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Benefits of My Skills, My Future



Better understanding of skills



Aids planning future career or further training



Builds self-confidence and raises aspirations

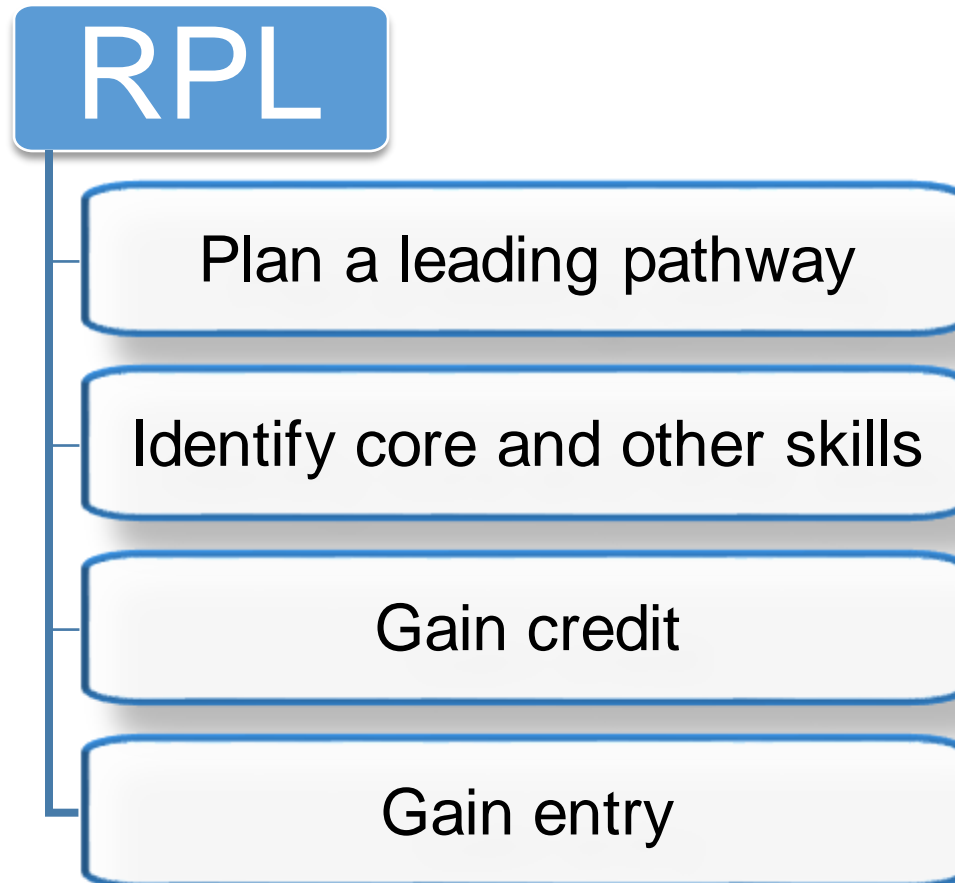


Links to the “I can” statements from Career Education Standards



Can generate evidence towards certain SQA awards

Purpose of Recognition of Prior Learning (RPL)?



Links to other Policies/Initiatives

DYW | Developing the Young Workforce



curriculum for excellence



BUSINESS, ADMINISTRATION, MANAGEMENT AND FINANCIAL



Jobs in this category include:

Call centre operator, secretary, administrative assistant, office junior, clerk, office manager, assistant manager, supervisor, co-ordinator, administrator, customer service representative, analyst, typist, receptionist, bank employee, data-entry clerk.



EMPLOYMENT: FOOD SERVICE



Examples:

You have worked or volunteered in the preparation and/or serving of food, perhaps in a soup kitchen or community centre, or as a part-time job in a chippy, takeaway, restaurant or cafe. You may have been a cook, a kitchen porter, a waiter/waitress or a host/hostess.



CARING FOR OTHERS



Examples:

You are a carer. You look after children, elderly friends or relatives, people with physical disabilities, learning disabilities or mental health problems. You may volunteer in social care or home health care. You enjoy supporting people who need help with everyday activities such as dressing, bathing, shopping, cooking or eating.








