



# The Quality Mark for Youth Work in Wales: Gold Level

April 2021



# The Quality Mark for Youth Work in Wales: Gold Level

## Audience

Organisations providing youth work provision within Wales.

## Overview

This document contains the quality standards, indicators and grade descriptors for the Gold Level of the Quality Mark for Youth Work in Wales, and provides information for organisations to use when completing a self-assessment template which is available from the contractor. This document should be read in conjunction with *The Quality Mark for Youth Work in Wales: Introduction and guidance*.

## Action required

Organisations can use these Gold Level Quality Standards as a tool for improving the quality and impact of their youth work provision or to guide the process of developing a self-assessment and associated evidence in order to apply for the Gold Level of the Quality Mark for Youth Work in Wales.

## Further information

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## Additional copies

This document can be accessed from the Welsh Government's website at [gov.wales/quality-mark-for-youth-work](https://gov.wales/quality-mark-for-youth-work)

## Related documents

*The Quality Mark for Youth Work in Wales: Introduction and guidance (2021); The Quality Mark for Youth Work in Wales: Bronze Level (2021); The Quality Mark for Youth Work in Wales: Silver Level (2021); The Quality Mark for Youth Work in Wales: Guidance for assessors (2021).*

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## **Introduction to the Gold Level Quality Mark for Youth Work in Wales**

The Quality Mark for Youth Work in Wales (referred to for ease of reference throughout this document as 'the Quality Mark') is a unique tool for self-assessment, planning improvement and gaining a Quality Mark for youth work, and is divided into three levels – Bronze, Silver and Gold. This document is relevant for the Gold Level of the Quality Mark.

The Gold Level of the Quality Mark focuses on the strength of partnership working, the use of management information and the creative use of resources in meeting the needs of young people. It also recognises achievements and celebrates young people's development, and the impact youth work and youth workers have made on the personal journey of their young people.

Many organisations provide experiences and opportunities for young people with limited resources. Resources in youth organisations are precious therefore and must be fully utilised and focused on the highest priorities at any given time. The term 'resources' can refer to a number of different types of assets, e.g. staff, volunteers, skills, equipment, funding or premises. At this level, the focus is on the organisation's people. This level questions how an organisation uses its funding to support its staff and stakeholders, whether they rely on funding alone or if they have proactive and creative partnerships which give them access to or allows them to employ a resource which meet the needs of young people, whether the organisation has embraced a new style of working, as a result of limited resource, or have they developed an abundance of resource due to imaginative community development.

The Gold Level allows organisations to demonstrate the strength of their partnership working and creative use of resource to meet the needs of young people. The use of resource is often linked to statistical information or local intelligence to meet the emerging needs of young people. This level examines how these decisions are made and the impact of how resource is used or prioritised.

The protection of information is essential and the Gold Level asks about what steps an organisation has taken to ensure personal information is protected by a policy framework, and whether or not this information is treated confidentially. This level encourages organisations to give positive examples of how this has happened in practice, encourages organisations to celebrate young people's achievement and their proactive roles within their communities, and demonstrates how youth work volunteers, youth workers and youth support workers have created opportunities for the young people and engaged with them on their journey.

The [Youth Work Strategy for Wales](#) sets out a vision for the future where:

*“the value of youth work is understood, with clear lines of accountability”.*

The Gold Level covers recognising young people's achievement and progress, management information, partnerships, and resources.

## Gold Level Quality Standards

Within each level of the Quality Mark there are four quality standards and within each quality standard there are a number of associated 'indicators'. As part of the Quality Mark application process, organisations are required to provide evidence to support each indicator.

Organisations can use these quality standards as a tool for improving the quality and impact of their youth work, curriculum and provision. They can also contribute to or act as a guide in the process of developing a self-assessment and associated evidence in order to apply for the Quality Mark.

The Gold Level Quality Standards focus on the use of management information and resources in demonstrating cost effectiveness, the quality of partnership working, and the celebration of young people's achievements and progress. The Gold Level Quality Standards are listed in the table below.

