

Amazing Things 2

A guide to the youth awards in Scotland



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

Melanie, MV Awards volunteer



Foreword



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 for the first time the crucial connection between Scotland's youth awards and the world of employment.

The CBI 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 (and by organisations such as Futureskills Scotland) 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



I am delighted to support this publication which acknowledges the importance of formally recognising the wider achievements of young people in a range of learning environments. The guide provides a very useful insight into the different award

schemes and the experiences and outcomes they offer young people both in schools and the community.

Curriculum for Excellence aims to ensure all our young people in Scotland play a role in modern society and have a range of opportunities to develop the skills needed for learning, for work and for life. Schools are recognising the value of working in partnership with youth work colleagues to enhance the curriculum and this publication will help guide them in their planning and offer young people opportunities outside the classroom.

LTS is committed to promoting the value of schools and youth sector partnerships which provide increased opportunities for Scotland's young people to develop their confidence, become successful learners, effective contributors and responsible citizens. We will continue to support organisations to work together and recognise, celebrate and value the positive contribution that young people are making to Scotland.

Bernard McLeary
Chief Executive,
Learning and Teaching Scotland



Introduction

Welcome to *Amazing Things: A guide to the youth awards in Scotland*. This is the first time the great wealth of opportunity and activity represented by these awards has been celebrated in one publication.

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 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.

The guide falls into five key sections



- **Why it is important to recognise young people's achievements** explores some of the thinking behind this guide (pages 2–3)
- **The awards 'at a glance'** provides a quick overview of the awards and their main features (pages 4–9)
- **The awards in detail** offers more details (and a case study) for each award (pages 10–23)
- **Nominated awards** provides information on some of the awards which require young people to be nominated (pages 24–25)
- **The Scottish Credit and Qualifications Framework (SCQF)** describes how different types of learning 'fit' together (page 26)

We would value your comments on how useful you found the guide. These will shape the development of future editions. Please feel free to contact:

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Why it is important to recognise young people's achievements

It shouldn't require an explanation. But in a world where young people often get rough treatment by the media and in the public eye, it's worth being clear why we should celebrate their achievements. There are (at least) three very good reasons.

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. Research conducted for the Scout Association by nfpSynergy¹ in 2006 found that,

'More than 7 in 10 young people say that making a difference in this world is important. In an era where much of the social dialogue about young people suggests an apathetic, selfish generation, perhaps these findings directly from the minds and keyboards of young people, encourage us to think again.'

Being young in Scotland (2007)² found that this desire to make a difference translates into concrete volunteering action for between a third and a half of young people — at least a quarter of a million young activists.

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. It isn't enough on its own (you need the 'fun factor'), but it can be a real bonus. This was strongly echoed in research by the Institute for Volunteering Research³.

This desire for recognition was also articulated in the report 'Generation V: young people speak out on volunteering'⁴, 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

The Curriculum for Excellence⁵ 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 potential for this new approach was described by Gill Troup, Vice Principal of the University of the West of Scotland.

'The Curriculum for Excellence has been a huge step forward. But it's happening mainly up to S2 or S3, not at the school leaving qualifications level. This means there's a supply gap for the kind of opportunities for learning required by the Curriculum for Excellence. This could be volunteering!'

The way in which community based volunteering adds value to the school experience was further highlighted in research by the National Youth Agency⁶. 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 new Skills Strategy for Scotland⁷ 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 has its own distinctive contribution to make:

'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.

¹ 'Typical young people — a study of what young people are really like today' (nfpSynergy 2007)

² 'Being young in Scotland' (YouthLink Scotland 2007)

³ 'What young people want from volunteering' (Institute for Volunteering Research 1998)

⁴ 'Generation V: young people speak out on volunteering' (Institute for Volunteering Research 2003)

⁵ 'A Curriculum for Excellence' (Scottish Executive 2004)

⁶ 'Young people's volunteering and skills development' (NYA/DFeS 2007)

⁷ 'Skills for Scotland: a lifelong skills strategy' (Scottish Government 2007)

⁸ 'Skills in Scotland' (Futureskills Scotland 2006)

⁹ Research for the NEET Strategy Group 2007

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 2006 Futureskills Scotland survey⁸ 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 2007⁹ 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.

Reflecting on current labour market needs, Brendan Dick, National Manager of BT Scotland, comments:

'A degree is no longer the differentiator it was. People need soft skills as well as the technical 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, Executive Director 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.'

There is even a tacit recognition of the role that this guide to the awards could play. Graham Birse, Deputy Chief Executive of Edinburgh Chamber of Commerce, explains:

'It's a crowded landscape. Employers would value a guide to volunteering — including what young people can continue to do while they're in employment.'





Many young people get credit (and accreditation) for what they do at school. But learning also takes place in the family and in the community. As Professor Sara Lawrence Lightfoot of Harvard University says:

'Schooling is what happens inside the walls of the school, some of which is educational. Education happens everywhere, and it happens from the moment a child is born — some say before — until it dies...'

If we wish to support young people to become the activists, leaders, innovators, and caring citizens of the future, we must give them credit today for the full breadth of their achievements.



The awards 'at a glance'

Award provider	Award	Who it is for	Time commitment	External accreditation
 Army Cadet Force Association (See page 10)	Army Proficiency Certificate	The Certificate is the basic syllabus for every Cadet in the Army Cadet Force, from age 12 to 18 years 9 months.	Minimum timescales: Basic — 3 months, 1-Star — 9 months, 2-Star — 12 months, 3-Star — 18 months, 4-Star — 6 months, Master Cadet — 6 months.	No. But some aspects of training, such as community service, First Aid and expeditions through Duke of Edinburgh's Award may be accredited externally. Senior Cadets (3-Star +) are encouraged to participate in the BTEC First Diploma in Public Services, accredited by Edexcel.
 ASDAN (See page 11)	ASDAN Short Course Awards	No age restrictions, but focused on the 13–19 age group.	Awards can be certificated for 10, 30, or 60 hours.	No, this award only requires internal moderation. However, it can be used as credit towards the ASDAN awards and the CoPE qualification in which case it is presented along with other evidence for those particular awards/qualifications.
	ASDAN Community Volunteering Qualifications (CVQs)	Any volunteer in the 14+ age group.	120 hours for the full qualification (30 hours per unit).	Yes. ASDAN's CVQ has been accredited by QCA and sits in the Qualifications and Credit Framework (QCF) at levels 1, 2 and 3 (Intermediate 1, 2 and Higher level).
	ASDAN Certificate of Personal Effectiveness (CoPE)	Age 14 and upwards.	Levels 1 and 2 (Intermediate 1 and 2 level) are 120 guided learning hours and level 3 (Higher level) is 150 hours.	Yes. CoPE is accredited by QCA. CoPE has been credit rated and levelled against the SCQF at levels 4, 5 and 6, as well as being in the NQF at levels 1, 2 and 3. CoPE level 3 attracts 70 UCAS Points.
 The Boys' Brigade (See page 12)	The Queen's Badge	Award programmes available through the four sections from age 6, culminating in the highest award, the Queen's Badge, aged 16/18.	Participation in weekly programme and achievement schemes, throughout all sections. Queen's Badge would be completed over 12–24 months.	No
 The Duke of Edinburgh's Award (See page 13)	The Duke of Edinburgh's Award	All young people aged 14 to 24.	Bronze minimum 6 months, Silver minimum 6 months, Gold minimum 12 months.	No. The Duke of Edinburgh's Award organisation accredits the programmes.






