

Learning Resource 6:

Profiling skills and achievements in the context of career education



Developing the Young Workforce
Career Education Standard (3-18)
September 2015

Contents

Purpose	3
Profiling – Background.....	4
Why is profiling important in career education?	6
What does the Career Education Standard 3-18 say?	7
Who supports the profiling process?	8
What is a profile and who 'owns' it?	9
What should a profile contain?	10
How important is it to capture the development of skills?	11
What does profiling look like in practice?	12
What next?.....	14
Next Steps: A small test of change	15
Appendix : Related links and resources	16

Purpose

This resource forms part of a suite of learning resources which, in total, will provide support to develop practice related to Developing the Young Workforce (DYW). It aims to support the use of **profiling** in the context of **career education** and the development of **skills for learning, life and work**. It relates directly to the entitlements and expectations set out within the [Career Education Standard 3 – 18](#) and the implementation of the wider DYW programme. It also relates to various quality indicators (QIs) in [How Good Is Our School? 4th Edition](#) (HGIOS?4) (*How Good is Our Early Learning and Childcare?* (HGIOELC)¹, *How Good is Our College?*², *How good is OUR School?*³), such as QIs 2.2 (Curriculum), 2.6 (Transitions) and 3.3 (Increasing Creativity and Employability). In summary, the learning resources will support teachers and other practitioners to provide children and young people with the understanding and tools to develop, capture and articulate their skills and achievements to identify progress and sustain future career pathways.

In order to support the process of professional enquiry this resource provides background information on profiling and exemplars of its implementation supported by a number of reflective questions. These reflective questions can form part of the school's self-evaluation processes (HGIOS?4 and HGIOELC QI 1.1, HGIOURS, 1 and 5). At the same time it aims to offer thoughts and illustrations on the development, tracking and monitoring of learners' achievements both within and out with school and the development of their skills.

Learning outcomes

As a result of engaging with this learning resource you will:

- gain an understanding of the aim and purpose of profiling in the context of career education;
- be able to link profiling to the expectations and entitlements of the Career Education Standard 3-18;
- be able to reflect on your current practice by considering a variety of approaches to profiling;
- be able to consider the development, monitoring, tracking and recording of achievements both within and out with school and the development of skills for learning, life and work as part of the wider education process;
- gain an understanding of the part you are expected to play, along with partners, in the process of profiling and the support provided to learners in developing their profiles;
- be able to devise a plan to take forward manageable changes to your practice.

Who is this learning for?

This resource has been developed to contribute to professional learning for practitioners at all levels working with children and young people within early learning and childcare, primary, secondary, special schools, colleges, private training providers, third sector providers, social work, community learning and development and other specialist learning providers including secure and residential settings.

¹ [How Good is Our Early Learning and Childcare?](#) (HGIOELC)¹: QIs 2.2, 2.3, 2.3, 2.4, 2.6, 3.2.

² [How good is our college?](#)

³ [How good is OUR School? \(young peoples' version\)](#)

The resource is expected to be used as is relevant to your current context, personal knowledge and understanding. It accompanies the guidance document “**Profiling skills and achievements in the context of career education/DYW**”, which provides additional background information and links to relevant publications and research.

Profiling – Background

What is profiling?

Recognising achievement, profiling and reporting are integral elements of [Curriculum for Excellence](#) (see Building the Curriculum 5). Children and young people should have frequent and regular opportunities to discuss and review their learning, and plan next steps with those involved in their education. One of the features of highly effective practice in HGIOS?4 QI 2.3 (Learning, Teaching and Assessment) stresses the importance of 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**.

A feature of highly effective practice in HGIOS?4 QI 2.6 (Transitions) refers to the use of profiling to inform and improve future learning. Although establishments will recognise and share achievements at key transition stages through, for example, summarising developments and progress in a learner profile or report, the process of profiling is **continuous and progressive** for learners throughout their school years. It is important that profiling within the context of career education forms an integral part of wider profiling activities and should not be seen as separate or additional to this.



