

A review of youth awards in Scotland

**Helping young people to be successful, confident,
effective and responsible citizens**

Contents

- 03 | Introduction
- 04 | Background and context
- 08 | Summary of key findings
- 09 | Report
- 17 | Recommendations
- 18 | Appendix 1: Some features and characteristics of the awards in Amazing Things
- 20 | Appendix 2: The relationship between youth awards, the Scottish Credit and Qualifications Framework and Insight
- 21 | Appendix 3: List of local authority areas and organisations who participated in this review
- 22 | Appendix 4: References / Useful links

Introduction

Education Scotland carries out reviews of various aspects of education and this review is part of a new series looking at the contribution made by Community Learning and Development partners to Curriculum for Excellence. This report should be read in conjunction with [Community Learning Development in Curriculum for Excellence: 1. Senior Phase](#) and [Preparing Young People for the Future - Senior Phase in Scotland's colleges](#).

In agreement with the Awards Network, this review considered how well do youth awards in Scotland collectively contribute to:

1. improved life chances for young people, through learning, personal development and active citizenship;
2. stronger, more resilient, supportive, influential and inclusive communities; and
3. the implementation of Curriculum for Excellence.

The first two questions are directly linked to the Scottish Government's National Performance Framework which sets out the strategic objectives for all public services, including those delivering Community Learning and Development. This is explained further in the [Strategic Guidance for Community Planning Partnerships: Community Learning and Development](#) (2012). This Guidance has since been the focus of Education Scotland's learning community inspections. The third question relates specifically to Curriculum for Excellence. HM Inspectors wanted to explore further how participation in youth awards support young people to develop the skills and attributes to become successful learners, confident individuals, responsible citizens and effective contributors.

This review follows Education Scotland's code of practice and is in line with the principles of inspection. Evidence gathering and evaluative activity was guided by the following quality improvement frameworks:

- How Good Is Our Community Learning and Development? (2006) with updated QIs (2012)
- How Good Is Our Third Sector Organisation? (2015)

These improvement frameworks were used to help identify strengths and aspects for further development. All of the current 23 Awards Network member organisations were invited to participate in the review. The 14 who met with HM Inspectors between May and July 2015 collectively provide a significant proportion of the youth awards in Scotland. The team also gathered views from children and young people who participate in awards, parents, employers, staff, volunteers, managers and partner organisations in a series of focus groups in nine local authority areas.

HM Inspectors also considered evidence from a sample of 24 learning community inspections in 2014 and 2015, along with relevant policies, legislation, research, data and literature in reaching their conclusions and making recommendations contained in this report.

Scottish Youth Work Policy and the Awards Network

In 2007, the first National Youth Work Strategy: *Moving Forward* confirmed a need to acknowledge achievement through youth work. In response to the recommendations of the Strategy, Youth Scotland proposed the development of the awards network and some resources were made available to support its establishment in 2008.

The [Awards Network](#) is a forum of providers of non-formal learning awards in Scotland. Members of the network work together to raise awareness of the variety of awards available to young people aged 12 to 25 that use youth work approaches and are available throughout Scotland. The Secretary and general administrative support is provided by Youth Scotland. The Awards Network aims to work together to promote and recognise the achievements of young people through youth awards.

The Awards Network developed the publication, '[Amazing Things: a guide to the youth awards in Scotland](#)', which highlights the range of awards in one publication. Secondary schools all received a copy of the first and third edition (2011), published by Youth Scotland. The publication brings together some long established awards such as the Queen's Scout Award and the Duke of Edinburgh's Award, which are both well known internationally. Others awards included in Amazing Things have been developed and grown in popularity more recently, including the John Muir Award, Youth Achievement Award and Saltire Award.

Background and context

Curriculum for Excellence in Scotland – Achievement, Skills for learning, life and work and creating new types of profiles

Recognising Achievement

It is a key element of Curriculum for Excellence that young people have opportunities to develop skills and attributes both in and out of school and college. [Building the Curriculum 3](#)¹ highlighted that:

‘Gaining recognition for their achievements and the skills for life and skills for work that are developed through them, can benefit all young people. It can increase their confidence, raise their aspirations, improve their motivation for learning and keep them engaged in education. In addition the process of planning, recording and recognising achievements can help young people to reflect on their learning and development and can be valuable starting points when it comes to articulating themselves in applications to and interviews with employers, colleges or universities.’

Skills for learning, life and work

[Building the Curriculum 4](#)² considers skills for learning, life and work and signalled a shift in thinking around curriculum:

“To meet the aspirations of Curriculum for Excellence, there will need to be changes in the way people think about curriculum, shifting the focus from a view of curriculum content as either ‘academic’ or ‘vocational’, towards curriculum as encompassing the whole range of knowledge, skills and attributes that contribute to the four capacities. At present there is already a great deal of generic skills development taking place, for example through existing National Qualifications. As we move forward, we need to build on and strengthen the development of skills across the curriculum. The focus will need to shift from the route to learning, and the settings where learning takes place, to the outcomes of learning, and the skills that young people need for their learning, life and work.”

This thinking has recently been explored in more depth by the [Commission for Developing Scotland’s Young Workforce](#) and is shifting from policy into practice through the implementation of [Scotland’s Youth Employment Strategy](#).

“There is nothing more important to Scotland’s medium term economic future than getting the skills of its young people in tune with the very fast changing skills, technology and knowledge requirements of the modern world... We therefore need to make much better use of our total young workforce and ensure they have the work and employability skills they need to succeed.” Sir Ian Wood³

Rod Bristow, President, UK and Core, Pearson highlights that: *“The CBI/Pearson Education and Skills Survey (2015) provides a mine of evidence on what employers seek from the young people who are leaving education and setting out in their careers. And we discover a vivid picture of employers seeking young people with much more than a list of qualifications – they look for communication skills, teamworking skills, a strong work ethic.”* The survey notes that: *“Businesses want young people who are rigorous, rounded and grounded. This involves developing essential key skills and knowledge in combination with the attitudes and behaviours needed for success in life and work. Stretching academic standards alone are not sufficient to achieve this.”*⁴

This review explores how youth awards contribute to the development of these essential skills, attitudes and behaviours (See [Appendix 1: Some features and characteristics of the awards in Amazing Things](#)). Many of these are reminiscent of ‘Spartan’ qualities such as self-reliance, confidence and motivation (self-discipline, courage and resolve) but also include creativity, teamwork and interpersonal skills.

