

# Core Skills Training

A training program curated and implemented to address the core skills that staff, particularly junior or new, might not have previously encountered.

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## INTRODUCTION

Following the introduction of two new apprentices and a restructure of our team, we realized that there was a need for some training around some of the 'core' or 'soft' skills in our team.

These skills are not ordinarily trained with staff, and instead are expected to already be there or picked up on the job.

## OBJECTIVE

We hoped to create and deliver a training program using scenarios that staff would face in the day to day of their role to create further understanding of the core skills and empower staff to implement them in their role.

## ANALYSIS

The staff completing the training were mostly apprentices, ranging from 3 months – a year in the role.

They were able to use this training program to contribute to their 'on the job' training hours for their apprenticeships.

By liaising with other members of staff in the development of training, we gained valuable insight and feedback on the types of scenarios we were using, as well as identifying solutions. Their input and knowledge was invaluable to the formation of this training.

We asked the staff who completed the training to complete a survey on how useful it was, how their confidence has progress, which of the skills they wanted to work on further, etc.

## METHODOLOGY

To begin with we liaised with our academic staff and senior managers to identify which specific skills our staff could work on.

Once the four skills of: teamwork, time management, communication and professional attitude were identified, we started drafting scenarios that demonstrated one or more of the skills that staff either had or could encounter in their day to day of working.

We consulted with other Professional Leads in the department to help inform our scenarios, and structure of the training. We also adapted the 'Skills Matrix' used in adjacent teams for trainees to identify areas of confidence prior to and after the training to mark development.

## RESULTS/FINDINGS

We found that this training had helped not only improve confidence on the key skills, but also awareness of them.

This training was also found to be more useful for staff who were newer to the University or the workforce.

We have also found that managers have found the training useful for reference and identifying areas of support for their team.

## CONCLUSION

This training has enabled line managers and junior staff to constructively work on core skills with their team.

It has successfully equipped people with tools for their own development that is not standardly available on online training platforms.

It has consequently been offered and delivered to other teams in the University, and has been successful.

