

ACCREDITATION

METHOD and RESOURCE HANDBOOK

FOR YOUTH WORK PRACTITIONERS IN WALES

June 2012

Overview

This handbook introduces, explains, and describes methods for recognising and accrediting the learning and achievements of young people and the potential role for youth work within this context.

Not all the information in this handbook may be directly relevant to all Youth Work Practitioners. However, it is important that all Youth Work Practitioners have knowledge that their work is part of a bigger educational picture and that there may be opportunities to play an even more significant role in contributing to the positive development of the young people with whom they work.

The Handbook offers definitions of accreditation, types of accreditation and how to choose the most appropriate for a particular group, National frameworks, role comparisons and basic contact information. To ensure that it has a practical use for Youth Workers, reference is made to how a type of accreditation is appropriate in a youth work context or how a learning style or curriculum of learning contributes to the pathways of young people's achievement.

This document is part of a library of Good Practice Method and Resource Handbooks for Youth Work in Wales. You are encouraged to delve into the other handbooks for a plethora of practical resources which enhance youth work practice for the best possible delivery of outcomes for young people in Wales.

Acknowledgements

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1 What is Accreditation?

This Handbook is aimed at youth workers who, when planning programmes and projects, will be able to use it to consider the potential for accrediting achievements that result from a young person's involvement.

An organisation provides accreditation when it is assessed by a third party that provides testing, certification and inspection against benchmarks and internal standards. It demonstrates the organisation's competence, impartiality and performance capability and is key to ensuring that youth services record contact, participation, achievement and improvement when working with young people.

As part of the Youth Work in Wales: Principles and Purposes (2012) and through working in accordance with Extending Entitlement (2001), youth services should promote progression and development of young people's formal, non formal and informal educational needs. Through offering accredited schemes, for example the Duke of Edinburgh's Award and Agored Cymru (formerly OCN Wales), young people can enhance their learning, and evidence of it, via informal, non-formal and formal learning according to their preferred learning style.

Progression and achievements that young people make may take many years without having a structured needs assessment or curriculum plan set in stone. It is a youth service's priority to actively encourage young people to participate in planning its programme so that planned activities are based on the stated needs of young people.

Definition of accreditation or qualification categories

There is a huge range of accreditation options in the form of qualifications which are available for work with young people. They fall into two main categories:

FORMAL These are nationally recognised, can draw down funding and provide credit towards other formal qualifications

INFORMAL These may also be nationally recognised but don't usually attract funding and can't usually be claimed as credit towards formal qualifications.

Informal accreditation should not be confused with **Informal learning**. Informal learning does not usually lead to a qualification though sometimes there is a local accreditation scheme which shows that a young person has taken part and what she or he has achieved through that participation. It is no less worth as a piece of learning for that. Types of learning are described in more detail in Chapter 3.

Regardless of their status, most formal and informal accreditation make up the National Qualifications Frameworks and are mapped to a standard to which they subscribe. These are detailed in Chapter 7.

2 Why Accredit Young People's Learning

Quality youth work provides many opportunities for young people to develop new skills, knowledge and understanding through their involvement in programmes such as issue based work, sports, outdoor education, music and participation projects. Young people learn and develop from these experiences allowing them to challenge and form personal attitudes and values.

Youth workers should recognise and accredit this wherever possible and appropriate, thereby enabling young people to:

- Have what they have learned recorded and certificated.
- Gain confidence in their abilities.
- Be involved fully in the learning process.
- Encourage other young people to become involved in the learning process.

Accreditation can provide for young people:

- A sense of achievement and increased self-esteem (particularly valuable for young people who have had negative experiences of formal education)
- The motivation to engage with new activities
- The motivation to continue with activities
- Credibility with employers and educational establishments
- A step on the ladder towards achieving further qualifications.
- A useful structure for developing meaningful activities for young people
- A quality assurance mechanism to ensure that activities are focused and appropriate to the users
- Recognition with other education providers and agencies
- An evaluation strategy
- A hook to engage the interest of partner agencies
- Possibilities for attracting further funding, especially if offering accreditation through formal qualification routes.

Young people are all individuals and learn at different rates. Progress must therefore take this into account in order to recognise and record the 'distance travelled' by young people. There are many schemes which accredit learning and it is important to choose the most appropriate scheme for each piece of learning.

Handled inappropriately, accreditation can be seen as:

- A bolt-on to the end of a project
- Time-consuming and arduous for staff
- Off-putting to young people
- A prescriptive mechanism which pushes young people towards meaningless or unpleasant requirements.

It is important that accreditation is none of these things. Accreditation is a choice for young people. It should be an integral feature which provides staff with the tools

to develop meaningful and appropriate activities in collaboration with young people and partner agencies.

LEARNING PROGRESSION

Accreditation enables Progression

Accreditation and marketing should be part of a cycle.

- Accreditation motivates people to become involved
- Young people achieve awards
- Achievement is recognised with celebration events
- Celebrations motivate new young people to become involved. Recognition and celebration events are important to all volunteers whether they are on an accreditation path or not.

A variety of progression routes can be provided by accreditation. It can structure young people's participation showing how they can progress between roles and levels of awards. For example, a young person could start off designing a poster as a simple Youth Challenge and then move on to becoming a Marketing Co-ordinator as part of a higher level Youth Achievement Award.

Some simple awards are also linked to other formal qualifications, which may be provided by youth work partners. This allows young people to consolidate and progress their achievements e.g. the ASDAN activity Awards

Activities Award can count towards:

- The Duke of Edinburgh Awards
- Welsh Baccalaureate Qualification (WBQ)
- ASDAN Bronze, Silver, Gold and FE Awards
- Youth Achievement Award.

This level of progression may take young people, through small steps, to a bigger or more formal qualification that they would not have considered at the outset of their learning journey.

Young People's Involvement in Learning Progression

An integral element of the Youth Work process is that young people become fully involved in programme decision making about what and how they learn. The depth and breadth of this learning form a progression. As an example, Youth Cymru's Youth Challenge and Youth Achievement Awards use a progression of learning, referred to as Curriculum Development, where young people gradually move from being participants in the learning to having control over what they learn, how they learn it and the type of accreditation that they can gain from what they learn. This is described in more detail in Chapter 9 in the section which describes Youth Cymru's work and makes specific reference to John Huskins' Work on a Curriculum Development model.

By mirroring to the process of Youth Work, this learning progression adds to the reasons for accrediting learning. While its detailed description in this handbook comes under Youth Cymru, it is a process which can be used for all learning and accreditation led through Youth Work.

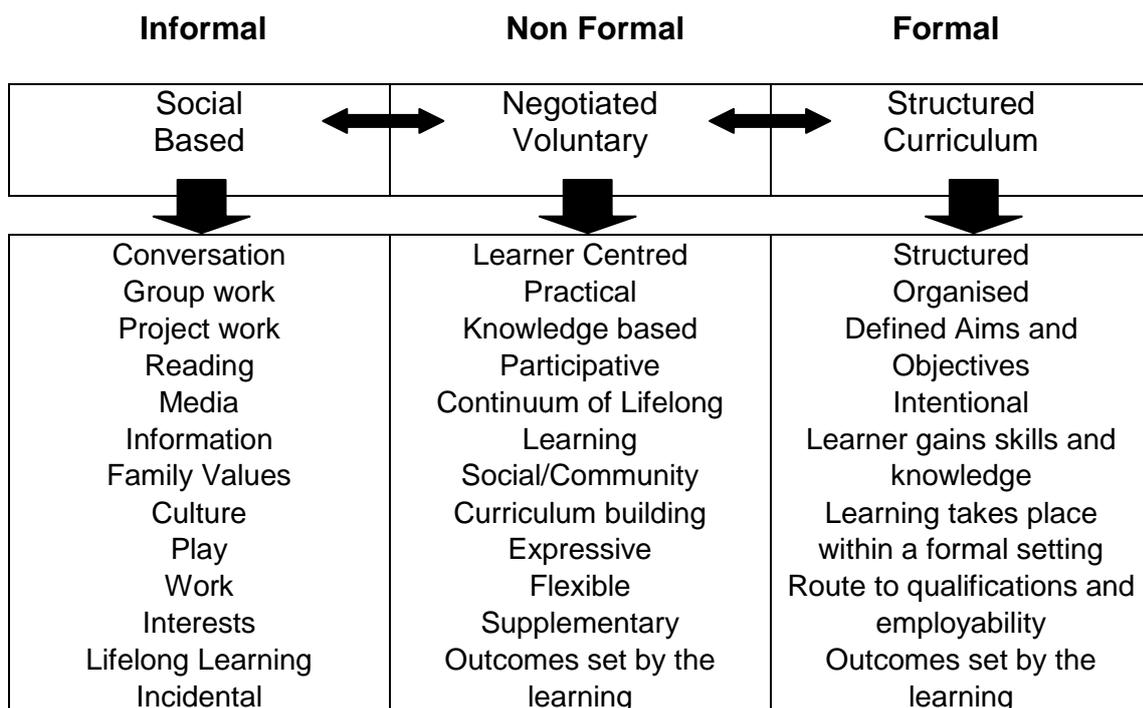
3 Types of Learning

There is a huge range of learning opportunities for which accreditation can be gained by young people. They fall into the three categories of formal, informal and non-formal.

Formal learning takes place in education and training institutions, leading to recognised diplomas and qualifications. Formal learning is intentional from the learner’s perspective. Successful participants gain the same accreditation.

Non-formal learning occurs in a planned and structured but highly adaptable way, in institutions, organisations, workplace and situations outside the spheres of formal education. It shares with formal education the characteristic of being mediated. The learning is intentional and the motivation for learning probably lies with the learner. Examples of non-formal education for young people include community-based sports programs, programmes developed by organisations such as Scouts or Guides and the Duke of Edinburgh’s Award. Successful participants gain the same accreditation.

Informal learning is a natural accompaniment to everyday life where individuals acquire attitudes, skills, values and knowledge through conversations with family or friends, with youth workers, from work or play, at the library or through mass media. It is not usually structured in terms of learning objectives, learning time or learning support though it can be a planned outcome such as ‘improved confidence’. Typically, it does not lead to certification. As it is not necessarily intentional learning it may well be unrecognised even by individuals themselves as contributing to their knowledge and skills. The skill of a youth worker will bring this learning and self-understanding to the fore. In a group, different young people may gain different outcomes – one may learn the confidence of assertiveness while another learns to be less outspoken.



Personal outcomes		
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Distance Travelled

Learning gained is sometimes referred to as the 'Distance Travelled' by a learner and can be described through formal or informal accreditation or in the many descriptive ways which come from informal learning. Both formal and non-formal accreditation can occur in different forms. Informal learning is an important aspect of the distance travelled and, while it may not receive any accreditation, it can be seen as the most rewarding for many, especially by young people for whom formal settings have not worked.

Measuring Informal Learning in the Distance Travelled

The distance travelled by a learner can be measured in many different ways within informal settings. It is important that, although tangible rewards such as certificates, qualifications and awards can be excellent, other learning can provide personal benefits for young people. These intangible rewards can be seen in the improvement in self-confidence, self-belief, self-esteem, personal life skills and development. In some cases it can improve the mental health of young people and provide a different outlook for them through the way in which informal learning opportunities opened their world to other possibilities and opportunities.

These informal learning opportunities and their methods of measurement are described in full in another Handbook 'Recognising Informal Learning' which will be developed during 2012/13.

All learning opportunities should be recognised, whether formally accredited or not, as they can have positive effects on young people. Neither should be judged as more important as importance depends on the needs of the young person.

4 Learning Styles

Learning styles are different approaches or ways of learning.

● Visual Learners:

Learn through seeing...

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the learning area to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts and handouts. During a lecture or discussion, visual learners often prefer to take detailed notes to absorb the information.

