"A set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupation".

Peter Cobrin
National Education Director
Notgoingtouni

Developing a Curriculum for Employability

My Friend's Timetable

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	GREEK JONES	FRENCH SKILLEN	MATHS + KING	MATHS + KING	GREEK JONES
2	ENGLISH GOLLAND	GREEK JONES	FRENCH SKILLEN	ENGLISH JIM GOLLAND	PE EDWARDS
3	LATIN WBI LANE	ENGLISH GOLLAND	LATIN WBI LANE	GEOGRAPHY BUGGY MARSH	MATHS + KING
BREAK					
4	FRENCH SKILLEN	LATIN WBI LANE	PH JOHNNY Y SWALKER	HISTORY WOODY WOODPECKER	ENGLISH JIM GOLLAND
5	GREEK JONES	MATHS + KING	I CS	LATIN WBI LANE	FRENCH SKILLEN
DINNER TIME					
6	MATHS + KING	CH BADY BUNTING EMISTRY	PE EDWARDS	FRENCH SKILLEN	HISTORY WOODY WOODPECKER
Y	A R A T T		ENGLISH JIM GOLLAND	G A M E S	RK MULLEY
8		BIOLOGY BIGHAM	GEOGRAPHY BUGGY MARSH		LATIN WBI LANE

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About Us

We are the largest independent information service for young people looking for alternative pathways into the world of work. Here's some key facts:

- 40-50,000+ Unique visitors per month to our website
- Our newsletter is emailed direct to 250,000+ young people & 40,000 careers advisors & teachers UK wide
- Distribution of clients' literature at Careers events UK wide, over 200,00 people seen face to face!
- On 'A' Level results day we achieved 10,000 visitors!!!! and we were also featured on Newsnight, BBCNews24, Ch4, LBC, BBC Radio(1-5), Telegraph, Guardian, Times online, Metro, Sun, etc.
- We have been commissioned to write the "notgoingtouni guide to.... notgoingtouni"
- We participate in all major forums on apprenticeships, vocation training, skills training etc
- We work with employers as diverse as British Gas, Logica, Morrison's, Tesco, National Grid, British Gas, PwC, Rolls Royce etc. etc.

Our Website

Home
Advice
Jobs and Training
Be Inspired
Career Resources
News
Contact
Login / Register
Search
Go
notgoingtouni.co.uk
nationalgrid
THE POWER OF ACTION
www.nationalgridcareers.com
Welcome
So you're thinking about not going to uni. Congratulations! You've just proved that you're not afraid to think differently. Contrary to what the masses may say, university isn't the only path to success. From apprenticeships to debt-free learning, there are literally thousands of other opportunities out there.
Read More
Welcome
Results Guide
Win a laptop!
NEA Peter Jones
Thought of the Day
Got an eye for the latest fashior
Jobs and Training
1 - Select one of the following categories.
Sign up to our newsletter
Your email address
Submit

Why Worry About Employability?

- Employers tell us that too many youngsters are unemployable
  - Question: how many employers are actively engaged in supporting teaching and learning?
- And it's not just about literacy, numeracy or verbal skills
- We're talking about the core attributes that enable anyone to flourish in a work environment

