

# Delivering Adult Skills Provision to the Unemployed

## A provider guide



A partnership between:



The  
Education  
& Training  
Foundation



AELP is pleased to have produced this guide in playbook format in association with The Education and Training Foundation for all providers that are active in the employment, learning and skills markets. The flexibilities within the Adult Skills Budget mean that many more providers have developed high quality provision addressing the needs of the unemployed and working with employers to deliver jobs for the unemployed.

Providers now have the opportunity to develop real synergy between the more traditional Welfare to Work employability support and skills provision for the unemployed, and offer good quality, integrated support to help learners get the skills they need to move into work. There is more to be done in this area and AELP is working with Government departments to make the provision even more coherent and integrated.

More providers than ever are considering the wide range of opportunities in the employment and skills sector including ESF, Department of Work and Pensions, Education Funding Agency and the Skills Funding Agency. I hope you find the guide useful in deciding how you respond to these opportunities and challenges.

Stewart Segal  
Chief Executive, AELP



## **The Education and Training Foundation**

The Education and Training Foundation was launched in 2013, following a sector wide consultation during Spring 2013, and is focused on enhancing professionalism and standards in the education and skills sector. The Foundation's vision and aspiration is for all learning to be of the highest quality, achieve the best outcomes, and result in the greatest impact; and that is for all learners, providers, and the wider communities they serve.

## **AELP**

The Association of Employment and Learning Providers (AELP) is the leading trade association for vocational learning and employment providers in Britain. The majority of its 600+ members are independent private, not-for-profit and voluntary sector training and employment services organisations. Membership is open to any provider committed to quality provision and it includes over 50 FE colleges involved in work based learning. AELP has a wide variety of publications which members can access via their website.

## **Mentor Group**

Mentor Group has worked in the FE sector since 2010, helping colleges and providers to improve their commercial performance, and increase their student and apprenticeship numbers. Mentor has delivered a variety of projects, including training and coaching in Consultative Selling and Digital Marketing and the provision of online materials such as this playbook for delivering adult skills to the unemployed.

1. Navigation in this playbook is designed to be user-friendly: the top navigation bar takes you to the contents page of each main section.

3. You will find links to supporting documents and relevant intranet or internet sites in the far right column.

The screenshot shows the 'The Adult Skills Budget' page. At the top is a navigation bar with links: Executive Summary, Integrating Adult Skills with other Programmes, Building the Right Learner Package, Working with DWP advisors and the Work Programme, Working with DWP Customers, Destination Tracking and Reporting, and Case Studies. A callout '1' points to this bar. On the left is a side navigation menu with links like 1.1 Overview, 1.2 The Adult Skills Budget, etc. A callout '2' points to this menu. The main content area is titled 'The Adult Skills Budget' and 'What the Adult Skill Budget will currently not fund'. It lists categories of training not funded, such as 'Company specific learning aims', 'Primary and advanced driving skills or piloting skills', and 'Vendor certificated courses\*'. A callout '3' points to a 'SFA Reading Room' link in the right-hand column. At the bottom of the right-hand column, there are links for 'Glossary' and 'Main Contacts'. A callout '4' points to these bottom links. At the bottom of the page, there is a footer with logos for 'A partnership between: aep association of employment and learning providers' and 'The Education & Training Foundation'.

2. The side navigation column shows the subsections within each main section.

4. A glossary and further sources of information are accessed through the links at the bottom of the far right column.

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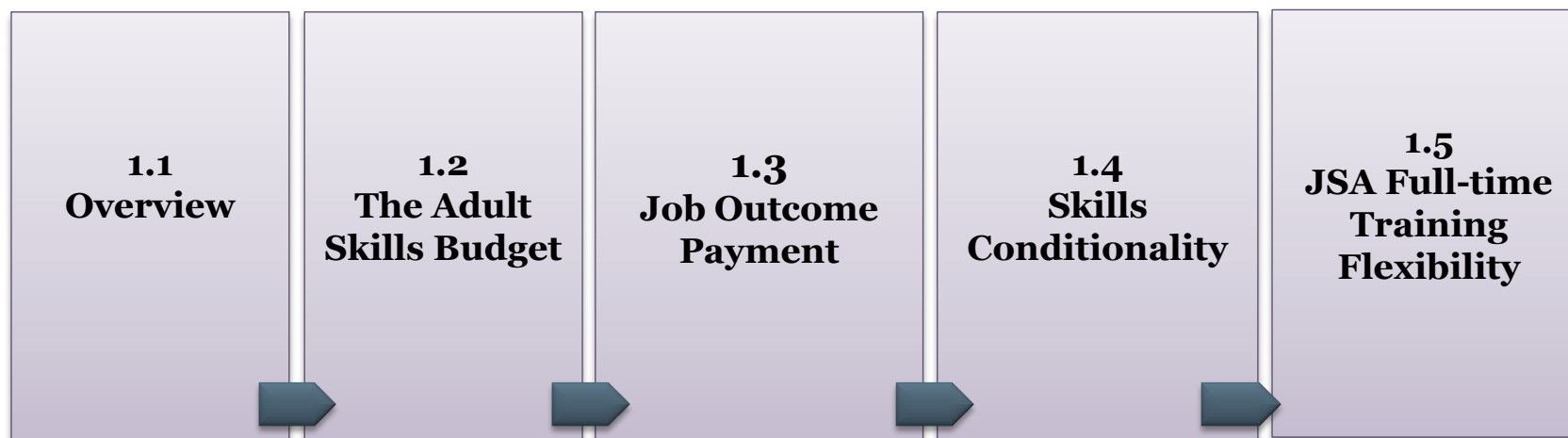
Derby College      YH Training Services  
North Lanes Training Group

