



Inclusive Organisations Guide



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Introduction and overview

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The Skills Builder Partnership works with a range of organisations to ensure that *everyone* builds the essential skills to succeed. The network of Impact Organisations who are aligning their provision to the Skills Builder Framework use a common language and consistent approach.

Through our work with the Inclusive Learning Organisations Cluster, we have seen incredible examples of organisations who have built essential skills in an inclusive way, including through their work with learners with additional needs.

Within specialist and mainstream settings, this has supported skill development within education, training and employment. These essential skills are at the heart of individuals working towards and into the next stage of their development and the work these organisations do is critical to this.

This Guide is to support organisations to use the Skills Builder Expanded Universal Framework and embed skill development in specific aspects of their programmes. For learners of all ages, the aim is to do this in a truly inclusive way, enabling access to the most meaningful experiences.

As particular areas of need are so wide and varied, we do not seek to provide guidance on specific needs. Rather, this guide supports an inclusive and person-centred approach and is the ideal way for organisations to:

- build confidence in using the Skills Builder Expanded Universal Framework.
- incorporate essential skill development into existing activities.
- effectively support the most meaningful essential skill development.

Drawing upon the huge expertise of organisations within the Cluster, aligned to the voices of neurodiverse and disabled people's experiences, this Guide contains practical support on skill development, including key considerations when working with a range of learners.

Some of the examples might be directly applicable to your programmes. Others may help to give you an idea of how you can use the Skills Builder Expanded Universal Framework to add further detail and focus to activities you are already running and ensure these are as inclusive as possible.

We hope this provides a helpful additional tool in your important work and supports an inclusive provision for all learners.

Tom Ravenscroft
CEO, Skills Builder Partnership

The Skills Builder Expanded Inclusive Organisations Cluster

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The Skills Builder Partnership

The Skills Builder Partnership brings together 800+ organisations and 10,000+ educators around a common approach, helping 1,400,000+ individuals of all ages to build the eight essential skills to succeed.

Our common approach is based around the Skills Builder Framework. This breaks down each of the eight essential skills into defined steps which are teachable and measurable. This support learners and facilitators to identify and articulate explicit strengths and areas for development – and then build those skills further.

Inclusive Organisations Cluster

We are hugely grateful to all of the organisations involved for the time, expertise and experience they have put into this project to make it a success. Whether contributing to wider discussions, attending Cluster meetings, sharing examples of best practice or providing feedback and advice, these organisations are the driving force behind this Guide and the practical examples used to structure its content.

Inclusive Voices

Aligned to the contributions of the Cluster organisations, this Guide is shaped by the voices of neurodiverse and disabled people.

We are extremely thankful to the following for sharing their insights and experiences of essential skill development:

- **Ben and Jordan (Rip Stars)** – The Rip Stars are a group of disabled young people who lead their own research projects. These projects share the voices of other disabled young people and use research evidence to improve opportunities and ensure quality, rights-based provision.
- **Matthew Hazell** – Matthew is VP Finance for PIMCO, a global investment management firm. At the age of 44, Matthew was diagnosed as Autistic and now works to support young Autistic people by volunteering with the Ambitious About Autism Schools Trust.
- **Steph Yates** – Steph is the Founder of The Butterfly Princess SEND Initiative, which was set up to give disabled people positive role models and a voice for advocacy. Steph has Cerebral Palsy and is a wheelchair user.



The Skills Builder Expanded Universal Framework

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The Essential Skills

We define essential skills as ‘those highly transferable skills that almost everyone needs to do almost every job’ and which in turn support the application of knowledge and technical skills. Our Framework creates a common approach and shared outcomes to align efforts to build these skills effectively. The consistency of the language is key to the transferability of essential skills, so that all learners can recognise these in a range of settings.

The Skills Builder Expanded Universal Framework

The Skills Builder Universal Framework shows how to build essential skills at every stage of life. Breaking the skills down into 16 teachable Steps, this supports all learners to not only recognise and articulate what they can already do, but also to identify areas of focus to develop their skill set further.

The Step descriptors within the Framework give learners and facilitators the flexibility to identify the areas of focus most relevant at a given time or within a given context. Viewing the Framework as a roadmap overview of progression, rather than a linear ‘tick-list’, means skill development can be personalised and adapted to suit.



The Expanded Universal Framework breaks progression down into more tangible chunks, placing three simple Stepping Stones between Steps to give more extensive scaffolding. This allows facilitators and learners to hone in on the explicit components of each Step to be focused on, allowing for more targeted development and detailed identification of strengths.

Using the Expanded Universal Framework in this Guide

Each of the eight essential skills can be grouped into four themes:

- **Getting Started Steps** looks at the foundations of that skill
- **Intermediate Steps** begin to develop these further
- **Advanced Steps** apply this skill in a range of contexts
- **Master Steps** require learners to reflect on this application and devise plans to develop further.

Throughout the themes, this Guide provides support in facilitating and embedding skill development, alongside key considerations for all learners. These considerations draw upon the reflections, experiences and insights of the SEND Cluster organisations and Inclusive Voices, aligned to our work across the broader Partnership.



Key Adaptations in this Guide

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Communication

For some learners, the use of the term Speaking is not accessible and therefore this skill name, icon and step descriptors are not appropriate.

For learners who use other forms of communication, the skill of Communication and use of the accompanying icon may be more suitable.

In these situations, the skill of Communication is defined as ‘the transmission of information or ideas’. Step descriptors build on how learners communicate and share their ideas with an audience. The Framework shows the same progression, with the form of communication considered.

The Communication version of the Framework is on [pages 10 & 11](#).

Active Listening

For Step 6 of Listening, the descriptors for the step and its stepping stones have been adapted to reflect that learners show active listening in a range of ways. Whether this is through shared attention, glances or maintaining eye contact, responses to what is being said or body movements, this Step recognises that learners will show active listening in different ways.



Skill Symbols Communication Grid

To aid learners' recognition of essential skills, many settings are using communication symbols for each skill to make the meaning clearer and easier to understand.

This Guide features a Communication Grid for the essential skills, including Communication, on [page 30](#) which can be used to raise awareness of these skills and help to communicate when these are being used. The grid has been created using [Widgit Symbols](#) with full licensing; if learners are more familiar with other pictorial systems, the grid can be used as a template.



