

# HORIZONS

YOUR LEADERSHIP JOURNEY



Programme  
Information  
Pack

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# Background to the Project

The Education Authority Youth Service has been tasked by the Department of Education through funding under A Fair Start Action Plan, to deliver under Key Action 5 the - Horizons Leadership Programme. This action is outlined as below:

*To deliver a programme which will produce well skilled, qualified, and experienced youth work volunteers. These volunteers starting at the age of 15 years and over will act as role models to the young people they work with to inspire a new generation of young people into volunteering in their communities. Not only will these volunteers be considered role models they will also be appreciated and viewed as a valued member of the youth work team. Receiving regular training and support from full time youth workers to aid their own development and further enhance the quality of service given to young people.*

In 2022 the Education Authority developed and implemented the first Horizons programme. Following an evaluation of this programme the Education Authority has since revised the programme and has secured funding for the 2024-2025 period to deliver an additional cohort. As part of the Education Authority's governance and investment portfolio approach, it has been identified to increase access to the programme for the target participants, it should seek to deliver the programme in partnership with the community and voluntary sector through co-delivery of programme areas with both statutory and voluntary youth work staff.

## The Core Objectives

1. Provide access to accredited programmes for Horizon participants.
2. Help and support young people who are vulnerable to experience new opportunities through alternative learning methodologies.
3. To deliver on the Youth Services allocated action within the Department of Education's 'A Fair Start' action plan.
4. Combat educational underachievement by providing services to participants who don't have access to leadership, community, and volunteer programmes.
5. Provide career development experiences through social enterprise for young people to better equip them for the labour market.

## Target Participants and Delivery Areas

Outlined Below are the target delivery areas and recruitment targets for both Statutory and Voluntary delivery. Successful voluntary organisations will be partnered with a local statutory centre based or area-based programme for co-delivery of the horizons project in these targeted areas. Included in the table below is the targeted recruitment of youth participants per programme expected.

| Planning Area              | Delivery Area            | Statutory Recruitment | Voluntary Recruitment | Total Participants |
|----------------------------|--------------------------|-----------------------|-----------------------|--------------------|
| North & East Belfast       | East Belfast             | 7                     | 7                     | 14                 |
|                            | North Belfast            | 7                     | 7                     | 14                 |
| South & West Belfast       | South Belfast            | 7                     | 7                     | 14                 |
| Armagh Banbridge Craigavon | Lurgan                   | 7                     | 7                     | 14                 |
| Mid and East Antrim        | Larne                    | 7                     | 7                     | 14                 |
|                            | Carrickfergus            | 7                     | 7                     | 14                 |
| Newry Mourne & Down        | Downpatrick/Ballymote    | 7                     | 7                     | 14                 |
|                            | Newry                    | 7                     | 7                     | 14                 |
| Derry & Strabane           | Derry (Waterside)        | 7                     | 7                     | 14                 |
|                            | Derry (Foyleside & Moor) | 7                     | 7                     | 14                 |
| Antrim & Newtownabbey      | Glengormley              | 7                     | 7                     | 14                 |
| Mid Ulster                 | Dungannon                | 7                     | 7                     | 14                 |

The Education Authority is seeking only one voluntary partner per delivery area noted above through application and assessment to the programme.

# Horizons Programme Outline

Outlined in this section is a summary overview for each module of the year long programme. This is to aid applicants to understand what the module is and what it aims to achieve. Each of the modules are designed in and order to support participants progression, building up the participants confidence to succeed as the programme progresses. Programme materials and resources have been developed to support the delivery and successful organisations will be invited to an induction and training day where these resources will be shared. In summary there are five modules for delivery over the period titled as below:

- Module 1 – Who Am I Belonging Programme
- Module 2 – Me and My Community Social Action Project
- Module 3 – Me and My Leadership Development Accreditation
- Module 4 – Me and My Career Social Enterprise
- Module 5 – Me and Beyond My Community

## Module 1 – Who Am I Belonging Programme

Young people will have the opportunity to develop strong relationships within their local group, developing a sense of belonging within the Horizons programme. The programme will help the young people develop skills such as leadership, communication, problem solving, self-awareness and teamwork. This will be done through team challenges, opportunities to lead the group, life mapping and journaling. The programme will also explore the current issues that the young people face within their communities from a strength-based approach, promoting a social action mindset for module two.

