

# Education for Employability

## Guidance for Key Stage 4

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## **Section 1**

### **INTRODUCTION**

#### **Background**

The revised Northern Ireland Curriculum which becomes statutory from September 2007 includes at its centre an area entitled Learning for Life and Work which incorporates Education for Employability consisting of four dimensions:

- work in the local and global economy;
- career management;
- enterprise and entrepreneurship;
- skills and capabilities for work.

To date CCEA, in partnership with the Education and Library Boards, has been testing out ideas for implementing Education for Employability in a range of schools – primary, secondary, grammar and special. In addition, CCEA is also working with an identified cohort of schools (in our geographical area), in order to find out how best to engage key stakeholders in the community, particularly employers in a cost- effective way.

#### **Intended audience**

This guidance is intended primarily for:

- teachers who have been asked to implement Education for Employability;
- Principals and those teachers who are given a co-ordinating responsibility (Section 3 refers to some of the management issues which need to be addressed);
- curriculum advisory and support staff.

## **Purpose of this document**

This document is intended to:

- clarify what Education for Employability is about and why it is so important;
- highlight some of the management issues associated with the implementation of Education for Employability;
- illustrate the progression in Education for Employability throughout the Key Stages;
- consider some issues in relation to teaching methodology;
- make some suggestions about monitoring pupils' progress in Education for Employability.

## Section 2

# EXPLAINING EDUCATION FOR EMPLOYABILITY

### Aim of Education for Employability

The aim of Education for Employability is to ensure that all young people develop the personal qualities, skills, knowledge, understanding and attitudes which will give them a strong foundation for lifelong learning and work in a rapidly changing economic environment.

### Changing context

The term Education for Employability, quite deliberately, is an all-embracing one and is intended to bring some coherence to the plethora of overlapping terms and objectives such as: vocational; work-related learning; effective career management; deployment of key transferable skills; creativity, and enterprise and entrepreneurship. Distilled to its simplest, the school curriculum can make a significant contribution to the development of young people who are empowered to be an influence in the workplace and who, if necessary, are not averse to taking risks. The emphasis of teaching and learning in schools should be to encourage pupils:

- to learn how to learn and to think for themselves and to view learning as a lifelong endeavour;
- to be creative, innovative and empathetic thinkers in their response to problems and utilise the full potential of information and communications technologies;
- to apply what they are learning to life and work-related situations for the common good.

Education for Employability, therefore, is not a narrow marginal or separate activity. It is central to the role of the curriculum just as work is central to most people's lives.

## Rationale

Work patterns and employment trends are changing. A key driver of this change has been the rapidity of technological development which demands increasing levels of skills and knowledge from employees, and has accelerated the sectoral shift from manufacturing to services. The typical worker of the industrial era was required to learn a relatively stable set of skills. The knowledge-based worker is experiencing a blurring of the boundaries between work and learning. Those unable to update their knowledge fast enough both on-the-job and in their own time are increasingly at risk of being marginalized.

Allied to this is the need to create an entrepreneurial culture in Northern Ireland. For too many young people their career horizons are narrow. The idea of self-employment, even in the longer-term, is frequently disregarded as an option. However, attitudes are now changing and pupils are now more aware of the potential for running an enterprise and are increasingly aware of examples in their locality.

At a time of changing opportunities it is important that all our young people, from a very early age, have the opportunity to explore the world of work and construct for themselves a path through education, training and employment. Successful integration with the world of work will ensure greater personal fulfillment. It is clear that there are connections between Education for Employability and other Areas of Learning as well as other strands of Learning for Life and Work: Local and Global Citizenship and Personal Development. The development of skills and capabilities cuts across the entire curriculum.

## Implications of the statutory introduction of Learning for Life and Work – what is different!

Traditionally, all schools have made provision for preparing young people for the world of work. There are examples of excellent practice arising from the innovative work of teachers. However, the revised curriculum presents a radical shift since **every** pupil is now **entitled** to an employability programme. In summary, Education for Employability:

- is an entitlement for ALL pupils;
- cannot be implemented only through the use of external support but must now be curriculum-led and school driven;

- demands a progressive teaching programme in relation to the dimensions of Education for Employability from primary school up to the age of sixteen and beyond;
- is the responsibility not only of the employability team (see Section 3) but impacts on the learning and teaching in all Areas of Learning;
- will require the support of employers and other key stakeholders in the community so that what happens in school reflects the up-to-date demands and circumstances in the world of work.

