



Harnessing Youth Awards to Recognise and Accredit Wider Learning and Achievement

Jim Duffy
Awards Network

contact@awardsnetwork.org

[@Awards_Network](https://twitter.com/Awards_Network)

Harnessing Youth Awards to Recognise and Accredite Wider Learning and Achievement



Approach

You will:

- Explore the place of, and expectations for, wider learning and achievement within outdoor learning and related policy contexts
- Consider the impact of wider achievement on young people and the value to other stakeholders
- Explore the range of achievement and attainment opportunities available through youth awards and options they provide to recognise non-formal learning achievement and attainment
- Reflect on your current practice and consider opportunities for harnessing youth awards in your setting to support recognition and accreditation of achievement

Awards Network Background



- 2007 - Scotland's first National Youth Work Strategy launched
 - Recognise achievements of young people through youth work
 - Action Plan on Volunteering
 - The Awards Network

What is the Awards Network?



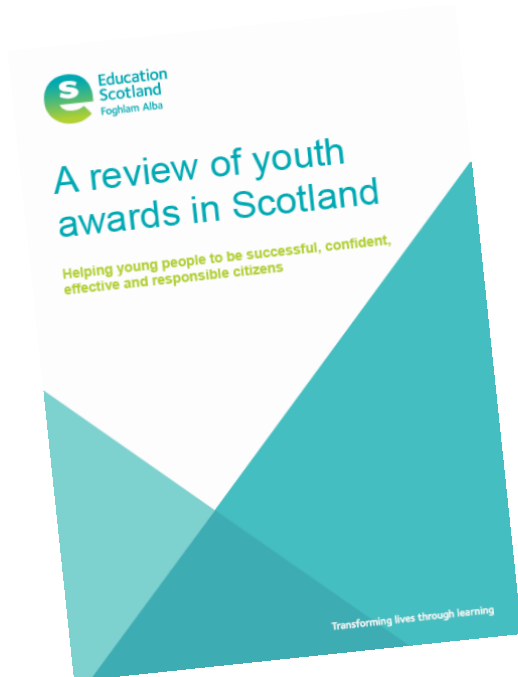
- A forum of providers of non-formal learning awards in Scotland
- Awards that use youth work approaches and are available to young people aged between 10 to 25 across Scotland
- Members work together to raise awareness, and promote recognition, of achievements of young people gained through youth awards

Purpose and Vision



- ***Our Purpose:*** to promote the participation and achievements of young people gained through youth work awards
- ***Our Vision:*** Awards are widely valued and recognised as critical evidence of every young person's learning and achievement

HMIe Aspect Review



- 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.

Awards Network Members (September 2019)



**ARMY
CADETS** >>>



ASDAN



British Red Cross



**Glasgow
Kelvin
College**



Prince's Trust



Saltire Awards



**THE
OUTWARD
BOUND TRUST**
Adventures for life



The ne
of you



**YouthLink
Scotland**
The national agency for youth work



**Scottish Council
for Development
and Industry**



scqf scottish credit and
qualifications framework



Scottish Government
Riaghaltas na h-Alba
gov.scot



An Entitlement to RECOGNISING ACHIEVEMENT



All children and young people are
entitled to have the full range of
their achievements recognised
(Building the Curriculum 5)

RECOGNITION AND ACCREDITATION: What Young People Say...



October 2018

Insight
#SQAfutures



RECOGNITION AND ACCREDITATION: What Young People Say...



- Extra-curricular activities should be better recognised by employers, universities, and other opportunity providers, as equally important to academic qualifications.
- Young people should be able to present a well-rounded portrait of themselves as an individual to potential employers and universities, reflecting their interests, hobbies, aspirations, and volunteering activity.
- More value needs to be attached to the skills developed through practical volunteering experience and other activities.
- Life skills should be embedded throughout core subject areas.
- Schools could partner with youth groups to co-deliver a skills education programme.



Youth Awards: Recognising and Accrediting Achievement

Task 1:

Your non-formal learning achievements

Award Recognition?

