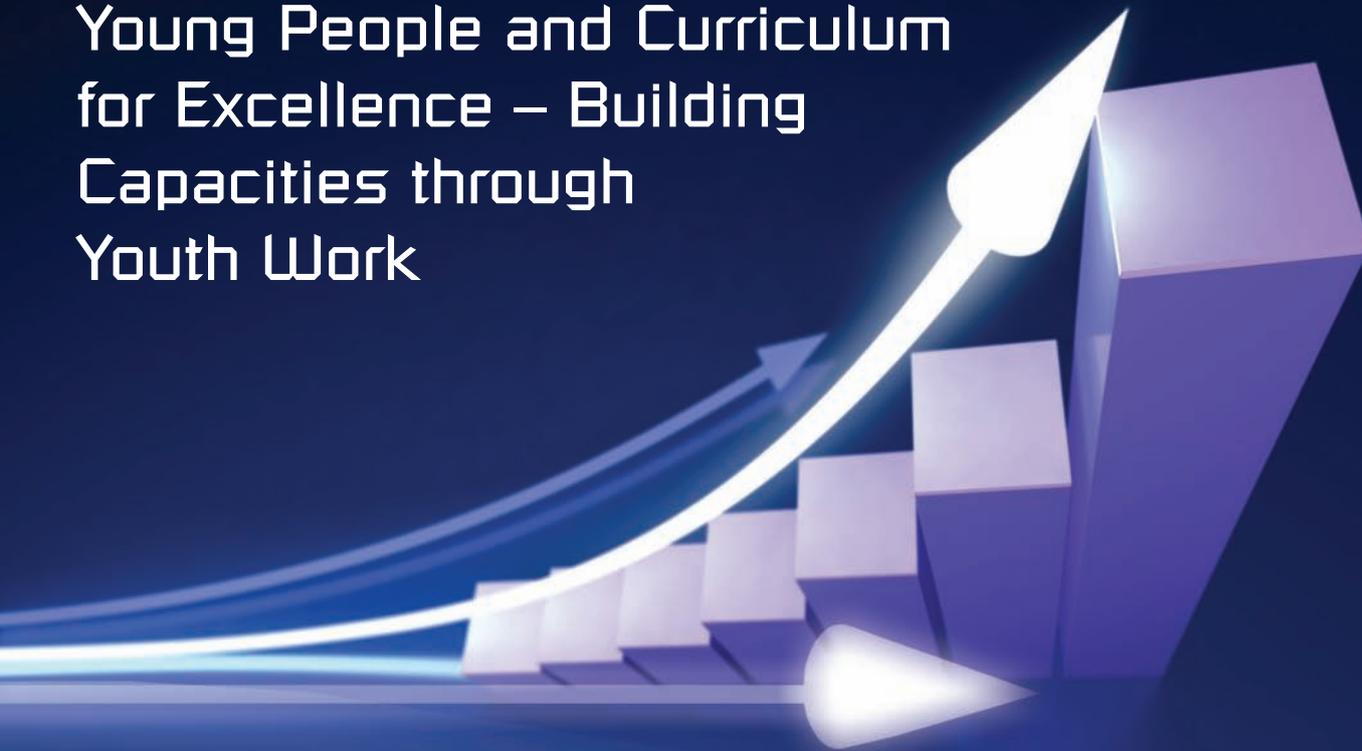


# Young People and Curriculum for Excellence – Building Capacities through Youth Work



Youth Work and Schools Partnership – Curriculum for Excellence

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



Learning for young people is central not only to their future but also to building the future of Scotland. Our economic potential, our entrepreneurial spirit, our ability to build relationships and rapport with business and social partners are all enhanced through learning in its widest sense.

Attainment and an ability to demonstrate the application of knowledge is vitally important at any level. But so too are the soft skills that come through achievement in the learning context. That is why our focus is on Curriculum for Excellence - through which young people can develop skills in team working and enterprise, broaden their vision and become active citizens.

Youth work has a key role to play in providing support alongside this activity. It creates opportunities for young people to further develop the skills, capacities and attitudes required and in doing so it allows them to recognise their achievements, supports their aspirations and encourages them to manage their future successes.

We all have a part to play in supporting learning. Young people learn differently and flourish in diverse learning contexts. I welcome this publication showing how the youth work sector can support Curriculum for Excellence by bringing schools, youth services, colleges and the voluntary sector together. In this way, we can enrich learning, and help young people develop so they

are confident in themselves and have the skills and confidence to succeed in the world.