## Section 3

# MANAGEMENT AND IMPLEMENTATION ISSUES

### Introduction

Key Stage 4 presents different challenges when compared with the earlier Key Stages. CCEA recognises that, at Key Stage 4:

- pupils have chosen to study a range of general and applied courses and will be working to achieve the highest results possible;
- curriculum time is limited and complex management decisions will need to be taken in order to ensure that the statutory demands of Education for Employability are met;
- the current Careers Education, Information, Advice and Guidance provision is variable across schools and, therefore, needs to be strengthened especially taking account of the forthcoming Entitlement Framework which requires that pupils have access to 24 courses at Key Stage 4-see DE circular 2006/20a.

### Issues for consideration

#### *Repositioning Careers and an Employability Team*

It is suggested that schools should consider their current provision and think about establishing an Employability Team which is likely to incorporate some or all of the existing careers staff but should also extend the range of expertise.

During pilot work at Key Stage 3 it has been noted that schools are taking the opportunity to bring in new teachers who may not have a background in the employability area but who are enthusiastic about the concept. It is frequently the case that the new emerging Employability team includes teachers:

- from across different Areas of Learning;
- with a variety of experience;

- with some expertise in individual guidance;
- who have a connection with the senior management team;
- who have been involved in activities such as organising work experience;
- who have been involved in the CCEA GCSE Learning for Life and Work.
- current 'careers' teachers.

### **Curriculum time**

At Key Stage 4, the statutory requirements are Learning for Life and Work, Physical Education, Religious Education and Skills and Capabilities. Curriculum time needs to be managed carefully because of the necessity to offer *access* the other Areas of Learning. In general there are three approaches.

### **Discrete time**

Currently, many schools allocate time to "careers" sometimes at least one period per week in Years 11 and 12. In addition, there is the challenge of offering individual guidance to pupils particularly as they move towards the transition to post-16 choices. It is hoped that those pupils who have been involved in the Education for Employability programme from Year 8 will have benefited from the continuous process and will have developed a clearer understanding of their path towards the future. **Discrete time is regarded as necessary.**

### **Across Learning Areas**

Careful thought needs to be given to how this is addressed. It is acknowledged that teachers in Learning Areas need to address comprehensively the demands of the specification being followed. However, it would be helpful if the person with lead responsibility for Education for Employability could identify areas of the employability programme which can be addressed by other teachers not directly involved in the discrete taught programme.

CCEA will be providing Units of Work for Education for Employability for Year 11. Aspects of these units might be covered effectively by different teachers. However, in order to avoid the failures of the cross-curricular themes it will be

essential that all teachers are fully conversant with the concepts underpinning the units so that the Employability message is fully grasped and explored by the pupils.

### **Special days**

In order to augment the discrete time and the work in Learning Areas schools can organise special days or events to address particular aspects of the employability agenda.

### **Coherence across the school**

Frequently, for good reasons, different staff may be involved in separate activities. For example, one teacher may have the responsibility for work experience. Another teacher may be organising links with the local college of further and higher education. Others may be involved in GCSE Learning for Life and Work or Progress File.

Consideration should be given for the teacher with lead responsibility for Education for Employability to “manage” these different dimensions of school activities so that there is greater coherence to what the school is offering to the young people.

In addition, it will be important for pupils who may be choosing any of these activities to have access to individual guidance. Such guidance is only one part of the process of allowing pupils to be in a position to make informed choices and decisions.

### **Coherence within Learning for Life and Work**

There are three strands within Learning for Life and Work at Key Stage 4. Links should be made with colleagues who have responsibility for Local and Global Citizenship and Personal Development. As teachers become more familiar with the statutory requirements they will be able to identify points of complementary provision which may result in more efficient use of time particularly where there may be duplication or opportunities to integrate the strands more effectively for particular topics.

## **Links with GCSE Learning for Life and Work**

It needs to be stressed that the Learning for Work module of the CCEA GCSE Learning for Life and Work is only one small part of the Education for Employability programme. It is important that schools take account of all of the statutory statements for Education for Employability and ensure that pupils are given opportunities to access their entitlement.

## **Section 4**

### **ASPECTS OF SCHOOL EMPLOYABILITY PROVISION**

#### **Accredited courses for GCSE Learning for Life and Work and the Entitlement Framework**

Schools may choose to offer an accredited qualification in Learning for Life and Work normally consisting of at least 160 guided learning hours and will contribute to the 24 courses required at Key Stage 4 within the Entitlement Framework. However, schools have the flexibility to meet the statutory requirements for Learning for Life and Work, including Education for Employability, without necessarily asking pupils to follow an accredited course. Schools will need to consider carefully how they timetable such provision.

