



# Developing a Digital Skills Profile for Doncaster

Enabling the Team Doncaster vision  
for a Talent and Innovation Ecosystem  
to support lifelong learning.

**November 2024**



City of  
Doncaster  
Council

## Foreword

# Our vision for Education and Skills is ‘Equitable and inclusive lifelong learning that empowers people to fulfil their potential and thrive in life and work.’

Cohesion across education, skills and business needs is critical if we are to enable a meaningful pathway into employability aligned to economic development at place levels,. It is therefore important to make things as accessible as possible, giving learners of all ages the opportunities to develop and demonstrate their skills in a meaningful way, complimenting formative assessment.

This development is a great example of the impact that collaboration between learners, education professionals, employers and research and development experts can have, driving our Doncaster Skills Profile from concept to reality and into a tangible product that will give people the tools to demonstrate their strengths and thrive in life and work. We’ve listened to what our learners and employers want, however, we recognise that this will and should be a constantly evolving resource, that can be tailored, not just for learners, but for educators and employers too.

This project has been a key component in building the foundations to support the Talent and Innovation Ecosystem for Doncaster, helping to address skills gaps and connecting people to opportunities. This is a resource built by and for the place, creating a common language across a diverse system with competing priorities, but now with a renewed understanding enabling better connectivity and accessibility for all learners, whatever their starting point, through education into employability.

**Leanne Hornsby**

Service Director: Education and Skills  
City of Doncaster Council



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# 5+

## Doncaster Skills & Attributes

- 1 Communication
- 2 Collaboration
- 3 Creative thinking
- 4 Critical thinking
- 5 Problem solving
- + Industry specific
  - Health & Care - Compassion
  - Creative & Digital - Analytical thinking
  - Engineering - Design thinking for sustainability



## 1. Summary

In 2023, City of Doncaster Council commissioned Rethinking Assessment to engage collaboratively with local employers and education providers to develop a prototype Doncaster Skills Profile (DSP). An online strengths based portfolio for every resident which showcases their qualifications alongside wider skills, achievements, career goals and aspirations.

Skills Profiles or Learner Profiles are becoming increasingly popular ways to record and evidence learning and skills, and provide learners with the vocabulary to reflect on their strengths and communicate this to others. Whether this is parents / carers whilst in school, or employers or further education providers at key transition points. The work of Rethinking Assessment is part of a global movement towards strength based holistic assessments.

In *Rethinking assessment in education: The case for change (2021)*, Professor Bill Lucas outlined global trends towards the profiling of learner achievements in the USA, Australia, and through the International Baccalaureate. He also highlighted XP School in Doncaster, England.

**Figure 10. New directions in assessment**



Since then, Australia has made progress with learner profiles now featuring in national policy, in States such as South Australia and in clusters of schools such as Big Picture Australia. In Scotland a new digital learner profile tool has been developed over two years of consultation and testing with the education and skills sector, with plans to make it available nationally to

schools in Scotland in 2024-5 (Scottish Government 2023). The RSA and UFI have this year launched the UK Digital Badging Commission, with the aim of making recommendations around the adoption of digital badges / microcredentials to recognise wider learning and achievements, and the development of a national digital skills profile / skills wallet.

Through this project we looked to co-design a skills profile model for Doncaster, working initially with education leaders and business, and with the longer term aspiration of implementing an approach city wide which will enable local people to access and thrive within local employment, whilst also enabling employers to address skills gaps.

The project had two core strands:

1. Consulting with industry leads from three key economic sectors in Doncaster - Health and Social Care, Engineering, Creative and Digital - to identify and map the knowledge, skills, attributes and experiences that are important for young people and adults in Doncaster in order to access opportunities in these sectors and address the skills gaps across the city.
2. Delivering a co-design program of professional learning and development sessions with education providers to prototype versions of a skills profile for each setting, focusing on evidencing the dispositions, skills and knowledge required by the three sectors pathways.

Consultation with industry sector leads highlighted that 'meta' or transferable skills were more in demand than sector-specific technical skills, and, following a review of global and national skills frameworks and reports, together with more local assessments of skills gaps, five skills were selected as core foundations to developing a prosperous and regenerative community across Doncaster.

**The result was a 5+ skills model, with 5 core skills, + the addition of industry specific skills.**

5 Core Skills:

- Communication
- Creative thinking
- Collaboration
- Critical thinking
- Problem Solving

Additionally, one skill was identified for each specialist industry pathway

- Health & Care: Compassion
- Engineering: Design thinking for sustainability
- Creative & Digital: Analytical thinking

Working in partnership with education providers, we then looked to embed one or more of these skills within existing curriculum programs / programs of study, and develop prototype skills profiles to evidence progression as well as wider achievements. See case studies and exemplars in [Section 5 Developing a Skills Profile for Doncaster](#).

Our work with education providers and employers has built local leadership, relationships, capacities and capabilities to take the development of a city wide Doncaster Skills Profile forwards.

To find out more and get involved in the next phase of work, please visit <https://www.doncaster.gov.uk/eduhub> or contact [Education.Skills@doncaster.gov.uk](mailto:Education.Skills@doncaster.gov.uk) for more information.

We would like to express our thanks and gratitude to all the organisations who participated in and supported this project: City of Doncaster Council, Town Field Primary School, Doncaster Adult Family and Community Learning (AFCL), Hayfield Lane Primary School, Town Field Primary School, Big Picture Learning Doncaster, DN Colleges Group (Doncaster College), Harrison College, XP School, Prox & Reverie, Hitachi Rail, Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust, Doncaster Health and Care Centre of Excellence, Remake Learning and other education settings which were involved in the earlier stages of the work.

## 2. Background & context

Doncaster's Education & Skills 2030 Strategy sets out a vision for equitable and inclusive lifelong learning that empowers people to thrive in life and work. In pursuit of this vision, the strategy commits the Team Doncaster partnership to five key 'age stage' priorities, along with a commitment to a Talent and Innovation Ecosystem (TIE) model.

The TIE model focuses on bringing the worlds of business and education closer together, as well as supporting a diverse and inclusive borough-wide learning community approach catering to individual needs. It aims to serve all learners: from those in the formal education system, to those in jobs looking to update their skills, and those who need new skills to re-enter employment.

- Learning model: Bringing together learners of all ages, employers and community partners to collaborate on meeting real-world design and commercial challenges. By putting learners at the forefront of innovation, the TIE aims to provide learners with opportunities to develop both soft and hard skills, as well as conceptual and practical knowledge that will allow them to flourish in life and work.
- Strengths-based and demand-led: Aligning the local learning offer to areas of economic growth potential with existing skills gaps within Doncaster and the South Yorkshire Region to ensure the skills offer is demand-led. Building on our University City ambitions, the TIE aims to promote post-16 learning through five Centres of Excellence; Health & Care, Engineering, Creative & Digital, Green Technology, and Culture.
- System orchestration: Co-designing and co-delivering learning experiences; and validating learning outcomes; Creating a library of learning assets that combines local resources with other relevant learning content; Supporting learners' progress through new and existing pathways; Building relationships between business, communities and education providers through networks.

A key commitment to delivering on these strategic ambitions is to *advance new ways of recognising and showcasing learner talents and abilities*. The long-term ambition is to develop new forms of assessment and recognition which capture the wider remit of skills and achievements that people have which are inadequately captured by the existing system, and to provide all residents with a digital portfolio which demonstrates to educators and employers everything they have to offer.

In 2023, City of Doncaster Council commissioned Rethinking Assessment to engage collaboratively with local employers and educators to develop a prototype Doncaster Skills Profile as the first step in delivering this ambition. An online strengths-based portfolio for every resident which showcases their qualifications alongside wider achievements, skills, career goals and aspirations. The Doncaster Skills Profile is a place-based, all-age approach which is at the forefront of national efforts.

This year-long project focused on considering how a learner profile or skills profile could bridge the gap between education and the world of work, and systematically start to build core skills and experiences of the workplace sequentially throughout the education system and into adult learning. Part of this work involved engaging with and understanding the needs of industry for specific cross-sector, and sector-specific skills as an economic priority (as outlined in the [Education & Skills 2030 Strategy](#)); and then building understanding across the education sector about how to teach and evidence these skills.

This report brings together the research, prototypes and learnings from this project, and makes recommendations for next steps. We hope it publicises the high quality work being done by education providers across the City, working in partnership with employers, and provides a strong foundation for a future tech enabled, connected system across Doncaster that recognises all forms of learning.



### 3. What are Digital Learner Profiles and why do they matter?

Learner Profiles or Skills Profiles are being developed globally and across the UK in order to create a more holistic and comprehensive picture of student achievement. Many schools, colleges and universities are increasingly interested in finding ways to give credit to, and provide recognition of, broader skills, dispositions and strengths which are not currently recognised within contemporary education systems (Barthakur, Dawson & Kovanovic, 2023; Burgess, 2023; House of Lords, 2023; The Times, 2022). The terms 'learner profile' and 'skills profile' are used interchangeably, and Doncaster City Council chose to use the term Skills Profile for this project in order to reflect its all-age focus.

In the UK, schools and colleges are seeing value in finding tools and processes to curate and store content, information, and evidence to help structure a CV, a portfolio of work, or UCAS personal statement, for exiting education. Additionally, schools are looking, specifically, to support and codify careers provision and enrichment, particularly around the Gatsby Benchmarks in the secondary phase and around Career Related Learning in the primary phase.

A learner profile enables children, young people and adults to develop the vocabulary, self understanding and confidence to articulate their knowledge, skills, attributes, and achievements. To tell the story of who they are and show what they know and can do, which is especially critical at key transition points in their lives, and particularly for employment.

There have now been approximately [25 commissions and reports](#) that have recommended a rebalancing of the education system in England to include the integration of skills and dispositions.

The Times Education Commission (2022) recommended “a *Digital Learner Profile*, a personal online portfolio for every student, including academic qualifications alongside a record of other achievements” and the [All Parliamentary Party Group for Schools, Learning and Assessment](#) (2023) further recommended “A study of digital learner profiles is conducted to evaluate their use at both primary and secondary level.” The learner profile featured in the [House of Lords Education for 11-16 year olds Committee](#) (2023) and the IPPR’s report ‘[Out of kilter: How to rebalance our school system to work for people, economy and society](#)’ (2023).

Furthermore, polling evidence from Parentkind suggests that 74% of parents “would support the introduction of a learner profile which records their child’s skills, qualifications and

achievements throughout their education.” (Parentkind Parent Voice Report 2022) See <https://rethinkingassessment.com/learner-profile/> for more information about learner profiles.

This broader contextual backdrop illustrates the energy and momentum growing behind the concept, and Doncaster is the first City in the UK to embrace this vision and look to explore implementation and impact.

#### 4. Co-designing a Digital Skills Profile for Doncaster - the process

This section outlines the different phases of the project and gives an overview of key activities.

