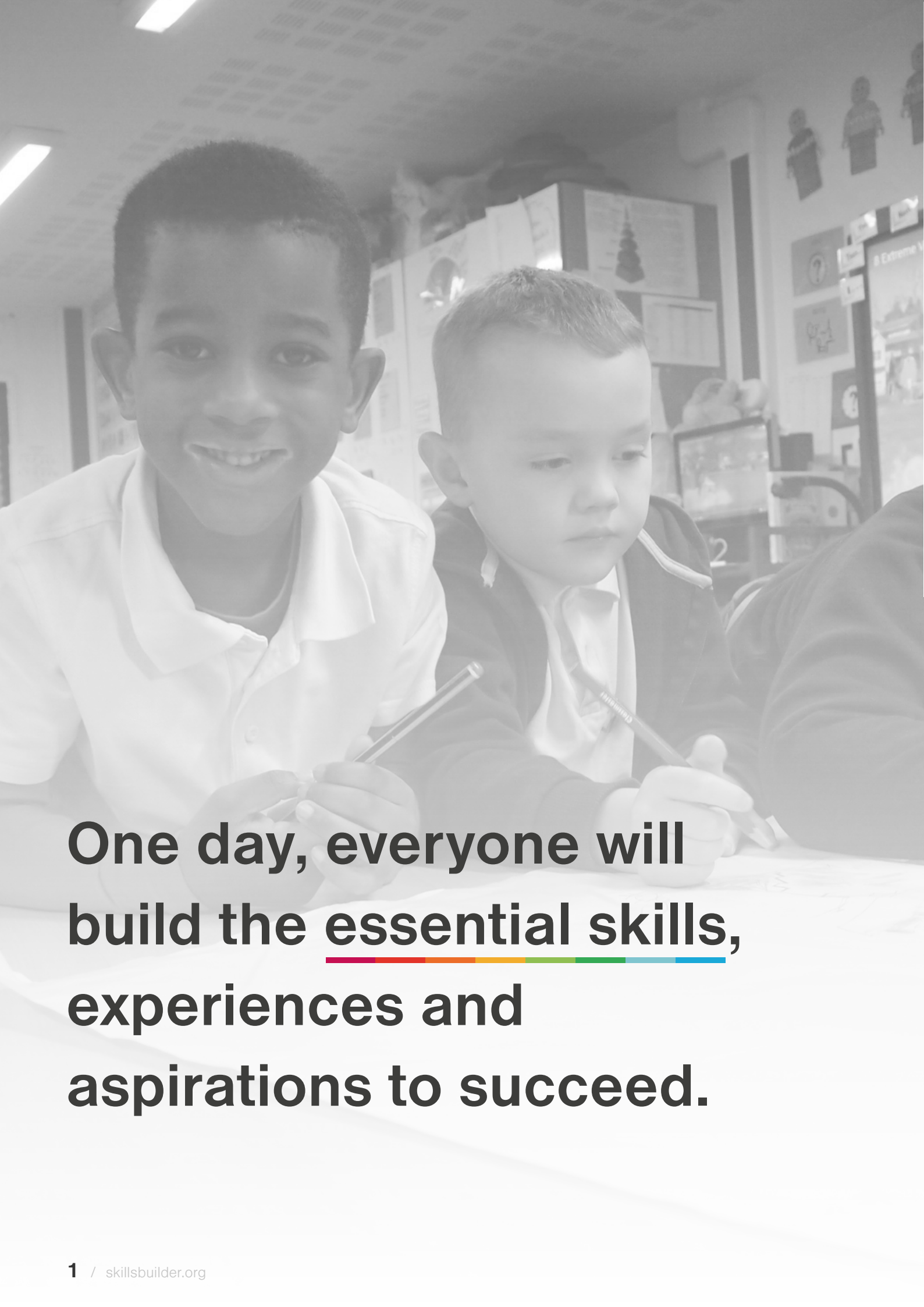


# IMPACT REPORT 2018



A black and white photograph of two young boys in a classroom. The boy on the left is smiling at the camera, wearing a light-colored collared shirt. The boy on the right is looking down, focused on writing with a pencil on a piece of paper. The background shows a classroom with various items on the walls, including a calendar and some posters. The text "One day, everyone will build the essential skills, experiences and aspirations to succeed." is overlaid on the bottom half of the image. The word "essential" is underlined with a rainbow-colored line.

**One day, everyone will  
build the essential skills,  
experiences and  
aspirations to succeed.**

# Welcome



## Tom Ravenscroft

Founder & CEO, Enabling Enterprise

This 2018 Impact Report captures a transformational year for Enabling Enterprise.

### Growing and widening our work

In our ninth year, we have worked with more students than ever before – with 95,938 students completing one of our programmes this year.

For the first time, that includes students in the South West where we have been able to work thanks to the generous support of the Four Acre Trust. It also includes 11,594 children between the ages of 3-5 years old as our work extends back into the early years. The evidence shows that differences in essential skills start from the first days of nursery and school – so we start early to close the gaps from the outset.

It's great to see that even as our work continues to grow, we have been able to maintain the impact of our programmes

at scale. In 2017-18, we have seen consistent levels of student progress from previous years and a 47% uplift in students on target compared to the start of the year.