Skills

Discipline Specific
Generic/transferable

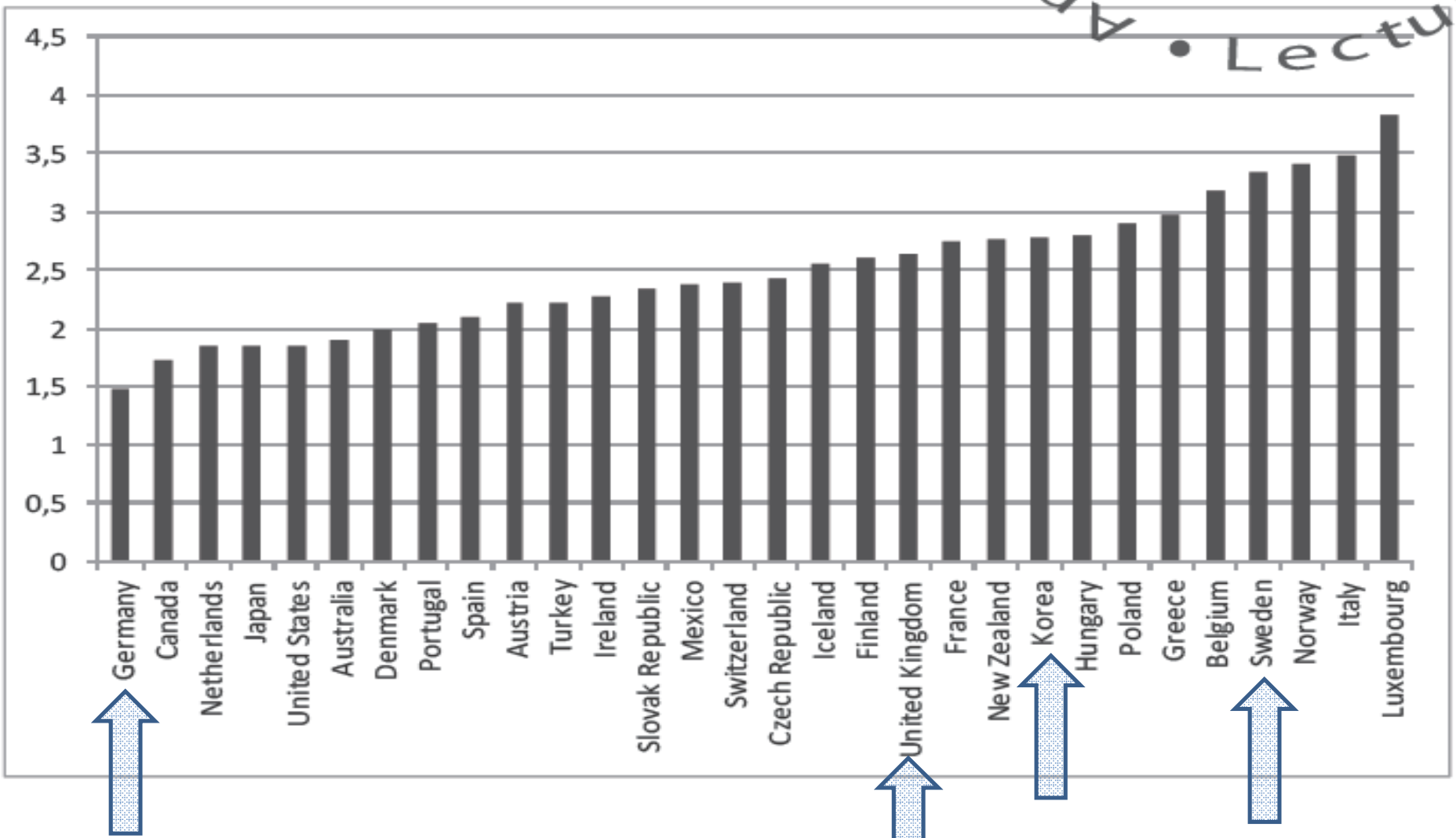
And don't even ask about:

- Self management
- Management of others
- Management of information

A major strength of the system is the high degree of engagement and ownership on the part of employer and other social partners

Here's One Reason?

Ratio of the unemployment rate of 20-24 year-olds to those of adults (aged 25-64), 2009



Source: OECD (2010a) OECD Stat Extracts website, *http://stats.oecd.org/Index.aspx*

Digging Deeper into Employability

Understanding

•An ability to perform in line with employer expectations
•An awareness of businesses and the issues they face
• An understanding of the importance of social relationships in the context of work

Skilful practices

•Discipline specific skills
•An ability to identify what is appropriate for different contexts
•Opportunity awareness, decision making, transition skills
•Curiosity, originality, imagination, risk-taking, innovation, creativity, opportunity seeking
•Research skills – an understanding of the strengths and weaknesses of a variety of research approaches
•Lifelong learning skills – learning how to learn to support adaptation to new and changing situations

Attributes, attitudes and behaviours

•Positive attitude to work, motivation, enthusiasm, responsibility, adaptability, integrity
•Emotional intelligence
•Leadership and collaborative behaviours

