

APPLICATION GUIDE

Developing Learners' Employability Skills

An application of the new overarching professional standards for
teachers, tutors and trainers in the lifelong learning sector

March 2010



Skills for Learning Professionals

Contents

Introduction	3
The context for developing learners' employability skills	4
Organisation of the document	6
Section one: Elements	9
Section two: Guidance on extent of elements	14

Introduction

This application guide defines the skills, knowledge and understanding that any teacher¹ will need to support the development of employability skills of their learners.

It is an application of the 'New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector'. These standards were published in December 2006 and describe, in generic terms, the skills, knowledge and attributes required of those who perform the wide variety of teaching and training roles undertaken with learners and employers.

The standards:

- are context free and level free, in order to represent all areas of work and new teachers, experienced teachers and teacher educators
- represent the teaching and learning cycle, with which all teachers engage; initial assessment, planning and preparation, teaching, assessment, evaluation and quality improvement through responding to evaluation.

An application guidance document, such as this, provides more detail for the standards where this is considered of value. These documents can be written for any suite of standards.

They can be written for a particular context e.g. offender learning, a particular group of learners or users e.g. disabled learners or for a particular subject, as in this document for employability skills.

Application guidance documents are produced through consultation with stakeholders and the relevant community of practice. They reflect a broad understanding of how the standards should be applied for a particular context, group of individuals or subject.

Teachers may use the guidance to:

- identify their continuing professional development (CPD) needs
- plan the acquisition of new knowledge and skills
- develop existing skills to meet the needs of learners.

Learning providers, employers, staff development and HR managers may use the guidance to:

- share and disseminate good practice
- illustrate how the standards apply to the teaching of employability skills
- underpin employability skills staff training and CPD opportunities
- use in recruitment and appraisal activities
- promote quality improvement
- motivate and assist their workforce to develop new skills.

Teacher educators and awarding organisations may use the guidance to:

- support qualification development and associated guidance
- map current training programmes and qualifications against the standards
- inform curriculum development, delivery and assessment.

¹For the purpose of document the word 'teacher' for has been used as a generic term for teachers, tutors, trainers, lecturers and instructors in the lifelong learning sector

The context for developing learners' employability skills

What are employability skills?

The UK Commission for Employment and Skills (UKCES) describes employability skills as, “the skills almost everyone needs to do almost any job”². This definition covers three areas; personal skills, fundamental skills³ and a positive attitude to work.

Personal skills

Self-management

Thinking and solving problems

Working together and communicating

Understanding the business

Fundamental skills

Using numbers effectively

Using language effectively

Using IT effectively

Positive approach

This guide concentrates on the four **personal skills**. It details how teachers can provide learners with the broad skills, knowledge and understanding to succeed and progress in the world of work.

Developing employability skills goes beyond areas of current practice that are limited to the development of curriculum vitae, preparation for interviews and a period of work experience.

This guide does not consider how teachers can support the development of fundamental skills as part of employability. Lifelong Learning UK has published other guidance in relation to this⁴.

Who are the learners?

This guide has been developed through recent work conducted with young people in particular. However the skills identified by the UKCES

are relevant for all ages and for any work environment. A focus on employability skills is as valuable for university graduates as it is for those who are not in education, employment or training. These skills are also important for those wanting to progress at work, thinking about a career change, returning to work or seeking work following redundancy. All these individuals need to develop the same employability skills, and teachers can play an important part in supporting and developing them.

This guide details the skills, knowledge and understanding that teachers will need if they are to provide that support effectively.

The guide will be of value in any context, but teachers will need to apply the skills, knowledge and understanding for any particular learner cohort or learning programme.

²The Employability Challenge, UK Commission for Employment and Skills (2009)

³The UKCES originally referred to these as functional skills, but has changed the name to fundamental skills with the advent of the new qualifications in Functional Skills in England

⁴Addressing literacy, language, numeracy and ICT needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skills A guide for initial teacher education programmes LLUK 2007

Inclusive learning approaches for literacy, language, numeracy and ICT Companion guide to the minimum core LLUK 2007

Embedded and discrete delivery

Employability may be delivered in a variety of ways including embedding the skills in a learning programme, and delivery through a discrete learning programme developed primarily to develop employability skills. The latter may have a focus on a particular occupational area or developing skills with learners for a range of work environments. It is important to recognise that the skills, knowledge and understanding required of teachers will be the same regardless of which approach is used. The content of this guide, therefore, will be of value for all teachers, supporting them in whichever approach they take.