### Skills Builder Partnership

This year has seen a big shift in broadening our work beyond our existing partnership of 335 schools and 130 employer partners. In October 2017, *The Missing Piece: The Essential Skills that Education Forgot* was published by John Catt Publishing, drawing together the evidence base and what we'd learnt in ensuring that every child and young person builds the essential skills to thrive.

Then, in May 2018, we launched the Skills Builder Framework and the Partnership behind it. The Framework is the culmination of more than four years work and takes the eight essential skills and turns breaks them down into teachable, measurable chunks. The process of refinement

benefited from the expertise of more than sixty individuals and piloting in twenty organisations.

By the end of August 2018, more than twenty leading organisations including Founders4Schools and the National Literacy Trust were members of the Skills Builder Partnership.

### Looking forward

As we enter our tenth year, the organisation goes from strength to strength: we are seeing a surge of interest and excitement from schools across the country in building the essential skills of their students, and the Partnership is growing by the day.

Thank you for all your support so far. In partnership, we have the opportunity to achieve something brilliant for our children and young people: ensuring that they all build the essential skills to thrive.



# The challenge

Enabling Enterprise was set up by a team of teachers in 2009 in response to a challenge we saw in our own classrooms: that unless children and young people are building the essential skills for success, they will struggle to achieve their potential.

**We see it in schools**, where students sometimes struggle to articulate their ideas, work with others, solve problems or organise themselves to achieve their goals. A recent report found that 97% of teachers see essential skills as being at least as important as academic achievement for future success (Sutton Trust, 2017).

**We see it in universities**, where academics fear their undergraduates struggle without the structures and support offered by schools. One in twelve freshers from a low-income background drops out (Teach First, 2017).

**We see it in businesses and startups**, where employers consistently report that they prioritise the employability skills of school and college leavers - but then 50% report that they cannot recruit young people with these skills (CBI, 2018).

In every case, students need to be skilled in communication, creative problem solving, self-management and collaboration. The language around this is diverse and confusing: are they 'employability', 'enterprise', 'entrepreneurship', 'transferable' or 'soft' skills? We simply call them **essential skills**, because that is what they are.

Education should empower children and young people to lead successful, fulfilling and independent lives. So, as an education system, why don't we **actively teach** the essential skills we know they will need, **just as we do with numeracy and literacy**?

It is true that some students develop these skills through a roster of extra-curricular activities – sports teams, debating, drama, expeditionary travel. Some have access to their parents' professional networks and learn about different careers through friends and contacts.

But for many, especially students from less-privileged backgrounds, these opportunities often just don't exist. The effect this has on social mobility is hard to overstate - first-hand experiences of the working world are crucial for developing high aspirations and forging one's own path.

**Our mission is to ensure that all students are equipped with the essential skills to thrive.**

**97%**  
of teachers

agree essential skills are as or more important than academic qualifications.

**94%**  
of employers

agree that essential skills are as or more important than academic qualifications.

**72%**  
of teachers

think schools should be doing more to develop their students' essential skills.

*'Life Lessons' - Sutton Trust, October 2017*

**'The Missing Piece'** is a clarion call, a well reasoned treatise that no one involved in the teaching of young people can afford to ignore if we are to develop a workforce fit for the 21st Century.'

*Jo Owen, Co-Founder and Trustee of Teaching Leaders, Future Leaders and Achievement For All*



Discover everything we've learned in Tom Ravenscroft's book.

[bit.ly/TheMissingPieceBook](http://bit.ly/TheMissingPieceBook)



We have a duty as educators to think deeply about what children and young people need to be able to do in a society that will change radically, in a future where there will be few, if any, jobs for life. We have to talk about how we make the knowledge that we teach our children in school real, how we enable them to synthesise knowledge and use it in new situations. I think Skills Builder is a fantastic device to do that.



*Dr Mary Bousted -  
Joint General Secretary of the National Education Union*

# Building essential skills...

Our starting point is the eight essential skills. They are known by many different names, but these eight skills map across to the four domains that come up time and again as essential – whether in the context of education, employment or entrepreneurship.

In pairs, they cover **communication**, **creative problem-solving**, **self-management** and **collaboration** skills.



## Listening

The receiving, retaining and processing of information or ideas



## Presenting

The oral transmission of information or ideas



## Problem Solving

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



## Creativity

The use of imagination and the generation of new ideas



## Staying Positive

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



## Aiming High

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



## Leadership

Supporting, encouraging and motivating others to achieve a shared goal



## Teamwork

Working cooperatively with others towards achieving a shared goal

# ... with rigour and focus



The Skills Builder Framework breaks down each of the eight essential skills into fifteen tangible, teachable and measurable steps. We can use it with children, young people and ourselves to clarify what success looks like in each skill and to map out the trajectory for proficiency.

We officially launched the Framework in May 2018 with endorsement from Paul Dreschler (President of the CBI), Dame Julia Cleverdon (Vice-President of Business in the Community) and Dr Mary Bousted (Joint General Secretary of the National Education Union).

This was the culmination of four years of learning. While the Framework was initially developed by Enabling Enterprise, it has benefited from the expertise of over 60 leading organisations and individuals across the sector. Our employer partners helped to ensure that the end goals were aligned with their expectations of school leavers.

It was then been piloted with over twenty skills-building organisations including the National Literacy Trust, Apps for Good and the London Symphony Orchestra. It has been independently reviewed twice and used by over 10,000 teachers with over 200,000 children and young people to date.

