Forth Valley and West Lothian
Achievement Project

Education Scotland
Interim Report
August 2023

A pilot approach to explore how children and young people's achievements are recognised and recorded across schools, CLD providers and community settings in Forth Valley and West Lothian.

'Recognising every learner's achievements will be crucial if Scotland as a society is to thrive socially, culturally and economically.'
Independent Review of Qualifications and Assessment, Interim Report (March 2023)

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Executive Summary

This report outlines the findings from a project carried out by Education Scotland and partners in the Forth Valley and West Lothian Regional Improvement Collaborative area to:

- investigate how children and young people's personal achievements, beyond the formal school curriculum, are currently recognised and recorded across schools and Community Learning and Development (CLD) providers; and
- identify ways to support practice across schools and CLD providers.

The project has taken place at a time of education reform in Scotland. The focus on children and young people's personal achievements is relevant to the future direction of Curriculum for Excellence; reform of qualifications and assessment; and the review of the skills delivery landscape.

The section named our approach outlines the steps taken in the project. School leaders from 8 schools, young people, CLD/youth work, and local youth award providers plus key national partners the Awards Network and YouthLink Scotland, all contributed to the findings.

Findings:

The summary of findings section details condensed responses under the five key questions used in the investigation. The full findings are included in Appendix 1.

1. **How do schools and their CLD providers currently recognise children and young people's personal achievements (out with the formal curriculum)?**
   The findings indicate a strong commitment across schools and CLD partners to recognising and recording all children and young people's achievements. There are some examples of very effective practice. Gaps identified were around the lack of awareness of opportunities available; the focus on school-based activities only; and the tendency for some schools to focus only on awards recorded on Insight.

2. **What support do children and young people have, in school and in their communities, to reflect on and record their own personal achievements?**
   The findings indicate that all participants recognised the importance of children and young people having ownership of their own achievements and the skills developed in their own personal learning journey. Some use local methods to record this in the absence of a nationally recognised approach to record achievements,

3. **What data do all providers currently gather at a local level? To what extent are individual children and young people's achievements tracked?**

The findings indicate an inconsistent and disconnected picture meaning that the full range of children and young people's personal achievements are not currently being fully recognised. The data sources referenced by participants included: Insight data (schools); local schools gathering their own achievement data; performance management data (CLD teams); data gathered by youth award providers; and national youth award completion figures reported annually by the Awards Network. Disconnected systems are creating challenges for both recording and sharing data between schools and CLD providers.

4. **What effective practice and/or professional learning can be shared / adopted across the region by schools and CLD providers?**
   The findings indicate that establishments where youth work and school partnerships were strongest, offered the greatest range and depth of achievement-based opportunities and youth awards. There were some good examples of co-design of achievement opportunities, with young people and between schools and CLD partners. Participants identified a range of professional learning needs for both school and CLD practitioners. The National Youth Work Outcomes and Skills Framework was seen as an increasingly valuable tool for both CLD and schools to use together.

5. **How could this pilot inform national discussions?**
   The partners involved identified key national policy and practice developments and reforms. They committed to using the findings from this project to inform their contributions to those developments.

Recommendations and Actions:

The report includes ten [recommendations](#) for schools and CLD partners to support improving practice, based on the findings from the investigation. The recommendations are focused on practical ways to increase the support for children and young people to participate in and reflect on opportunities for personal achievement through: clearer staff roles; strengthening partnerships; involving children and young people in planning; sharing good practice; and making effective use of tools including the Youth Work Outcomes and Skills Framework.

This section also outlines several [actions](#) for the partners involved in the project to: continue to discuss the issues raised by the project; to use the findings to develop professional learning opportunities for school and CLD staff in the region; and to continue to make links with the wider education reform agenda.

Introduction

This report outlines the findings and recommendations from a pilot project carried out between late 2022 and early 2023, by Education Scotland and partners in the Forth Valley and West Lothian (FVWL) Regional Improvement Collaborative area (RIC). The pilot investigated how children and young people's personal achievements, out with the formal curriculum, are currently recognised and recorded across schools and community learning and development (CLD) providers. The aim of this investigation was to identify ways to support practice across schools and CLD providers, so that a wider range of children and young people's learning and achievements can be recognised, recorded and tracked, throughout their education journey.

The partners included young people, leaders from a sample of primary and secondary schools across FVWL, youth award and CLD providers in the region, the Awards Network, and YouthLink Scotland. We would like to thank everyone involved for their contributions and their commitment to improving outcomes for children and young people.

Building a shared understanding of how schools and CLD providers currently recognise and record children and young people's personal achievements, we aimed to identify needs within the education system around the provision and development of personal achievement awards and opportunities. We intended to gather and report on existing data and identify gaps and challenges to data collection and worked with the Awards Network, YouthLink Scotland, CLD providers and community partners to pilot an approach to impact measurements in FVWL.

By ensuring that this report is accessible online, shared and discussed with FVWL RIC and shared more widely, both regionally and nationally, we hope that it will help to inform the work of the FVWL RIC, shape national practice and contribute to current national discussions on education reform, including those on Curriculum for Excellence and Qualifications and Assessment.

> **"Focusing on exam performance is important but needs to be balanced by an understanding of wider outcomes and recognition of their value. An emphasis on measures of attainment in exams, while important, fails to recognise and promote the broader aims of CfE and value the wider achievements of young people."**
>
> Audit Scotland report on 'Improving outcomes for young people through school education.' (2021)

Our approach

The following steps were undertaken in late 2022 and early 2023:

- visited 8 schools across 4 local authorities with an even mix of primary and secondary establishments. 2 schools from each of the authorities took part to ensure a regional balance
- YouthLink Scotland's (YLS) Youth Work and Schools Partnership team and ES officers undertook structured interviews with CLD managers, youth work leads and CLD practitioners. In total, 3 CLD managers from Falkirk, Stirling and West Lothian were interviewed, alongside a further 12 practitioners across all 4 local authorities
- the YLS team and ES officers met with 3 groups of young people, 2 groups in West Lothian and one in Falkirk (16 young people) to hear about their experiences and explore ideas about effectively recognising and recording achievements in the future. We have incorporated the feedback from this fieldwork into this report, and the full report is in Appendix 1
- the Awards Network strategic group and members provided regular guidance and information to support the pilot. Discussions focused on the range and number of awards, data, and levels of engagement across Forth Valley & West Lothian
- ES Officers attended the RIC Collaborative Board to raise awareness of this pilot and will return to this group to present findings
- the Awards Network worked with YouthLink Scotland to explore utilising the National Youth Work Outcomes and Skills Framework to measure impact and skills development of achievements in different setting

