

Tool 5:

The Employability Matrix

From Skills for Business Network Employability Guide (2008): a Toolkit

(<http://www.skillsforcare.org.uk/Document-library/Standards/Skills-for-Life/Network-employability-guide.pdf>)

The Employability Matrix has been developed in response to series of research based focus groups and employer engagement work across several sectors in the UK. Employers were asked to report what skills they expected from their employees. This information should provide a useful tool for employers, employees and anyone involved in making sure people have the skills they need to get work and stay in work.

The matrix can be used in a number of ways:

Employers can use the matrix as a checklist to see which of the skills they need for staff to be effective in their job roles. This information can help produce job descriptions, inform recruitment and selection practices and assist you to identify training needs among existing staff.

Employees can use the matrix to help them understand employer expectations and as a prompt for CVs, job applications and identifying areas for self-development.

Training providers and education institutions can use the matrix to inform the development of their course and programme materials or target specific skills to offer bespoke training for employers.

The skills are labelled as either FLT or L2+. The skills labelled FLT are skills expected at base or entry level or from workers in low skilled occupations (also for employees working at NVQ Level 1 and below). L2+ skills are skills we would expect to see from an individual who wants to progress in the workplace or take on roles at NVQ Level 2 or above.

The matrix is deliberately generic so it can apply to a greater number of users. The statements can be put in context to make more sense for your operating environment.

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| Code | Employability Statements | Coverage through Peep Progression Pathway | Level |
|----------|---|--|-------------------|
| A | Fundamental Skills: the skills needed as a base for further development | | FLT or L2+ |
| A 1 | Communication | | |
| A 1.1 | Read and understand information shown in a variety of ways (eg, words, graphs, charts and pictures) | During a Peep session information will be presented in text via the topic handouts, ORIM posters and pictures to be critically interpreted. Understanding will be demonstrated through structured group discussion and the assessed portfolio. | FLT |
| A 1.2 | Write and speak so others pay attention and understand | The learners will build a portfolio which will breakdown (according to the level undertaken) what they do to support their child’s development and how and why this is effective. They will participate in group discussion which will increase oral literacy. They will be encouraged to provide oral feedback on the course content and logistics, as well as providing written reflective feedback. This will require oral literacy of a level where others pay attention. | FLT |
| A 1.3 | Listen and ask questions to understand and value other people’s points of view | The group discussions will cover a specific topic and the programme content supports practitioners to facilitate a group discussion where aspects of child development and parental involvement are discussed and debated. | FLT |
| A 1.4 | Share information using ICT such as email and telephones | Learners will have the option of completing their portfolios via ICT. They will then need to share this with the practitioner. Supplementary information for the sessions will be available in formats such as pdf documents, youtube | FLT |

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| | | <p>videos and blogs.</p> <p>Learners can engage with the Peep Facebook page to share and debate learning. They can also access all public areas of the People website, including evidence-based research into Peep groups. Parents can access a page that provides everything they need to know about registering for the Peep Progression Pathway, which involves downloading People procedures a parent/carer handbook and a learner registration form to complete.</p> | |
| A 1.5 | Use science, IT and maths skills to explain ideas and make them clear | The Early Maths strand of the Peep Progression Pathway engages with the foundation of maths learning. The focus on 'everyday maths' encourages learners to recognise and build on their maths skills. | L2+ |
| A 2 | Use numbers | | |
| A 2.1 | Decide what needs to be measured or added up | The Early Maths Strand covers the key ideas of measuring and adding up and gives learners the opportunity to build on how they already reference measuring and adding during interactions with their child. | FLT |
| A 2.2 | Watch and write down data in the correct way using the right tools | N/A | FLT |
| A 2.3 | Make estimates and check calculations | N/A | FLT |
| A3 | Manage information | | |
| A 3.1 | Find, gather and organise information using IT and IT systems | <p>To build the assessed portfolio, learners will have to access relevant child development information and organise it using text and images. Whilst they can complete this by hand or electronically. The use of IT systems is available as an option. Use of digital media is encouraged during the completion of portfolios (particularly digital photographs).</p> <p>The supporting information for the topics will be presented in various digital</p> | FLT |