Experience

•Of the workplace through work based learning and voluntary work
•An awareness of employment contexts and issues

The Employability Matrix

Key skills
time management
study skills
communication: written and oral
application of numbers
information/communication technology
working with others
problem-solving

Personal qualitites
self-motivation
self-reliance
adaptability/flexibility
personal values
nous/commonsense
creativity

Reflective skills

Traditional intellectual skills
critical evaluation of evidence
argue logically
apply theory to practice
model problems qualitatively quantatively
challenge taken-for-granted assumptions

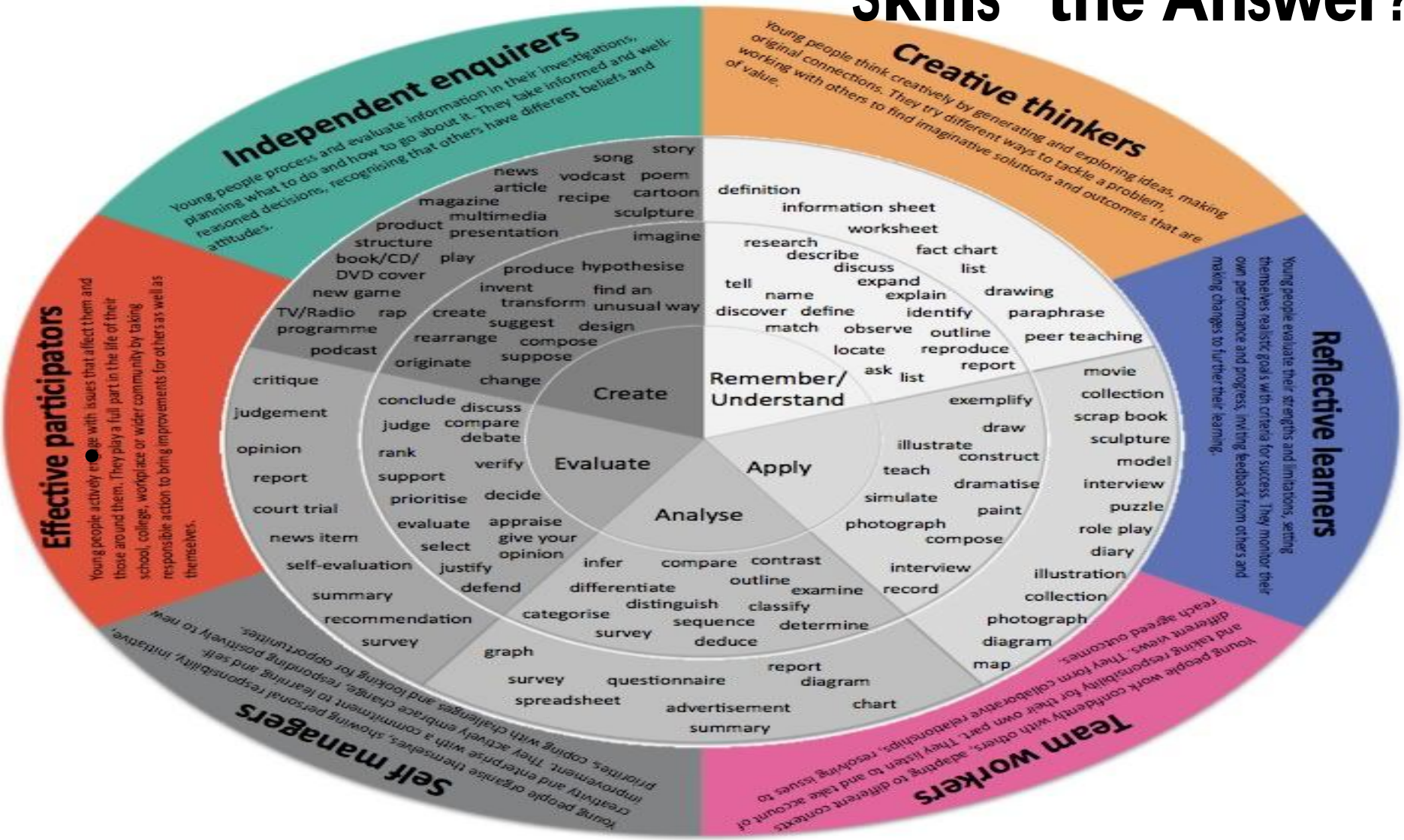
Understanding of how organisations work
knowledge of working practices
professional behaviour
recognition of organisational structure

