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| **Route** | **Health and Science** |  | **T Level** | **Health** |

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 a 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**  **HEALTH** | **Opportunities**  Y / N / Maybe |  | **Occupational Specialism**  **SUPPORTING HEALTHCARE** | **Opportunities**  Y / N / Maybe |
| --- | --- | --- | --- | --- |
| Demonstrate person centred care skills, e.g., when planning, developing, and providing care to ensure the needs of individuals are met. |  |  | *Context: All students studying this T Level with have core outcomes to cover. Example core activities are shown below. In addition, they will be assigned to one of the following options:*  *A - Supporting the Adult Nursing team*  *B - Supporting the Midwifery team*  *C - Supporting the Theatre team*  *D - Supporting the Mental Health team*  *E - Supporting the care of Children and Young People*  *F - Supporting the Therapy teams* |  |
| Communication skills, e.g., be able to communicate effectively with patients, carers, service users and other health and social care professionals using a range of techniques to overcome communication barriers. |  |  | Use a range of techniques for infection prevention and control, e.g. waste management, spillage, hand washing, use of Personal Protective Equipment (PPE). |  |
| Team working skills, e.g., be able to work collaboratively with a range of healthcare professionals within and outside a specific team, as well as with other individuals such as carers. |  |  | Move and handle individuals safely when assisting them with their care needs using appropriate moving and handling aids.  Assist with individuals’ overall comfort and wellbeing. |  |
| Reflective evaluation, e.g., be able to reflect on own practice and make improvements to own practice. |  |  | Recognise issues and deteriorations in mental and physical health, report and respond appropriately, supporting others to do so. |  |
| Research and presenting skills, e.g., be able to contribute to research and innovation within a specific area of practice and present findings to stakeholders. |  |  | Handle information (record, report, and store information) in relation to clinical tasks, therapeutic tasks, and interventions, accurately and legibly and in line with local and national policies.  Keep information confidential and support others to do so; take part in audits. |  |
|  |  |  | Work as part of a team to assist registered nurses/registered health professionals to undertake a range of physiological measurement tasks using appropriate equipment.  Record the results of physiological monitoring and measurement using relevant documentation. |  |

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**  **HEALTH** | **Opportunities**  Y / N / Maybe |  | **Occupational Specialism**  **DENTAL NURSING** | **Opportunities**  Y / N / Maybe |
| --- | --- | --- | --- | --- |
| Demonstrate person centred care skills, e.g., when planning, developing, and providing care to ensure the needs of individuals are met. |  |  |  |  |
| Communication skills, e.g., be able to communicate effectively with patients, carers, service users and other health and social care professionals using a range of techniques to overcome communication barriers. |  |  |  |  |
| Team working skills, e.g., be able to work collaboratively with a range of healthcare professionals within and outside a specific team, as well as with other individuals such as carers. |  |  |  |  |
| Reflective evaluation, e.g., be able to reflect on own practice and make improvements to own practice. |  |  |  |  |
| Research and presenting skills, e.g., be able to contribute to research and innovation within a specific area of practice and present findings to stakeholders. |  |  |  |  |
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Space for notes / reminders re: ideas for tasks, resources, or queries