



# Skills Builder

## UNIVERSAL FRAMEWORK



# Skills Builder

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# Welcome to the Skills Builder workshop

*We aim for you to leave the session with a better understanding of...*



1

**Enterprise and how it fits  
in the curriculum**

2

**Essential skills, why they  
are important and how  
you can build them**

3

**What best practice looks  
like in enterprise and  
skills development**

4

**How to plan an  
enterprise session that  
develops essential skills**

# Ice breaker activity

Essential skills, their definitions and a Skills Diamond activity



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In small groups, order the essential skills cards in a diamond formation with most important skill at the top and least important at the bottom to answer the following question:

Which essential skills are most important for ....

- a) Year 10 students
- b) Applying for a job
- c) Cooking a meal



*The receiving, retaining and processing of information or ideas*



*The oral transmission of information or ideas*



*The ability to find a solution to a situation or challenge*



*The use of imagination and the generation of new ideas*



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



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



*Supporting, encouraging and developing others to achieve a shared goal*



*Working cooperatively with others towards achieving a shared goal*

# Understanding Enterprise



Enterprise education provides young people with the skills, competencies and mindset to make the most of everyday opportunities and challenges. Being enterprising is something which can be applied to all aspects of life and work – identifying and initiating opportunities as well as adapting your response to situations.

## **Benefits of Enterprise Education include:**

- Soft Skills Development including: Communication, Teamwork, Problem-Solving, Resilience
- Increased Financial Capabilities
- Confidence and Self-Belief
- Encouragement of Entrepreneurial Thinking (innovation, strategic thinking)
- Exposure to Industry Real World
- Personal Growth and Leadership
- Long-Term Career Advantages

**Q: What Enterprise activities do you do in your setting?**

# Where skills and enterprise come together

*Enterprise is an excellent opportunity for students to build their skills*



## What skills have been developed through your enterprise activities before?

### Some examples...

Basic skills	Activity
Literacy	Writing business plans and persuasive pitches
Numeracy	Costing items and managing a budget
Essential skills	Activity
Speaking	Persuasive speaking, team meeting discussions
Listening	Recording important information during market research
Teamwork	Team based challenges, roles
Problem Solving	Coming up with solutions to a problem

Share with your partner, some skills that have been developed during enterprise activities that you have delivered, or seen being delivered before

