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SKILLS ACTION PLANNER

PLANNING

VET design

1. AT A GLANCE

Tool name	*Skills Action Planner*
Activity Type	*Individual, Group or Online*
Purpose	*Planning*
Challenge	*Challenge 1 – Closing the Skills Mismatch*
When to use it	*Define, Ideate and Prototype stages of Design Thinking*
Time to complete	*30–45 minutes*
Materials Needed	*One-page action planner, result from the Workplace Readiness Check, information about current training, possible employer or workplace input, pen or digital document.*

WHAT YOU WILL HAVE AFTERWARDS

- One priority skill and why it matters for employability
- A realistic learning action and the support learners need
- Clear evidence and one success criterion to recognise progress
- A first step with a responsible person, a date and a review point

WHERE THIS TOOL FITS IN DESIGN THINKING

Empathise | ✔ **Define** | ✔ **Ideate** | ✔ **Prototype** | Test

2. DESCRIPTION

The Skills Action Planner helps VET professionals turn an identified workplace skill into a concrete learning action. It is used after the diagnosis phase, when teachers, trainers or curriculum teams already know which skill learners need to strengthen for real work. It supports the move from "we know there is a mismatch" to "we know what we can do next".

The planner focuses on one priority skill at a time. Users decide how learners can practise this skill in a realistic way, how the skill can be observed, and what first step can be implemented in the current training context.

The result is a clear, realistic action plan that connects VET learning more closely with labour-market expectations.

2.1 WHEN TO USE IT

- Use this tool after identifying an important workplace skill through the Workplace Readiness Check or another diagnosis activity.
- Use it when a VET provider wants to plan a practical response to a skills mismatch.
- Use it before adapting a lesson, designing a practical activity, preparing employer cooperation, changing assessment criteria or testing a new workplace-related learning task.



- Focus on one skill only.
- Choose an action that can be tested soon – ideally within the next two weeks.
- Think about how the skill will be visible in learners' behaviour, work, communication or completed task.
- Keep the action realistic for the available time, equipment, staff and employer cooperation.

VAGUE IDEA vs. CONCRETE ACTION – THE KEY DIFFERENCE

✗ TOO VAGUE
"Improve learners' communication"
"More practice with customers"

✓ CONCRETE ACTION
"A 10-minute customer role-play every Friday, observed with a 3-point checklist"

3. STEP-BY-STEP INSTRUCTIONS

1

CHOOSE ONE PRIORITY SKILL · about 5 min

Pick one skill learners need to strengthen for real work. Take it from your diagnosis (e.g. the Workplace Readiness Check), employer feedback, placement experience or colleagues.

Ask yourself: Which skill, if improved, would make the biggest difference at work?

2

PLAN THE LEARNING ACTION · 10–15 min

Write why the skill matters and in which work situation it is needed. Then decide how learners will practise it – practical and close to real work, not only theory.

Ask yourself: What could learners actually do next week to practise this skill?

3

ORGANISE THE SUPPORT · 5–10 min

List what learners need to succeed: instructions, tools, examples, teacher guidance, peer feedback, employer input or clear assessment criteria.

Ask yourself: What would stop learners from succeeding – and how can we remove it?

4

DEFINE PROGRESS & FIRST STEP · about 10 min

Describe how you will recognise improvement (what learners do, produce, explain or decide) and set one success criterion. Then note who does what, when, and how you will review it.

Ask yourself: How will we know in four weeks that it worked?

Total time: 30–45 minutes · Works individually, in pairs, in a team meeting or online

4. THE TEMPLATE / CANVAS

PRIORITY SKILL — STEP 1

Which workplace skill do learners need to strengthen? .....

Why is this skill important for employability? .....

Where do learners need this skill in real work? .....

LEARNING ACTION — STEPS 2 + 3

What will learners do to practise this skill?
Type of action
□ Practical task □ Simulation □ Project □ Work placement preparation
□ Employer input □ Assessment activity

What support will learners need? .....

HOW WE WILL RECOGNISE PROGRESS — STEP 4

Learners will show this skill by:

Evidence of progress will be: □ Observed behaviour □ Completed task □ Learner reflection
□ Teacher feedback □ Employer feedback □ Peer feedback
One simple success criterion:

FIRST STEP — STEP 4

First action to test: .....

Responsible person / team: ..... When will it happen? .....

How will we review if it worked? .....

FINAL ACTION — SUMMARY

To improve workplace readiness, we will help learners to practise: .....

They will practise it through: .....

We will recognise progress when: .....

Our first step will be: .....

Name: _____ Date: _____ Programme / module: _____

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AI

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