#### **Work Placement and Education for Employability at Key Stage 4**

CCEA recognises that, for many schools, work placement at Key Stage 4 does much to promote the employability of the individual pupil; its success owes much to the thorough preparation and comprehensive de-briefing conducted by many schools. Work placements can bring to life some of the Employability learning and the overall Employability experience can be deepened.

#### **Employability and Individual Careers Guidance**

Within the context of Employability, a robust programme of Careers Education Information Advice and Guidance (CEIAG) – is a necessary requirement in schools. In addition to the taught element of Employability at Key Stage 4, access to pupil centred individual guidance for young people is crucial. This impartial individual guidance may be provided by school Careers specialists or through the NI Careers Service, or through a combined provision utilising both sets of expertise.

#### **Employability and Progress File**

As with other aspects of the curriculum, the Progress File reflects Education for Employability. Pupils can engage in the Career Planning process and monitor the progression in their skills, qualities, achievements and interests. Teachers co-

ordinating the implementation of Employability should seek to link the Employability provision with Progress File resources and will find useful materials in the publication 'Moving On' (sections 3 – 6), available from CCEA.

## Section 5

### STATUTORY STATEMENTS AT KEY STAGE FOUR

#### What are the statements of requirement at Key Stage 4?

Employability is based around four dimensions at Key Stage 3 and Key Stage 4.

At Key Stage 4 these dimensions are expressed as statements of requirement. These statements are set out below. For legislative purposes, the format is different to that used for Key Stage 3. Nevertheless, the four dimensions still apply as they are reflected in these statements which are supported by the Thinking Skills and Personal Capabilities framework.

#### Key Stage 4 Statutory Statements

Pupils should be enabled to:

- explore self employment and identify relevant sources of support;
- examine the impact of globalisation on employment;
- investigate the recruitment and retention procedures taking into account the rights and responsibilities of employees and employers;
- consider how employees and employers might maintain an effective working environment ;
- investigate the increasing social responsibility of business in the community;
- develop a personal career plan based on relevant information and guidance.

Central to the implementation of Education for Employability are the underpinning skills and capabilities for work which can be addressed in the statutory programme.

The following pages give *an indication* of progression between Education for Employability at Key Stage 3 and Key Stage 4. Further progression planning will be facilitated through the **Education for Employability Exemplar Programme** scheduled for May 2007. The Curriculum and Advisory Service can also assist with the planning of progression.

## Section 6 PROGRESSION KS3 – KS4.

### KS3 Dimension:

#### *Work in the Local and Global Economy*

#### KS 3 Statement

- *Investigate the local impact of the global market*
- *Describe different types of work and investigate the range of employment in the local area, including any changes in employment trends, taking account of the implications for career planning*

#### KS3 Statement

- *How an employer might deal with issues affecting work*

### KS4 Dimension

#### *Work in the Local and Global Economy*

#### KS4 Statement

- *Examine the impact of globalisation on employment*

#### Exemplification

This statement encourages a focus on how the global nature of the world economy impacts upon:

- career choices and potential employment opportunities;
- work practices (including migrant labour);
- the potential opportunities in local growth areas (such as tourism).

Furthermore this statement could be supported in other subjects through appropriate study for example, the impact of globalisation on employment through Geography.

#### KS4 Statement

- *Investigate the recruitment and retention procedures taking into account the rights and responsibilities of employees and employers*

#### Exemplification

This statement:

- highlights methods of recruitment;
- focuses on the job interview;

## PROGRESSION KS3 – KS4 continued.

### KS3 Statement

- *How an employer might deal with issues affecting work*

### KS3 Statement

- *How organisations contribute to the economy*

- outlines methods of selection;
- reviews the rights and responsibilities inherent in recruitment and selection.

Furthermore this statement could be supported in other subjects through appropriate study for example, recruitment and selection in Business Studies.

### KS4 Statement

*Consider how employers and employees might maintain an effective working environment*

In particular this statement looks at:

- workplace rights and responsibilities;
- work/life balance;
- workplace motivation;
- developing workplace relationships;
- dealing with stress in the workplace.

Furthermore this statement could be supported in other subjects through appropriate study for example, the ICT workplace and the resulting health and safety implications of ICT.

### KS4 Statement

- *Investigate the increasing social responsibility of business in the community*

This statement:

- seeks to build a picture of the ways business organisations contribute to the economy;

**PROGRESSION KS3 – KS4  
continued.**

- aims to build an understanding of the reasons for and importance of, social responsibility;
- promotes an understanding of the impact these contributions have on the community.