**Aileen Campbell MSP**  
Minister for Children & Young People

It is with great pleasure I introduce, and recommend to you, this document which encapsulates how the Youth Work and Schools Sector can work together to achieve better and more relevant educational outcomes for young people.



The advent of Curriculum for Excellence and its emphasis on the four capacities is a development which we have welcomed within youth work since day one. Now we must try and replicate the many good examples of partnership working in a more cohesive and systematic fashion.

I hope that this document, produced by the Youth Work and Schools Partnership, together with other resource publications such as GIRFEC, Valuing Young People, Bridging the Gap and Amazing Things will stimulate action and ensure our young people all achieve their true potential. As the African proverb says. 'It takes a whole village to educate a child'. Let's all work together in partnership with our young people to improve their life chances.

**Jim Sweeney**  
Chief Executive, YouthLink Scotland



# Young People are at the heart of the Learning Process

**Using a youth work approach and methodology**, youth workers, many of whom are volunteers, work with young people in a variety of settings.

**YouthLink Scotland's Statement on the Nature and Purpose of Youth Work – a sector wide agreed definition – highlights three distinctive features:**

- Young people choose to participate.
- The work must build from where young people are.
- It recognises the young person and youth worker as partners in a learning process.

The four capacities of Curriculum for Excellence (CfE) view young people as successful learners, confident individuals, responsible citizens and effective contributors.

Schools and Youth Work provision develop the four capacities enabling

all our young people to fulfil their potential supported in their learning community.

Reflecting Curriculum for Excellence, Youth Work Award programmes and the Awards Network, an example of partnership working, provide a wide range of experiences and outcomes for young people and ensure that their achievements are recorded. The partnerships between award organisations, school and youth services/CLD at a

local level ensure the successful delivery of award programmes to young people. Amazing Things published by the Awards Network which highlights the contribution made by the awards to young people's achievement has been much used by learning providers:

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



Youth Work the length and breadth of the country supports CfE in a wide range of settings that are about personal growth and achievement only some of which involve awards.

*'I never cease to be amazed at how the youth work process can transform some of our most vulnerable young people and change their view of self and society in such a positive fashion.'*

**Alex Linkston, CBE,**  
Chairperson, YouthLink Scotland



# Young People Engaging in Curriculum for Excellence

*'Curriculum for Excellence provides a unifying purpose around which a wide range of practitioners across all partners within a learning community can now work more fully in partnership to achieve common goals for children and young people.'* **Learning in Scotland's Communities, 2011**

Every child and young person in Scotland is entitled to experience a broad general education.

## **What are 'experiences and outcomes'?**

The title 'Experiences and outcomes' recognises the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving engagement, motivation and depth of learning. An outcome represents what is achieved. Taken as a whole, the experiences and outcomes embody the attributes and capabilities of the four capacities. (taken from the Education Scotland website)

Learning providers are expected to use the Es and Os to plan, evaluate and improve their learning programmes. Youth workers are finding that the Es and Os provide a common language to support partnership working and that continuing to use them in the senior phase – even if only as prompts – gives a helpful structure to their work

with young people. The examples in this booklet – mostly in the senior phase – reflect a range of opportunities young people have for learning through Curriculum for Excellence in a variety of settings to gain knowledge, develop skills and to move towards positive destinations.

## **Vision for the Curriculum for Excellence senior phase**

In the senior phase (approx 15-18 years of age) all young people are entitled to:

- A curriculum which is coherent.
- The opportunity to obtain qualifications (and awards) as well as to contribute to develop the attributes and capabilities of the four capacities.
- Opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and wellbeing.
- Personal support to enable them to gain as much as possible from the opportunities that Curriculum for Excellence can provide.

- Support in moving to a positive and sustained destination beyond school.

They can expect the entitlements to be delivered, whatever their individual interests and needs, wherever their learning is taking place. Learning through Curriculum for Excellence has to provide Challenge and Enjoyment, Breadth and Progression. It has to provide Depth, Personalisation, Engagement and Choice, Coherence and Relevance and youth work partners are making this happen in a wide variety of contexts, often off the school campus.

Success at the senior phase of CfE depends on all partners, whether in schools or in other community contexts, working together on the planning and delivery and builds on the experiences and outcomes a young person will have already achieved by the end of S3.

This might, for example, be a member of the Boys' Brigade moving from Company Section to Seniors.