Training available to support the award	Cost	Distinctive features
Yes. All volunteers undergo training, with regular revision, both locally (Induction & Initial Training Courses) and at the Cadet Training Centre, Frimley Park (Adult Instructor Course, King George VI Leadership Course, Area Commander Course, Senior Officer Course). A large number of volunteers also undertake in-house training through the DofE Modular Training Framework, and in First Aid through St John Ambulance.	Cadets pay a contribution to the cost of weekend and Annual Camp training. Some training (eg DofE and First Aid) may incur extra costs.	<ul style="list-style-type: none"> • Encourages development of citizenship as well as military skills. • Progressive training linked to ability and age, rewarded by promotion through rank system. • Balanced programme with strong interface with DofE Award.
Yes. Training is a half-day workshop and enables delegates to internally moderate the awards, and as there are no external moderation requirements, authorises them to request certificates from the ASDAN website.	Annual registration is £75 per year for the short courses, and award books are £5.75 each (certification included).	<ul style="list-style-type: none"> • Flexible to accredit small areas of work with 10 hour (1 credit) certificate option. • Credit rated to allow easy progression to a qualification (such as CoPE). • Straightforward to achieve and minimal paperwork.
Yes. Details of all training available are on the ASDAN website.	Annual registration to ASDAN is £250+VAT and candidate fees are approximately £25 per person. Training costs £180+VAT per person but INSET training is available on request.	<ul style="list-style-type: none"> • Formal recognition for what they do in contributing to the community. • Structure for improving their skills and knowledge and reflecting on what they do. • Opportunities to learn from and share experiences with other volunteers.
Yes. The CoPE workshops aim to develop awareness and understanding of CoPE, and consider issues of implementation and quality assurance. They outline the requirements for the qualification, whilst identifying development and assessment opportunities from the ASDAN range of Challenges.	Annual registration to ASDAN is £250+VAT and candidate fees are approximately £25 per person. Training costs £180+VAT per person but INSET training is available on request.	<ul style="list-style-type: none"> • Qualification outcome of the ASDAN Silver, Gold and Universities Awards. • Recognises the skills young people use when undertaking activities. • UCAS points available at level 3.
Modules in Youth Leader Training equip leaders to administer the awards schemes, with specialist modules for those concentrating on the Queen's Badge.	Local companies will meet the costs involved in a young person completing the awards.	<ul style="list-style-type: none"> • Allows the young person to make a difference to their company, their community and themselves. • Work is young person driven and requires dedication, commitment and self discipline to complete. • Helps produce responsible citizens, effective contributors, successful learners and confident individuals.
Yes, training is available to leaders through the DofE Scotland Office and the network of Operating Authorities that are licensed to deliver the DofE to young people. The DofE Award Leadership Programme (which is currently accredited through the Open College Network) is part of a wider Modular Training Framework and is mainly delivered to young people as a peer mentoring programme.	Each participant pays for a welcome pack to enter the programme. Costs range from £11.50 at Bronze and Silver, to £17.50 at Gold.	<ul style="list-style-type: none"> • The DofE is delivered through 62 'Operating Authorities' in Scotland including the 32 local authorities, eight national voluntary youth organisations and within the independent schools sector. • The Duke of Edinburgh's Award is recognised in over 125 countries as the 'International Award for Young People'. • Each young person builds their own individual learning programme through the four distinct Sections of the Programme — Volunteering, Physical, Skills and Expedition (with a Residential at Gold level only).

Table continues on the next page

Award provider	Award	Who it is for	Time commitment	External accreditation
 Girlguiding Scotland (See page 14)	Queen's Guide Award	Girls and Young Women aged 16–25. Participants will need to have made the Guide Promise before the end of the second year working for the Award.	This is flexible, but is generally expected to be spread over a period of up to three years.	No
 The Girls' Brigade in Scotland (See page 15)	Queen's Award	Girls and young women aged 16–25 are able to achieve their Queen's Award through participating in and completing a programme of seven modules, a true achievement.	The Queen's Award is designed to be a challenging programme and is gained through active participation in modules which must be completed over at least a two-year period.	No
 John Muir Trust (See page 16)	John Muir Award	The John Muir Award is open to all. It works for young people of all ages (including leaders, teachers and volunteers) who have an understanding of its general concept.	A minimum time commitment of four days or equivalent is required for the introductory level. The three levels of the John Muir Award — Discovery Level, Explorer Level and Conserver Level encourage a progressive involvement.	No
 Prince's Trust Scotland (See page 17)	Prince's Trust xlerate with xl	xlerate with xl is the leading Prince's Trust activity for young people aged 14 to 16. The Prince's Trust — Scotland's xlerate with xl programme was developed to re-engage young people who may be educational underachievers, poor attenders, at risk of exclusion or simply seriously lacking in self-confidence.	xlerate with xl is a two-year commitment for young people in S3 and S4, which they usually complete in place of one Standard Grade.	Yes. Schools can accredit the programme through Personal and Social Education units. Young people can work towards National Qualifications in Social Awareness and Development, Personal Awareness and Development, and Vocational Awareness and Development at Access 3 or Intermediate 1 level via SQA National Units. These Units have been designed to complement the xlerate with xl curriculum. Alternatively young people can work towards an ASDAN xl Award.
 Scottish Council The Scout Association (See page 18)	Queen's Scout Award (and Chief Scout's Awards)	Awards in Scouting are designed to suit the young person's age and experience. Members aged 6 to 25 are able to achieve Sectional Top Awards (Chief Scout's Award) through our balanced programme.	Each Award requires a different level of commitment suitable for the age group. Awards are gained through participation in the weekly programme and external activities.	No
 Scottish Qualifications Authority (See page 19)	Personal Development Units	Secondary school pupils, students, people in employment and unemployed — anyone who wants to develop their personal skills.	Courses at SCQF levels 2 & 3 consist of 3 x 40 hour Units and at SCQF levels 4, 5 and 6 there are 4 x 40 hour Units. Each 40 hour Unit can be certificated separately.	Yes. On achievement, the results will appear on the Scottish Qualifications Certificate. All Units and the Courses are SCQF levelled.

Training available to support the award	Cost	Distinctive features
Yes. Participants choose a personal mentor for advice and guidance whilst working on the Award. They are supported by their County Queen's Guide Co-ordinator, and their local Girlguiding District and Division Commissioners (senior volunteers). Help is also available from the assessors, who have knowledge and experience in relevant areas.	This Award is offered only through Girlguiding Scotland, who meet costs through normal Guiding sources.	<ul style="list-style-type: none"> • This is the ultimate award in Guiding. • The Award allows each participant to give sustained service to the community, to Guiding, and to developing her own skills. • Completion of the Award demonstrates dedication, leadership, careful planning and reviewing, communication, teamwork and knowledge.
There is ongoing practical support and advice for both participants and their leaders. In addition to this, there are opportunities to participate in Award Information Seminars and Support Meetings.	The Awards are funded through local fundraising efforts keeping costs to the girls to a minimum.	<ul style="list-style-type: none"> • This is the highest award in The Girls' Brigade with girls all over the world working towards gaining their Queen's Award. • Participating in the Award demonstrates leadership, teamwork, responsibility, knowledge, discipline, research skills, self motivation and a huge amount of dedication. • The Award encourages a personal Christian commitment, while respecting other faiths.
Yes, although not essential to get involved. John Muir Award Leader training gives a thorough introduction to the relevant skills, knowledge and approaches needed for delivering the John Muir Award scheme. A number of themed courses also run throughout the year across the UK.	Support from John Muir Award staff, Record Books and Certificates are currently provided free of charge. We encourage group and individual membership of the John Muir Trust as a way of supporting the John Muir Award.	<ul style="list-style-type: none"> • The John Muir Award is focused on wild places — local/urban and further afield. It's the only youth award to focus on the natural environment. • It's about first hand experience and enjoyment and can be done as an individual or as a family. • It's non-competitive, challenging at an appropriate level, and progressive.
Yes. <ul style="list-style-type: none"> • Two-day Adviser Induction Course (overnight accommodation included). • Pre and post internet course — with CD ROM. • One-day Accreditation Training. • One-day Enterprise & Business Awareness Training (delivered by Young Enterprise Scotland). 	The programme is funded through local authorities.	<ul style="list-style-type: none"> • The whole xlerate with xl programme enables young people to develop more enterprising behaviours — helping to deliver the Determined to Succeed objectives. • The process used to deliver the xlerate with xl programme mirrors much of that described in A Curriculum for Excellence. • Teachers and community education workers work together to deliver and support the programme.
Yes. A balanced and progressive training programme is available for young people. Training is provided in weekly meetings and weekend activities. Support and guidance from trained adult leaders is available at all stages.	The Awards are provided through local groups who support young people through local fundraising, often keeping cost to the individual low. Young people are not disadvantaged by lack of resource.	<ul style="list-style-type: none"> • Progressive and age appropriate: Top Awards in sections are more challenging as the young person gets older. • Balanced: someone who attains a 'Top Award' has done well in a wide variety of areas including outdoor skills, fitness, community, and international. • Challenging: finishing the Awards shows determination, commitment, self development, reliability and responsibility.
Yes. SQA runs support events to which all SQA centres are invited. At these networking events good practice can be shared. The SQA website (www.sqa.org.uk) has a Personal Development subject page. Verification visits aim to quality assure these centre assessed Units and Courses but also provide a free opportunity for direct support and feedback from Verifiers.	Various prices depending on single Units or Course level. One-off fees for Centre and Award Approvals.	<ul style="list-style-type: none"> • Content-free using organisations' own in-house initiatives. • 'Problem Solving' and 'Working with Others' Core Skills embedded in two of the Units at the level which has been successfully completed. • National certificated recognition for personal development initiatives.

