



Skills
Development
Scotland

CDN School/College Partnerships

Profiling skills and achievements

Skills Profiling SDS digital resources

24 September 2019

Making skills work for Scotland

Making Connections – CFE & BTC

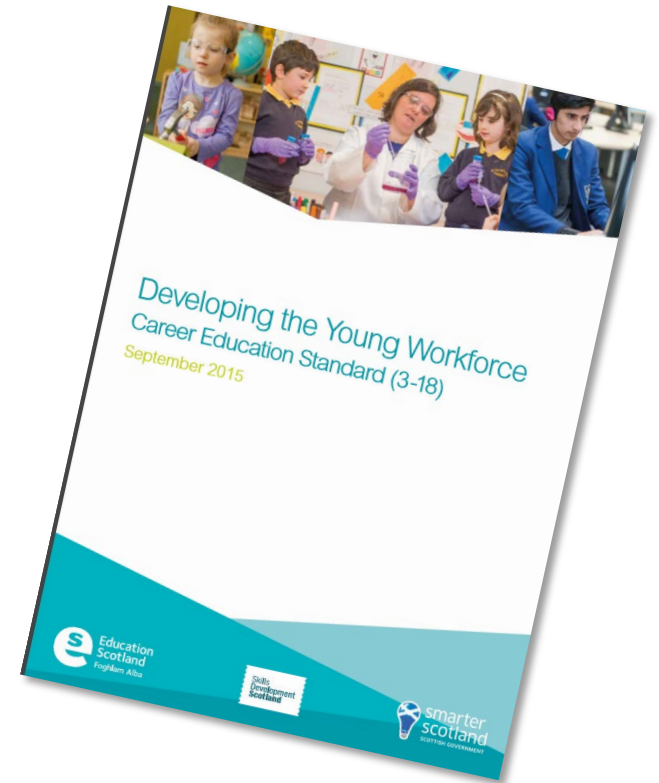
“Supporting children and young people to become aware of their achievements, the knowledge and skills they are developing, and how this relates to the wider world, and, importantly the world of work.

*This continuous process, from 3-18 is known as **profiling**.”*

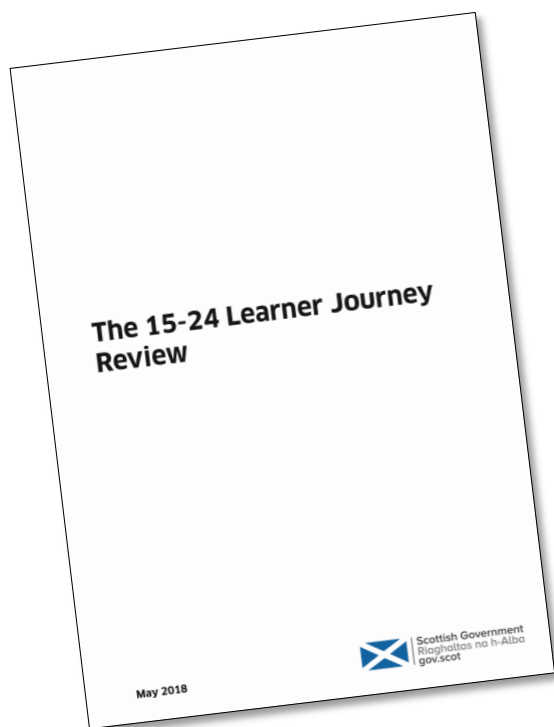
Making Connections: Career Education Standard

Children and young people will be entitled to:

- develop skills for learning, life and work as an integral part of their education and be clear about **how all their achievements** relate to these;



Making Connections: Learner Journey Review



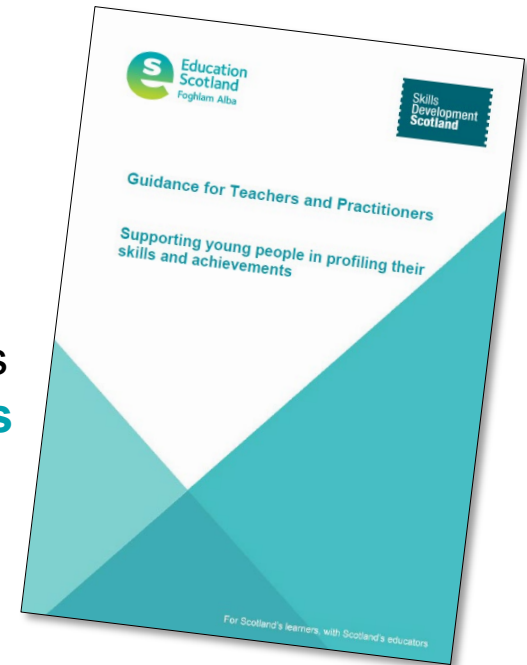
We will ensure every learner in Scotland has an **online learner account** to link their skills and attributes to better course choices.