## North Ayrshire Council – Providing Diverse Learning Opportunities

## CfE focus: Health & Wellbeing Capacity: Responsible Citizens

Successfully engaging with young people at risk and persistent young offenders using the Duke of Edinburgh's Award as a tool to provide diversionary activities. New Start engages with Young People at risk of offending and exclusion. Young People are referred to New Start and voluntarily attend group work sessions weekly to work towards the Duke of Edinburgh's Award. The young people usually participate in the evening in a programme that is designed to meet the needs of the individual whilst adopting a group work process. All four sections of the Duke of Edinburgh's Award are offered in an innovative and supportive package that has high retention and completion rates.

Targets include:

- Increasing self-esteem and confidence
- Reducing participation in anti-social behaviours
- Improved citizenship values and skill levels
- Positive relationship and team building development

Usually it takes approximately one year (once per week minimum) to achieve full Bronze Duke of Edinburgh's Award which will also usually include one or more of the following: John Muir Award; Millennium Volunteer Award; SQA modules; Heartstart Qualification.



In a school setting a partnership agreement is developed, identifying the roles and responsibilities of Youth Services and School Staff.

Key to this is the agreed monitoring and evaluation process that enables staff to plan and evaluate in a cohesive way. New Start has a high local profile and is valued at all levels.

In June 2011 a New Start participant won the Young Citizen of the Year Award and the Oasis New Start Group won the North Ayrshire Community Group Award and the North Ayrshire Provost Winner of Winners. Also a Duke of Edinburgh New Start participant was presented with her Gold Award at Holyrood Palace.

### Some of the Experiences and Outcomes:

I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. **HWB1-23a**

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. **HWB4-02a**

*For further information contact, Alex MacFie, New Start Co-ordinator.*

*T: 01294833173*

*E: [amacfie@north-ayrshire.gov.uk](mailto:amacfie@north-ayrshire.gov.uk)*



YMCA delivered a mentoring programme for high-risk young people in three local authority areas seeking to build the four capacities in partnership with schools, social work and police. The programme recruited, trained and matched 60 volunteer mentors with young people aged 8-14 years who were at risk of moving deeper into the criminal justice system. A third of the referrals came from schools.

The majority of referrals had either been excluded regularly from school, were demonstrating aggressive and disruptive behaviour, or were on an alternative education programme. Twenty-one had poor attendance records, with some only engaging with school on a very limited basis.

An evaluation by Dundee University found that 86% of the young people had significantly improved their behaviour and attitudes.



The researchers also concluded:

*“The evidence is that this works in many cases, and that attendance levels have improved, pupils have returned to normal timetables, disruptive behaviour in schools has reduced and exclusions have fallen.”*

This programme is extremely effective in changing the direction of travel and life chances of challenging young people. It effectively builds responsible citizens and involves the local community in contributing to safe and healthy schools. In addition the YMCA programme was found to have generated social value of over £1.05 million for an investment of just under £108,000 across the three locations.

*For further information contact, Peter Crory  
YMCA Scotland.*

T: 0131 228 1464

E: [peter@ymcascotland.org](mailto:peter@ymcascotland.org)

**YMCA**  
SCOTLAND

## Craigroyston High School – More Choices, More Chances

## CfE focus: Skills for Life and Work Capacity: Confident Individuals

As youth workers within Community Learning and Development, we are directly involved in the implementation and delivery of the Senior Phase of the Curriculum for Excellence. The aim of our work is to facilitate access to employment, training, educational and volunteering opportunities for young people. We provide a service for school leavers who are unsure about (post-school) opportunities and how to access them.

We attend regular meetings with guidance staff at Craigroyston High School who identify school leavers in need of support. We then approach the young people at home and we provide information about the support we can offer.

In doing this we have had the opportunity to establish a working relationship by creating a dialogue with young people and their respective families.

In addition, we have further developed this service by creating a youth employability group. The focus of the group is to keep regular contact with the young people, build social capital and discuss collective issues of unemployment.

Throughout our work we collaborate with multiple agencies, such as Craigroyston High School, Skills Development Scotland,

local voluntary organisations, social services, housing and other council departments. Working in partnership improves the identification of needs and the development of appropriate support for young people.

During our evaluation process we have identified the following aspects of our practice that work well; the voluntary nature of the young person's involvement, keeping in contact via text and email, persistence in keeping in touch, an informal approach and establishing trust. This has led to young people referring their friends to us for support.

