

Career Review: Changemaker Co-design Report

April 2023

Skills
Development
Scotland



Proudly part of
**Young Person's
Guarantee**



Introduction

Progressing the findings of the Career Review

As part of the Young Person's Guarantee, and building on Scotland's Career Strategy 'Moving Forward', Skills Development Scotland (SDS) was asked to undertake a comprehensive review of career services in Scotland. It established an independent programme board to deliver this critical work, led by Grahame Smith.

Following months of insight, research and co-design with young people and a range of stakeholders, in February 2022 the independent programme board published 'Careers By Design' which proposed an ambitious redesign of the career system in Scotland.

Scottish Government Ministers accepted the ten recommendations and tasked the programme board with a series of next steps to implement them.

In progressing two of these next steps, the Career Development Model and experiential career education, the programme team utilised a 'changemaking' approach to co-design.

This approach builds on the co-design previously undertaken through the review but places even greater emphasis on those who experience and deliver career services in driving change.

During autumn 2022, the programme team facilitated a series of co-design workshops with changemakers from across the wider career ecosystem, including students, learners, education and businesses.

The aim of these sessions was to develop deeper insights into the findings of the Career Review, and to identify ways that the **recommendations** could be translated into action. Changemakers would collaboratively and iteratively develop ideas for change.

This report provides detail of the changemaker co-design process and draws together the outputs of this work.

This wouldn't have been possible without the participation of our changemakers and the Career Review Programme Board would like to thank everyone who gave so generously of their time to take part in the workshops.

Changemaking



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Definition of a changemaker

A changemaker is someone who believes they are capable of creating change. They are intentional about solving problems in the current career system and are driven by a genuine goal of making career services better. They are creative, inquisitive, open-minded, resourceful and courageous and they are motivated to act – they keep trying until they make a difference. Changemakers demonstrate four key skills:

- **Teamwork**
- **Empathy**
- **Leadership**
- **Collaborative problem solving**





Developing a changemaker co-design approach

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The Career Review recommendations represent an ambitious redesign of Scotland's career ecosystem.

A key principle of the review has been that change which is simply 'mandated' won't be successful in delivering the career services that people and practitioners demand and deserve.

Only by engaging those delivering and experiencing services in co-design, implementation, delivery and continuous improvement can we ensure more consistent, coherent, efficient and aligned career services.

To do this, a community of approximately 80 changemakers were identified, engaged and onboarded to support co-design.

This community of changemakers was made up of individuals entitled to career services (young people and adults), practitioners, employers, partners and stakeholders ([see appendix](#)).

Upskilling journey

It was important to ensure this community saw themselves as changemakers, believing they could create and influence real change by working collaboratively with like-minded individuals.

At the outset of the process, a virtual capacity building session was run for changemakers, supported by experts Ashoka UK & Ireland.

The workshop introduced the concept of changemaking, why it is needed and the key skills required.

Changemakers took part in an experiential sessions, collaboratively developing ideas to tackle societal problems. They worked up solutions together, developed ideas and finally pitched fully formed concepts.

By 'onboarding' in this way, changemakers were gaining experience of the co-design process and developing their capabilities from the outset.

Changemakers were aligned to an area of work:

- **Understanding young people** – to ensure direct and in-depth insights from young people inform and drive career services. This work underpinned the other two areas and its findings are embedded in the outputs of the Career Development Model and the outline approach to experiential career learning
- **Career Development Model (CDM)** – to finalise the model that was prototyped in the original 'Careers by Design' report, the experiences within it and the approach to measurement
- **An outline approach to experiential career learning (ECL)** – to develop principles that can be delivered within education and community settings that will support the development of skills young people need for the future.



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Within their workstreams, individuals had the opportunity to get to know their fellow changemakers and familiarise themselves with their areas of work.

This included how and when co-design sessions would take place and the intended final outputs.

All changemakers were asked to consider digital solutions and these outputs have influenced wider thinking on the digital principles and actions identified within the Career Review final report.

Over three months of co-design, changemakers received frequent communication and resources, (videos, articles and an equality toolkit) to support their work.

In addition to co-design workshops, a number of additional focus groups were held to gather wider insight.



Facilitation of changemaker co-design sessions

Co-design workshops encouraged all changemakers to have an equal voice. Going into sessions it was made clear that existing 'hierarchies' were left behind, ensuring individuals were able to bring their whole selves to the sessions – not just their professional persona.

Changemakers were encouraged to engage with colleagues in their sector or organisation so wider perspectives could be brought to the co-design sessions. They were asked to share outputs of the sessions to larger groups within their networks to capture wider feedback.

For the understanding young people workstream, young changemakers co-designed research methods and toolkits. Where possible, they undertook research with their peers in settings where young people felt most comfortable.

Feedback

Feedback from the changemakers on the process has been very positive.

The following are some of the responses received to the question, "what has being a changemaker meant to you?".

"Recognising my desire to change is a good thing and that there are others out there who feel the same."

"The opportunity to work with others and hear their ideas and perspectives."

"Pushing against the tide can be lonely – this has been a great reminder of how many of us are behind a more radical change agenda."

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Career Development Model

What is the Career Development Model?

The Career Development Model is a standalone recommendation within the Career Review, whilst also addressing a number of additional recommendations (listed on the right).



Recommendation 1 **A new Career Development Model**

A simple model should be established that defines career services, bringing definition to the variety of career services across Scotland.

This section outlines the Career Development Model and its proposed use, as designed by the changemaker community.

About the model

The Career Development Model is a tool that brings definition to career services across Scotland and enables individuals to identify and construct the career support they need.

By enabling people to more easily identify and access experiences that meet their unique needs, they will develop the skills to move forward in their careers.

For providers, the Career Development Model is a framework to monitor and adapt the experiences they offer and is an effective tool to ensure that career services continue to meet the needs of individuals, supporting them to develop their skills.



Recommendation 2
Developing skills and habits essential for the future of work



Recommendation 3
Creating person-centred services



Recommendation 5
Community-based services



Recommendation 6
Exposure to fair work



Recommendation 7
Digital enablement, empowerment and engagement

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Why do we need it?

Despite their many strengths*, career services in Scotland are fragmented and can be hard to engage with.

Individuals told us that they were unclear where to turn for help, but also that when they did access support, it didn't always provide what they needed to feel confident and build the skills to move on in their careers.

Individuals want to access services that are right for them, with more agency to make decisions for themselves, building skills and confidence along the way.

Who is it for?

The model has been designed by individuals, for individuals. It is simple and relatable, using their own language.

It is a statement of what they expect from career services. With this they can more easily advocate for themselves and select services and experiences that meet their specific needs.

The model has been designed to be simple, yet effective in its use across a range of settings such as within the curriculum, in group settings, as part of one to one support and independently.

Individuals start at a point in the model that makes sense to them. They create their own package of support from the range of experiences available nationally and locally.

*The many strengths of the career ecosystem are summarised in Careers By Design and covered in more detail in the report

Exploring Scotland's Career Ecosystem

As an individual, I want to use the CDM to...	As part of a collaborative, I want the CDM to...	As an organisation, I want the CDM to...
help me work out what career support I need and get ideas about the kind of things that will help me	provide a shared understanding of services being delivered so that we can work together to improve service provision	help me design and deliver career related services

"It gives you an idea of what you should be asking yourself"
Young person

"Help you figure out what you're supposed to do"
Young person

"Help us share an understanding of what each other does [so that we] can better support customers"
Changemaker

"...inform the detail of the content that the careers services are providing customers about the world of work (particularly the future world of work)"
Changemaker



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For organisations across Scotland that deliver career services, the common language of the model will make collaboration easier.

