Mapping essential skills to T Level curriculum

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Agenda

1. Introduction

2. The guides and how to use them

3. Explore and discuss

4. Looking ahead

Introduction

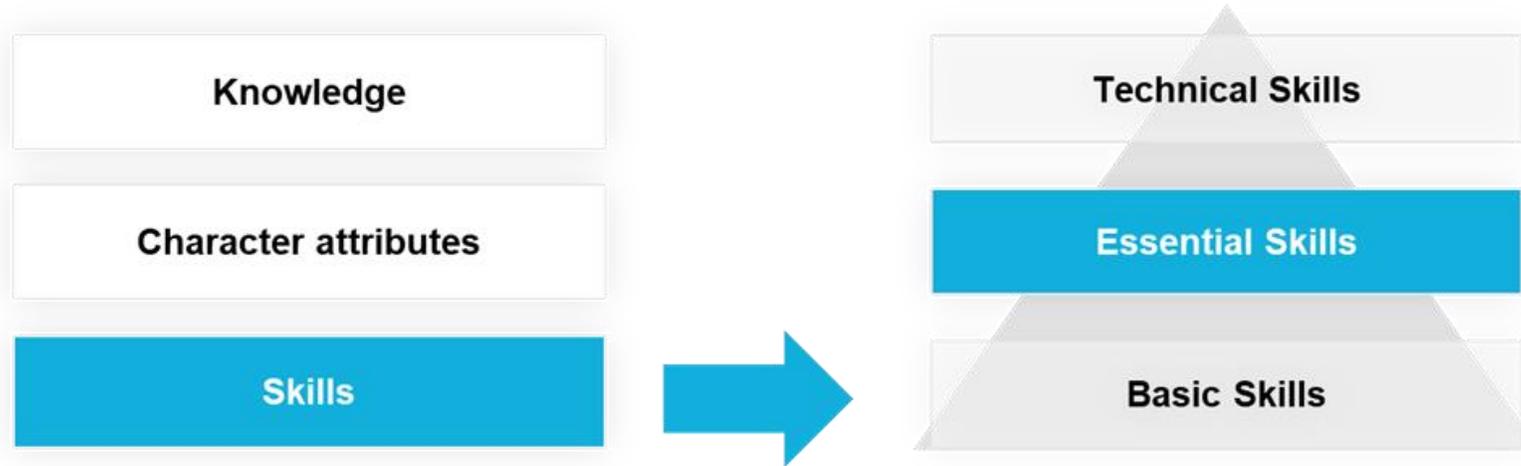# Who we are?

Introductions from us

Evelyn Haywood

Charlie Moss

Kelly Beaumont

Who is Skills Builder Partnership?

Setting the scene

Knowledge		Technical Skills
Character attributes	→	Essential Skills
Skills		Basic Skills

LISTENING · SPEAKING · PROBLEM SOLVING · CREATIVITY · STAYING POSITIVE · AIMING HIGH · LEADERSHIP · TEAMWORK

Skills Builder
PARTNERSHIP

The challenge

We exist as a social enterprise to overcome the **skills trap**

Skill levels are lower

Less desire to build essential skills

Fewer opportunities to build essential skills at school

Lower- skill jobs

Less advantaged background

Lower levels of life satisfaction

Fewer opportunities to build essential skills

Lower income

Skills Builder
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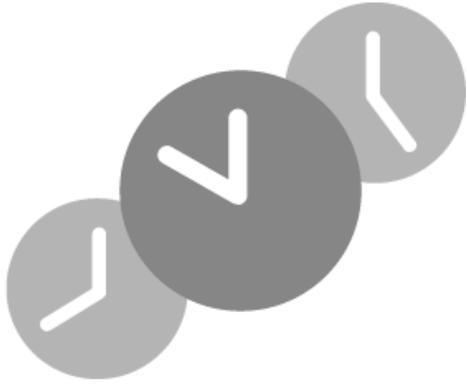
They are innate

They are picked up by osmosis

They lie latent

Who is Skills Builder Partnership?

Joining up the journey

The alternative

Imagine if we could join up the whole **journey of essential skills** throughout a **lifetime** – through education and through careers

Pre-School

School years

Apprenticeship, College & University

Early Career

Mid-career onwards

Who is Skills Builder Partnership?

A Universal Framework, a roadmap for progress

Who is Skills Builder Partnership?