## Phase 1

The first phase involved building local capacity, leadership and generating buy-in for the skills profile idea. The focus was on building a consensus for a shared concept and approach via consultation, led and championed by local education and business leaders, using free to access Google and MS tools.

The team held regular consultation sessions with representatives from education and industry to:

- Build relationships, collective capacity and local leadership, following on from previous initiatives such as the Global Education Leadership Partnership Doncaster event
- Build knowledge and understanding about skills profiles and their benefit, and gain feedback on the approach
- Identify the dispositions, skills and knowledge needed in key sectors, and for Doncaster residents, to thrive in life and work
- Identify the range of work experiences and work placement opportunities on offer to young people and adults in Doncaster
- Understand the hiring practice and recruitment processes that a skills profile (and eventually micro-credentials) could support

## Phase 2

The second phase involved consultation with industry partners, focusing on the three chosen economic sectors in Doncaster: Health and social care; Engineering; Creative sector.

Rethinking Assessment convened detailed discussions with industry leads from each sector, and held joint meetings with education providers and industry leads to consider the specialist areas where there is a need for focussed training and development to meet skills gaps. Three sector representatives agreed to be part of the 'anchor team' and support the development of the Profile, working closely with educators and other partners across the City, and liaising with the wider sector. This consultation resulted in:

- Mapping of the knowledge, skills and attributes employers most valued, and that they would like the education system and adult learning providers to develop through their programs
- Mapping of the types of work experience programs, placements, site visits and other experiences that employers offer to learners at the moment. This work was supported by the Careers & Enterprise Company Enterprise Coordinators.
- Consideration of the ways in which skills profiles could be acknowledged by recruitment practices

## Phase 3

The third phase of the project involved working closely with selected education providers to develop skills profile prototypes and develop teaching and learning practices, relevant and customised for their respective settings. Participating providers represented different stages and phases of the education and skills system.

Education providers took part in Rethinking Assessment led Continuing Professional and Learning Development (CPLD) sessions to guide internal planning for the necessary preparatory pedagogies, practices and tools. Each institution worked towards creating a school/college/provider mock up using Rethinking Assessment templates in order to prompt consultation within their teacher group/learner/user group and gain stakeholder feedback to focus on the implementation practicalities in each institution.

See case studies and prototypes in [Section 5. Developing a Skills Profile for Doncaster.](#)

## 5. Creating a Skills Framework for Doncaster

Across the world, bodies such as the World Economic Forum, the OECD and a growing number of countries are being increasingly explicit about the range of skills and dispositions they want young people to acquire alongside the knowledge they need (World Economic Forum 2016). In addition to subject knowledge, young people need to develop a set of wider skills and attributes in order to thrive today.

### What skills are needed across Doncaster?

Economic research undertaken by Ortus and KADA on behalf of Doncaster Council in 2022 ([Economic Strategy Research: Sectoral and Spatial Priorities](#)) identifies a number of areas of focus for local economic growth, including in relation to enhancing the local skills supply:

- o Strength-based specialisms;
  - Advanced Engineering and Technology
  - Mobility
  - Advanced materials
- o Aspirational specialisms;
  - Creative and Digital (to include Culture)
- o Foundational specialisms;
  - Health and Care
  - Support and Professional Services

The report also highlights the need to address skills gaps in these sectors, for example in relation to the shortage of data science and AI skills within the digital and creative sector. However, the report also notes that “whatever the decisions around specialism focus are to be, there are some abiding principles which should exist at the heart of the strategy to develop them... [which includes] developing a workforce with *transferable skills* because it takes a more holistic approach to defining and developing specialisms, supports supply-chain development and encourages cross-sectoral working and collaboration.”

Local Skills Improvement Plans (LSIPs) provide an agreed set of actionable priorities that employers, providers and other stakeholders in a local area can get behind to drive change. They serve to help inform the decisions of local skills providers, and articulate the skills needs of local employers. The [South Yorkshire LSIP](#) (2022, pp.9-21) highlights the following areas of focus in terms of meeting employers’ skills needs:

**Digital skills:** SY businesses need digital skills now and for the future such as using AI in manufacturing. There are challenges as many employers lack a full understanding of

digital skills, capabilities and applications and therefore struggle to access and utilise these skills or upskill their workforce. Over half of SY employers believed their reliance on digital skills would significantly increase in the next five years. There needs to be significant upskilling across the board and bespoke training for industry specific digital requirements to ensure businesses keep pace with technological advances.

**Technical skills:** A range of technical skills are missing from the current workforce and young people are not receiving the education which matches the demands of industry. Some industries face distinct challenges, for example manufacturing has an ageing workforce and engineering has a low proportion of women in the industry. The growth in transport and logistics in SY coupled with long term national demographic trends have created a skills gap which will continue as the industry expands with the growth in internet commerce during the pandemic.

**Employability skills/core/'soft' skills:** Employability skills were lacking in many roles and industries across SY. For example, communication, collaboration, problem solving, adaptability and resilience are the skills SY employers believe are important for their workforce to be effective. Yet, employers struggled to recruit staff with adequate employability skills. Graduates and apprentices often lacked the employability skills required to be successful in the workplace which placed a burden on employers. Employers also identified a need to support young people more holistically to build resilience and adaptability in the workforce.

**'Basic' skills:** Basic English and Maths skills are essential in the workforce, yet adult engagement in basic skills learning is in decline. SY employers rated 50% of their workforce with a high level of basic skills and concern was raised the level of basic skills was 'holding back' the sub-region. The gap in basic skills highlights the need to consider the labour market in its entirety and not solely focus on high-skilled jobs.

**Entrepreneurship, leadership and innovation:** Innovation, leadership, and entrepreneurship are important factors in driving business productivity and profitability. SY employers desire innovation and leadership skills but have found these skills hard to recruit for. Good leadership from employers is essential to creating an inclusive 'learning culture' which supports employee development and innovations within the business. Employers explained if there is a failure in leadership it can constrain current and future skill development.

At the start of the project three industries were identified as key to Doncaster's future economic growth and where greater alignment between the education sector and industry is needed to ensure that a pipeline of talent is being created to take on roles in the future. These industries are: Health & Care, Engineering, and Creative & Digital.

The Education and Skills 2030 Strategy states that there needs to be a push to ‘match local skills and education pathways to economic recovery through high quality sector growth.’ It also makes clear that cultivating key skills and dispositions is essential for addressing disadvantage and promoting social mobility. The Doncaster Skills Profile aims to join up the needs of local industry pathways with the needs of learners, right the way through their educational journey.

Our consultation with industry leads surfaced a general viewpoint that domain specific or sector specific knowledge is not necessarily essential for entry level roles, and could be part of in-depth training once a candidate joined the organisation. However, a greater depth and variety of ‘meta’ or transferable skills were more essential and currently lacking in new recruits. An analysis was completed of three sectors that are highlighted as priorities in the Economic Strategy Research; Sectoral and Spatial Priorities (2022), and the growth of which will be a continued area of focus for City of Doncaster Council.

A review of global and national frameworks and reports on skills, dispositions, and attributes, together with more local assessments of skills gaps, highlighted consistent themes across a core hierarchy and five essential skills:

- Communication
- Creative thinking
- Collaboration
- Critical thinking
- Problem Solving

One additional skill has been identified for each specialist industry pathway which can help shape a future strategy. These sector specific skills were identified by cross referencing feedback and industry consultation from the industry leads in Doncaster with national and global analysis of skills frameworks.

- Health & Care: Compassion
- Engineering: Designing thinking for sustainability
- Creative & Digital: Analytical thinking

As a result, we were able to create a bespoke Doncaster Skills framework.

## The Doncaster Skills Framework

Skill	Descriptor & source material	Why does this matter?	Mapping to Skills Builder <sup>1</sup>
Communication (oracy) <sup>2</sup>	Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. (Source: Voice 21)	<p>Communication features in the World Economic Forum skills (New Vision for Education), OECD Learning Compass 2030, Kingston's <a href="#">Future Skills - The Kingston Approach</a> and Nesta's <a href="#">Future of skills</a>.</p> <p>Communication is listed in the <a href="#">Local Skills Improvement Plan</a> as one of the employability skills lacking in South Yorkshire.</p> <p>Communication is listed in <a href="#">The Skills Imperative 2035: An analysis of the demand for skills in the labour market in 2035 - NFER</a> as top of the six most vital 'essential employment skills'.</p>	<p>See also the Skills Builder definitions for <a href="#">Speaking</a></p> <p><a href="#">Listening</a></p> <p><a href="#">Teamwork</a></p>
Creative Thinking	Creative thinking is the process by which knowledge, intuition and skills are applied in context. Specifically, the exercise of imagination and inquisitiveness, along with the persistence that novel thinking requires. (Krstic, 2024)	<p>Creative thinking is featured in the <a href="#">Local Skills Improvement Plan</a> as one of the employability skills lacking in South Yorkshire.</p> <p>The World Economic Forum highlights creative thinking as the second most important skill overall in the <a href="#">WEF Future of Jobs 2023</a></p>	<p>See also the Skills Builder definitions for <a href="#">Creativity</a></p> <p><a href="#">Problem solving</a></p>

<sup>1</sup> Skills Builder Essential Skills Framework is the leading framework used by schools in England. Many providers across Doncaster use or are familiar with the Skills Builder Essential Skills Framework.

<sup>2</sup> Curriculum content for reading and writing is covered by English and literacy subject area curricula and is not included in this definition.