Teachers' understanding of employability skills

To develop employability skills in others, teachers will need to have an understanding of what employability skills are. In addition, it is suggested that teachers should also have an understanding of their own personal employability skills.

Having an understanding of their own personal employability skills will help teachers to:

- be more effective in developing the employability skills of others

While at work teachers manage themselves; they think and solve problems, work and communicate with others, reflect on their own performance and aim to improve their skills. They have to understand the business side of education and training and also current workplace practices. This understanding helps them to find work, and succeed and progress as a teaching professional. By having this awareness they can usefully inform their practice when supporting others.

- demonstrate and model employability skills for learners

Learners should be able to see how employability skills contribute to the effectiveness of a teacher. For example, learners will understand that when teachers and other support staff work together it can result in more personalised learning.

- make the learning of these skills more explicit

When teachers acknowledge the ability of their learners to manage themselves, think and solve problems and work and communicate with others they can make learners aware of the value of these skills in the work environment. When encouraging learners to reflect on their own performance and to improve, they can make the learners aware that these are skills that are valued by employers and not just of value to the current learning context.

- be aware of the importance of having up to date business and workplace practice.

The Leitch review of skills commented:

*"In the modern labour market, people need to update their skills more often, as they change jobs, adapt to new technology and working lives lengthen"*⁵.

This statement is as true for teachers as anyone else, and to remain effective teachers need to undertake professional development in relation to teaching. However, teachers will also need to keep up to date with business and industry practice related to the learning programmes they deliver. This could be in relation to a particular vocational area(s) or to broader areas of employment. The latter may be of particular need for those who teach discrete employability skills programmes and are preparing learners for a range of opportunities. Teachers will need to understand the most efficient and effective ways of keeping up to date with local and global trends relating to business and employability. One way may be to take part in projects that support teachers to update their skills and knowledge in a related working environment.

⁵DIUS, 'Prosperity for all in the global economy – world class skills' The Leitch Review of Skills

Organisation of the document

The professional standards

The 'New Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector' lists the values and commitment, knowledge, understanding and professional practice expected of all teachers in the lifelong learning sector. This information is detailed in domains which reflect the functions of the role. There are six domains:

Domain A: Professional values and practice

Domain B: Learning and teaching

Domain C: Specialist learning and teaching

Domain D: Planning for learning

Domain E: Assessment for learning

Domain F: Access and progression

Application of the professional standards

This application guide provides detail of the applied skills, knowledge and understanding expected of teachers who develop learners' employability skills. This detail is provided against the commitment statements (coded as 'S' statements – BSI, CSI, etc.) from domains of the standards. All commitment statements from the standards have been listed. In sections one and two of this document you will find the statements in the left hand column and the applied skills, knowledge and understanding in the right hand column. Applied skills, knowledge and understanding are detailed as **elements**. All elements are listed in section one for quick reference. Further guidance on extent of coverage for these elements is provided in section two.

Elements

Elements have been developed to explain and illustrate how the generic commitment statements can be applied for teachers who develop learners' employability skills. Some of the commitment statements have one associated element and others have more than one. If little or nothing could be added by applying the statements to employability, no elements have been developed. Where this is the case the words 'informed by professional standards only' indicate that a statement has no associated elements.

Avoiding duplication

As this guide has been produced to address the needs of teachers working in a particular specialist area, there is a need to avoid repetition of information in Domain B and Domain C due to their similarity. To avoid this, the guide details more pedagogical skills, knowledge and understanding in Domain B and more employability skills, knowledge and understanding in Domain C.

Coding

The elements are coded with the domain letter, linked with the associated commitment statement, and are in number sequence. For example,

Element C1.2 EMP

Understanding and keeping up to date with current knowledge in respect of own subject area.

Letter C identifies the standards domain, the number one relates to commitment statement CSI, and the number two identifies this is the second element for this particular statement. EMP is a suffix to indicate this is an element from the employability application guide.

Guidance on extent

Extent of coverage for each element is given in section two of the document. This has been developed through consultation with stakeholders and the community of practice. This is not considered as comprehensive or prescriptive. Teachers may need a broader or narrower range of applied skills, knowledge and understanding than is detailed here. This will be dependent on the learners they are working with and the context.