Step 1 – My Experience cards

Step 2 – Review

Caring for Others

If you have ever volunteered as a carer or looked after a friend or relative, you may have some of these skills and abilities.

SCQF	Description	
	I can talk to the person I'm looking after and find out what kind of help he or she needs and wants.	
	I can find out about their likes and dislikes, hobbies and interests to see if we have any interests in common that we can discuss.	
	I can learn some things about any illnesses or disabilities they have and how best to help them (either by talking to them or by researching on the internet or in medical books).	
	I can think of and implement ideas for how I can spend my time with them, keeping in mind their routines and any possible limitations.	
	I can follow guidelines to stay safe and well am aware of health and safety issues.	
	I can identify potential problems and make sure that I have emergency contact numbers in case I need help.	
	I can be patient and take my time with people who have physical, mental or emotional problems.	
	I can take responsibility for the physical part of their care such as bathing, hair, skin and dental care.	
	I can help them with medications, making sure that medicines are organised so that they take the correct doses at the right time of day.	
	I can respect their customs, beliefs and traditions, even if they are different from my own.	
	I can notice and pay attention to changes in mood or emotions and be sensitive to their feelings and try to make things as nice as I can for them.	

	What does it mean?	How many scored?
	Knowledge and understanding (mainly subject based): (Knowing a lot about a particular subject, such as how a car engine works or how to look after small children)	
	Practice (applied knowledge and understanding): (Hands-on stuff, like the ability to design and make a table, or draw a picture or repair a broken bicycle)	
	Generic cognitive skills (e.g. evaluation, critical analysis): (Figuring things out, solving puzzles, sizing up situations, solving problems)	
	Communication, numeracy and IT skills: (Listening, talking, writing, working with numbers and using computers and gadgets)	
	Autonomy, accountability and working with others: (Planning things, getting things done, working on your own or with others, making sure that work is finished and is of a good standard)	






Step 3 Who do you think you are?

WHO DO YOU THINK YOU ARE?

After you have tallied up the number of core skills associated with each of your selected activities or experiences, add together the totals **from all of your cards** and write the grand total for each symbol in the spaces below:



(Which symbols have the two highest numbers in the boxes above?) Which of the two "types" do you think you are?

Symbol	Description
	<p>The Expert (Knowledge and understanding) You have probably spent a lot of time on (and built up quite a lot of knowledge about) the things you're interested in; you could maybe even teach others a thing or two about your favourite subjects. Perhaps you find that family and friends often turn to you for information and advice. Try to think about how you could turn your knowledge to your advantage in your job search. Speak to a Careers Adviser about the kind of work that might relate to your favourite subjects and find out what kind of training or qualifications you could get to help you land a job in this area.</p>
	<p>The Doer (Practice) Sitting behind a desk all day is your idea of torture. You'd rather be doing things, moving around, going from place to place, or using your hands. You have a good grasp of the subjects that interest you and you're able to put your knowledge to work in practical ways. Maybe you're good at fixing things that are broken, cooking a meal, using specific tools or drawing and sketching. Think about practical things like this that you're good at, and speak to your Adviser about how you can research jobs that are related to practical skills.</p>
	<p>The Thinker (Generic and cognitive skills) Your head is more than simply a place to keep your hat! You tend to spend time on activities that require you to think, evaluate, judge and analyse information and situations. You can be relied upon to consider everything very carefully and to work out the best way of doing things before you tackle them. You may be good at weighing up one side against another, spotting mistakes, solving problems and making decisions. Talk to a Careers Adviser about the kinds of jobs that require analytical skills.</p>
	<p>The Communicator (Communication, numeracy and IT skills) Listening, talking, writing, texting or typing – you spend a lot of time on activities that require good communication skills. Maybe you're good at talking to people, exchanging information and getting others to open up, or perhaps you have a knack for putting your thoughts and ideas in writing. Some communicators have strong skills with numbers or technology and spend a lot of time using gadgets, gizmos or games. Talk to a Careers Adviser about the types of jobs where good communication skills are especially valuable.</p>
	<p>The Organiser (Autonomy, accountability and working with others) You love it when a plan comes together! Whether you're on your own or working with others, your activities often require you to take responsibility and to get things done. When you work with others, you may lead the group or follow instructions given by someone else but, regardless, you are dedicated to finish the work and to do it right. You work well with supervisors, but you don't always need them because you know a job well-done when you see it. A Careers Adviser could help you research jobs that require a high degree of organisational ability.</p>

If you have a low number for any of the symbols, that may indicate an area in which you could spend some time in training or education to improve your skills, or volunteer to get more experience.

