



# The Dynamic Youth Award

**A Complete Step-by-Step Guide**



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# Welcome to the Dynamic Youth Award!

## Who is it for?

The Dynamic Youth Award (DYA) is designed to be flexible and inclusive, for use by young people with all kinds of interests and abilities. **It is open to young people ages 10+.**

## How does it work?

The Dynamic Youth Award acts as a **framework to record, recognise and accredit** all kinds of achievements. Young people choose their own challenge and complete it following the award's *Plan - Do - Review* structure.

## What does it offer?

Dynamic Youth Awards are externally **quality assured by SQA and credit-rated** on the SCQF so they can be compared to other qualifications gained in college or school. Based on the number of hours a young person dedicates, they can earn:

Time	Star Level	SCQF Credit Points	Insight Tariff Points	SCQF Level	Award Cost
<b>10+ hours</b>	★	<b>1</b>	<b>0.7</b>	<b>SCQF Level 3</b>	<b>£7</b> per head (digital copy) OR <b>£8</b> per head (hard copy)
<b>20+ hours</b>	★★	<b>2</b>	<b>1</b>		
<b>30+ hours</b>	★★★	<b>3</b>	<b>2</b>		

As part of our **award learning pathway**, up to 30 hours of DYA challenges can also count towards a Bronze Youth Achievement Award!

# How to Complete an Award

## 1. Personal Details

On the front page of their Dynamic Youth Award booklet, a young person will add their:

- Name
- Date of Birth
- Postcode
- Group/Project/School
- Scottish Candidate Number if known (*required for an award to earn tariff points*)
- Booklet Number

Make sure you have the correct spelling for the young person's first and last name so that you will be able to provide it for their award certificate.

**Note on Data Protection:** You should obtain appropriate consent to share a young person's personal data with Youth Scotland and with the awarding body, the Scottish Qualifications Authority (SQA). In line with our GDPR requirements, you might be asked to provide evidence of your permission to share a young person's data at the award assessment stage. Find more information in [Youth Scotland's Privacy Policy](#).

## 2. Planning the Award

### Set the Challenge

First, the young person will think about what they'd like to do to earn their award. This will be their **challenge**. To get started, they will complete four planning questions:

- What is the activity you plan to do?
- How are you planning to do it?
- Why do you want to do it?
- What are you hoping to gain from this experience?

Using these answers, the young person will decide on a title for their challenge, which will be printed on their award certificate.

The challenge must take at least **10 hours to complete**.

## Challenge Examples

More than one young person can have the same challenge, as long as their targets are unique and personal. A DYA challenge could be:

- A new activity that the young person wants to try  
*(To learn how to bake bread!)*
- A new goal that builds on their previous achievements  
*(To get better at swimming!)*
- Incorporated into existing activities with a school or youth group  
*(To help pick up litter with my school's Go Green club!)*

## Set the Targets

The young person will refer back to their planning questions to identify between 2 and 4 **targets** to work towards in their challenge. These targets must be personal and individual and (unlike in the Hi5 Award) they cannot be prescribed.

**Targets could be steps in the process** of completing a challenge, for example:

Challenge: *To learn how to bake bread!*

- Target 1: Get a recipe book from the library.
- Target 2: Buy ingredients.
- Target 3: Make the dough and bake it.

**Targets could also be individual goals** the young person wants to achieve, for example:

Challenge: *To help pick up litter with my school's Go Green club!*

- Target 1: To collect three bags of litter from the park.
- Target 2: To feel more confident talking to new people in the club.
- Target 3: To make new friends and practice working in a team.

**Note on Scribing:** Written work for the Dynamic Youth Award can either be completed by the young person or it can be scribed on their behalf. Be sure to make a note in the award booklet where scribing has occurred.

