



Awards for Young People

Recognising learning in non formal settings

Formerly the National Framework of Awards in Non Formal Educational Settings







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Acknowledgments

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1. Introduction

This publication is for youth workers and all those who work with young people in non formal settings who want to provide some form of accreditation for the young people they work with.

The first version of this document – The National Framework of Awards in Non Formal Settings – was published in 2002, and proved so popular that it was reprinted to meet demand. Over the years it has been revised and republished by the National Youth Agency as part of its work with the Local Government Association, supported through top sliced funding for local authorities. It is now timely for this much revised and updated edition which:

- reasserts the value of the awards and the benefits of non formal learning
- updates the awards available and their awarding bodies and organisations
- considers the awards within the context of the changing world of qualifications and the introduction of the Qualification and Credit Framework
- describes the nature and remit of the National Network for the Accreditation of Young People's Achievement
- supports the dissemination of the value and extent of the non formal awards to local authorities.

The recognition of the value of accrediting young people's learning in non formal settings is not new. Youth workers have always sought to help young people recognise their achievements and help them understand the benefits gained. This has taken different forms ranging

from verbal praise and encouragement at an individual or group level to locally-produced certificates of achievement; from celebration events to participating in a national award scheme, such as one described within this publication.

The development of non formal awards has strengthened the value of accrediting non formal learning. They have made a significant contribution to the formal education system for young people. Non formal awards have been proven effective in sustaining young people's commitment to learning, delivering clear and tangible educational outcomes. They improve self-esteem and self-confidence, as well as personal and social skills. They provide learning programmes which start with the young person's interests and provide a learning context which is both enjoyable and rewarding.

Local authorities have consistently used the awards within their programmes for young people's learning. They have supported previous local authority targets for young people achieving accredited outcomes as well as enabling many young people to identify their own learning and achievements.

Local authority links with local employers have been strengthened by the promotion and achievement of the more widely known awards.

This publication will help the reader to understand the value of non formal learning and select the appropriate non formal Award for the young people they work with.



2. The awards

The awards described in this publication offer programmes of non formal learning to a range of young people. Young people participate in these awards from a range of non formal settings within local authorities and their partners in the voluntary and community organisations as well as some local private sector organisations. The awards have also supported some well-respected partnerships with the local authority and local employers who have a high regard for many of the accredited awards and learning.

The learning which takes place in achieving the awards is planned and structured with clear learning outcomes. It is characterised by a distinct methodology, clear curriculum content, and a strong, trusting relationship between the young person and the worker. In this respect, the learning would be defined as non formal learning as opposed to informal learning where learning may occur but in an unplanned and accidental way.

The awards are offered through a range of awarding bodies and organisations that are part of a national network – the Network for the Accreditation of Young People’s Achievement (NfAYPA). This network is supported by the NYA as part of its work with the Local Government Association, supported through top sliced funding for local authorities. Some of the awards are long established and well known; others are less established but are becoming increasingly popular.

The awards vary in terms of their content, range and scope and will attract different young people accordingly. What they all have in common, however, is that they:

- are non formal in nature and delivered mainly in non formal settings

- are learner focussed
- are voluntary in nature
- develop personal and social skills
- set out clear outcomes
- recognise the learning that takes place
- enable young people to gain new skills and confidence
- are popular with the young people who engage
- are not only beneficial in their own right but also contribute to formal learning processes offered through schools and colleges
- re-engage young people who have become disengaged or disaffected
- are on offer across the UK
- are recognised as valuable by the young people themselves, schools and colleges, employers and policy-makers.

This suite of non formal learning opportunities can be used by providers in the following ways:

- as an alternative to formal education and training
- as complementary – supportive of formal education, used to engage and re-engage young people in learning with the aim of reintegration into formal learning
- as supplementary – an additional offer for those with fractured lives who have failed within and have been failed by formal learning aimed at ensuring positive transitions into education, employment or training.

The awards included in this publication represent most of the major national awards that accredit young people’s achievement and learning in non formal settings. **These awards offered through awarding bodies and organisations are described in Appendix I.**

NB The term awards has recently been incorporated into the new Qualification and Credit Framework (see Appendix II) but in this publication it relates to recognised learning programmes, referred to as awards which are offered to young people in the non formal sector.

3. The Network for the Accreditation of Young People's Achievement

The Network for the Accreditation of Young People's Achievement (NfAYPA), often referred to as the Network, was formed in 1998 by the National Youth Agency. It brings together the key national award organisations and accrediting bodies in non formal education. Its remit is to promote the value of awards in contributing to young people's learning and achievement by bringing together organisations that manage the delivery of national awards programmes in non formal settings, together with other organisations that support and contribute to that work.

The Network's geographical remit is England, although the awarding bodies and organisations offer awards across the four countries of the UK.

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 mainly in non formal settings
- be based on a clear, consistent curriculum
- involve young people in a programme of learning which lasts weeks or months, not just a few hours or days
- have an established track record and not be at the early or pilot stage of delivery
- include clear means of assessing achievements of all the young people who gain the award
- have a clear quality assurance system
- be managed by not for profit organisations.

There is consistency, therefore, across all the awards. Indeed, the

Network has developed and adopted a set of quality assurance guidelines for all awards in this publication. These help to guarantee that young people consistently receive what the award organisations say is on offer.

The Network has promoted non formal awards within the field of youth work and related areas. It has worked with local authorities to support the benefits of non formal learning locally and nationally and it has also worked with government departments to evidence the benefits of such learning and has helped government determine policy. For example:

- The NYA in conjunction with the NfAYPA undertook research for the Learning and Skills Council into the contribution of non formal awards to young people's learning on the Entry to Employment programme. It showed that a significantly greater proportion of those with awards as part of their learning packages progressed to positive destinations (eg employment, training or further education) than the average E2E learner.
- The NYA and the Network developed and piloted the personal and social development skills units for inclusion in Foundation Learning (FL) – part of the Qualification and Credit Framework. Further work was undertaken to identify gaps within FL in terms of non formal learning programmes which should be incorporated.
- The NYA and the Network advocate widely for the evidenced value of non formal awards to ensure that local authorities, local organisations and local young people gain from the recognition of the awards.

The remit of NfAYPA is to promote the value of the awards in



contributing to young people's learning and achievement. To achieve this the role of the Network requires it to:

- be the champion of non formal learning through defining it and articulating its benefits
- advocate for the awards in all appropriate settings to ensure they are widely recognised and valued
- represent the Network at appropriate forums and support the entity of the Network as a whole
- disseminate up-to-date information and advice about the extent, value and local delivery of non formal awards to local authorities.



4. Value and benefits of non formal learning

The NYA and the Network have been influential in raising awareness and understanding about non formal learning and the awards in terms of the benefits afforded to young people. There is a growing body of evidence which sets out these benefits. Some examples are cited below:

- Learning experiences outside the classroom can:
 - contribute to raising standards¹
 - improve pupils' personal, social and emotional development.¹
- Non formal learning can help:
 - reintroduce young people to education, training and employment²
 - reengage young people who have dropped out of education to gain new skills and confidence to help move them to further learning or employment.³
- Participating in a non formal award can:
 - increase learner motivation
 - improve self esteem
 - enhance basic skills
 - improve personal and social skills
 - provide a greater chance of moving on to a positive destination.⁴
- Non formal learning can contribute to a young person's life chances through:
 - developing more positive attitudes, feelings and behaviour
 - changing the young person's position, for example entering employment or re-engaging with school⁵
 - The Learning Outside the Classroom Manifesto⁶ stated: 'as



we are all aware, education is more about the acquisition of knowledge. Improving young people's understanding, skills, values and personal development can significantly enhance learning and achievement. Learning outside the classroom is not an end in itself, rather we see it as a vehicle to develop the capacity to learn.'