Step 1-3 Overview



Select 5 Cards that reflect the participant

Review the skills and tick all that apply

Tally the score for each image

Discuss the two areas with the highest score

Step 4a – My Examples

MY EXAMPLES – WORKED EXAMPLE

Instructions

This is an example of what a completed worksheet might look like. We used the example of a person who selected "Hair and Make up" as her favourite activity in the My Experience exercise. The best example she could think of where she was able to use those skills was the hairdressing she did for her cousin's wedding:



MY EXAMPLES – WORKSHEET

Instructions

Think of a specific example of a time when you showcased a skill. This could be a single event (something that only happened once) or it could be a regular responsibility (something you have done lots of times).

What exactly did you do?

What was your level of leadership?
Were you supervised or did you supervise yourself?

Was this a regular activity?
If so, how often did you do it?

Step 4b – Skills statement

Describing My Skills:

One of the most challenging things about filling in applications (whether for employment or education) is finding a way to express all of the **knowledge, skills and experience** you have gained over the years. This activity is designed to help you describe exactly what you can **do in detail** so that those who read your application or CV can decide if you are a match for the job or course they are advertising.

In each of the statements below, the first statement is an example of how you could describe your skills more formally on an application or CV.

The text beneath each main point describes the skill less formally and in more detail.

I have a deep knowledge and understanding of (a particular subject)

For example, I know a lot about automobile mechanics, sewing, painting and decorating, music, keeping fit, childcare, cooking (or some other subject).

I enjoy putting my practical skills to work in a challenging environment

In other words, I prefer "hands on" practical work that keeps me active, rather than work that requires me to sit still or spend too much time thinking, talking and planning – I would rather be *doing*.

I am good at explaining and describing things to other people

I have a knack for getting information across to others so that they can easily understand me.

I am able to work with people at all levels

I am comfortable talking to and working with people in various roles, including supervisors, managers, team leaders, co-workers and people under my supervision.

I am a natural problem-solver

In other words, I don't give up easily. If a task is challenging, I try to look at it from all sides and find a way to accomplish what I need to do with the tools I have at hand.

TOP TIP

Be as detailed as possible. Include any exact figures that can help fully describe your experience such as how many people were involved, how much money you were responsible for handling etc. and/or how much time you devoted to it

MY SKILLS STATEMENT

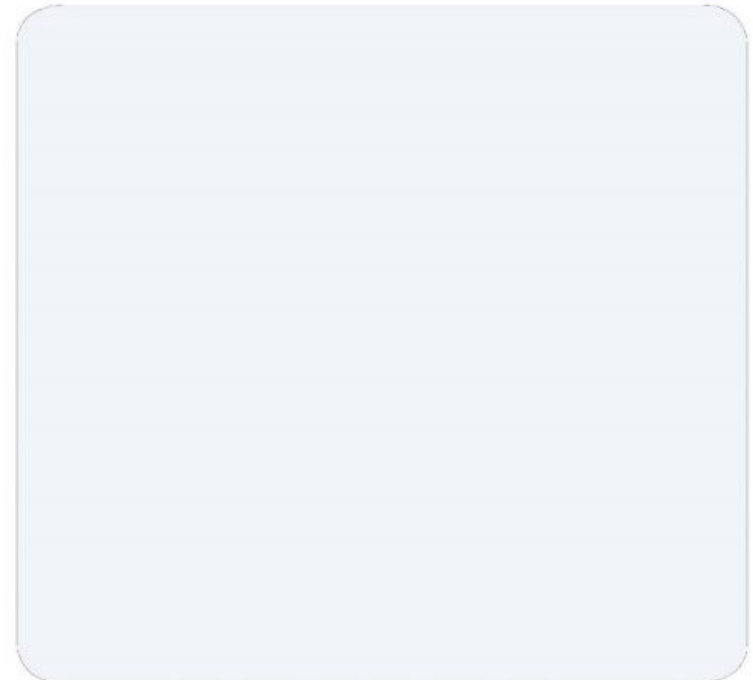
Instructions

In the space below, write a sentence or two that sums up and describes the activity or responsibility that is the best example of your strengths in the core skill area you have chosen to focus on.