Reflective skills
learning to learn
identification of own strengths and development needs
continuously improving one's own performance

Embedding Employability

- Be aware! Employability lies less in curriculum content than in curriculum processes **and in making this explicit**
- Employability ‘add-ons’ have limited power and let subject teachers off the hook
- Teachers MUST be familiar with the modern workplace
- Recruit specialist teachers from the work place: TF TS and TL
- Far more placements (in new forms)
- Build more on skills already in programmes
- Using employers to moderate assessments
- Use student feedback to review curriculum
- Build in employment-related reflective opportunities
- More emphasis on assessment criteria
- Prepare students for self- and peer-assessment (e.g. Group-work)
- Value its contribution in assessment
- Revisit programme to determine if employability is persistent
- Evaluate labour outcomes continuously

Are “Personal, Learning and Thinking Skills” the Answer?



This adaptation is Krathwohl and Anderson's (2001) adaptation of Bloom (1956) and has had the PLTS (New Secondary Curriculum 2008) added as an extra wheel. The version was produced by Sharon Artley.

Has the White Paper an Answer?

" Introduce the English Baccalaureate to encourage schools to offer a broad set of academic subjects to age 16, whether or not students **then** go down an academic or vocational route."

"For the period 2004–2010 the number of vocational qualifications taken up to age 16 rose from about 15,000 to 575,000: an increase of 3,800 per cent. **So**, while more young people are participating in education for longer, the curriculum and qualifications they are pursuing contain too much that is not essential and too little which stretches them to achieve standards matching the best in the world."

"Vocational education has been the poor relation – its inherent value ignored, and its **content made pseudo-academic".**

I absolutely refute the notion that 'academic skills' cannot be taught within vocational education

.

This is What Good Looks Like

"A strong and simple model for upper secondary vocational education --- involving a range of specialisms, a good percentage of general academic skills underpinning all the programmes and a commitment to workplace training and close relationships with employers".

"Many schools employ a significant number of part-time teachers who also work in industry."

"Vocational education and training is deeply embedded and widely respected . The system offer qualifications in a broad spectrum of professions and flexibly adapts to the changing needs of the labour market ."

"The dual system is especially well-developed, integrating work-based and school-based learning to prepare apprentices for a successful transition to full-time employment".

The OECD Challenges Us!

- The need to define ‘employer engagement”
- Strong employer engagement is unattainable without an equally strong apprenticeship systems
- If you want employer led vocational training you need strong government lead
- Policy structures are more complex and more unstable than in most OECD countries
- Inadequate attention to international experience