The approach is expected to *‘recognise **wider achievements and informal learning**, so that all young people have the opportunity to develop a personal statement and clearly articulate the skills gained and achievements made whilst in school.’*

Recommendation 1

Making Connections: Process not Product

- ‘... to provide children and young people with the **understanding and tools** to develop, capture and articulate their **skills** and **achievements**...’;
- **All staff**, parent(s) and partners have a responsibility to ensure that children and young people are active participants in on-going discussions to reflect on their learning, their **skills** and **achievements**, and their future.
- The **learner** is the owner of the information and ultimately responsible for developing, updating and sharing its content.
- Information from profiling can be used to plan **continuity in learning** for children and young people.

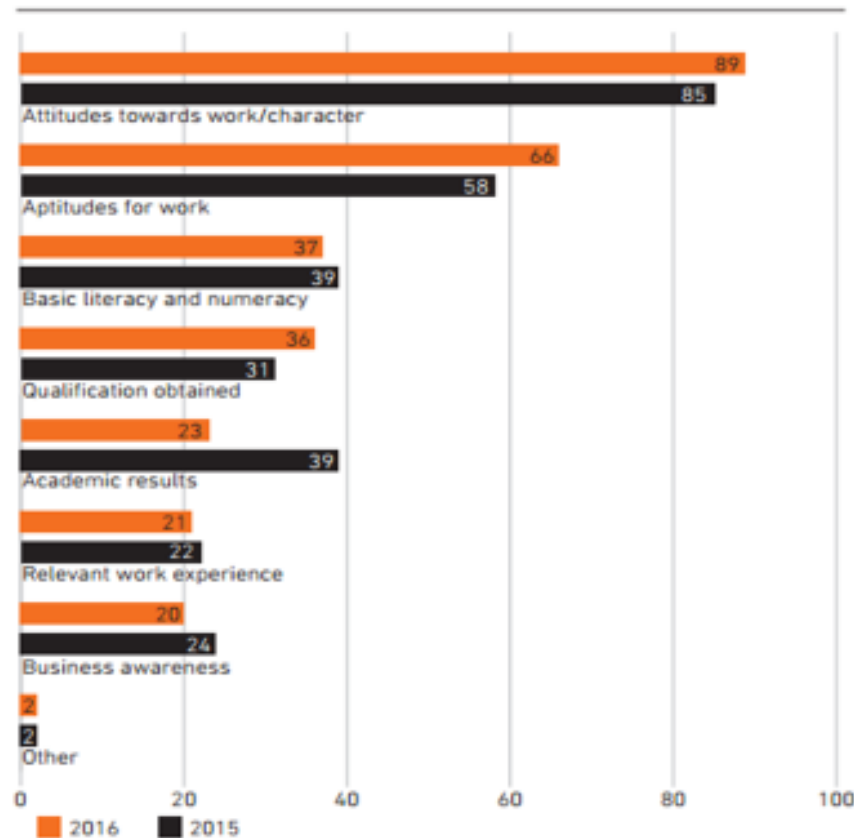


Why does profiling matter?

Skills for work ...

What are employers looking for?

Exhibit 30 Most important factors in recruiting school/college leavers (%)



“Businesses are clear that first and foremost they want to recruit young people with attitudes and attributes such as resilience, enthusiasm and creativity. They are not selecting simply on the basis of academic ability.”

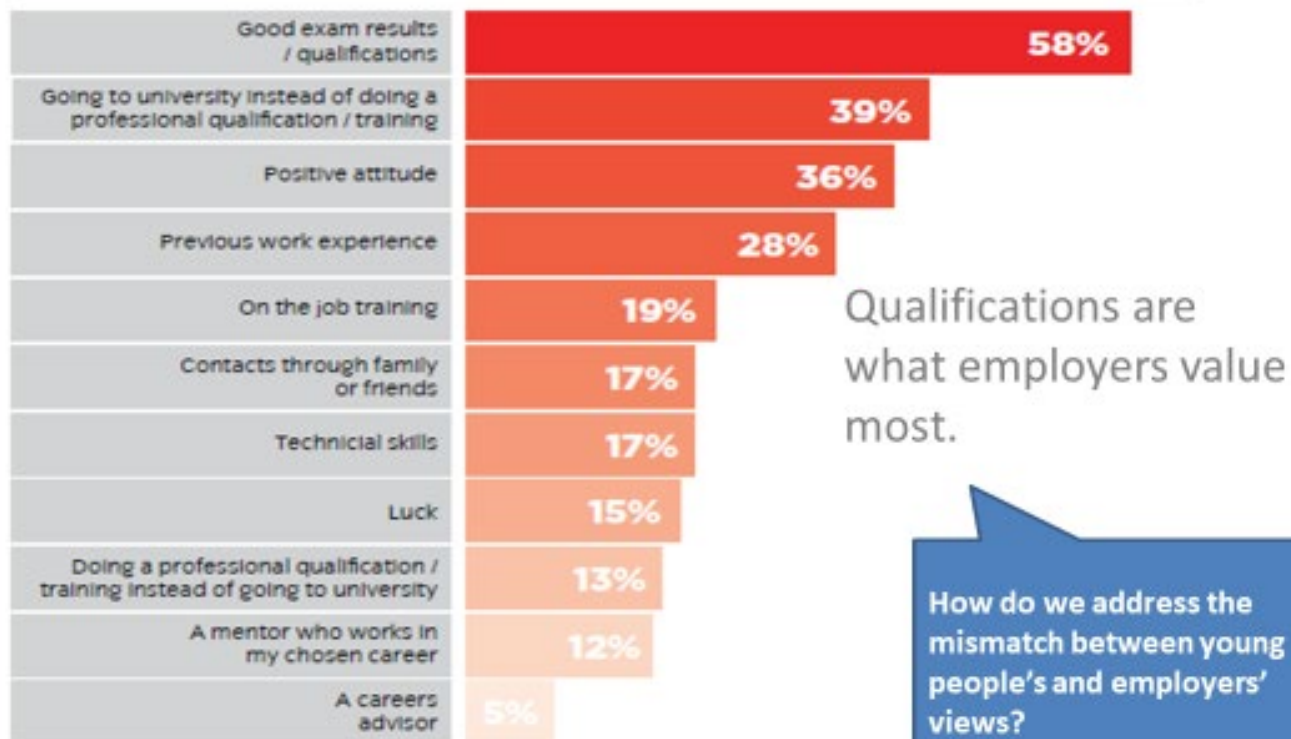
“Less than one business in five (19%) prefers just academic qualifications”