The value of awards/accreditation and the benefits afforded to young people have been given further credence over the years through the following:

Transforming Youth Work (2002)⁷ highlighted the importance of accrediting young people's learning. It introduced a pledge for young people that set out a number of specifications which should be provided. One of these specifications states: 'The opportunity to participate in programmes which offer accreditation for learning such as the Duke of Edinburgh's Award, Youth Achievement Award, or similar'. In addition, a number of annual targets were set in terms of measuring performance. One of these stated that of the 25 per cent of the total population of young people engaging in youth services, 60 per cent, should undergo personal and social development activities which resulted in an accredited outcome.

The Leitch report⁸ Prosperity for all in the global economy – world class skills spelt out the importance to employers of well-developed personal and social skills enabling a skilled and flexible workforce to prosper.

The Education and Skills Act 2008⁹ (see section 5 for details) makes provision for appropriate full time education and training for 14 to

19-year-olds. This is defined as being 'provided at school, at a college of further education, at an institution within the higher education system, or otherwise'. The guidance to the act defines this as including **'non formal education'**.

It is important to remember that before a young person embarks on any programme of non formal learning or award of any sort, there needs to be a 'lead in' time where the young person's issues might need to be explored, where a relationship needs to be built, where trust and respect are established, where the needs, interests and concerns of the young person are recognised and taken into account. This can be a slow process but it is a vital prerequisite for a successful learning programme.



5. Increasing participation

It is a key priority for all local authorities to increase the participation of young people in education, training and learning.

The changing role for local authorities means that they will take on new and challenging responsibilities working with the Young People's Learning Agency (YPLA) to fund and commission the provision for all 14 to 19-year-olds apart from apprenticeships.

There is an emphasis on partnership working, which is a key strand of the reforms. By devolving responsibility to a more local level it encourages and supports local authorities to put in place arrangements to promote cooperation between themselves and their relevant partners.

Clearly there are opportunities for non formal learning to make major contributions to this reform agenda and the local authority local agendas and agreements. Undertaking an award is one of the ways to support young people to (re)engage with education or to help the transition to employment or training.



6. The changed context of qualifications

A key recent development is the introduction of **The Qualification and Credit Framework (QCF)**, which replaces the National Qualification Framework (NQF). The QCF is the new framework for creating and accrediting qualifications in England, Wales and Northern Ireland. It is at the heart of a major reform of the vocational qualifications system, which will become simpler to understand and use, more accessible to a wider range of learners, and more relevant to learners' and employers' needs. Learners can build up their units at their own pace and put them towards a full qualification. They can bank all their achievements over time and keep them as they move from education into a job or from one job to another. They don't have to study anything they already know. In the QCF, everything learnt is valuable. All qualifications in the QCF are built from smaller units of learning. For more information on the QCF visit www.qcda.gov.uk/qcf

The new framework brings together all qualifications from entry level to level 8 and within the QCF, there is a suite of learning called **Foundation Learning**, which provides personalised learning programmes for young people working at entry level and level one and is made up of three components:

- Functional Skills – this covers literacy, numeracy and IT
- Personal and Social Development Skills
- Vocational or Subject Learning.

It is this Foundation Learning suite which is most relevant to providers of non formal awards, since this is where the awards are most likely to be located.

For more information on Foundation Learning visit www.qcda.gov.uk/foundationlearning



7. Non formal awards and the new QCF

Non formal awards are valid and valuable in their own right in terms of the benefits afforded to young people. But the opportunity to have them included within the new Qualification and Credit Framework offers additional benefits:

- young people will be able to bank their 'block of learning' and build on it to gain a qualification
- the award is likely to have more currency if it is part of the new Framework as it will carry greater status and credibility
- as a national route, Foundation Learning qualifications are eligible for funding.

Many of the awards described within this publication are already located within Foundation Learning. Some awarding bodies, however, have made the decision not to have their awards placed within Foundation Learning. These awards will continue to operate as before.

Appendix II describes the Qualification and Credit Framework and Foundation Learning. It also sets out the benefits for learners, learning providers, local authorities and employers.



8. Summary and Conclusions

Non formal learning is valid in its own right and provides an impressive list of benefits.

Non formal awards offer young people programmes of non formal learning, characterised by a distinctive method, a curriculum-based content and a strong relationship between the young person and the youth worker. The awards have learning outcomes, clear content and assessment criteria. They take place in non formal settings.

They also contribute to formal learning processes by supplementing, complementing, or providing an alternative curriculum.

Since the development of non formal awards and their acceptance as an important and valid method of learning the 14-19 educational world has changed dramatically. Non formal awards are now seen as having an even greater contribution than ever to the formal educative processes, the local authority's agendas and agreements and the local youth offer, through:

- offering learning programmes to support re-engagement
- reducing the number of young people who are NEET
- providing awards which accredit learning
- offering awards which are recognised within the Qualification and Credit framework.

In the best interests of the young people we work with, these opportunities should not be missed.

Notes

1. Learning outside the classroom. Ofsted. October 2008.
2. Reaching socially excluded young people. Crimmens et al. The NYA 2004.
3. Second Chances: Re-engaging young people in education and training. Barnado's. March 2009.
4. The positive contribution of non formal awards to learning. The NYA. 2005.
5. The contribution of non formal learning to young people's life chances. Louise Bamfield. The Fabian Society report for The NYA. October 2007.
6. Learning outside the classroom. Manifesto. Department for Education and Skills. 2006.
7. Transforming Youth Work. Department for Education and Skills. 2002.
8. Prosperity for all in the global economy / world class skills. Leitch. HM Treasury. December 2006.
9. The Education and Skills Act. DCSF. November 2008.
10. The Apprenticeships, Skills, Children and Learning Act. DCSF. November 2009.



Appendix I – The Awards – AQA Unit Award Scheme

Name of organisation (awarding body/training provider):

AQA Unit Award Scheme

Contact details (email, weblink, telephone number):

Email: unitawardscheme@aqa.org.uk

Weblink: www.aqa.org.uk/uas

Tel: 01423 534 235

Brief description of organisation:

AQA (The Assessment and Qualifications Alliance) is the largest of the three English exam boards with a leading reputation for promoting education for the public benefit. AQA is an independent registered charity which offers a range of 14-19 qualifications such as GCSEs and A-levels, together with other awards like the Unit Award Scheme. The Unit Award Scheme was established in 1984 and is based on a unit or modular approach whereby students can gain recognition of achievement in almost any area of study, activity or experience.

Programmes offered:

The Scheme can be used with students of all ages and abilities and is widely used to motivate and raise self esteem. Every unit used has to be validated by AQA against published criteria. Centres may use existing units or write their own to meet specific needs. Each time a student completes a unit, he or she receives a certificate called a Unit Award Statement which specifies the title of the unit together with the skills, abilities, knowledge, understanding shown and/or experiences the student has had. On leaving the Scheme, the student is issued with a Letter of Credit listing the titles of all units achieved. Over 1,000 centres are registered with the Scheme, with approximately 62,000 students gaining nearly 211,000 units between them.