Limitations:

- to offer a safe environment for open discussion, we agreed with practitioners that anonymity would be upheld throughout. This means that we do not identify specific practice examples in this report
- we recognise that we have sought feedback from practitioners in a small sample of schools in the region and from a small group of young people. Our sample was defined by requests made from Education Scotland staff's regional contacts. We included both primary and secondary schools in each of the four areas in the region. This was what our capacity allowed, and we acknowledge that views expressed do not represent all practitioners' views across the region
- at the time of producing this report, the data being gathered by local authority services around the key performance indicators for CLD was not yet published and therefore was not included in our data analysis

- the education and skills reform agenda has continued to evolve while this pilot was taking place. We have endeavoured to reflect the most up to date messages so far from national reviews and discussions

> **"The curriculum as experienced by every learner should include opportunities to study curriculum areas and subjects in depth but should also include engagement with the school as a community, opportunities to discover how learning connects across different areas of the curriculum and opportunities to individualise learning through personal achievement"**
> *It's Our Future: Report of the Independent Review of Qualifications and Assessment, 2023*

Summary of Findings

1. **How do schools and their CLD providers currently recognise children and young people's personal achievements (out with the formal curriculum)?**

   - almost all schools and CLD practitioners felt that achievements undertaken out with school should contribute to educational success for children and young people
   - the types of achievement recognised by schools were mostly activities offered by them including sports, drama, art, music and environmental groups and pupil councils. Most schools recognised a limited range of achievements in the community with a higher proportion of these being of a sporting or physical nature
   - we found that some schools used a range of innovative approaches to highlight achievement (details in full findings). Recognition of achievement was also more established in schools with designated, responsible staff. This was stronger again where time for achievement was embedded in the curriculum
   - most schools were unaware of the range of youth awards available however schools with direct involvement with CLD providers had a stronger recognition and provision of achievement opportunities
   - in the majority of settings, CLD practitioners reported seeing a positive shift in school perspectives on achievement through provision of youth work. However, in a minority of settings, CLD practitioners expressed frustration that school partners are still failing to recognise the potential for positive learning and achievement through youth work
   - we found that schools were more likely to recognise and value young people's achievements through youth work when they resulted in SCQF awards or Insight tariff points

2. **What support do children and young people have, in school and in their communities, to reflect on and record their own personal achievements?**

   - young people and practitioners both emphasised the importance of young people having ownership of their own achievements and the skills developed in their own personal learning journey. Young people told us their achievements feel more powerful if they are heard, therefore space for joint discussion involving CLD practitioners and key school staff with young people is important
   - our findings suggest that children and young people would benefit from bespoke time in school and in CLD settings to reflect on the achievements and skills developed through participation in personal achievement opportunities
   - we found that a few schools provided digital tools to allow children and young people to record their achievements however this was not widespread

- children and young people are offered a range of opportunities to develop their skills through participation in youth work/school activities with this not being limited to youth awards-based activities
- youth awards were recognised by schools and CLD staff as a key method in supporting and recognising the personal learning and achievements within children and young people, helping them develop knowledge, competences, and skills for learning, life and work
- there was little evidence of methods existing to measure and map skills developed as a result of participation in achievement opportunities. A few CLD providers are utilising the new National Youth Work Outcomes and Skills Framework to capture this

3. **What data do all providers currently gather at a local level? To what extent are individual children and young people's achievements tracked?**

- data sources referenced by participants to record children and young people's achievements out with the formal curriculum were:
  - o Insight
  - o Some examples of schools and their partners gathering local data
  - o Local authority CLD area teams' performance management data
  - o Data provided by 3rd sector youth award providers – some of which can be broken down by local authority.
  - o National youth award completion figures reported annually by the Awards Network
- the differences and potential inconsistencies in the data from these sources demonstrated that the achievements of children and young people are not fully realised across the system (see main section for statistics)
- all participants agreed that having disconnected systems creates challenges for both recording and sharing data between schools and CLD providers.
- the amount of youth awards delivered is not consistently reported with many often not being recognised within reporting structures
- insight data appears to capture a very small percentage of non SQA youth awards achieved by young people. Nearly all schools highlighted that *Insight* does not support the capture of a broad range of achievement opportunities or youth awards
- over half of the providers of achievement-based awards on Insight in FVWL were not school based
- nearly all schools reported a willingness to record the impact of achievement more consistently but were often unsure how, especially opportunities that are not delivering accredited youth awards
- several schools are already gathering data on participation in achievement opportunities and use this data to target learners who live in areas of deprivation

- some CLD providers have started to utilise the new National Youth Work Outcomes and Skills Framework to record the impact of participation in personal achievement opportunities

4. **What effective practice and/or professional learning can be shared / adopted across the region by schools and CLD providers?**

- at least half of the school staff we spoke to identified a professional learning need for school staff to learn more about CLD providers, youth work partners and/or youth award opportunities. The importance of developing a common language between school and CLD practitioners was also regularly highlighted in our discussions
- children and young people highlighted the power of achievement out with the classroom and described how it is making a meaningful impact on their lives. The voices of children and young people should be included in any professional learning offer for practitioners following this pilot project
- when schools were successfully delivering opportunities for personal learning and achievement, they often planned learning offers and delivered in partnership with CLD providers, youth organisations and the wider community
- nearly all schools staff felt that they would benefit, or do benefit, from working in partnership with CLD providers. Establishments where youth work and school partnerships are strongest offered the greatest range and depth of achievement-based opportunities and youth awards
- it is important that schools and CLD providers create opportunities to collaborate, learn and work together to recognise and record achievements. This could be done by allocating shared time for professional learning and dialogue between practitioners
- we heard of several examples of schools conducting a "census" with children and young people to inform future achievement opportunities that are provided.
- all schools and CLD providers agreed that the skills and qualities developed because of youth work opportunities and youth awards were clear. Co-design of achievement opportunities provided the greatest range and value
- we heard examples of how CLD providers are starting to use the National Youth Work Outcomes and Skills Framework. They reported that it is a valuable tool for both CLD and schools to map the skills as a result of achievement opportunities. Having a shared approach for mapping the skills and outcomes that are developed would be beneficial, to evidence progression and highlight links to Curriculum for Excellence
- there is work still to be done in building a clearer shared understanding of the dimensions of achievement and a shared language within children and young people, youth work colleagues, formal educators, and parents