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## Section 1: Executive Summary

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**Executive Summary**

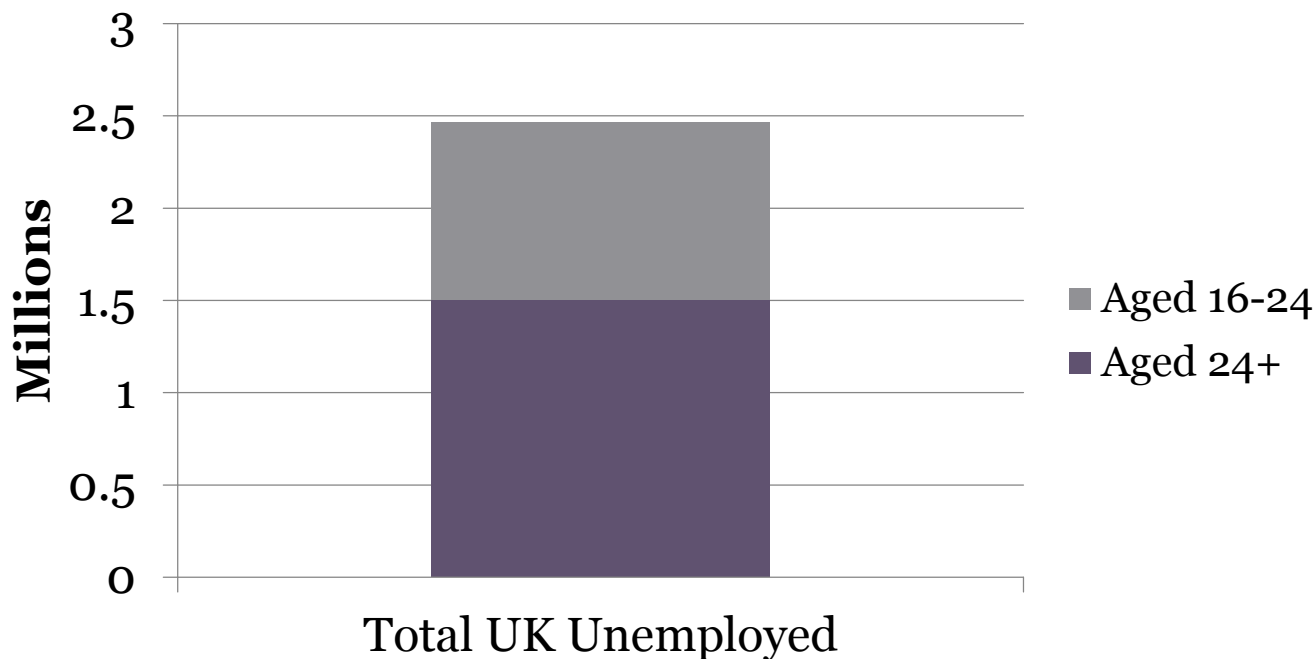
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## Executive Summary: Overview

### High Level Summary

In September 2013 there were 2.47m people unemployed in the UK. Of these, 965,000 were aged between 16 and 24. In May 2013 (the latest figures available on NOMIS) there were also 2.48m people claiming ESA/ Incapacity benefit. Learning and skills providers have an important role to play in helping many of those people to make real improvements to their lives by gaining new skills and supporting them into sustained employment.



[Click below for additional relevant information:](#)

[NOMIS Website](#)

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## Executive Summary: Overview

### Background and Context

During the autumn/winter of 2011/12, AELP and Carley Consult worked collaboratively to develop a national series of one day workshops for learning and skills providers. The workshops aimed to help the providers to understand and respond effectively to the new requirements of the Job Outcome Incentive Payment initiative. The one day workshop also aimed to help providers develop plans to respond to the requirement to spend 2.5% of the Adult Skills budget on development of infrastructure to deliver improved provision to unemployed learners, and addressed the issues and barriers around working with DWP and Work Programme providers.

Feedback from the workshops highlighted a need for a guide for learning and skills providers, to help them navigate the complex mix of provision and benefit rules in order to engage meaningfully with DWP to develop effective support for unemployed learners. Practical input from delegates attending these workshops influenced and contributed to the content of this guide in its original form, and it has now been updated to take account of changes in the landscape surrounding employment and skills provision.