## How the Framework works

- 1 Skill definition
- 2 The thematic progression in skill development
- 3 The steps roughly link to year groups – so Step 2 is a good target for Year 8 (12-13 year-olds)
- 4 This descriptor can be shared with the children and young people to understand their own skills
- 5 This is a more detailed explanation of what this skill step looks like

3 Step		Learner Descriptor	4	Teacher Explanation	5
Step 0		I can listen to others for a short time.		Learners listen with enjoyment and respond appropriately to stories.	
Step 1		I can listen to adults, follow instructions and tell you what I heard.		Learners can listen to an adult, such as a teacher or teaching assistant, and recall and follow simple instructions.	
Step 2		I can listen to others and ask questions about what I heard.		Learners are able to listen to others and ask relevant questions based on what they hear.	
Step 3		I can follow a conversation and tell somebody else what I was about.		Learners are able to listen to multiple speakers, retain the information and give a basic account.	
Step 4		I can explain that there are different purposes to speech and how to identify them.		Learners are aware that there are different reasons why people communicate (e.g. to ask a question, give instructions, provide information or persuade) and identify some simple language features of each one.	
Step 5		I can listen to extended talk and identify the key information I need.		Learners can listen to and respond to extended talk, identifying the key information they need and retain it.	
Step 6		I can take part and respond in a group discussion.		Learners are able to follow and take part in a group discussion and express opinions when called upon.	
Step 7		I can analyse how a speaker uses language and gesture to engage the audience.		Learners can analyse how a speaker engages an audience through language and gesture.	
Step 8		I can analyse how a speaker adapts language for different purposes.		Learners can analyse how and why a speaker selects their language to suit different purposes such as to persuade, entertain and instruct.	
Step 9		I can analyse the tone, emphasis and status of the speaker and their effect.		Learners can recognise the tone, emphasis and status of a speaker and consider their effect.	
Step 10		I can ask probing and relevant questions to check and build my understanding.		Learners are able to follow a speaker and consider their own meaningful, probing questions to check and deepen their own understanding.	
Step 11		I can identify and analyse different points of view of speakers.		Learners can identify and analyse different points of view they hear in a discussion and explain how they are different.	
Step 12		I can identify underlying themes, implications and issues when listening.		Learners can identify themes, implications and issues of what is being said.	
Step 13		I can analyse bias when listening, through a speaker's language, unconscious or ambiguity.		Learners can analyse bias through language, omission and ambiguity.	
Step 14		I can explain a speaker's techniques and approaches in different contexts.		Learners understand a speaker's intentions and techniques and how they use a range of different approaches in different contexts.	
Step 15		I can evaluate how a speaker can become an outstanding speaker.		Learners can evaluate a speaker's use of language, gesture, tone, emphasis, tone and the plausibility and validity of their point of view to make judgements for argument.	

The full Framework and resources to put it into action can be found at [skillsbuilder.org/framework](https://skillsbuilder.org/framework)



# The Skills Builder Principles

Having the Skills Builder Framework gives real clarity on the outcomes that we are seeking to achieve for our children and young people. It moves the skills from being slightly hazy or intangible into concepts that are clear and teachable.

The Principles are a crucial complement to the Framework. They are the ‘how’ to the ‘what’. Each draws off a parallel with what is effective in building the core skills of literacy and numeracy. They are:

## 1. Keep it simple

A consistent focus on the essential skills helps ensure everyone’s shared understanding and makes building them as tangible as possible.

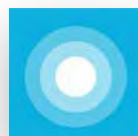


## 2. Start young, keep going

Starting as young as 3 years old and committing to keeping it up allows time for mastery, and ensures the skills help unlock other learning.

## 3. Measure it

Quantifying skills ensures a balanced understanding of strengths and weaknesses, highlights progress and demonstrates next steps.



## 4. Focus tightly

Building skills should build upon students’ previous learning, and focus on achieving mastery by giving the skills the time and focus they need.

## 5. Keep practising

To accelerate progress in the essential skills, they should be applied and reinforced elsewhere in the curriculum and outside it.



## 6. Bring it to life

Keep it relevant by taking children and young people out of the classroom and by bringing real-life problems and challenges into it.

The Principles are drawn from both the academic literature, which was analysed in work that we commissioned from LKMco in 2017, and also from our experience of working with hundreds of schools over the last nine years.

Our work is increasingly focused on how we can support schools and other skills-building organisations to apply the principles to their own work, increasing our collective impact in building essential skills for every child and young person.



# Our programmes in schools

## Schools start building skills by **joining the Partnership**

Joining the Partnership allows schools to benefit from the Skills Builder Framework and simple activities to support building essential skills.



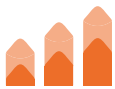
### Training and support

Our outstanding qualified teachers help staff build confidence teaching essential skills and supporting progress.



### Classroom resources

We provide a wide range of resources to help learners build essential skills, including posters, certificates and a series of short video-based activities.



### Assessment tool

Our easy-to-use web tool helps teaching staff assess students quickly and effectively, allowing them to view data clearly and decide next steps.

## ... then deepen the approach with **further support**

Schools can then access to our complete range of projects, events and resources, working closely with our team of teachers to develop a comprehensive approach to building essential skills.



### Further training and support

Our team can offer additional training and will work closely with staff to integrate skills education into the curriculum.



