



Skills Builder

IMPACT LEVELS

Guide



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Introduction & Overview

The Skills Builder Partnership brings together educators, employers and impact organisations to ensure that everyone builds the essential skills that they need to succeed.

We have seen some incredible programmes and provision from our impact organisation partners who have opened up opportunities to learn about, reflect on, practice, and build essential skills. The [Skills Builder Impact Directory](#) aims to recognise these sorts of excellent programmes, and to act as a clear quality assurance standard. We intend that this will also increase demand for these programmes from others in the Partnership too, and beyond it.

This Guide is designed to explain how the Directory works, the approach to assessing programme outcomes and their alignment to Skills Builder, and some examples of great practice to learn from.

The Skills Builder Impact Levels are achieved by programmes which are demonstrating best practice in embedding the Skills Builder approach. While every programme is different, they should reflect aspects of the six principles for what works in building skills, which have been confirmed by the practical experience of thousands of individuals over a decade.

The Skills Builder Impact Levels can be achieved at four levels:



Skills Builder
Raising awareness
of essential skills

Impact Level 1: Raising awareness of essential skills

Programmes that are successful at this level make individuals more aware of the eight essential skills and their importance for success.



Skills Builder
Reflecting on
essential skills

Impact Level 2: Reflecting on essential skills

Programmes that are successful at this level give individuals the opportunity to become more self-aware of their skill levels and next steps by reflecting on the essential skills.



Skills Builder
Practising
essential skills

Impact Level 3: Practising essential skills

Programmes that are successful at this level give individual the opportunity to apply and practise their essential skills and the steps.



Skills Builder
Progressing in
essential skills

Impact Level 4: Progressing in essential skills

Programmes that are successful here combine the chance for individuals to reflect on the essential skills before and after applying them, with programme content that is specifically targeted on making steps of progress.

Decisions about Impact Levels awarded to programmes are guided by the *Skills Builder Impact Levels Matrix*. This matrix provides a structure against which programme providers can review how they have integrated Skills Builder.

Along with information about the Skills Builder Impact Levels, and how they can be achieved, this Guide include case studies of exemplar programmes, and how they have achieved that Impact Level.

We hope that the Directory and the Impact Levels are another useful step towards ensuring that everyone can build the essential skills to succeed.

Tom Ravenscroft

Founder & CEO, Skills Builder Partnership

The Skills Builder Approach

The Skills Builder Partnership has included impact organisations since 2017, with a goal to ensure that one day, everyone can build the essential skills to succeed.

The challenge

There is a real challenge that individuals are often not getting the opportunities they need to build the essential skills during education or employment that they need in order to thrive in the wider world.

There is a growing consensus that for individuals to thrive in the modern world, they need a broad set of highly transferable essential skills.

However, recent research shows that individuals from more disadvantaged backgrounds frequently lack the essential skills that they need to secure higher-paid employment¹. This is unsurprising given that access to opportunities to build those skills are not evenly spread – both through education and then in employment.

The Essential Skills

Although the language and terminology in this area can often be confusing, over the last five years we have carried out a comprehensive set of reviews of essential skills². 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.

We found that although there is great variation in the language, there are four broad areas that fulfil that definition: communication skills, self-management skills, interpersonal skills, and creative problem solving. We balance nuance and pragmatism to focus on eight essential skills, with a pair of skills focused on each of those four broad themes. This gives us:



There is no shortage of people who care about these skills. As one example, research from the Sutton Trust found that 97% of teachers thought that these essential skills were as important as academic achievements for their students’ long-term success. The challenge is that there is no common language or shared outcomes to align our efforts – or to give educators the confidence in building them effectively.

¹ Kashefpakdel, E., Ravenscroft, T. & Percy, C. (2021) *Better Prepared*, London: Skills Builder Partnership

² For example, Ravenscroft, T. & Baker, L. (2020) *Towards a Universal Framework for Essential Skills*, London: Essential Skills Taskforce

The Skills Builder Framework

Over the last decade we have focused on working closely with educators, employers and impact organisations. In doing so, we developed the Skills Builder Framework. This Framework stops these essential skills being hazy, and instead breaks them down into 15 teachable, assessable steps.



For example, Teamwork includes working well with others, then taking responsibility for tasks, decision-making approaches, conflict resolution, evaluating team members' strengths and weaknesses, and making suggestions to improve team performance.

Broken down in this way, it becomes possible to build essential skills effectively.

The Skills Builder Principles

If the Skills Builder Framework gives the 'what' when it comes to building essential skills, the Principles give the 'how'. They have been developed over a decade of research and practical application, and provide a consistent guide to what success looks like.

The Principles are used by partners as a guide to what an excellent and effective approach to building essential skills look like. Briefly, they are:



**Keep it
simple**



**Start young,
keep going**



**Measure
it**



**Focus
tightly**



**Keep
practising**



**Bring it
to life**

The Skills Builder Partnership

The Partnership brings together educators, employers and impact organisations around a collective mission to ensure that one day, everyone builds the essential skills to thrive. All of the 700+ organisations in the Partnership are committed to using the same language and shared outcomes that the Skills Builder Framework provides, and working collectively to help everyone build them.

This means that for any individual, they are getting a joined-up approach to skills.

The Skills Builder Principles

In the last decade, we have had the privilege of working with hundreds of educators, employers and impact organisations. Despite the huge diversity of these organisations, we have found remarkable consistency in what they do well.

In honing these Principles over the years, we have gone back and forth between the theoretical backdrop to these skills, and what we have seen and researched ourselves on the ground. If you want to dig into the background to these Principles, there are some additional resources and research reports referenced in the back of this Guide.

Briefly, partners who are building essential skills effectively are contributing to six Principles to:



Keep it simple: They focus on a simple, consistent set of essential skills covering interpersonal skills, self-management skills, communication skills, and creative problem-solving. They make these skills as tangible and objective as possible.



Start early and keep going: They see these skills as supporting learning and individuals' wider development, and as something relevant to all stages of education and employment and wider lives.



Measure it: They take care to really understand the existing strengths and development needs of individuals in relation to essential skills. They also track progress over time, to keep every individual on track for success.



Focus tightly: They use their prior understanding of individuals' essential skills to focus on the next steps. This includes explicit and direct instruction on essential skills – not just hoping that they get picked up along the way.



Keep practising: They reinforce these essential skills by providing a diverse range of opportunities to practise them, including sometimes linking up with other impact organisations and educational and employment opportunities.



Bring it to life: They make the essential skills real by showing individuals how these skills are useful across their lives. This boosts their transferability beyond where they are built into the rest of those individuals' lives.

The Skills Builder Impact Levels

For impact organisations, we have turned these Principles into four Impact Levels. This reflects the fact that not every programme can do everything, and every great programme makes an important contribution:



Skills Builder
Raising awareness
of essential skills

Impact Level 1: Raising awareness of essential skills

Programmes that are successful at this level make individuals more aware of the eight essential skills and their importance for success.



Skills Builder
Reflecting on
essential skills

Impact Level 2: Reflecting on essential skills

Programmes that are successful at this level give individuals the opportunity to become more self-aware of their skill levels and next steps by reflecting on the essential skills.



Skills Builder
Practising
essential skills

Impact Level 3: Practising essential skills

Programmes that are successful at this level give individuals the opportunity to apply and practise their essential skills and the steps.



Skills Builder
Progressing in
essential skills

Impact Level 4: Progressing in essential skills

Programmes that are successful here combine the chance for individuals to reflect on the essential skills before and after applying them, with programme content that is specifically targeted on making steps of progress.

By being transparent about what the programme is for, individuals, their teachers or employers can find the right programme for them.

The following pages explain what each Impact Level means, and how it can be achieved.

Impact Level 1:

Raising awareness of essential skills



In brief

Programmes that are successful at this level make individuals more aware of the eight essential skills and their importance for success.

What we would be looking to see:

These are what we would need to see evidence of to be able to certify a programme as meeting Impact Level 1:

What success looks like	Why this matters
The Skills Builder names for the skills being used consistently.	This helps individuals to connect where they might have seen these skills elsewhere.
The Skills Builder definitions of the skills being used consistently.	This helps secure individuals' consistent understanding of what the skills mean.
Links between the use of the essential skills and positive outcomes – for example, in education, employment, or wider life.	This helps individuals to understand how the essential skills support success in their broader lives.

What we would recommend:

Whilst not possible for every programme, the best Level 1 Impact programmes we see also do the following:

What success looks like	Why this matters
The Skills Builder icons for the skills being used.	The visual reminder helps individuals to connect the skills in different settings.
Links and references to opportunities to reflect on, apply and practise, or build those skills further.	This means that if individuals are inspired, they can act on that inspiration.



Impact Level 1 Case Study:

Great Minds Together



Context

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.

The Great Minds Together team deliver bespoke 1:1 interventions to equip individuals with the skills and support they need, along with therapeutic wraparound support for families. Mentors work closely with service providers to coordinate support, ensuring appropriate information sharing with the involvement and consent of the young person and a plan focused on individuals' aspirations.

In the past year, the programme has been used by over 50 Great Minds Together staff and volunteers to develop the essential skills of over 100 children and young people across the Greater Manchester region.

How the programme has achieved Impact Level 1

When delivering the Growth Mindset programme, the Great Minds Together team have built the Skills Builder Expanded Universal Framework into the interventions they deliver to young people. Practitioners use the Framework to build the eight essential skills into training for staff and volunteers so these skills can be used as a basis when supporting young people into becoming more employable.

Referencing and reflecting on these skills through a series of activities and interventions, young people are supported to identify their skill sets. Highlighting these areas of essential skill development and the strengths a young person has developed supports their emotional mental health needs and social efficacy, as well as providing the platform to identify individualised employability outcomes. This outcome-focused approach can help to raise a young person's career aspirations and provides a shared understanding for their support network.

Benefits for the organisation

Emma Mander, the Co-founder and Strategic Lead for Families, Schools and Services reflected:

"Excellent training and brilliant framework and online activities. We're really excited to implement Skills Builder into our work. A lot of time and thought has clearly gone into the framework and I believe all elements are essential for every child and young person."

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Impact Level 2:

Reflecting on essential skills



In brief

Programmes that are successful at this level give individuals the opportunity to become more self-aware of their skill levels and next steps by reflecting on the essential skills.

What we would be looking to see:

These are what we would need to see evidence of to be able to certify a programme as meeting Impact Level 2:

What success looks like	Why this matters
The Skills Builder names for the skills being used consistently.	This helps individuals to connect where they might have seen these skills elsewhere.
The Skills Builder definitions of the skills being used consistently.	This helps secure individuals' consistent understanding of what the skills mean.
Prompts, questions or reflections that effectively allow individuals to assess themselves, or to be assessed, against the Skills Builder Framework.	Making this process transparent helps ensure individuals' sense of ownership of their essential skills and how they develop.
Some quantification of where individuals are as a result.	This should allow individuals' progress to be tracked over time.

What we would recommend:

Whilst not possible for every programme, the best Level 2 Impact programmes we see also do the following:

What success looks like	Why this matters
The Skills Builder icons for the skills being used.	The visual reminder helps individuals to connect the skills in different settings.
Links between the use of the essential skills and positive outcomes – for example, in education, employment, or wider life.	This helps individuals to understand how the essential skills support success in their broader lives.
Links and references to opportunities to apply and practice, or build those skills further.	This means that individuals can then act to boost their essential skills further.

Impact Level 2 Case Study:

Children's University Online

Children's University



Context

Children's University is a charity that works in partnership with schools to develop a love of learning in children. Children's University does this by encouraging, tracking and celebrating participation in learning beyond the classroom. The impact of this is proven to be positive and the charity is committed to creating a level playing field and opening up access to all children.

Children's University has a digital platform, Children's University Online (CUO), that allows learning providers to validate and quality assure their learning, as well as providing children and young people a safe and secure place to record their participation. Importantly, CUO is able to use this provision and participation information to provide schools and partners with actionable data to understand what type of learning is being done. It is a great way to highlight successes and spotlight areas needing attention.

To date, CUO has had over 22,000 users, recording over 51,000 hours of participation in more than 8,000 validated activities.

Children's University uses the Universal Framework when validating the learning activities that they promote to children. All activities that are entered on CUO, are tagged with up to three skills from the framework. This means that children can see what skills they're using when taking part in activities, and schools and partners can see the provision of opportunities by the skills they're associated with..

How the programme has achieved Impact Level 2

While it's important for children to see what skills they are using and developing, Children's University wanted to ensure this was happening in practice and not just theoretically. To do this, CUO was developed to include a survey mechanism that asked children not only if they felt that they had used the skills from the framework, but whether they thought that their participation had helped them improve it. When children aged 11+ had recorded participation in an activity, they were invited to complete a survey. In early 2021, the results of this survey showed that 92% of children used the skills Children's University associated with their activities. 94% of these felt their skills had improved. For the first time, thanks to the Universal Framework, Children's University was able to show a direct link between participation in their programme and skills use and development.

All skills



Used the skills we said they would use

92 %

Those that used skills, said **skills had improved**

94 %

Those that used skills, said **skills had strongly improved**

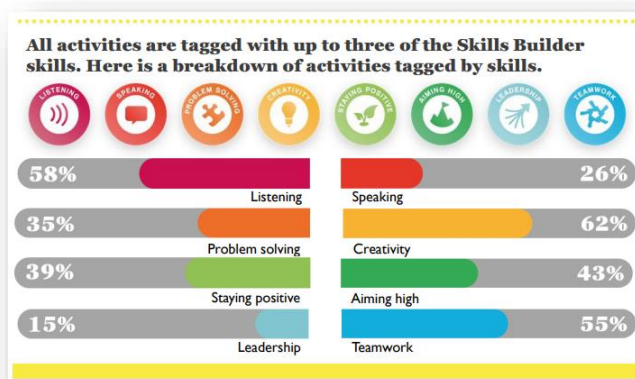
73 %

In summer 2021 Children's University published their first ever State of the Nation report, using data from the first two years of CUO to highlight a picture of learning beyond the classroom. Again, skills played a huge part in this and they were able to break down over 51,000 hours of learning by the skills developed.

As well as for Children's University's own planning, evaluation and reporting purposes, the essential skills information is reported back to the children and young people in their Children's University reports so they can identify which skills they are developing as well as being supported to identify activities which will help them to develop skills which might need more focus.

Benefits for the organisation

In January 2021, with the support of the University of Sussex and Nesta, Children's University published the results of a research project that showed a direct link between participation in Children's University and the use and improvement of the essential skills of the Skills Builder framework. They evaluated the skills used and improved as reported by young people aged 11 and over. Results showed that 92% of those surveyed used the skills they said they would, while 94% of them said that their skills had improved.



"All of our Sheffield Children's University schools as well as the 200+ partner Learning Destinations (approved activity providers) are now recognising and identifying the top 3 skills being developed in each of their activities, allowing us to track each child's participation by skill as well as subject or curriculum area."

"It's early days, but we hope that children, young people and their families will not only begin to use the common language of skill development, but will also relate this to training and the workplace, as well as the application of essential skills to everyday life."
Helen Oades, Children's University Manager at Sheffield Children's University

Impact Level 3:

Practising essential skills



In brief

Programmes that are successful at this level give individuals the opportunity to apply and practise their essential skills and the steps.

What we would be looking to see:

These are what we would need to see evidence of to be able to certify a programme as meeting Impact Level 3:

What success looks like	Why this matters
The Skills Builder names for the skills being used consistently.	This helps individuals to connect where they might have seen these skills elsewhere.
The Skills Builder definitions of the skills being used consistently.	This helps secure individuals' consistent understanding of what the skills mean.
Prompts, questions or reflections that effectively allow individuals to assess themselves, or to be assessed, against the Skills Builder Framework.	Making this process transparent helps ensure individuals' sense of ownership of their essential skills and how they develop.
A plan of how the programme will allow the application and practice of specific essential skills and skill steps.	This will ensure that there is sufficient focus on the outcomes, whilst individuals are on the programme.

What we would recommend:

Whilst not possible for every programme, the best Level 3 Impact programmes we see also do the following:

What success looks like	Why this matters
The Skills Builder icons for the skills being used.	The visual reminder helps individuals to connect the skills in different settings.
Links between the use of the essential skills and positive outcomes – for example, in education, employment, or wider life.	This helps individuals to understand how the essential skills support success in their broader lives.
Programme activity that has been designed so as to achieve progress in the skill steps.	This means that there are opportunities explicitly designed to build skills.
The opportunity to reflect after the activity to track whether progress has been made.	This helps individuals to understand the progress they have made, and what is next.
Links and references to build those skills further beyond the programme.	This means that individuals can then act to boost their essential skills further.

Impact Level 3 Case Study:



Getting Creative with Data

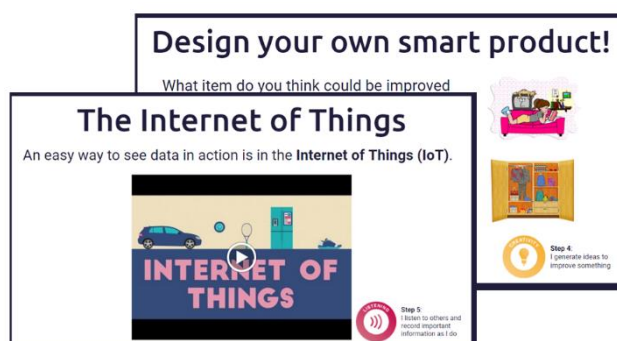
David & Jane Richards Family Foundation

Context

The David & Jane Richards Family Foundation (DJRFF) was established in 2018 with the aim of educating, empowering and improving the lives of children. The founders are keen to ensure that the study of computers and technology in schools is fun and engaging, with a focus on creativity and the practical applications of data science.

Created in collaboration with educational and industry experts, the Foundation's pioneering *Get Creative with Data* syllabus encourages young people to explore data science through hands-on activities and project based learning, and equips them with essential skills to help them lead and succeed in the digital age.

Over the past year the programme resources have been shared with over 70 schools, with a potential total reach of over 10,000 young people. The majority of participating schools are in the UK, with a small number in the USA, Spain, Australia, China and Egypt. During the school closures as a result of Covid-19, the Foundation has also adapted a number of key lessons to be suitable for home learning. These have been downloaded over 2,000 times.



How the programme has achieved Impact Level 3

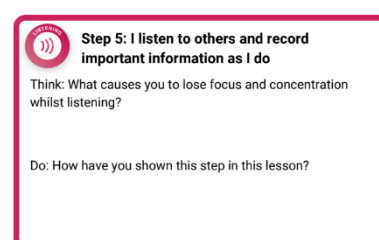
The programme provides complete modules to teach secondary-aged students more about data science as part of the Computing curriculum. In the lesson plans, slides, worksheets and accompanying materials provided to teachers, DJRFF have selected which of the essential skills and steps are being practised and reflected on during each lesson.

They decided to choose a couple of skill steps per lesson to ensure that there was time to cover both the computing content and the skill awareness raising and reflection.

The essential skills are highlighted clearly to both teachers and students in the resources using the language, icons and the steps from the Skills Builder Framework. For example, when watching a video about the Internet of Things, students are asked to practise their Listening Step 5: I listen to others and record important information as I do.



Essential skills record
Lesson: What can you do with data?



This helps to provide focus for the student and makes the clear link to the skills they are actively practising in this lesson. By providing a clear reflection activity at the end of the lesson asking 'what causes you to lose focus and concentration when listening?', this provides an opportunity for each student to reflect individually on their skill set.

The Skills Builder icons have been used throughout the content, supporting the ongoing recognition of the skills. In the lesson plans, DJRFF appreciate the important of ensuring the teachers are given further support and guidance, so have provided links and references for the students to further explore and build the skills via the Skills Builder videos.

Benefits for the organisation

Emily Dreimann, Project Manager, reflects that:

"Embedding the Skills Builder Framework into our Get Creative with Data resources has helped us to increase both the impact and the reach of our syllabus.

The Framework has proved an invaluable tool in enabling us to shift the focus of computing education away from rote learning and onto creativity and other uniquely human skills. Pupils are able to clearly see how each lesson and activity supports them in developing and furthering their essential skills, with the common language of the Framework ensuring that progress is consistent, specific and measurable.

This renewed focus on essential skills, and the links to positive real-world outcomes, have also been received really positively by teachers and careers leaders.

We are now actively looking at how we can roll this model out to our other programmes."

Impact Level 4:

Progressing in essential skills



Skills Builder
Progressing in
essential skills

In brief

Programmes that are successful here combine the chance for individuals to reflect on the essential skills before and after applying them, with programme content that is specifically targeted on making steps of progress.

What we would be looking to see:

These are what we would need to see evidence of to be able to certify a programme as meeting Impact Level 4:

What success looks like	Why this matters
The Skills Builder names for the skills being used consistently.	This helps individuals to connect where they might have seen these skills elsewhere.
The Skills Builder definitions of the skills being used consistently.	This helps secure individuals' consistent understanding of what the skills mean
Prompts, questions or reflections that effectively allow individuals to assess themselves (or to be assessed) against the Skills Builder Framework, and quantify this.	Making this process transparent helps ensure individuals' sense of ownership of their essential skills whilst also giving a skills score to quantify their progress.
The opportunity to reflect after the programme to track and quantify whether progress has been made.	This helps individuals to understand and quantify the progress they have made, and what is next.
Programme activity that has been designed so as to achieve progress in the skill steps.	This focus on direct teaching has been shown to accelerate progress.

What we would recommend:

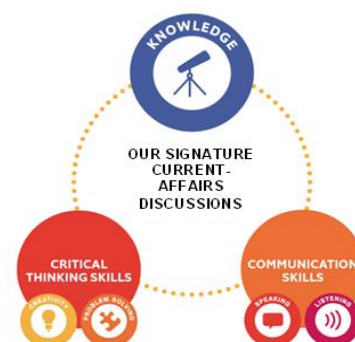
Whilst not possible for every programme, the best Level 4 Impact programmes we see also do the following:

What success looks like	Why this matters
The Skills Builder icons for the skills being used.	The visual reminder helps individuals to connect the skills in different settings
Links between the use of the essential skills and positive outcomes – for example, in education, employment, or wider life.	This helps individuals to understand how the essential skills support success in their broader lives.
Links and references to build those skills further beyond the programme.	This means that individuals can then act to boost their essential skills further.

Context

The Economist Educational Foundation gives young people the skills to think and speak for themselves about current affairs. Nine to fourteen-year-olds learn to listen, be creative, solve problems and speak effectively about real-world matters, from inequality to climate change.

The Foundation enables high-quality discussions about the news in classrooms and between schools in different communities. It provides training and news-based teaching resources, allowing teachers to facilitate inspiring current-affairs discussions. It also provides an online platform for pupils, where they can join topical discussions with peers all over the world and leading topic experts.



The charity's signature programme, the Burnet News Club, provides all these things to primary and secondary state schools. From 2021-22, schools will be able to more flexibly pick and choose which elements of support they would like, and the programme will be re-named *Topical Talk*.

In 2019-20, the Foundation had 87 partner schools – primary and secondary state schools – spread across 8 of the 11 regions of the UK. These schools used the charity's teaching resources, teacher-training and online platform for pupils, involving 2,800 young people in skill-building current-affairs discussions for at least two terms.

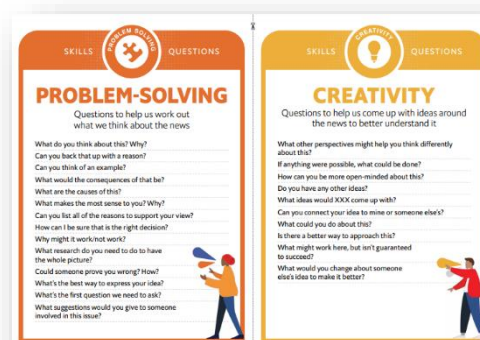
How the programme has achieved Impact Level 4

The Foundation helps teachers and young people to understand why the essential skills, as defined by Skills Builder, are important for engaging with current-affairs. Its materials and communications also show why skilful engagement with topical issues can support young people to succeed in the modern world, in employment and beyond.

The Foundation publishes its model for high-quality current-affairs discussions, using the Skills Builder names and icons for creativity, problem-solving, speaking and listening, to show what young people should practise when talking about the news. Their teaching resources identify which Skills Builder skills each learning activity will develop (as well as the knowledge they will build), using the Skills Builder names and icons, building familiarity among the students.

The Foundation's resources identify particular steps and include learning activities designed to help pupils master this step. They are carefully designed to cover multiple key steps and support pupils to progress.

The charity also provides skills-focused questions cards for teachers (*pictured*), designed to build pupils' skills through questioning in current-affairs discussions.



At the start of the programme, the charity refers teachers to the Skills Builder Framework to measure their students' progress. Its teaching resources include prompts, questions and reflections to help pupils assess their progress in the skills. On the Foundation's online platform, teachers give young people feedback on their use of the skills, and award stars when they see the skills being used well.

Teachers and students are encouraged and supported to track and quantify progress over time. For example, teachers are asked to provide data on their pupils' skill levels when they begin using the Foundation's programme and again at the end. Students complete a survey reflecting on their skills progress at the end of the programme.

Benefits for the organisation

Students share that a focus on skills helps them to have better conversations about the news:

"The skills have helped a lot to understand more about, not just the news, but talking and reasoning with friends about issues and hearing a wide range of opinions, as well as sharing mine."

Emily Evans, Founder and Chief Executive of The Economist Educational Foundation reflected that:

"Embracing the Skills Builder Framework as fully as possible is great for The Economist Educational Foundation. It helps us to rigorously demonstrate why it's important for young people to join high-quality discussions about current affairs."

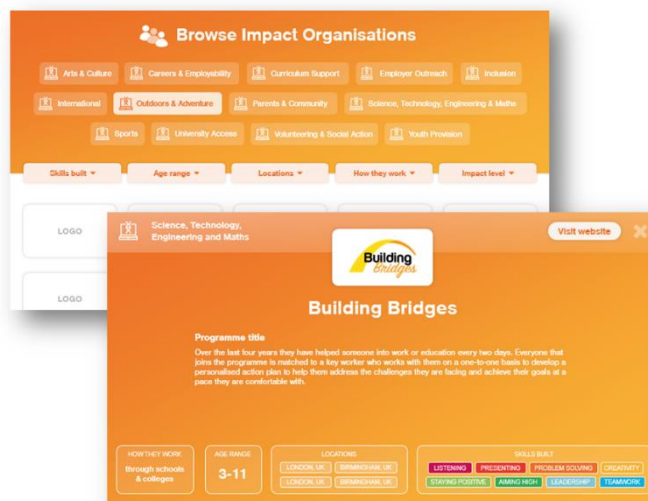
"These discussions are a powerful way to build not only knowledge but essential critical-thinking and communication skills. Skills Builder helps us to show this, by allowing us to rigorously measure young people's skills progress."

"Skills Builder also helps us to communicate the benefits of these skills, by providing a common language and a growing evidence-base indicating the impact of problem-solving, creativity, speaking and listening on life outcomes."

The Impact Directory

The Impact Directory is designed to be a guide for the growing number of educators, employers and individuals looking to find programmes that are aligned to the Skills Builder Framework and approach. We will be looking to promote the Directory and the programmes in it across the Partnership and through our communications and case studies.

The Directory will include all programmes which have achieved one of the four Impact Levels, and have been validated by the team at Skills Builder. **At the end of each academic year, all programmes will have to complete a short information request**, including information about usage of that programme in the previous year, in order to maintain their place in the Directory.



All programmes that achieve an Impact Level will also receive a kitemark which they can use to advertise their recognition in the Directory and on their programme materials.

Information in the Directory

The Directory will include a short summary of your organisation and the programme itself, the Impact Level that has been achieved, and a link for interested individuals to find out more.

Each programme will also include additional information to make it easy for interested individuals to find a programme that best fits their needs:

- *Impact Level achieved:* Level 1, 2, 3, or 4
- *The target group:* Age of participants
- *Geographical availability:* Countries of focus; regions within the UK (if applicable)
- *Programme delivery:* Online; in-person; or a blend of the two
- *Programme access:* Through a school or college; through an organisation; through individual self-serving online; other
- *Skill focus:* Which of the eight essential skills the programme covers

As part of the process, we will also ask you for the number of participants in the programme in the previous year. This will not be shared in the Directory, but will be used to gauge the reach of the Skills Builder approach.

Between July and August each year, we will ask you to review any programmes of yours in the Directory, to check that the information is still up-to-date and to confirm the latest participant numbers. Inclusion here is dependent on maintaining annual membership of the Partnership, and providing annual data so we can track the reach of Skills Builder-aligned programmes.

Impact Levels decision making

We are keen that this is not an onerous process for impact organisations who want to include programmes in the Directory, whilst at the same time ensuring that we have confidence in the impact of those programme we are promoting.

There are four Impact Levels that programmes from Skills Builder partners might be able to show. The steps are cumulative, so for example, a programme that has achieved Level 3, would also be expected to meet the indicators for Levels 1 and 2. Therefore, you should only enter your programme for the highest level that you are confident it will achieve.

We would make an assessment of whether a programme has achieved a particular quality standard through a combination of:

- *Initial conversation with your Skills Builder Associate:*
This informal conversation can help to gauge which Impact Level is most suitable for a particular programme.
- *Self-assessment form:*
You will then be sent a link to a short self-assessment form where you can self-assess your programme against the criteria explained in this guide. You will also be asked to upload 1-3 examples of documents that provide evidence of a programme meeting the criteria. At Level 4, you will also be asked to upload evidence of the skills progress that your programme has led to.
- *Review:*
The Skills Builder team will review your self-assessment. At this stage, they might give you a call to check any questions that they have.
- *Addition to the Directory:*
If we are happy that you have demonstrated meeting the criteria for the Impact Level, we will upload your programme to the [Directory](#). If not, we may either recommend a different Impact Level, or suggest actions to take to meet the criteria and how we can support you to do so.

Any questions

If you have any questions, please don't hesitate to get in touch with your Skills Builder Associate who will be glad to talk you through the process.

We look forward to hearing from you.

Other Resources

There are lots of resources available to Skills Builder Partners to support you in the journey to embed the Skills Builder approach into your programmes.

Publications and guides



The Missing Piece: The Essential Skills Education Forgot

Tom Ravenscroft details the rationale for building essential skills and evidence behind the six principles.

[skillsbuilder.org/
themissingpiece](https://skillsbuilder.org/themissingpiece)



Towards a Universal Framework for Essential Skills

Read the full report of the research behind the development of the Universal Framework.

[skillsbuilder.org/
towards-a-universal-
framework-for-essential-skills](https://skillsbuilder.org/towards-a-universal-framework-for-essential-skills)



Skills Builder Universal Framework: Toolkit for Organisations

Get started building essential skills education into in your organisation with our free Toolkit

[skillsbuilder.org/
toolkit-organisations](https://skillsbuilder.org/toolkit-organisations)