Details of the Programmes – AQA

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours / duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
AQA Unit Award Scheme	Any age or ability in any area of work/ activity	None, but centres have to be specifically registered to use the scheme.	Wide range of centres, eg mainstream schools, young people's services/ youth provision, special schools, FE establishments, prisons, PRUs, charities, voluntary organisations, training providers.	Anything up to 30 hours per unit.	Nationally recognised as a scheme for recording achievement and accredited by AQA.	All units internally assessed, and internally and externally verified.	n/a

Appendix I – The Awards – ASDAN

Name of organisation (awarding body/training provider):

ASDAN Central Office, Wainbrook House, Hudds Vale Road, St George, Bristol BS5 7HY

Contact details (email, weblink, telephone number):

General Enquiries Telephone: 0117 941 1126

Fax: 0117 935 1112

Email: info@asdan.org.uk

Website: www.asdan.org.uk

Contact Person: Tim Leaman

Contact Telephone: 0117 954 3975/07989 355169

Email: timpleaman@asdan.org.uk

Brief description of organisation:

ASDAN has been established for over 25 years. ASDAN is an education charity based in Bristol with Awarding Body status, providing courses to schools, colleges, training providers and youth centres across the UK and in 21 countries. Its aim is to 'advance education, by providing opportunities for all learners to develop their personal and social attributes and levels of achievement through ASDAN awards and resources, and the relief of poverty, where poverty inhibits such opportunities for learners.' In 25 years it has grown to a national organisation with a regional network which generates high quality flexible qualifications that create opportunities for personal and social development through learners' achievements, enhancing self-confidence, ambition and contribution to their communities. ASDAN both provides courses and quality assures their delivery, to its 6,000 registered centres where 150,000 learners have enrolled (to date).

Eg. state mission/purpose of organisation: As above

Is it a national organisation? As above

How long established? As above



Details of the Programmes – ASDAN

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours / duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Stepping Stones	Target age: 7 to 12-year-olds KS2	Flexible	KS2/Transition/KS3. Youth groups and interest groups. Residential courses. Training settings.	20–30 hours	ASDAN	Portfolio based and tutor moderated (Internally)	
Key Steps	Target age: 10 to 14-year-olds KS3	Flexible	KS2/Transition/KS3. Youth groups and interest groups. Residential courses. Training settings.	30–35 hours	ASDAN	Portfolio based and tutor moderated (Internally)	
Short Courses <i>Examples available on website</i>	Target age: 12 to 19-year-olds KS3/4/5	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	10–60 hours	ASDAN	Portfolio based and tutor moderated (Internally)	
Bronze, Silver and Gold Awards	Target age: 12 to 19-year-olds KS3/4/5	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units	Bronze: 60 hours	ASDAN	Portfolio based, internally and externally moderated	LSC Qual. Code 00119156 00119893 00119894
				Silver: 120 hours			
				Gold: 120 hours			

Details of the Programmes – ASDAN

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours / duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Universities Award	Target age: 16 to 19-year-olds KS5, Post 16	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	120 hours	ASDAN	Portfolio based, internally and externally moderated.	00119157
Further Education (FE) Awards	Ages 14 – 19 Post 14	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	FE Level Up: 60 hours	ASDAN	Portfolio based, internally and externally moderated.	LSC Qual. Code 00119156/ 00206806
				FE Level 1: 120 hours			00206507
				FE Level 2: 120 hours			00206508
New Horizons	Ages 11 – 14 KS3	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units	Flexible	ASDAN	Portfolio based and tutor moderated (internally)	

Details of the Programmes – ASDAN

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Transition Challenge	Target age: 14 to 16-year-olds KS4	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	Flexible	ASDAN	Portfolio based, internally and externally moderated.	LSC Qual. Code 00206809
Towards Independence	Target age: 16+	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	Flexible	ASDAN	Portfolio based, internally and externally moderated.	LSC Qual. Code 00206809/ LSC Qual. Code 00119155
Workright	Target age: 14+	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	Flexible	ASDAN	Portfolio based, internally and externally moderated.	LSC Qual. Code 00119161
Development Courses eg PLTS, Employability	Target age: 14 to 19+	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	60 hours	ASDAN	Portfolio based, internally moderated.	

Details of the Programmes – ASDAN

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc.)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Key Skills	Target age: 14 to 19+ Levels 1–4	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	Flexible	ASDAN NQF	Portfolio based, internally and externally moderated.	100/0247/9 100/0251/0 100/0253/4 100/0249/2 100/0250/9 100/0254/6 100/0248/0 100/0252/2 100/0255/8 100/0256/X 100/0257/1 100/0258/3
Wider Key Skills (WKS)	Target age: 14 to 19+ Levels 1–4	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	Flexible	ASDAN NQF	Portfolio based, internally and externally moderated.	100/3795/0 100/3791/3 100/3799/8 100/3796/2 100/3792/5 100/3800/0 100/3797/4 100/3793/7 100/3801/2 100/3798/6 100/3794/9 100/3802/4

Details of the Programmes – ASDAN

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Basic Skills/Adult Literacy and Numeracy (ALAN)	Target age: 14 to 19+ Levels 1–2	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	Flexible	ASDAN NQF	Test based, internally and externally moderated.	100/4275/1 100/4276/3 100/4277/5 100/4278/7
Certificate of Personal Effectiveness (CoPE)	Target age: 14 to 19+ Levels 1–3	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	Levels 1 and 2: 120 hours Level 3: 150 hours	ASDAN NQF	Portfolio based, internally and externally moderated.	100/3558/8 100/3559/X 100/3560/6
Award of Personal Effectiveness (AoPE)	Target age: 14 to 19+ Level 1	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	80 hours	ASDAN QCF	Portfolio based, internally and externally moderated.	50057480
Personal and Social Development (PSD)	Target age: 14–19+ Entry 1 to Level 2	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	Flexible	ASDAN QCF	Portfolio based, internally and externally moderated.	50068817 50035101 50055586 50035125 50055574 50035149 50036063

Details of the Programmes – ASDAN

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Personal and Social Development (PSD) (Continued)							50055604 50072973 50035095 50054594 50035113 50053267 50035137 50035150 50055598
Employability	Target age: 14 to 19+ Entry 2 to Level 2	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	Flexible	ASDAN QCF	Portfolio based, internally and externally moderated.	
Community Volunteering Qualifications (CVQ)	Target age: 14 to 19+ Levels 1–3	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	Flexible	ASDAN QCF	Portfolio based, internally and externally moderated.	5003957X 50062116 5007376X 50039556 50058824 50074295

Details of the Programmes – ASDAN

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Volunteering at an Event	Target age: 14 to 19+ Levels 1–2	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	20 hours	ASDAN QCF	Portfolio based, internally and externally moderated.	
Career Planning	Target age: 14 to 19+ Levels 1–3	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	90 hours	ASDAN NQF	Portfolio based, internally and externally moderated.	100/1053/1 100/0983/8 100/3094/3
Personal Progress	Target age: 14 to 19+ Entry 1	Flexible	Schools, colleges, training provision, probation, youth service, voluntary sector, social services and secure units.	Flexible	ASDAN QCF	Portfolio based, internally and externally moderated.	50039568 50063571 50039994 50063546 50065439 50068246

*Funding code (if applicable) – please refer to the ASDAN website

www.asdan.org.uk

Appendix I – The Awards – Clubs for Young People

Name of organisation (awarding body/training provider):

Clubs for Young People, accredited through OCN



Contact details (email, weblink, telephone number):

Weblink: www.clubsforyoungpeople.org.uk

Email: office@clubsforyoungpeople.org.uk

Tel: 020 7793 0787

Brief description of organisation:

Clubs for Young People is a UK wide network of clubs, services, projects and activities providing support for young people in their local communities

Is it a national organisation?

Yes, with autonomous local (county or city) constituent organisation across England and three nations.

How long established?

85 years.