It creates a framework for:

- **identifying and mapping experiences**
- **reviewing experiences locally and nationally**
- **continuous improvement.**

For parents and carers, it provides a simpler way of navigating the complex landscape of career services to find a way that best supports their young people.

For industry partners, employers and trade unions, it makes the landscape easier to understand. It identifies opportunities for them to offer experiences, leading to greater engagement and collaboration. This enables a greater awareness of the nature of work, the principles of fair work and talent gaps, supporting a more diverse workforce.

Developing skills and agency

By engaging with the model and taking part in the linked experiences, individuals will build skills that promote success and help them progress in their career.

Interaction with this model encourages agency, allowing individuals to take control and determine their own future. As they do, they build skills and confidence in their decision-making.

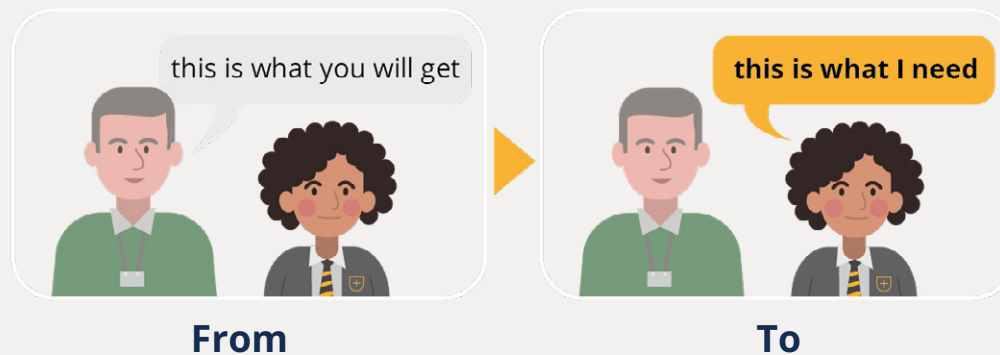
The model has been designed so that individuals can return to it over their lifetime, revisiting and mastering skills.



A different approach

Led by the individual

The Career Development Model is different to other frameworks as it has been co-designed by individuals who deliver and experience services. Activities are based on what changemakers told us they need, and the language and visuals have been refined by them to ensure they are relevant and engaging. It is easy to use and allows individuals to take the lead in what services they access and how they access them.



Experiential in nature

Career-related experiences are linked to the four key themes of the Career Development Model. It was designed in this way because individuals said they wanted more opportunities to learn about careers in an experiential way.

The model itself is experiential, with questions and activities prompting users to identify their development needs and develop skills in the process, such as self-reflection.

Continuous learning

The model has been designed so that individuals can continue to change and grow.

Individuals can come back to the model, engaging in career-related experiences whenever they need to. Questions and activities can be used repeatedly throughout an individual's life and provide an opportunity to keep learning more.

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Skills for a changing world

The model enables individuals to access experiences that develop the skills that will enable them to thrive in the future.

The experiences connected to the model can be adapted over time to best suit the changing world of work and future skills demands. The model therefore remains an anchor point in a changing world of work.

Collaborative

The model supports collaboration across the career ecosystem, empowering organisations to work together to identify and map out experiences on offer and improve service provision. Further collaboration will be required where gaps are identified and additional experiences developed.

Versatile

The model has the flexibility to be used via multiple channels for individuals. For example, it can be used as an online interactive tool, as posters in classrooms, as a prompt in one to one sessions and can be either digital or paper based depending on individual needs.





The model and how it is used

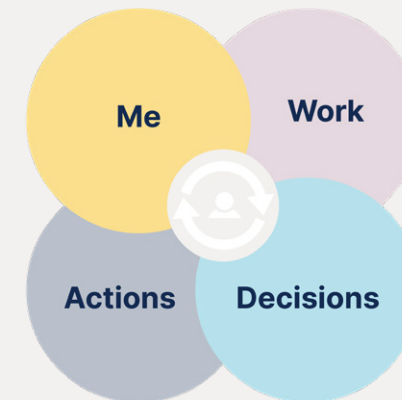
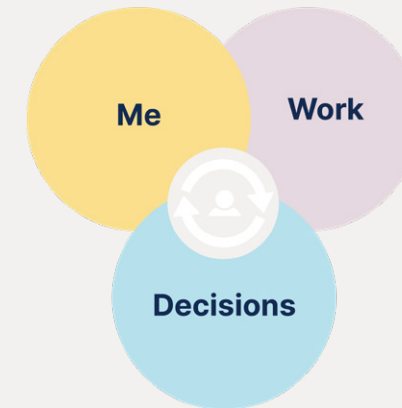
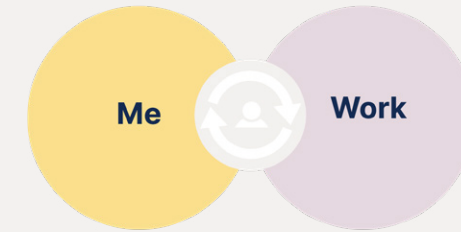
Four themes

The model has four themes: **Me**, **Work**, **Decisions** and **Actions**. It has been designed in a modular way so that in early years and primary, or other situations as appropriate, the focus is on 'Me' and 'Work'. In early secondary 'Decisions' is added and mid-secondary onwards, 'Actions' is also available.

As well as acting as an access point to activities and experiences, the aim is that its simplicity helps it become a model for thinking about an individual's careers throughout their life.



Modular for relevant audiences





Questions and activities

A set of questions with corresponding activities has been developed for each theme.

For early years and primary, questions and activities included under 'Me' and 'Work' should be gradually built up over each level of the curriculum.

For example in the early curriculum level, 'Work' may only include the activity 'Find out what a job is' and in first curriculum level it could also include 'Explore what jobs are out there' and 'Learn in a way that feels like work'. The definition of activities relevant to each level of the curriculum should be co-designed with educational practitioners.

The way individuals engage with the model will be unique to their own circumstances. Individual services will need to accommodate this, for example:

- using the tool independently
- using the tool with one-to-one support
- using the tool in a group setting.

Me: questions and activities



Work: questions and activities

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Decisions: questions and activities



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Actions: questions and activities



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Identifying experiences

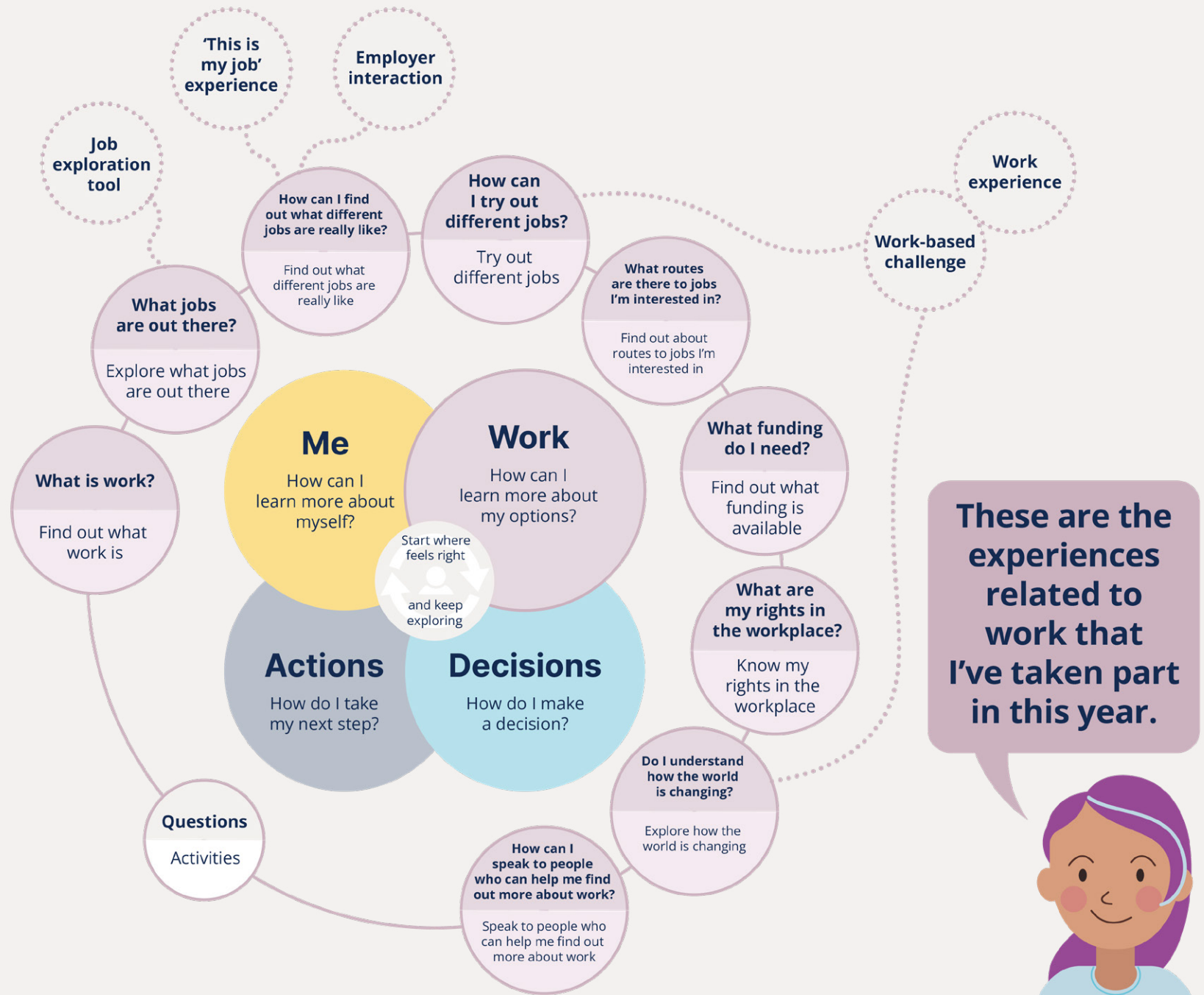
The model is designed so that questions or activities should direct individuals to a range of experiences available to them.

This could include experiential career learning, group activities, digital tools and/or one-to-one support.

This range of experiences should encompass services across providers; locally and nationally.

These services should be person-centred - individuals need to be able to choose the type of support that suits them.

Creation and collation of these experiences will require national and local collaboration.





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Taking part in experiences and developing skills

The design of experiences should ensure individuals develop skills that set them up for success in the future. They should be enjoyable and purposeful. Individuals should see the relevance to their career development and be aware of the skills they are building.

Identifying and reflecting on skills developed

Reflection on and articulation of skills is key. Individuals should be given the time and tools to document the experience, identify the skills they have developed and reflect on what has been learned.

Having reflected, the individual should feel better equipped to return to the model when they would benefit from further career development. This could be at any time in the future. For some this will be straight way, whereas others may come back to the model in time as they consider their career options again.

I've learned a lot of new skills - like how to be more curious, open to new things and taking responsibility!



Illustrative example of CDM being embedded in practice

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I've missed a lot of school recently as I have a lot of health issues.



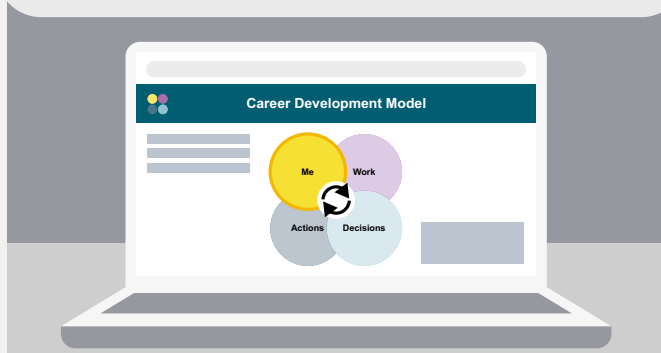
I'm starting to worry about what I will do when I leave school.



Maths is my favourite subject, we're doing a project just now that lets us experience jobs that use maths.



My maths teacher also showed us this career tool.



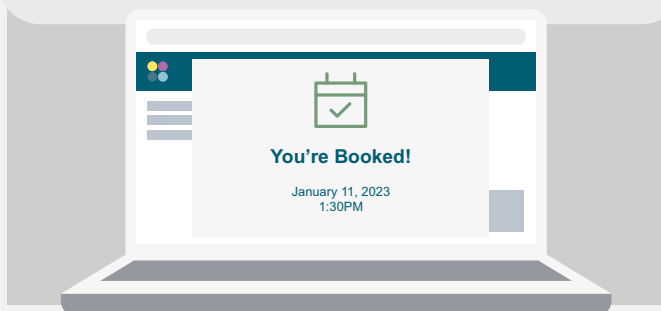
It helped me understand more about jobs where you can use maths.



It also made me realise I need help with my plans as I'm not feeling very positive about my future.



The experience of talking to a careers adviser helped and the tool let me book an appointment with a mentor online.



The maths project has been great. Using the career tool on my own and with support from my Careers Adviser has let me feel a lot more positive about my future.



I've built skills in problem solving, team working and feeling more confident with change.



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How can partners use the model?

Organisations delivering career services can use the model in a number of ways.

Identifying and mapping experiences offered

Organisations can identify the individual experiences they offer across the four key themes of 'Me', 'Work', 'Decisions' and 'Action'. Once experiences are identified, they are documented and mapped. This provides an additional layer to the Career Development Model tool that supports individuals to know which organisations to engage with to gain access to the experiences they require.

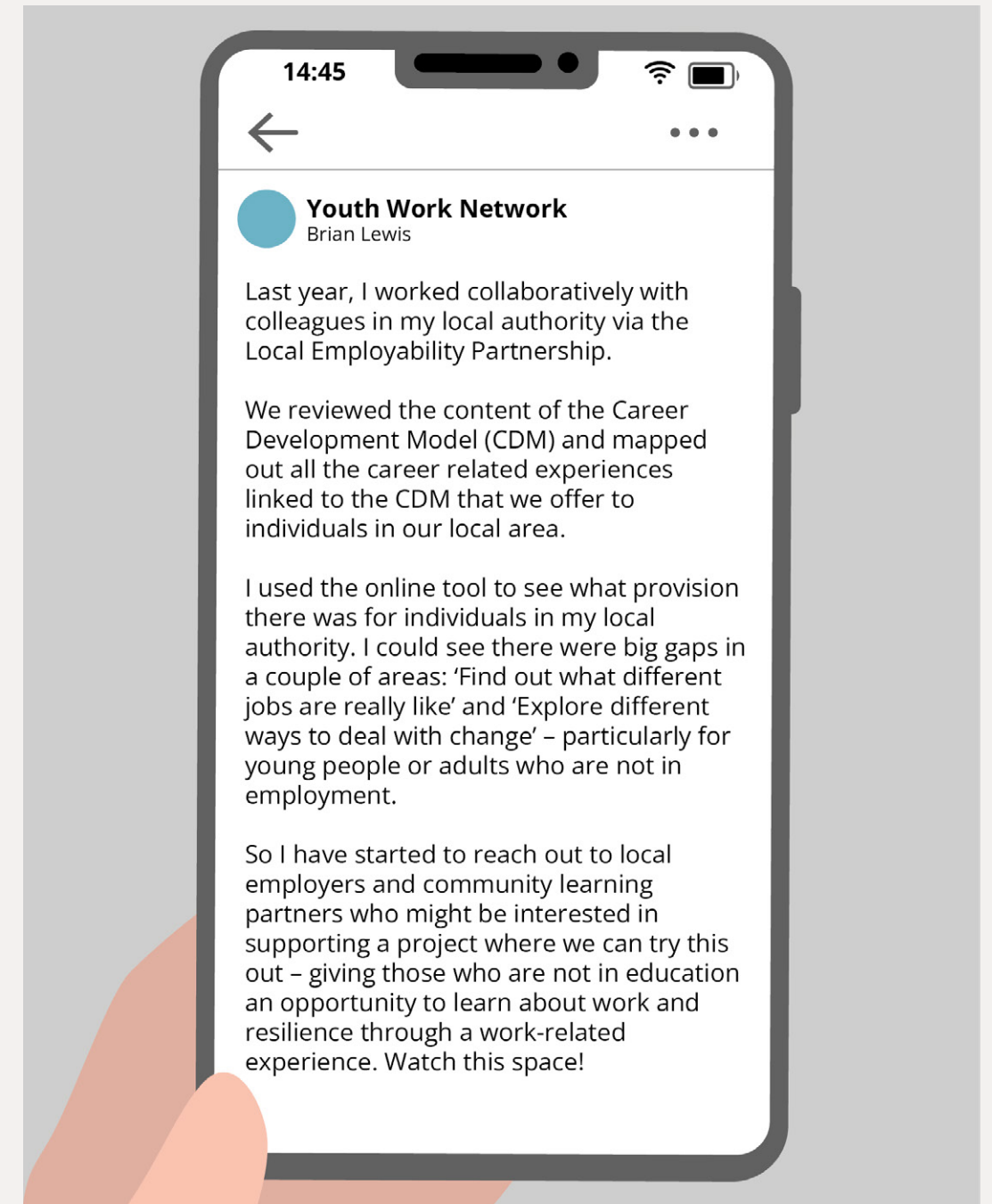
Reviewing experiences offered at local and national level

At national level, and within local collaborative groups, organisations can review the experiences offered across the ecosystem – identifying and addressing any gaps or areas for improvement.

Continuous improvement

Organisations can continue to collaborate at local and national level to review engagement and future demand to ensure they meet the needs of individuals.

Illustrative example of CDM being embedded in practice



Services designed for people

How is the Career Development Model person-centred?

The model is designed to put individuals in control, creating a flexible and highly personalised service that allows them to construct the career support they want and identify the experiences that suit them.

Service expectations

During the co-design process, individuals consistently raised the importance of services being delivered in the right way. Individuals identified how effective career services should feel and together we have developed eight service expectations, pictured to the right.

Organisations across the career system should deliver experiences that respond to these expectations. Organisations should review how they currently deliver services and continually monitor accessibility, ensuring services continue to engage and meet the needs of individuals.

To enable this to be more consistently experienced, individuals felt these statements should be included in any measurement and evaluation of services. There may be a need for CPD for staff and/or changes to service delivery to enable this to happen.

Service expectations

I can access career support in a way that suits me

I feel in control when accessing career support

I feel supported whatever my ambitions are

I feel understood and listened to

I want to use career support because it does what I need it to do

I am not limited by what people think I can do

I feel accepted for who I am

My strengths are seen and valued

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Illustrative example of CDM being embedded in practice

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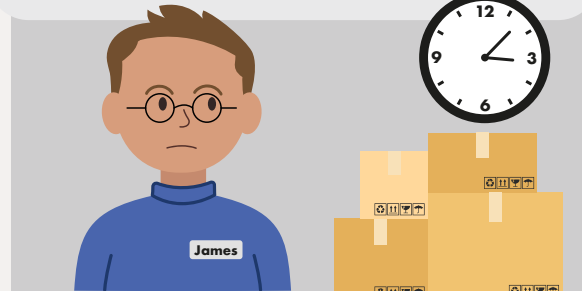
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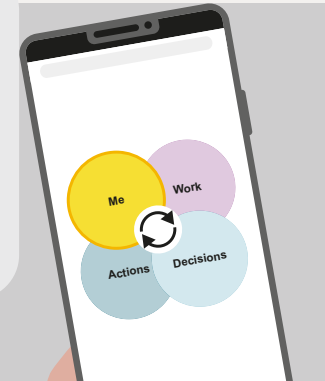
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I work night shifts for a distribution company. I want more of a challenge but don't know what to do.



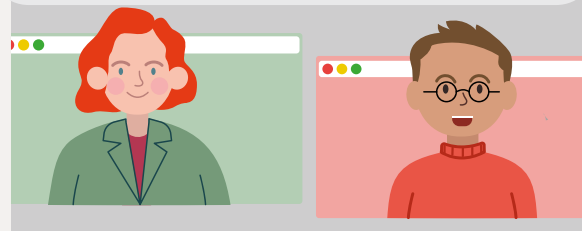
My friend told me about this Career tool and it was great because I could use it when it suited me – even at night time on my work break.



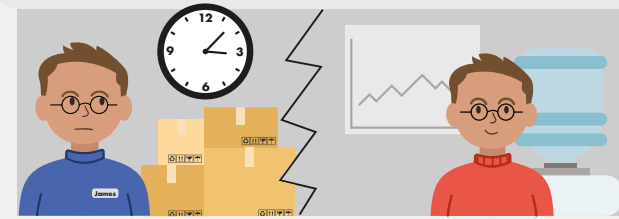
It helped me work out who I could go to for more help.



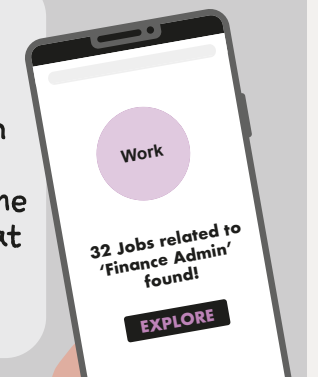
After reflecting on what's important to me, and what skills I have, I got an online appointment with Carol, a volunteering co-ordinator.



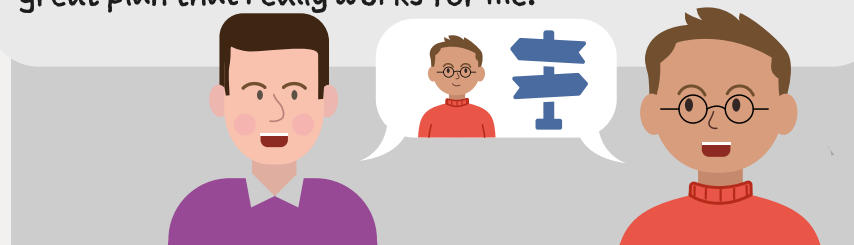
Carol really listened and understood what I needed to fit around my current job. She set me up with an admin role for a charity. It's going so well they've asked me to help with finance admin, too.



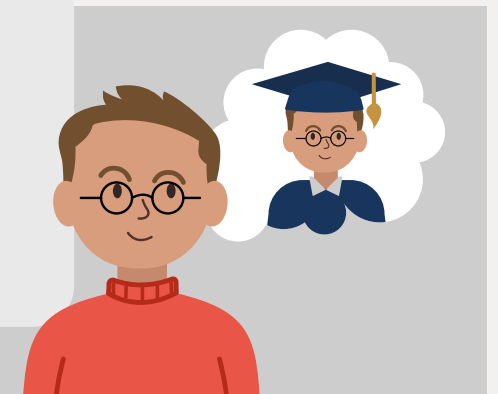
After just a few weeks volunteering I've realised how good my skills are in finance admin and have gone back to the career tool to look at the different types of jobs I could do.



Carol recommended speaking to a Careers Adviser so I met with Rob. Rob really reassured me about my worries over my lack of qualifications. He didn't tell me what to do. Instead he helped me explore my options and work out a great plan that really works for me.



For now I'm still working nights, but next week I start an online course which will give me the skills I need to get a job in finance. As someone who didn't complete secondary school, I never thought I'd be excited for another course, but I can really see the value in this and can't wait to move into a new job in the future.





Measurement

Those involved in the co-design of the Career Development Model were explicit that measurement should be simple, add value and support continuous improvement. It should minimise the administrative load on practitioners who will have additional measurement responsibilities unique to their organisations and sectors.

Changemakers identified two goals for measurement:

1. **To continuously improve services – ensuring they meet the changing needs of individuals.**
2. **To allow individuals to track their own progress.**

Changemakers also identified two proposed methods of measurement, summarised on the following page.

Measuring personal growth in the career system is challenging; common measures of progress such as Likert scales are difficult to apply when individuals continue to evolve and grow throughout life without a single end point.

For this reason, **method one** tracks individual involvement in career-related experiences linked to the model, with the addition of a subjective assessment from the individual on whether or not it has helped them progress. This could take the form of a simple qualifying question, “do you feel you have learned something through participating in this activity?”.

Digital functionality should ensure that measurement is automated and data can be aggregated and monitored with minimal impact on practitioners and organisations.

Individuals told us that they do not value surveys, often don’t complete them and have made it clear that they see great value in being involved in designing and reviewing services.

Method two therefore involves regular ongoing, in-depth qualitative research, achieved through focus groups, interviews, co-design and peer-to- peer research.

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	What	How	Why	Outcome
Measurement method 1	What individuals do	Volume of activity	Individuals track their progress and career services use this information to adapt provision in response to effectiveness of activities	Career services and experiences continue to meet the needs of individuals
	How effective was it	Response to qualifying question		
Measurement method 2	Service Expectations and Target Operating Model outcomes	Co-design, in-depth interviews, focus groups	Ensure delivering person-centred career services where individuals: <ul style="list-style-type: none"> • value and trust their services • find and use their services easily • are prepared for ongoing change in their careers • are confident in making the right career choices 	

As part of this method, the service expectations and four outcomes of the **Career Services Operating Model** will be explored to understand how well these expectations and outcomes are being achieved and what needs to change.

Outcomes of the Career Services Operating Model



Service Expectations



Further measures

There is an opportunity to make connections with these proposed measures and longitudinal data sets. This could allow service providers to have a real depth of knowledge about what really makes an impact.

Our changemakers recommended a joined-up approach to this across the system but that any new measurement methods created should make efficient use of both practitioners' and individuals' time.

An outline approach to experiential career learning

What is experiential career learning?

Experiential career learning (previously experiential career education) is a standalone recommendation within the Career Review and also addresses aspects of the recommendations listed on the right.



Recommendation 4 **Experiential Career Education**

There should be dedicated curriculum time for experiential work-related learning in all settings.

Experiential career learning (ECL) is an approach to career and skills education that draws extensively on recommendations in the Career Review to give learners the tools, agency and confidence to make decisions that are right for them as they progress through education and into work and careers.

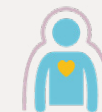
Woven throughout the Career Review is the understanding that experiencing the world of work while in education, and being able to develop skills relevant to this, leads to better employment outcomes, improves success within education and increases life satisfaction.



Recommendation 1 New Career Development Model



Recommendation 2 Developing skills and habits essential for the future of work



Recommendation 3 Creating person-centred services



Recommendation 5 Community-based services



Recommendation 6 Exposure to fair work



Recommendation 7 Digital enablement, empowerment and engagement

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ECL provides practical engagement from an early age with inspirational work-related challenges and environments. It uses these experiences in everyday learning settings to inspire learners about jobs, help them understand work and develop the skills and habits needed to thrive in a fast-changing world.

The learning can take place in different settings (classroom, community, workplace) and draws on a range of tools and approaches. A key aspect is the explicit focus on skills, recognising that skills are not innate, and need to be learned and practised.

ECL prioritises reflection spaces and ensures that learners can make connections between the activities they are doing, the skills they are practising, and how these might apply in the real world of work.

It also supports interdisciplinary and cross-curricular learning.

By embedding key elements of the Career Development Model within everyday learning, experiential career learning progresses career education from a 'needs-based' approach – where learners access career education if they are facing a challenge – to an 'asset-based' approach, which embeds access to an effective career education as a right for every learner at every stage of their journey.





How does experiential career learning align to the Career Development Model?

Experiential career learning ensures young people have a breadth of opportunities and experiences to make informed choices about their future pathways. It is a key tool to support delivery of the Career Development Model.

ECL has an explicit focus on skills from an early age and provides inspirational and hands-on experiences to enable learners to try out different roles, situations and ways of working as a core part of their educational experience. It builds their understanding of their skills and areas of interest, opening their eyes to a range of future career and learning options.

Ensuring that learners are able to actively reflect on these experiences, their own skills, abilities and the things they enjoy doing, supports their thinking around future choices and decisions.

By acting as a bridge between thinking about themselves and their skills ("Me") and thinking about the world of work ("Work") as they progress through education, it supports and informs their actions and decision making around next steps.



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Delivering experiential career learning

Experiential career learning should be a core component at every stage of the learner journey. Through changemaker co-design, the review considered what good practice would look like across each stage of the learner journey, from primary age to higher education, and identified commonalities that exist.

Good practice: what does it look like?

The common good practice aspects of the experience across all stages are that it:

- includes practical or hands on experiences that allow the learner to explore aspects of their own skills or interests, and how these apply to specific job roles and environments
- is embedded within the curriculum at all stages, ensuring that it is part of the everyday experience of all learners
- includes reflection space that enables learners to discuss and record skills, to think about the practical value of what they have been learning and link this to its application in the workplace and other settings
- directly features employer input, either through pre-designed content, or through direct project engagement
- allows learners to work collaboratively with their peers and build networks outside of the classroom
- gives learners some level of agency in the design, delivery and review of their work.

In addition, these authentic and inspirational experiences need to be supported by a range of enabling practices, including ensuring that:

- skills are an overt and explicit focus of day-to-day learning and are consistently linked to their application in the world of work
- assessment of activities is meaningful and appropriate, and learners are supported to reflect on and capture their learning
- practitioners are supported by provision of practical guidance and materials for the delivery of the activity
- practitioners can access training, support and resources (including peer support) to develop their knowledge, skills and practice around delivery of ECL
- employers, practitioners and learners are involved in the design of the activities
- learners are provided with an up-to-date overview of the current labour market, job availability and future employment trends.

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In addition to the areas of good practice outlined, there are common factors relating to the settings, tools and roles which can support ECL.

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Settings: where does it happen?

Whilst ECL is grounded in everyday learning and as such will often be delivered in a classroom setting, it also offers opportunities for learners to explore skills in real-world environments, like community, youth work and workplace settings. These alternative environments may be particularly important to those who may struggle to engage with mainstream education environments.

Tools: what does the learner need?

While specific tools might be required for different projects, some tools were identified that would support ECL at every stage:

Project delivery materials

Co-designed and produced with relevant industry representatives, and teachers' guides to support delivery

Online platform and communications tools

To host project content and facilitate remote and collaborative working

Personal profiling tool

A digital tool that enables learners to map their progress and learner journey, relating to skills and the world of work

Digital and VR tools

To support and enhance ECL delivery, in particular where there are barriers to access to employers and real world opportunities.

Roles: who is involved?

Employers, unions and industry partners

Direct involvement of employers in the design and, where viable, the delivery of projects is a crucial aspect of ensuring that the projects are authentic, relevant and inspiring.

Practitioners

Teachers, lecturers, community learning and development workers, youth workers and career professionals have a key role in supporting learners to engage with projects. They ensure that skills are a central focus of the work, and that learners are able to place skills into a broader context.

Family and community role models

Engaging family members and other adult role models to explore and discuss skills and jobs with learners outside of school setting; supporting learners to build on skills and seek out other opportunities.

Experiential career learning focus across stages

The changemakers considered what ECL would look like when delivered across different stages of education. While the core principles will remain the same, its focus and how it aims to meet the needs of learners varies across these stages. This table sets out some of these key differences.

	Primary BGE*	Secondary BGE*	Senior phase	FE / HE
Focus	Exploration and inspiration		Experience and readiness	
Aim for learner	Starting to understand and talk about skills. Exploring what they enjoy doing in the context of 'different jobs'	Being inspired to think about different options. Getting to practise and develop skills	Developing knowledge of different jobs and how their skills relate to these	Feeling ready to engage with work and confident that they have the skills to do so
Learner says	"I have fun taking part in different projects where I try out new things and find out about different jobs."	"I have fun hands-on experiences that help me think about what I enjoy, what I'm good at and what kind of jobs there are."	"I know how my school work connects to jobs. I'm getting the chance to do lots of activities to help me choose what I want to do."	"I have access to a variety of work experiences and employers, and this makes me feel confident about my career decisions."
Learner actions	Exploring a wide range of short challenge-based projects		Exploring a wide range of short work-related experiences as well as more in-depth projects	Exploring a wide range of work-related projects that make direct links between course learning and jobs

*Broad general education

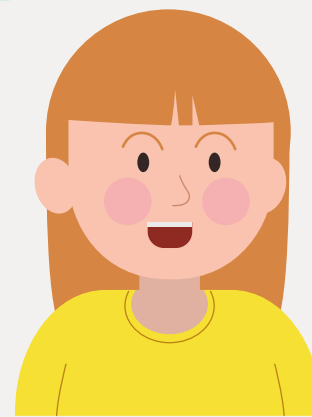
Focus: exploration and inspiration

Learner needs:

- to have fun and explore
- to work with my classmates
- to understand my skills
- to meet people and hear about their jobs
- to understand how what I am learning is relevant in the real world.

“I have fun taking part in different projects where I try out new things and find out about all the different jobs people do.”

Illustrative quote



At primary BGE level, the learner takes part in multiple collaborative hands on projects that are:

- developed to allow learners to explore different roles and gain skills
- collaborative in nature, offering the learner the opportunity to work as part of a team
- co-designed with industry partners (e.g. briefs, resources and tools)
- co-delivered with industry partners where possible
- adaptable to different settings, inside and outside of school, to meet the needs of the learner
- flexible in duration, to meet the needs of the learner and practitioner.

Settings: where does it happen?

ECL is delivered to primary age learners in a school setting, but with some activities delivered off site with, or by, community partners.

What tools are required?

- **Project delivery materials** designed collaboratively between industry partners, practitioners and learners.
- **Online platform, video and remote communication tools** to host project content and ensure fair access to employers and projects in any location.
- **A range of online software**, such as virtual reality and 3D modelling, which provides access to all experiences remotely, and exposure to industry standard tools.
- **Physical materials** to develop confidence and specific hands-on skill sets beyond digital engagement.
- **Personal profiling tool** to allow learners to reflect on and capture skills development.

Roles and responsibilities

Employers, unions and industry partners:

- design project and delivery resources in collaboration with educators and learners
- ensure access to resources for all learners (provided in different formats)
- attend and participate in remote briefing and project presentation sessions.

Practitioners:

- deliver project in classroom or community setting
- support learners through project where needed
- place project in context of skills development and careers
- ensure understanding from learners at each stage
- support learner to identify and take on roles within the project
- work with learners to reflect on and evaluate project outcomes, taking part in feedback sessions for pilot rollout.

Family and community role models:

- explore and discuss skills and jobs with learners outside of school setting
- support learner to build on skills and seek out other opportunities.

Illustrative example Kyle's story

Every Tuesday morning, Kyle's class do projects that are specifically linked to the world of work. This term, Kyle is taking part in a "Ready, Steady, Cook!" challenge with his team of classmates.

To get started, the team watched a video made by hospitality students from Glasgow Clyde College. They talked about their studies, and introduced the "Ready, Steady, Cook!" challenge – running a restaurant for the day.

Kyle's teacher helped them all to pick roles in the project - some of them were cooks, there was a restaurant manager, and Kyle was a waiter. His teacher helped him understand the skills he would need to do the job well. The teacher also arranged for them to have an online call with a local restaurant owner. They got to ask her questions and hear more about what it's like to run a restaurant.

She also agreed to come along to the meal.

On restaurant day, Kyle was excited but nervous that things might go wrong. Some school staff were there to help and make sure everything ran smoothly. In the end it all went well and Kyle was proud of the new skills he had developed.

One of his classmates had made an emoji board at the exit so that everyone could give feedback on the restaurant - most of the emojis had smiley faces so the team were really happy that they'd done a good job. The restaurant owner was there, and she gave them some really positive feedback on the work they had done.

Afterwards, Kyle's teacher helped his team think about what had gone well, and where they could make improvements. She also helped them to think about what skills they had learned, like collaborating and communicating, and helped them add these to their online skills profile.

Kyle had lots of fun working on the project with his classmates, and was proud of himself for doing a good job. He wondered what other kinds of projects they would be doing next term, and looked forward to learning more new skills.

"It was really fun to pretend to run a restaurant with my friends, I'm looking forward to learning more new things in that way."



Focus: exploration and inspiration

Learner needs:

- to have fun and explore
- to work with my classmates
- to broaden my horizons
- to start to understand my skills
- to start to experience workplaces

“I have fun hands on experiences that help me to think about what I’m good at and what kinds of jobs there are.”

Illustrative quote



At secondary BGE level, the learner chooses from a range of collaborative hands on projects, co-designed with an employer, which are:

- related to a work-based challenge or scenario
- collaborative in nature, offering the learner the opportunity to develop a range of skills as part of a team
- co-designed with industry partners (including briefs, resources and tools) co-delivered with employers where possible
- adaptable to different settings, inside and outside of school, to meet the needs of the learner
- flexible in duration, to meet the needs of the learner and practitioner.

Settings: where does it happen?

ECL is delivered to learners aged 11-14, in a school setting with some homework activities, in conjunction with industry partners.

It can also be delivered in a non-school setting (e.g in youth work/community/workplace setting).

What tools are required?

- **Project delivery materials** designed collaboratively between industry partners, practitioners and learners.
- **Online platform, video and remote communication tools** to host project content and ensure fair access to employers and projects in any location.
- **A range of online software**, such as virtual reality and 3D modelling, which provides access to all experiences remotely, and exposure to industry standard tools.
- **Physical materials** to develop confidence and specific hands on skill sets beyond digital engagement.
- **Personal profiling tool** to allow learners to reflect on and capture skills development.

Roles and responsibilities

Employers, unions and industry partners:

- design project and delivery resources in collaboration with educators and learners
- ensure access to resources for all learners (provided in different formats)
- attend and participate in remote briefing and project presentation sessions.

Practitioners:

- deliver project in classroom or community setting
- support learners through project where needed
- place project in context of skills development and careers
- ensure understanding from learners at each stage
- support learner to identify and take on roles within the project
- work with learners to reflect and evaluate on project outcomes, taking part in feedback sessions for pilot rollout.

Family and community role models:

- explore and discuss skills and jobs with learners outside of school setting
- support learner to build on skills and seek out other opportunities.

Illustrative example Nadia's story

In her art and design class, Nadia is getting to choose from a range of hands-on group projects, to help them learn about skills and jobs in the creative industries.

Nadia had the option to work on the 'Glasgow Subway Redesign' challenge, 'Set the Scene' challenge, or 'Catwalk Ready' design challenge. She had a chat with her teacher who helped her to choose 'Set the Scene' – a set design project working with a film production company. She enjoys art and films but wasn't sure what kind of job that might lead to, so she was excited to work with her classmates to find out more.

Nadia and her group were given a video to watch on their phone app for homework. The video walked through an example of the production company's recent work – designing a set for a film made in the Highlands. The video then set out the challenge: designing and building a model of a set for a period movie. Nadia was looking forward to getting started – she was really inspired by the video, seeing how creative skills could be applied in the real world, and she wanted to get stuck in with doing some real design tasks.

Over the next two weeks Nadia and her group had a set of design tasks to do, from sketching to making 3D cardboard and digital models. Her teacher guided them through the process and talked about the different skills they were using at each stage.

They had to think about timelines and how much everything would cost – it was complicated and Nadia felt a bit stressed at some points, but it helped to talk it through with her classmates and teacher.

By the end of the two weeks she looked at their project and felt really proud of all that she had achieved as part of the group. They made a presentation about their design to an audience of teachers, parents and people from the production company, who asked them lots of questions about their thinking process during the project. Nadia logged her achievements and skills on her online skills profile, with the help of her teacher. She had developed her creative and critical thinking skills, which she was really proud of.

She found the project really enjoyable and started to picture what it would be like to work on a real film set, which is not something she ever thought she would do.

Next month Nadia is doing a week-long project with Space Scotland as part of her science class. Nadia enjoys physics as much as art and can't wait to try out more new ways of working, and learn new skills.

"I enjoy exploring lots of different job experiences, and it gives me confidence that I'm making the right decisions when choosing my next steps."





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Focus: experience and readiness

Learner needs:

- to be inspired
- to know that I have choices
- to build my work-related experience
- to develop my confidence around skills
- to know how my skills apply to the world of work.

“I have fun hands-on experiences that help me to think about what I’m good at and what kinds of jobs there are.”

Illustrative quote

At senior phase, the learner has bitesize experiences of many jobs and industries, enabling them to choose preferred roles within in-depth group projects. The learner accesses digital and virtual experiences of a wide variety of jobs and industries. These experiences:

- are delivered in an engaging and condensed way to encourage ease of exploration across a range of industries
- provide insight into the day-to-day activities and skills required of job roles
- are hosted online to allow for access in a range of settings
- can be virtual and interactive in their nature, to increase engagement and understanding
- are co-designed with employers.



Settings: where does it happen?

Delivered to learners aged 15-18, in a school, community or workplace setting, in conjunction with employers, further education and higher education partners.

What tools are required?

- **Project delivery materials** designed collaboratively between industry partners, practitioners and learners.
- **Online platform, video and remote communication tools** to host project content and ensure fair access to employers and projects in any location.
- **A range of online software**, such as virtual reality and 3D modelling, which provides access to all experiences remotely, and exposure to industry standard tools.
- **Physical materials** to develop confidence and specific hands on skill sets beyond digital engagement.
- **Printer** to print and distribute work packs designed for projects.
- **Personal profiling tool** to allow learners to reflect on and capture skills development.

Roles and responsibilities

Employers, unions and industry partners:

- design project briefs, resources and tools in collaboration with educators and learners
- ensure access to resources for all learners (provided in different formats)
- attend and participate in remote briefing and project presentation sessions where appropriate.

Practitioners:

- deliver project in classroom or community setting
- support learners through project where needed
- place project in context of skills development and careers
- ensure understanding from learners at each stage
- support learner to identify and take on roles within the project, work with learners to reflect and evaluate on project outcomes
- take part in feedback sessions for pilot rollout.

Family and community role models:

- explore and discuss skills and jobs with learners outside of school setting
- support learners to build on skills and make decisions about subject and career choices.

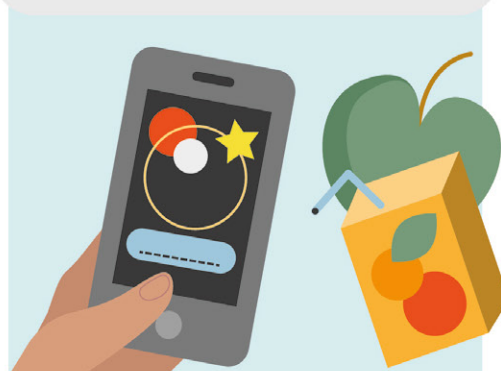
Stage: senior phase

Illustrative example Deena's story

Deena accesses bite sized job experiences through an app on her phone. She watches videos, plays games and uses a cardboard VR headset for fun immersive experiences of 'a day in the life' of lots of different jobs.



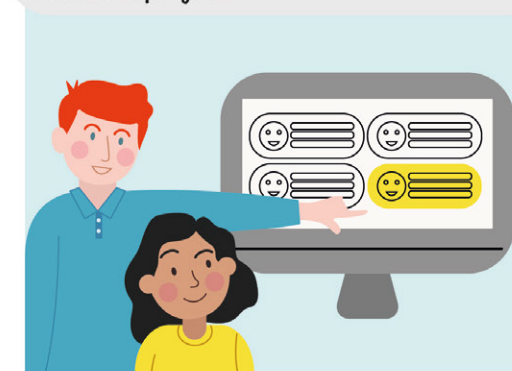
Her physics teacher tells her about a Space Scotland game on the app that she plays over her lunch break.



Deena enjoys exploring lots of different jobs quickly, she especially likes the interactive parts. Today she learnt how to make clothes in a fashion design studio.



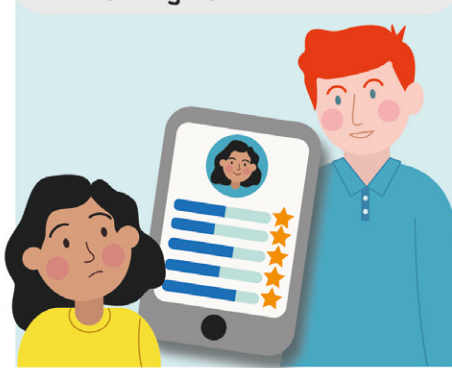
All these experiences helped her choose a role in a group project. Her teacher talked her through her skills and how they matched to the project management role in an NHS project.



Deena worked with other classmates to design a new family room for a hospital. They used loads of resources made by the NHS, working on tablets and worksheets.



Deena got support from her teacher to understand difficult parts of the project and to feel more confident about her skills and strengths.



The project culminated in a group presentation, speaking to a panel of teachers and industry partners.



Afterwards, Deena's class had reflection time where they discussed what they learnt and updated their skills profile.



Deena had been a bit anxious at the start of the project, but by the end she felt more comfortable, and looked forward the next project where she could develop more skills.



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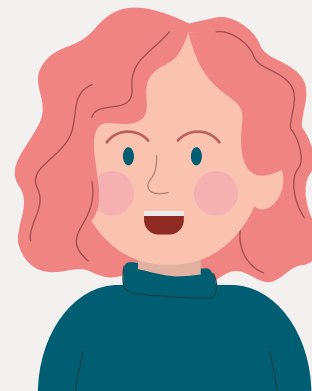
Focus: experience and readiness

Learner needs:

- to have direct and relevant exposure to employers
- to be able to try out different options
- to have the support to help me work out what is best for me

“I have access to a variety of work experiences and employers, and this helps me to feel confident about my decisions.”

Illustrative quote



In further education, the learner undertakes a variety of short work-related projects relevant to their course, offered in a range of settings, which are:

- directly related to a job or sector that is relevant to their course of study
- focused on developing specific individual skills that directly relate to jobs and careers
- offered in, and adaptable to, a range of settings beyond college to provide valuable real world experiences
- co-designed with industry partners (e.g. briefs, resources and tools)
- co-delivered with industry partners where possible
- flexible in duration, to meet the needs of the learner and employer.

Settings: where does it happen?

ECL is delivered to learners in further education, in a college, workplace or community setting, in conjunction with employers.

What tools are required?

- **Project delivery materials** designed collaboratively between industry partners, practitioners and learners.
- **Online platform, video and remote communication tools** to host project content and ensure fair access to employers and projects in any location.
- **A range of online software**, such as virtual reality and 3D modelling, which provides access to experiences remotely, and exposure to industry standard tools.
- **Physical materials** to develop confidence and specific hands on skill sets beyond digital engagement.
- **Personal profiling tool** to allow learners to reflect on and capture skills development.

Roles and responsibilities

Employers, unions and industry partners:

- design project and delivery resources in collaboration with educators and learners
- ensure access to resources for all learners (provided in different formats)
- attend and participate in remote briefing and project presentation sessions.

Practitioners:

- deliver project in classroom or community setting
- support learners through project where needed
- place project in context of skills development and careers
- ensure understanding from learners at each stage
- support learner to identify and take on roles within the project
- work with learners to reflect and evaluate on project outcomes, taking part in feedback sessions for pilot rollout.

Family and community role models:

- explore and discuss skills and jobs with learners outside of school setting
- support learner to build on skills and make decisions about subject and career choices.

Illustrative example

Frankie's story

Frankie is at college studying business and marketing. He gets to choose from lots of different projects throughout the year that help students understand where their skills apply in different industries.

Frankie has already done a business-focused project this year but now wants to develop other skills, so he chooses a marketing challenge, working with a local music label that he loves.

The project involves developing and presenting a PR and marketing strategy for a new band. It kicks off with an introductory briefing video that Frankie watches in his own time at home, using an app on his phone.

His course tutor helps him download the project pack at college and talks him through how to use the resources. He has a mix of online and offline work to do, with a visit to the label HQ with other students midway through. Here he meets the directors, asks questions, and gets first-hand experience of how they run their business. He was feeling pretty daunted by the prospect but it was a really inspiring experience. The directors talked about a paid internship program that they run for college graduates – Frankie is already thinking about applying after college.

Frankie has twice-weekly check ins with his tutor, who helps him with challenges and makes suggestions for how to improve the work. He has dedicated time every day in his timetable to work on the project, using online tools like Pinterest, Trello and Canva. He's enjoying trying out making videos for the first time and can't wait to share them at the end of the project. He doesn't have a computer at home but can

do a lot of the work on free apps on his phone. This allows him to add notes outside of college time.

At the end of the project, he and the other students present their work to everyone. The record label directors visited the college to see their work – it was brilliant to get proper feedback from them. He works with his tutor afterwards to reflect on the skills he's learnt, like self-management and creativity, and logs them in his skills profile. He likes seeing that he has made progress and feels proud of himself.

Next month he has his eyes on a social action project, where he would get to work with community groups in his local area. It's a new direction for him, but after the PR project he knows he can adapt well to new situations and feels much more comfortable going out and working with people outside of college.



“I feel so much more confident about graduating now that I understand how the skills I’m learning at college apply in the real world.”

Focus: experience and readiness

Learner needs:

- to have direct and relevant exposure to employers
- to be able to try out different options
- to directly apply their skills to potential areas of work
- to have the support to help them work out what is best for them

In higher education, the learner uses reflective practice and portfolio-based assessment to develop alignment between skills and potential career opportunities that are:

- part of core curricular activities
- supported by careers advisers, lecturers and relevant industry representatives
- aimed at increasing learners' confidence around engaging with employers.

"I have access to a variety of work experiences and employers, and this helps me to feel confident about my decisions."

Illustrative quote



Settings: where does it happen?

The experiential activities can take place within educational, employment, community or workplace settings, or in group/peer activity outside of formal education spaces.

The reflection and feedback spaces are core to the course with outputs captured online.

The learner can do this at least partially in their own time, however some elements will be delivered in one to ones with employers, career staff and lecturers.

What tools are required?

- **Online platform, video and remote communication tools** to enable learners to communicate with employers and coaches and to develop their assets.
- **Web access** for learners to access job sites and boards.
- **Skills profiling tool** to allow learners to reflect on and capture skills development.

Roles and responsibilities

Employers, unions and industry partners:

- provide experiential opportunities for HE learners in the form of internships, work placements and challenges
- provide coaching and feedback support to individual learners.

Practitioners:

- provide coaching and teaching support to individual students to reflect and capture their experiences and consider engagements with potential employers
- provide support, advice and guidance and act as liaison and broker to employment opportunities.

Illustrative example

Ollie's story

Ollie is in his third year studying social sciences at university. At the start of term he was given a list of his core modules one of which is 'getting career ready'.

It started with a group session with the careers adviser. She explained that they would be using their own experiences from a work, community or education setting to explore their skills, and how they could get better at articulating these to potential employers.

Ollie was asked to choose two experiences from his own life. The first he picked was a group project he was doing in another part of his course, which had been set by a national housing and homelessness charity. The second was his role as a volunteer English tutor with a charity supporting refugees and asylum seekers. He is keen to find a job after university where he can support people, so he wanted to get a better understanding of what opportunities existed and whether he had the right kind of skills to work in this area.

For homework, the careers adviser asked them all to download job descriptions for real, live jobs that they thought were relevant to their areas of interest. Then, in the second session, the group had to present their experiences to each other in a way that related to the jobs they had found online.

Ollie learned so much from hearing about his classmates' previous experiences and how the skills they developed matched job requirements. It also helped him think about his own skills, and how lots of them related to different jobs. He realised that he had a lot of skills and experiences that would make him an appealing candidate for a job in the third sector.

As the term progressed, the group continued to work together to help expand their skills, and to develop mock CVs and applications and to role play interviews. The careers adviser even arranged for them to do some mock interviews with real employers.

For Ollie, the course had a really positive impact. He had felt uncertain before about whether he had the right skills for the types of jobs he wanted. And he felt much more confident talking about his skills as a result of the course. Getting the chance to practise talking about skills and reflecting on his own experiences meant he felt much more confident about the prospect of doing it for real.

When a job came up as a project co-ordinator for a children's charity, he talked it through with his adviser and decided to apply: at best he might get the job, and if not, he decided it would at least be good to get the feedback that would help him learn what he could do to improve any future applications.

"Now I am able to talk about skills in a way that I feel will really help me stand out when it comes to looking for a job."





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Next steps

With the publication of 'Skills and experiences to grow and succeed in a rapidly changing world' the Career Review has formally closed. Responsibility for the implementation of actions outlined in the report pass over to the Career Services Collaborative.

This includes a range of commitments identified within sectoral plans which seek to embed the Career Development Model and the outline approach to experiential career learning within their services and institutions.

It also includes a commitment to establish change communities, empowering those delivering and entitled to services through a changemaking approach.

For further information on how the Career Review is being progressed, download [Skills and experiences to grow and succeed in a rapidly changing world.](#)



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Appendix 1

Thank you to the 80 Changemakers from the following organisations:

Aberdeen University

Abertay University

Baillie Gifford

Balfour Beatty

Bridges Project

City of Glasgow College

Common Thread Group

Denny High School

East Renfrewshire Council

Edinburgh Napier University

Education Scotland

Comhairle nan Eilean Siar

Enable

Fife College

Glasgow City Council Education Services

Glasgow Clyde College

Glasgow Kelvin College

Lasswade High School

MI Technologies

NatureScot

NHS Education for Scotland

Perth and Kinross Council

Skills Development Scotland

SQA

St Luke's Academy

The Wood Foundation

Uddingston Grammar School

University of Highlands and Islands (UHI)

University of Stirling

University of Strathclyde

University of the West of Scotland

YMCA

YouthLink Scotland

For more information on the Career Review visit www.CareerReview.scot