

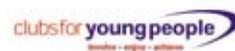
# National Framework of Awards in Non-Formal Educational Settings

April 2007

# National Framework of Awards in Non-Formal Educational Settings

April 2007

awards  
network



Published by



**The National Youth Agency**

for the

**awards**  
  
**network**

The Network for Accrediting Young People's Achievement

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# Introduction: Background and methodology

## The Framework

The first edition of the Framework, published in March 2002, received a very positive reception. It had to be reprinted to meet demand. Revised second and third edition were produced in 2003 and sold out. Since then, the details of several of the Awards have changed, and other Awards have come to our notice. This has led to the production of this fourth much-revised edition. This document represents most of the major national awards that accredit young people's achievements and learning in non-formal settings. It continues to be work in progress. We could not capture the dozens of regional or local award programmes that play an important part in the development of young people. Hopefully the framework will receive regular updates. Many existing national awards are being enhanced continually, for example, to engage disenfranchised young people. Additional national awards are bound to emerge and change over time.

Among the criteria that awards in this publication need to meet are that they should:

- be available widely across the country and not just in a few locations;
- be delivered in non-formal education settings;
- be based on a clear, consistent curriculum;
- involve young people in a programme of learning that lasts weeks or months and not just hours or days;
- have an established track-record of delivery, and not be at the early or pilot stages of delivery;
- include clear means of assessing achievements of all the young people who gain the award; and
- be managed by not-for-profit organisations

There is a consistency, therefore, across all the awards in this

publication. The framework focuses on programmes and activities that are nationally accredited. This in no way diminishes the value of or undermines the many, many other awards undertaken by young people, youth workers and others who work with young people, which have slightly different criteria or meet somewhat different needs. It is simply an attempt to put those accredited programmes into a coherent frame, recognising that these are often part of a wider menu of options that should be available to young people.

The framework will be of value to a wide range of audiences – from ministers and other decision makers in central and local government to young people, parents, employers, teachers, youth workers, personal advisers and others with an interest in the personal and social development of young people.

## The Network

The Network for Accrediting Young People's Achievement was formed in 1998 by The National Youth Agency together with a range of key national accrediting bodies in informal education to foster cooperation and professional knowledge-sharing between organisations.

Currently members of the Network are:

AQA, ASDAN, Chrysalis, Clubs for Young People, Connect Youth, Duke of Edinburgh's Award, Fairbridge, Getting Connected (YALP), Girlguiding UK, Mencap, The National Open College Network, The National Youth Agency, The Prince's Trust, Qualifications and Curriculum Authority, The Scout Association, Skillforce, Sports Leaders UK, Weston Spirit, WJEC, UK Youth and Youthtrain.

*14-19: Opportunity and Excellence*, published in early 2003, gave further encouragement to the work of the Network. Its vision was that "all young people can develop essential practical skills for life and

work. Additionally, the curriculum and assessment arrangements must emphasise and promote competence in analysis, problem-solving and thinking, so that young people have the confidence to explain and defend their conclusions.” In the section about the curriculum and qualifications, paragraph 33 states that “young people said they would welcome a greater acknowledgment of activities and achievements outside the classroom. Our Working Group on 14 to 19 Reform will consider this as part of their consideration of a unified framework of awards at 19”. The work of the Mike Tomlinson’s Working Group on 14 to 19 Reform took this work forward a stage. Its final report recognises the role of Awards in wider learning and recommends that the Network, together with others, should undertake research into the development of the activities that generate wider learning. There is a central recognition that Awards can generate some of the credits that a young person requires in order to achieve a diploma. In The Qualifications and Credit framework (QCA) which is currently being trialled and tested, the Qualifications and Curriculum Authority seeks to include much more than existing qualifications in a Framework that may well replace the NQF. Some Personal and Social Development Units developed by Awards organisations are being tested in the QCF. The units represented by the Awards will generate credit for young people. They may also then count towards school league tables and be a clear option for schools and FE colleges to use.

To this end, the Network’s action research project sponsored by The Learning and Skills Council has played an important role in the development of the Network over the past four years. The focus of the research has been the contribution that Awards make to the learning of young people on the Entry to Employment programme. As part of this highly successful research programme, the Network has developed and adopted a set of Quality Assurance guidelines for all Awards in this Framework. These help to guarantee that young people consistently receive what the award organisations say is on offer.

The network members have undertaken a mapping exercise of their respective awards. The result, hopefully, is a coherent document that shows linkages to the National Qualifications Framework (please see page 12) and clarifies for young people, non-formal education/youth work practitioners and policy makers the process of deciding which awards to focus on.

Although similar work has been attempted before on a limited scale, it has mostly been compiled without the involvement and authorisation of the award organisations and accrediting bodies, a key factor in the value of this work.

### Developing the framework

Initially, the group completed questionnaires, which enabled a draft map to be prepared. This informed further discussions and resulted in the decision to create a short document, which would represent each of the Awards/accrediting organisations whilst offering clarity to the young person/practitioner/policy maker.

This involved the network members in producing a ‘snapshot’ of their respective Awards, leading into a relationship flowchart illuminating the pathways and progression routes between the various Awards and programmes.

This framework document also lists the Awards in the context of current initiatives such as DfES/QCA Key Skills and increased 14 to 19 curriculum flexibility.

Comments and feedback on the framework are very welcome and should be sent to The National Youth Agency, Eastgate House, 19–23 Humberstone Road, Leicester LE5 3GJ. Tel: 0116 242 7350. Fax: 0116 242 7403. E-mail: [nya@nya.org.uk](mailto:nya@nya.org.uk)



## National Framework of Awards in Non-formal Educational Settings – Guidance Notes

In order to assemble the National Framework of Awards in Non-formal Educational Settings, the contributing organisations first mapped the content and level of their awards against the National Qualification Framework levels (please see Appendix 1), with the intention of offering policy makers, practitioners and young people a credible comparison of formal and non-formal awards. A comparison of this nature allows young people to see the value of the non-formal education they are engaged in against the backdrop of more traditional qualifications, whilst also providing the practitioner with a useful tool when seeking funding and external recognition of non-formal programmes.

### Please see Page 8

Whilst the comparison of levels and parity between formal and non-formal education awards is useful for the reasons mentioned above, both practitioners and young people may find details on the particular nature, attributes and benefits of the various awards just as useful in aiding their decisions about which award to approach. The three tables (on pages 9, 10 and 11) separate the awards into Entry Level, Level 1 and Level 2 (please see Appendix 1), but focus specifically on mapping the key characteristics of each award. The tables are visually accessible and to achieve this the key areas (eg leadership, citizenship, independent living) have been amalgamated into seven Award Skill Areas.

When an award can be mapped directly against a national qualification level, it is represented by a solid bar. Awards represented by a shaded bar are those which map only partially against that level and which provide evidence that individuals can use them to assist work towards qualifications/awards at Entry Level and Levels 1, 2 & 3.

The shape of the bar represents both the primary and secondary focuses of the Awards, with a primary award area represented by a thicker section of the bar, and the secondary award areas represented by a thinner section.

It should be emphasised that certain awards are deliberately not placed at any one level, in order to be flexible and so that they can be customised in response to the needs and capabilities of each young person.

### Please see Pages 9, 10 and 11

It was also felt useful to attempt to illustrate the relationship between awards using a flow diagram. This is a speculative framework designed to reflect the different focuses of the awards and emphasise the interconnected nature of informal awards. It is hoped that the relationship flowchart may offer a useful overview of the specific orientations and approaches that differing awards adopt and how progression is possible.

The concept of young people engaging with a variety of awards at different stages in their personal development and lives is now much more of a reality as a range of agencies (including schools, colleges, youth clubs, specialist care centres, training providers) can now offer the award programmes either individually or (increasingly) as a partnership model.

### Please see Page 12

Finally, it was thought useful to include a standardised description of each award, written by each organisation, to include details such as costs, the scope and range of activities offered and progression opportunities. At the end of this document a table of contact details is provided for each of the awards mentioned.

### Please see Pages 13–55

NB\* All references to 'Key Skills' relate directly to the six DfES/QCA Key Skills units (please see Appendix 2)

# National Qualifications Framework

Level of Qualification	Examples
8	Doctorate
7	Masters degree
6	Bachelors degree
5	Diploma of higher education
4	Certificates of higher education
3 Advanced Level	A-Level; Level 3 NVQ
2 Intermediate Level	GCSE Grade A*-C; Level 2 NVQ
1 Foundation Level	GCSE Grade D-G; Level 1 NVQ
Entry Level	Entry level/Certificate in Adult Literacy

## Equivalent Levels For Non-formal Awards

Level of Qualification	Awards
3 Advanced Level	AQA Unit Award; ASDAN Universities Award; Duke of Edinburgh's Gold Award; NACYP Platinum; Queen's Guide Award; Queen's Scout Award; Sports Leaders UK; YAA Platinum; Youthtrain Award; Youthtrain Certificate (NOCN Progression Qualifications)
2 Intermediate Level	AQA Unit Award; ASDAN Gold Award; Connect Youth; CYP Gold; Duke of Edinburgh's Silver Award; Girlguiding UK Leadership Qualification; International Youth Work; The Prince's Trust ASDAN xl Award; Skillforce leadership; Sports Leaders UK; YAA Gold; Youthtrain Award; Youthtrain Certificate; Youthtrain Diploma (NOCN Progression Qualifications)
1 Foundation Level	AQA Unit Award; ASDAN Silver Awards; Chrysalis Club 2000; Connect Youth; CYP Silver; Duke of Edinburgh's Bronze Award; Getting Connected (YALP); International Youth Work; Mencap Gateway; The Prince's Trust ASDAN xl Award; Skillforce leadership; Sports Leaders UK; YAA Silver; Youthtrain Award; Youthtrain Certificate; Youthtrain Diploma (NOCN Progression Qualifications)
Entry Level	AQA Unit Award; ASDAN Workright; Towards Independence and Bronze Award; Chrysalis Club 2000; CYP Bronze; Mencap Gateway; The Prince's Trust ASDAN xl Award; Skillforce leadership; Weston Spirit; YAA Bronze; Youthtrain Award; Youthtrain Certificate (NOCN Progression Qualifications)

# National Framework of Awards in Non-Formal Educational Settings – Entry Level

[Redacted]							AQA Unit Awards
[Redacted]							ASDAN
[Redacted]							Chrysalis-Club 2000
[Redacted]							Connect Youth
[Redacted]							CYP – Keystone Awards
[Redacted]							DoE
[Redacted]							Fairbridge
[Redacted]							Getting Connected
[Redacted]							Girlguiding
[Redacted]							Mencap Gateway
[Redacted]							The Prince's Trust
[Redacted]							Scouts
[Redacted]							Skillforce
[Redacted]							Sportsleaders UK
[Redacted]							UK Youth BTEC Award/ Certificate
[Redacted]							UK Youth Young Mothers Learning
[Redacted]							UK Youth Youth Achievement Awards
[Redacted]							Weston Spirit
[Redacted]							Youth Train
Employability	Problem Solving	Citizenship	Communication	Working with others	Self-awareness	Planning and reviewing	

For key, see page 7.

