



Learning Resource 8: Personal Learning and Achievement

For Scotland's learners, with Scotland's educators

Purpose	3
Personal Learning and Achievement – Background	4
What does Personal Learning and Achievement look like?	8
Why is Personal Learning and Achievement important?	11
Who supports Personal Learning and Achievement?	15
How is personal learning and achievement recognised and recorded?	16
Next Steps: A small test of change	22
Appendix: Design thinking and collaboration	23
Appendix: Related Links and Resources	28

Purpose

This learning resource provides support to develop practice in the area of personal learning and achievement, also sometimes referred to as 'wider achievement'. It is intended to help the range of practitioners who work with children and young people, in formal and non-formal learning settings, to further develop an understanding of this area.

Learning outcomes

As a result of engaging with this learning resource you will:

- gain a broader understanding of what is meant by personal learning and achievement
- be able to reflect on your current practice by considering personal learning and achievement in a variety of contexts and forms
- be able to consider the development, monitoring, tracking and recording of children and young people's personal achievements, both in school and in their communities.
- gain an understanding of the partnerships and resources that are available to support wider learning and achievement in your context, with a particular focus on the contributions of Community Learning and Development practitioners.

Who is this learning for?

This resource has been developed to contribute to professional learning for practitioners at all levels working with children and young people. This wide group includes those working in early learning and childcare, community learning and development – including youth workers in both public and voluntary sector providers, primary, secondary and special schools, colleges, private training providers, social work and other specialist learning providers including secure and residential settings.

How you might use this resource?

The resource should be used as is relevant to your current context, personal knowledge and understanding. It can be used by individual practitioners or as a group learning activity. It includes links to case studies and video clips to enhance your understanding and offers opportunities for reflection. A collaborative approach is key to supporting the broad range of young people's personal learning and achievement so you may wish to use this resource to support shared learning activities – for example bringing together school teams, community partners and/or parents.

This resource has been developed by Education Scotland and a national working group with representatives from schools, The Awards Network, colleges and other partners SDS, SQA, SCQF. For more information, resources, and tools, refer to the Wakelet linked to this resource.

Personal Learning and Achievement – Background

What is 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 outwith formal education.

In school or early learning and childcare settings, children and young people may engage in a wide variety of opportunities that support personal learning and achievements through interdisciplinary learning, extra-curricular activities, outdoor learning or work-related experiences such as industry placements or enterprising activities. It is also important to recognise and support the contributions that learning outwith the classroom or school context can make towards a young person's development and achievement. Involvement in volunteering, youth work, sports clubs, or contributions at home provide children and young people with opportunities to gain valuable knowledge and develop life skills. This can have a positive effect on learners' confidence and motivation and help them connect experiences across all aspects of learning. This is particularly significant in the current context of the Covid-19 pandemic, as young people have been, and will continue, learning outwith formal education. Recognising learning and personal achievement in all of these areas, allows capturing and progressing personal learning and achievements more holistically.

Towards parity of esteem for learning and achievement out with the formal curriculum

The term 'wider achievement' is often used to describe learning outwith the formal curriculum. We have not used the term in this resource because we want all children and young people's personal achievements to be supported and recognised. As part of the legacy of the Year of Young People in 2018, the Scottish Parliament expressed support to 'increase parity of esteem between formal qualifications and the skills and experiences that all young people gain through wider learning'.

National policy context and links

Curriculum for Excellence refers to opportunities for and recognition of “**personal achievement**” as one of the four contexts of learning (Building the Curriculum 3 – BtC3). It is an essential component part of curriculum planning which supports the overall development of learners' skills and increases motivation, confidence and sense of satisfaction.

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.

In order for education establishments to successfully deliver opportunities for personal learning and achievement, they often plan learning offers in partnership with youth organisations, employers, and the wider community.