You can then use this statement on applications or on your CV to provide proof of your skills.

Use the statements on the back of the completed "My Examples" sheet and the examples given to help you.

Work with your Adviser if you would find this helpful, until you are happy with what you have written. You can then keep it for adding to your Personal Skills Profile at a later date.



Step 5 - Benchmarking

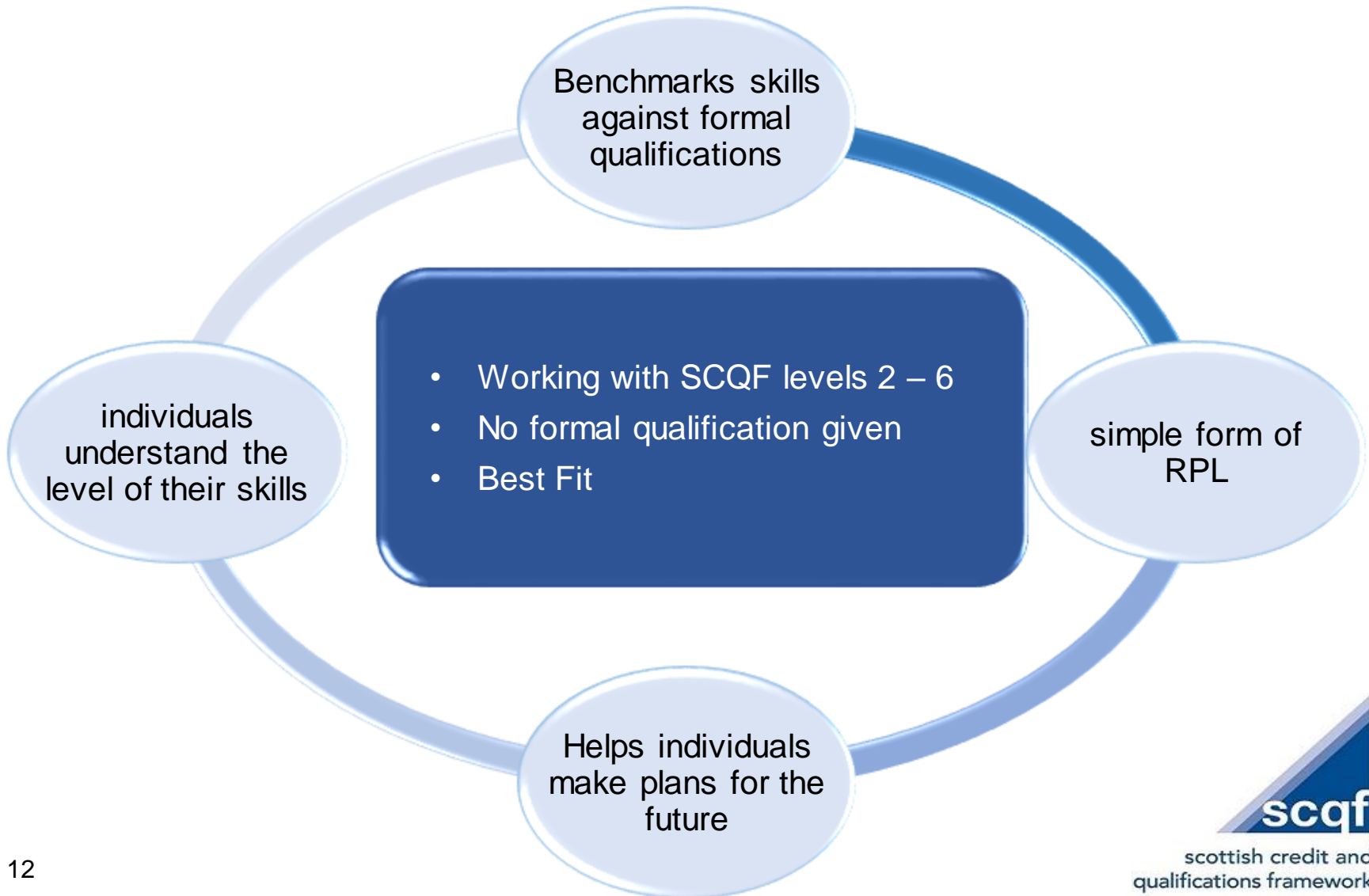
THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scf.org.uk to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ 3
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ 2
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ 1
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

