YOUTH AND
PHILANTHROPY
INITIATIVE
SCOTLAND

YPI Scotland Alignment with Strategic Priorities

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The Wood Foundation
Operational Manager and Principal
Funder of YPI in Scotland



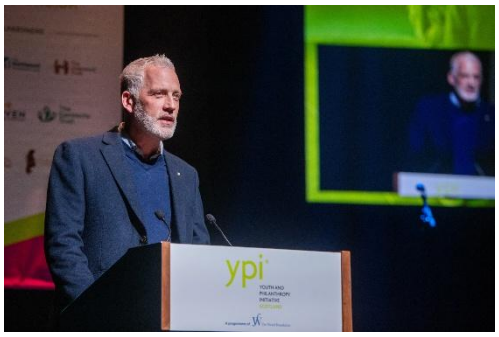
The Wood Foundation is a venture philanthropic organisation, a proactive investor, project manager, and partner in societal, education, and economic development in Sub Saharan Africa and Scotland.

It was established in 2007 by its Founder and President Sir Ian Wood KT GBE and his immediate family to empower communities, advance education, and foster enterprise to create long-term opportunities and brighter futures.

The Wood Foundation is a committed and connected partner in education, having engaged hundreds of schools in its innovative programmes and investments since 2008.

Identifying opportunities to optimise the potential of Curriculum for Excellence to empower the next generation of successful, active citizens has led to the development and delivery of programmes which address issues such as youth philanthropy, primary STEM, and transformational change to learning and teaching approaches.

The Youth and Philanthropy Initiative (YPI) is the biggest independent programme being delivered through Scottish education, empowering tens of thousands of young people each year to make a difference in their communities. Through teamwork, research, and competition, young people advocate for social issues in their communities in a bid to secure their school's £3,000 grant.



"The Wood Foundation is proud to provide a platform that empowers young people to explore complex social issues, develop their confidence, and find their voice. It is our hope that taking part in YPI encourages young people to continue their involvement in their communities – whether through volunteering, advocacy or by remaining actively engaged in local initiatives."

Garreth Wood, MBE | Chairman, The Wood Foundation

With thanks to our Funding Partners

National Partner of YPI

Principal Funder of YPI in the Highlands

Principal Funder of YPI in Dundee and Angus

Principal Funder of YPI in Dumfries & Galloway

Principal Funder of YPI in Aberdeen

Community Partner of YPI in Glasgow

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This document is designed to provide an overview of YPI and detail how the programme aligns with curricular and wider educational priorities.

Further materials and inspiration can be found at:
www.ypiscotland.org.uk

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What is YPI?

The Youth and Philanthropy Initiative (YPI) is a powerful active citizenship programme, empowering young people to make a difference in their communities. YPI engages a full year group of students, developing skills and confidence through a contextualised learning experience. The programme raises awareness of social issues and local charities and is a vital means of devolved, locally driven grant-making.

280
schools delivering YPI in 2026/27

£9.3M
has been granted to charities across Scotland since 2008

430,000
students engaged in YPI since 2008

32
local authorities delivering YPI in 2026/27

What you need to know

- YPI is the biggest independent initiative being delivered in Scottish education. It is delivered in 70% of Scottish secondary schools within all 32 local authorities.
- YPI is a vehicle for delivering upon a number of key educational drivers within schools, and successful embedding has been recognised across a number of HMIE reports, with schools' examples of best practices highlighted.
- YPI is delivered inclusively to all students across an entire year group via a curricular-based programme.
- The programme is fully-resourced and all delivery materials are freely available at ypiscotland.org.uk.

Aims of YPI

The aims of YPI clearly align with the ambitions of Curriculum for Excellence.

Successful Learners	Confident Individuals	Responsible Citizens	Effective Contributors
Development of key skills through a hands-on experience of philanthropy which clearly aligns with aims and ambitions set out in Building the Curriculum 4.	To empower young people to realise their potential to make a difference within their communities, engaging them as dedicated problem solvers.	To raise awareness of social issues and the work of local charities, using their voice and actions to advocate for and channel funds to them effectively.	To promote a sense of responsibility, respect, and lasting commitment to supporting the development of strong resilient communities.

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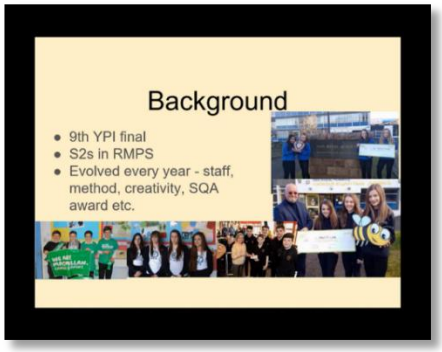
What is YPI?

Curricular Fit and Alignment

YPI offers significant flexibility with regarding delivery timeline, participating year group and curricular fit. The programme's role within the curriculum is very much dependent upon each school's context and capacity. YPI is most successful when there are very clear frameworks within which students can develop their autonomy and take responsibility for their learning.