Since this guide was first published the policy and environment have continued to develop and evolve, and are still evolving. This updated guide pulls together all the various complex strands of policy and process which go to make up the employability and skills offer to unemployed people. It also provides hints and tips based on real experience to help learning and skills providers make sense of those strands and consider how they might best respond to the challenges posed by the ongoing changes to the Adult Skills Budget, Department for Work and Pensions (DWP) and Education Funding Agency (EFA) programmes.

It should be noted that this guide was developed using information obtained from the Skills Funding Agency (SFA), EFA, and DWP which we believe to be correct at the time of publication. In particular, this version has been produced ahead of the 2014 Skills Funding Statement. However, policy and processes are developing all the time and we strongly suggest that you check the up to date position before relying on this guide for important decisions.

[Click below for additional relevant information:](#)

Carley Consult

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Executive Summary

# The Adult Skills Budget

## High Level Summary

The aim of the Adult Skills Budget is to respond to the needs of learners, communities and employers with a particular focus on increasing the number of Apprenticeships and Traineeships and supporting the unemployed to help them move into work. The focus is the development of work-related skills to ensure the early achievement of a sustainable job.

As most providers will already know, the Adult Skills Budget can be delivered in the classroom, workshop or workplace, enabling training organisations to deliver a wide range of provision.

Guidance on the SFA Funding Rules for 2013/14 can be found in the Reading Room area of the SFA website. New Funding Rules are issued each year. Version 2 of the 2013/14 Funding Rules was published in November 2013.

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Click below for additional relevant information:

Funding Rules  
SFA Reading Room

### Adult Skills Budget (ASB)

Workshop Provision

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# The Adult Skills Budget

## Pre-Requisites for Providers

Providers must be aware of the rules of combination in making their selection of units and must have approval from the appropriate awarding organisation to deliver and certificate the units offered.

Currently providers typically deliver between 1 and 5 units to each learner. They are also expected to be flexible to reflect the needs of learners claiming benefits, some of whom may be required to look for work alongside their learning and take any appropriate job that they are offered.

The primary objective of the unit offer is to facilitate the learners' move into employment. Therefore, though it is important that learners are awarded credits and that they are recorded appropriately, not all learners will be seeking to convert or transfer the credit immediately towards a qualification achievement.

Units delivered as part of a learning aim are excluded from the Qualification Success Rate (QSR) as the SFA recognises that learners who are receiving JSA, ESA (WRAG) or Universal Credit may not necessarily achieve their learning aim (e.g. where they enter employment prior to completing the learning aim).



[Click below for additional relevant information:](#)

[Funding Rules SFA Reading Room](#)

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# The Adult Skills Budget

## What the ASB Covers

The Adult Skills Budget supports the delivery of flexible and responsive provision to learners and employers through workplace and classroom learning. In terms of provision for the unemployed, it funds pre-employment provision in occupational areas which support the needs of local employers and individuals who are claiming Jobseeker's Allowance (JSA) and ESA and who are looking to enter the labour market. DWP's new Universal Credit will eventually replace income-related ESA.

Any units or qualifications delivered must be listed on the Learning Aims Reference Service (LARS); provision needs to be flexible as many learners will be required to continue looking for work whilst training. Since 2011/12 providers have been able to use the Adult Skills Budget to deliver qualifications and credit framework units to the following target groups.

<b>JSA Claimants</b>	<b>Unemployed ESA claimants in the work-related Activity Group</b>	<b>Unemployed individuals who are in receipt of other state benefits (e.g. housing benefit, council tax benefit)</b>
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The Qualifications and Credit Framework (QCF) enables providers to develop learning programmes based on single units that make the offer more attractive to unemployed people and employers, as they will reflect the skills needs of local labour markets and help learners looking for work through short 'bite sized' courses.

Instead of following a prescribed list of units, providers are able to use units within the rules of combination of a qualification already approved within the Adult Skills Budget and listed on LARS. Many relevant units are common across a range of awarding organisations and reflect a range of skill areas including employability, preparation for further learning, training, employment and occupational competence. Whilst this technically runs to a choice of thousands of different units, in practice most providers tend to identify and develop a small number of core units as the basis for their delivery.