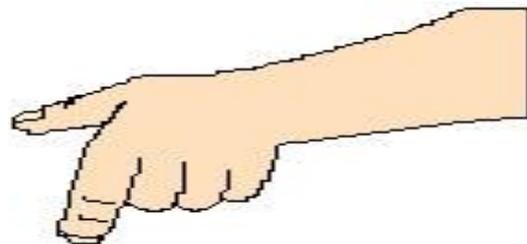
● Auditory Learners:

Learn through listening...

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

● Tactile/Kinaesthetic Learners:

Learn through, moving, doing and touching...



Tactile/Kinaesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

5 Forms of Intelligence

● Visual/Spatial Intelligence

Ability to perceive the visual. These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.

Their skills include:

puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, interpreting visual images.

● Verbal/Linguistic Intelligence

Ability to use words and language. These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.

Their skills include:

Listening, speaking, writing, story telling, explaining, teaching, using humour, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, analysing language usage.

● Logical/Mathematical Intelligence

Ability to use reason, logic and numbers. These learners think conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them, these learners ask lots of questions and like to do experiments.

Their skills include:

problem solving, classifying and categorising information, working with abstract concepts to figure out the relationship of each to the other, handling long chains of reason to make local progressions, doing controlled experiments, questioning and wondering about natural events, performing complex mathematical calculations, working with geometric shapes

● Bodily/Kinaesthetic Intelligence

Ability to control body movements and handle objects skilfully. These learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination. (e.g. ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information.

Their skills include:

dancing, physical co-ordination, sports, hands on experimentation, using body language, crafts, acting, miming, using their hands to create or build, and expressing emotions through the body

● Musical/Rhythmic Intelligence

Ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticising what they hear. Many of these learners are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping taps).

Their skills include:

singing, whistling, playing musical instruments, recognising tonal patterns, composing music, remembering melodies, understanding the structure and rhythm of music

● Interpersonal Intelligence

Ability to relate and understand others. These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organisers, although they sometimes resort to manipulation. Generally they try to maintain peace in group settings and encourage co-operation. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others.

Their skills include:

seeing things from other perspectives (dual-perspective), listening, using empathy, understanding other people's moods and feelings, counselling, co-operating with groups, noticing people's moods, motivations and intentions, communicating both verbally and non-verbally, building trust, peaceful conflict resolution, establishing positive relations with other people.

● Intrapersonal Intelligence

ability to self-reflect and be aware of one's inner state of being. These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

Their Skills include:

Recognising their own strengths and weaknesses, reflecting and analysing themselves, awareness of their inner feelings, desires and dreams, evaluating their thinking patterns, reasoning with themselves, understanding their role in relationship to others

6 Essential skills

Essential Skills Wales

Essential Skills Wales (ESW) is a suite of skills qualifications which came into effect on the 1st of September 2010. ESW consists of skills qualifications which are available from entry level 1 through to level 4 in:

1. Communication;
2. Application of Number (AoN)
3. Information Communication Technology (ICT)

ESW brings together the Key Skills of Communication, AoN and ICT, Basic Skills of Adult Literacy and Adult Numeracy, and ICT Skills for Life into a single suite of skills qualifications.

In due course and following revision, the suite will also include the current Wider Key Skills of Improving Own Learning and Performance, Working with Others and Problem Solving.

For young people who wish to acquire or develop the skills to help them get on at school, college, work or home (or show what they already know) a Key Skills qualification could be for them.

Essential Skills: what they are:

Essential Skills refer to the skills that are commonly needed in a range of activities in education and training, work and life in general. They are transferable skills i.e. once you've got them, you can use them in different situations.

Essential Skills qualifications can:

- give young people more confidence in their abilities
- boost their CV and show employers what they can do
- help them move on to other qualifications such as an HND or degree
- show what they have achieved in their learning programme

Essential Skills qualifications can be taken by anyone, from pupils in school to chief executives of large companies. There are no minimum entry requirements, and they can be studied alongside other types of qualifications, such as GCSEs. They are therefore ideal in a youth work situation.

Where you can take them

Essential Skills qualifications can be taken in any approved centre, from schools and colleges to training providers. They are also offered by some employers, the armed forces and the Prison Service. A Centre for youth work provision can become an approved centre.

Essential Skills can be studied as part of a full-time or part-time course at school or college (such as an NVQ), or as part of some higher education courses. Essential Skills are also one of the components that make up an Apprenticeship.

There are six Essential Skills subjects:

Main Essential Skills

- Communication
- Application of Number
- ICT (Information and Communications Technology)

Wider Essential Skills

- Working with Others
- Improving Own Learning and Performance
- Problem Solving

Study at a level to suit the individual

Essential Skills are at levels 1-4 of the National Qualifications Framework (NQF). Different subjects can be taken at different levels to suit the individual.

The NQF shows how different types of qualifications compare, in terms of the demands they place on learners and the levels of the qualifications..

How you are assessed

Each Essential Skills is assessed separately. Assessment is based on a portfolio or folder of evidence produced by the learner which is assessed internally by the school, college or trainer. This will show whether the learner has the necessary skills to pass.

Essential Skills tests

For the three main Key Skills the learner also takes a test which is marked externally by an awarding body.

At levels 1 and 2, the test consists of 40 multiple choice questions, each with four possible answers. The test lasts for an hour or one hour 15 minutes for Application of Number. At level 3, the test lasts for 90 minutes. Written answers to the questions completion of a practical task is required for the ICT test. The test at level 4 lasts for 2½ hours.

7 National Qualifications Frameworks

CREDIT and QUALIFICATIONS FRAMEWORK for WALES (CQFW)

All recognised learning in Wales comes under a single common recognition framework which enables recognition and comparison of achievements from all types of education and training activity.

The framework recognises full and partial completion of qualifications and the diverse range of education and training activity within and outside of the regulatory and funding arrangements.

The vision for the Credit and Qualifications Framework for Wales underpins five key goals, to:

- enable everyone to develop and maintain essential skills
- encourage people to become lifelong learners
- exploit the knowledge in businesses and educational institutions
- encourage business and workers to gain new skills
- help people within their communities to develop new skills.

This will be achieved through:

- helping everyone reach their potential
- reducing inequality
- improving economic and social well-being.

The CQFW supports all recognised, credit-based learning within:

- Higher Education
- Regulated General and Vocational Qualifications
- Quality Assured Lifelong Learning.

The CQFW is for all learners aged 14 and above. They will be able to benefit whether they are learning in the workplace, in the community, at school, college or university. Youth work is a good example of learning in the community.

The CQFW has three common principles:

- expression of achievement as **learning outcomes**
- the demands made on the learner to achieve the learning outcomes (**level**)
- the volume of learning achievements (**credit**).

It is the responsibility of The Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales

The CQFW Common Accord is the foundation document formalising agreement on terminology, design specifications, principles and systems required to ensure that assigned and awarded credit is fully assured.

The Common Accord Forum is the main cross-sector committee of the CQFW. The Forum exists to support, guide, give direction and facilitate access to wider expertise through members' networks and contributes to the ongoing development, implementation and success of the CQFW.

The CQFW embraces all credit-based learning recognised within:

- The Credit and Qualifications Framework Wales (CQFW) <http://wales.gov.uk/docs/dcells/publications/081218cqfwpillarsen.pdf>
- the Framework for Higher Education Qualifications, England, Wales and Northern Ireland (FHEQ EWNI)
- Quality Assured Lifelong Learning (QALL) that uniquely in Wales takes place outside the regulated frameworks but is recognised through CQFW quality assurance mechanisms.

Credit is awarded to learners who have shown that they have successfully completed a block of learning. All modules, units and qualifications have learning outcomes that outline what a learner will know, understand and/or be able to do once they have completed a block of learning. As students progress through a programme of study, they accumulate the credit value of the modules or units they have completed successfully.

An advantage of a unitised and credit-based approach is that recognition of partial achievement within qualifications becomes available for individuals who otherwise might be considered to have failed if they were unable to complete their studies. Institutions and awarding bodies have recognition arrangements that allow learners to transfer relevant credits they have been awarded.

QUALITY ASSURED LIFELONG LEARNING (QALL)

The recognition of learning outside Higher Education and General and Vocational Education and Training (FHEQ and GVET) is an important concept in Wales. It reflects an understanding that all learning wherever and whenever it takes place should be valued and recognised.

The development of Quality Assured Lifelong Learning (QALL) provides a mechanism to recognise the knowledge or skills gained, measure the learning that has taken place, quality assure it and award credit for it. QALL enables individuals to appropriately reflect their achievements to support progression personally and professionally.

The QALL mechanism allows bespoke in-house training, continuing professional development, and other learning, such as that gained through youth work, to be recognised and awarded credit.

The potential benefits for youth work of QALL are that it provides:

- a useful process to measure inherent or acquired skills
- for new learners or learners lacking confidence in their own ability, the acquisition of QALL units gives an understanding of their capacity to learn and can be a confidence boosting route into further learning, training or qualifications
- a way of reducing duplication of training by using QALL units to recognise the learning and skills acquired through the award of credit
- a way of giving value to training days thus encouraging a more positive attitude to training

- a way of meeting employers' training needs, whilst giving the employee recognition for training that can be taken forward into further training and/or qualifications
- the quality endorsement of the content and level of the unit, its delivery and assessment through the award of credit. This gives parity of esteem to learning or training irrespective of where, how, when and by whom it is provided for the learners.

Qualifications Available

These are displayed within the CQFW structure on Careers Wales website www.careerswales.com . This qualifications 'rainbow' appears in all sections of the website. To see an example of it in the Age 16 to 19 section go to: <http://new.careerswales.com/16to19/server.php?show=nav.4548>

The framework has eight levels capturing all levels of learning from the very initial stages (Entry) to the highest level (level 8 which equates to Doctoral)

For more information on the CQFW and how it is being implemented go to: <http://wales.gov.uk/topics/educationandskills/learningproviders/creditqualificationsframework/?lang=en>

QUALIFICATION AND CREDIT FRAMEWORK (QCF)

The Qualification and Credit Framework (QCF) was introduced on 1 January 2011 to recognise the achievement of learners in England, Wales and Northern Ireland. The framework is regulated by the Welsh Government, working in collaboration with Ofqual and CCEA.

Learners' achievement is measured in units of credit and in qualifications, which are designed to be flexible and transferrable, and allow attainment in small steps, within and across awarding organisations. Some QCF qualifications will be offered by more than one awarding organisation and some units of credit may appear in more than one qualification

All QCF units and qualifications are given a level (Entry to Level 8) to reflect the degree of difficulty, the complexity of the application and the amount of autonomy required to achieve them

What QCF qualifications look like

All QCF qualifications are made up of units. The rules of combination for each qualification set out the units the learner must achieve in order to complete the full qualification.

Qualification titles all follow a common pattern that includes the level, size and subject as well as the name of the Awarding Organisation offering the qualification e.g Agored Cymru Level 2 Emergency First Aid at Work (QCF).

There are three sizes of qualifications available in the QCF:

- Award (1 – 12 credits)
- Certificate (13 – 36 credits)
- Diploma (37+ credits)

Learners achieving units from a qualification but not completing the rules of combination will receive a credit transcript as a record of their achievement, allowing them to complete the qualification later if appropriate.

How QCF qualifications are developed

Qualification development is monitored by the regulator(s) and must comply with their requirements.

All proposals for qualifications must be supported by the proof of need/demand. This can come from a range of organisations such as:

- sector skills councils (sector qualification strategies or action plans)
- employers
- external bodies e.g. Colegau Cymru, NTFW, WCVA etc
- professional bodies
- Welsh Government
- qualification/unit review process
- centres.

Proof of need must be linked to national/regional priorities. These are a **crucial** part of the qualification development process.

Awarding organisations must also undertake research to identify

- potential learner numbers
- any existing QCF units that could be used in the development
- that there is no replication/duplication of existing qualifications.

To submit an initial proposal for a qualification to be considered, [complete the Pre-QD form](#) and send it to Rachel.mooney@agored.org.uk.