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 Skills Builder
PARTNERSHIP



Listening

The receiving, retaining and processing of information or ideas

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•	I know what it means to listen
••	I know what interrupting is, and why to avoid it
•••	I know some ways to avoid interrupting
Step 0	I listen to others without interrupting
•	I know why recalling instructions matters
••	I concentrate when listening to instructions
•••	I store and recall simple instructions
Step 1	I listen to others and can remember short instructions
•	I know why it is important to understand what I have heard
••	I think about whether I understand what I have heard
•••	I ask questions of what I have not understood
Step 2	I listen to others and can ask questions if I don't understand
•	I listen effectively and stay focused
••	I retain and process information I have heard
•••	I recall and explain information to others
Step 3	I listen to others and can tell someone else what it was about
•	I know the key reasons why people communicate
••	I know why it is important to know why someone is communicating
•••	I can identify why someone is communicating with me
Step 4	I listen to others and can tell why they are communicating with me
•	I can sustain concentration when listening over a longer period
••	I identify key words and information from extended talks
•••	I record information in a way that makes it accessible again in the future
Step 5	I listen to others and record important information as I do

GETTING STARTED

Steps 0-5

Listening to others

Individualised Approaches

Steph Yates: *"Treat everyone as individuals; one disabled person may need more or less time to understand things. Get to know them, not their disability."*

INTERMEDIATE

Steps 6-8

Demonstrating listening

Considerations

Steps 6-8: Are learners showing active listening through particular responses and/or body movements? Are they able to summarise or rephrase in a non-verbal way?

Receiving and Processing Information

Jordan and Ben, Rip Stars:

"I like to be given the time to think through what was said and to think of my answer.

Don't expect an answer right away; give me time to process what was said, even if it's just a couple of seconds."

•	I actively listen for a sustained period
••	I show that I am listening through my responses
•••	I show that I am listening through my body language
Step 6	I show I am listening by how I respond and use body language
•	I follow the thread of a discussion to make appropriate contributions
••	I understand the difference between closed and open questions
•••	I identify how I can expand my understanding of what is said
Step 7	I show I am listening by using open questions to deepen my understanding
•	I understand what it means to summarise information
••	I understand what it means to rephrase information
•••	I find appropriate points in conversation to summarise or rephrase
Step 8	I show I am listening by summarising or rephrasing what I have heard



Listening

The receiving, retaining and processing of information or ideas

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•	I understand what tone means and can identify the key elements
••	I explain how a speaker's tone can change
•••	I understand how different tones can influence my understanding of what I hear
Step 9	I am aware of how a speaker is influencing me through their tone
•	I understand how language can influence emotions
••	I identify language features that create different emotional responses
•••	I identify how language tools can influence the listener
Step 10	I am aware of how a speaker is influencing me through their language

ADVANCED
Steps 9-10
Recognising influence

Considerations

There is an **evidence base** for the explicit development of communication skills reducing anxiety and depression. For neurodiverse learners, this may involve providing opportunities to advocate for themselves and to create environments where they can communicate in a way they feel most comfortable. What measures may already be in place to facilitate this?

Flexibility on Meetings and Sharing Information

Matthew Hazell:

“Meetings are not something I relish; things move so quickly. I prefer the time and patience to digest things. I work best if I have the time to collect information and then give feedback later.”

MASTERY
Steps 11-15
Listening critically

•	I explain and can define what perspective means
••	I understand the value of different people's perspectives
•••	I use core points made in a discussion to identify different perspectives
Step 11	I listen critically and compare different perspectives
•	I am aware of the factors which can influence a person's perspective
••	I link information I have heard to a person's perspective
•••	I build knowledge of people and events to better understand different perspectives
Step 12	I listen critically and think about where differences in perspectives come from
•	I explain what bias and prejudice are and where they come from
••	I identify how bias is seen through the language a speaker uses
•••	I link the information I have heard to a speaker's bias
Step 13	I listen critically and identify potential bias in different perspectives
•	I evaluate different perspectives using the information I have heard
••	I identify what information is needed for further evaluation of perspectives
•••	I use questioning to evaluate perspectives
Step 14	I listen critically and use questioning to evaluate different perspectives
•	I understand the importance of being aware of my own biases
••	I identify evidence used in objective evaluation
•••	I evaluate different perspectives using the information I can check to be true
Step 15	I listen critically and look beyond the way speakers speak or act to objectively evaluate different perspectives



Speaking

The oral transmission of information or ideas

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•	I understand what speaking is
••	I respond to simple questions and prompts
•••	I speak clearly so another person understands me
Step 0	I speak clearly to someone I know
•	I understand how to engage more than one person
••	I speak in front of others
•••	I speak clearly so more than one person understands me
Step 1	I speak clearly to small groups of people I know
•	I understand what is different about talking to people I don't know
••	I speak clearly to individuals I do not know
•••	I speak clearly to small groups I do not know
Step 2	I speak clearly to individuals and small groups I do not know

GETTING STARTED Steps 0-6 Speaking clearly and effectively

Considerations

When learners are working on short-term programmes, with unfamiliar peers and/or facilitators, Stepping Stones for Steps 0-2 can support identifying explicit strengths and areas for development. What are they able to do? What could you focus on?

Opportunities to Speak

Steph Yates:

"It's important to let people express themselves when they speak so you can listen to what they are all about – what their capabilities and needs are – as much as what they are saying. I have become a confident speaker because I've been allowed to express myself and be me."

•	I understand what it means to say things in a logical order
••	I understand why putting things in a logical order is important when speaking
•••	I use different approaches to putting things in a logical order
Step 3	I speak effectively by making points in a logical order
•	I understand why it is important to know what my listeners already know
••	I know how to build on what my listeners already know
•••	I explain new concepts that listeners are able to follow
Step 4	I speak effectively by thinking about what my listeners already know
•	I understand why language changes in different settings
••	I explain the difference between formal, informal and technical language
•••	I judge what language is appropriate in different settings
Step 5	I speak effectively by using appropriate language
•	I know what tone is and what is appropriate in different settings
••	I know what expression is and what is appropriate in different settings
•••	I know what gesture is and what is appropriate in different settings
Step 6	I speak effectively by using appropriate tone, expression and gesture



Speaking

The oral transmission of information or ideas

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•	I understand the value of using facts and statistics when speaking
••	I support the ideas I share with appropriate facts and examples
•••	I know how to structure an opinion or argument
Step 7	I speak engagingly by using facts and examples to support my points
•	I understand what visual aids are and how they can help
••	I know how to use visual aids effectively
•••	I create simple visuals and props to support what I am saying
Step 8	I speak engagingly by using visual aids to support my points
•	I know how tone, expression and gesture can make speaking more engaging
••	I speak in front of others and manage my tone to be more engaging
•••	I use appropriate gesture and expression to make my speaking more engaging
Step 9	I speak engagingly by using tone, expression and gesture to engage listeners

INTERMEDIATE
Steps 7-9
Speaking engagingly

ADVANCED
Steps 10-12
Speaking adaptively

MASTERY
Steps 13-15
Speaking influentially

•	I know how to prepare for different audiences
••	I identify how my listeners are feeling about what I am saying
•••	I know how to adjust language, tone and expression in response to an audience
Step 10	I speak adaptively by changing my language, tone and expression depending on the response of listeners
•	I define what a negotiation is and explain why they happen
••	I anticipate the other party's position before a negotiation
•••	I plan changes to my points in response to the other party's position
Step 11	I speak adaptively by planning for different possible responses of listeners
•	I identify the structure of a negotiation
••	I recognise the importance of listening in negotiations
•••	I use strategies to adapt the content of what I say
Step 12	I speak adaptively by changing my content depending on the response of listeners

