

Is there research evidence that the labour market has mixed views regarding the need for all skills training to be included in the NQF

John McGrath

SOLAS

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What should a NQF do!

- Provide a qualification which is recognised nationally and internationally
- Can facilitate progressing on both vertical and horizontal career paths
- Can enable recipients to work in different companies/sectors
- *Can empower recipients to secure employment which is concomitant with their investment*

Evidence of a 'weakness' in the NQF

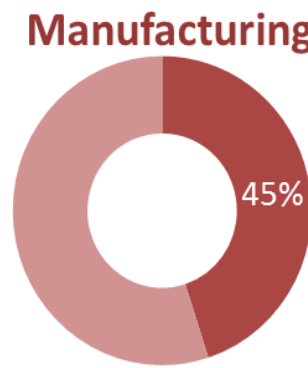
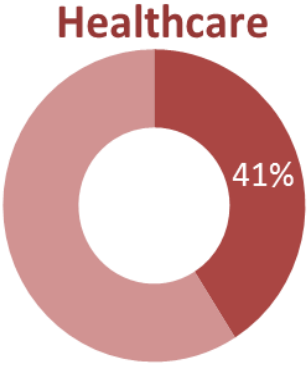
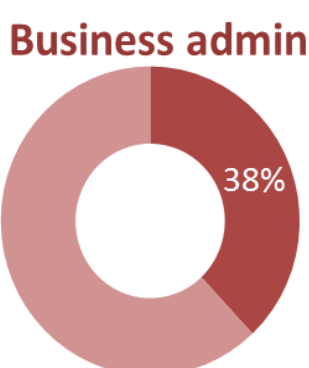
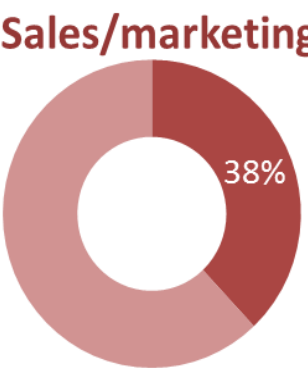
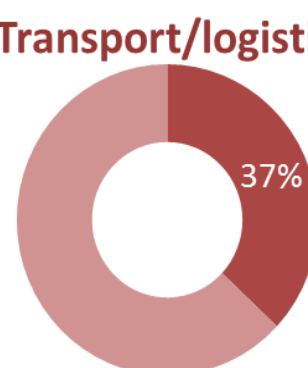
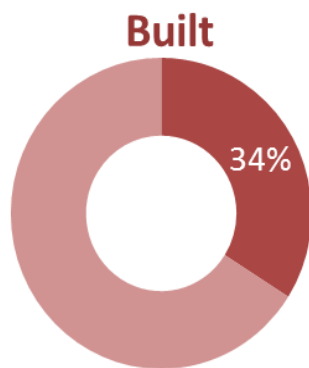
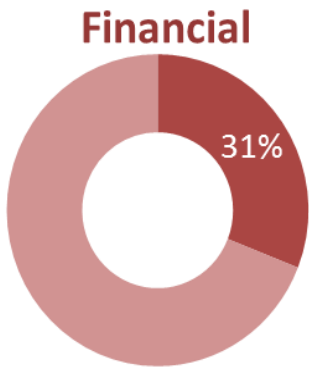
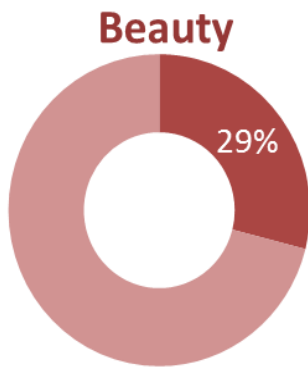
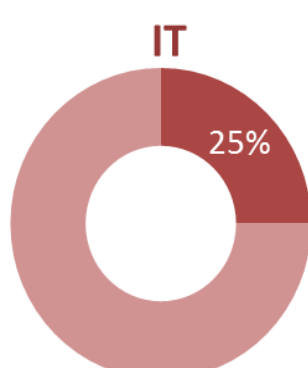
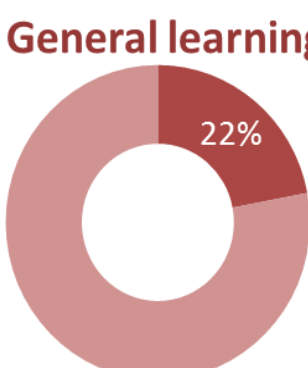
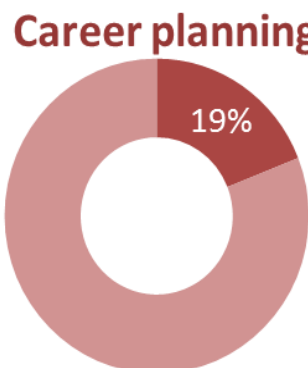
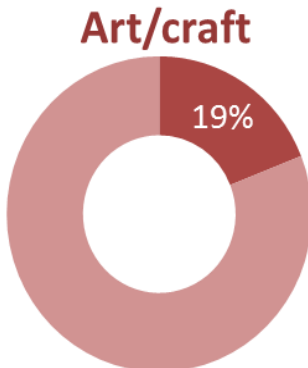
There is some evidence that the focus of the NQF may not be maximising the individuals 'employability'