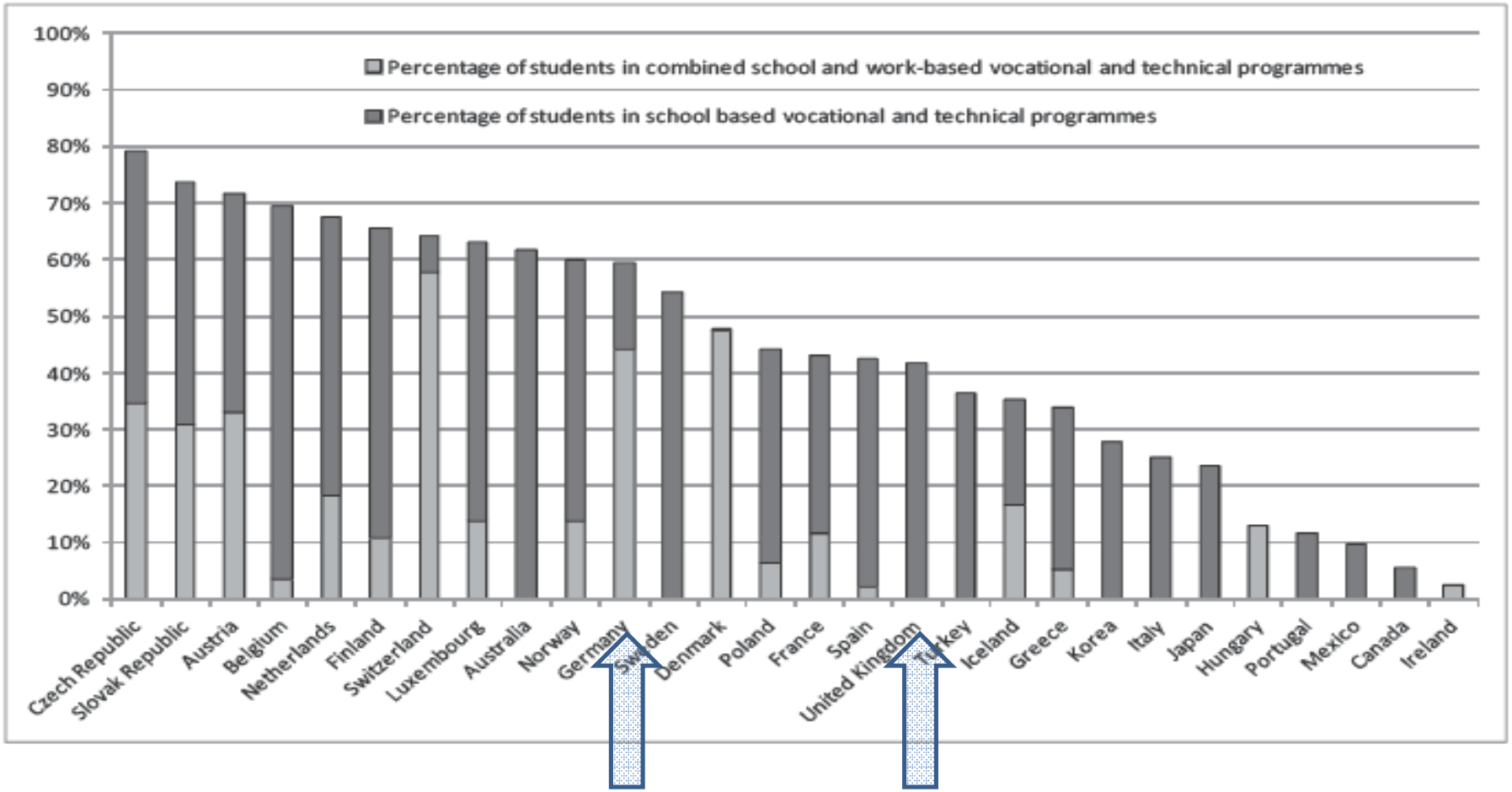
Are We Following Best Practice?

Where is this?

- Youth unemployment is relatively high by OECD standards
- Secondary vocational training does not attempt to get students job-ready --- serious mismatch with labour market
- Separation of school-based vocational training from a fast changing technology driven workplace
- Social partners have little influence on vocational training
- Data on labour market outcomes not exploited to provide better information to students choosing courses