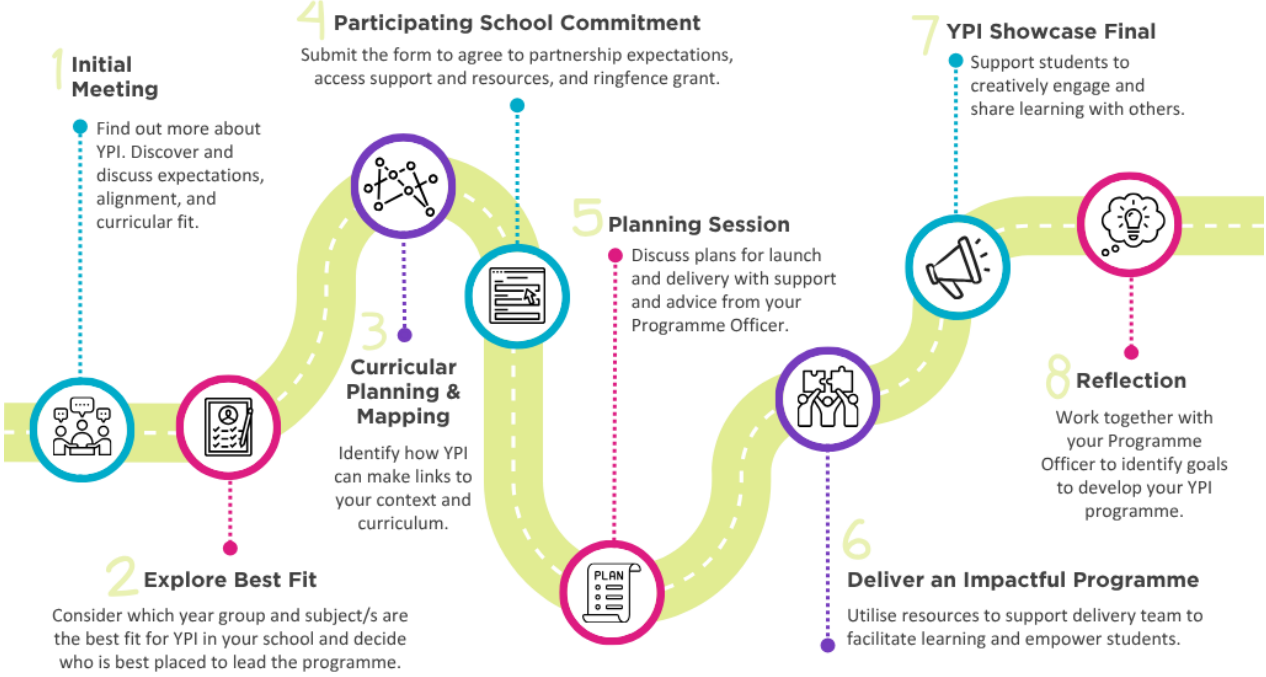


Case Study: Tain Academy

Angela Gardiner is the Lead Teacher for YPI at Tain Academy. In this video, Angela shares their approach to programme delivery, sharing how they embed the programme and evolve it every year.

Support Model and Typical YPI Journey

YPI is managed and principally funded by The Wood Foundation. A dedicated team works in partnership with all participating schools to fully realise the opportunity for their settings. As a fully resourced programme with a facilitated support model, each school has its own dedicated Programme Officer who can provide support throughout a school's typical journey below.



Programme Officers can also offer further tailored support, guidance and opportunities to connect with other schools. Our aim is to work in partnership with schools and teachers, empowering them to explore and develop the strategic rationale that underpins their delivery of YPI. Schools with a clear vision, ambition, and buy-in undoubtedly provide the most impactful experiences for all involved.

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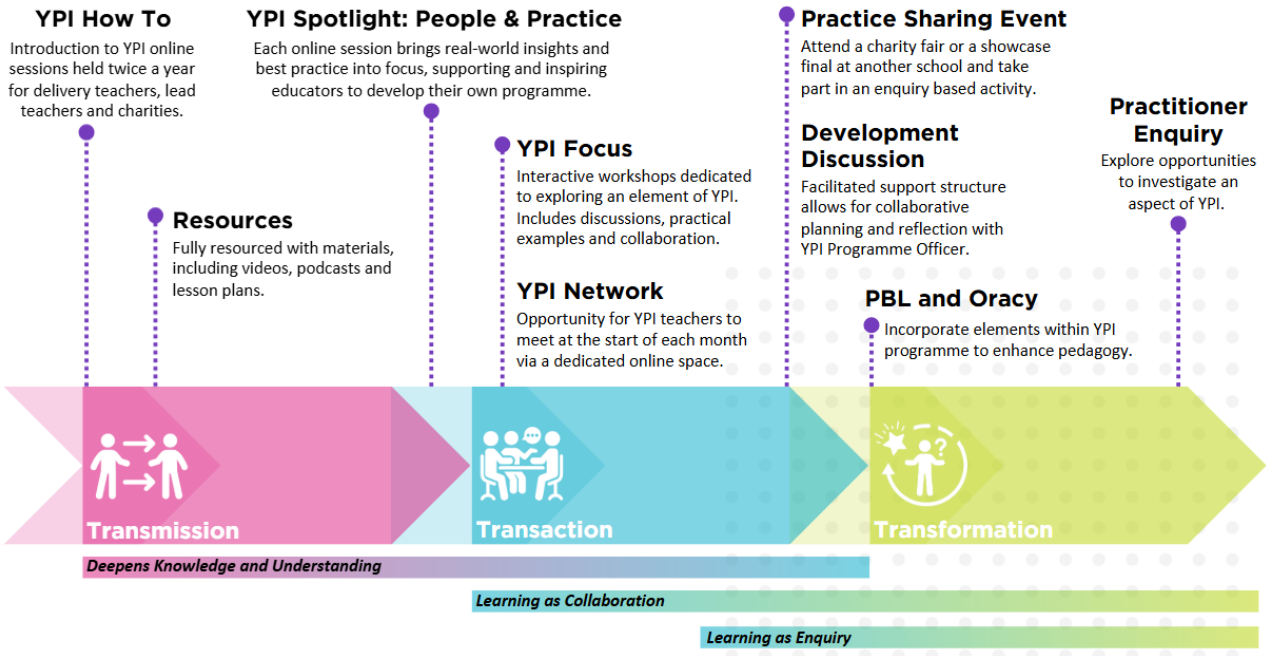
What is YPI?

Professional and Shared Learning Opportunities

The Wood Foundation is a GTCS-accredited provider of professional learning and is committed to promoting critical enquiry and innovation, acknowledging that informed and confident practitioners are essential for enabling young people to succeed in learning, life, and work.

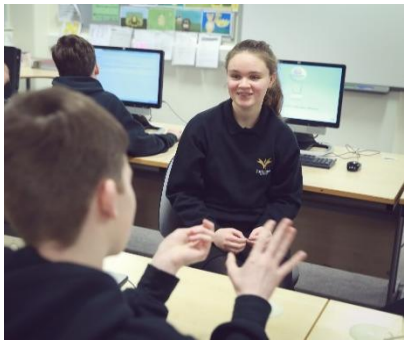
YPI has been endorsed by Education Scotland as a programme offering high-quality professional learning and leadership opportunities, offering practitioners opportunities to evaluate the impact of their YPI programme through our facilitated support model, practice sharing events, as well as regional sessions and national online events to support programme delivery and practitioner-led collaboration, inspiration, and continuous personal development.