### Key themes:

1. **Leadership** - Exploring and developing leadership within the group and developing skills through individual leadership tasks, with opportunities to take the lead.
2. **Teamwork** - Building teamwork skills such as communication and problem solving, whilst developing relationships with peers and staff which support positive group dynamics.
3. **Community** - Developing a greater understanding of their own network and others to give them a greater sense of belonging within their own community. Recognising the positive contributions, they can make as young leaders.

### Key learning outcomes:

- Young people will have an **increased understanding of the Horizons Programme.**
- Young people work together to creating **positive group dynamics.**
- Young people feel part of something (**belonging**) and will **develop positive peer relationships.**
- Young people **develop a greater sense of self and others.**
- Young people **build teamwork skills** and each other's strengths.
- Young people will have a **greater understanding of leadership.**
- Young people to have **increased confidence** sharing with the group.
- Young people will understand how to set and breakdown their goals (**Goal Setting**)
- Young people will have **increased their presentation skills.**
- Young people will have **increased confidence in their own creativity.**
- Young people will have a **greater understanding of their own network within their community.**
- Young people will have a **greater understanding of others.**
- Young people developed **positive peer relationships.**

## Module 2 – Me and My Community Social Action Project

The Social Action project is a model of working together to create positive change. We encourage the Horizons young people within their locality to plan and create visual projects that will showcase their talents, develop confidence and self-esteem, learn new skills, and support intergenerational projects.

The purpose of the Horizons Social Action project is to enable young people to feel empowered whilst creating positive change in their communities; to know that their passions can be realised, and that their contributions are valued. The experience of designing, developing, and delivering social action projects will enable the young people to know that they are, and can continue to make a practical and impactful difference in matters of interest and importance.

The aim is to deliver a Social Action Project within the local community measuring individual and community impact. The Young people will deliver a Social Action Project that makes a positive contribution to society and their community will experience economic and environmental wellbeing.

### Key themes:

1. Understanding my community- Exploring the community looking possible opportunities for improvement
2. Generosity - Enhancing leadership capacity through planning and delivering a social impact programme within the local community. The giving of one's time.
3. Self-reflection- measuring the impact that the project has had within the community.

### Key learning outcomes:

- Community connection – increased understanding of your community
- Identifying local needs – increased empathy of others through development of community impact assessment
- Exploring civic responsibility – increased knowledge
- Enhancing the voices of young people within the community – developing effective advocacy skills
- Development of personal skills and capabilities – planning, delivery, and evaluation of social action programme
- Increased visibility and recognition of the positive contribution of young people within the community – through celebration events

## Module 3 – Me and My Leadership Development Accreditation

The Education Authority Youth Service recognizes that effective youth work contributes to each young person achieving his or her potential at every stage of their development.

A key target within the Regional Development Plan is that of Closing the Performance Gap in learning and achieving, through the provision of accredited training for children and young people. Through the Horizons Leadership programme participants are given access to accredited programmes in leadership and community development. All courses require that the young person is fourteen years of age on completion of the course.

As part of a group the young people select an accredited course based upon their needs (Available course options contained within Appendix A). The course is delivered through informal youth work methodologies and young people develop an individual portfolio to help evidence achievement of the course objectives and learning outcomes, based upon the assessment criteria outlined.

### Themes Include:

- Leadership skills development
- Sports Leadership
- Peer Mentoring



- Diversity and Good Relations

### Key Learning Outcomes

- Young people see education as fun, relevant, beneficial, and achievable.
- Development of a range of skills, knowledge and understanding which benefit both the individual and own community
- Enhanced employment pathways to further education, training, and employment opportunities
- Increased awareness of the impact of youth community engagement in response to the voice of children and young people

### Module 4 – Me and My Career Social Enterprise

The Social Enterprise project is a model of working together to create a business that creates a positive change in local communities. We encourage the Horizons young people within their locality to plan, advertise, create, and sell a product or service that will showcase their talents, develop confidence and self-esteem, learn new skills, and support the local community.

Throughout this project young people will try out 'roles' within businesses and hear from exciting career opportunities and will be showcased non-traditional pathways and support to employment. At the end of the programme, young people will participate in regional marketplace and dragons' den, along with local social enterprises and small businesses.

### Aims

To create a social enterprise within the local and regional community measuring individual and community impact. The young people will deliver a Social Enterprise idea that makes a positive contribution to society and that supports community environmental wellbeing.