This process only applies to the development of QCF qualifications. If a centre wishes to develop a Quality Assured Lifelong Learning (QALL) unit it will follow the normal process for unit development.

There should be no duplication between CQFW and QCF. As an example, Agored Cymru will look at its QCF qualifications and decide if they meet the quality standards of CQFW and, if they do, they will consider if they wish to move them over to that Framework but not keep them on both.

8 Planning Accreditation

There are a number of factors to consider when planning accreditation:

- The young people that you are trying to engage: their backgrounds, abilities, interests and aspirations
- The partners with whom you wish to work: their targets and accreditation experiences
- Any funding implications for your organisation e.g. the costs of the Awards and any training. They may vary depending on the arrangements that you can make with partner agencies. If youth work partners are already registered and experienced in running awards, you are likely to be able to avoid paying registration and training fees and this route is strongly recommended.
- You may also be able to negotiate with youth partners regarding subsidising or covering any individual fees for young people.

Working in partnership

There are massive advantages to working in partnership with other agencies to deliver the various accreditation options and the experience of your partners is likely to be a key factor in determining your choices. Advantages include:

- The experience of youth workers (or other partners) in delivering the accreditation.
- Many accreditation schemes require that you are registered to deliver accreditation. This can have costly implications. If your partner agency is already registered, you are likely to be able to avoid the costs of accreditation training and registration fees.
- You can provide new opportunities for youth work providers and young people to meet targets for positive activities and accredited outcomes.
- Using accreditation as a marketing tool to get young people involved. Accreditation can be a key tool in attracting the interest of both youth sector partners and young people.
- Youth workers and schools will often be engaged in supporting young people working towards accreditation. Libraries can offer an extension of this work, providing young people with new volunteering opportunities to fulfil the requirements of their awards.
- Libraries can also provide an alternative and stimulating environment where youth workers and young people can run activities.
- The young people you are or want to work with may already be registered with an award scheme and may be keen to follow this path rather than the one in which your partner has experience

Step 1 – The Need

Engage with the young people to decide which accreditation route to take. They may have preferences or even have an aversion to particular types of accreditation

Ask partner organisations to talk to the group about the awards, and the group can decide which they think is the most appropriate for them.

The local youth services partners may be registered providers for Youth Achievement Awards while some of the young people who want to volunteer already have Duke of Edinburgh bronze awards, achieved through their school Duke of Edinburgh Award scheme. They may want to work towards their silver awards so speak to the school staff member in charge of the Duke of Edinburgh scheme. However, make sure the young people are happy going into a school environment.

Step 2 - What you need to read

When you have chosen your award you will only need to read the sections in this handbook which relate to that award.

Each of these sections tells you:

- what the award scheme is
- who runs it
- what the scheme consists of
- more detail about recording achievement, assessment, etc.
- how you can run the scheme within your service
- the cost
- how to find useful contacts and further information.

Step 3 – Plan

You will need to plan your introduction of accreditation as a mini-project, starting with a meeting with your partner(s) to discuss exactly what needs to be done, and who is going to do it.

You will need to decide:

- training – who, if anyone, needs to be trained in delivering the award?
- funding – nearly all awards incur some cost. Will this be paid by your partners?
- Have you included this cost in your young people's service budget?
- Will you ask young people for a contribution?
- Presenting the accreditation path and procedures to young people – who will do this how much detail will you give how much say will the young people have?

The following will be very helpful to demonstrate to young people what is involved and what planning is needed.

- timescale – when will any training be complete?
- When can young people start on their activities?
- When can they expect to reach the various stages?
- Targets – how many young people will you expect achieve accreditation?
- Will there be targets for different groups of young people?
- Evaluation – how will the accreditation be evaluated?
- At what stages will reviews take place?

Make sure these are agreed and written down before doing anything else!

Step 4 – Implementation

Put your plan into practice. Accreditation doesn't need to be heavy-handed and should not be discussed in a way that intimidates young people or implies that it is a compulsory part of involvement. However, be up front with young people about any accreditation opportunities on offer.

Do

- Promote different forms of accreditation
- Motivate young people to take part
- Listen and communicate with the young people
- Provide a variety of opportunities and choice of learning
- Give advice and guidance regarding learning and learning opportunities
- Adapt learning opportunities to the skills of the young person and their potential lifespan within the organisation
- Explain that the young person is always learning when doing activities
- Highlight the experiences that the young people are having
- Match appropriate learning to the need of the young person
- Provide support
- Raise awareness of formal, informal and non-formal learning
- Be aware of a learner's learning style before advising on a form of accreditation
- Promote awareness of young peoples skills and attributes
- Take the learner through at the learner's pace rather than that of the trainer.
- Network with other organisations who can provide alternative and more appropriate accreditations for the individual learner

Don't

- Force personal opinion and push the young person into training
- Undervalue different forms of accreditation or prioritise certain levels of accreditation over others
- Push young people into the direction you feel they should be pushed
- Just do accreditation for the sake of it
- Encourage the learner to undertake an accreditation that they are likely to fail at
- Use a teaching style that will not suit the learner

Step 5 – Review

As part of your plan, you will have decided on review dates for each phase. Make sure you are clear about what you expect to achieve, and make notes of:

- what has been achieved
- what has not yet been achieved
- anything that has gone really well
- any problems.

If there have been significant problems or delays or you are way off target, you may need to rethink your approach to accreditation. Perhaps a different award system would be more appropriate for the group of young people. If all is going well you could perhaps use this opportunity for setting new targets.

9 Types of Accreditation

Chapter 8 advised on the importance of choosing the right form of accreditation for a group of young people. It also commented on the importance of working with partners who can help wherever possible.

In order to decide which awards or forms of accreditation to use, therefore, four questions should be asked:

1. Which award is most appropriate for the young people you will work with?
2. Are there partners such as other youth organisations and schools who are registered as providers of a particular award and have experience of delivery?
3. Can the accreditation be funded through any of them?
4. Do they offer training which your group can benefit from?

The first is clearly the most important question. However, if the benefits of two awards are marginal, having partners who are registered providers who can help with delivery, funding or training may tip the scales and offer a better route to success. There are many awards and forms of accreditation from which to choose. The following are included in the rest of this chapter:-

- ❖ Army Proficiency Certificate
- ❖ The ASDAN Activities Award
- ❖ The Wales Youth Service Award (ASDAN)
- ❖ The Duke of Edinburgh's Award (DofE)
- ❖ Prince's Trust Certificates and Awards
- ❖ Sports Leaders UK Certificates
- ❖ Millennium Volunteers Awards (MV)
- ❖ Agored Cymru (formerly Open College Network)
- ❖ City and Guilds
- ❖ National Vocational Qualifications (NVQs)
- ❖ Getting Connected - National Institute of Adult and Continuing Education (NIACE)
- ❖ The Youth Challenge and Youth Achievement Award - Youth Cymru
- ❖ Scouts Wales Certificate and Badges
- ❖ Boys Brigade Certificates and Badges
- ❖ Girls Brigade England and Wales Certificates and Badges
- ❖ Girl Guiding Cymru Certificates and Badges
- ❖ WJEC / CBAC – Welsh Baccalaureate Qualification

Award Provider	Award	Who it is for?	Time commitment	External accreditation	Training available	Cost	Distinctive features
Army Cadet Force 	Army Proficiency Certificate	The Certificate is basic syllabus for every Cadet from age 12 to 18 years 9 months.	Minimum timescales vary from 3-18 months for 4 star levels and 6 months for Master Cadet	No. unless an award that is external to ACF	Yes. All volunteers undertake training,	Cadets pay a contribution to the cost of weekend and Annual Camp	<ul style="list-style-type: none"> • Encourages development of citizenship • Progressive training linked to ability and age,
ASDAN 	ASDAN Short Course Awards	No age restrictions but focused on 13-19 year olds	Awards can be certificated for 10, 30 or 60 hours	No, internal moderation only. Can use towards Certificate of Personal Effectiveness	Yes. Half day workshops for moderators	Annual Registration £75 and award books £5.75 per head	Flexible to accredit small areas of work. Progressive. Minimal paperwork
	ASDAN Community Volunteering Qualifications (CVQs)	Any volunteer in the 14+ age group	120 hours for the full qualification (30 hours per unit).	Yes. ASDAN's CVQ has been accredited by QCA at levels 1, 2 and 3 (Intermediate 1, 2 and Higher level).	Yes. Details of all training available are on the ASDAN website Training costs £180+VAT per person	Annual registration to ASDAN is £250+VAT and candidate fees are approximately £25 per person.	Formal recognition for what young people do in contributing to the community.
	ASDAN Certificate of Personal Effectiveness (CoPE)	Age 14 and upwards	Levels 1 and 2 (Intermediate 1 and 2 level) are 120 guided learning hours and level 3 (Higher level) is 150 hours.	Yes. CoPE is accredited by QCA. CoPE has been credit rated levels 4, 5 and 6, as well as being in the NQF at levels 1, 2 and 3. CoPE level 3 attracts 70 UCAS Points.	Yes. CoPE workshops develop awareness and understanding of CoPE and issues of implementation and quality assurance Training £180 +VAT per person	Annual registration to ASDAN is £250+VAT and candidate fees are approximately £25 per person. but INSET training is available on request.	<ul style="list-style-type: none"> • Qualification outcome of the ASDAN Silver, Gold and . Universities Awards. • Recognises the skills young people use when undertaking activities.
	ASDAN Certificate of Personal and Social Devt	Learners 14+	60-130 Guided learning hours	Yes	Yes	£24.50	Curriculum provided by ASDAN.

Award provider	Award	Who it is for	Time commitment	External accreditation	Training available	Cost	Distinctive features
The Boys' Brigade 	The Queen's Badge	From age 6 to the highest award, the Queen's Badge, aged 16/18.	Participation in weekly programme and achievement schemes, Queen's Badge over 12–24 months	No	Modules in Youth Leader Training equip leaders to administer the awards schemes	Local companies meet the costs for completing the awards.	<ul style="list-style-type: none"> • young person makes a difference to their company, their community and themselves. • Work is young person driven and requires dedication, commitment and self discipline
The Duke of Edinburgh's Award 	The Duke of Edinburgh's Award	All young people aged 14 to 24	Bronze minimum 6 months, Silver minimum 6 months, Gold minimum 12 months	No. The Duke of Edinburgh's Award organisation accredits the programmes.	Yes, to leaders through the Award Office in Brecon and the network of Operating Authorities	Costs range from £11.50 at Bronze and Silver, to £17.50 at Gold.	<ul style="list-style-type: none"> • The DofE is delivered through 'Operating Authorities' in Wales including the 22 Unitary Authorities
Girls' Brigade England & Wales 	A range of badges based on four themes: Spiritual, Physical, Educational and Service.	Girls and young women aged from 4 take age related badges in the four themes	Awards takes place during the four age ranges for Girls Brigade.	No	There is ongoing practical support and advice for both participants and their leaders.	The Awards are funded through local fundraising efforts keeping costs to the girls to a minimum	Much of what GB does is based on service to the community and personal development of the participant in a spiritual sense.

