

Youth Work Quality Mark

Quality Mark Assessment Report template for the Bronze Level

Name of organisation	Flintshire
Lead Assessor	Ann Smith
Peer Assessors	Craig Mathews
Report date	September 2024
Assessment status	New

Introduction

Flintshire Youth Service has applied for and achieved the Quality Mark for Youth Work in Wales at Bronze Level. The organisation has demonstrated a Good Practice Grade against each of the Quality Mark indicators. The Assessment team recommends awarding the Bronze Quality Mark.

The Assessment Process

The assessment process involved a desk-based review of the organisation's self-assessment and associated evidence, online and virtual meetings with young people and staff. Quality Mark Peer Assessors Craig Mathews and Lead Assessor Ann Smith conducted the assessment during the period of the week commencing 16th September 2024

The assessor team would like to formally convey a big thank you to Matt Hayes and team for engaging in the Youth Work Quality Mark and planning the assessment.

The table below provides a brief outline of the service's performance against each of the Quality Mark standards, which we hope you will find useful to share with the team. The EWC Youth Work Quality Mark team will be writing to you to formally award the Quality Mark

Quality Mark Feedback Report for the Bronze Level

This template is to be used by assessors to provide their feedback report to Organisations who have been assessed for the Quality Mark. In order to gain the Quality Mark at the Bronze Level the organisation must demonstrate that it has achieved a *'good practice'* grade against each of the indicators.

1.1 Performance management

Bronze Level: Performance management indicators	Assessor verification that assessment criteria have been met.	Recommendations
<p>The organisation has a clearly stated mission or vision and has a strategy and or plan(s) for its work with young people.</p> <p>There is a plan which demonstrates how the organisation measures the impact and effectiveness of its work with young people.</p>	<p>Flintshire Youth Service (FYS) has a clearly stated vision and strategy for its work with young people. A wealth of documents alongside interviews and observations provided the opportunity to promote and highlight these strategies and plans to the assessors.</p> <p>Previous Estyn reports had referenced that young people are able to develop self-esteem and social skills through the work of the youth provision; and certainly interviews and observations reinforced such reference to the Quality Mark assessors.</p> <p>The Service strategy sits within the Education and Youth Portfolio, which has built and developed upon from the last Estyn inspection and identified key priorities of raising attainment, increasing attendance and lowering exclusions. FYS evidenced how they refocussed energies over the last two years to allow them to contribute to such priorities, mapping against the three key areas and strategically positioning the service within the overall organisation.</p> <p>FYS has a variety of tools and process to measure impact and effectiveness for example the use of UPSHOT considering school data, FSM, staff teams data along with data provided by internal and external partners, all consistent with their approach to balance open access and targeted work on offer.</p>	<p>Good practice</p>

