



GATSBY CURRICULUM DESIGN GROUP REPORT

Group: Digital

Date of report: October 2026

Colleges involved: Chichester College Group; York College; Herefordshire, Ludlow and North Shropshire College; Heart of Worcestershire College; Trafford and Stockport College Group; Ada, the National College for Digital Skills; Barnet and Southgate College; South Essex College; Cambridge Regional College

Context or problem being addressed

Digital T-level learners need more than technical knowledge to succeed in industry placements, apprenticeships and employment. They also need communication, teamwork, problem-solving and planning skills as well as the professional behaviours that are expected in digital workplaces.

While many learners have strong technical skills, some have limited opportunities to develop and demonstrate the wider capabilities needed before entering the workplace. These skills are not fully covered in the qualification itself, and the volume of technical learning in T-levels makes it difficult to add separate employability skills provision.

The group therefore explored how professional and employability skills development could be incorporated into the existing technical curriculum rather than taught as an additional element. The aim was to create an approach that could work for diverse cohorts, including learners with special educational needs and disabilities (SEND).

Purpose (summary)

The group is developing an integrated approach to embedding work readiness in digital T-level employer-set projects (ESPs). The work focuses on:

- Defining the digital progression skills learners need to succeed in digital careers.
- Embedding these skills within realistic technical projects and workplace roles.
- Creating work-like environments where learners can practice professional behaviours.
- Developing practical guidance to help teachers and employers support delivery.
- Creating a flexible approach that colleges can use alongside their existing curricula and skills tracking systems.

What is different or innovative about this work?

Rather than adding separate employability activities to the already substantial T-level curriculum, the group focused on enhancing the existing technical learning.

Members developed the idea of digital progression skills: the professional capabilities learners need to progress successfully into digital workplaces. These include communication, teamwork and collaboration, problem-solving and decision-making, creativity, planning and organisation, adaptability, leadership, professional behaviours and self-development.

A key feature is assigning learners defined workplace roles in ESPs, such as project manager, designer, client liaison or quality assurance (QA) tester. This enables them to develop professional skills by taking on authentic responsibilities instead of attending standalone employability lessons.

The approach also creates more realistic workplace environments. Employer project launches, client meetings, presentations, professional language, team working and industry practices can all be incorporated into technical delivery.

Employers are involved as partners, helping to shape the skills learners need and contributing to projects, expectations and feedback.

Activity to date

- Senior curriculum leaders agreed the challenge, ambition and principles for the work.
- Participating colleges shared existing approaches to employer engagement, work readiness and digital T-level delivery.
- The group agreed a common set of digital progression skills, informed by employer feedback.
- A framework for integrating these skills into ESPs was developed.
- Workplace roles have been identified and mapped against the skills that learners can develop through them.
- Guidance for teachers and employers, exemplar projects and skills mapping resources have been developed.

- Draft resources have been reviewed by practitioners, and further work has been undertaken to strengthen inclusion and sector-specific assessment.
- The strategic group has endorsed the work, and participating colleges have agreed to continue its development.

Outputs that can be shared at this stage

The working group has developed a set of resources to help colleges embed digital progression skills in ESPs. These include a guide for teachers covering the digital progression skills framework, workplace role descriptors (see [Appendix 3](#)), skills mapping (see [Appendix 4](#)), levels of competence (see [Appendix 2](#)), delivery guidance and approaches to employer engagement (see [Appendix 5](#)).

A guide for employers is also being developed that will explain the employer's role, expectations, benefits and terminology used, alongside a skills mapping matrix that links digital progression skills to commonly used skills frameworks and platforms (see [Appendix 1](#)).

The group has also developed exemplar ESPs (see [Appendix 6](#)) and plans to include learner videos that share experiences of industry placements and professional behaviours.

The resources are intended to provide a common structure while allowing colleges to adapt delivery to their own curriculum, employer relationships and systems.

Impact or early insights

Collaboration has been central to the work. Bringing together practitioners experienced in digital T-level delivery allowed the group to compare approaches, identify common challenges and develop resources tailored specifically to the digital sector rather than relying on generic employability materials.

One important insight is the value of integrating professional skills into technical learning instead of treating work readiness as separate. ESPs provide a natural opportunity for learners to practice workplace behaviours while applying their technical knowledge.

