

# Amazing Things

## A guide to the youth awards in Scotland

(Third edition)



‘So many **amazing things** are happening in the world right now. Don’t let them pass you by.’

Melanie, Young Volunteer

**Awards  
Network**

The network of youth  
awards in Scotland



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# Foreword



Investment in young Scots today is an investment in a better future for us all and a better now for young people. Youth work organisations are making a significant contribution by providing young people with a wide range of opportunities to nurture their ambitions, their sense of achievement and the skills they need to succeed in life.

The Scottish Government is working with the youth work sector and a wide range of partners to improve life chances for young people. **Valuing Young People - principles and connections to support young people achieve their potential'** is designed to support those delivering positive futures for all young people, while recognising that some need more help than others.

Its principles draw on those that have been established in a range of related policies, including **Getting it right for every child, Curriculum for Excellence** and **More Choices, More Chances**. These approaches - alongside **Opportunities for All** - put the needs and well-being of the young person at the centre, ultimately aiming to ensure that talent never gets wasted and that young people realise their potential.

We place great value on the role that youth work plays in delivering preventative services. We want to support the thousands of dedicated champions of young people. In particular those volunteers who give up their precious time to invest in young people's future and in doing so build on their own skills. Young people who become successful learners, confident individuals, responsible citizens and effective contributors, are young people who are more likely to make healthy and positive life choices in the longer term.

Volunteering and youth work opportunities provide myriad opportunities for young people to learn. To develop confidence and foster creative thinking. To acquire leadership skills and learn to problem solve. To work well with others and to build teams. These are some of the skills that employers are calling out for.

Youth work plays a vital part in realising the Scottish Government's plans to boost youth employment. It delivers services that help give young people confidence to move into learning, training and employment.

**Amazing Things** recognises this. By offering young people challenges and creative, sporting, cultural and learning opportunities, enhanced by incentives such as awards and qualifications, the sector is making a serious contribution to improving the life chances and the employment prospects for young people.

Young people say that making a difference in the world is important. So too is supporting and celebrating their achievements. **Amazing Things** harnesses this and I encourage all employers to value young people's volunteering experiences. I am delighted to endorse the third edition of **Amazing Things**.

**Aileen Campbell**

Minister for Children and Young People  
The Scottish Government



1 'Valuing Young People: Principles and connections to support young people achieve their potential' (Scottish Government 2009)



I am delighted to provide a Foreword for this significant publication - the third edition of **Amazing Things**. It is being launched at a very important time in Scottish education.

Transformation in Scottish education through the implementation of

Curriculum for Excellence is now well underway.

**Amazing Things** recognises the critical role of all learning providers in ensuring the very best quality of learning experiences across a wide range of contexts for all of our young people. This publication and the work of other partners such as the Awards Network, shows how we can extend and broaden the range of opportunities available to young people through promoting and recognising their achievements in all aspects of their learning and their lives. It recognises that learning communities across Scotland are working with a range of partners to ensure that young people's needs are well met and that they achieve the very best.

Award programmes offer young people opportunities to build essential skills for life, learning and work. We know that young people who are involved often build their confidence, increase their motivation and aspirations, contribute to the development of their communities and develop citizenship and leadership roles. We need to continue to ensure young people have pathways in their learning that lead to success and positive and sustained destinations and ultimately to better lives.

As we go forward to develop the role of the new improvement agency **Education Scotland**, I would like to acknowledge the role already played by Bernard McLeary, as Chief Executive of Learning and Teaching Scotland, for his ongoing support to the Awards Network and the previous publication of **Amazing Things 2**. I am delighted to commend this publication to all of those engaged in working with young people. I hope that it encourages those who work with learners to continue to work and learn together to ensure that we realise the potential and full aspirations for all of our young people and to help Scotland succeed as a thriving and sustainable country.

**Dr Bill Maxwell**

Chief Executive Officer, Education Scotland



Scotland's employers spend £1b each year on training – much of this on younger members of the workforce. But we often overlook the informal training that young people experience through their community and volunteering activities. This is why I am delighted to

add my support to this important publication, which highlights the crucial connection between Scotland's youth awards and the world of employment.

CBI Scotland represents the views of 26,000 companies from every sector of industrial and commercial activity. It's important, not only for the business community, but for the country as a whole, that we harness the drive, dynamism and commitment of Scotland's companies to deliver prosperity and stability.

Young people are the future citizens, employees, and entrepreneurs of our country. They also make a huge contribution to our communities while they are young. In a climate where it is frequently the negative stories about young people that fill the pages of our newspapers, it is all the more important to recognise this. If Scotland is to develop a growing, sustainable economy, then we need every ounce of youthful enterprise we can get!

We are constantly reminded by our members that it is the 'soft skills' that are needed to ensure an effective workforce. These skills – such as leadership, teamwork, and enterprise – often don't come with a formal academic diploma or degree attached to them. They are the kind of qualities that young people develop through taking an active part in their local community. Participating in the various youth awards – and indeed through helping out in communities (even when there is no award!) – is an important way of developing these 'soft skills'.

**Amazing Things** is an essential guide to the various youth award schemes in Scotland. I hope that employers will see it as an important contribution to the development of improved skills and education for the workforce, currently one of the CBI's priorities. The CBI is the voice of business. We strive to support the development of an environment which best enables Scottish business to compete and thrive in a world of global competitiveness and opportunity. Young people are central to this agenda.

**Iain McMillan**

Director, CBI Scotland



# Introduction

The purpose of the publication is to highlight the contribution made by the awards to young people's achievement. It is a joint effort between all the different award providers.

The guide is neither a 'league table' nor a 'Which?' guide. All the awards play a part in supporting young people's achievement.

The guide is aimed at everyone who places a value on young people's voluntary effort to develop their own skills and improve the communities around them. It will be useful for youth work organisations, schools, colleges and universities, and employers.

**Youth work organisations** will be able to identify ways of accrediting young people's volunteering, achievement and self development. Not all young people are looking for this, but many are.

**Schools** will be able to see how young people's activity in the community complements their in-school learning, supporting them to become successful learners, confident individuals, effective contributors and responsible citizens.

**Colleges and universities** will be able to recognise the importance of a wide range of prior learning, and also offer opportunities for students to develop skills and competence alongside their studies.

**Employers** will be able to better understand the way in which young people's community activities build up their 'soft skills', and make them more effective employees in the workplace.

The guide has been developed in close consultation with the awards. It is very much their product. Our touchstone has been inclusivity, and we have attempted to include all awards which:

- offer an individual learning award for young people aged 12 to 25 years
- operate Scotland-wide
- use a youth work approach

In addition to the learning awards, available to all young people, we felt it was important to also include some of the nominated awards. These are awards which recognise young people's achievement, but rely on the nomination of a third party.



# Why it is important to recognise young people's achievements

## Because young people say so

Flying in the face of the stereotype, the great majority of young people want to engage in their communities and improve the quality of life for people around them. 'Being Young in Scotland (2009)'<sup>1</sup> found that this desire to make a difference translates into concrete volunteering action for a third of eleven to sixteen year olds – and another third said that they hadn't, but that they would consider doing so. While many young people are content to volunteer without receiving any formal accreditation, a growing number see its value. For them, the possibility of using their volunteering experience as a way of strengthening their CV and enhancing their career prospects is a real incentive. This desire for recognition was also articulated in the report 'Generation V: young people speak out on volunteering'<sup>2</sup>, where participants called for greater recognition by employers of the voluntary work that they undertake. It seems that the early death of altruism among young people may be a myth!