	<p>The service utilises this data, and anecdotal evidence from staff and partners to good effect when identifying participants, ensuring that young people who wouldn't normally have the opportunity are also considered for specific projects. This balanced approach was evident throughout observations and discussions.</p> <p>Highlighted to assessors were a variety of projects that provided evidence where strategy had become a plan and outcomes were measured, and impact seen. This included documents such as Multiplying Impact Delivery Plan 2-22, Estyn Llaw Report 23 and WESP report.</p> <p>Opportunities provided to assessors to meet with young people during the assessment week personally evidences the effectiveness of FYS work with young people. Meeting with young person 'R' on the Resilience project informed assessors that when they started the project, they were selective mute and found it hard to go out. Through the project they have gained confidence to speak – and through this massive step forward they are now able to go out, has gained independence and is completing courses through the Youth Service that will ensure that <i>"I have a life now"</i>. The work of the Resilience team is recorded through Upshot (the main management information tool), case study, WG return, displays and accreditation figures. The progress is monitored and shared with colleagues at regular team meetings.</p> <p>The Resilience Project supports FYS's plans to reduce NEETS and improve health and wellbeing opportunities for young people.</p>	
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	<p>Another project highlighted was the partnership project with the Urdd in 2023 which included a residential trip for young people to Hungry. The project is part of a 10-year plan to increase Welsh language and culture opportunities to young people in Flintshire. The plan has continued to be supported with the recent recruitment of Owen Evans a Welsh Language Development Officer who continues to set up a series of opportunities in community-based youth clubs. This work could be seen at Saltney Youth Club with attractive bilingual displays that the young people could use when ordering food from the tuck shop.</p> <p>‘L’ a young person who had been on the Hungry trip advised that the Urdd trip was “amazing – I got to travel not only on a plane, but also by coach and canoe. We got to represent not only where we were from, but also Wales”. ‘L’ went on to mention that the groups still chat via Whatsapp and try to meet up. It was a spring board of confidence not only for ‘L’ to be involved in this project but to go on to an International Snow Camp and be the only representative from Wales.</p> <p>Another young person ‘Z’ also part of the Resilience Project saw the staff as trusted adults, and in their words “if it wasn’t for this project I wouldn’t get out of the house” staff instilled a belief in them and through the project they felt in a safe space.</p> <p>The triangulation approach through the self-assessment, supporting evidence and discussion groups was further reinforced by ‘Z’s’ comments about Snow Camp. “Yes, it was a great activity in itself, but for me it was more than that, allowing me to build</p>	
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	<p><i>my confidence and self-awareness especially in the company of others”</i></p> <p>The service through intended aims but also through its flexible approach to addressing the needs of young people empower young people across its provision to develop life skills, qualifications, confidence self-esteem which are a real powerful element of youth work.</p> <p>Chief Officer Claire Homard, commented on how Matts leadership has been transformational, especially working within local government. Discussions with operational staff reinforce this by commenting how priorities are communicated via regular team meetings in addition to information shared more consistently with Matts approach bringing the staff closer together providing greater understanding of roles and priorities.</p>	
<p>1.1.2 The organisation regularly uses a systematic approach for monitoring, reviewing, and revising their organisational plan(s) and targets and/or performance indicators.</p>	<p>Interviews with staff evidenced a variety of systems to effectively record, monitor and review the work of FYS.</p> <p>For example the use of sessional Upshot recordings, nightly evaluations support the monitoring and review of community sessions. The ‘notes’ section on the School Homelessness reviews can track progress of an individual’s attendance and personal development. There are referral processes and learner progression tools which all support the effective monitoring and reviewing of organisational plans and targets. These systems then</p>	<p>Good Practice</p>

	<p>feed into larger more structured reporting procedures that may be termly, quarterly or annual reports which are then reviewed and shared with team members, senior managers and Scrutiny Committees. Regular reporting also is provided for projects with specific funding for example WG return and WESP report.</p> <p>Forest Schools sessions provide an opportunity for young people to track their progress with a questionnaire at the beginning of their project a mid-project review and end of project evaluation. Information gained through this type of process but also through observations and relationship building support workers to provide a more bespoke service to some groups and individuals.</p> <p>Sharing good practice through reviews has built up, for example with Forest Schools, an increase in working with refugee and asylum seeker groups. As educators youth work can promote the benefits of transferrable skills, it was a real pleasure to hear about the Forest Schools journey and how collaboration and partnership working are reaping rewards.</p> <p>From their initial support programme for dispersed Ukrainians, using youth work methodology to support families, working with local blue-chip companies such as Airbus to foster a greater community dynamic. The success and benefits of this initiative wasn't lost within the wider organisation as more recently the service had a request to replicate/adopt a similar programme with people of Afghanistan and South American origin. This was seen as powerful youth work.</p>	
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	<p>Important to the team were not only the strategic opportunities to monitor and review against targets in supervision and appraisals meetings but to also share and reflect at team meetings and have an 'open door' conversation with colleagues and managers that could give 'added extra' evidence or thoughts on challenges and successes.</p>	
<p>1.1.3The organisation can link its work with key local and national policies, or strategies and priorities for young people.</p>	<p>FYS is very able to link its work to a variety of national and local youth work strategies and plans. Through the scrutiny of documents provided in the self-assessment process, and also through staff interviews it was evident that FYS “enables young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential” Youth Work NOS.</p> <p>FYS can link its work to corporate, national and local plans and priorities and reports regularly on its performances. <i>“The Youth Service are an integral part of the Education and Youth portfolio team and equal in importance”</i> Claire Homard Chief Officer Education and Youth, Flintshire County Council.</p> <p>Quotes from young people met during the assessment visits from the Resilience project showed the impact of the project on young people’s improving mental health and steady progress towards gaining skills for employment or continued education (FYS strategic ambition)</p>	<p>Good practice</p>