5. How could this pilot inform national discussions?

The partners involved have, and will continue to use the findings from this report to inform their contributions to the following current or expected national policy and practice developments, including:

- It's our Future: Independent Review of Qualifications and Assessment
- Fit for the Future: developing a post-school learning system to fuel economic transformation
- Scottish Attainment Challenge: framework for recovery and accelerating progress
- Scottish Government's review of Insight
- the expected new national youth work strategy
- Work being done by Education Scotland's Curriculum Innovation team to co-design new approaches to help learners gather evidence on all their learning achievements – in school and in their communities – using e-portfolios
- the national Youth Work Outcomes & Skills Framework developed by YouthLink Scotland
- ongoing work by The Awards Network to gather data on the impacts of youth awards
- National Key Performance Indicators (KPis) developed by CLD Managers Scotland

Recommendations and Proposed Actions

While we recognise that this scoping exercise provided a relatively small snapshot of views across the region, we did find that the establishments and organisations taking part highlighted some consistent messages from which we have made several recommendations. We have also detailed actions that Education Scotland's Regional Improvement Team will take as a result of this report.

All actions and recommendations are stated with the purpose of improving the range and quality of personal achievement opportunities that are available to children and young people, how they are recognised and the data that is captured as a result.

Recommendations

1. Schools should seek to designate an educator, such as a DHT, PT, or teacher with additional duties, with responsibility for leading on developing and promoting achievement opportunities and increasing staff awareness of youth awards
2. Schools should also have a member of staff with responsibility for linking with CLD providers, youth work and youth award partners
3. Schools and CLD providers should develop local collaborative partnerships to support the development of achievement opportunities and youth awards. This should involve staff upskilling, shadowing and practice sharing opportunities at a local level. Partnership agreements should be co-designed and regularly evaluated
4. Schools and CLD partners, including youth work providers and youth award providers, should work together to build a common language to recognise children and young people's personal achievements – in school and in their communities
5. Schools should use tracking tools to monitor who participates in achievement opportunities to better target which children and young people are not involved, especially those who would benefit the most
6. Schools should consult with children and young people to identify types of personal achievement opportunities that pupils would like to see offered, for example by conducting an annual census
7. CLD providers and schools should work on developing approaches to allow children and young people to reflect on, record and recognise their achievements consistently. This should include creating time and space to allow children and young people to routinely articulate, share and celebrate their achievements within and out with school
8. This pilot has demonstrated that the Youth Work Outcome and Skills Framework is a valuable tool to support shared planning and evaluation between youth work partners and schools. It also allows for accurate and meaningful skills mapping for children and young people. Professional learning

and support in FVWL to increase awareness and use of the Framework should be a priority

9. Around half of schools are already using a range of innovative approaches to recognise and celebrate some of children and young people's achievements. There is scope for schools and their partners to share learning on this

10. The Awards Network should provide a regional feedback opportunity regularly to RICs surround the data they gather and share. Awards Network partners should capture postcode data to ensure accuracy of specific local and regional information

Proposed Actions

In Forth Valley and West Lothian Education Scotland Officers will:

1. Share and discuss the draft findings and actions in this report with all partners in the pilot, ES Attainment Advisors and FVWL RIC and develop an action plan for improvement

2. Work with partners, including the Awards Network and others, to co-host a regional webinar to share the learning from the pilot

3. Work with partners to develop a shared professional learning offer based on the findings from this pilot for schools and CLD practitioners in FVWL in 2023-24

4. Provide professional learning to practitioners on achievement mapping and youth awards, and work with Awards Network to offer professional learning on Amazing Things 5

Nationally we will:

5. Work with YouthLink Scotland to provide support to schools and CLD providers to make increasing use of the Youth Work Outcomes and Skills Framework and evaluation tools as they are developed

6. Ensure that ES-led proposals on national e-portfolios reflect the learning from this pilot

7. Share and discuss the findings with relevant SG policy teams including the CLD Policy Unit and the Senior Phase Pathways team

8. Share the findings as part of the Future of Insight development consultation

9. Work with the SG CLD Policy Unit to inform the implementation of the 'Skills and Achievement' priority in the upcoming national youth work strategy

10. Use the pilot findings to inform CLD responses to the Hayward Review and future education reform planning

11. ES will gather and share examples of current good practice of recognising and recording achievement out with the formal curriculum

Appendix 1: Key Questions and Full Findings

Establishments, partners and providers were consulted on a range of aspects of this scoping pilot. The findings from those consultations have been summarised into 5 key questions and their associated findings. The findings express the views from practitioners and young people involved.

1. **How do schools and CLD providers currently recognise children and young people's personal achievements (out with the formal curriculum)?**

1.1   Every primary and secondary school involved in this pilot provided a range of achievement opportunities to children and young people within their settings. The types of achievement recognised were mostly activities offered through school; including sports, drama, art, music, extra-curricular opportunities, environmental groups and pupil councils. Schools recognised those achievements through ceremonies, assemblies, notice boards and other success recognition days.

Innovative ways of highlighting achievement in schools included:
- bespoke periods in the school day where achievement opportunities are provided, with opportunities for accreditation as appropriate
- bespoke time in the school week (periods/afternoons) to allow children and young people to share and celebrate their successes with each other and staff
- allowing young people to earn different coloured ties based on an achievement opportunity they have taken part in/been successful in. Self-nominating themselves and describing the skills they have developed as part of this process
- utilising digital tools that children, young people and parents can use to highlight achievement which is subsequently recognised and celebrated within school

1.2   Achievements that occur out with the school were also celebrated, this tended to occur when the information could be gathered by informal means such social media platforms, parents submitting updates via bespoke apps/forms or when children and young people shared achievements themselves. Community groups and organisations also shared information on achievements with schools however only if the child/young person wished it to happen. These were celebrated through the same mechanisms as above. There appeared to be a higher focus and recognition of sport related achievements.

1.3   Some schools had identified teaching staff with a role in promoting and developing achievement such as deputes, principal teachers or teachers with additional responsibilities. It is notable that achievement opportunities in these schools appeared to be more established. Some schools specifically targeted personal achievement and award opportunities at children and young people from areas of deprivation who weren't currently engaged, aiming improve their engagement and success within education. A few schools also consulted with their pupils to ascertain the types of achievement opportunities that they wished for, with one school allowing multiple staff the time to support and develop these opportunities.