## Because educationalists say so

Curriculum for Excellence<sup>3</sup> in Scotland places a welcome emphasis on the development of the whole individual. The four 'capacities' provide a template for societal aspirations for our children - that they may become successful learners, confident individuals, effective contributors and responsible citizens. Increasingly schools are looking to recognise the breadth of young people's achievement, not simply their ability to pass exams. This means that there is a growing role for their community activities to be both a support to, and an expression of, their school based learning. The way in which community based volunteering adds value to the school experience was further highlighted in research by the National Youth Agency<sup>4</sup>. Volunteering was found to significantly increase young people's skills - communication, teamwork, and managing relationships. It was also seen as providing an important grounding for employment.

The Skills Strategy for Scotland<sup>5</sup> sets out as one of its first priorities the creation of a smarter Scotland:

**'Where people can work in teams, are creative and enterprising and hungry to continually learn new skills.'**

**'Youth work and volunteering opportunities offer young people the chance to develop confidence, motivation, and skills which stay with them for life.'**

So, those responsible for providing 'education for life' recognise the importance of supporting and celebrating young people's achievements.

## Because employers say so

Any job requires a set of technical skills, but employees also need a range of 'soft skills'. These are the skills which enable people to work together effectively. This is a consistent message from employers. The 2008 futureskills Scotland survey<sup>6</sup>, 'Skills in Scotland', reinforces this, finding: 'Skill gaps arise mainly because of weaknesses in the softer core skills such as planning and organising, customer handling skills, problem solving and teamwork.'

Research by the Edinburgh Chamber of Commerce in 2007 with 74 businesses identified the top five skills needed by young people who were currently not in education, training, or employment as team skills, communication skills, self management skills, personal skills, and problem solving skills.

Susan McLaren, Head of Human Relations at BT Openreach, is a strong advocate of the importance of soft skills, and claims: 'An organisation lives or dies by its soft skills.'

Recognising the value of young people's volunteering, Liz Cameron, Chief Executive of the Scottish Chambers of Commerce, says: 'Young people's volunteering contributes in two ways - soft skills for the employer, and its contribution to local communities. This is an agenda that business needs to be more involved in at local level.' Describing how employers can recognise young people's community activities, she goes on to say: 'Employers need to be explicit at the point of recruitment that, as well as the technical skills, we welcome the volunteering experience.'

These 'soft skills' form an excellent match to the competences of youth work identified in Step it Up<sup>7</sup>, the Scottish Government funded report on defining the purpose of youth work. As the youth work approach is a required attribute of all members of the Awards Network, it is easy to see how using non-formal learning awards can build a skills set valued by prospective employers.

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1 Being Young in Scotland - YouthLink Scotland (2009)

2 'Generation V: young people speak out on volunteering' (Institute for Volunteering Research 2003)

3 'A Curriculum for Excellence' (Scottish Executive 2004)

4 'Young people's volunteering and skills development' (NYA/DFeS 2007)

5 'Skills for Scotland: a lifelong skills strategy' (Scottish Government 2007)

6 'futureskills - Skills in Scotland 2008' (Scottish Government 2009)

7 'Step it Up' (University of Strathclyde 2003)

# The Youth Awards and Curriculum for Excellence

**Curriculum for Excellence** (CfE), marked a major change to the education system in Scotland that aimed to raise standards of learning and teaching for all 3-18 year olds, *wherever* they were learning.

There have been many requests for **Amazing Things** to outline how the awards listed 'fit' with Curriculum for Excellence and how the things young people learn while undertaking an award can be translated into recognised CfE **experiences** and **outcomes**. In addition, the awards demonstrate many of the core principles of CfE.

## Why we need to be familiar with CfE

All learning providers need to become familiar with the experiences and outcomes of CfE developments in order to maximise their contributions to preparing young people for the future.

Incorporating CfE principles will also help maintain high levels of programme quality and development.

Funders, local and national government will increasingly be looking at projects and organisations in the light of CfE principles and practice.

## General Youth Awards/CfE - crossover areas

### Flexibility and progression

CfE aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum. This will include the totality of experiences planned for young people.

Youth award opportunities for young people can play a key role in enabling this transformation.

### Accreditation and assessment

Many youth awards actively involve young people in the assessment of their own learning and in recognising their achievements through dialogue and record-keeping in portfolios and journals.

Self-assessment, peer assessment, personal learning planning and portfolios are recognised reporting methods within CfE - all of these are key to award assessment processes.

Some youth awards have external accreditation and currency through the Scottish Credit and Qualifications Framework (SCQF) - see page 30. Others have their

own long-standing internal processes for validation and accreditation. All, however, support and recognise young people's achievement in the widest sense. Certificated achievement is not the driver but, more often than not, it is the outcome.

### Partnership

The Awards Network is an example of partnership working. Equally, the partnerships between award organisations, schools, youth services/CLD at local level is critical to the successful delivery of award programmes to young people.

### Breadth and Diversity

Experiences and outcomes through youth awards in a range of settings, including the outdoors, with diverse learning opportunities contribute to the kind of 'broad general education' promised through CfE.

### Personalisation and progression

CfE is about *personalisation, choice and progression*. Youth awards provide these in abundance. Young people 12+ can be expected to take control of their own learning whether it's happening in or out of their school, college, or employment setting. Many young people 16+ also contribute to awards not just as participants but in a leadership capacity, volunteering their time for the benefits of their peers and the next generation of young people.





### Scotland-wide opportunities

Like Curriculum for Excellence, the award programmes enable all young people in Scotland to fulfil their potential as *successful learners, confident individuals, responsible citizens, and effective contributors*. Awards operating nationally combine the best of local support with national infrastructure to ensure that the experiences and outcomes for young people have sufficient *breadth, depth and coherence*.

### Youth work approach

The youth awards are about voluntary participation - personalisation and choice. The best way to ensure learners are engaged is to ensure that their learning has challenge and enjoyment and has relevance to them.

Negotiation with young people on their starting point and on which activities they want to engage in is key to ensure progression and relevance.

Youth awards are about experiences and outcomes that are jointly planned and not prescribed; they allow room for unintended outcomes.

The Awards Network references YouthLink Scotland's 'Statement on the Nature and Purpose of Youth Work' for a definition of youth work.

### Using CfE experiences and outcomes

Curriculum for Excellence aims to nurture young people as **successful learners, confident individuals, effective contributors** and **responsible citizens** - the four 'capacities' of CfE.

To help educators plan and develop learning programmes, the Scottish Government has published CfE experiences and outcomes, detailing learning outcomes across eight curriculum areas. Taken as a whole, these embody the four capacities of CfE. Educators in any field can use the experiences and outcomes to reference the learning they are providing. Although the list of experiences and outcomes is extensive, it should not be considered as exhaustive. The Awards Network expects that you will have your own expected outcomes that are additional to the CfE list.

Interestingly, the Es and Os, as they are known, apply to **all** planned experiences for children and young people - beyond timetabled classes and into, for example, award and youth work activities.

## RESOURCES

[www.awardsnetwork.org](http://www.awardsnetwork.org)

Provides an online interactive tool to help learning providers identify the most appropriate award/s for the learners' personal circumstances.

[www.LTScotland.org.uk/understandingthecurriculum](http://www.LTScotland.org.uk/understandingthecurriculum)

For further info on CfE.

