

Appendix 10 - Example of Outcomes Framework

EXAMPLES	PROCESS OF ENGAGEMENT	DEFINITION
Attendance at Youth Unit; Informal discussion; participates in recreational sport / activity; drop in; attendance at one-off workshop, seminar or conference; open day; initial meeting with unattached young people.	1. CONTACT	<ul style="list-style-type: none"> The Youth Worker consciously starts to develop a relationship with the young person Young person attends activities occasionally Young person attends one-off event
Youth Worker helps young person examine issues; young person is in regular contact with youth worker, participates in a youth worker led project; attends sessions/activities regularly such as a residential programme, a team-building process or a short project.	2. ENGAGEMENT	<ul style="list-style-type: none"> Young person has an ongoing relationship with Youth Worker through informal programmes Young person participates in the Youth Service curriculum Young person participates in programmes normally consisting of 4-6 sessions with no recorded or accredited outcomes Young person participates in an intervention, activity, process, project work or course, and consciously sets out to achieve preset, measurable personal or group objectives. This will be a non-accredited programme. Youth Worker makes professional judgement on young person's progress / distance travelled based on baseline information; Youth Worker provides evidence of actions taken by young person; Youth Worker provides meaningful evidence of benefit or learning outcome derived by young person from non-accredited youth work intervention Should relate to ETI 'Quality Indicators for Youth Work' 'Achievements and Standards – How well do Young People Achieve?' section Recorded outcome does not subscribe to a specific format At Level 1 it doesn't have to be measured against a declared curriculum (but can be good practice to do so) Worker's planning and reviewing skills
Level 1 - Learning gains such as reaching a personal goal or target within a group activity; taking on a role within a group; or changing a behaviour, increasing knowledge or acquiring a new skill. P&SD outcomes eg. seek information and use it; learn a skill; gain confidence, make a decision as a result of a youth work intervention, make a product (eg write a poem or rap song), take part in a drama production. At Level 2 and 3, take increasing responsibility for own learning within structures such Young Adult Development; Senior Member Training; (but not necessarily so – examples at Level one with higher degree of responsibility – language will change from 'we' to 'I')	3. RECORDED OUTCOME Level 1 Level 2 Level 3	
For young people who need high level of support and / or structure; basic literacy and numeracy (OCR); one or two Wider Key Skills at Level 1; OCN Level 1/2; Duke of Edinburgh Bronze/Silver; OCR Level 1; Youth Achievement Bronze/Silver Award	4. ACCREDITATION 1	<ul style="list-style-type: none"> Young person undertakes accreditation supported by the youth work process at basic/Foundation/Level 1 Accreditation has currency outside youth work Accreditation is subject to internal and/or external verification
For young people able to plan, do and review their learning independently; 3 Wider Key Skills; GCSE at A*-C; OCR Level 2+; OCN Level 3; Duke of Edinburgh Gold	5. ACCREDITATION 2	<ul style="list-style-type: none"> Young person undertakes accreditation supported by the youth work process at regional/national level Accreditation has currency outside youth work Accreditation is subject to internal and/or external verification

RECORDED OUTCOMES

	TIME COMMITMENT	PERSONAL GROWTH	COMPETENCES	TYPES OF EVIDENCE
LEVEL 1	Normally 4 - 6 Sessions in a Plan, Do, Review process	Youth Worker - led: <ul style="list-style-type: none"> Increased self-confidence Taking some responsibility Developing leadership skills Consciousness of learning gained Developing decision-making skills 	Youth Worker - led: <ul style="list-style-type: none"> Basic understanding of teamwork skills Improved Communication skills Improved personal and social skills Basic ability to participate in the plan, do and review process Acceptance of self and others 	<ul style="list-style-type: none"> Baseline information (Expectations and fears exercise) Programme outline Attendance records Evaluation
LEVEL 2	Normally 6 – 15 sessions in a developmental process	Youth Worker-assisted: <ul style="list-style-type: none"> Increased self-esteem Taking responsibility for own learning Understanding of leadership qualities and characteristics Increased participation in decision-making Increased awareness of own values and beliefs 	Youth Worker-assisted: <ul style="list-style-type: none"> Understanding of concepts such as aims, objectives, target setting, evaluating Understanding others' perspectives Take responsibility for own behaviour Present ideas and plans effectively Ability to manage conflict and disagreement Accepting and taking the lead 	<ul style="list-style-type: none"> Baseline information Attendance records Programme outline Evaluation Certificate of completion indicating outcomes achieved
LEVEL 3	Normally 16 or more sessions in a developmental process	Young person-led: <ul style="list-style-type: none"> Heightened self-expectation/self-belief Increased problem-solving and decision-making Increased social skills Increased awareness of needs of others Increased civic responsibility Increased organisational skills 	Young person-led: <ul style="list-style-type: none"> Motivation and belief in ability to achieve Consider outcomes of possible solutions Consider and manage risk Show trust, personal warmth and reliability Be supportive to weaker group members Ability to participate in improving things Ability to prioritise and manage tasks 	<ul style="list-style-type: none"> Baseline information Attendance records Programme outline Individual self-evaluation Certificate of completion indicating outcomes achieved

