

# Provision typology

Data standard v1.0

Bethia McNeil, July 2025

# About this data standard



Here for young people  
Here for communities  
Here for you

THE CENTRE  
FOR YOUTH  
IMPACT

PART OF YMCA ENGLAND & WALES

This data standard was developed by the Centre for Youth Impact, now part of YMCA England & Wales, with the support of a range of funders, including the Department for Culture, Media and Sport (DCMS), Paul Hamlyn Foundation and Esmée Fairbairn Foundation.

The contents and resources are made free and accessible under the terms of the Creative Commons [CC BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/) licence. Please review the terms before using or sharing.



The Creative Commons CC BY-NC-ND licence enables you to copy and distribute the material in any medium or format in unadapted form only, for non-commercial purposes only, and only so long as attribution is given to the Centre for Youth Impact at YMCA George Williams College.

BY: Credit must be given to the creator of the material

NC: Only non-commercial uses of the material are permitted

ND: No derivatives or adaptations of the work are permitted

This draft data standard proposes a set of defined *dimensions* (and under them, *variables*) to **describe informal and non-formal youth provision**. It is intended to support a shared language in describing practice, and to inform a growing understanding over time of the common models of practice and their associated quality and impact.

The dimensions and variables are intentionally **‘impact-informed’** - that is, they seek to name or describe the elements of provision that we hypothesise have a bearing on the impact of that provision and are thus part of the **intentional ‘design’** of provision. This typology is intended to describe how provision is *designed* rather than *experienced*. Young people’s interaction with and experience of provision is equally important, but describing or exploring this is a separate exercise.

The variables under each dimension are intended to be MECE: mutually exclusive and collectively exhaustive. This means that each variable is definitionally distinct, and together, the variables offered should cover all potential responses. Unless otherwise stated, you should select only one variable per dimension, remembering always that this is about the **intentional design** of provision.

**The typology is intended to describe provision on a ‘type by type’ or ‘model by model’ basis, rather than at service or organisational level.** This is because it is intended to describe the model of provision in a way that aligns to impact and quality; that is, based on the individual ‘offer’ or project with which a young person engages, rather than everything the organisation or service offers at any one time.

# The dimensions in the typology



Here for young people  
Here for communities  
Here for you

THE CENTRE  
FOR YOUTH  
IMPACT

PART OF YMCA ENGLAND & WALES

Dimension
Attendance
Targeting
Provision lead role
Provision lead role – training
Intention
Setting
Mode of engagement
Programme model
Structure and duration

This dimension describes different attendance types.

In cases where there may be more than one type of attendance in a group, please select the variable that applies to the majority of the group.

Voluntary	Attendance is voluntary, and is not incentivised with any reward or award
Incentivised	Attendance is voluntary, but is incentivised with a reward or an award
Mandatory	Attendance is mandatory

This dimension describes the extent to which provision is targeted towards specific groups or communities of young people.

Open	Provision is open to all young people AND is not targeted towards young people based on any other criteria
Targeted	Provision is open to all young people AND is targeted towards young people who meet defined criteria
Eligibility	Provision is <b>only</b> open to young people who meet defined criteria (including having to be referred and specific/defined age ranges)

NB 'all' young people refers to all young people within the relevant age range for that provision

# Provision leadership

This dimension describes the person who normally ‘leads’ (that is, holds primary accountability for) *delivery* of provision. This is not the person with *overall* responsibility for provision, but the person who is leading the work with young people in the ‘point of engagement’ – where practitioners/volunteers and young people meet and interact.

Paid staff led	A paid practitioner who is not a peer of the beneficiaries
Volunteer led	A volunteer who is not peers of the beneficiaries
Paid peer led	A paid practitioner who is a peer of the beneficiaries
Volunteer peer led	A volunteer who is a peer of the beneficiaries

## Provision lead - youth work qualifications

The following dimension describes qualification levels/types specific to the youth sector. It is intended to describe the *highest* level of qualification the provision lead (see previous dimension) holds, where JNC validated qualifications are considered higher than their equivalent.