## Peer Assessment (planning stage)

Once the young person has completed the planning pages for their award, another young person will provide a peer assessment, making sure it meets the following criteria:

- The challenge is clearly described
- The challenge and targets are suitable for the young person
- The young person has set at least 2 targets that are personal to them
- The challenge will take at least 10 hours to complete

When the criteria are met, the peer assessor will tick all the boxes and will sign and date the section. Note that the peer assessor can be any other young person (a friend, sibling, or someone in their award group). They do not need to have completed an award to give a peer assessment.

## 3. Working on the Challenge

### Recording Time

As the young person works on their challenge, they should keep track of their time using the space provided in the award booklet. This can include time spent:

- Planning their award
- Working on their challenge and targets
- Evaluating their award

A young person can record part hours (ex: 1.5) on their timesheet, however, when they calculate the total time they spent, it must be rounded down to the nearest whole hour. This time will be printed on their certificate, along with the corresponding star rating:

- 10+ hours:** ★
- 20+ hours:** ★ ★
- 30+ hours:** ★ ★ ★

## Recording Evidence

The young person should use the space provided in their award booklet to create a **portfolio of evidence** for the work they've done on their challenge. Many things can be used as evidence, including:

- Written comments
- Drawings, photographs or videos
- Stickers, stamps or decorations
- Tickets, receipts or flyers
- Planning sheets or research notes
- Social media posts, texts or emails

This portfolio will be a visual record of their experience (a helpful tool if the young person chooses to talk about their DYA in a job or college application).

### Top Tips for Recording Evidence

1. Add your evidence while it's fresh, shortly after the activity
2. Identify / highlight yourself in any group photos
3. Redact personal details before submitting
4. Clearly caption all your evidence  
*(including how it links to the challenge, targets and responsibility level)*

**Note on the Portfolio:** The DYA booklet provides 3 pages for evidence collection. If needed, there are additional pages **available for download**.

## 4. Reviewing Achievement

### Supporting Statement

When the young person has finished working on their challenge, they should ask an adult, youth worker or teacher to write a supporting statement in the space provided. This statement should be specific to the young person and their challenge. For example:

*Benny did a great job in his swim lessons! He was very focused and worked hard to learn three new swimming strokes. He is definitely a more confident swimmer now.*

## **Challenge and Personal Development Review**

The young person should use the spaces provided to record:

- The time they spent on their challenge (**in whole hours**)
- The responsibility level of their challenge (**only select one**)

They will then reflect on how this experience has impacted them, completing:

- A tick-box review of skills they feel they have built
- A short-answer space sharing what they enjoyed and what they did well

Finally, the young person will confirm if they have peer assessed any other young people. They will then sign and date the section.

## **Peer Assessment (completed challenge)**

The young person should show their award booklet to a friend or member of their group for the final peer assessment (it can be the same young person as before or someone different). The peer assessor will make sure it meets the criteria:

- There is good evidence that the young person has completed the challenge
- There is good evidence that the young person has worked towards all targets
- There is good evidence for the number of challenge hours claimed
- There is good evidence for the level of responsibility claimed

The peer assessor will then write a supporting sentence about what the young person did really well in their challenge and will sign and date the section.

# How to Submit an Award

## 1. Assessing the Award

When the young person has finished filling out their award booklet, you should review it to confirm that it meets all the following criteria:

### Planning Pages

- The planned challenge is fully described
- At least two targets have been identified
- The targets are appropriate, individual and personal to the young person
- The award planning pages have been peer assessed, signed and dated

### Evidence Pages

- The total time spent on the award is recorded in whole hours (rounded down where necessary)
- There is evidence that the young person has undertaken their challenge
- There is evidence of working towards all personal targets
- There is evidence of the responsibility level claimed
- There is evidence of the challenge hours claimed
- The portfolio is well organised and presented

### Review Pages

- The young person has claimed a single level of responsibility
- The young person has completed the personal learning section
- The peer assessment has been completed, signed and dated
- The peer assessor has included a special achievement statement

Every Dynamic Youth Award must be assessed before it can be submitted to Youth Scotland for certification.

**Note on Assessment:** Award assessment is usually carried out by the parent, guardian, youth worker or teacher who has supported the young person with their award. It is strongly recommended that all assessors should attend Youth Scotland's [Level 1 Training](#) for Hi5 and Dynamic Youth Awards.

