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Module 9: Employability and further studies

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GENERAL INFORMATION

1. GENERAL INFORMATION

Teacher details	Gaini Mukhanova, Associate professor, room 222 Tel: +7 701 450 45 47 e-mail: gaini.mukhanova@kazatiso.edu.kz
Contribution to the programme	This module helps to understand that focusing on employability and further studies helps VET institutions to attract and retain high quality students and maintain a competitive advantage in the global market as a result
Pre- requisites:	Module 1-8

Generic Competence 1	Defining Employability skills Description: Knowing how to identify and market employability skills can help impress potential employers and improve your chances of landing the job you want
Learning Outcomes:	By the end of the module the trainees will be able to:
LO1	- identify the most important employability skills
LO2	- apply the cooperation mechanisms to support transition to employment
Specific Competence 1	Interacting educationally with employers so as to encourage processes of development
Learning Outcomes:	By the end of the module the trainees will be able to:
LO1	- employ the cooperation mechanisms on-the-job training (e.g. dual system)
LO2	- demonstrate the active engagement of teachers and employers in each other's world
Specific Competence 2	facilitating access between VET and Higher education
Learning Outcomes:	By the end of the module the trainees will be able to:
LO1	- practice promotion mobility between industry and academia
LO2	- identify and facilitate access between VET and higher education

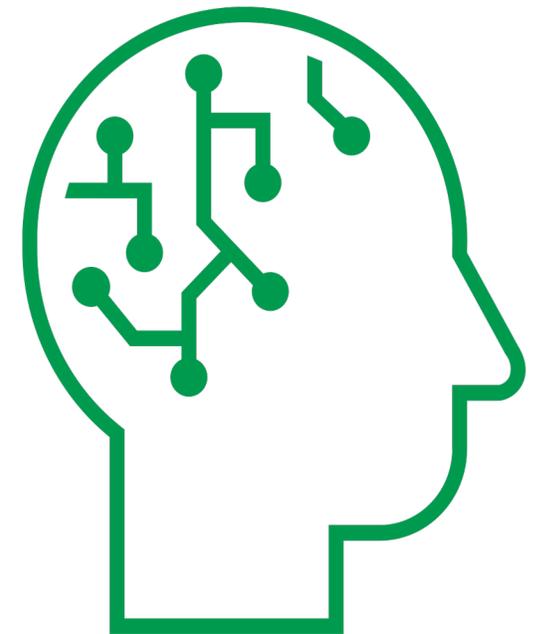
Student work plan

COMPETENCE	CONTENTS
Defining Employability skills	EMPLOYABILITY THE EMPLOYERS' PERSPECTIVE THE STUDENTS' PERSPECTIVE THE TEACHERS' PERSPECTIVE EMPLOYABILITY SKILLS
Interacting educationally with employers so as to encourage processes of development	EMPLOYERS REQUIREMENT FOR THE 21ST CENTURY WORKFORCE EMPLOYABILITY SKILLS IN VOCATIONAL EDUCATION INSTITUTIONS
facilitating access between VET and Higher education	FURTHER STUDIES FACILITATING ACCESS BETWEEN VET AND HIGHER EDUCATION REASONS TO CHOOSE VOCATIONAL TRAINING AND EDUCATION

INTRODUCTION

An important function of the VET system is to provide the workers with a combination of skills proper to the economic conditions required into the future. To that point, the identification of required changes to the existing system, and any related stresses and tensions, requires both an expressed view about the future of the economy and a methodology for translating that view into the skill categories addressed by the system. In recent years, there has been significant interest in the role which 'employability' or general skills play in meeting future skill requirements. (Kuijpers & Meijers, 2012)