[Click below for additional relevant information:](#)

[Funding Rules SFA Reading Room](#)

[Universal Credit Overview](#)

[QCF Framework](#)

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## The Adult Skills Budget

### What the Adult Skill Budget will currently not fund

Some categories of training will not be funded by the Adult Skills Budget. Those categories are:

Company specific learning aims	Primary and advanced driving skills or piloting skills	Vendor certificated courses*
Any other learning that is considered to be fully funded from other sources	Specific stand-alone learning aims designed to meet employers' statutory responsibilities (although there are exceptions for certain licences to practice**)	
Any aim defined as Higher Education	English for Speakers of Other Languages (ESOL) delivered in the workplace	Learning aims identified on LARS as ineligible for funding

\* unless they are approved aims or are embedded within and contribute directly towards the generic learning required to achieve an approved aim

\*\* e.g. food hygiene, first aid at work, and fork lift truck qualifications

[Click below for additional relevant information:](#)

[Funding Rules SFA Reading Room](#)

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## The Adult Skills Budget

### The Unit Offer

Some single units of QCF qualifications are available as part of the offer to unemployed learners entitled to full funding. Providers should review the latest version of the SFA’s Funding Rules for clarity as to which learners are specifically entitled to full funding, and which are not. Where they are funded, their rate is determined by their credit value and their rates are listed in LARS . The unit delivery offer is aligned to specific learner aims and objectives. If a provider wishes to deliver units in the 2013/2014 period, they must ensure that the unit offer is part of one of the following categories:

Unemployed learners claiming JSA, ESA (WRAG), or Universal Credit and who are mandated to undertake skills training. These will be fully funded.

As part of the Offenders Learning and Skills Service (OLASS) offer, these are also fully funded.

Unemployed learners who are not claiming work-related benefits.

As part of the unit delivery trials.

Units for LLDD learners as part of their personalised programme including non-regulated units.

As part of a licence to practice in some instances, where approved by the SFA.

Providers need to work with their local Jobcentre to develop and evolve their offer. As a matter of good practice, they also need to consider the likely and ongoing operational impact of Skills Conditionality. Skills Conditionality is where a claimant may be mandated by Jobcentre Plus to attend skills training as a condition of their claim.

[Click below for additional relevant information:](#)

- [2013/14 Simplified Funding Rates Catalogue](#)
- [Funding Rules SFA Reading Room](#)
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# The Adult Skills Budget

## Delivery of Single Units

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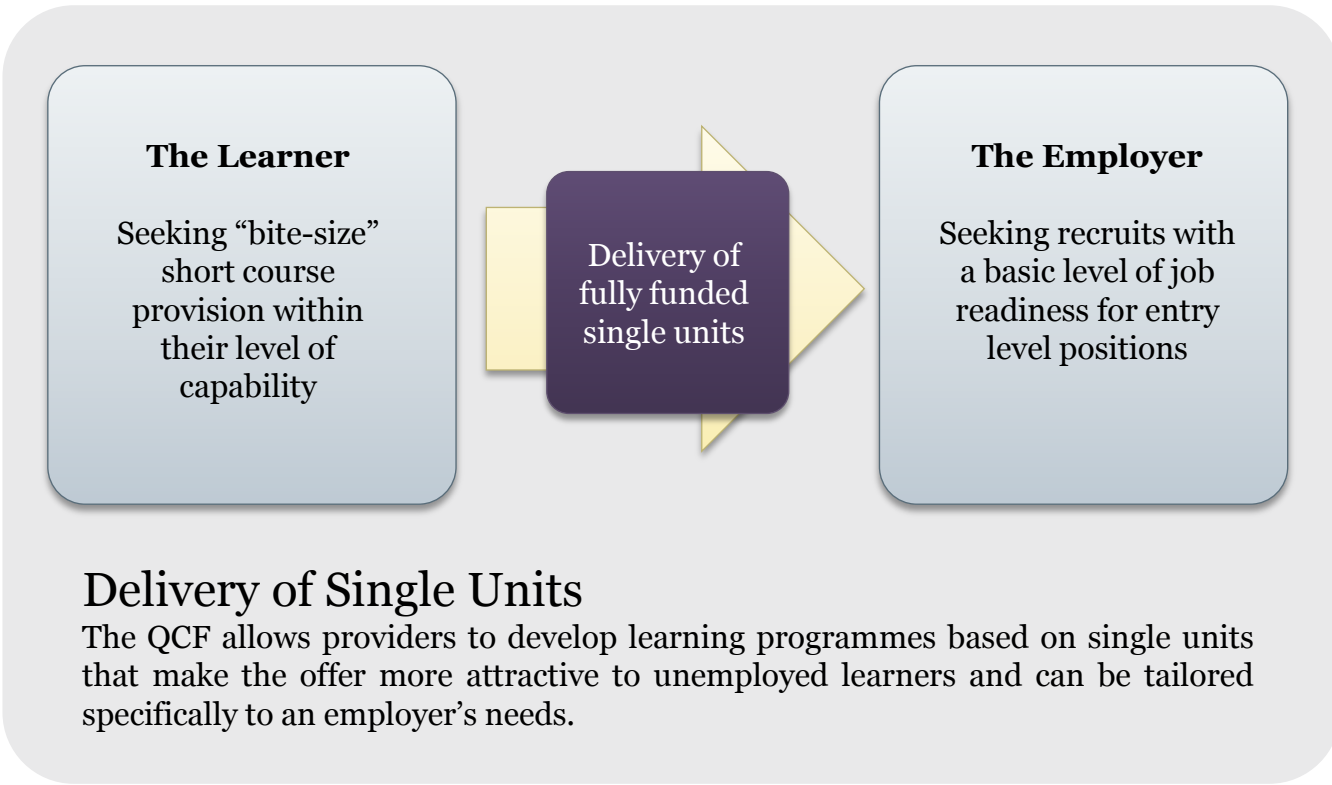
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[Click below for additional relevant information:](#)

[2013/14 Simplified Funding Rates Catalogue](#)

[Funding Rules SFA Reading Room](#)



### Delivery of Single Units

The QCF allows providers to develop learning programmes based on single units that make the offer more attractive to unemployed learners and can be tailored specifically to an employer’s needs.