[www.youthscotland.org.uk/CfE](http://www.youthscotland.org.uk/CfE)

A CfE experiences and outcomes guide for youth workers.






<http://alturl.com/93wza>

Building Capacities through Experiences and Outcomes-examples of how youth work is delivering Curriculum for Excellence related to the four capacities and experiences and outcomes.








<sup>1</sup> 'Statement on the Nature and Purpose of Youth Work' - YouthLink Scotland (2009)

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# ASDAN Awards and Certificates

<b>Award Provider</b>	ASDAN
<b>Distinctive Features</b>	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.
<b>Who it is for</b>	Ages 13+
<b>External Accreditation</b>	Yes. • CoPE: NQF and SCQF credit rated • CVQ: QCF credit rated • Short Course Awards not externally accredited
<b>Training for Workers</b>	Yes
<b>Time Commitment</b>	From 10 to 150 hours depending on award
<b>Cost to learner</b>	No

## Aim

To offer young people a wide range of curriculum programmes and qualifications, developed and managed by practitioners, suitable for all abilities.

## How do they work?

**Community Volunteering Qualifications (CVQs)** help student volunteers enhance their skills and CVs, pursue career goals and have a better understanding of community/citizenship issues. For some volunteers this will be a stepping stone to further training, qualifications and employment. For others, the certificate itself is the goal and reward for their voluntary commitment.

**Short Course Awards** provide an imaginative and flexible way to certificate a wide range of activities taking place in almost any context. In general, challenges are completed over 10, 30 or 60 hours (with 10 hours equalling one credit). Certificates gained can contribute up to 50% of the CoPE Qualification.

The **Certificate of Personal Effectiveness (CoPE)** offers an imaginative way of accrediting young people's curriculum enrichment and extra-curricular activities. Centres can certificate a wide range of personal qualities, skills and achievement as well as introducing new activities and challenges. Young people gain credits by providing portfolio evidence of completed challenges including key skills such as:

- Working with others
- Improving own learning
- Problem solving
- Research
- Discussion
- Oral presentation

## Case study

Tullochan Trust is a charitable youth organisation offering support and inspiration to over 400 young people in West Dunbartonshire every year.

They are funded by Inspiring Scotland and Wider Roles to deliver the ASDAN CoPE Qualification to 130 young people in S3 and S4 in all five of the local authority's secondary schools. The project's main aim is to raise participant's educational aspirations thereby increasing their chances of achieving a positive destination on leaving school. The young people are referred by school staff having been identified as fitting the 'More Choices, More Chances' model; they are excused from classes for two periods per week to work with Tullochan Trust.

The ASDAN CoPE Qualification develops skills including working with others, problem-solving and research skills through modules such as Communication, Work Related Learning and Expressive Arts.

David McLean, Senior Project Co-ordinator says: "We believe the CoPE Qualification offers the young people a great opportunity to gain additional qualifications and learn a wide range of transferable skills through a diverse variety of activities."

And from a young person who has completed the course: "I have improved my team working skills and I'm more aware of how I communicate. I think I can deal with situations better now than before."

## Contact



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# The Boys' Brigade Queen's Badge



<b>Award Provider</b>	Boys' Brigade
<b>Distinctive Features</b>	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.
<b>Who it is for</b>	Ages 16 - 18
<b>External Accreditation</b>	No
<b>Training for Workers</b>	Yes
<b>Time Commitment</b>	12 - 24 months
<b>Cost to learner</b>	No

## Aim

To recognise young people's achievements during their time in the Boys' Brigade, developing skills in leadership, communication, outdoor expeditions, working with people and volunteering in the wider community.

## How does it work?

This is the highest award in the Boys' Brigade and is taken as part of the Challenge Plus programme, designed for young people in S4 - S6.

The Queen's Badge will normally be completed over two sessions and will require the young person to:

- Agree a programme of activity with an Adviser and have the support of a mentor in their home company
- Participate in skills-based training to support company or community work or life skills training for personal development
- Take responsibility within the BB or church for a minimum of 30 hours
- Provide service or support within the wider community for a minimum of 30 hours
- Achieve two from the following three:
  1. learn a new skill or develop an existing one
  2. take part in a new physical activity or develop an existing one
  3. train for and undertake a 3 day/2 night expedition or exploration
- Take part in a residential experience
- Maintain a log of activity and record of achievement

The achievement of the Queen's Badge will be marked with a presentation of a badge and certificate, signed by HM the Queen, at an event within the company, with a further public presentation made on an area basis. Work completed in volunteering is also recognised by presentation of a Millennium Volunteer certificate.

## Case study

### Comments from young people who have already gained the Boys' Brigade Queen's Badge Award....

"Gave a sense of purpose and achievement - something to be proud of."

"Helped me get a job, as the commitment and hard work required is what an employer is looking for."

"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 and the wider community."

"It gave me the opportunity to do things I would never have thought about doing and helped me develop confidence and skills that have been vital in everything I've done since."

"Three positive aspects - pride, pleasure and pals! An unforgettable and unmatched experience."

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# The Cadet Organisations Awards

<b>Award Provider</b>	Air Training Corps, Army Cadet Force and Sea Cadets
<b>Distinctive Features</b>	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 DofE award.
<b>Who it is for</b>	Ages 12 - 18
<b>External Accreditation</b>	No
<b>Training for Workers</b>	Yes
<b>Time Commitment</b>	Between 6 to 12 months
<b>Cost to learner</b>	No

## Aim

To encourage and inspire young people to achieve success in life, foster their spirit of adventure and qualities of leadership and citizenship.

## How do they work?

Cadets can complete awards that are both internally and externally accredited. (For those that are internal, each organisation has its own syllabus. For specialist and vocational awards, accreditation is through external providers.)

- The **Sea Cadets** offer water-based experiences in craft ranging from canoes to square riggers and land-based courses in rock-climbing, engineering, communications, music and cookery.
- The **Army Cadet Force** offers a five-year syllabus on military subjects, adventurous training, sport and expeditions and vocational training.
- The **Air Training Corps** range of courses includes flying, gliding, engineering, media and music.

All cadet training (much of it challenging and exciting) is progressive and fosters:

- confidence
- self-reliance
- initiative
- loyalty
- a sense of service
- leadership
- teamwork

All cadets develop as individuals, yet learn to work and be part of a team, gaining lifelong skills to prepare them for adulthood and the world of work.

## Case study

Catriona, from the Black Watch Battalion ACF says:

"I began my association with the ACF seven years ago when I was looking for a new challenge. And being in the cadets has opened doors I never even knew existed. Having worked my way through the Army Proficiency Certificate, I became a Company Sergeant Major. I gained a BTEC Diploma in Public Services (through CVQO), my Gold DofE and my St John's Ambulance adult first aid certificate."

"I have now joined the ACF as an adult volunteer and feel that I am now able to give back to young people the many opportunities I was given as a cadet."

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# BTEC First Diplomas in Public Services and Music



<b>Award Provider</b>	CVQO
<b>Distinctive Features</b>	These can be earned through hobbies, and represent an extension of achievement.
<b>Who it is for</b>	Ages 16 - 19
<b>External Accreditation</b>	Yes. Accredited by Edexcel
<b>Training for Workers</b>	Yes
<b>Time Commitment</b>	Up to two years to complete them
<b>Cost to learner</b>	Yes (ILA grants available)

## Aim

**To provide an alternative route to employment and higher education for learners ages 16-19.**

## How do they work?

With the support of VQ staff, areas of study, such as interview techniques and compiling a CV, are carefully selected to show future employers or educators a desirable range of core skills. The qualifications are left 'open' for completion for up to two years. BTEC Diplomas are offered in the following areas.