SCQF Benchmarking Benefits and MSMF Toolkit



Benchmarking

SCQF BENCHMARKING ACTIVITY

KNOWLEDGE AND UNDERSTANDING (THE EXPERT)



Instructions for Adviser:

Print in full colour and laminate. Cut out individual cards. The words in bold can be looked up in the glossary of the contextualised SCQF Level Descriptors.

KNOWLEDGE AND UNDERSTANDING SKILLS

Which of these descriptions best describes your skill and experience?

I can demonstrate general **knowledge** of a range of facts, abstract ideas, methods and resources within my subject/role

I can demonstrate **basic knowledge** of **basic** processes, materials and language within my subject/role along with **simple** facts

I can demonstrate **basic knowledge** and a range of simple facts about my subject or role along with **knowledge** and **understanding of routine** processes, materials and language

I can demonstrate **basic knowledge** and work with **simple** facts and ideas in my subject/role

I can demonstrate **simple** facts and ideas in my subject/role

I can relate **knowledge** of my subject/role to a range of practical or everyday situations

Step 6 – Skills profile

SCQF BENCHMARKING SKILLS PROFILE

Name _____
 Adviser _____
 Date _____

Brief Description of Activity/Experience *(Your best example of)*

Skills gained in relation to:

APPROXIMATE SCQF LEVEL (2-6):

My next steps will be:

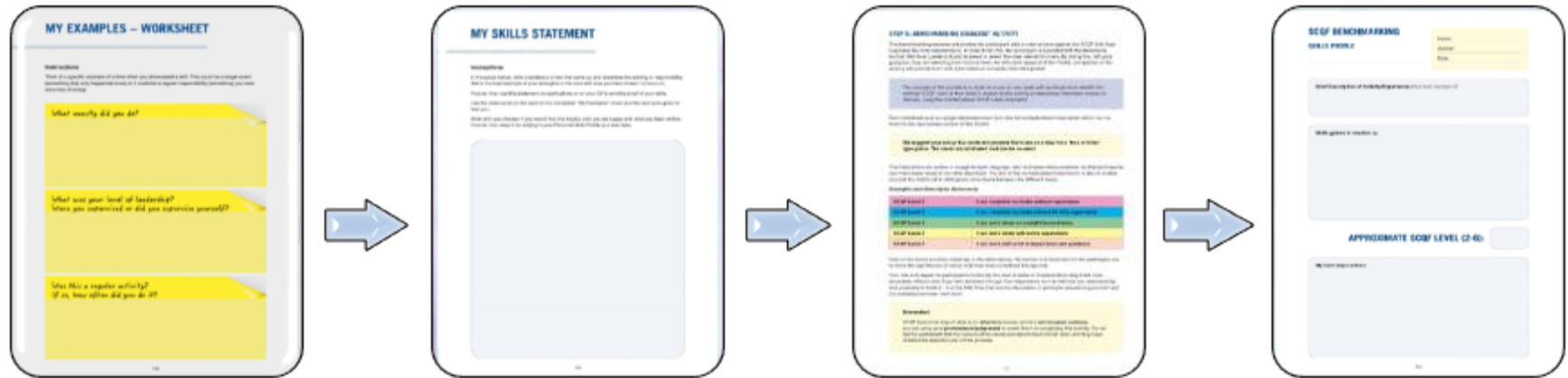
PREVIOUS NON FORMAL LEARNING

Name _____
 Adviser _____
 Date _____

Below you will find spaces to record any previous learning you have done other than formal school/college type qualifications (e.g. classes, training programmes you have completed, certificates you have been awarded, etc.). It can be useful to keep an ongoing and complete record of your achievements, especially if you are planning to apply for employment, training or education at some point in the future.