¹ Page 45 [Building the Curriculum 3 – a framework for learning and teaching](#) (Scottish Government, 2008)

² Page 9 [Building the Curriculum 5 – skills for learning, skills for life and skills for work](#) (Scottish Government, 2009)

³ Page 7, [Education Working For All!](#) (Scottish Government, 2014)

⁴ Page 37, [Inspiring Growth, CBI/Pearson Education and Skills Survey 2015](#) (CBI, 2015)

Capturing achievement in a young person's profile

[*Building the Curriculum 5: Recognising achievement, profiling and reporting*](#)⁵ explains what we mean by recognising achievement: “*progress in all aspects of each child's or young person's planned learning. Achievement covers learning within curriculum areas and interdisciplinary learning, including recognition through qualifications, but it is much wider than that. It includes achievement in other areas within the life of the school and outside the school – sometimes referred to as wider achievement.*”

Achievement beyond formally assessed learning in the classroom can take a range of forms. For example:

- *some young people will achieve through formally recognised awards or programmes, such as the Duke of Edinburgh's Award, which provide opportunities for young people to develop their potential*
- *some young people will achieve through arrangements which do not lead to an accredited award but which are formally organised, for example while undertaking voluntary work or while undertaking leadership roles in the school*
- *some young people will develop skills and capabilities through achievements in the school, home or wider community – for example, through participation in sport, the arts or activities in the community or through being placed in positions of responsibility, such as young carers.’*

“Chloe's experience is a great example of Curriculum for Excellence in action. She planned her own (Youth Achievement) Award, took on responsibility and was flexible with her lessons when she needed to be. She was a great example to the young people she worked with and an inspiration to her peers.” (Youth Worker)

Amazing Things, Third Edition

Interest in achievement in Scotland

SQA

The Scottish Qualifications Authority (SQA) developed personal achievement awards in 2008 to further support the implementation of Curriculum for Excellence. This continues to evolve and has developed into a group of SQA awards under their heading of [‘wider achievement’](#).

The Accounts Commission

The Accounts Commission report notably included wider achievement alongside pupil attainment and provided some key messages. However, the Accounts Commission report did not include the full range of youth awards within its scope. This review takes a closer look at how a broader range of youth awards have flourished in recent years and how they are impacting on young people's learning and achievement.

Scottish Credit and Qualifications Framework (SCQF)

The range and nature of youth awards continues to evolve with an increasing number being levelled using the [Scottish Credit and Qualifications Framework](#) (See Appendix 2: *The relationship between youth awards, the Scottish Credit and Qualifications Framework and Insight*).

Insight

As more awards are recognised and included on Insight, the term wider achievement may no longer be appropriate as a distinction between attainment and achievement becomes artificial. On Insight the section of awards known as ‘wider achievement’ are in reality a group of subjects and learning experiences that don't neatly fit into one of the eight curriculum areas. This artificial separation should not be interpreted in such a way as to diminish or dismiss their importance.

⁵ Page 8 *Building the Curriculum 5 - 'Building the Curriculum 5: Recognising achievement, profiling and reporting'* (Scottish Government 2010)

Interest in achievement across the UK - Learning by Doing

In 2004, the Curriculum for Excellence stated what the purposes of the curriculum from 3 -18 would be: *“Our aspiration for all children and for every young person is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and at work.”*

Long before this in 1958, in his lecture “Learning to be human”⁶ John Macmurray said that: *“the first priority in education – if by education we mean learning to be human – is learning to live in personal relation to other people. Let us call it learning to live in community”*. He later states that the: *“second aspect which I believe to be both very important and also too little provided for... ..the development of our capacity for sense experience, and through this, the education of the emotions.”* He goes on to say that: *“The third major aspect of education is the one which might perhaps be called the technological. It comprises the accumulation of information and its organisation for use, together with the practical aspects of this”*.

It is easy perhaps to see the similarities between what John Macmurray describes as ‘learning to be human’ and the four purposes of Curriculum for Excellence but despite our best holistic intentions does education in Scotland still focus more on the “technological” aspect of producing “successful learners”?

As this review helps to illustrate, youth awards can play a key role in helping young people to be successful, confident, effective and responsible citizens with a greater focus on non-formal, experiential learning and the development of personal and interpersonal skills and competencies.

A number of the youth awards discussed as part of this review are referenced in a recent piece of attitudinal research by DEMOS, [Learning by doing](#)⁷, which includes a detailed case study of The Scout Association. The report: *‘reveals a strong appetite among young people and teachers for more non-formal learning opportunities within the education system. Our (their) research shows that large numbers of young people in the UK – particularly from disadvantaged backgrounds – do not have enough opportunity to take part in non-formal learning and are therefore at risk of not developing key skills important for success.’* Interestingly *‘Learning by Doing concludes with a series of recommendations for how this opportunity gap can be addressed, through embedding non-formal learning into the education system.’*

In their report on behalf of the Cabinet Office, [Youth social action in the UK – 2014](#)⁸, Ipsos MORI surveyed 2,038 10-20 year olds to determine the proportion of young people involved in social action in the UK. *“The term ‘youth social action’, in this context, is defined as ‘practical action in the service of others to create positive change’ and covers a range of activities such as fundraising, supporting charities, tutoring and mentoring, supporting other people, and campaigning for causes.”* This baseline survey will be tracked over the next six years and used to inform and help measure the progress of the #iwill campaign run by [Step Up To Serve](#), which aims to raise the number of 10-20 year olds in the UK involved in meaningful social action by 50% by 2020. The report shows that rates of meaningful social action are higher in Scotland (49%) than in England and Wales (39%) and Northern Ireland (36%).

Interest in achievement in Europe - Social outcomes of education

Measuring outcomes through tests and exam results has provided a wealth of attainment data that demonstrates how well young people are becoming successful learners. What is harder to measure are the levels of confidence, resilience and social attributes developed by young people through activities and experiences in school and in the community.

A [study](#)⁹, conducted by a SICI (Standing International Conference of Inspectorates) Working Group of inspectors affiliated with the educational inspectorates in the Netherlands, Norway, Scotland and Sweden, asked:

⁶ *Learning to be human Moray House Annual Public Lecture* (John Macmurray, 5 May 1958)

⁷ *Learning by Doing* (Jonathan Birdwell, Ralph Scott, Dale Koninckx, DEMOS, 2015)

⁸ *Youth social action in the UK – 2014* (Julia Pye, Nicola James and Rowena Stobart, Ipsos MORI, 2014)

⁹ *Social Outcomes of Education: The assessment of social outcomes and school improvement through school inspections* (Amsterdam University Press, 2014)

'Is it possible to measure the social outcomes of education and evaluate the 'social quality' of schools? Can school inspectorates assess the effectiveness of the work done by schools in this area and can school inspections strengthen school improvement? Some national school inspectorates have already included (aspects of) of social outcomes in their assessment schemes. Their experiences provide an insight into the possibilities of the measurement of social quality. The study describes possible approaches to inspecting educational quality in the social domain and what contributions and effects may be expected of them, and provides the building blocks to answer the question about effective organization of assessment and school inspection for accountability and school improvement in the social domain.'

If participation in youth awards effectively contributes to young people developing their attributes and capabilities as confident individuals, responsible citizens and effective contributors, how can we best evidence this in a way that both complements and contributes to what we know about successful learners? How does this link with and build upon existing management information and quality assurance processes to fully capture, measure and assess skills for learning, life and work?

Education Scotland has been looking at this through secondary school and learning community inspections which have been increasingly interlinked to help build a fuller picture of how young people are supported to gain social outcomes through a variety of engagements. This model of inspecting a learning community surrounding the catchment area of a secondary school is one way to look at impact on individuals and communities.

Interest in achievement globally

Several of the organisations who form the Awards Network also have an international focus, particularly those with Royal patronage such as the uniformed organisations and the [Duke of Edinburgh's International Award](#). Despite their global reach, this aspect of youth awards is less well known but with the world's first Adult Achievement Award now being piloted in Scotland, is there perhaps further scope to promote internationally how we recognise, celebrate and accredit achievement for young people and adults?