### Themes:

1. Understanding business- Exploring the community looking possible opportunities to set up a local business that gives back to their communities.
2. Generosity - Enhancing leadership capacity through planning and delivering a Social Enterprise Programme that positively impacts their own community.
3. Self-reflection- measuring the impact that the project has had on the young person and the community.

### Key learning outcomes:

- Community connection – increased understanding of your community
- Identifying local needs – increased empathy of others through development of community impact assessment
- Increased knowledge of civic responsibility
- Enhancing the voices of young people within the community – developing effective advocacy skills
- Development of personal skills and capabilities – planning, delivery, and evaluation of social enterprise programme
- Increased visibility and recognition of the positive contribution of young people within the community
- Increased business skills

## Module 5 – Me and Beyond My Community

The module of the programme supports young people to further enhance their personal and social development through. This module will also include an International Leadership Experience.

### Themes

- Recognition of achievements through the Horizons programme
- Social Enterprise project
- Accreditation
- Vocational training
- Improved community connection

### Key Learning Outcomes

- An opportunity to complete vocational training in an area relevant to their future chosen career pathway.
- Young people will complete 1-2 vocational training courses.
- Participants will support the planning and delivery of a regional celebration event in recognition of the learning and achievements gained through the Horizons programme.
- A showcase of projects completed, and outcomes gained.
- Sharing of individual and group learning, progression, and impact within own community



# Delivery Expectations

## Programme Induction for Organisation Delivery

A detailed induction day will be provided for a voluntary and statutory delivery staff for the programme which will include an overview of support materials and detail of all programme module elements. This will take place on the 14 June 2024 at a venue to be confirmed, from 10am to 4pm with lunch provided. Six hours of time has been budgeted within staff salaries to facilitate full participation. (6 Hours)

### Module 1 – Who Am I Belonging Programme (June – August 2024)

| Dates/Time  | Programme  | Staff Hours Provided |
|---|--|----------------------|
| 10 June – 21 June   | Recruitment of 7 young people aged between 15-17 years   |                      |
| Completed by 28 June  | Introduction and Programme Welcome Session with recruited participants. Groups can include additional sessions from the post camp event if required (from ibelong programme below) | 3 Hours              |
| Group 1: 2 July – 5 July<br>Group 2: 8 July – 11 July                 | Regional Residential at Gortatole Outdoor Learning Centre Enniskillen with 10 other Regional Horizons Groups*  | 30 Hours             |
| Delivered Between 11 July – 30 August                                 | Delivery of 6 iBelong Programme Sessions (3 Hours Per Session) following the Residential   | 18 Hours             |
| Delivered by 30 August  | Module 1 Evaluation Session  | 3 Hours              |
| Total Staff Leader Collaboration and Preparation time for this module |  | 10 Hours             |

\*This element of the Module will be centrally paid for by the Education Authority, including any associated transport.

### Module 2 – Me and My Community Social Action Project (September – October 2024)

| Dates/Time               | Programme  | Staff Hours Provided |
|--------------------------|--|----------------------|
| 1 September – 31 October | Delivery of a Social Action Project designed and led by participants over 8 sessions (3 hours per session) This project will be supported with a £500 budget per Horizons Group* | 24 Hours             |
| 30 September – 4 October | Regional Horizons Hub Group Meet Up. The 22 Horizons Project Regionally will meet in three different groupings. Individual Hub dates to be Confirmed*                            | 3 Hours              |
| Delivered by 31 October  | Module 2 Evaluation Session  | 3 Hours              |

\*This element of the Module will be centrally paid for by the Education Authority, including any associated transport.

### Module 3 – Me and My Leadership Development Accreditation (November – December 2024)

| Dates/Time  | Programme   | Staff Hours Provided |
|---|---|----------------------|
| 1 November – 31 December  | Delivery over 6 sessions (3 hours per session) of an accreditation option contained with Appendix A. Accreditation test centre support and fees will be provided by the Education Authority.                                  | 18 Hours             |
| 1 November – 31 December  | Horizon Group Residential (Friday – Sunday) to Support the delivery and completion of accreditation provide at one the Education Authority’s Outdoor Learning Centres including transport covered by the Education Authority* | 15 Hours             |
| 25 November – 29 November   | Regional Horizons Hub Group Meet Up. The 22 Horizons Project Regionally will meet in three different groupings. Individual Hub dates to be Confirmed*   | 3 Hours              |
| Delivered by 31 December  | Module 3 Evaluation Session   | 3 Hours              |
| Total Staff Leader Collaboration and Preparation time for this module |   | 13 Hours             |

\*This element of the Module will be centrally paid for by the Education Authority, including any associated transport.