The young people we have worked with have all been willing to engage with us and are willing to apply for opportunities that are available to them. Most of the young people have a fixed idea about what they want to do however they express a lack of confidence and skills to seek out opportunities themselves.

*For further information contact, Mary Jones or Nicola Ceesay, Craigroyston High School.*

T: 0131 551 2197

E: [mary.jones@ea.edin.sch.uk](mailto:mary.jones@ea.edin.sch.uk)



Scripture Union Scotland's (SU) COMMISSION Programme provides pupils of S5/6 age (and beyond) with training and experience in leadership amongst young people in Scotland. Training includes leading discussion, caring for others, leading games, cleaning toilets, teamwork, presentation skills, child protection and Health & Safety and is delivered by SU staff and volunteers at weekend or week-long events across Scotland. (This year's training included input from the staff of SU Crimea whose holidays are supported by donations from hundreds of children at SU Scotland events this year.) This training is often applied in SU's Easter or summer camps or holiday clubs where these pupils operate as trainee leaders with supervision and support; An August Review Weekend follows. Pupils also apply their new skills and experience as school Prefects or Captains, Buddies to younger pupils or in the leading of school Christian groups. Schools recognise the quality of this training and develop their partnership with SU in their area by releasing pupils for June events even over their own Buddy/Prefect training.

One pupil said: *"Being part of COMMISSION this year helped me to gain confidence in myself and in my faith, giving me skills to take not only into my summer placement or back at my church holiday club, but into my own life."* More information from [www.suscotland.org.uk/commission](http://www.suscotland.org.uk/commission)  
**HWB 08a, HWB 13a, HWB 14a, RME4-01a, RME 4-02c, Lit 4-02a, Lit 3-06a/4-06a, Lit 3-15a/4-15a**



I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 08a**

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 13a**

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

**HWB 14a**

Having considered key Christian beliefs, I can express reasoned views on these and discuss how putting them into practice might affect individuals and society. I can confidently support my own responses to these issues of belief. **RME4-01a**

I can explain how the values of Christianity contribute to as well as challenge Scottish and other societies. **RME 4-02c**

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of views or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. **Lit 4-02a**

For further information contact, SU's Volunteers Unit.

T: 0141 352 7613

E: [volunteers@suscotland.org.uk](mailto:volunteers@suscotland.org.uk)

W: <http://www.suscotland.org.uk/commission>

## CLD and Galashiels Academy – Peer Education

## CfE focus: Heath & Wellbeing Capacity: Effective Contributors

During the 2010/11 academic year, Community Learning and Development worked with senior pupils in Galashiels Academy's Health Committee Group to deliver peer education in mental health and well being. Supported by a member of the school's pastoral team, the aim of the project was to train pupils to deliver two mental health sessions to 'Mind Yer Heid'. Mind Yer Heid is a DVD and resource pack developed by the Borders Youth Health Forum to provide schools and youth groups with a resource to help young people develop their understanding and awareness of mental health and wellbeing.

The Health Committee Group felt there were a number of benefits to using a peer education model of delivery. These included their ability to relate to their peers, and the creation of an environment in which pupils felt comfortable to discuss sensitive issues in a way that helped develop their skills for continued learning. All sessions were delivered during social



education lessons. Teachers were present but the peer educators took a lead in delivering each lesson. Positive pupil evaluations were received after each session. The Health Committee then reviewed and evaluated how their participation in the project had made a difference both to them and pupils in the school. The Mind Yer Heid pack is now being used by pastoral staff within the school.

*For further information contact, Gillian Jardine, Community Learning and Development Worker.*

*T: 01896 755110*

*E: [gjardiine@scotborders.gov.uk](mailto:gjardiine@scotborders.gov.uk)*

*W: [www.scotborders.gov.uk](http://www.scotborders.gov.uk)*

## Scottish Youth Parliament – Vote, Voice, Valued; Pupil Council Training Programme

## CfE focus: Social Studies Capacity: Confident Individuals, Effective Contributors

The focus of Curriculum for Excellence on learner involvement in curriculum planning from the very earliest stages has ensured the issue of pupil democracy is at the forefront of topical education discussion. Ninety per cent of Scotland's schools, primary and secondary, operate a pupil council of some sort. However, there has generally been little guidance or support available for participants or for those who support them. Whilst there is often a great desire to see pupil democracy succeed, the reality often fails to live up to the expectations of pupils and teachers alike<sup>1</sup>.