The guidelines for **profiling skills and achievements in the context of career education**¹ state that recognising achievements help children and young people identify, plan and progress their skills development towards future pathways. This builds on the principles expressed within Building the Curriculum:

“..... the process of planning, recording and recognising achievements can help young people to reflect on their learning and development and can be valuable starting points when it comes to articulating themselves in applications to and interviews with employers, colleges or universities.”(BtC3)²

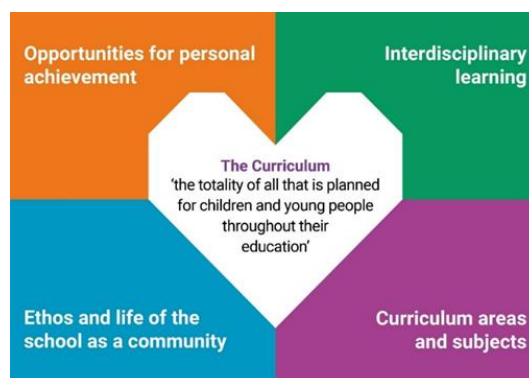
The [Career Education Standard 3-18](#) also highlights that children and young people are entitled to:

- develop skills for learning, life and work as an integral part of their education and be clear about how all their achievements relate to these.
- opportunities to engage in profiling that supports learning and the development of skills for work and future career choices

The realisation of these entitlements will ultimately help prepare young people for the world of work and support their progress towards a sustained future destination.

[Scotland's Curriculum Refresh Narrative](#) refocuses on the core principles of Curriculum for Excellence and acknowledges that children and young people will need to acquire relevant knowledge, skills and attributes in order to thrive in a global, interconnected, digital and rapidly changing world:

Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence. The experiences and outcomes include opportunities for a range of achievements in the learning setting and beyond. 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 young people access information and opportunities and make their voices heard³



Recommendation 1 from the [Learner Journey Review 15 - 24](#) also states the importance of recognising “wider achievements and informal learning, so that all young people have the opportunity to develop a personal statement and clearly articulate the skills gained and achievements made whilst in school.”

The Contributions of Community Learning and Development (CLD) to Personal Learning and Achievement

Community Learning and Development (CLD) is the field of professional practice that enables learners of all ages to identify their own individual and collective goals, to engage in learning, and take action to bring about change for themselves and their communities. The focus of CLD practice is on improving life chances through learning, personal development and active

¹ [Learning Resource 6](#): Profiling skills and achievement

² [Building the Curriculum 3](#), page 45

³ <https://scotlandscurriculum.scot/4/>

citizenship; and building stronger communities. There is a strong emphasis on engaging with the most disadvantaged communities and those disengaged from other forms of learning.



Traditionally, CLD practice includes youth work, adult and family learning, and community development. CLD practitioners work in the public and the voluntary sectors. Regardless of job title or employer, CLD practitioners should always be able to demonstrate [CLD Competences and Values](#).

This short clip, [CLD in Dundee](#), illustrates the impact CLD can have in one local authority.

Youth work takes place in a range of settings, including schools, youth centres, and outdoors. It *'helps to deliver Curriculum for Excellence outcomes for young people, including resilience, skills for learning, life and work, ability to consider risk and make reasoned decisions, social commitment, and optimism for the future.'*⁴ The [national youth work outcomes](#) articulate the difference that youth works makes with, and for, young people in Scotland.

*'There are many good examples where schools and youth work are working collaboratively to plan and deliver personalised learning opportunities for young people as part of the curriculum, and we must continue to build on this. It is important that youth work activities undertaken out with the school day are also recognised and valued as part of Curriculum for Excellence. This includes sharing young people's considerable achievements with schools.'*⁵

Many youth work providers engage young people in [Youth awards](#) which are an increasingly important way of capturing and recognising children and young people's learning and achievements beyond formal qualifications. The Awards Network collectively reported young people in Scotland achieved over 114,000 youth awards in 2018-19.