JNC Level 6	JNC Validated Level 6 Youth Work Qualification
JNC Level 3	JNC Validated Level 3 Youth Work Qualification
JNC Level 2	JNC Validated Level 2 Youth Work Qualification
Other Level 6	Level 6 certified qualification related to working with young people which is not JNC validated
Other Level 3	Level 3 certified qualification related to working with young people which is not JNC validated
Other Level 2	Level 2 certified qualification related to working with young people which is not JNC validated
Level 1	Level 1 certified qualification for working with young people
Other qual above Level 2 that relates to work with children & young people	Another certified qualification above level 2 that relates to work with children and young people, including teaching, social work and sports coaching, for example
None	No qualification related to working with young people

NB to be updated to align with workforce reforms between 2025 and 2027



# Primary intention



Here for young people  
Here for communities  
Here for you

THE CENTRE  
FOR YOUTH  
IMPACT

PART OF YMCA ENGLAND & WALES

This dimension is one of the most important within the typology.

‘Intention’ refers to the intent (the aim, motive or purpose) behind the design of the provision. It is not the same as the *impact* (the sustained effect that young people achieve for themselves) or the *outcomes* (the assets, skills and capabilities that young people are supported to develop so that they achieve impact for themselves). Intention may or may not influence what is *monitored* or *measured* in relation to provision.

This dimension asks for a **primary intention** – that is, the main or dominant intent behind the design of provision.

A secondary and tertiary intention may be identified and recorded if preferred, but it’s most important to recognise the primary.

# Primary intention



Here for young people  
Here for communities  
Here for you

THE CENTRE  
FOR YOUTH  
IMPACT

PART OF YMCA ENGLAND & WALES

Therapeutic	Offering treatment or healing, including from physical and psychological trauma
Skill development	Developing specific, named skills through teaching or training (e.g. mechanics, coding, cookery)
Relationship development	Developing and improving specific relationships in a young person's life (e.g. peers or family)
Knowledge and/or awareness development	Developing knowledge and/or awareness of a thematic area (e.g. local job opportunities, autism, sexual health support)
Physical health and wellbeing improvement	Improving physical health and wellbeing
Mental health and wellbeing improvement	Improving mental health and wellbeing
Young people's rights and participation	Increasing and/or improving young people's knowledge/exercising of their rights and participation
Physiological crisis support	Providing physiological crisis support (food, warmth, water, shelter, rest)
Psychological crisis support	Providing psychological crisis support (e.g. for suicidal ideation, self-harm, mania or extreme anxiety)
Academic attainment	Working towards the attainment of specific academic qualifications (e.g. literacy and numeracy)
School/educational re-engagement	Supporting young people to return to/re-engage with school or other forms of education
Transition support	Supporting young people to successfully navigate, or transition between, services or institutions (for example in criminal justice settings)

# Primary intention



Here for young people  
Here for communities  
Here for you

THE CENTRE  
FOR YOUTH  
IMPACT

PART OF YMCA ENGLAND & WALES

Diversion or reduced offending	Intervening to divert young people from (returning to) offending, including gang affiliation
Fun and association	Enabling young people to meet and associate, and to have fun
Socio- emotional learning/PSD	Developing young people's socio-emotional skills/personal and social development
Employability	Supporting young people to move closer to the workplace and/or economic activity
Independent living	Supporting young people to live independently (e.g. managing a tenancy, risks of loan sharks)
Community or civic engagement	Facilitating or supporting young people to take positive action in their communities, including volunteering, campaigning and advocacy
Cohesion and bonds across communities	Developing young people's understanding of and connections with different/diverse communities (place and/or identity)
Spiritual development	Supporting young people's spiritual development
Safe space	Providing safe space for young people at risk of violence or exploitation
Character or values development	Developing young people's specific character traits or values (e.g. discipline, kindness)
Connection and appreciation of nature/the environment	Enabling young people to connect directly with, and develop an appreciation of, nature and the natural environment

This dimension describes the setting in which provision takes place or is offered. The typology enables up to three settings, with the first being the primary or dominant setting. In all settings apart from street-based, young people are intentionally **invited into** that setting.

