**YPI: Links to Accreditation**

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|  **SQA Awards** | **Key Features of Qualification** | **Links to YPI** |
| **Religion, Beliefs and Values: Values in Action: SCQF Levels 3-6** | The purpose of this Award is to provide a flexible, creative and learner-centred framework that can deepen knowledge and understanding of how religion and values can shape and contribute to the lives of individuals and communities. It encourages learners to explore and reflect on their personal faith or values. The values in action section of the award enables students to put their values into action through active engagement in the community. | YPI provides students with an opportunity to actively engage in their community in a meaningful way, which can be used to gather evidence for the Values in Action section of the Award. Through participation in YPI, students will have the opportunity to identify and discuss their core values, select a social issue which they feel passionate about and actively engage in a project which can make a difference and have real impact on their communities. The plenary session provides students with an opportunity to reflect upon how engagement in YPI has benefited their local community, alongside the opportunity for self-reflection on their own beliefs, values and contribution.**Delivered through RE programme alongside YPI?** |
| **Volunteering Skills Award: SCQF Levels 3-5** | The Award in Volunteering Skills provides formal recognition of volunteering activity. Through participation in volunteering activities, candidates will develop a range of skills and personal development experiences which will help to prepare them for responsibility, further education and employment | The programme equips students with the skills and experience to effectively engage with the third sector. Students may decide to incorporate volunteering into their YPI programme, and YPI has been shown to result in sustained charity contact and volunteering beyond the conclusion of the programme. **YPI can therefore provide students with exposure to volunteering opportunities and increased confidence to seek out such opportunities, thus supporting students to achieve the Award**. |
| **Working with Others – SCQF Levels 2-6** | The award is focussed upon supporting students to use interpersonal skills appropriately, to recognise and value the roles of other people, taking responsibility for their own contribution, and supporting co-operative working in appropriate ways. The importance of reviewing cooperative contributions is also incorporated into the award, this includes identifying/developing criteria to evaluate contribution and overall team effectiveness, receiving/giving feedback and identifying improvement | Students work in teams during the YPI programme and therefore are required to demonstrate collaborative working throughout the whole process – from the initial research and enquiry stage, to coordination of meaningful charity contact and the development and delivery of creative and impassioned presentations. Students are encouraged to identify key skills and strengths within the team and distribute tasks and programme elements accordingly. The plenary session provides the opportunity for review and reflection. YPI therefore naturally aligns with the key outcomes required to achieve this award. |
| **Leadership Award: SCQF levels 5-6** | The Leadership Award is divided into two sections with the first focused upon developing students’ awareness of leadership skills, styles and qualities. The second part requires students to put these skills into practice, encouraging reflective learning. This supports students to develop self-confidence, self-esteem and self-awareness; nurture effective leadership styles; and enhance the skills required to work cooperatively with and demonstrate respect for others. | Through YPI students participate in PBL, enabling them to engage in and lead a real project. This supports students, through structured collaboration, to take ownership of their learning and facilitates the development of leadership skills through teamwork, thus meeting many aspects of the Award. There is also an increasing trend for schools to use YPI alumni to support programme delivery enabling them to become student leaders and mentors, providing an opportunity to further enhance leadership skills.**S6 Mentoring/Leadership opportunity?** |
| **Personal Development: SCQF Levels 3-6** | The main purpose of the Personal Development Award is to provide an opportunity for learners to develop the skills to prepare them for successful transitions in life. A key feature of the award is the potential for personalisation, as learners can focus on their own needs and, with support, set targets and identify tasks to address these needs. Active learning is promoted and learners can work collaboratively with others to plan, implement and present their ideas as part of individual and group projects | Through participation in a group project focused on youth engagement in the local community, YPI provides a meaningful and experiential context from which students can learn and develop. This supports the focus on active project-based learning throughout the award. Alongside this, as the programme is student-led, there is the opportunity to ensure that the learning and development throughout the process is tailored to the needs identified by the individual student. Participation in the programme provides the opportunity to develop a host of key employability skills including communication, teamwork, self-confidence and interpersonal skill. |
| **Literacy Unit: SCQF Level 4** | The aim of the unit is to develop learners’ reading, listening, writing and talking skills in a variety of forms relevant for learning, life and work. Learners will develop the ability to understand straightforward ideas and information presented orally and in writing. Learners will also develop the ability to communicate ideas and information orally and in writing with technical accuracy. | Students are required to communicate and interpret information effectively throughout the YPI process. Relevant activities include: conducting comprehensive research into social issues and charities requiring the interpretation of written text; the coordination of and participation in meaningful charity contact which may involve letter or email writing, telephone communication and face-to-face interviews; and the development and production of persuasive oral presentations, requiring effective use of both spoken language and non-verbal communication. The plenary session following completion of the programme may also provide an opportunity for students to conduct a piece of reflective writing. |