The right combination, CBI (2016)

Current perception ...

What do young people think employers want?

RESPONDENTS RATED THEIR TOP THREE 'MOST IMPORTANT' REQUIREMENTS TO GETTING A JOB THEY ENJOY



Where are we?

| From Industry 1.0 to Industry 4.0

1.0 | 1784 | based on mechanical production equipment driven by water and steam power



2.0 | 1870 | based on mass production enabled by the division of labor and the use of electrical energy



3.0 | 1969 | based on the use of electronics and IT to further automate production



4.0 | tomorrow | based on the use of cyber-physical systems



What skills will we need?

Top 10 skills

Table 4: Comparing skills demand, 2018 vs. 2022, top ten

Today, 2018	Trending, 2022
Analytical thinking and innovation	Analytical thinking and innovation
Complex problem-solving	Active learning and learning strategies
Critical thinking and analysis	Creativity, originality and initiative
Active learning and learning strategies	Technology design and prototyping
Creativity, originality and initiative	Critical thinking and analysis
Attention to detail, trustworthiness	Complex problem-solving
Emotional intelligence	Leadership and social influence
Reasoning, problem-solving and ideation	Emotional intelligence
Leadership and social influence	Reasoning, problem-solving and ideation
Coordination and time management	Systems analysis and evaluation

- Analytical thinking
- Active learning
- Creativity
- Leadership

Source: Future of Jobs Survey 2018, World Economic Forum.

In their 2018 report **'The Future of Jobs'**, the **World Economic Forum** highlighted anticipated changes in employability skills and suggested that **by 2022 over one third of the skills considered important in today's workforce will have changed**. Notably, creativity will have become one of the top three skills needed to deal with the avalanche of new products, new technologies and new ways of working.