<p>Collaboration</p>	<p>Collaboration is an individual's capacity to work with other people in a process that requires interdependence to solve a problem, achieve a goal, or complete a task. (Adapted from Lench et al., 2015)</p>	<p>Collaboration is featured in the <a href="#">Local Skills Improvement Plan</a> as one of the employability skills lacking in South Yorkshire.</p> <p>Collaboration is listed in <a href="#">The Skills Imperative 2035: An analysis of the demand for skills in the labour market in 2035 - NFER</a></p>	<p>See also the Skills Builder definitions for <a href="#">Teamwork</a> <a href="#">Leadership</a></p>
<p>Critical thinking</p>	<p>Critical thinking involves using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. (Nesta's <a href="#">Future of skills</a>)</p>	<p>Survey data from South Yorkshire employers stated that <a href="#">74% of respondents felt that critical thinking was an important skill</a>.</p> <p>It features in the top 10 skills in 2023. (Kingston's <a href="#">Future Skills - The Kingston Approach</a>)</p>	<p>See also the Skills Builder definitions for <a href="#">Problem solving</a></p>
<p>Problem solving</p>	<p>Problem solving is the ability to explore problems by creating and assessing different potential solutions, thinking about causes and effects, generating options, and evaluating those options. This includes more complex problems, without a simple technical solution. This extends into analysis using logical reasoning and hypotheses.</p>	<p>Problem solving is top in <a href="#">Future Skills - The Kingston Approach</a> and is in LSIP as a top skill.</p> <p>Problem solving features in <a href="#">Skills Imperative 2035</a></p> <p>Problem solving was also highlighted in the RA's industry leads consultation.</p>	<p>See also the Skills Builder definitions for <a href="#">Problem solving</a></p>

Sectors of opportunity in Doncaster - skills for the next phase of development  
 Specific skills for Health & Care | Engineering | Creative & Digital

<p>Health and Care sector:  Compassion</p>	<p>Compassion is how care is given through relationships based on empathy, respect and dignity.</p> <p>It can also be described as intelligent kindness and is central to how people perceive their care. (Source: <a href="#">NHS 6 Cs of Care.</a>)</p>	<p>Compassion is a core competency for Health &amp; Social Care and is listed in the 6 Cs of Care (NHS)</p> <p>Compassion links to the Doncaster <a href="#">Choose Kindness</a> and <a href="#">#BetheKindKid</a> movements.</p> <p>This skill links also to the OECD's <a href="#">Education for Human Flourishing.</a></p> <p><a href="#">State of the Heart report 2023</a> presents a global decline in all EQ measures post-pandemic.</p>	<p>See also the Skills Builder definitions for <a href="#">Teamwork</a></p> <p><a href="#">Listening</a></p>
<p>Engineering:  Designing thinking for sustainability</p>	<p>Using design thinking approaches to consider a project or problem through a sustainability lens. This means considering the whole system in which the object or process will be used, and means taking a synergistic approach to both technical and non-technical issues, considering the global and social context for the long-term future of people and the planet. (Adapted from <a href="#">Sustainability Approaches in Engineering</a> Pennsylvania State University)</p>	<p>This skill was suggested by the industry lead as central to industry needs now, and in the future. Circular Economy is a priority in CDC Economic strategy. This also supports CDC Environment &amp; Sustainability Strategy (In 2021 Doncaster declared a climate and biodiversity crisis; <a href="#">Doncaster received 'Tree City' status 22.04.2024</a>)</p> <p>Environmental stewardship features in the World Economic Forum <a href="#">Future of Jobs 2023</a>, p38.</p> <p>See also the positioning of sustainability as central to design thinking for the future: <a href="#">How 'design thinking' can lead to a more sustainable world   World Economic Forum.</a></p>	

		<p>See also <a href="#">Sustainable Design Thinking: Creative Approaches for Going Green – i creatives and What is sustainable engineering? Career, role &amp; education (strath.ac.uk)</a></p>	
<p>Creative &amp; Digital sector: Analytical thinking</p>	<p>Analytical thinking is the ability to identify and define problems, extract key information from data and develop workable solutions for the problems identified in order to test and verify the cause of the problem and develop solutions to resolve the problems identified. It includes the ability to collect and analyse data, identify problems, critically examine issues, draw logical conclusions, and identify solutions. (Adapted from Chicago State University's <a href="#">Skills Framework</a>)</p>	<p><a href="#">The World Economic Forum</a> analysis for the Media, Entertainment and Sports industries ranks Analytic Thinking as the second most important skill (p218).</p> <p>Nesta's <a href="#">Future of skills</a> mapping for Arts Officers, Producers and Directors listed the analytical skills of organisational skills, planning, budget management, and being detail orientated in the top 10 skills for this industry area.</p> <p>In consultation with industry leads in Doncaster, the cluster of skills around organisation and project management skills were seen as essential.</p>	<p>See also the Skills Builder definitions for <a href="#">Problem solving</a></p> <p><a href="#">Aiming High</a></p>

## How could this skills framework be used in schools, colleges, and adult and community learning?

The vision for a Doncaster Skills Profile is to provide a digital tool for capturing and evidencing the skills described above, in addition to wider achievements and experiences. Whilst it is clear from early work with education providers that a process of training and development would be needed, there is an appetite to offer learners a wider breadth of learning experiences and the opportunity to evidence these skills in order to share with others - teachers, mentors, for job applications or admissions to further or higher education.

Many education providers in Doncaster have already begun to embed different skills frameworks across their curriculum and assessment processes, and these provide exciting examples of what can be achieved. (See Case Studies below in [Section 5](#) for more information.)

Beyond curriculum and assessment, the Doncaster Skills framework also provides the opportunity for education providers across the City to select specific skills and link these to the wider school/college culture, embedding across organisational processes such as teacher recruitment and staff development to ensure that skills and knowledge are integrated across school and college processes as well as curriculum areas.

Informal learning and education providers can also align their activities and events towards cultivating these explicit skills, for example through Remake Learning and other community learning initiatives. See: <https://remakelearningdays.org/doncaster-uk/>

## What frameworks are some schools/colleges already using?

Many schools and community learning providers already use the [Skills Builder framework](#) for developing skills across the curriculum and out of school learning. All schools in Doncaster have free access (currently) to the [START platform](#), which has the functionality to build a learner profile, and track skills against the Skillbuilder Framework. Some providers have their own skill frameworks, for example, [Big Picture Doncaster](#) and Hayfield Lane Primary. A summary of the current context is outlined below:

Digital platforms being used already for skills / portfolio / experience tracking include:

- GoogleSites and GoogleSlides
- Start

- RealSmart
- Duke of Edinburgh learning log
- Childrens University
- LinkedIn
- Centre specific LMS - ILPs
- Unifrog
- Careers & Enterprise Company Compass+ (no profile function yet)

Platforms being used elsewhere in the UK by Cities, Regions, Local and Combined Authorities, some which have digital badging capabilities, include:

- Navigatr
- Credly
- Badge Nation / Open Badge Factory
- Kloodle
- Global Bridge

These tool are focused on:

- Logging experiences and interests
- Evidencing PSHE / careers provision / extracurricular provision
- Micro credentials / skills certifications linked to LMI
- CV builders / UCAS personal statement builder
- Enable employers, apprenticeship providers, HE providers to target opportunities

The picture, therefore, emerged of a varied approach to teaching and evidencing skills in Doncaster - mirroring the national picture - with different providers using different frameworks to fit their context, and providers using different profiling tools, if any.

## **6. Developing a Skills Profile Prototype model for Doncaster**

Following the review of current platforms and tools, together with the creation of the Doncaster Skills Framework, the project team drew up criteria for the concept testing phase for a Skills Profile, within which all or some of the elements of the Skills Framework could be embedded in teaching and then evidenced by schools, colleges and alternative provision and adult learning in Doncaster.

It was clear that the Skills Profile prototype programme needed to:

- Provide format options accessible to all providers for no additional cost
- Provide format options that are linked to the providers' existing IT systems (eg both Google and Microsoft)
- Provide format options that are already understood by staff and are easily adopted in order to explore and adapt a prototype model

Therefore, it became evident that no one Skills Profile tool was at this point viable, until a city-wide system was developed. In response, the Rethinking Assessment team designed a menu of format options in Google and Microsoft for education providers to choose from and then explore, test and adapt, with stakeholder input.

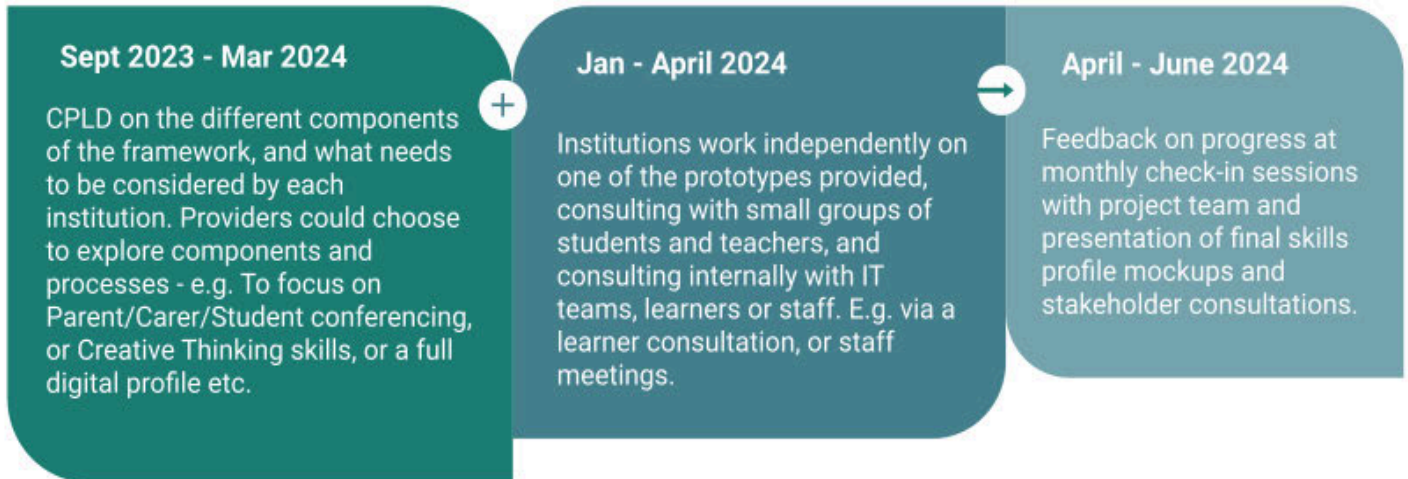
### **Pilot school and college case studies**

Doncaster Council selected a group of forward-looking schools, colleges and adult learning providers to be the first group to explore the concept of a city wide learner profile in collaboration with Rethinking Assessment. The group worked on either one or multiple components of the Rethinking Assessment Learner Profile framework to co-develop a 'Doncaster Skills Profile' model customised to their particular phase or settings.

The group took part in CPLD sessions to inform their thinking and guide internal planning for the necessary preparatory pedagogies, practices and tools, and giving feedback on planning for a longer term roll-out of a full customised Doncaster Skills Profile. The CPLD program focussed on curriculum design, pedagogy and assessment of real world learning and skills (relevant to the identified key economic sectors) and the broader profiling of learner strengths and achievement.

The following case studies document the progress made by education providers as they explored the profile prototypes in their own institutions, Participating education providers have become local leadership exemplars for this approach.

### The co-design process



Each institution worked towards creating a school/college/provider mock up using RA templates. Each institution was invited to use the mock up to consult with their teacher group/ learner/user group to get feedback on using this type of approach in their institution.

Prototype options available for Doncaster providers to test included:

Google Sites (example pages)

The image shows a prototype for a 'Skills Profile' page. At the top is a dark blue header with a yellow triangle on the left and the 'Learning for Life' logo on the right. Below the header, the title 'Skills Profile' is centered in orange, followed by the text 'Name of School/College/Provider'. A yellow horizontal bar contains the text 'Name of Learner:' and 'ABOUT ME'. The main content area is divided into three columns: a photo/video/avatar placeholder on the left, an 'About Me' section with a bulleted list of three items (the second and third are 'xxx'), and a 'Courses/Qualifications/Areas of learning:' section with a bulleted list of four items (all are 'xxx'). A disclaimer at the bottom reads '\*NB No personal details/contact details to be shared'.