1.4   All CLD providers to offered methods to recognise a broad range of children and young people's achievements. Accredited awards and "in-house" certificates were widely utilised to highlight skills development, as well as celebrating success events/award ceremonies for both accredited and non-accredited achievements, newsletters, social media, and through publicity outlets. CLD practitioners often highlight achievement through observation and praise, looking for opportunities to share with children and young people what they have gained.

Most achievements were recorded through management information systems which demonstrate the number of children and young people participating, this information is shared through internal reporting structures.

1.5   Both CLD practitioners and young people said that some of the most important steps that young people take in youth work – especially early in their youth work journey – are acknowledged and celebrated in youth work settings but often would not be recognised as achievements in other contexts. One practitioner said:

"In youth work, we take a person-by-person view of achievement – small things that actually make a big difference. So for one [young person], that might be catching the bus for the first time, for another it might be attending an employability service at a venue they have never been to before."

1.6   All CLD practitioners expressed a strong and comprehensive understanding of the types of youth awards which exist and how to provide these awards in different settings, allowing children and young people to gain a range of achievements during their involvement in youth work. We found that almost all practitioners and partners used evaluative methods to gather information on the skills that children and young people had developed as a result of participation in achievement activities.

1.7   Nearly all schools were unaware of national guidance (such as Amazing Things 5) and bodies that exist to support the delivery of youth awards. However, nearly all schools had an awareness of some youth awards available. Integration of these awards into achievement opportunities differed from establishment to establishment. Awards which are well known e.g. The Duke of Edinburgh Award are encouraged and provided for, whereas those that are less known such as, Dynamic Youth Awards and John Muir Awards were provided less consistently. Youth awards were more prevalent within secondary schools over primary schools. At least 2 secondary schools reported building opportunities for achievement into their school timetable and highlighting it as a positive step.

1.8   We found that schools who had direct involvement and strong partnership working with CLD providers had a stronger recognition and understanding of personal achievement in school and community settings. Schools which demonstrated broad CLD provider and community partner involvement, displayed a wide range of opportunities for personal achievement. In schools where partnership working was strong, the recognition and value of achievement opportunities appeared higher. In most school settings, CLD practitioners reported seeing a positive shift in school perspectives on achievement through youth work:

   "Schools are getting better at recognising the benefits of youth work."
   "Schools are accepting that the journey in youthwork is part of attainment."

1.9   Several school leaders reported that increasing parity of esteem for achievements through youth work and youth awards had a positive impact on how children and young people engaged with and felt included at school, and on school culture more broadly.

1.10   CLD practitioners agreed that in their experience, schools were more likely to recognise and value young people's achievements through youth work when they resulted in widely recognised awards or Insight tariff points*:*

   "It's been a journey for schools to recognise non-accredited attainment"
   "Schools tend to focus on SQA tariff points"
   "There's too much focus on stats."

1.11   A few CLD practitioners expressed frustration that school partners were failing to recognise the potential for positive learning and achievement opportunities through youth work. CLD providers and community partners explained that they should be involved in the planning, development and evaluation of achievement opportunities and youth awards, not just delivery:

"You sometimes feel like we're being asked by the schools to go in and patch over the cracks, and they don't engage as we'd like in conversations about learning goals and attainment."

2. What support do children and young people have, in school and in their communities, to reflect on and record their own personal achievements?

2.1   It is crucial for children and young people to have ownership of their achievements, to enable recognition of the individual learning journey and the skills developed through participation in each achievement. Young people told us that they are supported within schools in several ways to celebrate their achievements. However, we found differences in children and young people having space and time to record and reflect on their own achievements.

2.2   In current national profiling guidance, there is an expectation in the Careers Standard that all children and young people will be entitled to 'opportunities to engage in profiling that supports learning and the development of skills for work and future career choices.' We recognise the importance of these discussions to allow children and young people the opportunity to reflect on and own their achievements, and the value of these discussions being facilitated by school and CLD practitioners together. The young people involved in this process said that they would be happy for achievement discussions, and the idea of a record of achievement to be shared across settings, if they are also able to see, and give permission for, what is being shared.

2.3   Many practitioners across the pilot sites expressed a desire to have less of a focus on academic qualifications as a sole measure of success and wished to include a wide range of achievement opportunities within the educational journey of children and young people. We found that children and young people receive a broad range of support from CLD practitioners in recognising individual and collective achievement, especially when such achievements do not have an SCQF ranking value.

2.4   Almost all schools felt that children and young people struggled to reflect on the skills developed through the participation in qualifications and as a result personal achievement opportunities were necessary in developing the other 3 capacities for Curriculum for Excellence, in addition to successful learners. Recognition for personal achievement remained difficult, as both practitioners and young people felt that academic achievements remained the most important outcome of education. We recognise that the culture of academic success is deep rooted and re-enforced in wider society by the production of league tables and comparison based on exam results.

2.5   CLD practitioners and young people told us that achievements are more powerful if they are heard. It is important for every young person to have opportunities to articulate and share their learning journey, instead of it simply being documented or certificated. We heard that creating opportunities for

young people to share their achievements in and out of school isn't always an easy process. Young people would benefit from opportunities to share their achievements in joint discussions with CLD practitioners and key school staff.

2.6   Youth awards were observed as a key method in supporting and recognising the personal learning and achievements of children and young people. Youth awards help children and young people develop knowledge, competences, skills for life and work. They are also recognised and accepted as evidence of achievement and attainment through non-formal learning. They can complement formal learning and for some young people, provide invaluable alternative learning pathways. All schools and CLD providers acknowledged that youth awards provided a clear and structured way for personal achievements to be recognised and the skills they developed to be mapped.

2.7   Participating in youth work activities, young people are offered a range of opportunities to develop their skills, however this is not solely based on participation in awards-based activities. As this practitioner described, skills development is the focus in youth work activity, and awards are used to enhance this as appropriate:

 "We only use accredited learning where it's appropriate – gaining accreditation is never the purpose – it's primarily about the skills."

"Sometimes, especially in the early stages of relationships, gathering evidence for awards changes the energy of activities and conversations. It's important that the young people – and the youth workers' relationships with the young people - are ready for this."

School staff also told us that achievement opportunities within their establishments should focus on the skills developed by children and young people, with youth-based awards only being used when appropriate. Recording the impact however, remained a challenge as ways to map skills with youth awards often providing the simplest ways to demonstrate outcomes.