Date	Course/Programme Name	Qualification or Certificate Awarded	Awarding Body
Example: March 2009	HSE Approved 'First Aid at work' course	'First Aid at work' Certificate	HSE (Health and Safety Executive)
Example: June 2015	DofE Leadership	Duke of Edinburgh Leadership Award	Duke of Edinburgh's Award

Step 4-6 Overview

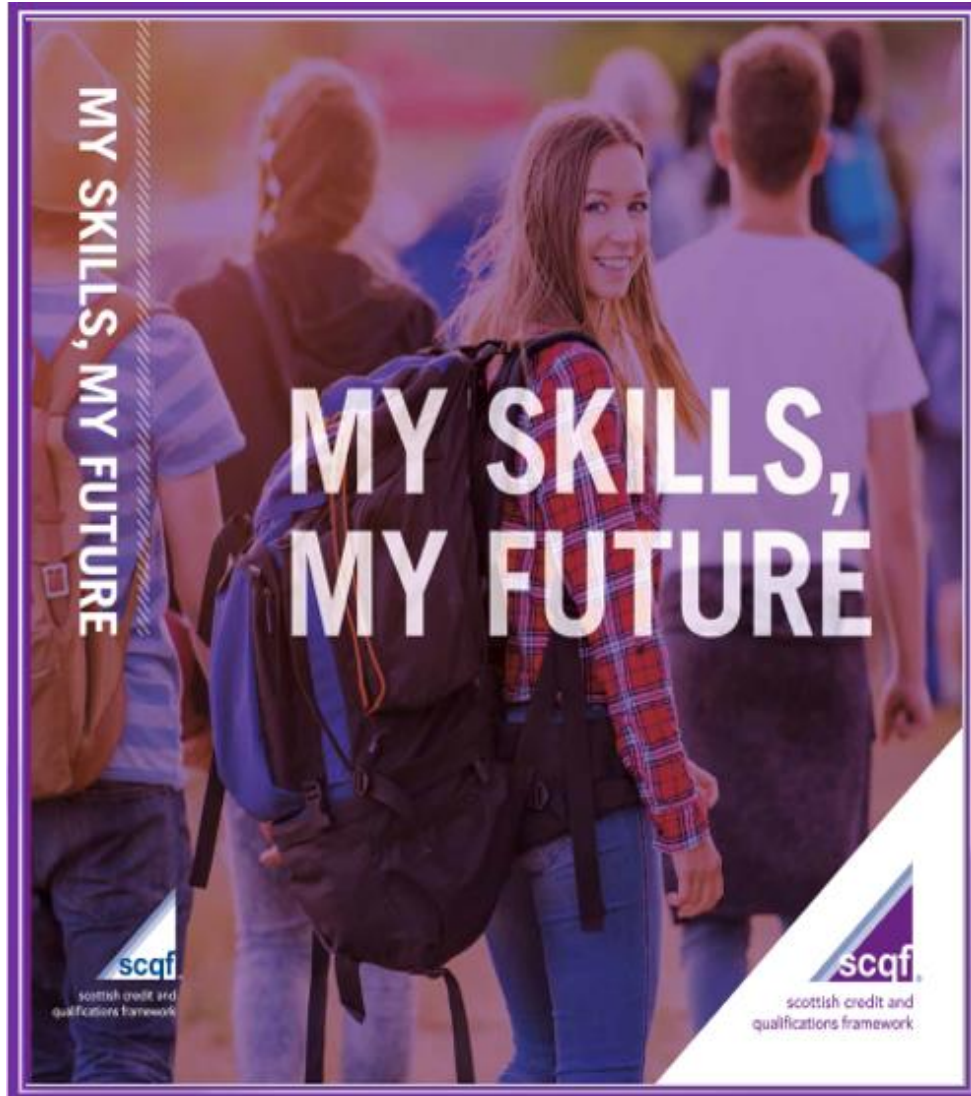


Select activities that demonstrate skills and experience

Write statements that summaries the skills

Benchmarking to SCQF Levels

Complete SCQF Skills Profile



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