Building the Curriculum in Scotland – Achievement as educational policy innovation

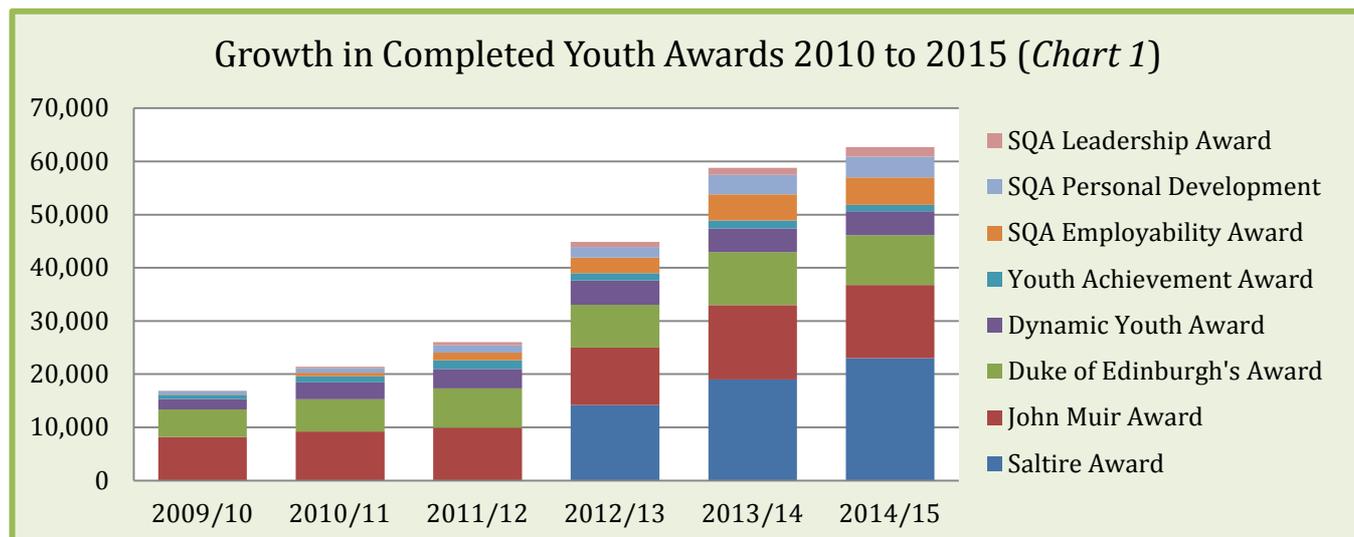
The establishment of the Awards Network in 2008 was a timely and creative response to Curriculum for Excellence. The development of the Awards Network since 2008 to the present, demonstrates a high level of public policy innovation emerging from the first National Youth Work Strategy. This alongside three editions of Amazing Things, the implementation of Curriculum for Excellence and a recent refresh of the [national youth work strategy](#) means that there has been a "significant increase in the past five years of the types of programmes being offered and *the number of awards being achieved*" as highlighted in [School Education](#)¹⁰, a report by the Accounts Commission in 2014.

'pupils learning experiences have become much broader in recent years' and 'there are increasing opportunities for pupils to develop wider employability and life skills'

It is also worth noting that the full range of youth awards is not listed within Amazing Things. For example, the uniformed organisations provide a progressive range of badges and awards at all stages of the curriculum with only their highest awards featured in the current edition.

¹⁰ Pages 15-30, Part 2 Pupil attainment and wider achievement, *School Education* (Accounts Commission, prepared by Audit Scotland, 2014)

Summary of Key Findings



Note: This graph does not include the full range of youth awards delivered by the Awards Network and uses slightly different reporting years.

Key strengths

- Since the establishment of the Awards Network in 2008, there has been a significant growth in participation and completion of youth awards. (*Chart 1 highlights a 273% increase between 2009/10 and 2014/15 over a selection of awards.*)
- Young people gain a wide range of skills such as confidence, interpersonal, team working, leadership and employability through participation in youth awards.
- Youth awards support young people in their learning and to progress to further and higher education, training and employment on leaving school.
- For some young people facing additional challenges participation in youth awards is life changing.
- Increased participation in youth awards is enabling more young people to take up leadership roles.
- Young people participating in youth awards contribute significantly to local and wider communities through volunteering.
- Effective partnerships are increasing participation and access to youth awards.
- High numbers of volunteer leaders supported by staff deliver youth awards across Scotland.
- As a result of good initial training and development opportunities staff and volunteers are confident to deliver awards.
- The Awards Network and the Amazing Things publications have raised awareness and increased understanding of the range of youth awards, mainly with youth work managers and staff.

Aspects for further development

- Although there has been growth in Dynamic Youth and John Muir Awards, there are fewer award opportunities at this time for young people as part of their Broad General Education most noticeably around S2.
- Many providers and stakeholders are still unclear about the relationship between awards, their similarities and differences.
- A need for evidenced based research exploring the role of youth awards in raising attainment.
- Few examples of partnerships taking a well-planned strategic approach to increasing access to and impact of youth awards.
- There is scope for an increased focus on using youth awards to address prevention and early intervention.
- The connection between locally developed and nationally recognised youth awards needs to be strengthened.
- There is an incomplete statistical picture that details the totality of participation, progression and completion in the full range of youth awards across Scotland.

Report

How well do youth awards in Scotland collectively contribute to:

1. improved life chances for young people, through learning, personal development and active citizenship;
2. stronger, more resilient, supportive, influential and inclusive communities; and
3. the implementation of Curriculum for Excellence.

To what extent do youth awards contribute to improved educational outcomes for all learners?

Young people are developing a wide range of skills through participation in youth awards. The skills most commonly recognised are communication, confidence, interpersonal skills, team working, leadership and employability. HM Inspectors found that most young people can talk confidently about the skills and experiences they are gaining from participation in awards. For example, in Falkirk young people talk positively about the practical gains they have made such as being more responsible and being better at timekeeping.

“Completing my (Queen’s Guide) Award gave me the opportunity to lead and manage people. This has given me the confidence now to think about becoming a principal teacher in school and I have started a university course to achieve this.” (Young person)

Amazing Things, Third Edition

A few young people are progressing through award levels and from one award to another and to accredited learning. For some this is leading directly to employment in youth work.

In North Lanarkshire, many young people completing Dynamic Youth Awards are progressing on to volunteering and a few are gaining employment as youth workers.

In local authorities with high participation rates in the Duke of Edinburgh’s Award or Youth Achievement Awards, such as South Ayrshire, there is strong progression through award levels. Most young people participating in youth awards are able to describe their skills and experiences during interviews and this is helping them progress successfully to training, further and higher education and employment.

Employers value the skills and attitudes young people are gaining including commitment, determination and team work. However, some young people could benefit from further support to describe their experiences and skills gained to a business audience and make the connections to jobs.

Dundee young people involved in the Shore Trainee programme are increasing their skills and confidence to complete CVs, application forms and to prepare for interviews.

HM Inspectors found that most schools have focused on using youth awards to increase personalisation and choice within the Senior Phase of Curriculum for Excellence. Outside of uniformed organisations, Dynamic Youth and John Muir, there are fewer national youth award opportunities for young people during their Broad General Education. Consequently there is a need to strengthen the profile, availability and pathways for young people in primary school and the early stages of secondary school. With an increased focus on vocational pathways emerging, there is also a risk of a cluttered and confused landscape of awards and routes to accreditation, particularly in the Senior Phase. An increased focus on the skills and attributes young people gain from youth awards could help to address this.

