

**Meta skills Community of Practice for Modern Apprenticeship Learning Providers**

**event 7 March 2024**

A summary of the key learning points from the examples of effective practice shared during the event

Date March 2024





**Learning Points**

Here is a high-level summary of the key “take aways” from the effective practice presentations shared by our four learning providers.

 **Be curious about meta skills**. For most of our speakers there was no qualification imperative behind their decision to introduce meta skills into their delivery. They saw value and logic in building meta skills as an integral part of their apprenticeship delivery. There is a variety of sources on-line to help get you started. Our speakers cited the paper [Skills 4.0 a skills model to drive Scotland’s future](https://www.skillsdevelopmentscotland.co.uk/media/pgkgrzlf/skills-4-0_a-model-to-drive-scotlands-future.pdf), and other published research as motivational starting points for them.

**Initiate discussions about meta skills with your staff/teams**. Initially to raise awareness and support understanding of what these skills mean in your own delivery context. Our speakers encouraged their staff to use the CPD resources from SDS[[1]](#endnote-2) and [SQA](https://www.sqaacademy.org.uk/course/view.php?id=1012).

**Generate enthusiasm and ideas.** Build on from point two by generating ideas on how you might introduce meta skills with your apprentices/employers. Staff who are enthusiastic about meta skills will find innovative ways to make it work, irrespective of the work context.

**Build meta skills into your Initial Assessment, Induction and Progress review** **processes**. Position meta skills front and centre of your apprenticeship delivery. Our speakers explained how they encourage collaboration between the training provider, employer, and apprentice when it comes to identifying key meta skills to work and reflect on. Open and frequent discussion/reflection about meta skills with apprentices, employers, and staff at regular touchpoints in the apprentice learning journey is important too.

**Visual resources create a positive impact on apprentices**. The use of visual cues helps bring meta skills to life for apprentices. We heard several examples from our speakers on this. These ranged from amazingly simple to slightly more complex, such as:

* 1. displaying meta skills posters in classrooms.
	2. using spider diagrams/wheels as a tool for self-assessment and self-reflection.
	3. building meta skills into e-portfolios.
	4. a collaborative workplace project “Meta skills Mini” saw a group of apprentices restoring a vehicle and designing a finishing wrap to the vehicle showing a visual representation of the meta skills apprentices used over the course of the project and creating a talking point not just for apprentices.
1. [Work Based Learning Quality Assurance and Improvement Hub](https://www.skillsdevelopmentscotland.co.uk/learning-providers/work-based-learning-quality-assurance-improvement-hub/development-resources?_gl=1*20eiw5*_up*MQ..*_ga*NjM4Nzk4MTA0LjE2OTg4NTgyMjM.*_ga_2CRJE0HKFQ*MTY5ODg1ODIyMS4xLjAuMTY5ODg1ODIyMS4wLjAuMA..)

[SDS Meta skills toolkit](https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/education-team/meta-skills-toolkit?_gl=1*8ldjkw*_up*MQ..*_ga*NTcwMDY4MTUxLjE3MDkwMzU5NzA.*_ga_2CRJE0HKFQ*MTcwOTAzNTk2OC4xLjEuMTcwOTAzNTk3MS4wLjAuMA..)

[SDS E- Learning module](https://enetlearn.com/Login/?c=48&o=1)  [↑](#endnote-ref-2)