	<p><i>“They give me someone to rely on and talk to”</i> Young person (YP) Rf</p> <p><i>“They have given me the skills to go and try volunteering”</i> YP C</p> <p><i>“I feel like I have gained communication skills and increased my career opportunities”</i> YP L</p> <p><i>“Preparing me and being there to support me at my most vulnerable whilst I attended the Sports Leaders Course; 4 days of fear eased by the Vicky’s support and presence”</i> YP Z</p> <p>Through supporting young people in the community setting and through a variety of projects such as Snow Camp, Hungary Project, and Community based provision young people are given opportunities to experience not only new skills but take part in international trips and accredited learning experiences.</p> <p><i>“I gained invaluable confidence skills on the Leadership course”</i> YP L</p> <p>Young people have been given a voice – Article 12 of the UNCRC through the passion of staff who are for many young people “my trusted adult”.</p> <p>Young people are provided with opportunities to play and feel safe through a number of opportunities provided by FYS but specifically so through the work of Forest Schools and the Refugee and Asylum seeker sessions. (GOOD PRACTICE)</p>	<p>Highlight of Good Practice / Forest Schools</p>
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	<p>FYS has a specific project to address the Welsh Government (WG) “Strategy for Preventing and Ending Homelessness.” Working not only on 1-1 cases but development of a preventative programme of learning about homelessness with schools.</p> <p>They are working towards the Welsh Language Strategy Cymraeg 2050.</p> <p>Examples of the Principles and Purposes of Youth Work and young people participating in the Five Pillars of Youth Work in Wales was seen during observational visits and interviews with staff and young people. Pictures and case studies seen on FYS social media also gave examples of attractive participation in the work of FYS.</p>	
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1.2 Quality of youth work practice

Bronze Level: Quality of youth work practice indicators	Assessor verification that assessment criteria have been met.	Recommendations
<p>The organisation’s workforce understands the needs of the local areas and the needs of the young people with whom they work.</p>	<p>Staff and Managers at all levels were passionate in their roles and the desire to ensure that all young people received the service that they needed. It was important to FYS that time building relationships with young people was given in a meaningful way.</p> <p><i>“Our holiday project enables young people to create happy memories” Laura Wright FT Worker</i></p>	<p>Good practice</p>

“We meet with young people at the point of access so that they know what the youth worker will do – the line is clear” Ali Thomas Senior YW.

Training is provided to support staff in addressing young people’s needs for example members of staff had recently attended a course on ‘toxic masculinity’. They felt that this had given them a better insight into working with young men and the pressures society places on young men.

Owen Evans the new Welsh Language Officer encouraged young people to have a ***“playful outlook on language” they need to be part of the same conversation*** ~ these reaped rewards when recently a young person who would normally converse with him through the medium of English spoke to him in Welsh.

Direct observation during the assessment week allowed assessors to see youth workers in action with for example:-

Ali Thomas when facilitating LGBTQ+ was incredibly encouraging to ensure she understood any gaps in provision, difficulties young people might be facing, opportunities they can consider and also learning opportunities for young people.

The sense of belonging for young people at the resilience Project was clear, witnessing the differing approaches staff used with individuals demonstrated their awareness and understanding of their needs, knowing when to speak, encourage or withdraw.