•	I define what influence means and explain how it is used
••	I understand how we can change the structure of our points to be influential
•••	I read the response of my audience and change my structure accordingly
Step 13	I speak influentially by changing the structure of my points to best persuade the listeners
•	I recognise how using examples and facts can be influential
••	I evaluate the persuasiveness of different examples and facts
•••	I select examples and facts that are appropriate for my audience
Step 14	I speak influentially by changing the examples and facts I use to best persuade the listeners
•	I explain and define what a vision is using examples
••	I identify the characteristics of a compelling vision
•••	I structure and deliver a vision that is compelling for my audience
Step 15	I speak influentially by articulating a compelling vision that persuades the listeners

Opportunities to Practise

Matthew Hazell: *"The world of work is a fast, fluid, dynamic environment; it's not a dry academic exercise. It's so important to focus on speaking skills and practice these, because you're taught these skills in school, but not always given a situation where you've got to quickly think on your feet and react."*



Communication

The transmission of information or ideas

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•	I understand what communicating is
••	I respond to simple questions and prompts
•••	I communicate clearly so another person understands me
Step 0	I communicate clearly to someone I know
•	I understand how to engage more than one person
••	I communicate in front of others
•••	I communicate clearly so more than one person understands me
Step 1	I communicate clearly to small groups of people I know
•	I understand what is different about communicating to people I don't know
••	I communicate clearly to individuals I do not know
•••	I communicate clearly to small groups I do not know
Step 2	I communicate clearly to individuals and small groups I do not know

GETTING STARTED Steps 0-6 Communicating clearly and effectively

Considerations

When learners are working on short-term programmes, with unfamiliar peers and/or facilitators, Stepping Stones for Steps 0-2 can support identifying explicit strengths and areas for development. What are they able to do? What could you focus on?

Forms of Communication

Jordan and Ben, Rip Stars:

"Communication is not always with words. It can be with pictures, gestures, actions... Come to a conversation with an open mind; their form of communication must always come first. Respect others' forms of communication and remember that these can change over time."

•	I understand what it means to communicate things in a logical order
••	I understand why putting things in a logical order is important when communicating
•••	I use different approaches to putting things in a logical order
Step 3	I communicate effectively by making points in a logical order
•	I understand why it is important to know what my listeners already know
••	I know how to build on what my listeners already know
•••	I explain new concepts that listeners are able to follow
Step 4	I communicate effectively by thinking about what my listeners already know
•	I understand why language changes in different settings
••	I explain the difference between formal, informal and technical language
•••	I judge what language is appropriate in different settings
Step 5	I communicate effectively by using appropriate language
•	I know what tone is and what is appropriate in different settings
••	I know what expression is and what is appropriate in different settings
•••	I know what gesture is and what is appropriate in different settings
Step 6	I communicate effectively by using appropriate tone, expression and gesture



Communication

The transmission of information or ideas

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•	I understand the value of using facts and statistics when communicating
••	I support the ideas I share with appropriate facts and examples
•••	I know how to structure an opinion or argument
Step 7	I communicate engagingly by using facts and examples to support my points
•	I understand what visual aids are and how they can help
••	I know how to use visual aids effectively
•••	I create simple visuals and props to support what I am communicating
Step 8	I communicate engagingly by using visual aids to support my points
•	I know how tone, expression and gesture can make communication more engaging
••	I communicate in front of others and manage my tone to be more engaging
•••	I use appropriate gesture and expression to communicate more engagingly
Step 9	I communicate engagingly by using tone, expression and gesture to engage listeners

INTERMEDIATE
Steps 7-9
Communicating engagingly

ADVANCED
Steps 10-12
Communicating adaptively

MASTERY
Steps 13-15
Communicating influentially

•	I know how to prepare for different audiences
••	I identify how my listeners are feeling about what I am communicating
•••	I know how to adjust language, tone and expression in response to an audience
Step 10	I communicate adaptively by changing my language, tone and expression depending on the response of listeners
•	I define what a negotiation is and explain why they happen
••	I anticipate the other party's position before a negotiation
•••	I plan changes to my points in response to the other party's position
Step 11	I communicate adaptively by planning for different possible responses of listeners
•	I identify the structure of a negotiation
••	I recognise the importance of listening in negotiations
•••	I use strategies to adapt the content of what I say
Step 12	I communicate adaptively by changing my content depending on the response of listeners

•	I define what influence means and explain how it is used
••	I understand how we can change the structure of our points to be influential
•••	I read the response of my audience and change my structure accordingly
Step 13	I communicate influentially by changing the structure of my points to best persuade the listeners
•	I recognise how using examples and facts can be influential
••	I evaluate the persuasiveness of different examples and facts
•••	I select examples and facts that are appropriate for my audience
Step 14	I communicate influentially by changing the examples and facts I use to best persuade the listeners
•	I explain and define what a vision is using examples
••	I identify the characteristics of a compelling vision
•••	I structure and deliver a vision that is compelling for my audience
Step 15	I communicate influentially by articulating a compelling vision that persuades the listeners

Expressive Skills

The Communication step descriptors can be used to support oral, signing and manual transmission of information or ideas to ensure they are more inclusive for all types of communication needs.



Problem Solving

The ability to find a solution to a situation or challenge

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•	I know what instructions are
••	I understand and follow simple verbal instructions
•••	I understand and follow simple visual instructions
Step 0	I complete tasks by following instructions
•	I know when I need help
••	I explore where I might find help
•••	I know who I can ask for help
Step 1	I complete tasks by finding someone to help if I need them
•	I identify a problem I am having
••	I explain a problem to someone else
•••	I act on advice to solve problems
Step 2	I complete tasks by explaining problems to someone for advice if I need
•	I identify what I already know and what I need to know about a problem
••	I know where to go for extra information
•••	I use extra information to help me solve a problem
Step 3	I complete tasks by finding information I need myself

Considerations

Steps 1 and 2: Are learners not asking for help because they are reluctant or unable to ask? On short-term programmes, how will you support learners to communicate what they need?

GETTING STARTED *Steps 0-3* Completing tasks

Time and Patience

Steph Yates:

“For me, Problem Solving works best when you are given time to understand what the problem is. It might need to be broken down into stages so it’s not overwhelming. Be patient and talk through the problem to allow time for questions to be asked.”