Some young people stay in education as a result of their participation in youth awards and we know that improved attendance can lead to raised attainment. An increasing number of youth awards are becoming accredited and therefore leading directly to increased attainment. However, it is unclear at present to what extent participation in youth awards contributes to raising attainment overall. There is a need to build a robust evidence base by undertaking research including a literature review to further inform national policy and the implementation of Raising Attainment For All.

To what extent are youth awards used to address inequity?

For some vulnerable, disadvantaged or less confident young people participation in youth awards is helping to build their resilience and for a few this is positively life changing, such as increased self-esteem and aspiration.

“Before completing my Diploma, I always believed I couldn’t achieve as much as anyone else, but with determination and work I stuck with the BTEC even though I found it difficult. Achieving the BTEC is the biggest thing I’ve done as a cadet and one of the things I’m most proud of. It has taught me not to be nervous or shy, to believe in myself and to work in a way that suits me.” (Young person)

Amazing Things, Third Edition

All local authorities and in some cases third sector partners have elements of targeting in their approach to youth awards to support disadvantaged and minority groups. The most common aspect to this is supporting young people with additional support needs to achieve and helping young people to reach a positive post school destination. For example, two Duke of Edinburgh’s Award groups in Renfrewshire are targeted, one to a group of young carers in Paisley and another to an additional support needs group in Kersland School where young people are undertaking their bronze award.

Most national youth award providers have a strategic approach to inclusion and specifically target some of their work towards young people with additional support needs, for example those with a disability, young offenders, young carers and minority ethnic groups.

The Scouts and Girlguiding both have an established and successful history in supporting children and young people with disabilities to participate including jointly run hospital based groups.

In Her Majesty’s Young Offenders Institution Polmont, young people have opportunities to participate in the Duke of Edinburgh’s Award, ASDAN and YouthBank.

The Duke of Edinburgh’s Award and Sikh Sanjog support ethnically and culturally diverse girls in schools including Indian, Pakistan, Polish, African, Chinese, Mexican and Spanish all from a wide range of faiths and beliefs. Many of the girls would not usually be able to access the award due to cultural differences. As a result they have become more confident and socially included.

Several local authorities, including Orkney, Aberdeenshire and North Lanarkshire, have loan equipment or special funding to support young people who couldn’t otherwise afford it to access the Duke of Edinburgh’s Award expedition or other outdoor learning opportunities. In Dundee and North Lanarkshire, the Duke of Edinburgh’s Award is free to all young people to encourage participation and over 30% of young people participating in both authorities live in the most deprived data zones.

“The Personal Development Course was one of my favourite classes at school because it allowed me to work in a style that suited my way of learning.” (Young person)

“Achievement in class has been quite remarkable and has created a secure environment where success is welcomed and embraced.” (Teacher)

Amazing Things, Third Edition

Participation in youth awards is encouraging some young people to remain engaged in learning for longer and for some who are disengaged from education participation in an award is a first step towards personal achievement and an increase in their self-belief and sense of ambition. For example, *Strive* a voluntary organisation in East Lothian is helping young people who are not engaged in education to access Saltire awards.

“The Dynamic Youth Awards have helped me become more confident and I have expanded my knowledge. I have experience things which I wouldn’t have done – for example, exploring lava tubes in Tenerife!” (Young person)

Amazing Things, Third Edition

A few local authorities support the primary to secondary transition through youth awards¹¹. In North Lanarkshire Dynamic Youth Awards are included as part of their summer school programme. Dundee use peer education as part of a preventative approach to providing health education to primary children and support vulnerable young people in the community. These approaches are enhanced by using awards to recognise young people’s achievements. However, HM Inspectors found that most local authorities focus their targeted approach to youth awards around the Senior Phase. Further work is needed to consider an early intervention and prevention approach across the curriculum.

How well are partners working together to encourage participation and improve access to youth awards?

Where there are effective progressive partnerships with a strong ethos and culture of joint working this is leading to increased participation and access to youth awards.

Craigie High School Wider Achievement Partnership has been established to ensure young people’s personal achievement is recognised. They are capturing achievement across the school community and have created an Awards Framework which ensures that young people, parents and staff are aware of where accredited awards sit within the Scottish Credit and Qualifications Framework.

In North Lanarkshire, a strong culture of partnership working between organisations and establishments is ensuring that young people have access to a wide range of awards at a level suited to their learning needs and opportunities for progression. The Youth United Network at Dumfries House in South Ayrshire has increased positive opportunities for young people at risk of exclusion.

Whilst some strong examples exist, partnership working around personal achievement and youth awards is not yet fully developed. The voluntary sector is not always involved in relevant partnerships and uniformed organisations tend not to be considered as part of partnership groupings within local authority areas and learning communities. All partners need to be more closely involved in self-evaluation and planning for improvement to ensure a comprehensive understanding and strategic approach to increasing access to youth awards. This requires strong partnership working and negotiation between those providing formal, non-formal and informal learning opportunities.

¹¹ HM Inspectors will take a closer look at the contribution of CLD to CfE in an aspect review on primary to secondary transition.

To what extent are youth awards impacting on the local and wider community?

“The whole experience has been challenging, yet worthwhile, as it has given me so much inspiration to go out and make a difference in life. The voluntary service, in particular, was really rewarding – I was helping others in a homeless shelter. The (Girls’ Brigade Queen’s) Award has been the greatest life experience I have had.” (Young person)

Amazing Things, Third Edition

A common feature of almost all youth awards is some form of community service or volunteering. Taken together, this represents a highly significant commitment and investment of time (estimated at over one million hours in the last year alone) by young people in their local, wider and in some cases international community.

Duke of Edinburgh’s Award has had sustained impact in the Gambia with two or three groups travelling there each year. Activities include fitting out a medical centre and a community centre. Other young people take part in volunteering abroad such as building schools in Africa or South America.

In many instances an intergenerational aspect to this supports a positive image of young people and contributes to community cohesion.

Orkney young people undertaking awards deliver a wide range of services to their communities from life guarding to running peer groups and supporting the elderly in care homes. Volunteering has improved the image of young people across the islands.

Although impact on the community is a significant strength of youth awards, young people’s contribution to their communities whilst volunteering is not always sufficiently recognised. Some young people would benefit from support to recognise and value their contribution to society. The Step up to Serve, #iwill campaign could contribute to this by building on the existing connections with youth award providers. There may also be potential for greater recognition and celebration of citizenship through encouraging links to nominated awards locally and nationally. Local authority education committees could also be more consistent at recognising and celebrating achievement.

How skilled and confident are paid and voluntary staff in delivering a range of youth awards?

There are significantly high numbers of volunteers giving their time to deliver youth awards alongside staff supported by national youth award providers and local authorities. Almost all staff and volunteers receive a good level of initial training for individual youth awards and further development opportunities. The Duke of Edinburgh’s Award Scotland and an increasing number of local authorities provide an effective range of training for leaders. Volunteers are trained before delivering Scouting and Girlguiding awards and occasionally attend training for other awards.

Where paid staff are responsible for delivering a range of awards the majority are confident about the connections between them.