Highly aware of this gap between theory and practice, the Scottish Youth Parliament (SYP) has grasped the opportunity to offer its experience and expertise through the recent launch of their V3 (Vote, Voice, Valued) programme, in support of pupil democracy. The programme was piloted in two schools in 2011 and rather than seek to impose a standard structure on the schools, the SYP worked with teachers and pupils alike to create a programme that can be tailored to each school environment.



To further enhance the programme it is now rated on the SCQF with three credit points at level 6 on offer.

In the programme pupils have the opportunity to learn through experiential activities and by being directly involved with decision-making processes, which ensures they have an opportunity to engage with and develop within the four CfE capacities.

The V3 pack is currently available to download from the SYP's website, [www.syp.org.uk](http://www.syp.org.uk)

For further information contact,  
Marie Gallagher, Participation  
and Education Co-ordinator.

T: 0131 557 0452

E: [marie.g@syp.org.uk](mailto:marie.g@syp.org.uk)

W: [www.syp.org.uk](http://www.syp.org.uk)

<sup>1</sup> Having a Say at School (HASAS) research  
[www.havingasayschool.org.uk](http://www.havingasayschool.org.uk)



## East Dunbartonshire – Positive Alternatives

## CfE focus: Heath & Wellbeing Capacity: Confident Individuals

Positive Alternatives increases the number of vulnerable young people in East Dunbartonshire accessing employment, education or training by addressing the multiple barriers they face. The programme is funded by The Big Lottery Fund, East Dunbartonshire Council and Hillhead Housing Association.

After a successful pilot the project sourced funding from The Big Lottery Fund to secure the programme for the next five years and develop at least 570 young people including young offenders, those with additional support needs and care leavers within the framework of Curriculum for Excellence (CfE), Senior Phase. The project is supported by numerous partners such as Social Work, Education and CLD.

Following a consultation regarding needs, barriers and aspirations, participants are offered a customised learning and personal development plan.

Plans are built around the four capacities of CfE and lead to young people accessing jobs, further learning and training. Literacy, Numeracy and Health and Wellbeing experiences and outcomes are key priority areas of development within the Positive Alternatives Programme.



The programme is made up of accredited awards such as ASDAN, REHIS Food Hygiene, Manual Handling, HSE First Aid as well as Health and Wellbeing (CfE) development, WISH programme and Skills Development Scotland engagement.

The Health and Wellbeing Programme covers sexual health and relationships, substance misuse, mental and emotional health, such as self-esteem, and planning for choices and changes.

Young people from the programme develop and pass on their skills using a peer education approach e.g. the 'Deal Wae It' substance misuse awareness game.

There is also an intensive healthy lifestyle programme which promotes sport and fitness, outdoor pursuits and links between food and health.

The programme is continually monitored and evaluated by young people and staff and improvements are made based on participant feedback.

*For further information contact, Simon Ross, East Dunbartonshire Council. T: 0141 777 3031.*

*E: [simon.ross@eastdunbarton.gov.uk](mailto:simon.ross@eastdunbarton.gov.uk)*

## Young Scot Extra – Curriculum for Excellence the Senior Phase

## CfE focus – Skills for Life and Work Capacity: Confident Individuals

The vision set out in the Scottish Government’s report **‘Building the Curriculum 4’** (2009) states that young people should be entitled to “develop skills for learning,” “skills for life”, “skills for work” and to be supported to achieve a “positive and sustained destination beyond school.”

In support of this, Young Scot, the national youth information and citizenship charity in Scotland, developed ‘Young Scot Extra’ a package of services that directly supports young people “post-school”, especially those most in need of more choices and more chances.

A new website ([www.youngscotextra.org](http://www.youngscotextra.org)) provides high quality, reliable and relevant information to help young people make the transition into independent living or they can talk directly to someone by calling the Young Scot InfoLine, a free and confidential information phone line on 0808 801 0338.

The Young Scot NEC card also has additional benefits for this age group, including being a voluntary proof-of-age card and giving young people access to discounts that are specifically linked to their needs.



Within the CFE framework, Young Scot Extra has a particular emphasis on **Health and Wellbeing** and **Expressive Arts**, with a strong focus on **pathways to employment** and to build upon their **skills for the future**.

The service supports continued learning throughout the senior phase by ensuring the four capacities are embedded throughout, including opportunities for personal achievement. Through providing reliable and relevant information, Young Scot Extra strives to ensure young people can make informed decisions and choices and develop key life skills that they need now and in the future.