- **Public Services** - qualifications reflect activities being completed as part of the existing syllabus including leadership, teamwork, problem-solving, communications, sport, first aid and the Duke of Edinburgh's Award.
- **Music** - students will learn to understand all aspects of performance including solo and ensemble work and how to understand rehearsals. They will also learn how to market, budget, advertise, programme and publicise a music event.

A number of awards from the Institute of Leadership and Management are also open to young people.

In addition, the annual Duke of Westminster Award recognises the most outstanding CVQO learner with a trip to South Africa.

## Case study

Shelley has been an Army Cadet in Ross-shire for six years. Diagnosed with ADHD, she found mainstream education difficult and her schoolwork suffered due to a misunderstanding of her condition.

Shelley completed a BTEC First Diploma in Public Services and says: "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."

Shelley's long-term ambition is to join the army as a Combat Medic Technician or Driver, possibly after completing a fitness course at college.

## Contact



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# The Diana Award

<b>Award Provider</b>	The Diana Award
<b>Distinctive Features</b>	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.
<b>Who it is for</b>	Ages 9 - 18
<b>External Accreditation</b>	No
<b>Training for Workers</b>	No
<b>Time Commitment</b>	10 - 12 months
<b>Cost to learner</b>	No

## Aim

To celebrate the amazing achievements of inspirational young people who are committed to taking social action and improving our communities, as volunteers, fundraisers, campaigners or carers.

## How does it work?

This is a nominated award with an annual nomination period and awards ceremony. It was established in 1999 in memory of Diana, Princess of Wales, as a legacy to her belief in the power of young people to change the world.

The Diana Award has five categories open to individuals and groups of young people aged between 9 and 18.

- **Diana Active Campaigner** - for young people who run campaigns in the schools and communities
- **Diana Anti-Bullying Champion** - for young people who tackle bullying in their schools and communities
- **Diana Champion Fundraiser** - for young people who raise money for charity or inspire others to raise funds
- **Diana Champion Volunteer** - for young people who give their time to improve the lives of others
- **Diana Courageous Citizen** (for individuals only) - for a young person whose courageous approach to life is an inspiration to others

Nominees receive a certificate and are invited to the awards ceremony in Scotland. Award holders can sign up to the Diana Network newsletter to find out about volunteering opportunities and events. We support young people to continue having a positive impact on their communities.

Award holders can also join the Anti-Bullying Ambassadors, a UK-wide network of young people who work to help reduce bullying and support those who are being bullied.

## Case study

Erin, who is 18 and from Glasgow, believes in putting young people first. She gets teenagers involved in community arts rather than them turning to drugs, crime and vandalism. Erin's mentor said: "She has given up part of her own childhood to be there for the benefit of young people in her community, accepting responsibilities over and above her years."

Since receiving the Diana Award, Erin has been encouraged to continue making a difference to the lives of others. With the Diana Award's support, Erin has represented the voice of young people in consultation meetings with local government and organisations. She has attended award ceremonies and inspired others to do more to support their communities.

## Contact



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# Duke of Edinburgh's Award



<b>Award Provider</b>	Duke of Edinburgh's Award
<b>Distinctive Features</b>	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.
<b>Who it is for</b>	Ages 14 - 24
<b>External Accreditation</b>	No
<b>Training for Workers</b>	Yes
<b>Time Commitment</b>	Bronze 6 months, Silver 6 months, Gold 12 months
<b>Cost to learner</b>	Yes

## Aim

**To challenge young people as individuals and to encourage them to learn about communities, responsibility and independence.**

## How does it work?

The DofE is a balanced, progressive programme which aims to support young people aged 14-24 to develop their teamwork skills, improve their physical fitness, enable them to develop a lifelong interest and engage them more fully in their local community through volunteering.

The flexibility of the programme allows it to be delivered in a range of settings including:

- schools
- youth groups
- voluntary organisations
- youth offenders institutions
- secure and residential units
- colleges and universities
- businesses

Young people plan their own programme for each of the three levels (Bronze, Silver, Gold) building their own individual learning plan for the four distinct sections of each Award:

- Volunteering
- Physical
- Skills
- Expedition

Through planning their own programme, young people invest in their future lives, develop their talents and learn how to work with others.

Each Award recognises the young person's commitment, determination, teamwork, flexibility and their awareness of their own potential. They develop their self-belief and resilience and independence of thought and action.

The DofE is non-competitive, available to all and, above all, enjoyable.

## Case study

Steven was in S4 when he started working towards his Silver DofE Award, having completed his Bronze Award the previous year. He took part in the DofE because many of his friends were already involved. He also felt it would enhance his CV.

"Doing the Award allows you to learn new skills and techniques and get into new hobbies," he says. "My friend started fitness classes doing her Bronze Award and has carried on with it."

Steven already plays hockey and is carrying on with that for the Physical section. For the Volunteering section, he's writing a blog on the school's website about his DofE experiences to promote the Award to others.

Most of all, he's looking forward to the Expedition section as he can put the things he's learned in both maths and geography lessons into practice. He'll need all the navigation skills he can get!

## Contact



### The Duke of Edinburgh's Award

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<b>Award Provider</b>	Youth Scotland
<b>Distinctive Features</b>	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.
<b>Who it is for</b>	Ages 10 - 14
<b>External Accreditation</b>	Yes. Accredited by ASDAN.
<b>Training for Workers</b>	Available, but not a requirement
<b>Time Commitment</b>	Minimum 5 hours
<b>Cost to learner</b>	Yes

## Aim

**To recognise and accredit young people's achievements, using a youth work and peer group approach.**

## How does it work?

Youth Scotland's Dynamic Youth Awards recognise young people's learning and achievements in existing non-formal learning programmes.

Youth Scotland has recently awarded the 10,000th Dynamic Youth Award, and is recognised as a valuable tool in motivating, engaging and accrediting young people.

The awards are easy to use and support young people to plan personal challenges, collect evidence, and reflect on their personal achievements in the activities that they are already involved in.

## Key features of the Award:

- They are peer assessed - young people assess and award certificates as part of an Award Group.
- They are non-prescriptive - the awards complement existing quality youth work practice, providing a framework, not a programme.
- They value and record the personal learning and distance travelled of the individual.
- They are progressive - the awards encourage continuing participation and increasing responsibility, and offer a progression route into Youth Scotland's Youth Achievement Awards.

Dynamic Youth Awards are externally accredited by ASDAN, the Award Scheme Development and Accreditation Network. Youth Scotland is currently working towards their placement on the Scottish Credit and Qualifications Framework (SCQF).

Groups and agencies can register to deliver the Dynamic Youth Awards through Youth Scotland.

## Case study

A range of agencies offer Dynamic Youth Awards, including youth groups, social work, schools and local authorities. John Gilfillan, Community Learning Worker at Glasgow Life, said:

"The Dynamic Youth Awards are a flexible way to demonstrate the value of the youth work that takes place in our groups to managers, funders and of course the young people themselves. The templates that are available on the Youth Scotland website allowed us to do this easily and gave structure to the programme. The portfolios will also allow us to demonstrate individual learning planning to HMiE."

Young people have gained Dynamic Youth Awards for their achievements in a wide variety of activities, including painting projects, community clean-ups, drama groups, peer education initiatives, buddying schemes, youth councils and transition projects.

Dynamic Youth Award recipient Adel, 14, said:

"The Dynamic Youth Awards have helped me become more confident and I have expanded my knowledge. I have experienced things which I wouldn't have done - for example, exploring lava tubes in Tenerife!"

## Contact

### The Awards Team

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# Girlguiding Scotland Queen's Guide Award

<b>Award Provider</b>	Girlguiding Scotland
<b>Distinctive Features</b>	The Award allows each participant to give sustained service to the community, to Guiding, and to develop their own skills.
<b>Who it is for</b>	Ages 16 – 25
<b>External Accreditation</b>	No
<b>Training for Workers</b>	Yes
<b>Time Commitment</b>	Up to three years
<b>Cost to learner</b>	No

## Aim

To provide a series of challenges that allows a member of the Senior Section within Girlguiding to develop her own skills whilst contributing to Guiding and her local community.

## How does it work?

This is the ultimate award in Guiding. It is designed to be flexible, so that a member can fit it around other commitments and changing circumstances e.g. exam study or a gap year.

The Award must be completed within three years and before the member's 26th birthday. A prospective participant starts by considering the Award syllabus and preparing an initial plan of how she intends to complete the Award.

The syllabus is split into five sections:

- **Service in Guiding** – taking an active part in Guiding at a range of levels
- **Outdoor challenge** – developing leadership and teamwork skills
- **Personal skill development** – developing a personal interest or hobby
- **Community action** – encouraging active participation in the wider world
- **Residential experience** – developing interpersonal and communication skills

Each section of the Award is assessed by an appropriately qualified assessor, chosen by the participant, and approved by the relevant Girlguiding volunteer and mentor.

The Award challenges allow a member to develop her skills through a range of enjoyable activities. These include:

- **teamwork**
- **time management**
- **organisational skills**
- **planning and evaluation**
- **community skills**
- **communication**

If included in the participant's initial plan, projects that are undertaken as part of other schemes within Guiding, or externally, can also count towards the Queen's Guide Award.

## Case study

Lorraine, from Cambuslang, was presented with her Queen's Guide Award by HRH the Countess of Wessex in 2007 – one of only two Scots to be honoured that year. Lorraine, now a primary school teacher, says: "Completing my 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."

Lorraine's main focus was on improving lifestyle and healthy living. She became a walk leader in her local village, encouraging children to walk, jog or run and gained her badminton coaching certificate.

## Contact



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# Girls' Brigade Queen's Award

<b>Award Provider</b>	Girls' Brigade in Scotland
<b>Distinctive Features</b>	Girls all over the world work towards this, the highest Award in the Girls Brigade, demonstrating teamwork, leadership, research and dedication.
<b>Who it is for</b>	Ages 16 - 25
<b>External Accreditation</b>	No
<b>Training for Workers</b>	Yes
<b>Time Commitment</b>	Up to two years
<b>Cost to learner</b>	No

## Aim

To encourage girls and young women to make a personal commitment to the Lord Jesus Christ while respecting other faiths, and inspire them to make a contribution to the Girls' Brigade and to service in the wider community.

## How does it work?

The Queen's Award is designed to be a challenging programme and is gained through active participation on a programme of seven modules.

- Voluntary Service
- General Study
- Initiative Tasks
- Christian Growth
- Girls' Brigade Service
- A Project
- A National Residential Course

These must all be completed over at least a two year period. They can be completed in any order and more than one can be worked on at any given time.

Service to the Company, Christian growth and attendance are also taken into account for the period of the Award.

## Case study

Three Queen's Award holders give their view on the benefits of the programme.

Nicola says: "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 Award has been the greatest life experience I have had."

Christine says: "I enjoyed both voluntary service in a care home and the assignment on dementia because they linked together and the knowledge and experience I gained completing both will help me in the future."

Karen says: "For my community service I was a home help to an elderly lady - she taught me just how much you can still be in touch with the world despite being in your eighth decade! And the initiative tasks show just exactly what you can do, even under pressure situations!"

## Contact



### The Girls' Brigade in Scotland

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# The Humanitarian Citizen Awards

<b>Award Provider</b>	British Red Cross
<b>Distinctive Features</b>	Judged by Red Cross volunteers and previous winners, this award celebrates the contribution that young individuals and groups make to the lives of others.
<b>Who it is for</b>	Ages under 26
<b>External Accreditation</b>	No
<b>Training for Workers</b>	No
<b>Time Commitment</b>	Contribution rather than time is measured
<b>Cost to learner</b>	No

## Aim

To celebrate the contribution young people make, either as individuals or in groups, to the lives of others.

## How does it work?

This is a nominated award with an annual nomination period and awards ceremony. Nominations are open from the end of March until the beginning of July. Nominations can be made by accessing a simple form at [www.redcross.org.uk/theaward](http://www.redcross.org.uk/theaward).

All nominees receive a certificate and those shortlisted are invited to the awards ceremony in London.

There are four categories:

- **First aid** - A life-saving act or a smaller scale incident.
- **Volunteering** - Whatever they do, they give up their time for others.
- **Community action** - A young person makes an outstanding positive contribution to their community either at home or further afield.
- **Fundraising** - Whatever the good cause, a young person who is committed to fundraising.

## Case study

Aged 17, Lynne Stewart, from Moray, Scotland, volunteered at a children's home in India.

Lynne won the volunteering category in 2010 for her vision, hard work and enthusiasm in creating a charity called Volunteering Connect Cultures (VCC) which helps UK-based volunteers to work in children's homes in India. As well as fundraising for VCC and the children's home in India, Lynne both volunteers and fundraises for the local youth café and is a member and fundraiser for RotarAct.

## Contact



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# John Muir Award

<b>Award Provider</b>	John Muir Trust
<b>Distinctive Features</b>	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.
<b>Who it is for</b>	All ages
<b>External Accreditation</b>	No
<b>Training for Workers</b>	Yes
<b>Time Commitment</b>	4 day minimum commitment
<b>Cost to learner</b>	No

## Aim

To develop people's awareness of, and responsibility for, the natural environment in a spirit of fun, adventure and exploration.

## How does it work?

The John Muir Award is a structured yet adaptable scheme which encourages people of all ages and backgrounds to connect with, enjoy and care for wild places. It does this by working in partnership with youth organisations, schools, clubs, local authorities and outdoor centres to integrate the Award into their own activities.

The Award sets out to:

- acknowledge what organisations and individuals already do in terms of responsible outdoor and environmental activity
- encourage more awareness and responsibility, promoting a holistic approach to experiencing wild places
- celebrate achievements

To achieve a John Muir Award at any level, each individual participant engages in a range of activities that embrace the following four Challenges:

- **Discover a wild place**
- **Explore its wildness**
- **Conserve a wild place**
- **Share your experience**

## Case study

The Backchat Youth Project is based in a Social Inclusion Partnership zone in Helensburgh. The group aims to promote positive views of young people locally and offer them experiences and qualifications that enhance their future prospects.

Project Leader Michael says: "The John Muir Award creates opportunities and experiences that many of our members haven't had the chance to enjoy before. It has opened new horizons by visiting new wild places at home and further afield. Many have camped for the first time too."

"The conservation work has made others take note. Our members are carrying out positive work, making their local community both better and safer to live in, and this is altering public misconceptions of young people."

Terry, one of the Backchat members, is quick to point out that 'fun' is the main reason he has stuck with the Award project. "I like doing stuff with my friends, and the local woods, which I never even knew existed before, are really cool. We get to go away and learn about nature and stuff. Glencoe was amazing, but I'm ashamed that human beings don't take their rubbish away."