The national [Awards](#) Network brings together many of the organisations that provide youth awards. The Network produces the [Amazing Things](#) resource which highlights opportunities and potential of youth awards to support and recognise the achievements of young people.



Examples of personal learning and achievement supported by CLD practice are highlighted throughout this resource, including youth awards and other activity that is contributing to young people's learning.

⁴ [YouthLink Scotland Youth Work and Schools Programme](#)

⁵ [National Youth Work Strategy 2014 - 2019](#)

Youth Work and Schools Partnerships

Scottish Government Covid-19 guidance encourages schools and local authorities to engage with partners such as youth work during the recovery phase. The Deputy First Minister in his statement on a return to schooling on 23 June, underlined the importance of this collaborative approach, especially for young people from disadvantaged backgrounds.

YouthLink Scotland's [Youth Work and Schools Partnerships Programme](#) is part of the Scottish Attainment Challenge, and provides advice and support for local authorities, schools, and youth work providers.

The Programme team produced [this guide](#) in June 2020 to highlight how youth work can help schools close the poverty-related attainment gap, and improve outcomes for all children and young people in light of the Covid-19 pandemic.



To what extent are you/your establishment/organisation familiar with the above policy context?

How do you/your establishment/organisation currently help young people to realise and recognise their personal learning and achievements – in school and in their communities?

How good are your youth work and schools' partnerships?

What does Personal Learning and Achievement look like?

In School/Early Learning and Childcare

Schools and early learning and childcare settings are placing a greater emphasis on personal learning and achievement, for example through curriculum design and partnership working with services like Community Learning and Development (CLD).



Education establishments across Scotland are incorporating opportunities for personal learning and achievement either through the provision of a range of extra-curricular choices such as enterprise challenges, community involvement, outdoor learning elements, volunteering, or by building these into the curriculum offer. For example, secondary schools in Aberdeenshire and Perth & Kinross have introduced 'wider achievement' in the senior phase option choices, providing

learners with flexibility to gain experiences (e.g. work placements), and develop skills relevant to their future pathways.

In Communities

Many children and young people develop a wide range of skills and experiences outside of school which are important aspects of a person's developmental journey. This could be as part of an organised activity, participation in a club or organisation, or through personal contributions in the home, for example if someone is a young carer. Recognising the learning, achievements and contributions made in this area can be of real benefit for the learner and the school alike e.g. through certification, award ceremonies, news items, profiles etc. However, this may be of particular significance at key stages of transition or in realising career aspirations.

Here are some examples:

- Leadership responsibility in an organisation
- Young carer for family members
- Volunteering in the community
- Taking part in a youth work programme e.g. Outdoor learning

In the Covid-19 context

During lockdown as part of the responses to the Covid-19 pandemic many children and young people have been involved in personal learning and achievement. They may have been involved in supporting the community, learning new skills at home or engaging in virtual courses. In the absence of formal learning, acknowledging these achievements is more important than ever.



Actions

Look at the examples below:

School context:

1. Larbert High School created a whole school approach in delivering on personal learning and achievement by offering all learners a programme that they can access throughout the curriculum:

Watch these two videos outlining the 'Wider Achievement Opportunities' programme:

- [Ashifa Naseer](#) – Principal Teacher in Science at Larbert High School
- [Young people from Larbert High School](#) reflect on their experiences of the WAO programme.

Look at the [PowerPoint presentation](#) for information on the school's implementation of its "Wider Achievement Opportunities" programme (slide 21 onwards)

2. Look at the [curriculum structure and rationale](#) at Newbattle Community High School that aims to provide a wide range of opportunities for personal learning and achievement both in the BGE (Employment Skills Electives/Masterclasses) as well as the senior phase.
3. Find out about pupils' personal learning and achievement at Bracoden Primary School in Aberdeenshire during lockdown, captured across the four contexts. Find out more here: [Bracoden Twitter](#)

Community context:

4. King's Oak Primary school employs a Community Learning and Development (CLD) worker to support a Family Hub within the school with a focus on 'pupil wider achievement.' Find out more here: [Inverclyde CLD sketchnote](#)
5. Castlebrae Community HS offers a [Junior Adventure Leader initiative](#) aimed at providing learners with a variety of experiences that enhances their career management skills, and links their learning directly to the world of work. By participating in this programme and completing three other Steps to Work units, learners will gain a Level 4 qualification by the end of S2.
6. At Dundee and Angus college, learners are given the opportunity to expand their skills and experience beyond the classroom by being offered a wide-ranging volunteering programme. Look at the [D&A Attributes](#) programme to find out about the opportunities on offer.
7. **Covid 19 context:** This practice exemplar highlights how senior pupils gain vital skills through volunteering at [Summer Childcare Hubs](#).



Consider

Consider some or all of the following questions:

To what extent does our curriculum take account of young people's opportunities for personal learning and achievement?

Who do I need to be collaborating with to support our learning offer and recognise young people's personal learning and achievement?

What opportunities or challenges might collaboration present to me or my education establishment/organisation, or group?

How do I ensure all learners are fully aware of the personal learning and achievement opportunities available to them – in our school/centre and in their communities?

How can I encourage young people to make connections between their personal learning and achievement and the development of skills and future career pathways?



Record

Why is Personal Learning and Achievement important?

Engaging in personal learning and achievement, alongside formal accreditation through e.g. the achievement of qualifications, allows all learners to have a greater understanding of themselves, their learning and their potential. It enables them to better recognise and articulate their strengths and skills in different areas of their lives. Personal learning and achievement broadens learning and helps to raise self-esteem and confidence in their own abilities. It is relevant for ALL young people and has the potential to be particularly effective in engaging targeted groups.

Future pathways and the world of work



Opportunities to experience and reflect upon personal achievement, can help learners to consider their future pathways. In considering their strengths, weaknesses, skills and attributes in relation to the world of work, learners may be able to identify potential career pathways. Profiling through e.g. My World of Work and its associated tools will support learners in identifying these. This enquiry should be supported by key practitioners who are able to identify next steps, e.g. work placements, college options etc. in order to build on experiences and further develop skills for learning, life and work.

Increasingly employers as well as further and higher education establishments are asking for young people to demonstrate achievement out with the classroom. Young people who can recognise and reflect on their achievements in the broadest sense will stand out from their peers in the application process.

Motivating and including learners

Particularly for young people who may struggle with or are at risk of disengaging from formal learning, providing opportunities for wider achievement can be motivating, encourage them to explore their skills and strengths and portray their distinct personalities or aptitudes. For young people with additional support needs, the recognising and recording of personal learning and achievement can give learners a voice, and provide a way in which to evidence the skills learners are developing in a variety of contexts.



Actions

1. What do young people think? Read the [Insight #SQAfutures report \(2018\)](#) section on Life Skills:

'It is hard to validate learning that takes place outside of school despite the skills developed through these activities being valuable to potential employers or other opportunity providers.'



2. The following video outlines the value placed by employers on providing opportunities and recognising personal learning and achievement: [an-employers-view-on-dyw-youth-awards-and-skills-for-work](#)
3. 'At 17, Harriet, in her own words, was a typical teen from Glasgow. She had no ambition or drive and was content to continue her part time job in her local hairdressers when she had finished school.' Watch [Harriet](#) explain the impact personal learning achievement had on her.

Consider

Why is recognising personal learning and achievement important for young people?

How can I ensure that all staff and partners are aware of the importance of personal learning and achievement?

How do we help parents to recognise and support young people's personal learning and achievements?

What benefits can incorporating and recognising personal learning and achievement into formal learning have on:

- The learner?
- The school/education establishment?
- The wider community?