The development of digital progression skills has also given colleges a common language for describing the capabilities learners need. Mapping these skills to workplace roles helps learners understand not only which skills they are developing but also how those skills are demonstrated in different workplace roles and responsibilities.

The group has also recognised the importance of flexibility. Colleges have different curriculum models, employer relationships and tracking systems, so the framework has been designed to complement existing approaches rather than replace them.

The collaborative development process has itself been valuable. Sharing practices across colleges has enabled practitioners to build on existing expertise, avoid duplication and develop resources informed by direct experience of delivering digital T-levels.

Implications and transferability for other providers

The group's experience suggests that employability skills are most effective when they are integrated into technical learning rather than added alongside it.

A useful starting point is to work with employers to identify the professional skills and behaviours that matter most within a specific industry. These can then be translated into a progression skills framework that gives learners, teachers and employers a shared language.

Assigning learners authentic workplace roles in projects can provide a practical way to develop these skills. Rather than simply completing a technical task, learners take responsibility for activities associated with roles such as project management, design, QA or client liaison.

Creating a work-like environment can strengthen this further. Project launches, client meetings, professional presentations, team structures and workplace terminology can all help learners rehearse the expectations they will encounter in employment.

The approach does not require colleges to adopt a new employability system. A common skills framework can be mapped to existing college platforms and processes, making it easier to adapt to different settings.

Although developed for digital T-levels, the principle is transferable. Providers in other curriculum areas could work with employers to identify the progression skills required in their industries and embed them into practical, project-based learning.

Next steps

The group intends to continue the collaborative work beyond the initial project. Potential areas of focus include:

- Completing and refining the digital progression skills resource pack.
- Testing the resources by delivering them and using feedback to improve them.
- Consulting with digital teachers, learners and employers on the developing approach.
- Developing further exemplar projects for different digital pathways.
- Strengthening guidance on inclusive delivery for learners with SEND and high needs.
- Exploring professional sector body endorsement of the resources.
- Sharing the completed framework and resources more widely with the sector.

Want to find out more?

Colleagues interested in further information or collaboration are encouraged to email Gatsby at TEN@gatsby.org.uk

APPENDIX I: DIGITAL ESPS OVERVIEW

This resource maps the skills identified in the digital ESPs to a range of common employability frameworks, including sector-specific ones and frameworks widely used by colleges (i.e. Navigate). This template could be expanded to include other frameworks, ensuring the assessments are universally applicable.

ESP skill area	UK essential digital skills	CBI employability skills, knowledge and traits	SFIA (indicative mapping)	CIPD core knowledge and behaviours	Navigate skills assessment
Communication	Communicating	Communication and literacy	Stakeholder relationship management (RLMT) Knowledge management (KNOW)	Professional courage and influence (communication) Working inclusively	Presenting information Written communication
Handling information and content	Handling information and content	Communication and literacy Application of information technology (analysing and synthesising information and presenting written summary reports)	Data management (DATM) Content design and authoring (INCA)	Evidence-based practice	Data interpretation Information processing
Transacting	Transacting	Business and customer awareness	Financial management (FMIT) Business process improvement (BPRE)	Commercial drive Situational decision-making	Applying digital systems in business contexts
Problem-solving	Problem-solving	Problem-solving (critical thinking)	Problem management (PBMG) Software design (SWDN)	Analysis and problem-solving	Logical reasoning Troubleshooting
Being safe and legal online	Being safe and legal online	Self-management	Information security (SCTY) Risk management (BURM)	Ethical practice	Safe digital judgement
Teamwork and collaboration	Communicating	Team working	Organisational facilitation (OFCL) Delivery management (DEMG)	Working inclusively (collaborative working)	Collaboration awareness

Time management and organisation	All essential digital skills	Self-management	Project management (PRMG)	Project management	Task prioritisation
Critical thinking and evaluation	Problem-solving	Problem solving (critical thinking)	Business situation analysis (BUSA)	Evidence-based practice	Reflection and evaluation
Adaptability and continuous learning	Problem-solving	Problem-solving	Professional development (PDSV)	Continuous professional development	Responding to new scenarios
Professionalism and work ethic	Being safe and legal online		Professional development (PDSV)	Ethical practice	Professional conduct
Technical and digital literacy	All essential digital skills	Application of IT	Programming/software development (PROG) Systems integration and build (SINT)		Technical competence

APPENDIX 2: DIGITAL PROGRESSION SKILLS – ASSESSMENT

This resource demonstrates how the skills assessed in the ESP can be mapped to generic employability skills frameworks and assessed through a simple rubric.