How We Match Up

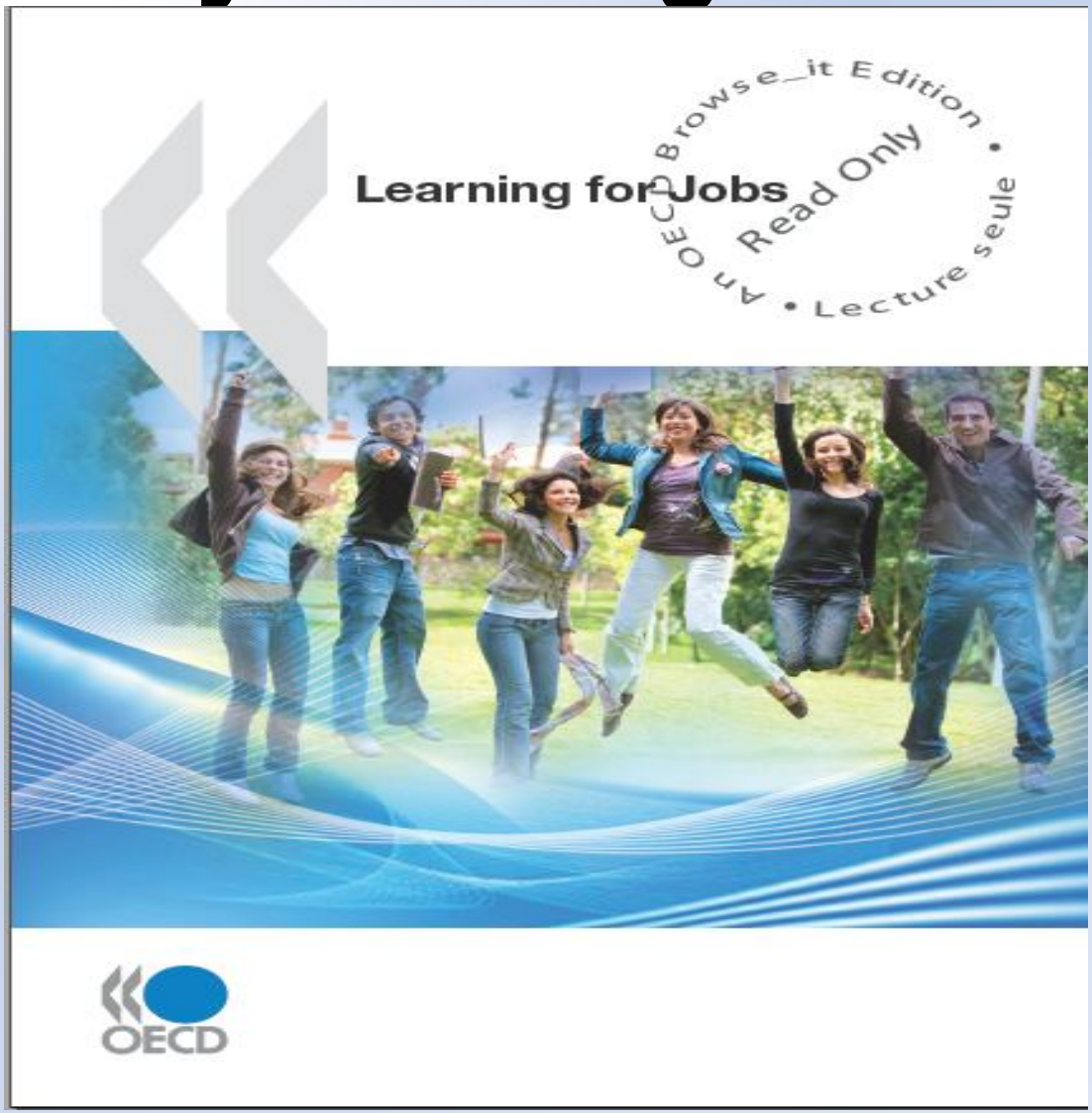
Figure 2 Vocational education and training as a share of the upper secondary sector (ISCED 3), 2006



Source: OECD (2008), *Education at a Glance 2008: OECD Indicators, Table C1.1*, OECD, Paris.

Further Reading

- Barnett, R. and Coate, K. (2005) *Engaging the Curriculum in Higher Education*. Maidenhead: Society for Research into Higher Education and the Open University Press.
- Knight, P. T. and Yorke, M. (2004) *Learning, Curriculum and Employability*. London: Routledge/Falmer.
- Pascarella, E.T. and Terenzini, P.T. (2005). *How college affects students (Vol 2): A third decade of research.* San Francisco: Jossey-Bass.
- Yorke, M and Knight, P. T. (2004) *Employability: judging and communicating achievement*. York: the Learning and Teaching Support Network.
- Yorke, M and Knight, P. T. (2004b) *Embedding Employability into the Curriculum. York: the Learning and Teaching Support Network.*

Compulsory Reading!!

Synthesis Report of the OECD Review of Vocational Education and Training: OECD 2010