ACTION – Read the [CfE Briefing notes ‘Profiling and S3 profiles’](#)



CONSIDER

- To what extent does the use of profiling feature in my/my establishment’s practice?
- How well do the children and young people I work with recognise that we use profiling together to support their learner journeys?
- How does my/our current practice relate to the profiling guidelines expressed within the CfE Briefing notes?
- Further reflection: [Building the Curriculum 5](#)

The section ‘Reporting on progress and achievement’ features 3 main themes:

- involving learners, parents and others
- describing progress and achievement
- giving an account of learning at points of transition

Reflective questions:

- To what extent do I currently support learners to understand how their achievements help them to develop skills for learning, life and work? (QI 2.3)

- To what extent do I connect with colleagues, parents and partners to enhance profiling overall?



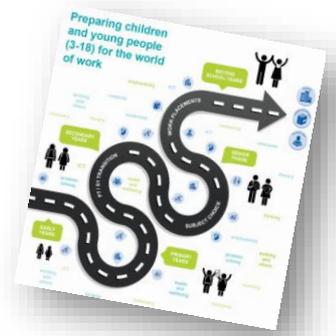
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Why is profiling important in career education?

Engaging in profiling allows learners to develop a greater understanding of themselves and their learning. It enables them gain skills in reflection, evaluation and self-management. HGIOS?4 QI 3.3 focuses on the range of skills for learning, life and work which children and young people should increasingly be able to demonstrate as they progress through school.

Profiling helps learners to reflect on relevant experiences and the development of skills that flow from this. Continuous engagement in this process fosters the ability to articulate their learning and skills in the context of the world of work. It also equips them with the ability to formulate future aspirations about employment or career pathways which are best suited to their abilities, attributes and capabilities. Young people will be able to share this with potential employers and other learning providers in a meaningful and knowledgeable way.

A profiling process which includes reflection on career education and work-based learning experiences will ultimately provide a deeper understanding of the importance of their learning and a sound basis for making choices about future pathways. As a direct consequence it will also directly support the process of finding, applying for and successfully getting and sustaining a job.



CONSIDER

- How well do I and my education establishment's approaches to profiling develop children's and young people's awareness of themselves as learners and support them to recognise the skills they are developing for learning, life and work?
- How well do I and my school/setting use profiling with children and young people to discuss their progress and to support continuity in learning, particularly at transition stages?
- To what extent do I/does our school/setting support children and young people in the planning of future learning and envisaging career pathways?



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What does the Career Education Standard 3-18 say?

The Career Education Standard 3-18 states that children and young people have an entitlement to engage in profiling that supports learning and development of skills for work and future career choices. The illustrative 'I can' statements included in the appendix of the CES 3-18 provide an indication of what this may look like from early level to the senior phase. Equally teachers and practitioners are expected to engage children and young people in meaningful conversations about their skills development and assist them to reflect on these in order to envisage, plan and develop career pathways.



ACTION – Recap on the entitlements and expectations in the [Career Education Standard 3-18](#) and 'I can' statements outlined across all levels in the [CES exemplification Tool](#).



CONSIDER

- How do I ensure that the relevant entitlements and expectations on profiling are met within the context of my work?
- To what extent do I make use of the 'I can' statements in the profiling process to make sure that the entitlements of children and young people are being met?
- How do you ensure that all learners have the opportunity of engaging in meaningful conversations about their learning experiences, aspirations and future career pathways.



RECORD

Who supports the profiling process?