## 2. Registering the Candidate

After you've assessed the award, you are ready to submit it to Youth Scotland through **Awards Force** (our online submission platform). Log into your account and click the *Start Submission* button. Select *CRF – Dynamic Youth Award* from the dropdown. You will be asked to provide the following information:

### Award Group Information

- Your Name
- Local Authority Area
- Awards Delivery Hub (ADH)
- Awards Delivery Group (ADG)
- Certificate Delivery Address

To proceed, select the *Save + Next* button at the bottom of the screen.

### Candidate Registration Form

#### Consent to Share Information

Review the explanatory information, then **check the box** indicating that you have received consent from the young person to share their information with Youth Scotland and the awarding body.

#### Young Person's Details

Select the blue *Add Young Persons Details* button and provide the following information for the Dynamic Youth Award candidate:

- Name
- Booklet Number
- Scottish Candidate Number (if known)
- Date of birth
- Postcode
- Gender
- Ethnicity
- Disability
- Challenge title
- Hours spent on challenge
- Level of responsibility for the challenge
- Challenge evaluation information (from the award review section)

If you are submitting more than one Dynamic Youth Award, select the blue *Add Young Persons Details* button until all candidates are registered (up to

40 candidates can be registered on one Candidate Registration Form). To move forward, click the purple *Save + Next* button.

## Uploading Your Sample Evidence

In this section, you will provide a representative sample of the Dynamic Youth Awards that you are submitting. For each sample, you'll input:

- The name of the young person
- Their completed award booklet (uploaded as one document)
- Any additional evidence from their challenge (optional)

If you are only submitting one Dynamic Youth Award, you will enter this as your sample. If you are submitting multiple awards, you will need to provide at least two samples or 10% of the total number in your submission, whichever is greater. When you are ready, click the purple *Save + Next* button to continue.

## Assessment Form

Here, you will confirm that you have assessed each award in your submission by ticking the criteria boxes. Then, enter the following information:

- Name of Assessor
- Date of Assessment
- Contact Email of the Assessor

Next, review each of the statements regarding certificate printing and check the boxes confirming your consent.

Finally, enter the Submission Date in the final dropdown, and click the purple *Submit Submission* button.

**Note on Awards Force:** We cannot accept any Dynamic Youth Award submissions by mail or email. To receive a certificate, you must submit your award through the Awards Force platform. If you're having trouble logging into your account or if you have any questions about using the platform, contact our team at: [awards@youthscotland.org.uk](mailto:awards@youthscotland.org.uk).

### 3. Receiving Your Certificate

After submission, Youth Scotland will review the awards and carry out our quality assurance (standardisation) process. At this stage, you will receive feedback on your submission and could be asked for additional information or samples in Awards Force.

Once an award has been standardised and all the assessment criteria are met, you will receive a confirmation email and your award certificate will be sent out within two weeks.

**Note on Certificates:** Please make sure that all the information (candidate name, challenge title, etc.) is accurate and spelled correctly when entered in Awards Force, as this will appear on printed award certificates. If incorrect information has been entered, you will be responsible for the cost of any certificate reprints that are required.



## Platinum Youth Achievement Award

Ages 16+ | SCQF Level 7 | 150+ hours



## Gold Youth Achievement Award

Ages 14+ | SCQF Level 6 | 60+ hours

contributes  
30 hours



## Silver Youth Achievement Award

Ages 14+ | SCQF Level 5 | 60+ hours

contributes  
30 hours



## Bronze Youth Achievement Award

Ages 14+ | SCQF Level 4 | 60+ hours

contributes  
up to 30 hours



## Dynamic Youth Award

Ages 10+ | SCQF Level 3 | 10+ hours

## Hi5 Award

Ages 5+ | SCQF Level 2 | 5+ hours



# Explore the Learning Pathway

Recognise and accredit achievement with our full suite of youth awards!

# Dynamic Youth Award



PLAN



DO



REVIEW

The cover collects information  
needed to process a young  
person's award.

Make sure spelling is correct  
for the young person's name,  
as it will be printed on the  
award certificate.

Name:

Benjamin Doe

Date of Birth:

3 January 2014

Postcode:

KW17 2JF

Group/Project/School:

Orkney Youth Club

Scottish Candidate Number (if known):

123456789

Booklet Number:

1234

To earn tariff points, the  
SCN must be included.



## Planning My Dynamic Youth Award

What is the activity you plan to do? (This will be your challenge)

*I want to get better at swimming and learn how to swan dive in the pool.*

**A challenge could be:**

- A new activity the young person wants to try
- A new goal that builds on previous achievements
- Incorporated into planned activities with their school / youth group

How are you planning to do it?

*I'm going to take lessons after school and then practice diving in the community centre pool.*

**More than one young person can have the same challenge, as long as their targets are unique and personal.**

Why do you want to do it?

*I used to be kinda afraid of swimming. I want to feel like I can go have fun with my friends when they go to the pool.*

What are you hoping to gain from this experience?

*I want to feel more confident and maybe if I get really good, next year I can try out for the swim team with my friends!*

**Written work for the award can be scribed on a young person's behalf. (Make a note where this occurs.)**

## Planning My Challenge

My challenge - clearly describe your challenge.

My challenge is to...

*Get better at swimming!*

The challenge title will be printed on the award certificate.

### My personal targets.

List between 2 and 4 things you will be responsible for doing or that you hope to achieve when working towards your challenge. You will be able to identify these from the previous planning page.

1:

I will ... *take lessons after school*

2:

I will ... *learn how to do a swan dive*

3:

I will ... *practice new swim strokes*

4:

I will ...

Targets could be:

- Steps in the process of completing a challenge
- Particular skills or goals to achieve

For the DYA, targets cannot be prescribed.

## Peer Assessment of Your Plan

Show your plan above to a friend/member of your group and ask them to check it against the statements below. When they agree it does, they must tick the boxes, sign and date.



You have clearly described your challenge



Your challenge and targets are suitable for you



You have set yourself at least 2 targets to work towards that are personal to you



Your challenge will take at least 10 hours to complete

Friend/group member's name: *Joey Smith*

Date: *25/06/2025*

Peer assessment can be done by any other young person.





## Award Completion

### Doing and recording my challenge

**Building my portfolio of evidence** – the next pages are for you to collect evidence of how you completed your challenge and worked towards your personal targets. This will be a record of everything you've done and achieved. This is your portfolio.

You can add in:

- Photos
- Drawings
- Writing
- Receipts
- Planning sheets
- Flyers
- Supporting statements
- Evaluations
- Questionnaires
- Newspaper clippings
- Social media posts and pages
- Text and WhatsApp messages
- Tik Tok videos
- Or anything else you think might be useful to show what you have done and achieved.

**Many things can be used as evidence of a young person's work on their challenge.**

It's up to you how you choose to evidence your challenge.

Remember to explain what everything is using 'who, what, when and why' and how it relates to your challenge and personal targets.

If you run out of space, please use extra evidence pages. Make sure you fill in your time log and upload your evidence to your evidence pages at the same time or shortly afterwards, when everything is still fresh in your memory.

You can find a selection of evidence collection templates free to download on the Youth Scotland website <https://www.youthscotland.org.uk/awards>

### **Tips for Recording Evidence:**

- Add your evidence while it's fresh, shortly after the activity
- Identify / highlight yourself in any group photos you include
- Redact personal details from your evidence before submitting
- Clearly caption your evidence, including how it links to the challenge and targets

## Working on My Challenge

Add photos, drawings or anything you have from working on your challenge and explain what you did and if/how this relates to one or more of your personal targets. Don't forget to update your time log.

Added text should explain how each piece of evidence links to the challenge / targets.