Programmes offered:

- the range of programmes the range of awards:
Awards for young people and for adults. We aim to offer a pathway for development from young people attending clubs and events, to older volunteers and leaders and on to adults working with young people. We offer training to those who wish to deliver our awards to young people to encourage sustainability and development at a local level.
- the main focus of the awards (PSD, Leadership, Sports, challenge etc):
Listed below are the awards – they have a range of focus, from young people in a club setting, to young leaders, to adult volunteers and workers.
The Keystone awards focus on challenge and PSD, as well as community development
The leadership awards focus on leadership and club development
The VTP modules focus on workforce development and sporting events management



- the number of awards offered:
Keystone : 4 levels: Bronze to Platinum, Approximately 2,000 young people on programme.
Leadership: 2 levels: OCN levels 1 and 2.
Volunteer Training Programme.
- the number of programmes offered:
Keystone: 4 Levels Bronze – Platinum, approximately 2,000 young people on programme.
Leadership: 2 levels: levels 1 to 3 national and 5 local per year, 200 young people. Level 2: 1 national and 2 regional per year, 50 young people.

Keystone:

CYP's Keystone programme is a successful tool used to recognise and focus youth work happening in clubs and projects throughout the UK. Its strength lies in its flexibility to adapt to existing youth club work and also its 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.

- 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.



Details of the Programmes – Clubs for Young People

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours / duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Keystone Awards – Bronze	This is the first level and aimed at young people who participate in youth clubs/projects/ activities on a voluntary basis. It will encourage them to develop as an individual and member of a group.	12+. There is no upper age limit.	The award is open to young people in any setting ie school, college, University, Youth Club/ Project/Unit, YOI, Residential Care Unit, etc.	3 months – 12 hours	Clubs for Young People and Open College Network. Can fulfil either skills, service or physical recreation element of the Duke of Edinburgh's Award Bronze.	Locally assessed by approved and trained CYP tutors/assessors. Sample assessment and verification by CYP national verification panel. Externally verified and accredited by OCN.	
Keystone Silver	Young people who participate in youth clubs/projects/ activities on a voluntary basis, who are ready to start taking responsibility and focuses on team work skills.	Minimum age 12, guide entry age 13, no upper age limit.	The award is open to young people in any setting ie school, college, university, youth club/ project/unit, YOI, residential care unit, etc.	Direct entry – 6 months (24 hours) Progress from Bronze – 3 months (12 hours)	Clubs for Young People and Open College Network. Can be used to achieve skills, physical recreation and 1.5 months of service sections from Duke of Edinburgh's Award Bronze.		

Details of the Programmes – Clubs for Young People

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Keystone Gold	Young people engaged in voluntary youth activities and ready to take responsibility for activity and develop an understanding of citizenship and local community.	Guide entry age 14, no upper age limit.	The award is open to young people in any setting ie school, college, university, youth club/ project/unit, YOI, residential care unit, etc.	Direct entry – 9 months (36 hours) Progress from silver – 3 months (12 hours)	Clubs for Young People and Open College Network. Can be used to achieve skills, physical recreation and 2.5 months (10 hours) service sections from Duke of Edinburgh's Award Silver.	Locally assessed by approved and trained CYP tutors/assessors. Sample assessment and verification by CYP national verification panel. Externally verified and accredited by OCN.	
Keystone Platinum – Level 1 – (inc 2 day residential) Keystone Platinum Plus Level 2 – (inc min 5 day residential)	For young people taking a lead and helping others engage in youth activity/clubs on a voluntary basis. This will focus on developing leadership skills and links to CYP Leadership programme.	Guide entry age 15, no upper limit.	The award is open to young people in any setting ie school, college, university, youth club/ project/unit, YOI, residential care unit, etc.	Direct entry – 12 months (48 hours) Progress from Gold – 3 months (12 hours)	Clubs for Young People, Open College Network. Can be used to achieve skills, physical recreation and 2.5 months (10 hours) service sections from Duke of Edinburgh's Award Silver.		

Details of the Programmes – Clubs for Young People

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours / duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
					Platinum Plus can be used to achieve skills, physical recreation and residential sections of Duke of Edinburgh's Award Gold.		

Leadership:

The Clubs for Young People Leadership award is a two level award externally accredited at level 1 and level 2 by the NOCN.

In many clubs around the country, young people feel so much a part of their club that they wish to become more involved in running the sessions they attend. Young people who become 'too old' to attend the regular programme do not wish to leave and in some cases carry on as volunteers in the club. For many clubs this becomes part of their programme – to develop leadership skills in their young people. This ensures sustainability in the club, and gives the young people who attend something to work towards. Many clubs depend on 'growing their own volunteers' to carry on providing quality opportunities for young people and there are young people all over the country developing leadership skills in a youth club setting.

Clubs for Young People offer further opportunities on an area and national basis. The leadership programme offers places to young people who are nominated by their constituent organisation as having the potential to develop their skills further. These young people can also access opportunities to run events on a national, area or county basis further supporting the Clubs for Young People programme of events at the same time as fulfilling their leadership potential.

Our level 1 and level 2 courses use outdoor education as a tool for observing leadership styles and practical application of leadership theories. The level 1 course is usually held over a weekend and is a packed programme of some indoor sessions exploring various leadership theories and then outdoor activities to illustrate them.

The level 2 course is held annually in our own outdoor education centre in Scotland. This is a full week of exploring more complex theory and more extreme outdoor events. The young people complete a work book and have many opportunities to observe and develop their leadership skills. Meeting others from all over the country is an added bonus and many friendships are made.

The leadership programme is a way of building sustainability to the network of clubs and developing quality leadership skills for our young people. Young people gain accreditation of the leadership award but are also able to use the skills learned to gain a Platinum Keystone award with evidence from their subsequent club activities.

External organisations can access the leadership training and deliver themselves after training from Clubs for Young People workers. The unit can be linked with other activities such as performance arts and sports to gain the award.



Details of the Programmes – Clubs for Young People

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours / duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Leadership skills for Young Leaders Level 1	Young leaders aged between 15 to 24 From our club network or approved organisations.	Recommendation by club worker or constituent or approved organisation. Experience of leadership role in local setting.	Residential outdoor education centres.	2 day residential 30 GLH	NOCN	Assessed by national CYP verification panel. Externally verified and accredited by OCN.	
Leadership skills for Young Leaders Level 2	Young leaders aged 16 to 24 From our club network or approved organisations.	Level 1 course or approved leadership or volunteering programme.	Residential outdoor education centres.	5 day residential 30 GLH			

Volunteer Training programme:

The Volunteer Training Programme (VTP) is a range of youth work focused training programmes for volunteers and youth work staff. Accredited through the Open College Network, the programme has several units ranging from one to three credit units. Courses available are short (between ten and thirty hours) and are delivered in a number of flexible ways. They are aimed specifically at the voluntary youth work sector and provide practical knowledge and skills in areas such as Events Organisation and Promoting Healthy Eating in Young People.

Courses are delivered by Clubs for Young People directly or youth work staff are trained to deliver the awards. The awards are administered, moderated and certificated by CYP.

Benefits of The VTP**For young people**

- Interaction with youth club staff and volunteers who have been trained in practical skills.
- Access to a wider range of safe activities.
- Access to the awards for volunteers aged 16+

For the youth worker:

- Practical, accredited and nationally recognised awards
- Increased skills and knowledge and confidence
- Access to a wide range of practical youth work resources.

