

## **Guidance for Teachers and Practitioners**

### **Supporting young people in profiling their skills and achievements**

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## Introduction

The *2017 National Improvement Framework and Improvement Plan* sets out clear priorities to achieve the government's ambition for excellence and equity in Scottish education:

- to raise attainment
- to close the poverty-related attainment gap
- to improve health and wellbeing and
- to improve positive post-school destinations.

A *Curriculum for Excellence* has been a framework for Scottish schools since the beginning of the 21<sup>st</sup> century. It is designed to support all children and young people in Scotland to develop a wide range of knowledge, skills and attributes which will prepare them to meet the challenges of life and work in the 21<sup>st</sup> century. *Scotland's Youth Employment Strategy* guides the educational themes and milestones of the *Developing the Young Workforce* agenda to prepare children and young people better for the world of work and reduce youth unemployment by 40% from 2014 levels by 2021. *How Good Is Our School? 4<sup>th</sup> Edition* (HGIOS?4)<sup>1</sup> as well as *How Good is Our Early Learning and Childcare?* (HGIOELC)<sup>2</sup> *How Good is Our College?*<sup>3</sup>, *How good is OUR School?*<sup>4</sup>, *How good is the learning and development in our community?* also include several references to the development of skills in order to achieve the key outcome of increasing creativity and employability.

This document complements existing guidance on profiling such as *Building the Curriculum 5* (Recognising achievement, profiling and reporting<sup>5</sup>) and the *Curriculum for Excellence Briefing 'Profiling and the S3 Profile'*<sup>6</sup> by providing an outline of profiling in the context of career education and *Developing the Young Workforce*.

It is accompanied by a learning resource (['Profiling skills and achievements in the context of DYW/career education'](#)) that supports professional engagement and learning in relation to this guidance.

## What is profiling?

Recognising achievement, profiling and reporting are integral elements of *Curriculum for Excellence*<sup>7</sup>. High quality universal support (HGIOS?4 Quality Indicator 2.4 and *How Good is Our College?* Quality Indicator 2.2) stresses that children and young people should have frequent and regular opportunities to discuss and review their

<sup>1</sup> [How good is our school? 4](#)

<sup>2</sup> [How good is our early learning and childcare? \(HGIOELC\):](#) )<sup>2</sup>: QIs 2.2, 2.3, 2.3, 2.4, 2.6, 3.2.

<sup>3</sup> [How good is our college?](#)

<sup>4</sup> [How good is OUR School? \(young peoples' version\)](#)

<sup>5</sup> [BtC5 - a framework for assessment: Recognising achievement, profiling and reporting.](#)

<sup>6</sup> [CfE Briefing: Profiling and the S3 Profile](#)

<sup>7</sup> [Building the Curriculum 5](#)

learning and plan next steps with those involved in their education. This supports learners to become aware of their achievements within both formal and non-formal learning settings, the knowledge and skills they are developing, and how this relates to the wider world, including the world of work. This continuous process, from 3-18, is known as profiling.

Although establishments will recognise and share achievements at key transition stages through the summary of developments and progress in a learner profile, the process of profiling is **continuous and progressive** for learners throughout their early learning and 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.

Research<sup>8</sup> suggests that **meaningful discussions**<sup>9</sup> with children and young people about their progress and achievements will direct them in leading their own learning, identify and pursue individual aspirations and subsequently raise attainment. Profiling, particularly around positive sustained destinations, will therefore contribute to 'closing the attainment gap'.

Children's and young people's competences and capabilities are shaped by a combination of experiences within both formal and non-formal learning settings. Profiling therefore should encourage children and young people to understand all of their achievements, including those gained within school and also those achieved in other settings such as their families, youth groups and communities.

### Why is profiling important?

Engaging in profiling allows learners to develop a greater understanding of themselves, their learning and achievements and at the same time gain skills in reflection, evaluation and self-management. It helps learners to reflect on relevant experiences and skills development and fosters their ability to articulate these in context. 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. Subsequently young people will be able to share relevant evidence of their development with, for example, parents, career advisors, potential employers or other learning providers in a meaningful and knowledgeable way.

Overall profiling which includes reflection on career education and work-based learning experiences will ultimately provide a sound basis for making choices about future pathways and support the process of finding, applying for and successfully getting and sustaining a job.

<sup>8</sup> Dylan Williams: 'Using assessment strategies to support feedback'  
(<https://education.gov.scot/improvement/assess13-dylan-william-feedback-on-learning>)

<sup>9</sup> See [Profiling exemplification – Learner conversations](#)

## What does the Career Education Standard say?

The Career Education Standard 3-18 states that children and young people have an entitlement to opportunities to engage in profiling that supports learning and development of skills for work and future career choices<sup>10</sup>. The illustrative 'I can' statements included in the appendix of the CES provide an indication of what this may look like from early level to the senior phase.<sup>11</sup> Equally teachers and practitioners are expected to engage children and young people in meaningful discussions about their skills development and assist them in profiling to support their career journeys.<sup>12</sup>

## 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, their skills and achievements, and their future. Parents/carers should work closely with staff to support learners in the profiling process by discussing with their child, on a regular basis, their learning, achievements and aspirations. Partners in the delivery of career education and the development of employability skills, such as Career Advisors or employers, are able to provide guidance and references to work-based learning opportunities supporting learners to evaluate relevant experiences and training.