Learning for Life

## Skills Profile

Name of School/College/Provider

Name of Learner:  
ABOUT ME

  
PHOTO / VIDEO / AVATAR

**About Me**

- Current stage of study/work
- xxx
- Big aims and goals
- xxx

\*NB No personal details/contact details to be shared

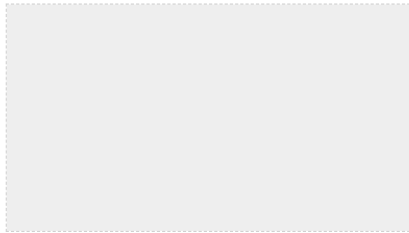
**Courses/Qualifications/Areas of learning:**

- xxx
- xxx
- xxx
- xxx

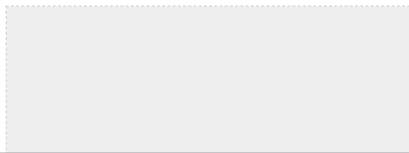


# Career Readiness and Personal Development

## FINDING OUT ABOUT JOBS AND CAREERS IN MY COMMUNITY



EXAMPLE



EXAMPLE

[Home](#) [Health and Care](#) [Advanced Manufacturing](#) [Creative Industries](#)

## REFLECTION & CAREERS GUIDANCE

What I have learnt from my work and careers experiences

This is how these experiences have helped me decide on my next steps

Jobs and sectors that I am interested in finding out more about

Who do I need to connect with to get to the next stage / what help and support do I need

Microsoft Sway (example pages)

**Me as a Learner**

**What are my strengths?** I like to play with things - to break them down and build them up. Whether that's ideas or physical things. So I like taking apart mobile phones and seeing how they work. I think my real strength is being able to see the detail and how it links to the big picture.

**What do I need to work on?** I find it hard sometimes to work in a team. I am so keen to get on with things I get frustrated with those who want to slow things down. So I am working hard and making sure everyone including me has a defined role that they can get on with.

**What motivates me?** My younger brother has learning difficulties and from a young age I've supported him. I can see how he struggles and that he is not always understood. This has given me a passion for doing something meaningful in my life that helps others overcome difficulties.

© dreamstime.com ID 184215857 © Lovdancin

**Skills, strengths and dispositions**

Collaborate

Curate

Citizenship

Communicate

Critical Thinking

- I feel that I am confident and developing well in ...
- My areas to develop this term are ....
- See my regular Reflection and Goals section.

**My Skills**

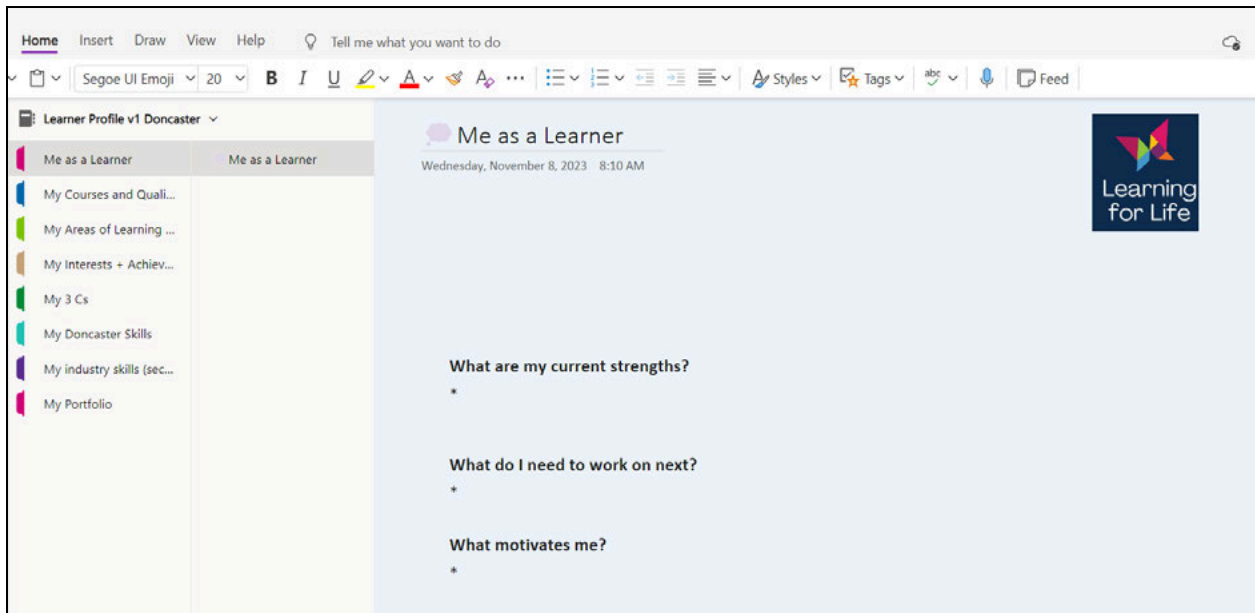
Skill	Experiences
Critical Thinking	4
Communication	3
Collaboration	2
Self Knowledge	1
Active	4
Understanding communication	3

You can see the number of experiences I have had to demonstrate my skills [here](#).


**My Courses and Qualifications**

**My industry experience**

## Microsoft OneNote: (example pages)



The screenshot shows the Microsoft OneNote interface. The ribbon at the top includes 'Home', 'Insert', 'Draw', 'View', and 'Help'. The main content area is titled 'Me as a Learner' and contains three sections: 'What are my current strengths?', 'What do I need to work on next?', and 'What motivates me?'. Each section has a plus sign below it, indicating it is expandable. The 'Learning for Life' logo is visible in the top right corner. The left sidebar shows a list of pages under the heading 'Learner Profile v1 Doncaster', including 'Me as a Learner', 'My Courses and Quali...', 'My Areas of Learning ...', 'My Interests + Achiev...', 'My 3 Cs', 'My Doncaster Skills', 'My industry skills (sec...', and 'My Portfolio'.



The screenshot shows a page titled 'My courses and quals' with a lightbulb icon. The page is dated 'Wednesday, November 8, 2023 8:35 AM'. The 'Learning for Life' logo is in the top right corner. At the bottom of the page, there is a note: 'Please delete this section if you are using for Primary learners (right click on the colour tab/title to choose X Delete)'. The page is otherwise blank.

## Microsoft Sharepoint example pages

(Cannot be shared outside the institution so organisations build their own using the RA core components if chosen)

The screenshot shows a SharePoint page for 'RA SharePoint LP'. The page features a navigation bar with 'Home', 'Portfolio', 'Skills and experience', and 'My journey'. Below the navigation bar, there are three main content areas: a profile picture of Harriet Smith, a 'My Portfolio of Work' section with a lightbulb icon, and a 'My Skills Scan' section with wooden blocks spelling 'LIFE SKILLS'. The page also includes a copyright notice: '© 2023. This work is licensed under a [CC BY-NC-SA 4.0](#)'. On the right side, there is a 'Find out more about me' section with buttons for 'My creative and problem', 'Feedback and techniques', 'My interests and experience', and 'My work experience'. The RA logo and 'RETHINKING ASSESSMENT' text are visible in the bottom right corner.

The screenshot shows a 'Skills and Experience' page titled 'Interests and Experiences'. The page features a header with the text 'Interests and Experiences' and a sub-header 'Who I am outside college?'. Below the header, there are three images: a dog, three young women laughing, and a plate of food. Each image is accompanied by a text box: 'I love to talk my dog for a walk when I need space and time to think.', 'I love to spend time with my friends, we (insert what you like to do together)...', and 'I like to cook, especially when we have family occasions.' The RA logo and 'RETHINKING ASSESSMENT' text are visible in the bottom left corner.



**My Best Work**

Game Design Student Portfolio | University of Hull

Introducing my Best Work

Here is a compilation of my best pieces of work...  
 Explain what you did, your reflection on what you learned, and why it's important - relate to your next steps after college?

© 2023. This work is licensed under a [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/)


Sky Scraper project (link to a document to explain)

Monochrome project (link to a document to explain)

Digital design project (link to a document to explain)


"I love to problem solve and play with creative ideas"

My Planning Portfolio



- Google slides and Microsoft Powerpoint slides (institutions would convert to pdf for sharing)

**HARRIET SMITH**



**MY PORTFOLIO**

You can insert an image here and link it to a Google Site portfolio or Onenote/Sharepoint or any other existing school/college system

**Teacher comment**

Please write here or link to report if applicable.

**"School Name" Skills Profile - Primary into Secondary**

**MY AREAS OF LEARNING**

Please edit this section. It could include:

- Core subjects - eg numeracy, literacy, oracy, digital
- Personal project(s) - eg [iPO](#), [FPQ](#)/Other/Non-assessed school projects/[research-based learning](#)
- Interdisciplinary/applied topics/courses - eg P4C, sustainability, [global citizenship](#), languages, computing, engineering

**MY INTERESTS & ACHIEVEMENTS**

Please edit this section. It could include:


- After school clubs / sports
- Out of school interests - eg media/gaming, art, animals, music
- Badges/digital credentials - eg [IDEA](#), [Badge Nation](#), [Credly](#)
- Family/caring experiences
- School trips/residentials
- Informal learning experiences - eg Remake Learning days

**My Skills - The 3 Cs** - [links to portfolio](#)

- 1 Creative thinking - [click here](#)
- 2 Collaboration - [click here](#)
- 3 Communication - [click here](#)

**My Doncaster Skills (KS2+)** - [links to portfolio](#)

- 4 Problem solving - [click here](#)
- 5 Critical thinking - [click here](#)
- + Industry skill - [click here](#)



HARRIET SMITH



MY PORTFOLIO

You can insert an image here and link it to a Google Site portfolio or Onenote/Sharepoint or any other existing school/college system

Teacher comment/  
Mentor reference

Please write here or link to report if applicable.

“School/College name” Skills Profile - Secondary into adult provision



MY COURSES/QUALIFICATIONS

Please edit this section. It could include:

- Core subjects - eg KS1-3 areas of learning, GCSEs/A levels/BTEC/ Apprenticeships
- Personal project(s) - eg iPQ, EPQ/HPQ/EPQ/Other/Non-assessed school projects/research-based learning
- Interdisciplinary/applied topics/courses - eg P4C, sustainability, global citizenship, languages, computing, engineering

MY INTERESTS & ACHIEVEMENTS

Please edit this section. It could include:

- After school clubs / sports
- Out of school interests - eg media/gaming, art, animals
- Badges/digital credentials - eg IDEA, Badge Nation, Credly, Navigatr
- Family/caring experiences

MY SKILLS Please click [HERE](#) to see evidence of my skills.