# National Framework of Awards in Non-Formal Educational Settings – Level 1

							AQA Unit Awards
							ASDAN
							Chrysalis-Club 2000
							Connect Youth
							CYP – Keystone Awards
							DoE
							Fairbridge
							Getting Connected
							Girlguiding
							Mencap Gateway
							The Prince's Trust
							Scouts
							Skillforce
							Sportsleaders UK
							UK Youth BTEC Award/ Certificate
							UK Youth Young Mothers Learning
							UK Youth Youth Achievement Awards
							Weston Spirit
							Youth Train
Employability	Problem Solving	Citizenship	Communication	Working with others	Self-awareness	Planning and reviewing	

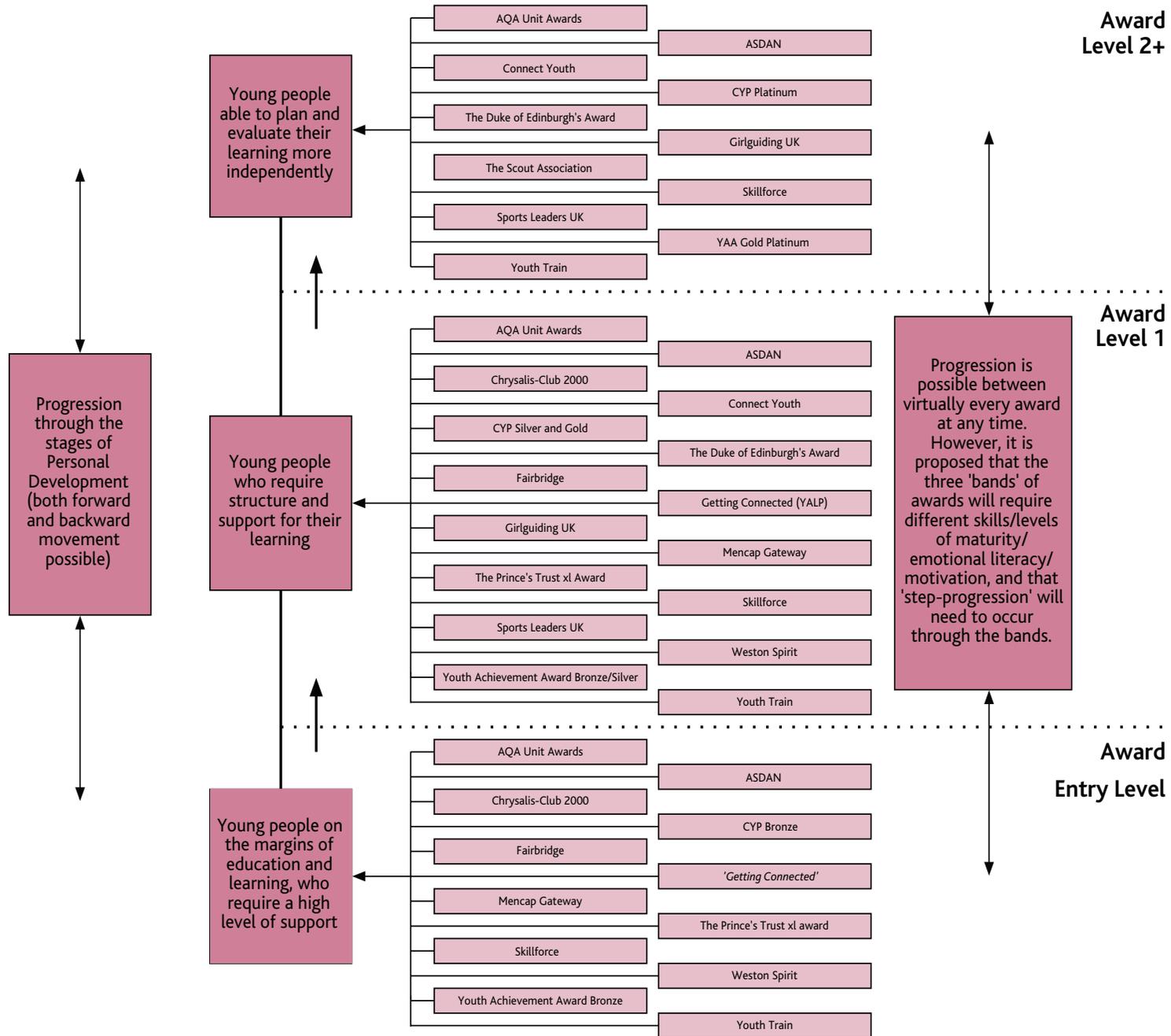
For key, see page 7.

# National Framework of Awards in Non-Formal Educational Settings – Level 2

							AQA Unit Awards
							ASDAN
							Chrysalis-Club 2000
							Connect Youth
							CYP – Keystone Awards
							DoE
							Fairbridge
							Getting Connected
							Girlguiding
							Mencap Gateway
							The Prince's Trust
							Scouts
							Skillforce
							Sportsleaders UK
							UK Youth BTEC Award/ Certificate
							UK Youth Young Mothers Learning
							UK Youth Youth Achievement Awards
							Weston Spirit
							Youth Train
Employability	Problem Solving	Citizenship	Communication	Working with others	Self-awareness	Planning and reviewing	

For key, see page 7.

# National Framework of Awards in Non-Formal Educational Settings



# AQA – Unit Award Scheme

## Approximate numbers of young people on programme

40,000

## Principal focus of Award

Designed to motivate and raise self esteem. Offers formal recognition of achievement in any activity or area of work.

## Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?

No

## Range of activities

All

## Involvement of young people in determining outcome of award

Centres can determine in consultation with young people which units they will follow. Self-assessment can be built into any unit provided that all such assessments are verified by appropriate person eg youth worker, tutor.

## Scope of award (eg target client group)

People of any age or ability, from pre Key Stage 4 to mature students, and from students with profound and multiple learning difficulties through to those studying at pre-degree level.

## Does the award offer the opportunity to move between your and other organisations awards, or to move to a higher level?

Specific units are formally linked to AQA's unit based Entry Level qualifications. Other units may be used as informal stepping stones within courses leading to awards offered by AQA and other awarding bodies.

## Delivery venue/location requirements

Any delivery venue/location is permissible, but the organisation

involved must be specifically registered to use the Scheme. Suitable organisations include secondary schools, special schools, hospital and home tuition services, PRUs, YOIs, projects and youth associations.

## Cost

Participation fees for 2006/2007 for a centre working with AQA support are £14.50 per student per year (for 20 to 60 students) and £10.50 per student per year (for the 61st student onwards), regardless of the number of activities or areas of work and the number of units achieved/certificates issued. Where there are fewer than 20 students, a minimum charge is levied.

A charge is also made for the initial INSET provided to a Centre Coordinator before the centre can be registered to use the Scheme.

## In-house accreditation or via external accrediting partner

AQA is a QCA/CCEA/ACCAC approved awarding body in its own right.

## How many adult volunteers and paid staff are involved in delivering the award?

8.5 full time AQA staff, 41 external Assessors, 8 Scrutineers and 9 trainers, plus countless co-ordinators, teachers, tutors, instructors, youth workers, support staff etc. working in or with over 1000 centres.

## Does a young person have to be a member of a group to undertake the award, or can it be accessed individually?

The young person has to be entered through a centre which is registered to use the Unit Award Scheme. The Scheme recognises only individual achievement but this can include contributions to a group activity.

## Is the award UK wide?

Yes

## Description of award (eg processes involved, philosophy, benefits to young people)

- **How the scheme works**

The scheme is based on a unit or modular approach where areas of work or activity are presented to students as a series of individual units.

Each unit clearly sets out what the student is to learn, the outcomes that must be achieved, the evidence that will be offered to demonstrate achievement, and how assessments will be made and recorded. Each unit is a valid educational experience in itself, but can be linked to other units.

Once centres have joined the Scheme, units can either be written to suit particular needs or centres can use, or adapt, the thousands of units that are already available.

- **What can be accredited**

There are units for everyone, including traditional areas of study, work-related learning, work experience, key skills, PSHE, citizenship, PE/outdoor pursuits, leisure and crafts. The majority of units are written by centres but AQA also produces units in a variety of areas.

Students following AQA's unit-based Entry Level qualifications also have the opportunity to receive accreditation through the Unit Award Scheme for the successful completion of individual units within these qualifications.

Units are available from a number of sources, including the AQA Website. A centre registered to use the Scheme can also ask AQA to find existing units on a specific topic.

- **Certification**

When a student successfully completes a unit, he or she is issued with a Unit Award Statement. The Unit Award Statement specifies

the title of the unit, the outcomes the student has demonstrated in successfully completing the unit and the student's personal details. It is issued promptly on completion of the unit.

Anyone reading a Unit Award Statement – whether a parent/carer, school governor, training provider, employer, college admissions tutor or the student – can see exactly what has been achieved.

When a student's involvement in the Scheme ceases, a Letter of Credit is issued by AQA listing the titles of all the units achieved.

Both the Unit Award Statement and the Letter of Credit can be included in a student's record of achievement and support the Progress File.

- **Quality Assurance**

Quality Assurance is a key element of the Scheme and begins with the requirement that appropriate training must be taken before joining. Every unit, before it can be taught or assessed, must go through a validation process to ensure it meets the criteria laid down in the Unit Award Scheme Guidelines for the operation of the Scheme. Further quality assurance is provided through the role of the AQA Assessor who is responsible for monitoring the operation of the Scheme in the centre. The role of the Assessor is to check that:

- centres have followed the requirements of the Scheme with regard to the collection and retention of evidence
- the evidence demonstrates that the outcomes of the unit have been achieved
- the assessment and recording procedures set out in the units have been properly followed
- the centre's recommendations for the award of units are acceptable.

- **Benefits to centres**

For centres, the Unit Award Scheme:

- provides an effective tool in planning course delivery
- offers a simple and effective means to structure programmes of work or activity by providing clear objectives and processes
- is a means of showing student progression
- provides external certification of a wide range of activities and areas of work for which more traditional methods of certification are inappropriate or unavailable
- provides an excellent means of delivering AQA's unit-based Entry Level qualifications.

- **Benefits to the student**

The Unit Award Scheme approach offers a number of benefits to the student:

- the outcomes of each unit provide the student with clear, short term, achievable targets
- regular feedback on progress is given through the prompt issue of a Unit Award Statement, enabling success to be celebrated quickly, at any time of year
- units can be followed which meet the particular needs of the student
- external recognition of achievement is provided for the student who may not otherwise receive this, such as a student not at a centre for very long or with special needs.

Some northern centres also enjoy local support through their LEA or local Consortium.

# ASDAN – ASDAN Award Scheme

## Approximate numbers of young people on programme

98,000 approx.

## Principal focus of Award

Personal development, independent living skills, employability, key skills, citizenship, self esteem.

## Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?

None

## Range of activities (eg 'classroom based', work based learning, individually or group tailored)

'Challenge' based group work and individual learning, work/volunteering based learning, community-based activities, leisure interests, home based activities.

## Involvement of young people in determining outcome of award (eg fixed progress on a learning programme, or negotiated progress through a tailored programme)

Negotiated progress through a tailored programme, with opportunities for tutor/facilitator directed focus and for young people to develop areas of specific interest.

## Scope of award (eg target client group)

All young people in 13-19 age group

## Does the award offer the opportunity to move between your and other organisations' Awards, or to move to a higher level?

The Award scheme can be used to accredit work done in other organisations. There is internal progression from (NQF) Entry (Bronze) to Level 3 (FE3, Universities Award) with UCAS points available for Level 3 awards.

Programmes from other organisations can be accredited using the following ASDAN qualifications;

- Key Skills and Wider Key Skills - levels 1 to 4
- Life Skills – Entry levels 1 to 3
- Certificate in Career Planning – levels 1 to 3
- Certificate in Community Volunteering – levels 1 and 2
- Certificate of Personal Effectiveness (CoPE)

## Delivery venue/location requirements

Secondary schools, youth work projects, special schools, FE colleges, alternative education provision, PRUs, off site units, inclusion projects. The award entails 630 (guided learning) hours at entry level (Bronze, FE Level Up) and 120 hours at Levels 1 to 3. Learning is cumulative in that part of each award includes credit allocated for successful completion of the previous award.

## Cost

Approximately £5 - £10 for each young person depending on the award; and £15 - £20 for QCA approved qualifications.

## In-house accreditation or via external accrediting partner:

By ASDAN. Assessment is internal using the Wider Key Skills as an assessment framework. Sampled folders are independently moderated via a centre to centre process overseen by an ASDAN External Moderator.

## How many adult volunteers and paid staff are involved in delivering the award?

Approximately 22,000 adult volunteers and paid staff are involved in ASDAN Awards

**Does a young person need to be a member of a group to undertake the award, or can it be accessed individually?**

ASDAN Awards can be accessed individually or by groups

**Is the Award UK wide?**

All ASDAN Awards are UK wide, and some are used internationally. As of February 2007, centre registrations stood at approximately 5,000.

**Description of award (eg processes involved, philosophy, benefits to young people)**

ASDAN offers a number of programmes, awards and qualifications for all abilities (mainly in the 11 to 25 age group). Developed and managed by teachers, youth workers, lecturers and other professionals working with young people, these programmes blend activity based learning with a framework for the development, assessment and accreditation of the wider key skills and other personal and social skills, with an emphasis on negotiation, cooperation and rewarding achievement. Young people undertake activity based 'challenges' from within modules to build up enough credits to satisfy the award requirements.

The Award Scheme, with its progressive suite of awards including Bronze, Silver, Gold, and Universities Award (together with a parallel Further and Vocational Education route) offers a way in which every young person can achieve an award at an appropriate level. The Universities award is recognised for HE entry by UCAS and CoPE earns 70 points in the UCAS tariff.

Within the Award scheme are 30-60 hour 'short course awards' which focus on curriculum areas and can be in-centre-certificated or moderated and externally awarded within the main Award scheme via credit transfer (and thereby CoPE – see below). They are available at all levels of the Award scheme and offer accreditation in:

- Volunteering and Community Involvement
- Active Citizenship

Activities undertaken in youth work settings

- Sports and Fitness
- Expressive Arts
- Adventure and Residential Challenge
- Foundation for Work and work experience
- Understanding Business and Enterprise
- Personal Finance and Money Management

**QCA Approved Qualification Status**

The main ASDAN Award Scheme has recently been approved by QCA as an NQF (section 96/97 listed) qualification and has a weighting equivalent to a GCSE at Levels 1 and 2 and an AS-Level at Level 3. It is known as the Certificate in Personal Effectiveness (CoPE) – the QA procedures remain the same and the qualification will be generally available from September 2005.