# The Skills Builder Partnership

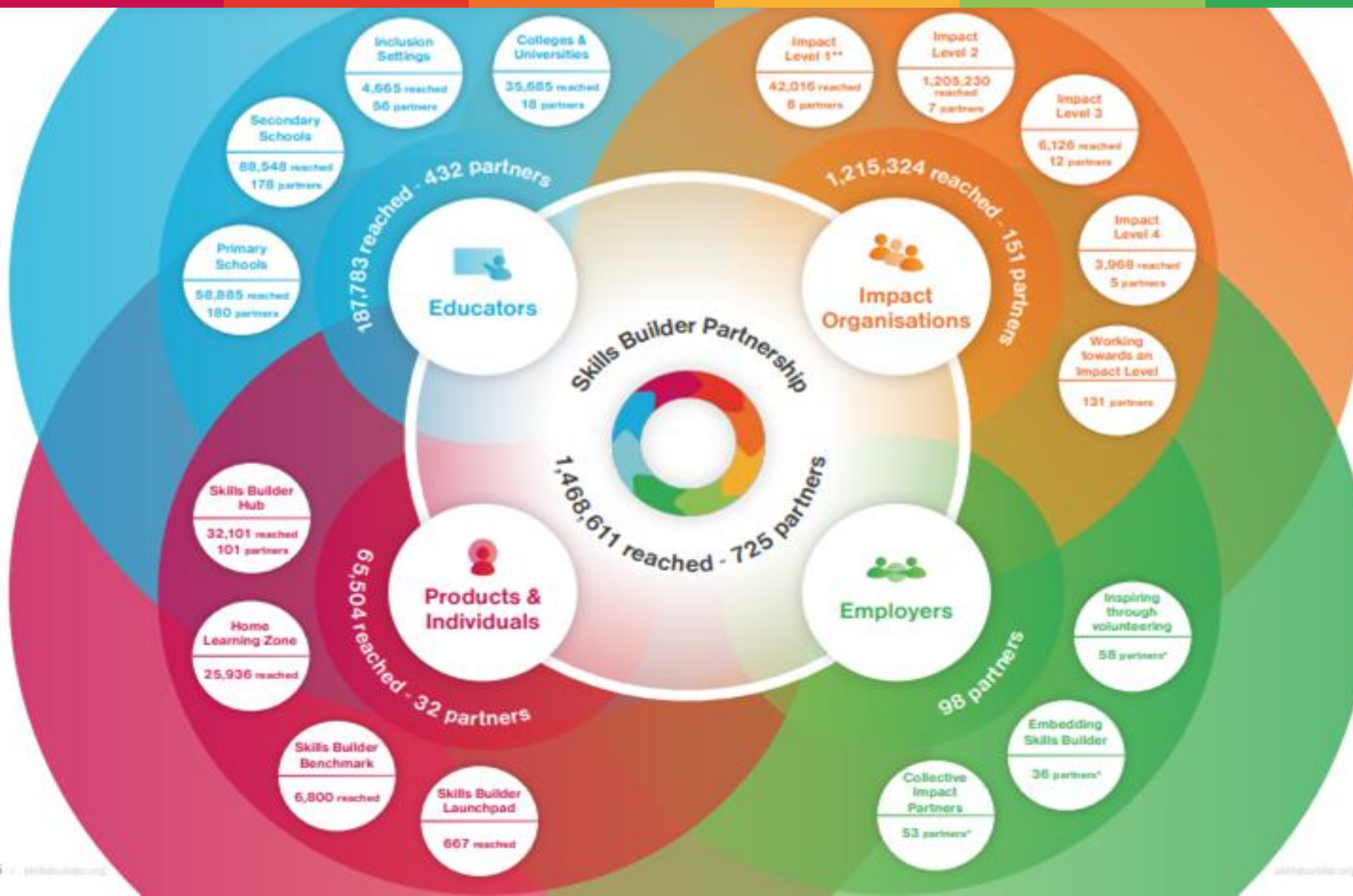
Who we are and why essential skills matter



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**1.4 million +**  
opportunities delivered to  
build essential skills

**900 +**  
partners

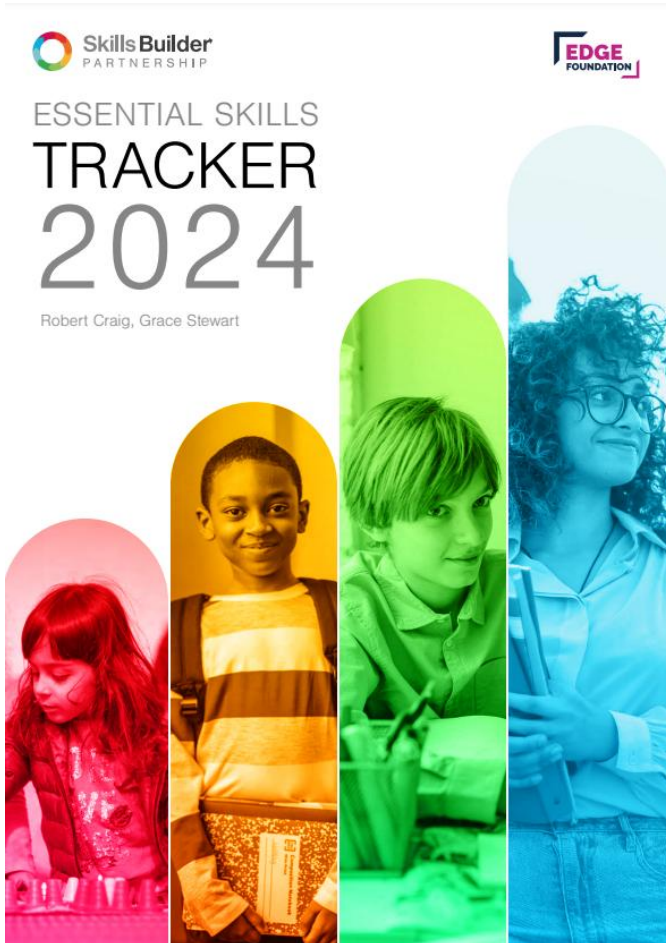
# The Mission



**One day,  
everyone will  
build the  
essential skills  
to succeed**



# The Skills Landscape



*“In the opinion of teachers, there is a **mismatch between what the education system prioritises and what leads to success in employment.** Essential skills are perceived to have **too little priority** relative to their impact on employment success”*

*“92% of teachers viewed explicitly teaching essential skills as **important in preparing learners for both life and work**”*

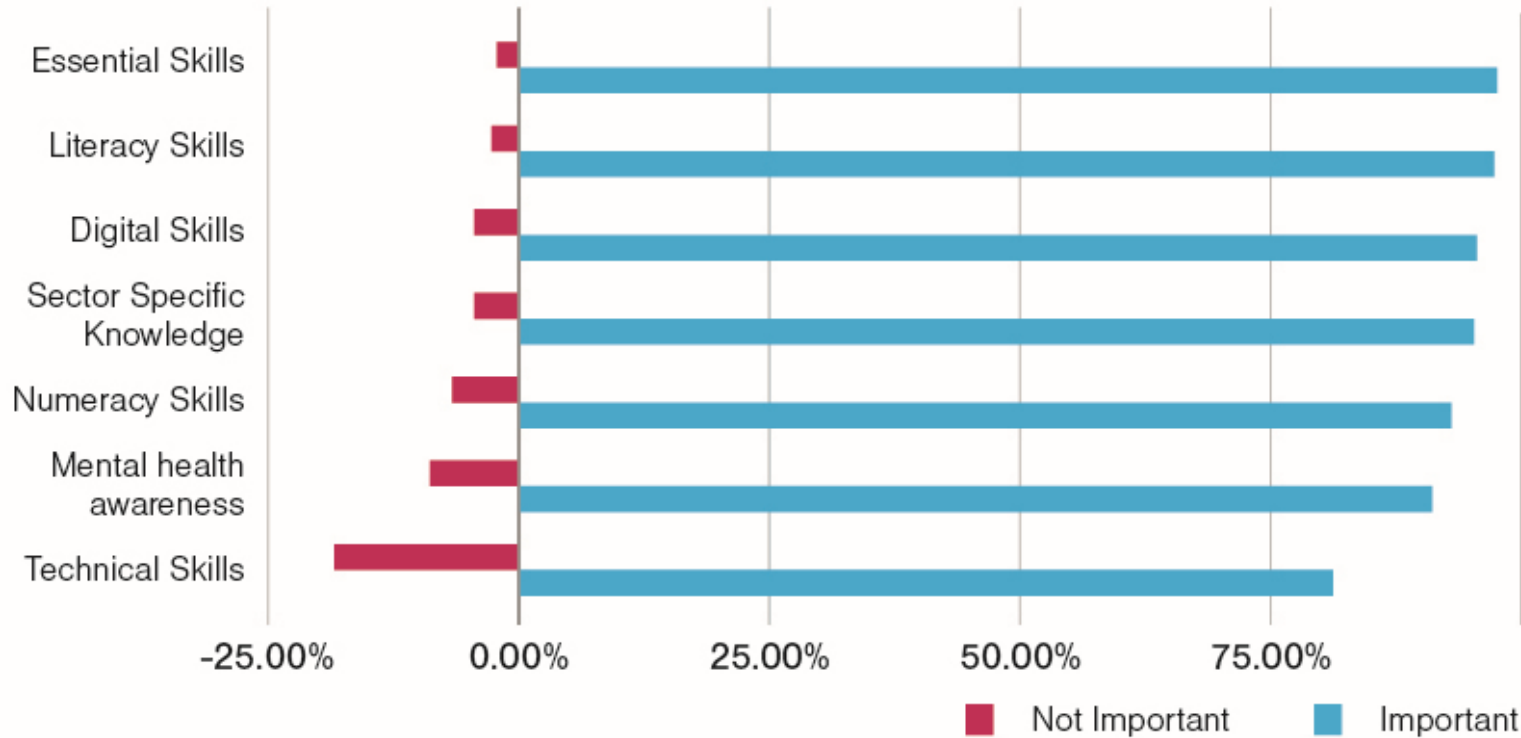
*The Essential Skills Tracker, 2024*

# The Why: The Skills Trap



# The Why: Employment

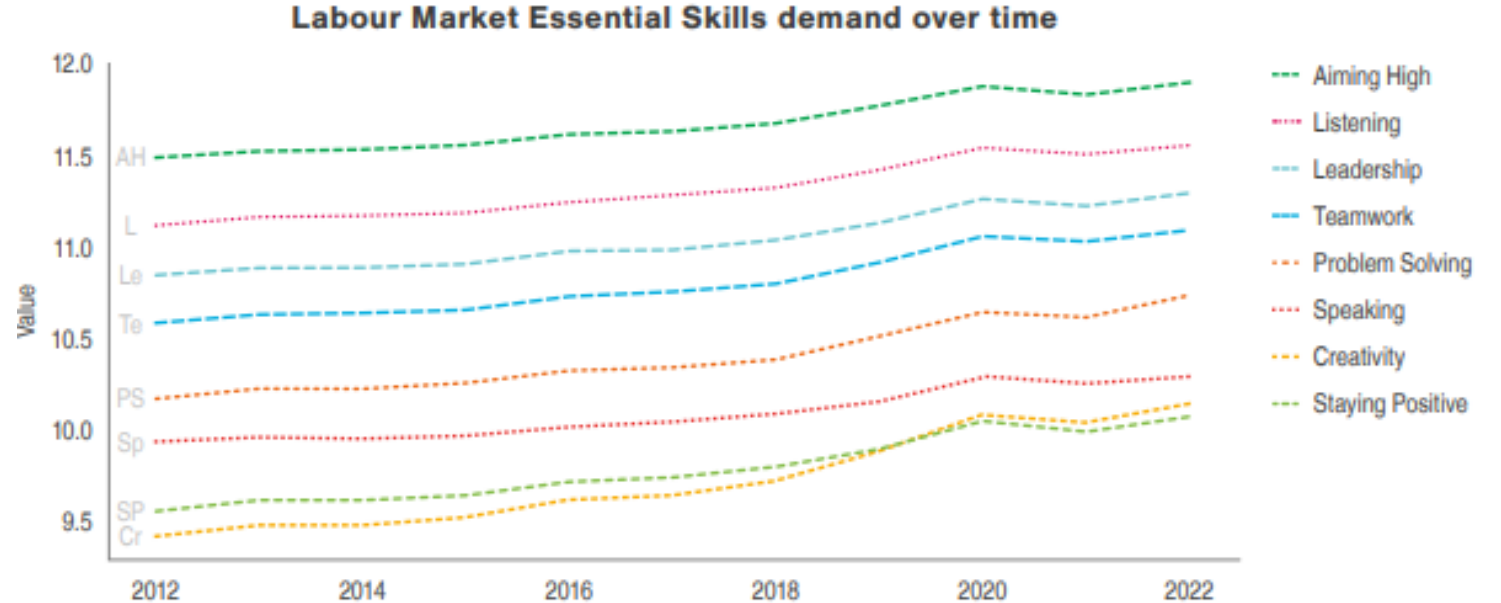
% who agree that each factor is important to succeed within their career



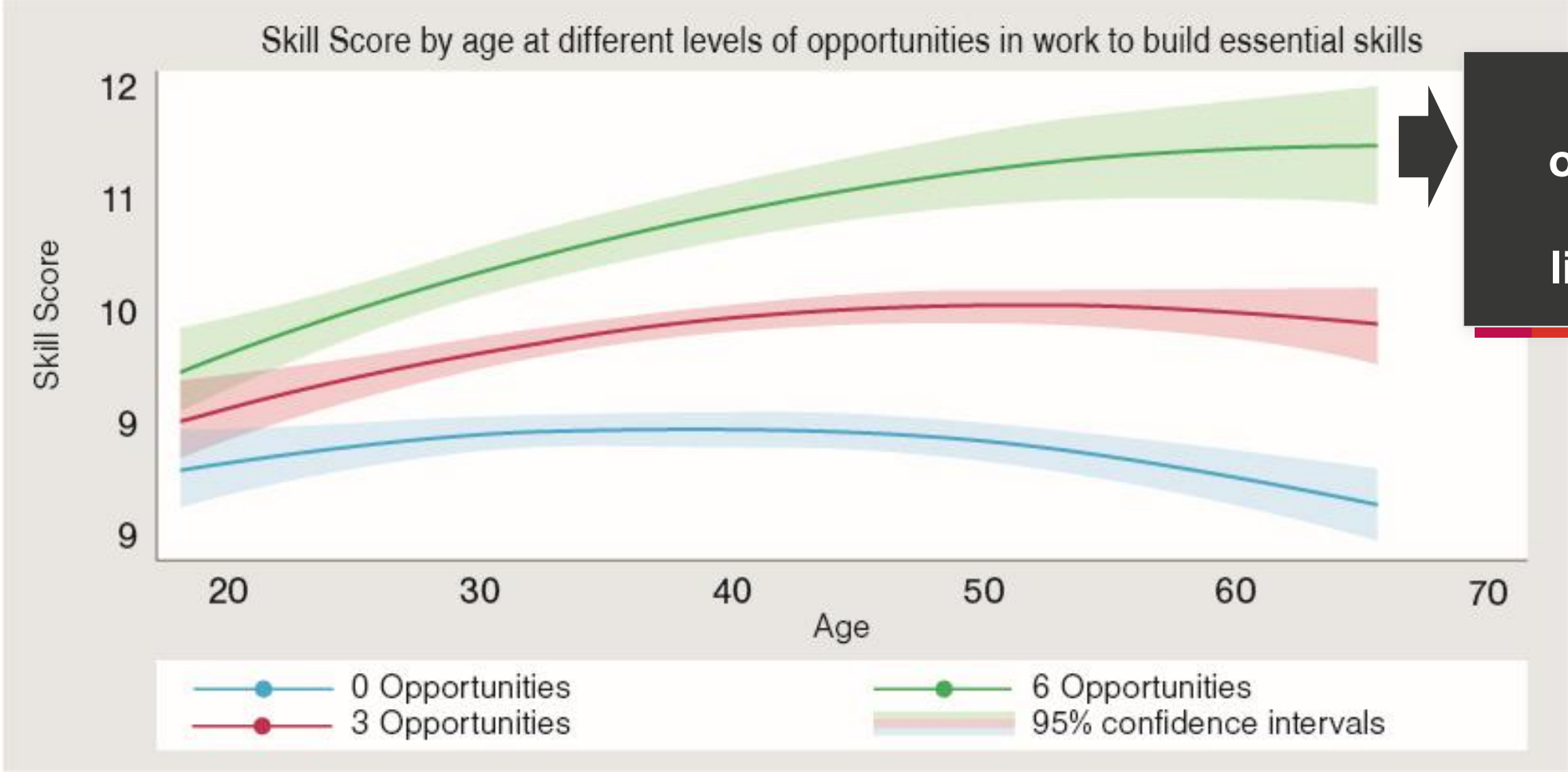
**92%**  
see essential skills as important for employability & their careers

# Labour Market Demand for Essential Skills

**Demand for all essential skills is growing over time**



# The Why: Opportunities to build skills have a marked effect



**Lifelong opportunities lead to lifelong skills**

# Understanding the framework



**8 essential skills**

**Consistent definitions**

**4 stages**

**16 steps (0 - 15)**

# Eight essential skills

*Consistent definitions*

## Communication:



*The receiving, retaining and processing of information or ideas*



*The oral transmission of information or ideas*

## Creative Problem Solving:



*The ability to find a solution to a situation or challenge*



*The use of imagination and the generation of new ideas*

## Self Management:



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



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

## Collaboration & Interpersonal:



*Supporting, encouraging and developing others to achieve a shared goal*



*Working cooperatively with others towards achieving a shared goal*

# Developing the framework



*Developed by the Essential skills Taskforce:*







# Speaking

*The oral transmission of information or ideas*

This skill is all about how to communicate effectively with others, being mindful of whether they are talking to peers, leaders or others in different settings. Initially, this skill focuses on being able to speak clearly - first with well-known individuals and small groups and then with those who are not already known.

The next stage is about being an effective speaker by making points logically, by thinking about what listeners already know and using appropriate language, tone and gesture. Beyond that, individuals focus on speaking engagingly through use of facts and examples, visual aids, and their expression and gesture.

Beyond that stage, speakers will be adaptive to the response of their listeners and ready for different scenarios. The final steps focus on speaking influentially - using structure, examples, facts and vision to persuade listeners.

The Framework is protected by a Creative Commons Attribution-NoDerivatives 4.0 International Public License.

Step	Statement
Step 0	I speak clearly to someone I know
Step 1	I speak clearly to small groups of people I know
Step 2	I speak clearly to individuals and small groups I do not know
Step 3	I speak effectively by making points in a logical order
Step 4	I speak effectively by thinking about what my listeners already know
Step 5	I speak effectively by using appropriate language
Step 6	I speak effectively by using appropriate tone, expression and gesture
Step 7	I speak engagingly by using facts and examples to support my points
Step 8	I speak engagingly by using visual aids to support my points
Step 9	I speak engagingly by using tone, expression and gesture to engage listeners
Step 10	I speak adaptively by changing my language, tone and expression depending on the response of listeners
Step 11	I speak adaptively by planning for different possible responses of listeners
Step 12	I speak adaptively by changing my content depending on the response of listeners
Step 13	I speak influentially by changing the structure of my points to best persuade the listeners
Step 14	I speak influentially by changing the examples and facts I use to best persuade the listeners
Step 15	I speak influentially by articulating a compelling vision that persuades the listeners

*Getting Started:*  
**Speaking clearly and effectively**

*Intermediate:*  
**Speaking engagingly**

*Advanced:*  
**Speaking adaptively**

*Mastery:*  
**Speaking influentially**

# Stages of development



Listening to others

Speaking clearly

Completing tasks

Generating ideas

Keeping trying

Working effectively

Understanding emotions

Working well with others

Demonstrating listening

Speaking engagingly

Exploring problems

Developing ideas

Finding opportunities

Setting goals

Managing tasks

Contributing to the group

Recognising influence

Speaking adaptively

Analysing problems

Innovating effectively

Managing risks and rewards

Creating plans

Supporting others

Improving a team

Listening critically

Speaking influentially

Implementing strategic plans

Supporting others to innovate

Supporting others to stay positive

Developing strategies

Adaptive leadership

Influencing a team

# The Expanded Universal Framework

Steps broken down into smaller stepping stones



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## Listening

The receiving, retaining and processing of information or ideas

2

This skill is all about being able to effectively receive information - whether it comes from a peer, a teacher, or someone else entirely.

Initially, the skill steps concentrate on being able to listen effectively to others - including remembering short instructions, understanding why others are communicating and recording important information.

Individuals then focus on how they demonstrate that they are listening effectively, thinking about body language, open questioning and summarising and rephrasing.

Beyond that, the focus is on being aware of how they might be being influenced by a speaker, through tone and language.

The final steps are about critical listening - comparing perspectives, identifying biases, evaluating ideas and being objective.

3

Step	Learner Descriptor
•	I know what it means to listen
••	I know what interrupting is, and why to avoid it
•••	I know some ways to avoid interrupting
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
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
2	I listen to others and can ask questions if I don't understand

4

Step	Learner Descriptor
•	I listen effectively and stay focused
••	I retain and process information I have heard
•••	I recall and explain information to others
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
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
5	I listen to others and record important information as I do

1

Skill definition

2

The thematic progression in skill development

3

The steps show progression from the foundations of each skill to the most developed stages.

4

This descriptor can be shared with learners to understand their own skill development.



The Expanded Framework breaks progression down, placing three simple **Stepping Stones** between Steps give more extensive scaffolding.

The Stepping Stones can be recorded on our assessment tool, too.

# Putting the framework in practise

## Step 4

I explore problems by creating different possible solutions

**In groups of 2-3 explore different solutions to this problem**

A farmer has a **fox**, a **goat**, and a **cabbage**. He wants to cross a river, but his boat will hold only one item beside himself. He cannot leave the fox with the goat, or the goat with the cabbage.

How can he get all three across the river?



How you can use the Universal Framework:

- First, match the essential skills with enterprise activities by using the icons and consistent language.
- Then, be specific, select which of the Universal Framework steps are most relevant.
- Always, encourage self-reflection and application of skills. Consider progress of skill steps over time.



# Where can you Find Key Resources?



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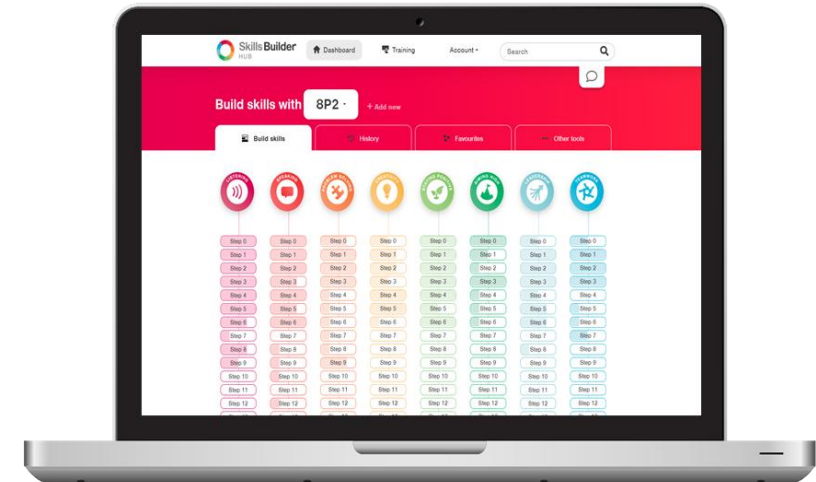


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**Skills Builder Hub** ([video](#) here)

*[hub.skillsbuilder.org/start/](https://hub.skillsbuilder.org/start/)*

- ✓ Online resource & impact platform for **teachers**
- ✓ 300+ Short Lessons, assemblies, workshops, posters, certificates, passports
- ✓ Diagnostic tool - Measure skills and aggregate data for progress
- ✓ Online, bitesize teacher training modules



# Reflect on your Students' Essential Skills

Skills Builder HUB | Dashboard | Training Area | Account | Search

Build skills with Autumn | + Add new

Build skills | History | Favourites

- LISTENING
- SPEAKING
- PROBLEM SOLVING
- CREATIVITY
- STAYING POSITIVE
- AIMING HIGH
- LEADERSHIP
- TEAMWORK

Grid of skill steps (Step 0 to Step 15) for each skill category.

**Getting Started: Understanding emotions**

How many learners have n

Step 0	Learners know how they are feeling about something	None   Very few   Some   Most
Step 1	Learners know how to explain their feelings about something to their team	None   Very few   Some   Most
Step 2	Learners know how to recognise others' feelings about something	None   Very few   Some   Most

**Intermediate: Managing tasks**

How many learners have n

Step 3	Learners manage dividing up tasks between others in a fair way	None   Very few   Some   Most
Step 4	Learners manage time and share resources to support completing tasks	None   Very few   Some   Most
Step 5	Learners manage...	None   Very few   Some   Most

Finish for now | You can update your groups' progress at any time

**AIMING HIGH**  
Steps 0-15

Start here...  
Step 2  
Learners work with care and attention to detail  
[Browse resources](#)

Or choose another step

**Getting Started: Working effectively**

Step 0	Learners know when they are finding something too difficult	All learners have mastered this step	<a href="#">Resources</a>
Step 1	Learners know what doing well looks like for them	All learners have mastered this step	<a href="#">Resources</a>
Step 2	Learners work with care and attention to detail	Some learners have mastered this step	<a href="#">Resources</a>
Step 3	Learners work with pride when they are being successful	Very few learners have mastered this step	<a href="#">Resources</a>

# Case Study: Fiver Challenge

Four week programme, primary students given £5 to set up a new business.

The focus skill steps are highlighted for the project e.g.

- Listening Step 5

I listen to others and record important information as I do

- Speaking Step 3

I speak effectively by making my points in a logical order

- Creativity Step 3

I generate ideas when I've been given a clear brief

- Teamwork Step 4

I work well with others by supporting them if I can do so

- Problem Solving Step 3

I complete tasks by finding information I need myself

Opportunities to reflect on and practise these skill steps are highlighted to the teacher and students.

## Your market research

When starting a business, researching the market is very important. It can help you find out information about your customers, competitors and your business.

Using your **Fiver challenge workbook** to guide you and the **market research questionnaire template** you can now test out your idea, your business name and logo on people to find if it works.

Be prepared – you may need to make some changes depending on what people say.



*How do we know what information we need?  
What are some of the key questions that you should include about your ideas?*





# Case Study: Social Entrepreneur Challenge Day

Learning cycle of  
Recap  
Learn  
Apply  
Reflect



The screenshot shows a digital learning interface for 'Session 2' of 'Social Entrepreneur'. At the top, there is a green header with the text 'Social ENTREPRENEUR Session 2' and a question mark icon. Below the header is a progress bar with four stages: 'Recap', 'Learn', 'Apply', and 'Reflect'. The 'Recap' stage is currently active. A green box in the center contains the text: 'Today, we will be exploring the big question: **How can we have a positive impact?** We will be investigating the world of social entrepreneurship and devising ideas for a new social enterprise.' Below this text is an image of a hand drawing a mind map on a whiteboard. At the bottom of the interface, there are two buttons: 'Back' on the left and 'Introduce this session ►' on the right. In the top right corner, there is a circular icon with a mountain and the text 'AIMING HIGH' and 'Click to see Steps 10-12'.

# Case Study: Social Entrepreneur Challenge Day

Having a specific skill focus for each session avoids overwhelming students with all the skills and means they can practise a skill step or two explicitly

The screenshot shows a digital learning interface for 'Session 4' of a 'Social Entrepreneur' course. At the top, there is a navigation bar with the text 'Social ENTREPRENEUR Session 4' and a 'Click to see Steps 10-12' link. Below this is a progress indicator with four steps: 'Recap', 'Learn', 'Apply', and 'Reflect', with 'Learn' being the active step. The main content area features a central graphic with eight skill icons: 'LISTENING', 'SPEAKING', 'PROBLEM SOLVING' (highlighted in a larger orange circle), 'CREATIVITY', 'STAYING POSITIVE', 'AIMING HIGH', 'LEADERSHIP', and 'TEAMWORK'. Below the graphic, the text reads: 'This session will focus on Problem Solving. When have you used this skill before?'. A 'See skill description' button is located at the bottom of the central panel. To the right of the central panel is a photograph of hands holding a Rubik's cube. At the bottom of the interface, there are 'Back' and 'Video: Problem Solving' buttons.



# Case Study: Social Entrepreneur Challenge Day



### TASK A:

1. As a team, decide what you want to present about your new social enterprise.
2. Divide up the roles amongst your team.
3. Individually, write and rehearse what you will say.

*In a moment, each team will only have a maximum of 3 minutes to present.*

**You have 15 minutes now to prepare.**

*(Click the Step 10, 11 or 12 button above to see differentiated versions of this activity)*

### Possible topics:

- The name and concept of your social enterprise
- The social problem your enterprise aims to tackle
- Your funding strategy, including how you will re-invest your profits
- Resources you will need to get started
- Your social media campaign

# Activity: Design your own project

*Work in a small group*

Design a simple enterprise focused project that integrates some of the 8 essential skills

- Consider
- Objectives
- Activity
- Skill focus - choose 1 -2 focus skills
- Skill Steps
- Assessment methods

Remember:

- First, match the essential skills with enterprise activities by using the icons and consistent language.
- Then, be specific, select which of the Universal Framework steps are most relevant.
- Always, encourage self-reflection and application of skills. Consider progress of skill steps over time.



Each group presents their programme idea briefly



# Conclusion & Q & A