### Classroom Projects

Multi-session classroom projects bring learning to life and let students develop and apply new essential skills.



### Challenge Days

Challenge Days provide an engaging way for larger groups of students to collaborate and use essential skills in a real-life context.



### Trips to Employers

Trips link skills built in class to the working world as students work with employer volunteers and get a flavour of the industry.

# Growth in our reach...

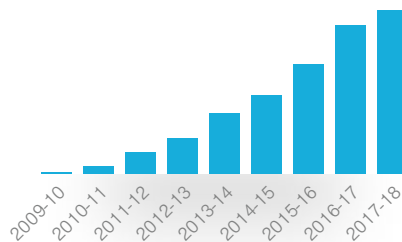
## Working with more students around the country

We have had a very positive year, expanding our reach across the country.

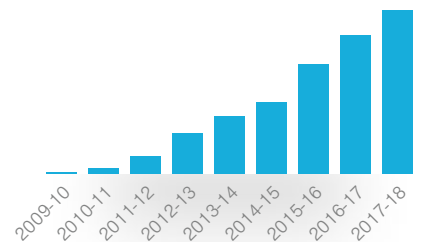
We have been able to work with **over 4,000 teachers** and **over 95,000 students**.

Additionally, our new offer of online skills videos and resources have meant that we have also been able to reach **a further 4,000 students** through **more than 150 teachers** outside of schools in the Partnership.

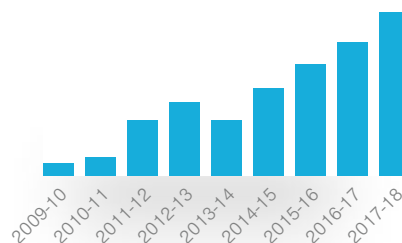
**95,938**  
students on our  
programmes in 2017-18



**4,071**  
teachers delivering our  
programmes in 2017-18



**335**  
schools running our  
programmes in 2017-18



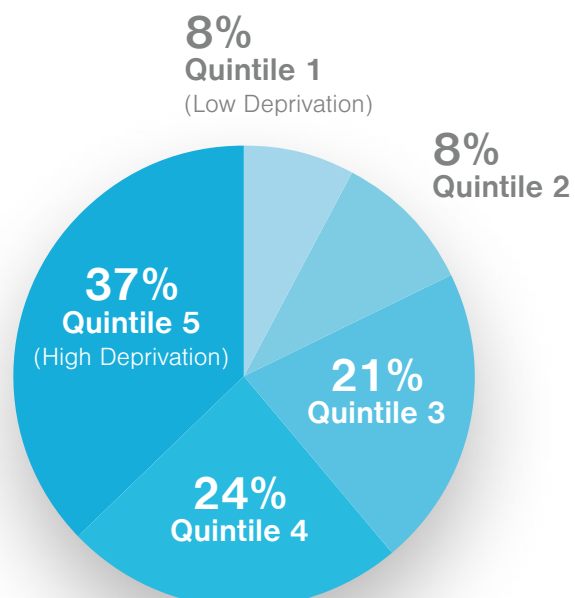
## Reaching students at every stage

This year we have expanded our work into early years (3-5 years old) as well as doing more with students nearest to leaving school.

## Effectively targeted

To make sure we are reaching the students who would benefit most from our work, we track how many of our schools fall into different quintiles of the IDACI index – which combines measures of deprivation including family income.

37% of our schools serve students in the lowest IDACI quintile, and 61% serve the most deprived 40%.