In North Lanarkshire staff and partners have good knowledge of the range and value of the various awards. Arrangements for moderation of awards is helping staff and partners share knowledge and experience.

In Renfrewshire, staff are trained and confident to deliver Dynamic Youth and Youth Achievement Awards and some are beginning to access wider training such as the Forest Schools Programme bush craft skills.

In areas where there is increased participation in youth awards and progression opportunities for young leaders this is supporting a growth in volunteers, an emerging younger workforce and an upward trend in award completion rates.

In the Boys' Brigade the King George VI (KGV) Youth Leadership Training for 17-22 year olds supports young people to become Boys' Brigade leaders. Around 10% of young people with a Queen's Badge progress on to KGV training. This has the added effect of reducing the average age profile of Boys' Brigade leaders.

"My practical service helped me gain valuable experience doing something very worthwhile. It's not just you that benefits but the younger lads in the company (Boys' Brigade) and the wider community." (Young person)

Amazing Things, Third Edition

A lack of detailed knowledge and awareness of the full range of awards available, particularly in schools, is leading to missed opportunities. For example, more young people could gain a Saltire Award in addition to the volunteering or community service element of other awards. However, the number of young people currently gaining a Saltire Award does not fully reflect this.

The delivery of youth awards relies heavily on committed volunteers or additional voluntary time from paid staff and demand continues to rise year on year. In large or remote rural areas transport arrangements can make it difficult for volunteers to easily access training opportunities. Access can also be a challenge for some volunteers such as single working parents. An increased use of online training or mentoring through phone calls or visits could address these access issues. Local authorities, the Awards Network and the third sector interface need to explore how to further build capacity for the delivery of youth awards. This could be through strategic investment in recruiting, training and retaining volunteers alongside developing the existing workforce.

How effective is leadership at all levels at increasing the range and quality of youth awards available to young people?

In most instances, youth awards are being used to recognise and accredit work that young people choose to participate in based on youth work principles.

In Dundee, opportunities for young people are person-centred, with the majority of awards reflecting the interests of the young people. All young people involved in youth work provision are offered the opportunity to participate in an award, and make informed choices based on their individual needs and circumstances.

In North Lanarkshire, strong relationships between youth workers and young people are helping to ensure that awards are focused on recognising the achievements of young people in things that interest them.

The range of awards available to young people has grown in recent years particularly where specific posts or partnerships have helped to build capacity. For example, a school in South Ayrshire has invested in its own Duke of Edinburgh's Award Coordinator resulting in increased capacity. In East Lothian there is an effective level of leadership in the development of youth awards. A good range of opportunities are available in all six secondary schools in the authority and within community groups and uniformed organisations.

The growth of particular awards in local authority areas is heavily influenced by available resources. This is sometimes driven by the level of support from the national agencies and is often organic in nature based on local circumstances and informal networks. Young people would benefit from local authorities with partners taking a more strategic approach to delivery that is clearly linked to local and national priorities.

What does performance data and measures show?



Note: This graph does not include the full range of youth awards delivered by the Awards Network and uses slightly different reporting years.

In almost all communities across Scotland, the number of young people participating in, completing, progressing and gaining accreditation through youth awards has increased dramatically over the last few years. This growth since 2008 when the Awards Network started has been achieved without direct additional funding. The total number of youth awards completed in Scotland in 2014/15 exceeds 73,000, nearly 11% of young people currently in school.¹² The number of young people gaining a Duke of Edinburgh's Award or an SQA Employability, Leadership or Personal Development Award in the last year equates to over 12% of SQA candidates.¹³

In addition to the work of the Awards Network, a main driver for this has been the implementation of Curriculum for Excellence. An increasing number of youth awards are being accredited and the use of SCQF levelling is beginning to help a range of stakeholders better understand the currency of each award.

Although relatively new, Insight is providing useful additional management information as part of a wider evidence base. However, managers of youth awards need to be able to access, understand and analyse the management information available on Insight and would benefit from some support and training.

The following table details the percentage growth in some awards during the same period. (Note: The large increases in some awards are due to the timing of their development with a low baseline in 2009/10.) The growth in some awards has fallen back or slowed in the last year but the overall trend remains high.)

| Percentage Growth in Completed Youth Awards from 2009/10 to 2014/15 | | | | | | |
|---|---------------|----------------|----------------|----------------|----------------|--------------------------|
| | 9/10 to 10/11 | 10/11 to 11/12 | 11/12 to 12/13 | 12/13 to 13/14 | 13/14 to 14/15 | Five-year overall growth |
| John Muir Award | 12.52% | 7.61% | 8.98% | 29.60% | -1.64% | 68% |
| Duke of Edinburgh's Award | 18.01% | 21.82% | 8.72% | 23.45% | -5.92% | 82% |
| Dynamic Youth Award | 56.25% | 16.09% | 23.49% | -2.66% | 2.21% | 123% |
| Youth Achievement Award | 50.32% | 35.97% | -13.10% | 12.53% | -23.75% | 52% |
| SQA Employability Award | 847.06% | 123.45% | 107.09% | 65.37% | 4.46% | 7,471% |
| SQA Personal Development Award | 38.47% | 63.31% | 39.34% | 88.87% | 6.82% | 536% |
| SQA Leadership Award | 3,222.22% | 113.38% | 51.88% | 34.06% | 41.49% | 20,322% |

Note: This graph does not include all youth awards delivered by the Awards Network and uses slightly different reporting years.

¹² Based on Scottish Government pupil census data 2014 (n. 676,955). It should be noted that the total number of young people gaining awards will be less than the total number of awards as some young people will complete more than one award.

¹³ SQA Candidates 2015 – n. 142,962

The introduction of new qualifications in 2014 is likely to have contributed to the slight reduction in the numbers of completed awards last year.

Although most local authorities gather management information on achievement and youth awards few are able to provide any comprehensive picture of young people's participation and achievement in and out of school. Consequently, local authorities are not always able to develop strategic plans around achievement and awards or allocate resources effectively. Local authority education committees could play a more active role in this. Insight is beginning to influence specific investment in awards and care is needed to ensure that Insight doesn't become the only driver for achievement and limit the range of opportunities for young people to participate.

Whilst the development and use of pupil profiles is inconsistent across Scotland, the Awards Network and local authorities need to do more to encourage young people and schools to consistently include and recognise youth awards in pupil profiles at each key transition.

How effective is the awards network?

The Awards Network provides a useful forum for members to communicate, strengthen partnerships and discuss current policy and issues. Some organisations such as the John Muir Trust and YouthBank Scotland have gained further recognition through their membership of the Awards Network. As part of this review, HM Inspectors discussed a broader range of awards than is currently reflected by the membership of the Awards Network including some locally and regionally available awards. This highlighted a need for the Awards Network to review its membership and to consider how it links to local awards and new awards as they emerge.

The Amazing Things publications and website have helped to raise awareness, mostly with youth workers, and increase understanding of the range of youth awards available and some of the connections between them. A fourth edition of Amazing Things is planned. However there needs to be greater consideration that this or additional resources need to be developed and tailored to different audiences such as young people, parents, schools and employers. There may also be a need for local authorities to develop local information to manage expectations as they do not necessarily make provision for all of the national awards locally.