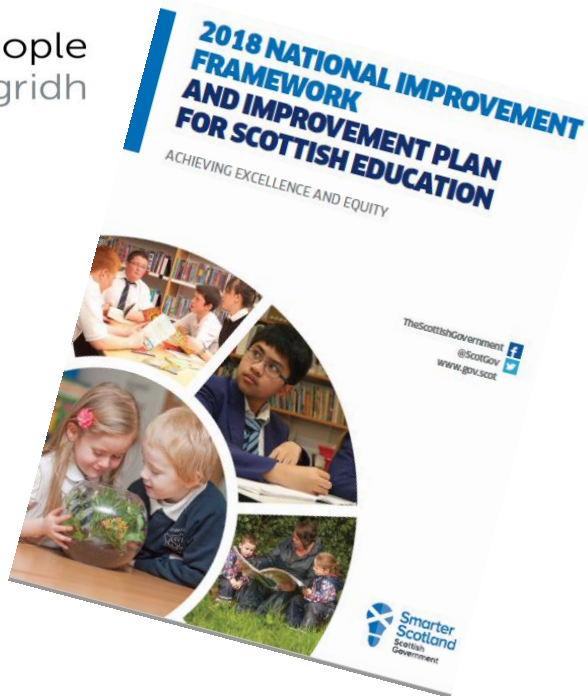
RECOGNISING ACHIEVEMENT: Policy Context



year of young people
bliadhna na h-òigridh
2018



Education
Scotland
Foghlam Alba



DYW

Developing the
Young Workforce

Background: Learner Journey Review

Recommendation 1:

We will ensure every learner in Scotland has an **online learner account** to link their skills and attributes to better course choices.

The approach is expected to *‘recognise **wider achievements and informal learning**, so that all young people have the opportunity to develop a personal statement and clearly articulate the skills gained and achievements made whilst in school.’*

Background:

Legacy from the Year of Young People 2018

Legacy aim given to Education Scotland by Ministers:

To increase parity of esteem between formal qualifications and the skills and experiences that all young people gain through wider learning.



Education and Skills Committee Report:

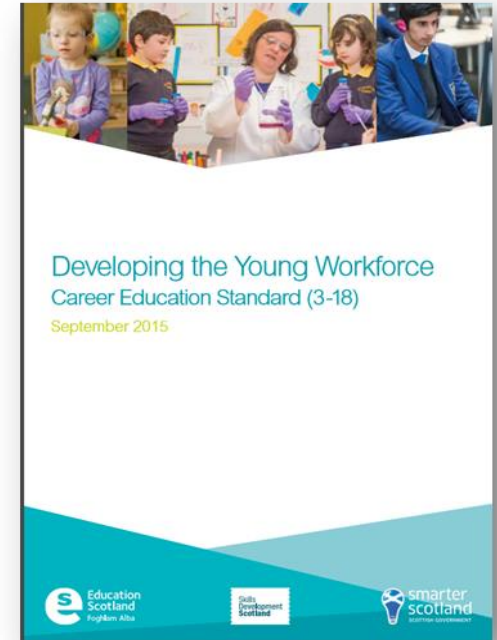
‘The Committee recommends that
Education Scotland publishes a detailed
plan, on the work they are undertaking
to ensure wider learning is accredited
appropriately.’



Career Education Standard 3-18

Children and young people will be entitled to:

.....develop skills for learning, life and work as an integral part of their education and be clear about how ***all their achievements*** relate to these



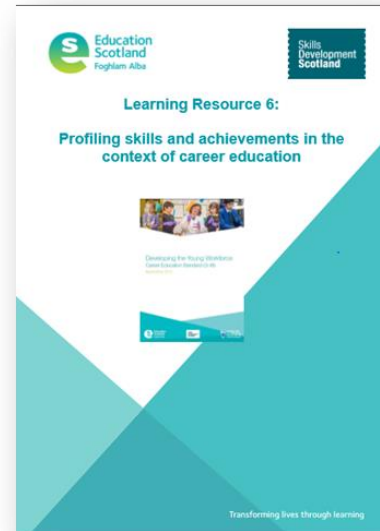
Profiling Skills and Achievements Guidance (Education Scotland)

‘... to provide children and young people with the understanding and tools to develop, capture and articulate their skills and *achievements*...’;

‘...to consider the development, monitoring, tracking and recording of *achievements* both within and out with school...’;

‘Teachers and practitioners should work closely **with parents** to support learners in the profiling process by discussing their learning, *achievements* and aspirations.’

‘A learner’s profile... may contain:
relevant *achievements* or experiences *out with a formal education*
such as community engagement, voluntary work , youth awards etc.’