Skills 4.0

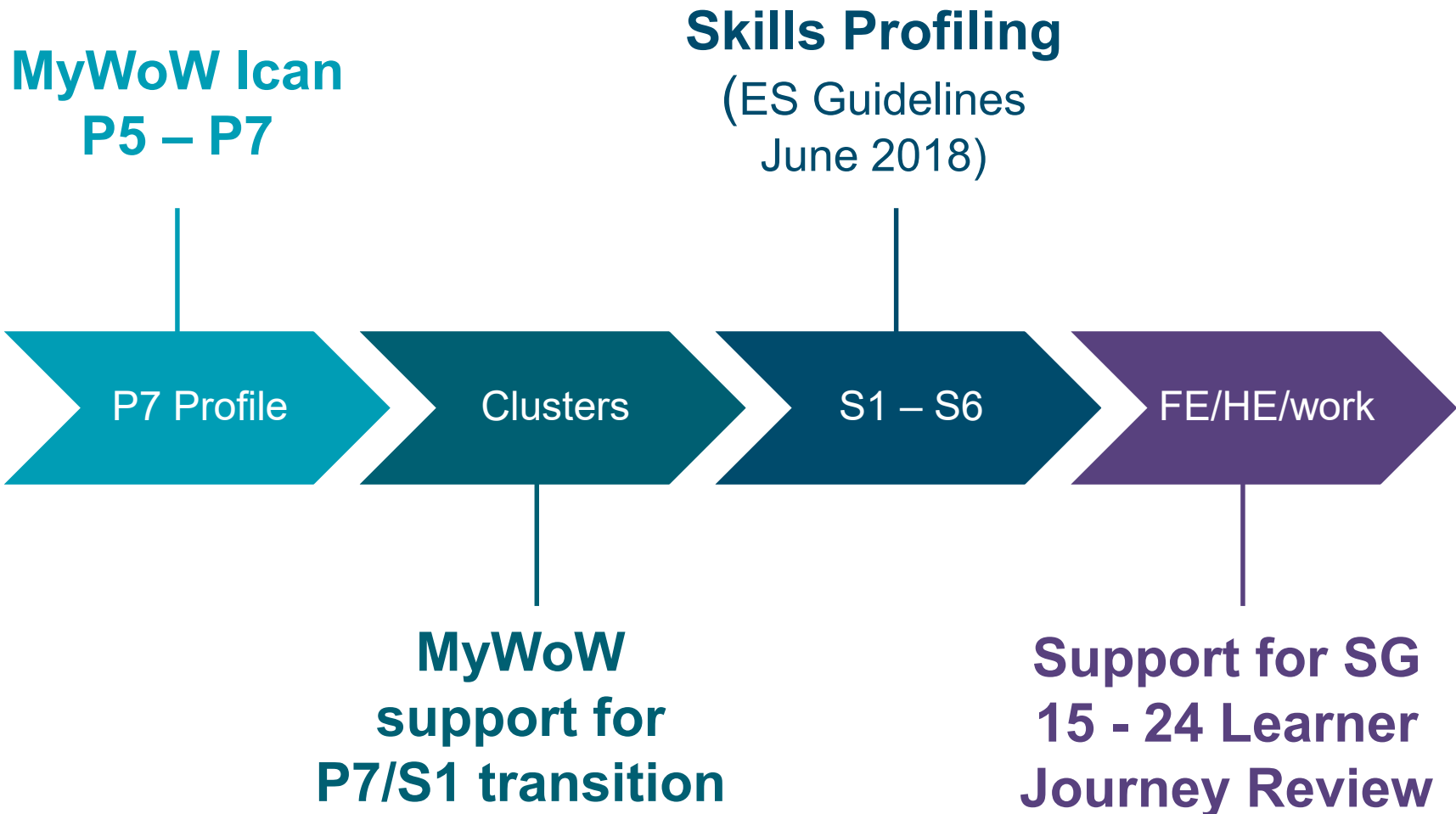
Skills 4.0

Self management	Social intelligence	Innovation
Focussing	Communicating	Curiosity
Integrity	Feeling	Creativity
Adapting	Collaborating	Sense making
Initiative	Leading	Critical thinking

*“Technological and societal disruptions are coming at us thick and fast. Whilst we cannot predict the future, we can prepare for a future that is increasingly unpredictable. **A focus on skills and human capital** gives us a strong foundation from which to build a sustainable and inclusive Scottish economy.”*

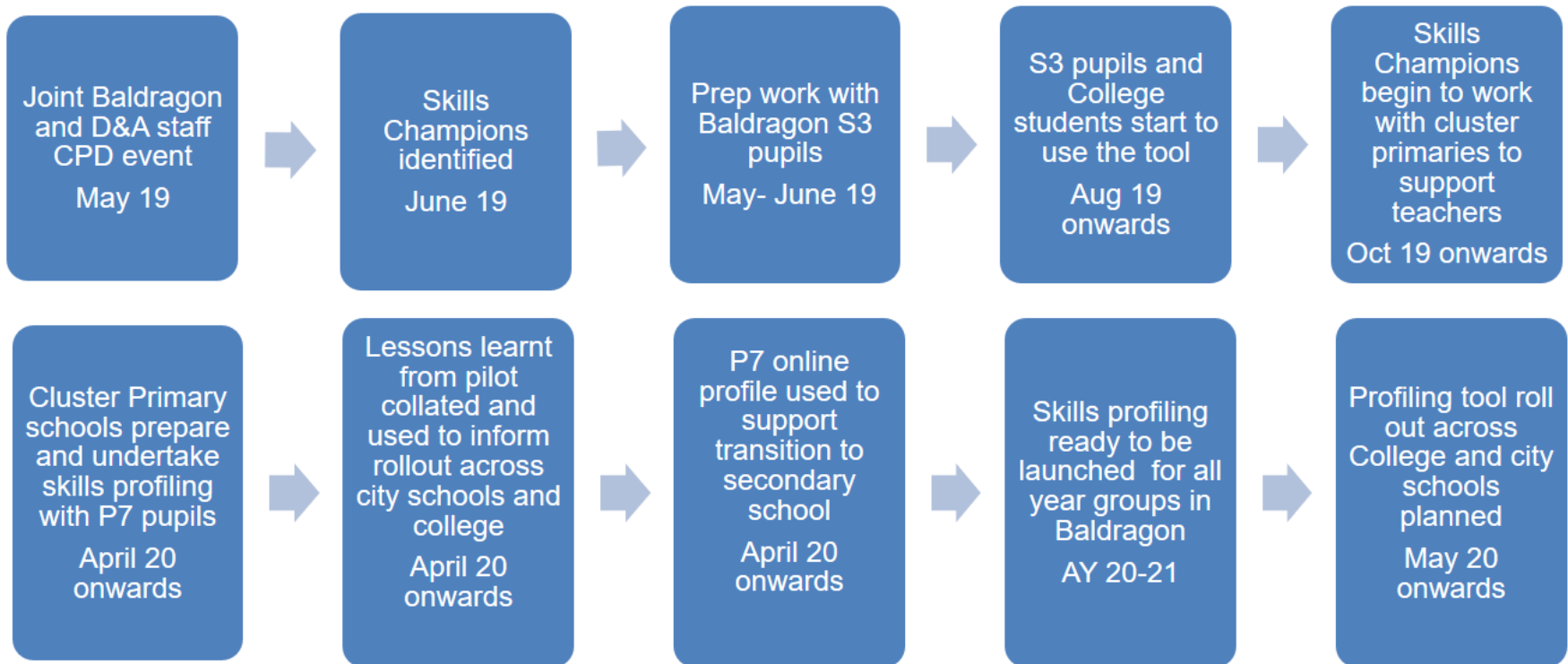
(SDS 2018)

