





A Collaborative Approach to Tracking Achievement

August 2024




“All children and young people are entitled to have the full range of their achievements recognised and to be supported in reflecting and building on their learning and achievements.” 

Curriculum for Excellence – Building the Curriculum 4, 2010 ¹

“A Personal Pathway [should be included] as an entitlement available to all learners. This is an issue of equity...This element should support learners to self-reflect on the skills and attributes they have developed.” 

The Independent Review of Qualifications and Assessment, 2023 ²

“National Policy should recognise that skills are not an alternative to education but an essential product of learning...and give equal value to the various settings and pathways through which skills development can occur.” 


Fit for the Future: developing a post-school learning system to fuel economic transformation, 2023 ³

Context

There is a commitment in Scottish Education, underpinned by expectations outlined in [HGIOS](#) and [HGIOCLD](#) to improve the way we track young people’s achievements across a full range of learning experiences. If we do this well, we can enable young people to:

- Confidently reflect on their progress.
- Fully acknowledge and articulate the skills they are developing.
- Play a more active role in planning next steps in their learning.

Skills development across a range of different learning contexts is an important component of achievement and progression:

“The development of skills is essential to learning and education...All children and young people are entitled to opportunities for developing skills for learning, life and work...The skills should be developed across all curriculum areas...and in all the contexts for learning.” 

Building the Curriculum 4: Skills for Learning, Skills for Life and Skills for Work ⁴

[1] <https://education.gov.scot/media/tcnk33qn/btc4.pdf>

[2] [Review of Qualifications and Assessment](#)

[3] [Fit for the Future](#)

[4] <https://education.gov.scot/media/tcnk33qn/btc4.pdf>

A recent Education Scotland study in Forth Valley and West Lothian ⁵ (FVWL) recommends that tracking young people’s achievements can best be achieved through a collaborative approach between schools and CLD providers, particularly youth workers. The study also identified that the [National Youth Work Outcomes and Skills Framework](#) offers a helpful basis for this common language and is *“a valuable tool to support shared planning and evaluation between youth work partners and schools.”*

The Framework was developed by the youth work sector in Scotland. It is designed to support planning and evaluation of youth work and, most importantly, provides a structure for reflective learning conversations and recording progress with young people on their youth work journey.

The process outlined in this guide has the National Youth Work Outcomes and Skills Framework at its heart and is also informed by youth work’s young person-centred approach to tracking achievement. It enables youth work and school partners to track young people’s progress across a wide range of settings including targeted youth work programmes, youth awards, school and community-based leadership experiences and volunteering.

Aims of the approach outlined in this guide

What follows is a step-by-step guide to a collaborative approach that youth work and school partners can employ to:

- Help young people to notice, make sense of and articulate their skills and strengths, and how these are developing and evolving over time.
- Inform conversations about young people’s individual progress and next steps as learners.
- Allow learning communities to build a collective picture of young people’s progress and achievements across a range of contexts.
- Shape the design and delivery of future learning opportunities for young people – in school and community settings to meet skills gaps.
- Inform service self-evaluation, strategy, planning and development.
- Support workforce and partnership development.

[1] <https://education.gov.scot/media/tcnk33qn/btc4.pdf>

[2] [Review of Qualifications and Assessment](#)

[3] [Fit for the Future](#)

[4] <https://education.gov.scot/media/tcnk33qn/btc4.pdf>

[5] [forth-valley-and-west-lothian-achievement-project-2023.pdf](#) (education.gov.scot)

How was the approach developed?

The approach has been developed by YouthLink Scotland's Scottish Attainment Challenge National Programme ⁶, in consultation with youth workers, teachers and young people who participated in a pilot at Alva Academy, Clackmannanshire (June 2023 – June 2024). A detailed report of findings from the pilot, published by Education Scotland Officers who partnered in the work, is being drafted and will be available in the Autumn.

Collaboration Principles

To successfully embed the framework, the learning partnership between youth work and school should reflect important hallmarks of youth work practice, underpinned by Community Learning and Development (CLD) values and principles, i.e.

- Young people at the centre.
- Strengths-based.
- Collaborative – engaging young people, teachers and youth workers as partners in the learning process.
- 'Done with' not 'done to' - those involved (educators and young people) choose to participate – and have opportunities to shape the process.

Step-by-Step Process

Each step in the process is summarised below. Practical resources to support each step can be found in the toolkit that accompanies this resource.

If you would like support to trial this approach in your learning community, YouthLink Scotland's SAC National Programme can provide advice and practical support to help you get started. In the first instance, please contact Gill Gracie, Senior Development Officer (ggracie@youthlink.scot) to discuss how we can assist.

[6] <https://www.youthlink.scot/education-skills/scottish-attainment-challenge/>



Indicative Timeline

Step 1 & 2	Step 3	Step 4	Step 5	Step 6
Partnership planning	Engaging young people	Regular opportunities to review learning (young people and practitioners)	Collate and review data	Use insights to inform onward development
August	September	October - May	June	August

Step 1: Build a shared understanding of the value of a collaborative approach to tracking achievement

First of all, a 'tracking achievement' group from across the learning community is recruited. The group is sponsored by the school Head Teacher and the local authority Youth Work Manager. The group is likely to include local authority and third sector youth work practitioners, teachers who support opportunities for personal learning and achievement outside the classroom, and possibly other CLD partners including youth award providers and Active Schools representatives.

