National Standards for Personal Effectiveness

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ASDAN **Education**

Employability Skills
Development and Accreditation

ASDAN can enable learners of all ages and abilities to achieve more, through a full range of curriculum resources and accreditation opportunities that explicitly develop *skills for learning, skills for employment and skills for life.*

When GCSE, A-Level or vocational programmes of study are enriched by ASDAN programmes and qualifications, **learners are more likely to exceed expectations.**

Employability Skills
Development and Accreditation

ASDAN is a charitable social enterprise, run by teachers for teachers, now with over 6,000 registered centres across the UK and with a growing international network. It is estimated that, every year, over 200,000 young people benefit from learning the "ASDAN way"

Over the past thirty years, **ASDAN has developed a toolkit to identify, improve and accredit personal skills**. We have wide ranging endorsements from CBI, Federation of Small Businesses, and are now developing corporate training and development solutions

Our Level 3 standards and qualifications could be used as a basic benchmark for graduate employability

Future fit
Preparing graduates for the world of work

CBI on
higher education

What is employability?

A modern, competitive economy needs workers who possess skills, knowledge and attitudes they can take to any work situation and have the ability and willingness to continually adapt and prosper in a changing world. Universities and employers have attempted to define a sub-set of skills, which we have referred to as "employability skills" as well as the specialist knowledge and skills necessary for a particular role.

Employability skills have been defined after extensive collaboration with business by the CBI as[2]:

A set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy.

Employability skills include:

Self-management – readiness to accept responsibility, flexibility, resilience, self-starting, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.

Teamworking – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.

Business and customer awareness – basic understanding of the key drivers for business success – including the importance of innovation and taking calculated risks – and the need to provide customer satisfaction and build customer loyalty.

Problem solving – analysing facts and situations and applying creative thinking to develop appropriate solutions.

Communication and literacy – application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.

Application of numeracy – manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae).

Application of information technology – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.
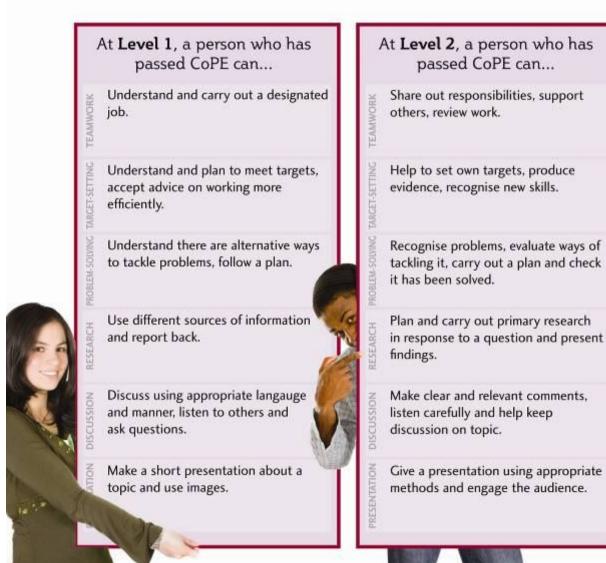
Underpinning all these attributes, the key foundation, must be a **positive attitude**: a 'can-do' approach, a readiness to take part and contribute, openness to new ideas and a drive to make these happen.

Frequently mentioned by both employers and universities is **entrepreneurship/enterprise**: broadly, an ability to demonstrate an innovative approach, creativity, collaboration and risk taking. An individual with these attributes can make a huge difference to any business.

When graduates enter the labour market, businesses expect them to be able to draw on these employability skills. Definitions of employability skills used by universities often differ slightly from the CBI definition; in particular, they emphasise the skills that are acquired through higher education, such as research skills, managing complex information and critical thinking. But the interviewees in this report all recognised that the CBI definition encompassed most of the attributes they were seeking to instil in their students (in the case of universities) or looking for in their employees (in the case of employers). All participants made a clear distinction between these skills and what students needed to know to apply for a job, such as CV writing and interview techniques, although

Why Does ASDAN Work? Core transferrable skills, and a framework for progression

At **Level 1**, a person who has passed CoPE can...

TEAMWORK
Understand and carry out a designated job.

TARGET-SETTING
Understand and plan to meet targets, accept advice on working more efficiently.

PROBLEM-SOLVING
Understand there are alternative ways to tackle problems, follow a plan.

RESEARCH
Use different sources of information and report back.

DISCUSSION
Discuss using appropriate langauge and manner, listen to others and ask questions.

PRESENTATION
Make a short presentation about a topic and use images.