### Programme Update and Training for Organisations

A six-hour update and training session will be provided for staff between November and December 2024 to prepare for module four and five of the programme. This will take place on the 15 November 2024 at venue to be confirmed, from 10am – 4pm with lunch provided by the Education Authority. Six hours of time has been budgeted within staff salaries to facilitate full participation. (6 Hours)

### Module 4 – Me and My Career Social Enterprise (January – April 2025)

| Dates/Time            | Programme  | Staff Hours Provided |
|-----------------------|--|----------------------|
| 1 January – 31 April  | Delivery and design of a Social Enterprise project designed and led by participants over 11 sessions (3 hours per session). This project will be supported with a £500 seed budget per Horizons Group. * | 33 Hours             |
| 3 May                 | Regional Event to showcase and present Social Enterprise Project with all 22 Horizons Groups in attendance*  | 6 Hours              |
| Completed by 31 April | Module 4 Evaluation Session  | 3 Hours              |

| Dates/Time  | Programme | Staff Hours Provided |
|---|-----------|----------------------|
| Total Staff Leader Collaboration and Preparation time for this module |           | 15 Hours             |

\*This element of the Module will be centrally paid for by the Education Authority, including any associated transport.

### Module 5 – Me and Beyond My Community (May - July 2025)

| Dates/Time   | Programme  | Staff Hours Provided |
|--|--|----------------------|
| 1 May – 31 July  | Delivery of 10 Sessions (3 hours per session) supporting participants beyond the horizons programme into employment and/or further and higher education through vocational training options (Appendix B). In addition, these sessions will be used to support and prepare participants for their international experience in July, and to plan and deliver a young person led graduation event. Costs for vocational training course will be paid by the Education Authority directly. | 33 Hours             |
| 2 June – 6 June  | Regional Horizons Hub Group Meet Up. The 22 Horizons Project Regionally will meet in three different groupings. Individual Hub dates to be Confirmed*  | 3 Hours              |
| Group 1: 30 June – 4 June (TBC)<br>Group 2: 7 June – 11 June (TBC) | 4 Day International Leadership Experience provided outside of the UK and Ireland. International costs will be provided and secured by the Education Authority. Details on location and confirmed dates will be provided during the programme. *  | 36 Hours             |
| Completed by 31 July   | Module 5 Evaluation Session  | 3 Hours              |

\*This element of the Module will be centrally paid for by the Education Authority, including any associated transport.

### Graduation Event

At the end of the programme all Horizons Participants will come together to celebrate and reflect on their achievements as part of the programme. Formal certificates will be presented as part of this programme including testimonials by participants. This will take place by the 31 July 2024, from 6.30 – 9pm. Six hours of time has been budgeted within staff salaries to facilitate this element. (6 Hours) This element of the programme will be centrally paid for by the Education Authority including any associated transport.

### Total Staffing Hours for Programme

Delivery, preparation, and induction/training staff hours for this programme totals 296 Hours.

# Budget Allocations

## Staffing and Salaries

Staff salaries for the programme will be provided to each successful organisation based on the number of hours identified in the delivery expectations, which include face to face sessional delivery, preparation and collaboration time and attendance at induction and training, this is 296 hours for the programme period.

This will be based on the top salary point of a JNC pay scales for an Area Youth Worker I, /Centre Based Youth Worker I, which will also include employers' national insurance contributions and pensions contribution in line with EA's contractual arrangements. This is demonstrated on the table below:

| Cost Area  | Cost             |
|--|------------------|
| Gross Salary   | £35,522.00       |
| Employers National Insurance                         | £3,508.24        |
| Employers Pension                                    | £6,904.40        |
| Total  | £44,934.64       |
| Hourly Rate  | £24.00           |
| <b>296 Hours for Programme Delivery (Allocation)</b> | <b>£7,104.00</b> |

## Programme Costs

All programme costs will be paid for by the Education Authority as outlined and noted in the delivery expectations section. This includes residential costs through an EA Outdoor Learning Centre, Accreditation Costs (including accreditation through and supported by the Education Authority test centre), programme budgets for social action and social enterprise, flights accommodation and airport transfers associated with the International Leadership experience, Graduation, and any transport costs linked to the Hub meet up programme.