2.8   Nearly all schools recognised the opportunities for skills development due to involvement in achievement opportunities. A few schools provided digital tools to allow children and young people to record their achievements however the use and review of these tools was mixed. One school's approach used a digital tool that successfully allowed children and young people to submit their reflections on the skills and qualities gained, with this resulting in notable accolades within the school for them to earn.

Similarly, in one school, teaching and pupil support/CLD practitioners gave children and young people opportunities to share their achievements on an individual one-to-one basis. Observations highlighted that this approach allowed those involved to reflect on the skills developed as a result and feel a sense of ownership in what they have been involved with. It was also highlighted that this approach gave children and young people a greater awareness of their own achievements alongside their willingness to recognise their value.

2.9   Currently there was little to suggest that any school utilised a specific method to measure the skills developed by children and young people engaging in achievement opportunities.

A few CLD providers have started to utilise the new National Youth Work Outcomes and Skills Framework to capture this, however this happens in a small minority of settings at present. All practitioners agreed that a method to capture the skills developed as a result of achievement activities would be beneficial with some noting that this should be simple and mapped to Curriculum for Excellence. It was noted that the Youth Work Outcomes and Skills Framework may be a mechanism that allows this to happen, however as it stands the differences in the evidence gathered on achievement by schools, local authority CLD providers, national awards providers and local youth work organisations are considerable.

2.10   We found that when schools are successfully delivering opportunities for personal learning and achievement, they often planned learning offers and delivered in partnership with CLD providers, youth organisations and the wider community. This collaborative working allows children and young people the chance to celebrate and reflect upon their achievements in a more consistent manner across a variety of settings.

2.11   A few schools could demonstrate when a child or young person had earned a personal achievement in the community and explained how they were given the ability to reflect on this within the establishment. This was done through planned conversations, space within curricular subjects, bespoke times in the school day etc.

3. What data do all providers currently gather at a local level? To what extent are individual children and young people's achievements tracked?

"It's difficult to follow young people's journey through youth work and school"

3.1   We found that schools did not routinely or consistently record personal achievement data. When youth awards were completed, and reportable due to SCQF ranking, they are recorded on *Insight* however this is only possible if awarding bodies link this to a child/young person's Scottish Candidate Number.

3.2   The main data gathering method for achievement within a school context is within *Insight.* This provides accurate information on SCQF-accredited national qualifications and awards however provides no information on personal achievements/awards that do not rank on the SCQF scale. It does not therefore accurately depict a true reflection of the amount of youth awards that are being completed by children and young people. Nearly all schools recognised that *Insight* does not support the capture of a board range of achievement opportunities or youth awards.

3.3   *Insight* 20/21 data showed that:
- within *Insight,* awards that are not national academic qualifications and are closer to achievement-based award are labelled as "partnership courses"
- This includes SQA National Progression Awards, Youth Scotland Awards, Foundational Apprenticeships, SVQs, Sports Awards etc. Data only highlights awards achieved by S4/S5/S6 young people
- within Forth Valley and West Lothian 1261 partnership courses were accredited, 516 were provided by colleges and 206 by other providers. This demonstrates that 43% of partnership courses are provided by schools with almost all of them being SQA in nature
- when looking at awards presented within the region that aren't SQA the amount is 35 out of 1261. In percentage terms this equates to 2%
- none of the CLD providers had the direct ability to record children and young people's awards through insight, demonstrating that the system does not accurately track achievements gained through youth work & non-formal learning
- there was no current national data captured on *Insight* that demonstrated awards achieved by children and young people in the BGE. With many awards being obtained by children and young people out with the senior phase, this data is unavailable

3.4   In secondary schools, it was broadly recognised that it is difficult to formally capture and record achievements across the Senior Phase and BGE stages in

a way that was reportable. Awards that were on the SCQF framework managed to be reported, with most being SQA based National Progression Awards. Similarly primary schools felt that achievement data being collected only resided with themselves and was not recognised on any system wide level. SEEMIS is not currently used effectively by schools or CLD providers to track achievement except anecdotally via pastoral notes.

3.5   One secondary school however, highlighted how they used achievement-based data to inform attainment review meetings and paint a context of a child/young person's merits if they were not achieving national qualifications. This data was captured by an equity team and was a standard practice for the school on reporting.

3.6   Nearly all schools demonstrated a willingness to record the impact of achievement more consistently but were unsure how, especially within opportunities that are not delivering youth awards. They agreed that having a shared tool to do this would be useful alongside methods which highlight skills developed. There is a willingness to move data capture away solely from national subject qualifications and have more representation of achievements and awards within attainment reporting.

3.7   Local Authority CLD providers were using management information systems which capture the number of children and young people who complete nationally/locally recognised youth awards, with these consisting of a mixture of those on and not on the SCQF. SQA awards are also recorded within these systems but are often grouped under the same category.

3.8   CLD Providers within local authorities use management information systems to capture achievement awards that are being presented to children and young people e.g., DofE, Dynamic Youth Awards, John Muir Awards etc. This demonstrates a local picture of achievement within an authority via Key Performance Indicators however this data does not normally get passed to schools. This data often includes awards presented by CLD partner organisations that are not local authority staff.

3.9   We accessed a central source of achievement data for CLD providers collated by the national Awards Network. When looking at this data for a similar range, there were many achievement-based awards presented to children and young people within the region. These awards included those found in 'Amazing Things 5' and were provided by a wide array of organisations.

3.10   Awards Network 20/21 data available at local authority level showed that:
  •   3178 awards were presented over this given period to children and young people within Forth Valley and West Lothian

- of these awards 1067 were on the SCQF framework
- nationally, 58% of Awards Network members record in which local authority awards are achieved. As such 42% are not linked to any specific area, meaning that the regional number of awards for FVWL will be much higher.