Skill area	Behaviour	Emerging (level 1)	Developing (level 2)	Secure (level 3)	Advanced (level 4)
Communication	Clarity of communication	Unclear or incomplete communication e.g. student is unable to coherently communicate with peers and professionals when asked to clarify their thoughts.	Basic clarity with some structure e.g. student can get their main points across however are lacking in reasoning/evaluation or analysis in their work.	Clear and structured communication e.g. student can mainly articulate thoughts and ideas when solving problems and in their verbal and written reasoning.	Highly effective, audience-appropriate communication e.g. student confidently uses clear and effective communication throughout their work to a high level.
Communication	Use of technical language	Limited use e.g. student uses basic/ non-technical language where it would be a basic requirement in the workplace to resolve issues.	Some correct terminology e.g. student can on occasion use basic technical language when approaching their work and theories.	Appropriate use of technical terms e.g. for the majority of the time student uses and can apply technical language to problems and solutions.	Confident and precise technical communication e.g. student consistently and confidently articulates how to resolve issues using technical language throughout.
Information handling	Use of data	Limited use of data e.g. student rarely uses data or ignores relevant information; may include incorrect or irrelevant data; shows limited understanding of how data informs decisions.	Uses basic data e.g. student uses simple or limited data to support work; may rely on obvious or easily available information; requires guidance to interpret or apply data correctly.	Uses data effectively e.g. student selects and uses relevant data appropriately; interprets information accurately to support decisions or conclusions; demonstrates clear understanding of its purpose.	Uses data to justify and evaluate decisions e.g. student consistently uses a range of data sources to inform decisions; critically evaluates information; justifies choices with clear evidence and reflects on outcomes to improve future decisions

Information handling	Organisation of information	Disorganised e.g. student does not approach tasks in an organised or coherent and structured manner and therefore cannot begin basic problem-solving activities.	Some structure e.g. with much support the student is able to handle information to complete the tasks required but needs careful monitoring to ensure on track.	Well organised e.g. with some support the student is able to plan how they will approach a problem and will take time to think how they will approach their work in a logical and consistent manner.	Highly structured and efficient e.g. student always approaches scenarios with a clear plan of how they will tackle each of the elements of problems and applies logic and strategy that leads to successful completion of work.
Problem-solving	Identifying problems	Misses key problems e.g. student does not take the time and care to analyse a problem in the whole or parts and therefore is unable to solve.	Identifies obvious issues e.g. student needs support and monitoring to plan how to tackle problem-solving activities; student needs help with 'chunking' activities so that they are broken down into manageable tasks.	Identifies complex problems e.g. student is relatively comfortable and applies good strategies for tackling problems however some support and guidance is needed at times.	Anticipates and prevents problems e.g. student can independently and confidently tackle problems and is resourceful and proactive in searching for solutions.
Problem-solving	Resolving problems	Needs support e.g. despite support, the student is unable to complete the fundamentals of problem resolution.	Solves simple problems e.g. student requires support in structuring how to resolve problems and needs support at each stage to check on the right path.	Solves complex issues e.g. student independently identifies problems, selects appropriate methods and resolves more complex issues; demonstrates logical thinking and can adapt when initial solutions are unsuccessful.	Develops innovative solutions e.g. student anticipates potential problems before they arise; develops creative and effective solutions; evaluates different approaches and implements the most efficient solution independently, often improving overall outcomes.