The suggested extent of coverage for each element is written below the associated element as shown below.

Standard statement	Employability element
<p>(Commitment statement from standards)</p> <p>CSI</p> <p>Understanding and keeping up to date with current knowledge in respect of own specialist area.</p>	<p>CI.2 EMP (Element)</p> <p>Provide opportunities for learners to understand how employability relates in a broader context.</p> <p>Teachers who develop learners' employability skills know and understand: (Extent)</p> <ul style="list-style-type: none"> • Support learners in understanding the difference between employment and employability skills. • Support learners to identify how employment in the relevant vocational area impacts on the economy and local communities. • Encourage learners to consider and the contribution they could make as employees in the wider context. • Support learners in their understanding of new and emerging technologies in the relevant vocational area.

Domain A: Professional values and practice

In this particular guide the values in Domain A have not been applied for teachers developing learners' employability skills. No elements have been developed for this domain. The standards have been included for reference.

The standards found in Domain A underpin values common to all teaching in all settings.

Standard statement

Teachers in the lifelong learning sector are committed to:

- | | |
|------------|---|
| AS1 | All learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning. |
| AS2 | Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability. |
| AS3 | Equality, diversity and inclusion in relation to learners, the workforce, and the community. |
| AS4 | Reflection and evaluation of their own practice and their continuing professional development as teachers. |
| AS5 | Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners. |

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Section one:

Elements

Domain B: Learning and teaching

Standard statement	Employability element
<p>Teachers in the lifelong learning sector are committed to:</p> <p>BS1 Maintaining an inclusive, equitable and motivating learning environment.</p>	<p>BS1.1 EMP Manage behaviour and develop attitudes that reflect employer values and expectations, establishing a code of practice for learners that mirrors that of the workplace.</p> <p>BS1.2 EMP Encourage and motivate learners by creating ways to transform the learning area to reflect the working environment.</p>
<p>BS2 Applying and developing own professional skills to enable learners to achieve their goals.</p>	<p>BS2.1 EMP Use own understanding of employability to create activities that relate to and develop learner understanding of the workplace.</p> <p>BS2.2 EMP Encourage learners to reflect on their learning and plan strategies to meet their career goals, using a range of effective and appropriate teaching and learning techniques.</p> <p>BS2.3 EMP Relate learners' attitude to work and future plans to their previous life experiences.</p>
<p>BS3 Communicating effectively and appropriately with learners to enhance learning.</p>	<p>Informed by professional standards only.</p>
<p>BS4 Collaboration with colleagues to support the needs of learners.</p>	<p>BS4.1 EMP Collaborate with colleagues to support learners to gain, sustain and progress in employment or in alternative chosen routes.</p>
<p>BS5 Using a range of learning resources to support learners.</p>	<p>BS5.1 EMP Use knowledge and awareness of the workplace to develop and use a range of work related resources.</p>

Domain C: Specialist learning and teaching

Standard statement	Employability element
<p>Teachers in the lifelong learning sector are committed to:</p> <p>CS1 Understanding and keeping up to date with current knowledge in respect of own specialist area.</p>	<p>CSI.1 EMP Engage in professional development relating to current industry expectations.</p> <p>CSI.2 EMP Provide opportunities for learners to understand how employability relates in a broader context.</p>
<p>CS2 Enthusiating and motivating learners in own specialist area.</p>	<p>CS2.1 EMP Implement innovative and creative ways to motivate learners.</p> <p>CS2.2 EMP Make links between the development of self-confidence and a positive attitude through learning, and its value when seeking and sustaining employment.</p>
<p>CS3 Fulfilling the statutory responsibilities associated with own specialist area of teaching.</p>	<p>CS3.1 EMP Apply appropriate teaching and learning strategies to develop learner understanding of employment law common to all vocational areas.</p>
<p>CS4 Developing good practice in teaching own specialist area.</p>	<p>CS4.1 EMP Understand how to share good practice of embedded delivery within vocational areas, or with others who develop employability skills as a separate subject.</p> <p>CS4.2 EMP Identify learners' transferrable skills related to employability.</p>