Data between these two national sources shows the disparity in what is being reported and what is happening when it comes to achievement

3.11 While there is no single, or group of similar tools used to gather quantitative and qualitative data within schools and CLD providers, we found a range of approaches used by different providers:

- schools and CLD providers mentioned other digital tools that they use to allow the achievements of children and young people to be captured including *SeeSaw*, *On the Button* and *OneNote* on Teams.
- forms and spreadsheets are the most popular tool used to capture achievement within schools, specifically through attendance numbers
- in some cases, electronic forms that allowed children and young people to detail their own achievements, highlighted the personal benefits they gain as a result. However, as participation in this process was not standardised the depth of data captured was varied and selective
- apps were sometime used as an option for capturing different types of personal achievements that children and young people are involved in, but only the most basic of information
- some youth awards have their own bespoke app which allows children and young people to submit evidence to allow them to complete their awards Information shared on these would allow practitioners to see what achievements children and young people are involved within and in some instances what skills have been developed as a result
- some close partners share information with schools where children and young people have earned badges, awards, certificates etc
- data is sometimes gathered via social media platforms and logged within school spreadsheets
- parents/guardians also provide information directly to schools, alongside children and young people submitting information directly via digital platforms, however this was mainly seen in primary settings

3.12 All participants agreed that having disconnected systems creates challenges for both recording and sharing data between schools and CLD providers. It was felt that there would be real value in building a whole picture of children and young people's achievement across different settings. This happens on an informal and ad-hoc basis at present. Some practitioners stated:

"Management information systems don't talk to each other"

"There are challenges around ownership of data which make it difficult to share"

"We're not really working together to record progress and achievements."

3.13 Most schools state that the data that they capture in-house surrounding achievement awards does not go beyond the establishment, with all stating that they do not report this centrally to their local authority. Instead, this data normally only focuses on those attending these opportunities with it sometimes being utilised to target specific children and young people who are not involved. This would be primarily used to encourage those who come from areas of deprivation, challenging life circumstances or family/community challenges.

3.14 There are some positive examples of joint recording and collaborative reviews between CLD providers and schools. Diverse lines of communication and separate management information systems leave many youth workers however feeling that sharing data on learning and achievement is a 'one way flow of information.' A number expressed frustration that there is no feedback on what they submit, and no clarity about where it goes or how it is reviewed. Subsequently some schools felt they were unsure of who to contact with CLD in their local authorities and often they were unaware what type of support could be offered around achievement. Some practitioners stated:

"We need to improve communication between schools and community including youth work."

"There's no single point of contact in school [to review young people's progress and achievements with] – we have to chase after multiple different guidance staff to be able to have the conversations we do have."

Qualitative data? or Beyond Insight – an example

3.15 The impact of achievement opportunities is clearly observed by school leaders with nearly all reporting that children and young people grow in confidence, resilience, critical thinking etc because of their involvement. For example, one school highlighted that achievement opportunities had allowed attendance numbers within the establishment to be higher in year groups. This was contrasted to older year groups that had no achievement opportunities at the beginning of school due to COVID based restrictions and subsequently the overall attendance numbers for this age group are now lower in comparison. No system is currently in use that allows the impact of achievement opportunities to be mapped. Children and young people participating in opportunities in some schools and community-based settings are encouraged to record the impact through reflections however the data gathered from this is varied. Any data that is captured is not recorded anywhere centrally and in a reportable fashion.

"There is a wide range of approaches to sharing evidence of impact. In some schools the onus is on youth workers to send in evidence of impact to school SLT / a key link person/pastoral care team in school, but it's not clear where this is recorded."

4. What effective practice and/or professional learning can be shared / adopted across the region by schools and CLD providers?

4.1   At least half of the schools that we spoke to identified a professional learning need for schools' staff to learn more about their youth work partners and/or youth award opportunities. Similarly, these schools felt that there was a need to build the confidence and expertise necessary to deliver youth-based awards due to their personalised nature, difference to standard curriculum approaches and the language used within them. CLD providers offer a natural way for school staff to access upskilling opportunities on youth work and youth awards.

4.2   Nearly all schools felt that they would benefit, or do benefit, from the provision of achievement opportunities/youth awards by CLD providers. In a few schools in which a CLD provider co-delivered achievement opportunities with a member of teaching staff, it was highlighted that this was a successful model for sustainability alongside an approach to building confidence, knowledge, and experience with practitioners.

4.3   This also helped with the restrictions on time available to upskill teachers. One school highlighted that having CLD partners involved ensured that opportunities often "hit the mark", knowledge transfer was high quality and there was a strong consistency of offers made to children and young people.

"Our CLD worker supported a PE teacher to deliver Dynamic Youth Awards within the subject. It worked really well as the worker could show the teacher how to run the award and they now do it themselves"

4.4   Establishments where partnerships are strongest offered the greatest range and depth of achievement-based opportunities and youth awards. In a few schools these partnerships were seen as effective due to the collaborative approach in provision. Senior leaders involved CLD providers in the strategic direction of what the school offered with a balance of achievement opportunities being offered by partners and teachers. In schools where these partnerships were small or did not exist there was an uncertainty for where to go for support, information, and guidance. This resulted in less depth of youth awards being offered and achievement opportunities being more limited. One school noting:

"Co-delivery of awards with partners has made them sustainable within the school"

This is also acknowledged within the It's Our Future: Report of the Independent Review of Qualifications and Assessment, 2023

"'The existing links between schools, colleges and community learning have brought a richness to the offer for learners through a broad range of experiences. It is likely that the offer to learners will continue to expand as opportunities for in-depth study on-line expand."

Practitioners in schools who don't offer this same range often site the main issues as Knowledge, confidence, time, language, support from partners, awareness.

> ### The benefits of a Youth Work in Schools Approach
>
> CLD practitioners are experienced in building trusting relationships with young people, which in turn, supports recognition of achievements and celebrations of success in its many forms. Practitioners use discussion and observation to support young people to recognise their achievements, whether that be managing to come into school and participate in a group, to achieving accreditation such as a Duke of Edinburgh Award. Practitioners told us that having a feedback loop and returning to these conversations with young people is pivotal in supporting the recognition of their achievements throughout their learning journey, which in turn supports young people to have a more reflective approach to recognising their achievements.
>
> *"It works best in school settings when reflective discussions about progress and achievements happen with school staff and young people are able to vocalise their achievements to school staff themselves."*
>
> *YouthLink Report (Appendix 3)*

4.5   Nearly all schools felt that achievements within and out with school should contribute to a greater system wide view of what educational success looks like for children and young people. In the school where achievements and youth awards were utilised within attainment review meetings this is seen to be possible however some high schools felt it is difficult to progress this approach due to the pressure placed on how many National 5 & Higher results they obtain. This coincides with the view from youth workers in the region who believed that it is important for children and young people to have their achievements meaningfully recognised, even if these are not formal SQA qualifications. One youth worker stated:

"Sometimes the only accreditations young people are leaving school with are youth awards – it matters that these are recorded."