Teamwork	Collaboration	Limited participation e.g. student refuses to engage in team activities and does not recognise the importance of this for future professional practice.	Works with support e.g. student is hesitant/reluctant to engage in team activities and waits for strong direction in the part that they play in their team role.	Works effectively with others	Leads and improves team performance e.g. student displays strong team leader attributes and supports and encourages all members of their team to play a part in a successful team mission.
Teamwork	Contribution	Minimal contribution e.g. student rarely engages in group discussions; waits for others to assign tasks; may not complete agreed work or contributes very little to the final outcome.	Some contribution e.g. student participates when prompted; completes basic allocated tasks but relies on others for direction; contribution is limited in scope or depth.	Consistent contribution e.g. student regularly contributes ideas and completes agreed tasks; communicates effectively with team members; supports group progress.	High-level proactive contribution e.g. student leads or supports others proactively; suggests improvements, coordinates tasks and ensures all team members are involved; drives the project forward independently.
Time management	Task completion	Incomplete tasks e.g. student fails to complete tasks or submits work late; requires repeated reminders; work is often unfinished.	Completes some tasks e.g. student completes some tasks but misses deadlines or submits incomplete work; inconsistent output.	Completes tasks on time e.g. student meets deadlines consistently; completes tasks to the required standard with minimal prompting.	Prioritises and manages workload effectively e.g. student plans workload independently; balances multiple tasks; meets deadlines consistently and adapts when priorities change.
Time management	Organisation	Poor organisation e.g. student's work is disorganised or difficult to follow; files may be missing/misnamed; limited evidence of planning.	Some planning e.g. student demonstrates basic structure in place; some organisation of files or notes but inconsistencies remain.	Good organisation e.g. work is clearly structured; files are well-organised; evidence of planning (i.e. timelines, notes).	Highly efficient and proactive planning e.g. student uses detailed plans, timelines and tracking tools (i.e. Trello, schedules); anticipates issues and adapts plans effectively.

Critical thinking	Analysis	Limited analysis e.g. student describes information without explanation; limited understanding of underlying concepts.	Basic analysis e.g. student identifies simple patterns or relationships but lacks depth or detail in reasoning.	Clear analysis e.g. student breaks down information logically; explains relationships and key points clearly.	Deep, critical analysis e.g. student thoroughly examines multiple aspects; makes connections between ideas; identifies complexities and underlying causes.
Critical thinking	Evaluation	Limited evaluation e.g. student offers unsupported opinions; lacks justification or evidence.	Some judgement e.g. student offers opinions with some reasoning but limited supporting evidence.	Evidence-based evaluation e.g. student makes clear judgements supported by relevant evidence or examples.	Insightful and justified evaluation e.g. student provides well-reasoned judgements; critically compares options; justifies decisions using strong, relevant evidence and reflection.
Professionalism	Work ethic	Inconsistent effort e.g. student does not attend and engage in line with basic expectations and does not show a good work ethic towards their studies and expectations.	Adequate effort e.g. student generally attends well and engages most of the time with their work and commitments however needs to be challenged and monitored to encourage better performance.	Consistent and reliable e.g. student attends regularly and is punctual; engages well in lessons; completes all required work (individual and team) to a reliable standard; demonstrates a positive and consistent work ethic.	Highly motivated and self-directed e.g. student is always punctual, attends well and completes all work (individual and team) to a highly reliable and professional standard.
Professionalism	Standards	Low standards e.g. student consistently does not demonstrate company behaviours and appropriate professionalism in their work and environment.	Basic standards e.g. student can demonstrate basic skills and understanding around professional expectations but needs to be reminded/developed to improve upon this.	Meets professional standards	Exceeds professional standards e.g. student demonstrates professionalism in all aspects of their work, behaviour and engagement, in line with standards expected in industry.

Technical skills	Use of tools	Limited use e.g. student struggles to use basic tools or software; requires constant support to complete even simple tasks; often uses tools incorrectly or avoids using them.	Basic use e.g. student can use tools at a fundamental level; completes simple tasks with some guidance; limited confidence and may make errors when using unfamiliar features.	Confident use e.g. student uses tools effectively and independently; selects appropriate features to complete tasks accurately; demonstrates consistency in producing work to the expected standard.	Advanced and efficient use e.g. student uses tools with a high level of skill and efficiency; applies advanced features to enhance outcomes; works quickly, accurately and supports others in developing their tool use.
Technical skills	Application	Incorrect application e.g. student applies skills or techniques incorrectly; demonstrates limited understanding of how tools or methods should be used in context.	Some correct use e.g. student applies some skills correctly but with inconsistencies; requires guidance to ensure appropriate application in different tasks.	Correct and consistent e.g. student applies technical skills accurately and consistently across tasks; demonstrates clear understanding of appropriate use in context.	Highly skilled and adaptable application e.g. student applies skills with precision and flexibility; adapts knowledge to new or complex scenarios; independently refines approaches to improve outcomes.

APPENDIX 3: ESP ROLE-BASED OBSERVABLE SKILLS

This resource maps job roles in a digital company to the assessed skills in the ESP.