Furthermore this statement could be supported in other subjects through appropriate study for example, the reasons for and the effects of, government and business partnerships in Economics.

## KS3 Dimension

### *Career Management*

#### Key Stage 3 Statements

- Assess personal skills and achievements...identify areas of interest and set targets for self improvement
- Explore the changing concept of a career
- Engage in personal career planning...recognising that attitudes to work will change over time and are influenced by family and community values
- Practise presentational and self marketing skills
- Investigate a variety of familiar and unfamiliar jobs
- Access guidance (on career management)

## KS4 Dimension

### *Career Management*

#### KS4 Statement

*Develop a career plan based on relevant information and guidance*

#### Exemplification

In particular this statement:

- seeks to reinforce the importance of career planning;
- to review the steps necessary for career planning;
- to highlight some of the challenges to career success;
- to explore the range of career choice options.

This statement strongly supports the Careers Education, Information, Advice and Guidance (CEIAG) work of the school.

KS3 Dimension

*Enterprise and entrepreneurship*

KS3 Statement

- *Find out what makes an entrepreneur and develop an awareness of the challenges and benefits of building your own business*

KS4 Dimension

*Enterprise and Entrepreneurship*

KS4 Statement

- *Explore self employment and identify relevant sources of support*

Exemplification

In particular this statement

- seeks to focus on the types of support available;
- the benefits of this support ,and
- the ways in which support has facilitated local small business start-ups.

## PROGRESSION Foundation – KS4

In the Foundation Stage and Primary Years there is no discrete subject provision for Employability. Employability is one of the key elements underpinning objective three and as such should be implemented across all Areas of Learning.

In Key Stages 3 and 4 there is a specific subject dimension – Employability sits within the Learning Area “Learning for Life and Work”.

Post 16 provision for Employability is in developmental stages – it is anticipated that CCEA will offer an AS qualification in Learning for Life and Work of which Employability will be a module.

	Foundation Stage	Key Stage 1	Key Stage 2		Key Stage 3	Key Stage 4	GCSE Qualification
Curriculum Objective	Contributors to the economy and environment:	Contributors to the economy and environment:	Contributors to the economy and environment:	Curriculum Objective	Contributors to the economy and environment:	Contributors to the economy and environment:	Learning for Life and Work GCSE
Key Element	Employability	Employability	Employability	Key Element	Employability	Employability	
				Learning Area	Learning for Life and Work:	Learning for Life & Work	
				Strand 1:	‘Employability’.	‘Employability’.	
Statutory	√	√	√		√	√	Optional, meets <b>some</b> statutory requirements for Employability.
Key dimensions	The World of Work Positive attitude to work Enterprise	The World of Work Positive attitude to work Enterprise	The World of Work Positive attitude to work Enterprise	Key dimensions	Work in the Local and Global Economy; Career Management; Enterprise and Entrepreneurship	Work in the Local and Global Economy; Career Management; Enterprise and Entrepreneurship	Work in the Local and Global Economy; Career Management; Enterprise and Entrepreneurship

## Section 7

### THE EMPLOYABILITY LESSON

**How might an Education for Employability lesson be structured in the context of the revised Curriculum?**

Below are some general points which set out what a teacher delivering a lesson in the revised Curriculum would need to know prior to a lesson and how he / she might build on current practice to promote the ethos of the revised Curriculum effectively.

A teacher facilitating an Employability lesson in the revised Curriculum would need to know:

- the place of the lesson in the Key Stage overview;
- the place of the lesson in the context of the Key Stage 4 Statement of Requirement;
- formally planned or informal links across the curriculum;

Overleaf are some ways in which a teacher might draw out aspects of the revised Curriculum, building on current practice.

<u><i>Current practice</i></u>	<u><i>Revised Curriculum practice</i></u>	<u><i>Promoting</i></u>
Set the context of the lesson.	Make explicit reference to previous relevant work and explain how it can be used constructively.	Assessment for Learning
State objective	Share learning intentions. Make explicit reference to skills needed to fulfill learning intentions. Share success criteria (if appropriate).	Assessment for Learning
	Refer to context for relevance. Draw on relevant experience.	Curriculum Objectives / Key Elements
Class discussion	Adopt role of facilitator. Consider questioning styles. Give wait time during questioning. Facilitate different learning styles by giving pupils different ways to respond. Draw out links across the Curriculum. Allow mind mapping during discussion.	Assessment for Learning  Active learning  Connected learning
Explanation / instructions	Explicitly link different aspects of activity to skills and capabilities.	Skills and Capabilities
Activity	Consider tasks which facilitate different learning styles.	Active learning
Activity examples	Encourage pupils to apply thinking strategies e.g. cluster, sequence, compare/contrast etc.	Thinking skills
Give feedback	Give feedback during the <i>process</i> of an activity rather than on the end product. Encourage rather than praise.	Assessment for Learning
Conclusion	Provide opportunities for self / peer evaluation; provide format to record points for future reference. Give sufficient time for plenary. Draw attention to possible relevance of the work to other subjects	Assessment for Learning  Connected learning
Marking/ Corrections	Use comments only – exclude marks or grades.	Assessment for Learning