Record



Personal Learning and Achievement and Skills



Personal learning and achievement opportunities help young people in an ever changing world to develop knowledge, competences and skills for life and work and are valuable when applying for training, college, university or jobs. Such skills might include, for example: being responsible; being creative; time keeping; problem solving; planning; negotiating; a wide and diverse range of organisational skills and social/ interpersonal skills – all of which are valuable in educational and work-related contexts.

Skills 4.0 outlines a framework of 'Meta Skills' - timeless, higher order skills that create adaptive learners and promote success in whatever context the future brings. They are the skills that enable individuals to perform highly today, in a changed world of work they will be required by all of us.



Actions

1. Watch these two short [video](#) outlining the importance place on recognising the skills developed as part of their wider achievement programme.
2. Explore the concept of industry 4.0:
[Skills 4.0 Video](#)
[Skills 4.0 Document](#)
3. Hear from a [pupil at Caskieberran High School, Fife](#) about the confidence and skills she developed as a team leader of an interdisciplinary project on career education.



Consider

How do I ensure that skills learners have developed through personal learning and achievement opportunities are identified and recorded?

To what extent do I/my establishment highlight the importance of skills development in the context of future career pathways?

How can I/we use Skills 4.0 to change the context for learning in my/or class or group?

How do I bring skills gained beyond school into skills discussions in the classroom?

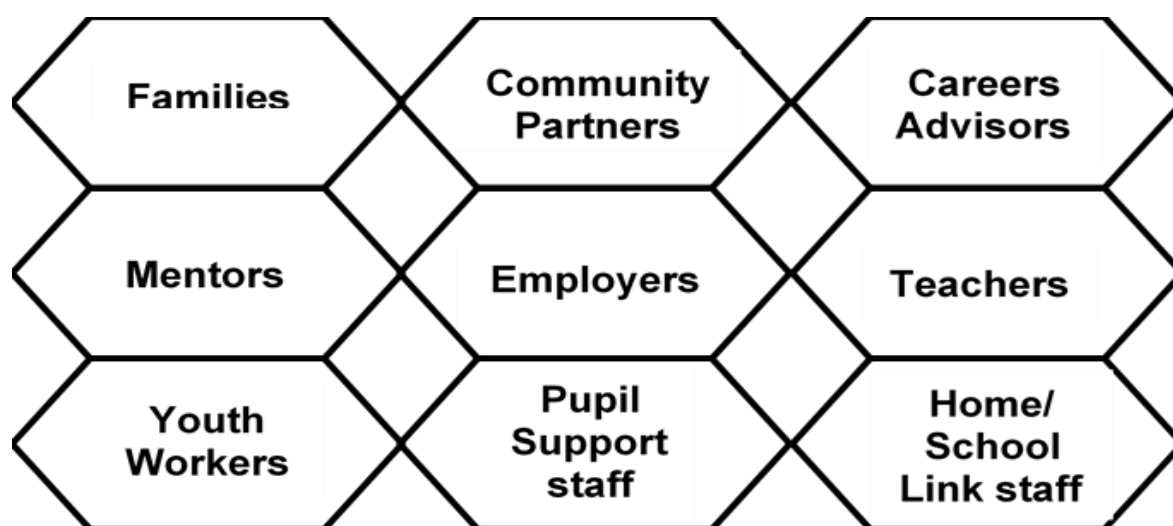


Record

Who supports Personal Learning and Achievement?

All staff, parent(s)/carer(s) and partners have a responsibility to ensure that children and young people are active participants in on-going discussions to reflect on their learning, skills and achievements in relation to their future pathways.

Roles and Responsibilities



The above is not an exhaustive list of the roles that could be involved in the recognising and recording of a young person's personal learning and achievement. Responsibilities range from informally discussing what a young person has done that day to recording this in some way to supporting the young person to express this in a personal statement or application.

Parental support

Parents and carers can support young people by encouraging them to take part in activities they enjoy. They can talk to them about what they are involved in, what they enjoy about it and what they think they have learned. This will help the young person to understand what they have achieved from the activity, which will be helpful for the future.