Courses are available in the following areas:

- Events Organisation
- Child Protection
- Developing Skills for Youth Club Work
- Promoting Healthy Eating in Young People
- Promoting Organised Games and Competitive Activities
- Developing Youth Work Skills through Physical Activity
- Pre- and Post- Elements of Film Production
- Skills to Develop Learners and Trainers



Details of the Programmes – Clubs for Young People

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Volunteer Training Programme	Volunteers and Staff aged 16+	No	Through county organisations, youth clubs, projects and schools.	Varies between 10 and 30 hours	Open College Network	In house by trained assessors locally, then nationally moderated by CYP. Certification and external verification is through OCN.	N/A

Appendix I – The Awards – Girlguiding UK

Name of organisation (awarding body/training provider):

Girlguiding UK

Contact details (email, weblink, telephone number):

Jo Hobbs

Girlguiding UK

17-19 Buckingham Palace Road

London SW1W 0PT

Tel: 020 7834 6242

Email: jo.hobbs@girlguiding.org.uk

Weblink: <http://www.girlguiding.org.uk>



Brief description of organisation:

Girlguiding UK is the United Kingdom's largest voluntary organisation for girls and young women, with over 550,000 members and about 100,000 trained volunteer adult leaders and supporters. 'Girlguiding UK' is the operating name of The Guide Association. Girlguiding UK has over half a million young members aged between 5 and 25.

- One in four eight-year-old girls is a Brownie.
- Almost half of all women in the UK have been involved in guiding at some stage in their lives.
- Girlguiding UK is part of a worldwide organisation with over ten million members in 145 countries.

The aim of guiding is to help girls and young women develop emotionally, mentally, physically and spiritually so that they can make a positive contribution to their community and the wider world.

Is it a national organisation?

Yes

How long established?

100 years



Programmes offered:

- Girlguiding UK is a national organisation with widespread and varied local groups which offer a range of activities. Girls and young women might like to work with one of the different sections: Rainbows (5 to 7-year-olds), Brownies (7 to 10-year-olds), Guides (10 to 14-year-olds), or to undertake personal awards through joining the Senior Section (14 to 25-year-olds).
- The main focus of the programmes are to provide leadership experience for youth work with younger girls or for personal development and are free of charge. The aim 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. The Queen's Guide Award provides an individual challenge and personal development through five areas: Service in Guiding; Community Action; Personal Skills Development; Outdoor Challenge and a Residential module. Look Wider is a personal development programme for Senior Section members.
- There are three programmes offered. The Young Leader Qualification/Leadership Qualification; Queen's Guide Award and the Look Wider Scheme.

Details of the Programmes – Girlguiding UK

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours / duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Young Leader Qualification	Girls between 14 to 16-years-old	No	Within guiding groups locally.	Varies, but around 6 months.	Girlguiding UK	By an Adviser.	N/A
Leadership Qualification	Girls and young women aged 16+	No	Within guiding groups locally.	Varies, but around 6 months.	Girlguiding UK	This award is modular and competency based. It is supported by a Mentor.	N/A
Queen's Guide Award	Girls and young women aged between 16 and 25 years.	They have to be a member of the Senior Section.	Within guiding groups – through local coordinators.	Varies	Girlguiding UK but is recognised as Guiding's top award by employers and colleges.	Supported by a Mentor.	N/A
Look Wider Programme	Girls and young women aged between 16 and 25-years.	They have to be a member of the Senior Section.	Through local guiding.	Varies	Girlguiding UK	Certificates are awarded by local guiding.	N/A

Appendix I – The Awards – Mencap

Name of organisation (awarding body/training provider):

Mencap

Contact details (email, weblink, telephone number):

www.mencap.org.uk/gatewayaward

gateway.award@mencap.org.uk

Tel. 0121 707 7877

Tel. 07788 473290

Email: gateway.award@mencap.org.uk

Brief description of organisation:

Mencap, the voice of learning disability. Mencap is the UK's largest learning disability charity.

Our vision is a world where people with a learning disability are valued equally, listened to and included. We want everyone to have the opportunity to achieve the things they want out of life.

Is it a national organisation?

Yes

How long established?

Established in 1946

Programmes offered:

Gateway Award

The Gateway Award is a progressive award which offers people the opportunity to experience challenges, express creativity, increase independence and gain a sense of personal achievement and personal development. There are three levels, bronze, silver and gold. At each level participants choose activities from within each of the five sections, hobbies, volunteering, adventure challenge, fitness, and lifestyle. The aim of the award is personal progression for the individual so can be used for all abilities.

Gateway Award 8-13

This is an inclusive award programme designed for 8 to 13-year-olds. It has four activity zones with several sections in each. These are Active, Adventure, Soundz Arty and People and planets.



Details of the Programmes – Mencap

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Gateway Award	Anyone over 13-years-old. Particularly suitable for people with additional needs.	Age 13+	Youth groups, social clubs, schools, colleges, day services, special schools, secure provision, special hospitals, Mencap local groups and societies.	Minimum time: Bronze 3 months Silver 6 months Gold 9 months There is also a minimum number of hours for each activity section. There is no maximum.	Presently being entered onto QCF framework. Awarded by Mencap	Portfolio and assessment by supporter/ Mencap.	
Gateway 8-13	Young people. Very good for those with additional needs but open to all.	Age 8 to 13 at start	Special schools, Brownies, St Johns Badgers, youth services, Mencap local groups.	Usually within a school year.	Mencap	Portfolio assessment.	

Appendix I – The Awards – Ormiston Education

Name of organisation (awarding body/training provider):

Ormiston Education (You Choose Learning)



Contact details (email, weblink, telephone number):

Web: www.youchooselearning.co.uk

Email: info@youchooselearning.co.uk

Tel: 0121 236 5100

Brief Description of organisation:

Ormiston Education is a non governmental, not-for-profit social enterprise founded on a solid background in education. It is value-driven, principally reinvesting its surpluses for social, educational and cultural purposes and to change lives for the better. Established in 2006, Ormiston Education has offices in Birmingham and London and works closely with a diverse range of educational establishments nationally.

'You Choose Learning' is Ormiston Education's suite of alternative education programmes, offering accreditation from Entry Level to Level 2 and aims to target learners who may be disengaged from education. You Choose programmes are also available as e-learning programmes, through the You Choose Learning virtual learning environment (vle), reaching out to a range of vulnerable groups such as Traveller children, Looked After Children and those learners on hospital and outreach programmes. 'You Choose Learning' offers a learner-centred and challenge based route to accreditation.

Programmes offered:

General statement about:

- the range of programmes
- the main focus of the programmes, (PSD, Leadership, Sports, challenge etc)
- the number of programmes offered



Details of the Programmes – Ormiston Education

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
You Choose Bronze Award (Please see below to learn how this programme can achieve qualification status)	Disengaged learners working at Entry Level (KS3, KS4 and post compulsory education).	No	The You Choose Bronze Award is delivered by a range of educational institutions such as schools, short stay centres, outreach teams, youth groups, local authorities.	Portfolio must demonstrate at least 60hrs of activity.	The programme is accredited by ASDAN and results in the ASDAN Bronze Award.	The You Choose Bronze Award is externally moderated by ASDAN.	
Award of Personal Effectiveness (AoPE)	Disengaged learners working at Level 1(KS4 and post compulsory education).	No (although learners will need to be doing or have completed the You Choose Bronze Award).	AoPE is delivered in conjunction with the You Choose Bronze Award to offer a qualification outcome. It is delivered by a range of educational institutions such as schools, short stay centres, outreach teams, youth groups, local authorities.	80 GLH (8 credits)	AoPE is an ASDAN qualification and is on the QCF.	The Award of Personal Effectiveness is externally moderated by ASDAN. It is equivalent to half GCSE (12.5 points).	500/5748/0