There is also a need for the Awards Network and partners to develop a training strategy to further build capacity and understanding of the links between awards, accreditation and opportunities for progression.

What is the collective capacity of the Awards Network for improvement?

Youth Scotland proposed the development of the Awards Network and their trustees have invested staff in the work to develop and deliver its achievements since 2008. As this report illustrates, Youth Scotland and the Awards Network have made significant progress over the last few years with little additional funding to build capacity and extend their reach.

The Awards Network is a partnership between similarly minded organisations and their collective efforts have helped to raise the profile of youth awards in Scotland and beyond. Member organisations vary in size, scale and scope and the network relies heavily on good will.

Discussions as part of this review raised some of the following issues for consideration:

- There are financial implications for increasing or even maintaining the current level of awards which have increased the direct and indirect cost of delivery.
- The increased awareness and popularity of awards is beginning to place significant pressure on budgets. This will have an impact on the imbalance between Award Network members of differing sizes and scale.
- Some partners suggested a national approach to tracking and recording achievement which would involve the network working alongside other key partners.
- Some staff and volunteers feel that networking at a national level should be reflected locally on a more practical level.
- Would the Awards Network be a stronger voice as an independent organisation rather than as a membership forum?
- Should local authorities develop their own local version of Amazing Things?

The Awards Network has limited capacity in its current form and funding model to improve and increase its scope further. This report highlights that youth awards make a significant contribution to achievement and this important aspect of Curriculum for Excellence has been underfunded. The recommendations that follow cannot be fully realised without additional targeted investment.

Aspects for further consideration

Education Scotland is undertaking a series of aspect reviews looking at how Community Learning and Development partners contribute to Curriculum for Excellence. The first considered the contribution to the Senior Phase and another will focus on primary to secondary transition.

This review of youth awards forms part of this series and there may also be scope to look more closely at other features in greater depth. This could include youth uniformed organisations 'badge' programmes from P1 to S6, the wide range of sports and cultural awards for young people, a closer look at outdoor education programmes and international youth exchange.

Recommendations

Working together the Awards Network, local authorities and CLD partnerships including schools should:

- take account of personal achievement and youth awards as part of a strategic approach to raising attainment for all and developing Scotland's young workforce;
- review the use of locally and nationally recognised and accredited youth awards within the Broad General Education;
- work together to capture, analyse and use data effectively to inform further development of youth awards;
- develop a training strategy to further build capacity and understanding of the links between awards, accreditation and opportunities for progression;
- ensure that the voluntary sector, including uniformed organisations, are included in partnership working around personal achievement and youth awards;
- develop a range of locally relevant publicity and learning materials that complement Amazing Things and are tailored to different audiences such as young people, parents, schools and employers;
- consider extending the use of young ambassador and young leader programmes to further promote the benefits of undertaking youth awards to all young people; and
- encourage young people to include and recognise their learning and personal achievement in youth awards within pupil profiles at each key transition.

Awards Network should:

- review its membership and remit with reference to current policy and legislation and consider how it links to locally developed awards, awards which are presently outside the Awards Network and new awards as they emerge; and
- continue to seek additional funding, including European investment, to further improve equity of access to youth awards.

Education Scotland should:

- support schools and the Awards Network to extend the use of youth awards as part of an early intervention and prevention approach linked to raising attainment for all;
- highlight the linkages between youth awards and the new standards for Work Placements, Career Education and School Employer Partnerships; and
- maintain a focus on youth awards as part of new models of inspection and review.

Scottish Government should:

- consider commissioning research including a literature review to better understand the role of youth awards in raising attainment;
- ensure that managers of youth awards have appropriate access to Insight and relevant support and training;
- improve national data collection to build a comprehensive picture of the totality of participation, progression and completion of youth awards;
- encourage Developing Young Workforce groups to consider linkages and pathways between personal achievement, youth awards, vocational learning and employment; and
- allocate appropriate resources from the Attainment Scotland Fund or other possible sources to support the Awards Network and partners to implement the recommendations in this report.

Appendix 1: Some features and characteristics of the awards in Amazing Things

| Name of Award and Provider | Distinctive Features (Based on Amazing Things, Third Edition) | Age | Levels / Progression | Sections / Components | Topics / Skills |
|---|---|-------|--|---|--|
| Cadet Organisations Awards Air Training Corps, Army Cadet Force and Sea Cadets | These awards encourage the development of citizenship alongside military and water-based skills, with progressive training linked to ability and age and an interface with the DoF award. | 12-18 | See <i>individual websites for detailed information on range of awards and qualifications.</i> | | Military and water-based skills; leadership; adventurous activities; confidence; self-reliance; initiative loyalty; a sense of service and teamwork. |
| ASDAN Awards and Certificates | CoPE, CVQ and Short Course Awards recognise young people's extra-curricular activities including volunteering that recognises the skills they have gained. Strong progression routes to other award opportunities and qualifications. | 13+ | See <i>websites for detailed information on range of awards and qualifications.</i> | | Teamwork; improving own learning; problem solving; research; discussion; and oral presentation. |
| Duke of Edinburgh's Award | The Award is delivered in all Scottish local authority areas, recognised in over 125 countries, and is all based on every young participant building their own individual learning programme. | 14-24 | - Bronze - Silver - Gold | - Volunteering - Physical - Skills - Expedition - Residential (Gold only) | Commitment; determination; teamwork; flexibility; awareness of own potential; self-belief; resilience and independence. |
| Dynamic Youth Award Youth Scotland | Dynamic Youth Awards provide an accreditation framework for your existing work with young people, tailored to the 10-14 age group, with peer assessment and external accreditation. | 10-14 | - Taking Part - Helping to organise - Organising - Leading | | Developing motivation; encourage participation; and increasing responsibility. |
| Employability Award Scottish Qualifications Authority | The Employability Award delivers a positive and realistic approach to employment, developing the skills and attitudes needed to gain and sustain employment. | 11+ | See <i>website for detailed information on progression opportunities.</i> | Two mandatory units: - Preparing for Employment: First Steps - Building Own Employability Skills Two optional units: - Responsibilities of Employment - Dealing with Work Situations | Employability skills; self-confidence, self-esteem and inter-personal skills. |
| John Muir Award John Muir Trust | The only award to focus on the natural environment and wild places, this is about first hand experiences for individuals or families – non-competitive, challenging and progressive. | All | - Discovery Award - Explorer Award - Conservator Award | - Discover a wild place - Explore its wildness - Conserve a wild place - Share your experience | Environmental awareness and responsibility; commitment; ownership; challenge and adventure, conservation skills; teamwork; planning; decision-making; confidence and communication skills. |
| Leadership Award Scottish Qualifications Authority | The Leadership Award focuses on leadership skills and values for working co-operatively with others. | 11+ | See <i>website for detailed information on progression opportunities.</i> | Two mandatory units: - Leadership an introduction - Leadership in practice Examples of activities include organising an event, running a community newspaper, setting up an enterprise company and peer mentoring. | Nurtures leadership styles; respect and tolerance for others; and promotes responsible citizenship. |
| Saltire Award Voluntary Action Scotland / Scottish Government | Recognises young people's contribution to their communities through volunteering. | 12-25 | - Challenge - Approach - Ascent - Summit | | Citizenship; personal commitment; community benefit; voluntary participation; inclusiveness; ownership by young people; employability skills. |
| Skills for Life Award (previously Classic Award) Outward Bound Trust | This Award Offers life-changing residential experiences that raise aspirations and develop teamwork, leadership and planning while fulfilling Gold DoF and the John Muir Award requirements. | 15-19 | | | Outdoor skills; communication; decision making; team working; organisation and planning; time management; problem solving; creative thinking; leadership and confidence. |
| Participative Democracy Certificate YouthLink Scotland | Adaptable to the local context and free to use, this award contributes to the development of active participation, citizenship and social capital. | 11+ | | - Assessed research activity - Direct training on participation in decision-making - Observed practice - Recorded practice - Reflection and recording | Communication; decision-making; and demographic engagement. |
| Personal Development Award Scottish Qualifications Authority | The Personal Development Award provides national certification for personal development based on an organisations own initiatives. | 11+ | See <i>website for detailed information on progression opportunities.</i> | Learners must achieve one Unit from each of the groupings below: Self in Community - Leisure time activities - Investigating service providers in the local community - Environmental issues Practical Abilities - Making journeys - Independent living - Personal finance Self and Work - Investigating the workplace - Completing a work placement - Enterprise activity | Self-reliance; self-esteem; confidence; independence; communication; organisational and interpersonal skills. |
| Girls' Brigade Queen's Award | Girls all over the world work towards this, the highest Award in the Girls Brigade, demonstrating teamwork, leadership, research and dedication. | 16-25 | | - Voluntary Service - General Study - Initiative Tasks - Christian Growth - Girls' Brigade Service - A project - A National Residential Course | Teamwork; leadership; independence and commitment. |