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| | | formats (pdfs, youtube videos, blogs) which the learners can access to gather information from. | |
| A 3.2 | Access, analyse and apply knowledge and skills from a number of areas (eg, the arts, languages, science, technology, maths, social sciences) | Learners will access information about various aspects of child development and the parental role in this via the Peep Progression Pathway. They will also apply and increase their functional English and (where used) IT skills. They will apply and increase their self-evaluation skills to reflect upon their role in their child's development. | L2+ |
| B | Personal Management Skills: the personal skills, qualities, attributes, attitudes and behaviours that drive one's potential for growth | | |
| B 1 | Demonstrate positive attitudes and behaviours | | |
| B 1.1 | Feel good about yourself and be confident | The Peep Progression Pathway highlights for the learner all that they <i>already do</i> to support their child's learning and, then uses this as a platform to learn more. This has led to learners commenting that participation in Peep has led to greater self-belief and confidence which in turn has enabled them to progress to further learning/vocational goals. Research shows that this model of learning builds self-esteem and confidence. | FLT |
| B 1.2 | Display positive body language | The emphasis on modelling in the Peep Progression Pathway highlights to the learners that their own positive body language and positive disposition, has an overwhelmingly positive effect on their child. Peep reinforces this message employing a variety of learning styles. | FLT |
| B 1.3 | Deal with people, problems and situations in an honest, true and decent way | The key element of group work in the Peep Progression Pathway as the learners address the, sometimes contentious, topic of child development and | FLT |

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| | | <p>parental involvement, means that the group will have to deal with various problems and situations.</p> <p>The practitioner is trained to facilitate these discussions and issues promoting qualities of honesty and decency.</p> | |
| B 1.4 | Be aware of your own and other people's good efforts | <p>The assets-based model of learning promoted via the Peep Progression Pathway supports parents to recognise their own good efforts in regard to both their child's development and their own learning as an adult.</p> <p>The structure of the credit-rated units also encourages the group to recognise each other's good efforts through practical applications of the ORIM (Opportunities, Recognition, Interaction and Modelling) framework.</p> | FLT |
| B 1.5 | Take care of your own health and hygiene | <p>Two strands of the Peep Progression Pathway, 'Health and Wellbeing' and 'Physical, Social and Emotional Development' focus explicitly on early health and hygiene.</p> <p>In exploring the environment which they create for their child, this involves the learner reflecting on their own processes of health and hygiene.</p> | FLT |
| B 1.6 | Show interest, initiative and effort | <p>The Peep Progression Pathway offers recognised learning at a time when the learner is very engaged in bringing up their own young child(ren). To complete the units requires considerable effort and interest.</p> <p>The learners will apply the knowledge in the group to practical home learning activities and to recognising everyday learning. This requires interest, initiative and effort.</p> <p>The learners will be encouraged to share this learning with the group.</p> | FLT |
| B 1.7 | Make sure that the way you look and the way you dress suits the place you work | N/A | FLT |

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| B 1.8 | Be able to travel to work on their own (if necessary) | In order to attend the group, learners will have to coordinate and manage their own transport on a weekly basis | FLT |
| B 1.9 | Turn up to work on time (or let employer know why you will not be there on time) | Peep sessions lasts for at least one hour and a high level of attendance is required to complete the credit-rated units. This will develop skills of punctuality and keeping others informed where the learner is unable to attend the group | FLT |
| B 2 | Be responsible | | |
| B 2.1 | Set goals in order of when they should be done | The learner will (on a scale as the levels of difficulty increase) be responsible for managing their own workload in terms of completing the assessed portfolio. | L2+ |
| B 2.2 | Make sure home and work life are balanced | Learners will be encouraged to participate in the Peep Progression Pathway at a learning level that suits their abilities as well as their home circumstances, to ensure a healthy study/life balance. | L2+ |
| B 2.3 | Manage your own personal finances | N/A | FLT |
| B 2.4 | Plan and manage time, money and other resources to achieve goals | The Peep Progression Pathway supports learners to balance resources of time and finance to complete their goals in terms of supporting their child's learning. There are practical suggestions on how to do this and the group are encouraged and supported to develop and share their own approaches in this regard. | L2+ |
| B. 2.5 | Assess, weigh and manage risk | Learners will be encouraged to participate in groups and will have responsibility for the safety and well-being of their own child(ren) during the session. This would involve them assessing, weighing and managing risk within a family learning context. Learning is also undertaken out with the group, where the learner would also be managing the risk of their child(ren) during a range of both indoor and | L2+ |

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| | | outdoor activities. | |
| B 2.6 | Be answerable for your actions and the actions of your group | Learners are asked to feed into a 'Group Agreement' at the beginning of the Peep Progression Pathway, which all learners are asked to adhere to throughout the sessions. Practitioners will re-visit the 'Group Agreement' to challenge any negative actions, and to revise the content if negative actions arise that have not been captured in the 'Group Agreement'. | FLT |
| B 2.7 | Be socially responsible and contribute to your community | The Peep Progression Pathway encourages the learner to reflect on how they are contributing to their child's development and build on this. It also encourages the learners to work as part of a supportive group. Groups which have developed from Peep sessions have included those who directly work for better facilities in their local community. Learners have also gone on to be socially responsible and contribute to their community by moving on to deliver Peep sessions themselves. | FLT |
| B 2.8 | Act responsibly with alcohol and medications | If the group of learners had issues with alcohol or medication, this would be covered within the Group Agreement, or dealt with sensitively by the Peep Practitioner | FLT |
| B 2.9 | Be aware of law on the misuse of substances | As above, if the group had a history substance misuse, this would be raised within the Group Agreement, and the need for the Peep Practitioner to pass the information on if they are aware of current misuse, and the implications of this in terms of the law. | FLT |
| B 3 | Be adaptable | | |
| B 3.1 | Work on your own or as part of a team | The assessed portfolio will involve the learner (to an increasing degree as level of units increases) working on their own. The learning within the Peep session normally takes place in a group setting, but can be delivered with learners one-to-one in the home. | FLT |