At **Level 2**, a person who has passed CoPE can...

TEAMWORK
Share out responsibilities, support others, review work.

TARGET-SETTING
Help to set own targets, produce evidence, recognise new skills.

PROBLEM-SOLVING
Recognise problems, evaluate ways of tackling it, carry out a plan and check it has been solved.

RESEARCH
Plan and carry out primary research in response to a question and present findings.

DISCUSSION
Make clear and relevant comments, listen carefully and help keep discussion on topic.

PRESENTATION
Give a presentation using appropriate methods and engage the audience.

At **Level 3**, a person who has passed CoPE can...

TEAMWORK
Plan objectives, develop strategies, monitor progress and evaluate outcomes.

TARGET-SETTING
Set personal targets, identify obstacles and use new skills.

PROBLEM-SOLVING
Explore problems, compare risks and benefits, make systematic checks, evaluate success.

RESEARCH
Gather data from various sources to develop in-depth understanding of complex matters. Present conclusions.

DISCUSSION
Make clear and relevant contributions to discussions, create opportunities for others to take part.

PRESENTATION
Prepare and give a detailed, varied and engaging presentation on a complex topic.

Why Does ASDAN Work? Core transferrable skills,

and a framework for progression

Standards with Guidance

Planning and review

Team working (TW

Career exploration

Project manageme

Research skills (RS

Tackling problems

Working to good p

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Unit PM3:
Project management

Aim	To develop project management skills
Level	Level 3
Credit Value	3 Credits

Learning outcomes The learner will:	Assessment criteria The learner can:
3.1 Understand the role of project management in own organisation	3.1.1 Explain how projects are managed in own organisation
	3.1.2 Draw up a suitable project brief for a given situation
	3.1.3 Set project goals and estimate costs and timeframe
	3.1.4 Describe suitable methods for monitoring progress towards outcomes
3.2 Produce a project plan and evaluate it	3.2.1 Draft a plan for the given project, identifying and using appropriate techniques
	3.2.2 Evaluate the project plan, including resources and quality assurance and control issues
	3.2.3 Agree project plan with appropriate people
3.3 Manage a project using a range of communication skills	3.3.1 Identify and apply appropriate communication strategies in managing the given project
	3.3.2 Use negotiation skills to help meet the project objectives
	3.3.3 Manage meetings effectively to meet project objectives
	3.3.4 Monitor and record progress, and amend plan appropriately
3.4 Understand and apply project management review and evaluation processes	3.4.1 Identify methods for reviewing and evaluating the project
	3.4.2 Use appropriate methods to evaluate the project
	3.4.3 Present the outcomes of the project appropriately

Why Does ASDAN W
and a framework for prog

Unit: Tackling problems (TP3)

Aim:	To develop skills and knowledge to tackle problems and apply these systematically to workplace settings
Level:	3
Credit value:	3
Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand problems that occur in the workplace	1.1 Describe the types of problems that occur in the workplace 1.2 Explain how problems affect working operations
2 Explore a problem that occurs in the workplace	2.1 Identify, analyse and accurately describe a problem 2.2 Agree with others how he/she will know the problem has been solved 2.3 Explore different ways of tackling the problem 2.4 Compare the main features and risks of each approach
3 Plan to tackle the problem in the workplace	3.1 Plan his/her chosen way of solving the problem and get the go-ahead from an appropriate person 3.2 Implement plan of action, effectively using support and feedback from others to help tackle the problem 3.3 Regularly check progress towards solving the problem, revising his/her approach as necessary
4 Check if the problem has been solved and review his/her approach	4.1 Agree checking methods with an appropriate person and apply them effectively to check the problem has been solved 4.2 Analyse the results and draw conclusions on the success of the problem solving process 4.3 Review his/her approach to tackling problems, including whether other approaches might have proved more effective

Future Possibilities

Use ASDAN qualifications to guarantee student effectiveness in the workplace: standards already exist; qualifications already exist; curriculum exists; national support network already exists; emphasis has *got* to be on independent learning; e-platform for CoPE already in development…. **All this for under £30 per student**

ASDAN as consultants commissioned to work with you, map existing provision to standards, train your trainers to raise awareness of skills standards and expectations amongst lecturers, develop themes

Develop new standards to enable Level 4 "spikey profile" working with a group of HEI to develop "stretch and challenge" standards, enabling more talented students to demonstrate greater personal capacity in selected skills (again, Level 4 standards already exist for working with others, problem solving and improving learning)

Certificate of Personal Effectiveness
Employability
Community Volunteering

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