Award provider	Award	Who it is for	Time commitment	External accreditation	Training available	Cost	Distinctive features
<p>Prince's Trust</p> 	<p>Prince's Trust xl</p>	<p>xl is the leading Prince's Trust activity for young people aged 14 to 16. The Prince's Trust xl programme was developed to re-engage young people who may be educational underachievers, poor attendees, at risk of exclusion or simply lacking in self-confidence.</p>	<p>xl is a two-year commitment for young people in S3 and S4, which they usually complete in place of one Standard Grade.</p>	<p>Yes. Schools accredit through Personal and Social Education units. They work towards National Qualifications in Awareness and Development in Social, Personal and Vocational at Access 3 or Intermediate 1 level via the xl curriculum or ASDAN xl Award</p>	<p>Yes.</p> <ul style="list-style-type: none"> • Two-day Adviser Induction Course (• Pre and post internet course with CD ROM. • One-day Accreditation Training. • One-day Enterprise & Business Awareness Training 	<p>The programme is funded through local authorities.</p>	<ul style="list-style-type: none"> • The whole xl programme enables young people to develop more enterprising behaviours — helping to deliver the Determined to Succeed objectives. • The process used to deliver the xl programme mirrors much of that described in A Curriculum for Excellence. • Teachers and community education workers work together to deliver and support the programme.
<p>Scouts Wales</p> 	<p>General Awards, Queen's Scout Award and Chief Scout's Awards</p>	<p>Awards in Scouting are designed to suit the young person's age and experience. Members aged 6 to 25 are able to achieve Sectional Top Awards (Chief Scout's Award) through our balanced programme.</p>	<p>Each Award requires a different level of commitment suitable for the age group. Awards are gained through participation in the weekly programme and external activities.</p>	<p>No</p>	<p>Yes. Balanced and progressive training available for young people. Training is provided in weekly meetings and weekend activities. Support and guidance from trained adult leaders at all stages</p>	<p>The Awards are provided through local groups who support young people through local fundraising. Young people should not be disadvantaged by lack of resource.</p>	<ul style="list-style-type: none"> • Progressive and age appropriate: • Balanced: someone who attains a 'Top Award' has done well in a wide variety of areas including outdoor skills, fitness, community, and international. • Challenging: finishing the Awards shows determination, commitment, self development, reliability and responsibility

Award provider	Award	Who it is for	Time commitment	External accreditation	Training available	Cost	Distinctive features
Sports Leaders UK  (under the British Sports Trust)	Sports Leaders UK	Awards start from aged 9 years. There is a progression path if required although the Awards can be delivered on their own to meet the needs of the organisation.	Each Award has a different commitment requirement from a minimum of one hour of volunteering to over 30 hours through some Awards.	Yes. After training the Award can be run in House, the first course being externally verified by a Sports Leaders representative.	Yes. Network of local and national training days provided nationwide. There is also a support network through Sports Leaders to provide support and advice when starting initial courses.	Level 1 is £16.00 per candidate, with the level 2 £29.75 per Candidate. Level 3 Leadership in Basic Expedition is £56.	The Award inspires people and communities through leadership qualifications in sport. They work on self esteem, confidence, and self-management through personal development. Free registration is required as an Approved registration Centre
Millennium Volunteers (MV) 	MV Awards	GwirVol is a uniquely diverse partnership in Wales to promote, support and drive forward youth volunteering, led by the views of young people through its youth-led partner GwirForce.	Awards are made by completing 50, 100 and 200 hours volunteering. The First Minister signs the 200 hours (Award of Excellence).	No	Yes. There are 22 part-time GwirVol Youth Volunteering Advisors (YVA's) that are based in the volunteer centres around Wales	The MV Awards are free of charge.	There is a Charter for volunteering in Wales which is led through GwirVol's partner organisation, GwirForce. GwirForce safeguards volunteers in Wales and sets out guidance and good practice for the volunteer and the delivering organisation in regards what to expect from each other.

Award provider	Award	Who it is for	Time commitment	External accreditation	Training available	Cost	Distinctive features
Youth Cymru 	Youth Achievement Awards	Young people aged 14 and over, Youth Challenge is for 11-14s. Awards are used in youth work, alternative curriculum etc	Minimum of 60 hours for Bronze, 90 for Silver, 120 for Gold, and 135 for Platinum.	Yes. The Youth Achievement Awards are externally accredited by ASDAN.	Yes. Induction Training is a requirement for local organisation Award Group Workers. Additional training is available for Agency Moderators	Youth agencies register for £54 annual fee. Booklets and certification is £8.50 to £11.50 depending on level.	<ul style="list-style-type: none"> • Externally accredited • They provide an accreditation framework for your existing programme. • Structured to recognise the responsibility young people take.
Girl Guiding Cymru 	Queen's Guide Award	Girls and Young Women aged 16–25.	Flexible, but is generally spread over a period of up to three years.	No	Yes. A personal mentor for advice and guidance and support by County Queen's Guide Co-ordinator, and local District and Division Commissioner	Awards offered only through Girl Guiding Cymru, who meet costs through normal Guiding sources.	<ul style="list-style-type: none"> • Each participant gives sustained service to self community, and Guiding, • Completion of the Award demonstrates dedication, leadership, planning and reviewing, communication, teamwork and knowledge.
WJEC / CBAC (Previously Welsh Joint Education Committee)	Welsh Baccalaureate Qualification	Young people studying at Level 1,2 and 3 (GCSE to A Level equivalent)	Two years at each level	Yes it is accredited by the WJEC	Yes, there is support to delivering centres across Wales.	The cost to schools is similar in approach to the costs for delivering GCSE and A Levels	Welsh Bac can draw in work completed in other spheres of accreditation

Award provider	Award	Who it is for	Time commitment	External accreditation	Training available	Cost	Distinctive features
AGORED CYMRU  (Formerly Open College Network)	Qualification with credit value of 1-12 on different levels based on NVQ Levels	Anyone over 16. In special cases, 14+ can take part.	Variable dependent upon the unit.	Yes, through Agored Cymru	Yes, through Agored Cymru	These change annually. There is a charge per credit and for organisational membership	A vast number of credits in almost any area of learning. If it is not there, it can be designed by the provider.
NIACE  National Institute of Adult and Continuing Education (England and Wales)	Getting Connected	Primarily young people aged 16-25 but also benefitting many aged 14-15	Variable	Yes. Accredited by OCR (Oxford, Cambridge and RSA)	Yes, through the University of the First Age	Not stated	Nine units. Each may be accredited individually. Achievement of four accredited units earns a young adult the full Profile of Personal Development award, equal to a NVQ Level 1. Success hinges on effective partnership between a young person and a mentor
CITY AND GUILDS 	C&G's most popular qualifications are NVQs. They also have Skills for Life and Higher level Qualifications	Learners of all ages 16+	Varies according to the qualification being undertaken	Externally validated	Yes, at all levels	Varies. Information and how to engage with C&G can be gained from them by email at http://www.cityandguilds.com/contact-us.html	C&G promote and lead on apprenticeships in a range of vocational areas, having an intention to have over a million of them by 2020. C&G offer over 500 qualifications on the Qualification and Credit Framework (QCF)
NATIONAL VOCATIONAL QUALIFICATIONS (NVQs)	NVQs are work based qualifications developed by the industry	People working in an industry or sector	Varies	No. Accredited through the industry or sector	Yes	Variable. The work situation will frequently pay since it delivers a better qualified and able	Based on evidencing competence to do a task

	or sector					workforce.	
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ARMY CADET FORCE ASSOCIATION

The Army Proficiency Certificate (APC) syllabus has nine progressive subjects:

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

Each of these subjects is covered at four progressive levels:

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

At 4-Star level, the Senior Cadet will choose two subjects to take to an advanced level. A Master Cadet, who has achieved 4-Star, will attend a week-long course at the National Training Centre and successfully complete the week-long Senior Cadet Instructor Course plus one other subject at 4-Star level. Cadets who have completed 1-Star may elect to continue their APC progression through involvement in the APC Band syllabus. The APC interfaces conveniently with the Duke of Edinburgh's Award with 2-Star normally being the level Cadets would be working at when participating in the Bronze Award while most Silver Award participants are likely to be working at 4-Star level. The Gold Award is a natural progression for those cadets who have completed their 4-Star. Through the Cadet Vocational Qualification Organisation (CVQO), Cadets from 3-Star level upwards can work on the First Diploma in Public Services, which is largely evidenced by their progressive involvement through APC and DofE.

ASDAN

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

Community Volunteering Qualifications (CVQs)

Voluntary and community organisations can benefit from having better trained and motivated volunteers who have taken CVQs. CVQs can help organisations to demonstrate and reinforce good practice. They complement Investing in Volunteers and National Occupational Standards. Education providers can help their student volunteers enhance their skills and CVs, pursue career goals and have a better understanding of community/citizenship issues. For some volunteers a CVQ will provide a stepping-stone to further training, qualifications and employment, for others the certificate will be a sufficient goal and reward for their voluntary work. The CVQ can be achieved in a wide variety of settings because general skills and knowledge are recognised in the qualification.

Volunteers may be:

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

Short Course Awards

ASDAN Short Course Awards are extremely popular in both formal and non-formal education because they provide an imaginative and flexible way to certificate a wide range of activities taking place in almost any context. There are no age restrictions for the Short Course Awards, although the main focus is on the 13–19 age groups. The Short Course Awards are straightforward to achieve and there is minimum paperwork, both for the participants and their award supervisors. In general, challenges are completed over 10, 30 hours or 60 hours, which corresponds to one, three or six credits (10 hours = one credit). Certificates gained can contribute up to 50% of the CoPE qualification which has been credit rated and levelled on the SCQF at levels 4, 5 and 6.

Certificate of Personal Effectiveness

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

qualities, skills and achievements, as well as introducing new activities and challenges.

Aim

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

Client/age group:

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

Structure

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

Personal and Social Development Qualification (PSD)

The Personal and Social Development Qualification (PSD) offers imaginative ways of supporting young people in:

- Becoming confident individuals who are physically, emotionally and socially healthy
- Being responsible citizens who make a positive contribution to society and embrace change
- Managing risk together with their own wellbeing

as well as introducing them to new activities and personal challenges.

Who is it for?

PSD at Entry 1, 2 and 3 is used by students 14+ and adults in the [Foundation Learning](#) stage of their development. These qualifications play a major role in contributing to Foundation Learning programmes, as well as rewarding achievement in the non-formal sector. The Level 1 qualification described here is also approved to use within the Foundation Learning programmes.

PSD Levels 1 & 2 is used by mainstream establishments for students aged 14-19,

and also for adults. These qualifications also play a major role in rewarding achievement within the non-formal sector with a GCSE equivalent on completion.

Aim

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

Client/age group:

- young people aged 14+
- PSHE: whole year groups
- Additional curriculum groups
- Students that have struggled with skills-based learning
- 'high effort' students or those described as gifted and talented
- students in Post-16 education
- adult learners

Structure

- By building up a Portfolio of Evidence as they complete the various challenges and activities, candidates develop their knowledge, skills and abilities within the areas of personal and social development and provide evidence of meeting the Assessment Units.

Units and Credits

PSD is available at Certificate and Award level with a choice of assessment units available at both levels:

PSD units are approved within the CQF and are each allocated a credit rating (1 credit is approximately 10 hours of learning). Qualifications are available as Certificates or Awards according to the number of credits achieved, and with a choice of assessment units available at three levels:

Entry 1 Award	6 credits	Level 1 Award	8 credits
Entry 1 Certificate	13 credits	Level 1 Certificate	13 credits
Entry 2 Award	6 credits	Level 2 Award	8 credits
Entry 2 Certificate	13 credits	Level 2 Certificate	13 credits
Entry 3 Award	6 credits		
Entry 1 Certificate	13 credits		

Assessment Process:

1. Internal assessment and moderation

2. Candidate names submitted to ASDAN
3. ASDAN sample the submission
4. External postal moderation

PSD's contribution to School/College Performance Tables

Entry Level Points:

Entry 1 Award	5 points
Entry 1 Certificate	10 points
Entry 2 Award	12 points
Entry 2 Certificate	24 points
Entry 3 Award	14 points
Entry 3 Certificate	28 points

Level 1 and 2 Points

Level 1 Award	12.5 points
Level 1 Certificate	25 points
Level 2 Award	23 points
Level 2 Certificate	46 points

THE BOYS' BRIGADE (BB)

The Boys' Brigade (BB) delivers a varied and balanced programme over four age related sections: Anchors (Age 5-8 years); Juniors (age 8-11 years); Company Section (age 11-15 years); and Senior Section (15-18 years). Throughout their time in the four sections, young people work towards a series of awards. In the Senior Section, the young person can complete the Queen's Badge, the highest award in the BB.

