

So... – what about Employability ?

23 June 2017



What was your first job?



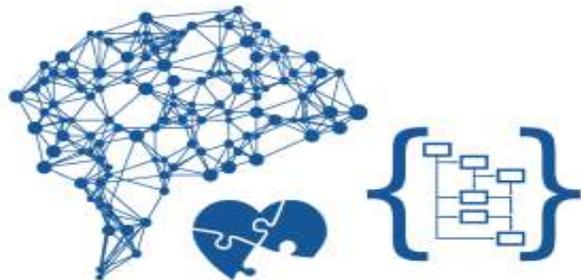
How Are Workplace Demands Changing?

“Human work will increasingly shift toward two kinds of tasks: **solving problems** for which standard operating procedures do not currently exist, and **working with new information**—acquiring it, making sense of it, communicating it to others....today, work that consists of following clearly specified directions is increasingly being carried out by computers and workers in lower-wage countries. The remaining jobs that pay enough to support families require a **deeper level of knowledge and the skills to apply it.**”

Frank Levy and Richard Murnane, *“Dancing with Robots”* (2013)

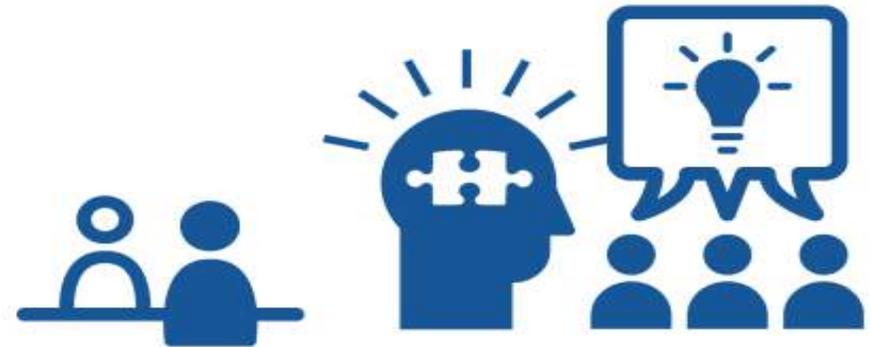
in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



At the beginning of January 2015 McDonalds announced a new campaign, “Backing of Soft Skills,” which focuses on developing soft skills for young people, raising awareness of their importance and encouraging bright, new ideas on how to develop soft skills in the workforce. This major campaign has been backed by a number of different organisations and further education sector bodies. The campaign came about after research commissioned by McDonalds found that by 2020, **“half a million workers will be held back by a lack of soft skills.”**

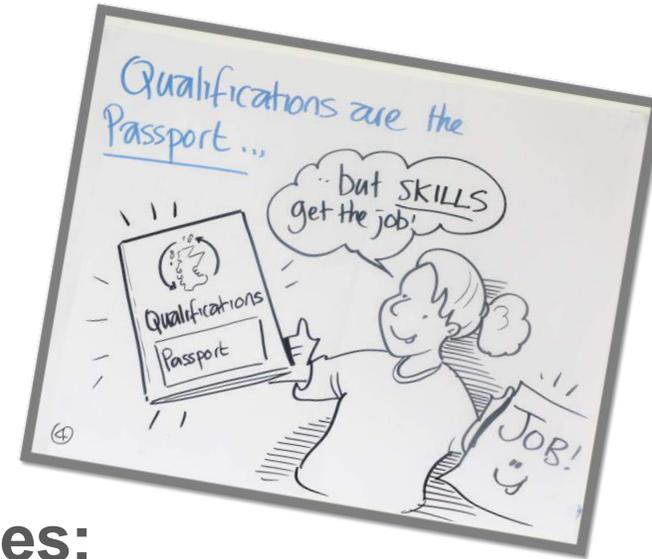
08 Aug 2016 : **“Job candidates lose out through lack of soft skills,”** say most Scottish business leaders. Almost half of employers in Scotland say they have turned down candidates because they lacked soft skills and personality. Research by British Gas, 2016