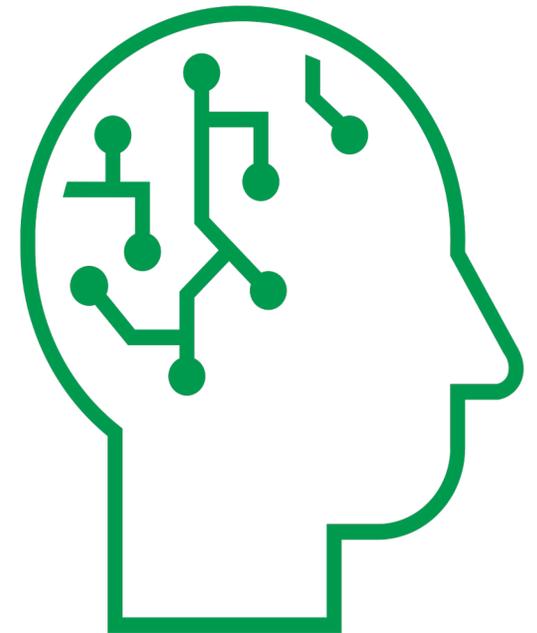
It is a well-known fact that vocational education plays a vital role in human resource development of the country by creating skilled manpower. Two greatest concern employers today are finding good workers and training them. The difference between the skills needed on the job and those possessed by applicants, sometimes called the skills-gap, is of real concern to human resource managers and business owners looking to hire competent employees. Most discussions concerning today's workforce eventually turn to employability skills. Finding workers who have employability or job readiness skills that help them fit into and remain in the work environment is a real problem. Employers need reliable, responsible workers who can solve problems and who have the social skills and attitudes to work together with other workers



1. EMPLOYABILITY

It is suggested that one potential problem with trying to develop employability is a lack of coherence about what is meant by the term itself and the subsequent measurement of it. Most authors agree that employability is complex and multidimensional and warn against being simplistic when trying to define it (Winch, 2002).

Branine (2008) found that graduate employers are more interested in personal attributes and soft skills than degree classification, subject or university attended (Branine, 2008). This view is supported by the Confederation of British Industry (2008), with 86% of board executives putting skills and attitudes at the top of their list of demands; degree result was rated as important by 32% and university attended was rated as important by just 10%. Nevertheless, this is contradicted by other evidence (CBI, 2011).



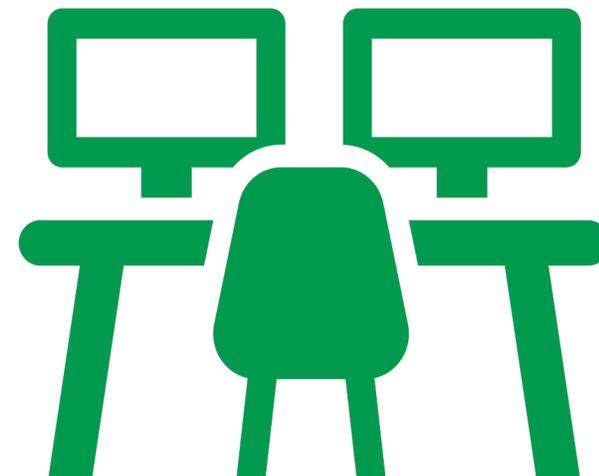
1.4 Employability skills

Conceptual definition of employability skills. Employability skills may be broadly defined as the basic academic, personal and teamwork skills that employers expect from their workers, which are expected to be developed by the educational system

Issues on employability skills. In the working environment, technical skills are referred to as the procedure, technique or methods of carry out specialized or practical tasks that can be easily measured and quantified. The training of such skills in TVE graduates is easier in contrast to employability skills, which are normally referred to as core skills, generic skills or nontechnical skills

Employers requirement for the 21st century workforce, Individual's knowledge and skills are continuously changing as a result of globalization and the job market demand. Graduates may perceive that they possess the knowledge and skills required by employers, while employers actually look at different things

Employability Skills in Vocational Education Institutions. Employability skills must be emphasized in VE institutions because these skills can accelerate employment among youths and school leavers. Without these skills, youths can be considered handicapped in competing for employment



2. FURTHER STUDIES

Enable further study, or for personal interest and development.