What it looks like

Step	Statement
Step 0	I speak clearly to someone I know
Step 1	I speak clearly to small groups of people I know
Step 2	I speak clearly to individuals and small groups I do not know
Step 3	I speak effectively by making points in a logical order
Step 4	I speak effectively by thinking about what my listeners already know
Step 5	I speak effectively by using appropriate language
Step 6	I speak effectively by using appropriate tone, expression and gesture
Step 7	I speak engagingly by using facts and examples to support my points
Step 8	I speak engagingly by using visual aids to support my points
Step 9	I speak engagingly by using tone, expression and gesture to engage listeners
Step 10	I speak adaptively by changing my language, tone and expression depending on the response of listeners
Step 11	I speak adaptively by planning for different possible responses of listeners
Step 12	I speak adaptively by changing my content depending on the response of listeners
Step 13	I speak influentially by changing the structure of my points to best persuade the listeners
Step 14	I speak influentially by changing the examples and facts I use to best persuade the listeners
Step 15	I speak influentially by articulating a compelling vision that persuades the listeners

Step	Statement
Step 0	I speak clearly to someone I know
Step 1	I speak clearly to small groups of people I know
Step 2	I speak clearly to individuals and small groups I do not know
Step 3	I speak effectively by making points in a logical order

Where this project came from

- Teachers were sharing that there is a lot of applied learning in the T Level and development of skills were becoming increasingly important.

- Level 3 courses do develop skills but these aren't assessed in the same way as on a T Level and so we wanted to bring the importance of essentials skills to the forefront for curriculum planning.

- It can be difficult to identify route-specific activities that develop essential skills which is what we've tried to achieve through the guides.

- The guides give teachers tangible activities that can be used with students to move them up the essential skills framework and develop the skills on the T Level.

- The guides have identified what skill levels students should aspire to be on the T Level through a recognised framework.

Project outline

How Gatsby and Skills Builder worked together

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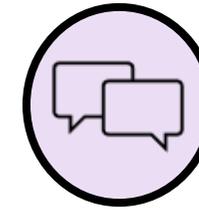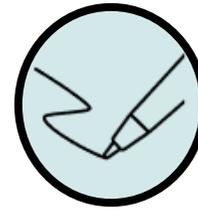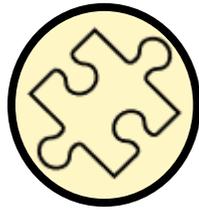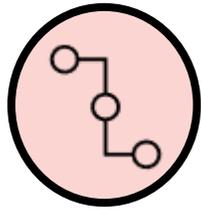
| Mapping	Create content	Feedback/changes	Guide template	Feedback/changes	Final guide
The essential skills framework was mapped to the different T Level route specifications.	The results of the mapping exercise were then input into a document to start creating the guide content.	Regular meetings took place to ensure content was clear and ideas were shared for how the guide may be set out.	Sections of the guide were determined e.g., the core skills' activity table and text copy was developed.	There was a final iteration of feedback and checks to ensure the guides were concise and coherent for teachers to use.	The final guides were proof read and signed off.

The guides and how to use them

The guides

Guides are available for the following T Level pathways:

- Health
- Science
- Digital Production, Design and Development
- Digital Business Services
- Design, Surveying and Planning
- Design and Development in Engineering and Manufacturing
- Agriculture, Land Management and Production
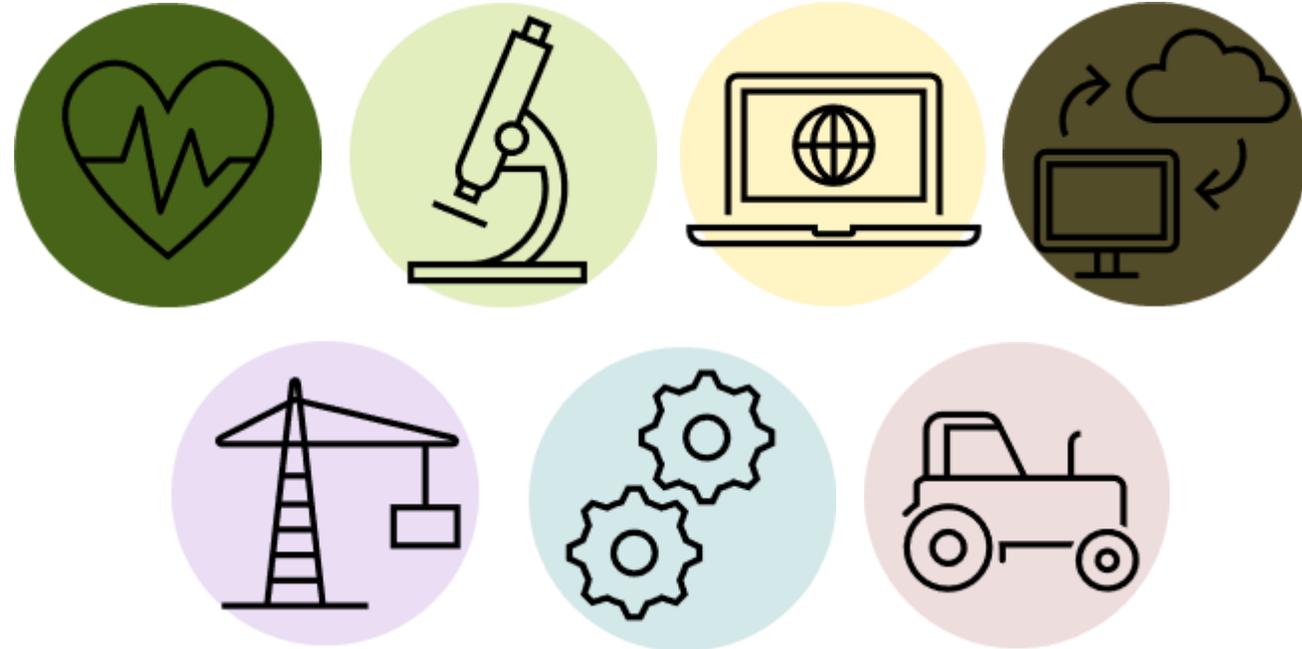
Explore and discuss - breakouts