# ... across England

## North of England

**12,444 students**

51 schools and 515 teachers

## The Midlands

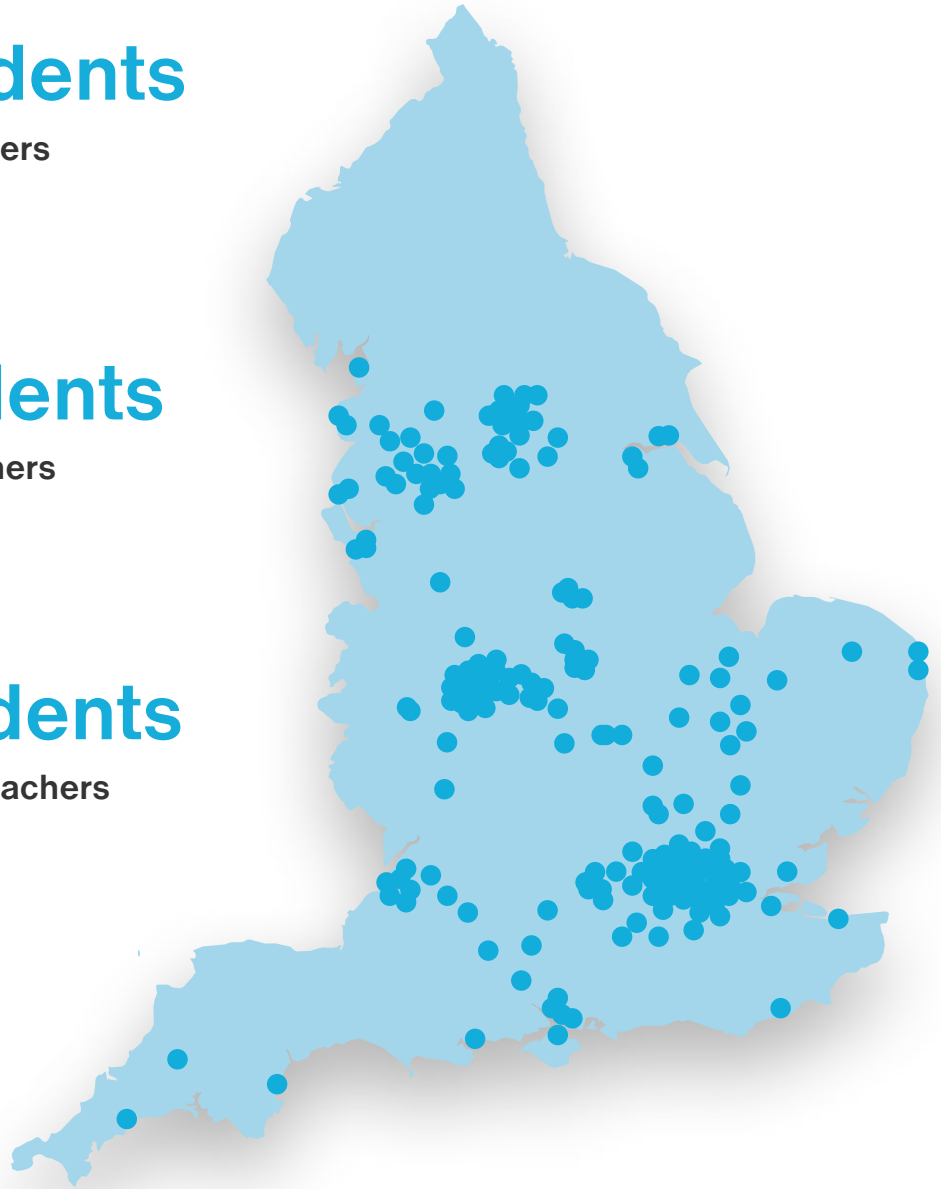
**11,716 students**

52 schools and 739 teachers

## South of England

**71,358 students**

230 schools and 2,786 teachers



## International

**420 students**

2 schools and 31 teachers

## Membership

**4,001 students**

10 schools and 156 teachers

# Employer partners

## Providing real insights

All our partners host visits to their workplaces by groups of students, who get a chance to meet employees and ask questions. Volunteers and students then get to work on a challenge that gives a flavour of what the organisation does: a construction challenge at Lendlease, for example, or a legal case at Freshfields.

## Covering all sectors

We're pleased that in the last year we've worked with employers from all sectors of the economy. This diversity exposes students to the fullest range of future opportunities. The private sector remains our biggest group of employer partners, including international companies like UBS, Societe Generale, RSA and Oliver Wyman.

In the public sector, we've worked with a number of universities including London Business School and the University of Birmingham, as well as NHS hospital trusts and central and local government. We've also worked with some voluntary sector partners.

## Trip-hosting employers



## Strategic partners

## Strategic partners

Our strategic partners financially support us to expand our work - either through developing new programmes or extending into new areas. We couldn't grow without them and thank them for all their support.





# Bringing it to life

We bring it to life because seeing real-world applications for the essential skills they are developing in school helps demonstrate the skills' importance to students as well as giving them the opportunity to put them into practice in a real life professional environment.

## McGuireWoods

*Professional Services*



McGuireWoods LLP is an international law firm who have been established for over 175 years. They work in 19 offices across the world and have considerable experience in international and domestic corporate and business law. In 2017-18, they hosted termly trips for primary students at their London office, close to Chancery Lane. Here, students got the opportunity to tour their offices and rooftop gardens, work alongside legal professionals to prepare a case and present this to a panel of judges, including a real High Court Judge!

“ I am proud of my Presenting skills. I don't usually present but today I felt confident to do it and did a good job. I want to keep doing that and, if I become a barrister, I'd like to work here one day. ”

*Student, Pelham Primary*

## Bruntwood Manchester Union



*Property Development*

Bruntwood is a family-owned property company offering office space, serviced offices, retail space and virtual offices in the north of England and Birmingham in the United Kingdom. They own several high-profile buildings in the Manchester area, as well as in Liverpool, Leeds and Birmingham. This year, they were joined by Morecambe Bay Primary School, who had the opportunity to tour their central Manchester Union office. They then had the opportunity to develop their *Problem Solving* and *Creativity* skills by working alongside expert volunteers to build a new bridge for a fictional community.

“ What an amazing day. They were absolutely brilliant. I've not enjoyed a day at work this much in ages. ”

*Volunteer, Bruntwood*

## Manufacturing Technology Centre

*Manufacturing*



The Manufacturing Technology Centre was established in 2010 as an independent Research & Technology Organisation with the objective of bridging the gap between academia and industry. In partnership with those, they help companies manufacture faster whilst keeping cost low and quality high. Earlier this year, they hosted secondary students from President Kennedy School at their Coventry base. Students were given the chance to try out VR welding software and robotic pens on an amazing tour, before honing their *Presenting* skills by pitching their own technologies to a panel of judges.