- Promote employability.
- Promote mobility between industry and academia.
- Open up opportunities to non-traditional learners
 - Look over teaching and learning methods as many of these learners will have work experience).
- In the case of the Basque Country, regional government promotes access from VET students.
 - It depends on each case, but one year can be recognised (60 ECTS).

DISADVANTAGES

- They should familiarise with the higher education pedagogical approach, that is, academic focus.
- Higher education tends to be oriented to student reflection and critical thinking.
 - For this reason, higher education learners are usually more flexible.
- Some modules related to mathematics or physics are usually harder because the vocation nature of their former VET studies.
- There is not always a role or practical focus that leads to a specific job.
- More guidance than hands-on session.

ADVANTAGES

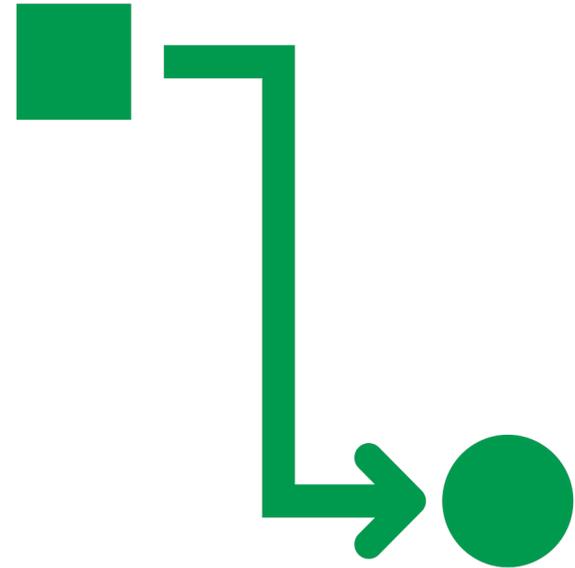
- VET learners are usually mature in comparison with other students.
- They have more experience at a work environment.
 - Not only at practical level, also regarding employability skills previously mentioned.
- They have more practical knowledge.
- VET expertise is an added value for many employers.

Reasons to choose vocational training and education

Skills you can use right away. Vocational training is designed to get you job-ready. This means it gives you skills you can use as soon as you're finished your course. In fact, you may find that if you're studying and working at the same time, you start using your newfound skills at work before you've even finished your course

Ticket to work in your chosen field (licensing and regulation) . Many different jobs require you to be licensed or registered in order to do the job legally. And for many of these licenses or registrations, you have to have a VET qualification. For example, the minimum qualification to become an enrolled nurse is a Diploma of Nursing

Faster path to career progress . Many VET courses, especially ones that don't involve apprenticeship time or compulsory work experience, may be a faster path to a new career or a more senior job. Degree programs at university usually go for at least three years at undergraduate level.



Reasons to choose vocational training and education

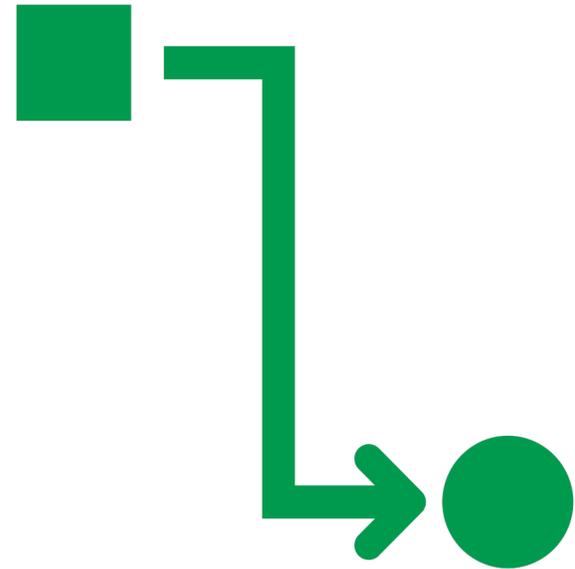
Pathways and open options . Certificate and Diploma courses are designed to get you job-ready, but they're also designed to help you keep your options open, especially with lower level qualifications. In contrast, with many uni degrees, you're pretty much locked in to a specific job.