## **Section 8**

### **ASSESSMENT /MONITORING PUPIL ACHIEVEMENT**

Teachers are strongly encouraged to develop a range of ways of recognising the achievements of their pupils in Employability: this might be through entering pupils for accredited courses and qualifications, entering pupils in community based schemes and initiatives or by providing internal certificates and other acknowledgements of their achievements. Assessment should have a strong formative dimension. The following may provide some guidance for teachers.

#### **Self-assessment**

Pupils should have opportunities to assess and evaluate the processes in which they have been involved. They should be given opportunities to assess their achievements, recognise and celebrate their strengths and to identify areas for improvement, which can allow them to set targets for the future.

When evaluating their participation in Employability activities, they should consider:

- the extent to which they have developed their skills and capabilities; through the activities they experienced;
- the knowledge and conceptual understanding they have acquired ;
- the values they have explored through their experiences;
- the extent to which they have engaged in activities;
- their role in the effectiveness and successes of the processes;
- their strengths;
- their areas for improvement;
- the next steps in their learning.

#### **Opportunities for Assessment**

Employability affords opportunities for assessment in the many contexts, among them:

- Enterprise activities
- Work placements
- Mock interviews
- Personal Career Planning
- Presentations by groups or individuals

A model for the assessment of Employability could allow pupils to write (on paper/ word process), record (video diary) or publish (web log) a report on an extended Employability activity such as an action project. It is important to note that the process of the investigation is as important as the outcome.

The sections listed below are by no means exhaustive, but may serve to focus pupils on significant aspects of their learning during this process:

- why the issue/activity was chosen for investigation;
- what the expectations were at the start;
- how the activity was planned and organised and their role in this process;
- what contributions they made and the effectiveness of such efforts;
- what challenges were encountered;
- how were such obstacles resolved;
- what was learned about the issue investigated;
- what was learned about themselves;
- what skills of enquiry, communication, participation were used and developed;
- what knowledge and conceptual understanding was developed;
- how the activity related to the key Employability dimensions, e.g. Work in the Local and Global Economy, Career Management ;Enterprise and Entrepreneurship; Skills and Capabilities for Work;
- what they would do differently if it was to be explored again;
- what are the pupil's strengths and areas for improvement?
- what are the key learning points for the future?

## Assessment for learning

Assessment for learning is an integral part of the revised curriculum.

The following points highlight the five main strands of Assessment for Learning and should be applied in an Employability context:

- **Sharing learning intentions and success criteria with pupils.** This can positively influence pupils' engagement and help them take more responsibility for their learning by allowing them to negotiate the success criteria with the teacher and to assist with clarifying what this might look like in "process" and "output". Learning intentions and success criteria should be stated in "pupil-friendly language" and can be decided by pupils giving them ownership.
- **Tuning into pupils' minds.** This involves a fundamental change in classroom teaching strategies. Instead of asking just knowledge questions, teachers can focus on the process of learning giving pupils thinking time to formulate their answers and encouraging discussions and questions.
- **Stepping forward with feedback** – Feedback is a vital part of the learning process but is often neglected and may come too late at the end of the task (making it judgmental). Constructive feedback (during a task) will motivate a pupil to

further develop an idea or response. It can also motivate a class to come up with new ideas, if this is done through the use of judicious questioning.

- **Marking less to achieve more** – Research shows that grading work even with comments, can be ineffective as the focus is on the grade rather than the comments made and this can de-motivate pupils. Giving marks occasionally and using only comments can help pupils see the areas of success and the areas for improvement. Highlighting the positive as well as identifying areas for improvement can let the pupil see what he/she has to do to improve, rather than to dwell unnecessarily on a mark or grade.
- **Promoting assessment by pupils** – When pupils are taught how to assess their own and others work it is a successful self-management skill. If pupils know the success criteria they are able to respond honestly to their own and others' work, showing how the work meets the success criteria and areas for improvement.