“ An outstanding experience where students developed their essential skills in Problem Solving, Creativity and Presenting. Genuine progress was evident from the students throughout the day. ”

*Teacher, President Kennedy Community School*

## White Stuff

*Retail*



White Stuff is a British fashion and lifestyle brand that sells women's and men's clothing, accessories and gifts in over 100 shops in the United Kingdom. It also has shops in Germany and Denmark and customers can shop via mail-order catalogues and through its website. Over the past two years, they've hosted schools from across London and the South of England at their London HQ. On each trip, students have the opportunity to practise their *Listening* skills by ask the right questions and use their *Problem Solving* skills to find technological solutions to everyday workplace issues.

“ The programme is a great way to develop essential life skills and we are more than happy to welcome groups to our unique and slightly unusual corporate office to help them explore the world of work. ”

*Rachel Dawes, Head of People, White Stuff*

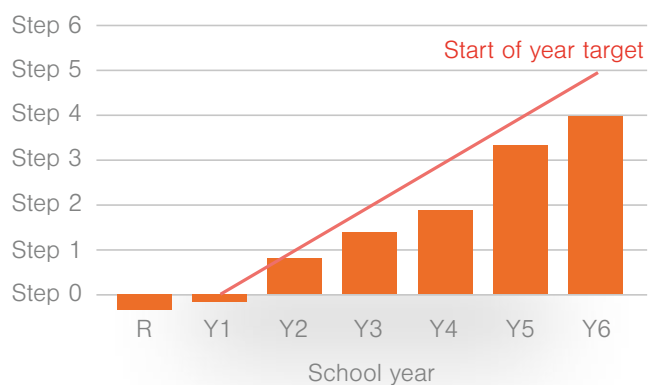
# Changing the trajectory

By actively applying the six Principles to our work, we are able to maximise our impact in a changing landscape. Before assessing their students at the start and end of the year, teachers carefully observed their students. This way we were able to track the progress of 5,856 students. We also looked at a group of 667 students before taking part in Enabling Enterprise programmes, as a counterfactual of what happens otherwise.

## A growing gap

Looking at the counterfactual group of students whose schools had not been part of the Partnership before, we see that they only fall further behind as they progress through school. We see that whilst at age 6 on average students were 0.16 of a step behind, by age 10 they had on average fallen 0.95 steps behind - equivalent to of almost a whole year of missed progress.

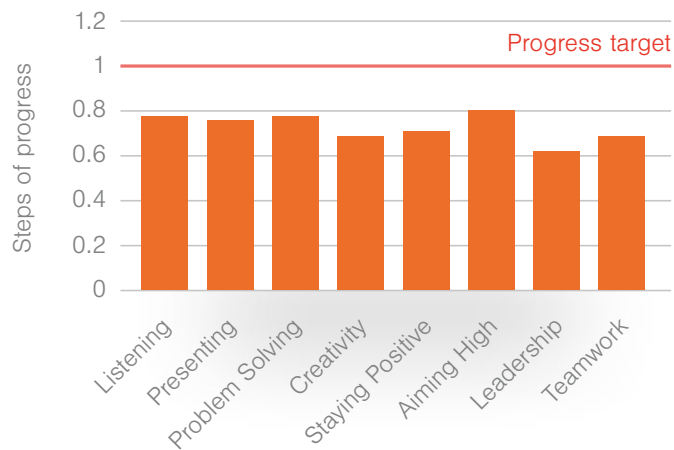
*Chart shows start of year steps for control sample who had not taken part in our programmes, compared to start of year target.*



## Slow progress

The growing gap is due to the slow progress students on average make. We see that Primary students not working with us make, on average, just 0.73 steps of progress each year – when they need to be making at least 1 step to stay on track.

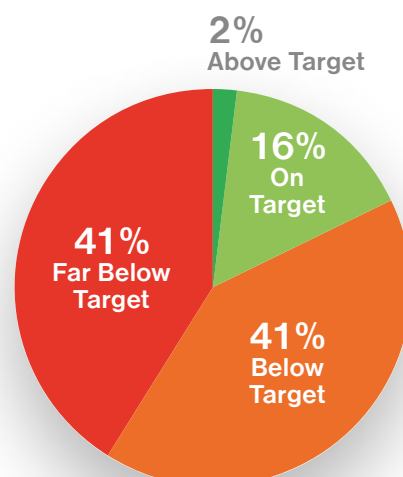
*Chart shows progress for control sample who had not taken part in our programmes, compared to target of 1 step.*



## Missing the target

Consistent with our analysis last year, progress being slow leaves students well behind where they should be for their age, making it ever harder to learn effectively in school and engage with peers. It also takes them further off the trajectory for future success.

*Chart allows for 0.5 of a step around the target step. Shows comparison of start of year to end of year step for control sample.*



# Our impact

Teachers rigorously applying the six principles in class can have a huge impact on the development of their students' essential skills. 93% of teachers see change in their students that they attribute to the programme. By looking at their students' assessments we can further see the gap being closed.

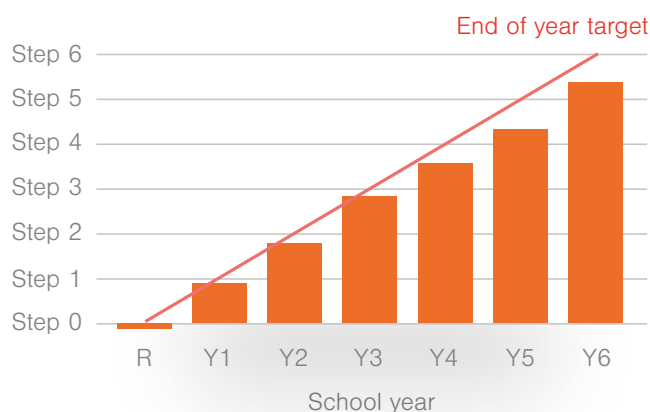
**93%**  
of our teachers

see tangible improvements in their students' essential skills

## Closing the gap

A consistent approach helps keep students on track. Students stop falling away from their yearly targets and start making incremental gains, with students on Enabling Enterprise programmes on average showing an extra 3.8 months progress.