Table continues on the next page

Award provider	Award	Who it is for	Time commitment	External accreditation	
 Sports Leaders UK (See page 20)	Sports Leaders UK	The Awards start from aged 9 years upwards. There is a progression path if required although the Awards can be delivered on their own to meet the needs of the organisation.	Each Award has a different commitment requirement from a minimum of one hour of volunteering to over 30 hours through some Awards.	Yes. Once training has been completed the Award can be run in the organisation with the first course being externally verified by a Sports Leaders representative appointed by Sports Leaders.	
 Volunteer Development Scotland and the Volunteer Centre Network Scotland (See page 21)	MV Awards	The MV Awards is the Scottish Government funded free national awards scheme to recognise the contribution made in Scotland by young volunteers aged 16 to 25.	The MV Awards are made to young volunteers on completion of 50 hours, 100 hours and 200 hours of volunteering. The First Minister signs the 200 hours (Award of Excellence) and the Cabinet Secretary for Finance and Sustainable Growth signs the Awards for 50 and 100 hours.	No	
 Youth Scotland (See page 22)	Youth Achievement Awards	Young people aged 14 and over. The Awards are appropriate for all target groups and have been used in youth work, alternative curriculum, social work and school/college curriculum approaches.	Time commitment increases as the level of the Award increases, beginning with a minimum of 60 hours for Bronze, 90 hours for Silver, 120 for Gold, and 135 for Platinum.	Yes. The Youth Achievement Awards are externally accredited by ASDAN. The Youth Achievement Awards are also credit rated and levelled against the Scottish Credit and Qualifications Framework (SCQF) at levels 4, 5, 6 and 7.	
 Youth Scotland (See page 17)	Dynamic Youth Awards	Young people aged 10 to 14. The Awards are appropriate for all target groups and have been used in youth work, alternative curriculum, social work and school curriculum approaches.	A minimum of 5 hours commitment is required. The Dynamic Youth Awards recognise three levels of time commitment; 5 to 15 hours, 16 to 30 hours, and over 30 hours.	Yes. The Dynamic Youth Awards are externally accredited by ASDAN.	
 YouthLink Scotland (See page 23)	Participative Democracy Certificate	Designed for 11–25-year-olds but is non-age specific and can be used in a range of contexts involving group work.	Twenty hours of learning.	Yes. The certificate is worth 2 credits at SCQF level 5, and can be accredited by a range of SCQF credit rating bodies, including colleges.	

Training available to support the award	Cost	Distinctive features
Yes. There is a network of local and national training days provided nationwide to teach the skills required to deliver the Awards. There is also a support network through Sports Leaders to provide support and advice when starting your initial courses.	Cost varies from Award to Award. Level 1 is £13.50 per candidate, with the level 2 £25.75 per candidate.	<ul style="list-style-type: none"> • The Award inspires people and communities through leadership qualifications in sport. • They work on areas such as self esteem, confidence, and self management through personal development.
Yes. The Local Partnerships Team at Volunteer Development Scotland and the Youth Development Worker for volunteering at your local Volunteer Centre provide one-to-one support and guidance on how to manage your young volunteers, and on opportunities for the MV Awards.	The MV Awards are free of charge.	<ul style="list-style-type: none"> • It is the Scottish Government's national awards scheme for 16–25-year-olds. • It recognises young people's contribution to their communities through their volunteering. • It supports young volunteers to reflect on, capture and communicate their learning and development.
Yes. Youth Achievement Awards Induction Training is a requirement for Award Group Workers who co-ordinate and facilitate the Awards within their own clubs or groups. Additional training is available for Agency Moderators who take responsibility for quality assuring the Awards within their own agencies.	Youth agencies register to deliver the Awards for an annual fee of £54 (including Dynamic Youth Awards). Award booklets and certification costs from £8.50 to £11.50 depending on Award level.	<ul style="list-style-type: none"> • Externally accredited and SCQF credit rated and levelled. • They provide an accreditation framework for your existing programme. • Structured to recognise the responsibility young people take.
Yes. There is no requirement for Award Group Workers to undertake training to deliver the Awards. Training is available as part of Youth Scotland's regular Accreditation Training events and through an annual training and practice sharing conference.	Youth agencies register to deliver the Awards for an annual fee of £30 (free if already registered for Youth Achievement Awards). Challenge sheets and certification costs £5.	<ul style="list-style-type: none"> • They provide an accreditation framework for your existing programme. • Recognise distance travelled and responsibility taken through self and peer assessment. • Externally accredited by a recognised awarding body.
No. However, information and guidance has been produced to support delivery of the certificate: http://www.youthlink.co.uk/Index.asp?MainID=8544 .	YouthLink Scotland has made the certificate freely available to providers. However, individual costs for participants are dependent on the credit-rating body eg FE partner. Costs vary from £15–20.	<ul style="list-style-type: none"> • Contributes to the development of active participation, citizenship and social capital. • Adaptable to the local context and free to use. • Externally accredited and SCQF credit rated and levelled.



Army Cadet Force Association

Make your mark

The Army Proficiency Certificate syllabus has nine progressive subjects:

- The Cadet and The Community
- Map and Compass
- Drill, Turnout and Military Knowledge
- First Aid
- Shooting
- Expedition Training
- Skill at Arms
- Fieldcraft
- Physical Recreation

Each of these subjects is covered at four progressive levels:

- Basic
- 1-Star
- 2-Star
- 3-Star

At 4-Star level, the Senior Cadet will choose two subjects to participate in to an advanced level, and a Master Cadet, having achieved 4-Star, will attend a week-long course at the National Training Centre, as well as successfully completing the week-long Senior Cadet Instructor Course and one other subject at 4-Star level.

Cadets who have completed 1-Star may elect to continue their APC progression through involvement in the APC Band syllabus.

The APC interfaces conveniently with the Duke of Edinburgh's Award, with 2-Star normally being the level Cadets would be working at when participating in the Bronze Award, while most Silver Award participants are likely to be working at 4-Star level. The Gold Award is a natural progression for those cadets who have completed their 4-Star.