Domain D: Planning for learning

Standard statement	Employability element
<p>Teachers in the lifelong learning sector are committed to:</p> <p>DS1 Planning to promote equality, support diversity and to meet the aims and learning needs of learners.</p>	<p>DS1.1 EMP Take account of learners' individual backgrounds and experience or work.</p> <p>DS1.2 EMP Take into account additional learning needs in relation to employability.</p> <p>DS1.3 EMP Plan learning activities to reflect workplace standards and practices.</p>
<p>DS2 Learner participation in the planning of learning.</p>	<p>DS2.1 EMP Negotiate individual learning goals that reflect individual attitudes to employment.</p>
<p>DS3 Evaluation of own effectiveness in planning learning.</p>	<p>Informed by professional standards only.</p>



Domain E: Assessment for learning

Standard statement	Employability element
<p>Teachers in the lifelong learning sector are committed to:</p> <p>ES1 Designing and using assessment as a tool for learning and progression.</p>	<p>ES1.1 EMP Use methods of assessment appropriate to the workplace.</p>
<p>ES2 Assessing the work of learners in a fair and equitable manner.</p>	<p>Informed by professional standards only.</p>
<p>ES3 Learner involvement and shared responsibility in the assessment process.</p>	<p>ES3.1 EMP Promote peer and self-assessment of employability skills.</p>
<p>ES4 Using feedback as a tool for learning and progression.</p>	<p>ES4.1 EMP Use constructive feedback models that reflect workplace practice.</p> <p>ES4.2 EMP Provide opportunities for learners to give and receive constructive feedback relevant to employability.</p>
<p>ES5 Working within the systems and quality requirements of the organisation in relation to assessment and monitoring of learner progress.</p>	<p>Informed by professional standards only.</p>

Domain F: Access and progression

Standard statement	Employability element
<p>Teachers in the lifelong learning sector are committed to:</p> <p>FS1 Encouraging learners to seek initial and further learning opportunities and to use services within the organisation.</p>	<p>FS1.1 EMP Take opportunities to promote all support services across the organisation that enable learners to practice and develop employability skills.</p>
<p>FS2 Providing support for learners within the boundaries of the teacher role.</p>	<p>FS2.1 EMP Support learners' transition into work.</p>
<p>FS3 Maintaining own professional knowledge in order to provide information on opportunities for progression in own specialist area.</p>	<p>FS3.1 EMP Establish external networks to maintain up to date knowledge or workplace requirements.</p>
<p>FS4 A multi-agency approach to supporting development and progression opportunities for learners.</p>	<p>FS4.1 EMP Collaborate with internal and external sources to create opportunities for learner development of skills, to gain and sustain work and to develop within it.</p>

Section two:

Guidance on extent of elements

Domain B: Learning and teaching

Standard statement	Employability element
<p>Teachers in the lifelong learning sector are committed to:</p> <p>BSI Maintaining an inclusive, equitable and motivating learning environment.</p>	<p>BSI.1 EMP Manage behaviour and develop attitudes that reflect employer values and expectations, and establish a code of practice for learners that mirrors that of the workplace.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none">• Understand the relationship between environment, behaviour and dress code in the workplace, and their impact on learners seeking and keeping employment.• Negotiate and define parameters of a code of conduct in the learning environment that reflects workplace behavioural expectations as defined in contracts of employment.• Consistently apply code of conduct linked to benefits, incentives and bonuses, appraisal and career progression in the workplace. <p>BSI.2 EMP Encourage and motivate learners by creating ways to transform the learning environment to reflect the working environment.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none">• Employ a range of strategies to simulate workplace practices and organise the learning environment to accommodate, for example, project teams, role-play and presentations.• Include learners in the organisation of the learning environment, for example, room set-up, seating, displays.

Standard statement	Employability element
<p>BS2 Applying and developing own professional skills to enable learners to achieve their goals.</p>	<p>BS2.1 EMP Use own understanding of employability to create activities that relate to and develop learner understanding of the workplace.</p> <p style="color: #2980b9;">Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Apply a range of methods to ensure teaching reflects current employer requirements and expectations. • Develop creative, realistic workplace scenarios to enable learners to apply employability skills. • Provide opportunity for learners to meet directly with employers both within the learning environment and the workplace. <p>BS2.2 EMP Encourage learners to reflect on their learning, and plan strategies to meet their career goals using a range of effective and appropriate teaching and learning techniques.</p> <p style="color: #2980b9;">Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Provide learners with the opportunity to reflect on activities and what they have learned from them. • Encourage learners to apply learning to the workplace and identify areas for improvement in order to achieve their short term goals and career aspirations. • Support learners in the development and monitoring of action plans relevant to individual employment and career goals.