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## Job Outcome Payment

### Overview

Job outcome payments are made for unemployed learners who leave their course early to take up a job. The outcome payment reduces the ‘disincentive’ which puts providers off taking on unemployed learners.

JOP pays 50% of the achievement funding if a learner leaves training without achieving the qualification but gains a job outcome.

Job outcome payments do not apply to the learning aims of learners funded through a Loan. In this case the Learning Aims are fully funded.



If the learner takes part in the Work Programme as well as learning funded by the SFA, claiming a job outcome payment is not affected. That is to say that this is not considered by the SFA to be a duplication of funding.

To claim job outcome funding for learners who are receiving Job Seeker’s Allowance, are in the ESA Work-Related Activity Group, or are receiving Universal Credit and mandated to undertake skills training, you must receive a declaration from the learner that they have stopped claiming benefits related to unemployment and have entered work. To claim job outcome funding for unemployed learners receiving wider benefits, you must receive a declaration from the learner that they have started employment. Employment is defined as 16 hours a week or more for a period no less than 4 continuous weeks.



[Click below for additional relevant information:](#)

[Job Outcome Definitions](#)

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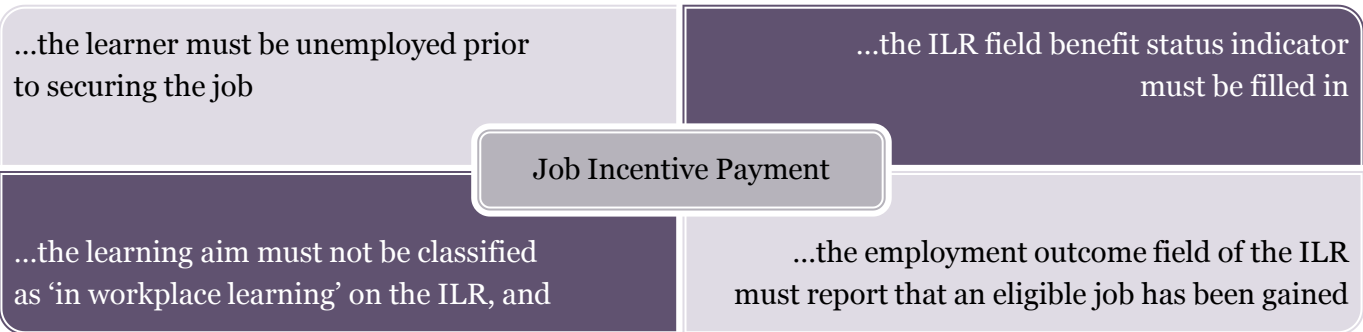
## Job Outcome Payment

### Qualifying Criteria and Process

Job outcome payments are built into the earnings method; providers can earn from all eligible delivery, whether that results in a job outcome payment depends on the contract/allocation. For the purpose of job outcome payments, a job is defined as:



A job outcome payment will also be made if a learner gets a job but continues in learning. If the learner then achieves the learning aim, the SFA will pay the remaining 50% of the achievement funding. You claim job outcome funding by reporting an employment outcome in the employment outcome field of the ILR. You must report data to the SFA within the ILR for the current year in which the learner leaves learning. To generate a job outcome payment:



[Click below for additional relevant information:](#)

[Job Outcome Definitions](#)