Underpinned by GTC Professional Standards and the National Model of Professional Learning, The Wood Foundation freely offers the following opportunities throughout the year.



"YPI has impacted my professional development in a variety of ways. The effectiveness of the overarching pedagogy has made me think of my department's wider provision. The experiential approach offered by YPI is unrivalled and has sparked me to develop similar approaches in other aspects of my provision to the young people within the school."

Paul Gallanagh, Dunoon Grammar School



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Curricular Expectations

Schools which demonstrate a clear understanding of the strategic rationale that underpins their delivery of YPI undoubtedly provide the most effective and impactful experience for their learners and by extension, their wider school community. YPI is designed to be delivered as part of a progressive curriculum focused on skills development and citizenship education.

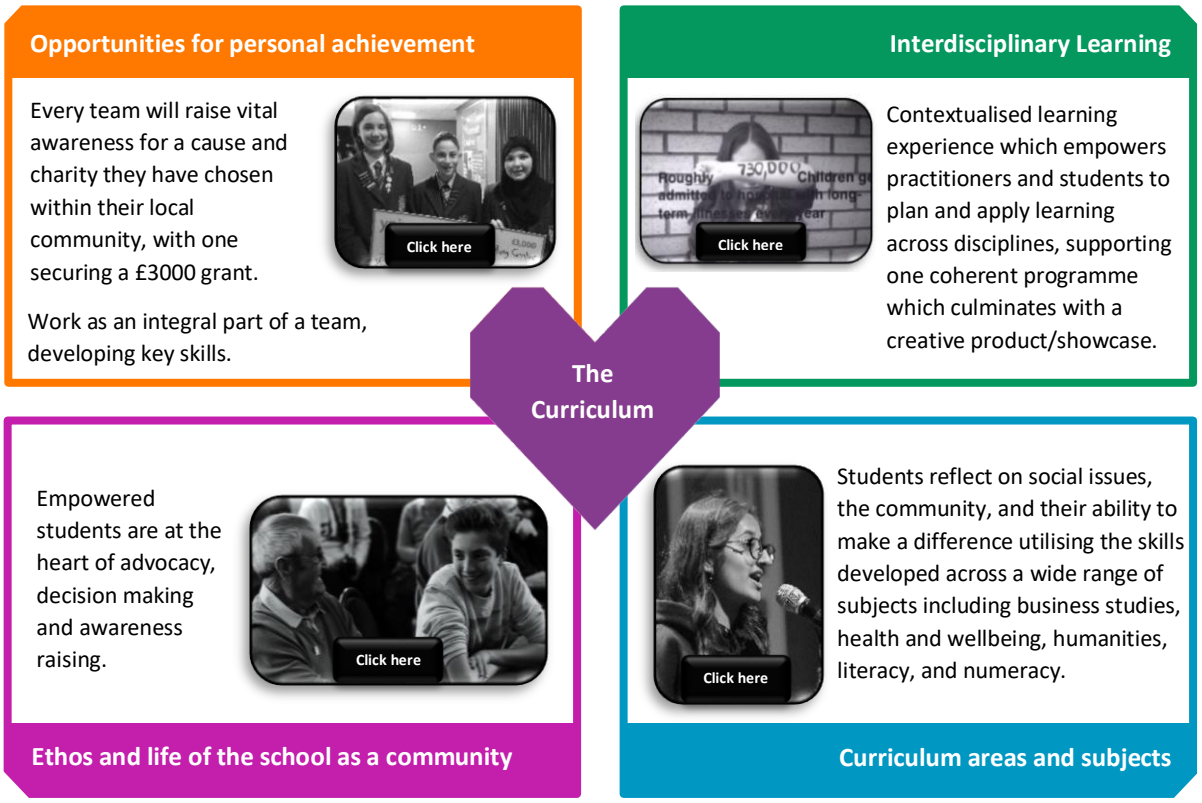
Curriculum for Excellence (CfE)

CfE is intended to foster the four capacities in all young people: successful learners, confident individuals, responsible citizens, and effective contributors (see diagram on page 3). The many synergies between YPI and CfE are clear when YPI is mapped against E&Os, and the four capacities and contexts. The programme supports outcomes focused on values, skills development, and community engagement.

The flexibility of the programme enables schools to deliver the most impactful programme given their unique context, however, Appendix 1: How YPI meets CfE, provides examples of the many synergies between YPI and CfE. By mapping YPI against relevant E&Os practitioners will be able to use the respective benchmarks to assess student progress.

The following diagram recognises how YPI can support learning across the four contexts.

Learning across the four contexts through



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Curricular Expectations

Skills Development

YPI has the greatest impact on students, teachers, schools and wider communities when considered as part of a wider skills pipeline. YPI supports students in developing many of the skills required as part of the curriculum and for meeting relevant benchmarks in areas including teamwork, independent enquiry, creative thinking and reflective learning.

Throughout the core YPI delivery resources, links are made between YPI and meta-skills, as outlined within Skills 4.0: A skills model to drive Scotland's future and tools on My World of Work. By clearly identifying and defining how YPI is aligned to a skills framework, the resources enable learners to understand and articulate their development and how this feeds into their progressive skills journey.

Teaching staff consistently report YPI is an essential vehicle that supports employability skill development:

% of teachers reporting a positive impact on students' skills for life, learning and work:

99%	98%	97%
Research, teambuilding, and organisation skills	**Verbal communication skills**	**Confidence and presentation skills**



"YPI is delivered as part of the curriculum. Research into charitable causes is increasing young people's understanding of wider community needs and national campaigns. Young people are developing their confidence in public speaking, presentation and team working skills. Presentations to whole school year groups on the identified charities is also raising awareness of the local and wider charitable causes."