## Management Costs

In addition, the established salaries costs noted above, the Education Authority will provide a 10% management cost to all successful voluntary youth organisations based on the total salary cost. This can be used where applicable to cover organisation administration costs, overheads and mileage associated with the programme. For each organisation this will be £710.40.

## Total Allocation to Successful Voluntary Partner

The total allocation per successful organisation will be £7,814.40.

## Overnight Sleep-in Allowances

Overnight Sleep-in allowances in line with JNC will be provided in addition to the total budget allocation to each group following completion of the residentials.

# Reporting Expectations

## Outcomes Based Accountability Framework for Horizons

In agreement with the Department of Education and the Education Authority 'A Fair Start' Programme Board an outline of monitoring and reporting for the project has been agreed. This is to reflect not only children and young people's progression against the youth work outcomes, but to reflect feedback from participants, parents or carers, teachers, and the local community to demonstrate the impact the programme is having for young people, families, schools, and the wider community. The Outcomes Based Report Card for this project is outlined in Appendix C.

## Reflection leading to Ensuring Quality and Continuous Improvement

In addition to reporting on the Outcomes Based Accountability framework, as part of the reporting each project will provide reflective feedback per module on the strengths, gaps, and proposed areas for improvement. This information will be used to inform decisions in the design and delivery of the programme to foster an approach of continuous improvement.

## Reporting Frequency and Method

The Education Authority are required to provide quarterly updates via the Education Authority A Fair Start Programme board to the Department of Education. To facilitate this each Horizon project provides at the end of each month basic participation and attendance data. At the end of each module each Horizons project will also provide a measure of progress against the youth work outcomes for participants, summary feedback from the community, family and education where received and outline strengths, identified gaps or areas for improvement. This monthly and end of module return is provided through an online response form.

# Application and Assessment

## Selection and Award

Organisations who meet the Eligibility Criteria (Essential) will progress to application assessment under the criteria outlined above. The assessment criteria will be used to score each application and based on merit (top score to lowest score) and the delivery area applied, an organisation will be selected.

## Eligibility Criteria (Essential)

Applicant organisations must meet the criteria below to be eligible to apply and be in receipt of this funding.

|   | Criterion  | Assessment & Minimum Grade Required   |
|---|--|---|
| 2 | <p><b>Be a registered and verified Local Voluntary Youth Organisation before the 17 May 2024 with the Education Authority which includes as part of verified status that your organisation has:</b></p> <ul style="list-style-type: none"> <li>• <b>Safeguarding and Child Protection Policies that meet the requirements outlined for the scheme (<a href="#">see requirements here</a>)</b></li> <li>• <b>Organisation Governance Arrangements in place to meet the requirements of Bonafede status (<a href="#">see requirements here</a>)</b></li> </ul> | <p>Education Authority will base this on the information we already hold on file for your organisation.</p> <p>Unverified organisations can still apply if they meet criterion, if successful through assessment a successful verification visit will be required to receive an offer of funding.</p> |

## Application Assessment

All applicants will be required to provide a response and evidence to the following questions. Each of your questions will be assessed against the established assessment criteria outlined. Applicants are required to score at least “Meets Requirements” across all questions to be considered for award.

- Proven Track Record – Provide Evidence of your proven track record in relation to youth work delivery, meeting the needs of children and young people within the selected programme target area.
- Demonstrate how you will successfully deliver – Provide an outline in your response how you will effectively deliver all aspects of the programme.

Successful organisations will be identified based on merit order of assessment (highest marks) against each delivery area applied for.

## Proven Track Record Assessment Criteria

Provide evidence of your proven track record in relation to youth work delivery, meeting the needs of children and young people within the selected programme area. (Maximum 750 Words)