Skills Profiling - The Career Education Standard



Dundee skills profiling pilot model -

TIMELINE:



ICan P7 Profile



Mrs Watson



Overview



Animal me



My interests



Profile

Logout

Welcome back Mrs Watson!

Hide this message

This is your pupil account. Learn more about your personality and interests by using the Animal Me and Interests tools.

Your new profile will help you to reflect on who you are, what you're good at and what you're proud of.

Name:

Karen Watson

School:

n/a

What are you going to do today?

Animal me



What animal am I?

My interests



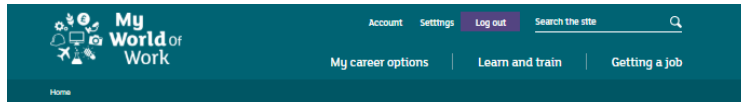
Show my interests

Profile



View my profile

Primary teacher resources



I'll do that!

Aims To link skills, qualities, interests and abilities to the various jobs and responsibilities which young people undertake within school. To demonstrate self-reliance.



Download

I'll do that activity files

- Download I'll do that activity (pdf) (142.44 KB)
- Download I'll do that presentation (ppb) (588.34 KB)
- Download Application form worksheet (pdf) (78.2 KB)
- Download List of possible responsibilities (pdf) (94.16 KB)

Getting started

Learning intention

- I will learn to link skills, qualities, interests and abilities to the various jobs and responsibilities within school

Success criteria

- I can identify my skills, qualities and interests and evidence them
- I can choose my personal preferences in roles and responsibilities within the class/school situation
- I can complete an application form

Before you start

- Go to myworldofwork.co.uk and register as a Primary teacher
- Register your class to use myworldofwork.co.uk/ican
- Consider completing [Same but different](#) before this activity
- Gather some local job application forms and have a class discussion about what's required

Resources

- List of possible responsibilities
- Application form template (optional)
- PowerPoint presentation

Duration

These are suggested timescales and will vary dependent on your group.

- 60 minutes +

Suitable for

This activity is suitable for Second level however it may be more appropriate where pupils are preparing for class room roles.

Experiences and outcomes

Health and wellbeing across learning

Planning for choices and changes

HWB 2-19a

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.

HWB 2-20a

I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.

Career Management Skills

Self

Strengths

- I am aware of my skills, strengths and achievements

Horizons

Career Education Standard 'I can' statements

Second level

- I can discuss the relevance of skills to the wider world and make connections between skills and the world of work
- I can recognise the skills I have and need for work

Suggested activities

- Mindmap list of class/school jobs young people could help with. In groups, pupils to write descriptions for each identified job
- Young people to apply for the preferred job by completing the application form template. Alternatively, they can make a list of bullet points or write a letter stating the individual skills and qualities they have which relate to their preferred job
- Interviews could take place for each position
- Allocate jobs on basis of applications/interviews

Next steps and related activities

- In pairs, young people to write references for each other in a positive but honest fashion
- Young people to review how they are getting on in their allocated job using the job description as a prompt and their application form. Are they doing what they said they would?
- Pupils can go to myworldofwork.co.uk/ican and use their profile to record what skills they have used taking part in this activity
- Consider completing [Equality](#) activity next

Subject teacher resources



Lesson insert

Overview

An activity using myworldofwork.co.uk to link the study Physics and the topic of forces to possible careers.

