit from group work training and facilitation skills	Facilitation and group work skills are in need of significant improvement
	Assessment	The youth worker uses summative and formative assessment to modify teaching and learning activities to improve the learner's attainment.	The youth worker uses mostly summative assessment to determine successful delivery, and some formative to improve the learner's performance	The youth worker uses some summative assessment, but mostly tools to measure the group's satisfaction or happiness with content and delivery.	There is little or no evidence of summative or formative assessment being used in the youth worker's practice.

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LEADERSHIP & MANAGEMENT

		GRADE 1	GRADE 2	GRADE 3	GRADE 4
		OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
EFFECTIVENESS & IMPACT OF THE STRATEGIC LEADERSHIP	**Strategic Vision**	There is clear strategic vision for the youth work underpinned by Regional and Local Assessment of Need, and a sound Area Plan	The leadership has a sound understanding of the local community and has completed an appropriate needs analysis of the membership	The CDA/SLA does not relate sufficiently well to the Area Plan. The Leadership needs to complete appropriate needs analysis of the membership	The CDA/SLA does not identify accurately the priorities for the provision and does not link effectively to an assessment of need or the Area Plan
	Curricular Leadership	There is effective curricular leadership and management which meets the needs of young people	Staff are clear about their role, and their feedback is used in planning and evaluation of the curriculum	Future development of the curriculum requires more thorough planning and evaluation to ensure the needs of the young people are met	There is a lack of curricular leadership and management. Staff are not well directed or deployed effectively across the provision
	Evaluating Development Plan	Staff use ongoing evaluation and review to effectively to inform the future direction of the provision and to promote improvement	The annual action plan is reviewed annually with staff and young people. The data gathered is used to improve the provision	There is evidence that the annual action plan is visited annually, however there is little evidence that this exercise has improved the provision	There is no evidence that the annual action plan is reviewed or that any review has impacted on the standard of the provision
	Partnerships	There are purposeful links and partnerships to support the work of the organisation; there are written partnership agreements in place	There are good examples of partnership working which increase the resources available to young people, and reduce duplication	There are some examples of links with community-based organisations however their contribution to the provision is minimal	There are no meaningful links or partnerships with other agencies, organisations or groups
	Young people in Governance	Young people are effectively engaged in the governance and management of the provision through meaningful consultation and decision-making	Young people are engaged formally in consultation about the quality of the provision, the curriculum and future planning	There is a participative structure or process, however the agenda is under developed and does not promote meaningful decision-making	Young people are not meaningfully consulted and are not encouraged to become involved in decision-making

2

LEADERSHIP & MANAGEMENT

		GRADE 1	GRADE 2	GRADE 3	GRADE 4
		OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
EFFECTIVENESS & IMPACT OF MIDDLE LEADERSHIP	**Middle Leaders leading curriculum**	Middle leader leads effectively key curriculum areas they are responsible for	Middle leader designs a good curriculum through review, monitoring and evaluation, and consultation with young people and management	Middle leader has designed a narrow curriculum due to ineffective consultation and analysis of young people's feedback	Middle leader has designed a curriculum founded on an unconvincing rationale
	Strategic Direction	Middle leader is involved in the planning and evaluation of provision to inform strategic direction of the unit	Middle leader refers to assessment of need, stakeholder consultation and policy direction to establish priorities	Strategic planning is not sufficiently coherent. The Plan is not clear enough, so the middle leader cannot provide strong direction for staff	There is no strategic direction. The leadership and/or management focus primarily on operational issues
	Team Approach by Middle Leaders	Middle leader is part of a collegial team with clearly understood and shared objectives. They meet regularly with the staff team for discussion and training	Middle leader promotes collegiality. The staff team is cohesive and clear about their role and the roles of others.	The middle leader convenes the staff team only occasionally. Team building is an area for improvement	The staff are unclear about their own role and the roles of others. Staff meetings are held irregularly and staff have little opportunity to share practice
	Self-Evaluation of Middle Leaders	Middle leader fully understands the role of self-evaluation leading to improvement and actively assists staff to reflect on their practice	Middle leader is trained in critical reflective practice and self-evaluation and can plan to address areas for improvement	There is a need for the middle leader to understand more fully the key elements of critical reflection to help to identify young people's learning	The middle leader would benefit greatly from training in critical reflective practice and self-evaluation
	Promoting & Sharing Best Practice	Best practice is celebrated, promoted and disseminated by middle leader	Middle leader shares best practice across the provision to build the capacity of all the staff	Individual projects are celebrated occasionally but best practice is not shared across the provision	Staff team would benefit from training to market their youth work and to build a culture of celebration