*If you want more information on how Young Scot can partner you to deliver for young people in your area contact, Lesley Anderson, Research and Policy Officer.*

*T: 0131 313 2488*

*E: [lesleya@youngscot.org](mailto:lesleya@youngscot.org)*



## South Ayrshire Positive Attitudes to Alcohol – Peer Education Project

## CfE focus: Health & Wellbeing Capacity: Effective Contributors

This CLD and school Peer Education Project is part of a partnership response to young people's alcohol misuse within South Ayrshire.

Teams of S6 pupils are trained in Team-building and Leadership Skills, Alcohol Awareness, Confidence and Resilience, Child Protection and Classroom Management. They spend five afternoons in the local youth theatre making a DVD to use in their delivery sessions.

The young people then develop and deliver a four week interactive programme to S1 pupils within the framework of the learning outcomes covering the personal safety and health issues related to alcohol misuse; developing confidence and resilience, and look at coping strategies which would help young people deal with peer pressure, exam stress, family issues; consider factors which might lead to reliance on alcohol; differences between growth and fixed mindsets.



The teams also adapt their programmes for delivery in community based workshop sessions, community engagement sessions, local radio spots etc.

The programme consistently receives positive evaluations from the S1s who enjoy the interactive teaching style, and demonstrate retention of learning six months and one year after the programme has been delivered.

Through their learning on alcohol the S6s can incorporate this into a Platinum Youth Achievement Award (SCQF Level 7). To date 44 young people have achieved this award. Six secondary schools are currently participating in this project, two of which are now into their third year.

*For further information contact, Carol George, Senior CLD worker.*

*T: 01292 473694*

*E: [carol.george@south-ayrshire.gov.uk](mailto:carol.george@south-ayrshire.gov.uk)*



## Moray Council Secondary Schools – Participate Course, SCQF Level 3 & 4

## CfE focus: Social Studies Capacity: Responsible Citizens

Over the last year, Moray Council's Community, Learning and Development, Youth Work Team have designed a course called "Participate". It can be offered to schools as either a two year course choice for S3 pupils or a one year S5 course choice. The course is a Youth Work Partnership Course, led and co-ordinated by a Youth Worker from the Youth Work Team with a range of agencies such as NHS Grampian and Grampian Police delivering at relevant stages of the course. A pilot phase has recently been completed with the first year of the S3 course now completed at Elgin High School and a one year S5 course at Elgin Academy.



The course is levelled at SCQF level 3 or 4 depending on the needs of the young people and the S3 pupils going into S4 are now working towards completing the new SQA Steps to Work Group Award at level 3 & 4, (Access 3 or Intermediate 1 equivalent). The S5 pupils all completed a Bronze Youth Achievement Award and this course provided a new 16 plus opportunity within the senior phase of the school curriculum.

By the end of the course, the participants were able to describe the principles of citizenship, children's rights and values. In the latter stages they also plan their own projects linked to one of

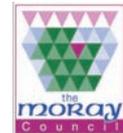
the Community Planning Themes with the objective of making a positive contribution to their school or wider community. There is also a transition stage where the pupils which identify the skills they gained from taking part in the course and that can now be used within the world of work and prepare them for progressing into other opportunities. The course has been designed to ensure core sessions are delivered and provides the flexibility to allow staff to tailor the delivery to meet the needs of the group.

### Key CfE Outcomes:

**HWB 3-09a**, Social Wellbeing: As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them.

**SOC 4-16b**, Social Studies: Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.

*For further information contact, Amy Cruickshank, CLD (Youth Team), Team Leader (Acting), Education and Social Care, NEON, New Elgin Primary School Annexe, Elgin IV30 6DP  
T: 07800 678502  
E: [amy.cruickshank@moray.gov.uk](mailto:amy.cruickshank@moray.gov.uk)*



## LGBT Youth Scotland: Challenging Homophobia Together

## CfE focus – Health & Wellbeing Capacity: Confident Individuals

*“LGBT Youth Scotland coming in to the school kinda set me free and gave me the confidence to be who I really am”.*

Young Person (Age 15, Scottish Borders)

The Challenging Homophobia Together Schools Project aims to reduce homophobic bullying in Scottish schools with a focus on four Local Authority areas (Dundee, Dumfries and Galloway, the Scottish Borders, and Glasgow). It uses a ‘whole school approach’; working in partnership with school staff, pupils and strategic leads in each area. Key project elements include: workshops with S1–S4 pupils, continued professional development for school staff, distribution of posters and resources including a Toolkit for Teachers, policy support, and opportunities for pupil councils or those in S5–S6 to be more involved in the project in their school.