	<p><i>Young Person 'C' stated that "Lisa and other staff are ready to develop a personal plan with him at a time and pace he is happy with"</i></p> <p>To hear comments from many young people that staff are 'trusted adults' or 'supporting person' cements the understanding staff have of the young people.</p> <p>Staff spoke about the range of training opportunities provided to support them in their work.</p> <p>Apprentice Charlotte Jackson advised that her "skills flourished" by being supported by colleagues to understand why relationships were important to build and that she had seen "profound connections" when she had worked on the Youth Homelessness project.</p> <p>FYS used a range of processes to capture the needs and wants from young people within their community and targeted programme. This could be group chats and creations of 'wish lists' using traditional methods of flip chat paper and pens at the beginning of terms.</p> <p>For example the LGBTQ group wanted a specific session just for them and wanted it in a variety of locations - so they have worked with the young people and partners to identify locations where the group can meet in a safe and friendly environment. On our</p>	
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	<p>visit we were invited to the first of the Holywell sessions. There being other sessions in Mold and in one of the High Schools.</p> <p>The community youth clubs ask young people what they want to do in sessions on a termly basis and when completing nightly recordings - so in Greenfield the young people has asked to learn to cook - so cooking was a regular session offered ~ the young people can make choices of what they would like to cook.</p> <p>The young people in Saltney YC make choices both at the lunch club session and evening sessions ~ the young people can also choose trips for the summer programme. The relationship building was as strong in the community setting as it was in the targeted settings (which was of real value to witness). See examples of statements from young person L and Forest schools ~ the young people making the programme their own.</p>	
<p>The organisation's workforce engages young people in planning and evaluating activities.</p> <p>The organisation's workforce engages young people in informal and non-formal learning opportunities that are educative, empowering, participative, inclusive, and expressive, which extend their knowledge, skills and understanding.</p>	<p>During the assessment process through the documents provided, venues visited and through interviews with young people, FYS was able to demonstrate how it effectively engages with young people in planning and evaluating activities.</p> <p>Tools such as the 'what matters' questionnaire are used consistently across the service and in targeted and community provisions to support young people to contribute to the planning and evaluating of activities.</p> <p>Activities observed were attractive and chosen by young people. Saltney Youth Club lunch time project offers pupils in year 9,10</p>	<p>Good practice</p>

	<p>and 11 a safe and relaxing places to go at lunch times in school term time – they can chat to staff, have a snack, play pool or ball games in a hall. Young people mentioned that they valued this time to relax. Some of the young people met at the school lunch time sessions also attend youth club in the evening and they spoke fondly of learning how to cook, being involved in the summer holiday schemes, taking parts in craft sessions.</p> <p>Young people at Greenfield Youth centre were involved in a number of activities during the assessment visit which included pool, crafts and cooking. It was at Greenfield Youth centre where we met with young person ‘L’ who has certainly gained an enormous amount from being involved with FYS. Young person ‘L’ has recently completed a Young Leaders Course with the Children’s University ~ they mention that this was invaluable for developing their confidence in leadership. Through their work with FYS she felt “5 steps ahead of other people on her B.Tech course”. ‘L’ mentions that they have a much better outlook on life now and had a “if I get the chance to go for it – I will” attitude whilst a few years as a new young member of the club they hardly spoke up, didn’t want to try anything new.</p> <p>Assessors we were provided with the opportunity to observe activities being run and to speak to more young people and to the part time members of staff. Young people made comment to Assessor Craig such as:-</p> <ul style="list-style-type: none">• they listen to us when we come here.	
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	<ul style="list-style-type: none"> • <i>the staff know if someone is struggling and will help anyone</i> • <i>you wouldn't know it, but some of us don't have mobile phones but we don't miss out on anything</i> • <i>some of the kids here have been bullied in the past – not in club – and we were given information where to go, what to do and who to speak to</i> <p>When discussing what they take from youth club, young person 'L' aged 12 said <i>"it was fun, I meet some mates, do some challenges which even though aren't school help me read, learn and think different - staff don't stop are mad busy making sure there is always something on the go"</i></p> <p>Assessor CM observed 3 different activities happening at once within the centre (cooking / craft / games), some led by staff but generally being clearly driven by the young people. Alongside these activities there were plenty of opportunities for young people to use 'pick and go' materials such as art, reading and quiz type resources and importantly time to speak with staff, and for staff to praise them for their contribution to the session.</p> <p>The use of social media promotes activities that may be of interest and also records through pictures and articles the work young people have been involved in. Attractive displays of work young people were involved in making were on display in the various venues visited to include Forest schools outdoor engagement and community venues. All of which supported the five pillars of</p>	
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	<p>youth work and could be seen as extending the knowledge, skills and understanding of the young people.</p> <p>Strong links with the Play Team who also sit within the Management responsibility of Matt Hayes adds to the transition opportunity of young people into youth provision where they can continue to develop skills and have opportunities that are delivered in safe and caring environments.</p>	
<p>The organisation’s workforce develops positive relationships with young people to effectively support and promote young people’s learning and achievement.</p>	<p>It is evident that through the assessment FYS staff have built and maintained a strong trusted relationship with young people. On a number of occasions we heard young people refer to some of the youth workers as their ‘trusted adult’.</p> <p>YP ‘L’ advised that Gemma / Avril – <i>“welcoming open, relaxed, lovely – they make sure you are all right”</i>.</p> <p>YP ‘R’ advised that the Resilience team <i>“were thoughtful and understanding – they care about everyone and help you into opportunities”</i>.</p> <p>‘C’ from resilience said he can’t cook but wants to and the confidence they are slowly building up with support of staff will allow them to build up their skills.</p> <p>‘Lr’ advised that <i>“Vicky and Lisa understand me they are conscientious and nonjudgmental”</i>.</p>	<p>Good practice</p>