Parents and carers may find the ['wider achievement in a nutshell'](#) resource developed by the National Parent Forum of Scotland useful in understanding the role they can play. Parents and carers can play an integral part in encouraging young people to reflect on their wider life outside of school.

There is also a useful section on Parentzone Scotland's website: [What is achievement?](#)



Actions

1. Watch this [Youth Awards Case Study](#) – a parent's perspective in an ASN context.
2. Watch this video of a further [parent's perspective](#)



Consider

How do I emphasise personal learning and achievement is not an added extra and should be considered as part of the totality of learning?

What opportunities do young people have to develop their learning and skills in their communities?

How am I working in partnership with schools/CLD partners/the local community to recognise young people's personal learning and achievement?

How am I involving parents and carers in recognising personal learning and achievement?

Create an action plan to support personal learning and achievement partners.



Record

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How is personal learning and achievement recognised and recorded?

Recognising personal learning and achievement

There are many ways in which schools, education establishments and CLD settings recognise the personal learning and achievement of a child or young person. This may be done informally for example through: ceremonies; sharing events; certification or awards; or through formal qualifications at the completion of a course or programme.

The [SQA](#) lists a wider range of qualifications to certificate learners with personal learning and 'wider' achievements, including SQA Awards like Personal Development and National Progression Awards (NPAs). However, depending on circumstances and contexts schools are also drawing on a range of other qualifications to certificate learning and achievement out with formal education such as standalone SQA units, leadership qualifications, or City and Guilds awards.

Youth Awards

Personal learning and achievement can be supported and recognised through a wide range of youth awards. Youth awards help young people develop knowledge, competences, and skills for life, and for 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.



Actions

1. Listen to [Kelly Milford, SQA Regional Manager](#), talk about the range of qualifications available to accredit learners for their personal learning and achievement. Access the [PowerPoint Presentation](#)
2. Choose 2 youth awards from [Amazing Things - The Guide to Youth Awards in Scotland](#) and discuss their potential impact of offering these at your establishment.
3. Look at the ['Is this on the SCQF...?' blog series](#) to find out about some of the more unusual qualifications that are on the SCQF.
4. Listen to the following people talking about the importance of supporting and recognising young people's personal achievements:
 - Jim Duffy, Youth Awards Network: [How schools can make use of Youth Awards](#)
 - [Fiona Kennedy, Sports Leaders' Scotland](#)
 - [Youth Awards Case Study](#) – a young person's perspective
 - Jim Duffy, Youth Awards Network: [Addressing challenges for schools and Youth Award providers](#)



Consider

How do I/my education establishment recognise personal learning and achievement?

How does personal learning and achievement add to, or support attainment?

What positive examples of personal learning and achievement do I already know about?



Record

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Reflecting on and recording of personal learning and achievement

In order to fully take account of all personal learning and achievements, it is important that learners can regularly discuss, reflect upon, and record these as they progress on their learning journey. [Conversations](#) between educators and their learners should reflect on any learning within and outwith formal education and include personal learning and achievement outwith the classroom environment, such as youth work activities, volunteering or work-related learning (work placements, jobs). Whenever possible schools/education establishments should connect the skills and experiences acquired outwith formal learning, to ensure these are fully recognised and complement development of the individual learner journey.

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.