The Queen's Badge offers the chance to engage with the local community, take on responsibility, set personal goals, build self-confidence and experience a sense of achievement.

In order to achieve the Queen's Badge a young person must complete the following activities:

- Hold the President's Badge
- Attend a Candidate's Meeting
- Participate in skills-based training
- Take responsibility within the BB or Church
- Provide voluntary service or support to others outside the BB or Church
- Develop Interests (Skills, Physical, Expedition)
- Participate in a Completion Residential
- Record Activity in a Queens Award Record Book

THE DUKE OF EDINBURGH'S AWARD

Young people between 14 and 24 can take part in the Award which is at three levels, Bronze, Silver or Gold.

The Award is achieved by completing a personal programme of activities in four sections (five if you're going for Gold) - Volunteering, Physical, Skills and Expedition plus, for Gold, a Residential. What a young person does in each section is a matter of personal choice.

A young person can find out about the Award from the local authority which will have an Award Officer or going to the Award's Welsh Office for information

Stephanie Price (Director - Wales) Email stephanie.price@DofE.org

David Williams (Development Officer - Wales) david.williams@DofE.org

The local Award Officer or Development Officer or the national officer can also offer practical advice and guidance to a youth group on how to deliver the Award or a group to which young people can be signposted.

A list of all the activity possibilities for each section is included on the Duke of Edinburgh's Award website:

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

The Award is well recognised by many employers because of the high commitment level across the range of sections and some see it as equally or more important than Level 2 (NVQ, GCSE etc) qualifications.

The Award is accessible to all and great efforts are made to ensure that young people are not excluded by a physical or learning disability.

GUIDING CYMRU

There is a considerable number of badges and awards that can be obtained by girls and young women aged through Guiding. Of these, the Queen's Guide Award is the ultimate and targeted at those aged 16-25. It is a series of challenges that allows a member of the Senior Section to develop her own skills whilst contributing to Guiding and her local community. The Award must be completed within three years of the official start date and before the member's 26th birthday. It is designed to be flexible so that a member can fit it around other commitments and changing circumstances including providing for a gap period of up to twelve months e.g. for exam study, gap year travel.

The syllabus for the Award is split into five sections:

- Service in Guiding — taking an active part in Guiding at a range of levels
- Outdoor Challenge — developing leadership and teamwork skills in an outdoor environment
- Personal Skill Development - developing a personal interest or hobby
- Community Action - encouraging active participation in the world in which we live
- Residential Experience - developing interpersonal and communications skills in a residential setting

Each section of the Award is assessed by an appropriately qualified assessor, chosen by the participant, and duly approved by the relevant Girl guiding volunteer and mentor. The Award challenges allow a member to develop her skills of teamwork, time management, organisation, planning, evaluation and community through a range of enjoyable activities.

Information in Wales can be obtained from Girlguiding Cymru. The Lodge, Broneirion, Llandinam, Powys, SY17 5DD or by visiting

<http://www.girlguidingcymru.org.uk/>

which gives information on contacts for local County branches. The UK website is

www.girlguiding.org.uk/ .

THE GIRLS' BRIGADE (GB) - WALES

The GB programme follows four themes: Spiritual, Physical, Educational and Service. These words spell SPES which is Latin for Hope. The girls are encouraged to participate in a number of activities based on these themes plus others external to badge work. These include leadership courses for 14–21 year olds and most companies or districts arrange camps or holidays, usually one per year. GB helps its members with the Duke of Edinburgh Award scheme.

PRINCES TRUST WALES

The Prince's Trust supports unemployed young people aged 18-30 to work out if their business ideas are viable and whether self-employment is right for them. Depending on the outcome of this process, the programme can then offer mentoring support and, for those that really need it, financial support to start a business or mentoring support to secure goals in employment, education or training. The Trust delivers a number of core programmes across the UK. The majority of programmes are delivered to young people who are not in employment education or training aged 16 to 25.

The Prince's Trust is a charity that believes in young people who often don't believe in themselves. It seeks out those young people who need the most help and work with young people who struggle at school, are in or leaving care, are long-term unemployed or have been in trouble with the law. It works with young people aged 14-30 to help them get back into work, education and training.

Most Prince's Trust programmes include accreditation opportunities. It sees accreditation as less important than engagement, confidence, life skills and personal development but recognises the benefit of achieving formal qualifications.

Enterprise Programme

The Prince's Trust Enterprise programme supports unemployed young people aged 18-30 to work out if their business ideas are viable and whether self-employment is right for them. The Enterprise programme is for people who:

- Have a business idea they want help to explore
- Are aged 18-30
- Are unemployed or working less than 16 hours a week
- Live in England, Wales, or Northern Ireland

A young person who fits these should get in touch using the form on Princes Trust website: http://www.princes-trust.org.uk/need_help/enterprise_programme.aspx

A young person will gain help on:

- Advice on employment options
- Business skills training
- Business planning support
- Start-up loan funding
- Ongoing support from a volunteer business mentor
- Access to specialist support, including free legal helpline
- Access to a wide range of free and discounted products and services

Get Into...

http://www.princes-trust.org.uk/need_help/courses/get_into.aspx

Short vocational courses that develop young people's skills in a specific sector.

Get Started

http://www.princes-trust.org.uk/need_help/courses/get_started.aspx

Get Started are short courses run by professional tutors in sport, music and creative arts.

xl Clubs

xl clubs are aimed at young people aged 13-19 at risk of underachievement or exclusion from school. A Prince's Trust xl club provides opportunities to learn new skills, develop confidence and make learning accessible, useful and interesting.

The clubs follow an informal programme, which provide the chance to get involved in five different activity areas:

- You're in the Team: work as a team with a small group of people, make friends and share experiences
- Doing my Bit: discover what it is in your community that you want to change, learn how to take action and do your bit
- This is the Business: test out your creative and enterprise skills and work on a project that will allow you to take risks, lead a team and make a profit
- The World of Work: find out what kind of work is out there and get information about what you need to do to put yourself in the best position to get the job you want
- Over to You: your chance to practise your favourite activity or try something completely new, from playing sport to cooking a two-course meal

Prince's Trust xl clubs operate in schools, as well as outside the mainstream centres. To find out more about xl clubs in your region or country, go to:

http://www.princes-trust.org.uk/about_the_trust/in_your_region/wales/xl_clubs_in_wales.aspx

or contact: xl Programme Manager Geraldine O'Sullivan 01443 497189 / 07810 508643

Grants

Community Cash Awards

Cash awards up to £3,000 for young people to design and set up projects on a voluntary basis that will benefit their local community.

Development Awards

Cash awards of £50 - £500 for young people to access education, training or work.

Working one to one with young offenders

A 12 month mentoring programme to support young people through their transition from prison to community.

SCOUTS CYMRU

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

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

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

Following completion of the first four elements of the Award the scout must make a presentation, to a suitable audience, of the achievements so far in working towards the Queen's Scout Award. All Members should complete 12 months in either the Physical Activity or the Skill.

SPORTS LEADER AWARDS

Sports Leaders UK's awards have been designed for use in a variety of different delivery settings, including schools, uniformed organisations and sports and community groups. The awards are tailored to respond to the individual needs of each organisation and its Sports Leaders, through a flexible and varied programme. Sports Leaders UK provides nationally recognised leadership awards and qualifications that help people develop essential life skills such as organisation, motivation, communication and working with others. All of the awards and qualifications are practical - learners learn by doing rather than through written work. Assessment is made upon a learner's ability to lead and demonstrate their leadership skills for a certain period of time, within a specific setting – there are no exams. Its benefits are:

For the learner:

- Fun and practical courses focussing on leading rather than technical ability.
- Potential stepping stone into employment, further education or training.
- A good foundation to progress onto other Sports Leaders UK awards or qualifications, and/or a National Governing Body award.
- Develops generic leadership skills that will be vital in other areas of life.
- Allows those who are not sports superstars to take a full and active role in sport and physical activity.
- Increased self-confidence that comes through taking responsibility for own and others learning and enjoyment.
- Sports Leaders UK will accredit the appropriate Learning Outcomes from the Active Young People Organiser Award as prior learning - meaning that the learner can credit that AYP learning towards gaining a leadership qualification, taking them further along the Leadership Continuum.

For the organisation:

- A nationally recognised qualification which compliments the delivery of other programmes of study such as Key Stage 4 National Curriculum in Physical Education, 'A' Level PE, BTEC in Sport and Recreation.
- Complements other Government agendas such as 'Every Child Matters', 'PESSYP', Healthy Schools etc.
- Provides training for volunteers who can lead sport and recreation activities within lunchtime and after school clubs, sports festivals and tournaments, holiday schemes, community sports events.
- Creates a group of experienced and enthusiastic volunteers to help within your organisation.
- Improves behaviour through increased self-confidence and self-worth.
- Gives learners the opportunity to take responsibility, creating young people who are able to act in a mature and responsible way.
- Increased understanding and empathy with others helps to create a supportive and co-operative atmosphere.

For the community:

- Provides trained volunteers who can assist with the delivery of sport and recreation initiatives within their community.
- Increases the awareness of sport and recreation within the community.
- Provides training for young people: keeping them engaged, increasing their responsibility and developing their confidence and self-esteem.
- Improved relationships between community groups, schools and other local organisations.
- Provides a stepping stone on the pathway to lifelong volunteering

The charges are:

While there needs to be an Approved Assessment Centre (AAC), a fee for this is no longer payable. Each AAC must have at least one trained tutor per level that it offers. The costs for each learner vary from £16 for a Level 1 course up to £56 for a Level 3 in Basic expedition. Training courses are provided for different levels of tutor.

Their Importance in Wales

Sport Wales - Active Young People

There are two Sport Wales Active Young People (AYP) programmes that involve volunteers, teachers and young leaders and which help young people become more active.

Active Young People 5x60 programme

5x60 is an inclusive programme designed to encourage more young people of secondary school age to participate in physical activity and sport. 5x60 comprises a choice of traditional sporting activities similar to Dragon Sport; coached activities such as tennis, badminton and squash and informal activities such as table tennis, dance, cheerleading and some outdoor and adventurous activities such as orienteering. 5x60 seeks to encourage more young people than ever before to take part in sport and physical activity by removing the barriers that prevent some from taking part. It takes place generally on the secondary school site, and is led by voluntary coaches, Sports Leaders and parents.

Active Young People Dragon Sport programme

Dragon Sport is an inclusive activity programme for young people between the ages of seven and 11. Included in the Dragon Sports are: athletics, cricket, football, hockey, netball, tennis, golf and rugby. Each Dragon Sport is supported by a series of game and activity cards, and a bag of equipment suitable for young people within this age group. The game and activity cards offer progressive activities that support skill development, leading to the Government Body mini-game. Dragon Sport is run on primary school sites, out of school hours and is led by voluntary organisers.

MILLENNIUM VOLUNTEER (MV) AWARDS / GWIRVOL

Millennium Volunteers

MV is a national award set up to recognise volunteering by young people aged 16-25. It is completely free. MV is funded by the Welsh Assembly Government and administered by the Wales Council for Voluntary Action (WCVA) as part of the GwirVol Initiative. A certificate is received at 50, 100 and 200 hours of volunteering, the last one being an Award of Excellence signed by the First Minister of Wales.

The Russell Commission

Published on Wednesday 16th March 2005, the Russell Commission Report sets out a framework to increase the level of community participation by young people across the UK, so that volunteering becomes a common feature in their lives. The report was a result of research across the UK looking at the current levels of involvement by young people in their communities through volunteering.

Implementation of its 16 recommendations was devolved to the four UK countries. In Wales a partnership was formed of key organisations who support the implementation of the framework. This partnership was launched as GwirVol on 6th April 2009.