Details of the Programmes – Ormiston Education

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
You Choose Wider Key Skills	Learners seeking qualification outcomes and preparation for employment at Levels 1 and 2 (KS3, KS4 and post compulsory education).	No	You Choose Wider Key Skills is delivered by a range of educational institutions such as schools, short stay centres, outreach teams, youth groups, local authorities.	The portfolio for each Wider Key Skill must demonstrate at least 20 hours of activity.	You Choose Wider Key Skills is accredited by ASDAN.	You Choose Wider Key Skills is externally moderated by ASDAN. A Wider Key Skill at Level 1 is worth 18.8 points and 34.5 points at Level 2.	WWOL1: 100/3791/3 PSL1: 100/3799/8 IOLPL1: 100/3795/0 WWOL2: 100/3792/5 PSL2: 100/3800/0 IOLPL2: 100/3796/2
You Choose Bridge Builder	Learners from Traveller communities (KS3, KS4 and post compulsory education).	No	From September 2010, You Choose Bridge Builder will be a personalised learning programme for Traveller learners, primarily offering Wider Key Skills and Literacy through the vle.	Dependant upon qualification route (currently as above for Wider Key Skills).	You Choose Wider Key Skills is accredited by ASDAN.	You Choose Wider Key Skills is externally moderated by ASDAN. A Wider Key Skill at Level 1 is worth 18.8 points and 34.5 points at Level 2.	WWOL1: 100/3791/3 PSL1: 100/3799/8 IOLPL1: 100/3795/0 WWOL2: 100/3792/5 PSL2: 100/3800/0 IOLPL2: 100/3796/2

Details of the Programmes – Ormiston Education

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
You Choose Enterprise	Learners working at Level 2 with an interest in business and entrepreneurial skills (KS4 and post compulsory education).	No (although as a completely online programme, ICT facilities are required).	You Choose Enterprise is delivered by a range of educational institutions, including schools, sixth form centres and youth groups through the vle.	Award: 30 GLH Certificate: 120 GLH	You Choose Enterprise is accredited by NCFE.	You Choose Enterprise is externally moderated by NCFE. The Level 2 Award is worth 11.5 points and the Level 2 Certificate is worth 46 SCAAT points (GCSE grade B).	500/1040/2

Appendix I – The Awards – Scouts

Name of organisation (awarding body/training provider)

The Scout Association

Contact details (email, weblink, telephone number)

The Scout Association

Gilwell Park, Chingford, London E4 7QW

Email: Info.centre@scout.org.uk

Tel: 0845 300 1818

Website: www.scouts.org.uk



Brief Description of organisation

The Scout Association provides adventurous activities and personal development opportunities for 400,000 young people aged 6 to 25. Personal development means promoting the physical, intellectual, social and spiritual well-being of the individual, helping them achieve their full potential. In Scouting, we believe that young people develop most when they are 'learning by doing,' when they are given responsibility, work in teams, take acceptable risks and think for themselves.

Is it a National organisation?

Yes

How long established?

103 years

Awards offered

General statement about:

- the range of awards

The Scout Association provides a progressive development awards scheme which includes a variety of activities and subject areas. The most prestigious awards for the Beaver, Cub, Scout sections are the Chief Scouts Award starting from Bronze through to Gold. For the Explorer and Scout Network sections the Queen's Scout Award is the most sought after and commended.
- the main focus of the awards, (PSD, Leadership, Sports, challenge etc).
- the number of awards offered.



Details of the Programmes – Scouts

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Young Leaders Scheme	Target age: 14 to 18-year-olds	Member of The Scout Association Explorer Scout section.	The scheme is run and organised within Scout Districts and local Groups.		The Scout Association	Explorer Scout Leader (Young Leader)	N/A
Chief Scout Platinum Award	Target age: 14 to 18-year-olds	Member of The Scout Association Explorer Scout Section.	The Award is delivered in Scout Districts within the Explorer Scout Units.		The Scout Association	Explorer Scout Leader	N/A
Chief Scout Diamond Award	Target age: 14 to 18-year-olds	Member of The Scout Association Explorer Scout Section or Scout Network Section.	The Award is delivered in Scout Districts/Scout Counties within the Explorer Scout Units and Local Scout Networks.		The Scout Association	Explorer Scout Leader or Network Scout Leader	N/A
The Queen's Scout Award	Target age: 16 to 25-year-olds	Member of The Scout Association Explorer Scout and/ or Scout Network Section.	The Award is organised within the Scout Districts and Counties.		The Scout Association Comparable to the DoFE Gold Award	District Explorer Scout Commissioner or County Scout Network Commissioner.	N/A

Appendix I – The Awards – The Duke of Edinburgh’s Award

Name of organisation (awarding body/training provider):

The Duke of Edinburgh’s Award, (the DofE). We are a Registered Charity.

Contact details (email, weblink, telephone number):

The Duke of Edinburgh’s Award

Gulliver House

Madeira Walk

Windsor

Berkshire SL4 1EU

Weblink: <http://www.dofe.org>

Tel: 01753 727400

Email: info@DofE.org

Brief description of organisation:

The Duke of Edinburgh’s Award’s mission is to inspire, guide and support young people in their self-development and recognise their achievements. Since we began in 1956, The Duke of Edinburgh’s Award (The DofE) has been dedicated to the personal development of young people from all backgrounds.

With the widest reach of any UK youth charity, 275,000 young people (30,000 from disadvantaged backgrounds) aged 14 to 24 undertake inspiring DofE programmes to achieve Bronze, Silver or Gold Duke of Edinburgh’s Awards every year. To date we have helped four million people in the UK and, thanks to over 120 sister organisations, two million internationally.

In the UK, DofE programmes are delivered under licence by over 400 partners (Operating Authorities) who offer it in over 11,000 DofE centres, supported by adult volunteers. DofE programmes are run in every type of location young people encounter – from secondary schools, youth clubs and voluntary organisations to community groups, businesses, football clubs and prisons.

Our ethos is to enable every young person of every background to take part in our programme and succeed, regardless of any barriers. All our programmes are driven by ten guiding principles, which are at the heart of everything we do:

- Non-competitive
- Achievable by all
- Voluntary



- Personal development
- Personalised
- Balanced
- Progressive
- Achievement focused
- Demand commitment
- Enjoyable

Awards offered:

DofE programmes

The concept of the DofE is simple – anyone aged between 14 and 24 can do a programme at one of three progressive levels which, when successfully completed, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award. The DofE helps young people to live life as an adventure and develop compassion, skills, physical fitness and initiative – essential skills for work and life. There are four sections at Bronze and Silver level and five at Gold.

With assistance from adult leaders, participants select and set objectives in each of the following areas:

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.
- **Expedition:** planning, training for and completion of an adventurous journey in the UK or abroad.

At Gold level, participants must do an additional fifth Residential section, which involves staying and working away from home doing a shared activity.

Each section must be done for a minimum period of time. It must be monitored and then assessed by someone with knowledge of that particular activity to achieve an Award. Each progressive level demands more time and commitment from participants. Young people will achieve a Duke of Edinburgh's Award if they show persistence, commitment and personal development over the period of time set.



Details of the Programmes – The Duke of Edinburgh's Award

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Level of award	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Bronze Duke of Edinburgh's Award	All young people aged 14 + years-old	Must be under 25 years of age	Secondary schools and colleges, youth clubs, voluntary organisations, community groups, football clubs and prisons.	Minimum 6 months	Bronze	The DofE	Participants evidence their activities in eDofE, an online recording platform. Their evidence is assessed by their DofE Leader and licensed Operating Authority.	
Silver Duke of Edinburgh's Award	All young people aged 15+ years-old	Must be under 25 years of age	Secondary schools and colleges, youth clubs, voluntary organisations, community groups, football clubs.	Minimum 12 months (6 months if have achieved Bronze DofE Award).	Silver	The DofE	Participants evidence their activities in eDofE, an online recording platform. Their evidence is assessed by their DofE Leader and licensed Operating Authority.	