<b>Gold: Managing resources to meet the needs of young people.</b>	
<b>Quality standard</b>	<b>Indicators</b>
<b>3.1 Recognising and celebrating young people's achievement and progress</b>	<p>The organisation provides young people with access to a range of opportunities to record and accredit their learning and achievement.</p> <p>The organisation monitors and evaluates their learning opportunities, and the impact of them on young people. It celebrates the achievements of young people and their personal progress.</p> <p>The organisation promotes a learning culture and can demonstrate its impact on improving outcomes.</p>

<b>3.2 Management information</b>	<p>The organisation is clear about what information is needed, and systems to collect and disseminate accurate management information are in place and are secure.</p> <p>The organisation ensures its workforce, at all levels, understands the necessity of providing accurate and timely management information.</p> <p>The organisation uses its management information to assess and demonstrate impact and value for money, and to promote continuous improvement.</p>
<b>3.3 Partnerships</b>	<p>The organisation has a plan or strategy for partnership working that includes a range of agreements, e.g. contracts, memorandum of understanding or service level agreements.</p> <p>The organisation has an identified function within the overall delivery of services for young people and in achieving local and national priorities for young people.</p> <p>The organisation evaluates the impact of its partnership work and can demonstrate how partnership working results in improving or extending the range of services and provision available to young people.</p>
<b>3.4 Resources</b>	<p>The organisation has a plan for deploying resources linked to an assessment of young people's needs, organisational priorities, and local and national priorities for young people.</p> <p>The organisation's resources are generated and deployed in support of young people and their needs.</p> <p>The organisation regularly assesses value for money and cost effectiveness in the use of its resources.</p>

Each of the quality standards has associated 'indicators'. To help organisations develop an accurate self-assessment, grade descriptors are provided for each indicator. The grade descriptors are intended to assist organisations in making a judgement about their current level of performance. The grade descriptors are noted below.

- **Good practice** – There is good overall performance in this area. Policies and plans are up-to-date and consistently implemented. There are effective working arrangements that benefit young people.
- **Some development needed** – Policies and plans are generally appropriate, although practice is not always consistent and some young people do not receive the same quality of service as others. Some gaps exist which managers/leaders plan to address.
- **Considerable development needed** – Policies are not widely understood or consistently implemented. Plans and working arrangements are generally weak, adversely affecting the quality of service offered to young people.

To be eligible for the Gold Level Quality Mark, an organisation must usually have achieved the Silver Level Quality Mark and must now complete a self-assessment with a portfolio of evidence and participate in an external assessment process to demonstrate that a 'good practice' grade has been achieved for each indicator within this Gold Level. To achieve this level, organisations who have already achieved a Silver Level Quality Mark will build on the evidence presented at the previous level in order to achieve the Gold Level. Organisations considering applying for both the Silver and Gold Levels at the same time should discuss this option with the contractor.

The following sections deal with each of the Gold Level Quality Standards in turn, noting the indicators and grade descriptors for each of the quality standards at this Gold Level. They also provide information on what evidence is needed for each of the quality standards, including examples of evidence and good practice, which will help organisations to judge and evidence their current level of performance or develop a self-assessment in preparation for applying for the Gold Level Quality Mark.

## **Quality Standard: 3.1 Recognising and celebrating young people's achievement and progress**

The needs and interests of young people together constitute the fundamental basis of all youth work. Effective relationships between youth workers and young people, based on respect and trust, form the foundations of a continuous process of assessment and analysis of needs. Progression and achievements that young people make may take many years. Therefore the celebration of the success of young people is important not only to the young person and the organisation but also in helping to demonstrate the impact of youth work services to others. The Quality Mark seeks to ensure organisations provide young people with the means by which to enjoy their personal or group success and also how they can take this valuable learning experience onto their future life goals and ambitions.

The evidence to support this quality standard should demonstrate:

- young people's participation in accredited and recorded learning opportunities
- how the organisation monitors, analyses and improves accredited and recorded learning opportunities for young people
- how young people's achievements are celebrated
- improved outcomes for young people.

Within this quality standard, the term 'achievement' can include the development of personal, social and practical skills, and accreditation. The term 'progress' describes young people improving their knowledge and skills and how they apply them in a variety of contexts.

Organisations are likely to have a variety of different methods for recording young people's learning and achievement. These should provide information that can be used to measure a range of outcomes for different groups and set targets for improvement.

