The use of My World of Work (MyWoW) web service to support effective career planning

11 September 2015

An evaluative report by Education Scotland on the use of Skills Development Scotland (SDS) web service resource, My World of Work (MyWoW) by SDS staff, partners and customers

Transforming lives through learning

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Foreword

Decisions about the types of careers we want to pursue are some of the most important decisions we ever make. They affect our quality of life, families, self-esteem and wellbeing. Throughout our lives, there are many points at which we make such choices and they are often not easy or straightforward to make. Whether as a young person embarking on life after school, an adult seeking to re-enter the job market, or as an employee applying for promotion or seeking to change direction, we all need knowledge and skills to support and equip us to make informed decisions.

My World of Work (*MyWoW*) offers a key resource to equip young people and adults with the career management skills (CMS) they need to help them make the right choices. It is a resource designed for the digital age, and which recognises that the way we work and learn is continuously changing whilst information about options and choices need to be firmly rooted on accurate, up-to-date information.

During the fieldwork for this task, our inspectors found that many young people spoke positively about their engagement with *MyWoW* to help assess their strengths and attributes to make informed choices. For many, this was the first time they had looked closely at their individual skills and attributes and recognised the value of these alongside their achievement of academic and vocational qualifications. Whilst important for everyone, this can be particularly important for young people who are not seeking more academic progression routes or those who are at risk of disengagement.

I am therefore delighted to introduce this far-reaching report. It highlights the strengths and uniqueness of *MyWoW,* while providing clear recommendations for further improvement through continued partnership working. I look forward to Education Scotland's future involvement with SDS, schools and colleges in ensuring the continued success of *MyWoW.*

Bill Maxwell

Context

In November 2004, the Scottish Government published *A Curriculum for Excellence*[1] which identifies entitlements for all young people to receive an education which:

- develops Skills for learning, Skills for life and Skills for work
- provides a range of activities which develop the four capacities; and
- supports them to achieve a positive and sustained destination.

To support CfE, Building the Curriculum 4 [2](BTC4) identifies Skills for learning, life and work and makes explicit reference to young people developing CMS. It defines CMS as 'skills, knowledge and self-awareness to develop aspirational career aims and the confidence to take actions in one's life, time and again, as career opportunities arise and as work and learning options change'.

In 2011, the Scottish Government published *Career Information, Advice and Guidance in Scotland, A Framework for Service Redesign and Improvement.*[3] This publication highlighted the need for a greater focus on identifying and providing appropriate levels of support for customers and targeting of delivery to meet identified needs. In response to this, SDS developed the *Career Management Skills Framework for Scotland* [4]and carried out research with customers and partners to develop a range of products and services. This resulted in SDS establishing a differentiated service offer, a national contact centre, and the *MyWoW* web service.

MyWoW resources are designed to support the development of CMS and the implementation of key, national initiatives, including CfE. *MyWoW* has been the subject of international interest from governments and education and career professionals. This interest has focused on *MyWoW's* role within a range of approaches and resources that directly support the development of CMS. International delegations have also shown interest on the development and use of *MyWoW* to meet the demand for digital solutions.

In June 2014, the Scottish Government produced *Scotland's Youth Employment Strategy* to take forward the recommendations of the *Commission for Developing Scotland's Young Workforce* including, for example:

'*A focus on preparing young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this. In particular local authorities, Skills Development Scotland and employer representative organisations should work together to develop a more comprehensive*

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[1] A Curriculum for Excellence
[2] Building the Curriculum 4
[3] Career Information, Advice and Guidance in Scotland
[4] Career Management Skills Framework

standard for careers guidance which would reflect the involvement of employers and their role and input.'

Scotland's Youth Employment Strategy-Developing the Young Workforce[5] (DYW) published by the Scottish Government in December 2014 places significant importance on equipping young people with knowledge and skills to make informed decisions when choosing progression pathways to work and further learning:

'*Key partners such as schools, college, local authorities and Skills Development Scotland all have responsibility to engage with young people, and those who influence them to ensure they have the right information to make informed choices.*'

When Education Scotland was carrying out fieldwork to inform this report, the Scottish Government, SDS and Education Scotland were working together to produce national *Career Education Standard (3-18)[6]* and *Work Placements Standard* to support the implementation of DYW. The *Career Education Standard (3-18)* and *Work Placements Standard[7]* are due to be launched in autumn 2015 and will affect how schools and national bodies support young people to develop CMS. This report seeks to provide direction and support to all organisations and staff who are involved in delivering CfE and implementation of the recommendations of DYW.

Methodology

This report evaluates the use of *MyWoW* web service resource by SDS staff, partners and customers. The scope of the task was informed and influenced by the findings of the first five external reviews of CIAG services delivered by SDS, carried out by Education Scotland in 2014-15.

Fieldwork for this report was carried out in five[8] areas of Scotland. These areas were carefully selected to provide an appropriate representation of rural, urban and suburban areas. None of the areas involved in the fieldwork have been externally reviewed by Education Scotland in relation to CIAG services.

HM Inspectors from Education Scotland and Associate Assessors from SDS worked together in teams to plan and carry out the fieldwork for this task. During the fieldwork, they held in-depth discussions with SDS staff, customers and school and community partners.

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[5] Scotland's Youth Employment Strategy - Developing the Young Workforce
[6] Career Education Standard (3-18)
[7] Work Placements Standard
[8] See appendix 1

Introduction

SDS all-age CIAG services aim to support young people and adults in Scotland to make a positive transition into continued education, training or the world of work. SDS seeks to achieve this by supporting customers to develop CMS. SDS staff work with partners in schools, colleges, local authorities and community organisations to support young people and adults to develop CMS in line with the themes of CfE and BTC4. As a result, much of the work of SDS involves collaboration with a wide range of partners at national and local levels.

SDS delivers CIAG services to 364 secondary schools. Services include a blend of one-to-one career coaching support, facilitated group sessions, drop-in sessions and supported access to *MyWoW*. The level of intensity of support is determined by an assessment of pupil needs made in discussion with schools. The greatest proportion of *career coach* support is provided to young people who are deemed to have the greatest need.