| Mark               | DESCRIPTION  | Score Range |
|--------------------|--|-------------|
| Excellent          | <p>Excellent response that evidences:</p> <ul style="list-style-type: none"> <li>• Significant experience and evidence of effectively working with children and young people in the geographical area. The response demonstrates the impact and quality of their Youth Work delivery, relevant to the themes of work specific to this funding opportunity.</li> <li>• Compliance with returns and reporting requirements in an accurate, timely and consistent manner.</li> <li>• Clear evidence of the organisation's commitment to continuous improvement, through effective Quality Assurance processes including ongoing Reflective Practice.</li> </ul> | 31-40       |
| Good               | <p>A good response that evidences:</p> <p>Evidence of experience in working effectively to meet the needs of children and young people in the geographical area.</p> <ul style="list-style-type: none"> <li>• Compliance with returns and reporting requirements in an accurate, timely and consistent manner.</li> <li>• Evidence of reflective practice within youth work delivery.</li> </ul>   | 21-30       |
| Meets Requirements | <p>An adequate response which indicates:</p> <ul style="list-style-type: none"> <li>• Reference experience in working to meet the needs of children and young people within the geographical area but lacks evidence.</li> <li>• Compliance with returns and reporting requirements is referenced.</li> </ul>  | 11-20       |
| Failed to Address  | <p>The response does not clearly evidence a proven track record of successful Youth Work delivery within the geographical area outlined in the programme Opportunity.</p>  | 0-10        |

*Applicants Require a minimum of 11 marks for their application to be considered.*



## Successful Delivery

Please outline in your response how you will effectively deliver all aspects of the programme (Maximum 1000 Words)

| Mark               | DESCRIPTION  | Score Range |
|--------------------|--|-------------|
| Excellent          | <p>An excellent response demonstrates that the organisation will deliver high quality Youth Work, achieving the desired impact of the of the programme opportunity. The response includes:</p> <ul style="list-style-type: none"> <li>• A strong understanding of the programme opportunity</li> <li>• A well-considered strategy, including engagement with other Local providers in the designated area, to recruit Children and Young People who would most benefit from delivery.</li> <li>• A clear outline of how the organisation will support measuring impact and celebrate success including inclusive methodologies.</li> <li>• A clear outline of how the organisation will embed CRED Policy, and the Emotional Health &amp; Wellbeing Framework</li> </ul>                         | 31-40       |
| Good               | <p>A good response demonstrates that the organisation will deliver Youth Work, achieving the desired impact of the of the published programme opportunity. The response includes:</p> <ul style="list-style-type: none"> <li>• A good understanding of the published funding opportunity</li> <li>• A plan to ensure recruitment is targeted and well considered, based on assessed need.</li> <li>• A description of how this delivery is additional to Core Youth Work Provision within the designated area.</li> <li>• An outline of how the organisation will support measuring impact and celebrate success.</li> <li>• An outline of how the organisation will embed Emotional Health &amp; Wellbeing Framework and CRED as part of delivery, including inclusive methodologies</li> </ul> | 21-30       |
| Meets Requirements | <p>A meets requirements response demonstrates that the organisation will deliver Youth Work, achieving the desired impact of the of the programme opportunity. The response includes:</p> <ul style="list-style-type: none"> <li>• An understanding of the published programme opportunity</li> <li>• Reference to a targeted recruitment process</li> <li>• Reference to additionality to Core Youth Work Provision within the designated area</li> <li>• An outline of how they will support measuring success.</li> <li>• Reference to the Emotional Health &amp; Wellbeing Framework and CRED Policy as part of delivery</li> </ul>  | 11-20       |
| Failed to Address  | <p>Response that fails to address the question which does not outline and/or fails to reference any of the following:</p> <ul style="list-style-type: none"> <li>• An understanding of the published programme opportunity</li> <li>• A targeted recruitment processes.</li> <li>• Clear additionality to Core Youth Work Provision within the designated area</li> <li>• How they will measure impact</li> <li>• How they will embed the Emotional Health &amp; Wellbeing Framework and CRED Policy as part of delivery</li> </ul>  | 0-10        |

*Applicants Require a minimum of 11 marks for their application to be considered.*

## Application Timeline

The Education will release and assess applications to the following timeline:

| Action                     | Dates/Times       |
|----------------------------|-------------------|
| Open call for applications | 21 May 2024 @ 4pm |
| Information Workshops*     | 23 – 28 May 2024  |
| Application Close          | 3 June 2024 @ 4pm |
| Assessment of Applications | 3 – 6 June 2024   |
| Notification of Award      | 7 June 2024       |

*\*Dates and venues will be posted on social media and made available for online sign up*

# Appendices

## Leadership Accreditation Options

**OCNNI Level One Award in Youth Work Practice** with a credit value of five and thirty-two guided learning hours. This qualification is designed for young people who have been involved in a youth group and have leadership aspirations and potential.

**OCNNI Level 2 Award in Youth Leadership** with a credit value of three and twenty-four guided learning hours. This Award enables young people to share experiences and gain essential knowledge for leadership, equipping them with practical skills that they will need in their organisation while developing their leadership skills.