4.6   We heard of several examples of schools that conduct a "census" with young people to inform what achievement opportunities should be offered to children and young people based on their views. This resulted in a broad and relevant menu with strong engagement levels from learners. In these settings some youth awards were naturally embedded to allow for a qualification to be achieved. This was often done in a setting where there was a clear link between a particular activity and a specific award, alongside where a member of staff had the confidence and knowledge to carry it forward. However, it was also noted that in these situations time was given to the relevant staff to co-ordinate an offering or upskill themselves appropriately. Impact could also be seen surrounding themes such as attendance, school culture, resilience, and skills development. Staff observations highlighted that a number of children and young people felt a greater sense of belonging and involvement within school due to their participation in personal achievement opportunities and youth awards.

4.7   All schools and CLD partners agreed that the skills and qualities developed because of youth work opportunities and youth awards are clear. Staff can easily observe these developments be it within confidence, resilience, problem solving, teamwork etc. These observations are often based on the feelings that staff have surrounding the children and young people they engage with. However, all schools stated that they are unable to measure this accurately in a tangible way, citing difficulty on methods of how this could be done. Nearly all CLD providers cited the same problem except for those who were engaging with the new national Youth Work Outcomes and Skills Framework. Using this framework provided a tangible way of mapping skills that are developed as a result of children and young people's participation in achievement opportunities.

4.8   There is a shared understanding that there needs to be more movement towards parity of esteem between the formal curriculum and personal achievements. Nearly all practitioners agreed that this simply will not be done with more children and young people completing youth awards and instead there should be a drive towards recognising all achievements. Having a shared approach for mapping the skills and outcomes that are developed would be beneficial, especially if this demonstrates the impact and reenforces links to Curriculum for Excellence. However, it could be seen that there is work still to be done in building a clearer shared understanding of the dimensions of achievement and a shared language within children and young people, youth work colleagues, formal educators, and parents.

4.9   Children and young people that we spoke to also highlighted the power of achievement and how it can make a meaningful impact on their lives. Their voice should be included in any professional learning offer that follows this pilot.

"Sometimes small wins can be big wins. If you are really struggling, just getting out of bed to get to a group is difficult. Sometimes just turning up is the achievement."
Young Person

"There's no way before I came to this group that I'd be confident to share my opinions in a group, and with someone who is a complete stranger. But that's not a big thing, is it – like most people would consider that a bare minimum kind of confidence?" Young Person

4.10   As stated earlier, one school supported children and young people to have time with key staff to reflect on their achievements and set goals on how to be more involved or develop new skills. Having the space to have these conversations and guide children and young people into personal achievement, can allow them to develop a vast array of skills necessary for them to be successful in their post-education journey.

5. How could this pilot inform national discussions?

5.1 We believe that this pilot has taken place at a crucial time of educational reform in Scotland. The partners involved hope to use the pilot findings to inform their own contributions to the following current or expected national policy developments:

- the Scottish Attainment Challenge: framework for recovery and accelerating progress, May 2023 sets out current mission of the Challenge as being: '*To use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.* This mission recognises the need to reflect the breadth of achievements and experiences and the importance of health and wellbeing to contribute to improved outcomes for children and young people including through improved post-school participation in positive destinations.' The framework sets out guidance for local authorities to set their own SAC 'stretch aims' and suggests that these should include: 'aims for pupils' broader curricular achievements (for example, Duke of Edinburgh or John Muir awards; or Heartstart etc)'

- the report from the Hayward Review of Qualifications and Assessment (June 2023) proposes a move to a 'Scottish Diploma of Achievement' with 3 inter-related elements. The Personal Pathways element in particular aims to offer learners 'opportunities to select aspects of their personal experiences that reflect their interests, the contributions they make to society and their career aspirations.' The central focus of the Personal Pathway is reflection on learning, whether that be learning in school, in college or in the community. This would be supported by 'a framework or profile' that would help learners to include evidence of achievements in a range of areas including school and their communities. Professor Hayward discussed these interim findings with Awards Network members at a consultation session on April 20th

- the Independent Review of the Skills Delivery Landscape by James Withers: Fit for the Future: developing a post-school learning system to fuel economic transformation was also published in June 2023. The Review considers skills and the remits of Scotland's national public bodies, making recommendations for future adaptations to support the National Strategy for Economic Transformation. The recommendations include calls for a new model of funding for post-school learning provision, with simplicity and parity of esteem as core values (Recommendation 6); and a new, national, lifelong and digital training record to chart skills development through life, connecting into a revitalised careers service (Recommendation 10)

- the Scottish Government is currently consulting to help to shape the future of *Insight.* Partners will submit this report as an evidence source to this review

- the National Discussion on Scottish Education was a recommended action from the Putting Learners at the Centre Report (2022) and aimed to investigate 'fresh, innovative ideas to help to deliver change and drive improvement.' The Scottish Government will publish the findings from the discussion and a 'call to action' in Spring 2023

- the Scottish Government has stated an intention to launch a new national youth work strategy in Spring 2023. Early drafts of the new strategy have included a priority to support and recognise the skills and achievements that young people can gain through youth work

5.2   Partners will also use the findings from this report to help to inform other developments in the education sector that were raised by participants during this study:

- Education Scotland's Curriculum Innovation team is currently working with partners to co-design new approaches to help learners gather evidence on all their learning achievements – in school and in their communities – using e-portfolios. An Education Scotland CLD officer is involved to ensure that achievements through youth work and awards are included. A draft report on proposals is expected in Spring 2023

- YouthLink Scotland has worked with the youth work sector over recent years to develop a single Youth Work Outcomes & Skills Framework We found evidence to suggest that this framework is a valuable tool that is increasingly being used to support shared evaluation and planning between schools and youth work providers

- the Awards Network Impact Measurement working group is currently working with YouthLink Scotland to incorporate the recently updated national youth work outcomes and skills framework into the ways that youth awards providers plan and evaluate with young people

- historically there have been no national performance indicators for the CLD Sector in Scotland, however, CLD Managers Scotland have recently developed a suite of Key Performance Indicators (KPis) to measure participation and impact of local authority CLD services across Scotland. Local authority CLD teams have been gathering experimental data on these indicators including:
  KPi7
      a) Number of children receiving completed nationally recognised awards through CLD activity
      b) Number of young people receiving completed nationally recognised awards through CLD activity
      c) Number of young people receiving sectional certificates towards above Awards (sectional certificates only to be included if full award not completed)
  KPi8

a) Number of young people gaining wider achievement awards, local awards and those not nationally recognised, through CLD activity

Appendix 2: Terminology used in this report

The Forth Valley & West Lothian Regional Improvement Collaborative (RIC) was set up in 2017 and covers Clackmannanshire, Falkirk, Stirling, and West Lothian Council areas. The RIC seeks to build a collaborative culture that will support educators in Forth Valley and West Lothian Council areas to focus learning and teaching on practice that will improve outcomes for learners and help close the poverty-related attainment gap. There are six RICs across Scotland.