Communication	Problem solving
Collaboration	Critical thinking
Creative thinking	+ Industry skill

MY INDUSTRY EXPERIENCES

Health and Care / Creative / Engineering

- Experience 1**
- Description of experience and hyperlink to a digital file with multi-media evidence to support - if applicable
- Experience 2**
- Description of experience and hyperlink to digital file with multi-media evidence to support - if applicable



HARRY SMITH



MY PORTFOLIO

You can insert an image here and link it to a Google Site portfolio or Onenote/Sharepoint or any other existing school/college system

Mentor/manager comment

Please write here or link to report if applicable.

“Provider name” Skills Profile - Adult provision



MY COURSES/QUALIFICATIONS

Please edit this section. It could include:

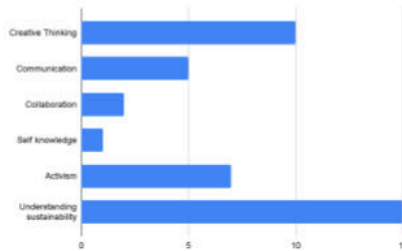
- Core subjects - eg GCSEs/A levels/BTEC/ Apprenticeships
- Professional qualifications or short courses
- Interdisciplinary/applied topics/courses - eg sustainability, global citizenship, languages, computing, engineering

MY INTERESTS & ACHIEVEMENTS

Please edit this section. It could include:

- Interests/ clubs / sports
- Community work/volunteering
- Badges/digital credentials - eg IDEA, Badge Nation, Credly, Navigatr
- Family/caring experiences

MY SKILLS Number of pieces of evidence I have captured for each skill



MY INDUSTRY EXPERIENCES

Health and Care / Creative / Engineering

- Experience 1**
- Description of experience and hyperlink to a digital file with multi-media evidence to support - if applicable
- Experience 2**
- Description of experience and hyperlink to digital file with multi-media evidence to support - if applicable



## 7. The Case Studies

School/Provider Name: Town Field Primary School

Lead member of staff: Helena Honeybone, Head Teacher

Profile Prototype visual:



### Town Field Primary School – creative learning journey

#### MY INTERESTS IN SCHOOL

I feel really confident in:

- *Phonics*
- *Reading – I love stories*
- *Art – especially 3D*
- *Music – singing*

#### MY INTERESTS AT HOME

Outside school I enjoy:

- *Dancing*
- *Reading at home*
- *Visiting lots of interesting places*
- *I love to sing at home*
  
- *I am working towards:*

#### MY SKILLS

- 1** *Imaginative* [click here](#)
- 2** *Inquisitive* [click here](#)

#### MY TOWN FIELD 10 [click here](#)



#### L






#### MY TEACHER SAYS

L is a confident learner who shows care and compassion for others. She uses her imagination well and enjoys creative challenges.

#### Teacher report

My latest school report is [here](#)

Foundation Subjects	Attainment			Effort		
	Working Towards national expectations for their age	Working At national expectations for their age	Working at a Deeper level of national expectations for their age	✓	✓ ✓	✓ ✓
Art & Design		X				X
Computing		X				X
Design & Technology		X				X
Geography		X				X
History		X				X
Music		X				X
PE - Physical Education		X				X
PSHE – Personal, Social, Health & Economic		X				X
RE - Religious Education		X				X

Town Field 10 Skills for Life & Learning	
	<b>Challenge Yourself</b> – L has worked hard to challenge herself this year, which has allowed her to make good progress across the curriculum. She responds well to praise and encouragement and it has been lovely to see her feel so confident taking on tasks she finds more challenging.
	<b>Teamwork</b> – L has enjoyed working as a team and has tried hard to ensure she listens carefully to other people’s thoughts and feelings in a group. Well done L!
	<b>Confident Communicator</b> – It has been lovely to see L stand up in front of the class so confidently. She amazed the whole class when she read ‘The Lion Inside’ with such confidence. I hope she continues with this confidence in Year 2.

### What did they do?

The school has taken the opportunity offered by this project to rethink their approach to parent reporting. They have embedded their Town Field 10 Skills for Life and Learning into curriculum and now report on the development of these skills in end of school reports (see above) They piloted the learner profile Google Slides format and adapted it to fit their Year 1 learners, and created these as part of the parents reporting on their learners’ creative learning journey, particularly as they have been in a Creative Partnership with creative health charity [darts](#) this year. Elements of the learner profile are linked out to assessment rubrics for skills, using the Rethinking Assessment framework for Creative Thinking.

### Impact and next steps

This year has seen the launch of a new parent/carer reporting format as a result of the project. The school is now reviewing how this type of skills profile could transition with the children when they move on. They are also now reviewing the processes behind the learner profile - how often to review them, perhaps in a termly review instead of only at the end of the year.



**School/Provider Name: Hayfield Lane Primary School**

**Lead: Louise Tempest, Head teacher**

**Profile Prototype visual:**

Hayfield Lane did not test a skills profile during the course of this project, but designed and implemented a set of skills progressions developed during the project, with profound shifts in practice across the school:

**HAYFIELD LANE PRIMARY SCHOOL**  
**RETHINKING ASSESSMENT-CREATIVITY PROFILE STRAND**

The CREATIVITY rubric links to the following DEEPER LEARNING COMPETENCIES: Master Core and Academic Content, solving problems whilst learning how to learn. In this way, the strand encompasses a child's inquisitiveness regarding learning and their thought process around this and their ability to play with new possibilities based on connections made across multi-disciplines. This rubric links to multi-transferrable skills relevant for the workplace, as evidenced in the OECD report 'Preparing our youth for an inclusive and sustainable world' which examines the required global competencies, Rooty Hill's Creativity Wheel and Bloom's Taxonomy. This rubric is enhanced by specialist providers (CAREERS TEACHING) to allow pupils to open experiences and hence widen their ability to act creatively in various fields, widening perspectives.

	Starting point	Emerging	Developing	Deepening	Expert
Question/wonder about learning	Shows an interest and understanding of learning, using some questions they wish to pursue (with modelled support of the teacher)	Able to pinpoint a range of suitable questions that they wish to take as a line of inquiry (in discussion with partner/ structured activity)	Able to independently express lines of inquiry and identify questions arising from this	Able to independently express questions around learning by inferring and making deductions (based on information already gained) to support their inquisitive thoughts	Naturally inquisitive across multi-disciplines, demonstrating their ability to infer and deduce to unpick the CREATE and EVALUATE thought process criteria within Bloom's Taxonomy

**What did they do?**

Hayfield Lane have produced their own progression grids for three C's - critical thinking, creativity and collaboration (see below). They have used the OECD framework and materials shared by Rethinking Assessment, and the Deeper Learning Competencies as their basis. They have begun to integrate this across their curricula. They have begun to roll out staff training across the school and across their governors on the skills, and why they are important etc. They have set up working groups with children to then embed these skills within the curriculum, for example in maths and science. Hayfield Lane have also had interest in the learner profile and skills progressions from secondary schools and FE settings in the local area, particularly their secondary feeder school. They have also had interest and connection into the prison service via one of their governors with an interest in this work.

**Impact and next steps**

Louise Tempest and colleague Brendan Culshaw have delivered guest expert speaker session to 4 schools in Hertfordshire to share their progress. Hayfield Lane has reported an

impact this year on attainment in times table check after embedding critical thinking skills into curriculum and impact on improved SAT results. Multiplication check outcomes demonstrated a 58% increase in pupils gaining full marks. 61% of pupils achieved this which is well above national figure, with an increase in average score of 4.6. In KS2 Maths the school increased age related outcome data by 23% with 81% children reaching the standard (above the national figure). In reading the school saw an increase 11% but had a further borderline group of 7%. The school met the national average with accelerated progress for pupils.

Part of their next step will be to explore the Google Site Learner Profile with help from Rethinking Assessment to design a more primary friendly version (see below).

Possible learner profile model using Google Sites in the future:

Hayfield Lane Skills Profile

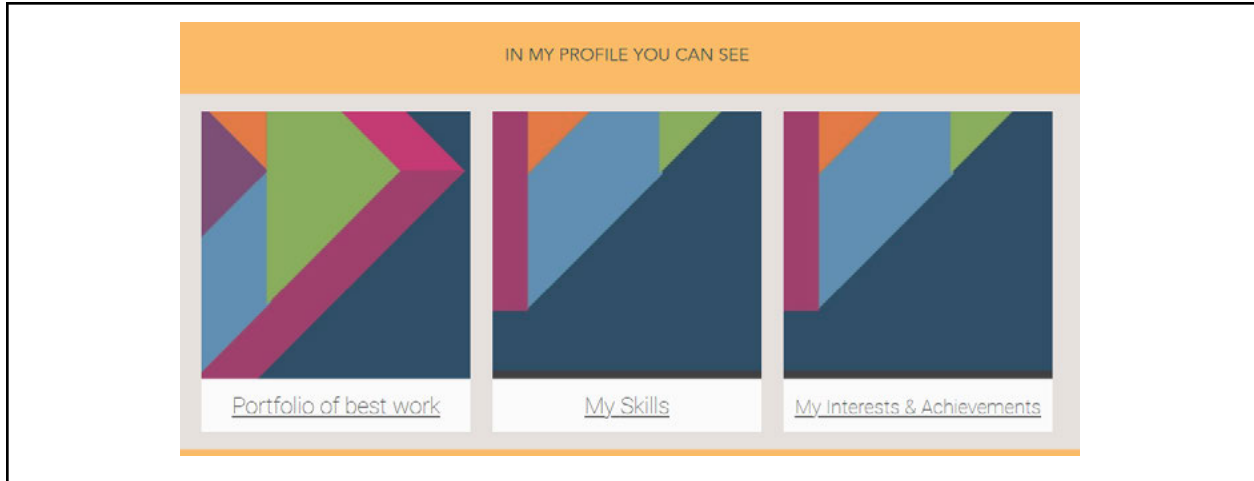
Name of Learner:  
ABOUT ME

PHOTO / VIDEO / AVATAR

About Me

- What class I am in and what age I am (if appropriate)
- What are my current strengths?
- What motivates me?
- What do I need to work on next?