Online	Delivery is digital
Street-based	Detached provision; going to the space where young people are rather than inviting them into another space
Mobile	Delivery operates via a mobile provision, such as a bus or van
Formal education	Delivery is within a formal education setting (note: using school/college premises out of hours would be community venue unless formal education setting is intentional)
Community Building	Delivery is in a building that is primarily for community use (e.g. a village or community hall)
Outdoor community space	Delivery is in an outdoor space that is primarily for community use (e.g. a park or community square)
Dedicated building	Delivery is in a building that is mainly or totally dedicated to youth provision (e.g. youth club)
Leisure facility	Delivery or engagement is in a sports or leisure facility (e.g. sports hall or gym, football pitch)
Nature	Delivery or engagement is in an outdoor, natural setting (e.g. woodland, lake)
Outdoor learning setting	Delivery is in a dedicated, managed outdoor learning centre
Health setting	Delivery or engagement is in a health setting (e.g. hospital or GP practice)
Criminal justice setting	Delivery or engagement is in a criminal justice setting (e.g. prison or custody suite)
Home	Delivery or engagement is in is the young person's home or family location

# Mode of engagement

This dimension describes *how* a young person engages/is engaged in provision. The typology enables up to three 'modalities', with the first being the primary or dominant mode.

One to one	One young person and one adult work together
One to one – peer	Two young people work together to support one another as peers
Group – peer	Young people engage as a group, with other young people, supported by one or more adults
Group - family	Young people engage in a group with family members (rather than peers) supported by one or more adults
Group - intergenerational	Young people engaged as a group, with other young people and people of all ages, supported by one or more adults
Self-guided	Young people guide or direct themselves through their engagement with provision (online, for example)

# Programme model or ‘underpinning theory’



Here for young people  
Here for communities  
Here for you

THE CENTRE  
FOR YOUTH  
IMPACT

PART OF YMCA ENGLAND & WALES

This dimension describes the ‘programme model’ or the ‘underpinning theory’ for provision – *how* it is intended to ‘work’

Sport or physical activity	Main activity is sporting or other form of physical activity
Mentoring	One to one relationship with consistent, trusted adult who is ‘matched’ to young person
Therapy or counselling	Therapeutic in nature; main activity is either one to one or group therapy or counselling
Teaching or training	Main activity is teaching or training young people in certain skills or towards specific learning objectives
Academic support	Teaching or tutoring in pursuit of academic skills development or qualifications
Peer or near peer support	Support, informal mentoring or befriending with another young person of similar age, whose background or experiences enable them to offer guidance
Campaigning and activism	Based around campaigning or activism activities, which intend to bring about political and social change
Advice and guidance	Provision of specific advice and guidance from an appropriately skilled or expert adult
Outdoor learning	Informal and non-formal learning activities designed and intended to take place in the outdoors
Enterprise	Main activity is the development or running of a business or commercial venture
Arts	Artistic in nature, including dance, music, performance, drawing etc
Volunteering	Supporting young people to spend time, unpaid, doing something of benefit to others
Group – identity	Building community and connection with a group based on a shared identity/experience

# Programme model or ‘underpinning theory’



Here for young people  
Here for communities  
Here for you

THE CENTRE  
FOR YOUTH  
IMPACT

PART OF YMCA ENGLAND & WALES

Multi-activity	Young people participate in a range of adult-facilitated ‘positive activities’ including art, sport, and gaming; older age groups may self-guide/choose from the activities available
Self-directed project	Main activity is <i>decided by young person</i> as part of working towards an Award or accreditation, and is <i>completed independently</i>
Decision making and influence	Main activity involves young people making decisions that are materials to the running of an organisation, for example, or distribution of funding; or directly influencing such decisions via a panel, for example
Youth social infrastructure	Provision of consistent, dedicated space for young people, staffed by skilled and trusted adults, in which young people feel a sense of belonging and ownership, and can socialise, play and build relationships

# Structure and duration

This dimension describes the 'structure' of provision, which leads to the frequency and duration of engagement

Time-limited	Attendance or engagement is fixed and tied to programme model (e.g. 12 week programme) MORE THAN ONCE A WEEK, WEEKLY, FORTNIGHTLY, MONTHLY, TERMLY = NO. OF INTENDED HOURS
Open ended	Attendance or engagement is not fixed and endures as long as the young person wishes to attend (until they reach a certain age cut-off, if relevant); the 'programme' is rolling MORE THAN ONCE A WEEK, WEEKLY, FORTNIGHTLY, MONTHLY, TERMLY
One off	Attendance or engagement is one off due to the nature of provision (e.g. a one day summer festival)