## What is a profile?

A profile is a record which captures the latest and best achievements<sup>13</sup> at a given time. Learners will record, on a regular basis, comments and evidence about their 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 CV writing, applying for a job, preparing for interviews or self-employment.

## Who 'owns' the profile?

Although teachers and practitioners are central in 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.

## What should a profile contain?

<sup>10</sup> [Career Education Standard 3-18](#), p 8

<sup>11</sup> [Career Education Standard 3-18](#), p 15-17

<sup>12</sup> [Career Education Standard 3-18](#), p 10

<sup>13</sup> [CfE Briefing notes: Profiling and S3 profiles](#)

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<sup>14</sup> of Curriculum for Excellence. 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;<sup>15</sup>
- a record of qualifications and awards achieved, with reference to the SCQF levels where appropriate;<sup>16</sup>
- reflections on work-based learning experiences including employer contributions;
- relevant achievements or experiences out with a formal education context (ie. wider achievement) such as community engagement, voluntary work , youth awards etc.;
- supportive statements or references by eg. 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 (eg completed MyWoW modules, a CV or Resume etc.).

### What does profiling look like in practice?

There are a wide variety of formats and tools in use to help learners capture and share their profiling journey with an increasing emphasis on the use of digital profiles. The following includes examples of approaches currently used:

- 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 Primary School: [Using Seesaw, digital portfolios to capture and share learning experiences](#)

However establishments will choose the format that suits their particular circumstances and contexts to best capture relevant information in the learner profile.

<sup>14</sup> [Education Scotland website](#)

<sup>15</sup> [Amazing Things](#) highlights opportunities and potential of youth awards to support and recognise the achievements of young people.

<sup>16</sup> There are many learning programmes besides SQA qualifications that have SCQF levels and credit points and it is important that young people know the 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](http://www.scqf.org.uk) .

## Profiling in the context of DYW

There will be a wide range of evidence which learners will be able to record, reflect upon and discuss around career education. These may include projects, work-based learning experiences, employer engagements or work placement opportunities. An essential aspect however will be to support learners in articulating, discussing and tracking the development of **skills** in relation to their aspirations and future pathways. *Building the Curriculum 4, 'Skills for learning, skills for life and skills for work'*<sup>17</sup> provides clear guidance on this across all aspects of learning.

A wide variety of approaches have been used to manage this process effectively and systematically, some of which are outlined below:

- 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](#)

Work is currently underway to provide a holistic and inclusive approach to the development and recording of skills through **My World of Work**<sup>18</sup>. A [new profiling tool](#) will be available from August 2018 onwards for learners to identify, record and progressively build their skills portfolio as they develop their career pathways.

## What next?

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.

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”<sup>19</sup>. To achieve this learners will require effective support and guidance in profiling their achievements and skills.

To this end recommendation 1 of the review envisages for all learners to have an “online ... 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.”

<sup>17</sup> Building the Curriculum 4 (2009):

<https://education.gov.scot/Documents/btc4.pdf>

<sup>18</sup> My World of Work: <https://www.myworldofwork.co.uk/>

<sup>19</sup> The [15 – 24 Learner Journey Review](#), p 7

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 DYW and, more specifically, the entitlements and expectations within the Career Education Standard 3-18.

## Profiling – Reflective Questions

- How effective are profiling processes across the school/establishment?
- How well do we make use of tracking and monitoring, profiling and personal learning planning to help children and young people identify strengths and next steps in learning?
- How well do our approaches to profiling develop children's and young people's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future pathways?
- How well is profiling used with children and young people to discuss their progress and achievements to support continuity in learning at transitions?
- To what extent are we using information from profiling and personal learning planning to ensure continuity in learning for all children and young people?
- How well do we support learners to manage their own profile, justify their choice of evidence and share it appropriately?
- How well do we provide opportunities to engage in profiling that supports learning and the development of skills for work and future career choices?
- How well do we engage children and young people in meaningful discussions about their career aspirations, interests, achievements and skills development and assist them in capturing these in their profiles?
- To what extent does the outcome of profiling activities influence our curriculum planning in support of the development of work-related skills?
- 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*?
- How well do we capture the learning experiences and achievements provided by a wide range of extra-curricular experiences, youth awards and qualifications? (e.g. Duke of Edinburgh, City & Guilds, Edexcel BTEC, ASDAN, John Muir)
- How effectively are we implementing the Career Education Standards and/or Work Placement Standards, in particular the entitlements and expectations around profiling?
- How are profiling conversations linked effectively to the process of gathering data on preferred route and sector recorded within the 16+ page in SEEMIS?



## Relevant links:

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>

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