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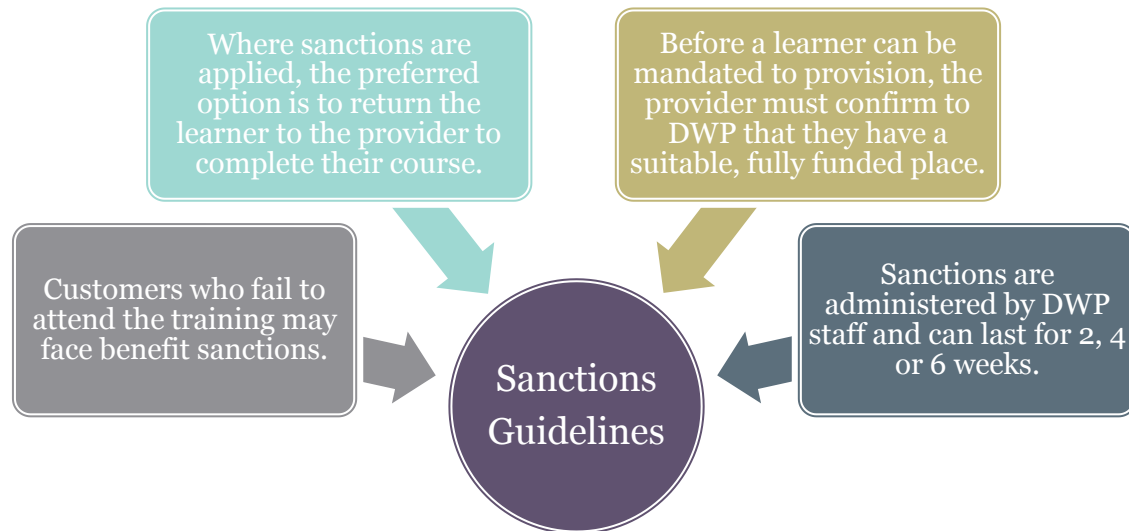
## Skills Conditionality

### Background and Sanctions Guidelines

DWP introduced Skills Conditionality in August 2011 following a pilot in 2010 which tested the labour market effect of mandating skills participation. As a result of this, active benefits claimants are now required to attend training if a DWP Advisor considers that skills needs are the main barrier to entering employment.

Skills Conditionality has been designed to help people get the training they need to find sustainable employment more effectively. It does this by mandating them to attend training (i.e. making attendance compulsory as a component of their Jobseekers Agreement [JSAG]).

If a customer does not attend, they may face benefit sanctions (i.e. a temporary reduction or withdrawal of their benefit). The following guidelines apply to Skills Conditionality sanctions:



[Click below for additional relevant information:](#)

[Skills Conditionality Government Response](#)

[Glossary](#)

[Main Contacts](#)

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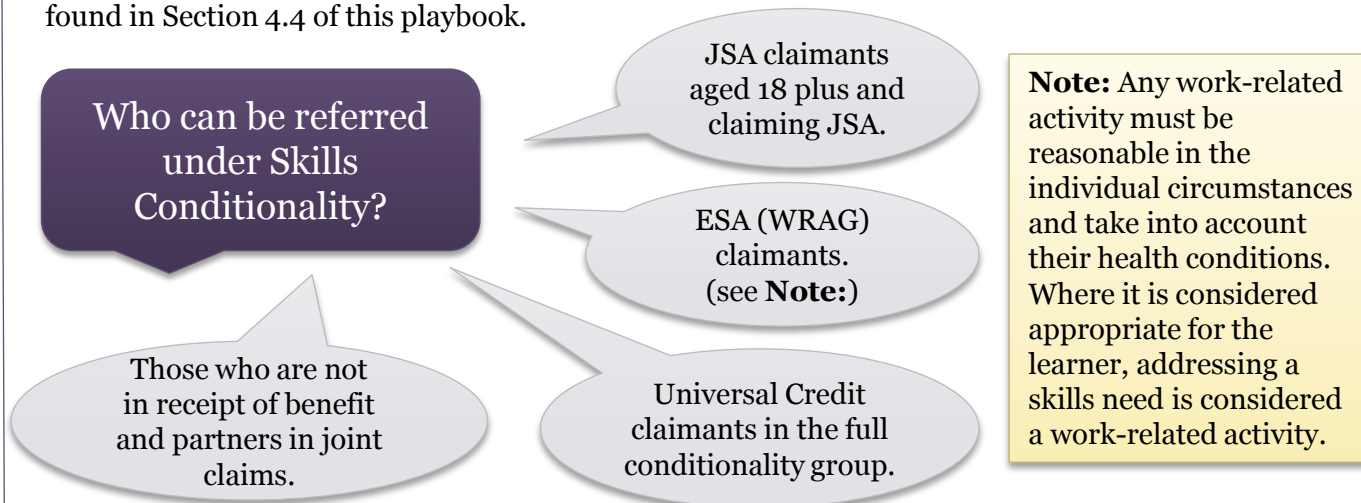
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## Skills Conditionality

### Work Programme Integration and Client Criteria

In the pre-Work Programme phase, DWP has the sole responsibility to design process, mandate individuals and apply sanctions. Once an individual has entered the Work Programme (usually after 39 to 52 weeks of claiming benefit), the Work Programme prime contractor takes over that responsibility. The Work Programme provider will assess each individual and will decide if skills are a barrier which needs to be addressed. They may then seek to make a mandatory referral to Adult Skills provision. It is up to you as a provider to decide if you wish to use your SFA funding to meet the needs of this cohort of learners. The decision should be made whilst considering the wider context of local demand for funded places. More information about the Work Programme can be found in Section 4.4 of this playbook.



Up to September 2012 DWP had referred over 175,000 learners to Skills Conditionality. Of these, over 100,000 had been referred to occupational training, over 25,000 to Basic Skills Training, over 30,000 to ESOL and over 17,000 to other training.