CBI – Education and Skills Survey 2016

What business are looking for:

1. Attitude (89%)
2. Aptitude (66%)
3. Qualifications (52%)



What business identify as deficiencies:

1. Quality of work experiences (56%)
2. Communication skills (50%)
3. Analytical skills (50%)
4. Self-management skills (48%)

Good communicator Well organized Team player Always punctual
Critical thinker Social Creative thinker Interpersonal communicator
Easily adapts Friendly personality

The LinkedIn study found that soft skills are more in-demand in some industries than others.

The 10 industries where soft skills are **most valued** are:

Restaurants
Professional training
Consumer services
Retail
Sports
Hospitality
Human resources
Facilities services
Civic and social organizations
Management consulting

The 10 industries where soft skills are deemed **least in demand** are:

Graphic design
Motion pictures and film
Architecture and planning
Music
Photography
Fine art
Design
Civil engineering
Law practice
Arts and crafts





Source: LinkedIn survey, 2016



Mid career skills gaps and other influences?

In 2007/08, there were 421,320 part-time students enrolled in Scotland's colleges.

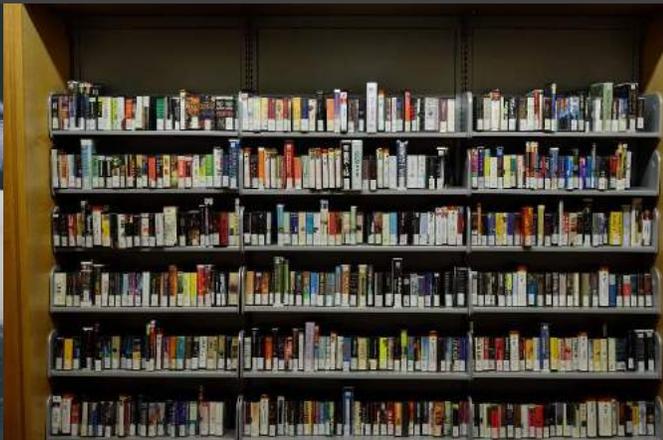
In 2015/16, this had reduced by 52 per cent to 202,293 part-time students.

The biggest decrease was seen in the further education enrolments, which fell from 398,606 to 185,129; a 54 per cent reduction in eight years.

At the same time, full-time enrolments have increased by 15 per cent, from 68,290 to 78,749 (SFC 2017a).

Reduction in employer funding within the skills system; fewer FE enrolments with funding or placements from employers.

Role of FE has shifted, with a focus now on continuing post -qualification education, rather than an education route to work.



Mid career skills gaps?

2.5 million adults will be of working age in 2030; 46% of jobs (1.2 million) at high risk of automation

Gaps in publically funded training are not being picked up by employers; investment in training has declined in recent years; employers seem to adopt a low skill business model; has social dimension too for high skilled who have more invested in them than low skilled workers.

1. An Open Institute of Technology: Plugging the mid-career provision gap
2. A focus on progression, pay and productivity: Delivering clear outcomes at the national level
3. Progression agreements: Delivering outcomes at the classroom level
4. Career pathways: Learner and employer co-design
5. Qualifications review: Improving flexibility and transferability
6. Innovation academies: Driving improved innovation and productivity through the skills system
7. Business investment, the apprenticeship levy and business taxes: The specific role of employers
8. A new progression unit: Tackling the 'progression gap'



Source: IPPR Scotland | Scotland skills 2030: The future of work and the skills system in Scotland, May 2017



In 2014/15, of those with a confirmed destination, 68.6 per cent of students qualifying from Scottish colleges undertook additional study or training, and only 14.0 per cent went into employment (SFC 2016a).