Standard statement	Employability element
	<p>BS2.3 EMP Relate learners' attitude to work and future plans to their previous life experiences.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Encourage learners to reflect on their backgrounds, cultural and any personal experiences of employment. • Are able to use approaches to enable learners to understand the link between past experiences and their attitude to work. • Employ strategies to enable learners to recognise development needs and plan accordingly.
<p>BS4 Collaboration with colleagues to support the needs of learners.</p>	<p>BS4.1 EMP Collaborate with colleagues to support learners to gain, sustain or progress in employment or in alternative chosen routes.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Liaise with colleagues to share knowledge and understanding of workplace requirements and practices across a range of disciplines. • Support learners in developing their employability skills in the context of other curriculum areas. • Work with others to develop employability skills in specialist areas. • Communicate with internal agencies to support learner progression, for example, careers advisors, work placement officers. • Develop relationships with external agencies to support learner progression, for example, employers, recruitment agencies. • Liaise with colleagues to establish and maintain a support network for work based learners. • Work with others to identify and implement support for learners wishing to pursue an alternative lifestyle.

Standard statement	Employability element
<p>BS5 Using a range of learning resources to support learners.</p>	<p>BS5.1 EMP Use knowledge and awareness of the workplace to develop and use a range of work related resources including new and emerging technologies.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Design, modify or use a range of resources that allow the analysis and exploration of employability skills. • Ensure resources reflect current perspectives on employability skills. • Use a range of resources in the public domain to demonstrate employer needs, for example, advertisements, job application forms and websites. • Encourage learners to develop and utilise networks. • Understand new and emerging technologies used in the workplace and, insofar as possible, incorporate these in delivery. • Encourage the use of ICT to support development of learner employability skills, for example, word processing, PowerPoint and video conferencing.

Domain C: Specialist learning and teaching

Standard statement	Employability element
<p>Teachers in the lifelong learning sector are committed to:</p> <p>CSI Understanding and keeping up to date with current knowledge in respect of own specialist area.</p>	<p>CSI.1 EMP Engage in professional development relating to current industry expectations.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Analyse and evaluate their own employability skills and recognise areas of strength and areas for development. • Work and communicate with employers in the relevant vocational area to develop and maintain their own skills. • Liaise with employers in the relevant vocational area in 'terms they can understand'⁶. • Plan to implement continuous upskilling in the relevant vocational area workplace. • Know what technologies are new and emerging in the relevant vocational area. <p>CSI.2 EMP Provide opportunities for learners to understand how employability relates in a broader context.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Support learners in understanding the difference between employment and employability skills. • Support learners to identify how employment in the relevant vocational area impacts on the economy and local communities. • Encourage learners to consider the contribution they could make as employees in the wider context. • Support learners in their understanding of new and emerging technologies in the relevant vocational area.

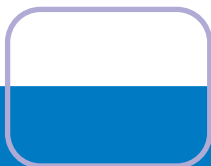
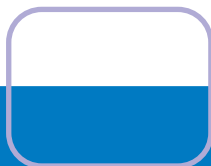
Standard statement	Employability element
<p>CS2 Enthusiating and motivating learners in own specialist area.</p>	<p>CS2.1 EMP Implement innovative and creative ways to motivate learners.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Engage with employers in the relevant vocational area to support and participate in the learning process. • Relate learning to the workplace. <p>CS2.2 EMP Make links between the development of self-confidence and a positive attitude through learning and its value when seeking and sustaining employment.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Apply a range of learning strategies to develop self-confidence. • Know how to relate self-confidence to personal effectiveness at work.
<p>CS3 Fulfilling the statutory responsibilities associated with own specialist area of teaching.</p>	<p>CS3.1 EMP Apply appropriate teaching and learning strategies to developing learner understanding of employment law common to all vocational areas.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Negotiate codes of practice in the learning environment that reflect contracts of employment. • Create awareness of health and safety regulations in both the learning environment and the workplace. • Create an awareness of trade unions, their role and responsibilities. • Create an awareness of and opportunity to practice risk assessment.