Initial evaluation results show an increase in pupil’s knowledge of the effects of homophobic bullying and qualitative data indicates a change in values. Results also indicate that models of ‘youth participation’ and ‘peer education’ are clearly making an impact. Where pupils have been involved in the delivery and development of the project there has been increased referrals to local services, increased confidence and learning, and changes in the school environment and curriculum.



Anti-homophobia work in schools, alongside all other anti-bullying and anti-discrimination work, supports the achievement of the four capacities of Curriculum for Excellence and this work in particular is linked to the Health and Wellbeing Experiences and Outcomes.

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 1-05a, HWB 2-05a, HWB 3-05a, HWB 4-05a**

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 3-09a, HWB 4-09a**

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 4-13a**

*For further information contact, Cara Spence (Schools Development Manager) at LGBT Youth Scotland.*

*T: 0131 555 3940*

*E: [cara.spence@lgbtyouth.org.uk](mailto:cara.spence@lgbtyouth.org.uk)*



## Buckie High School – Youth Achievement Award

## CfE focus: Heath & Wellbeing Capacity: Effective Contributors

In her sixth year at Buckie High School, Chloe Noble elected to work on a Platinum Youth Achievement Award (SCQF level 7 – 16 credit points) with the support of Buckie CLD Youth Team.

Chloe identified that she wished to train as a youth worker, and so undertook a self-assessment which identified a training programme suitable for her needs.

Next, placements were identified at two local primary schools, with the S1s in her own school and in a local youth group. Chloe planned and delivered sessions for the young people based on the training she had received. Throughout her sessions she was constantly pushed to adapt, think on her feet and reflect on her learning.

Chloe received a great deal of praise for her work from the youth workers who supported her, the teachers who observed her lessons and those workers who moderated her Platinum portfolio.

The confidence she developed throughout the experience helped Chloe beat 300 candidates to secure a job with a prestigious oil firm.



### Some of the Experiences and Outcomes:

Chloe's early experiences of engaging with Experiences and Outcomes enabled her to communicate in a clear, expressive manner when engaging with others and to independently select and organise appropriate resources as required.

In relation to Health and Wellbeing – Planning for choices and changes – based on her interests, skills, strengths and preferences she has been supported to make suitable, realistic and informed choices, set manageable goals and plan for her future transitions.

In terms of Social Wellbeing she has investigated different careers, ways of working and learning and training paths. She has gained experience that

has helped her recognise the relevance of her learning, skills and interests to her future life.

*To learn more about Youth Achievement Awards contact, T: 0131 554 2561*

*E: [awards@youthscotland.org.uk](mailto:awards@youthscotland.org.uk)*

*W: [www.youthscotland.org.uk](http://www.youthscotland.org.uk) or*

*Barbara Leitch Senior Youth Worker,*

*The Moray Council. T: 0781 296 9146*



## Scouting and Curriculum for Excellence

## Capacity: Effective Contributors and Responsible Citizens

The Scout Association has been delivering aspects of Curriculum for Excellence for over a hundred years. Scouting's long-standing aim to "promote the development of young people in achieving their full physical, intellectual, social and spiritual potential, as individuals, as responsible citizens and as members of their local, national and international communities", does fit incredibly well with the four capacities. There are endless examples of our young people developing confidence and taking on leadership with a sense of drive and enthusiasm – some might say, learning at its best!



For example, some Explorer Scout Units have been developing partnerships with their local secondary schools to help their Explorer Scouts gain the SQA Leadership Award, based largely on the learning they are undertaking outside school as part of the Scout Association's Young Leaders Scheme. One of the first schools to have engaged in such a partnership was Armadale Academy in West Lothian. The voluntary work that their local Explorer Scouts undertook as a Young Leader counted directly towards the 'Leadership in

Practice' module of the Leadership Award – an award at SCQF level 5 or 6.

However, whether or not they are involved in the Young Leaders Scheme, Scouts are experiencing cross-curricular learning every week. This happens in every Scout Hall across Scotland, where volunteer leaders put together a varied programme of activities and training designed to teach their Scouts to think for themselves, work together and solve problems, all whilst having fun. Perhaps this is also the essence of Curriculum for Excellence? For what is learning without the ability to practically apply it?