The young women from Saltney YC advised that the staff were always available if you wanted to talk to someone. That ***“Julie is lovely”, “Amy’s cooking is amazing ~ and she is showing me how to play pool”***. The young men from Saltney YC advised that they felt safe, ***“staff are straight with us”***.

YP ‘Z’ from the Resilience Project talked about his school environment and how it didn’t work for him, but if opportunities such as Resilience would have been around, he knows his schooling would have been much better.

Following Covid19 the joint consultation work undertaken with PSB/ Wrexham Participation team identified young people wanted to go back to face to face – this provided a difficulty of balancing between face to face and digital youth work, especially listening to what young people were telling the service. The service was able to share this information with professionals/schools whilst also telling the teachers that young people missed their teachers, missed their school and the safe space ~ the service providing important brokerage. The ‘3 issues campaign’ (mental health, communities, education) continues to allow the service to drive the young people’s voice through youth councils and Flintshire Voice.

Whilst all of the visits evidenced a warmth of relationship building and taking young people on an informal pathway to learning and achieving one of the strongest interviews was with the two youth

	<p>work apprentices Charlotte and Abbie who are also young people themselves.</p> <p>Charlotte and Abbie have been apprentices for just over a year and valued highly the support given to them by various members of the staff team during their first year.</p> <p><i>“Personal development in huge”</i> Abbie. <i>“My skills have flourished”</i> Charlotte</p> <p>Both Abbie and Charlotte felt that they had excellent support, training and supervision from various members of the team. Charlotte believes that whilst she is committed to making best use of her apprenticeship, she also knows that wherever her pathway takes her, the skills, knowledge and experience she will pick up from colleagues across the service will provide fantastic opportunity for her.</p>	
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1.3 Young people’s learning

Bronze Level: Young people’s learning indicators	Assessor verification that assessment criteria have been met.	Recommendations
<p>Following engagement in the organisation’s youth work provision, young people develop and the knowledge, skills and understanding for themselves and their learning.</p>	<p>FYS offer an attractive range of informal and formal open access and targeted provisions that support Agored and Sporting accreditations but also through these wide-ranging programmes support young people to grow in self-confidence.</p> <p>As quoted above the young people from the Resilience project gained valuable 1-1 and group support to be able to leave their</p>	<p>Good practice</p>