Standard statement	Employability element
<p>CS4 Developing good practice in teaching own specialist area.</p>	<p>CS4.1 EMP Understand how to share good practice of embedded delivery, within vocational areas or with others who develop employability skills as a separate subject.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none">• Liaise with other teachers who develop employability skills in order to establish and share good practice.• Liaise with colleagues to support cross-disciplinary approaches to employability skills development.• Establish links and liaise with other learning providers to share good practice. <p>CS4.2 EMP Identify learners' transferrable skills related to employability.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none">• Work with learners to identify the transferable skills they are developing, and how these relate to employment opportunities in the relevant vocational area.

Domain D: Planning for learning

Standard statement	Employability element
<p>Teachers in the lifelong learning sector are committed to:</p> <p>DSI Planning to promote equality, support diversity and to meet the aims and learning needs of learners.</p>	<p>DSI.1 EMP Take account of learners' individual backgrounds and experience of employment.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Understand the influence of learner's backgrounds, culture, faith and educational experience on attitude towards work. • Identify the skills and qualities an individual brings to their learning that would be of benefit to them in the workplace. • Work with learners to develop and apply skills and qualities to individual learning and realistic career aspirations and goals. <p>DSI.2 EMP Take into account additional learning needs in relation to employability.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Understand additional needs of individual learners and their impact on employment opportunities. • Promote understanding of vulnerable learners about keeping safe in the workplace. • Negotiate work based learning that safeguards and supports vulnerable learners. <p>DSI.3 EMP Plan learning activities to reflect workplace standards and practices.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Prepare flexible scenarios and simulations that reflect the workplace and allow participation of all learners.

Standard statement	Employability element
<p>DS2 Learner participation in the planning of learning.</p>	<p>DS2.1 EMP Negotiate individual learning goals that reflect individual attitudes to employment.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none">• Encourage learners to reflect on their approach to and participation in activities in relation to future goals.• Encourage learners to develop career or alternative action plans with short and long term goals based on their reflections.

