

## **Unit 19    Review progress and evaluate opportunities with young people**

### **Origin of this unit**

This unit originated from Unit C3 of the National Occupational Standards for Youth Work developed by PAULO.

### **Place in the NVQ/SVQ framework**

This Unit is a Level 3 Optional unit within the N/SVQ for Learning, Development and Support Services (for children, young people and those who care for them).

### **Elements**

#### **1.    Agree criteria and methods for the evaluation of youth work.**

This is about working with young people to determine how to evaluate opportunities, creating the evaluation criteria and deciding the evaluation methods.

#### **2.    Evaluate opportunities and identify successes and improvements**

This is about encouraging young people to take a critical role in evaluation activities and ensuring that evaluation is carried out in a way that is enjoyable and enhances young people's learning. It is about identifying successes and possible improvements and communicating them to those who can influence further work.

### **About this unit**

This unit is about working with young people to evaluate youth work opportunities, identifying improvements and successes and communicating them to others.

### **Who is the unit for?**

This unit is for youth workers who involve young people in the process of evaluating youth work activities and provision. Youth workers who have a major responsibility for evaluating provision will wish to map their competence in more detail against the MCI or TDLB standards.

### **Principles of Practice**

It is intended that the activities described in this unit will be interpreted and carried out in line with the key purpose and core values of youth work.

The key purpose of youth work is to work with young people to facilitate their personal, social and educational development, and enable them to gain a voice, influence and place in society in their period of transition from dependence to independence.

The core values state that youth work is educative, participative, empowering and promotes equality of opportunity and social inclusion.

## Element 1

### Agree criteria and methods for the evaluation of youth work.

#### **This is about:**

Working with young people to determine how to evaluate opportunities, creating the evaluation criteria and deciding the evaluation methods.

### Performance Criteria

#### **You will need to show that you can:**

1. Identify accurately or reconfirm the objectives and measurable success indicators for the opportunity
2. Work effectively with young people and other **key groups and individuals** to decide the **purpose of the evaluation** and the uses to which it will be put
3. Identify accurately the **recipients** of the evaluation
4. Work effectively with young people and other key groups and individuals to determine the evaluation criteria
5. Set realistic and measurable objectives and indicators for the evaluation process
6. Work effectively with young people to plan the **methods** and timetable of the evaluation
7. Base your plans on sound and valid information
8. Where possible, ensure that the evaluation activities are themselves learning activities
9. Ensure that your plans are in line with organisational procedures on evaluation.

## Knowledge Specification

### You will need to know:

1. Why it is important to involve young people in the evaluation of the opportunities which affect them
2. Why it is important to clarify the objectives and success criteria of an opportunity before starting to design an evaluation
3. The various purposes for which evaluation can be used
4. How to agree evaluation criteria and measurable objectives
5. The various data collection methods available
6. How to use data collection methods in ways which contribute to young people's learning
7. How to involve young people in evaluation design
8. Evaluation and planning techniques
9. Your organisation's policies and procedures on evaluating youth work activities.

### Notes on this element

1. Key groups and individuals: **may include groups and individuals affected by the opportunity, decision makers, funders**
2. Purpose of the evaluation: **may be to prove the value of the opportunity, to learn what happened, to record young people's experience of the opportunity, to improve delivery of the opportunity**
3. Recipients: **may include other young people, decision makers, fund holders, the local community**
4. **Method:** may include individual discussion; group meetings; questionnaires and surveys; planned and unplanned, single and in combination.

## Element 2

### Evaluate opportunities and identify successes and improvements

#### This is about:

Encouraging young people to take a critical role in evaluation activities and ensuring that evaluation is carried out in a way that is enjoyable and enhances young people's learning. It is about identifying successes and possible improvements and communicating them to those who can influence further work.

#### Performance Criteria

##### You will need to show that you can:

1. Involve young people actively in **data** collection
2. Encourage young people to contribute openly, honestly and constructively
3. Use data collection and analysis techniques in ways which are enjoyable and not cumbersome
4. Use data collection and analysis methods suitable for the **purpose and recipients of the evaluation**
5. Work effectively with young people to determine recommendations which are realistic and which take account of available resources
6. Assist young people to identify accurately the implications of the evaluation recommendations
7. Enable young people to present the evaluation results in a form appropriate to its purpose and **recipients**
8. Inform the **appropriate people** of the recommendations of the evaluation
9. Work effectively with young people to ensure that the recommendations of the evaluation are acted on
10. Encourage young people to publicise the successes of the opportunity and how the outcomes of the evaluation will be acted on.

## Knowledge Specification

### You will need to know:

1. Why it is important to involve young people in data collection and analysis
2. Analysis techniques which are enjoyable and which contribute to young people's learning
3. Factors which will determine what changes are possible, realistic and implementable
4. How to balance costs against the likely benefits
5. How to identify and assess the implications of the changes identified
6. A range of methods for presenting evaluation results, depending on the requirements of the recipients of the evaluation
7. The appropriate people who should be informed of the outcome
8. Methods of publicising the results of evaluations.

### Notes on this element

1. **Data:** may be written, spoken (through videos or taped discussions) photos, diaries
2. **Recipients/appropriate people:** may include other young people, decision makers, fund holders, the local community
3. **Purpose of the evaluation:** may be to prove the value of the opportunity, to learn what happened, to record young people's experience of the opportunity, to improve delivery of the opportunity
4. **Publicise:** to other young people, decision makers, other interested groups inside/outside your organisation.