Through the Cadet Vocational Qualification Organisation (CVQO), Cadets from 3-Star level upwards can work on the First Diploma in Public Services, which is largely evidenced by their progressive involvement through APC and DofE.

Award case study

Catriona, Black Watch Battalion, ACF, The Royal Regiment of Scotland

'The Army Cadet Force has its own progressive 4-Star proficiency system, and many cadets choose to work at the same time to gain their Duke of Edinburgh's Awards.

I began my time in cadets approximately six years ago, looking for a new challenge, and Cadets opened doors for me that I never even knew existed. Since joining I have worked through the Army Proficiency Certificate and have achieved my 4-Star. I'm a senior cadet instructor, and I hold the rank of Company Sergeant Major. I have gained a variety of qualifications including the First Diploma in Public Services through BTEC, my Gold Duke of Edinburgh's Award, and my St John Ambulance Adult first aid certificate.

My involvement in the APC has resulted in my being honoured to be appointed a Lord Lieutenants Cadet. The icing on the cake was when I was runner-up in the Duke of Westminster's Award for most outstanding UK Cadet of the year.'

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ASDAN

Rewarding achievement



ASDAN is a pioneering curriculum development organisation and an internationally recognised awarding body, which grew out of research work at the University of the West of England in the 1980s. ASDAN offers a wide range of curriculum programmes and qualifications for all abilities, mainly in the 11–25 age group. ASDAN is a unique and successful initiative that has been developed and managed by practitioners, alongside a dedicated and highly efficient administrative team.

Community Volunteering Qualifications (CVQs)

Voluntary and community organisations can benefit from having better trained and motivated volunteers, CVQs can also help organisations to demonstrate and reinforce good practice. It complements Investing in Volunteers and National Occupational Standards.

Education providers can help their student volunteers enhance their skills and CVs, pursue career goals and have a better understanding of community/citizenship issues. For some volunteers a CVQ will provide a stepping-stone to further training, qualifications and employment, for others the certificate will be a sufficient goal and reward for their voluntary work. The CVQ can be achieved in a wide variety of settings because general skills and knowledge are recognised in the qualification.

Volunteers may be:

- volunteering with a local voluntary/community organisation or social enterprise
- working on a community project
- community activists
- university, college or school students with voluntary placements, student representatives
- employees who have voluntary placements
- taking part in Government programmes such as Millennium Volunteers or New Deal
- involved in active citizenship work

Short Course Awards

ASDAN Short Course Awards are extremely popular in both formal and non-formal education because they provide an imaginative and flexible way to certificate a wide range of activities taking place in almost any context. There are no age restrictions for the Short Course Awards, although the main focus is on the 13–19 age group.

The Short Course Awards are straightforward to achieve and there is minimum paperwork, both for the participants and their award supervisors. In general, challenges are completed over 10, 30 hours or 60 hours, which corresponds to one, three or six credits (10 hours = one credit). Certificates gained can contribute up to 50% of the CoPE qualification which has been credit rated and levelled on the SCQF at levels 4, 5 and 6.

Certificate of Personal Effectiveness

● What is CoPE?

The Certificate of Personal Effectiveness (CoPE) is the qualification outcome of the ASDAN Silver, Gold and Universities Award programmes and offers an imaginative way of accrediting young people's curriculum enrichment and extra-curricular activities, allowing centres to certificate a wide range of personal qualities, skills and achievements, as well as introducing new activities and challenges.

● Aim

To provide a framework for the development, assessment and accreditation of generic and wider key skills and wider activities, through a nationally recognised qualification at levels 1, 2 and 3.

● Client/age group:

- young people aged 14+
- 'high effort' students or those described as gifted and talented
- students in Post-16 education

● Structure

- Young people need to complete credits by completing challenges from chosen modules, providing portfolio evidence of completion of all the activities undertaken.
- Young people need to demonstrate competence in the wider key skills of Working with Others, Improving Own Learning and Performance and Problem Solving.
- Young people need to demonstrate competence in the units; Planning and carrying out research; Communicating through Discussion and Planning; and Giving an oral presentation.

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The Boys' Brigade

The adventure begins here

The Boys' Brigade (BB) delivers a varied and balanced programme over four sections: Anchors (P2–P3); Juniors (P4–P6); Company Section (P7–S3); and Senior Section (S4–S6). Throughout their time in the four sections, young people work towards a series of awards, with their progression evident as they move from section to section. In the Senior Section, the young person can complete the **Queen's Badge**, the highest award in the BB, as part of the Challenge Plus programme.

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 help support their company or community work or provide relevant life-skills training to support personal development.
- Take responsibility within the BB or church, for a minimum of 30 hours.
- Provide service or support within the community but outside the BB or church, for a minimum of 30 hours.
- Develop interests in two of the following three sections:
 - Learn a new skill or develop an existing one.
 - Take part in a new physical activity or develop an existing one.
 - Undergo appropriate training, including a supervised practice venture and then undertake a 3-day, 2-night expedition or exploration, with at least 7 hours planned daytime activity per day.
- Participate in a residential experience at the end of their award time.
- Maintain a log of activity and a 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 a suitable 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.

Award case study

What young people who gained the Award have said:

'I developed new skills in leadership, communication, outdoor expeditions and working with people, which helped build my confidence and left me with an immense sense of achievement.'

'Gave a sense of purpose and achievement and, once gained, something to be proud of.'

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

'Gave me an understanding of the wider BB community.'

'Helped me develop a number of skills that have been vital in everything I have done since.'

'The satisfaction and self confidence gained has had a positive effect on my day to day life.'

'Three positive aspects — pride, pleasure and pals! An unforgettable and unmatched experience.'

'It's not just you who benefits, it's others around you too, through service in the community and working with the younger lads in the company.'

'My practical service helped me gain valuable experience doing something very worthwhile. It has left an important bearing on my life and given me self belief that I can achieve anything I set out to do.'

'Given me the opportunity to do things I would never thought about doing.'

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The Duke of Edinburgh's Award

Take the challenge

The Duke of Edinburgh's Award was established in 1956 as an exciting self development programme to accredit the progress of young people. The Duke of Edinburgh's Award offers young people an individual challenge and encourages them to learn about communities, responsibility and independence. Gaining any of the three Awards is a huge achievement recognising perseverance, determination, teamwork, flexibility and an awareness of their own potential. An Award recognises the progress of that young person, and we believe that every young person has the capacity to succeed in their own right.

The DofE is a balanced programme of four sections which aim to support young people to develop their group work, improve their physical fitness, enable them to develop a lifelong interest and enable them to engage more fully in their local community through volunteering.

Through completing the DofE, participants are rewarded for gaining the skills necessary to play a full role in society. They develop their self belief and resilience, a sense of identity, responsibility and independence in thought and action.

Principally, the Award is non-competitive, available to all, voluntary, flexible, balanced, progressive, achievement focussed, a programme of personal development and above all enjoyable.

Through planning their own programme young people invest in their future lives, develop their talents and learn how to plan time effectively, as well as how to work with others. Further benefits include the opportunity to explore new interests, enhanced employability and the ability to learn from and give to others in their community.

The DofE is widely recognised by employers, and those within further and higher education as a programme that promotes a range of core vocational skills. The flexibility of the programme enables it to be delivered within a range of settings including: schools, youth groups, voluntary organisations, young offenders institutes, secure and residential units, colleges, universities, business (as part of apprentice programmes) and within schools with additional support units.

Award case study

Steven

Steven is currently in S4 and is a member of his school's Duke of Edinburgh's Award Group. He is working towards his Silver Award, having enjoyed completing his Bronze Award last year.

Steven chose to participate in the Award because many of his friends are involved. He also felt that it would enhance his CV. He enjoys hill walking and hopes to join the Army one day. He believes that 'doing the Award allows you to learn new skills and techniques and get into new hobbies. My friend picked up badminton through doing his Bronze Award and has kept going with this.'