However, as a youth movement shaped by young people supported by adult volunteer leaders, the Scout Association faces the challenge of how to share their young people's wide and varied achievements in Scouting with local schools to ensure their work is recognised and valued. Some work is currently being undertaken to address this through the Curriculum Links Project.

More information about the project is available at: [www.scouts-scotland.org.uk/education](http://www.scouts-scotland.org.uk/education)



## Summary

**The foregoing examples show the range of youth work practice that is implementing Curriculum for Excellence.** It is important that parents and employers are aware of what young people can get from their youth work activity and experience. Youth work programmes using a youth work methodology – and mainly in partnership with other learning providers, be it school or other agencies – are preparing young people for the future. Indeed for some young people at risk or disaffected from the school experience, were it not for their youth work experience, they would get very little from CfE.

**If you look at the diversity of young people’s achievements you can begin to see how they contribute to their progress in Curriculum for Excellence.** How do we recognise this? We can see that young people develop considerably, whether it is literacy and numeracy skills, confidence and self esteem or health

and wellbeing through the sustained support of youth workers – full time, part time and volunteers. Young people themselves are then often better able to talk about their CfE experiences and outcomes and there is a need to record all of their achievements somewhere to allow them to display the complete portfolio of what they have done.

All youth work activities contribute to CfE, there is no question about this, and youth work is trying to improve the way CfE outcomes are recorded and reported so that parents and employers can easily understand what a young person has achieved in and beyond the classroom. In fact, many young people can become ready and better prepared for work largely as a result of their engagement with youth work.

Youth work experiences – as these practice examples show – enable all young people in Scotland to have the opportunity to fulfil their potential as successful learners, confident

individuals, responsible citizens and effective contributors.

**YouthLink Scotland, through its Partnership Group, is supporting all those involved in developing partnership working.** The Group is independently chaired and includes representatives from key partners engaged in supporting young people’s learning. The partners are detailed on the back cover. The Youth Work and Schools Partnership is an integral part of YouthLink Scotland and receives full support from them.

This document reflects where some partners are in their journey engaging with CfE and the Partnership is keen to learn from others.

### Key to Outcome codes used:

LIT = Literacy across Learning  
HWB = Health and Wellbeing  
RME = Religious and Moral Education  
SOC = Social Studies

# Framework for Action for Youth Work Learning Providers

The Partnership has now produced A Framework for Action to take forward partnership working in CfE.

The Framework for Action (2011–2013) is a partnership document to enable organisations to see how, as those supporting learning for young people, they are delivering in relation to the principles of Curriculum for Excellence. They can see how within their own context and areas of actions what success criteria might look like and what tasks are being undertaken to achieve key outcomes. It has been developed by the Partnership and is descriptive rather than prescriptive. It is available on YouthLink Scotland's website. <http://alturl.com/bcifu>

## **The overall outcome for the partnership:**

**Young people fully develop through partnership working, in the context of Curriculum for Excellence.**

## **Outcomes and areas of action:**

- Position of Youth Work practice in CfE is audited, shared.
- understanding developed and self-evaluation of impact is undertaken.
- Practitioners are well-trained. materials produced and good practice shared.
- Young people know about and engage in diverse learning activities.
- Partners and those outwith Youth Work value its contribution.

The framework recognises different levels of appropriate engagement. While the framework provides general principles, it is envisaged that it might be used in a variety of ways including:

- Action planning.
- Needs analysis.
- Organisational planning.
- Staff development planning – employees and volunteers.

- Database development – resources and good practice.
- Workshop/sharing session.
- Support mechanism – agencies including Education Scotland.

It is intended that the framework be used to support all those engaged in young people's learning, as a tool that can assist in planning and self-evaluation. A brief online guidance is provided to help partners use the framework as best suits their organisation. Feedback on using the document would be welcomed.



# Youth Work and Schools Partnership – CfE

## Membership of the Group

Association of Directors of Education  
in Scotland (ADES)

Dumfries & Galloway Council  
Education Scotland

Moray Council (Community Learning &  
Development Managers Scotland)

Motherwell College

North Ayrshire Council

Perth and Kinross Council

Portobello High School

Scottish Credit Qualifications  
Framework (SCQF)

Scottish Government (Young People &  
Youth Work, Rights & Participation  
Team)

Scottish Outdoor Education Centres

Scottish Youth Parliament

Skills Development Scotland

The Boys' Brigade (National Voluntary  
Youth Work Organisations Scotland)

Young Scot

Youth Scotland

YouthLink Scotland



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