Port Glasgow HMIE Report, February 2019

Pedagogy

YPI can be used as a framework for practitioners to explore a variety of pedagogical approaches including project-based learning, experiential learning, and expeditionary learning. Through YPI, practitioners can draw upon tools and approaches used in project-based learning to maximise the impact of the programme. Some protocols are already incorporated into the Delivery Resource. If you are interested in discussing this further please contact the YPI Central Team.

The student-led approach to YPI allows groups to investigate real-world problems enabling them to address these in a creative and authentic way. The programme supports students through an extended enquiry process structured around questioning and carefully designed tasks.

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Curricular Expectations

Accreditation and Awards

Although not a mandatory requirement, many schools use YPI to support students to achieve formal qualifications and/or awards. This can include SQA awards, as well as youth awards that are credit-rated under the Scottish Credit and Qualifications Framework (SCQF). YPI also aligns with nationally and internationally recognised awards including Saltire, Duke of Edinburgh and Rights Respecting Schools.

"Leith Academy's experience of YPI sees many of our students engage with the ethos of YPI and embark upon detailed research and interactions with their social issue and charity. For many students the charity they represent has personal significance and this link encourages students, who are not always engaged in their learning in other departments, to thrive in the YPI environment.

"In year four of YPI we are hoping all students will achieve a level four in 'Religion, Belief and Values'. They will carry out the practical component of the YPI research in their chosen social subject and the reflective component of the award in core RMPS."

YPI Lead, Leith Academy

Further details can be found in Appendix 3: Links to accreditation and award frameworks. Although not an exhaustive or definitive list, it has been produced to support schools to explore where and how they could get added value from the programme.

Alongside this, Amazing Things, the flagship publication for the Awards Network, provides a wealth of information that will help young people, educators and employers learn more about youth awards and how they contribute to skills development within and outside school. The guide is aimed at everyone who places a value on young people's voluntary efforts to develop their skills and improve the communities around them. Up-to-date listings of awards can also be access via the Awards Network website.

Case Study: Beeslack High School

A number of schools deliver YPI through the Religion, Beliefs and Values (RBV) SQA award, focussing on the Values in Action element. This recognises students' efforts formally and provides an additional lens for the depth of YPI activity. In the following video you can hear how Morag Carrie, YPI Lead Teacher, achieves this.



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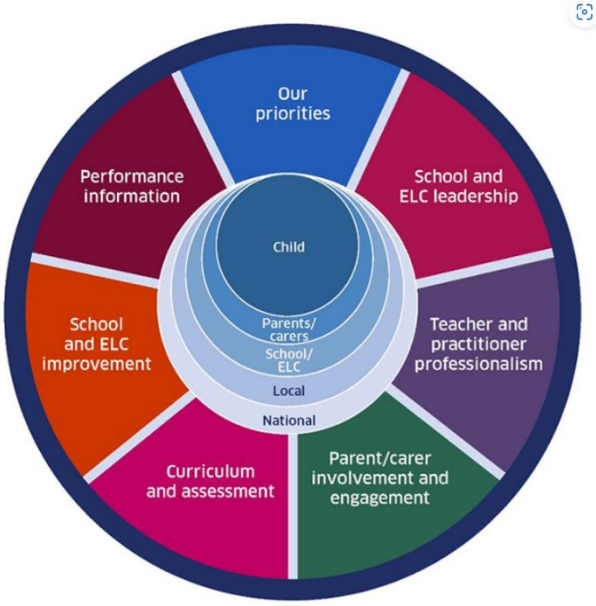
Links with Educational Priorities

To fully realise the potential of YPI, the programme must be considered alongside the many varied priorities that the Scottish curriculum is built upon.

National Improvement Framework (NIF) and Improvement Plan

The NIF sets out key priorities focused on achieving excellence and equity in Scottish education. The key priorities outlined in the NIF include raising attainment in literacy and numeracy, improving health and wellbeing of all learners, closing the attainment gap, as well as improving employability skills and sustained positive school leaver destinations. The embedding of YPI within the curriculum promotes equity of opportunity for all young people and aligns closely with these four key priorities.

In order for schools to meet these priorities, research demonstrates there are several factors which can drive improvement, these include:



- **School and early learning and childcare (ELC) leadership** – The identified YPI Lead is responsible for driving forward a cross-cutting programme with support from the Senior Leadership Team (SLT), providing a mechanism for all students to develop key employability skills. Strategic and innovative curricular design will enable schools to realise the wider ambition of the programme for all students.
- **Teacher and practitioner professionalism** – The Wood Foundation is committed to delivering regular learning network events supporting strengthened practice, peer learning and added value. Annually there is also a requirement for each school to engage in a planning meeting and reflection session which provides protected time and space to reflect upon programme embedding and support continuous improvement.
- **Parental/carer involvement and engagement** – Parents play a key role in supporting their children's learning through the YPI experience. Examples of parental engagement include conducting a YPI parent launch, promoting their role in supporting charity visits, and capitalising on their knowledge of local charities and social issues.
- **Curriculum and assessment** – YPI is delivered to all students within a school year group and is embedded within the curriculum. The flexibility of the programme enables schools to find the best curricular fit and one which will support students to achieve. The programme therefore can be aligned with a variety of CfE levels, skills, qualifications, and other awards enabling staff to measure progress.
- **School and ELC improvement** – YPI aligns with the four key priorities of the NIF as it enables schools to deliver an inclusive programme which is focused upon the development of employability skills. The Wood Foundation works collaboratively with each school to support programme improvement, shared learning and embedding.
- **Performance information** – The Wood Foundation evidences the impact of YPI at a national level. Research has consistently shown that 100% of teachers report a positive impact on students' capacity for skill development and their understanding of their local community. We encourage schools to seek feedback from all partners, including students, on an annual basis in support of programme improvement.

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Links with Educational Priorities

Developing the Young Workforce (DYW)

The principles of YPI reflect the DYW agenda with a clear focus on developing skills for learning, life, and work. Teamwork, active research, communication, and creativity, which lie at the heart of YPI, encapsulate an enterprising skillset central to the wider world of work. Importantly, YPI provides a methodology that consolidates partnership working, providing experiential opportunities for all learners.