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| B 3.2 | Carry out multiple tasks or projects | <p>The assessed portfolio at SCQF level 5/NOCN level 2 involves demonstrating learning using various methods to include critical written analysis and applied learning in making resources to support child development.</p> <p>All of the units will involve reflecting on the multiple tasks or projects a parent/carer completes within the home environment.</p> | L2+ |
| B 3.3 | Find and suggest new ways to achieve goals and get the job done and achieve goals | <p>The learner will identify various means to support their child's learning and will evidence these in a variety of ways to include critical written analysis and making resources.</p> <p>The learner will be given the opportunity to reflect on their achievements on completion of a unit, through receiving positive comments on their portfolio from their assessor and Internal Quality Assurance (IQA) Officer, and they can include comments of their own. Learner achievements will also be celebrated, usually during a celebration event, which will foster increased confidence in learner abilities to meet goals.</p> | L2+ |
| B 3.4 | Be open and respond well to change | The nature of the Peep group to include the age range of the children (under 5) means that there will be a need to be flexible and manage new situations. | FLT |
| B 3.5 | Learn from your mistakes and accept feedback | The assessed work will be marked and feedback will be given. Mistakes will need to be corrected. | FLT |
| B 3.6 | Cope with uncertainty | See B3.4 | FLT |
| B 4 | Learn continuously | | |
| B 4.1 | Be willing to keep on learning and find ways to improve yourself | The Peep Progression Pathway has been evaluated as an effective way to stimulate interest in learning from adult learning and to encourage the learner to see learning as life-long and life-wide. A number of learners have moved on to positive destinations. | FLT |

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| B 4.2 | Look at what you are good at and what you need to improve | The strong element of recognition of the parents existing contribution to their child's development creates a trusting relationship between the practitioner and the parent which allows the practitioner to gently suggest (often by modelling rather than directly) ways in which the parent/carers could improve in this area. | FLT |
| B 4.3 | Set your own learning goals | The level of choice within the Peep Progression Pathway allows the learner to identify the most suitable level for them. The accompanying guidance will allow them to identify progression routes and support the practitioner to signpost the learner to these. | L2+ |
| B 4.4 | Identify and access learning sources and opportunities | See B4.3 In Scotland, we are making strong links with FE colleges to further develop learning opportunities. We would use this as a model for local authority areas in the rest of the UK. | L2+ |
| B 4.5 | Plan for and achieve your learning goals | The Peep session will provide support and resources for the learner to do this within the group. B4.3 – 4 addresses how this will be achieved for learning which takes place beyond the PEEP group | L2+ |
| B 5 | Work safely | | |
| B 5.1 | Be aware of own and group health and safety rules and act in line with these | The groups will establish some of their own health and safety rules and others will come from the setting itself and from legislation. The learners will need to be aware of these and act in accordance with them | FLT |
| C | Teamwork Skills: the skills and attributes needed to contribute effectively | | |
| C1 | Work with others | | |
| C 1.1 | Understand the roles people play in a group and how you can | The Peep Progression Pathway encourages and resources strong group | L2+ |

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| | best work with them | working. The practitioners will be trained to facilitate this. Learners will come together from a variety of backgrounds and circumstances and will need to collaborate. | |
| C 1.2 | Ensure that a team's purpose and objectives are clear | The learner will be very clear about the purpose and objectives of the Peep sessions. Introductory sessions to build relationships and establish a 'Group Agreement' will facilitate this. | L2+ |
| C 1.3 | Be flexible: give respect, be open to and supportive of other people's thoughts, opinions and contributions | Within a diverse Peep group various thoughts, opinions and contributions will be made and given. The learner will be encouraged to respond to these in an appropriate way and the practitioner will facilitate and highlight learning from these discussions. | FLT |
| C 1.4 | Accept and respect that people are different and may have different views and ways of working | See C1.3 | FLT |
| C 1.5 | Accept and provide feedback in a positive way | Through the assets-based model of learning used in the Peep Progression Pathway, learners are encouraged to feedback on each other's contributions in a positive way. Peep will produce resources and guidance to facilitate this. The learner will receive positively framed feedback on their assessed work. | FLT |
| C 1.6 | Help a team by sharing information and skills you are good at | The learner will be strongly encouraged to share their own learning around the topic under discussion. They will be further encouraged to share their skills either during group discussion time or in leading part of a session. | FLT |
| C 1.7 | Lead or support and motivate a team to achieve high standards | N/A | L2+ |
| C 1.8 | Understand the role of conflict in a group to reach solutions | This will be explored explicitly in terms of child development. It will be explored implicitly as the group develops their own rules, norms and dynamics. | L2+ |
| C.1.9 | Manage and resolve conflict | See C1.8 | L2+ |
| C 2 | Think and solve problems | | |