Objectives

As part of a wider lesson, this lesson insert intends to:

- Encourage pupils to explore a range of careers related to the study of Physics
- Highlight the transferable skills needed for different careers
- Make a link between the transferable skills pupils are currently developing in Physics with skills needed in the world of work

My World of Work activity (20mins)

- Go to myworldofwork.co.uk
- Go to my career options
- Use the search field in the 'I have a career in mind' tab to find out about different types of engineering jobs

Connect the learning (in the wider lesson)

- Discuss the different disciplines of engineering and the range of careers they cover
- Ask pupils to complete the crossword using the clues about each type of engineering job
- Ask pupils to think about what subjects would be useful to have, in addition to Physics, for each of the engineering jobs they found in the crossword

Review and reflect (5mins)

- Ask pupils to reflect on the jobs covered and if they may be interested in following one of these careers

Science

Physics

Forces

Resources

- Computers or tablets with internet access
- Crossword

My World of Work links

Job profiles

Aerospace engineer
Aircraft mechanic or engineer
Automotive engineer
Chemical engineer
Clinical engineer
Design engineer
Electrical engineer
Electronics engineer
Energy engineer
Quarry engineer
Manufacturing systems engineer
Marine engineer
Materials engineer
Structural engineer

Videos

Project engineer - Jeff

Modern Apprenticeships

Engineering
Rail engineering

Curriculum links

Suitable for S1 to S3 pupils studying:

Physics – BGE

Experiences and outcomes

SCN 3-07a: By contributing to investigations of energy loss due to friction, I can suggest ways of improving the efficiency of moving systems.

Career Education Standard (3-18)

Supports entitlements set out in the **Career Education Standard** for young people to:

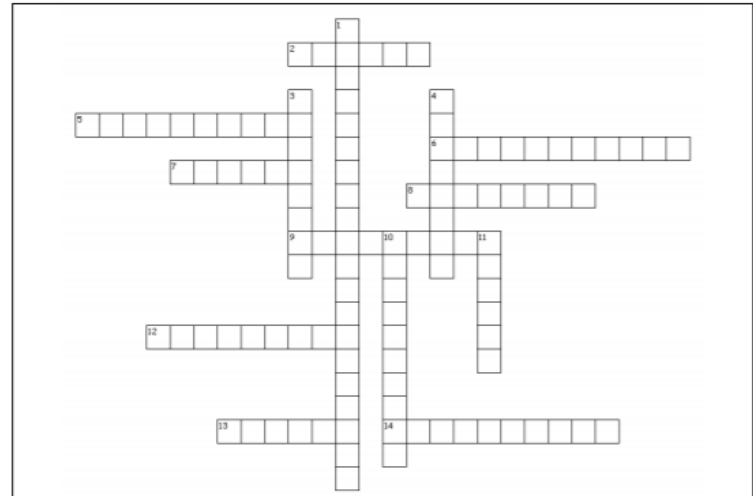
- Experience a curriculum through which they learn about the world of work and job possibilities and which makes clear the strengths and skills needed to take advantage of these opportunities
- Know where to find information and access support making effective use of online sources such as **My World of Work**
- Develop **Career Management Skills** as an integral part of their curriculum

Crossword

Science

Physics

Forces



Across

- A ___ engineer assesses a site and safely sets up and runs a mine or quarry.
- An ___ engineer designs, builds and maintains systems and equipment vital to industry and manufacturing.
- An ___ engineer designs electronic components used in a huge variety of equipment.
- A ___ engineer comes up with the products of the future; making and improving things we use every day.
- An ___ engineer checks aeroplanes and helicopters in between flights to make sure they will fly safely.
- An ___ engineer designs and builds aircraft, spacecraft, satellites, and rockets to make them safe and efficient.
- A ___ tests and researches the materials of the future to use them in new technology and better products.
- A ___ engineer designs, builds and repairs ships, boats and offshore oil and gas platforms.
- An ___ engineer designs, tests and develops the cars and motor vehicles of the future.

Down

- A ___ engineer designs and installs the equipment that will make a factory more efficient.
- A ___ engineer creates medical technology to help people enjoy better health and greater independence.
- A ___ engineer improves the manufacturing processes needed to turn raw materials into products.
- A ___ engineer creates and improves the structure for all kinds of building projects.
- An ___ engineer designs and constructs sites to generate power from the wind, sun and water. They also extract oil and gas for energy.

New features on MyWoW

- Launched three key features in 18/19
 - The account
 - The profile
 - The To-Do list

My World of Work – the account

- First step towards greater personalisation
- Key user groups presented with relevant content, bookmarking & tools

Good morning, lynn

Bookmarks

All Careers **Qualification routes** Courses Volunteering Jobs

Your route to: Kennel Worker
[25/10/2018 14:19:19]

Qualification route

Your route to: Pathologist
[20/11/2018 16:22:22]

Qualification route

Recommended for you

Resources for My World of Work
Ambassadors

Topic

We're changing the way you use My
World of Work

News article 2 minutes

Clever word play

Feature article 5 mins

My World of Work – the profile

About me

Learn more about yourself and use your interests to explore jobs and careers.

Your About me results

1 Investigative

You're curious and good at asking the right questions. You like to observe, explore ideas and solve problems. Work which involves thinking, research or facts and figures may suit you.

2 Practical

You're good at fixing, making and building things. You like working with your hands. Working with tools, machinery, animals or plants might suit you. You're rational, independent and ambitious.