- Technical skills
- Entrepreneurial skills, general business acumen
- Transversal skills/multi-disciplinary approach's

Occupations for which there is excess demand and excess supply

Category	Shortages	Surpluses
Professionals	261	88
Craft	237	44
Technical	176	53
Services and sales	100	72
Plant and machinery	79	10
Elementary	53	37
Clerical support	34	47
Skilled agriculture	13	14
Total	953	365

N = 2,024



Relevance of NQF skills 2017 Indecon report

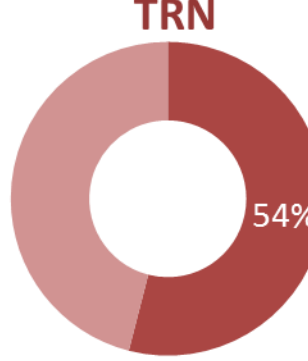
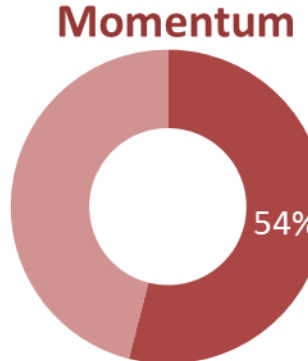
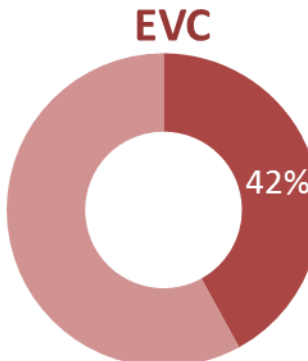
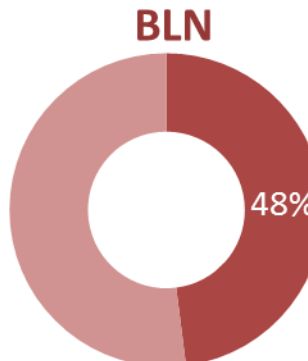
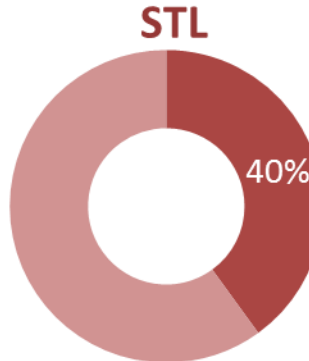
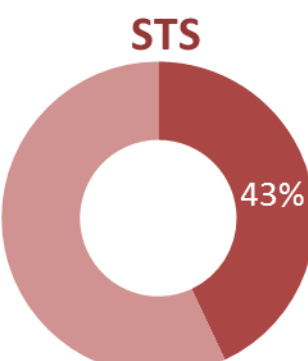
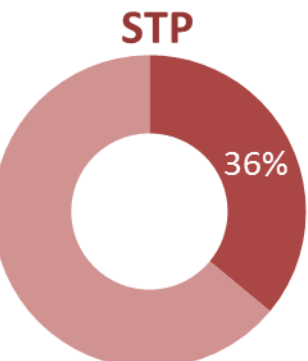
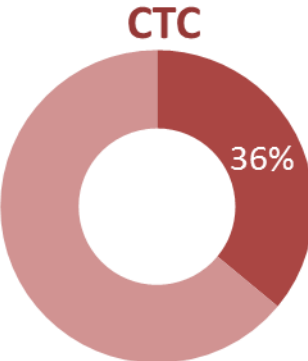
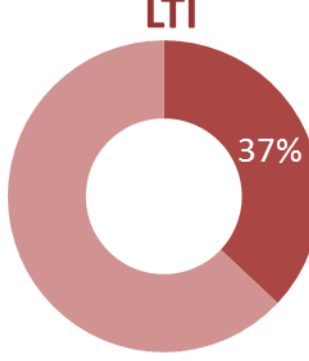
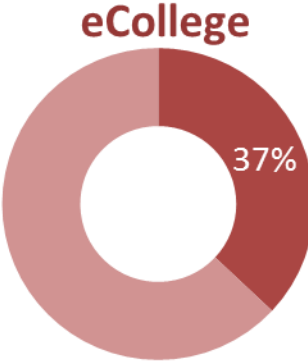
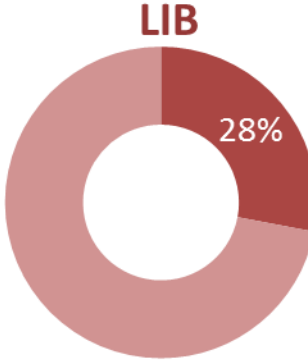
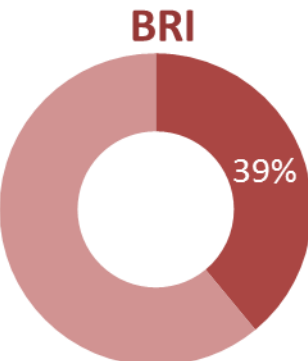
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Improved dialogue	12%	51%	26%	9%	2%
Relevance of skills for occupations	11%	61%	20%	6%	2%
Facilitate skills demand/supply matching	8%	43%	37%	11%	2%