[Click below for additional relevant information:](#)

Skills Conditionality Government Response

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**Executive Summary**

## JSA Full-Time Training Flexibility

### Overview

In November 2011 DWP introduced changes to attendance rules under Skills Conditionality for customers claiming JSA. These allow a learner who has been claiming JSA for 6 months or more to attend full-time training of up to 30 hours per week for a maximum of 8 weeks' duration and remain on JSA rather than transfer to a Training Allowance.



To support this, you should agree and arrange Jobsearch Review and Signing Day flexibilities with Jobcentre Plus to enable the learner to continue to meet their conditionality obligations and remain entitled to JSA. You should also remind the participant that they will remain on JSA for the duration of the training, and that they are required to remain engaged with the labour market whilst on training.

In the 2013 Autumn Statement the Government announced measures to exempt Traineeship participants from the 16 Hour Rule (which otherwise prevents JSA claimants from doing more than 16 hours of study per week).

[Click below for additional relevant information:](#)

[Autumn Statement](#)

[Glossary](#)

[Main Contacts](#)

## Section 2: Integrating Adult Skills with Other Programmes of Support

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**2.4 Other Related Policy Developments**

**2.5 Issues and Opportunities for Providers**

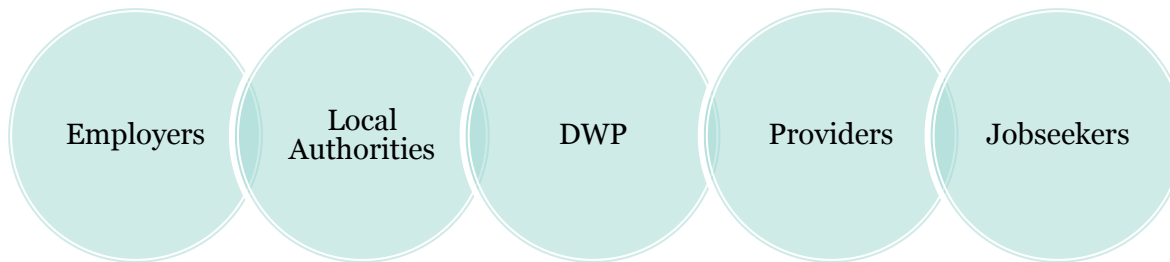
# Integrating Adult Skills with Other Programmes of Support

## Context and Get Britain Working (GBW) Overview

Skills Conditionality is just one example of the interventions available to DWP Advisors to help them move customers back into employment. This chapter describes some of the other support available and how Adult Skills Budget funding potentially complements and supplements them. Working out how different support services can be integrated together can help you to offer broader, more effective support, gain more referrals and achieve better outcomes.

### Get Britain Working: Overview

Since 2010, the Government has set out a number of welfare reforms under the banner of ‘Get Britain Working’. This includes the reform of the benefits system and the impending introduction of Universal Credit (UC). It also involves the modernisation of DWP and the way it delivers services. There is to be an increased focus on partnership working between the groups listed below:



DWP Advisors have been given more responsibility to assess their customers’ individual needs and to offer the support they think most appropriate. This also includes access to a number of Get Britain Working Measures which are available across Great Britain (England, Scotland and Wales).

The DWP District Manager has a choice of which of the measures outlined will be offered in his/her district. Their selection will be based on customer and local labour market characteristics. The Get Britain Working Measures are important as they can work in collaboration with Skills Conditionality and adult skills provision to create more intensive, focused and joined up support. The Get Britain Working Measures are shown on the next playbook page and described in detail on pages 23-25.

[Click below for additional relevant information:](#)

- Government Policy: Helping People to Find and Stay in Work
- Get Britain Working: Work Together
- Get Britain Working: Feb 2013 Statistics