3 Creative

You've got a great imagination. You're good at creating new things and expressing yourself. You like doing things your way. You might enjoy design, arts, writing, music, film or performing.

Skills

Use your skills to find career choices suited to you and make those big decisions easier.

Your skills

Communicating with people

Listening to people

Explaining things

Persuading people

Accuracy

Finding solutions to problems

Researching and investigating

Paying attention to detail

Strengths

Find out how your strengths can help you when it comes to jobs and career decisions.

Often Less often



Detail

People strong in Detail naturally focus on the small things that others easily miss, ensuring that everything is accurate and error-free.



Decision Maker

People strong in Judgement enjoy making decisions and are able to make the right decision quickly and easily.



Supportive

People strong in Supportive create the conditions for people to grow and develop for themselves.



Persuasion

People strong in Persuasion are able to bring others round to their way of thinking and to win agreement for what they want to achieve.



Curiosity

People strong in Curiosity are interested in everything, constantly seeking out new information and learning more.



Personal statement

Here is my personal statement. I have a lot of skills and strengths I want to demonstrate. This profile will help me do this. I can use this personal statement to apply for colleges and university. Here is my personal statement. I have a lot of skills and strengths I want...

View personal statement



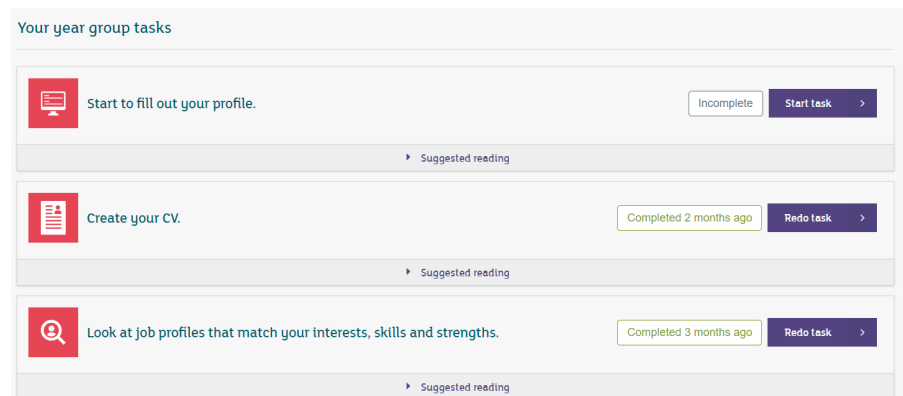
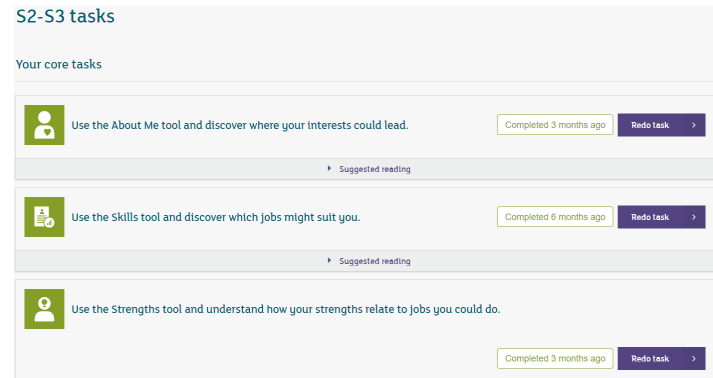
Edit personal statement



My World of Work – To-Do list

To-Do list

- Available to secondary school users
- Structured pathway through My WoW
- A set of core tasks:
 - About me tool
 - My Strengths
 - Skills tool
- S2 to S6 have additional tasks relating to key themes & transition points:
 - Subject choices
 - Creating CVs
 - Developing a profile
 - Leaving school

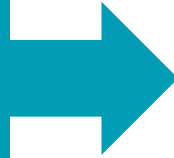


Skills tool - features



Current

- Outdated skills list
- No way to evidence skills, essentially just a pick list
- Least used tool of the three core tools



Future

- Updated skills list
 - mapped to meta skills 4.0 work
 - mapped to job profiles
- Ability to upload evidence
- Skills dashboard
- Skills examples
- Structured resources for teachers

Skills tool – benefits

- Skills examples will give users context to help them pick out the relevant skills
- Dashboard will allow users to evidence the skills they are developing
- Updated teacher resources – provide examples of how to use the skills tool in lessons and PSE

Skills Explorer

Skills

Introduction

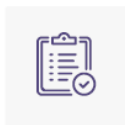
Skills come in many forms. They can be learned through work, study, or play. Knowing what you can do will help you decide which job you want



Skills explorer

Explore and select core skills to receive tailored career suggestions.

Start the tool



Skills experience

Record your skills experiences to reflect on your career journey.

Add experience

Select your skills

Browse the skill groups below and select up to 8 matching skills to see your suggested career results.



Collaborating



Positive attitude

Having an optimistic outlook and viewing obstacles as opportunities to learn and improve.