But it is not just the subject matter which impacts on 'employability'

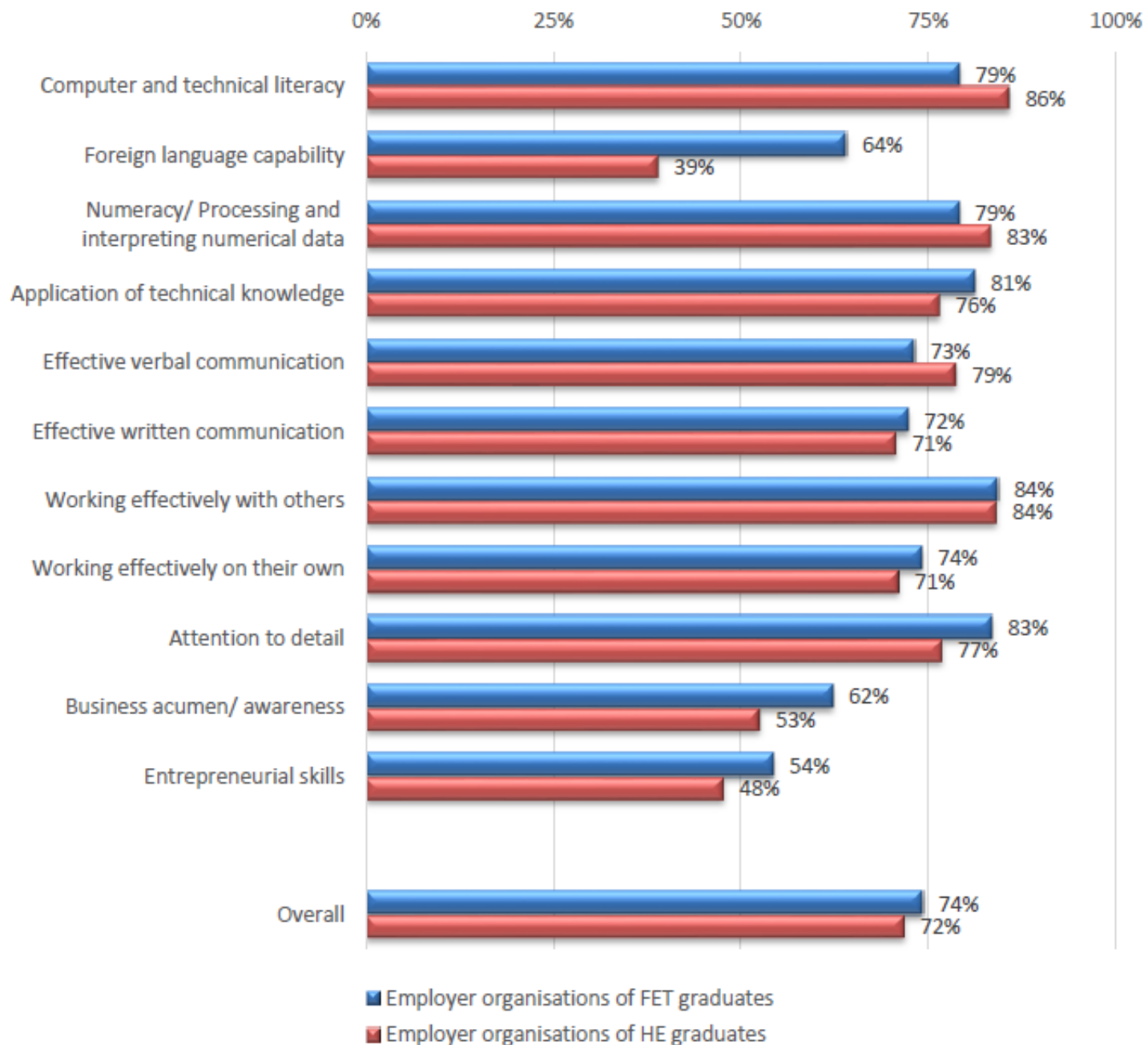
Programmes which have the best employment outcomes have the following features:

- Significant periods of work placement
- Significant involvement of employers in recruitment
- Significant involvement of employers in curriculum design

N = 2,024



Comparison of HE and FET satisfaction rates for workplace attributes



Possible explanations!

- Do third-level students suffer from a 'lock-in effect'
- 4 years of mainly class-room tuition
- Improving relations with employers
- But opportunities for significant work experience could be increased
- Perhaps providing 'credits' for 'business performance'.

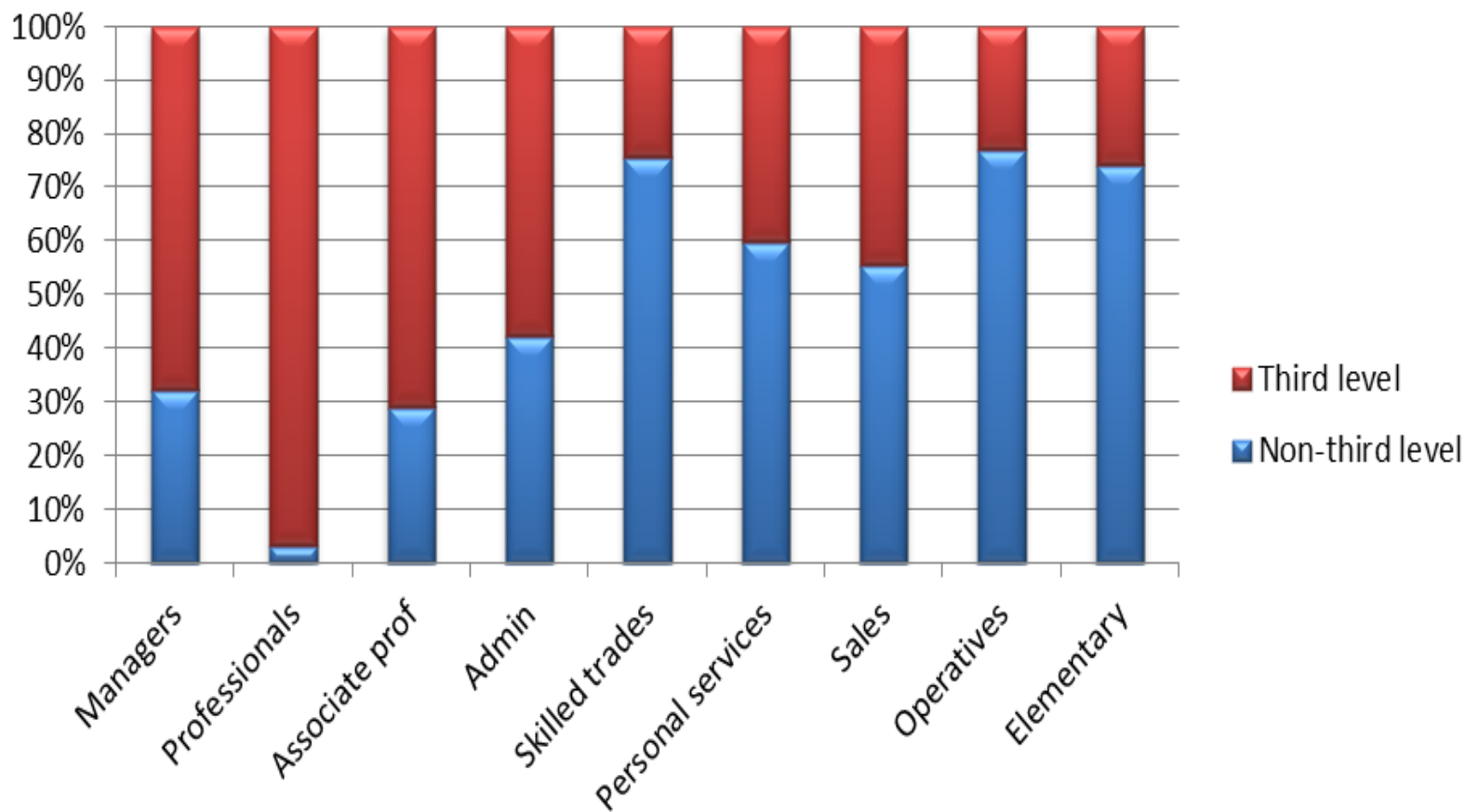
Productivity is the key

- Traditional demarcation lines between disciplines are breaking down
- Given rise to multi-disciplinary skill sets
- Powerful combinations associated with lucrative careers
 - ICT proficiency with various quantitative analyses
 - Languages and selling skills
 - Niche focusing; electrical with security systems; smart homes