Background to the Awards

MV was launched in 1998 as Millennium Volunteers across the UK to recognise volunteering by 16-25 year olds. It is called GwirVol in Wales, MV in Northern Ireland and Scotland and 'V' in England. All the schemes across the UK have signed up to the same nine principles of volunteering.

Target group

MV is available to anyone aged 16 to 25 who signs up as a volunteer with an organisation that delivers the programme or who signs up with one of twenty-two Volunteer Centres in Wales. Across the UK, MV has nine key principles and all volunteering placements must comply with them and WCVA and the Volunteer Centres' ensure this. The principles include quality, variety and being inclusive so that all volunteers have a positive experience of volunteering.

Registration

Individuals, who may or may not be volunteering already, contact the Youth Volunteer Advisor (YVA) at the local Volunteer Centre (see <http://www.gwirvol.org/en/advisors/>) or contact the Millennium Volunteers Co-ordinator for Wales at mv@wcva.org.uk . Organisations wanting to offer MV should contact WCVA directly. There are many volunteering opportunities covering everything from sport to conservation to events to working with others.

Local Leadership of the Awards

You need to register as an MV and then keep track of the hours spent volunteering. When registering through a Volunteer Centre you may also be able to claim back money spent on travel to your volunteering and placement and any food you buy there. The Local County Voluntary Council (CVC) or Voluntary Youth Association (see Council for Wales Voluntary Youth Service - www.cwvys.org.uk/) should be able to help with all these things and then they claim the certificates on behalf of the volunteer – there is very little paperwork and MV can be combined with any other Award or qualification.

Contact Gwirvol to become a delivering organisation by visiting <http://www.gwirvol.org/en/volunteering/mv/organisations/>

For other information about GwirVol go to <http://www.gwirvol.org/en> .

Young people can find out who their local advisor is by going to <http://www.gwirvol.org/en/advisors/> .

YOUTH CYMRU

Youth Cymru is a major youth work charity operating within Wales formerly known for over 60 years as the Welsh Association of Youth Clubs.

Youth Cymru primarily exists to support youth workers, club leaders and their management committees to develop their programmes and meet the priorities of the young people. It promotes projects both locally and nationally and sponsors a range of area and regional events and competition. It provides a comprehensive programme of training for leaders, club members and committees.

The Youth Achievement Awards, Youth Challenge, Youth Activity and Junior Achievement Award

Youth Cymru in partnership with UK Youth operate the Youth Achievement family of Awards within Wales. UK Youth is the leading national network concerned with enhancing the lives of young people through youth work and informal education. ASDAN is a QCA recognised awarding body who have extensive experience of moderation and accreditation of a wide range of awards, including Key Skills qualifications and the ASDAN Award Schemes. Together, UK Youth and ASDAN have developed the Youth Achievement Awards and the Youth Challenges to provide a framework to recognise and accredit young people's non-formal learning.

The Awards are:

- available to young people aged 11 plus (Youth Challenges) and 14 plus (Youth Achievement Awards)
- A peer education approach to encouraging and recognising young people's achievements through non-formal education
- A development from normal youth work programmes which encourage young people to be more involved in developing their own programmes
- Encouraging quality youth work by promoting young people's participating in decision making and ownership of their activities and learning
- Motivating young people by giving them a sense of achievement and recognition
- Progress towards identifiable social skills development
- Work within a youth work specific, curriculum development model
- progressive in terms of responsibility and leadership

Programmes

Youth Challenge

A 30-hour programme comprising of five 6-hour activities with a central element of peer assessment supported by the Award Group Worker. Encouraging young people to take part in activities is the focus at this first level.

Youth Challenge Extra

This can be used as a progression from the Youth Challenge or as direct entry for a young person capable of demonstrating the ability to help organise.

Youth Activities - Peer Tutoring Awards

A 30-hour programme for young people attending block or short course activity programmes.

Bronze

Young people take part in activities that have been organised by other people.

Silver

Young people are involved in helping to plan and organise activities where their contribution and responsibilities within the challenges are clearly identified.

Gold

Young people take complete responsibility for planning, organising and leading activities. Young people will also need to give a presentation on their Award.

Platinum

A Leadership Award where young people take complete responsibility for planning, organising and leading activities. It is different from the other Awards because the challenges are set and include a personal development plan, undertaking training, a placement working with young people, an evaluation and a presentation.

Accrediting the Wider Key Skills through the UK Youth Achievement Awards

Registration with Youth Cymru is necessary to run the Youth Challenges and Youth Achievement Awards. It also enables access to ASDAN's Wider Key Skills programmes as a registered centre.

The three Wider Key Skills are 'Improving your Own Learning and Performance', 'Working with Others' and 'Problem Solving' - all of which can be generated from involvement in a Youth Achievement Award as they follow the same planning, target setting and reviewing methodology. The Wider Key Skills qualifications are approved for use in schools and fundable by LSC for use with young people aged 16 plus. They are all assessed through portfolio-based evidence and can be cross referenced to a Youth Achievement Award. They contribute to school and college league tables, for example contributing to $\frac{3}{4}$ of a GCSE in league table points. Well over 40% of the young people involved achieved at least one Wider Key Skill by the end of the twelve-month project. See ASDAN awards for more detail on how these Awards affect league tables.

Curriculum Development in Youth Work through Youth Cymru Awards

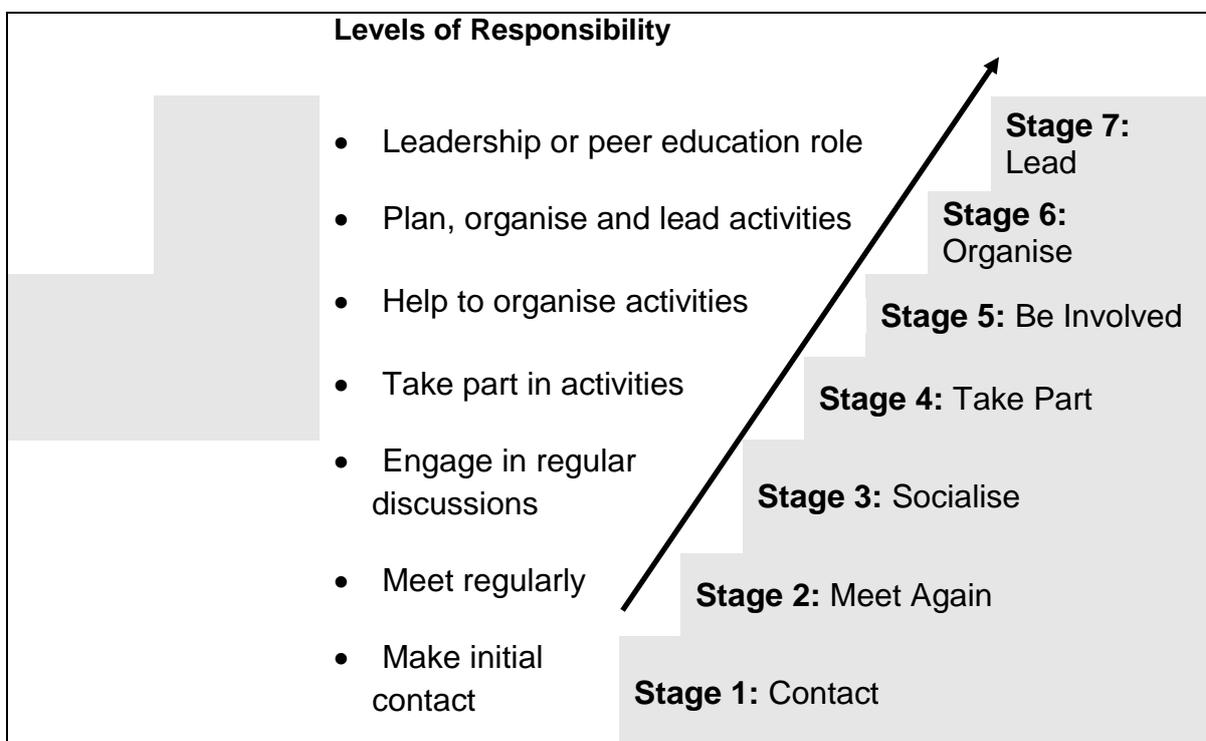
A Curriculum Development Model is described by John Huskins in his book *'Quality Work with Young People - developing social skills and diversion from risk'*. The model is a way of working in which the young person progressively takes on responsibility for their own involvement, their learning and their actions. It relates to levels of Participation in youth work or where young people are engaged in Youth Councils and increasingly gain control over their area of decision making.

There are four stages of involvement that can be recognised through Youth Cymru's Youth Challenges and the Youth Achievement Awards. Young people can directly enter the programmes at the level appropriate to their interests and abilities. The Youth Challenges are internally certificated and are aimed at young people aged 11 to 14 (Key Stage 3), although they may be appropriate for people older, or even slightly younger. The Bronze to Gold Youth Achievement Awards are aimed at young people who are 14 plus (Key Stage 4 and beyond), with the Platinum young leaders award being appropriate for young people of 16 plus.

Generally young people aged 11 to 13 become involved in the Youth Challenges and young people aged 14 and over become involved in the Youth Achievement Awards.

This model could, however, be used with most forms of accreditation in situations where young people are given increasing control over what they learn, how they learn it and the type of accreditation they seek to evidence their learning.

CURRICULUM DEVELOPMENT MODEL

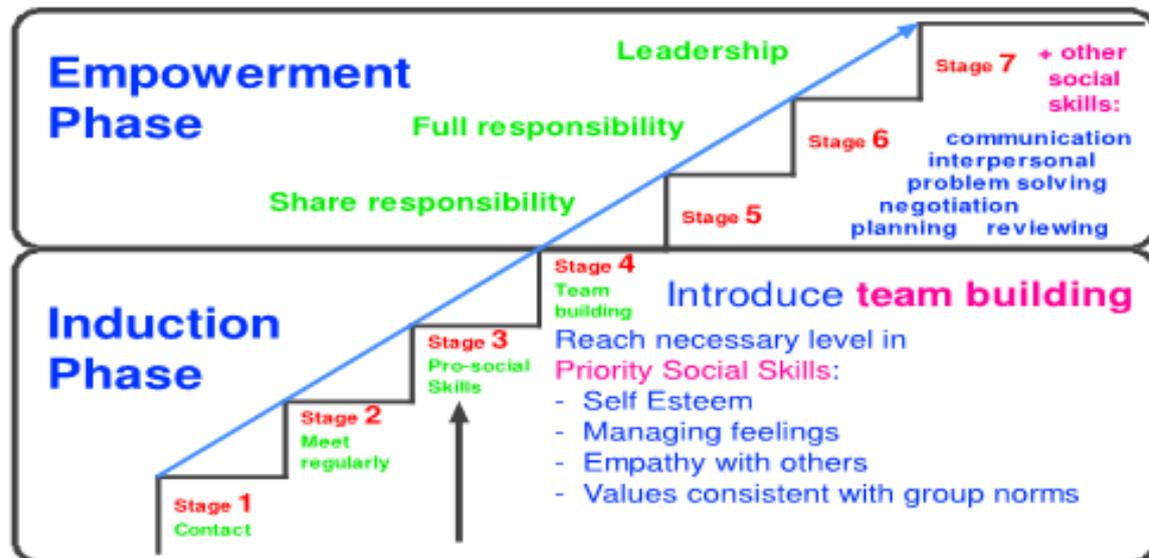


A progressive model of youth worker involvement with young people

(after Gloucestershire Youth and Community Service) © John Huskins

Since his development of the model, Huskins has added a Leadership Development model which has two phases, Induction and Empowerment.

Progression through the Leadership Development Model



© John Huskins 2011

This model can be characterised similarly to the Curriculum Development Model through:

1. Stages 1-4 of CD model and Induction Phase of LD model are increasing levels of taking part and learning about self.
2. Stages 5-7 of CD model and Empowerment Phase of LD model are increasing levels of taking responsibility for action and learning.