"Doing the John Muir Award has made me think about the future, mine and the world's."

## Contact



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<b>Award Provider</b>	Scottish Government
<b>Distinctive Features</b>	The Scottish Government's national award scheme recognises young people's contribution to their communities through volunteering.
<b>Who it is for</b>	Ages 16 - 25
<b>External Accreditation</b>	No
<b>Training for Workers</b>	Yes
<b>Time Commitment</b>	50 hours, 100 hours and 200 hours
<b>Cost to learner</b>	No

## Aim

To recognise the contribution made by volunteers aged 16-25 in Scotland.

## How does it work?

The MV Awards are available to young volunteers through organisations, agencies, projects, schools and clubs which have registered for the scheme. An Award is made on completion of 50, 100 or 200 hours of volunteering. Young volunteers use the MV Volunteering Passport to track their hours online, reflect on their experiences and develop a personal development plan. There is also a searchable database of over 5000 volunteering opportunities.

All volunteering opportunities must support the nine MV Award guiding principles of:

- **Personal commitment**
- **Community benefit**
- **Voluntary participation**
- **Inclusiveness**
- **Ownership by young people**
- **Variety**
- **Partnership**
- **Quality**
- **Recognition**

The Awards are Scottish Government funded and every Award is signed by Scottish Government Ministers.

## Case study

Melanie is 17 years old and has volunteered in a variety of roles for her MV Awards, including in her local Oxfam shop, at a homeless project and with the Edinburgh Woodcraft Powerpod.

Speaking of her time at the Powerpod, Melanie says: "I met so many different people and went to some really interesting places. I was challenged to think about how to make workshops more engaging and how to stay in control of young children."

She says the MV Award allows her volunteering hours to be officially recognised which is useful for applying to university or for jobs. Her advice to other young people on getting involved in volunteering is: "So many amazing things are happening in the world right now - don't let them pass you by!"

## Contact



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# Outward Bound Classic Award

<b>Award Provider</b>	Outward Bound Trust
<b>Distinctive Features</b>	This Award Offers life-changing residential experiences that raise aspirations and develop team-work, leadership and planning while fulfilling Gold DofE and the John Muir Award requirements.
<b>Who it is for</b>	Ages 14 - 24
<b>External Accreditation</b>	No
<b>Training for Workers</b>	No
<b>Time Commitment</b>	3 week residential course
<b>Cost to learner</b>	Yes

## Aim

**To offer young people a life-changing residential experience combining friendship and adventure with physical and mental challenges.**

## How does it work?

Participants are encouraged to reflect on their experiences and learn from their adventures and challenges. Instructors support and guide young people to make decisions about, and take responsibility for, their learning.

The Classic Course is a three week experience offering new friendships, inspiring scenery, adventure and lifelong memories.

- The first week is an introduction to activities by expert instructors including rock-climbing, canoeing and camping.
- Week two, the participants use their new skills, take more responsibility and progress to higher levels of challenge including an eco-service project and a solo experience.
- The final week puts the participants' learning to the test on a final group expedition which they plan and organise themselves.

Alongside learning many new outdoor skills, young people learn a great deal about themselves including how to work well with others, how to work within a group and to cope with challenges.

An Outward Bound Report is written jointly by the instructor and participant to document their involvement and learning throughout the course and can be used with prospective employers and higher education institutions.

## Case study

Like 60% of the young people who take part, Alison (18) received funding to help towards the cost of her Outward Bound course. She not only tried out new activities like gorge-walking and camping wild, she learnt more about herself and set herself new personal goals. The three weeks gave her a sense of accomplishment, new friends and great memories. She hopes to go to university and put the life skills learned on at The Outward Bound Trust to good use.

Rogan (17) says the Outward Bound Classic Course was a real wilderness adventure and believes his experience allowed him to gain invaluable skills and confidence, boost his CV and make fantastic new friends!

## Contact

### The Outward Bound Trust

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# Participative Democracy Certificate

<b>Award Provider</b>	YouthLink Scotland
<b>Distinctive Features</b>	Adaptable to the local context and free to use, this award contributes to the development of active participation, citizenship and social capital.
<b>Who it is for</b>	Ages 11+
<b>External Accreditation</b>	Yes. Accredited by a range of colleges. SCQF credit rated.
<b>Training for Workers</b>	No
<b>Time Commitment</b>	20 hours
<b>Cost to learner</b>	Yes

## Aim

**To give young people the opportunity to develop their active participation, citizenship and social capital.**

## How does it work?

The Participative Democracy Certificate (PDC) is based on decision-making in groups. It gives participants the opportunity to acknowledge and develop communication, decision-making and participation in the context of demographic engagement.

The course is split into five parts.

- Undertaking an assessed research activity
- Direct training on participation in decision-making
- Observed practice
- Recorded practice
- Reflection and recording

Each part is assessed against relevant learning outcomes based on the programmes you are delivering and evidence presented by the participant.

The PDC can be adapted for local use and for a range of group work settings and age groups. Licence to operate the award is granted by YouthLink Scotland and there is no cost attached.

The Certificate is suitable for use across youth work, in schools and colleges, with student councils and youth forums.

## Case study

Glasgow Life's Community Learning & Development staff worked in partnership with St. Paul's RC High School to train and support the pupil council to effectively engage with their peers and wider school community, ensuring that the views and ideas of young people were recognised and valued.

Thomas, aged 14, was a member of the St. Paul's RC High School Pupil Parliament when he completed the Participative Democracy Certificate. The process has enabled him to change his image of himself to a much more positive one.

"When the programme started I thought that it was a bit of a laugh and enjoyed myself."

"During the training someone suggested, I think for a laugh, that I chair the meeting. So I did. I discovered that I could do it, and was actually quite good at it."

"It has been good to be involved in the Pupil Parliament this year. It has given me an opportunity to express my views and opinions and make changes in the school."

## Contact



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# The Scout Association Queen's Scout Award

<b>Award Provider</b>	The Scout Association
<b>Distinctive Features</b>	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.
<b>Who it is for</b>	Ages 16 - 25
<b>External Accreditation</b>	No
<b>Training for Workers</b>	Yes
<b>Time Commitment</b>	Range of commitment depending on Award
<b>Cost to learner</b>	No

## Aim

To recognise the ultimate achievements of young people across the spectrum of Scouting challenges and value-based programmes.

## How does it work?

This is the highest award in the Explorer Scout and Scout Network Sections and is a culmination of everything a young person does in Scouting. It is comparable to the Duke of Edinburgh's Gold Award.

To gain the Queen's Scout Award, a young person must complete the following:

- Complete 18 nights away as an Explorer Scout or member of the Scout Network, of which 12 must be camping.
- Complete two activities from a list of International, Environment and Values activities. (These should be different activities from the Chief Scout's Platinum and Diamond Awards.)
- Complete the following five Queen's Scout Award Challenges (not necessary if the Duke of Edinburgh's Gold Award has already been achieved).
  1. Take up a skill for 6 or 12 months, show progress and lasting interest.
  2. Take up a physical activity for 6 or 12 months, completing an agreed programme of participation and achievement.
  3. Following training, provide service to an individual or community for 12 months.
  4. Complete a 4 day/3 night expedition in open or adventurous country including careful preparation, training, responsibility and review.
  5. Complete a 5 day/4 night residential in an unfamiliar environment with people who are not known to you. This can be environmental work, activity-based, personal training or service to others.
- Following completion of these elements of the Award, make a presentation to a suitable audience of their achievements so far.