In line with the Scottish Government's digital strategy, *Scotland's Digital Future - Delivery of Public Services*[9], SDS incorporate free data and resources from other organisations within *MyWoW* which benefit customers and partners. This includes live information on job vacancies supplied by the Department of Work and Pensions (DWP). The SDS Service Design and Innovation team and the SDS Digital team, continuously source and develop resources to meet the changing needs of stakeholders. This includes taking account of new products on the market, advances in technology, and additional data and reporting requirements. The next evolution of *MyWoW* is scheduled to be launched in Autumn 2015 and aims to provide an enhanced experience for customers and partners.

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[9] Scotland's Digital Future - Delivery of Public Services

1 Summary of key findings

1.1 *Areas of positive practice*

- SDS has very effective arrangements in place to support strategic planning and continuous development and improvement of *MyWoW* services and resources.
- Future planning of *MyWoW* is conscientious and forward looking. Developments take good account of, and are well-aligned to, CfE, in particular BTC4, the new Career Education Standard and the recommendations identified in DYW.
- Targets for promotion, registration and delivery of *MyWoW* web-services are incorporated fully at strategic and operational levels.
- There are sound arrangements to monitor and measure the uptake and use of *MyWoW* at national and local levels.
- Effective arrangements are in place to support SDS CIAG staff to use *MyWoW* productively with customers and partners. As a result most CIAG staff use *MyWoW* proficiently and naturally as part of a range of interventions to support customers and partners.
- There are many examples of SDS staff and partners using *MyWoW* to help customers increase their confidence and improve literacy and Information and Communication Technology (ICT) skills.
- Most *MyWoW* sessions provide school pupils with a useful introduction to *MyWoW* and CMS.
- An extensive range of online resources provides customers and partners with access to real-time employment and educational opportunities locally and further afield.
- *My World of Work for Parents* provides useful information and resources to help parents and carers to support young people at key decision-making points during their school experience.
- *MyWoW Live* career hubs and mobile units use technologies effectively to provide young people with interesting and exciting interactive, educational experiences.
- In many colleges, support and teaching staff are using *MyWoW* effectively and increasingly to engage learners in researching career options and exploring opportunities for further learning.
- Most schools are increasingly recognising the value and application of *MyWoW* to support young people (with their parents and carers) to make important decisions about their future learning and work goals.
- *MyWoW* Champions play a key and important role in building the confidence and capacity of SDS staff to use *MyWoW* in different contexts.

1.2 *Areas for development*

- In schools, SDS delivery of *MyWoW* sessions is usually planned in isolation from the wider school curriculum. This results in missed opportunities for integrating *MyWoW* more creatively within the curriculum to support young people to develop and consolidate CMS.
- Many key partners are not sufficiently aware of how *MyWoW* contributes to, and supports, implementation of national, educational strategies.
- Overall, staff in schools are not sufficiently aware of the resources and applications available through *MyWoW* to enhance the curriculum and support delivery of CfE, BTC4 and

implementation of DYW.

- Nationally-gathered data on the usage of *MyWoW* is not disaggregated beyond local authority level. As a result, CIAG staff in service areas are unable to use formal, user data with local partners to plan for improvement.
- In light of current developments *MyWoW* training is not yet sufficiently differentiated and targeted at supporting individual partner organisations and specific groups of staff to respond to new, emerging priorities.
- There are no arrangements in place for accrediting the skills of staff and partners to use *MyWoW* and for ensuring the quality of delivery of *MyWoW* sessions.
- There are no arrangements in schools to prevent the same *MyWoW* activities being delivered repeatedly to the same groups of young people.
- There are no arrangements for partners across educational sectors to share effective practice in the use and application of *MyWoW* to deliver CfE and implement DYW.
- In schools, arrangements for informing parents and carers of *MyWoW* are not sufficiently formal and systematic.
- Some CIAG staff are under-confident and uncertain about developing and trying out new approaches to deliver *MyWoW* sessions.
- Overall, colleges are not placing sufficient emphasis on the development of CMS and are not using the terminology of CMS to reinforce these skills to learners.
- Across all areas, there are examples of ICT and accommodation issues impacting negatively on the quality of *MyWoW* sessions.
- There are currently no arrangements for measuring uptake of users by all protected characteristics.

1.3 *Recommendations*
Education Scotland should work with SDS to:
- Ensure education partners are aware of how *MyWoW* contributes to and supports implementation of national, educational strategies.
- Provide opportunities for partners across educational sectors to share effective practice on using *MyWoW* to deliver CfE and implement DYW.
- Ensure school staff are aware of the national strategy to enable young people to develop CMS and the purpose of *MyWoW* to help to achieve this.
- Explore opportunities for accrediting the development of CMS of young people in schools.
- Explore opportunities for incorporating *MyWoW* within continuous professional development (CPD) activities for teachers.
- Ensure development of CMS is incorporated sufficiently within all relevant inspection and review activities.
- Produce an action plan which addresses all recommendations and involves appropriate partners and stakeholders.

SDS should:
- Arrange for CIAG staff in service areas to utilise *MyWoW* nationally-gathered data to use with local partners to plan for improvement.

- Develop differentiated and targeted *MyWoW* training for partners to support the development of CMS, to deliver CfE, implemention of the new *Career Education Standard* and recommendations of DYW.
- Explore arrangements for accrediting the skills of staff and partners to use *MyWoW* to ensure the quality of delivery of *MyWoW* sessions.
- Support CIAG staff to develop confidence and skills to widen approaches to deliver *MyWoW* sessions.
- Put in place arrangements for measuring uptake of users by all protected characteristics.

Schools should work with SDS to:
- Ensure staff in schools are sufficiently aware of the resources available through *MyWoW* to enhance the curriculum and support delivery of CfE, BTC4 and implementation of DYW.
- Plan delivery of *MyWoW* sessions as part of the wider school curriculum to support young people develop and consolidate CMS.
- Ensure the same *MyWoW* activities are not delivered repeatedly to the same groups of young people.
- Further develop formal and systematic arrangements for informing parents and carers of *MyWoW*.
- Provide appropriate access to ICT and accommodation to support effective delivery of *MyWoW* sessions.

Colleges should:
- Promote the development of CMS and application of CMS more fully to learners.

Implementation of Recommendations

Education Scotland, supported by SDS, should monitor progress of the implementation of the recommendations of this report.

2. Strategic Leadership of arrangements to plan, develop and deliver *MyWoW* web service

2.1 *How effective are arrangements for strategic planning of MyWoW?*

SDS has very effective arrangements in place to support strategic planning and continuous development and improvement of *MyWoW* services and resources. A centralised team of SDS staff work proactively and productively to continuously expand and refine resources. They make good use of their links and involvement with other organisations to inform future planning and develop resources which support national priorities including CfE and DYW.