SCOTLAND'S CURRICULUM
FOR EXCELLENCE
Putting learners at the heart of education

Scotland's Approach
What Matters?
How We Do It

Scotland's curriculum –
Curriculum for Excellence –
helps our children and young
people gain the knowledge, skills
and attributes needed for life in
the 21st century.

This resource has been prepared with and for teachers and other professional practitioners and applies to both English and Gaelic medium education. It re-visits the initial Curriculum for Excellence (CfE) narrative and sets it within the **current context**. It supports the process of engaging with the core principles of CfE and the development of practices that are fit for purpose.



**Awards
Network**

The network of youth
awards in Scotland

"I had no idea there
were so many awards
you could get outside
school. Awards can give
you the chance to get
the experience
that employers
look for."

My World of Work: New Profile Tool



My World of Work

Developing Employability Skills

Skills for the future: meta-skills (Skills 4.0 - SDS)



Manage the Now	Connect with the World	Create our own change
Self management	Social intelligence	Innovation
Focussing	Communicating	Curiosity
Integrity	Feeling	Creativity
Adapting	Collaborating	Sense making
Initiative	Leading	Critical thinking

My World of Work – the profile

About me

Learn more about yourself and use your interests to explore jobs and careers.

Your About me results

1 Investigative

You're curious and good at asking the right questions. You like to observe, explore ideas and solve problems. Work which involves thinking, research or facts and figures may suit you.

2 Practical

You're good at fixing, making and building things. You like working with your hands. Working with tools, machinery, animals or plants might suit you. You're rational, independent and ambitious.

3 Creative

You've got a great imagination. You're good at creating new things and expressing yourself. You like doing things your way. You might enjoy design, arts, writing, music, film or performing.

Skills

Use your skills to find career choices suited to you and make those big decisions easier.

Your skills

Communicating with people

Listening to people

Explaining things

Persuading people

Accuracy

Finding solutions to problems

Researching and investigating

Paying attention to detail

Strengths

Find out how your strengths can help you when it comes to jobs and career decisions.

Often

Less often

Detail
People strong in Detail naturally focus on the small things that others easily miss, ensuring that everything is accurate and error-free.

Decision Maker
People strong in Judgement enjoy making decisions and are able to make the right decision quickly and easily.

Supportive
People strong in Supportive create the conditions for people to grow and develop for themselves.

Persuasion
People strong in Persuasion are able to bring others round to their way of thinking and to win agreement for what they want to achieve.

Curiosity
People strong in Curiosity are interested in everything, constantly seeking out new information and learning more.



Personal statement

Here is my personal statement. I have a lot of skills and strengths I want to demonstrate. This profile will help me do this. I can use this personal statement to apply for colleges and university. Here is my personal statement. I have a lot of skills and strengths I want...

View personal statement

Edit personal statement >

National Working Group on Recognising Wider Learning and Achievement

Bringing together schools, CLD / youth work, Education Scotland, SDS, SQA and other stakeholders to:

1. Identify and share good practice around capturing and recognising wider learning and achievement
2. Consider what national advice and support will help to realise Recommendation 1 in the Learner Journey Review

National Group: Key messages coming through so far...

- Many schools & CLD/youth work providers are collaborating to maximise non-formal opportunities for young people to learn & achieve - in school & in their communities.
- Many young people value wider learning & achievement but there is more to be done to make sure that all young people, families, teachers and practitioners, employers and HE/FE are aware of that value.
- Wider learning & achievement provides great opportunities for young people to develop the 'meta' skills they need.

National Group: Key messages coming through so far...

- It's not always about formal qualifications. The increasing profile of Youth Awards is an important part of the picture.
- It's important to build in opportunities for young people to discuss and reflect on their wider learning and achievements.
- Young people should be encouraged to 'own' their learning - profiling tools & conversations should emphasise this.

National Group: Next Steps

Developing a Learning Resource for Practitioners to:

1. Gain an understanding of what is meant by wider learning and achievement
2. Be able to reflect on your current practice by considering a wider learning and achievement in a variety of contexts and forms
3. Be able to consider the development, monitoring, tracking and recording of achievements, both attainment of qualifications and wider achievements within and out with school 'learning out with the school, including in the wider community.'
4. Gain an understanding of the partners and resources that are available to support wider learning and achievement in your context

Youth Awards: Recognising and Accrediting Achievement

Task2:

Youth Awards: How much do you know?