INTERMEDIATE *Steps 4-8* Exploring problems

•	I identify complicated problems that do not have a simple solution
••	I understand why creating lots of possible solutions can help solve complicated problems
•••	I develop multiple potential solutions for complicated problems
Step 4	I explore problems by creating different possible solutions
•	I explain and define what pros and cons are
••	I identify the pros and cons of different solutions
•••	I apply pros and cons when evaluating solutions to make the best choice
Step 5	I explore problems by thinking about the pros and cons of possible solutions
•	I explain and define what complex problems are
••	I identify the characteristics of complex problems
•••	I know how to work with complex problems
Step 6	I explore complex problems by identifying when there are no simple technical solutions
•	I identify what I know and what I need to know to understand a complex problem
••	I identify the research that would be useful in exploring complex problems
•••	I know how to carry out primary and secondary research
Step 7	I explore complex problems by building my understanding through research
•	I explain and define what causes and effects are
••	I know why causes and effects are important in understanding complex problems
•••	I identify causes and effects and how they might join up into chains or circles
Step 8	I explore complex problems by analysing the causes and effects



Problem Solving

The ability to find a solution to a situation or challenge

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•	I generate a range of solutions for complex problems
••	I understand what feasibility is and why it is important
•••	I know how to assess if solutions are feasible
Step 9	I create solutions for complex problems by generating a range of options
•	I know how to evaluate possible solutions to a complex problem
••	I understand that implementing solutions will have secondary effects
•••	I evaluate potential solutions by considering secondary effects
Step 10	I create solutions for complex problems by evaluating the positive and negative effects of a range of options
•	I explain and define what logical reasoning is
••	I understand the differences between inductive and deductive logic
•••	I use logic trees as a tool for logical reasoning to arrive at a conclusion
Step 11	I analyse complex problems by using logical reasoning
•	I explain and define what a testable hypothesis is
••	I create testable hypotheses to be used to solve complex problems
•••	I test hypotheses using sample data
Step 12	I analyse complex problems by creating and testing hypotheses

ADVANCED
Steps 9-12
Analysing complex problems and solutions

MASTERY
Steps 13-15
Implementing strategic plans

Relationships and Communication

Jordan and Ben, Rip Stars:

Problem Solving is like a meal, where the relationship is a plate and communication is the cutlery. Without the plates and cutlery in place, you can't enjoy the meal; if you don't have the relationship and communication established, you can't solve problems together."

•	I explain and define what strategic plans are
••	I define the strategic purpose to develop strategic plans
•••	I use research and analysis to plan my approach to a strategic plan
Step 13	I implement strategic plans to solve complex problems
•	I know how to assess the success of strategic plans
••	I set SMART targets as the focus of my strategic plans
•••	I set milestones to measure if strategic plans are on track to achieving goals
Step 14	I implement strategic plans to solve complex problems and assess their success
•	I list reflective questions to evaluate the success of a strategic plan
••	I adapt strategic plans to address challenges and manage impact challenges
•••	I test hypotheses and adapt my approach to increase the success of a solution
Step 15	I implement strategic plans to solve complex problems and draw out learning to refine those plans over time

Considerations

Steps 5 and 9: How can you ensure the focus is on trying [to create lots of possible solutions](#) and not finding one strong idea? Can you set a target number of ideas?



Creativity

The use of imagination and the generation of new ideas

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•	I understand the difference between imaginary and real
••	I give examples of where imagination has been used
•••	I show how I have used my imagination
Step 0	I imagine different situations
•	I know why it is helpful to explain what I imagine
••	I know how to talk about what I have imagined
•••	I describe what I have imagined
Step 1	I imagine different situations and can say what I imagine
•	I know different ways to share what I have imagined
••	I draw or record what I have imagined
•••	I act out or model what I have imagined
Step 2	I imagine different situations and can bring them to life in different ways
•	I explain and define what a creative brief is
••	I know how to generate ideas for a simple brief
•••	I explain and define what success criteria are
Step 3	I generate ideas when I've been given a clear brief
•	I explain why success criteria are important
••	I use success criteria to identify what something is supposed to be able to do
•••	I use success criteria to generate ideas for improving something
Step 4	I generate ideas to improve something
•	I explain and define what a concept is
••	I identify the different components of an idea or concept
•••	I know how two or more ideas can be combined
Step 5	I generate ideas by combining different concepts

GETTING STARTED

Steps 0-5

Imagining and generating ideas

Considerations

Steps 1-2: Some learners may not understand the difference between imaginary and real. How can you ensure they still share their ideas and what they are imagining?

INTERMEDIATE

Steps 6-10

Using creativity and developing ideas

•	I define and describe what creativity is
••	I see the value of creativity for supporting work
•••	I know how creativity can be used across different types of work
Step 6	I use creativity in the context of work
•	I identify the aspects of creativity
••	I explain when I have used creativity in my wider life
•••	I recognise the benefits of using creativity in my wider life
Step 7	I use creativity in the context of my wider life
•	I explain and define mind mapping
••	I create mind map to explore ideas
•••	I share mind maps to explain how ideas are linked and related
Step 8	I develop ideas by using mind mapping
•	I recognise the role of questioning in developing ideas
••	I identify what sort of questions to ask
•••	I use answers to questions to develop my ideas
Step 9	I develop ideas by asking myself questions
•	I define and describe what perspectives are
••	I outline factors that might cause a different perspective
•••	I recognise how different perspectives can be used to improve ideas
Step 10	I develop ideas by considering different perspectives



Creativity

The use of imagination and the generation of new ideas

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•	I identify the advantages and risks of innovating as a group
••	I know how to avoid a group reaching consensus too quickly
•••	I know how to broaden a group's perspective
Step 11	I innovate effectively when working in a group
•	I define experiences and explain their role in the creative process
••	I reflect on my own experiences and use these to create new ideas
•••	I define creative stimuli and explain their role in the creative process
Step 12	I innovate effectively by seeking out varied experiences and stimuli

Time to generate ideas

Jordan and Ben, Rip Stars:

"You need to give us time to come up with ideas, maybe by giving us information before. I don't go from A to B and just think of an idea. My head often goes to C, D and E first."

ADVANCED Steps 11-12 Innovating effectively

MASTERY Steps 13-15 Supporting others to innovate

Considerations

Step 11: Innovating in a group doesn't necessarily mean learners are physically together; could this be done remotely via messages or calls?

•	I understand why it is important to support others to be creative
••	I identify different creative tools that can be used to explore ideas further
•••	I recognise how creative tools can be used by others to boost their creativity
Step 13	I support others to innovate by sharing a range of tools
•	I know why it is important to be able to evaluate creative tools
••	I identify the most effective creative tool for different tasks
•••	I make recommendations for the best creative tool and explain my reasoning
Step 14	I support others to innovate by evaluating the right creative tools for different situations
•	I know what coaching is and how it supports creativity
••	I evaluate others' innovative capabilities
•••	I identify others' working styles and skill sets
Step 15	I support others to innovate by coaching them to be more creative



Staying Positive

The ability to use tactics and strategies to overcome setbacks and achieve goals

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•	I understand what emotions are
••	I know that emotions might be positive or negative
•••	I know why understanding emotions is important
Step 0	I can tell when I feel positive or negative
•	I explain what positive and negative emotions look like
••	I know what events might lead to positive and negative emotions
•••	I recognise and name emotions in others
Step 1	I can tell when others feel positive or negative
•	I know typical emotional responses to something going wrong
••	I explain the downsides of giving up
•••	I know different strategies to motivate myself to keep trying
Step 2	I keep trying when something goes wrong

Considerations

Learners' ability to use this skill effectively is supported by, and feeds into, the development of other skills. How will you provide opportunities to demonstrate how Staying Positive supports, and is supported by, skills such as Problem Solving and Teamwork?