 - Self employment or working in small teams will become the norm
- Education structures need to accommodate this reality

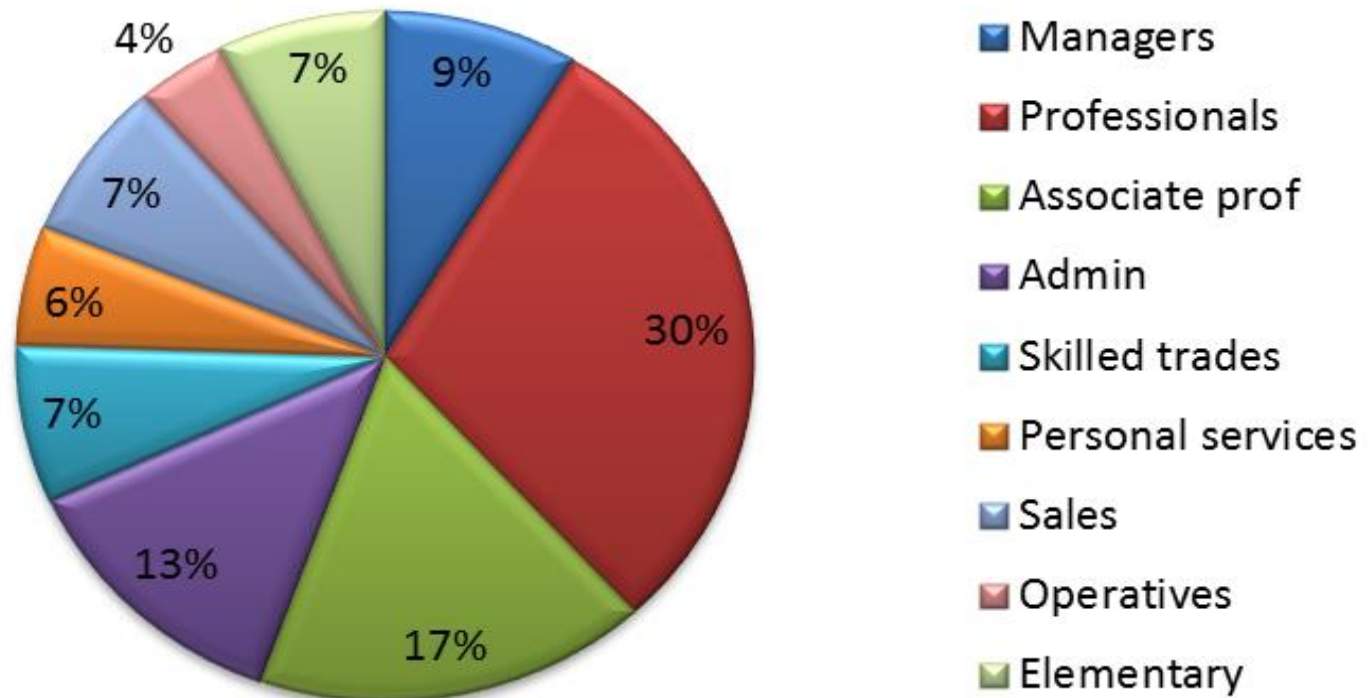
Final thoughts

- The approach of the NQF reflects the attitudes of Irish society in general
- That it is much more beneficial for the young to obtain higher education qualifications than pursue any other education/employment pathway
- Epitomised by the Irish Times criteria for selecting the 'best' second level schools
- Validated by the statistics that the higher the level of qualification the lower the unemployment rate
- Resulting in Ireland having the highest transition from second level to third level
- But the statistics are very misleading
- Some students would have been better off pursuing a different route

Job-hires over 30 years of age 2016



Where did the over 30's graduates go?





Thank you

John McGrath
Kilboy@indigo.ie