



Sports Toolkit

2020 - 25 Version

Skills Builder Universal Framework for Essential Skills



Introduction and context



The importance of developing a set of essential skills for individuals to thrive in education, employment and entrepreneurship has been long documented, from the CBI's landmark 1989 report¹ through to the Taylor Review in 2017².

These are the skills which 'almost everyone needs to do almost any job. They are the skills that make specific knowledge and technical skills fully productive'.³

Too often this is an area where terminology is confused and confusing. The work of the Essential Skills Taskforce⁴ over the last year has been to try to cut through this, to refine a consistent, universal approach to these essential skills.

We define the essential skills as: Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork.

The Skills Builder Universal Framework

The [Harlequins Foundation](#) and the Skills Builder Partnership are working to transform how all young people develop essential skills through sport. Working in partnership with a group of sports organisations, we have developed the Sports Toolkit and Coaching Handbook to help set the standard for high-impact essential skills development - from coaching to competing.

Within sports organisations and programmes, the Framework can be used to support:

- **Programme design and delivery** – using the consistent language that is already used in a range of educational settings with common expectations of how the essential skills are broken down and the logical order in which to develop them.

- **Personal development** – allowing individuals to reflect on their own essential skills, and to work individually or with a coach, mentor or manager to build them
- **Training** – using the Framework as a set of learning objectives to help structure training in essential skills alongside technical skills

Putting in to practice

The Universal Framework and Sports Toolkit resources are freely available to all organisations. If you want extra support in putting it into practice, you can get in touch with us. We hope you will find it a useful tool.

Tom Ravenscroft

CEO, The Skills Builder Partnership
skillsbuilder.org

¹ Nicholson, B. (1989) Towards a Skills Revolution: Report of the CBI Vocational Education and Training Taskforce, CBI

² Taylor, M. (2017) Good Work: The Taylor Review of Modern Working Practices

³ UKCES (2009) The Employability Challenge: Full Report, UKCES

⁴ Essential Skills Taskforce: CIPD, CBI, Gatsby Foundation, EY Foundation, Careers & Enterprise Company, Business in the Community and the Skills Builder Partnership

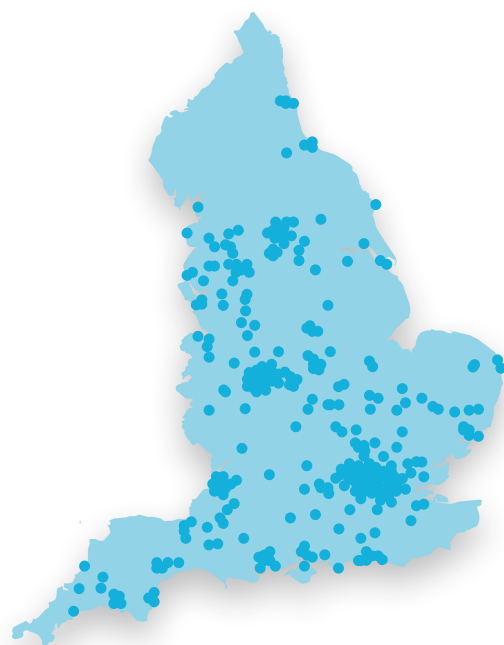
Who's using the Skills Builder approach?

We're building a global coalition of educators, employers and skills-building organisations, all using a shared approach. As these skills are widely transferable, our partner organisations cover a whole range of different industries and outcomes.



Educators

514 schools and colleges
in 2018-19



Employers

119 employer partners
in 2018-19



Organisations

59 organisation partners
in 2018-19



The Skills Builder Partnership and Harlequins Foundation



The Skills Builder Partnership and The Harlequins Foundation have been working together to transform how learners of all ages develop essential skills through sport.

Between January and August 2020 over 600 learners have participated and over 60 coaches and members of staff from 25 sports organisations have been trained to embed the Skills Builder Universal Framework into their programmes.

Throughout the pilot, organisations received training and support to embed essential skills development into their practice across a range of areas:

- Skill development in learners
- Professional development in coaches
- Impact measurement
- Collaboration with schools and local sports organisations
- Sports programme planning
- Blended sports, education and employability programmes
- Inclusion
- Mentoring
- Volunteering

Pioneered in partnership with a group of sports experts, the Sports Toolkit and Coaching Handbook combine their experiences and best practice to provide practical ideas and guidance for programme delivery, workforce development and high-quality impact.

To find out more about how your organisation could be involved, send an email to info@skillsbuilder.org





Marc Leckie

Head of The Harlequins Foundation

foundation@quins.co.uk

www.harlequins.foundation

At The Harlequins Foundation it is our vision that we use sport to drive positive change and our ambition to positively impact the lives of one million individuals by 2030.

We believe that everyone should have the opportunity to build the essential skills, experience and aspiration to succeed in the 21st century. Moreover, we passionately believe that sport has the power and the ability to support this belief and in turn provide incredible social value to individuals and the wider society.

When we explored the Skills Builder Framework, we immediately recognised the potential it had to support us in achieving consistency across our programmes and maximising our impact. By co-developing the Sports Toolkit, we are supporting our beneficiaries and other like-minded organisations to develop the essential skills through sport.

Many people who use sport to support young people know only too well what an effect it can have on their development. This toolkit provides coaches with a consistent language, framework and suggested activities to build, learn and practise these skills.

The use of this toolkit will therefore guarantee that the beneficiaries of our programmes have the opportunity to acquire the essential skills for work and life, whilst enabling us to demonstrate a clear approach to the way we work and the difference we make in building brighter futures.



The Skills Builder Principles

We have learned a lot over the years about how best to build essential skills. We know that to have a real impact, the skills must be developed with consistency and focus. These principles hold true whatever the setting.



1. Keep it simple

A consistent focus on the same skills helps ensure everyone's shared understanding and makes building these skills as tangible as possible. Using the same language all the time makes a big difference.

Things to consider:

Does everyone know which essential skills you value in your organisation and programmes?

Is there consistent language when referring to the skills?

Do all staff receive training and support on these skills?



2. Long-term commitment

Mastering these essential skills isn't simple and takes time, and sustained effort. The skills are important not just for employability, but in all aspects of life. They are worth revisiting and refining throughout childhood and adulthood.

Things to consider:

Do you think about these skills for all the individuals you work with?

Could you introduce these skills earlier on?

Are there opportunities for learners and staff to build the skills further as they grow?



3. Measure it

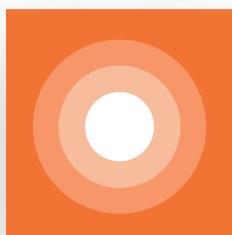
Take time to reflect on the skills of individuals – by observing or by self-assessment. This gives a balanced understanding of strengths and weaknesses, highlights progress and shows next steps.

Things to consider:

Are you using a consistent skills framework and assessment tool like Skills Builder?

Does your framework reflect quantifiable progress over time?

Do you check in on progress regularly?



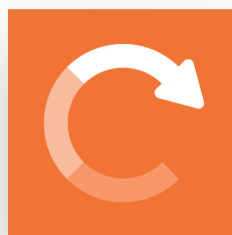
4. Focus tightly

Building essential skills should be timely and focused appropriately. It should allow dedicated time just to explicitly build the skill.

Things to consider:

Is it clear exactly what individuals need to develop next?

Do you make time just to focus on explicitly developing skills?



5. Keep practising

To accelerate progress in the essential skills, they should be used and reinforced as often as possible – including opportunities for reflection.

Things to consider:

Are there regular opportunities for individuals to use their essential skills?

When they do, are these opportunities highlighted clearly to them?

Is there regular opportunity to actively reflect on the skills and how they have been developed?



6. Build transferability

Ensure individuals see how their essential skills can transfer between different settings and be applied to different problems.

Things to consider:

Are the skills framed in terms of their usefulness for education, employment or entrepreneurship?

Are there opportunities for individuals to use their skills in different settings?

Do you use links across the organisation, and other partners, to support building these skills?

The Skills Builder Universal Framework



Skills Builder
UNIVERSAL FRAMEWORK

Our starting point is eight essential skills. Known by many different names, these eight skills map across to the four domains that come up time and again as the core, transferable skills for employment.

In pairs they cover communication, creative problem-solving, self-management, and collaboration skills. These eight skills are laid out in the **Skills Builder Universal Framework**.

The Framework breaks down each of the eight essential skills into tangible

steps which can be developed in turn. We can use it to clarify what success looks like in each skill and to map out the trajectory for growth. The full Framework can be found from page 9.

The Framework is the culmination of four years of learning and builds on the expertise of over 120 leading organisations and individuals across the sector. It has been used with over 750 skills-building organisations. It has also been independently reviewed twice. The background to the development of this version of the Framework can be found at skillsbuilder.org/universal.

See the complete Framework

turn to
page **9** 



1

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 peers, coaches or other stakeholders.

Initially, the focus is on being able to listen accurately to follow instructions.

Individuals then focus on being able to absorb and retain information in a group setting, as a precursor to effective participation. They also demonstrate active listening through their body language and engagement with what is being said.

Beyond that, the focus is on being able to build understanding, and then being able to reconcile differing accounts, instructions or ideas.

The final steps are about being able to use effective listening and questioning to understand and influence a situation effectively.

These materials cannot be used for commercial purposes without written permission of the copyright holder. They may not be modified in any manner without prior permission.

7 / Skills Builder Universal Framework
skillsbuilder.org

3

Step

Statement

4

Step 0	I listen to others without interrupting
Step 1	I listen to others and can remember short instructions
Step 2	I listen to others and can ask questions if I don't understand
Step 3	I listen to others and can tell someone else what it was about
Step 4	I listen to others and can tell why they are communicating with me
Step 5	I listen to others and record important information as I do
Step 6	I show I am listening by how I use eye contact and body language
Step 7	I show I am listening by using open questions to deepen my understanding
Step 8	I show I am listening by summarising or rephrasing what I have heard
Step 9	I am aware of how a speaker is influencing me through their tone
Step 10	I am aware of how a speaker is influencing me through their language
Step 11	I listen critically and compare different perspectives
Step 12	I listen critically and think about where differences in perspectives come from
Step 13	I listen critically and identify potential bias in different perspectives
Step 14	I listen critically and use questioning to evaluate different perspectives
Step 15	I listen critically and look beyond the way speakers speak or act to objectively evaluate different perspectives

1

Skill definition

2

The thematic progression in skill development

3

Individuals will start at different places, so identifying the step first is essential

4

This statement helps individuals understand their own skills



Listening

The receiving, retaining and processing of information or ideas

This skill is all about being able to effectively receive information – whether it comes from peers, coaches or other stakeholders.

Initially, the focus is on being able to listen accurately to follow instructions.

Individuals then focus on being able to absorb and retain information in a group setting, as a precursor to effective participation. They also demonstrate active listening through their body language and engagement with what is being said.

Beyond that, the focus is on being able to build understanding, and then being able to reconcile differing accounts, instructions or ideas.

The final steps are about being able to use effective listening and questioning to understand and influence a situation effectively.

These materials cannot be used for commercial purposes without written permission of the copyright holder. They may not be modified in any manner without prior permission.

Step	Statement
Step 0	I listen to others without interrupting
Step 1	I listen to others and can remember short instructions
Step 2	I listen to others and can ask questions if I don't understand
Step 3	I listen to others and can tell someone else what it was about
Step 4	I listen to others and can tell why they are communicating with me
Step 5	I listen to others and record important information as I do
Step 6	I show I am listening by how I use eye contact and body language
Step 7	I show I am listening by using open questions to deepen my understanding
Step 8	I show I am listening by summarising or rephrasing what I have heard
Step 9	I am aware of how a speaker is influencing me through their tone
Step 10	I am aware of how a speaker is influencing me through their language
Step 11	I listen critically and compare different perspectives
Step 12	I listen critically and think about where differences in perspectives come from
Step 13	I listen critically and identify potential bias in different perspectives
Step 14	I listen critically and use questioning to evaluate different perspectives
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

This skill is all about how to communicate effectively with others, being mindful of varying expectations depending on the culture of different organisations and the individuals involved. It includes informal communication as well as formal presentations.

The first few steps are focused on speaking clearly and logically to communicate ideas.

The next stage is about being able to make appropriate language and stylistic choices based on who they are communicating with and their goal. Beyond this, individuals focus on how to communicate engagingly by thinking about language, gesture and tone. They then show that they can adapt their communication for their audience and in order to influence and persuade.

The final steps support individuals to be flexible in their own personal communication style and how to make this effective in different contexts.

These materials cannot be used for commercial purposes without written permission of the copyright holder. They may not be modified in any manner without prior permission.

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



Problem Solving

The ability to find a solution to a situation or challenge

This skill focuses on how to solve problems, recognising that while part of Problem Solving is technical know-how and experience, there are also tools that individuals can develop and use.

The first steps focus on being able to follow instructions reliably and seek the right support when required. Individuals then focus on simple problems and common strategies to solve them. Simple problems have a clear cause and effect, and usually a simple technical solution.

The next stage focuses on being able to identify complex problems, carry out research to understand them better and break them down before suggesting a range of possible solutions.

From Step 11, the focus is on developing strategic plans to solve complex problems. Finally, individuals are able to evaluate the approaches they have developed to solve problems.

These materials cannot be used for commercial purposes without written permission of the copyright holder. They may not be modified in any manner without prior permission.

Step	Statement
Step 0	I complete tasks by following instructions
Step 1	I complete tasks by finding someone to help if I need them
Step 2	I complete tasks by explaining problems to someone for advice if I need
Step 3	I complete tasks by finding information I need myself
Step 4	I explore problems by creating different possible solutions
Step 5	I explore problems by thinking about the pros and cons of possible solutions
Step 6	I explore complex problems by identifying when there are no simple technical solutions
Step 7	I explore complex problems by building my understanding through research
Step 8	I explore complex problems by analysing the causes and effects
Step 9	I create solutions for complex problems by generating a range of options
Step 10	I create solutions for complex problems by evaluating the positive and negative effects of a range of options
Step 11	I analyse complex problems by using logical reasoning
Step 12	I analyse complex problems by creating and testing hypotheses
Step 13	I implement strategic plans to solve complex problems
Step 14	I implement strategic plans to solve complex problems and assess their success
Step 15	I implement strategic plans to solve complex problems and draw out learning to refine those plans over time



Creativity

The use of imagination and the generation of new ideas

Creativity is the complement to Problem Solving, and is about generating innovations or ideas which can then be honed through the problem-solving process.

The first few steps focus on the individual's confidence in their ability to develop new ideas, drawing from different starting points or combining ideas.

From Step 6, individuals are able to use and explain how creativity and innovation are useful in different areas of their working life.

The next stage is about individuals using different strategies for creativity, both when working alone and in groups.

Finally, individuals are able to seek out further opportunities and experiences that will enhance their own scope for creativity and innovation.

These materials cannot be used for commercial purposes without written permission of the copyright holder. They may not be modified in any manner without prior permission.

Step	Statement
Step 0	I imagine different situations
Step 1	I imagine different situations and can say what I imagine
Step 2	I imagine different situations and can bring them to life in different ways
Step 3	I generate ideas when I've been given a clear brief
Step 4	I generate ideas to improve something
Step 5	I generate ideas by combining different concepts
Step 6	I use creativity in the context of work
Step 7	I use creativity in the context of my wider life
Step 8	I develop ideas by using mind mapping
Step 9	I develop ideas by asking myself questions
Step 10	I develop ideas by considering different perspectives
Step 11	I innovate effectively when working in a group
Step 12	I innovate effectively by seeking out varied experiences and stimuli
Step 13	I support others to innovate by sharing a range of tools
Step 14	I support others to innovate by evaluating the right creative tools for different situations
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

This skill is all about individuals being equipped to manage their emotions effectively and being able to remain motivated, and ultimately to motivate others, even facing setbacks.

Initially, this is focused on the individual and their work – remaining motivated and sticking at something despite challenges or setbacks.

Once this is mastered, individuals move on to being able to identify the potential upside in difficult situations, and articulating this to others.

The next stage is about recognising how to manage risks effectively, and when they might need to take risks to support their own personal development.

The final steps are focused on individuals managing their emotions in challenging situations and taking positive actions.

These materials cannot be used for commercial purposes without written permission of the copyright holder. They may not be modified in any manner without prior permission.

Step	Statement
Step 0	I can tell when I feel positive or negative
Step 1	I can tell when others feel positive or negative
Step 2	I keep trying when something goes wrong
Step 3	I keep trying and stay calm when something goes wrong
Step 4	I keep trying when something goes wrong, and think about what happened
Step 5	I keep trying when something goes wrong and help cheer others up
Step 6	I keep trying when something goes wrong and encourage others to keep trying too
Step 7	I look for opportunities in difficult situations
Step 8	I look for opportunities in difficult situations, and share these with others
Step 9	I look for opportunities in difficult situations, and adapt plans to use these opportunities
Step 10	I look for opportunities in difficult situations, and create new plans to use these opportunities
Step 11	I identify risks and gains in opportunities
Step 12	I identify risks and gains in opportunities, and make plans to manage them
Step 13	I support others to stay positive, by managing my own responses
Step 14	I support others to stay positive, by helping others to see opportunities
Step 15	I support others to stay positive, by helping others to see opportunities and creating plans to achieve them



Aiming High

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

This is about being able to plan effectively – both to achieve team goals, and also to set their own personal development targets.

Initially, this is about being able to seek out challenges and opportunities for personal development and stretch.

The next steps focus on goal planning: for individuals to be able to set goals and break down how they will achieve them.

The next stage is for individuals to reflect and use feedback from others to support achievement of their goals.

Finally, individuals should be able to create long-term goals and effectively track how they are moving towards them.

These materials cannot be used for commercial purposes without written permission of the copyright holder. They may not be modified in any manner without prior permission.

Step	Statement
Step 0	I know when I am finding something too difficult
Step 1	I know what doing well looks like for me
Step 2	I work with care and attention to detail
Step 3	I work with pride when I am being successful
Step 4	I work with a positive approach to new challenges
Step 5	I set goals for myself
Step 6	I set goals informed by an understanding of what is needed
Step 7	I set goals, ordering and prioritise tasks to achieve them
Step 8	I set goals and secure the right resources to achieve them
Step 9	I set goals and plan to involve others in the best way
Step 10	I create plans that are informed by my skill set and that of others
Step 11	I create plans that include clear targets to make progress tangible
Step 12	I create plans that are informed by external views, including constructive criticism
Step 13	I develop long-term strategies taking into account strengths, weaknesses, opportunities and threats
Step 14	I develop long-term strategies that use regular milestones to keep everything on track
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

This skill is relevant not only for individuals in formal leadership or management positions, but also for individuals working with peers in teams.

Initially, the steps are focused on individuals' ability to support in decision making and ensuring tasks are completed.

From Step 8, individuals focus on being able to identify the strengths and interests of the people they are leading, before exploring coaching, mentoring and different approaches to motivating others.

In the final steps, individuals show their understanding of different leadership styles, their strengths and limitations and how they might be adapted for different scenarios.

These materials cannot be used for commercial purposes without written permission of the copyright holder. They may not be modified in any manner without prior permission.

Step	Statement
Step 0	I know how I am feeling about something
Step 1	I know how to explain my feelings about something to my team
Step 2	I know how to recognise others' feelings about something
Step 3	I manage dividing up tasks between others in a fair way
Step 4	I manage time and share resources to support completing tasks
Step 5	I manage group discussions to reach shared decisions
Step 6	I manage disagreements to reach shared solutions
Step 7	I recognise my own strengths and weaknesses as a leader
Step 8	I recognise the strengths and weaknesses of others in my team
Step 9	I recognise the strengths and weaknesses of others in my team, and use this to allocate roles accordingly
Step 10	I support others through mentorship
Step 11	I support others through coaching
Step 12	I support others through motivating them
Step 13	I reflect on my own leadership style and its effect on others
Step 14	I reflect on my own leadership style, and build on my strengths and mitigate my weaknesses
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*

This skill applies to working within both formal and informal teams.

Initially, this is about individuals fulfilling expectations around dress, taking responsibility and positive interactions with others. The steps then progress to being a supportive and inclusive team member, focused on how individuals can ensure everyone's ideas are valued and encouraged.

From Step 9, the developments are about understanding and managing team dynamics, as well as building productive relationships beyond the organisation.

Finally, individuals effectively evaluate team performance to help make improvements.

These materials cannot be used for commercial purposes without written permission of the copyright holder. They may not be modified in any manner without prior permission.

Step	Statement
Step 0	I work with others in a positive way
Step 1	I work well with others by behaving appropriately
Step 2	I work well with others by being on time and reliable
Step 3	I work well with others by taking responsibility for completing my tasks
Step 4	I work well with others by supporting them if I can do so
Step 5	I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds
Step 6	I contribute to group decision making
Step 7	I contribute to group decision making, whilst recognising the value of others' ideas
Step 8	I contribute to group decision making, encouraging others to contribute
Step 9	I improve the team by not creating unhelpful conflicts
Step 10	I improve the team by resolving unhelpful conflicts
Step 11	I improve the team by building relationships beyond my immediate team
Step 12	I influence the team by reflecting on progress and suggesting improvements
Step 13	I influence the team by evaluating successes and failures and sharing lessons
Step 14	I support the team by evaluating others' strengths and weaknesses, and supporting them accordingly
Step 15	I support the team by bringing in external expertise and relationships



At The Harlequins Foundation, we recognise that children and young people have been particularly badly affected by the restrictions imposed as a result of the COVID-19 outbreak. In July, the Youth Sport Trust released a comprehensive paper highlighting that loneliness among primary school pupils had increased by 50%, whilst almost three quarters of children and young people have struggled to maintain friendships during lockdown.

In response, we delivered our Summer Sports Week programme for local schools across Hounslow and Richmond. Paying close attention to government advice and in line with national plans for a return to school in September, our team identified the opportunity to utilise our newly developed Skills Builder toolkit for sport, to support young people to develop the essential skills, in particular Aiming High and Staying Positive.

The free to access sport and activity sessions for local young people were delivered by our dedicated team of coaches and attended by over 200 young people. Sessions ranged from fitness & yoga with our Wellbeing team, to 'Cardio-Cricket', volleyball and noodle-TAG, with our coaches even managing to provide online sessions on the odd occasion when the weather did take a turn for the worse.

Following the extended period of isolation, uncertainty and inactivity every session was designed to support young people to develop the essential skills and offer an opportunity to reengage in sports, reconnect with their friends and have fun in a safe and welcoming environment.





“My daughter has come home from the sessions full of positivity. It was great that they were held at her school, as it made her feel much happier to be going along. She has, also really missed playing team games with others, so she has thoroughly enjoyed the sessions. Thank you!”

A parent



“The young people really enjoyed the sessions. It helped many of them overcome the anxiety of leaving their homes and get involved in physical activities, so it was really beneficial. The parents/carers really appreciated the provision. The staff were also fantastic. They were so creative in their approach and the young people really enjoyed working with them!”

Siobhan Donoghue, Youth and Community Engagement Lead, Reach Academy

In practice: Development and Planning

"The toolkit gives us a framework for people to better understand what we want to achieve as an organisation, to support everyone to develop the essential skills through sport."

Harlequins Foundation

"[We've had] really positive feedback from coaches and it has supported them to be more creative in developing sessions that target the essential skills."

Harlequins Foundation

"[We like] being "flexible and adaptable" with the activities in the Coaching Handbook."

Sport Impact

"[The Sports Toolkit] fits really well with us in terms of us doing outdoor education to support social development and that's exactly what it does."

**Laburnum Boat Club Youth Worker,
London Youth Active Talent**

"I always wanted to give more time and more resources to the leadership work. This project has allowed us to do that. It's enabled us to scale up what we currently do, and it's given us direction."

**HR Sports Academy Youth Worker,
London Youth Active Talent**

"A framework to understand the needs of their young people and then respond accordingly with suitable workshops and support to develop these skills."

London Youth Active Talent

"We are particularly excited about the ease of integration of these skills into sessions."

Eton Fives Association

"We have especially enjoyed using practical tasks to develop leadership skills. Developing the children's understanding of leadership, allowing more children to see they can be effective leaders."

SportInspired

★★★★★ 4.3 / 5

Average rating from sports organisations on the quality of the Sports Toolkit and Coaching Handbook to support team training, programme planning and delivery

In Practice: Delivery and Impact

955 hours

of time invested on personal development since the project began, showing "the power of sport and how it can empower and motivate a community".

London Youth Active Talent

97% of young people

reported developing their understanding of how to use sport to positively interact with others who are different to themselves.

London Youth Active Talent

Using the Framework "[has] worked well online and been a useful facilitation tool between youth workers and young people in critiquing themselves and setting development goals."

John Jones
London Youth

87% of young people

reported developing *Leadership* skills in mid-point survey

"I have learnt how to help others progress in the activity or pathway they take part in, as they get to develop as much as I am developing as a leader."

London Youth Active Talent

1.75 steps of progress

in *Teamwork*

learners aged 8 - 12, average progress over 5 days.

Charlton Athletic Community Trust
Summer Sports Camp

1.3 steps of progress

in *Problem Solving*

learners aged 8 - 12, average progress over 5 days.

Charlton Athletic Community Trust
Summer Sports Camp

4 steps of progress

in *Leadership*

learners aged 16 - 24, average progress over 4 months.

The Movement Factory
London Youth Active Talent



4.5 / 5

Sports organisations agree or strongly agree that 'being part of the Skills Builder Partnership helps you to achieve your organisation's mission'.

In practice: Workforce Development

In a matched comparison from baseline to midpoint surveys, 40% of young people showed a positive improvement in relation to the skills and experiences they have being of value to an employer.

London Youth Active Talent

Being part of the Skills Builder Partnership gives us the opportunity for sharing good practice.

Albion in the Community

“Clubs have or will be using this as part of their wider workforce development approach, both for development of emerging coaches as well more experienced staff. It seems to have complemented the more formal National Governing Body qualifications.”

John Jones
London Youth



Thank you to all the pioneering sports organisations
using the Skills Builder Universal Framework



To find out more, head to skillsbuilder.org/organisations



skillsbuilder.org



www.harlequins.foundation

18 Victoria Park Square, London E2 9PF

Copyright © 2020 Enabling Enterprise
Community Interest Company, a registered company in England and Wales (06945061)

This paper should be cited as: Ravenscroft, T. (2020), *Skills Builder Universal Framework: Sports Toolkit*, London: Skills Builder Partnership

These materials are protected by a Creative Commons Attribution-ShareAlike 4.0 International Public License. The Framework itself (pages 9-16) are protected by a separate Creative Commons Attribution-NoDerivatives 4.0 International Public License.