| Name of Award and Provider | Distinctive Features (Based on Amazing Things, Third Edition) | Age | Levels / Progression | Sections / Components | Topics / Skills |
|--|--|-------|--|---|--|
| The Boys' Brigade Queen's Badge | Awarded to young people for making a difference to their company, their community and themselves, this award requires dedication, commitment and self-discipline to complete. | 16-18 | | <ul style="list-style-type: none"> - Hold the President's Badge - Attend a Candidate's Meeting - Participate in skills-based training - Take responsibility within the BB or Church - Provide voluntary service or support to others outside the BB or Church - Develop Interests (Skills, Physical, Expedition) - Participate in a Completion - Residential - Record Activity | Engage with the local community, take on responsibility, set personal goals, build self-confidence and experience a sense of achievement. |
| BTEC Diplomas in Public Services and Music CVQO | These can be earned through hobbies, and represent an extension of achievement. | 16-19 | See websites for detailed information on range of awards and qualifications. | | Leadership; teamwork; communication; problem solving and physical fitness. |
| Girlguiding Scotland Queen's Guide Award | The Award allows each participant to give sustained service to the community, to Guiding, and to develop their own skills. | 16-25 | | <ul style="list-style-type: none"> - Service in Guiding - Outdoor challenge - Personal skill development - Community action - Residential experience | Teamwork; time management; organisational skills; planning and evaluation; community skills and communication. |
| The Scout Association Queen's Scout Award | Progressive and age appropriate, sections get more challenging as the young person gets older, while those who attain the top award demonstrate a balance of wide-ranging life skills. | 16-25 | | <ul style="list-style-type: none"> - 18 Nights Away (12 camping) - International, Environment & Values (Complete six activities, two from each topic area.) - Challenges: Skill, Physical Activity, Service, Expedition (Practice & Final) and Residential - Presentation | Team working; leadership; resilience; problem solving; commitment and resolve. |
| Sports Leaders UK Awards | These awards inspire people and communities through leadership qualifications in sport, working on areas such as self-esteem, confidence and self-management. | 9+ | See websites for detailed information on range of awards and qualifications. | Teaching essential life and leadership skills through activities including sport, dance and foreign languages. | Leadership skills; self-confidence; self-esteem; and personal development. |
| Young Quality Scot Award Quality Scotland | Winners work in teams, increase self-confidence and further life skills while, at the National Awards Event, they receive recognition and meet other like-minded people. | 15-19 | | | Self-confidence; sense of achievement; life skills; interpersonal skills; communication; problem solving; creative skills; cooperation and teamwork. |
| Youth Achievement Awards Youth Scotland | The Award provides an accreditation framework for existing youth work programmes, with peer assessment and external accreditation. | 14+ | Bronze Silver Gold Platinum | Youth Achievement Awards are open frameworks for accreditation, meaning there is no programme to follow. It is up to the young person with support to design a learning programme suitable to them. | Responsibility; leadership; creativity; research; confidence; and personal development. |

| Nominated Awards | Distinctive Features (Based on Amazing Things, Third Edition) | Age | Categories |
|--|--|-------|---|
| The Diana Award | The award is inclusive and non-academic and given to young people from any walk of life for their passion and commitment to helping others. | 9-18 | <ul style="list-style-type: none"> Active Campaigner Anti-Bullying Champion Champion Fundraiser Champion Volunteer Courageous Citizen |
| The Humanitarian Citizen Awards British Red Cross | Judged by Red Cross volunteers and previous winners, this award celebrates the contribution that young individuals and groups make to the lives of others. | <26 | <ul style="list-style-type: none"> First aid Volunteering Community action Fundraising |
| Young Scot Awards | 14 awards annually, from sports to entertainment to volunteering, go to young people who have really made a difference to people's lives. | 11-26 | <ul style="list-style-type: none"> Young Hero Sport The Arts Health Entertainment Volunteering Unsung Hero Environment Community Enterprise Cultural Diversity |

Appendix 2: The relationship between youth awards, the Scottish Credit and Qualifications Framework and Insight