\*NB No personal details/contact details to be shared



**School/Provider Name:** Big Picture Doncaster

**Lead:** Colin Goffin, Principal

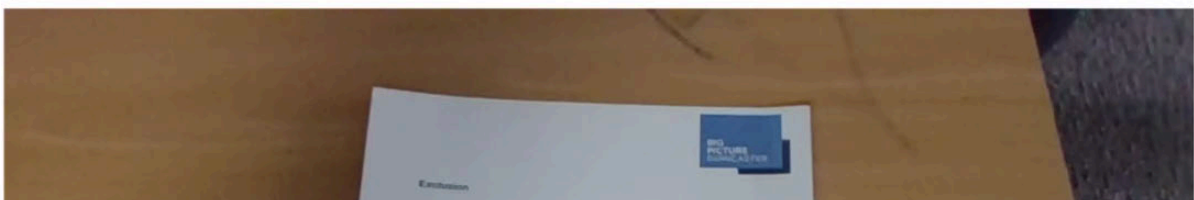
**Profile Prototype visual:**

er type

Learning Goals in week 7 - week 12		
	Learning Goals	HoWLs / ASK Domains linked
LG1	For Tiom to remain on task and ignore distractions around him.	Challenge Yourself · Self-Confidence · Self-Esteem · Resilience ·
LG2	For Tiom to recognise appropriate times to make jokes or ask questions and reflect on why it wasn't an appropriate time.	Challenge Yourself · Initiative · Critical Thinking ·
LG3	For Tiom to independently recognise and express when his behaviour changes and look into different coping strategies he can use when he is feeling these changes.	Taking Opportunities · Challenge Yourself · Independence · Problem Solving · Critical Thinking · Communication ·
LG4	For Tiom not to interrupt adults and wait for them to finish talking before asking his question.	Challenge Yourself · Self-Confidence · Self-Esteem · Resilience · Active Listening · Communication ·

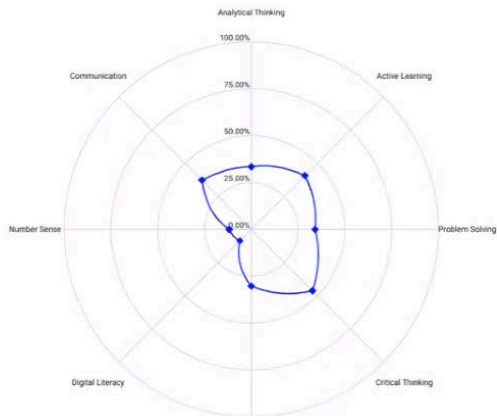
Monday 25th March 2024

Today my pledge is to complete LG4 I will do this by not shouting out and trying my best to not talk while others are this will help me complete ask "Resilience" my work today consists of "Hopes for the future" and my projects (first reflection in this 7wk-12wk and first Monday without prakash)

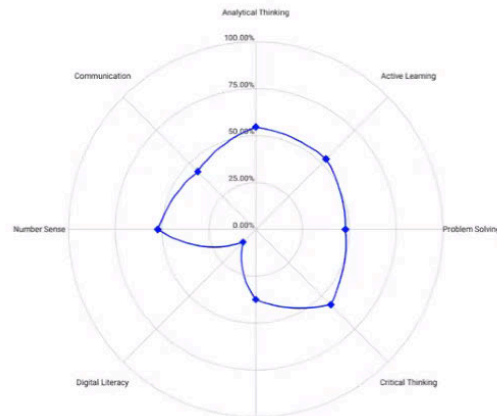


# ASK Review

6 Week Skills Review



6 Week Skills End of Placement Review



## What did they do?

Big Picture currently uses Google Sites to build and populate a learner profile for learners at KS3. Big Picture is an Alternative Provision provider and they shared with the group their existing profile. The site links to their skills matrix - the Attributes Skills and Knowledge framework (see Appendix 1) - and learners use this to tag their goals (often set daily) and achievements.

They find it fits easily as part of their routines, building and then regularly updating the learner profiles so it fits well with their timetable. Big Picture also shared their visual tracking via radial graphs (see above), which are completed in a spreadsheet by staff and then are visualised on each learner's profile via two radial charts of skills in order to show skills progression across a six week block.

## Impact and next steps

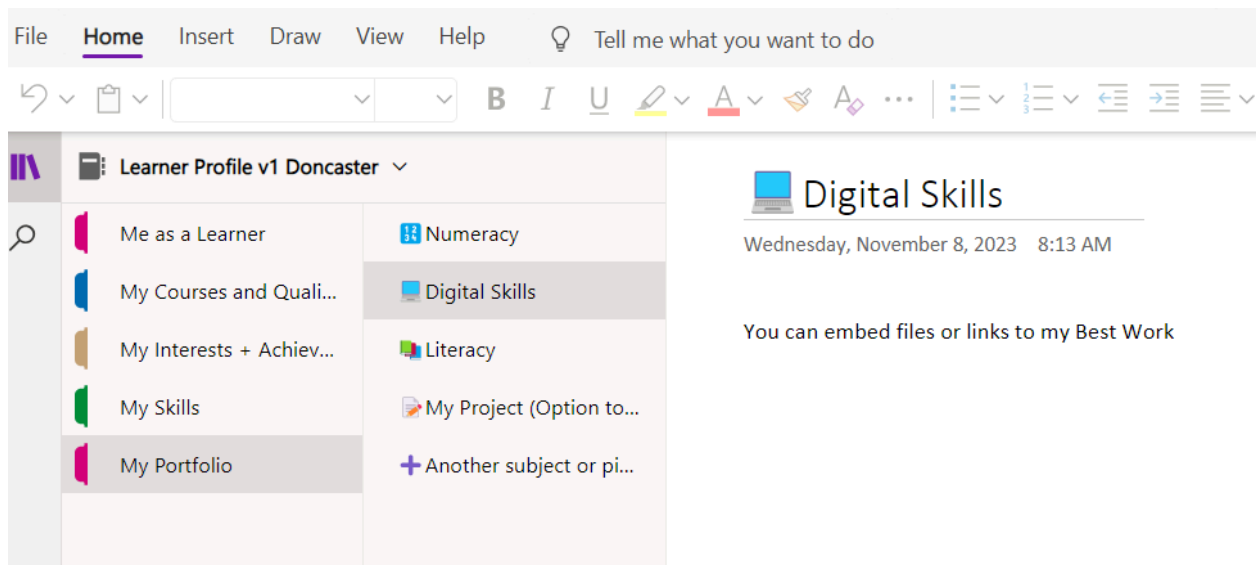
The Principal of Big Picture shared how the site is able to evidence the progress learners make during their time at the setting and they feel it has a definite impact on the learners'

developing levels of reflection and autonomy. Examples of work and also photographs of learners engaging in experiences are documented within the profile, and learners write their reflections and link back to the skills in their ASK Framework, which has an impact on their understanding of their time at Big Picture. At this point, Big Picture are exploring their skills framework and autonomy, going deeper on evidencing progression, and are keen to be part of any next steps in Doncaster.

**School/Provider Name:** DN Colleges Group (Doncaster College)

**Lead:** Wayne Dewick, Director of Student Services

**Profile Prototype visual:**



### What did they do?

Doncaster College completed a focus group on the OneNote Microsoft version of the learner profile with a small group of 15 learners on a T-Level course. They conducted focus groups and got feedback from these students who were very open to the learner profile and positive about completing it as they could see the value and felt that it was a professional profile.

They noted that they would like to have a dedicated section to talk about their work experience and also a section to discuss their possible next steps, for example what their

options might be going into higher education. They would also like to have had a space to capture British values, which is taught at the college.

The group then completed a group learner profile in Onenote, giving feedback which included:

- Feedback on some of the areas of the profile could be consolidated to slim down the number of areas
- Discussion around terminology - Me as a Learner works for schools but might not be so appropriate for those moving into industry employment, or Higher Education.
- Suggested additions were made around adding My Values. Additions of prompts or exemplar text in each section to help learners complete their profile - including visual prompts for the skills for SEND learners.
- Students would like to have a space to link to their social media pages to evidence examples, or experiences that they may have relevant to their next steps.
- Students and staff felt that the ability of any system/software to enable the inclusion of screenshots, images, links, and audio/video notes is crucial.

### **Impact and next steps**

The overall feedback was positive about the concept of a skills profile (if the purpose is to transition on to work/training) but there was a concern that Onenote was not the right tool as there are problems with portability once a learner leaves the college. This has fitted well with their Tutorial slot which is one hour per week. Students have one to one time and group tutorial time in which to complete their profiles. This also links to work that they are doing around the Gatsby benchmarks and CV building. Overall, staff at the college were very positive about the profile as they could see how this captured and linked to work they were already doing with learners and so didn't feel like a completely new concept. Future work on the skills profile would be in a different digital tool, which would need to be compatible with existing college systems.

School/Provider Name: Doncaster Adult, Family and Community Learning (AFCL)  
 Lead: James Sandford (Curriculum Manager Maths, English and ESOL courses) and Debbie Ormshaw (Quality Manager)

Profile Prototype visual:

**HARRY SMITH**

**“Provider name” Skills Profile - Adult provision**

Doncaster Council

**MY COURSES/QUALIFICATIONS**

Please edit this section. It could include:

- Core subjects - eg KS1-3 areas of learning, GCSEs/A levels/BTEC/ Apprenticeships
- Personal project(s) - eg iPQ, EPQ/HPQ/EPQ/Other/Non-assessed school projects/research-based learning
- Interdisciplinary/applied topics/courses - eg P4C, sustainability, global citizenship, languages, computing, engineering

**MY INTERESTS & ACHIEVEMENTS**

Please edit this section. It could include:

- After school clubs / sports
- Out of school interests - eg media/gaming, art, animals
- Badges/digital credentials - eg IDEA, Badge Nation, Credly, Navigatr
- Family/caring experiences

**MY PORTFOLIO**

**ME AS A LEARNER**

\* What are my current strengths?

\*What motivates me?

\*What do I need to work on next?

**MY SKILLS** Please click [HERE](#) to see evidence of my skills.

Creative Thinking	Problem solving
Communication	Critical thinking
Collaboration	+ Industry skill

**MY INDUSTRY EXPERIENCES**

**Health and Care / Creative / Engineering**

**Experience 1**

- Description of experience and hyperlink to a digital file with multi-media evidence to support - if applicable

**Experience 2**

- Description of experience and hyperlink to digital file with multi-media evidence to support - if applicable

RA  
RETURNING  
ASSESSMENT

### What did they do?

AFCL have completed a staff survey on the concept of the learner profile and gained staff perspectives on possible implementation and which format staff see as most viable. Feedback suggests that the majority of staff are in favour of exploring a learner profile and would like to trial one. However, some staff were hesitant about where this will fit into the time they have with learners (sometimes only two hours per week at a community setting). Staff are also hesitant about their own digital skills and if this were to roll out, highlighted that staff training would be needed. Staff feedback was gained from looking at a range of learner profile formats.

Staff favoured the Google Slide option after consultation. They trialled the tool with a group of adult learners within the digital skills curriculum (see image above). Staff raised questions about the number of devices that they can access - and discussions within the pilot group

supported this, sharing practice on using carousel or rotation to share a small number of devices across a larger group.