Responding to Negativity

Steph Yates: *"Everyone experiences negativity, especially disabled people. The negativity doesn't define you, it's how you come back from it that defines you."*

GETTING STARTED

Steps 0-6
Keeping trying

Sharing emotions

Jordan and Ben, Rip Stars: *"If you ask me if I'm OK, at first I'll say 'I'm fine'; until we've built trust, I won't talk about it and I'll try not to show it. Asking for help may be the last thing on my list, so I might keep trying but that doesn't mean I'm calm or OK."*

Considerations

Step 3: Learners will have different [strategies for staying calm](#); how can you ensure you are aware of these strategies and how best to support?

•	I know typical actions people make to emotional responses
••	I know different strategies to help me stay calm
•••	I know how staying calm can help me to keep trying
Step 3	I keep trying and stay calm when something goes wrong
•	I manage my emotional response to something going wrong
••	I take a positive approach to learning from something going wrong
•••	I analyse when something goes wrong and learn lessons
Step 4	I keep trying when something goes wrong, and think about what happened
•	I identify clues to recognise others' emotional responses
••	I understand why cheering others up is helpful
•••	I use appropriate strategies to cheer up others when something goes wrong
Step 5	I keep trying when something goes wrong and help cheer others up
•	I define and describe what motivation is
••	I recognise how motivation can change when something goes wrong
•••	I encourage others to remain motivated and keep trying
Step 6	I keep trying when something goes wrong and encourage others to keep trying too



Staying Positive

The ability to use tactics and strategies to overcome setbacks and achieve goals

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•	I identify the challenges or risks in a situation
••	I recognise that opportunities exist even in difficult situations
•••	I know how to start identifying opportunities in difficult situations
Step 7	I look for opportunities in difficult situations
•	I identify appropriate language to express the positive side of a difficult situation
••	I effectively share the positive side of a difficult situation
•••	I involve others in identifying a positive side for themselves
Step 8	I look for opportunities in difficult situations, and share these with others
•	I analyse a difficult situation to review strengths and weaknesses
••	I analyse a difficult situation to identify opportunities and threats
•••	I adapt plans to make the most of opportunities
Step 9	I look for opportunities in difficult situations, and adapt plans to use these opportunities
•	I review a difficult situation and identify viable opportunities
••	I identify the goals for what we want to achieve
•••	I work through set stages to create a viable plan
Step 10	I look for opportunities in difficult situations, and create new plans to use these opportunities

INTERMEDIATE Steps 7-10 Finding opportunities

ADVANCED Steps 11-12 Managing risks and rewards

MASTERY Steps 13-15 Supporting others to stay positive

•	I identify potential risks in opportunities
••	I identify potential gains in opportunities
•••	I know how to compare risks and potential gains
Step 11	I identify risks and gains in opportunities
•	I define and explain how to mitigate risks
••	I define and explain how to manage risk aversion
•••	I make plans to realise gains
Step 12	I identify risks and gains in opportunities, and make plans to manage them

•	I know why you might have to support others to stay positive
••	I recognise how emotions and responses impact on others
•••	I identify appropriate responses to positively influence others in a range of situations
Step 13	I support others to stay positive, by managing my own responses
•	I know how coaching helps others identify opportunities
••	I identify how to support someone into the right mindset to be coached
•••	I know how to coach to support someone to spot new opportunities
Step 14	I support others to stay positive, by helping others to see opportunities
•	I know how to coach someone to identify strengths and weaknesses
••	I know how to coach someone to spot opportunities and threats
•••	I know how to coach others to set goals and create plans
Step 15	I support others to stay positive, by helping others to see opportunities and creating plans to achieve them

Opportunities in difficult situations

Matthew Hazell: *“There will be times when things go wrong. People are different and there are always clashes. It’s about recognising these and finding the positive, what we are trying to do. If it’s possible, you need to communicate and try and ascertain what is going on and why things have gone wrong. As an Autistic person, I find the more you can practice that, the better.”*



Aiming High

The ability to set clear, tangible goals and devise a robust route to achieving them

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•	I understand that some activities can be more difficult than others
••	I know when something is too difficult or dangerous
•••	I know when to keep going and when to seek help
Step 0	I know when I am finding something too difficult
•	I understand what doing well means
••	I recognise when I have done good work
•••	I know when I am making a good contribution
Step 1	I know what doing well looks like for me
•	I understand what working carefully means
••	I take my time when working
•••	I pay attention to detail
Step 2	I work with care and attention to detail
•	I recognise when I have been successful
••	I take satisfaction in being successful
•••	I share what I feel when I have done well
Step 3	I work with pride when I am being successful
•	I understand why new challenges are a good opportunity
••	I look for opportunities in my stretch zone
•••	I identify the positives of approaching a new challenge
Step 4	I work with a positive approach to new challenges

GETTING STARTED

Steps 0-4

Working effectively

Considerations

Steps 1 & 3:
'Doing well' and 'being successful' mean doing our best: this may not immediately be recognised as success if there are no associated rewards. Can you support learners to identify when they are doing well through feedback or a positive emotional response and personal satisfaction?

INTERMEDIATE

Steps 5-9

Setting goals

•	I define and explain what goals are
••	I know how to set goals in my stretch zone
•••	I know how to measure if a goal has been achieved
Step 5	I set goals for myself
•	I identify the needs of myself and others
••	I build needs into the development of my own goals
•••	I build needs into the development of others' goals
Step 6	I set goals informed by an understanding of what is needed
•	I define and explain what tasks are
••	I identify tasks that need to be done to achieve a goal
•••	I put tasks into a logical order
Step 7	I set goals, ordering and prioritising tasks to achieve them
•	I define and explain different resources types
••	I identify what resources are needed in order to complete a task
•••	I know how to secure the resources needed
Step 8	I set goals and secure the right resources to achieve them
•	I recognise people are different to other types of resources
••	I identify how I can involve others in my plans
•••	I know how to engage people in my plans
Step 9	I set goals and plan to involve others in the best way



Aiming High

The ability to set clear, tangible goals and devise a robust route to achieving them

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•	I identify my own skill set
••	I identify others' skill sets
•••	I build skills into plans I create
Step 10	I create plans that are informed by my skill set and that of others
•	I identify what elements are important in creating a plan
••	I define and explain how goals and targets differ
•••	I know how to turn goals into tangible targets
Step 11	I create plans that include clear targets to make progress tangible
•	I understand and recognise the role of constructive criticism
••	I identify appropriate people and how to ask for constructive criticism
•••	I identify how to build external views into plans I create
Step 12	I create plans that are informed by external views, including constructive criticism

ADVANCED Steps 10-12 Creating plans

MASTER Steps 13-15 Developing long-term strategies

Identifying skill sets

Matthew Hazell: *"Everybody is unique. If somebody has a 'label' then that can be their unique selling point. Maybe they haven't developed it yet or just don't know, but it's there. What are your strengths? Think about what you're good at, what you like to do, who you are. This is what gives you your unique selling point."*

Considerations

Essential skill development is a long-term journey; the goals and plans learners create should reflect this. Could using aspirational role models and raising the profile of different pathways help to identify outcomes and the steps to achieving them?