## Grade descriptors

<b>Gold Level Quality Standard 3.1 Recognising and celebrating young people's achievement and progress – Grade descriptors</b>			
<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>The organisation provides young people with access to a range of opportunities to record and accredit their learning and achievement.</p>	<p>Young people are provided with a diverse range of accessible learning and development opportunities.</p> <p>A variety of ways and approaches are used to involve young people in recording and/or accrediting their learning, achievement and progress.</p> <p>Targets have been identified for this area of work and referenced in the business/delivery plan.</p> <p>There are case studies which recognise young people's social and/or emotional journey and learning.</p>	<p>Young people are provided with a limited range of learning and development opportunities.</p> <p>There are plans to improve the range of methods used to record and accredit young people's achievement and progress.</p> <p>Targets for this area of work are in development.</p>	<p>Young people are provided with few opportunities to record and/or accredit their learning and progress.</p> <p>Procedures for recording young people's progress and achievement are not consistently applied.</p> <p>There is a plan to improve this area of work.</p>

**Gold Level Quality Standard 3.1 Recognising and celebrating young people's achievement and progress – Grade descriptors**

<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>The organisation monitors and evaluates their learning opportunities, and the impact of them on young people. It celebrates the achievements of young people and their personal progress.</p>	<p>The organisation systematically monitors and evaluates the take up of recorded and/or accredited learning opportunities. The results of monitoring and evaluation are used to inform change and improvement.</p> <p>Young people take up opportunities to have their learning recorded and/or accredited.</p>	<p>The organisation is developing a systematic approach to monitoring and evaluating the take up of recorded and/or accredited learning opportunities.</p> <p>There are examples of good practice in improving young people's take up of opportunities for recording and/or accrediting their learning and progress.</p>	<p>There is no system in place to monitor, evaluate or improve young people's take up of opportunities for recording and/or accrediting their learning and progress.</p>

**Gold Level Quality Standard 3.1 Recognising and celebrating young people's achievement and progress – Grade descriptors**

<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>The organisation promotes a learning culture and can demonstrate its impact on improving outcomes.</p>	<p>Young people understand the value of having their learning recorded and/or accredited.</p> <p>Young people are actively encouraged to take up opportunities to record and/or accredit their learning and progress.</p> <p>There is an organisational culture of celebrating young people's learning, personal journey and progress.</p> <p>The organisation uses information on young people's learning and progress to evidence its impact on improving their outcomes and life chances.</p>	<p>There are examples of young people being supported to take up opportunities to record and/or accredit their learning and progress.</p> <p>There are examples of celebrating young people's learning and progress.</p> <p>There are a few examples of practice in using information on young people's learning and progress to demonstrate impact on improving their outcomes and life chances.</p>	<p>The organisation has yet to develop a systematic approach to encouraging young people to take up opportunities to record and/or accredit their learning and progress.</p>

## Examples of evidence and good practice

- The range of learning and development opportunities that the organisation offers to support young people's achievement and progress.
- How the organisation supports young people to engage in recorded and/or accredited learning opportunities.
- A range of approaches to recording and, where appropriate, accrediting the achievement and learning of young people.
- The range of tools the organisation uses to evaluate, record and evidence young people's learning.
- The organisation's monitoring and evaluation reports.
- Session plans, project plans and evaluations.
- Young people's portfolios, discussions and evaluations.
- Young people's contribution to the development and evaluation of learning programmes and activities.
- Supporting young people to recognise their own learning and engage in accreditation.
- How young people understand the value of recorded and/or accredited learning opportunities.
- How participating in recorded and/or accredited learning opportunities supports young people's progress in other aspects of their lives, e.g. gaining access to education, training or employment.
- Workforce development opportunities that support the effective recording of young people's progress.
- How the organisation gathers and analyses data on trends in the take up of opportunities for recorded and/or accredited learning opportunities.
- Data demonstrating improvement in the number of young people who have engaged in recorded and/or accredited learning opportunities.
- How the organisation uses information and evidence on young people's learning and progress to demonstrate its impact on improving outcomes.
- References to setting and monitoring targets for recording and accrediting young people's learning in the organisation's plans and strategies.
- How the organisation benchmarks the take up of recorded and/or accredited learning opportunities.
- How the organisation has improved performance in relation to recording and accrediting young people's learning and achievement.

- How the organisation celebrates young people's achievement and progress, e.g. through presentations or celebration events.
- Press stories and case studies highlighting young people's progress and achievement through their involvement in the organisation's youth work provision.
- Reports to the Welsh Government Youth Work Audit.

## Quality Standard: 3.2 Management information

This quality standard focuses on how management information, including statistical data, is collected, disseminated and used to develop plans, set targets, manage performance, and assess overall effectiveness, impact and value for money. The management information system should provide the workforce, partners and other relevant stakeholders with regular information about the organisation's performance.