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| C 2.1 | Tell a person in charge if there is a problem | The learners are aware that the Peep practitioner is their first line of call in the event of a problem, and they know how to contact People if they feel they can't go to their Peep practitioner. | FLT |
| C 2.2 | Assess situations and identify problems | The learner can be encouraged to identify structural problems which affect a given situation (such as 'it is difficult for my child to run about because the local park is dangerous). There have been examples of Peep groups where parents have come together to address these issues. | FLT |
| C 2.3 | Ask for other points of view and assess them based on facts | The Peep Progression Pathway will equip the learners with an ever increasing knowledge of child development and the parent's role in this. This will be taught using a variety of learning styles. This will enable the learner to engage with others involved in their child's care, including professionals, and to be able to ask informed questions and have the skills and knowledge to assess their responses. | L2+ |
| C 2.4 | Be aware of how a problem can be down to different reasons such as people making mistakes, PCs not working how they should, people not speaking or listening well enough | The group learning aspect of the Peep Progression Pathway as well as the learner having to complete their own assessed work will develop these skills. | L2+ |
| C 2.5 | Find the cause of a problem | The learner will be encouraged to reflect on the barriers to supporting their child's development | L2+ |
| C 2.6 | Find new and creative ways to solve a problem | With the support of the practitioner and the group, they will look at new and creative ways of overcoming these. | L2+ |
| C 2.7 | Be happy to use science, IT and maths as ways to think, gain and share knowledge, solve problems and decide what to do | The assessed work as well as accessing the information to complete it can all be done using IT. This knowledge can be shared within the group. | L2+ |
| C 2.8 | Evaluate solutions to help give advice or recommendations | The learners will develop skills in this area as they develop their knowledge of child development and the parent's role as well as skills of functional literacy | L2+ |

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| | | and critical thinking. | |
| C 2.9 | Implement solutions | See C2.6 | FLT |
| C 2.10 | Continuously monitor the success of a project or task and identify ways to improve | The learner will be encouraged and supported with resources to monitor their own learning process, identifying both distance travelled and ways to improve | L2+ |
| C 3 | Participate in projects and tasks | | |
| C 3.1 | Carry out a project or task from start to finish with well laid out aims and outcomes | The learner will complete their assessed portfolio which has clear aims and outcomes. The learner will also be encouraged to identify their own particular aims and outcomes. | FLT |
| C 3.2 | Plan or design a project or task from start to finish with well laid out aims and outcomes | See C3.1 | L2+ |
| C 3.3 | Develop a plan, ask for feedback, test, change plan if needed and put into action | The learner will make resources to support their child's learning and justify their choice of resource. This will be made and used, feedback will be given and any changes will be noted and implemented. | L2+ |
| C 3.4 | Work to agreed quality standards and plans | The learner will be very clear of the standard of quality expected from them in the assessed work and the course plan of how this will be achieved. They will be aware that they need to work to this. | FLT |
| C 3.5 | Use the correct tools and machines for a task or project | N/A | FLT |
| C 3.6 | Adapt to changing requirements and information | The nature of the Peep group, with parents and children under 5, means that sometimes instructions given by the practitioner or work led by the learners will need to be changed to reflect an incident in the group (i.e. if a child bangs his head). The learners will need to adapt to changing requirements and information. | FLT |
| C.3.7 | Always check how well a project or task was carried out and | The learner will be encouraged and supported with resources to monitor | L2+ |

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| | find ways to make it better | <p>their own learning process, identifying both distance travelled and ways to improve.</p> <p>When the learner progresses to another unit or indeed to another learning provider, they will have the opportunity to turn this reflection into action.</p> | |
| C 4 | Customer care | | |
| C 4.1 | Talk and listen well to customers | The group work aspect of the Peep Progression Pathway supports group discussion in a way which promotes concise, relevant speaking and good, responsive listening. | FLT |
| C 4.2 | Help customers and deal with their questions and problems | The group work aspect of the Peep Progression Pathway involves the learners responding to each others questions and problems related to child development and the parent's role. | FLT |
| C 4.3 | Develop productive relationships with customers | The learner will build productive learning relationships with other learners and the PEEP practitioner. The Peep practitioner is trained to facilitate this. | L2+ |