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, skills and achievements in relation to their future pathways. The involvement of parents and partners is reflected in HGIOS?4 and HGIOELC QIs 2.5 (Family Learning) and 2.7 (Partnerships). It is particularly important that **parents/carers** are encouraged and enabled to play a key role in the profiling process with their children. Teachers and practitioners should work closely with parents to support learners in the profiling process by discussing with children and young people, on a regular basis, their learning, achievements and aspirations. Current evidence indicates that parents/carers are the main influencers of the decisions that young people make in relation to choices about learning and career pathways. It is therefore essential to connect parents/carers to the wider career education process to support their child in making the best choices for their career pathways

Partners in the delivery of career education and the development of employability skills, such as Career Advisors, college staff, CLD practitioners or employers, are able to provide valuable guidance and references on aspects of work-based learning, supporting young people to evaluate relevant experiences and training. Peer education or mentoring may also contribute meaningfully to the reflection process overall.



ACTION – Access the following for further information:

1. Interesting practice exemplar from 'Highland Council: [Continuous profiling and reporting in primary schools](#)
2. National Parent Forum Scotland '[Nutshell](#)' publications: [Career Conversations](#)
3. [Work Placements Standard](#): The 'After a placement' sections in particular highlight the importance of reflecting on work-based learning experiences with employers, parents/carers and practitioners in order to relate these to the wider career education journey.
4. '[Learner conversation](#)' film clips: These exemplify practice in this area and also refer to discussing and capturing informal learning and wider achievement components.



CONSIDER

- What provisions have I made to incorporate **meaningful conversations** on the development of skills and career pathways in my work with children and young people?
- To what degree are partners, and in particular parents/carers as key influencers involved in contributing to the career conversations with learners?
- How do I ensure that these conversations will inform and contribute to the profiling process of learners and help them articulate their skills development in connection with their career aspirations?
- To what extent do I incorporate the development of skills through informal learning and wider achievement into my conversations? And how do I ensure these are captured and utilised in learner profiles and subsequent application processes?



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What is a profile and who ‘owns’ it?

A profile is a record which captures key stages of a learner’s progress. High quality universal support (HGIOS?4 and HGIOELC QI 2.4) ensures that as children and young people advance on their learning journeys they reflect regularly on their progress and update their profiles to feature the latest and best achievements at a given time. Learners will record, on a regular basis, comments about their formal and informal learning and the skills they have developed, and connect these to the world of work, their career aspirations and future pathways. Ultimately the learner profile should link into the processes of searching for, finding and applying for a job, preparing for interviews or self-employment, CV writing etc.

Although teachers and practitioners are central to supporting and managing the profiling process, particularly at early levels of education, **the learner** is the owner of the information and ultimately responsible for developing, updating and sharing its content.



CONSIDER

- To what extent do I empower learners to take full ownership of their profiles?
- How do I ensure that learners maximise the potential of their profiles and use it constructively to journal, evaluate, plan and develop their career journey?
- How can I best support learners in the profiling process?
- To what extent do I ensure that learner profiles are encompass of all achievements acquired both through formal and informal learning beyond the school context?



What should a profile contain?

A learner's profile will be based on a wide range of information about learning experiences, progress and achievements through the four contexts for learning of a Curriculum for Excellence⁴.

This may contain:

- progress and achievement across all curriculum areas and beyond, as appropriate to the stage of learning and development;
- information on progress and development of **skills** articulated in connection to the world of work and career aspirations;
- a learner's statement outlining his/her latest and best achievements, in or out of school ;⁵
- a record of qualifications and awards achieved, with reference to the SCQF⁶ levels where appropriate;
- reflections on work-based learning experiences including employer contributions;
- relevant achievements or experiences out with a formal education context such as community engagement, voluntary work etc.;
- supportive statements or references for example from teachers, employers, parents/carers, SDS advisors, youth workers etc.;
- elements that demonstrates an understanding of the process of finding, applying for, getting and sustaining a job (e.g. completed MyWoW modules, a CV or Resume etc.).

⁴ A Curriculum for Excellence: [The four contexts for learning](#)

⁵ [Amazing Things](#)

⁶ There are many learning programmes besides SQA qualifications that have SCQF levels and credit points and it is important that young people know their level of all their learning as it helps their confidence as well as the planning of their learning journey going forward. For further information go to www.scqf.org.uk

How important is it to capture the development of skills?

The aims of *Curriculum for Excellence* clearly state that every child and young person is entitled to experience a broad curriculum that develops skills for learning, life and work⁷. The importance of this aspect is highlighted in [Building the Curriculum 4](#), framing and categorising the skills in context of the wider curriculum offer.

In an increasingly complex and dynamic global economy the demand for transferable, labour market relevant skills alongside specific knowledge is seen as essential in pursuing a successful career pathway. It is therefore crucial that the learners are able to recognise, develop, articulate their skills and relate these to their future career aspirations. Many schools and education establishments have developed frameworks and mechanisms to support the skills development of learners, both within and out with school and capture these as part of the overall monitoring, tracking and reporting process.



ACTION

Consider the following interesting practice exemplars:

- Larbert High School: [Skills Framework](#)- developing skills across all aspects of learning
- Moray Council: [Skills Pathway](#)
- Kingussie High School: [Profiling employability skills and wider achievement](#)
- [SQA: Core Skills and Skills for Learning, Life and Work Framework](#)



CONSIDER

- What are the advantages and disadvantages of the above approaches to developing and mapping skills?
- To what extent do I/does my school plan, advance, track and profile the development of skills?
- What mechanisms do I/we use to support, monitor and record the skills development of learners (e.g. tools, guidelines, learning and teaching approaches, extra-curricular activities etc.)?
- In terms of skill development, how well do we maximise the opportunities available from the wide range of youth awards and qualifications? (E.g. Duke of Edinburgh, City & Guilds, Edexcel BTEC, ASDAN, John Muir, SQA Personal Development Awards or NPAs)?
- To what extent do we develop [Career Management Skills](#) as an integral part of our curriculum?

⁷ [Building the Curriculum 3](#), pages 4, 8 etc.



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What does profiling look like in practice?

There are a wide variety of formats and tools used to help learners capture and share their profiling journey with an increasing emphasis based on digital profiles.

The following examples include a number of approaches and tools currently used by schools and local authorities.

- Kingussie High School: [Profiling employability skills and wider achievement](#)
- Perth and Kinross Council: [Profiles and Profiling Guidance 3-18](#)
- Profiling approach using e-portfolios ([Glow Blog set-up](#))
- Tarbolton PS: [SEESAW](#) – online communication tool

My World of Work

In response to Developing the Young Workforce and feedback that is regularly provided on the digital service, Skills Development Scotland has engaged extensively with schools, colleges, local and national agencies to design and shape significant changes that support users on their learner journey. This includes changes to navigation and personalisation, with the user account, profile and skills approach being significantly developed within My World of Work.

A re-designed user account enables users to select goals and associated tasks specific to their role and stage in their development.

Skills Development Scotland has also been working to provide a national approach for profiles, with skills as a central component. The profile provides an approach that supports young people in clearly and confidently articulating who they are and what they are good at. Within the profile users will reflect on their personality, skills, strengths, education, experience and achievements, all of which is consolidated to shape the development of a Personal Statement.

You can preview this tool [here](#).



ACTION – Consider one or more of the profiling exemplars above.



CONSIDER

- What are the advantages and disadvantages of the profiling exemplars I have considered.
- How does this contrast with profiles used in my education establishment?
- How confident are our learners in knowing where to find information and access support, making effective use of online sources such as *My World of Work*?
- To what extent does my/our approach to profiling relate to the career journey of learners (e.g. does it support the process of ‘finding, applying for and successfully getting and sustaining a job’)?



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What next?

At its half way mark we expect the DYW agenda to develop in schools and other education establishments at pace now towards its full implementation by 2021. According to the latest reviews⁸, evaluations and inspection reports there has been a notable increase in its implementation. As this gains momentum the demand for planning, developing and evidencing learners' career education journeys, not least by children and young people and their parents/careers themselves, will increase too. This resource, alongside other support offered around profiling on a regional/national level, aims to build capacity in this area.