Role	Behaviour	Emerging	Developing	Secure	Advanced
Project manager/scrum master	Planning and organisation	Creates a basic plan with limited detail	Produces a structured plan	Clear timelines and milestones	Detailed plan with risk mitigation
Project manager/scrum master	Team coordination	Limited awareness	Allocates tasks	Effectively manages team	Leads and resolves issues
Business analyst/product owner	Requirements analysis	Lists basic requirements	Identifies key requirements	Links to user needs	Prioritised, business-aligned requirements
Software developer/engineer	Code development	Basic code with errors	Mostly working code	Efficient structured code	Optimised, scalable code
QA tester/test analyst	Test planning	Limited test cases	Basic test cases	Structured test cases	Comprehensive test strategy
Systems analyst/solutions designer	System design	Basic design	Structured design	Meets requirements	Optimised scalable design
UX/UI designer	Interface design	Basic layout	Functional interface	User-friendly design	Highly intuitive design
DevOps engineer/support	Deployment	Limited understanding	Basic deployment	Working deployment	Efficient, reliable deployment
Data analyst	Data interpretation	Basic reading	Identifies patterns	Analyses effectively	Deep insights
Evaluation roles	Evaluation quality	Basic evaluation	Identifies strengths	Balanced evaluation	Critical insightful evaluation

APPENDIX 4: ESP TASK MAPPING

This resource maps the ESP tasks to the digital progression skills and job roles, providing a comprehensive and fully mapped guide.

Task	Description	Skills	Possible job roles
Task 1 – project planning	Planning, costs, resources, risks and timelines	Communication Information handling Transacting Problem-solving Safety Teamwork Time management Critical thinking Professionalism Technical skills	Project manager Business analyst Product owner Scrum master Technical lead Stakeholder/client liaison
Task 2 – debug code	Testing and fixing defects	Communication Information handling Problem-solving Safety Teamwork Adaptability Technical skills	Software developer QA tester Test analyst Debugging engineer DevOps engineer Support technician
Task 3 – design solution	Algorithms and system design	Communication Information handling Problem-solving Safety Technical skills	Systems analyst Solutions architect UX/UI designer Data analyst Technical designer Software designer
Task 4a – develop solution	Build and extend system	Communication Problem-solving Teamwork Adaptability Professionalism Technical skills	Software developer Front-end developer Back-end developer Full stack developer DevOps engineer Software engineer

Task 4b – evaluation	Review and improve solution	Communication Critical thinking Problem-solving Professionalism	QA analyst Business analyst Product manager Data analyst Systems evaluator Technical reviewer
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APPENDIX 5: DRAFT MEMORANDUM OF UNDERSTANDING

This resource is a draft memorandum of understanding, which defines the roles of both the employer and the college in delivering the ESP. Crucially, this explicitly identifies the employer's ongoing commitment throughout the lifecycle of the project.

Employer–college work experience project partnership – memorandum of understanding (mou)

1. Parties to the agreement

This memorandum of understanding is made between:

The college: [college name]

and

The employer partner: [organisation name]

Together referred to as 'the partners'.

2. Purpose

This memorandum of understanding sets out a shared commitment to collaborate on the design and delivery of meaningful, employer-led work experience projects that develop students' technical skills, employability skills and career readiness, aligned to local, regional and national skills priorities.

3. Scope of collaboration

The partners agree to work together to design and deliver employer-set projects that:

- reflect authentic industry practice
- develop both technical competence and professional behaviours
- support progression into employment, apprenticeships, higher education or higher technical study

4. Employer commitments

The employer commits to:

- working with the college to co-design an industry-relevant project
- launching the project in person to students
- explaining the industry context, expectations and career pathways
- delivering at least one in-person masterclass
- participating in agreed in-person review points throughout the project
- reviewing final student outputs in person and providing feedback
- endorsing the project and permitting use of their organisation's name and logo for promotional purposes

5. College commitments

The college commits to:

- embedding the project within relevant curriculum delivery
- preparing students for professional engagement with employers
- coordinating scheduling, safeguarding and logistical arrangements
- using employer feedback to inform curriculum development and improvement

6. Duration

This memorandum of understanding applies for the duration of the agreed project(s), typically across one academic year (30 teaching weeks), and may be reviewed or renewed by mutual agreement.