	<p>homes and gain the confidence to use public transport and felt empowered enough to now volunteer. These were huge steps forward for young people who were isolated and not going out due to poor mental health. Key learning for emotional health, budgeting and gaining skills for employment or volunteering are underpinned within this project.</p> <p>Many of the young people spoken to during the assessment week had benefitted or were benefitting from interaction with Forest schools – they had enjoyed learning about and being in the outdoors. Two young men interviewed at the Forest school project were on a second visit – referred from school to support learning in a different environment both boys having ADHD / Autism. The boys stated that the sessions were great, they felt safe and supported and they were “learning loads of stuff “ and still remembered some of the learning of the last course they were on such as keeping safe around the fire pit and whittling with a knife – being proud of making something and taking it home.</p> <p>Evidence mentioned in previous indicators underpins that this indicator is met.</p>	
<p>Following engagement in the organisation’s youth work provision, young people develop personal, social, and emotional skills.</p>	<p>A key strength of FYS is the understanding that before any accreditation or course is provided staff need to support young people in their personal, social and emotional skills.</p>	<p>Good practice</p>

	<p>Case studies within the self-assessment provide evidence of young people understanding their own self-awareness. Building upon confidence and also communication skills.</p> <p><i>Since speaking to a youth worker they have supported me in to trying new things like boxing. Since then it has completely changed my life, I've started hanging around with a more positive peer group and its helped increase my self-esteem, confidence and wellbeing. YP 'M'</i></p> <p>For example two young women met via the Resilience project had formed a friendship where they would now travel by bus to the cinema and meet outside of the planned targeted session. This for both of these young women was a huge step ~ one previously not been out of her home for months and would have never gone on the bus independently and the other wanting to build social skills.</p> <p>This indicator was further highlighted through observations and interviews the work of Forest School, LGTBQ + schools awareness day, the Resilience Project, Homelessness project and community provision.</p> <p><i>"I never grew up privileged and had been impacted on by ACES the youth service were there to listen when no one else would. Because of the youth service I was able to believe I could do things, I got given the chance to be a part of the young leaders which led to me achieving a BA Hons Degree and I now work for a well-known and respected charity." YP 'P'</i></p>	
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<p>The organisation enables young people to help shape the organisations vision and aims, and are involved in the design, planning and evaluation of provision to meet their needs.</p>	<p>Within the self-assessment and during the visits FYS was able to demonstrate examples of where young people have shaped the organisation vision and aims. These could be through large scale consultations or small more bespoke projects.</p> <p>Young people were able to inform the Assessors of being able to choose activities and how they supported the evaluation of certain activities like writing statements of what they gained from Snow Camp and being involved in consultations.</p> <p>The LGBTQ+ project is developing and growing as a result of the work being driven by young people and supported by FYS and partners from a school-based project to monthly community-based sessions in various locations across the county. FYS is keen to develop and support the LGBTQ+ community and young people are influencing the programme at each session. The young people have also been part of hosting large and successful PRIDE events</p> <p>The Hungary project in its planning and delivery was able to listen to young people on what they felt the residential should include, their role and responsibility as being visitors to another country. What they would eat, places they could visit and how they would capture this event not only for themselves but also for parents and funders.</p> <p>The use of workbooks to record initial ambitions for example to cook a meal on an open fire or to use a knife safely, to make friends is chosen by the young person and staff can then support</p>	<p>Good practice</p>
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	<p>the young person to achieve their goals by adapting elements of the Forest schools programme to meet individual need.</p> <p>Whilst this is important FYS recognise that some young people may not know 'what their needs are' or how to express or even understand that they have 'a need' such as 'to improve communication skill' /'recover from emotional trauma'. Forest school takes referrals from schools and the Refugee projects and as such can identify needs with partners and support young people to gain opportunities to learn and grow but also to be and feel safe, learn to relax and be playful.</p>	
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1.4 Legal requirements