| SCQF Levels | SCQF Levelled Youth Awards and Insight 'Wider Achievement' (non SQA) <i>Awards in italics are not currently on Insight</i> | SQA Qualifications (including 'Wider Achievement') | | | SVQs / MAs |
|-------------|---|---|-----------------------------|--|----------------------------------|
| 12 | | | | Professional Development Award | Professional Apprenticeship |
| 11 | | | | Professional Development Award | Professional Apprenticeship SVQ5 |
| 10 | | | | Professional Development Award | Professional Apprenticeship |
| 9 | | | | Professional Development Award | Technical Apprenticeship SVQ4 |
| 8 | | | Higher National Diploma | Professional Development Award | Technical Apprenticeship SVQ4 |
| 7 | <i>King George VI Leadership Programme (Boys' Brigade)</i> Platinum Youth Achievement Award (Youth Scotland / SQA) Young Applicants in Schools Scotland (Open University) | Advanced Higher Scottish Baccalaureate | Higher National Certificate | Professional Development Award | Modern Apprenticeship SVQ3 |
| 6 | Certificate in Co-operative Studies (Co-operative Education Trust Scotland) Certificate of Personal Effectiveness (ASDAN) <i>Developing Decision Making Skills (YouthLink Scotland)</i> <i>Dumfries and Galloway Employability Award - Platinum</i> Employability Award (ASDAN) Gold Youth Achievement Award (Youth Scotland / SQA) <i>Higher Sports Leadership (Sports Leaders UK)</i> LIFTOFF Learning Skills (LEAP LIFTOFF) <i>West Lothian Employability Award</i> | Higher Leadership Award Personal Development Award Religion, Belief and Values Award Scots Language Award Scottish Studies Award | National Certificate | Professional Development Award National Progression Award | Modern Apprenticeship SVQ3 |
| 5 | <i>Adventure and Challenge Award (Outward Bound Trust)</i> <i>Award in Community Sports Leadership (Sports Leaders UK)</i> <i>Award in Dance Leadership (Sports Leaders UK)</i> Award in Personal Development and Employability Skills (Prince's Trust) <i>Award in Sports Community Volunteering (Sports Leaders UK)</i> <i>Award in Sports Leadership (Sports Leaders UK)</i> Certificate in Co-operative Studies (Co-operative Education Trust Scotland) Certificate in Personal Development and Employability Skills (Prince's Trust) Certificate of Personal Effectiveness (ASDAN) <i>Developing Decision Making Skills (YouthLink Scotland)</i> Developing Individual Performance in Sport (Borders College) Duke of Edinburgh's Leadership Award <i>Dumfries and Galloway Employability Award - Gold</i> Employability Award (ASDAN) <i>Participative Democracy Certificate (YouthLink Scotland)</i> Silver Youth Achievement Award (Youth Scotland / SQA) <i>Young People's Grant Making Skills (YouthBank Scotland)</i> <i>West Lothian Employability Award</i> | National 5 Intermediate 2 Award in Volunteering Skills Enterprise and Employability (NPA*) Leadership Award Personal Development Award Religion, Belief and Values Award Scots Language Award Scottish Studies Award Wellbeing Awards | National Certificate | National Progression Award | Modern Apprenticeship SVQ2 |
| 4 | <i>Award in Dance Leadership (Sports Leaders UK)</i> Award in Personal Development and Employability Skills (Prince's Trust) <i>Award in Sports Leadership (Sports Leaders UK)</i> <i>Award in Sports Volunteering (Sports Leaders UK)</i> Bronze Youth Achievement Award (Youth Scotland / SQA) Certificate in Co-operative Studies (Co-operative Education Trust Scotland) Certificate in Personal Development and Employability Skills (Prince's Trust) Certificate of Personal Effectiveness (ASDAN) Certificate of Work Readiness (Skills Development Scotland / SQA) <i>Dumfries and Galloway Employability Award - Silver</i> Employability Award (ASDAN) Falkirk Employability Award Moving on Transition in Action (Playback ICE) Preparing for Work Programme (Playback ICE) <i>Young People's Grant Making Skills (YouthBank Scotland)</i> <i>West Lothian Employability Award</i> | National 4 Intermediate 1 Award in Volunteering Skills Employability Award Enterprise and Employability (NPA*) Modern Languages for Life and Work Awards Personal Development Award Religion, Belief and Values Award Scots Language Award Scottish Studies Award Steps to Work Wellbeing Awards | National Certificate | National Progression Award | SVQ1 |
| 3 | Award in Personal Development and Employability Skills (Prince's Trust) Certificate in Personal Development and Employability Skills (Prince's Trust) <i>Dumfries and Galloway Employability Award - Bronze</i> Dynamic Youth Award (Youth Scotland) Employability Award (ASDAN) Introduction to Workplace Skills (Skills Development Scotland / SQA) Moving on Transition in Action (Playback ICE) Preparing for Work Programme (Playback ICE) <i>West Lothian Employability Award</i> | National 3 Access 3 Award in Volunteering Skills Employability Award Modern Languages for Life and Work Awards Personal Development Award Religion, Belief and Values Award Scots Language Award Scottish Studies Award Steps to Work Wellbeing Awards | National Certificate | National Progression Award | |
| 2 | Employability Award (ASDAN) Moving on Transition in Action (Playback ICE) <i>West Lothian Employability Award</i> | National 2 Access 2 Personal Achievement Bronze/Silver/Gold Personal Development Award Scottish Studies Award Steps to Work | National Certificate | National Progression Award | |
| 1 | | National 1 Access 1 Personal Achievement Bronze/Silver/Gold | | | |

*NPA = National Progression Award

Appendix 3: List of local authority areas and organisations who participated in this review

- Aberdeenshire Council*
- ASDAN
- Boys' Brigade
- Cairngorms National Park
- CBI Scotland
- Duke of Edinburgh's Award
- Dundee City Council*
- East Lothian Council*
- Falkirk Council*
- Girlguiding Scotland
- Glasgow Kelvin College
- High Life Highland*
- Highland Council*
- John Muir Trust
- North Lanarkshire Council*
- Orkney Council*
- Outward Bound
- Playback ICE Ltd
- Renfrewshire Council*
- Scottish Qualifications Authority
- Scouts Scotland
- SkillForce Scotland
- South Ayrshire Council*
- Young Scot
- Youth Scotland
- YouthBank Scotland
- YouthLink Scotland

*A range of local community and third sector organisations also contributed to these visits.

The Awards Network



Appendix 4: References / Useful Links

- The Awards Network
<http://www.awardsnetwork.org/index.php>
- Our Ambitions for Improving the Life Chances of Young People in Scotland - National Youth Work Strategy 2014-2019
<http://www.educationscotland.gov.uk/communitylearninganddevelopment/about/policy/youthworkstrategy.asp>
- Developing the Young Workforce - Scotland's Youth Employment Strategy
<http://www.gov.scot/Publications/2014/12/7750>
- School Education, a report by the Accounts Commission prepared by Audit Scotland, June 2014
http://www.audit-scotland.gov.uk/docs/local/2014/nr_140619_school_education.pdf
- The Requirements for Community Learning and Development (Scotland) Regulations 2013
<http://www.educationscotland.gov.uk/communitylearninganddevelopment/about/policy/regulations.asp>
- Strategic Guidance for Community Planning Partnerships: Community Learning and Development (2012)
<http://www.educationscotland.gov.uk/communitylearninganddevelopment/about/policy/strategicguidance/index.asp>
- Amazing Things, 3rd Edition, 2011
http://www.awardsnetwork.org/files/Amazing_Things_3rd_edition.pdf
- Building the Curriculum 5: A framework for assessment, 2011
<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc5.asp>
- Building the Curriculum 4: Skills for learning, skills for life and skills for work, 2009
http://www.educationscotland.gov.uk/Images/BtC4_Skills_tcm4-569141.pdf
- Building the Curriculum 3: A framework for learning and teaching, 2008
<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/buildingyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc3.asp>
- Social Outcomes of Education: The assessment of social outcomes and school improvement through school inspections, 2014
<http://www.sici-inspectorates.eu/MediaLibrary/sici/Obrazky/ExecutiveCommittee/Publication-SocialOutcomes-of-Education.pdf>
- Learning by Doing, 2015
http://www.demos.co.uk/files/Learning_by_Doing.pdf?1435154593
- Youth social action in the UK - 2014
<https://www.ipsos-mori.com/Assets/Docs/Publications/sri-ecf-youth-social-action-in-the-uk-2014.pdf>
- Inspiring Growth: CBI/Pearson Education And Skills Survey 2015
<http://news.cbi.org.uk/reports/education-and-skills-survey-2015/education-and-skills-survey-2015/>
- Community Learning Development in Curriculum for Excellence: 1. Senior Phase
http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4869449.asp
- Preparing Young People for the Future - Senior Phase in Scotland's colleges
http://www.educationscotland.gov.uk/resources/p/genericresource_tcm4868695.asp

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