Examples

- Orci varius natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus.
- Morbi fermentum est in commodo imperdiet.
- Pellentesque sed mattis lorem.

Add skill

Resilience

Having an optimistic outlook and viewing obstacles as opportunities to learn and improve.

Read more

Add skill

Resilience

Having an optimistic outlook and viewing obstacles as opportunities to learn and improve.

Examples

- Orci varius natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus.
- Morbi fermentum est in commodo imperdiet.
- Pellentesque sed mattis lorem.

Read less

Remove skill

Skills Experience

Add a new experience

Praesent nec viverra justo. Donec a aliquet massa, vitae ultricies dui, Maecenas consequat dictum luctus. Nam sodales molestie sapien nec laoreet.

1. What did you do?

In a few words describe what your experience involved.

Show examples

I have cared for someone with an illness / disability. I started my own business, I am good at repairing things that are broken.

2. When did you do this?

MM YYYY

e.g. for May 2015 enter 05 2015

3. Describe your experience in detail

Use the STAR technique to explain your experience in detail.

What is the STAR technique?

Save and exit

Next step

Add a new experience

Praesent nec viverra justo. Donec a aliquet massa, vitae ultricies dui, Maecenas consequat dictum luctus. Nam sodales molestie sapien nec laoreet.

4. What skills did you use?

Select up to 5 skills you used during your experience.

 **Adapting**



Positive attitude

Having an optimistic outlook and viewing obstacles as opportunities to learn and improve.

Examples

- Orci varius natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus.
- Morbi fermentum est in commodo imperdiet.
- Pellentesque sed mattis lorem.


[Read less](#)

Add skill

Persevering

Having an optimistic outlook and viewing obstacles as opportunities to learn and improve.

Job profiles

 My World of Work

Sign in Register Search the site

My career options | Learn and train | Getting a job

Home // My Career Options // Software developer

Software developer

Alternative job titles: programmer

Job category: [Computing and ICT](#)
Pathways: [Discover](#)



Page contents

Career outlook for programmers and software development professionals

Figures and forecasts for roles at the same level, which require similar skills and qualifications.

Average UK salary	Currently employed in Scotland	Five year jobs forecast
£46,280	20,665	+2.31% ▲

This information is supplied by [LMI For All](#), where data is currently available for Scotland.



What's it like?

You would design and build computer programs for organisations. You might work on projects such as databases, robotic systems, mobile applications and more.

You would work closely with project managers, business analysts and clients.

You would:

- Discuss needs with the client and the development team
- Go to technical design and progress meetings
- Write test versions of the program
- Test the program and fix any faults
- Keep records of the development process
- Carry out quality checks before launch
- Look after systems once they are up and running

You may write computer programs from scratch or change 'off-the-shelf' programs to meet the needs of the project.

As an experienced developer you may supervise a team and provide feedback on coding work to your colleagues.

You would need good knowledge of programming languages, an understanding of development processes like 'Agile' and an awareness of confidentiality and data protection issues.

Working conditions

Hours

You would usually work normal hours. You would often have to work late to meet deadlines.

Environment

You would mainly be based at an office.

Travel

You may have to travel to meet clients. Some projects might involve overnight stays away from home.

UK employment status

Full-time	Part-time	Self employed
83%	6%	11%

Create a qualification route

We've found some examples of the qualifications that could help you get this job.

[Discover my route](#)

Top skills

Here are some of the skills that people in this job would be most likely to have:

- Communicating with people
- Working on your own
- Programming computers
- Using computers
- Finding solutions to problems
- Coming up with new ideas
- Time management
- Working with numbers
- Paying attention to detail

Build your skills

Your skills can help you choose the career that's right for you. You can build your skills through work, study or activities you do in your spare time.

To understand more, have a look at [what are my skills?](#)

Keep track of your skills in your account and find the jobs, opportunities and courses that suit you.

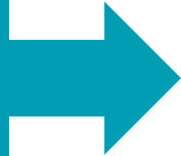
[Click here to view / add your skills](#)

Job profiles - features



Current

- Content/stakeholder driven
- Wordy
- Difficult to navigate
- Resource intensive – difficult to maintain
- Key features hidden
- Limited use of data



Future

- Data driven
 - Connect to other areas of the site
 - Up-to-date job/industry information
 - +/- Driven by the jobs market
- User journeys
 - Top tasks easier to find
- Visual
 - More intelligent use of imagery, video and content

Job profiles – benefits

- Users can make more informed decisions about their career with access to:
 - Labour market data e.g. top industries, companies, geography etc.
 - Improved information around job roles
 - Courses, vacancies and apprenticeships
- Improved visibility
 - qualification route maps

School Partnership Agreements (SPAs)

- Skills profiling using MyWoW
 - Delivery of skills tools to support profiling
 - Registration on MyWoW from S1 upwards
 - Transition from Ican (Cluster updates)
- Subject Teacher capacity building
- MyWoW Ambassadors



My World of Work

www.myworldofwork.co.uk

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