The evidence to support this quality standard should demonstrate:

- how decisions are made about what data and information are needed to plan, monitor and evaluate
- how information on the needs of young people is collected, using a wide range of methods; how it is analysed and disseminated; and how it is used to develop plans and identify targets
- that the workforce, at all levels, understands the importance of collecting and interpreting information
- how the organisation uses management information to assess its performance and demonstrate impact and value for money
- how management information is used to promote continuous improvement.

### Grade descriptors

Gold Level Quality Standard 3.2 Management information – Grade descriptors			
Indicators	Good practice	Some development needed	Considerable development needed
The organisation is clear about what information is needed, and systems to collect and disseminate accurate management information are in place and are secure.	The organisation collects data relevant to its key priorities in line with data protection legislation.	The information needed to plan, monitor and assess the organisation's effectiveness, impact and value for money is being reviewed.	Work is underway to identify what information is needed to plan, monitor and assess the organisation's performance.

	<p>The information collected by the organisation is kept for appropriate reasons, is confidentiality secured and storage of the information complies with a legal standard.</p> <p>The information collected by the organisation is used to plan, monitor and assess its activities and their impact.</p> <p>The organisation provides information to demonstrate activities are value for money.</p> <p>A planned and legal approach to collecting and analysing management information is in place.</p>	<p>A systematic approach to collecting, analysing and disseminating management information is being developed.</p>	
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**Gold Level Quality Standard 3.2 Management information – Grade descriptors**

<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>The organisation ensures its workforce, at all levels, understands the necessity of providing accurate and timely management information.</p>	<p>Accurate management information is routinely disseminated to relevant staff and stakeholders.</p> <p>The organisation has effective systems for data control that comply with the Data Protection Act.</p> <p>The workforce understands what information to gather, how to do this and why it is important.</p> <p>Management information returns are accurately and punctually completed.</p> <p>The workforce routinely uses management information and also reflects on the views and opinions of young people to identify emerging young people's needs and to improve performance, quality and impact.</p>	<p>The workforce knows how to collect accurate management information.</p> <p>Training to improve the collection and analysis of management information is underway.</p> <p>The accuracy and punctuality of management information returns is inconsistent.</p> <p>There are examples of the workforce using management information to improve performance, quality and impact.</p>	<p>The organisation's arrangements for collecting and disseminating management information are not consistent.</p> <p>Training to improve how management information is collected, analysed and disseminated is being developed.</p> <p>There are isolated examples of the workforce using management information to improve performance, quality and impact.</p>

**Gold Level Quality Standard 3.2 Management information – Grade descriptors**

<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
The organisation uses its management information to assess and demonstrate impact and value for money, and to promote continuous improvement.	<p>Management information provides evidence of the organisation’s overall performance, impact and value for money.</p> <p>Management information is routinely used to promote continuous improvement.</p>	<p>The range of management information currently collected is being reviewed to ensure it provides evidence to demonstrate the organisation’s overall performance, impact and value for money.</p> <p>There are examples of management information being used to promote improvement.</p>	<p>Management information provides little evidence of the organisation’s performance, impact and value for money.</p> <p>There is limited evidence of management information being used to inform planning, assess impact or support improvement.</p>

**Examples of evidence and good practice**

- The organisation’s management information system(s) or arrangements for collecting and analysing data and information.
- How the organisation uses management information to:
  - assess young people’s needs
  - develop strategies and plans
  - assess its performance
  - improve and change at unit or project level
  - assess its impact and value for money.
- The organisation’s arrangements for collecting and disseminating management information.
- Reports and returns for funders and other relevant stakeholders, e.g. local authority councillors, trustees and management committees.
- Reports or data returns to the Welsh Government.
- Workforce development activities to support the collection and collation of accurate management information.
- How management information systems are reviewed.

## Quality Standard: 3.3 Partnerships

The [Youth Work Strategy for Wales](#) highlights the value of closer partnership working between all stakeholders and the need to strengthen innovative collaboration in particular between statutory and voluntary youth work organisations to deliver high-quality youth work opportunities for young people. It recognises that youth work has an intrinsic role in the delivery of a broader range of youth support services and that effective partnership working is crucial to improving young people's access to and experiences of a wide range of services and facilities.

This quality standard seeks to assess how partnership working is used to meet the needs of young people, and to improve the range of services and facilities available to them. It applies to partnership working at all levels, from strategic partnerships to those that operate in small local areas.