## Case study

Young people who have gained the Queen's Scout Award say:

"It was great to meet so many people and be part of a group. I feel a great sense of achievement and I'm fortunate to have seen and done what I have."

"Great satisfaction to get recognition for all the hard work."

"I have developed as a person and have learnt many new things about myself."

"The Queen's Scout Award mean determination, hard work, a sense of adventure and not giving up at the first hurdle!"

**Employers, too, appreciate the Award:** "Scouts have made a positive contribution to the workplace, proving themselves to be responsible and reliable."

## Contact



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# Sports Leaders UK Awards



<b>Award Provider</b>	Sports Leaders UK
<b>Distinctive Features</b>	These awards inspire people and communities through leadership qualifications in sport, working on areas such as self-esteem, confidence and self-management.
<b>Who it is for</b>	Ages 9+
<b>External Accreditation</b>	Yes
<b>Training for Workers</b>	Yes
<b>Time Commitment</b>	From 1 hour to 30 hours
<b>Cost to learner</b>	Yes

## Aim

**To teach young people leadership skills, increase self-confidence and self-esteem and encourage personal development.**

## How do they work?

Sports Leaders UK Awards are practical and fun to deliver, teaching essential life and leadership skills through activities including sport, dance and foreign languages. There are no entrance requirements or written exams.

The Awards are a chance for young people to obtain nationally recognised qualifications that can lead to further education and employment as well as improving health and the quality of life in their own communities through volunteering opportunities.

The Awards' core values aim to:

- provide personal development opportunities by helping people reach their true potential
- provide a stepping stone to employment
- develop leadership by teaching young people to organise, lead, motivate and communicate with others
- increase volunteering in the community, encouraging participants to organise safe sporting activities locally
- reduce youth crime
- support more active, healthier communities
- be inclusive by allowing as many people as possible access to Sports Leader training

## Case study

Mark undertook the Sports Leaders UK Level 1 Award as part of the curriculum at his high school. He was then successful in gaining a place on EYES (European Year of Education through Sport), a 15 week programme aimed at developing young sports coaches.

During the EYES course, Mark completed the Level 2 Award in Community Sports Leadership which included Mark delivering over 200 hours of volunteer work in his local community.

Mark is now employed by the Council, on a sessional basis, as a sports coach, working part-time in the local sports centre while completing his HND in Sports Coaching and Development at college.

## Contact



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# SQA Awards in Personal Development, Leadership and Employability

<b>Award Provider</b>	Scottish Qualifications Authority (SQA)
<b>Distinctive Features</b>	The Personal Development Award provides national certification for personal development based on an organisations own initiatives. The Employability Award delivers a positive and realistic approach to employment, developing the skills and attitudes needed to gain and sustain employment. The Leadership Award focuses on leadership skills and values for working co-operatively with others.
<b>Who it is for</b>	Ages 11+
<b>External Accreditation</b>	Yes. External accreditation by SQA. Placed on SCQF
<b>Training for Workers</b>	Yes
<b>Time Commitment</b>	From 40 hours to 160 hours depending on award
<b>Cost to learner</b>	Yes

## Aim

To help young people develop knowledge and skills through experience and activity, preparing them for the world of work with accredited qualifications.

## How does it work?

These qualifications are designed to be flexible and can capture achievement in smaller chunks of learning. They are divided into units which can be taken and certificated by themselves or grouped together. There is no external assessment and the qualifications are ungraded. All achievements are recorded on the nationally recognised Scottish Qualifications Certificate.

- The **Personal Development Course** develops a range of personal, social and vocational skills through a personal project, a group project, and a vocational project. The course allows participants to demonstrate their abilities in handling information, communicating effectively and delivering a product or service.
- The **Leadership Award** nurtures leadership styles which show respect and tolerance for others and promotes responsible citizenship. Examples of activities include organising an event, running a community newspaper, setting up an enterprise company and peer mentoring.
- The **Employability Award** prepares young people for the world of work. It builds the confidence of learners in their ability to gain and sustain employment and enables them to be effective contributors to society. Young people identify their achievements and experience and develop job-seeking skills.

## Case study

Two pupils from a secondary school in Motherwell volunteered to address a national SQA conference about their experiences. They wrote their own speeches and presented them with confidence and clarity.

Jacqueline Ann said: "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." Her fellow pupil, Christopher, agreed, saying the Course "gave me belief in my ability to complete tasks".

Teachers at the school say the course is an exciting development which allows students to set and manage their own work and projects, both individually and as a group.

"Achievement in class has been quite remarkable and has created a secure environment where success is welcomed and embraced."

## Contact



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# Young Quality Scot Award

<b>Award Provider</b>	Quality Scotland
<b>Distinctive Features</b>	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.
<b>Who it is for</b>	Ages 15 - 19
<b>External Accreditation</b>	Yes - Quality Scotland Verification Centres.
<b>Training for Workers</b>	No
<b>Time Commitment</b>	50 hours (includes training and attendance at the event)
<b>Cost to learner</b>	No

## Aim

**To recognise and reward young people in the 15-19 age group, who are actively involved in voluntary work that improves the quality of life in their local communities through individual initiative, with friends or an organisation.**

## How does it work?

This is a nominated award run as a partnership between Quality Scotland, local authority Community Learning Departments and YouthLink Scotland. Candidates for the award are selected by local authority staff.

Previous winners include those taking leadership roles in youth clubs, young people who have set up youth cafes, worked with disadvantaged groups or run school support groups for pupils with problems.

The young people involved gain self confidence, a sense of achievement, further their life skills, start new friendships and have fun. They also collect a certificate that can be used in their National Record of Achievement file to support their CVs at job interviews. Other skills developed include planning, communicating, problem solving, creative skills, co-operation and working with others.

The annual awards ceremony takes place over two days and the young people are provided with support from community learning staff to develop their final presentation.

2011 saw the major development in the Young Quality Scot Awards, with the award being credit rated on the Scottish Credit and Qualifications Framework by the SQA. This will give 5 credits at SCQF level 5 to the Young Quality Scots.

This, along with the award winner's certificate presented to all winners at the annual award ceremony, will acknowledge their voluntary achievement. These can form part of their Progress File and be used to access employment and training opportunities.

This certification and accreditation will provide strong recognition and reward for the efforts of our young people.

## Interested?

The age criteria for the awards are 15 - 19. Individuals must be actively involved in trying to make a difference in their community, on their own, with friends or through a club or other organisation.

The work should be ongoing at the time of application.

To enter the programme, award recipients are either nominated by organisations, other individuals or by self-application.

Nomination forms can be found on the Quality Scotland website.

## Case study

"When I was younger I joined a group which helped get a purpose built skatepark in Peterhead. After a couple of years volunteering I was nominated to take part in YQSA. I didn't have much confidence meeting people I didn't know but when everyone turned up I realised I wasn't the only one who was nervous!"

"The awards ceremony was held in Ayr. I was so nervous but everything the trainers taught us about confidence and presentation skills helped us. Our presentation went very well and everyone loved it."

"The whole experience of the awards helped me. Soon after I started doing youth work a couple of hours a week and I'm now a Youth Development Worker and loving it."

"Last year I went back to the awards ceremony and did a speech about how my life has changed since I received my award. I feel if it wasn't for the award I wouldn't be in this job or have the confidence I have now."