Things to consider, as this group forms:

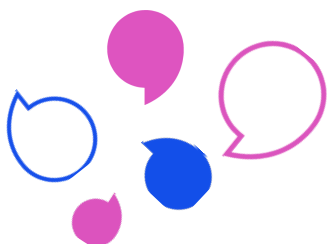
- Agree the overall scope of the collaborative approach. It may make sense to limit this to a small number of practitioners and programmes in the first year, widening the scope once youth work and school practitioners are confident in the process. N.B. scope need not be limited to learning experiences that take place in school – building a combined picture of young people's progress and achievements across different contexts is desirable.
- Ensure shared understanding of roles in the partnership between youth work and school and the value of working together to track achievement (for young people and for the youth work and school team).
- Identify a youth work practitioner to lead the process, drawing on their knowledge of the National Youth Work Outcomes and Skills Framework and a young-person centred approach to tracking achievement.

Step 2: Introduce the National Youth Work Outcomes and Skills Framework to practitioners


- Youth work practitioners introduce the National Youth Work Outcomes and Skills Framework to the 'tracking achievement' group and share their experience of using it in practice with young people.
- Youth workers support teachers and other members of the group to identify the skills in the framework that are most relevant to each of the learning experiences they offer. Taking time to refine focus at this early stage makes it much easier to support meaningful reflection on progress.
- Youth workers introduce different tools that practitioners can use to help them review and record progress over the year. These are not prescribed. Practitioners can adapt these or use other methods that they choose.

Step 3: Introducing the National Youth Work Outcomes and Skills Framework to young people

- Once the 'tracking achievement' practitioner group has familiarised themselves with the framework, they also facilitate group activities to introduce young people to the National Youth Work Outcomes and Skills Framework and discuss the focus for skills development in each context. These experiential activities allow young people to build an understanding of different skills. During the introduction to the framework, young people should be encouraged to explore how they develop skills through formal and informal education experiences– and why these skills are important for the future.
- In each setting, youth workers and teachers support reflective conversations with young people about their individual skills and strengths and what they want to achieve as they participate in each learning opportunity on offer, focusing on key skills within the National Youth Work Outcomes and Skills Framework.
- Young people record (in whatever way they choose) the strengths they believe they already have, and the skills they want to develop.




Step 4: Monitoring and evaluating progress

“Young people should have frequent and regular opportunities to discuss and review their learning and plan next steps... This supports learners to become aware of their achievements within both formal and non-formal learning settings, the knowledge and skills they are developing, and how this relates to the wider world, including the world of work.” 

Guidance for Teachers and Practitioners: Supporting Young People in Profiling their Skills and Achievements ⁷

- Over the course of the year, a range of methods are employed to help young people reflect on and track progress with support from youth work practitioners and teachers. These may include:
 1. Young people’s individual reflections.
 2. Peer to peer feedback.
 3. Youth worker / teacher observations.
 4. Individual and group reflective conversations between youth workers / teachers and young people.
 5. Parent / carer feedback (where appropriate).
- The triangulation of evidence from multiple sources helps to build a robust picture of young people’s progress.
- The lead youth worker facilitates a number of review meetings with the ‘tracking achievement’ group over the school year, to address any challenges and share practice.

Step 5: Reporting on Progress – Individual and Collective

“Children and young people should ... discuss and review learning and plan next steps with those involved in their education. This supports learners to become aware of their achievements within both formal and non-formal learning settings, the knowledge and skills they are developing, and how this relates to the wider world, including the world of work.” 

Guidance for Teachers and Practitioners: Supporting Young People in Profiling their Skills and Achievements

[7] [Guidance for Teachers and Practitioners \(education.gov.scot\)](https://www.education.gov.scot)

Individual Review to support profiling

- Towards the end of the school year, young people work with youth workers and teachers to review the cumulative evidence of progress they have gathered. Young people are encouraged to consider how the skills they have been developing connect with skills they develop through their formal education and explore why these skills will be important in the future. Their progress is recorded in their profile and acknowledged and celebrated with peers / parents / carers and educators.

Collation and collective review to support self-evaluation and programme development

- Teachers and youth workers collate evidence of progress across the group to build a collective picture of progress and achievements.
- The 'tracking achievement' group meets to aggregate data gathered across all settings and build a picture of collective achievement across the learning community.

Step 6: Plan and Act on Insights

For young people: the experience of regularly reviewing their progress and skills development helps them build confidence to articulate their strengths and skills and identify their own next steps in learning.

For schools and youth work teams: the insights gathered across contexts build a collective understanding of young people's strengths and gaps in skills development to inform the development of learning pathways that meet the needs of all young people and help to tackle the Scottish Attainment Challenge.



#YouthWorkChangesLives



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