The evidence to support this quality standard should demonstrate:

- how partnership working is organised, e.g. through clear service level agreements and contracts that specify the expected aims, outputs, outcomes, roles and responsibilities
- how the partnership work is monitored and evaluated to ensure it results in improved outcomes for young people
- how services for young people are extended or improved through partnership work.

## Grade descriptors

<b>Gold Level Quality Standard 3.3 Partnerships – Grade descriptors</b>			
<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>The organisation has a plan or strategy for partnership working that includes a range of agreements, e.g. contracts, memorandum of understanding or service level agreements.</p>	<p>The organisation actively promotes, plans and maintains partnership working.</p> <p>Partnership agreements, service level agreements and contracts are reviewed on a regular basis.</p> <p>Partnership agreements and contracts specify expected aims, outputs, outcomes, roles and responsibilities.</p> <p>Partnership agreements place priority on establishing joint responsibilities for safeguarding young people.</p>	<p>The organisation works with partners and plans are in place to formalise these relationships on an ad hoc basis.</p> <p>Partnership agreements, service level agreements and contracts are seldom reviewed to ensure they specify expected aims, outputs, outcomes, roles and responsibilities.</p>	<p>There is little evidence to demonstrate an organised and structured approach to partnership working.</p> <p>Partnership agreements, service level agreements and contracts do not adequately specify expected aims, outputs, outcomes, roles and responsibilities.</p>

**Gold Level Quality Standard 3.3 Partnerships – Grade descriptors**

<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>The organisation has an identified function within the overall delivery of services for young people and in achieving local and national priorities for young people.</p>	<p>There is a clear statement of how the organisation contributes to achieving local and national priorities for young people.</p> <p>The organisation’s contribution to achieving local and national priorities through partnership working for young people is recognised and it is referenced in local or national strategies.</p> <p>Partnership working is embedded in practice and includes community leaders and other appropriate stakeholders, e.g. local authority officers, police, public health, housing.</p>	<p>There are examples of how the organisation contributes to achieving local and national priorities for young people.</p> <p>Consideration is being given to ensure that the organisation’s contribution to achieving local and national priorities for young people is included in local plans and strategies.</p>	<p>The organisation has no formalised role and makes no contribution to achieving local and national priorities for young people.</p>

**Gold Level Quality Standard 3.3 Partnerships – Grade descriptors**

<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>The organisation evaluates the impact of its partnership work and can demonstrate how partnership working results in improving or extending the range of services and provision available to young people.</p>	<p>The organisation evaluates the quality and impact of partnership working.</p> <p>Partnership working improves and extends the range of services and provision available to young people via shared resource or common goal.</p> <p>Annual reports demonstrate the strength of partnership working.</p> <p>Marketing materials show partners involved in projects or activities.</p>	<p>There are plans to evaluate how the organisation's partnerships improve.</p> <p>There is little evidence to demonstrate partnership ideas have been explored to extend the range of services and provision available to young people.</p>	<p>Partnerships exist in an ad hoc way.</p> <p>There is no evidence to demonstrate the effectiveness of the organisation's partnership arrangements in improving or extending the range of services and provision for young people.</p>

## **Examples of evidence and good practice**

- Partnership agreements, service level agreements, contracts and grants.
- Partnership agreements, service level agreements and contracts include roles and responsibilities for safeguarding young people.
- Participation in local and national networks such as practitioner forums, CWVYS (the Council for Wales of Voluntary Youth Services) and Wales Principal Youth Officers Group.
- Partnership working to achieve local and national priorities for young people.
- The organisation's contribution to local and national priorities in partnership with other organisations.
- Strategic plans and local strategies that reference the organisation.
- Workforce development opportunities delivered with partners.
- Evaluation reports from partnership projects.
- Feedback from partners.
- How partnership working improves young people's outcomes.
- How the range and quality of the organisation's services and provision have improved as a result of partnership working.

## Quality Standard: 3.4 Resources

This quality standard focuses on how the organisation uses resources to meet young people's needs, and local and national priorities. There is an emphasis on how the organisation acquires and uses resources, and how efficiently and effectively they are implemented.

To demonstrate that an organisation is providing value for money, statutory and voluntary sector groups should consider the added value brought by its volunteers, collaborative use of premises, shared resources and staff development. Value for money can include how creative and imaginative organisations have been to overcome delivery hurdles, how they have adapted problem-solving techniques to get the best out of their workforce, and the value of their provision to the local community.