Details of the Programmes – The Duke of Edinburgh’s Award

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Level of award	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Gold Duke of Edinburgh’s Award	Target age: All young people aged 16+ years-old	Must be under 25 years of age	Secondary schools and colleges, youth clubs, voluntary organisations, community groups, football clubs, and businesses.	Min 18 months (12 months if have achieved Silver DofE Award)	Gold	The DofE	Participants evidence their activities in eDofE, an online recording platform. Their evidence is assessed by their DofE Leader and licensed Operating Authority.	

Appendix I – The Awards – Arts Award

Name of organisation (awarding body/training provider):

Arts Award

Contact details (email, weblink, telephone number):

Weblink: www.artsaward.org.uk

Tel: 0207 820 6178

Brief description of organisation:

Our mission is to support any young person to enjoy the arts, develop creative and leadership skills, and achieve a national qualification. Arts Award reflects many different interests and ambitions, respects individual development and helps young people to define their creative futures.

How long established?

Arts Award is run through a partnership between Arts Council England and Trinity Guildhall and was launched in 2005.

Programmes offered:

General statement about:

- the range of programmes
- the main focus of the programmes, (PSD, Leadership, Sports, challenge etc)
- the number of programmes offered

Arts Award is offered at Bronze, Silver and Gold – levels 1, 2 and 3 on the national qualifications framework. Each level supports development in two strands – creative practice and arts leadership. Young people can gain their awards through work in any cultural form including creative, technical and support roles and gather evidence in any format which is assessed through a personal portfolio.



Details of the Programmes – Trinity College, London

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Bronze Arts Award – Level 1 Award in the Arts	11 to 25-year-olds	Young people need to be working with an Arts Award centre. Any organisation can register as a centre if they are working with a trained Arts Award adviser.	Arts Award is delivered in a wide range of settings including youth groups, schools, galleries, or theatres.	Approximately 40 hours.	QCF, Trinity College London (foundation learning)	Internal assessment via portfolio of evidence, externally moderated.	100/5074/7
Silver Arts Award – Level 2 Award in the Arts	11 to 25-year-olds	Young people need to be working with an Arts Award centre. Any organisation can register as a centre if they are working with a trained Arts Award adviser.	Arts Award is delivered in a wide range of settings including youth groups, schools, galleries, or theatres.	Approximately 60 hours.	QCF, Trinity College London	Internal assessment via portfolio of evidence, externally moderated.	100/5076/0

Details of the Programmes – Trinity College, London

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Gold Arts Award – Level 3 Award in the Arts	Target age: 11 to 25-year-olds	Young people need to be working with an Arts Award centre. Any organisation can register as a centre if they are working with a trained Arts Award adviser.	Arts Award is delivered in a wide range of settings including youth groups, schools, galleries, or theatres.	Approximately 60 hours.	QCF, Trinity College London	Internal assessment via portfolio of evidence, externally moderated.	100/5075/9

Appendix I – The Awards – UK Youth

Name of organisation (awarding body/training provider):

UK Youth

Contact details (email, weblink, telephone number):

www.ukyouth.org

www.myukyouth.org

www.youthachievementawards.org

Tel: 01425 672 347

Email: info@ukyouth.org, yaa@ukyouth.org, peer@ukyouth.org

Brief description of organisation:

UK Youth exists to develop and promote innovative non-formal education programmes for and with young people, working with them to develop their potential. We focus our work on the personal and social development of young people in the UK whose potential can be better realised through non-formal education routes

Is it a national organisation?

Yes

How long established?

Established in 1911

Programmes offered:

Junior Achievement Awards, Youth Challenges, Youth Achievement Awards, Peer Education Award and Certificate (Level 2), Peer Mentoring Award and Certificate (Level 2).

The Youth Achievement Awards enable the recognition of young people's achievement in a wide range of non-formal activities that interest and motivate them. The levels are based on the level of responsibility taken by the young person.

The Young Mother's Learning Programme is designed to renege young mothers in learning as well as exploring what being a young mother means.

The Peer Education and Peer Mentoring qualifications are designed to develop and recognise the practical peer activities that young people are engaged with.

- the number of awards offered:

Youth Achievement Awards are offered at four levels – Bronze, Silver, Gold and Platinum. Youth Challenges are available at two levels – Youth Challenge and Youth Challenge Extra.



Details of the Programmes – UK Youth

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Junior Achievement Award	Target age: 7 to 11-year-olds	no	Any youth-led setting which is registered with UK Youth	15 hours	UK Youth	Recording booklet containing evidence, internally moderated	
Youth Challenge	Target age: 11 to 14-year-olds	no	Any youth-led setting which is registered with UK Youth	30 hours direct entry or 15 hours if progressing from JAA	ASDAN	Recording booklet and portfolio of evidence, internally moderated	
Youth Challenge Extra	Target age: 11 to 14-year-olds	no	Any youth-led setting which is registered with UK Youth	30 hours direct entry or 15 hours if progressing from JAA	ASDAN	Recording booklet and portfolio of evidence, internally moderated	
YAA Bronze	Target age: 14 plus	no	Any youth-led setting which is registered with UK Youth	60 hours direct entry or 30 hours if progressing from Youth Challenge	ASDAN	Recording booklet and portfolio of evidence, internally moderated sampled and externally moderated	

Details of the Programmes – UK Youth

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg.QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
YAA Silver	Target age: 14 plus	no	Any youth-led setting which is registered with UK Youth	90 hours – direct entry, 60 hours if progressing from Bronze or Youth Challenge Extra	ASDAN	Recording booklet and portfolio of evidence, internally moderated, sampled and externally moderated	
YAA Gold	Target age: 14 plus	no	Any youth-led setting which is registered with UK Youth	120 hours – direct entry, 90 hours if progressing from Silver	ASDAN	Recording booklet and portfolio of evidence, internally moderated, sampled and externally moderated	
YAA Platinum	Target age: 16 plus	no	Any youth-led setting which is registered with UK Youth	120 hours	ASDAN	Recording booklet and portfolio of evidence, internally moderated, sampled and externally moderated	
Peer Education Award	Target age: 14 plus	no	Any youth-led setting can register with UK Youth, other organisations can approach Edexcel directly	60 hours	To be on QCF – Edexcel	Portfolio of evidence and learner recording documents, internally assessed and verified	

Details of the Programmes – UK Youth

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Peer Education Certificate	Target age: 14 plus	no	Any youth-led setting can register with UK Youth, other organisations can approach Edexcel directly.	130 hours	To be on QCF – Edexcel	Portfolio of evidence and learner recording documents, internally assessed and verified	
Peer Mentoring Award	Target age: 14 plus	no	Any youth-led setting can register with UK Youth, other organisations can approach Edexcel directly.	60 hours	To be on QCF – Edexcel	Portfolio of evidence and learner recording documents, internally assessed and verified	
Peer Mentoring Certificate	Target age: 14 plus	no	Any youth-led setting can register with UK Youth, other organisations can approach Edexcel directly.	130 hours	To be on QCF – Edexcel	Portfolio of evidence and learner recording documents, internally assessed and verified.	

Appendix I – The Awards – Youthtrain

Name of organisation

Youthtrain

Contact details

Julie Woodhurst, Youthtrain, Girlington Community Centre, Girlington Road, Bradford BD8 9NN

Tel: 01274 493137

Email: julie@youthtrain.org.uk, info@youthtrain.org.uk Weblink: <http://www.youthtrain.com>

Brief description of organisation:

Youthtrain is a skills led learning programme accredited by the National Open College Network (NOCN) and is aimed at young people between 14 and 25 who are involved in non-formal learning activities in statutory and voluntary sector youth, community, training and educational settings.