•	I define and explain what a long-term strategy is
••	I take an internal view to evaluate strengths and weaknesses
•••	I take an external view to evaluate opportunities and threats
Step 13	I develop long-term strategies taking into account strengths, weaknesses, opportunities and threats
•	I identify the parts of a strategic plan
••	I define and explain what milestones are
•••	I know how to set milestones that create clear goals to work towards
Step 14	I develop long-term strategies that use regular milestones to keep everything on track
•	I define and explain what feedback loops are and how they are important
••	I define what strategic flexibility is and explain why it is valuable
•••	I know how to adapt plans using positive and negative feedback
Step 15	I develop long-term strategies that include feedback loops to support flexibility and adaptability



Leadership

Supporting, encouraging and developing others to achieve a shared goal

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•	I know what different emotions might look and feel like
••	I recognise positive emotions and what might cause them
•••	I recognise negative emotions and what might cause them
Step 0	I know how I am feeling about something
•	I recognise why it is helpful to explain how I am feeling
••	I know there are good ways to express how I am feeling
•••	I know there are bad ways to express how I am feeling
Step 1	I know how to explain my feelings about something to my team
•	I know how to recognise how people might be feeling
••	I link how people might be feeling to what has happened
•••	I explore others' feelings to understand why they feel that way
Step 2	I know how to recognise others' feelings about something

GETTING STARTED *Steps 0-2* Understanding emotions

Considerations

Essential skill development is a long-term journey; the goals and plans learners create should reflect this. Could using aspirational role models and raising the profile of different pathways help to identify outcomes and the steps to achieving them?

Considerations

Step 1: How will you ensure all learners are able to communicate their feelings to their team? What modelling and support will learners and teams need to do this?

INTERMEDIATE *Steps 3-6* Managing tasks

•	I know how to divide up tasks
••	I know how to share tasks out in a fair way
•••	I spot if there are problems
Step 3	I manage dividing up tasks between others in a fair way
•	I manage the team's time effectively
••	I ensure my team has the right resources
•••	I know how to support my team to complete tasks
Step 4	I manage time and share resources to support completing tasks
•	I identify the different roles that exist in a meeting
••	I chair meetings so everyone has a chance to contribute their ideas
•••	I support the team to reach a decision
Step 5	I manage group discussions to reach shared decisions
•	I recognise that disagreements can be helpful
••	I know how disagreements can be unhelpful
•••	I know how to turn disagreements into shared solutions
Step 6	I manage disagreements to reach shared solutions



Leadership

Supporting, encouraging and developing others to achieve a shared goal

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•	I know the elements of being an effective leader
••	I identify my own strengths as a leader
•••	I identify my own weaknesses as a leader
Step 7	I recognise my own strengths and weaknesses as a leader
•	I identify areas of strength for others in my team
••	I identify areas of weakness for others in my team
•••	I recognise the different types of skills people have
Step 8	I recognise the strengths and weaknesses of others in my team
•	I define what roles are with examples
••	I identify the needs in different roles
•••	I know how to allocate roles by matching others' strengths with role requirements
Step 9	I recognise the strengths and weaknesses of others in my team, and use this to allocate roles accordingly
•	I define and explain what mentorship is
••	I identify what makes mentoring work for the mentee
•••	I support my mentee to identify goals
Step 10	I support others through mentorship
•	I define what coaching is and explain how it differs from mentoring
••	I understand what a coach does
•••	I identify how coaching can be used effectively to improve performance
Step 11	I support others through coaching
•	I define what motivation is and what factors can influence motivation
••	I know how understanding my team can boost motivation
•••	I know the critical things a leader can do to maintain motivation in their team
Step 12	I support others through motivating them

ADVANCED Steps 7-12 Managing and supporting others

Open to questions

Matthew Hazell:
"In every job I've had, leaders have been different. However they lead, it's about the team knowing what is required and not being afraid to go back and say, 'I don't understand this.' That is something that people must never be afraid of."

MASTERY Steps 13-15 Adaptive leadership

Considerations

Step 7: Think about [questions](#) to guide learners' reflection on their leadership: how can you use the framework and examples to ensure these are specific? For learners who need support to recognise their own strengths, what opportunities for feedback will there be?

•	I recognise different leadership styles and their characteristics
••	I identify which leadership styles I use most and why
•••	I evaluate how others respond to different leadership styles
Step 13	I reflect on my own leadership style and its effect on others
•	I recognise when my leadership style is effective and reflect on why
••	I use feedback to identify strengths and weaknesses in my leadership
•••	I make changes to my leadership style based on my reflections
Step 14	I reflect on my own leadership style, and build on my strengths and mitigate my weaknesses
•	I understand different leadership styles are better suited to different situations
••	I reflect on which leadership styles have been most effective in different situations
•••	I understand when and why major leadership styles are effective
Step 15	I reflect on my own leadership style, and adapt my approach according to the situation



Teamwork

Working cooperatively with others towards achieving a shared goal

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•	I understand why working with others can be helpful
••	I know what working positively looks like
•••	I recognise when it is difficult to work positively
Step 0	I work with others in a positive way
•	I define what behaviour is with examples
••	I know how behaviour might vary
•••	I identify the appropriate behaviour for different situations
Step 1	I work well with others by behaving appropriately
•	I understand why being on time matters
••	I can define reliability and why it matters
•••	I identify how to get better at being reliable
Step 2	I work well with others by being on time and reliable
•	I can define what responsibility means
••	I identify ways to take responsibility
•••	I understand when taking responsibility works well
Step 3	I work well with others by taking responsibility for completing my tasks
•	I understand what it means to support others
••	I explain why supporting others is important and helpful
•••	I know how to identify if I can support others
Step 4	I work well with others by supporting them if I can do so
•	I define and explain what diversity means
••	I define and explain what equality means
•••	I define and explain what inclusivity means
Step 5	I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds

GETTING STARTED Steps 0-5 Working well with others

Working with others
Jordan and Ben, Rip Stars: *The first 3 seconds of meeting someone is the most important. It may take a long time for someone to work with you and to decide how much they'll share with you, but the trust is being built from those first 3 seconds.*

INTERMEDIATE Steps 6-8 Contributing to the group

Considerations

Step 0: Working cooperatively means getting the job done, not being best friends. How can you ensure learners are aware of what is meant by '[working positively](#)'? Could agreeing upon shared expectations support learners in this?