Two additional awards for young people with special needs may also be relevant.

Workright is an award, which involves preparation for work and personal and workplace skills development and has the following units:

- Health and safety in the workplace
- Taking responsibility for yourself in the workplace
- Working with others in the workplace
- Performing in the workplace
- You in the workplace

The award is suitable for young people who are capable of working to entry level in the NQF and has been used successfully to re-engage the 'disengaged'. There are approximately 3000 young people taking the award at any one time.

# ASDAN – Towards Independence

## **Approximate numbers of young people on programme**

Approximately 44,000 modules sold last year

## **Principal focus of Award**

Personal development, independent living skills, citizenship and self esteem. There are more than 50 modules with headings catering for a wide range of interests and abilities.

## **Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?**

None.

## **Range of activities (eg 'classroom based', work based learning, individually or group tailored)**

Classroom based, community based, leisure interests, home based.

## **Involvement of young people in determining outcome of award (eg fixed progress on a learning programme, or negotiated progress through a tailored programme)**

Negotiated process involving young people in determining activities and targets.

## **Scope of award (eg target client group)**

Additional needs (including SLD & PMLD) young people in 13-19 age range.

## **Does the award offer the opportunity to move between your and other organisations' Awards, or to move to a higher level?**

- Internal to Bronze Award and Workright
- External to Entry level accreditation for Life Skills levels 1-3

## **Delivery venue/location requirements**

Special schools, colleges, alternative education projects, residential homes, day and care centres, adult training centres, across local authority and private provision.

## **Cost**

Approximately £10.00 per student

# Chrysalis – Club 2000 – ASDAN Bronze Youth Award (through the 'U' Choose programme methodology)

## Approximate number of people on programme

4,000.

## Principal focus of award

To inspire and re-motivate young people, giving them a real sense of satisfaction by achieving the ASDAN Bronze Award. The 'U' Choose system takes young people to the same destination as the traditional ASDAN logbook but uses a clear, structured, young person centered system, so they can understand and manage their own development. Life, personal and teamwork skills are accredited as young people participate in a series of short 3+ hour challenges.

The 'U' Choose programme breaks the down BRONZE AWARD into two distinct stages with internal accreditation after the first stage (1000 points). At this mid point the advisor can see if the young person

will continue using the Entry Level structured writing frames to achieve the Bronze Award or go on to gain a Wider Key Skills Qualification at Level 1 or above using the Chrysalis Club 2000 criterion referenced writing frames.

The programme is very flexible and encourages accreditation for the organization's existing good practice. 'U' Choose – Life Routes is a recent development, following collaboration with the National Children's Bureau, and this provides interim accreditation for young people who've used the five strands of the Every Child Matters Agenda as a basis for their first five challenges.

## Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?

No. For the Bronze Award they only need the willingness to participate in challenges and the desire to record challenge completion, albeit with some support.

## Range of activities

To gain the ASDAN Bronze Award using the 'U' Choose system, young people are required to gain 2000 points, they do this by completing of a series of challenges (score for this section needs to be 1,500 points) Each challenge must show planning & review plus two pieces of evidence. They are awarded 100 points for a single challenge taking between three to four hours and 200 points for double challenge taking six to eight hours. Young people also do three longer term Action Plans / Reviews (300 points), a summary of their achievements (100 points) Lastly, they organise their folder ready for moderation to gain the final 100 points.

There is an extensive range of challenges suggested in the challenge cards produced by Chrysalis – Club 2000. Twenty-eight packs are available, including specific vocational challenges. However, advisors also encourage young people do design their own challenges to suit particular situations, thus motivating them to gain the award.

## Involvement of young people in determining outcome of award

It is important that young people choosing to participate in the programme are given the opportunity to choose their own challenges as well as the pace of the journey towards national accreditation. The structure and organization of the portfolios is very straightforward and can be managed by the young person. 'U' Choose is designed on a young person-centered model

### Scope of award

Due to the visual presentation of the challenges and structured writing frames the programme is well suited for young people who are dyslexic or who have specific learning difficulties (including MLD children, children receiving home/hospital tuition, young people on the autistic spectrum etc). Residential Children's Homes, Foyers and Youth Centers use 'U' Choose to structure evening / holiday youth work provision.

Particular cultural/community groups, Travellers, young mothers, EZE trainees, young offenders etc. use the system with customized challenge packs that have been designed collaboratively to meet particular needs/agendas. 'U' Choose is entirely appropriate for a wide range of ability levels.

### Does the award offer the opportunity to move between your and other organisations' awards or to move to a higher level?

Progression routes go beyond ASDAN Bronze Award onto the Silver Level Award or the Wider Key Skills Qualifications at Level 1. The 'U' Choose programme can be translated into credits for CoPE (Certificate of Personal Effectiveness). Challenges can also be double accredited with the Duke of Edinburgh Award, Sports Leaders Award, the Young People's Arts Leaders Award etc. All other formal/informal awards can be accredited as part of 'U' Choose.

### Delivery venue/ location requirements

Examples of current deliverers include Special Schools, Learning Support Units, Pupil Referral Units, Colleges and Training Providers, Traveller Education Services, Youth Services, Young Offenders Institutions, Residential Children's Homes, Faith based youth groups and Voluntary Sector groups. Organizations running 'U' Choose and desiring national accreditation must take out global registration with ASDAN so they can access moderation support and accreditation.

### In-house accreditation or via external accrediting partner

The initial stage (1000 points) is accredited internally. When young

people have achieved 2000 points names are registered with ASDAN and their folders submitted for external accreditation through an ASDAN regional standardisation meeting.

### How many adult volunteers and paid staff are involved in delivering the award?

Recommended ratio: two adults to 15 young people

### Does a young person need to be a member of a group to undertake the award, or can it be accessed individually?

Currently there is no individual access to the scheme. Groups/ small community networks link directly to ASDAN to gain access to their quality assurance and support mechanisms. However, Chrysalis-Club 2000 are currently trailing a virtual learning environment (VLE) for individual learners who, for various reasons, cannot access a group.

### Is the award UK wide?

Yes – and has also been launched in New Zealand and Antigua.

### Description of award (eg processes involved, philosophy, benefits to young people)

The award has been developed by the educational charity Chrysalis-Club 2000 whose strap line is 'Vision for Change' this encapsulates the philosophy behind the "U" Choose programme as young people are encouraged to see themselves as valued citizens.

The programme is incredibly flexible and it can easily be adapted to suit different situations and various client groups. Learning mentors and staff from voluntary organizations often take a facilitators role and set up self-help clubs for young people wanting to do challenges. The 'U' Choose System has also been adapted for 16- to 19-year-olds doing EZE using more sophisticated writing frames and challenges that are vocationally based. (Packs available: - Hotel & Catering, Horticulture, Fitness and Sport, Retail, Construction, Business Administration, Health and Social Care, Hair and Grooming).

# Clubs for Young People – Keystone Awards

## Approximate numbers of young people on programme

2,000

## Principal focus of award

CYP's Keystone programme is a successful tool used to recognise and focus youth work happening in Clubs and projects throughout the UK. It's strength lies in it's flexibility to adapt to existing youth club work and also it's potential scope for new and innovative work. Clubs and projects can use numerous tools to help achieve the award from sport, art, dance, drama, healthy eating and lifestyle and the environment. Within safe and ethical practice, there are no limitations on the activities young people can undertake in order to achieve the awards. The Keystone Awards are designed to encourage and stimulate the involvement and personal development of young people within their clubs/projects and Clubs for Young People.

## Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?

No requirements other than being aged 12 when beginning Bronze level.

## Range of activities (eg 'classroom based', work based learning, individually or group tailored)

There are four levels – Bronze – Individual/Group focus, Silver – Team focus, Gold – Club/Community Focus and Platinum – leadership Focus. Young People are required to undertake a range of 'Challenges' for each award. The themes of these challenges continue throughout the scheme and are based on: Time Commitment, Skills Development, Responsibility and Volunteering.

Encouragement should be given to ensure that some challenges are undertaken individually and some in groups.

Opportunity and Challenge – The Scheme encourages young people to attempt different experiences and undertake challenge in order to

develop new interests and acquire skills.

Participation and Commitment – The basis of each Award is regular, active involvement over a set period of time.

Attitude and Behaviour – The participant should be aware of their own personal values and how these influence their behaviour.

Responsibility and Respect – The Scheme is intended to cultivate the above qualities that are needed throughout life.

## Involvement of young people in determining outcome of award (eg fixed progress on a learning programme or negotiated progress through a tailored programme)

The programme is designed for each individual young person to be guided and mentored by an Adult Award leader in order for the young person to be enabled to make decisions about activities they will undertake at each level themselves. The range of activities and flexibility of the programme is designed to encompass the needs, abilities and individual requirements of each individual young person.

## Scope of award (eg target client group)

Involvement is entirely voluntary and open to participants from aged 12. There is no upper age limit but the Award Scheme is designed so that young people may complete all four awards in a minimum of 12 months. The award is open to young people in any setting ie school, college, University, Youth Club/Project/Unit, YOI, Residential Care Unit, etc.

## Does the award offer the opportunity to move between your and other organisations' awards or to move to a higher level?

Through the four different levels within the award; in addition, the award is designed to compliment the Duke of Edinburgh Award Scheme and in many instances activities undertaken specifically for one of these awards schemes will be transferable either in part or as a whole.

### **Delivery venue/location requirements**

Sessions with an Award Leader usually happen at a fixed place but the various activities take place within a multitude of settings.

### **Cost**

Every club/project/unit operating the scheme purchases a Keystone Pack which contains everything needed to start the Award at a cost of £65 (Affiliated), £100 + Leaders training (Non-affiliated). Further Log Books and diaries can then be purchased for each young person beginning the Award.

### **In-house accreditation or via external accrediting partner**

The Award is accredited in house, but also through the OCN at level 1 and optional level 2 at Platinum.

### **How many adult volunteers and paid staff are involved in delivering the award?**

There are approximately 500 Award Leaders and County Support Staff throughout the UK, the majority of whom are volunteers and ten full time staff who have responsibility within their work for the running and development of the award.

### **Does a young person need to be a member of a group to undertake the award or can it be accessed individually?**

Yes, as young people are encouraged and required to work within a group and the curriculum of a club/project/unit for some of the activities/award levels.

### **Is the award UK wide?**

The award is available and currently being run in all parts of the UK.

### **Description of award (eg processes involved, philosophy, benefits to young people)**

CYP's Keystone programme is a successful tool used to recognise and focus youth work happening in Clubs and projects throughout the UK. It's strength lies in it's flexibility to adapt to existing youth club work and also it's potential scope for new and innovative work. Clubs and projects can use numerous tools to help achieve the award from sport, art, dance, drama, healthy eating and lifestyle and the environment. Within safe and ethical practice, there are no limitations on the activities young people can undertake in order to achieve the awards. The Keystone Awards are designed to encourage and stimulate the involvement and personal development of young people within their clubs / projects and Clubs for Young People.

# Connect Youth – International Youth Work – OCN Accreditation for Youth Exchanges and Group Initiatives

## Principal focus of award

At the core lies the development of young peoples' skills while planning, implementing and evaluating a Connect Youth administered Youth Exchange or Group initiative. Young people explore among other things:

- their own values and attitudes in relation to others and other cultures.
- potential problem situations and ways of overcoming these
- stereotypes and reality
- self-awareness and how others view them.

## Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?

The programme is open to all young people between 15 and 25, who participate in Youth Exchanges and/or Group Initiative projects.

## Range of activities (eg 'classroom based', work based learning, individually or group tailored)

The majority of work carried out is within a group context with individual 'mentoring' sessions to support young people in the development of their portfolios. In addition to group sessions, participants are expected to carry out their own research in order to gain required knowledge and/or skills.

Projects reflect young people's interests, concerns and issues, and activities involve fundraising, programme planning, themed discussions/debates, team-challenges, and intercultural/educational games.

## Involvement of young people in determining outcome of award

Group leaders/other adult support workers and the young people themselves discuss and decide together, the number of competencies to register for, and at which level (1 or 2). There is a general expectation that most young people will aim to undertake a total of eight competency areas, six core and two optional.

## Scope of award (eg target client group)

Connect Youth identifies as its main target group young people who are disaffected, disadvantaged and/or disenfranchised. Although these young people are the primary target group, the activities also focus on attracting as wide as possible a range of participants with a view of increasing awareness of issues affecting young people globally.

## Does the award offer the opportunity to move between your and other organisations' awards, or to move to a higher level?

The programme offers accreditation at both level 1 and 2.

## Delivery venue/location requirements

There are no specific requirements, as long as designated group leaders/support people ensure adequate meeting room space is available for all group sessions and that there is appropriate IT access for project planning and research.

## Cost

?? (wording required for this section)

**In-house accreditation or via external accrediting partner?**

Accreditation through the OCN.