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. The programme is flexible and adaptable in that it can be used in a wide range of situations and settings and with young people of all abilities. Youthtrain offers nationally recognised qualifications, through the NOCN's Step Up and Qualifications in Progression frameworks.

Is it a national organisation?

Yes

How long established?

Youthtrain has been available as a national framework of accreditation since 2003.

Programmes offered:

Youthtrain offers full qualifications from NOCN's Step-Up Qualifications and the Qualifications in Progression in a wide range of subject areas, such as Citizenship, ICT, Healthy Living, Personal Development, Motor Education, Creative Arts, Music, Preparation for Work, Skills for Life, Sport and Leisure, Independent Living and Volunteering.

Nationally recognised qualifications (Award, Certificate or Diploma) can be achieved at Entry Level, Level One, Level Two or Level Three. Units of accreditation can be achieved in as little as 10, 20 or 30 hours of learning. The programme also offers non-qualification units of accreditation in a range of subject areas.



Details of the Programmes – Youthtrain

Name of programme	Who is the programme for?	Are there any pre-requisites?	Where is the programme delivered? (eg schools, youth groups, PPR etc)	Length of programme? (eg hours/ duration)	Who is the programme recognised/ accredited by? (eg QCF, Awarding Body)	How is the programme assessed?	Qualification code (if applicable)
Step Up – Stage One (Entry Level to Level 2)	Young people aged 14 and above.	No	Non-formal youth settings; schools, colleges, training organisations, youth groups.	Minimum 10 hours to achieve accreditation. Award, Certificate and Diploma are also available depending on hours undertaken.	National Open College Network.	Portfolio based evidence.	500/3917/9 500/3919/2 500/3993/3 500/3918/0 500/3916/7 500/3830/8
Qualifications in Progression (Entry Level to Level Three)	Young people aged 16 and above.	No	Non-formal youth settings; schools, colleges, training organisations, youth groups.	Minimum 10 hours to achieve accreditation. Award, Certificate and Diploma are also available depending on hours undertaken.	National Open College Network.		500/1894/2 500/1893/0 500/1948/X 500/1949/1 500/1942/9 500/1953/3 500/1943/0 500/1944/2 500/1945/4

Appendix 2 – The Qualification and Credit Framework

The framework presents qualifications in a way that is easy to understand and measure.

CHALLENGE	Level	8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Foundation learning	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			Entry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				Award	Certificate	Diploma
		1-12 Credits	13-36 Credits	37+ Credits		
SIZE						



Every unit and qualification in the framework has a credit value (one credit represents ten hours, showing how much time it takes to complete) and a level between entry level and level 8 (showing how difficult it is).

There are three sizes of qualifications in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits or more).

So in the new framework you can have an award at level 1 or an award at level 8. This is because the qualification type 'award, certificate, diploma' represents the size of a qualification, not how difficult it is.

Each qualification title contains the following:

- the level of the qualification (from entry level at the bottom to level 8 at the top)
- the size of qualification (award/certificate/diploma)
- details indicating the content of the qualification.

Simply by looking at the title of a qualification you will be able to see how difficult it is, how long it will take the average learner to complete, and its general content. To understand the level of difficulty of the units and qualifications in the new framework it might be helpful to know that GCSEs (grade A* – C) are level 2, GCE A-levels are level 3 and a PhD is a level 8. Knowing this can help position the difficulty and challenge of each level in the framework.

The benefits of the Qualifications and Credit framework

For learners the QCF will:

- offer more freedom, choice and flexibility
- give easy access to information about the commitment needed for different routes to achievement, letting learners balance that commitment with family, work and other responsibilities
- allow them to build up credits at their own pace and combine them in a way that will help them get where they want to be
- enable them to transfer credits between qualifications to avoid having to repeat their learning
- record all their achievements on an electronic learner record, encouraging them and others to value their past achievements.

For learning providers (schools, colleges, workplaces) the QCF will:

- enable them to design more flexible programmes, suitable to the individual needs of learners
- help them improve retention and progression rates by recognising smaller steps of achievement more frequently
- track all learners' achievements through the use of a unique learner number (ULN) and an individual's electronic learner record, giving providers standard information about each learner's past achievements
- help them describe achievements to employers and learners in a language that is easy to understand.

For employers the QCF will:

- help them to measure quickly the level and size of achievements of prospective employees
- enable them to get in-house training recognised within a national



framework

- describe levels of achievement in terms everyone can understand
- make training options and pathways clear, helping employees and employers find the right training for their learning and business needs.

Foundation Learning

Foundation Learning is one of the main qualification suites for 14 to 19-year-old learners, which includes GCSEs, Diplomas and Apprenticeships. Foundation Learning programmes use qualifications and units at entry level and level 1 in the Qualifications and Credit Framework (QCF). The programmes combine subject or vocational learning with functional skills and personal and social development. They provide learners with choice and the opportunity to specialise – and a clear path towards level 2 qualifications or other goals.

The design of a Foundation Learning programme will reflect the learner’s prior learning, achievements and qualifications, as well as their intended destination. Planning needs to take account of how the learner can access the next stage in their learning or development – such as entry requirements for a level 2 qualification. Destinations should be concrete and realistic. Practitioners work with learners to design Foundation Learning programmes, which combine subject or vocational learning with functional skills and personal and social development. Foundation Learning programmes also include initial assessment and ongoing review – as well as continuing mentoring, and information, advice and guidance (IAG).

Because they’re made up of units, Foundation Learning programmes can start at any point in the year. QCF qualifications eligible for use in

Foundation Learning programmes are listed in the Foundation Learning qualifications catalogue.

A Foundation Learning programme may be taken alongside other qualifications, such as GCSEs or a Diploma. Where this happens, the programme will integrate elements of the two.

Providers will work in partnership with their local authority, other providers in their area, Connexions, IAG providers, support agencies, not-for-profit organisations and employer representatives.

Foundation Learning is suitable for learners:

- on key stage 4 engagement programmes
- on Entry to Employment programmes
- with special educational needs
- with learning difficulties and/disabilities
- not in education, employment or training (NEET)
- attending pupil referral units
- in young offenders institutions
- any learning working below level 2.

For many young people this may be the first time they have achieved any sort of qualification or indeed engaged effectively with the learning process. This is of huge benefit to the young person in terms of their self esteem and confidence in their ability. The process of developing and working on their own programme of learning can also help them to think ahead about the next steps and help define their progress towards a given destination, which might be level 2, employment or independent living.



Foundation Learning programmes can support young people to progress to a number of destinations:

- GCSEs and Diplomas
- Apprenticeships
- Full level 2
- Employment
- Supported employment
- Living more independently
- Other 14–19 qualifications.



Appendix 3 – Glossary of terms

DCSF	Department for Children, Schools and Families
DfES	Department for Education and Skills
DfE	Department for Education
FL	Foundation Learning
IT	Information technology
NEET	Not in Education, Employment or Training
NfAYPA	Network for the Accreditation of Young People's Achievement
NYA	National Youth Agency
Ofsted	Office for standards in education
PSD	Personal and social development
QCF	Qualification and Credit Framework
TYW	Transforming Youth Work





How to find out more

The National Youth Agency works in partnership with a wide range of public, private and voluntary sector organisations to support and improve services for young people. Through our activities we want to ensure that young people have a strong voice and positive influence in our society.

Please contact us to find out more about working together to get it right for young people.

National Youth Agency
Eastgate House
19-23 Humberstone Road
Leicester
LE5 3GJ

Tel: 0116 242 7350

Email: nya@nya.org.uk

Website: www.nya.org.uk

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