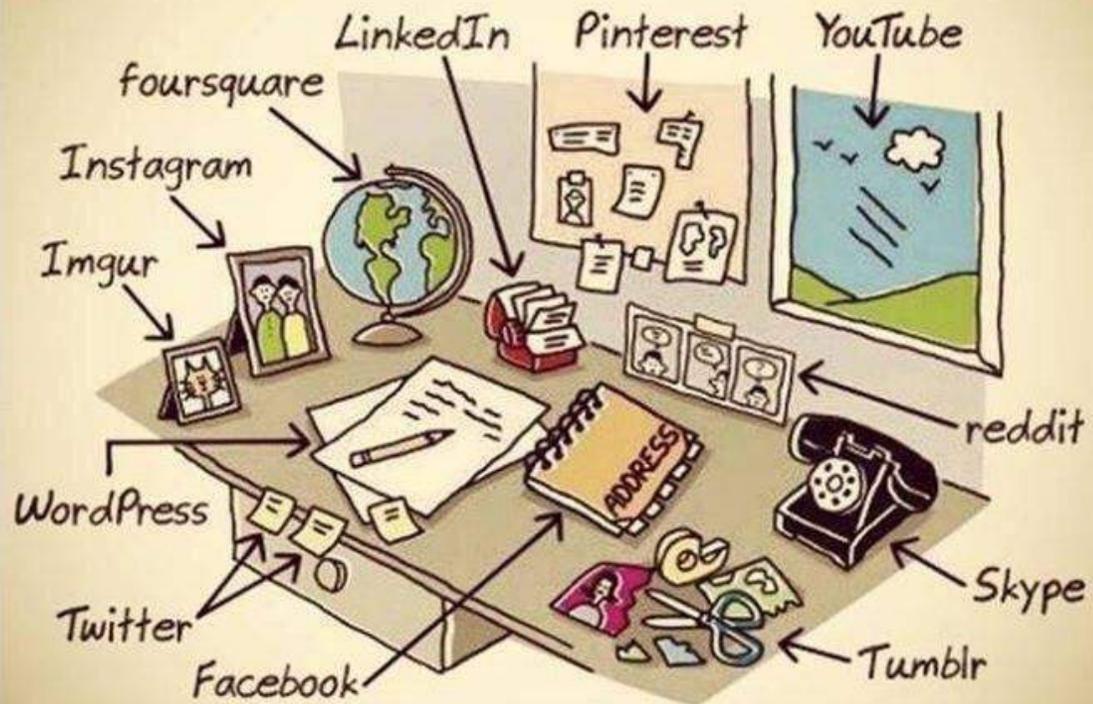
In Scotland, 71 per cent of employers funded or arranged training for their staff in the past year. This compared to a UK average of 66 per cent, with only 62 per cent of employers in Northern Ireland training their staff in the last 12 months (UKCES, 2016b)

By 2024, there will be an increase in higher-skilled and lower-skilled jobs in Scotland at the expense of middle-skilled jobs. By this point, we will see a decrease in the number of jobs in manufacturing, as well as administrative and secretarial jobs, and an increase in the number of care, leisure and other service sector jobs. At the same time, there will be an increase in managerial, professional and technical professions. (UKCES, 2016c)

New technologies both destroy and create job roles (PWC, 2017)



the world before social media...



New jobs?

In all jobs?

THIS WORK PLACEMENT SHOULD BE SEEN AS A UNIQUE OPPORTUNITY TO ACCESS SOME OF THE COUNTRY'S MOST POWERFUL AND INFLUENTIAL PEOPLE, AND MAKE THEM CUPS OF COFFEE





SFC Guidance

Work Placement Standard for Colleges

Issue date:

Reference:

Work Placement Standard for Colleges

Issue date: 28 September 2016
SFC/GD/20/2016

Reference: This guidance has been developed to provide direction practice in the college sector. It sets the expectation that students will benefit from high quality work placement workplace experience in line with the Scottish Government the Young Workforce strategy. The aim of this guidance and consistently improve the future employment prospects of students studying in colleges in Scotland.

Summary: Further information: **Contact:** Sharon Drysdale
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Summary:
28 September 2016
SFC/GD/20/2016

HN units :

Work Placement @ SCQF level 7....new!

Employment Experience 1 and 2 @ SCQF level 6

Developing Skills for Personal Effectiveness @ SCQF levels 6,7 & 8

Work Placement and Preparation for Employment in the Gaelic Creative Industries @ SCQF level 8

Technical Theatre and Production Arts Work Placement @ SCQF level 8

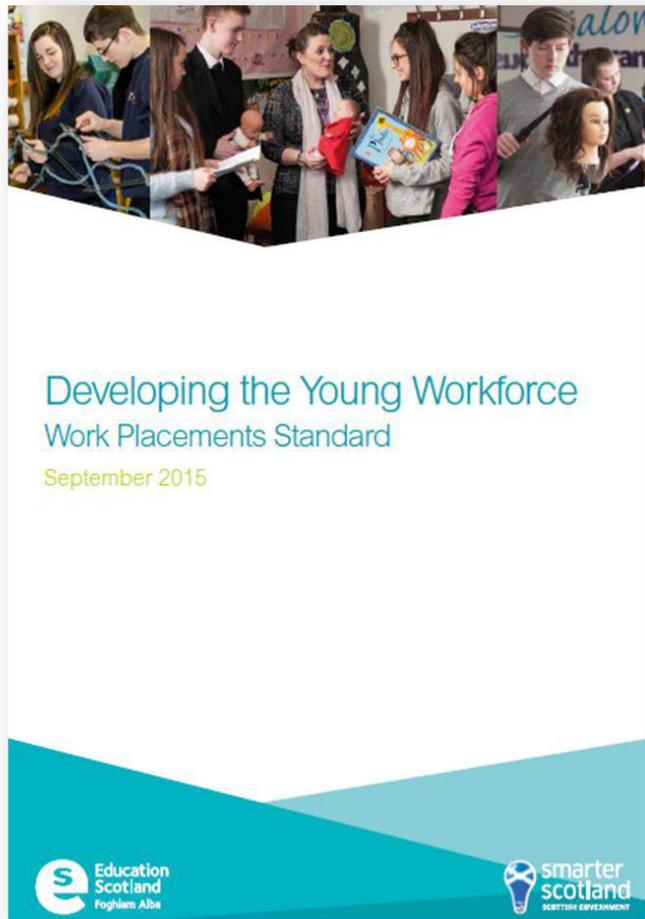
NQ Units:

Work Placement standards - to match those developed in partnership with Education Scotland.

ASPs available from SQA secure site



Work Placements Standard



Career Education Standard 3 – 18: Learning Resources

LR 1: Introduction to the Career Education Standard (3-18) –This resource aims to help teachers and practitioners to become familiar with the new standard.

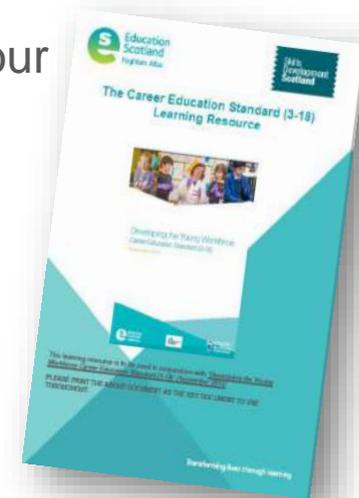
LR 2: Introduction to Labour Market Information

This resource provides an introduction to the concept of using labour market information within learning.

LR 3: Introduction to Career Management Skills This resource introduces the Career Management Framework for Scotland and explores the skills young people need to develop across the curriculum.

LR 4: Introduction to My World of Work

This resource provides an overview of My World of Work and how practitioners can make the best use of it to link learning to careers.



**SOME DAYS YOU SEARCH FOR
MOTIVATION**



**SOME DAYS MOTIVATION
FINDS YOU**

Any questions?

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