Bronze Level: Legal requirements indicators	Assessor verification that assessment criteria have been met.	Recommendations
<p>The organisation has relevant policies, procedures and guidance and can meet its legal requirements and safe practice.</p> <p>The organisation has effective policies and procedures for the safeguarding and health and safety of young people staff and volunteers.</p>	<p>FYS sits within the Education and Youth Portfolio which in turn is part of the large corporate body of Flintshire County Council. As such it is supported in the training, delivery and understanding of a large and comprehensive set of policies and procedures to meet its legal requirements such as Health and Safety policy and procedures, Safer Recruitment policy and procedure and Human Resource policy and procedures. (The self-assessment evidenced a large list of corporate policies).</p> <p>Throughout the assessment links to policy, procedure and guidance were evident. Discussions with staff and young people</p>	<p>Good practice</p>

	<p>show that processes were robust. Staff understood the importance of risk assessments but could also evidence dynamic risk assessments. Young people felt safe when in provisions. Staff felt safe when in provision.</p> <p>Staff training is recorded through a corporate platform which can show titles and dates of training undertaken and can provide a reminder for staff to do refresh training. FYS are also developing a training spreadsheet tool. This will provide for a more accurate and informative picture of the training undertaken by the different team within FYS, the rationale and value / impact of training for staff.</p> <p><i>“I have done my Level 2 and 3, I have done Safeguarding, First Aid, MIDAS , Bush Craft – it has all helped me in my role and even in my full-time job” Gary Sendall PT Worker</i></p> <p><i>“I know I can always speak to Julie or Laura if I have a worry” Amy Waugh PT Worker</i></p>	
<p>The organisation’s workforce understands and is trained and equipped to implement policies, procedures and guidance for safeguarding, health and safety, and other legal requirements.</p>	<p>The workforce is clear about their responsibilities and the processes in place regarding safeguarding and Health & Safety.</p> <p>Staff expressed that they had access to quality training which impacted on their youth work. Recent training had included a Toxic masculinity and Level 3 Institute of Leadership and Management course. Practical courses such as Lowland Leader and Forest School qualifications provided staff with the confidence to lead groups in the outdoors. Staff also felt that completing</p>	<p>Good practice</p>

	<p>coaching, training the trainer types of courses gave FYS value for money as some courses could now be taught in house without the need to fund external providers.</p> <p>Some members of staff had recently completed the ILM 3 course and felt that this gave them increased confidence in their understanding of policy and practice. As they move on to Level 4 the senior management team trust that these staff can be aspiring supervisors of the future.</p>	
<p>The organisation regularly monitors and reviews its policies, procedures and guidance and uses the results of these processes for improvement and change</p>	<p>As a part of the larger Flintshire County Council, FYS is included in the review of policies and procedures and guidance. Departments such as Human Resources and Health and Safety all support FYS in their work. Senior Staff are part of various sub committees that look at the development of policies and are provided with training to support improvement and change. For example recruitment / discipline and grievance / dynamic risk assessments. FYS has gone through organisational change over the last two years which has included restructure of youth service teams and job descriptions to support improvement and change.</p> <p>Evidence of quality appraisals and supervision were seen for some members of staff ~ for example Charlotte and Abbie the two apprentices felt highly supported and able to speak to managers about any aspect of their work. Appraisals and supervision for them were regularly completed and recorded.</p>	

	<p>Laura an Area YW with responsibility for the Saltney team provided 1-1 supervision every 3 months with a 6 monthly review and Laura in turn was supervised and supported in her work with an annual appraisal that was recorded and reviewed.</p> <p>However on interviewing other staff members we learned that formally recorded supervision was not consistent for all staff. Whilst staff all mention being supported and had good team work ethics, assessors felt that not recording or providing for some 1-1 supervision contravene the existing policy and could also miss important opportunities to reflect on practice.</p> <p>Closing remarks FYS demonstrated to assessors a vibrancy and passion for youth work practice. The interviews with young people gave an insight into the challenges faced by young people and how FYS were providing valuable and sometimes life changing support.</p> <p>Claire Homard the Chief Officer asked her colleagues and team “What is it that flicks the switch for young people in Flintshire”?</p> <p>Evident to this question is that there is a clear passion from staff to consider young peoples’ individual needs and wants, at a time and pace suitable to their learning.</p>	<p>Recommendation FYS review its supervision policy and put in place procedures to formally record regular supervision for all staff.</p>
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