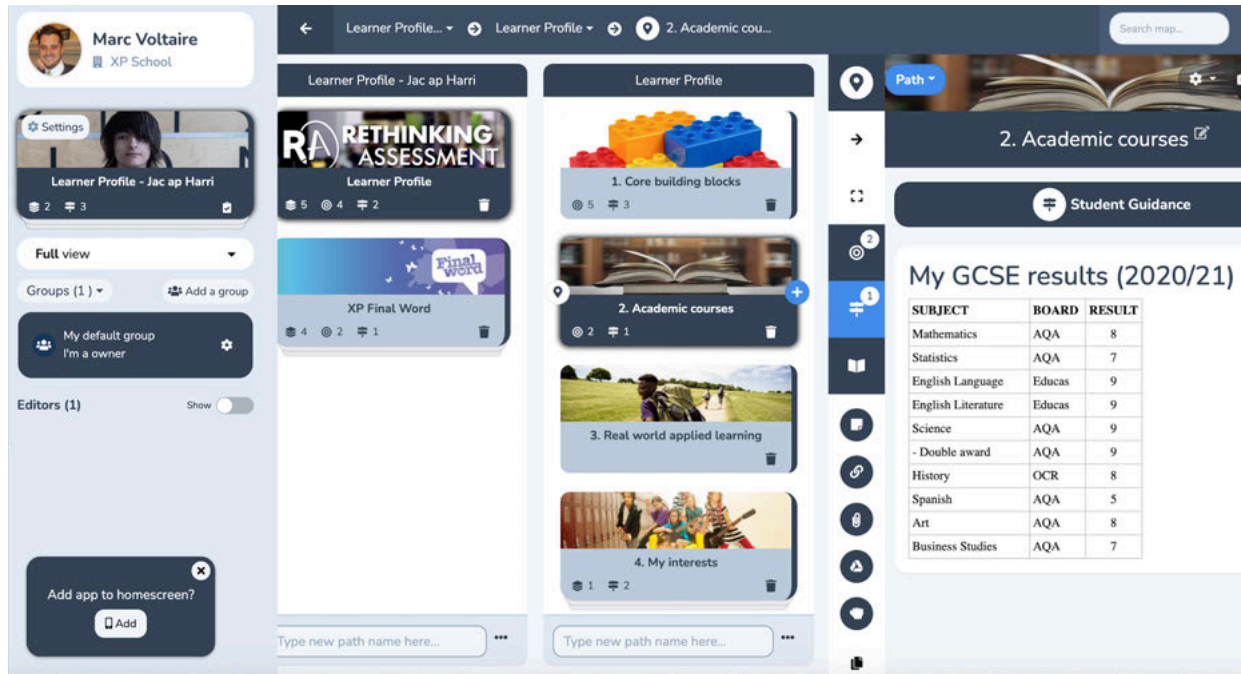
This format was piloted with a group of older learners (in one group the average age was 60 years old). Participants felt that the learner profile could be beneficial. They found the concept a little difficult to understand at the beginning, given most are not in work/retired, and what the purpose for them would be. More generally, they found the format usable and could add information to the prototype in Google Slides. One learner was worried about sharing personal interests and skills if for example they were applying for a job and then did not get it. They were not keen to share this kind of information about themselves.

### **Impact and next steps**

Staff and learners felt positive about the concept and prototype skills profile. When asked 'Could a learner profile work for your learners?', overall staff felt that a learner profile could work for their learners, with 60% stating Yes and 40% responding maybe, and 0 said No. Asked, 'would you like to try a learner profile', 60% answered Yes, 20% No, and 20% responded 'may be'. From the learner perspective, 60% responded that they would like to try a learner profile and 40% saying 'maybe'. When consulted on the prototype visual 100% responded that it 'looked good'. AFCL are keen to be involved in any future developments.



School/Provider Name: XP School  
 Lead: Marc Voltaire  
 Profile Prototype visual:



## Jac ap Harri

### Summary

"Jac is a young man of enormous strengths who holds great possibilities within himself. He is inquisitive, creative, unflinchingly honest and compassionate. Jac's questioning nature has helped him to achieve great academic success - and more importantly has informed the way that he approaches the world. This, coupled with his desire to create, means that Jac has the potential to do great things. I believe that Jac's compassion will drive him to affect change not just for himself but for others in the wider community."

### Destination

Jac has developed many interests during his time at XP and his choices in A Levels demonstrate his ability to work and think in different and sophisticated ways. Jac's dedication to his study and his inquisitive nature mean that he is well equipped to deal with the different demands of Physics, Maths, Fine Art and Business Studies and studies beyond A Level, whatever he may decide.

### Beautiful Work Creative Writing On Subversion

This is a creative writing piece I did in Year 11. I chose it as beautiful work as it satisfied me both creatively and academically. The piece was set by the exam so that I'd "write about a time you broke the rules," as such, I wrote about subversion; specifically subverting ignorance and lack of ambition. I enjoy writing about subversion and ignorance because subversion and ignorance are so important to me. I, more specifically, wrote about challenging my traditional Grandma on her Christian, traditional beliefs. I wrote about this because challenging the beliefs of my loved ones is me breaking the rules, breaking tradition, as well as the fact that challenging such things comes with difficulties and the need for determination.

### Beautiful Work 2 - Acrylic Painting of Deadpool



This is my favourite piece of art work I did at XP. It is in paint which is not an art medium I use a lot, nor do I like the medium too much. However, I really like the piece, contrasting to my more common monotone work, it has bold and complex colours. As well as that, the piece includes black block text, so the piece includes a piece of my classic style. Overall, I think the piece is beautiful work because of how it presents me challenging myself in my art work whilst still producing great results.

### Beautiful Work 3 - Grade 9 physics paper



This is a mock paper I did on physics. I'm proud of it because it scored so high as to get me a grade 9. I work hard on my physics and enjoy it thoroughly, so I was really happy to be able to do so well.

### Character Growth

Wow, what a journey Jac has had! I can still picture the image of Jac with his application form for XP. It is without doubt that Jac has blossomed academically, but most importantly, during his time at XP he has learned about and come to understand himself. This is such an admirable feat, as many go well beyond their school years before they understand who they are, what they stand for and find comfort in their own skin - if they ever get there at all. Not only this, but in striving to understand himself, I know he has helped those closest around him to understand themselves better too. What more could you want in terms of development of character?

Jac has an incredible and unique mind and I have never come across anybody with such quick, thoughtful and versatile ways of thinking. Because of this, Jac really does excel in any task that he puts his mind to, whether it is solving complex multi-step in maths or science, creating beautiful artwork or completing his self-study Business Studies GCSE he really can do it all.

Jac is an intelligent and hardworking student. He has increased his confidence when speaking Spanish, and when explaining his opinions in writing. He always makes me smile with a greeting in another language, and is genuinely interested in global languages and communication. Jac is friendly and always willing to share his opinions, justifying his point of view and extending with new vocabulary.

Jac is a wonderful young man with high aspirations and the intelligence and ability to match. Jac has a brilliant sense of humour and it's been an absolute pleasure to work with Jac this past year. His quick wit is second to none, and we really will miss working with such an incredible human being!

### Credential

Signed:  
 Position:  
 Date:



### What did they do?

XP School already develop learner profiles and learner portfolios of beautiful work, as part of their education model and approach to curriculum and assessment. They have developed their own platform, Real Smart, to do this (see above) which provides a digital tool for curriculum planning, delivery and assessment. Inside the tool, students will develop portfolios of work around 3 dimensions; Beautiful Work, Character Growth and Academic Success. Students all take part in student/parent conferences twice a year to share their portfolios in a formal meeting, with a Year 9 Passage Presentation which is a summative assessment. In addition, XP have created a framework for their student leavers credential called a Character Reference (see above), and will be developing their profile further this year.

Broad feedback and insight from the group of education providers who participated in the co-design program:

- They valued the idea of capturing breadth of skills, achievements and experiences in one place - a central 'dashboard' or 'shop window'
- They liked the ability to showcase and evidence skills
- They are keen to have an option to link to a digital portfolio
- The profile needs to contain fields for learners to share their development - text, image, options to link to multi-modal pieces of evidence
- The technology format and skills framework needs to be flexible to meet local needs and different contexts.

## **8. Working towards a city-wide Doncaster Skills Profile - learnings and recommendations**

Across those education providers and employer leads who participated in this project there is a clear enthusiasm for a city-wide approach to embedding skills across ages and stages, and supporting children, young people and adults to evidence and share their knowledge, skills and achievement in a Skills Profile.

Many schools and colleges in Doncaster are already moving towards the integration of skills and dispositions into their curriculum, and those that participated in this project conducted deep work around preparing the school staff, developing approaches to curriculum and assessment, consulting learners, providing governor training, in preparation for a tool such as a Skills Profile.

The Skills Framework we developed for Doncaster has been informed by extensive research, and has received employer endorsement from key sector leads.

*“I am delighted to support the introduction of the new skills profile, developed at Doncaster, providing added value to every individual as part of their career journey. I anticipate that it will not only support the application process for new roles but will also be the foundations for onward personal development and learning. The Skills Profile celebrates the range of skills an individual brings to the world of work.”*

Professor Sam Debbage

Director of Education and Research, Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust

*“It is going to be great to see applicants being able to articulate the skills that they have and show that they are business ready. These sorts of programmes are essential to get people into employment and allow them to flourish.”*

Pete Fletcher

Social Value and Career Pathways Manager, Hitachi Rail

*“The digital and creative sector in Doncaster and across the region is hugely important for future growth, and we are constantly looking for imaginative creative people to work in the sector, and to develop their skill sets and bring their imagination to the screen. We need to start developing industry relevant skills in schools and colleges, engaging with students, teachers and careers leaders. The Doncaster Skills Framework demonstrates the initial skills required to secure work in the digital creative sector. Evidencing these in a Skills Profile will*

*help us identify talent, and build a pipeline into the workplace through the multitude of ways in which people can engage and find varied and interesting careers.”*

Alistair Maclean-Clark

CEO, Prox & Revrie

This is an exciting development in moving towards a common language for skills in a way that connects the needs of employers with the activities in schools / colleges and informal and adult learning providers.

The development of the Doncaster Skills framework forms an important part of creating a shared understanding and approach to skills development, but one that acknowledges flexibility and adaptability in how it is used across the system. Whilst many schools / colleges will already have their own framework, the Doncaster 5 developed here is easy to understand and can map across to most frameworks, most importantly the nationally recognised Skills Builder Partnership model, providing a strong foundation for the future.

Main findings and recommendations from this project:

**Finding 1:** There are a variety of skills frameworks and approaches being used in education settings across Doncaster already. Whilst some settings are keen to integrate skills that are relevant to their own context (for example, a school might have its own set of skills), there is understanding that a common framework and shared professional understanding of a) which skills are prioritised and b) a shared language around what the skills involve and how to teach and assess them, is needed.

**Recommendation:** Alignment around a common language or core framework, from which providers could adapt and make additions, is key to a successful city-wide movement towards an effective skills strategy. Further testing of the skills framework and engagement with employers would be especially helpful.

