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| --- | --- | --- | --- | --- |
| **Route** | **Business and Administration** |  | **T Level** | **Management and Administration** |

Providing students with meaningful industry placement experiences is a vital part of building employability skills and provides responsibilities linked to their T Level course.

This ***Typical Tasks Checklist*** will help you as an employer engagement colleague to work with employers to see how they can support students and identify the types of projects and tasks that a student can get involved with.

The employer may be able to offer some or all these opportunities to students. Completing the checklist will aid your discussions and help you to plan and reach decisions.

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| ***Link to the T Level outline content***  <https://www.instituteforapprenticeships.org/qualifications/t-levels/approved-t-level-technical-qualifications-and-final-outline-content/final-outline-content/> |

| **Employability Skills** | **How might we do this?** | **Opportunities**  Y / N / maybe |
| --- | --- | --- |
| **Communication skills**  the ability to express or explain themselves clearly and effectively in different situations, such as speaking, writing, listening, and presenting. | An employer or supervisor can help young workers understand what is expected of them in terms of communication by providing opportunities and feedback.  Real business examples that demonstrate how to communicate effectively in different situations, the purpose, audience, tone, format, style of messages, and the channel of communication are helpful. This could be through writing an email, making a phone call, giving a presentation, or participating in a meeting. |  |
| **Teamwork skills**  the ability to collaborate and cooperate with others, such as sharing ideas, giving, and receiving feedback, resolving conflicts, and supporting group / organisational goals. | Teamwork skills are essential transferable skills for young people to learn, as they work with others in a group or project and contribute to common goal.  Employers can support this by helping students understand their roles and responsibilities within the team, and how they fit into the organisation's bigger picture.  Employers can also encourage students to participate actively in team meetings and discussions, and to listen to and respect different perspectives and opinions. |  |
| **Problem-solving skills**  the ability to identify, analyse, and solve problems using creative and critical thinking, such as defining the problem, generating alternatives, evaluating options, and implementing solutions. | An employer can help young workers to develop their problem-solving skills by encouraging them to think critically and analytically about issues in the workplace, to ask relevant questions and gather related information.  An employer can also help young workers use various tools and methods to analyse and interpret data, such as charts, graphs, statistics, or logic models. |  |
| **Self-management skills**  the ability to plan, organise, and prioritise one's own work, such as setting goals, managing time, meeting deadlines, and being resilient. | Providing clear and constructive feedback is essential for learning and improvement. It helps young workers identify their strengths and areas for development and guides them on how to improve their performance and skills.  Setting clear and reinforcing realistic expectations will help. The learning provider will be on hand to support or advise with this. |  |
| **Learning skills**  the ability to acquire and apply new knowledge and skills in a non-educational setting, such as seeking feedback, reflecting on one's own performance, and adapting to changing situations and expectations. | Offering training and mentoring opportunities can help young workers gain new knowledge and skills, as well as learn from the experience and advice of more senior or experienced colleagues or experts.  A work culture that values learning and respects diversity, encourages collaboration and communication, and fosters trust and mutual support can help young workers feel more confident and comfortable in expressing their ideas, opinions, and concerns, and in seeking and offering help when needed. |  |
| **Digital skills**  the ability to use and understand various digital tools and technologies used in the business context, such as computers, software, internet, social media, and online platforms. | Using digital tools and technologies can help young workers enhance their productivity and efficiency, as well as their ability to communicate and collaborate with others, and to effectively use information and resources in a workplace context often for the first time.  Employers should think about how they can provide training and support on how to use relevant software and tools successfully and responsibly. |  |