CLD practitioner: Community Learning and Development or CLD is a nationally recognised field of practice in Scotland which includes youth work, adult learning and community development. It is underpinned by national competences and a clear code of ethics. Local authorities have statutory duties to work with CLD partners to secure CLD services in their area. The focus of CLD is identified in Scottish Government guidance as:

- Improved life chances for people of all ages, through learning, personal development, and active citizenship.
- Stronger, more resilient, supportive, influential, and inclusive communities.

We use the term CLD practitioners, to encompass all who work across the sector regardless of if they work in local authorities or the third sector.

Achievement: In Building the Curriculum 5, achievement is defined as progress in all aspects of each child's or young person's planned learning: Achievement covers learning within curriculum areas and interdisciplinary learning, including recognition through qualifications, but it is much wider than that. It includes achievement in other areas within the life of the school and outside the school – sometimes referred to as 'wider' achievement.

Curriculum for Excellence (CfE) 'refreshed narrative' states that
'Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence.'

'All establishments need to plan to offer opportunities for achievement and to provide the support and encouragement which will enable children and young people to step forward to undertake activities which they find challenging. This is one of the key areas where schools need to work closely with a wide range of partners to help children and young people access information and opportunities and make their voices heard.'

Personal Learning and Achievement: *"Personal learning and achievement is recognised as an integral part of the learning experiences throughout children and young peoples' education. The term is used to encompass all learning and achievements both within and out with formal education.*

"Capturing personal learning and achievement doesn't necessarily need to happen in school. For example, a youth worker may have the capacity to support profiling of a young persons' participation in a youth club, organisation, or drop-in. For each young person it's likely there will be different adults best placed to provide that support depending on the relationships they have." from – Learning Resource 8: Personal Learning and Achievement, Education Scotland. ⌷learning-resource-8.pdf (education.gov.scot)

Youth Awards: Youth Awards is an umbrella term for the huge and varied range of non-formal awards that offer children and young people in Scotland opportunities for personal development, recognition of achievement, and fun. Long recognised by the youth work sector as routes to engagement and achievement, youth awards are increasingly used to support learning and skills development in a wide range of settings and contexts. These awards are provided by a vast array of organisations, including the SQA, with a mixture of them being ranked & not ranked on the SCQF framework.

Awards Network: The Awards Network is a forum of providers of youth work awards providing non-formal learning opportunities for children and young people. Its members work together to raise awareness of the range and impact of youth work awards that accredit learning and achievements of children and young people aged 10 to 25. Its membership includes the largest youth organisations in Scotland along with a range of niche award providers.
Welcome || Awards Network

Appendix 3: Professional Learning and Useful Resources

1. **<u>YouthLink Scotland – Youth Work Outcomes and Skills Framework:</u>** Over several years, the youth work sector has worked collaboratively to clearly articulate the contribution of youth work in Scotland. The youth work outcomes and the youth work skills framework proved to be valuable tools in planning and evaluating the work we do, and most importantly in providing a structure for reflective learning conversations with young people on their youth work journey. During 2022, YouthLink Scotland worked with the youth work sector to integrate these established tools into a single framework, aiming to make it more straightforward for youth workers to make clear connections between outcomes and skills – and for young people to identify and review meaningful learning goals. [Youth Work Outcomes & Skills Framework | YouthLink Scotland](#)

2. **Amazing Things:** The definitive online guide to youth awards in Scotland, which is produced by the Awards Network. It can be used to find out more about [Amazing Things (5th edition) | Youth Scotland](#)

3. **YouthLink Scotland - Professional Learning Resource Youth Work: A Guide for Schools**: Explains youth work's role within Scottish education, and where collaboration between schools and youth work can help achieve the Scottish Attainment Challenge mission. [New-Youth-Work-Guide-for-Schools-1.pdf (youthlink.scot)](#) This guide sits alongside other resources intended to inform decision making on the use of Pupil Equity Funding and approaches within wider school improvement planning for excellence and equity in education. [Scottish Attainment Challenge | YouthLink Scotland](#)

4. **Lost in Translation? Working towards a shared language between schools and youth work:** A learning resource to support structured professional dialogue between youth work/community learning and development (CLD) and school practitioners who are looking to build a greater shared understanding of roles, responsibilities and approaches. [Lost in Translation? Working towards a shared language between schools and youth work | Resources | Education Scotland](#)

5. **Career Education Standard 3-18: Learning Resource 8 - Personal Learning and Achievement, Education Scotland:** A professional learning resource for schools and CLD practitioners which provides support to develop practice in the area of personal learning and achievement. [PDF file: Learning resource 8: Personal Learning and Achievement (2 MB)](#)

6. **Profiling skills and achievements in the context of career education: Education Scotland** [Profiling skills and achievements in the context of career education | Practice exemplars | National Improvement Hub](#)

7. **Developing the Young Workforce Career Education Standard (3-18)
    September 2015:**
    Career Education Standard (3-18) September 2015

8 . **Youth Work, A guide for schools:** an introductory resource, clarifying the role
    of youth work in education and the value of partnership working. Youth-Work-A-
    Guide-For-Schools-Print-version-2.pdf (youthlink.scot)

9 . **Professional Learning Resource, developing youth work in schools**:
    developed by the Youth Work and Schools Collaborative, our professional
    learning resource offers a set of learning activities designed to enable youth work
    and school practitioners to continuously improve their partnership working.
    Professional-Learning-Resource-YWS-St5-2.pdf (youthlink.scot)

10. **Evaluation Principles:** the first of 3 recently published resources to support
    planning and impact evaluation of youth work and school partnerships, this short
    doc outlines principles of evaluation, aligned with youth work values and practice.
    Evaluation Principles - Cover (youthlink.scot)

Appendix 4: YouthLink Scotland fieldwork report, 2023

See "Youth work perspectives on current practice for recognising and recording achievement" PDF document.

[Youth-work-perspectives-on-current-practice-for-recognising-and-recording-achievement.pdf (youthlink.scot)](Youth-work-perspectives-on-current-practice-for-recognising-and-recording-achievement.pdf)