## Contact



Claire Ford or Angela Howarth  
**Quality Scotland**

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# Young Scot Awards

<b>Award Provider</b>	Young Scot
<b>Distinctive Features</b>	14 awards annually, from sports to entertainment to volunteering, go to young people who have really made a difference to people's lives.
<b>Who it is for</b>	Ages 11 - 26
<b>External Accreditation</b>	No
<b>Training for Workers</b>	No
<b>Time Commitment</b>	Contribution rather than time is measured
<b>Cost to learner</b>	No

## Aim

To recognise the achievements of young people who are outstanding, inspirational or benefit their community, helping to promote a more positive perception of young people in Scotland.

## How does it work?

This is a nominated award run as a partnership between Young Scot and the Sunday Mail. Entries are welcome from all young people in Scotland between the ages of 11 and 26, from both individuals and groups.

Finalists and winners are selected by a panel of judges, which includes at least two young people, one of whom chairs the panel.

Three finalists are announced in each category and the winners are announced at a huge Awards ceremony. The partnership with the Sunday Mail ensures young finalists receive national recognition through the newspaper's coverage of the Awards, both before and after the event. The young people's stories also receive significant coverage in local newspapers and social media.

Presently there are 15 different categories open for nominations.

- Enterprise
- Community
- Health
- Sport
- Entertainment
- In:Demand Unsigned Act of the Year award
- Arts
- Volunteering
- Truth About Youth
- Diversity & Citizenship
- Heritage
- Environment
- Unsung Hero
- Sunday Mail Readers' Award
- Young Scot of the Year 2011  
(chosen from other category winners)

## Case study

2011 saw the delivery of the sixth Sunday Mail Young Scot Awards ceremony, in association with The Co-operative Foundation. The event was awarded Best Cause Related/Charity Event of the Year by the Scottish Event Awards 2011.

The overall winner on the night was Megan McDonald, aged 14, who scooped both the Environment Award and the Young Scot of the Year Award. Megan has been closely involved with a campaign by Oxfam Scotland to encourage action on climate change. This included work to encourage the go-ahead for a barrier to hold back the rising Atlantic.

The teenager, from the Hebridean Island of South Uist, is a passionate crofter. Thanks partly to the campaign Megan has been involved in, the community has recently been awarded £100,000 from the Postcode Lottery to get more volunteers involved in climate change and to support islanders to adapt to new ways of making a living.

## Contact



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# Youth Achievement Awards

<b>Award Provider</b>	Youth Scotland
<b>Distinctive Features</b>	The Award provides an accreditation framework for existing youth work programmes, with peer assessment and external accreditation.
<b>Who it is for</b>	Ages 14+
<b>External Accreditation</b>	Yes. Accredited by ASDAN and placed on the Scottish Credit and Qualifications Framework (SCQF) by SQA.
<b>Training for Workers</b>	Yes
<b>Time Commitment</b>	Minimum 60 hours
<b>Cost to learner</b>	Yes

## Aim

To recognise and accredit the achievements and contributions of young people aged 14 plus.

## How does it work?

Youth Achievement Awards are offered and supported in Scotland by Youth Scotland, and are delivered in a variety of youth work and formal education settings.

The Awards provide an open framework and can be used to accredit any activity, allowing learning providers to mould the Awards around their existing youth programmes.

The Awards recognise four levels of responsibility; Bronze, Silver, Gold and Platinum.

- **At Bronze**, young people take part
- **At Silver**, young people help to organise
- **At Gold**, young people organise and lead
- **At Platinum**, young people undertake training and go on a placement

Each level requires a young person to take part in a series of challenges that they set for themselves, with a minimum 15 hour time commitment per challenge. Young people create a portfolio of evidence, in a format that meets their needs.

## Key features of the Award:

- They measure individual achievement and responsibility taken
- They are centred around personalisation and choice
- They are peer assessed
- They allow creative evidencing
- They are credit rated for the SCQF by SQA
- They enable partnership working. Delivery of the Awards is often done in partnership with other agencies, including youth groups, schools, colleges, employers, local and national voluntary organisations.

Youth Achievement Awards are externally accredited by ASDAN. Groups and agencies can register to deliver the Youth Achievement Awards through Youth Scotland.

## Case study

Chloe, 17, was keen to develop her experience of youth work and leadership. With the support of her school and her local CLD youth work team, she completed a Platinum Youth Achievement Award to help her develop the skills she would need.

Chloe undertook a programme of issue-based youth work training, and then completed a series of placements in schools and youth groups. The workers and teachers involved in supporting her were impressed by her increased confidence and interpersonal skills, as well as her ability to adapt and reflect on her own learning.

Youth Worker Barbara Leitch said: "Chloe's experience is a great example of Curriculum for Excellence in action. She planned her own 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."

## Contact



### The Awards Team

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# The Scottish Credit and Qualifications Framework (SCQF)


The SCQF is a way of comparing the wide range of Scottish qualifications and learning programmes. It covers all qualifications including those from school, college and university, youth awards and many work-based qualifications.

It does this by giving each qualification a level and a number of credit points. The SCQF can also provide a way of recognising other areas of learning that may contribute to a young person's personal development and goals for the future. These include youth awards such as ASDAN's Certificates of Personal Effectiveness (CoPE), YouthLink Scotland's Training for Advocates and Youth Scotland's Youth Achievement Awards. This area of the Framework will be continually developed, so keep an eye on the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk) for updates on new qualifications and learning programmes that have been credit rated.

The level of a qualification shows how difficult the learning is. The credit points show how much work is involved in achieving that qualification. One SCQF credit point represents a notional 10 learning hours. If one person studies a Course at Intermediate 1 and another at Higher, both get the same number of SCQF credit points but the Higher award is at a higher level than the Intermediate 1 award.

The SCQF helps employers and admissions officers in colleges and universities understand the level of difficulty, the amount of learning, and the range of qualifications achieved. As a young person's career develops, any qualifications they achieve may add to the number of credit points they already have.

When it comes to the variety of youth awards, many young people are happy simply to gain recognition through an award. Others are increasingly looking to see how these compare to more formal qualifications gained at school or college. The SCQF is the way to achieve this.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK					 scottish credit and qualifications framework
SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Scottish Vocational Qualifications
12				DOCTORAL DEGREE	
11				INTEGRATED MASTERS DEGREE / MASTERS DEGREE POST GRADUATE DIPLOMA POST GRADUATE CERTIFICATE	SVQ5
10				HONOURS DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	
9			PROFESSIONAL DEVELOPMENT AWARD	BACHELORS / ORDINARY DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	SVQ4
8		HIGHER NATIONAL DIPLOMA		DIPLOMA OF HIGHER EDUCATION	
7	ADVANCED HIGHER SCOTTISH BACCALAUREATE	HIGHER NATIONAL CERTIFICATE		CERTIFICATE OF HIGHER EDUCATION	SVQ3
6	HIGHER				
5	INTERMEDIATE 2 CREDIT STANDARD GRADE				SVQ2
4	INTERMEDIATE 1 GENERAL STANDARD GRADE	NATIONAL CERTIFICATE	NATIONAL PROGRESSION AWARD		SVQ1
3	ACCESS 3 FOUNDATION STANDARD GRADE				
2	ACCESS 2				
1	ACCESS 1				

## Notes

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## Awards and Agencies that form the Network



To seek support from the Awards Network, contact:



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[www.awardsnetwork.org](http://www.awardsnetwork.org)