RECOGNISING ACHIEVEMENT:

Non-formal learning youth awards



Credit-rated Awards

Programme Awards

Participation Awards

Nominated Awards

RECOGNISING ACHIEVEMENT:

Non-formal learning youth awards



Credit-rated Awards – **Insight tariff**

e.g. Youth Achievement Award; Sports Leaders UK Leadership Award; Participative Democracy Certificate; SQA Leadership Award

Programme Awards – **record / Profile**

e.g. Queen's Scout; Duke of Edinburgh's Award; John Muir Award

Participation Awards – **record / Profile**

e.g. Saltire Award

Nominated Awards – **record / Profile**

e.g. Young Scot Awards

AMAZING THINGS

A Guide to Youth Awards In Scotland



- First edition in 2008
 - 4th edition in 2017 features:
 - 26 Awards Network members
 - 48 awards programmes
 - 18 SCQF credit rated awards
- >73,000 awards completed in 2014/15**
- >115,000 awards completed in 2018/19**

Harnessing Youth Awards to Recognise and Accredite Wider Learning and Achievement



Opportunities for multiple recognition / accreditation

- Youth Awards providing evidence for SQA Achievement Awards
 - John Muir Award – evidence for Personal Development Awards (SCQF 4); Wellbeing awards(SCQF 5)
 - Girlguiding Young Leader Award and SQA Leadership Award (SCQF 5)
 - DofE and SQA Volunteering Awards (SCQF 3-5)
- STEM Learning
 - Youth Scotland Hi5 Award (SCQF 2)
 - Scouts – activity badges meeting requirements for CREST awards
 - Young STEM Leader Award (in pilot stage for SCQF 6 and CfE Level 2)



How can the John Muir Award be used across the curriculum?

EXAMPLES OF ACTIVITIES and topics that have contributed to meeting John Muir Award Challenges of Discover, Explore, Conserve and Share.

Activities can:

- Meet Experiences and Outcomes by taking learning outdoors
- Make connections across the curriculum
- Help raise attainment in core areas of Literacy, Numeracy, Health and Wellbeing
- Support whole school priorities such as Learning for Sustainability (sustainable development education, global citizenship, outdoor learning, children's rights and play)

"We think this is the Curriculum for Excellence in action."

Murdo MacDonald, DeLishious Academy

Modern Languages

- learn environmental and emotional vocabulary
- write newspaper articles
- translate work into a poster
- create a PowerPoint presentation
- produce a leaflet to attract tourists

Sciences

- sensory exploration of nature
- pollution surveys
- study biodiversity
- litter campaigns
- survey wildlife in school grounds - citizen science
- conduct energy audits
- pond dipping
- work with experts e.g. ranger services
- nature walks
- soil sampling
- food chains
- consider personal impacts and lifestyle choices
- consider food miles

Health and Wellbeing: mental, emotional, social and physical well-being

- participate in risk assessments
- scavenger hunts
- orienteering
- connect with nature - solo time, personal reflection
- walking
- review experiences - awareness of self and others
- group work - planning and participation
- cross country running
- adventurous activities
- practical conservation projects - taking responsibility, physical activity
- plan sustainable transport

English and Literacy

- creative writing
- presentations
- write a campaign letter
- write newsletter articles
- find nature in literature
- produce a guide to local wild place
- create a poem
- lead guided walks
- reflect in Record Books
- debate environmental issues

Religious and Moral Education

Developing respect for others: exploring values and making a positive difference

- investigate local, national and international wild places
- volunteer - community and environmental projects
- initiate a natural resources debate
- campaign on environmental issues
- explore values and spirituality
- Countryside Code
- investigate climate change
- consider fair trade, organic issues

Mathematics and Numeracy

- plan and measure routes
- mapping skills - references and bearings
- estimate and measure height and age of trees
- presentation of data e.g. wildlife surveys
- sort and categorise litter - time spans and biodegradability
- estimate and measure area, angles and distances
- analyse wildlife data