| **T Level Core Skills**  **MANAGEMENT AND ADMINISTRATION** | **Opportunities**  Y / N / Maybe |  | **Occupational Specialism**  **BUSINESS SUPPORT** | **Opportunities**  Y / N / Maybe |
| --- | --- | --- | --- | --- |
| Develop understanding of business context and commercial awareness, e.g., conduct a PESTLE analysis to inform a change project. |  |  | Supporting the overall running and operation of an organisation, e.g., takes accurate minutes and creates action logs; manages resources to include procurement of consumables and non-consumables; recommends ways of reducing waste. |  |
| Project management: plan, manage and evaluate a project using appropriate tools and methodologies e.g., introducing a new policy or training programme. |  |  | Using prioritisation skills to support time management and delivery of workloads, e.g., manages own time effectively; uses different time management tools to prioritise tasks. |  |
| Communication: using a range of communication methods tailored to audience e.g. to internal and external stakeholders on business solutions; making a presentation to a customer |  |  | Considering improvements and recommend ways to develop and improve business practices, e.g., analyses different types of data to identify areas where business practices could be improved; prepares presentations, reports and proposals. |  |
| Working collaboratively with others e.g. to develop content; to develop feedback skills; managing and influencing stakeholders; to develop a business improvement solution |  |  | Developing effective communication with a range of stakeholders to support business practices, e.g., creates a range of business communications, including using social media with structure, style and content appropriate to the purpose and audience. |  |
| Applying a logical approach to problem solving, identifying, and resolving issues, recording progress and proposing solutions e.g. undertaking a cost / benefit analysis of the introduction of new procedures. |  |  | Managing the flow of information through the organisation, e.g., maintains records and files, such as databases, paper files, customer records; produces accurate documents, such as files, emails and letters. |  |
| Undertaking research e.g., interrogating, analysing, and reporting on business data; create a briefing document for colleagues / supervisor to assist them in formulating specific advice. |  |  |  |  |
| Reflective practice e.g., review performance and own behaviours for impact; identifying ways for improvement; quality outcomes. |  |  |  |  |

Space for notes / reminders re: ideas for tasks, resources, or queries

Notes

*Blank template boxes for the remaining occupational specialisms are provided for you as an employer engagement and / or curriculum professional to complete.*

| **T Level Core Skills**  **MANAGEMENT AND ADMINISTRATION** | **Opportunities**  Y / N / Maybe |  | **Occupational Specialism**  **BUSINESS IMPROVEMENT** | **Opportunities**  Y / N / Maybe |
| --- | --- | --- | --- | --- |
| Develop understanding of business context and commercial awareness, e.g., conduct a PESTLE analysis to inform a change project. |  |  |  |  |
| Project management: plan, manage and evaluate a project using appropriate tools and methodologies e.g., introducing a new policy or training programme. |  |  |  |  |
| Communication: using a range of communication methods tailored to audience e.g. to internal and external stakeholders on business solutions; making a presentation to a customer. |  |  |  |  |
| Working collaboratively with others e.g. to develop content; to develop feedback skills; managing and influencing stakeholders; to develop a business improvement solution. |  |  |  |  |
| Applying a logical approach to problem solving, identifying, and resolving issues, recording progress and proposing solutions e.g. undertaking a cost / benefit analysis of the introduction of new procedures. |  |  |  |  |
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| Reflective practice e.g., review performance and own behaviours for impact; identifying ways for improvement; quality outcomes. |  |  |  |  |

Space for notes / reminders re: ideas for tasks, resources, or queries

| **T Level Core Skills**  **MANAGEMENT AND ADMINISTRATION** | **Opportunities**  Y / N / Maybe |  | **Occupational Specialism**  **TEAM LEADERSHIP / MANAGEMENT** | **Opportunities**  Y / N / Maybe |
| --- | --- | --- | --- | --- |
| Develop understanding of business context and commercial awareness, e.g., conduct a PESTLE analysis to inform a change project. |  |  |  |  |
| Project management: plan, manage and evaluate a project using appropriate tools and methodologies e.g., introducing a new policy or training programme. |  |  |  |  |
| Communication: using a range of communication methods tailored to audience e.g. to internal and external stakeholders on business solutions; making a presentation to a customer. |  |  |  |  |
| Working collaboratively with others e.g. to develop content; to develop feedback skills; managing and influencing stakeholders; to develop a business improvement solution. |  |  |  |  |
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| Reflective practice e.g., review performance and own behaviours for impact; identifying ways for improvement; quality outcomes. |  |  |  |  |

Space for notes / reminders re: ideas for tasks, resources, or queries