YPI is used as a mechanism to support teachers to have meaningful discussions about students' skills development. It encourages diverse thinking in young people in terms of considering a broad view of subject choices, career options and job opportunities aligning with the DYW agenda alongside supporting the expectations outlined in the Career Education Standard (3-18).

The benefits of the programme extend beyond the school final with YPI often acting as a catalyst for opportunities including volunteering, social activism, or employment. More than three quarters of surveyed charities reported that students have remained engaged six months after the YPI school final in activities including volunteering, awareness raising, event support, and fundraising.

Partnerships and Mentoring through YPI

Through YPI you can also work with like-minded partners to support delivery and development of the YPI programme. YPI provides a framework to share expertise with young people in support of developing key employability skills, whilst acting as a professional development opportunity for employees.

Our Mentoring Guidance for schools and mentors provides useful tips and advice to get the most from this process, should you wish to incorporate this into your YPI programme.

"YPI supports young people in S3 to improve life skills and raise confidence. Young people regularly conduct research and identify charities for support. This amounts currently to an impressive 38 charities that are benefiting from financial support. A few young people progress to volunteering with their chosen charity and gain Saltire Awards. Young people describe the benefits of YPI in terms of improving communication skills, embedding teamwork, and gaining an understanding of their local community."

Leith Academy HMIE Report, April 2018



Partnership Working and the Third Sector

YPI is an opportunity for young people to engage with third sector partners and the wider community in a meaningful way. The programme empowers students to better understand the third sector and the diverse range of volunteering opportunities and career pathways available. 'A young person's guide to working and volunteering in Scotland's third sector', co-designed by SCVO and The Wood Foundation, outlines the role the sector plays in Scotland and the opportunities for young people.

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Links with Educational Priorities

How Good is Our School 4 (HGIOS4)

YPI provides a platform for many schools to achieve many of the features of highly effective practice outlined in HGIOS4 including:

- There is evidence that children and young people are applying and increasing their achievements through active participation in their local community. ***3.2 Raising Attainment & Achievement***
- The clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum. ***2.2 Curriculum***
- Learners are able to demonstrate their ability to transfer creativity skills to new contexts. ***3.3* Increasing *Creativity & Employability***
- The school understands and plays a significant role in the life of the local community. ***2.7 Partnerships***
- Headteachers empower staff and take steps to develop leadership at all levels to improve the overall capacity of the school. ***1.2 Leadership of Learning***

Evidence Builder: How YPI aligns with HGIOS4 outlines strategic considerations relating to how YPI can support key quality indicators and themes.

Learning for Sustainability (LfS)

Sustainable development, global citizenship, outdoor learning and health and wellbeing are firmly embedded within CfE. LfS weaves together and builds upon these themes. YPI plays an important role in the development of skills, values, attitudes and knowledge on which LfS is based, providing a framework for young people to explore controversial issues such as social justice, equality, fairness and political literacy with critical enquiry. This video case study from Moffat Academy outlines how they align YPI with global citizenship.

% of teachers reporting the following positive impact on students' community understanding and engagement:

99%

agree that students can explain how charities use their resources and support their local communities.

98%

agree that students know more about their local communities.

88%

agree they have created in environment where social issues are discussed more openly.



"The winning team were a small group of students who have extra support in school with their literacy. To win the grant has had a major impact on them. Initially they were simply going to create a video as they were all too shy to present on stage. However, as the project developed and they became more engaged, they gradually gained in confidence."

YPI Lead, Shawlands Academy

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Interdisciplinary Learning

YPI has greatest impact when considered as part of a progressive interdisciplinary curriculum. By approaching YPI through an interdisciplinary lens, colleagues from across disciplines can plan and execute a cohesive programme, which empowers and engages learners.

By exploring connections and planning with colleagues, YPI can become embedded not only within a year group and department but across the entire school. There will be increased awareness and esteem associated with the programme and its benefits among staff, parents, and students.

Interdisciplinary Considerations

During YPI students will:

- Literacy and oracy - Demonstrate effective discussion, research, presentation, and persuasive written & verbal communication skills.
- Health and wellbeing - Explore their values, the local community & their role as effective contributors.
- Citizenship education - Conduct research into the local community & explore social issues, and their role as responsible citizens.
- Enterprise education - Demonstrate innovation and entrepreneurial thinking as they explore how they can have a positive impact on society.
- Numeracy - Consider financial impact in a real-life setting by developing a clear business case for the £3000 grant.
- Skill development - Develop skills for learning, life & work including teamwork, independent enquiry, creative thinking, and reflective learning.
- Creativity - Innovate, problem solve and use imagination to explore new possibilities and solutions.
- Values-based leadership - Reflect on personal values, values of others, and how these impact on motivation and capacity to support positive change.

Embedding and Programme Esteem

Support and buy-in from SLT is essential when it comes to realising ambition and supporting continuous improvement. For example, if there is ambition to deliver an IDL programme, providing the space and time for collaborative planning between staff will be important. This will include attendance at the YPI Planning Meeting, Reflection Session, and empowering and enabling engagement in Professional Learning opportunities.

Support from SLT is vital in support of the profile, esteem, and impact of YPI. SLT can play a supportive role at programme launches, semi-finals and judging at the Final. Young people see and hear that YPI is an important activity that aligns with schoolwide ethos and culture.

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Lasting and Systemic Impact

Beyond YPI

Every year, teachers and students make amazing things happen. We know that YPI creates conditions for transformative learning opportunities for students. Our vision for YPI remains one that is focused on lasting impact and change to students, the schools delivering and the third sector organisations engaging with the programme.

We are committed to working in partnership with schools, local authorities, funding partners and the third sector to deliver an impactful programme. We truly believe that young people, when given the opportunity, can make a genuine difference within their local community and can learn a great deal in the process.

What might a legacy of YPI look like in your school?

- Building on the relationships with third sector organisations through routes into volunteering or work experience opportunities, and partnership working.
- Leadership and mentoring opportunities for YPI alumni.
- Opportunities to raise awareness of the social issues and charities within the school and wider community e.g., supporting school assemblies.
- Links being made between YPI and charity groups or committees within the school, recognising that students have engaged with local social issues and charities.



Case Study: Alana's Story

Alana Welsh took part in YPI 10 years ago, competing with her classmates at Torry Academy representing a local mental health charity. Alana now has a rewarding career in the third sector. She shares her memories of her experiences as an S3 student and how that has inspired her career journey.

Read more…

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Appendices





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1. How YPI aligns with CfE

The following appendix outlines some of the many synergies between YPI and CfE. Although the E&Os cited below are all third and fourth level, there is broad scope for application within senior level in a similar cross-curricular vein. By aligning YPI with relevant E&Os, practitioners can use the respective benchmarks to assess progress and achievement.

This list is by no means exhaustive and will vary depending on pupil age, approach, and overall implementation within schools. The tables below outline the clear alignment at each key stage between YPI and CfE.

Part One: Understanding social issues and my community

Learning Intentions

- To revisit the launch and purpose of engaging in the YPI process.
- To understand what a social issue is.
- To understand the importance of teamwork for YPI.
- To select a social issue as a team to focus on for YPI.

E&Os

Curricular Area	Experience(s) and Outcome(s)
Health and Wellbeing	• I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 3-10a / HWB 4-10a** • I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 3- 14a / HWB 4-14a** • Through contributing my views, time, and talents, I play a part in bringing about positive change in my school and wider community. **HWB 3-13a / HWB 4-13a**
Literacy	• When I engage with others I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify and adapt thinking. **LIT 3-02a / LIT 4-02a** • I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience . **LIT 3-06a/LIT 4-06a** • I can persuade, argue, evaluate, explore issues, or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. **LIT 4-29a**

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1. How YPI aligns with CfE

Religious and moral education	• I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society. **RME 4-05b**
Social studies	• I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a** • I can use my knowledge of current social, political, or economic issues to interpret evidence and present an informed view. **SOC 3-15a** • Through discussion, I have identified the aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. **SOC 4-16b**
Religious Education in Roman Catholic Schools	• I have reflected on the Ten Commandments and the teachings of Christ. I have acted on Christ's personal challenge to contribute to the creation of a transformed world of Justice, Love and Peace, through the power of the Holy Spirit. **RERC 3-20a/RERC 4-20a** • I have researched and I can describe the moral attitudes and values of the major world religions. **RERC 3-26a** • I can relate these to my own values. **RERC 3-26b** • I have researched into, and I can identify the core values at the heart of the major world faiths. **RERC 4-26a** • I can describe how this has developed my awareness of the commonality of values across major world faiths. I can evaluate the importance these values hold for the good of the individual and stability of society. **RERC 4-26b** • I have explored the belief that the Holy Spirit inspires and empowers the Church to fulfil its prophetic and missionary role in our world today. I have researched into situations which bear witness to this. I can describe how I and others can contribute to this work. **RERC 3-10a/RERC 4-10a** • I have explored the call to forgiveness and reconciliation and have reflected on how this can restore my relationship with God and others. I can put this understanding into practice in my relationship with God and others. **RERC 3-22a** • I have considered the need for reconciliation in situations in society. **RERC 4-22a**

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1. How YPI aligns with CfE

Part Two: Exploring the third sector

Learning Intentions

- To better understand how the third sector and charities operate.
- To reflect on how charities evaluate outcomes and impact.
- To fully understand the YPI eligibility criteria.
- To research and further understand the impact of three shortlisted charities on the local community.
- To reach a consensus on which charity will be focused on for YPI and prepare a team project timeline.

E&Os

Curricular Area	Experience(s) and Outcome(s)
Health and Wellbeing	• I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB 3-10a / HWB 4-10a** • Through contributing my views, time, and talents, I play a part in bringing about positive change in my school and wider community. **HWB 3-13a / HWB 4-13a**
Literacy	• I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience .**LIT 3-06a/LIT 4-06a** • I can persuade, argue, evaluate, explore issues, or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. **LIT 4-29a**
Religious and moral education	• I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. **RME 3-05b** • I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society. **RME 4-05b**
Social studies	• I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a** • I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings, and risks or borrowing needs. **SOC 3-21a**

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Technologies	• I can use digital technologies to process and manage information responsibly and can reference sources accordingly. **TCH 4-02a**
Numeracy and Mathematics	• I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague, or misleading. **MNU 3-20a**
Religious Education in Roman Catholic Schools	• I have experienced what it means to be wise and compassionate. I can describe how these experiences have affected my understanding of my value as a person, my awareness of the needs of others and my willingness to contribute to the service of the common good. **RERC 3-21a/RERC 4-21a** • I have experienced opportunities to engage with issues of social injustice. I can describe how Church teaching in this area has affected my response and the responses of others to these issues. **RERC 3-24a/RERC 4-24a**

Part Three: Charity selection and active research

Learning Intentions

- To successfully engage with selected charities using both verbal and written communication.
- To coordinate successful charity contact.
- To gather information from the charity which will support the development of a compelling presentation.

E&Os

Curricular Area	Experience(s) and Outcome(s)
	• I know and can demonstrate how to travel safely. **HWB 3-18a / HWB 4-18a**
Literacy	• I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience . **LIT 3-06a/LIT 4-06a** • I can persuade, argue, evaluate, explore issues, or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. **LIT 4-29a**

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Religious and moral education	• I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. **RME 3-05b**
Social Studies	• I can use my knowledge of current social, political, or economic issues to interpret evidence and present an informed view. **SOC 3-15**
Religious Education in Roman Catholic Schools	• I have developed awareness of the elements essential for making informed decisions and I have examined situations which pose a moral challenge in life. I can describe and explain my response and the responses of others to these situations. **RERC 3-23a/RERC 4-23a**

Part Four: Presentation development and YPI Final Showcase

Learning Intentions

- To deliver a presentation which demonstrates a clear understanding of the chosen social issue and respective charity, including information relating to impact and outcomes.
- To develop and deliver an engaging and creative presentation which fulfils the judging criteria.
- To ensure all team members are actively involved in the presentation development process.

E&Os

Curricular Area	Experience(s) and Outcome(s)
Health and Wellbeing	• Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 3-12a / HWB 4-12a** • Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 3-13a / HWB 4-13a**
Literacy	• When I engage with others I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify and adapt thinking. **LIT 3-02a / LIT 4-02a**

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Literacy (cont.)	• I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-06a / LIT 4-06a** • I can persuade, argue, evaluate, explore issues, or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. **LIT 4-29a** • I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning and can independently select and organise appropriate resources as required. **LIT 4-10a** • I can consider (justify) my choice of and use of layout and presentation using a variety of features appropriate to purpose and audience. **LIT 3-24a/ LIT 4-24a**
Religious and moral education	• I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. **RME 3-05b**
Social studies	• I can use my knowledge of current social, political, or economic issues to interpret evidence and present an informed view. **SOC 3-15a**
Expressive Arts	• I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance. **EXA 3-01a**
Religious Education in Roman Catholic Schools	• I have experienced what it means to be wise and compassionate. I can describe how these experiences have affected my understanding of my value as a person, my awareness of the needs of others and my willingness to contribute to the service of the common good. **RERC 3-21a/RERC 4-21a**

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2. Evidence Builder: How YPI aligns with HGIOS4

'How good is our school? 4' (HGIOS4) aims to support the growth of a culture of self-improvement across Scottish education. Noted below are examples of where YPI supports the key themes identified within HGIOS4.

1. Leadership and Management

Quality Indicators	Relevant themes	Alignment with YPI
1.1 Self-evaluation for self-improvement	Collaborative approaches to self-evaluation Analysis and evaluation of intelligence and data Ensuring impact on learners' successes and achievements	• Engagement with annual Planning and Reflection Sessions with The Wood Foundation, which supports reflective evaluation and programme development. • Conducting student surveying and incorporating feedback into planning. • Strategic planning focused on how YPI is or can be aligned with skills profiling and the wider skills pipeline. • Inclusion of YPI in the Department/School Improvement Plan.
1.2 Leadership of learning	Professional engagement and collegiate working Impact of career-long professional learning Children and young people leading learning	• Empowered leadership throughout the school at all levels. YPI Lead drives programme with support from SLT. • Attendance and engagement with shared learning events focused upon improvement and embedding. • Fostering YPI as a student-led project-based learning opportunity. • Use of YPI alumni as mentors or leaders for future groups.
1.3 Leadership of change	Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change	• Support exposure to the YPI programme with wider school community, enabling a shared understanding of its value and place within the school. This could be achieved through IDL approaches to delivery, ensuring that the YPI final is given a high level of esteem within the school events calendar and a high level of profile and support from SLT. • Engagement with annual Planning and Reflection Sessions with The Wood Foundation, which supports reflective evaluation and programme development.

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2. Evidence Builder: How YPI aligns with HGIOS4

2. Learning Provision

Quality Indicators	Relevant themes	Alignment with YPI
2.2 Curriculum	Rationale and design Development of the curriculum Learning pathways Skills for learning, life, and work	• SLT, Lead and delivery team engagement in Planning and Reflection Sessions, supporting professional learning and collegiate working to develop the curriculum and consider its impact on children and young people. • Use of the **Delivery Resource** to support the delivery of a robust YPI programme. • Planned and coordinated use of the **Student Workbook** aligned with existing curricular delivery plans. • Strategic planning focused on how YPI is or can be aligned with skills profiling and the wider skills pipeline. • Delivery of the plenary session enabling students to reflect on the learning opportunities and their development.
2.3 Learning teaching and assessment	Learning and engagement Quality of teaching Planning, tracking, and monitoring	• Fostering YPI as a student-led, experiential learning opportunity. • Supporting students to make meaningful contact with the local community enabling an experiential learning opportunity. • Learning is enriched through supporting IDL approaches to the programme, enabling students to explore key creative and digital skills.
2.5 Family learning	Engaging families in learning	• Parents made aware of the YPI process and the role they could play in supporting learning, e.g., fostering discussions regarding social issues and the community, and supporting charity contact.
2.7 Partnerships	Development and promotion of partnerships Collaborative learning and improvement Impact on learners	• Reciprocal commitment to partnership working with The Wood Foundation in support of programme delivery and improvement. • Partnership working with third sector organisations and enhancing the value and esteem placed on such relationships. • The involvement with external and business partners to support programme delivery with support such as mentoring, creative input, and presentation advice.

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2. Evidence Builder: How YPI aligns with HGIOS4

3. Successes and Achievements

Quality Indicators	Relevant themes	Alignment with YPI
3.2 Raising attainment and achievement	Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners	• Ensuring that programme delivery is supporting the development of both literacy and numeracy skills. • Strategic planning focused on how YPI is or can be aligned with skills profiling and the wider skills pipeline. • YPI delivered to a whole school year group providing equity of opportunity.
3.3 Increasing creativity and employability	Creativity skills Digital innovation Digital literacy Increasing employability skills	• Strategic planning focused on how YPI is or can be aligned with skills profiling and the wider skills pipeline. • Learning is enriched through supporting IDL approaches to the programme, enabling students to explore key creative and digital skills. • Use of YPI in supporting students to develop creativity in its broadest sense including the capacity for innovation, understanding risk, problem solving, originality and digital literacy.

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3. Links to Accreditation and Award Frameworks

The following appendix has been developed to consider how YPI can align with a variety of award and accreditation frameworks. Although not an exhaustive list, it supports added value from the programme.

SQA Qualifications:

Award Framework	Key Features of the Qualification	Alignment with YPI
Employability Award: SCQF levels 3-4 **(SQA)**	The Award is designed to prepare candidates to enter the world of work. It prepares young people to be successful in making, and sustaining, the transition from non-work environments into employment. As a result, they will be better equipped to channel their career aspirations into actual employment.	YPI enables students to gain skills and understanding through an extended enquiry process, structured around an experience that has real-world impact. Delivery of a student-led programme in this context provides an opportunity for students to develop relevant employability skills in a supported and structured environment. YPI provides the opportunity to meet various aspects of the Employability Award including many elements of the Building of Employability Skills unit.
Leadership Award: SCQF levels 5-6 **(SQA)**	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 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.

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Award Framework	Key Features of the Qualification	Alignment with YPI
Literacy Unit: **SCQF Level 4** **(SQA)**	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.
Personal Development: **SCQF Levels 3-6** **(SQA)**	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 skills.

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Award Framework	Key Features of the Qualification	Alignment with YPI
Religion, Beliefs and Values: Values in Action: **SCQF Levels 3-6** **(SQA)**	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.
Volunteering Skills Award: **SCQF Levels 3-5** **(SQA)**	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.	YPI supports the development of effective contributors and responsible citizens within our society. 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.

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3. Links to Accreditation and Award Frameworks

Award Framework	Key Features of the Qualification	Alignment with YPI
Working with Others – SCQF Levels 2-6 **(SQA)**	This 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 co-operative contributions is also incorporated into the award, this includes identifying/developing criteria to evaluate contribution and overall team effectiveness, receiving/giving feedback and identifying improvements.	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.

Other Award Frameworks:

Award Framework	Key Features of the Award	Alignment with YPI
Caritas Award **(Scottish Catholic Education Service)**	The Award was established by the Bishops of Scotland as one way of keeping alive the legacy of Pope Benedict's historic visit to our country in 2010. It uses three elements – Witness, Learning and Reflection – and provides a structure through which to experience, record and share the impact of these elements on an individual's faith journey.	YPI provides the opportunity for students to put their faith and values into action through active engagement in a programme which supports positive impact on communities. Students begin YPI by reflecting upon their values and/or faith, enabling them to gather points linked to the 'Learning' aspect of the award. Engagement with YPI can also support students to achieve the Witness section of the award, where they are required to complete at least 20 hours of service within their school or community. The plenary session can be used for 'Reflection' relating to both personal development, values and community impact.

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3. Links to Accreditation and Award Frameworks

Award Framework	Key Features of the Award	Alignment with YPI
Duke of Edinburgh Award – Bronze, Silver and Gold	Duke of Edinburgh Award is all about going the extra mile to support students to gain new skills. It requires students to demonstrate commitment and dedication, time management and self-motivation. The award is split into five sections including, volunteering, physical, skills and expedition. There is also residential aspect applicable in the Gold Award.	YPI equips students with the skills and experience to effectively engage with the third sector and has been shown to result in sustained charity contact beyond the conclusion of the programme. YPI can therefore provide students with exposure to, and increased confidence to seek out, volunteering opportunities, which can support this aspect of the Award. Alongside this, students are encouraged to tap into a range of skills when producing their final presentations – from the creation of digital content to interpretive dance. This can feed into and support the skills section of the award.
Dynamic Youth Award SCQF Level 3 **(Youth Scotland)**	The Dynamic Youth Awards provide an accreditation framework to support quality work with young people. The Awards follow a 'plan-do-review' process which enables young people to better recognise and describe their achievements. A Dynamic Youth Award can be gained for a minimum time commitment of five hours.	Through YPI students engage in a real-life project. This supports students, through structured collaboration, to take ownership of their learning and facilitates the development of both team-working and leadership skills. The 'plan-do-review' structure of the Award can be closely aligned to all stages of the YPI process, enabling individual and team reflection on their achievements, at each stage of the process.

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3. Links to Accreditation and Award Frameworks

Award Framework	Key Features of the Award	Alignment with YPI
Junior Award Scheme for Schools (JASS) Award **(Friends of the Award)**	JASS is a progressive learning programme for young people which has been designed to recognise wider achievement. JASS develops the whole individual by offering recognition in four key areas – regular physical activity (Get Active, Stay Active), exploring a personal interest (My Interests), working for the good of the community or the environment (Me and My World) and completing an outdoor challenge (Adventure). It is designed so that participants move through the levels with increasing learning and challenge.	YPI can support students to achieve aspects of both the 'My Interests', and 'Me and My World' sections of the programme. The 'Me and My World' section is relevant given its focus on contributing positively to the local community. Through YPI, students can accumulate necessary evidence and time committed to demonstrate their positive impact on their local community.
Personal Development Programmes – Bronze, Silver and Gold **(ASDAN)**	ASDAN's Bronze, Silver and Gold Personal Development Programmes offer imaginative ways of developing, recording and certificating a wide range of young people's personal skills, qualities and achievements, as well as introducing them to new activities and challenges	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. Participation in the programme provides the opportunity to develop many of the skills outlined within the programmes including communication, teamwork, use of English, use of maths and use of ICT.
Rights Respecting School Award **(Unicef)**	The UNICEF UK Rights Respecting School Award is based on principles of equality, dignity, respect, non-discrimination, and participation. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.	YPI has greatest impact on students, schools, and communities when it becomes embedded in the wider culture and ethos of the school – promoting community engagement and participation, encouraging youth voice and philanthropy, and creating a culture of respect and non-discrimination. In this sense, YPI can support schools to demonstrate and evidence a rights-respecting ethos.

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3. Links to Accreditation and Award Frameworks

Award framework	Key features of the Award	Alignment with YPI
Saltire Awards	Saltire Awards celebrate, recognise, and reward the commitment, contribution and achievements of young volunteers. Saltire Awards help young volunteers to reflect on, capture and communicate their learning and development gained through their volunteering.	YPI supports the development of effective contributors and responsible citizens within our society. The programme equips students with the skills and experience to effectively engage with the third sector. Students may decide to incorporate volunteering into their programme and YPI has been shown to result in sustained charity contact and volunteering. 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.
Youth Achievement Awards – Bronze, Silver, Gold, Platinum. SCQF levels 4-7 **(Youth Scotland)**	Students are required to plan, work through, review and evidence participation in a series of personal challenges that require learners to take increasing individual responsibility. Bronze is about young people taking part; at Silver young people assist by sharing responsibility with others, and at Gold they take individual responsibility to organise and lead. At Platinum level they undertake training and create learning opportunities for others.	Through YPI students engage in and lead a real project. This supports students, through structured collaboration, to take ownership of their learning and facilitates the development of both team-working and leadership skills. 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. YPI can therefore support students to achieve the bronze and silver awards.

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Company No. SC361033. Scottish Charity No. SC040580
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