Learners will be able to record all aspects of their personal learning and achievements through profiles. Schools may have developed their own mechanisms for this, or use online

tools such as My World of Work Profiling/Skills tool. Profiling guidance and exemplification can be accessed on the National Improvement Hub here: [profiling-skills-and-achievements-in-the-context-of-career-education](#)

Personal learning and achievement and the Scottish Qualifications Framework (SCQF)

The SCQF can help those working in school and community learning settings by:

- recognising and giving credit for all achievements
- ensuring parity of esteem for all young people through the recognition of all types of qualifications and learning, not just learning that takes place in the classroom
- encouraging an awareness of different learning options and how they fit with more traditional learning routes
- providing a flexible approach to meeting the needs of individuals beyond formal academic qualifications
- recognising and removing poverty related barriers to learning

Practitioners can use the SCQF to:

- understand and recognise the skills young people have gained through different experiences in their lives, including experiences beyond school
- recognise learning programmes that young people may have undertaken besides formal qualifications, such as voluntary work

Find out more about the SCQF by looking at the [Framework](#) in more detail.

My World of Work (MWOW)

[My World of Work](#) was developed by Skills Development Scotland and partners. It is a free web-based resource offering a wealth of information and advice, available to all ages throughout their career. Users can access a variety of online tools to identify their own strengths and skills in order to identify and explore pathways for the future.

The [new profile feature](#) is designed to help young people to record the information they need to develop a personal statement. It is a useful tool for young people to record their personal achievements as well as their education and work history or experience all in one place.

As part of the profiling tool learners can also record the skills they have developed. To gain a feel for the way the skills tool works - here is a walkthrough: <https://vimeo.com/386442817> (password: skillst00l; note: the '00's are zeros)



Actions

1. Watch [this video](#) where Ollie Bray, former HT at Kingussie High School talks about how they built in and recognise “wider achievement” of learners, and connect this to the development of skills and future career pathways. The accompanying [Power Point](#) further illustrates the approach taken by the school.
2. Watch these videos showing a [parental perspective](#) and a [pupil perspective](#) on learner conversations.
3. Explore this [Power Point](#) to see how Ormiston Primary School is recording and reflecting on personal learning and achievement in their context.
4. The following two videos demonstrate how key adult/guidance staff can effectively recognise, support and record learners’ personal learning and achievement as part of the overall conversation about academic progress and personal development.
[Key adult/guidance staff conversation with learner](#)
[Classroom practitioner conversation with learners](#)



Consider

To what extent do I / my school/education establishment recognise wider achievement?

How do I work with partners (e.g. employers, agencies, third sector, youth organisations) and parents to identify, develop, capture or share personal learning and achievement?

To what extent do I communicate and empower learners to recognise their personal learning and achievement?

What strategies can I use to promote personal learning and achievement in my setting?

What conversations do I incorporate into my practice to support learners’ reflection on their personal learning and achievement?

How do we as an education establishment recognise and share personal learning and achievement?



Record

Next Steps: A small test of change

You may find the table below helpful in planning a 'small test of change.'

Working with colleagues will help you focus this task and identify measures that will tell you whether it is making a difference for learners. If it works, scale it up. If it doesn't, consider whether it can be refined or try another 'small test of change' before implementation with a bigger group.

What areas have I identified that I want to improve?	What specific action will I take to improve my practice?	Who can support me with this? Who can I collaborate on this with?	When will I review the impact/outcome of this action?

Appendix: Design thinking and collaboration

Design thinking is a multi-disciplinary, innovative approach that will help organisations view their services from a user perspective. Organisations across the world are increasingly recognising the value of design thinking, putting its users at the heart of the design process.

As a result of engaging with this section you will have:

- a deeper understanding of design thinking
- an opportunity to reflect on your current practice
- ideas on using design thinking to work collaboratively.

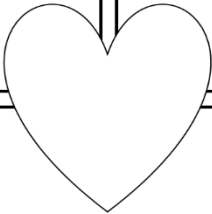
Team Canvas

[Team Canvas](#) is a process that helps bring team members together and ready to work in collaboration. It helps to align teams, increase cohesion and improve collaboration, thus creating a more productive team ethic.