GETTING CONNECTED (GC)

Getting Connected (GC) is a curriculum framework designed to help young adults on the margins of education and employment to reconnect with learning and foster their personal development. The framework is intended to enhance the self-esteem and emotional literacy of those young adults outside the formal education and training system. It is aimed primarily at young adults aged 16 - 25 but is increasingly used with many aged 14 - 15.

GC was developed by the Young Adults Learning Partnership (YALP), run jointly by the National Institute of Adult Continuing Education (NIACE) and the National Youth Agency (NYA), to help disengaged and disillusioned young adults to reconnect with learning and foster their personal development. It is aimed primarily, but not exclusively, at young adults aged 16–25. YALP continues to undertake research and development, evaluate and progress the Programme, and extend its reach. GC is managed by The University of the First Age. Ask Sally Milicev (smilicev@aoy.org.uk) or Marilyn Stanley (mstanley@aoy.org.uk) for information or go to <http://www.niace.org.uk/current-work/getting-connected>

What Getting Connected does

It provides opportunities for young people to develop the 'soft skills' involved in managing their lives and relationships. Practitioners, as mentors, support the young adults, helping them to plan and review their learning and to assess the learning outcomes. 'Mentor' is a role that somebody takes on, whether as a volunteer or as part of paid employment. For example, it could be a youth worker, careers adviser or social worker. It could be somebody who happens to function as a role model for the young person by virtue of their qualities, accomplishments or status in the community. It is the key relationship in Getting Connected through which learning is planned, achieved and assessed. Training courses are offered throughout England and Wales to enable mentors, and potential mentors, to gain an understanding of the nature of the curriculum framework and how it can be used with young adults,

Getting Connected comprises of nine units, which can be accredited by OCR (Oxford, Cambridge and RSA). Each unit may be accredited individually. Achievement of four accredited units earns a young adult the full Profile of Personal Development award, considered equal to a NVQ Level 1.

The units can be addressed in any order and in a manner that best suits the need of the learner. While learning outcomes are given, the young adult and their mentor decide how these are addressed. Five competencies of emotional intelligence underpin the learning outcomes provided: self-awareness, self-management, motivation, empathy, and managing relationships. Young adults involved with the curriculum are encouraged to explore their lives and plan for their futures. They are supported to explore their attitudes, feelings and behaviour as well as exploring their relationships with others. The key feature of responding to individual learning preferences increases the likelihood of achievement and success. Young adults with higher levels of emotional literacy plus increased confidence and self-esteem are more likely to become effective learners.

AGORED CYMRU (formerly Open College Network – OCN) Creating qualifications and rewarding achievement for Wales

Agored Cymru is a [QCF](#) Awarding Organisation and charity working in Wales, for Wales, offering flexible and educational opportunities designed to help learners of every age and ability achieve their potential. It has over 20 years of experience of awarding credit in Wales reflecting the unique priorities of individuals, communities and employers in Wales. Their team of specialist staff operates across Wales providing individual support in curriculum design and quality assurance.

Agored Cymru offers recognised centres the opportunity to deliver effective lifelong learning, widen opportunity and enable learner progression to support the aims of modern Wales in English and/or Welsh. It can also accredit in house training and help businesses deliver high quality, bespoke quality assurance for their training.

All forms of learning organisation can deliver Agored Cymru qualifications. The following do so: Wales' FE Colleges, all NHS health boards and trusts in Wales, local authority services, secondary schools, training providers, the voluntary sector, South Wales Fire and Rescue Service, and many others.

Their website www.ocnwales.org.uk gives all necessary information plus a complete list of its staff. The list divides the staff functions between Business Development (new units, curriculum, and qualifications, becoming a centre), Quality and Standards (quality, external verification, quality reviewing, certification etc.) and Finance and Corporate Services (finance, HR, queries regarding units & your framework).

Using Units & Qualifications

Once an organisation has achieved centre recognition it can work with a member of the Curriculum Development team to put together a 'framework' or package of units that to be offered to learners. Qualifications and/or units can be selected from sectors approved as part of the centre recognition process. The units will be Entry Level upwards and for a stated number of credits and groups of them can count towards a qualification. For example, by keying in 'youth work' on their available units page, at the time of writing (15/06/12) 22 units will be displayed from Levels 1-4 and with a credit rating of 1-9 points.

If a unit is not available and a case can be made for it, the unit can be developed by the organisation that requires it. Training, as with other aspects of Agored Cymru's work, is readily available for the people wishing to develop new units. However, because of the vast number of available units, Agored Cymru does encourage centres to look for suitable existing units before submitting new ones.

WELSH BACCALAUREATE (WBQ)

The Welsh Baccalaureate Qualification (WBQ) is delivered by schools, colleges and training providers across Wales and gives broader experiences than traditional learning programmes to suit the diverse needs of young people. It is offered at Foundation, Intermediate and Advanced levels and studied alongside a range of traditional academic and vocational qualifications. It consists of two parts:

Core – Has five components i.e. Key Skills, Wales, Europe and the World, Work-related Education, Personal and Social Education and the Individual Investigation.

Options - courses / programmes currently offered e.g. General Certificate of Secondary Education (GCSE), Vocational GCSE (VGCSE), Advanced Subsidiary / Advanced (AS / A levels), National Vocational Qualification (NVQ), Business and Technology Education Council (BTEC), Principal Learning and Project Qualification.

The Core and Options make up the **Welsh Baccalaureate Qualification**.

The WBQ is nationally approved and currently offered at Foundation, Intermediate and Advanced levels. The student decides which level to follow by looking at the level. For example, a student likely to get mainly D-G at GCSE (NVQ1) would follow the Foundation Diploma, A* - C (NVQ2) grades would follow the Intermediate Diploma and A Level students the Advanced Diploma.



There are many ways in which youth work providers can contribute to the WBQ and therefore to a young person's qualifications at GCSE and A level. This youth worker support may help a school or college with those who are at risk of alienation at such important stages in their learning career.

CITY AND GUILDS

City and Guilds create relevant qualifications that help learners gain the skills employers value. Their qualifications and flexible learning options which give learners the skills they need to advance their careers.

They design vocational qualifications to be delivered by colleges, training providers and employers. Their 500 qualifications in 28 industry areas:

- are **especially valued by employers** because they're developed in conjunction with key industry bodies.
- offer **pathways to career progression**, with qualifications ranging from entry level to the equivalent of a postgraduate degree.

On their website, City and Guilds offer information on Qualification comparisons, types of qualification, the subjects available (of which there are a huge number), explanation of the levels and how high a person can go and apprenticeships. All this can be found at <http://www.cityandguilds.com/qualifications-explained.html>

C&G has over 500 qualifications on the Qualifications and Credit Framework (QCF). To see what they provide, follow the link to [Browse our qualifications](#)

C&G qualifications are designed for learners being flexible and easy to balance with a working life. They support their learners with:

- online access to course materials through SmartScreen.co.uk
- learner publications and membership of professional bodies such as the [Institute of Leadership and Management](#)
- online assessment - so they can take exams at any time.

C&G offer bursaries and financial support information on which can be found by following the [financial support](#) for learners link.

NATIONAL VOCATIONAL QUALIFICATIONS (NVQs)

NVQs are 'competence-based' qualification which means they are delivered through practical, work-related tasks designed to help develop the skills and knowledge to do a job effectively. They are for someone who wants to get a recognised qualification related to a particular industry or sector and can be studied at work, college, or as part of an Apprenticeship.

NVQs are based on national standards for various occupations. The standards say what a competent person in a job could be expected to do. As a learner progresses through a course, skills and knowledge are compared with these standards so s/he can see what is needed to meet them. Taking an NVQ could be appropriate for someone who already has skills and wants to improve them or someone starting from scratch.

NVQs can be at Levels 1 to 5 on the National Qualifications Framework and the Qualifications and Credit Framework. The frameworks show how different types of qualifications compare, in terms of the demands they place on learners.

NVQs are available to adults and young people. A person can take them if s/he:

- is unemployed
- is studying at college and have a part-time job or access to a work placement
- is on an Apprenticeship

NVQs are assessed on practical assignments and a portfolio of evidence. Normally, a qualified assessor will observe and question the learner about the real work carried out in the workplace (or a realistic working environment). They will test knowledge and understanding as well as actual performance. The assessor will 'sign-off' individual units within the NVQ when the required standard is reached.

Completing an NVQ can lead to further training at the next NVQ level. A learner could go all the way to a Level 5 NVQ and/or professional qualifications, usually in a related area. After study at NVQ at Level 3, s/he can also go on to a higher education course in a related vocational area

To find out who is offering NVQs or other vocational qualifications nearby a learner should speak to a careers advisor, local further education college or employer.

The Levels which a learner reaches should be equivalent to other providers', such as Agored Cymru's, similar Levels. They are also seen as equivalent at Level 2 to a GCSE at Grade A*-C and at Level 3 to an A Level

12 Portfolio Accredited Learning

A portfolio is a collection of evidence that represents achievement and learning within a module/course or programme of study. It offers greater potential for the learner to have control over personal learning as the learner is always the one who decides what goes in. Agored Cymru's accreditation of their units is through the collection of learners' work in a portfolio.

The work in a portfolio is usually assessed locally after which it is moderated by the accrediting body such as Agored Cymru to ensure that there is consistency.

Moderation of Portfolios

The purpose of moderation is to confirm that organisations are applying quality assurance procedures that enable them to implement both the ethos and the logistics of a programme adequately. The external moderation process ensures that standards are met and that a Programme's value is comparable regardless of the organisation with which a young person worked to gain an Award.

In order to confirm this, the Awarding body will select a '*sample*' of *portfolios* submitted by the organisation. Based on the sample selected the Awarding Body will make a judgement that, as a result of examining these portfolios, it is likely that the other portfolios will equally reflect the practice of the organisation.

Therefore, if the sample seen meets the standards outlined for the Awards, all the portfolios from that particular organisation will meet the required standards and therefore all young people listed should be issued with certificates. Likewise, if a sample is deferred for not having met the required standards then all the portfolios from that particular organisation will initially fail to meet the required standard, and all young people listed will have their portfolios deferred and checked.

It is vital, therefore, that effective and meaningful *internal moderation* takes place prior to a request being made for external moderation and certification and that Internal Moderators take responsibility for advising and supporting their colleagues in meeting the required standards.

The process, then is that, once completed, portfolios need to go through three stages of assessment and moderation:

STAGE 1

Young People's Assessment and Recommendation

- e.g. checking by the Young People and their Group Worker

STAGE 2

Internal Moderation

- e.g. checking by the Organisation's own Internal Moderator

STAGE 3

External Moderation

- e.g. checking by a representative from the Awarding Body

All three stages must be successfully completed before certificates are awarded.

Internal Portfolio Assessment

The *Award Group* is responsible for assessing completed *challenges* and recommending *portfolios* for internal moderation. The Award Group should work through the checklist at the back of each booklet, supported, where necessary, by the *Award Group Worker*.

If any action points are identified, recommendations should be made to the young person concerned. The portfolio can then be resubmitted once the outstanding issues have been addressed.

Once all the items highlighted on the 'Portfolio and booklet Checklist' have been completed and any actions required are taken, it is agreed that the portfolio meets the essential criteria. In order to confirm this, a representative of the Award Group should sign and date the last page of the booklet.

Once the Award Group Worker is happy that the Award Group has made a valid decision, s/he should sign the 'Portfolio and Booklet Checklist, usually on the last page of the booklet. At this stage the Award Group Worker should also complete Section A of the separate Internal Checklist to verify that the portfolio is ready for the next stage – internal moderation. The completed portfolio, booklet and internal checklist should then be passed to the person nominated to carry out internal moderation e.g. the nominated Agency Moderator or Internal Moderator.

Internal Portfolio Moderation

Using the relevant Internal Checklist the Internal Moderator should check that all essential criteria have been met. There are two ways in which the Moderator can perform this check depending on the nature of the organisation:

100% sampling

This is recommended for all new Organisations.

