Meta Skills Workshop

Friday 27th October

9.30am – 11.30am

Clara Hickey, Work-based Learning Manager

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Meta Skills

What are they?

How they are similar/different to Graduate Attributes?

How can they be embedded into the qualification?

How can we support students/apprentices?

How students/apprentices record these skills?

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Context

+ These are the additional skills students and apprentices acquire that go beyond the disciplinary expertise or technical knowledge.

+ Colleges and universities have been providing these additional skills in a variety of ways over the years

+ Can be referred to a "soft skills", "employability skills", "graduate attributes" or "Meta Skills"

+ Jobs are changing, technology requirements within these roles are rapidly changing

+ Learning needs to happen not in isolation but through the workplace and contextualised

+ Requires self-reflection and understanding and monitoring of own knowledge levels

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Introduction to Meta Skills

✚ SDS Definition:

"The timeless, higher order skills that create adaptive learners and promote success in whatever context the future brings. These are the skills that enable individuals to perform highly today."

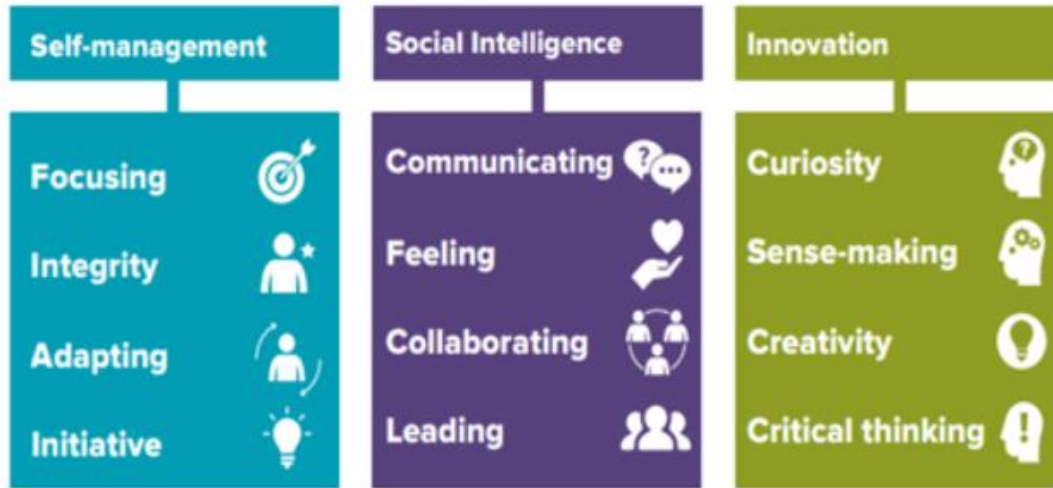(SDS, p8, 2018) Skills 4.0 – A skills model to drive Scotland's future

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Introduction to Meta Skills

+ Currently incorporated into Level 4/5 for Senior Phase pupils, some Graduate Apprenticeships (Accounting, Early Learning and Childcare, IT software and Data Science and a few new Modern Apprenticeship frameworks

+ They are also being incorporated into the NextGen HNs

+ All Modern Apprenticeship frameworks are being reviewed and updated to include Meta Skills.

+ There are no formal assessments of the level reached for a meta skill

+ It is more important to recognise the process, evidence and understand the development and reflect on the skills and the relationships between skills

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Introduction to Meta Skills

+ Apprentices do not have to reach a specific SCQF level in a Meta Skill

+ Key areas:

Self-management	Social Intelligence	Innovation
Focusing	Communicating	Curiosity
Integrity	Feeling	Sense-making
Adapting	Collaborating	Creativity
Initiative	Leading	Critical thinking

SDS Video on 4.0 skills for the future

Self-management

+ **Focussing** is the ability to be able ot manage cognitive load by filtering and sorting information in order to maintain a sense of focus in an age of information overload and constant change. *Sorting; Attention; Filtering*

+ Working with **integrity** ensures that we always consider what we believe to be ethical and fair. It is acting in an honest and consistent manner based on a strong sense of self and personal values. *Self-awareness; Ethics; Self-control*

+ **Adapting** is the ability and interest to continue to enlarge knowledge, understanding and skills in order to remain adaptive and resilient as circumstances change. *Openness; Critical reflection; Adaptability; Self-learning; Resilience*

+ **Initiative** is about thinking for ourselves and is the readiness to get started and act on opportunities built on a foundation of self-belief. *Courage; Independent thinking; Risk-taking; Decision-making; Self-belief; Self-motivation; Responsibility; Enterprising.*

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Social intelligence

Communicating is the ability to openly and honestly share information in a way that creates mutual understanding about thoughts, intensions and ideas between all parties involved. *Receiving information; Listening; Giving information; Storytelling*

Feeling is considering the impact on other people by being able to take a range of different thoughts, feelings and perspectives into account. *Empathy; Social Conscience*

Collaborating is working with others. It is about working in coordination with others to convey information or tackle problems. *Relationship building; Teamworking and collaboration; Social perceptiveness; Cultural competence*

Leading is the ability to have ownership over a task, to be able to lead others by inspiring them with a clear vision, motivating and influencing others to complete tasks. *Inspiring others; Influencing; Motivating others; Developing others; Change catalyst*

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Innovation

+ **Curiosity** is the desire to know or learn something in order to inspire new ideas and concepts. Using research skills like observation, questioning, information-sourcing and problem recognition in order to identify the root issue and provide alternative solutions. *Observation; Questioning; Information-sourcing; Problem recognition*

+ **Creativity** is the ability to imagine and think in new ways of addressing problems, answering questions or expressing meaning. We should see creativity in its broadest sense to develop the ability to visualise solutions and to support more effective learning*. Imagination; Idea generation; Visualising; Maker mentality.*

+ **Sense-making** is the ability to solve complex problems, to determine the deeper meaning or significance of what is being expressed and to recognise wider themes and patterns in information or solutions. *Pattern recognition; Holistic thinking; Synthesis; Opportunity recognition; Analysis.*

+ **Critical thinking** is the ability to process, analyse and evaluate information to solve problems, or understand a situation and make decisions in a variety of contexts. *Deconstruction; Logical thinking; Judgement; Computational thinking.*

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How would you interpret Meta Skills?

