



EUROPEAN COMMUNITY
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South West
Observatory
Skills and Learning
Intelligence Module



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Skills and Learning Intelligence Module (SLIM)

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Generic Employability Skills II Project

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Why generic employability skills are important

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Employers are increasingly seeking generic skills alongside technical skills as a means of developing a workforce that is able to cope with:

- increasingly complex work practices
- team working
- reduced supervision
- greater job flexibility and rotation
- increased interaction with consumers

Defining generic employability skills

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- Generic employability skills are those that apply across a variety of work contexts
- There is no one definitive list of generic employability skills
- Definitions of these skills (and the terms used to describe them) vary
- Some generic employability skills are “context sensitive”
- The distinction between generic and occupational skills is not always clear cut

Who is responsible for developing these skills?

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- Learners
- Providers
- Employers

GES II Project

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- The South West Regional Skills Partnership, the Learning and Skills Development Agency (now QIA), and the Somerset Learning and Skills Council commissioned the Centre for Developing and Evaluating Lifelong Learning at the University of Nottingham to undertake a research and development project which focuses on best practice in generic employability skills teaching and learning in the South West region.

Aim of the project

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- To identify effective models of teaching, learning and assessment of generic employability skills and attributes in the South West and to identify how these are employed in schools, further and higher education, work-based learning, and others supporting young people.

Objectives of the project

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- To identify the various programmes in place to deliver generic employability skills and the range of skills being delivered.
- To develop a framework to identify and analyse the components of good practice in developing learners' generic employability skills in schools, further and higher education, work-based learning, and training.



Objectives (cont.)

- To formulate a set of guiding principles underpinning good practice in the delivery of generic employability skills
- To identify factors which are necessary for the successful implementation of these principles.
- To develop and disseminate a framework for ensuring the effective delivery of generic employability skills.

Provision in the South West

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- Programmes
- Skills and attributes which are being developed
- Teaching and learning practices
- Assessment and qualifications
- Possibilities for progression



Case studies

- Alternative curriculum for KS3 and KS4 students
- Intra and extra-curricular approaches to personal and academic development in schools
- Post-16 employability skills and preparation for employment programmes

Case studies (cont)

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- Work-based learning
- Employability skills programmes in Higher Education



Good practice

- Promoting the importance of generic employability skills to all relevant groups
- Developing effective partnerships with teachers, trainers and employers
- Selecting appropriate qualifications and schemes
- Integrating the development of generic employability skills with broader programmes of study

Good practice (cont.)

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- Using methods of teaching and learning which work well in particular contexts and situations
- Developing 'learning with understanding'
- Provide feedback to learners
- Supporting and chronicling individual development of generic employability skills

Good practice (cont)



- Recording, assessing and certifying the attainment of generic employability skills
- Encouraging learners to recognise that generic employability skills develop over time, and that the ultimate responsibility for developing these skills lies with them.

Recommendations

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- Recommendations for policy makers
- Recommendations for practitioners



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Further Info

- p.a.whalley@exeter.ac.uk
- www.swslim.org.uk/research/ges/index.asp