Skills that are in demand . In Australia, vocational education is checked and endorsed by industry representatives, including peak bodies, professional associations and employers.

This happens in a couple of different ways. First, industry committees (via skills services organisations, or SSOs) are in charge of endorsing training packages for their particular industries

Better value for money . This is a very individual matter, but often, a VET course can be better value for money than a higher ed course. In other words, it either:

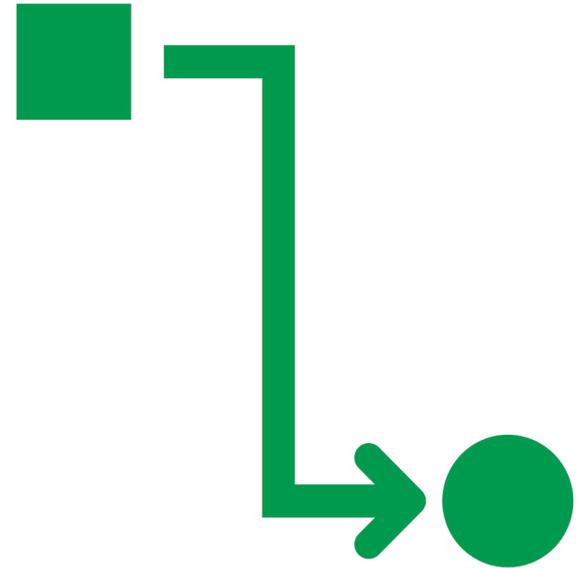
- costs less to get to the same job/career outcome, or
- costs less to study enough to get an entry-level job, or
- costs less to study full time for the same length of time.



Reasons to choose vocational training and education

More flexibility . There are lots of rules and regulations around the way VET courses are delivered, to help protect the students' interest and maintain the integrity of the qualifications. Some of these rules mean that students get extra flexibility, concessions, support and other negotiable benefits that they may not be able to get in a uni course .

For example, learning and assessment options may be customised to suit individual or workplace needs. This means an employer can come to an RTO and negotiate training that's particularly suitable for the work site or workplace challenges, perhaps including specific examples, choices of electives, practice opportunities, etc. In some situations, a student can do their assessment while carrying out paid work duties. The assessor may come in to the workplace to observe them carrying out task, or the student may do written assessment tasks with reference to their current workplace

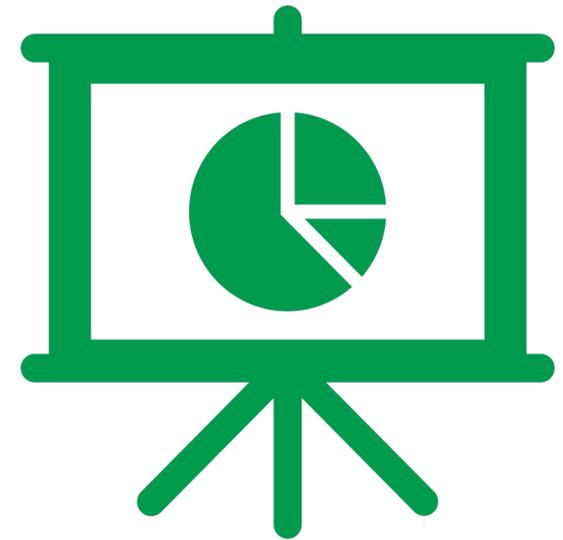


CONCLUSION

Enterprises are seeking a more highly skilled workforce where the generic or general skills are broadly distributed across the organization. Considerable research both here and overseas has discussed the way in which people will work in the future. The action within some universities to specify generic skills as an overt outcome, allowing students' time to practice these and assess them, will assist graduates in understanding their employability potential and provide employers with an easier reference point

Given the unique approaches taken by individual or groups of universities to develop a generic skills test (Graduate Skills Assessment Project) that could be used by universities to measure the development of skills in four areas:

- Communication.
- Management/prioritizing.
- Self-confidence.
- Decision-making.



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