The evidence to support this quality standard should demonstrate:

- that the organisation has a strategy for the effective use of resources
- that the use of resources is linked to an analysis of young people's needs
- that resources are deployed to achieve organisational priorities, as well as local and, where appropriate, national priorities for young people
- how the use and impact of resources is monitored and evaluated.

## Grade descriptors

Gold Level Quality Standard 3.4 Resources – Grade descriptors			
Indicators	Good practice	Some development needed	Considerable development needed
<p>The organisation has a plan for deploying resources linked to an assessment of young people’s needs, organisational priorities, and local and national priorities for young people.</p>	<p>The plan for the use of resources is based on an analysis of young people’s needs.</p> <p>The use of resources is linked to the achievement of organisational priorities, as well as local and, where appropriate, national priorities for young people.</p> <p>Clear financial governance is apparent in the organisation’s use of resources.</p> <p>The organisation has a process or policy in place which ensures its spending is within acceptable boundaries.</p>	<p>The use of resources is linked to achieving organisational priorities and meeting young people’s needs.</p> <p>The organisation is developing a strategy for the use of resources that is based on an analysis of young people’s needs.</p> <p>Spending is generally within acceptable boundaries and there are plans to improve financial governance.</p>	<p>There are few links between resource management, young people’s needs and organisational priorities.</p> <p>There is evidence of continuing budgetary overspend/underspend with little opportunity for investment and/or improvement.</p>

**Gold Level Quality Standard 3.4 Resources – Grade descriptors**

<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>The organisation's resources are generated and deployed in support of young people and their needs.</p>	<p>The organisation regularly monitors and reviews the use of resources.</p> <p>Additional resources are generated to support youth work provision.</p> <p>Young people are involved in fundraising.</p> <p>Young people are involved in allocating resources.</p>	<p>The organisation is improving procedures for monitoring and reviewing the use of resources.</p> <p>There are examples of the organisation generating additional resources to support youth work provision.</p> <p>The organisation has developed plans to improve young people's involvement in fundraising and allocating resources.</p>	<p>There is limited activity to monitor and review the use of resources.</p> <p>Young people are yet to be involved in fundraising and making decisions about the allocation of resources.</p>

**Gold Level Quality Standard 3.4 Resources – Grade descriptors**

<b>Indicators</b>	<b>Good practice</b>	<b>Some development needed</b>	<b>Considerable development needed</b>
<p>The organisation regularly assesses value for money and cost effectiveness in the use of its resources.</p>	<p>The organisation regularly assesses value for money and cost effectiveness using a range of information.</p> <p>There are examples of efficiency savings being generated.</p> <p>Savings are redirected and used to improve services and facilities for young people.</p>	<p>There are examples of how the organisation assesses value for money and cost effectiveness.</p>	<p>The organisation is yet to consider value for money and cost effectiveness.</p>

## **Examples of evidence and good practice**

- The organisation's resources strategy.
- Links between young people's needs and the deployment of resources.
- How the use of resources links to the organisation's priorities.
- How the use of resources contributes to local and national priorities for young people.
- The organisation's budget management.
- How the organisation generates income.
- How the organisation involves young people in fundraising.
- How the organisation's use of resources is monitored and reviewed.
- How the organisation assesses cost effectiveness and value for money.
- How benchmarking is used to assess value for money and cost effectiveness.
- How the organisation has generated savings.
- Young people's involvement in decisions about resources.
- Internal audit (at least two years).

## Summary and next steps

After reading this document, organisations should now be familiar with the quality standards, indicators and grade descriptors for the Gold Level of the Quality Mark. Organisations can use these Gold Level Quality Standards as a tool for improving the quality and impact of their youth work provision or to guide the process of developing a self-assessment and associated evidence in order to apply for the Gold Level of the Quality Mark, having already been successful in gaining the Bronze Level Quality Mark as a minimum. While working through the three levels, some organisations may wish to apply for both the Silver and Gold Levels at the same time and they should discuss this option with the contractor.

If you feel you are ready to engage with the Quality Mark, or you want to know more, you can either speak to the current contractor, or get in touch with the Youth Engagement Branch who will pass your details and any queries on to them. The Youth Engagement Branch can be contacted by e-mailing [youthwork@gov.wales](mailto:youthwork@gov.wales).