This is a picture of the pool where I am taking swim lessons. We all get to use our own lanes to practice! I learned a new stroke called the butterfly. (Target 1)

This is my pool safety badge! I got this sticker in swim class for learning how to stay safe in the water. (Target 1)



I made this drawing to help me remember how to hold my arms when I do the front stroke. (Target 3)

A portfolio can include a mix of evidence types or all the same type (for example, all photos).

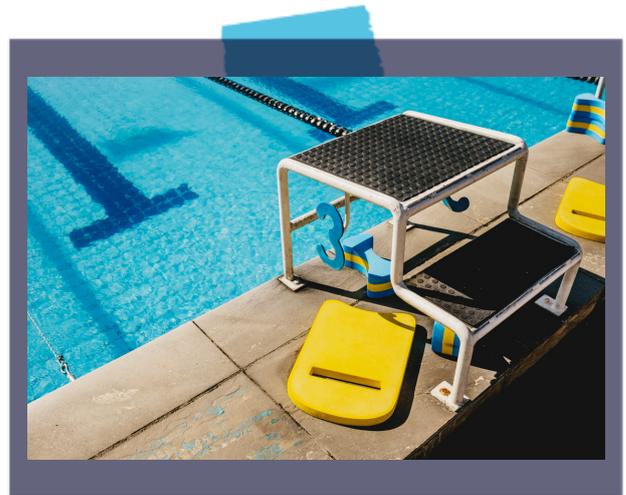
## Working on My Challenge

Add photos, drawings or anything you have from working on your challenge and explain what you did and if/how this relates to one or more of your personal targets. Don't forget to update your time log.



This is a picture my mom took of me practicing at the pool. I practiced the new swim strokes I learned like the butterfly.  
(Target 3)

We learned how to swan dive today! This is all the equipment we used, like practice stairs and paddle boards.  
(Target 1 and 2)



Dives from the side of the pool  
||||

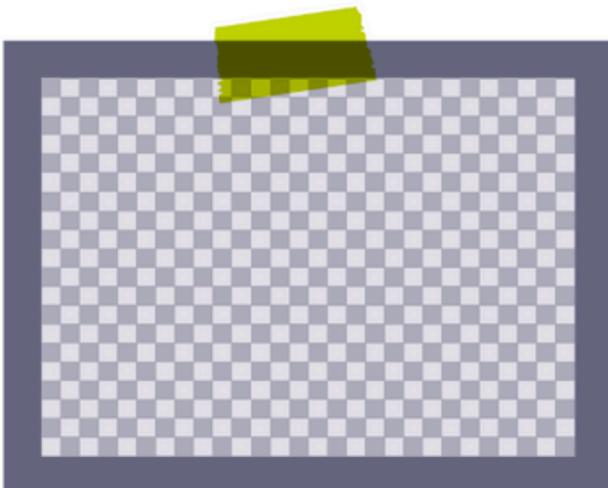
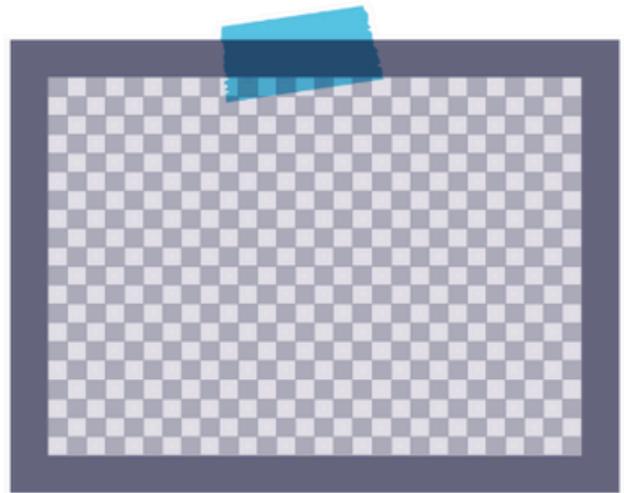
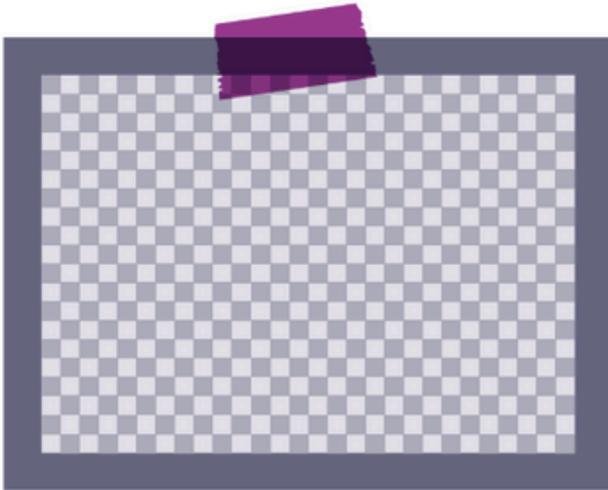
Dives from the big board  
||||