+ Using the whiteboard, can you give an example under the three headers a meta skill you have used in the past week at work

Self-management	Social intelligence	Innovation
Focussing	Communicating	Curiosity
Integrity	Feeling	Creativity
Adapting	Collaborating	Sense making
Initiative	Leading	Critical thinking

UHI Graduate Attributes - what's the difference?

"Graduate attributes are the qualities, skills and understandings a university community agrees its students should develop during their time with the institution and consequently shape the contribution they are able to make to their profession and society. . . They are qualities that also prepare graduates as agents of social good in an unknown future. (Bowden et al., 2000)

+ Initially developed in 2010 as part of Graduates for the 21st century

+ Identified lack of clarity and gaps in coverage and consulted and reviewed between 2014 – 2018

+ Revised attributes launched 2018 include:
- Academic Skills
- Communications
- Interpersonal Skills
- Self –management
- Social awareness

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Mapping Meta Skills with UHI Graduate Attributes

Academic skills	Meta Skills	Communications skills	Meta Skills
Application of knowledge		Digital literacy	
Willingness to learn		Written communication	
Problem solving		Verbal communications	
Research skills		Listening	
Reflective practice		Presenting	
Knowledge of plagiarism and copyright	*	Public speaking	

 * Not covered specifically by a Meta Skill

Meta Skill	Symbol
Focusing	
Integrity	
Adapting	
Initiative	
Comms	
Feeling	
Collaboration	
Leading	
Curiosity	
Sense - making	
Creativity	
Critical thinking	

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Mapping Meta Skills with UHI Graduate Attributes

Self-management	Meta Skills	Social awreness	Meta Skills	Interpersonal skills	Meta Skills
Planning study time		Volunteering	*	Contributing to group projects	
Developing resilience		Work placement	*	Emotional intelligence	
Taking initaitive		Ethical behaviour		Honesty and reliability	
Positive attitude		Community engagement		Working with difference and diversity	
Developing confidence		Global awareness		Giving and receiving feedback constructively	
		Equality and diversity			

* Not covered specifically by a Meta Skill

Meta Skill	Symbol
Focusing	
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Curiosity	
Sense - making	
Creativity	
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Using Reflection

✚ Key aspect of meta skills

✚ Allows you to identify when and how you have used various skills and what areas you want to develop

✚ It takes time and effort

✚ Reflective practice is useful to develop for future planning and reviewing

✚ Range of different models to use:
        Driscolls "What" model,
        Kolb learning cycle,
        Gibbs reflective cycle

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How lecturers and assessors can support students/apprentices

Discussion:

+ How do curriculum staff currently support apprentices to develop their meta skills

+ What are the barriers and how can we overcome them?

+ How would you cultivate meta skills at the different SCQF levels?

+ How do you map Meta Skills into your curriculum?

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How Meta Skills are recorded

➕ Using the recent MA framework for Diploma in Project Management at SCQF level 8

➕ Review framework and related information

➕ Templates for recording meta skills

https://www.skillsdevelopmentscotland.co.uk/media/47817/technical-apprenticeship-project-management.pdf

EAL Diploma in Project Management at SCQF level 8.pdf

eal · Part of the Enginuity Group

Qualification Manual

EAL Diploma in Project Management at SCQF level 8

Qualification code: R678 04

Resources & further Information

➕ SQA information about the NextGen HN and how Meta Skills will be incorporated; https://www.sqaacademy.org.uk/course/view.php?id=965#section-0

➕ UShare offers a collection of resources which relate to the three key processes of meta-skills development https://ushare.education/Ushare/Home?topic=68568a08-cc43-415b-8a45-7cb59c7a85eb

➕ SDS Meta Skills toolkit https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/education-team/meta-skills-toolkit/

➕ SDS, 2018 Skills 4.0 A skills model to drive Scotland's future Skills 4.0 | Skills Development Scotland

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Resources & further Information

+ Spencer E, Lucas B, 2021 Meta-Skills: Best practices in work-based learning: A literature review

+ Pitchada & Kamolwan, 2022 Meta skills development need assessment among undergraduate students

+ Myers-Briggs Type Indicator (MBTI) https://www.mbtionline.com/?utm_source=tmb&utm_medium=mbbrand&utm_campaign=hero

+ Belbin test https://www.belbin.com/resources/free-belbin-test-looking-for-a-free-team-roles-test

+ https://www.uhi.ac.uk/en/learning-and-teaching-academy/innovation/graduate-attributes/

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Summary

+ Looked at Meta Skills and how they fit into the context of society today

+ Compared them to UHI's Graduate Attributes and see that a number of them are similar and are inter-related. Both do not have formal assessments associated to them

+ Three main headings: Self-management; Social intelligence and Innovation

+ Discussed how lecturers and assessors can support the development of these skills with students/apprentices
    Any barriers
    Examples of existing practice
    Additional resources required
    Skills developed at different stages, some more complex depending on SCQF level
    How Meta skills can be embedded into the curriculum

+ Looked at detail how Meta Skills are being applied to a Modern Apprenticeship

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Feedback

+ What key thing will you take away from today?

+ What could have done differently to help your understanding/confidence?

+ What additional information or support do you think is required?