**How many adult volunteers and paid staff are involved in delivering the award?**

Approximately 65 paid staff and some 150 group leaders/adult support people.

**Does a young person need to be member of a group to undertake the award, or can it be accessed individually?**

Yes, young people do need to be part of a group. For:

1. Youth Exchanges, young people must be a part of a group of at least six young people
2. In Group Initiative projects, there must be at least four participants.

**Is the award UK wide?**

Yes

**Description of award (eg processes involved, philosophy, benefits to young people)**

Connect Youth has developed International Youth Work so that young people taking part in a Youth Exchange or a Group Initiative can have the skills and knowledge they gain formally recognised. Planning and implementing an exchange or your own project has considerable impact on young people's personal development, self confidence and intercultural awareness.

The scheme is delivered through Connect Youth's Committee Structure which provides the basis for internal moderation and evaluation. Participants' evidence is also checked and verified by External Modifiers and accredited by the OCN.

Assessment of learning is carried out through the development of

a portfolio of learning that will be kept by each individual learner. Whilst preparing and taking part in a Youth Exchange or Group Initiative, young people explore all the areas identified in the list of competencies (see below) and focus primarily on the chosen areas in which they will provide their evidence.

As the programme is designed to meet the needs and abilities of a wide range of young people it is anticipated that all learners will endeavour to achieve a minimum of eight credits of which six will be in 'core competence' areas and two in optional areas.

Core competencies are –

- Working with others
- Self Awareness
- Communication Skills
- Problem solving
- Review and Evaluation

For participants in the development of Youth Exchanges the sixth core competence area will be: Intercultural and Global Awareness. And for participants in Group Initiatives the sixth core competence area will be: Number and Information Technology.

The Optional competencies are:

- Analytical Skills
- Citizenship
- Dealing with discrimination and prejudice
- Health and Safety
- Improving Learning and performance
- Intercultural and Global Awareness
- Political Awareness
- Project Theme Skills
- Number and Information technology

# The Duke of Edinburgh's Award – Bronze, Silver and Gold

**Approximate numbers of young people on programme**  
250,000.

## **Principal focus of Award**

The Award concept is one of individual challenge that encompasses personal development, self-reliance and responsibility to self and the community. It provides formal recognition of achievement, perseverance and distance traveled in any activity chosen by young people.

## **Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?**

No. It is open to all young people between 14 and 25 and each level has a direct entry facility.

## **Range of activities (eg 'classroom based', work based learning, individually or group tailored)**

Due to the flexibility of the Award and the non-competitive focus on distance traveled, activities can be drawn from any aspect of a young person's life. Each programme is individually tailored but every programme will involve both individual and group work.

Activities are chosen by the participant within four sections at each level, plus a Residential for Gold. These are:

- Service – volunteering: helping and being aware of others in the community
- Skills – developing hobbies and personal interests whilst learning social and practical skills
- Physical Recreation – maintaining an active lifestyle in sports, dance or fitness
- Expeditions –promoting a spirit of adventure and discovery on foot, cycle, horseback or water
- Residential Project – experiencing new people and situations within a constructive activity

## **Involvement of young people in determining outcome of award (eg fixed progress on a learning programme, or negotiated progress through a tailored programme)**

Each young person tailors their own holistic and challenging programme to their specific needs, through which they are mentored and supported by an Award Leader.

## **Scope of award (eg target client group)**

All young people aged between 14 and 25.

## **Does the award offer the opportunity to move between your and other organisations' Awards, or to move to a higher level?**

Within the Award, participants can move from Bronze through to Gold. In addition, they can also gain sectional certificates within any of the levels.

The Award scheme can also be used to accredit work done within other organisations, and to link all aspects of a young person's achievement under one award (eg sports leadership and progress in musicianship).

## **Delivery venue/location requirements**

The Award is delivered in any environment across communities: within schools and colleges; in work; by those not in education or employment; in a youth club setting; within a voluntary youth organisation; through an Open Award centre; and in penal institutions.

## **Cost**

Each participant pays a registration cost (approximately £11-£17), though some are subsidized. Additional costs may vary depending on the programme undertaken.

## **In-house accreditation or via external accrediting partner:**

## National Framework of Awards in Non-Formal Educational Settings

The Duke of Edinburgh's Award organization accredits the programmes as completed by the Award participants.

### **How many adult volunteers and paid staff are involved in delivering the award?**

There are more than 50,000 adults involved in the scheme. In addition there are 116 paid staff and a number of staff provided by the local authorities to operate the scheme.

### **Does a young person need to be a member of a group to undertake the award, or can it be accessed individually?**

The Award can be accessed individually, and each participant is individually registered. In addition, there are 10,000 groups nationwide so individuals can easily obtain local support.

### **Is the Award UK wide?**

Yes, there are regional offices throughout England, Wales, Scotland and Northern Ireland. Local award committees coordinate partner organisations in regions based roughly on the government office areas.

### **Description of award (eg processes involved, philosophy, benefits to young people)**

The Duke of Edinburgh's Award was established in 1956 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.

Through completing the Award, participants are rewarded for gaining the skills necessary to play a full role in society. They develop self-belief and confidence, 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 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.

# Fairbridge – Fairbridge Programme

## Approximate numbers of young people on programme

Fourteen teams work with approximately 3,500 young people every year.

## Principal focus of Award (eg Personal Development, Independent Living Skills)

Personal and social skill development, Independent Living Skills, Work Based Skills, Recreation and Community Skills.

## Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?

None as long as they are 13- to 25-years-old.

## Range of activities (eg 'classroom based', work based learning, individually or group tailored)

The whole programme is individually tailored. A mix of group and individual sessions incorporating a mix of adventurous art, drama and music activities, as well as numeracy, literacy and IT skills.

## Involvement of young people in determining outcome of award (eg fixed progress on a learning programme, or negotiated progress through a tailored programme)

Each young person works towards goals they have set themselves in an action planning process. Young people are awarded certificates on completion of goals.

## Scope of award (eg target client group)

Fairbridge focuses on 13- to 25-year-olds, from the most marginalised, disaffected and vulnerable groups in society, deemed to be 'at risk' according to behavioural indicators and personal circumstances.

## Does the award offer the opportunity to move between your and other organisations' Awards, or to move to a higher level?

With the programme being individually tailored, there is plenty of opportunity for progression and for people to take part at the appropriate level.

## Delivery venue/location requirements

Activities take place at the team centre or at local agencies. Any residentials will begin and end from the team base. As long as the young person can travel to the team centre daily then they are able to attend.

## Cost

None to the young person.

## In-house accreditation or via external accrediting partner:

No in-house accreditation scheme. However, ASDAN is our main Accrediting Partner in recognizing and awarding Young People's achievement. Fairbridge teams also use OCN, Sports Leaders Awards, The Duke of Edinburgh's Award and The John Muir Awards.

## How many adult volunteers and paid staff are involved in delivering the award?

There are 17 teams in 15 cities across the UK. A typical team would consist of ten to 12 paid staff and three to five volunteers. The Fairbridge programme is only delivered by Fairbridge staff. Where external workers are used, sessions will be co-facilitated by Fairbridge staff.

## Does a young person need to be a member of a group to undertake the award, or can it be accessed individually?

It can be accessed individually

## Is the Award UK wide?

Yes, there are 12 teams in England, three in Scotland and two in

## National Framework of Awards in Non-Formal Educational Settings

Wales. Fairbridge teams are located in the following areas: Edinburgh, Glasgow, Dundee, Tyneside, Teesside, Greater Manchester, Rochdale, Merseyside, West Midlands (Birmingham), Kent, London Kennington, London Hackney, London Kilburn, Solent, West (Bristol), De Cymru (Cardiff) and Swansea.

### **Description of award (eg processes involved, philosophy, benefits to young people)**

Where a young person expresses the desire to work towards more

formal accreditation they are supported in doing so. This is likely to be externally facilitated (eg ASDAN) but may be internally verified (eg John Muir Award). With centres in seventeen of the most disadvantaged urban areas in the UK, Fairbridge supports 13- to 25-year-olds who are on the margins of society. They may be excluded from school, unemployed or involved in crime. Many are without the support of their family. We support marginalised young people to develop skills, which will enable them to work towards achievable goals that are relevant to their personal needs and circumstances.

# Getting Connected (YALP) – Getting Connected

## Approximate numbers of young people on programme

3,500

## Principal focus of Award (eg Personal Development, Independent Living Skills)

The award focuses on personal development, emotional literacy, self-esteem, maintaining relationships, motivation, self management and self-awareness.

## Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?

None, although the Award deals with concepts which demand a certain level of maturity, learners should ideally be 16 or over. While increasing numbers of 14- to 16-year-olds are benefiting from the programme, mentors working with this age group may need to give extra consideration when choosing units and learning outcomes to focus upon.

## Range of activities (eg 'classroom based', work based learning, individually or group tailored)

No prescribed activities but framework designed to reflect non-traditional learning methods. Activities can be undertaken in group settings or on an individual basis.

## Involvement of young people in determining outcome of award (eg fixed progress on a learning programme, or negotiated progress through a tailored programme)

Young adults negotiate their preferred learning path with their mentor. Learners can choose which units to work through and which learning outcomes to focus upon. They are able to negotiate nature of the activities they undertake. Learning outcomes are static but diversity of evidence is encouraged. Accreditation is an option.

## Scope of award (eg target client group)

Primarily designed to assist the re-engagement of young adults on the margins of education and employment by addressing issues of self-esteem, dealing with emotions and greater self-management.

## Does the award offer the opportunity to move between your and other organisations' Awards, or to move to a higher level?

Currently set at Level 1. Mentors are encouraged to support learners who have achieved the full Profile of Personal Development explore appropriate next steps, including engaging with other awards which offer learning experiences at Level 2.

## Delivery venue/location requirements

None, except that the learning environment must make the learner feel secure and meet basic needs/contain basic resources.

## Cost

Practitioners are advised to undertake some Getting Connected Mentor Development Training. A range of course options is available the standard option being a two day "Understanding and Using Getting Connected" course. Costs range from £300 – £400 per participant. Customised courses are available for organisations wishing to offer training to staff teams. Accreditation costs per young person are £20.00 for initial registration and £8.00 per unit accredited.

## In-house accreditation or via external accrediting partner?

External accreditation via OCR (Oxford, Cambridge and RSA Examinations Board). Each of the nine units may be accredited individually; learners gaining four units earn the full Profile of Personal Development Award.

**How many adult volunteers and paid staff are involved in delivering the award?**

Approximately 600 trained mentors in the UK.

**Does a young person need to be a member of a group to undertake the award, or can it be accessed individually?**

The Award can only be accessed via a trained mentor. However, the young person does not have to belong to a group or organisation.

**Is the Award UK wide?**

The award is available in England and Wales.

**Description of award (eg processes involved, philosophy, benefits to young people)**

The *Getting Connected* social inclusion framework focuses on the development of emotional literacy in young adults and helps to raise self-esteem. The framework is designed to be used within a mentoring relationship between a young adult learner and an appropriate adult. The framework encourages both the mentor and the young adult to engage in a process of change and self-development.

# Girlguiding UK – Leadership Qualification/Queen’s Guide Award

## Approximate numbers of young people on programme

Leadership Qualification – approximately 2000 ; Queen Guide’s Award: approximately 580

## Principal focus of Award (eg Personal Development, Independent Living Skills)

Leadership Qualification – Youth Work – Basic leadership training  
Queen’s Guide Award – Individual challenge and personal development through five areas: Service in Guiding; Community Action; Personal skills development; Outdoor Challenge and a Residential.

## Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?

These awards are open to any young woman aged 16 to 25, regardless of faith, race, culture, nationality or any other circumstance, provided she is able to understand and willing to make the Guide Promise.

For the Leadership Qualification she must be willing to take on a leadership role working with young people within from one of the 2-25 sections.

## Range of activities (eg ‘classroom based’, work based learning, individually or group tailored)

Activities are individually tailored to meet the needs and interests of the young woman.

## Involvement of young people in determining outcome of awards (eg fixed progress on a learning programme, or negotiated progress through a tailored programme)

Leadership Qualification – It is a modular, competence based scheme in which the young woman determines the activities that she will lead and the order of completion, in consultation with the girls in the Unit.

Queen’s Guide Award – The young woman develops her own programme of challenges with the support of her mentor

## Scope of awards (eg target client group)

Both awards can be undertaken by members aged 16+

## Do the awards offer the opportunity to move between your and other organisations’ awards, or to move to a higher level?

Leadership Qualification – Members working towards or having completed the Leadership Qualification can also work towards an OCN L2 qualification as well as a number of internal awards.

Queen’s Guide Award – Portions of the Queen’s Guide Award can be counted towards the Duke of Edinburgh’s Award.

## Delivery venue/location requirements

Leadership Qualification – UK wide – but undertaken within the local community

Queen’s Guide Award – This will vary according to the individual’s challenges, but will mostly be community based.

## Cost

Leadership Qualification – Fees can usually be claimed back as expenses.