Disagreements

Steph Yates: *"Good teams listen to each other and take on board what others say but aren't afraid to disagree."*

•	I define and explain what group decision making is
••	I recognise the benefits of contributing to group decision making
•••	I know how to contribute positively to group discussions
Step 6	I contribute to group decision making
•	I understand that sharing my ideas is just one part of group decision making
••	I identify why group decision making can go wrong and take steps to avoid this
•••	I recognise the value of others' ideas
Step 7	I contribute to group decision making, whilst recognising the value of others' ideas
•	I recognise why everyone in a group should contribute
••	I understand why sometimes people don't want to contribute
•••	I encourage others to contribute effectively
Step 8	I contribute to group decision making, encouraging others to contribute



Teamwork

Working cooperatively with others towards achieving a shared goal

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•	I define what unhelpful conflicts are and what effect they can have
••	I recognise common causes of unhelpful conflicts
•••	I know strategies to help avoid conflicts starting
Step 9	I improve the team by not creating unhelpful conflicts
•	I prepare to resolve my own conflicts
••	I use conversation to resolve my conflicts with others
•••	I know how to help resolve the conflicts of others
Step 10	I improve the team by resolving unhelpful conflicts
•	I recognise why relationships beyond the team are important
••	I understand what external relationships might be based around
•••	I know how new relationships can be started, maintained and developed
Step 11	I improve the team by building relationships beyond my immediate team

Team Members' Strengths

Matthew Hazell:

"I'm much more comfortable working at my desk and analysing things; I prefer to collect information and funnel it up to someone who goes to meetings and presents data. Teams work well without all having to be in the same place at the same time."

ADVANCED Steps 9-11 Improving a team

MASTER Steps 12-15 Influencing a team

Considerations

Steps 9 & 10: How will you support learners to understand [the difference between disagreement and conflict](#)? How can you use development in other skills such as Staying Positive and Listening to support this?

•	I use evaluative questions to reflect on a team's progress
••	I make suggestions for improving team performance
•••	I know how to work with the leader to positively influence my team
Step 12	I influence the team by reflecting on progress and suggesting improvements
•	I understand how objective targets help a team to see if it has been successful
••	I use team objectives to evaluate successes and failures
•••	I know how to use constructive feedback to encourage positive outcomes
Step 13	I influence the team by evaluating successes and failures and sharing lessons
•	I evaluate team members' strengths and provide positive feedback
••	I evaluate team members' weaknesses to identify where support may be needed
•••	I use my understanding of team attributes effectively support a team
Step 14	I support the team by evaluating others' strengths and weaknesses, and supporting them accordingly
•	I recognise what benefits external stakeholders can bring to a team
••	I identify external stakeholders to bring expertise to a team
•••	I know how to nourish external relationships
Step 15	I support the team by bringing in external expertise and relationships

Putting the Framework into action

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While the Expanded Universal Framework is a helpful tool for understanding and exploring essential skills, we have also worked hard to create tools and resources that can be used to put the Framework into action.



Interactive Framework Tool

This tool is the best way to get to know the Skills Builder Framework itself. Each skill step has a 'Build It' section that explores the building blocks, or key components, of each Step. These building blocks align with the stepping stones of the Expanded Framework. Using reflection questions as a core structure, each section explores the theory behind each Step and provides advice to bring the steps to life in all settings.



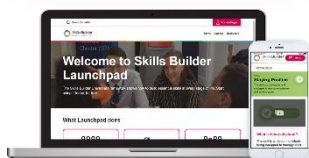
The Skills Builder Hub

The Hub provides a one-stop shop for teaching essential skills, including printable resources, short video lessons and workshops. The Hub also provides an opportunity for a facilitator to quickly assess a group of young people, and then be directed to the most suitable resources.



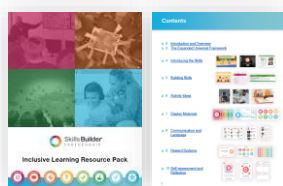
Skills Builder Benchmark

This tool introduces each essential skill to individuals and allows them to answer a series of questions on each skill. This will then give them a score and skill summary for further development. Facilitators have the opportunity to direct individuals to this tool and then track the data.



Skills Builder Launchpad

Skills Builder Launchpad is an online resource platform for individuals aged 11+ to build their own essential skills at every stage of life. Interactive modules build every step of the Universal Framework, with opportunities for real life application and space to articulate skills through independent reflection, discussion and written records..



Inclusive Learning Resource Pack

The Inclusive Learning Resource Pack provides an overview of resources and activities to support learners, including those with additional needs. Alongside this overview, Best Practice Snapshots give examples of where these have been successfully applied in an inclusive learning setting.

Identify strengths and areas for development

A critical starting point when supporting learners to develop skills is to identify which of the essential skills and steps they are feeling confident with and to review where their areas for development might be. This understanding can be used to drive subsequent activities and experiences around explicit skill development. Supporting learners to be part of this process ensures there is a shared understanding of strengths and areas for development and skill development is meaningful and personalised.



Use the Skills Builder approach

The common language of the Universal Framework supports learners to not only understand the skills but to articulate and give examples of when they have shown them. Consistency of language is key to highlighting the transferability of these skills in a range of contexts and for facilitators to set meaningful targets and next steps.

With the essential skills broken down into smaller chunks in the Expanded Universal Framework, it can support facilitators and learners to select a skill and a step to hone in on. These key components can be used to determine what learners are already able to do and to target which areas to develop.

Focus on Strengths

Matthew Hazell:

“What I have to stress for anybody is to find your strengths, that unique selling point. When you are not so orientated towards a certain skill set, it does become difficult. It can become an issue. Direct yourself towards being



Resources

Interactive Framework Tool: Exploring the Building Blocks of each Step allows learners and facilitators to identify which components have been demonstrated and target explicit areas for focus.

Hub Baselining Tool: Completing a baseline assessment gives facilitators an overview of learners' strengths and areas for development. Facilitators can then target skill steps and use resources to explicitly develop these.

Short Lessons: Targeting key components of each Step and building these using videos, activities and reflection questions gives tangible evidence of when skills have been developed.

^a
indispensable in certain areas, then provide support for others who can use their skills in other areas. For neurodiverse learners, this may well revolve around analysis, testing hypotheses, crunching data, manipulation of figures and using logic to solve problems. Once you've found that unique selling point, build on it and master it.”

Support mentoring, appraisals and reflections

A focus on skill development provides the foundation for many reflective discussions around an individual's development, progress and achievements. Using a progression framework as a starting point to highlight strengths and to identify areas for development can be a fantastic opportunity to provide one-to-one support for learners to enable them to learn more about a particular area, help them to identify and meet their goals and take a more personalised approach to their ongoing development.



Use the Skills Builder approach

Some organisations have focused mentoring on the development of essential skills, with the mentor helping the individual to reflect on their essential skills, to set goals for improvement, and then to catch up regularly to keep them on track. Working towards a particular goal can also help to develop Aiming High and Staying Positive skills.

For many learners, it can be difficult to identify and recognise the skills they have developed and demonstrated. Initiating discussion around what they have *done* or what their *interests* are can provide opportunities to highlight the necessary skills involved and how these transfer to other areas of learning and development.



Resources

(Can be used independently and/or with support)

Skill Workbooks: Activities support learners to build their own skills and reflect on how they have used these in different contexts and settings. Used as a basis for reflective discussions.