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LEADERSHIP & MANAGEMENT

		GRADE 1	GRADE 2	GRADE 3	GRADE 4
		OUTSTANDING	GOOD	REQUIRES IMPROVEMENT	INADEQUATE
EFFECTIVENESS OF ACTION TO PROMOTE & SUSTAIN IMPROVEMENT	Self-evaluation to improve practice	Self-evaluation is used well to review provision, identifying strengths and areas for improvement	Self-evaluation is used to sustain improvement. Staff are encouraged to be innovative and reflective practitioners	Staff are afforded little time for reflection and self-evaluation, but use feedback from young people and staff to inform improvement	There is insufficient use of data and feedback from young people staff and stakeholders to inform self-evaluation
	Action Planning to Improve	There is a clear action planning process in place to bring about improvement	There is clear evidence to demonstrate improvement based on actions taken as a result of self-evaluation and stakeholder engagement	There is some evidence that some improvement has occurred as a result of analysis of feedback from young people and staff	There is insufficient use of data and feedback from young people staff and stakeholders to inform quality improvement planning
	Stakeholder Consultation	The views of young people, staff and relevant stakeholders are used when planning and improving provision	A stakeholder consultation is carried out annually to review the provision and plan for improvement	Members of the youth group are consulted, but young people who do not attend the provision are not contacted	Young people and other stakeholders are not consulted sufficiently; training in stakeholder engagement techniques would be beneficial
	Staff Training	Staff have opportunities to gain accredited, relevant qualifications and training to improve their youth work skills	Staff are actively encouraged and supported to engage in accredited youth work training to improve their skills	Some staff are given the opportunity to engage in youth work training	Staff engage in basic staff training at base and are not given support to progress to accredited training
	Staff Understand Impact of Services	Staff analyse and use data effectively to understand the impact of the services on young people	Staff have been trained in the Outcomes Framework and employ a range of tools which demonstrate young people's progression against outcomes	Staff use basic tools and narrative to measure impact of services	Staff would benefit from training on the Outcomes Framework

SAFEGUARDING

Theme		Descriptor
Policies & Procedures	A	All staff on the payroll of the organisation and unsupervised volunteers are appropriately and suitably vetted in compliance with the relevant DE circulars
	B	Appropriate procedures are in place to manage the recruitment and supervision of all volunteers
	C	There are written child protection/safeguarding policies and procedures (including Child Sexual Exploitation) which EA or the Management Committee have ratified,
	D	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
	E	Appropriate risk assessment procedures are in place
	F	The organisation ensures the safety of all through the security of the site and buildings
Structures	A	There is a designated youth worker/officer (DW) and deputy DW (DDW) for child protection/safeguarding in the organisation
	B	The names and contact details of the DW and DDW(s) are known to all staff, young people and parents/carers
	C	There is a designated member of the management group/authority who has responsibility for safeguarding
Awareness of legislation, policies & systems	A	All members of the management group/authority have a copy of CP/Safeguarding policy; DE Circular 2017/04; Current CP/Safeguarding Circulars and letters from DE;
	B	All young people have been informed, in a language understandable to them, about the arrangements for child protection/Safeguarding and how a complaint or concern can be raised
	C	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
	D	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
	E	The system for reporting concerns/complaints is known to all staff and volunteers in the organisation, parents/carers and young people
	F	There is a secure and confidential system for recording information, concerns and complaints, retaining records and sharing records with the appropriate authorities
	G	The organisation's complaints policy is provided to young people, parents and carers
Training	A	DW cascades update 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
	B	All new DW/DDW attend 2-day Introduction to CP course within first year of post, and refresher training every third year thereafter
	C	Initial CP Awareness Training is attended by all new members of the management group/authority on initial appointment
	D	All new Chairpersons and designated management group/authority members attend appropriate CP training on initial appointment
	E	All members of the management group/authority sitting on selection and appointment panels have received training on recruitment, selection and vetting procedures (including CP Legislation and DE Guidance)

Key Performance Indicators Assessment

RAG Rating	Descriptor
Green	All sampled Key Performance Indicators are On Track to Complete, taking into account any approved amendments to the delivery plan, with clear evidence presented as result of moderation visit.
Amber (with planned improvement indicated)	Not On Track to Complete one or more sampled Key Performance Indicators but action is being implemented to address the risk with clear evidence presented. It is anticipated that Key Performance Indicators will be achieved within the funding period.
Amber (with no planned improvement indicated)	Not On Track to Complete one or more sampled Key Performance Indicators with no evidence of an action being implemented to address the risk. The organisation is at risk of failing to achieve Key Performance Indicators within the funding period.
Red	Significant key performance indicators not achieved or not track to be achieved within the funding period with no evidence of action taken to address and/or limited capacity within the organisation to deliver.

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