Queen’s Guide Award – Costs will vary according to challenges.

## In-house accreditation or via external accrediting partner?

Leadership Qualification – In house – equivalent to Level 2 Open College Network (OCN) Accreditation

Queen’s Guide Award – In house through local coordinators – recognised as Guiding’s top award by employers, colleges, etc.

### How many adult volunteers and paid staff are involved in delivering the awards?

Girlguiding UK has approximately 100,000 volunteers, more than 10,000 aged between 16 and 25 years. Young women on both awards will have a mentor who will support them on a one to one basis. There are also networks of trained volunteers who deliver training and coordinate the implementation of the schemes at a local through to national level.

### Does a young person need to be a member of a group to undertake the award, or can it be accessed individually?

To undertake the full Leadership Qualification a young woman will need to take on a leadership role within a Rainbow, Brownie or Guide group. All other awards for 14- to 25-year-olds can be accessed on an individual basis or by becoming a member of a group.

### Are the awards UK wide?

All awards are offered across the UK.

### Description of award (eg processes involved, philosophy, benefits to young people)

#### 1. Leadership Qualification:

The aim of the Leadership Qualification is to help young women take an active part in the running of a youth group. The Leadership Qualification allows young women to demonstrate that they have practical leadership skills, as well as knowledge of Health and Safety, Child Protection, Programme Planning, etc.

#### 2. The Queen's Guide Award:

The Queen's Guide Award presents a series of challenges, which allow young women to give sustained service to guiding and the community, as well as developing their own range of skills and abilities. The Award is based on the concepts of personal challenge and participation, and provides the opportunity for self-development, focusing on:

- Teamwork
- Time management
- Organisational skills
- Planning and evaluation
- Communication skills

The Award must be completed within three years of starting and helps to develop planning and problem solving skills.

### Other awards

Look Wider is Girlguiding UK's programme for young women aged 14 to 25. This is an individually tailored programme of personal development that can be worked on as an individual or part of a group. It is divided into eight topic areas:

- Creativity
- Fit for life
- Community Action
- Independent Living
- Personal values
- International
- Leadership
- Outdoors

There are three phases of challenge within each area: trying something, developing it further and gaining a qualification or teaching it to others. On completion of all three phases within one area you gain the topic certificate. If the first two phases of all eight topic areas are completed, you gain the Chief Guides Challenge badge and certificate. Also on offer as part of this programme is Making it Count – a leadership skills development scheme primarily aimed at 14- to 16-year-olds. Making it Count is made up of four awards. Each of these awards can be aimed at the level most appropriate to the individual.

- 1st Response – A basic emergency aid certificate that also includes childhood illnesses, Health and Safety and child CPR.
- Catering certificate – A qualification for those wishing to cater at residential events (includes basic food hygiene)
- Health and First Aid certificate – A qualification for those responsible for health and first aid at residential events.
- Camp/Holiday Licence – A qualification for those organising and running camps or residential events.

# MENCAP – Gateway Award

## Approximate numbers of young people on programme

There are currently 235 active Gateway Award groups, which total approximately 1,500 participants between the ages of 13 and 25.

## Principal focus of the award

The main focus of the award is to provide a fun but challenging programme of activities, which encourages personal development, increases confidence and provides opportunities for making choices.

## Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?

Anyone can take part in the award programme from the age of 13 years onwards. It is especially suitable for young disabled people, particularly those with learning disabilities.

## Range of activities (eg "classroom based", work based learning, individually or group tailored)

The location of the activities varies depending on the specific activity being undertaken and the choices made by the group. The location can be the groups' own premises or at various locations in the community.

There are three levels in the Gateway Award, bronze, silver and gold, with five sections in each of the levels.

The five sections are:

Hobbies – where participants develop a hobby or interest of their own choice

Service – where participants give their own time to help others

Adventure Challenge – where participants work as a team to take part in an expedition, an adventurous journey or a conservation project

Physical Recreation – where participants develop a healthier lifestyle through a sporting activity

Lifestyle – where participants complete modules to learn about independence, safety and healthy living.

## Involvement of young people in determining outcome of award (eg fixed progress on a learning programme, or negotiated progress through a tailored programme)

The Gateway Award recommends that award plans are individually tailored and developed with each participant. The award is designed to be completely flexible and all participants work at a level that is a challenge for them. Participants are supported by their group leader throughout their award to make their own choices about their activities within the framework of the award.

## Scope of the award (eg target client group)

The Gateway Award is available to everyone aged 13 and over. Organisations currently involved in the Gateway Award include schools, colleges, day services, youth groups, supported living schemes and Mencap affiliated groups and societies.

## Does the award offer the opportunity to move between your and other organisations' awards, or to move to a higher level?

The Gateway Award is a progressive programme where participants start at bronze and work their way through silver then gold. There is an additional programme for gold award holders. TeamWork Options which helps to develop the skills needed to become a volunteer within award groups or to become a special events volunteer.

## Delivery venue/location requirements

The Gateway Award takes place in a wide variety of settings depending on the particular activity being undertaken and the type and size of group. Award groups usually have a base where they meet and complete some award activities. Other activities take place in the community or countryside.

### **Cost**

It costs £11 for each participant to enroll on the Gateway Award. This enrolls the participant on all three levels of the award and pays for record books, portfolios, certificates and badges.

The handbook costs £20, the Resource Guide costs £25. If purchased together they cost £35.

### **In-house accreditation or via external accrediting partner?**

In-house accreditation

### **How many adult volunteers and paid staff are involved in delivering the award?**

There are approximately 820 volunteers or staff working with award groups.

### **Does a young person need to be a member of a group to undertake the award, or can it be accessed individually?**

The majority of participants are part of a group, however, there are circumstances where it is not possible or appropriate for an individual to be part of a group, in which case they can complete

their award individually. In these circumstances participants need to be aware that they must arrange their own insurance for any activities they undertake. In these cases it is also necessary to consider the options in the Adventure Challenge section as it is normally a requirement to complete this section as part of a group.

### **Is the award UK wide?**

The award is currently available across England, Wales and Northern Ireland. It is also available in Poland and exchange visits are encouraged.

### **Description of the award (eg processes involved, philosophy, benefits to young people)**

The award is based on a number of guiding principals which respect each persons right to full, active and equal participation in present day society. These include personal development, community involvement, making choices, diversity, inclusion, health and enjoyment. Learning new skills and increasing confidence are also important benefits of involvement.

# NOCN and OCNs – the national network

The National Open College Network (NOCN) is a National Awarding Body approved by the Regulatory Authorities in England (QCA), Wales (ACCAC) and Northern Ireland (CCEA). In addition, a local accreditation service is offered by the 11 Open College Networks (OCNs), each of which is licensed by NOCN. Together NOCN and the OCNs accredit both local and national programmes and qualifications for everyone, including young people and those working with young people.

## The benefits of credit

Unitised credit-based learning encourages learners to succeed:

- It provides manageable, bite-sized chunks of learning.
- It combats fear of failure by ensuring that all achievement is recognised.
- It encourages progression by providing a framework in which learners can build up credits towards national qualifications, or to nationally recognised achievements (such as Access to Higher Education).
- It ensures quality and standardisation of achievement.
- It is flexible, allowing unitised programmes to be built around the needs of the learner.
- It offers parity of esteem across awards.

## Local and National Open College Network Provision for young people

NOCN offers a wide range of units in a suite of Qualifications for Progression, from Entry to Level Three. This is a framework of national units that can be accumulated towards full qualifications: an Award, Certificate or Diploma. NOCN also has other Vocationally – related Qualifications in specific subject areas such as Managing Volunteers or Careers Education and Preparation for Working life. NOCN also has a national programme for young people, Youthtrain, which includes units from the Qualification for Progression and other units in modules. This programme is for accrediting young people's

own skills and interests in youth settings.

Units and qualifications provide accreditation of learning opportunities for young people that can be delivered through the school curriculum or through wider activities such as youth and community activities.

Examples of provision accredited by OCNs can be found on other pages of this publication. These programmes have had considerable success, as the following evaluation of Youthtrain shows.

## “... OCN accreditation was viewed as:

- Open to all and offering a wide range of units at different levels;
- More likely to guarantee progression for young people through the increasingly confusing accreditation maze;
- Operating on values and with a style which would suit a Youth Service clientele whose initial educational motivation might be very weak and who would respond best to non- formal experiential learning processes not dependent on 'book learning' or written submissions;
- Sympathetic to the person-centred youth work principles central to Youthtrain's approach;
- Based on flexible assessment procedures with substantial opportunities for self-assessment;
- Underpinned by a strong 'bottom-up' moderation system which meant that, 'even though it didn't depend on end-testing, young people did not end up with a mickey mouse qualification'; and
- Relatively cheap, with no hidden costs'.

## Support for those working with young people

NOCN also offers national qualifications for those working with young people. For details of NOCN provision please visit the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk)

# The Prince's Trust (The Prince's Trust xl Award accredited by Asdan; The Prince's Trust City and Guilds Profile of Achievement; City and Guilds Certificate in Personal, Teamwork and Community Skills)

## Approximate numbers of young people on programmes

Approximately 41,000 young people were supported by The Prince's Trust during the year 2005/2006. The informal education awards offered include: The xl award accredited by ASDAN; The Prince's Trust Volunteers Programme City and Guilds Profile of Achievement and The Prince's Trust European Programme City and Guilds Profile of Achievement, (now replaced by the City and Guilds Certificate in Personal, Teamwork and Community Skills).

## Principal focus of awards

The principle focus of awards is to accredit the personal skills development of young people taking part in programmes.

## Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?

All Prince's Trust programmes focus on young people who are:

- Educational underachievers (including young people with low basic skills, those truanting and those at risk of being, or excluded from school);
- Offenders/ ex offenders (including serving prisoners);
- Unemployed, particularly those out of work for six months or more;
- In or leaving care.

## Range of activities (eg 'classroom based', work based learning, community projects, individually or group tailored)

The xl award has six key elements: personal, interpersonal and team skills, preparation for work/training, enterprise and entrepreneurship, a community based project, a residential, citizenship and community

awareness. A mixture of class-based learning and community application of project-based work, focussing on individual roles and responsibilities within a group environment.

## Involvement of young people in determining outcome of award (eg fixed progress on a learning programme, or negotiated progress through a tailored programme).

The xl award has a negotiated progress through three levels of award. Young people and advisers decide level of submission (Preparatory, Level 1 or Level 2). Implementation of RARPA (Recognising and Recording Progression and Achievement) across all programmes ensures the involvement of young people in identifying targets and monitoring of progress in line with their individual needs and development.

## Scope of award (eg target client group)

Disaffected Year 9 students who apply for membership are interviewed and begin the two year xl programme which runs for all of years 10 and 11.

## Does the award offer the opportunity to move between your and other organisations' awards, or to move to a higher level?

Yes – the xl award from preparatory through to Level 2 on the NQF also enables young people to access other awards through ASDAN or The Prince's Trust programmes or other providers.

## Delivery venue/location requirements

The xl network programme is mainly school-based, with some outside mainstream centres.

**Cost**

ASDAN reg (£176 per annum in 2007). All training and curriculum materials for the xl award are provided free by The Prince's Trust.

**In-house accreditation or via external accrediting partner**

Accreditation including the three wider key skills is by ASDAN via this tailor made award.

**How many adult volunteers and paid staff are involved in delivering the award?**

6800, including 850 paid Advisors in centres; Prince's Trust staff and volunteers delivering in 621 schools or centres. XL clubs run in either Y10 and Y11.

**Does a young person need to be a member of a group to undertake the award, or can it be accessed individually?**

All submissions for the xl Award or the individual wider key skills have to be made through an xl network member (eg school, PRU, YOT, YOI).

**Is the award UK wide?**

Yes – the xl award is available in England, Wales, Northern Ireland and Scotland (In Scotland 'Core Skills' SQA accreditation is also available).

**Description of award (eg processes involved, philosophy, benefits to young people)**

It is a portfolio-based award using tailor made action plan and reviews to achieve The Prince's Trust xl Award, accredited by Asdan. This is an amalgam of the three wider key skills – improving own learning and performance, problem solving and working with others. The same portfolio can also be used for the individual accreditation of the wider key skills if the group has time. This method also allows the same curriculum materials to be used for smaller individualised accreditation of the wider key skills where a centre cannot comply with the two year programme (eg pupil referral units and young offender institutions and community based crime diversion groups)

who can tap into the same programme in an adapted format – currently known as the 'Five' project which is piloted in five towns with the Young Offender Teams.

**Description of other awards**

The Prince's Trust City Team and European programmes help young people:

- To learn the techniques for self-assessment and presentation;
- To identify their own strengths and weaknesses;
- To monitor their own progress and improve their motivation and maturity in dealing with others;
- By involving them in identifying their own future learning needs; and
- Through the provision of formal recognition of attainment.

Accreditation is delivered on two Prince's Trust programmes:

**The City and Guilds Certificate in Personal, Teamwork and Community Skills (E3 and L1) on the Team Programme**

The Team Programme is a team based, action packed, 12-week personal development course, (26 weeks for New Deal Participants) for young people aged 16 to 25. At the start of the programme participants produce an action plan identifying skill areas they wish to develop. Activities in the programme include:

- Spending a week at a residential activity centre;
- Working on projects to benefit the community, such as creating sensory gardens for people with learning difficulties;
- Completing a work placement and developing job search skills.

Evidence of skills development is collected in a portfolio. Regular reviews help to assess progress and a final summary of experience is produced, accredited through the City and Guilds Certificate in Personal, Teamwork and Community Skills. Portfolio evidence is also assessed against three Key Skills units of improving own learning and performance, working with others and problem solving. Literacy and

## National Framework of Awards in Non-Formal Educational Settings

Numeracy support is integrated into programme delivery and young people are signposted and encouraged to gain national qualifications as appropriate.

### **The Prince's Trust European Programme City and Guilds Profile of Achievement**

The European Programme gives young people a unique opportunity to develop the skills required for active participation as citizens in a global society. It raises their awareness and provides the opportunity to experience life in a European country through work or participation in a community project in Europe. This challenging programme develops the young people's confidence, teamwork and other employability skills, which are accredited by City and Guilds.

# The Scout Association – Queen’s Scout Award

## Approximate numbers of young people on programme

40,000

## Principal focus of award

The physical, intellectual, social and spiritual development of young people.

## Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?

No. The Award can be started immediately when a young person becomes a member.

## Range of activities (eg classroom based, working based learning, individually or group tailored)

Each young person can select activities from a wide range of choices, but they must include some outdoor activity and activities with others.

## Involvement of young people in determining outcome of award (fixed progress on a learning programme, or negotiated progress through a tailored programme)

It is up to each young person to determine their own programme, whilst taking advice from adults and peers.

## Scope of award (eg target client group)

The Award is undertaken by members of The Scout Association aged 16 to 25 who have reached high standards across a range of activities.

## Does the award offer the opportunity to move between your and other organisations’ awards, or to move to a higher level

Before completing the Queen’s Scout Award, members will be encouraged to complete the five levels of Chief Scout’s Award during their time in Scouting. The Awards for young people aged 14 to 25

are fully integrated with the requirements of the Duke of Edinburgh’s Award, and both Awards can be undertaken simultaneously.

## Delivery venue/location requirements

The Award is delivered by Explorer Scout Units and Scout Networks across the United Kingdom.

## Cost

Costs vary between units and networks across the United Kingdom.

## In-house accreditation or via external accrediting partner

In house accreditation through local Commissioners.

## How many adult volunteers and paid staff are involved in delivering the award?

4,000 adult volunteers. The award is not operated by agencies other than The Scout Association.

## Does a young person need to be a member of a group to undertake the award, or can it be accessed individually?

Young people are required to be members of The Scout Association. Young people aged 14 to 18 must join an Explorer Scout Unit. Young people aged 18 to 25 can register individually to belong to their local Scout Network.

## Is the award UK-wide?

Yes, the award operates in all the countries and regions of the UK.

## Description of award (eg processes involved, philosophy, benefits to young people)

The Queen’s Scout Award is passed under arrangements made by the local Commissioner. It is the highest award of The Scout Association and the standards are based on personal best effort.

# Skill Force – Leadership Award

## **Approximate numbers of young people on programme**

5,000 on a two year course for one day per week.

## **Principal focus of Award (eg Personal Development, Independent Living Skills)**

Leadership, teamwork, communications, personal development, respect, employability, wider key skills, citizenship, self esteem.

## **Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?**

Students are accepted onto the programme at any level, though the Leadership Award is aimed primarily at Entry Level and Levels 1 and 2. For those at other levels, Skill Force offers a wide range of other awards.

## **Range of activities (eg 'classroom based', work based learning, individually or group tailored)**

The award is a broad mix of personal development and vocational experience outside the formal education environment. There are two parts. In Part 1, participants learn the value of integration and teamwork, and develop their ability to communicate effectively, managing and motivating, as they lead others toward the completion of a range of tasks and challenges. Part 2 is self-directed and involves the participants undertaking a position of responsibility and providing tangible evidence of their proven ability to lead others.

## **Involvement of young people in determining outcome of award (eg fixed progress on a learning programme, or negotiated progress through a tailored programme)**

Negotiated progress through a tailored programme, with a combination of opportunities for instructor directed focus, and for young people to develop areas of specific interest.

## **Scope of award (eg target client group)**

Mainly 14- to 16-year-olds who are in full time education, though other provision is on offer more widely outside the Leadership Award (eg primary school projects, PRUs, NCFE courses at 6th form).

## **Does the award offer the opportunity to move between your and other organisations' Awards, or to move to a higher level?**

Yes. The Leadership Award can be used to accredit prior learning and recognises other awards such as DofE and JSLA. There is internal progression from Entry Level to Level 2, and there is a natural tie-in with other elements of the ASDAN programme.

## **Delivery venue/location requirements**

Secondary schools, residential work, weekend/evening preparation work and youth work projects, FE colleges, alternative education provision, PRUs, off site units, inclusion projects.

The award entails 30 (guided learning) hours developing the skill of leadership and a further 30 hours applying leadership by demonstrating the application of knowledge, skills and attitude.at Level 1 and 30 hours at Levels 2.

## **Cost**

There is no cost to the young person. Costs are met from schools/ educational establishments taking part and subsidised by Skill Force.

## **In-house accreditation or via external accrediting partner:**

By ASDAN. Assessment is internal using the Wider Key Skills as an assessment framework. Sampled folders are independently moderated via a centre to centre process overseen by an ASDAN External Moderator.

**How many adult volunteers and paid staff are involved in delivering the award?**

Approximately 200 paid staff are delivering in 200 schools.

**Does a young person need to be a member of a group to undertake the Award, or can it be accessed individually?**

Skill Force activities are undertaken in a group environment. This is essential to develop skills in communication, problem solving and working with others.

**Is the Award UK wide?**

Yes. Skill Force has six teams in Scotland, 30 teams in England and one team in Wales. We are not operating in Northern Ireland.

**Description of the Award (eg processes involved, philosophy, benefits to young people)**

Skill Force focuses on developing the individual within a team environment. The Leadership Award offers a mix of practical and theoretical leadership training to make young people more effective

leaders in their communities. By using the unique leadership and team working skills of our former services personnel, we bring out the best in our students in a relaxed, fun atmosphere, whilst still maintaining standards of performance and acceptable behaviour. It also has SCAAT point accreditation for those wishing to enter Further Education.

**Description of other Awards and Qualifications**

Skill Force believes that every young person should have the opportunity to progress into employment, Further Education or training on leaving compulsory secondary education. It offers a number of Awards and qualifications appropriate for the individual learning needs of participants including:

- ASDAN Bronze/Silver award
- Duke of Edinburgh's Bronze Award Scheme
- St John/Andrew Young Lifesaver Award
- Junior Sports Leader Award
- NCFE 6th form courses
- Wider Key Skills at Levels 1 and 2
- ASDAN Certificate of Personal Effectiveness

# Sport Leaders UK – Sport Leader Award

## Approximate numbers of young people on programme

122,000

## Principal focus of Award

Leadership skills, eg communication, organisation, teamwork, delegation, time-management. The Awards are also excellent qualifications for personal development including self-confidence and self-management.

## Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?

No, although the Level 2 and 3 Awards have training pre-requisites.

## Range of activities (eg 'classroom based', work based learning, individually or group tailored)

The Sports Leader Awards must be delivered using practical 'hands on' methods, through a wide range of sports and activities. Classroom based activities may be used if necessary.

## Involvement of young people in determining outcome of award (eg fixed progress on a learning programme or negotiated progress through a tailored programme)

The learning outcomes of the leadership awards are predetermined. However, the methods used to achieve the learning outcomes are designed to meet the needs of the candidates. The Sports Leader Awards provide a stepping stone to other qualifications and courses that can be chosen by the candidate.

## Scope of award (eg target client group)

Anyone over the age of 14 can undertake a Sports Leader Award qualification and we also offer a Young Leaders Award for candidates in the 9-13 age group.

## Does the award offer the opportunity to move between your and other organisations' awards, or to move to a higher level?

Candidates can progress from a Level 1 to a Level 3 Sports Leaders UK qualification within the Framework. The awards also feed into other courses and qualifications such as bolt-on National Governing Body awards or key skills and can fulfil the service section of a Duke of Edinburgh's Award.

## Delivery venue/location requirements

Examples of current deliverers include local authorities, youth services, voluntary organisations, outdoor pursuits centres, youth offending institutes, prisons, schools, FE Colleges and University/HE establishments. A variety of venues may be used as long as they can provide a safe learning environment for the candidates.

## Cost

Deliverers of Sports Leaders UK leadership awards must attend a Tutor Training day at least once every three years. Deliverers must also purchase the relevant Tutors' Resource Pack for the award(s) being delivered. A registration fee is applicable per candidate that includes candidate insurance, Log Book and certificate on completion of the award. Current prices can be accessed via our website [www.sportsleaders.org](http://www.sportsleaders.org)

## In-house accreditation or via external accrediting partner

All accreditation visits are undertaken by a Sports Leaders UK representative.

## How many adult volunteers and paid staff are involved in delivering the award?

There are currently 2,500 deliverers of the Sports Leader Awards and approximately 30 of these deliver the awards overseas.

**Does a young person need to be a member of a group to undertake the award, or can it be accessed individually?**

Membership is not required.

**Is the award UK wide?**

The awards are offered throughout the UK and many courses are also delivered overseas.

**Description of award (eg processes involved, philosophy, benefits to young people)**

Sports Leaders UK believes that everyone has the potential to make a meaningful contribution to his or her community, but not everyone has the opportunity or the motivation. The Sports Leader Awards use the popularity and accessibility of sport to help people develop vital life skills such as communication, organisation and planning skills, and teamwork. These skills not only greatly benefit the participants but also have the potential to enrich whole communities by providing vital leadership to encourage activities, energise and engage community members. Many Sports Leaders continue to be active in their local communities – supporting local sports clubs by becoming team managers, leaders, officials or helping after school clubs and other community groups. The Awards are nationally recognised qualifications and are excellent stepping-stones to employment, further education or ongoing training and development.

# UK Youth – BTEC Award in Peer Education and Certificate in Peer Mentoring

## Approximate numbers of young people on programme

There are currently approximately 400 young people engaged in the Peer Education Award and approximately 100 engaged in the Peer Mentoring Programme. Some of these young people will be working on a combination of both the Award and the Certificate simultaneously.

## Principal focus of award (eg personal development, independent living skills)

The Peer Education Award has 4 units: Self Preparation, Preparing Learning Opportunities, Reviewing the Learning Experience and Creating the Learning Environment.

The Peer Mentoring Certificate also has 4 units: Introduction to Peer Mentoring, Planning Peer Mentoring Activities, Undertaking Peer Mentoring Activities and Reviewing Peer Mentoring Activities.

## Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?

The Peer Qualifications are only available at Level 2. It is open to any young person aged 16 and over. No entry qualifications are necessary.

## Range of activities (eg 'classroom based', work based learning, individually or group tailored)

Group work and individual learning activities can be chosen to support progression towards the qualifications. Observed teaching and/or mentoring practice forms an integral part of the qualification. The programmes are flexible enough to take account of individual levels of ability, pace and interests. Activities, learning templates, observation checklists are included in the competence based learning programmes, available from UK Youth.

## Involvement of young people in determining outcome of award (eg fixed progress on a learning programme, or negotiated progress through a tailored programme)

Young people can use the peer qualifications to accredit peer education or peer mentoring projects on any subject that they wish to focus on. A learner's study will normally consist of:

- A course covering the learning outcomes in each unit.
- Group support activities to generate evidence.
- One to One mentoring if required.
- Supervised assessed practice as a peer educator or peer mentor.
- A participant will normally complete the programme within 12 to 18 months. There is scope for individuals to progress at different paces.

## Does the award offer the opportunity to move between your and other organisations' awards, or to move to a higher level?

UK Youth's Peer Programmes are mapped against the Basic Skills on the Adult Core Literacy Skills Curriculum and the four key skills: 'Improving Own Learning', 'Working with Others', 'Problem Solving' and 'Communication'. Learners can use their evidence to help them gain a UK Youth Achievement Award at Silver and above. At Platinum level young people can use their Peer Education Award or Peer Mentoring Certificate as the training challenge.

## Delivery venue/location requirements

Designed to be delivered by local providers in settings close to where young people live and where they can easily access the programme.

## Cost

Organisations delivering the Peer Qualifications will need to register with UK Youth. This costs £540 plus VAT per year and includes one

mid-term monitoring visit and verification visit. Candidate registration fees as £150 per learner, for either programme.

**In-house accreditation or via an external accrediting partner**

The Peer qualifications are accredited by Edexcel and assessment is via individual portfolios of learning evidence.

**Is the award UK wide?**

The Peer qualifications are currently available in England only but arrangements can be made if a provider wants to deliver the programme within the other UK countries.

**How many adult volunteers and paid staff are involved in delivering the award?**

There are around 40 workers currently supporting young people on the peer qualifications programmes.

**Does a young person need to be a member of a group to undertake the award, or can it be accessed individually?**

Young people can access the award through registered groups.

**Description of the award (eg processes involved, philosophy, benefits to young people)**

The BTEC programmes focus on assisting young people to realize that they can undertake educational opportunities whilst being involved in peer education and/or peer mentoring youth based projects. The structured framework encourages young people to develop a diverse range of skills whilst involved in informal projects based on their interests. Experience has shown that through this programme, learners are motivated to achieve results and normally progress to other learning development opportunities. These programmes are particularly successful with young people who would often not have the confidence, knowledge and/or skill to access more formal learning opportunities.

# UK Youth – Youth Achievement Awards

## **Approximate number of young people on the programme**

20,000

## **Principal focus of the Youth Achievement Awards:**

To develop a range of personal and social skills through participating in a number of accredited Challenges.

## **Is it necessary for a young person to have any specific ability or aptitude to gain entry to the YAA?**

The YAA are designed to accredit the involvement of all young people aged 14 plus in non-formal education and youth work activities. For young people aged 11 to 13 the Youth Challenges programme provides an ideal entry point to the Youth Achievement Awards.

The materials and the evidencing process have been designed to be as accessible as possible, with booklets available in Braille, audio, BSL, on-line, picture and symbol, large print as well as in a range of languages spoken by refugee communities (ie Arabic, Farsi, French, Mandarin, Kurdish, Pashto, Portuguese, Russian, Somali, Spanish and Swahili).

The Awards have proven to be successful with young people from all walks of life, however they are of particular benefit to young people who have been let down by the formal education system and other accreditation schemes.

## **Range of activities (eg classroom based, work based learning, individual or group tailored)**

Young people involved in the Awards define their own 'challenges' and learning targets based on activities that motivate and interest them. Young people can take part in individual challenges as long as they work with their peer group to plan and review their challenges. Due to the flexibility of the programme the Youth Achievement

Awards can be used in almost any setting where young people are involved in quality youth work and non-formal learning activities.

## **Involvement of young people in determining outcome of the YAA (eg fixed progress on a learning programme, or negotiated progress through a tailored programme)**

The Awards are based on a peer education approach, which means that young people are actively involved throughout. Young people involved in the Awards form an Award Group and are responsible for agreeing the Challenges and Targets a young person sets his or herself. The Award Group will support the young person to review their Challenges and, once the young person has completed, check that they have met all the necessary components of the Award and recommend for internal moderation.

## **Does the YAA offer the opportunity to move between other accredited awards or move on to a higher level?**

There are three levels of the Youth Challenges (Youth Challenge, Youth Challenge Plus and Youth Challenge Extra) and four of the Youth Achievement Awards (Bronze, Silver, Gold and Platinum). For each award you must complete a number of Challenges each taking a minimum of 15 hours (or five hours for Youth Challenges) which can include planning, reviewing and recording time.

There are progression routes built through the Awards so that achievement at Bronze, for example, reduces the number of Challenges that must be undertaken at Silver. We also have direct credit transfer routes to and from the ASDAN Awards, so that achievement in one Award can contribute to the next level (eg if you already have a Bronze ASDAN Award you need to complete fewer challenges at Silver YAA) and links to other UK Youth and ASDAN programmes. With prior planning and support, young people can tailor their YAA at Silver level

or above to meet the requirements of the Level 1 Wider Key Skill qualifications. Similarly, the YAA can be used as a planning/process tool for other Awards because of its emphasis on learning through process and not outcome.

### **Delivery venue / location requirements**

The Youth Achievement Awards are available throughout England, Scotland, Wales, Northern Ireland and Ireland. They are currently being piloted in Iceland to be used by the British Forces youth services in Germany and Cyprus. They are currently being piloted by Antwerp Youth Service. A range of organisations access the Awards including youth services, voluntary organisations, national charities, young offender institutions, youth offending teams, Connexions partnerships etc.

### **Cost**

In order to run the Youth Achievement Awards you will need to be registered. There are different levels of registration appropriate to the size and capacity of your organisation.

- National Operating Agency Registration – £2,000 + VAT per year
- Regional Operating Agency Registration – £540 + VAT per year
- Participating Unit Registrations (delivery organisations using the YAA with less than 35 young people per year and supported by an Operating Agency) – £48 per year.

The registration fee includes registration with ASDAN for their Wider Key Skill Qualifications (normally priced at £180 per annum). In addition, deliverers will need to attend introductory training which costs between £50 and £130 + VAT per delegate. Booklets include the cost of moderation and certification and are priced from £8.20 to £11.20 depending on the level.

### **How is the programme accredited?**

The Youth Achievement Awards are accredited by ASDAN, a QCA approved Awarding Body. In order to achieve their Award, young people need to complete a record book and present a portfolio of

evidence for internal and external moderation. Youth Challenges are internally moderated and externally certificated.

### **How many adult volunteers and paid staff are involved in the YAA's?**

Approximately 5,000 staff and volunteers working directly with young people.

### **Does a young person need to be a member of a group to undertake the YAA?**

The Award Group is central to the Youth Achievement Award process and therefore it is important that the young person is part of this group. The project that the young person is involved with needs to be registered with UK Youth in order for the young person to access the Awards.

### **Description of the YAA (eg processes involved, philosophy, benefits to young people)**

The Youth Achievement Awards are an activity-based approach to peer education. The Awards are designed to help develop more effective participative practice by encouraging young people to progressively take more responsibility in selecting, planning and leading activities that are based on their interests. The peer group model encourages the development of a wide range of life skills through a flexible and informal approach.

By empowering young people to choose the activities that they will complete in order to achieve their Awards they develop a sense of ownership of their activities and the learning involved. This in itself is highly motivating, but is further enhanced by the sense of achievement gained when young people are able to receive an accredited certificate that recognises their individual contribution to the activities in which they are involved.

In using the peer group to assess and support the young people

through the Awards, young people develop a range of social skills that includes negotiation, problem solving, communication, working with others etc. Some of these skills can be also accredited through Key Skills programmes (known as the Core Skills in Scotland). In addition, the reviewing and recording procedures have been designed to promote the development of study skills through planning, reviewing, recording and creating a personal portfolio.

# UK Youth – Young Mothers Learning

## Approximate numbers of young people on programme

Approx 100 (nationally available since 2003)

## Principal focus of award (eg personal development, independent living skills)

Working in a group, personal development, IT, communication and basic skills, recognise difficulties young mother's experience and developing coping strategies.

## Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?

It is open to any young woman who is pregnant or has a child. The target age group is 16- to 25-years-old and can include 14- to 15-year-olds where appropriate.

## Range of activities (eg 'classroom based', work based learning, individually or group tailored)

Group work and individual learning activities to be chosen to support progression towards a group project in the third unit and provide for individual levels of ability and interest. A menu of possible delivery activities and session plans are contained in the Young Mother's Learning Pack, available from UK Youth.

## Involvement of young people in determining outcome of award (eg fixed progress on a learning programme, or negotiated progress through a tailored programme)

Young women's own experience, aspirations and ideas form the bedrock on which the group programme is built. Group members work with the tutor and youth worker to tailor the programme to meet their specific needs and programme learning outcomes.

## Does the award offer the opportunity to move between your and other organisations' awards, or to move to a higher level?

Learners can use elements of the programme to gain UK Youth's Youth Achievement Awards at all levels and can work towards a Basic Skills qualification. OCN credits can be built up towards national qualifications and access to higher education. The award also offers smooth progression onto WEA and other courses.

## Delivery venue/location requirements

To be delivered in community locations, convenient for child care and near to where learners live, although one of the Units can be delivered through a residential option.

## Cost and In-house accreditation or via an external partner and is the award UK wide?

The awarding body is OCN and assessment is via individual portfolios of learning evidence. It is available in England from OCNWMR through OCN's 'drawn down' system to any other regional OCN. Alternatively registration can be managed by UK Youth, information on feed provided on application. The individual learner registration fee is £9.00 at time of writing.

# Weston Spirit –Edexcel/City and Guilds Profile of Achievement

## Approximate numbers of young people on programme

Edexcel 3,000/C&G PoA 300

## Principal focus of Award (eg Personal Development, Independent Living Skills)

Personal development/key skills

## Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?

None

## Range of activities (eg 'classroom based', work based learning, individually or group tailored)

Edexcel: Group work through Weston Spirit. Unique individually designed two day personal development courses (one unit). Two units are available.

Profile of Achievement: Individually tailored.

## Involvement of young people in determining outcome of award (eg fixed progress on a learning programme, or negotiated progress through a tailored programme).

Edexcel: Young people need to demonstrate evidence of learning through participation on the course.

Profile of Achievement: Negotiated progress through a tailored programme

## Scope of award (eg target client group)

Young people & non-academic achievers

## Does the award offer the opportunity to move between your and other organisations' Awards, or to move to a higher level?

Edexcel: Basic to intermediate Profile of Achievement: can be used as APEL for NVQ accreditation. Edexcel appropriate courses such as the BTEC Introductory Award, Key Skills courses, local FE courses.

## Delivery venue/location requirements

Edexcel: Where requested. Profile of Achievement: Weston Spirit Centre

## Cost

None to the young person. Agencies pay £1120 for two days (one unit) for up to 14 young people + accreditation costs of £50 per young person.

## In-house accreditation or via external accrediting partner:

Weston Spirit (Trading) Ltd and Edexcel.  
Profile of Achievement via City & Guilds.

## How many adult volunteers and paid staff are involved in delivering the award?

The City and Guilds programme is staffed by a minimum of two paid workers and volunteers. The Edexcel programme requires two members of staff (paid or unpaid) and Edexcel verifiers.

## Does a young person need to be a member of a group to undertake the award, or can it be accessed individually?

Young person needs to be a member of a Weston Spirit group to undertake the Award, but both awards are assessed individually.

## Is the Award UK wide?

Strong presence in areas where Weston Spirit centres are based including Merseyside, Manchester, Tyne & Wear, Leeds, London, Slough, Cumbria, Nottingham, Staffordshire, Cardiff, Merthyr Tydfil, North Wales with partnerships in Northern Ireland and Scotland.

**Description of award (eg processes involved, philosophy, benefits to young people)**

Edexcel: The two units based around personal development have learning outcomes that include problem solving, working as a team, motivation, confidence building. The award is basic introductory

level and is targeted at young people, particularly those with few qualifications. The units are delivered in a group work setting with a focus around tasks that the group work through till completed.

Profile of Achievement: The City & Guilds PoA is a qualification to help young people take responsibility for their own learning. Young people establish their own objectives and time scales. The qualification is completely unique to each young person. There is no pass or fail and it can be used as a foundation for continuing with training or education.

# Welsh Joint Education Committee (WJEC)

## – Firstskills Profile

### Approximate numbers of young people on programme

1,000

### Principal focus of award:

Personal development, community involvement, work experience and all six key skills

### Is it necessary for a young person to have any aptitude to gain entry to the award?

None

### Range of activities (eg 'classroom based', work based learning, individually or group tailored)

Activities include classroom activities, work placements and community involvement. This could include voluntary activities outside of school/college. The Firstskills Award is designed to be very flexible and to be as inclusive as possible.

### Involvement of young people in determining outcome of award (eg fixed progress on a learning programme, or negotiated progress through a tailored programme.)

Because of the options presented by the range of units the activities are varied and include classroom activities, work placements and will consequently involve an element of student negotiation. The scheme is very flexible and designed to allow a great deal of adapting to the needs of individual students.

### Scope of award (eg target client group)

As the scheme is very flexible it is not really age related, although, initially it was designed for students in years 10 and 11 at school, ie 14- to 16-years-old. It is however designed specifically for Entry Level within the National Qualifications Framework

### Does the award offer the opportunity to move between your and other organisations' awards, or to move to a higher level?

The central thrust of this award is to help individuals to become effective citizens and play a positive role in society. On the other hand, the methodology and content of this award is designed to support and encourage students to consider and gain access to other awards and qualifications, possibly at the next level.

### Delivery venue/location requirements

This is flexible depending upon facilities and resources. The work experience unit will require links with employers.

### Cost

Registration fee of £75.00 and a certification fee of £5.00 per student. In-house accreditation or via external accrediting partner In-house accreditation with external verification.

### How many adult volunteers and paid staff are involved in delivering the award?

Although the Firstskills Profile is usually delivered through schools and special units, it can be delivered in a range of settings by any professional working with young people. There is also the involvement of verifiers, allocated by the WJEC.

### Does a young person need to be a member of a group to undertake the award, or can it be accessed individually?

Primarily the Firstskills Profile is seen as an award that rewards the individual in the context of work carried out in a group, but it is possible to work individually, although an element of supervision and guidance is required particularly in the work experience unit.

**Is the award UK wide?**

The WJEC is a national awarding body based in Wales, which offers an extensive portfolio of qualification. Our qualifications are now used by well over 2000 centres in England, Wales and Northern Ireland.

**Description of award (eg processes involved, philosophy, benefits to young people)**

The principal aim of this award is to enable those learners, normally excluded by existing arrangements for examination and certification, to participate. Centres are permitted to award units individually, thereby encouraging learners to accumulate their achievements.

The fundamental philosophy is one of inclusion and success. The Firstskills Profile is designed to be accessible to a wide range of students including young people and adults with a wide range of learning needs for whom existing examinations and qualifications are either unrealistic or inappropriate or are at risk of losing connection with educational opportunities. It is also intended to afford every opportunity for the learner to be motivated and take some responsibility for their own learning.

The award provides a flexible programme, which is rooted in practical, everyday social and vocational contexts. It is designed to support individuals to achieve some form of recognition of achievement, in partnership with providers. It is designed to provide for the development of a range of skills in meaningful and relevant contexts.

The course is unit based and very flexible. It is based on:

- Freedom of choice in the selection of units
- Assessment and end of unit profiles are based on the successful completion of tasks

**Unit Structure**

Each unit:

- is self-contained and free-standing
- designed to be delivered in 25-30 hours
- provides an appropriate teaching framework
- indicates relevant knowledge, understanding, skills and learning outcomes
- offers practical advice and guidance
- identifies portfolio evidence
- is based on a series of tasks

It is hoped that the opportunity will also be afforded to involve students in a work experience element. The optional Vocational Experience units are designed to offer alternative provision to develop a practical application of work skills within a vocational context.

The units are intended to be worked based and form part of a work experience/part-time work involvement.

There are 22 units currently available. They are:

- Myself and Others
- Healthy Living
- Helping Others
- Managing My Money
- Thinking About Leisure
- Preparing for Work
- Health and Safety at Work
- Practical Work Experience
- Garage Worker
- Farm Worker
- Store Assistant
- Word Processing Skills
- Internet and E-mail Skills
- Database Skills
- Creating a Publication
- Organising an Activity
- Organising My Time
- Planning a Holiday
- Running a Home
- Running a Vehicle
- Residential Experience
- Running an Enterprise

# Youthtrain – Youthtrain Programme

## **Approximate numbers of young people on the programme**

Over 3,000

## **Principal focus of award**

Personal Development, Citizenship, Volunteering, Preparation for Work, Parenting and Family Skills, Health, ICT, Media, Independent Living, Environmental Skills, Music, Motor Education, Creative Skills, Sport and Leisure, Skills for Life.

## **Is it necessary for a young person to have any specific ability or aptitude to gain entry to the award?**

The target age range is 13 to 25. There is no discrimination in the form of ability, disability, gender, race, religion or background.

## **Range of activities (eg 'classroom based', work based learning, individually or group tailored)**

There are no prescribed activities. The programme is flexible and can be tailored to meet individual or group needs using a youth work approach and gathering of evidence.

## **Involvement of young people in determining outcome of award (eg fixed progress on a learning programme, or negotiated through a tailored programme.)**

The programme offers flexibility in the delivery of the learning and the development of portfolio based evidence for assessment. Each young person works towards unit accreditation at his/her own pace with the support of a Youth Worker, Mentor or Tutor. Ongoing assessment and negotiation ensures that the young person is involved in his/her progress at all times.

## **Scope of award (eg target client group)**

Young people aged 13 – 25, in particular young people with few or no

formal qualifications who prefer an informal learning style.

## **Does the award offer the opportunity to move between your and other organisations' awards, or to move to a higher level?**

The programme offers credit based accreditation and qualifications from Entry Level through to Level 3. It is possible for a young person to progress from one level to another within the programme and/or for a young person to negotiate a progression route from one module to another. The programme allows progression to other National Open College Network awards and qualifications.

## **Delivery venue/location requirements**

There are no specific requirements for venue or location. The learning activities take place in voluntary and statutory youth projects, community centres, schools, colleges, training organisations, residential centres and outdoor activity centres.

## **Cost**

There may be initial setting up costs such as membership of the National Open College Network followed by the ongoing accreditation costs via OCN or Youthtrain National Office. Resources, training and consultancy are available from the National Youthtrain Partnership.

## **In-house accreditation or via external accrediting partner:**

Accreditation is via the National Open College Network. (NOCN)

## **How many adult volunteers and paid staff are involved in delivering the award?**

Youthtrain can be delivered in a wide range of settings by any professional working with young people. Youth workers, learning mentors, volunteers, teachers, e2e tutors, and peer trainers are involved in delivering the programme.

**Does a young person need to be a member of a group to undertake the award, or can it be accessed individually?**

Young people can access the programme individually or in groups, with the support of a worker. They work towards assessment by collecting evidence of learning in a personal portfolio of work.

**Is the award UK wide?**

Youthtrain is a national programme, available via the Youthtrain National Office or via the National Open College Network.

**Description of award (eg processes involved, philosophy, benefits to young people)**

Youthtrain offers a genuine alternative curriculum, which is accessible, achievable and appropriate to young people who may prefer, or need, a less formal style of learning. Youthtrain offers over 200 units of accreditation, which can be achieved within ten, 20 or 30 hours. Each unit has a credit value and young people over the age of 16 can use their achievement of qualification units to count towards full qualification (Award, Diploma or Certificate), approved by the Qualifications Curriculum Authority.



# Appendices

# Appendix 1 – Indicators for Awards included in this document

The level indicators are taken from the QCA document 'Level descriptors for positioning units in the Qualifications and Credit Frameworks tests and trials.'

Framework level	Level indicators	Examples of qualifications
Entry	<p>Entry 1 – recognises along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment.</p> <p>Entry 2 – achievement reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.</p> <p>Entry 3 – achievement reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed.</p>	Qualifications are offered at Entry 1, Entry 2 and Entry 3, in a range of subjects.
Level 1	Achievement at level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.	NVQ 1; Certificate in Plastering; GCSEs Grade D–G; Certificate in Motor Vehicle Studies.
Level 2	Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.	NVQ 2; GCSEs Grade A*–C; Certificate in Coaching Football; Diploma for Beauty Specialists.
Level 3	Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that while well defined have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	Certificate for Teaching Assistants; NVQ 3; A-Levels; Advanced Extension Awards; Certificate in Small Animal Care.

Source: QCA website December 2004

## Appendix 2 – Definition of Functional Skills and Key Skills

Functional Skills and Key Skills are the general skills that can help to improve learning and performance. They are relevant to what a student does in education and training, work and life in general.

Functional skills are being developed to replace the three Key Skills:

1. **English**
2. **Mathematics**
3. **ICT**

Functional Skills are achieved through building an evidence file (much like an NVQ) and passing formal assessment (Unit tests).

The other three Key Skills are commonly known as Wider Key Skills. These are:

4. **Working with Others**
5. **Improving Own Learning and Performance**
6. **Problem Solving**

The Wider Key Skills are achieved through building an evidence file only.

A broad range of evidence, drawn from almost any non-formal learning programme, can be used in compiling a Wider Key Skills evidence folder.

The Wider Key Skills are available at Level 1, 2, 3 and 4.

Further information regarding Functional Skills and Wider Key Skills can be found at [www.qca.org.uk](http://www.qca.org.uk)

## Appendix 3 – Details for further information on awards

Organisation	Address	Telephone	Fax	Website
AQA	31-33 Springfield Avenue, Harrogate, North Yorkshire HG1 2HW	01423 840 015 or 0161 935 1235	01423 564 875	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
ASDAN	Wainbrook House, Hudds Vale Road, St. George, Bristol BS5 7HY	0117 941 1126	0117 935 1112	<a href="http://www.asdan.co.uk">www.asdan.co.uk</a>
Chrysalis – Club 2000	Unit 726 The Big Peg, 120 Vyse Street, Birmingham B18 6NF	0121 603 2220	0121 603 2211	<a href="http://www.chrysalis-club2000.org.uk">www.chrysalis-club2000.org.uk</a>
Clubs for Young People	371 Kennington Lane, London SE11 5QY	020 793 0787	020 7820 9815	<a href="http://www.clubsforyoungpeople.org.uk">www.clubsforyoungpeople.org.uk</a>
Connect Youth, British Council	10 Spring Gardens, London SW1A 2BN	020 7389 4030	020 7389 4033	<a href="http://www.connectyouthinternational.com">www.connectyouthinternational.com</a>
The Duke of Edinburgh's Award	Gulliver House, Madeira Walk, Windsor, Berkshire SL4 1EU	01753 727 400	01753 810 666	<a href="http://www.theaward.org">www.theaward.org</a>
Fairbridge	207 Waterloo Road, London SE1 8XD	020 7928 1704	020 7928 6016	<a href="http://www.fairbridge.org.uk">www.fairbridge.org.uk</a>
<i>Getting Connected</i> (YALP)	The National Youth Agency, Eastgate House, 19–23 Humberstone Road, Leicester LE5 3GJ	0116 242 7411	0116 242 7403	<a href="http://www.gettingconnected.org.uk">www.gettingconnected.org.uk</a>
Girlguiding UK	17-19 Buckingham Palace Road, London SW1W 0PT	020 7834 6242	020 7828 8317	<a href="http://www.girlguiding.org.uk">www.girlguiding.org.uk</a>
MENCAP Gateway Award	4 Swan Courtyard, Coventry Road, Birmingham B26 1BU	0121 7077 877		<a href="http://www.mencap.org.uk/gatewayaward">www.mencap.org.uk/gatewayaward</a>
National Open College Network (NOCN)	9 St James Court, Friar Gate, Derby DE1 1BT	01332 268 080	01332 268 081	<a href="http://www.nocn.org.uk">www.nocn.org.uk</a>
The National Youth Agency	Eastgate House, 19–23 Humberstone Road, Leicester LE5 3GJ.	0116 242 7350	0116 242 7444	<a href="http://www.nya.org.uk">www.nya.org.uk</a>
QCA	Qualifications and Curriculum Authority, 83 Piccadilly, London W1J 8QA	020 7509 5555	020 7509 6666	<a href="http://www.qca.org.uk">www.qca.org.uk</a>
The Prince's Trust	18 Park Square East, London NW1 4LH	020 7543 1234	020 7543 1200	<a href="http://www.princes-trust.org.uk">www.princes-trust.org.uk</a>
The Scout Association	Gilwell Park, Chingford, London E4 7QW	020 8433 7100	020 8433 7103	<a href="http://www.scouts.org.uk">www.scouts.org.uk</a>
Skill Force	Centre for Business Excellence, Edinstowe House, Edinstowe, Nottinghamshire NG21 9PR	01623 827 651	01623 827 607	<a href="http://www.skillforce.org">www.skillforce.org</a>
Sports Leaders UK	Clyde House, 10 Milburn Avenue, Oldbrook, Milton Keynes MK6 2WA	01908 689 180	01908 393 744	<a href="http://www.sportsleaders.org">www.sportsleaders.org</a>
UK Youth	Youth Achievement Award, UK Youth, Avon Tyrrell, Bransgore, Hampshire BH23 8EE	01425 672347	01425 673 883	<a href="http://www.ukyouth.org.uk">www.ukyouth.org.uk</a>
Wales Joint Education Committee	245 Western Avenue, Cardiff CF5 2YX	029 2026 5000		<a href="http://www.wjec.org.uk">www.wjec.org.uk</a>
Weston Spirit	5th Floor, Cotton House, Old Hall Street, Liverpool L3 9WS	0151 258 1066	0151 258 1388	<a href="http://www.westonspirit.org.uk">www.westonspirit.org.uk</a>
Youthtrain	Girlington Community Centre, Girlington Road, Bradford BD8 9NN	01274 493 137		<a href="http://www.youthtrain.org.uk">www.youthtrain.org.uk</a>

For information about the Awards at a local or regional level and for guidance on funding and support, it is recommended that contact be made with the local Youth Service (info@nya.org.uk or 0116 242 7474), or 0114 259 1104) or the Learning and Skills Council National Office (www.lsc.gov.uk or 0845 019 4170).



This book lists the major national awards that accredit young people's experience and learning in informal settings. It does not attempt to capture the plethora of regional or local programmes that play an important part in the development of young people, or programmes and activities that are not accredited. This should not be seen as diminishing these other activities – the aim is merely to create a coherent framework of accredited programmes whilst recognising that these are often part of a wider menu of options for young people.

The framework will be of value to a wide range of audiences – from ministers and other decision makers in central and local Government to young people, youth workers, parents, teachers, Connexions Service Personal Advisers and others with an interest in the personal and social development of young people.

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