**Finding 2:** Developing a Skills Profile should be seen as a pedagogy and learning process where reflective practice is a key part, as is the role of supportive adults to help young people and adults reflect on their learning and development. For example, through coaching and mentoring conversations

**Recommendation:** Embedding different teaching and assessment practices is more important than the technology tool. The Doncaster Skills Profile should form a ‘wrapper’ for a more

holistic approach to teaching and learning, curriculum and assessment. Developing a Skills Profile needs to become a core part of teaching and learning and school / college routines, requiring practice and culture change over the longer term.

**Finding 3:** The technological needs and capabilities of the education sector are important. Education providers are currently using many different systems eg Microsoft/Google/Start. Feedback shows that, particularly for transition points, providers highlight that a consistent and understandable tool, with a shared language and consistent framework, would be helpful. At a school level, digital device and broadband access is a necessary precondition, and, as is the case across the country, pupils will not necessarily have routine 1:1 access to digital devices.

**Recommendation:** The development of a city wide digital system for transition is needed, enabling all phases and stages to use the same tool, which is adaptable to meet the different needs of each phase e.g. primary, secondary, further education and adult learning. A future system will need to a) have the ability to integrate with providers' existing MIS systems, b) have low on-costs, c) be compatible with both Google and Microsoft operating systems. It should also be developed 'hand in glove' with the delivery of Council-led digital skills courses to ensure that residents have the digital capabilities to engage with the offer.

**Finding 4:** Doncaster's secondary schools' capacity to absorb the necessary shifts towards embedding skills in the curriculum, and developing a Skills Profile, is likely to be more challenging than in primary settings. This is due to the way that the national curriculum is structured in the secondary phase, and the regulatory systems and accountability pressure at secondary school stage.

**Recommendation:** Ongoing support should be provided for education providers to find easy first steps to bring skills and the Skills Profile into the curriculum - for example via work experience and CIAG, parent reporting, or the IT curriculum. Additional support and careful strategic management will be needed to enable and empower secondary school leaders to join the move towards a Skills Profile. Specific support to link secondary school leaders together, using existing networks and forums, will be important.

**Finding 5:** The interaction and relationship between the different educational phases across the city has been really valuable through this project, and will be important in facilitating a city-wide solution.

**Recommendation:** Continued convening of conversations and collective action between education providers and employers should be facilitated, including tapping into existing networks to ensure that senior leaders and lead staff are able to share practice and develop their thinking together.

**Finding 6:** Employers are fully supportive of the Skills Profile concept and keen to support the education sector. Whilst endorsing the concept and approach to skills, further work is needed to understand how a Skills Profile could be integrated into employer processes across the city, particularly hiring practices.

**Recommendation:** The continued development of the Skills Profile and its accompanying skills framework should involve close engagement with a wider cross-section of employers within key industries. It should also involve close testing and engagement with learners, parents, and carers. To enable this, Team Doncaster should accelerate its development of its Centres of Excellence, with reporting through formal governance structures .

**Finding 7:** Ongoing leadership of the initiative is essential to maintain momentum and continue the work, and having an outside convenor has been beneficial in creating the space for local leadership to grow.

**Recommendation:** Appointment of a lead professional or practitioner who is focused on the Skills Profile and who has resource and responsibility to support education providers, continually drive development and visibility, and who can develop relationships with employers in the city is needed. This lead professional should establish a working group with representation from the Careers Hub (Careers Enterprise Company), Centres of Excellence, employers, education leaders, and Remake Learning Days. With endorsement from CDC, local education leaders should capitalise on the opportunity to develop their approach to skills development by engaging with Rethinking Assessment's national programmes and events.

**Finding 8:** To further support their skills development, learners require further information about the pathways to employment and further education available to them, based on their capabilities and aspirations. They also require more formal recognition for their existing skill-sets. Some education providers are already doing this, using digital badges to provide recognition of learning and skills. For example via the Children's University online platform, or the Duke of Edinburgh Award learning log online system. There is demand and interest in this from the sector.

**Recommendation:** The next phase of development for the Doncaster Skills Profile should therefore incorporate a digital badging / micro- credentialing offer, hosted on a digital platform. The Council has a key opportunity to pilot this approach through the UK Shared Prosperity Funded Skills Innovation Accelerator Programme, and should continue to build out this offer over the longer term.

## 9. Next Steps

This project has set the groundwork for the development of a city wide approach to evidencing and recognising the learning, skills and achievements of citizens, and providing pathways into key employment sectors by aligning industry needs with education provision, based on a common and coordinated approach to skills.

The employer and education provider partnership that we facilitated has emerged as a particular strength in the project, with both groups voicing the need for this approach, as well as a willingness to stay engaged and to drive the thinking and work forwards.

The Skills Profile, when fully embedded across the city, is not merely a new piece of reporting 'technology' but supports a change in mindset, and a desire to present children, young people and adults achievement in a comprehensive strength-based way. Now that the early foundations have been set by a small group of pioneering providers, there is now a need to galvanise the wider community, spread these practices and grow this work.

### How to get involved

All resources and materials from this project are available at:

<https://www.doncaster.gov.uk/eduhub/education-and-skills-hub-skills-careers-and-employability>

Register interest in the micro credentials pilot by emailing [Education.Skills@Doncaster.gov.uk](mailto:Education.Skills@Doncaster.gov.uk)

### I'm an educator, what can I do?

- Visit <https://www.doncaster.gov.uk/eduhub/education-and-skills-hub-skills-careers-and-employability>
- Nationally, teachers and leaders can access the free Learner Profile Starter Kit by registering at [Rethinking Assessment's Learner Profile](#)
- If you are beginning to explore skills in the curriculum and need support, you can visit the [Skills and Dispositions section of the Learner Profile Starter Kit](#) (once registered) and also access teacher resources including:
  - [Putting Creative Thinking at the core of the English School Curriculum. What would it take?](#)
  - Skills Builder ([Expanded](#) and [SEND](#) frameworks) and [teacher development resources](#)
  - Melbourne Assessment [teacher development resources](#)



### **I'm an employer - what can I do?**

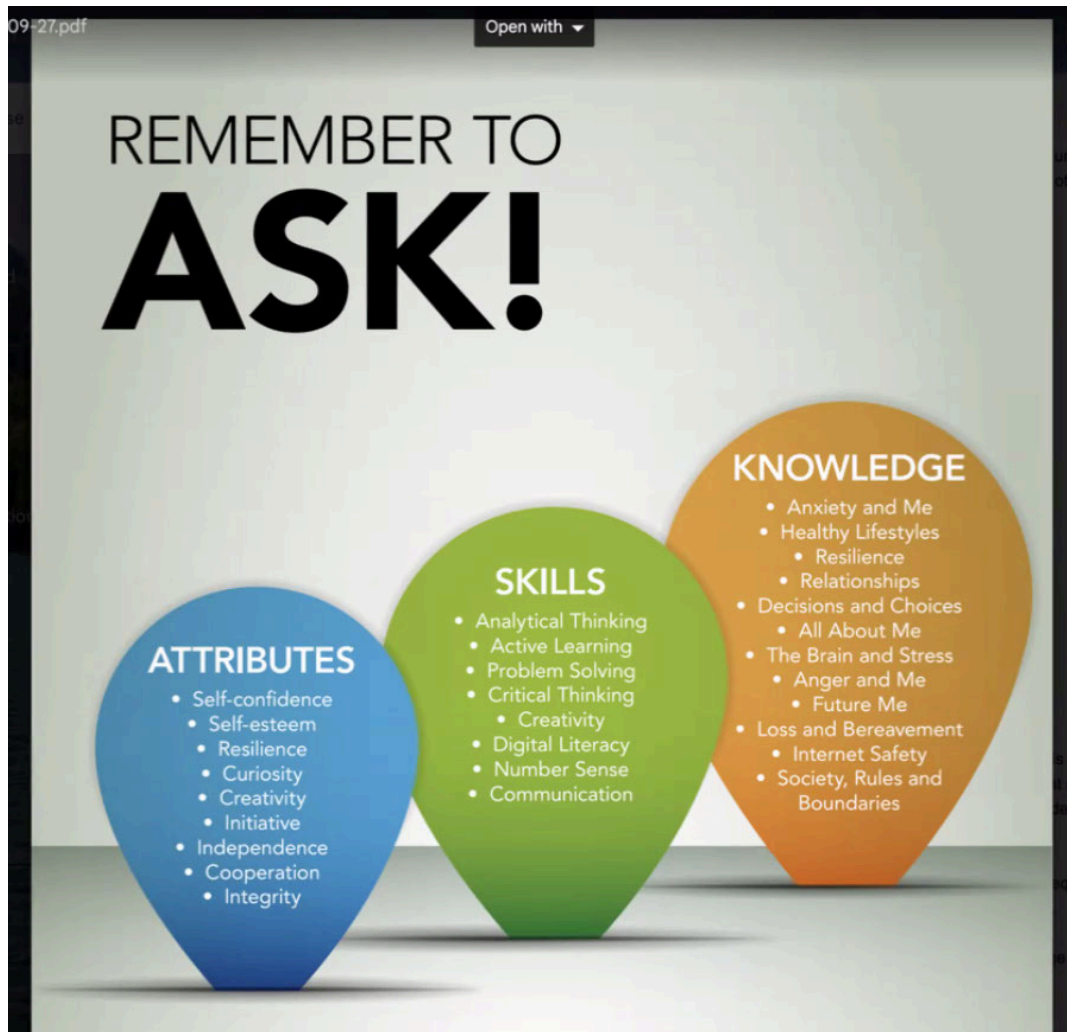
- Begin by understanding and identifying what skills are needed in your business - you can use the Doncaster Skills framework described on p15-18 as a starting point.
- Articulate these skills in the job description and public facing adverts so that applicants have a clear guide
- Create links with local schools and colleges to support with providing experiences to children and young people around building skills
- Create ongoing training for existing employees to address skills gaps and ask school staff to join as guests to support further understanding
- Doncaster businesses can contact [Education.Skills@doncaster.gov.uk](mailto:Education.Skills@doncaster.gov.uk)

### **I'm a parent / carer - what can I do?**

- Support your child by discussing the everyday essential skills we all use in life and work/school.
- Support children and young people to keep a record of their skills and experiences - including school trips and visits, sports, skills developed at home like cooking, caring, music or media hobbies. They can keep a journal or diary, paper or online/on a mobile phone (which could include photos / videos) of their hobbies and interests which could then be captured in a skills profile. Encourage them through conversation to reflect on what they enjoyed about the experiences or what was challenging. Helping children to reflect is a skill that takes time.
- Support young people applying for further training or education, or job applications to use the language of skills - for example in the Doncaster Skills framework - to help them understand where they are already using these skills and which areas they may need to develop further. Organisations such as the NCS can help to develop further skills with [Skills Booster](#) or [Our Experiences | NCS](#) both inside and outside of school or college.

## Appendices

### Appendix 1: Big Picture Doncaster ASK Framework



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