Team Canvas works across multiple scenarios:

- creating a team
- clarifying goals
- addressing overall team performance
- alignment sessions

Team Canvas		Team Name
Strengths & Assets	Weaknesses & Risks	
Needs & Expectations		
Common Goals	Personal Goals	





Consider

Consider the following with reference to Personal Learning & Achievement:

Areas of Strength

Areas for Development

Potential needs to eliminate barriers




Record

Record your reflections using Post-its and post in the relevant work space.

Personas

Personas are fictitious characters created to represent different groups of people based on the views and experiences of the group. Personas are developed to represent young people and help practitioners to see how these young people will interact with their service.

Personas encourage people to focus on the needs of the persona, rather than revert to their own personal opinions/biases. Personas provide an anonymous but believable character to focus on and design your service around.

Persona		Saying.....?		 Education Scotland Foghlam Alba	
Name:		Career/Work life:		What are their Interests	
Age:		Personal life: What is their home life like?		What is important to them?	
Background:				What causes them major worries?	



Discuss the persona template above and start to think about the variety of young people that you work with.

What are the potential barriers they have to overcome?

How do they currently use our service?



Record

Complete a Persona and post in the relevant work space

Tomorrow's News

Tomorrow's News is a way of imagining what stories you would like to be reported about the outcomes of your co-design process. It helps to create a convincing story around the positive outcomes of the process. This can help people to see the overall picture and the benefits of a successful outcome.

You create a news story from a chosen time in the future, focusing on the positive effects of the collaboration process on:

- Young people
- Practitioners
- Senior Leadership Team
- Partners
- Parents/Carers

It should be written in a journalistic style, with a snappy tagline, and it is good to include a quote from an interested party. The language should be simple and free of jargon, the story explains:

- The problem
- The changes
- People's feelings about the new process

Date:	Tomorrow's News	



Consider

Think about how you would view success at an agreed time in the future, and discuss:

What success would look like?

How will I gauge success?

Who would I want to hear a quote from?



Record

Complete Tomorrow's News and post in the relevant work space.

Appendix: Related Links and Resources

Profiling skills and achievement: Learning Resource

<https://education.gov.scot/improvement/Documents/dyw47-learning-resource-6.pdf>

Building the Curriculum 3

<https://education.gov.scot/Documents/btc3.pdf>

Scotland's Curriculum Refresh Narrative

<https://scotlandscurriculum.scot/>

YouthLink Scotland Youth Work and Schools Programme

<https://www.youthlinkscotland.org/programmes/closing-the-attainment-gap/for-schools/>

Learner Journey Review

<https://www.gov.scot/publications/15-24-learner-journey-review-9781788518741/>

Youth awards

<https://www.awardsnetwork.org/home>

Amazing Things

<http://www.awardsnetwork.org/assets/uploads/documents/Amazing Things 4th 2.pdf>

CLD in Dundee

https://www.youtube.com/watch?v=lcpK6b_lxRg

Skills 4.0

https://youtu.be/DjfM9LKBBhEhttps://www.skillsdevelopmentscotland.co.uk/media/44684/skills-40_a-skills-model.pdf

National Youth Work Strategy 2014 - 2019

<https://www.youthlinkscotland.org/media/1111/national-youth-work-strategy-2014-15.pdf>

Youth Awards Case Study – a young person's perspective

<https://www.awardsnetwork.org/case-studies/aiden-a-different-way-of-learning>

Youth Awards Case Study - an employer's perspective

<https://www.awardsnetwork.org/case-studies/an-employers-view-on-dyw-youth-awards-and-skills-for-work>

Youth Awards Case Study – ASN and a parent's perspective

https://www.youtube.com/watch?v=zmiMfch_LT4

Larbert High School

<https://youtu.be/x09LqSG2cks>

Ormiston Primary School

https://docs.google.com/presentation/d/1H0t9gw6OdCfIMGC2IzTZstgk_FCyNP5C-UuydJwcH3I/edit?usp=sharing

Information for parents:

https://www.npfs.org.uk/wpcontent/uploads/2019/06/wider_achievement_1906_E2.pdf

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