- An introduction to essential skills and the Skills Builder framework

- An overview of the mapped skills to the T Level specification

- The importance of the skills for the workplace and future careers

- Student activity suggestions for skill development

Core Skill 1: Developing person-centred care

To develop person-centred care, building essential skills in speaking and listening are important.

Examples this may be evidenced through:
- communicating with service users and their families;
- gathering information to inform the care plan and choices;
- establishing mutual expectations for individuals, their families and carers and setting goals;
- demonstrating compassion through language used and acknowledgement of patient's condition by asking questions about how they feel.

Build students' Speaking skills

Can students speak effectively by making points in a logical order?

STEP 3

Example activities to develop this:
- Students **create** a presentation to explain the options for a care plan. This could be aimed at a patient or health care practitioner.
- Students **focus** on the order in which they present information and how this might impact their audience's understanding.

Can students speak effectively by using appropriate language?

STEP 5

Example activities to develop this:
- Students use **tailored language** appropriate for the audience and only use technical terms when appropriate in the care of a service user.
- Students **participate** in a role play with different healthcare scenarios. Students **consider** the language they are using and **practice** both technical and non-technical language depending on the targeted audience.

Can students speak effectively by using appropriate tone, expression and gesture?

STEP 6

Example activities to develop this:
- Students **participate** in role play scenarios and **practice** using different expressions, tones and gestures to convey different emotions and meanings.

Build students' Listening skills

Can students listen to others and record important information?

STEP 5

Example activities to develop this:
- Students **listen** to a practitioner discussion about a care plan or a patient requirements briefing and **record** the key pieces of information.
- Students **compare** the information they recorded and **discuss** the different methods they can use to take notes.

Can students use open questions to deepen their understanding of what they heard?

STEP 7

Example activities to develop this:
- Students **categorise** questions as open or closed.
- Students **listen** to a practitioner discussion about a care plan or patient briefing and **create** a list of open questions to improve their understanding and gain further information.

Can students show they are listening by summarising or rephrasing what they have heard?

STEP 8

Example activities to develop this:
- Students **listen** to a set of instructions for a patient's care and **summarise** what they heard.
- In pairs students **role play**, one student has a set of instructions they share and the other must rephrase what they heard. Student then swap roles.

For more ideas and resources to build your students' essential skills, check out the Universal Framework and the Speaking and Listening workshops.

Why developing communication is important for students to progress in their future career:

- **Effective client collaboration:** Strong communication skills are essential for clearly understanding client requirements, conveying design concepts and plans, addressing concerns or changes, and ensuring overall client satisfaction throughout the project lifecycle.

- **Coordinating with project stakeholders:** Construction projects involve various stakeholders, such as architects, engineers, contractors, and government authorities. Effective communication supports coordination, information sharing, and conflict resolution among these parties.

- **Leading and managing teams:** Professionals in design, surveying, and planning often need to lead and manage teams of technicians, surveyors, and other personnel. Clear communication fosters team cohesion, ensures task clarity, and facilitates efficient project execution.

- **Presenting and pitching ideas:** Communication skills are crucial for presenting design concepts, surveying findings, and project plans to clients, stakeholders, and decision-makers. The ability to convey ideas clearly and persuasively can impact project approval and success.

Explore a guide together

A closer look at an essentials skills teaching guide

Health T Level

Essential Skills Guide

How might you use the guides in…

breakout

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Curriculum planning?

In lessons?

ESP assessment?

Personal development tutorial?

Industry placement prep?

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Close breakouts

slido

Any other ideas of how you may use the guides in practice?

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Looking ahead
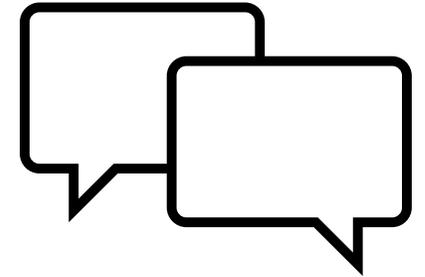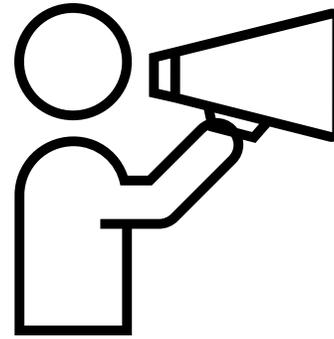
Your feedback

1. Anything else you'd like to see?

2. Any questions?

Please do not hesitate to get in touch:

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We would love to hear from you when you use the guides, and follow-up with either a visit and video call.