Steven already plays hockey and is continuing to play regularly for the Physical Section. For the Volunteering Section of his Silver Award, Steven is writing a blog on his school's website to promote the DofE among his peers and to share his experiences. Steven is looking forward to the Expeditions Section of his Award most of all. He has found that learning about grid references in Maths and learning to read OS maps in Geography has helped him to develop the navigation skills needed for expeditions.

Contact



The Duke of Edinburgh's Award

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Girlguiding Scotland

Girls in the lead

The Queen's Guide Award is the ultimate award in Guiding. It is a series of challenges that allows a member of the Senior Section within Girlguiding (girls and young women aged between 16 and 25) to develop her own skills, whilst contributing to Guiding and her local community.

The Award must be completed within three years of the official start date, and before the member's 26th birthday. It is designed to be flexible, so that a member can fit it around other commitments and changing circumstances, providing for a gap period of up to twelve months, if required, eg for exam study, gap year travel.

A prospective participant starts by considering the Award syllabus and preparing an initial plan of how she intends to complete the Award within the three-year period.

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 in an outdoor environment
- **Personal Skill Development** — developing a personal interest or hobby
- **Community Action** — encouraging active participation in the world in which we live
- **Residential Experience** — developing interpersonal and communications skills in a residential setting

Each section of the Award is assessed by an appropriately qualified assessor, chosen by the participant, and duly 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 skills include: teamwork, time management, organisational skills, planning, evaluation and community skills, all of which are useful in both Guiding and non-Guiding life.

Projects that are undertaken as part of other schemes within Guiding, and also externally, may be counted towards the Queen's Guide Award, if this is included in the participant's initial plan.

Participants gain a great sense of achievement from completing the Award, which is then approved and recorded by Girlguiding UK headquarters, and the participant is encouraged to have an appropriate celebration to recognise this very significant achievement. It demonstrates numerous strengths and abilities, including dedication, leadership, careful planning and reviewing, communication, teamwork and knowledge.

Queen's Guide Award recipients are also invited to a formal presentation of the Award by Girlguiding UK. Each one receives a silver brooch, and a certificate signed by HM the Queen.

Award case study

Lorraine

Her Royal Highness The Countess of Wessex presented Lorraine from Cambuslang with the Queen's Guide Award — the highest award attainable within Girlguiding Scotland in a prestigious ceremony held at Gibson Hall, Bishopsgate, London on 15th March 2007.

The Queen's Guide Award recognises and rewards outstanding skills and commitment and encourages young women aged 14 to 25 years to play an active part in their local and wider communities.

Lorraine was one of only two Scots to be honoured in 2007.

Primary school teacher, Lorraine explained how achieving the Award impacted on her life.

She said: 'Completing my Award has given me the opportunity to lead and manage people. This has given me the confidence to think about becoming a principal teacher in school and I have recently started a university course to help pursue this.'

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

Lorraine was honoured to be chosen to give the vote of thanks to the Countess of Wessex on behalf of all the young women at the awards ceremony.

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The Girls' Brigade in Scotland

Take the challenge

The aim of the **Queen's Award** is the same throughout the world: to encourage girls and young women to a personal commitment to the Lord Jesus Christ while respecting other faiths, inspiring them to greater endeavour in service in the general community and to make a contribution to the worldwide concept of the Girls' Brigade.

Here are the basic qualifications you need to embark on the Queen's Award:

- **Age:** You cannot complete your Queen's Award before your 17th birthday or after your 25th birthday.
- **Company service:** You must give useful service to your Company throughout the time that you are working towards your Queen's Award.
- **Christian growth:** You are strongly encouraged to regularly attend Sunday worship, but a group that will promote Christian growth may also be acceptable.
- **Attendance awards:** You must have achieved a Service Award for both Company and Church attendances for the session prior to registering for the Queen's Award and also achieve similar Service Awards throughout your participation in the Queen's Award.
- **Brigader Brooch:** You must gain your Brigader Brooch by the date you complete your Queen's Award.

The Queen's Award is designed to be a challenging programme and is gained through active participation in a programme of seven modules: voluntary service, general study paper, initiative tasks, Christian growth, GB service, a project, and attendance at a national residential course, all of which must be completed over at least a two-year period. The modules can be completed in any order, and more than one module can be worked on at any one time.



Award case studies

Nicola, gained her Queen's Award, May 2008

The voluntary service, in particular, is the area in which I feel I gained the biggest reward. I was helping others and it was apparent that what was being done in the homeless shelter was effective. The whole Queen's Award experience has been challenging, yet worthwhile, as it has given me so much inspiration to go out and make a difference in life. Queen's Award has been the greatest life experience I have had.

Christine, gained her Queen's Award, May 2008 (Assignment Project 'Dementia — an Umbrella Term')

I enjoyed both the voluntary service in a care home and the assignment on dementia, because they linked together and I gained knowledge and experience from completing both tasks that will help me in the future.

Karen, gained her Queen's Award, May 2007

For my community service I decided to act as a home-help to one of the elderly ladies in our area. She taught me just how in touch you can still be with the world despite being in your eighth decade! Our initiative tasks allowed us to show just exactly what we can do even under pressure situations. One of my tasks was to go to another Company to teach their girls something new, so I decided on a craft, and luckily the girls loved it!

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John Muir Award

Discover, explore, conserve, share

The John Muir Award (an educational initiative of the John Muir Trust) is an environmental award scheme focused on wild places. It encourages awareness and responsibility for the natural environment, in a spirit of fun, adventure and exploration.

The John Muir Award aims to encourage people of all ages and backgrounds to discover, enjoy and care for wild places. It does this through a structured yet adaptable scheme.

The John Muir Award is delivered through partnerships with youth organisations, schools, clubs, local authorities and outdoor centres. With advice and assistance from Award staff, they integrate the Award structure with their own activities to enable their participants, students and members to achieve John Muir Awards.

Involvement in the John Muir Award sets out to:

- acknowledge what organisations and individuals already do, in terms of responsible outdoor and environmental activity
- encourage more awareness and responsibility, and promote 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 encompass the following four Challenges: Discover a wild place, Explore its wildness, Conserve a wild place and Share your experience.

Award case studies

The John Muir Award is a unique experience for each individual who becomes involved, and every partner organisation delivers it in a way that's unique to them. This is because of the different places used, and the wide range of activities carried out in meeting John Muir Award criteria. Here is how it can work for some of our partners:

Youthwork programmes

The John Muir Award has added benefit to Prince's Trust programmes. 'It's really useful... when you include the John Muir Award it gives a sense of purpose to doing the environmental work.' David Rogers, Prince's Trust Team Leader, Edinburgh

Local youth clubs

The John Muir Award can help to connect people with place. 'It has helped spark an interest in an area close by that nobody was taking care of. It became full of dog mess, litter and needles. We wanted the young people to get to like their area, find out about the hedgehogs and deer on their doorstep.' Wendy Gorman, Education Group Worker, Ruchill Youth Partnership

Formal education

The John Muir Award offers opportunities for personal and social development through providing challenging and fun experiences in the outdoors. 'It really tied in well with the Curriculum for Excellence, the social aspect was a highlight too, seeing the pupils in different light and vice versa. The knowledge they gained was a big aspect to the experience and of course we as teachers always learn something new too.' Mrs Ward, Heathfield Primary School, Ayrshire

Alternative curriculum

The John Muir Award offers an excellent framework for outdoor learning. 'It's easier to get them engaged, they are not just in a world of their own... it brings out the wonder and beauty of being in nature. It is a beautiful way of working with kids and encourages them to look at the bigger picture.' Sarah Robertshaw, Group Leader, Alternative Curriculum Programme

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Prince's Trust Scotland

What's stopping you?

xlerate with xl is the leading Prince's Trust activity for young people aged 14 to 16. Scotland's xlerate with xl programme was developed by the Prince's Trust to re-engage young people who may be educational underachievers, poor attenders, at risk of exclusion or simply seriously lacking in self-confidence. In targeting these young people, xlerate with xl is focusing on those who are at risk of becoming 'NEET' — Not in Education, Employment or Training. xlerate with xl actively encourages these young people to make the most of their time at school, boost their motivation and develop skills for the world of work.

xlerate with xl is a two-year commitment for young people in S3 and S4, which they usually complete in place of one Standard Grade. With the support and guidance of a teacher and a community education worker, each xl 'club' of 12–15 young people works together as a team on personal, interpersonal and team skills, on business and enterprise initiatives in partnership with YES, on citizenship and community awareness, on preparation for the world of work and training, and on a community-based project and an optional residential element.

The enterprise element is a 12-week module delivered in partnership with YES. It is based around the YES franchise product and allows the young people to participate in a business as franchisees. They are involved in all aspects of business, from product costing and business planning to manufacturing, sales planning, financial control, training and customer satisfaction.

The process and values used to deliver the xlerate with xl programme mirror much of that described in A Curriculum for Excellence. In xlerate with xl, the learning process is 'active, challenging and enjoyable', 'not too fragmented or over-crowded with content', 'includes a wide range of experiences', gives 'opportunities for children to make appropriate choices to meet their individual interests and needs, whilst ensuring that these choices lead to successful outcomes', and the 'assessment supports (the) learning'.

The Prince's Trust Development Awards

support young people aged 14–25 to overcome barriers and help unlock their potential. The Prince's Trust aims to support and advise young people to achieve their goals. Each young person has support from a trained Development Awards assessor through the full application process. Awards are used to help young people into education, training or employment. Past awards have included helping young people gain computing skills, purchase tools needed to start a job, course or training fees and produce a portfolio to present at interviews.

xlerate with xl Award case study **Head teacher, Hawick High School, Scottish Borders**

Why is the xlerate with xl programme in your school?

'It is a stimulating, relevant and challenging course for young people in our community to participate in. Its value is shown by the fact that within two years we have four clubs which were oversubscribed in the option choice!'

How does the xl programme benefit your school?

'It has allowed us more relevant option choices and allowed pupils to succeed where they had previously failed. Across several indicators, pupils who elected to become xl members have improved.'

What benefits do you see in the young people who participate in the xl programme?

'Our xl youngsters have gained confidence, self-respect and integrity. They have also developed skills of citizenship and enterprise — without doing any formal audits, xl meets the Curriculum for Excellence capacities!'

Development Awards case study **Sara**

Sara, a 24-year-old qualified hairdresser, had overcome an abusive childhood and homelessness, but had not worked for four years due to mental health problems. She had identified an opportunity to set up a mobile hairdressing business. Sara had help in preparing a business plan but, being on benefits, money was very tight. She had neither friends who were in a position to help her to learn to drive nor the money to take driving lessons. Thanks to a Development Award, Sara passed her driving test and is now working as a freelance hairdresser.

Contacts



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Scottish Council—The Scout Association

Up for it — everyday adventure

Beaver Scouts (6–8), Cub Scouts (8–10) and Scouts (10–14) all work within the Balanced Programme towards targets specific to their Section and their age. The top award in these three junior Sections is the Chief Scout's Bronze, Silver and Gold Awards, requiring them to complete a number of challenges available in their respective Section.

When a young person joins the Explorer Scouts at 14, they start working towards their Chief Scout's Platinum and then Diamond Awards and eventually as they progress through the Explorer Scouts (14–18) and into the Scout Network (18–25) they can achieve the highest award — The Queen's Scout Award. These awards complement the Duke Of Edinburgh's Award Scheme, with the Queen's Scout Award being comparable to the DofE Gold Award. However, to gain their award, a Queen's Scout must also complete a values-based programme in addition to the common requirements of both awards.

To gain the Queen's Scout Award the following requirements must be completed:

- Be a member of Explorer Scouts or the Scout Network for at least 18 months.
- Complete 18 nights away as an Explorer Scout or member of the Scout Network, of which 12 must be camping.
- Complete two activities from the list of International, Environment and Values activities. These should be different activities from the Chief Scout's Platinum and Diamond Awards and not from the same area.
- Hold the Gold Duke of Edinburgh's Award, or complete the five Queen's Scout Award Challenges, which are:
 1. Take up a Skill for 6 or 12 months, and show progress and lasting interest.
 2. Take up a Physical Activity for 6 or 12 months, completing an agreed programme of taking part and achievement.
 3. Provide Service to an individual or the community for 12 months. Briefing and training should be given in order to gain the necessary skills.
 4. Complete a four-day and three-night expedition in open or adventurous country by foot, cycle, horse, canoe, boat or dinghy. The expedition should involve careful preparation, training, responsibility and review.
 5. Complete a five-day and four-night residential project in an unfamiliar environment with people who are not known. This project should be environmental work, activity-based, service to others or personal training.
- Following completion of the first four elements of the Award make a presentation, to a suitable audience, of your achievements so far in working towards the Queen's Scout Award.

- All Members should complete 12 months in either the Physical Activity or the Skill.

Award case studies

These are some things young people have done to gain their Queen's Scout Award:

'I led a team of 16 to 18-year-olds on a trip to a Bulgarian orphanage where we worked with the children.'

'We hiked around on the West Coast in gale force winds and torrential rain, but still had fun crossing rivers which had burst their banks.'

'For my Queen's Scout Award I learnt to work with children and take them out on activities.'

This is what young people have said after gaining the Queen's Scout Award:

'A great sense of achievement.'

'I am fortunate to have seen and done all that I have done.'

'It was great to meet so many people and to be part of a group.'

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

'I have developed as a person and learned many new things about myself.'

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

Employers have said:

'Scouts have made a positive contribution to the workplace.'

'Scouts prove themselves to be responsible and reliable.'

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SQA qualifications in Personal Development

Growing with Scotland's national qualifications body

The Scottish Qualifications Authority (SQA)

is Scotland's national body for the development, accreditation, assessment and certification of qualifications (other than degrees). It offers a wide range of units and courses, including some that recognise personal development achievements.

SQA units and courses are open to anyone who is registered at an SQA approved centre. All achievements are recorded on the nationally recognised Scottish Qualifications Certificate.

Units and Course in Personal Development

Aims

The Personal Development Course aims to develop a range of personal, social and vocational skills and allow people to demonstrate their abilities. It is divided into Units that can be taken and certificated by themselves or be grouped together to create the Course. For each participant, it aims to:

- increase knowledge of their own qualities and feelings while undertaking a personal project
- develop their interpersonal skills while planning and carrying out a group project
- develop their task management skills while undertaking a vocational project
- help them demonstrate their abilities in handling information, communicating effectively and delivering a product or a service while undertaking one or more projects

The wide range of contexts suitable for the Course projects means it is very flexible. Participants will be able to select a context that can be linked to many areas within and beyond the formal curriculum. They may, for example, choose a context in their local community. Examples include: career planning, citizenship, enterprise, health education, independent living, internet use, leadership, rights and responsibilities, and the world of work.

While SQA Courses and Units are open to all, the Personal Development Units and Course might be particularly suitable for young people engaging in activities in schools, colleges, youth centres, community learning, referral units and training provision.

This Course is available from SCQF level 2 (Access 2) through to SCQF level 6 (Higher). At Access 2 and 3 the Course consists of three 40-hour Units. At the other levels it involves four 40-hour Units.

At SCQF level 6, the Course can count towards university entrance requirements.

Award case study

Jacqueline Ann and Christopher, Our Lady's High, Motherwell

Introducing the Personal Development session to our senior options at Our Lady's High has been an exciting development. The Course provides students with the opportunity to set and manage their own work and projects, both individually and as a group.

This session, ten students will receive the full Course award based on activities such as coffee mornings, setting up and managing a Careers Fair for the whole school, designing and producing products for sale at Christmas time, and developing the school sensory garden. The flexible learning style of the Course allows students the freedom to work independently but still remain within a framework for certification.

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

Two pupils volunteered to represent the class in response to an invitation to speak to delegates at an SQA conference in January this year. Both pupils wrote their own speeches and both presented them to the audience with total confidence and clarity.

Jacqueline Ann said that the Course 'was one of her favourite classes because it allowed her to work in a style that suited her way of learning'.

Christopher was keen to tell delegates how the Course had 'given him belief in his ability to complete tasks'.

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Sports Leaders UK

Pass it on

The Sports Leader Awards are open to anyone wishing to increase self confidence, self esteem and personal development. They are practical and fun to deliver, with no entrance requirements or written exams to worry about. The Awards aim to teach leadership skills through various activities such as sport, dance and even foreign languages.

The Awards aim to teach essential life skills, and provide people from all backgrounds with the opportunity 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 are available to anyone aged 9 to 90! They cater primarily for young people looking to experience their first taste of leadership. They are also for those candidates looking to gain leadership qualifications to support their communities in various aspects of volunteering.

The Awards work on a set of Core Values which aim to:

- Provide personal development opportunities by helping people reach their true potential.
- Provide a stepping stone to employment by providing qualifications to get them started.
- Develop leadership by teaching people the ability to organise, lead, motivate and communicate with others.
- Increase volunteering in the community by encouraging candidates to organise safe sporting activities in their community.
- Reduce youth crime by keeping young people off the street and engaged through positive activities.
- Support more active, healthier communities by providing qualified sports leaders to organise a range of physical activities.
- Be inclusive by increasing access to our training and Awards for as many people as possible.

Award case study

Mark

Mark undertook the Sports Leader Level 1 Award through his local high school, Linwood High School two years ago during curriculum time. Upon completing the Award, Mark was then successful in gaining a place on an initiative known as EYES (European Year of Education through Sport), which is a 15-week programme aimed at developing young sports coaches. As part of that course Mark successfully completed the Community Sports Leader Level 1 Award, and in doing so completed over 200 hours of volunteer work in and around his local community. Such was his progress and commitment that Mark is now employed on a sessional basis with the Council as a sports coach, and works part time in the local sports centre whilst he completes his HND in Sports Coaching and Development at college.

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The MV Awards

Change your life

- **What are the MV Awards?**

The MV Awards are the Scottish Government funded free national awards scheme to recognise the contribution made by volunteers aged 16 to 25 in Scotland. The Awards are managed by Volunteer Development Scotland and the Volunteer Centre Network Scotland. An Award is made on completion of 50 hours, 100 hours and 200 hours of volunteering. The Awards are signed by Scottish Government Ministers.

- **Who are the MV Awards for?**

The MV Awards are available to young volunteers through organisations, agencies, projects, groups, schools and clubs which have registered with Volunteer Development Scotland or the local Volunteer Centre. All volunteering opportunities must support the nine guiding principles of the MV Awards which are personal commitment, community benefit, voluntary participation, inclusiveness, ownership by young people, variety, partnership, quality and recognition. The MV Awards can be used in conjunction with other awards.

- **How can I register for the MV Awards?**

Young people can contact the Youth Development Worker at their local Volunteer Centre (details at www.volunteerscotland.org.uk) or register online on the MV Volunteering Passport (www.mvvolunteeringpassport.org.uk). If you are a national organisation, agency or group you should contact Volunteer Development Scotland (www.vds.org.uk). Local organisations and groups should contact their local Volunteer Centre.

- **What is involved in doing the MV Awards?**

An accurate time record is kept of the time volunteered and this is checked in order to claim MV Awards. Young volunteers, and the organisations they volunteer with, can use the MV Volunteering Passport to enable volunteers to track hours online and reflect on their experience while at the same time allowing organisations to verify the hours and ensure their volunteers have a quality experience. There is also a searchable database of more than 5,000 MV volunteering opportunities; an online personal development plan that consists of goals and target setting; a reflective journal and graphs which, together with the MV Awards, help young people to be better able to communicate their soft skills (eg communications skills, team work) development to others.

- **What is the background to the Awards?**

The MV Awards were previously known as the Millennium Volunteer Awards. The Awards are also available in Northern Ireland and Wales.

Award case study **Melanie**

Melanie is 17 years old and has volunteered in a variety of roles for her MV Awards including volunteering at her local Oxfam shop, helping at St. Catharine's Homeless Project and as a Peer Educator with the Edinburgh Woodcraft Powerpod. Melanie was the first volunteer to use the MV Volunteering Passport. She said of it that it 'would allow my hours to be recognised officially which is useful for applying to university and for a job'.

Melanie says of her MV volunteering experience with the Powerpod Project: 'I've met so many different people that I previously wouldn't have and been to some really interesting places. I was challenged to think about how to make workshops more engaging and learned how to stay in control of young children.' Melanie developed through her volunteering and this is recognised in the fact that she was included in the recruitment process for a paid staff member where she was volunteering. Melanie's 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'.

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Youth Scotland

The Youth Achievement Awards & Dynamic Youth Awards

The Youth Achievement Awards, established initially in the youth work sector as a means of recognising and accrediting young people's achievements through a peer group approach, are now recognised more widely as a valuable tool in motivating and engaging young people.

The Awards are designed to help young people progressively take more responsibility in selecting, planning and leading activities that are based on their interests.

In using the peer group to assess and support each other through the Awards, young people develop a range of social skills. In addition, the reviewing and recording procedures within the Awards have been designed to promote the development of study skills through planning, reviewing, recording and creating a personal portfolio.

There are four stages of involvement that can be recognised through the Youth Achievement Awards.

- The Bronze Award requires young people to take part in activities in four 15-hour challenges.
- The Silver Award comprises of six 15-hour challenges where young people help to organise their own activities.
- The Gold Award requires the young people to complete seven 15-hour challenges and make a presentation. The focus in Gold is on planning, organising and leading activities.
- Platinum is the highest level of the Awards and includes a total of approximately 135 hours of participation. It develops the skills to take on a leadership role.

The Dynamic Youth Awards were developed to accredit and more effectively communicate young people's achievements in existing non-formal education programmes and are now recognised more widely as a valuable tool in motivating and engaging young people. The Awards provide a quality process that can be used to accredit any activity, supporting young people to plan their involvement, record what they do, review their achievements, and access peer group support and assessment. Peer assessment of participants' plans and completed challenges develops a sense of youth ownership of their Award.

Participation material has been designed to be self-explanatory, requiring the minimum of written work. Certification records cumulative hours, level of responsibility taken, peer assessment of others, and a peer assessment statement recording the special achievement or unique contribution of the individual.

Dynamic Youth Awards are delivered throughout Scotland in youth work, social work, school and alternative curriculum settings and have provided good practice case studies for HMIE in Community Learning, Schools and Education Authority Reviews. The Awards offer a progression route into Youth Scotland's Youth Achievement Awards.

Award case study

The Bridges Project, Cambuslang

Using a variety of life skills workshops, team building exercises, sports and outdoor adventure activities The Bridges Project enables young people to gain valuable skills in the area of personal development. All participants in the eight-week programme work towards a Bronze Youth Achievement Award. The programme includes: workshops on life skills and making positive life choices, a six-week cooking course, training to certification in HEARTSTART CPR and REHIS elementary food hygiene, team building sessions, sports and an environmental project.

'My Youth Achievement Award and other certificates in my life skills folder helped me feel confident at my college interview and I think it helped me get my place — even though I didn't have any Standard Grade results.'

Danny, Award recipient, age 16.

Award case study

Jnr Mates Project, Kilbirnie

Jnr Mates is a project providing literacy support to young people, helping them to improve IT, communication, problem solving and decision making skills, and promoting positive and enjoyable learning experiences.

Erin and Nicola worked with Liz McCallum to produce and follow individual learning plans, and achieved Dynamic Youth Awards for their involvement in the project.

The girls chose to research and prepare a presentation about the effects of binge drinking in relation to young people. By researching the subject on the internet and planning and preparing a presentation, the girls improved their critical reading and IT skills, and by interacting with the group as peer educators, improved their communication and listening skills.

Liz McCallum, project worker, thought the Dynamic Youth Awards brought another dimension to the project:

'The Dynamic Youth Award made the whole learning process more worthwhile because the girls had something to show

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Contact for Youth Achievement Awards — George Cherrie

Participative Democracy Certificate

Making the right decision

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 negotiation skills in the context of democratic engagement. It is worth two credits at SCQF level 5. Each credit is based on 10 hours of learning activity.

History of the PDC

The PDC was developed by YouthLink Scotland to support the Big Lottery Fund Young People's Panel, enabling young people across Scotland to make recommendations about fund applications in their local areas. Each panel was supported by local volunteer centres through Volunteer Development Scotland (VDS).

Young People's Panels asked 11 to 25-year-olds to share their knowledge and experience, helping the Big Lottery Fund Young People's Fund to invest £20 million in projects where young people directly benefit. The credit-rating of the PDC was done in partnership with Adam Smith College.

Now

The Participative Democracy Certificate can be adapted and used across a range of group work settings and age groups.

The PDC is based on decision making in groups, and enables young people and adults to gain the formal recognition for learning that they deserve. This can be of benefit in a range of contexts including youth work, adult learning, tenants' groups, patients' groups or activists' groups.

The programme

The course is split into five parts:

- four hours of assessed research
- six hours of direct training
- one hour of observed practice
- seven hours of recorded practice
- two hours of reflection/recording

For each part, evidence presented by the participant is assessed against relevant learning outcomes. To complete the course, young people have to be able to demonstrate 20 hours of learning by providing a portfolio of evidence.

Award case study

Cameron

Cameron (12) was a member of the Young People's Panel in East Ayrshire. Completing his Participative Democracy Certificate helped him make the transition to secondary school and to build up his self-confidence:

'I became a member of the Panel in February 2006 and I was very wary of working with teenagers (aged 11). I am now 12 years old and have just started secondary school. I feel I am already a teenager; my friends on the panel have helped me to see that teenagers need not be scary; they treated me with respect and valued my opinions. This experience has made me more assertive in life.

I have mild Asperger's syndrome and things have not always been easy for me. It was quite hard work sometimes but it has taught me so much and given me more confidence. I gained lots of new skills which have been noticed by my teachers and other pupils. I am more aware of young people's issues and I can voice my opinion on such things.

I have loved my work as a panel member — I know I can do anything I want if I put in the effort.'





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Nominated awards

Award	Contact	Who it is for	Time commitment
 <p>The Diana Award</p>	<p>The Awards Team The Diana Award T: 0845 337 2987 E: awards-info@diana-award.org.uk W: www.diana-award.org.uk</p>	<p>The Diana Award has three awards: The Diana Award — our flagship award is for individuals aged 12–18 who make a sustained, selfless contribution to their community, and who demonstrate exceptional qualities. The Diana Anti-Bullying Award — an award for those aged 5–18 who have tackled bullying in their schools and communities is open to individuals and groups of young people. The Diana Certificate of Excellence — an award for groups of young people aged 12–18 who have worked together to make their communities a better place to be.</p>	<p>Nominations must demonstrate that the nominee's commitment to the activity has been made over a sustained period of time. For the Diana Anti-Bullying Award this equates to six months.</p>
 <p>BritishRedCross</p> <p>Humanitarian Citizen Award</p>		<p>The annual Red Cross Humanitarian Citizen Awards (HCA) celebrate the actions of young people (individuals and groups) aged 25 and under.</p>	<p>Not dependent on time but rather recognises the contribution young people have made to their communities.</p>
 <p>Young Scot Awards</p>	<p>Gregor Urquhart Communications Director Young Scot Rosebery House 9 Haymarket Terrace Edinburgh EH12 5EZ T: 0131-313 2488 E: gregoru@youngscot.org W: www.youngscot.org/awards</p>	<p>The Young Scot Awards are run in partnership between Young Scot, the national youth information charity, and the Sunday Mail. They are open to entries from all young people in Scotland between the ages of 11 and 22, and cover 14 different categories. They are open to both individuals and groups.</p>	<p>Nominations must demonstrate that the achievements of the young person are outstanding, inspirational or of benefit to their community and have taken place in the last 18 months. There is consideration given to the scale of the achievement relative to the young person's background — they do not have to be famous or a regular over-achiever.</p>
 <p>Young Quality Scot Award</p>	<p>Bob Ford Quality Scotland 11 Abercromby Place Edinburgh EH3 6LB T: 0131-556 2333 E: bob.ford@qualityscotland.co.uk W: www.qualityscotland.co.uk</p>	<p>Young people aged 16–19, involved in voluntary work to improve the quality of life in their local communities. This includes individual initiatives, with friends, or through a club or other organisation.</p>	<p>Voluntary work should be ongoing. There is no prescribed limit or maximum. Two days of training plus follow up activity is provided with the local authority group to prepare for the national awards event.</p>

External accreditation	Training available to support the award	Cost	How young people are nominated
No	Yes. Ongoing involvement is a key element of the award, supporting development and providing further opportunities form the core of a planned, lifelong and unique Community Programme. An online resource supports networking, access to volunteering, events and training.	None. Award holders receive a certificate signed by Gordon Brown PM. The nominating organisation also receives a certificate to mark their involvement. Award holders receive a silver lapel pin.	Young people can be nominated through schools, LEAs, statutory bodies, work placements and volunteering organisations. This is a non-competitive award, the nomination form and guidance notes outline the qualifying criteria.
No	No	None. If short-listed, the candidates' expenses to attend the awards ceremony would be covered.	
No	No	There are no costs to the young people or those nominating them.	Nominations can be made either in writing or through the Awards website on www.youngscotawards.co.uk . The finalists and winners are selected by a panel of judges consisting of representatives of the organisations involved in the Awards, and also traditionally a government minister and at least two youth representatives, one of whom also chairs the judging panel.
No	Yes. Over two days, participants are offered training in communications, presentation skills, teamwork and leadership skills. The training is provided by Quality Scotland member organisations. This is followed up by local authority area participants meeting, normally with community learning staff, to develop their presentation to be delivered at the awards event.	The local authority covers the cost of transport to and overnight accommodation at the annual awards event.	The award programme is run as a partnership between Quality Scotland, local authority community learning departments and YouthLink Scotland. Responsibility for selecting successful candidates lies with the local authorities. Administration of the programme and training events are undertaken by QS and their members.

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 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

scqf 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	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				

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and Higher Education Institutions, however, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information on other credit rated provision, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the database.

scqf | SCOTLAND'S LIFELONG LEARNING FRAMEWORK www.scqf.org.uk

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Youth Scotland, the network of youth clubs and groups in Scotland, works in partnership with a network of associations across Scotland offering a range of information, training, resources and support for young people and workers and volunteers.



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YouthLink Scotland, as the National Youth Work Agency in Scotland, represents the collective voice of youth work representing the needs and interests of the youth work sector with regard to policy and practice, to government and other stakeholders.



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Volunteer Development Scotland (VDS), Scotland's Centre for Excellence in volunteering, provides leadership and knowledge to influence policy and strategy at national and local levels. It also enhances the volunteering experience by offering volunteer managers a variety of tools, learning pathways and services.