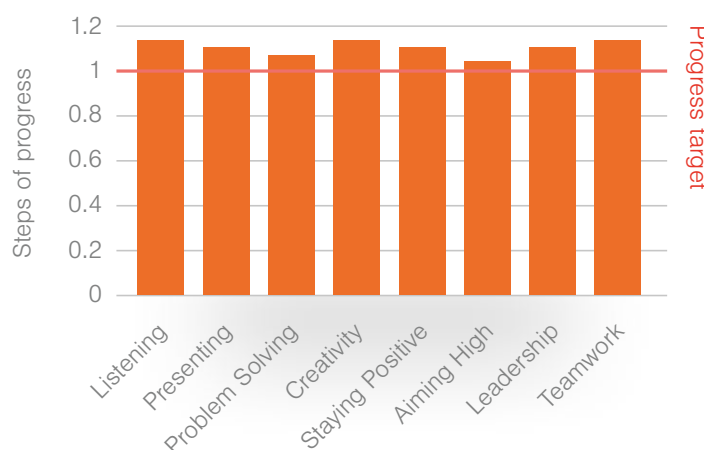
*Chart shows end of year steps achieved for full sample compared to end of year target.*



## Solid progress

With a solid foundation of year on year progress, our students are on track for future success. On average, students on an Enabling Enterprise programme make 1.12 steps of progress and do so over multiple years, moving beyond their target each year.

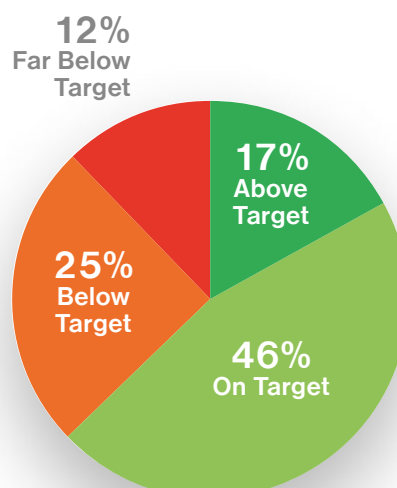
*Chart shows progress for full sample compared to target of 1 step. Average student progress 2016-17 1.13 steps*



## Reaching for target

There is always more to be done to support students reaching their full potential, but students on Enabling Enterprise programmes are much more likely to be the trajectory that will set them up for future success.

*Chart allows for 0.5 of a step around the target step. Shows comparison of end of year to end of year step for full sample.*



# Case study: Primary School

## Dollis Junior School

More case studies available at  
[skillsbuilder.org](https://skillsbuilder.org)

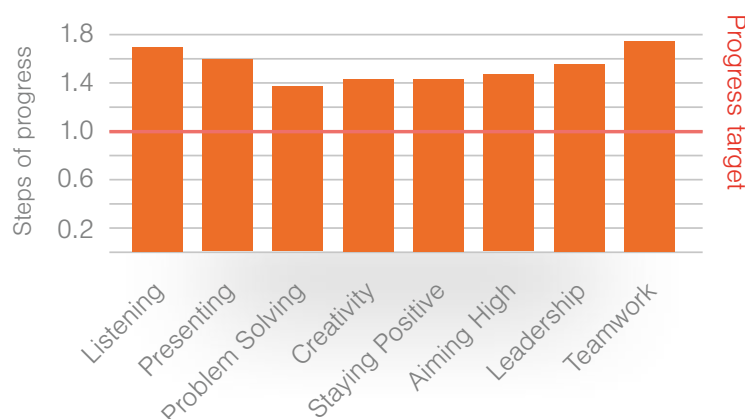
Dollis Junior School is situated in the London Borough of Barnet, North London. The school is committed to doing everything it can to ensure that all pupils are able to seek out and pursue opportunities to excel and succeed on the world stage. As a Partner School, Dollis Junior uses a range of experiences and resources to embed skills teaching into their practice, as well as to raise the aspirations of their students.

Dollis Junior effectively uses the Skills Builder online assessment tool to help staff identify important trends in their school and across year groups, as well as dig deep into individual students' abilities. They are then able to tailor activities that target their specific development areas. Measuring it in this way has helped them accelerate progress, with an average progress of 1.56 steps last year.

Reinforcement of the skills across school life mean students keep practising: the skills are displayed

across the school and are referenced by teachers in their everyday practice. The combination of Challenge Days, Lesson Time Projects and Trips means students are exposed to opportunities to develop their skills regularly. On a recent trip to employer UBS, where a financial challenge honed students' *Problem Solving* skills, the teacher was delighted that "the children got a real insight into the excitement and problems involved in setting up a small business." She pointed out that "having the professionals to guide them was a wonderful touch."