Interactive Skill Passports: These allow learners to record examples of how they have demonstrated specific components of each skill step to share and celebrate.

Launchpad Modules: These interactive modules explore each skill step of the Universal Framework and lead learners to reflect and record how they've applied essential skills in a range of contexts.

Using the Framework to Structure Discussions

Matthew Hazell:

"I'm very poor at talking myself up and explaining what I do well... I do what I do. I don't know if it's good or bad. Having a framework for skills means you can look

at the different descriptors and say 'Yes, I do that', 'No, that's not me' or 'That's something I'd like to work on.' Whether that's in an interview or an appraisal, that's a great way to be able to talk about what you do well and means you're talking about the same things."

Create outcome-focused experiences

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Adopting an outcomes-focused approach means orienting your programmes and provision to achieve a specific outcome or outcomes as a result of your activities. Outcome-focused programmes and support therefore aim to achieve the aspirations, goals and priorities identified by learners and facilitators and helps organisations prove to stakeholders that what they are doing is working. Having a clear and shared understanding of these outcomes creates a solutions-focused approach that puts learners' interests at the core of the provision and ensures all stakeholders are aware of the purpose of their involvement.



Use the Skills Builder approach

Supporting learners to recognise the importance of thinking about skills when making plans, and how to use their knowledge of the skills they have to set goals, is core to an outcome-focused approach. In order to identify where essential skills will be embedded, it's important to understand the [different types of skills](#).

The Expanded Framework can be used to understand learners' strengths and areas for development and identify achievable goals. This skill development can then be built into programmes to ensure provision is driven by a focus on outcomes and which skills need to be developed in order to achieve these.



Resources

[Interactive Framework Tool](#): Explore each skill step in detail, reflect on how learners explicitly demonstrate this skill and learn about why this particular skill is important in a range of contexts so learners apply learning to explicit tasks linked to outcomes.

[Launchpad Modules](#): Interactive modules explore each Step and lead learners to reflect and record how they've applied skills, giving tangible examples to discuss in the context of outcome areas.

[Skill Workbooks](#): Activities for learners to build their own skills and reflect on how they can use these in other contexts and settings. Can be linked to explicit activities linked to outcomes.

Person-centred Approach and Learner Voice

Steph Yates:

"People have always underestimated me and they still do. They see my disability and decide what I can do and what I can't do. They don't see the person."

Ben and Jordan, Rip Stars:

"A diagnosis is only good for that: what my diagnosis is. It doesn't tell you who I am or what I can do. Coming with a predetermined idea doesn't work if someone thinks they already know me because of what they've been told or read about me."



Great Minds Together is a not-for-profit organisation with a multidisciplinary team that aims to deliver better outcomes for children and young people, particularly those with social, emotional and mental health needs and/or special educational needs and disabilities.

Best Practice Snapshots

- Focus on skill sets by supporting young people to identify which skills they have demonstrated and use the Expanded Framework to highlight strengths and examples of when these have been demonstrated.
- Programmes' individualised employability focus gives an outcome-focused approach to help to raise a young person's career aspirations and provide a shared understanding for their support network.
- Highlighting young people's strengths through experiential learning and linking these to positive employability outcomes supports young people's emotional mental health needs and social efficacy.



National Literacy Trust are an independent charity dedicated to improving the literacy of the UK's most disadvantaged communities, where one in three people have low literacy levels. Their 'Words for Work' programme challenges inequality in employment opportunities for young people, giving them the communication skills to be successful in the workplace.

Best Practice Snapshots

- Words for Work highlights the importance of communication in the development of skills such as Leadership and Teamwork, whilst the careers-related learning focuses on the development of Aiming High skills in younger learners.
- Work with businesses to embed language of essential skills in their outreach activities, including school visits and virtual workplace tours.
- Embed common language of essential skills within resources used across whole community to aid recognition and support identification of skills in all settings, highlighting strengths and skill sets to raise confidence and aspirations.



The mission of the SAND Project is to create meaningful work opportunities for people with learning difficulties.

They provide personalised work training programmes for young people with moderate learning disabilities through a café, media centre and college.

Best Practice Snapshots

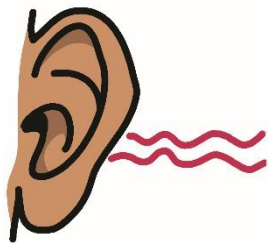
- Personalised, aspirational pathways draw upon learners' skill sets and provide framework for training, where the Expanded Framework provides focused targets for specialist support within work experience programmes.
- Links with Oak Grove College in Worthing, the local special school and college, creates opportunities for learners to [apply skills developed in the classroom in the workplace.](#)
- Step descriptors used as a platform for learners' personalised targets, using specific activities and contexts to make application tangible (e.g. *XXX works with care and attention to detail when preparing food in the kitchen*).



Spiral's interactive workshops focus on equipping young people with the transferable skills essential for success, using real-life challenges to support skill development and confidence in career readiness.

Best Practice Snapshots

- Matched skills and step descriptors to organisation's Theory of Change Develop. Programmes focus on specific skills (Teamwork, Aiming High and Staying Positive) and Framework used to target what is tracked and measured.
- Initial teacher assessments used to understand levels of individual learners and groups before programmes start to guide how workshops are tailored to meet needs.
- Learners' self assessment and facilitator reflections guide accurate and detailed feedback around particular Steps.
- Share young people's progression with them throughout programme, helping them to recognise their achievements and motivating them to continue this development.



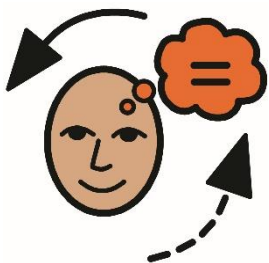
Listening



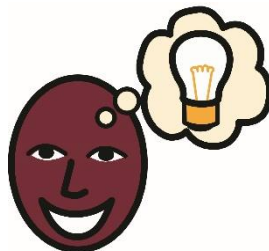
Speaking



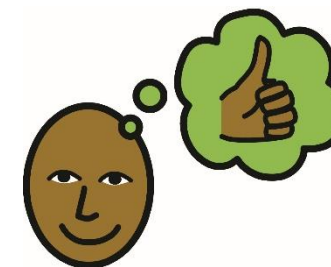
Communication



Problem Solving



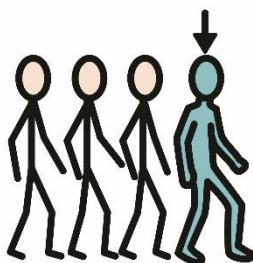
Creativity



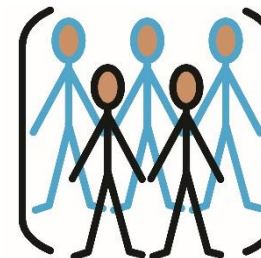
Staying Positive



Aiming High



Leadership



Teamwork



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Skills Builder
PARTNERSHIP

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