Future planning of *MyWoW* is conscientious and forward looking. The SDS Digital team takes good account of feedback from users of the web-service to improve continuously the quality of resources

and access to online applications. As a result, many of the initial problems which featured in earlier versions of *MyWoW* have largely been addressed. The next version of *MyWoW* is currently being developed and is scheduled to be launched in Autumn 2015. The new version of *MyWoW* builds on identified needs of customers, CIAG staff and partners. It provides simpler and easier access to applications and provides useful resources to support partners in responding to new educational priorities, including DYW.

"We work with the SDS digital team to develop and deliver resources for MyWoW which reflect our specific context. This has resulted in the creation of resources which promote careers associated with Gaelic specific occupations." Member of CIAG staff, Western Isles

The Partner Development and Integration (PDI) team takes good -account of variations in demography and population density to set national targets for customer registration and use of *MyWoW*. Targets for promotion, registration and delivery of *MyWoW* web-services are incorporated fully at strategic and operational levels.

PDI managers work well with SDS CIAG staff in regional areas to negotiate targets which reflect well the context of individual service areas. SDS area managers draw on this process to incorporate targets within their service delivery plans.

All SDS service areas produce an annual *Local Engagement Plan* (LEP). The LEP planning process directs staff to identify actions to meet corporate objectives and support national priorities including CfE, BTC4, *Opportunities for All* (OfA) and DYW. Within this process, area teams identify ways of using *MyWoW* within local contexts to meet these overarching priorities. This includes increasing access to and use of *MyWoW* and arranging activities to build the capacity of partners and customers to utilise the web-service. However, the purpose and application of *MyWoW to* support the implementation of national, educational strategies is not always recognised and understood by key partners. As a result, many partners are not using *MyWoW* effectively within their organisations to support delivery of CfE, BTC4 and DYW.

In all service areas, SDS CIAG staff work with individual partner agencies to formulate an annual partnership agreement. Partnership agreements include reference to *MyWoW* where applicable. All state-funded secondary schools have a named CIAG *Career Coach*. *Career Coaches* work with staff in secondary schools to negotiate an annual *School Partnership Agreement* (SPA). Within this process, *Career Coaches* and schools staff work together to plan and identify arrangements to promote *MyWoW* to pupils, parents and staff and deliver sessions on *MyWoW* to specific class groups. Although these arrangements are ensuring *MyWoW* is incorporated systematically within SPAs, they are usually planned in isolation from the wider school curriculum. This is resulting in missed opportunities for integrating *MyWoW* more creatively within the curriculum to support young people develop and consolidate CMS.

Overall, staff in schools are not sufficiently aware of the resources and applications available through *MyWoW* to enhance the curriculum and support delivery of CfE, BTC4 and DYW. Most

guidance staff are not aware of the national strategy to enable young people to develop CMS and the purpose of *MyWoW* to help to achieve this. As a result, most schools are not making effective use of *MyWoW* to assist them in responding to these priorities.

Some *MyWoW* content is mapped explicitly to CfE and *Career Management Skills Framework for Scotland*. *Partnerzone* incorporates a wide range of resources to assist teachers and community organisations to support customers to develop CMS. The style and content of these resources is designed to increase the aspirations of customers and challenge traditional stereotypes. They included activities to help customers identify their individual strengths and how they relate to specific subject choices and different types of career opportunities. These resources are mapped to experiences and outcomes of CfE and CMSF. This is supporting partners to recognise where and how development of CMS contributes to wider learning activities and experiences. SDS recognises that there is a need to further expand the mapping of MyWoW content to CfE and CMSF to support practitioners in taking forward the new *Career Education Standard (3-18).*

2.2 *How well is MyWoW integrated with other elements of SDS services?*

The development and application of *MyWoW* is integrated wholly within the service delivery model offered by SDS. Most CIAG staff refer to and use *MyWoW* proficiently and naturally as part of a range of interventions to support customers and partners. They make effective use of the resources available through *MyWoW* to complement other engagement activities. This includes working with specific groups including parents and employers to explain developments in education and training. Training providers who are contracted by SDS to deliver *Employability programmes* are required to integrate use of *MyWoW* within the curriculum. There are many examples of training providers using *MyWoW* creatively and effectively to enhance learning activities and engage young people in recognising and developing CMS.

"At Spark of Genius we have fully integrated MyWoW into our lesson plans. We then incorporate MyWoW activities within our programme to deliver the Certificate of Work Readiness." Member of Staff, Spark of Genius

The SDS Digital team takes very good account of external factors, including emerging developments in education, training and industry sectors to continuously reshape and improve web content. The team responds proactively and quickly to identified needs. For example, prior to the launch of DYW, the team created websites on *MyWoW* to explain Modern Apprenticeships (MA) to school-age customers and parents.

"In Lowland Training Services all trainees use MyWoW, particularly my strengths, my interview, CV builder and my DNA." We encourage our young people to explore careers A to Z to make choices about the type of job they want to do." Member of staff, Lowland Training Services

Visual prompts are used well by SDS to advise *MyWoW* users about the range of complementary CIAG services. The use of visual prompts is well-aligned to key activities during the academic year.

This helps users to access information which is relevant to their needs and circumstances. For example, at key points in the school year, pupils and parents are directed to information and advice about subject choices. School leavers and adults are encouraged and supported by visual prompts to access up-to-date information about how to apply for college and university places.

2.3 *How well is feedback from customers, staff and external partners on MyWoW gathered and used to inform improvements?*

SDS has established a broad range of effective processes to gather feedback from customers and partners on their experience of using *MyWoW*. These include hosting focus groups of customers, partners and colleagues; issuing questionnaires; undertaking area and thematic surveys and listening to the views of CIAG practitioners. *MyWoW* incorporates an option for users to provide direct feedback on their experience of using the web service. However, this is not well sign-posted and most customers are not sufficiently aware of this facility.

SDS meets with representatives of different customer groups to gain feedback on the use of the web service in relation to specific characteristics. These groups include, graduates, customers who represent a range of ethnic groups, young people and older adults. The Digital team draws effectively on feedback from customer representatives to respond to emerging needs and to ensure representation in videos and other content provides an appropriate balance of gender, age and ethnicity.

There are effective arrangements in place to monitor and measure the uptake and use of *MyWoW* at national and local levels. Systems are used effectively by SDS to gather data and feedback from customers and partners at regular intervals throughout the year. Customer and partner feedback is analysed centrally by region, local authority and school. Findings from these activities are gathered centrally and the SDS Digital team responds quickly to address issues and suggestions for improvement from staff, customers and partners. These activities are helping to ensure the on-going development of online resources for *MyWoW* is influenced and informed by the views of customers, partners and staff.

Nationally-gathered data on the usage of *MyWoW* is not disaggregated beyond local authority level. As a result, CIAG staff in service areas do not receive feedback on the responses given by their customers and partners to the SDS Digital team. This is a missed opportunity for CIAG staff in service areas to use formal, user data with local partners to plan for improvement.

CIAG staff make good use of their engagement with customers and partners to seek and receive informal feedback on *MyWoW*. Almost all staff make good use of team meetings and informal discussions with colleagues to convey feedback from customers and partners. Feedback is communicated regularly by staff to the SDS Digital team. In all service areas, CIAG staff are confident that their views and feedback are listened to by colleagues from centralised development and support teams. They feel able to influence and inform improvements and regularly receive information on what has been done in response to their feedback.

Most managers encourage and empower staff to plan the application and utilisation of *MyWoW* to best meet the needs of individual customers and groups. There are many examples of staff customising and adapting approaches to make group sessions interesting and engaging. However, in some areas, staff adhere rigidly to nationally-produced guidelines on the delivery of group sessions. This reduces the effectiveness of group sessions and constrains the ability of staff to gain confidence in exploring and applying different types of approaches. It also inhibits the ability of staff to reflect openly and fully on the effectiveness of delivery approaches to plan for improvement.

2.4 *How effective are arrangements for training of staff and partners to deliver MyWoW?*

Effective arrangements are in place to support SDS CIAG staff to use *MyWoW* productively with customers and partners. All staff undertake initial training and receive regular CPD to update their knowledge and skills when new facilities and resources are introduced. Area teams receive helpful support from the SDS Digital team to utilise *MyWoW* resources consistently and effectively with customers and partners.

> *"At West College Scotland we engage with the SDS Digital team to develop staff understanding of MyWoW. We have integrated MyWoW into our Personal Development Planning process which we use with all our Full Time FE learners."* Member of Staff, West College Scotland

The SDS *Academy* provides staff with useful, additional opportunities to further develop and enhance their skills to use *MyWoW* with different types of customer groups. Training programmes help staff to gain skills in using *MyWoW* flexibly and creatively to engage customers. These include adjusting approaches to meet the needs of customers who have additional barriers to learning, such as dyslexia. These activities support staff well to widen their skills and increase their proficiency and confidence in using *MyWoW* in different situations. However, there are no arrangements to provide staff with formal recognition of the skills gained through these training activities.

Managers and staff make good use of the SDS's performance appraisal and development scheme, *Aspire* and *Peer to Peer Observation* processes, to reflect on and discuss the effective utilisation of *MyWoW.* Staff use these activities openly and productively to assess their practice and identify approaches which worked well and those which were less successful. They draw well on these discussions to affirm and share effective practice and identify actions to address areas for improvement.

In each service area, a member of CIAG staff undertakes the role of *MyWoW Champion* to provide team members with easy access to support on using *MyWoW*. *MyWoW Champions* play a key and important role in building the confidence and capacity of SDS staff to use *MyWoW* in different contexts. The SDS Digital team meets regularly with *MyWoW Champions* to inform them about current and future developments, deliver training on using new applications and resources and gain feedback on the usage and support needs of area teams. *MyWoW Champions* make good use of

team meetings to update colleagues about *MyWoW* developments, introduce them to new resources and share effective practice from other service area teams. These arrangements are working well and staff benefit from having direct access to a team member to learn about new resources and discuss different ways of using *MyWoW* with customers and partners.

SDS offers training to partner agencies to introduce staff to *MyWoW*. Area teams proactively encourage local partners to attend training sessions to learn about the resources and facilities available through *MyWoW*. A wide range of staff and volunteers from partner organisations have attended training sessions. These include staff working in schools and colleges, libraries, Jobcentre Plus and community organisations. However, not all local partners take up the offer to engage in *MyWoW* training and some do not enable staff to access training. In light of current developments, SDS have identified that *MyWoW* training should be differentiated and targeted at supporting individual partner organisations and specific groups of staff to respond to new, emerging priorities. As a result staff who have a specific role in contributing to the development of CMS, such as curriculum leaders, guidance staff and subject teachers, do not recognise how *MyWoW* resources can help them to deliver CfE and implement DYW. There is insufficient uptake of school staff training on the use of *MyWoW* which is offered through the SPAs.

SDS staff deliver presentations to show partners the range of *MyWoW* resources and how to navigate between sites. Presentations successfully raise awareness of partners and provide a useful introduction to staff who are involved in supporting adults and young people. This includes Jobcentre Plus staff and staff in colleges who deliver support services.

"Heads of Faculty at Dundee and Angus College are trained to promote the use of MyWoW across the curriculum. It is used extensively within the Skillszone to underpin skills for life, learning and work." Member of staff, Dundee and Angus College

A recently-introduced pilot scheme is engaging senior pupils in secondary schools to undertake the role of *MyWoW Ambassador*. Although still at an early stage, the pilot scheme is showing signs of raising the awareness of teachers, pupils and parents of the use of *MyWoW*. This is beginning to raise the profile of CMS within secondary schools in supporting young people to develop CMS as part of Skills for learning, life and work. However, the lack of awareness across educational sectors of the value and use of *MyWoW* is restricting SDS staff and educational partners to work together to plan ways of using *MyWoW* more creatively and systematically to benefit all young people and staff.

The importance of training and supporting local partners to make effective use of *MyWoW* should not be underestimated. The development and publication of *Career Education Standard (3-18)* and *Work Placements Standard* as part of DYW places significant importance on supporting young people to develop CMS to make informed decisions about their future. The *Career Education Standard* state explicitly, the level of skills school age pupils are expected to achieve from primary school through to the senior phase. The PDI team has initiated discussions with Teacher Education Institutions and College Development Network (CDN) to begin to plan approaches to support teachers and lecturers to achieve this.

3. Delivery of *MyWoW*

3.1 *How well does MyWoW support the development of CMS and the development of customers understanding of self, strengths, horizons and networks?*

MyWoW provides a useful resource to support young people and adults to develop CMS. The focus on understanding of *self, strengths, horizons* and *networks* helps people to recognise their skills and attributes. This is supported by an extensive range of activities and information which help people to explore their options and make informed choices. Although many *MyWoW* resources are not linked explicitly to CfE, they offer very good support to assist pupils to develop CMS as a major skill for learning, life and work. However, overall most secondary schools are not familiar with the language of CMS and do not recognise how CMS contribute to Skills for learning, life and work.

"We use the DNA tool in MyWoW to rebuild confidence in young people who have become disengaged from learning. This helps them to recognise their strengths and attributes to be able to move forward." Member of staff, Nicolson Institute

SDS CIAG staff deliver workshop sessions on exploring *self, strengths*, *horizons* and *networks* to a very wide range of customer groups. These include school pupils, unemployed adults referred to SDS by staff from Jobcentre Plus and looked after and accommodated young people. Most SDS CIAG staff adapt materials and styles of delivery to meet the needs of specific groups. There are many examples of staff using different types of approaches flexibly and responsively to engage participants. Many staff make good use of group work, good humour and interactive activities to engage and motivate customers. However, a few staff do not adapt materials and approaches sufficiently to meet the needs of different customer groups. This impacts adversely on the engagement of customers and their likelihood to access *MyWoW* independently.

SDS CIAG staff use *MyWoW* with a very diverse range of young people and adults across educational sectors and within local communities. Through this interaction, they gain useful insight into the priorities, needs and challenges for individuals and groups in local areas. There are examples of service area teams identifying emerging community needs and sharing this information with partners to inform future planning of services. For example, in local areas, Jobcentre Plus staff refer unemployed customers to SDS to access support to seek employment. SDS staff use *MyWoW* with individual customers to show them how to access websites, prepare a *Curriculum Vitae* (CV) and apply for jobs. Within these activities, SDS staff identified that a significant number of older, unemployed adults do not have sufficient levels of literacy and ICT skills to be able to carry out job-search activities independently. There are examples of SDS staff flagging up this information to partners and working with local organisations to coordinate support for customers.

"In Dumfries we set up joint sessions with DWP to show customers what each of our organisations offers. We demonstrate MyWoW and Skills 2 Succeed Academy to show the range of resources

that are available to them. This really helps our customers to recognise what career management skills are and how they can develop and apply them." Member of CIAG staff, Dumfries

There are many examples of SDS staff and partners using *MyWoW* to help customers increase their confidence and improve literacy and ICT skills. For example, in community libraries, staff and volunteers use *MyWoW* to support unemployed adults to explore *self, strengths, horizons* and *networks* and build a CV. Customers, particularly those with few or no qualifications, value this type of support and benefit from being able to discuss their individual skills and challenges safely and openly.

"We work in partnership with Jobcentre Plus to help unemployed adults to learn how to use a computer to produce an online CV. MyWoW has been a real help in supporting adults to develop these skills." Community Volunteer, Dundee Community Library

SDS CIAG *Career Coaches* visit secondary schools to deliver sessions on *MyWoW* to pupils at scheduled slots throughout the academic year. These sessions include an introduction to exploring *self, strengths, horizons* and *networks* to inform future career planning. The duration of each session is usually determined by school timetabling arrangements and normally lasts around 40 minutes. The sessions are generally arranged as a one-off activity and are not linked to, or form part of wider curriculum activities. This is a missed opportunity for reinforcing the development of CMS within wider activities as part of Skills for learning, life and work.

Within schools*, MyWoW* sessions are usually the first time an SDS CIAG member of staff will meet a class group of young people. This can be challenging for SDS staff as they have a very short period of time to deliver the session. Most SDS staff work quickly and skilfully to introduce themselves and establish a positive rapport with pupils. In some class groups, high numbers of pupils can present challenges for staff to engage and interact with all young people equally. There are examples of SDS staff working in pairs effectively to deliver sessions to large class groups and enhance group activities. There are many examples of pupils drawing productively on *MyWoW* sessions to reflect on and recognise their individual skills and attributes and to explore career options. Most *MyWoW* sessions introduce and support pupils well to develop CMS and many young people benefit from being guided and supported to understand *self, strengths, horizons* and *networks*. However, although *MyWoW* sessions provide a useful introduction to CMS, there are few arrangements for young people to continue to develop and consolidate CMS within other school activities.

3.2 *How well does MyWoW enable customers to explore options and make informed choices?*

The facilities and resources available through *MyWoW* support customers well to explore options and make informed choices. An extensive range of online resources provide customers and partners with access to real-time employment and educational opportunities locally and further afield. This includes details of job vacancies, modern apprenticeships and volunteering opportunities. Live links to other websites provide information and advice about a wide range of

topics and articles related to employment matters. This includes updates on recent employment legislation and practical advice on employment entitlements including for example, the minimum wage level. These facilities are valued by customers and partners who access and use these resources.

Many customers and partners benefit from accessing the facilities and resources available through *MyWoW* to support young people to make decisions about their future. However, some key stakeholders are not sufficiently aware of *MyWoW* and/or its purpose. This includes parents and carers of young people and school teachers. The increasing range of educational options being made available in the senior phase requires young people to make careful choices about progression to further learning and work. The complexities of different types of qualifications, funding and training options are often confusing for parents and carers. In one area, SDS CIAG staff proactively designed and delivered a useful programme for parents of school leavers to demonstrate *MyWoW,* introduce SCQF, describe different progression pathways and explain funding arrangements.

"At Dalbeattie High School we promote and encourage parents and carers of young people to use MyWoW to support their children in making subject choices." Member of staff, Dalbeattie High School

MyWoW incorporates information for different audiences. *My World of Work for Parents* website was introduced in autumn 2014. Although still relatively new, the website provides useful resources to help parents and carers to support young people at key decision-making points during their school experience. For example when making subject choices and preparing for transition from school to college, university or work. The website includes information a range of topics including studying for exams, funding for learning, accessing seasonal and part-time work opportunities and exploring gap year options. It also has live information about Higher Education events and how to prepare for and gain from attending these events. However, SDS CIAG staff do not have direct access to parents and rely on schools facilitating events to enable staff to inform parents about *MyWoW.* In some areas, schools and SDS staff work well together to make information on *MyWoW* available and accessible to parents. However, this is not consistent across all areas and overall arrangements for informing parents of *MyWoW* are not sufficiently formal and systematic.

3.3 *How well does MyWoW raise aspirations to encourage customers to realise their potential?*

The range of resources available through *MyWoW* support customers well to raise their aspirations and explore routes towards achieving their potential. Activities and resources take good account of different types of customer needs and offer a diverse range of topics to stimulate thinking and discussion about individual goals and preferences. Most customers whose first introduction to, and experience of, using *MyWoW* was positive, continue to access *MyWoW* to gain further information and research opportunities.

SDS CIAG staff make good use of *MyWoW* to support customers to take ownership of their personal journey towards their chosen career route. Almost all customers consider activities, such as *My DNA,* help them to recognise their individual strengths to plan for the future. Most customers access a wide range of additional resources during their use of *MyWoW*. Many customers report the online resources encourage them to explore career choices and opportunities that they were previously unaware of.

MyWoW Live career hubs and mobile units in Glasgow Science Centre[10] and the Mareel Centre in - Shetland aim to promote education and careers in Science, Technologies, Engineering and Manufacturing (STEM) industries to school-age young people and their parents. These are inspiring projects and young people benefit from learning about work in an innovative and hands-on environment. This is widening the perspectives of teaching staff, parents and young people about the current and projected career opportunities available in STEM.

"My job involves delivering both public and education based workshops which inspire young people and allow them to see how the skills they are learning apply to jobs in the science and technology industry." My World of Work Science Communicator

3.4 *How effective is the use and delivery of MyWoW by SDS staff including group and one-to-one sessions?*

SDS CIAG staff deliver sessions on *MyWoW* to a wide range of customers and groups. There are many examples of SDS CIAG staff customising *MyWoW* workshop sessions effectively to meet the needs of individual customers and partner agencies. Most partners value the training they receive from SDS staff to use *MyWoW* within their own organisations. When working with external partners, most SDS staff contextualise *MyWoW* sessions to reflect specific uses and applications. For example, when introducing *MyWoW* to volunteers working in community access points, they contextualise and refer to the use of *MyWoW* within a community setting.

During the implementation and roll-out of *MyWoW*, SDS created a set of nationally-produced presentations on the use and application of *MyWoW* for delivery to customers and partners. SDS issued instructions to staff on how *MyWoW* sessions should be delivered in terms of content, structure and delivery approaches. These arrangements provided a useful framework for staff to learn about *MyWoW* and gain confidence in using *MyWoW* with customers and partners.

Nationally-set guidelines for the delivery of *MyWoW* sessions created consistency of approach across all SDS service areas. Over time, most CIAG staff have become proficient and skilled in the use and application of *MyWoW* to support partners and customers. However, whilst adherence to national guidelines ensured consistency, it also constrained the ability of staff to customise content and approaches to best meet the needs of customers and partners. Many staff identified that a 'one-size fits all' approach to deliver *MyWoW* sessions resulted in sessions being insufficiently engaging. SDS recognises this and most staff are supported well by managers to plan and

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[10] MyWoW Live career hub

customise the delivery of *MyWoW* sessions to meet identified, specific needs of customers and partners. However, this is not consistent across all service areas and some CIAG staff are under-confident and uncertain about developing and trying out other approaches to deliver *MyWoW* sessions.

During one-to-one *MyWoW* sessions, staff develop positive and respectful relationships with customers and take care and time to ensure the pace and types of activities provide a positive experience. There are many examples of staff taking time to help customers, particularly older adults to overcome a fear of using a computer to access *MyWoW.* This was particularly apparent in the support given by staff to help unemployed adults over 50, who had no ICT skills, to undertake job search activities.

3.5 *How effective is the use and delivery of MyWoW by partner agencies, including supporting the delivery of CfE?*

There are many examples of SDS CIAG staff offering and delivering support to partner agencies to utilise *MyWoW* within their own organisations. This includes schools, colleges and community organisations. Many partners use *MyWoW* resources well to help customers to profile and record their skills and experiences. These include libraries, Jobcentre Plus, colleges and training providers.

In many colleges, support and teaching staff are using *MyWoW* effectively and increasingly to engage learners in researching career options and exploring opportunities for further learning. Some colleges incorporate sessions on *MyWoW* within induction arrangements at the start of college programmes. Centralised support services often promote and incorporate use of *MyWoW* to support learners to develop job seeking skills. Most colleges link activities which support career planning to CfE and Skills for learning, life and work.   However, overall colleges are not placing sufficient emphasis on the development of CMS and are not using the terminology of CMS to reinforce these skills to learners. This was previously highlighted in the report *Supporting Learners to Succeed* (Education Scotland, September 2015)[11].

Almost all colleges promote and incorporate access to *MyWoW* as part of college-wide arrangements to support learners to make informed choices. However, colleges adopt different approaches to use and integrate *MyWoW* within learning and teaching activities. Most colleges are using *MyWoW* increasingly within curriculum support arrangements to engage learners in exploring progression options, building CVs and making applications to work, college and university. Some colleges use *MyWoW* extensively and productively within FE level programmes to deliver the senior phase entitlements of CfE and support learners to develop Skills for learning, life and work.

In some colleges, SDS and college staff work together to customise and deliver *MyWoW* sessions to meet the needs of learners on specific vocational programmes. Overall, these arrangements work well and SDS and college staff collaborate productively to customise arrangements to meet

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[11] Supporting learners to succeed - Aspect report

the needs of college-based customers.

Some colleges incorporate the use of *MyWoW* within the curriculum as part of a planned programme of guidance and support. In some colleges, learners' personal learning plans are linked to activities and outcomes which involve learners using *MyWoW*. Independent Training Providers incorporate use of *MyWoW* within a planned programme of support as part of their contractual arrangements with SDS. There are many examples of trainers delivering SDS-funded employability programmes using *MyWoW* creatively and effectively to support individual and class group activities.

Each secondary pupil, from S4 onwards, is entitled to a workshop delivered by an SDS *Career Coach* on CMS; *MyWoW*, and Career Intelligence. These are usually delivered within a school period as part of the SDS service offer to schools. In addition to the workshops, young people can request and receive one-to-one coaching by a *Career Coach*. *Career Coaches* frequently host group work sessions for specific groups of pupils as part of the SPA.

"We train newly qualified teachers in our local authority to use MyWoW within classes to support curriculum delivery. Although this is quite new it is building capacity within schools." Member of staff, Dundee and Angus Council

Most schools are increasingly recognising the value and application of *MyWoW* to support young people (with their parents and carers) to make important decisions about their future learning and work goals. There are examples of schools working increasingly with SDS CIAG staff to schedule additional activities to promote *MyWoW* to pupils and parents. Most schools identified that young people would benefit from earlier engagement with *MyWoW*. This is largely as a result of school and SDS staff identifying jointly that younger people are showing earlier indications of occupational preferences. There are many examples of school staff and *Career Coaches* working together to plan arrangements for extending delivery of *MyWoW* sessions to pupils in S2.

"At Menzieshill High School, MyWoW is used extensively in the curriculum and guidance sessions from S2 onwards. Young people use the library facilities to access careers information as part of school based projects and competitions throughout their time at school." Member of staff, Menzieshill High School

In a few schools, the use of *MyWoW* is an integral part of supporting young people to be self-reflective and to explore industries and occupations with which they are not familiar. In these schools, staff take a broad interest in, and actions to ensure, that young people are provided with comprehensive information about the range of work and further learning opportunities available to them. This includes promoting the value and parity of esteem of different types of qualifications and the range of options to undertake further learning to achieve these qualifications.

There are examples of the SDS Digital team working proactively with schools to build capacity and involve teaching staff in developing new materials and resources for inclusion in *MyWoW*. For example, members of the Digital team worked with a group of secondary school teachers to

co-create online resources to support the introduction of CMS to staff in schools. The resources are incorporated within *Partnerzone* and include information on topics including: Routes to Employment; Career: Fact or Fiction? Know your stuff for interviews; Strengths and decision making; and Creating a personal statement for a CV.

These resources refer helpfully to links with Career Management Skills Framework (CMSF) and CfE experiences and outcomes in relation to health and wellbeing, literacy and technology. However, the promotion of these resources would benefit from more prominent reinforcement of supporting development of Skills for learning, life and work.

Some teachers in primary and secondary schools use *MyWoW Partnerzone* resources with classes of school pupils. This is often as part of a Personal and Social Education (PSE) programme. Teaching staff usually down-load resources to use paper-based materials with pupils. There are currently no arrangements to identify and track how many teachers use *MyWoW* resources with school pupils. Also and importantly, there is no method to ensure the same *MyWoW* activities are not delivered repeatedly to the same groups of young people.

Very few subject teachers in secondary schools make use of *MyWoW*. This is a missed opportunity for supporting young people with an interest in a particular subject, to explore naturally the range of career opportunities linked to that subject area. For example within *MyWoW Meet the industries*, the section on creative industries describes the range of job roles, average salaries and training and learning opportunities. It also provides video clips of employees talking about their work and information about live job vacancies.

There are some examples of staff in partner organisations using limited and disengaging approaches to deliver sessions on *MyWoW.* This impacts negatively on customers and reduces the likelihood of customers using *MyWoW* in the future and independently to support the development of CMS. There are no arrangements in place for accrediting the skills of partners to use *MyWoW* and ensure the quality of delivery of *MyWoW* sessions. There are no arrangements for partners across educational sectors to share effective practice in the use and application of *MyWoW* to deliver CfE and implement DYW.

3.6 *How well does the quality of resources and accommodation support access to and use of MyWoW?*

Effective delivery of *MyWoW* sessions is reliant on access to appropriate ICT and accommodation. SDS staff make good use of resources in SDS centres to deliver *MyWoW* sessions. In response to requests from customers and partners, SDS staff frequently deliver *MyWoW* sessions within partners' premises. Within these arrangements, the quality of resources and accommodation is largely outwith the control of SDS and staff work conscientiously with partners to try to ensure that ICT resources and accommodation support a positive learning experience. However, across all areas there are examples of lack of access to reliable ICT and, or interruptions to internet connectivity in partner premises impacting negatively on the quality of the experience. Erratic and

unreliable internet connectivity in schools sometimes leads to lack of confidence and motivation in staff and customers. There are examples of SDS using creative approaches to make *MyWoW* more engaging for young people in schools. This includes relocating sessions from ICT rooms to more informal environments and using notebooks and tablets. Arrangements to prevent young people from accessing social media on school premises, constrain significantly the range of resources young people are able to access during school time.

MyWoW Live career hubs and mobile units use technologies very effectively to provide young people with interesting and exciting interactive, educational experiences. A main focus is to ensure learning and teaching approaches are engaging, modern and relevant to current work environments. An extensive range of activities, including using giant touch screens, building working models and carrying out experiments are informed by and mapped to the experiences and outcomes of CfE and the CMSF. The on-going updating and refining of content with the career hubs reflect well the changes and advancements in industry and technologies.

"I love engaging with people of all ages and getting them excited in the workshops and exhibits. Using Lego Mindstorms Robots as a base for robotics and programming is enjoyable for me and the participants.   I use my excitement to excite the participants!" My World of Work Science Communicator

When delivering *MyWoW* sessions in partner premises, the scope for SDS to adapt delivery approaches is predicated by the room layout and position of ICT resources. Most SDS staff convey accommodation and resource needs well to partners and work collaboratively to negotiate use of appropriate types of accommodation. However, in too many cases, the standard and type of accommodation provided by partners to deliver *MyWoW* sessions does not support a positive learning environment which has an effect on the experience and diminishes the effective use of *MyWoW*.

4. Outcomes and impact of the use of *MyWoW* by SDS staff, partners and customers

4.1 *How good is the uptake and utilisation of the MyWoW web service to date by staff, customers and partners?*

SDS sets and generally achieves targets at national, regional and local authority levels for the uptake of *MyWoW*. Over the last year there has been a significant rise in the number of users which now exceeds half a million.

SDS gather data on registration and user levels by age and gender. Between Nov 2013 and June 2015 the gender split amongst *MyWoW* registered users was 43% male and 57% female. The breakdown by age was Age 12 – 15 (16%), Age 16 – 19 (41%), Age 20 – 24 (13%), Age 25+ (29%), with the remaining 1% out with these ages. There are currently no arrangements for measuring uptake of users by other protected characteristics.

4.2 *How many people have used the web service over time and how does this compare to national targets?*

Since the launch of *MyWoW* in 2011 there has been a significant increase in registrations and number of customers accessing online resources at local and national levels. In April 2012, almost 77,000 individuals had registered on *MyWoW*, and this had risen to 570,000 by June 2015. Monthly figures of customers accessing resources have continuously increased which reflects the continued use of the service by customers after initial registration.

In the four years since the launch of *MyWoW*, almost all key targets for registrations and customer usage have been met or exceeded. The exception to this is a relative decrease in the rate at which new registrations occur. This is largely due to school-age young people being registered earlier in schools and not requiring to re-register when they leave school as they already have a *MyWoW* account. The monthly use of *MyWoW* by customers is continuing to increase.

*MyWoW Live c*areer hub in Glasgow Science Centre has delivered workshops and activities to over 300, 000 school pupils and visitors since it opened in April 2014. Post-school customers value the resources made available to them through *MyWoW* to plan approaches to entering work or further learning. There are examples of employers commenting positively on the standard of CVs and job applications produced by adult customers using the resources available in *MyWoW.*

4.3 *What is the impact of MyWoW on specific groups of SDS customers, including school customers, post school customers, adults over 20 years old and customers who have additional support needs?*

There is an increasing recognition by partners across all sectors of the value of *MyWoW* as a resource to support their work with CfE, DYW and OfA. There are many examples of local Jobcentre Plus staff referring customers to partner agencies and SDS centres to utilise *MyWoW* to carry out job-seeking activities. Many Additional Support Needs (ASN) schools are increasingly valuing and utilising *MyWoW* to support senior pupils.

"At Closeburn High School we use MyWoW profiling tools to help our young people in S3 to really look at who they are, find out what they are good at and explore the types of work and environments they would enjoy being in. This helps them to see things from a different angle in a positive and supportive way. This is often the first time these young people will recognise their individual strengths and attributes." Member of staff, Closeburn High School

In June 2013, the SDS Evaluation and Research team conducted an online survey of *MyWoW* users. Findings from the survey indicated that *MyWoW* had helped 80% of customers to achieve two or more outcomes they were seeking to achieve. The main outcomes that customers report *MyWoW* helps them to achieve are: 'improving a CV'; learning about self'; preparing for interviews'; 'improving confidence'; and 'choosing a job'.

Almost all customers surveyed indicated that they like the option of a web-based careers information service, understand the services offered by *MyWoW* and would recommend it to others. Almost all customers surveyed were satisfied with the services offered by *MyWoW*, and most regular users reported that *MyWoW* has helped them to take the next steps towards finding work or progressing to further study.

SDS has a strong infrastructure to respond to national priorities and reflects these priorities well in *MyWoW* developments. The approach by SDS to convert government policy and direction into *MyWoW* products and services, which are engaging and relevant to the needs of customers and partners, works well. Developments and approaches to improve the quality of *MyWoW* are well-aligned to the principles of CfE and the recommendations identified in DYW. On-going refinements to the service are informed by sound, proactive research based on service design principles.

SDS makes good use of *MyWoW* to promote and lead various marketing campaigns. The campaigns are usually linked to key events during the school year and are focused on providing parents, carers and young people with information which is relevant to that point in time. These include an *Exam Results Helpline* in August to support young people make decisions about further study. A range of publicity materials are made available to schools and colleges to promote *MyWoW* and SDS campaigns. *Facebook* and *Twitter* are used well to promote campaigns, publicise resources and provide customers with relevant, real-time information.

The SDS Digital team has established productive relationships with relevant strategic partners including Young Scot, Education Scotland, CDN and industry lead bodies. SDS staff meet regularly with partners at strategic and operational levels and listen carefully to the needs and challenges of customers and staff. These positive relationships and collaborative arrangements are helping to galvanise partnership working to realise the ambitions of DYW.

5. Capacity to improve the quality of *MyWoW* and impact on users

5.1 *How effective is the infrastructure to respond to and take forward MyWoW developments?*

The SDS Digital team tracks and measures customer and partner access to, and use of, *MyWoW*. They use this information to identify where usage of *MyWoW* is lower than expected and to monitor the quality of the service being delivered to customers. This includes monitoring the speed of response when a customer clicks on a link or tries to access resources. The volume of resources and customers using *MyWoW* has increased significantly over the last four years. This presents a potential risk to reduce the quality of the user experience through slowing down response time. The Digital team regularly reviews system components to ensure that services are robust enough to deliver a fast and responsive customer experience, irrespective of how many customers may be online at one time.

The SDS Digital team has drawn on feedback from partners, staff and customers to develop a further evolution of *MyWoW*. The new version is designed to improve access to *MyWoW* using

mobile devices. Refined resources will provide greater opportunities for customers to personalise their use of the system to reflect their individual interests and aspirations. Improved connectivity is a main feature of the new version of *MyWoW* to enable customers to switch from one website to another easily and quickly. Enhanced reporting functionality will address additional data needs. Members of SDS Digital team are involved in discussions with staff responsible for *Glow* and *Insight* to plan approaches to take this forward.

The SDS Digital team has responded well to feedback from users experiencing difficulties in navigating their way through such a large resource. Research work has been carried out to further analyse the customer experience and findings are being used by the SDS Digital team to inform future planning.

The new version is better signposted and resources are more clearly labelled to ease access to information. When users access *MyWoW* they will immediately be asked to select one of three options: *My career options; Learn and train*; and *Get a job*. The response given by customers will be used to direct customers quickly to relevant resources and web-links.

Appendix 1

SDS areas which contributed to the field work for this report

- Dumfries and Galloway
- Dundee
- East Lothian
- Renfrewshire
- Western Isles

Appendix 2

Glossary of Terms

BTC4 – Building the Curriculum 4
CDN – College Development Network
CfE – Curriculum for Excellence
CIAG – Careers Information Advice and Guidance
CMS – Career Management Skills
CMSF – Career Management Skills Framework
CPD - Continuous Professional Development
CV – Curriculum Vitae
DWP - Department of Work and Pensions
DYW – Developing the Young Workforce
ICT – Information and Communications Technology
LEP – Local Engagement Plan

MA – Modern Apprenticeship

MyWoW – My World of Work

OfA – Opportunities for All

PDI – Partner Development and Integration

SCQF – Scottish Credit Qualification Framework

SDS – Skills Development Scotland

SFC – Scottish Funding Council

SPA – School Partnership Agreement

Education Scotland
Foghlam Alba

Transforming lives through learning