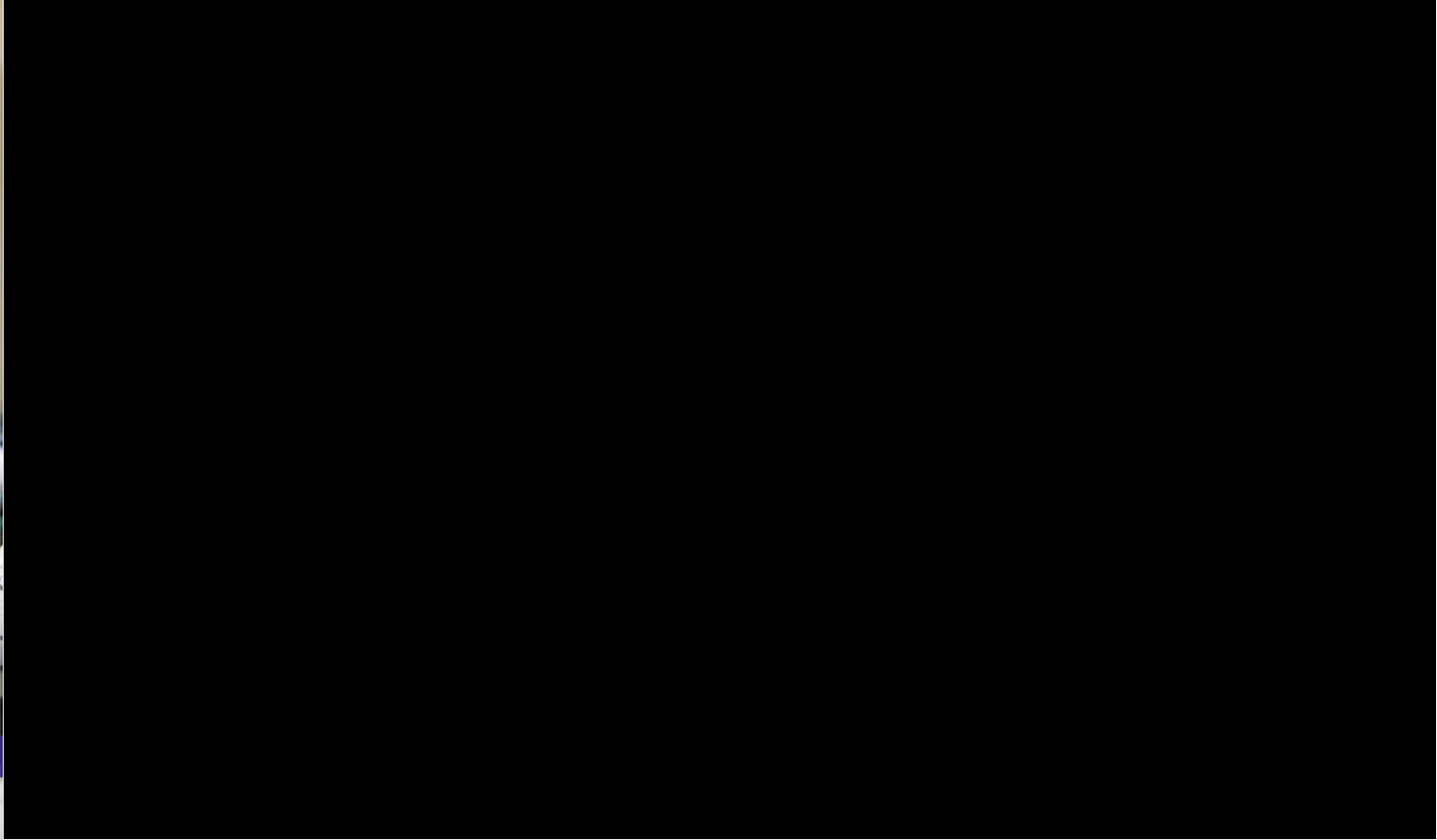


Domain E: Assessment for learning

Standard statement	Employability element
<p>Teachers in the lifelong learning sector are committed to:</p> <p>ESI Designing and using assessment as a tool for learning and progression.</p>	<p>ESI.1 EMP Use methods of assessment appropriate to the workplace.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Include employers in the assessment process, for example, interviews, presentations and observations. • Design simulations that mirror workplace practices, for example, interview and selection, appraisal and development review.
<p>ES3 Learner involvement and shared responsibility in the assessment process.</p>	<p>ES3.1 EMP Promote peer and self-assessment of employability skills.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Encourage and formally record peer group feedback. • Support learners in self-assessment and action planning.
<p>ES4 Using feedback as a tool for learning and progression.</p>	<p>ES4.1 EMP Use constructive feedback models that reflect workplace practice.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Know and understand feedback models used in the workplace. • Demonstrate constructive and timely feedback.

Standard statement	Employability element
	<p>ES4.2 EMP Provide opportunities for learners to give and receive constructive feedback relevant to employability.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Plan opportunities for learner feedback to peers. • Empower learners to give constructive feedback to others simulating workplace practices in appraisals, interview and selection, team work, leadership, presentation, negotiation and conflict management.

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Domain F: Access and progression

Standard statement	Employability element
<p>Teachers in the lifelong learning sector are committed to:</p> <p>FS1 Encouraging learners to seek initial and further learning opportunities and to use services within the organisation.</p>	<p>FS1.1 EMP Take opportunities to promote all support services across the organisation that enable learners to practice and develop employability skills.</p> <p style="color: #0070C0;">Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Support learners in the use of services and resources that provide employer links. • Encourage learners to undertake volunteer opportunities to develop employability skills. • Encourage learners to undertake a period of work experience in the relevant vocational area.
<p>FS2 Providing support for learners within the boundaries of the teacher role.</p>	<p>FS2.1 EMP Support learners' transition into work.</p> <p style="color: #0070C0;">Teachers who develop employability skills:</p> <ul style="list-style-type: none"> • Provide guidance to learners' embarking on their chosen progression route including employment, self-employment or the appropriate higher education route to their chosen career. • Identify work opportunities for learners with additional needs including possibilities within the learning environment.

Standard statement	Employability element
<p>FS3 Maintaining own professional knowledge in order to provide information on opportunities for progression in own specialist area.</p>	<p>FS3.1 EMP Establish external networks to maintain up to date knowledge of workplace requirements.</p> <p>Teachers who develop employability skills:</p> <ul style="list-style-type: none">• Understand current debate in relation to employability skills, and use tool kits available to map skills and inform progression guidance to learners.• Establish employer links and maintain networks.• Identify work placement opportunities for learners in the relevant vocational area.• Provide learners with current information on employer requirements and career paths in the relevant vocational area.



Skills for Learning Professionals

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