Moving forward, through using the data collected in their Skills Builder assessment, they can focus tightly on skills development. They will use the Handbooks and short skill videos to target the skills that require the most developing, to ensure that pupils are making the expected progress across the year. This will also be extended through teacher training on using the new SEND resources to ensure that there is a targeted approach to build on all students' abilities.





# Case study: Secondary School

## Queen's Park High School

More case studies available at  
[skillsbuilder.org](https://skillsbuilder.org)

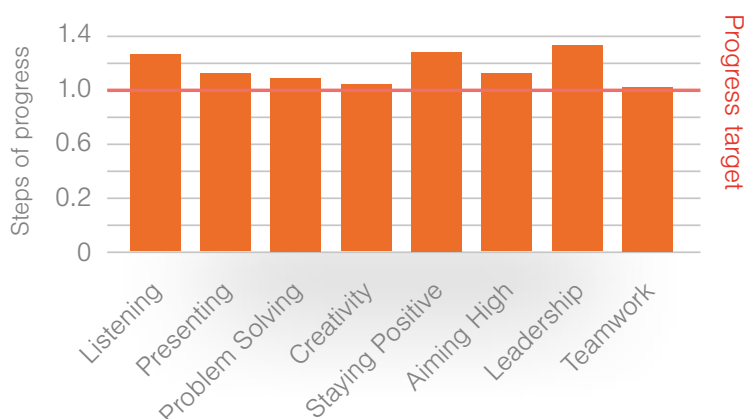
Queen's Park High School is a secondary school in Chester. Over the last two years they used Enabling Enterprise programmes to build their students' essential skills to ensure success in and beyond school. Their programme includes teacher training on how to use and embed the Framework, Challenge Days, Projects focused on building the eight essential skills and Trips to Employers including the Bank of America Merrill Lynch, where the skills are brought to life through a financial planning task undertaken with staff volunteers. Students start young and keep going, with all years from Year 7 – 13 participating in the programme.

Head teacher Lyndsay Watterson explained that tracking essential skills using the Framework “will really help us to be able to focus tightly on target areas for the school, particular year groups and individual students.” By measuring it, through the online assessment tool, teachers are empowered to target students' weaknesses, ensuring that no

students fall behind in their skill development. This targeted work is evident in their progress, with students continuing to make an average of over 1 step of progress each year.

The staff and students really see the value of developing the skills. One Year 13 student shared that the day “really made me think: it was the first time I've ever focused on non-subject-related skills in this way. It's made me realise that I'm better at some of these things than I thought, like *Presenting*, but I need to work on my listening skills, that section was really hard!”

Their headteacher, Lyndsay Watterson, reflected: “These skills set our students apart and are the skills they can evidence at interview beyond the academic. For many of our students, this is the way to open doors for them, and let them see beyond their own context.”



# Partnership with skills-building organisations



## Expanding the Partnership

Organisations that work with children and young people frequently develop essential skills in the course of their work. We help provide a rigorous and consistent framework for building those skills.

Because the Skills Builder approach breaks each of the skills down into teachable steps, learners at any age can track their development of these skills over time as they work with us.

As individual organisations we strive to make a positive change for the children and young people we work with. We believe that adopting a shared approach with common language and standardised expectations will increase the effectiveness of skills education – especially because learners will be able to see the same skills being built in other contexts.

With a collective vision, we can ensure that one day, all learners are given the opportunity to develop the essential skills they need to succeed.

“ Building these skills has multiple benefits: they are the springboard for learning and academic success, they are skills for enterprise and employability, and they support young people to develop good mental health. ”

*Bea Stevenson -  
Head of Emotional Health at School,  
Family Links*

## Member organisations in 2017-18



## Partner organisations in 2017-18



You can see the growing number of organisation partners at [skillsbuilder.org/organisations](https://skillsbuilder.org/organisations)

# Putting the Framework to work



## Apps for Good

Apps for Good trains and supports teachers to deliver programmes in their classrooms, which get students to work in teams to build a tech product to solve a problem that they care about. Throughout the programme, students have the opportunity to pitch to industry experts and enter a national competition. Apps for Good are “driven to nurture young problem solvers” so skills such as *Creativity* and *Teamwork* are really important. They use the Skills Builder Framework as a measurement tool to help determine the impact of their programme in schools, as well as a resource for teachers.



## Founders4Schools

Founders4Schools provide a simple platform tool to connect students with local business leaders. Teachers can search and filter results for their local area, subject or industry, to arrange encounters including guest speakers, workplace visits and support for careers fairs. They used the Skills Builder Framework to help meet their ambition of increasing the impact of these employer connections by supporting teachers pre- and post- encounter. One way they are trialling this is through their direct communication with teachers, sharing the Skills Builder resources for use in the classroom. They have also mapped the different employer encounters available to schools against the Skills Builder Framework so teachers can decide where best to build in these opportunities.



## Smart Start

Allen & Overy's Smart Start is a work experience programme that runs for a week in the summer and offers further business mentoring for the following academic year. They work specifically with young people from non-privileged backgrounds to provide insight into a range of career paths and to develop the skills to succeed. The importance of this skill development was already recognised prior to joining the Skills Builder Partnership. Essential skills such as *Teamwork* and *Presenting* form a core part of the student learning log and are being developed in a more rigorous, consistent way using the progression of the Framework.

You can see more case studies of organisation partners at [skillsbuilder.org/organisations](https://skillsbuilder.org/organisations)



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