Today I practiced swimming in the community centre pool. I kept track of all the dives I did on this paper!  
(Target 2)



### Working on My Challenge

Add photos, drawings or anything you have from working on your challenge and explain what you did and if/how this relates to one or more of your personal targets. Don't forget to update your time log.



## Supporting Statement

Ask an adult, youth worker or teacher to tell us how they think you got on in your challenge.

*Benny did a great job in his swim lessons! He was very focused and worked hard to learn three new swimming strokes. He is definitely a more confident swimmer now.*

**A youth worker, teacher or another adult should provide a supporting statement.**

**This statement should be specific to the young person and their challenge.**

## Award Completion - Reviewing My Challenge

My hours: I spent  hours working on my challenge.

My responsibility - describe the level of responsibility you took by ticking only one of the boxes.

- I took part in an activity that others organised
- I helped to organise an activity with others
- I organised an activity for others on my own
- I helped others to learn new skills

**Mark the level of responsibility that was taken in the challenge (only select one).**

When the challenge is complete, the young person will reflect and tick the relevant box for each statement.

## My Personal Development

Has completing your challenge made any difference to you? Tick one box for each statement.

Green for 'A Lot' - Yellow for 'A Little' - Orange for 'The Same'

	A lot	A little	The same
I feel more confident in myself	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am better at dealing with things that don't go to plan or how I expected	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I am better at planning, organising and staying focused on tasks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am better at listening, talking and getting along with others	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I am better at working with others to achieve a task	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I am better at thinking about things, solving problems and making decisions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What I have done in this challenge has improved things for myself, others or the world around me	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tell us what you enjoyed about the challenge. Was there something you did really well as part of the challenge?

*I was really excited to work on my dives. I practiced a lot and by the end of my lessons I could jump off the highest diving board at the pool!*

The young person will describe what they enjoyed and achieved in working on their challenge.

Have you peer assessed others?

YES



Confirmation this is my own work - "I confirm that all work presented is my own and where I have had help this is noted."

My signature:

*Benjamin Doe*

Date:

*22/7/2025*



## Peer Assessment of Your Completed Challenge

Show all your work to a friend/member of your group and ask them to check it against the statements below. When they agree it does, they must tick all the boxes and write a sentence about what you did really well in your challenge. Ask them to sign and date it.

- There is good evidence to show that you have completed your challenge
- There is good evidence to show that you have worked towards all your targets
- There is good evidence for the number of challenge hours you have claimed
- There is good evidence for the level of responsibility you have claimed

Ask a friend or member of your group to write a sentence about what you did really well in your challenge.

*Benny was super good at the swan dives and he was the first one to jump off the highest diving board!*

**The peer assessor will give a short supporting statement here.**

**This should be specific to the young person and their challenge.**

Friend/group member's name: *Joey Smith*

Date: *23/7/2025*

**The peer assessor can be the same or different from the one who reviewed the award planning pages.**



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**Facebook:** [fb.com/youthscotland](https://fb.com/youthscotland)

**Instagram:** [@youth\\_scotland](https://@youth_scotland)

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This award has been  
SCQF credit rated by **SQA**