- In these cases 100% of all portfolios should be 'sampled' (i.e. checked) to ensure that standards are met.
- An Internal Checklist must be completed for each portfolio sampled.
- The Internal Checklist should indicate that each portfolio submitted.
- Where portfolios meet the required standards the internal checklist can be completed and there is no requirement to add any notes in the 'action points/ feedback' section.
- Where portfolios do not meet the required standards, this should be noted in the 'action points/ feedback' section. When the action points have been addressed and the portfolio is resubmitted for an internal moderation, the successfully achieved action points should be signed off as having been achieved prior to passing the internal checklist on to the next stage.

Reduced Sampling

This may be considered in cases where there is a proven track record of successful quality assurance.

- In these cases a minimum of 25% of portfolios at each level should be 'sampled' (i.e. checked) to ensure that standards are met.
- An Internal Checklist must be completed indicating whether each portfolio submitted has been selected for sampling or not.
- The Internal Checklist should indicate which portfolios have been sampled and which have not.
- Where the portfolios sampled meet the required standards, the internal checklists can be completed and there is no requirement to add any notes in the 'action points/ feedback' section.
- If some of the portfolios do not meet the required standards, the sample should automatically be extended to 100% and appropriate notes entered in the 'action points/feedback' section. When the action points have been addressed and the portfolio is resubmitted for internal moderation, the successfully achieved action points should be signed off as having been achieved prior to passing the internal checklist on to the next stage.

Taking the decision to use reduced sampling is not as easy as it might first appear, as it involves a wide range of issues that can affect overall quality assurance. Therefore, reduced sampling should only be applied by practitioners who are approved by experienced moderators.

External Portfolio Moderation

This is the final stage of the moderation procedure

In cases where specialist equipment and/or personnel are required to facilitate external moderation, organisations should provide as much additional advance notice as possible. Likewise, where a certificate is required in another format or language, the awarding body will need to know in advance.

If the previous stages have been followed carefully, no issues should arise during external moderation that will affect the approval of portfolios for certification. However, on rare occasions when the expected level of quality assurance has not been met, portfolios will need to be 'deferred' for further work prior to certification. In any case, an External Moderation Feedback Form will be completed for organisations submitting portfolios. These will highlight positive aspects of the portfolios and offer constructive suggestions for future submissions.

After portfolio approval, certificates are produced and sent to the nominated Moderator with a copy of the completed External Moderation Feedback Forms.

External Moderation Meetings

In most cases moderation is carried out at *External Moderation Meetings*, where Moderators and Group Workers gather together to cooperatively check that required quality assurance procedures have been met. These meetings are attended by representatives from the awarding body. The awarding body has the

responsibility for ensuring that decisions made are robust, valid and appropriate.

The Moderator should take the sample of portfolios requested plus the Internal Checklists for all portfolios listed to the External Moderation Meeting. The exact sample of portfolios requested must be taken to the moderation meeting and should not be substituted for any other portfolios nor 'withdrawn' at this stage as this would compromise quality assurance and may result in the whole submission being referred. At the meeting, Moderators and Group Workers from Organisations examine each other's portfolios and check that they meet the required criteria. Moderators and Group Workers are encouraged to share good practice and provide constructive feedback to colleagues on how the quality of delivery, recording and assessment can be further improved.

Group Workers who are new to delivering Awards or who want to improve their knowledge of the scheme are encouraged to attend External Moderation Meeting. Group Workers may want to bring work in progress to the External Moderation Meeting and, where time allows, experienced Moderators will provide feedback.

Evidencing the Process

The portfolio should be an organised collection of evidence that illustrates what the young person has achieved. Ideally a portfolio should contain evidence that is naturally generated by the young person's involvement in their activities.

Guidelines for presentation of portfolio evidence

- Portfolios should be as well organised as possible e.g. it is helpful for evidence relating to individual challenges to be clearly separated.
- It can be useful to break down some of the elements as evidence of the length of time spent on activities e.g. include simple timesheets, diaries or logs.
- When evidencing activities it is important to try and be selective. It is the quality of evidence that counts, not the quantity.
- Visual evidence such as photographs, pictures, drawings, illustrations or objects should be given some explanation (e.g. captions) to show why they have been included and how they relate to the challenge.
- Portfolio evidence should clearly show the experience and learning of an individual young person. Whilst pre-printed sheets and group handouts are acceptable as evidence, they should be personalised in some way to explain their relevance to the individual.

Examples of Portfolio Evidence

The *portfolio* must demonstrate that the individual young person:

- Was involved in the activity
- Took the appropriate amount of responsibility according to the level of Award
- Spent the minimum time needed on each activity
- Completed the appropriate number of activities

EVIDENCE that shows that the young person:	Produced by the young person	Collected by the young person	Produced by others
Was involved in the activity	<ul style="list-style-type: none"> • Photographs • Video recording • Tape recording • Statements • Drawings • Questionnaires • Letters • E-mails • Phone Records • Plans • Designs • Posters • Memos • Notices • Posters • Diary • Scripts 	<ul style="list-style-type: none"> • Consent forms • Receipts • Leaflets • Booklets • Travel tickets • Events tickets • Flyers • Maps • Course notes • Research • Newspaper cuttings • Certificates 	<ul style="list-style-type: none"> • Youth Worker observations • Witness observations • Employer observations • Family observations • Peer observations
Work involved in the activity	<ul style="list-style-type: none"> • Questionnaires • Review Forms • Evaluation Forms • Feedback sessions • Diary • Log book • Timelines 	<ul style="list-style-type: none"> • Certificates • Test results 	<ul style="list-style-type: none"> • Witness observations • Peer observations • Attendance records
Took the appropriate amount of responsibility	<ul style="list-style-type: none"> • Role descriptions • Work plans • Task sheets • Diary • Log book 	<ul style="list-style-type: none"> • Minutes of Meetings 	<ul style="list-style-type: none"> • Witness observations • Attendance records
Spent the minimum time needed on each activity	<ul style="list-style-type: none"> • Diary • Log book • Time sheet 	<ul style="list-style-type: none"> • Records of attendance • Signing In sheets 	<ul style="list-style-type: none"> • Witness statements • Attendance records
Completed the appropriate number of activities	<ul style="list-style-type: none"> • Award booklet 	<ul style="list-style-type: none"> • Challenge certificates 	<ul style="list-style-type: none"> • Witness statements

13 Appendices

- a. Consent form**
- b. Example of Accreditation Officer Job Description**
- c. Case Studies**
- d. Useful contacts**

Consent Form

[Name]
[Address]

[Date]

Dear parent/guardian,

Your son/daughter is participating in a project for which s/he can get accredited outcomes or a qualification within youth provision.

Project Contact name and Number.....

Accreditation title.....

This includes the following elements:

- Self awareness
- Soft skills
- Informal, formal and non formal learning
- Group work
- Enquiry & problem solving skills
- Social skills
- Creative thinking
- Processing information
- Reasoning & communication skills
- Evaluating techniques

I do / do not wish for to participate in informal accredited learning workshops.

Signedparent/guardian

Date

If you do not return this form we will assume that consent has been given for your son/daughter to participate in this project.

Example of Job Description Content

The following could be added to a generic youth worker's job description for the post of:

Accreditation Officer

- Have an understanding of the different types of accreditation which is suitable for the specific needs of the young people
- Have an understanding of the Qualifications Credit Framework (QCF), the Credit and Qualifications Framework for Wales (CQFW) and Quality Assured Lifelong Learning (QALL)
- Have a broad knowledge of all qualifications available to young people in a youth work situation
- Liaise with awarding bodies where applicable
- Network with other agencies, services, organisations to support the development of all young people
- Support the different levels of accreditation and support all levels equally
- Understand the level of accreditation acceptable for each individual learner
- Keep up to date with the needs of young people
- Ensure that the individual learners are aware of their own self worth and the worth of their own individual accreditations
- Liaise with manager(s) and other staff in supporting accreditation routes for young people
- Contribute to staff meetings by giving information on accreditation issues
- Submit reports on accreditation
- Be responsible for co-ordinating accreditations
- Make effective use of accreditation resources
- Undertake training which will be relevant to new accreditation frameworks

These tasks are appropriate for all organisations and can be adapted to the member of staff undertaking the role, whether as a volunteer or one who is paid.

Case Studies

1. Susan, a young mum, has been attending the organisation for approximately 18 months and is currently doing a 'Learn About' course. She has previously attended a nurturing course and other training which has improved her confidence and self esteem as well as providing her with qualifications. When she first attended the centre she was quite low emotionally as she has recently lost her own mother and was suffering from grief and loss.
2. Simon moved into his own accommodation a couple of years ago and is no longer isolated and afraid. He is a young man with goals and aspirations for his future that are the same as those of any other young people of his age. He has qualifications and developed skills and has a mentor and support through his project support worker.
3. The project base was a major factor in Billy's progression. Here he was totally accepted, not bullied as he had been, and was allowed to grow and develop in his own time. After 6 months he went on a work placement, which was selectively chosen, and he thrived. Now he is on a NVQ level 1 training course, but it is still receiving support with the project.
4. Jane contacted the organisation which was able to provide childcare for her son and began studying for a NVQ level 1 in Business Administration. Jane is now working towards achieving an NVQ in customer services. Jane says she has been at the organisation for several years and has developed a lot of new skills and her confidence grew by helping out in the office, learning a job and then deciding to get the qualifications.
5. During the six week healthy eating programme all the young boys involved behaved positively and responsibly, displaying appropriate social and teamwork skills and developing practical cookery skills required to help them become more independent and self sufficient. They were able to gain their food hygiene certificates and Level 1 cookery skills and are now far more keen to gain further accreditation having been started on the road..
6. I'm 21 and first started at the project volunteering. I had left school with no qualifications and was finding it difficult to get any direction in my life but I got some certificates for my personal involvement in some projects and now I'm now employed and training to be a youth worker.

Useful Contacts

<p>Agored Cymru</p> <p>Web: www.agored.org.uk/</p>	<p>Girl Guides</p> <p>Web: www.girlguiding.org.uk</p>
<p>Assessment and Qualification Alliance</p> <p>Web: www.aqa.org.uk</p>	<p>Girls Brigade</p> <p>Web: http://www.girlsb.org.uk/</p>
<p>ASDAN Awards</p> <p>Web: www.asdan.org.uk</p>	<p>Millennium Volunteers</p> <p>Web: http://www.gwirvol.org/en</p>
<p>Boys Brigade</p> <p>Web: http://www.boys-brigade.org.uk/</p>	<p>National Youth Agency</p> <p>Web: www.nya.org.uk</p>
<p>Careers Wales</p> <p>Web: http://new.careerswales.com/16to19/</p>	<p>NIACE</p> <p>Web: http://www.niace.org.uk/</p>
<p>City and Guilds</p> <p>Web: www.city&guilds.com</p>	<p>Princes Trust</p> <p>Web: http://www.princes-trust.org.uk/</p>
<p>CWVYS (Council for Wales of Voluntary Youth Services)</p> <p>Web: www.cwvys.org.uk</p>	<p>Scouts Wales</p> <p>Web: http://www.scoutswales.org.uk/</p>
<p>The Department for Children, Education, Lifelong Learning and Skills (DCELLS)</p> <p>Email: Dcells.enquiries@wales.gsi.gov.uk</p> <p>Web: http://wales.gov.uk/contact_us/bydept/dcells/?lang=en</p>	<p>Sports Leaders Awards</p> <p>Web: http://www.sportsleaders.org/</p>
<p>Duke of Edinburgh's Award</p> <p>Web: www.dofe.org</p>	<p>UK Youth</p> <p>Web: www.ukyouth.org</p> <p>Youth Achievement Awards</p> <p>http://www.ukyouth.org/accredited-learning/youth-achievement-awards.html</p>