**OCNNI Level 1 and Level 2 Award in Diversity and Good Relations.** This award helps young people become more aware of diverse groups within our communities and the importance of respect. Young people will have a better understanding of what is meant by prejudice and discrimination and will recognise the value of equal opportunities legislation. Both Level one and Level two Award in Diversity and Good Relations hold a credit value of three with thirty guided learning hours, respectively.

**OCCNI Level 1 Award in Peer Mentoring for Young People** has a credit value of three and twenty-seven guided learning hours. This award has been designed to help young people understand the role of the peer mentor and the benefits it can bring to people and communities.

**OCNNI Level Two Award in Peer Mentoring Practice,** has a credit value of three and twenty-four guided learning hours. This award helps to develop effective mentoring skills and techniques and understand the impact of mentoring relationships within the community.

**Leadership Skills Foundation-** Level One, twenty-three guided learning hours and three credits awarded. This is a Nationally Recognised qualification that enables successful learners to assist in leading purposeful and enjoyable sport/physical activity under direct supervision.

## Vocational Course Options

|   |   |
|---|---|
| Workplace First Aid                                   | Autism Awareness,                                       |
| Health and Safety in the workplace                    | Communication skills                                    |
| Child Mental Health training                          | Basic Life support                                      |
| Level 2 Food Hygiene for catering                     | Resilience Training & Challenging Behaviour in Children |
| Person Centred Care,                                  | Welding safety  |
| Medication Training for Care,                         | Paediatric First Aid                                    |
| Moving and Handling People in Health and Social Care, | Mental Health Awareness                                 |
| Safeguarding Adults                                   | Sexual harassment for employees                         |
| Level 2 Food Hygiene and safety,                      | Business training                                       |
| Special Needs and Disability in the Classroom,        | CPR Awareness   |
| Food Allergen Awareness,                              | Communication Skills                                    |
| Disability Awareness for Employees,                   | Safeguarding in Sport                                   |
| Social Media Marketing,                               | Safeguarding in Children's Education                    |
| Starting a Business,                                  | Environmental Awareness                                 |
| Anaphylaxis Awareness,                                | LGBT Awareness  |
| Communication Skills in Health and Social Care        | Health & Safety   |
| Conflict Management,                                  | Health and Social Care                                  |
| Child Sexual Exploitation                             | Time Management   |
| Child Criminal Exploitation Awareness,                | Presentation Skills                                     |
| Data Protection,                                      | Bullying & Harassment                                   |
| Introduction to Safeguarding Children,                | Resilience Training                                     |
|   | ADHD Awareness,   |

## Horizons Programme Outcomes Based Accountability Framework

| How Much Did We Do?  | How Well Did We Do It?  |
|--|---|
| <ul style="list-style-type: none"> <li>• No. of Young People Engaged in Project</li> <li>• No. of Projects Delivered</li> <li>• No. of Social Action Projects Completed</li> <li>• No. of Social Enterprise Projects Completed</li> <li>• No. of Volunteer Hours Provided within Local Communities</li> </ul>  | <ul style="list-style-type: none"> <li>• % of Outputs Completed within Action Plan</li> <li>• No. of Local Projects Supported by Regional Services</li> <li>• % of Children and Young People Satisfied with the Programme</li> <li>• % of Children and Young People Very Satisfied with the Programme</li> <li>• % of Moderations of Horizons Projects rated Good or above</li> </ul> |
| Is Anyone Better Off?  |   |
| <ul style="list-style-type: none"> <li>• % of Children and Young People Progressing against 'Improved health and wellbeing' Outcome</li> <li>• % of Children and Young People Progressing against 'Enhanced Personal Capabilities' Outcome</li> <li>• % of Children and Young People Progressing against 'Development of Thinking Skills, Life Skills &amp; Work Skills' Outcome</li> <li>• % of Children and Young People Progressing against 'Improved Relationships with Others' Outcome</li> <li>• % of Children and Young People Progressing against 'Increased Participative Action' Outcome</li> <li>• % of Children and Young People Progressing against 'Active Citizenship' Outcome</li> <li>• % of Young People gaining a recognised Qualification</li> <li>• % of Young People volunteering because of the programme</li> <li>• Qualitative Feedback from Participants, Parents or Carers and Community</li> </ul> |   |