7. Signatures

For the college:

Name: _____

Role: _____

Signature: _____

Date: _____

For the employer:

Name: _____

Role: _____

Organisation: _____

Signature: _____

Date: _____

APPENDIX 6: SAMPLE PROJECT

This sample project is an early draft and is included for information sharing purposes to show how the integration of job roles, digital progression skills and the assessed components of the ESP can be brought together into a single, assessed team project.

Project overview

Learners act as a digital data consultancy team responding to a client brief from Kushy Animal Rescue, a charity that requires improvements to its data systems.

The organisation currently faces challenges in using its data effectively across:

- staff management
- animal care records
- adoption processes
- public engagement and social media data

Your team has been commissioned to:

- investigate data-related issues
- plan and develop a digital data solution
- produce a working prototype (data model/dashboard)
- communicate outcomes professionally
- reflect on your individual and team performance

This project mirrors the structure of the ESP, but is designed as a collaborative, skills-focused learning experience rather than a formal assessment.

Project scenario

You are part of a digital data consultancy team working with Kushy Animal Rescue.

The charity has identified that:

- their data is stored across multiple systems
- decision-making is not fully data-driven
- social media engagement is not effectively analysed
- adoption and animal care systems need improvement

Your task is to design and develop a data-driven solution that will:

- improve data management and accessibility
- provide meaningful insights for decision-making
- support staff and improve operational efficiency
- enhance engagement with the public

At the end of the project, you will reflect on your performance, evaluating how you applied your skills, how effectively you worked as part of a team and what you would improve in future.

Your final submission will be in the form of an individual portfolio that includes your evidence of work, project outputs and a reflective review. This will demonstrate your readiness for working in a digital data role in a real workplace setting.

Alignment to ESP structure

This directly mirrors the assessment model.

ESP task	Project activity	Skills focus
Pre-release	Research data use + team collaboration	Collaboration, digital research
Task 1: Planning	Project planning and cost/resource decisions	Planning, workload management
Task 2: Diagnose	Identify and fix data/model issues	Problem-solving, application
Task 3: Plan solution	Create database design (entity-relationship diagram (ERD) + data dictionary)	Communication, technical design
Task 4a: Develop	Build data model/dashboard	Applied digital skills
Task 4b: Reflect	Review solution and reflection	Reflection, professional communication

This ensures full alignment with ESP expectations while embedding employability skills.

Project structure (delivery model)

Phase 1 – Team formation and industry context Activity: - form teams (3-4 learners) Research: - sector - data usage - understand client needs	Deliverables Team roles assigned: - project manager - data analyst - developer - QA/test lead Shared workspace (OneDrive/Teams)	Skills Team role allocation Digital research Communication (logs/screenshots) Planning (discussion notes)
Phase 2: Investigation and diagnosis Activity: - teams investigate a data/model issue scenario Including: - reviewing incorrect or incomplete datasets - identifying errors - testing and validating outputs	Deliverables Diagnostic group report Log – individual contribution	Skills Digital troubleshooting Data validation Analytical thinking Working collaboratively to solve problems
Phase 3: Solution design and planning Activity: - teams design a data solution to meet the client needs This includes: - database design (ERD) - data dictionary - project plan (timeline + resources) - justification of design decisions	Deliverables Project plan (linked to ESP style template) Justified decisions Data dictionary Project plan	Skills Logical design Data modelling Learners must update individual log to: - justify choices in terms of user needs - show decision-making as a team

Phase 4: Solution development Activity: - teams develop a functional data model and dashboard The solution must: - analyse social media interactions - identify trends and patterns - provide meaningful outputs (charts, summaries) - be user-friendly and secure	Deliverables Working data model/ dashboard Evidence (screenshots, configs, testing)	Skills Excel modelling Problem-solving Iteration/testing
Phase 5: Professional communication and interview video Activity: - each learner completes a recorded interview-style video (5-8 mins) Interview prompts: - What was your role in the team? - How did you apply digital skills? - What challenges did you face? - How did you contribute to solving the problem? - What would you improve?	Evidence Video submission Assessed against communication, clarity and reflection	Skills Communication (spoken) Professional articulation Self-awareness
Phase 6: Reflection and skills audit Activity: - individual reflection log/ blog using structured prompts Reflection framework – learners must: - identify skills used - provide evidence of application - evaluate effectiveness	Deliverables Log: - skills used (technical + employability) - evidence of application (what they did) - impact on the project - areas for improvement - alignment to digital skills for work	Critical evaluation Self-awareness Evidence-based judgement

Notes: