Skills Builder

UNIVERSAL FRAMEWORK 2.0

Inclusion toolkit

LISTENING

SPEAKING

PROBLEM SOLVING

CREATIVITY

ADAPTING

PLANNING

LEADERSHIP

TEAMWORK

Introducing Universal Framework 2.0

Skills Builder Partnership works with educators and learners across the world to ensure that one day, everyone builds the essential skills to thrive.

Universal Framework 2.0 (UF2.0) is a transformational tool for educators and learners to measure and build essential skills.

UF2.0 builds off the work of more than 900 organisations in twenty countries to create a shared language and model for building essential skills that can be used by educators anywhere.

It can be effectively used from the youngest learners, through school and college and into the workplace. Its inclusive nature means it is used in a range of education settings, including mainstream, specialist and Alternative Provision.

We focus on the eight essential skills that enable learning in the classroom and success beyond it:

Communication		Creative Problem Solving	
Listening	Speaking	Problem Solving	Creativity

Self-Management		Collaboration	
Adapting	Planning	Leadership	Teamwork

This toolkit is designed to introduce UF2.0 ahead of its full launch in July 2025.

If you are not currently a partner, you can find out more about our programmes, tools and support through our website at **www.skillsbuilder.org**

Tom Ravenscroft
Founder & CEO, Skills Builder Partnership

Getting started

Understand learners' needs

Teaching essential skills

Universal Framework 2.0 breaks each of the **eight essential skills** down into **16 steps**, spanning from an absolute beginner through to mastery.

We know that every learner's journey in building essential skills looks different. While the steps are organised in a **logical, data-driven sequence** individuals will likely have strengths in some areas and find other steps more challenging. That is particularly true where individuals are neurodiverse or have additional learning needs or disabilities.

This toolkit includes the **Expanded Universal Framework**. The Expanded Universal Framework breaks progression down into more tangible chunks, with three simple building blocks for each step to give more extensive scaffolding. This allows facilitators and learners to hone in on the explicit components of each step to be focused on, allowing for more targeted development and detailed identification of strengths. The building blocks set out in the Expanded Universal Framework align to those identified in the Educator Handbook.

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The skill steps can be used as **learning outcomes**. We recommend three different approaches to building essential skills steps:

- **Direct teaching:** Each skill step has underpinning knowledge which can be directly taught – for example, different creative tools, how to structure a discussion, or what a hypothesis is. This should be directly taught, and from September 2025 Skills Builder Hub will provide these materials.

- **Application and reinforcement in the curriculum:** Through the curriculum, there will be opportunities for learners to practice the essential skills – whether through project work, presentations, or collaborative opportunities.

- **Connecting beyond the classroom:** Work experience, trips and visits and other careers education activities as well as sports, arts or community activities can all be opportunities to practice and apply these skills too.

The skill steps can be used as a basis for **assessment criteria** to track progress too.

Universal Framework 2.0: Overview

		Getting started				Intermediate			
Essential Skills	**Communication** — LISTENING	**Step 1** Focusing	**Step 2** Recalling	**Step 3** Checking	**Step 4** Retelling	**Step 5** Recognising purpose	**Step 6** Note-taking	**Step 7** Active listening	**Step 8** Questioning
	Communication — SPEAKING	**Step 1** Sharing clearly	**Step 2** Discussing together	**Step 3** Meeting others	**Step 4** Organising thoughts	**Step 5** Knowing the audience	**Step 6** Choosing language	**Step 7** Expressing self	**Step 8** Using facts
	Creative problem-solving — PROBLEM SOLVING	**Step 1** Following instructions	**Step 2** Seeking support	**Step 3** Sharing problems	**Step 4** Finding information	**Step 5** Creating options	**Step 6** Analysing options	**Step 7** Evaluating options	**Step 8** Researching
	Creative problem-solving — CREATIVITY	**Step 1** Imagining	**Step 2** Sharing imagination	**Step 3** Expressing imagination	**Step 4** Generating ideas	**Step 5** Suggesting improvements	**Step 6** Combining concepts	**Step 7** Identifying opportunities	**Step 8** Defining success
	Self-management — ADAPTING	**Step 1** Identifying emotions	**Step 2** Recognising emotions	**Step 3** Persisting	**Step 4** Managing reactions	**Step 5** Reflective learning	**Step 6** Supporting others	**Step 7** Encouraging others	**Step 8** Managing wellbeing
	Self-management — PLANNING	**Step 1** Sensing difficulty	**Step 2** Identifying successes	**Step 3** Working carefully	**Step 4** Recognising strengths	**Step 5** Facing challenges	**Step 6** Setting goals	**Step 7** Thinking ahead	**Step 8** Prioritising
	Collaboration — LEADERSHIP	**Step 1** Understanding reactions	**Step 2** Sharing reactions	**Step 3** Recognising reactions	**Step 4** Organising tasks	**Step 5** Managing resources	**Step 6** Mentoring	**Step 7** Self-awareness	**Step 8** Evaluating others
	Collaboration — TEAMWORK	**Step 1** Working together	**Step 2** Adjusting behaviour	**Step 3** Time keeping	**Step 4** Taking responsibility	**Step 5** Supporting others	**Step 6** Being accountable	**Step 7** Contributing	**Step 8** Valuing others

Universal Framework 2.0: Overview

		Advanced				Mastery			
Essential Skills									
Communication	LISTENING	**Step 9** Summarising	**Step 10** Recognising tone	**Step 11** Identifying influence	**Step 12** Comparing views	**Step 13** Analysing views	**Step 14** Investigating bias	**Step 15** Strategic questioning	**Step 16** Evaluating perspectives
	SPEAKING	**Step 9** Sharing visuals	**Step 10** Communicating sensitively	**Step 11** Speaking engagingly	**Step 12** Adaptive communicating	**Step 13** Negotiating	**Step 14** Constructive communicating	**Step 15** Presenting	**Step 16** Inspiring others
Creative problem-solving	PROBLEM SOLVING	**Step 9** Exploring causation	**Step 10** Recognising patterns	**Step 11** Systems thinking	**Step 12** Logical reasoning	**Step 13** Hypothesis testing	**Step 14** Strategic planning	**Step 15** Evaluating approaches	**Step 16** Continual learning
	CREATIVITY	**Step 9** Flexible thinking	**Step 10** Reflecting critically	**Step 11** Seeking perspectives	**Step 12** Prototyping	**Step 13** Incubating ideas	**Step 14** Using curiosity	**Step 15** Facilitating creativity	**Step 16** Championing creativity
Self-management	ADAPTING	**Step 9** Balancing workload	**Step 10** Improving performance	**Step 11** Practising resilience	**Step 12** Supporting resilience	**Step 13** Adapting plans	**Step 14** Identifying risks	**Step 15** Managing risk	**Step 16** Being enterprising
	PLANNING	**Step 9** Resourcing	**Step 10** Involving others	**Step 11** Using skills	**Step 12** Target setting	**Step 13** Seeking feedback	**Step 14** Project planning	**Step 15** Adaptive planning	**Step 16** Agile planning
Collaboration	LEADERSHIP	**Step 9** Allocating roles	**Step 10** Facilitating discussions	**Step 11** Managing disagreements	**Step 12** Coaching	**Step 13** Motivating others	**Step 14** Emotional intelligence	**Step 15** Leading thoughtfully	**Step 16** Leading adaptively
	TEAMWORK	**Step 9** Being inclusive	**Step 10** Being diplomatic	**Step 11** Resolving conflicts	**Step 12** Networking	**Step 13** Reflecting collectively	**Step 14** Learning collectively	**Step 15** Developing others	**Step 16** Improving culture

Listening

Receiving, retaining and processing information

This skill is about how we receive information – whether from a peer, an educator, or someone else.

Getting started: Initially, learners reliably receive information by maintaining adequate focus, recalling simple instructions, checking they understand, and passing on information accurately.

Intermediate: Next, learners listen actively, recognising communication's purpose, making notes, demonstrating their engagement, and using open questions.

Advanced: Then, learners become critical consumers of information by summarising, recognising tone and influencing techniques, and comparing perspectives.

Mastery: Finally, learners explore why different perspectives come about, investigate biases, challenge and probe different views, and integrate and evaluate them.

Inclusive practice: The definition of listening can be expanded to other ways of receiving information. Age-related expectations are approximate based on data and learners will vary meaningfully.

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

This toolkit includes Skill Symbols for each of the essential skills which can be used to raise awareness of these skills and help to communicate when these are being used. The Skill Symbols have been created using Widgit Symbols; if learners are more familiar with other pictorial systems, these can be used as a template for alternative use.

Listening

Receiving and Sharing Communication
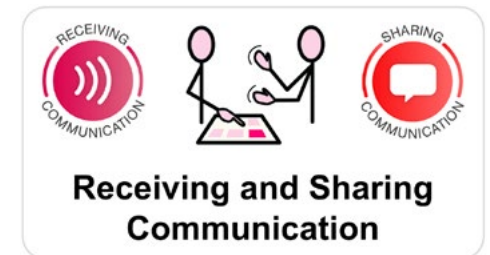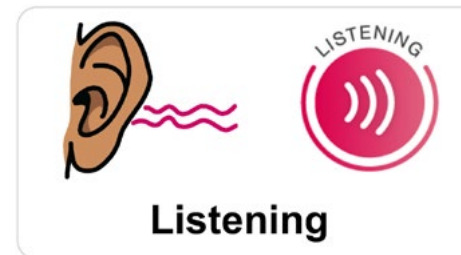
Step		Learner Descriptor
Getting started	a)	I know what it means to listen
	b)	I know why listening without interrupting matters
	c)	I know how to listen without interrupting
	Step 1	**Focusing** I can listen for at least a short time
	a)	I know what it means to recall simple instructions
	b)	I know why recalling instructions matters
	c)	I know how to listen and recall simple instructions
	Step 2	**Recalling** I remember simple instructions
	a)	I know what it means to ask questions to check understanding
	b)	I know why it is important to check understanding by asking questions
	c)	I know how to ask questions to check understanding
	Step 3	**Checking** I ask questions if I don't understand
	a)	I know what it means to pass on information accurately
	b)	I know why and when it is important to pass on information accurately
	c)	I know how to recall and pass on information when listening
	Step 4	**Retelling** I pass on information accurately

Step		Learner Descriptor
Intermediate	a)	I know what is meant by purpose of communication
	b)	I know why it matters why someone is communicating
	c)	I know how to identify why someone is communicating
	Step 5	**Recognising purpose** I know why someone is communicating with me
	a)	I know what note-taking means
	b)	I know why and when note-taking is important
	c)	I know how to take notes effectively to record important information
	Step 6	**Note-taking** I record important information
	a)	I know what is meant by active listening
	b)	I know why and when active listening is important
	c)	I know how to demonstrate active listening
	Step 7	**Active listening** I show I am paying attention
	a)	I know what is meant by open questions
	b)	I know why and when open questions are helpful
	c)	I know how to use open questions effectively
	Step 8	**Questioning** I ask open questions to understand more

Step		Learner Descriptor
	a)	I know what is meant by summarising and rephrasing
	b)	I know why and when summarising and rephrasing are useful when listening
	c)	I know how to use summarising and rephrasing effectively in conversation
Step 9		**Summarising** I rephrase or summarise what I learnt
	a)	I know what is meant by tone and how it varies
	b)	I know why recognising tone is important when communicating
	c)	I know how to recognise and understand tone when listening
Step 10		**Recognising tone** I recognise tone of communication
	a)	I know what is meant by influence
	b)	I know why it is important to recognise someone's influence
	c)	I know how to recognise and manage others' influence
Step 11		**Identifying influence** I recognise when someone is trying to influence me
	a)	I know what is meant by different points of view
	b)	I know why it is helpful to explore different points of view
	c)	I know how to compare similarities and differences in points of view
Step 12		**Comparing views** I compare different points of view

Advanced

Step		Learner Descriptor
	a)	I know what might cause different points of view
	b)	I know why it is helpful to understand where points of view come from
	c)	I know how to analyse where differences in points of view come from
Step 13		**Recognising purpose** I know why someone is communicating with me
	a)	I know what is meant by bias
	b)	I know why it is important to recognise biases when listening
	c)	I know how to recognise biases when listening
Step 14		**Note-taking** I record important information
	a)	I know what is meant by strategic questioning
	b)	I know why and when strategic questioning is useful
	c)	I know how to use strategic questioning effectively
Step 15		**Active listening** I show I am paying attention
	a)	I know what it means to objectively evaluate and integrate perspectives
	b)	I know why it is helpful to evaluate and integrate perspectives
	c)	I know how to evaluate and integrate perspectives
Step 16		**Questioning** I ask open questions to understand more

Mastery

Speaking

Transitting information or ideas

This skill is about how learners transmit information and ideas – whether to peers, educators, or others.

Getting started: Initially, learners communicate clearly with individuals they know, in small groups, and then with new people while organising points to be understood.

Intermediate: Next, learners communicate effectively by thinking about what their audience already know, choosing appropriate language, tone, expression and gesture, and bringing in facts appropriately.

Advanced: Then, learners become more adaptable communicators by bringing in visual aids, managing sensitive topics, and being engaging and adaptive.

Mastery: Finally, learners can negotiate effectively, maintain communication in difficult situations, present complex ideas and share a vision.

Inclusive practice: The definition of speaking can be expanded to other ways of transmitting information. Age-related expectations are approximate based on data and learners will vary meaningfully.

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

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Speaking

Receiving and Sharing Communication

Step		Learner Descriptor
	a)	I know what it means to speak and communicate
	b)	I know why speaking and communication are important
	c)	I know how to speak clearly
Step 1		**Sharing clearly** I communicate clearly with someone I know
	a)	I know what it means to communicate in a small group
	b)	I know why communicating in a small group balances speaking and listening
	c)	I know how to communicate in a small group
Step 2		**Discussing together** I communicate clearly in a small group
	a)	I know what it means to communicate with new people
	b)	I know why communicating with new people is important
	c)	I know how to communicate clearly with new people
Step 3		**Meeting others** I communicate with new people when I need to
	a)	I know what it means to organise points to be understood
	b)	I know why organising points to be understood is important
	c)	I know how to organise points to be understood when communicating
Step 4		**Organising thoughts** I order my points to be understood

Getting started

Step		Learner Descriptor
	a)	I know what it means to adapt communication to what the audience knows
	b)	I know why to adapt communication to what the audience knows
	c)	I know how to adapt communication to what the audience knows
Step 5		**Knowing the audience** I adapt my communication to what my audience already know
	a)	I know what is meant by appropriate language for the setting
	b)	I know why it is important to choose appropriate language for the setting
	c)	I know how to choose appropriate language for the setting
Step 6		**Choosing language** I choose appropriate language for the situation
	a)	I know what is meant by tone, expression and gesture
	b)	I know why tone, expression and gesture matter
	c)	I know how to use tone, expression and gesture when communicating
Step 7		**Expressing self** I use tone, expression and gesture to be understood
	a)	I know what is meant by facts and examples
	b)	I know why facts and examples can support communication
	c)	I know how to use facts and examples effectively when communicating
Step 8		**Using facts** I use facts and examples to support my communication

Intermediate

Step		Learner Descriptor
Advanced	a)	I know what is meant by visual aids
	b)	I know why visual aids can support communicating
	c)	I know how to use visual aids effectively when communicating
	Step 9	**Sharing visuals** I use images, charts or diagrams when it helps my communication
	a)	I know what is meant by difficult or sensitive topics
	b)	I know why it is important to communicate about difficult or sensitive topics
	c)	I know how to have conversations on difficult or sensitive topics
	Step 10	**Communicating sensitively** I talk about difficult or sensitive topics effectively
	a)	I know what it means to use tone, expression and gesture to be engaging
	b)	I know why it is helpful to use tone, expression and gesture to be engaging
	c)	I know how to use tone, expression and gesture to be engaging
	Step 11	**Speaking engagingly** I communicate in a way that is engaging for my audience
	a)	I know what it means to adapt to audience reactions
	b)	I know why it is important to adapt to audience reactions
	c)	I know how to adapt to audience reactions when communicating
	Step 12	**Adaptive communicating** I adapt my communication depending on audience reactions

Step		Learner Descriptor
Mastery	a)	I know what is meant by negotiation
	b)	I know why and when negotiations are helpful
	c)	I know how to plan for negotiations effectively
	Step 13	**Negotiating** I manage discussions effectively to reach an agreement
	a)	I know what is meant by constructive communication
	b)	I know why constructive communication in challenging situations is important
	c)	I know how to use constructive communication in challenging situations
	Step 14	**Constructive communicating** I maintain clear and constructive communication in challenging situations
	a)	I know what is meant by presenting
	b)	I know why and when presenting is important
	c)	I know how to present effectively
	Step 15	**Presenting** I present to an audience when required
	a)	I know what is meant by communicating a vision
	b)	I know why and when communicating a vision is helpful
	c)	I know how to communicate a vision persuasively
	Step 16	**Inspiring others** I communicate a vision persuasively

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Problem Solving

Finding solutions to challenges

This skill is about how learners effectively solve problems, recognising that while knowledge and technical skills are vital, there are also transferable techniques between settings.

Getting started: Initially, learners solve simple problems by following instructions, seeking support and sharing what the problem is, or finding information themselves.

Intermediate: Next, learners explore complicated problems by creating multiple potential solutions, analysing them, using success criteria for evaluation, and bringing in extra research effectively.

Advanced: Then, learners investigate complex problems by exploring causation, recognising patterns and principles, thinking about parts of a system, and reasoning logically.

Mastery: Finally, learners tackle complex problems by creating and testing hypotheses, and then creating, implementing and refining strategic plans.

Inclusive practice: Age-related expectations are approximate based on data and learners' skills profiles may vary meaningfully.

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

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Problem Solving

Step		Learner Descriptor
Getting started	a)	I know what is meant by instructions
	b)	I know why following instructions is important
	c)	I know how to follow instructions well
	Step 1	**Following instructions** I follow instructions
	a)	I know what is meant by help or support
	b)	I know why and when to find help or support
	c)	I know how to find someone who can help
	Step 2	**Seeking support** I find help from someone if needed
	a)	I know what is meant by a problem
	b)	I know why and when to describe problems to others
	c)	I know how to describe problems to others well
	Step 3	**Sharing problems** I describe problems to others
	a)	I know what it means to find information to complete a task
	b)	I know why and when to find information to complete a task
	c)	I know how to find information to complete a task
	Step 4	**Finding information** I find information to complete a task

Step		Learner Descriptor
Intermediate	a)	I know what it means to create different possible solutions to a problem
	b)	I know why and when it is important to create different possible solutions
	c)	I know how to create a range of different possible solutions to a problem
	Step 5	**Creating options** I create different possible solutions to a problem
	a)	I know what is meant by advantages and disadvantages
	b)	I know why it is important to identify advantages and disadvantages of solutions
	c)	I know how to identify advantages and disadvantages of solutions
	Step 6	**Analysing options** I identify advantages and disadvantages of potential solutions
	a)	I know what is meant by success criteria
	b)	I know why and when success criteria are useful
	c)	I know how to use success criteria to choose between options
	Step 7	**Evaluating options** I choose between possible solutions based on success criteria
	a)	I know what is meant by research
	b)	I know why and when it is important to carry out research
	c)	I know how to use research effectively to solve a problem
	Step 8	**Researching** I research to build my understanding

Step		Learner Descriptor
Advanced	a)	I know what is meant by causes and effects
	b)	I know why it is important to analyse causes and effects
	c)	I know how to analyse causes and effects
	Step 9	**Exploring causation** I analyse causes and effects
	a)	I know what it means to recognise patterns
	b)	I know why and when recognising patterns can lead to insights
	c)	I know how to use pattern identification to gain insights
	Step 10	**Recognising patterns** I identify patterns to gain insight
	a)	I know what is meant by systems and systems thinking
	b)	I know why and when principles of systems thinking are useful
	c)	I know how to apply systems thinking to complex problems
	Step 11	**Systems thinking** I identify how parts of a system impact each other
	a)	I know what is meant by deductive and inductive reasoning
	b)	I know why and when deductive and inductive reasoning are helpful
	c)	I know how to use deductive and inductive reasoning
	Step 12	**Logical reasoning** I use logical reasoning to structure problems

Step		Learner Descriptor
Mastery	a)	I know what is meant by a hypothesis
	b)	I know why and when testing hypotheses is helpful
	c)	I know how to turn ideas into testable hypotheses
	Step 13	**Hypothesis testing** I structure ideas so that I can test them
	a)	I know what is meant by a strategic plan
	b)	I know why and when strategic plans support problem solving
	c)	I know how to develop strategic plans
	Step 14	**Strategic planning** I develop strategic plans to address complex problems
	a)	I know what it means to evaluate strategic plans
	b)	I know why and when it is helpful to evaluate strategic plans
	c)	I know how to evaluate the success of strategic plans
	Step 15	**Evaluating approaches** I evaluate the success of strategic plans
	a)	I know what is meant by continual learning
	b)	I know why continual learning is important
	c)	I know how to implement continual learning cycles
	Step 16	**Continual learning** I improve strategic plans based on new insights

Creativity

Using imagination and generating new ideas

This skill is about how learners expansively create new ideas and possibilities in a wide range of settings and is the complement to problem solving.

Getting started: Initially, learners use their imagination to imagine different possibilities, share and express them, and create ideas when given a simple prompt.

Intermediate: Next, learners apply their creativity to suggest improvements, combine concepts, identify opportunities for innovation, and develop success criteria.

Advanced: Then, learners explore creative thinking more deeply by challenging their own assumptions, reflecting critically, seeking perspectives, and prototyping ideas to develop them further.

Mastery: Finally, learners drive creativity more widely by incubating ideas, curiously seeking out new ideas and opportunities, and facilitating and championing creativity and innovation more widely.

Inclusive practice: Age-related expectations are approximate based on data and learners' skills profiles may vary meaningfully.

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Creativity
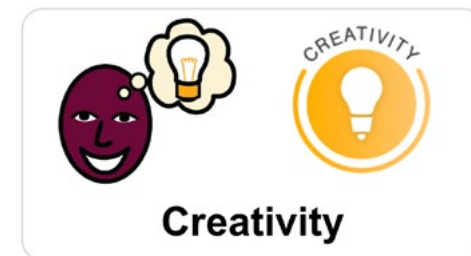
Step		Learner Descriptor
	a)	I know what is meant by imagining
	b)	I know why imagination is important
	c)	I know how to use imagination
	Step 1	**Imagining** I imagine different things
	a)	I know what it means to share imagination
	b)	I know why it is helpful to share imagination
	c)	I know how to share what is imagined
	Step 2	**Sharing imagination** I share what I imagine with someone
	a)	I know what it means to share imagination in different ways
	b)	I know why and when it is helpful to share imagination in different ways
	c)	I know how to share imagination in different ways
	Step 3	**Expressing imagination** I share what I imagine in different ways
	a)	I know what it means to generate ideas
	b)	I know why it is helpful to generate ideas
	c)	I know how to generate ideas to solve a problem
	Step 4	**Generating ideas** I create ideas to solve a problem

Step		Learner Descriptor
	a)	I know what it means to suggest improvements
	b)	I know why and when it is helpful to suggest improvements
	c)	I know how to create ideas to improve something
	Step 5	**Suggesting improvements** I create ideas to make something better
	a)	I know what is meant by ideas and concepts
	b)	I know why and when it is helpful to combine concepts or ideas
	c)	I know how to combine concepts or ideas to create new ones
	Step 6	**Combining concepts** I can combine ideas to make new ones
	a)	I know what is meant by innovation
	b)	I know why and when to identify opportunities for innovation
	c)	I know how to identify opportunities for innovation
	Step 7	**Identifying opportunities** I identify opportunities for innovation
	a)	I know what it means to define success criteria for new ideas
	b)	I know why and when defining success criteria supports creativity
	c)	I know how to set out success criteria for creating new ideas
	Step 8	**Defining success** I set out success criteria for creating new ideas

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Step		Learner Descriptor
Advanced	a)	I know what is meant by flexible thinking
	b)	I know why it is important to identify assumptions
	c)	I know how to question assumptions to support creativity
	Step 9	**Flexible thinking** I challenge my assumptions about ideas
	a)	I know what it means to reflect critically on ideas
	b)	I know why and when critical reflection on ideas is helpful
	c)	I know how to use critical reflection to improve ideas
	Step 10	**Reflecting critically** I question my own ideas to improve them
	a)	I know what is meant by different perspectives
	b)	I know why it is important to seek different perspectives
	c)	I know how to use different perspectives to develop ideas
	Step 11	**Seeking perspectives** I seek different perspectives to develop my ideas
	a)	I know what is meant by prototyping
	b)	I know why and when prototyping is useful
	c)	I know how to use prototyping to test creative ideas
	Step 12	**Prototyping** I create quick tests of an idea

Step		Learner Descriptor
Mastery	a)	I know what it means to incubate an idea
	b)	I know why and when to incubate an idea
	c)	I know how to incubate an idea effectively
	Step 13	**Incubating ideas** I give ideas time and attention to evolve
	a)	I know what it means to use curiosity
	b)	I know why continued curiosity is important
	c)	I know how to seek concepts and ideas to innovate from
	Step 14	**Using curiosity** I seek new concepts and ideas to innovate from
	a)	I know what is meant by collective innovation
	b)	I know why and when collective innovation can be helpful
	c)	I know how to facilitate collective innovation
	Step 15	**Facilitating creativity** I share creative tools for collective innovation
	a)	I know what it means to champion creativity
	b)	I know why nurturing a culture of creativity is helpful
	c)	I know how to nurture cultures of creativity and innovation in groups
	Step 16	**Championing creativity** I nurture cultures of creativity and innovation

Adapting

Overcoming challenges and setbacks to achieve goals

This skill is about how learners adapt to challenges and setbacks effectively whether in education or in their wider lives.

Getting started: Initially, learners identify their own emotional responses and those of others, showing persistence and managing their immediate reactions to setbacks.

Intermediate: Next, learners demonstrate a positive approach to challenges, reflecting and learning from them, supporting and encouraging others, and proactively managing their own wellbeing.

Advanced: Then, learners build their resilience by balancing their workload, proactively improving their performance, and practising and supporting others to spot opportunities in challenges.

Mastery: Finally, learners apply their adaptability by adapting plans, identifying and managing risks, and seizing the opportunities in challenges and setbacks.

Inclusive practice: Age-related expectations are approximate based on data and learners' skills profiles may vary meaningfully.

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

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Adapting

Step		Learner Descriptor
Getting started	a)	I know what is meant by emotions
	b)	I know why identifying emotions is helpful
	c)	I know how to identify and name emotions
	Step 1	**Identifying emotions** I can tell how I am feeling
	a)	I know what it means to tell how others are feeling
	b)	I know why it is helpful to tell how others are feeling
	c)	I know how to tell how others are feeling
	Step 2	**Recognising emotions** I can tell how others are feeling
	a)	I know what it means to persist
	b)	I know why and when it is important to persist
	c)	I know how to keep going when faced with challenges
	Step 3	**Persisting** I keep going when faced with challenges
	a)	I know what it means to manage reactions
	b)	I know why staying calm is helpful when faced with challenges
	c)	I know how to stay calm when faced with challenges
	Step 4	**Managing reactions** I respond calmly when faced with challenges

Step		Learner Descriptor
Intermediate	a)	I know what is meant by reflective learning
	b)	I know why it is important to reflect and learn from challenges
	c)	I know how to reflect and learn from challenges
	Step 5	**Reflective learning** I reflect and learn from challenges
	a)	I know what it means to support others to face challenges
	b)	I know why and when it is good to support others
	c)	I know how to help others face challenges
	Step 6	**Supporting others** I help others face challenges
	a)	I know what it means to encourage others
	b)	I know why and when it is good to encourage others
	c)	I know how to encourage others to keep going
	Step 7	**Encouraging others** I encourage others to keep going
	a)	I know what is meant by wellbeing
	b)	I know why it is helpful to have routines to manage wellbeing
	c)	I know how to create routines to support wellbeing
	Step 8	**Managing wellbeing** I have routines to manage my wellbeing

Step	Learner Descriptor
a)	I know what is meant by balancing workload
b)	I know why it is important to balance workload
c)	I know how to balance workload effectively
Step 9	**Balancing workload** I manage my workload effectively
a)	I know what it means to improve performance
b)	I know why it is good to seek opportunities to grow experience
c)	I know how to secure opportunities to build experience and expertise
Step 10	**Improving performance** I seek opportunities to grow my experience and expertise
a)	I know what is meant by resilience
b)	I know why challenges often lead to new opportunities
c)	I know how to use resilience to identify opportunities in challenges
Step 11	**Practising resilience** I look for opportunities when faced with challenges
a)	I know what it means to support others' resilience
b)	I know why and when to support others to see opportunities
c)	I know how to support others' resilience to see opportunities in challenges
Step 12	**Supporting resilience** I help others see opportunities when faced with challenges

(Advanced)

Step	Learner Descriptor
a)	I know what it means to adapt plans
b)	I know why and when to adapt plans to work through setbacks
c)	I know how to adapt plans to work through setbacks
Step 13	**Adapting plans** I change plans to work through setbacks
a)	I know what is meant by risks and gains
b)	I know why it is important to identify potential risks and gains
c)	I know how to identify potential risks and gains in a situation
Step 14	**Identifying risks** I identify potential risks and gains
a)	I know what it means to actively manage risks
b)	I know why and when to actively manage risks
c)	I know how to actively manage risks
Step 15	**Managing risk** I actively manage risks
a)	I know what it means to be enterprising
b)	I know why and when to capitalise on opportunities
c)	I know how to capitalise on opportunities by being enterprising
Step 16	**Being enterprising** I capitalise on opportunities

(Mastery)

Planning

Setting goals and designing routes to achieve them

This skill is about how learners develop clear, tangible goals and robust routes to achieving them – whether in educational settings or their wider lives.

Getting started: Initially, learners assess the difficulty of tasks, knowing what doing well looks like for them, working with care, and recognising their strengths.

Intermediate: Next, learners take a positive approach to new challenges, setting achievable goals, developing simple plans, and prioritising tasks.

Advanced: Then, learners implement more complex plans by securing resources, engaging others behind the goal, developing the skills required, and setting targets to measure success.

Mastery: Finally, learners develop sophisticated plans by seeking feedback, using project planning tools, adapting plans using data, and planning in an agile way.

Inclusive practice: Age-related expectations are approximate based on data and learners' skills profiles may vary meaningfully.

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

This toolkit includes Skill Symbols for each of the essential skills which can be used to raise awareness of these skills and help to communicate when these are being used. The Skill Symbols have been created using Widgit Symbols; if learners are more familiar with other pictorial systems, these can be used as a template for alternative use.

Planning

Step		Learner Descriptor
	a)	I know what it means when something is too difficult
	b)	I know why it is important to recognise difficulty
	c)	I know how to manage if something is too difficult
	Step 1	**Sensing difficulty** I know when something is too difficult
	a)	I know what it means to be doing well
	b)	I know why it is good to know when I am doing well
	c)	I know how to tell when I am doing well
	Step 2	**Identifying successes** I know what doing well looks like for me
	a)	I know what it means to work with care and attention
	b)	I know why working carefully matters
	c)	I know how to work with care and attention
	Step 3	**Working carefully** I work with care and attention
	a)	I know what is meant by strengths
	b)	I know why recognising my strengths is important
	c)	I know how to recognise my strengths
	Step 4	**Recognising strengths** I recognise what I am good at

Getting started

Step		Learner Descriptor
	a)	I know what it means to take a positive approach to new challenges
	b)	I know why it is helpful to take a positive approach to new challenges
	c)	I know how to take a positive approach to new challenges
	Step 5	**Facing challenges** I take a positive approach to new challenges
	a)	I know what is meant by goal setting
	b)	I know why and when setting achievable goals is helpful
	c)	I know how to set myself goals effectively
	Step 6	**Setting goals** I set achievable goals for myself
	a)	I know what it means to find routes to achieve a goal
	b)	I know why it is important to think about different routes to a goal
	c)	I know how to map out routes to achieve a goal
	Step 7	**Thinking ahead** I think about routes to achieve a goal
	a)	I know what is meant by ordering and prioritising tasks
	b)	I know why and when ordering and prioritising tasks is important
	c)	I know how to order and prioritise tasks to achieve a goal
	Step 8	**Prioritising** I order and prioritise tasks to achieve goals

Intermediate

Step	Learner Descriptor
a)	I know what is meant by resources
b)	I know why securing resources is important to achieve goals
c)	I know how to identify the resources needed to achieve goals
Step 9	**Resourcing** I secure the resources I need to achieve goals
a)	I know what it means to engage others to achieve goals
b)	I know why and when to engage others with goals
c)	I know how to engage and involve others to achieve goals
Step 10	**Involving others** I engage others to achieve goals
a)	I know what is meant by skills
b)	I know why to plan to use and build skills to achieve goals
c)	I know how to use and build skills to achieve goals
Step 11	**Using skills** I plan how to use and build my skills to achieve goals
a)	I know what is meant by targets and milestones
b)	I know why setting targets and milestones can be helpful
c)	I know how to set targets and milestones effectively
Step 12	**Target setting** I create plans with clear targets to measure success

Advanced

Step	Learner Descriptor
a)	I know what it means to seek views to improve plans
b)	I know why it is helpful to use a range of views to improve plans
c)	I know how to seek a range of views to improve plans
Step 13	**Seeking feedback** I seek out a range of views to improve plans
a)	I know what is meant by planning tools
b)	I know why and when different planning tools are useful
c)	I know how to use different planning tools
Step 14	**Project planning** I use planning tools to organise complex projects
a)	I know what is meant by adaptive planning
b)	I know why and when adaptive planning is useful
c)	I know how to use data to evaluate progress and make adaptations
Step 15	**Adaptive planning** I use data to evaluate progress and make adaptations
a)	I know what is meant by agile planning
b)	I know why and when agile planning is helpful
c)	I know how to use agile planning effectively
Step 16	**Agile planning** I work flexibly and responsively to improve my plans

Mastery

Leadership

Supporting, encouraging and motivating others to achieve a shared goal

This skill is about how learners make things happen in their education and wider lives, whether or not they have a formal leadership position.

Getting started: Initially, learners understand their own responses to ideas, sharing those effectively, recognising others' reactions, and allocating tasks reasonably.

Intermediate: Next, learners start leading others by managing time and resources to complete tasks, recognising strengths and weaknesses of themselves and others, and using this insight to allocate roles.

Advanced: Then, learners use a collaborative leadership approach by facilitating discussions, managing disagreements, and using mentoring and coaching techniques.

Mastery: Finally, learners demonstrate strong leadership by effectively motivating others, applying emotional intelligence, and thinking about and adapting their leadership style.

Inclusive practice: Age-related expectations are approximate based on data and learners' skills profiles may vary meaningfully.

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This toolkit includes Skill Symbols for each of the essential skills which can be used to raise awareness of these skills and help to communicate when these are being used. The Skill Symbols have been created using Widgit Symbols; if learners are more familiar with other pictorial systems, these can be used as a template for alternative use.

Leadership

Step		Learner Descriptor
	a)	I know what emotional reactions are
	b)	I know why it is helpful to understand emotional reactions
	c)	I know how to understand what emotional reactions mean
	Step 1	**Understanding reactions** I know how an idea makes me feel
	a)	I know what it means to share reactions to an idea
	b)	I know why and when it can be helpful to explain how an idea makes you feel
	c)	I know how to explain how an idea makes you feel
	Step 2	**Sharing reactions** I explain how an idea makes me feel when appropriate
	a)	I know what it means to recognise others' reactions
	b)	I know why it is helpful to recognise others' feelings about something
	c)	I know how to recognise when others have strong feelings about something
	Step 3	**Recognising reactions** I know when others have strong feelings about something
	a)	I know what it means to divide up tasks
	b)	I know why it is important to divide up tasks fairly
	c)	I know how to divide up tasks in a fair way
	Step 4	**Organising tasks** I divide up tasks in a fair way

(left table labelled vertically: **Getting started**)

Step		Learner Descriptor
	a)	I know what is meant by team time and resources
	b)	I know why team time and resources need managing
	c)	I know how to manage team time and resources to complete tasks
	Step 5	**Managing resources** I manage team time and resources to complete tasks
	a)	I know what is meant by mentoring
	b)	I know why and when mentoring can be helpful
	c)	I know how to mentor others effectively
	Step 6	**Mentoring** I use my experience to support others
	a)	I know what is meant by self awareness
	b)	I know why self awareness and reflection are important
	c)	I know how to build self awareness of strengths and weaknesses
	Step 7	**Self-awareness** I recognise how others see my strengths and weaknesses
	a)	I know what it means to evaluate others
	b)	I know why understanding others' strengths and weaknesses is helpful
	c)	I know how to identify others' strengths and weaknesses
	Step 8	**Evaluating others** I identify others' strengths and weaknesses

(right table labelled vertically: **Intermediate**)

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Step		Learner Descriptor
Advanced	a)	I know what is meant by a role
	b)	I know why strengths and weaknesses matter when allocating roles
	c)	I know how to allocate roles based on strengths and weaknesses
	Step 9	**Allocating roles** I allocate roles based on strengths and weaknesses
	a)	I know what it means to structure and facilitate group discussions
	b)	I know why and when group discussions are useful
	c)	I know how to facilitate a group discussion effectively
	Step 10	**Facilitating discussions** I structure group discussions
	a)	I know what it means to manage disagreements
	b)	I know why and when disagreements can be helpful or unhelpful
	c)	I know how to manage disagreements to reach shared decisions
	Step 11	**Managing disagreements** I support shared decision making
	a)	I know what is meant by coaching
	b)	I know why and when coaching is useful
	c)	I know how to coach someone effectively
	Step 12	**Coaching** I use structured questioning to help others

Step		Learner Descriptor
Mastery	a)	I know what is meant by motivation
	b)	I know why it is important for leaders to motivate others
	c)	I know how to motivate others
	Step 13	**Motivating others** I use a range of approaches to motivate others
	a)	I know what is meant by emotional intelligence
	b)	I know why emotional intelligence is important
	c)	I know how to build emotional intelligence
	Step 14	**Emotional intelligence** I respond to others' emotions to lead effectively
	a)	I know what is meant by leadership styles
	b)	I know why it is important to understand leadership styles
	c)	I know how to understand my leadership style
	Step 15	**Leading thoughtfully** I recognise my leadership style and its impact on others
	a)	I know what is meant by adapting leadership style to the situation
	b)	I know why effective leaders adapt their leadership style
	c)	I know how to effectively adapt leadership style to the situation
	Step 16	**Leading adaptively** I adapt my leadership style to the situation

Teamwork

Working cooperatively with others to achieve a shared goal

This skill is about how learners adapt to challenges and setbacks effectively whether in education or in their wider lives.

Getting started: Initially, learners show they can work with others, behaving appropriately for the setting, keeping time reliably and taking responsibility for simple tasks.

Intermediate: Next, learners contribute to teams by supporting others, being accountable for their goals, contributing to group activities, and valuing others' contributions.

Advanced: Then, learners make teams more effective by being inclusive, being diplomatic, resolving conflicts, and building networks.

Mastery: Finally, learners drive team performance by reflecting and suggesting improvements, supporting collective learning, developing their peers, and improving the team's culture.

Inclusive practice: Age-related expectations are approximate based on data and learners' skills profiles may vary meaningfully.

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

This toolkit includes Skill Symbols for each of the essential skills which can be used to raise awareness of these skills and help to communicate when these are being used. The Skill Symbols have been created using Widgit Symbols; if learners are more familiar with other pictorial systems, these can be used as a template for alternative use.

Teamwork

Step		Learner Descriptor
	a)	I know what it means to work with others
	b)	I know why and when working with others can be helpful
	c)	I know how to work well with others
Step 1		**Working together** I work with others when appropriate
	a)	I know what is meant by behaviour
	b)	I know why behaving in the right way is helpful
	c)	I know how to adjust behaviour
Step 2		**Adjusting behaviour** I behave in a way that fits the setting
	a)	I know what is meant by reliable timekeeping
	b)	I know why and when is reliable timekeeping important
	c)	I know how to be reliable at timekeeping
Step 3		**Time keeping** I keep to time reliably
	a)	I know what it means to take responsibility
	b)	I know why and when is taking responsibility for tasks important
	c)	I know how to take responsibility for completing tasks
Step 4		**Taking responsibility** I take responsibility for completing tasks

Getting started

Step		Learner Descriptor
	a)	I know what it means to support others
	b)	I know why and when it is helpful to support others
	c)	I know how to support others effectively
Step 5		**Supporting others** I help others as much as I can
	a)	I know what is meant by being accountable in a team
	b)	I know why and when it is important to be accountable for goals in a team
	c)	I know how to improve my ability to be accountable for my goals in a team
Step 6		**Being accountable** I am accountable for my goals
	a)	I know what it means to contribute to group activity
	b)	I know why and when it is important to contribute to group decisions
	c)	I know how to contribute to group decision making
Step 7		**Contributing** I contribute to group activity
	a)	I know what it means to value others' ideas
	b)	I know why and when it is important to value others' ideas
	c)	I know how to demonstrate valuing others' ideas
Step 8		**Valuing others** I recognise the value of others' ideas

Intermediate

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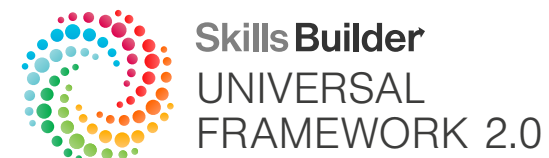| Step		Learner Descriptor
Advanced	a)	I know what is meant by being inclusive in a group
	b)	I know why it is important to be inclusive in a group
	c)	I know how to support others to thrive in a group
	Step 9	**Being inclusive** I support others to thrive in a group
	a)	I know what it means to be diplomatic
	b)	I know why and when it is helpful to be diplomatic
	c)	I know how to be diplomatic and avoid creating unhelpful conflicts
	Step 10	**Being diplomatic** I avoid creating unhelpful conflicts
	a)	I know what it means to resolve unhelpful conflicts
	b)	I know why and when to work collaboratively to resolve unhelpful conflicts
	c)	I know how to work collaboratively to resolve unhelpful conflicts
	Step 11	**Resolving conflicts** I work collaboratively to resolve unhelpful conflicts
	a)	I know what is meant by networking
	b)	I know when and why networking is valuable
	c)	I know how to network to build helpful relationships beyond the team
	Step 12	**Networking** I build helpful relationships beyond my team

Step		Learner Descriptor
Mastery	a)	I know what is meant by reflecting collectively
	b)	I know why and when it is important to reflect collectively
	c)	I know how to effectively reflect on team progress and suggest improvements
	Step 13	**Reflecting collectively** I reflect on progress and suggest improvements
	a)	I know what is meant by collective learning
	b)	I know why and when collective learning is important
	c)	I know how to ensure collective learning in a team
	Step 14	**Learning collectively** I evaluate successes and failures and share lessons
	a)	I know what it means to support your peers to develop
	b)	I know why and when to support peers to develop
	c)	I know how to support peers to develop
	Step 15	**Developing others** I support my peers to develop
	a)	I know what is meant by team culture
	b)	I know why improving a team's culture is important
	c)	I know how to improve the culture of a team
	Step 16	**Improving culture** I improve the team culture

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