The 15 – 24 Learner Journey review

Scottish Government has undertaken an extensive review of the education journey for learners aged 15 – 24 years. [The report](#) released in May 2018, includes 17 recommendations aimed at improving the education and skills system by providing a more coherent and consistent education journey that allows all young people to better plan and progress their future pathways.

With regard to the context of profiling, recommendation 1 of the review states:

“We will ensure every learner in Scotland has an online learner account to link their skills and attributes to better course choices. This work will start in 2018. We will work with SDS to develop My World of Work to link fully with existing digital services in school to deliver an online learner account that **enables learners to record their attributes, skills and qualifications in a way that follows them beyond school and helps them plan their learner journey into work.**”

The key objective of the Learner Journey Review is to ensure “all learners are on the right route to the right job, through the right course via the right information”⁹. To achieve this learners will require effective support and guidance in profiling their achievements and skills.

It is therefore important that teachers and practitioners review and evaluate their current practice and use the latest guidance and tools available to ensure effective profiling processes are in place.

This will at the same time support the implementation of the DYW agenda and, more specifically, the entitlement and expectations within the Career Education Standard 3-18.

⁸ See [CES implementation](#) and CIAG reviews.

⁹ The [15 – 24 Learner Journey Review](#), p 7

Next Steps: A small test of change

You have now considered a number of aspects around profiling in the context of DYW. Use your reflections and notes from the above process to consider a 'small test of change'.



Consider taking on a small test of change by focusing on 'trying out' the action with one pupil/one group/one class and seeking to refine the action before developing it for implementation with a bigger group.



You may find the table below helpful in specifying which changes you have chosen to make and how you will make them.

Which areas have I identified the above reflections will I work on?	Action I will take to improve my practice	Who can support me with this? Who can I partner with in this?	When will I review the impact/outcome of this action

More information on implementing and evaluating the impact of CLPL actions can be found at:

<http://www.gtcs.org.uk/professional-update/research-practitioner-enquiry/practitioner-enquiry/practitioner-enquiry.aspx>

Appendix: Related links and resources

Amazing Things, Awards Network

[http://www.sqa.org.uk/files_ccc/Amazing Things 3rd edition.pdf](http://www.sqa.org.uk/files_ccc/Amazing_Things_3rd_edition.pdf)

Building the Curriculum series

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/Building%20the%20Curriculum](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Building%20the%20Curriculum)

Career Education Standard 3-18

<https://education.gov.scot/improvement/Documents/dyw2-career-education-standard-0915.pdf>

Career Conversations in a Nutshell

<https://www.npfs.org.uk/downloads/career-conversations-in-a-nutshell/>

Career Education Standard: Suite of Learning Resources

<https://education.gov.scot/improvement/learning-resources/career%20education%20standard%203-18:%20suite%20of%20learning%20resources>

CfE Briefing: Curriculum for Excellence – Profiling and S3 profile

<https://education.gov.scot/Documents/cfe-briefing-3.pdf>

How good is our school? 4

<https://education.gov.scot/improvement/self-evaluation/HGIOS4>

How good is our college?

<https://education.gov.scot/improvement/selfevaluation/How%20good%20is%20our%20college?>

How good is our early learning and childcare?

<https://education.gov.scot/improvement/self-evaluation/How%20good%20is%20our%20early%20learning%20and%20childcare?>

How good is OUR school? (learner version)

<https://education.gov.scot/improvement/self-evaluation/frwk20-how-good-is-our-school>

MY WORLD OF WORK

<https://www.myworldofwork.co.uk/>

Scottish Credit and Qualifications Framework

<https://scqf.org.uk/>

The 15 – 24 Learner Journey Review

<http://www.gov.scot/Publications/2018/05/4774>

The Youth Employment UK Employability Review

<https://www.youthemployment.org.uk/youth-employment-uk-employability-skills-review-2017/?platform=hootsuite>

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330

E enquiries@education.scotland.gsi.gov.uk

<https://education.gov.scot/>