Technologies

- consider personal impacts and lifestyle choices
- make bird seed cakes
- recycling
- film making, photography and animations
- design and place homes for wildlife - birds, bats and insects
- consider fair trade and organic foods
- compost at school
- share on the internet
- create displays and give presentations
- build planters for school ground
- litter picks - understanding litter sources
- research ecological footprints
- consider food miles - local and seasonal food
- consider alternative energy sources - large or small scale
- make nature inspired art and crafts - needlework, natural dyes, collages

Social Studies

- consider the social impact of pollution
- conduct environmental quality surveys
- investigate the life and legacy of John Muir
- map road - investigate scale, distance and direction
- consider the environmental impact of human activities
- map land use - understand competing needs
- experience the seasons
- learn about conservation values
- investigate the history of local green spaces
- compare and contrast different wild places
- investigate weather and climate impacts on living things
- improve school grounds
- consider the environmental impact of transport
- investigate features of England's landscape

JOHN MUIR AWARD

wild places:
DISCOVER
EXPLORE
CONSERVE
SHARE

Expressive Arts

- map natural sounds
- perform outdoor plays
- create music inspired by nature
- photography
- paint and draw outdoors
- hold celebration events
- present at school assemblies
- make environmental films
- investigate John Muir's sketches and drawings
- lead guided walks for peers and family
- create exhibitions and displays
- find art in nature
- consider English landscape painting

Youth Awards: Recognising and Accrediting Achievement

Task 3:

Identify up to 5 opportunities for harnessing youth awards to recognise and accredit attainment and achievement for young people in

a)Primary

b)BGE (1st to 3rd year)

c)Senior Phase (4th to 6th year)

Youth Awards: Recognising and Accrediting Achievement

Task 4:

- a) Identify barriers / challenges to harnessing youth awards in your setting
- b) What steps can you undertake to overcome these?



This is to certify that

Your Organisation **is Awards Aware**

and recognises the positive contribution that youth awards make to the learning, skills development, attainment and achievement of young people.

Dated:

Today!

Awards Aware: Core Principles

- Young people's learning is shaped by a combination of experiences within formal and non-formal learning settings, including local communities, youth groups and families
- **Assessing the competences and capabilities of young people requires recognising the totality of attainment and achievement gained within and outside formal learning settings**
- Youth awards are recognised and accepted as evidence of achievement and attainment through non-formal learning
- **It is recognised that youth awards complement and supplement formal learning and for some young people provide valid alternative learning pathways**
- Youth awards put individuals at the centre of planning their learner journey
- **Youth awards help young people develop knowledge, competences and skills for life and for work**
- Participation in youth award programmes is encouraged into working life as part of a life-long learner journey

Awards Aware Schools 'Ask':

- Promote awareness of youth awards to young people and encourage participation
- Value youth awards, whether school-led or independently pursued
- Include youth awards in curriculum options for young people
- Adopt an equalities approach to facilitating opportunities for all pupils to pursue youth awards as part of their learner pathways
- Develop intelligence of youth awards available in the local learning community and seek to capture the outside school achievements of young people
- Celebrate achievement of youth awards e.g. at Assemblies or end-of-year prize-giving ceremonies
- Develop understanding of opportunities available through youth awards to raising attainment for all
- Promote recording of non-academic achievements in pupil profiles
- Appoint an Awards Aware Champion



Harnessing Youth Awards to Recognise and Accredite Wider Learning and Achievement



Some useful links:

www.awardsnetwork.org

www.awardsnetwork.org.uk/awardsaware

Youth work and schools: <https://www.youthlinkscotland.org/media/3893/the-link-autumn-2019-aw-lr.pdf>

NPFS: Wider achievement in a nutshell: https://www.npfs.org.uk/wp-content/uploads/2019/06/wider_achievement_1906_E2.pdf

John Muir Award curriculum mind map: <https://www.johnmuirtrust.org/about/resources/356-john-muir-award-and-the-curriculum-for-excellence>

John Muir Award – delivering evidence for SQA Awards: https://www.sqa.org.uk/sqa/files_ccc/john-muir-case-studies.pdf

Ed Scot / DYW Profiling Guidance <https://education.gov.scot/improvement/Documents/dyw47-learning-resource-6.pdf>

SDS – Skills 4.0: <https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/skills4-0/>

Awards Network Newsletter - subscribe <https://awardsnetwork.us18.list-manage.com/subscribe?u=db5973a7b87471d184543015d&id=1d0499c32b>