- Glossary
- Main Contacts

**Integrating Adult Skills**

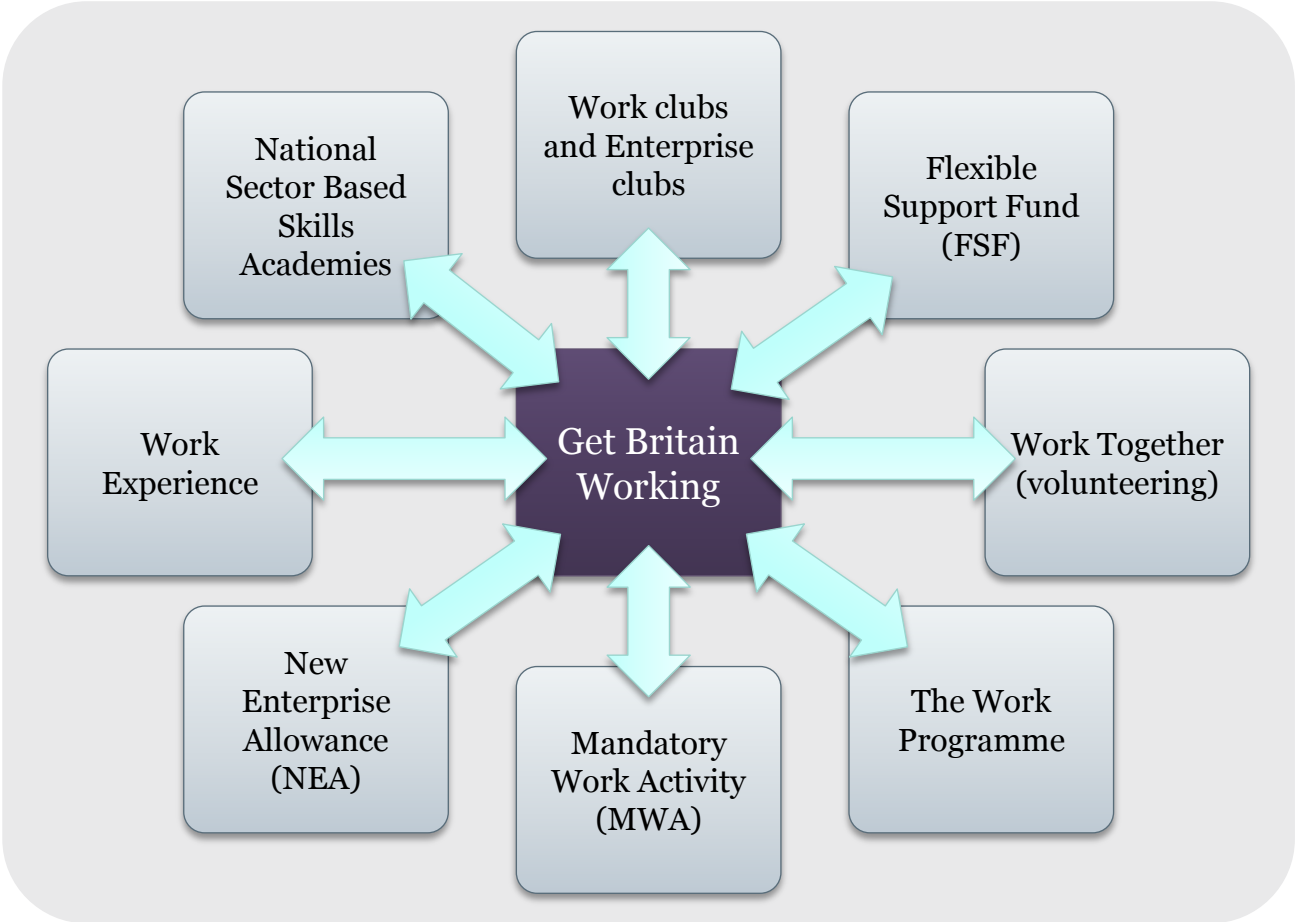
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**Get Britain Working (GBW): Measures Overview**



Click below for additional relevant information:

- Government Policy: Helping People to Find and Stay in Work
- Get Britain Working: Work Together
- Get Britain Working: Feb 2013 Statistics

- Glossary
- Main Contacts

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**Integrating Adult Skills**

# Integrating Adult Skills with Other Programmes of Support

## Get Britain Working (GBW): Measures Descriptions #1

The following few pages provide a greater level of information for the areas on the previous diagram:

**Work Clubs and Enterprise Clubs**

- Are local community-led groups to help people find work or move into self-employment. These are a way of encouraging people who are out of work to exchange skills and share experiences, thereby enabling them to take responsibility for their own journey back to work with support from others. Although they are not directly funded by DWP, many skills providers have set up clubs to act as a feeder mechanism to progress people onto their funded provision. Work Clubs can also act as a vehicle through which to deliver ASB units aimed at the unemployed.

**New Enterprise Allowance (NEA)**

- Is available to those on JSA who are aged 18 or over and who have been unemployed for 26 weeks or more. NEA is delivered by a range of providers.
- It is designed to help unemployed people who want to become self-employed and start their own business. NEA provides access to a business mentor and financial support of £65 per week for 13 weeks and £33 per week for a further 13 weeks as well as a potential business loan of up to £1,000.
- The scheme has been extended to March 2016.

**The Flexible Support Fund (FSF)**

- Provides additional funds for DWP districts to buy in or develop additional support where other provision is insufficient to meet local labour market needs. The provision is generally low value and purchased through DWP's low value procurement processes. Some skills providers are delivering employer responsive qualifications through FSF, where this is not eligible under the Adult Skills Budget funding rules, although it is sometimes possible to link these funding streams to broaden the content and focus of courses.

[Click below for additional relevant information:](#)

- Government Policy: Helping People to Find and Stay in Work
- Get Britain Working: Work Together
- Get Britain Working: Feb 2013 Statistics

- Glossary
- Main Contacts

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# Integrating Adult Skills with Other Programmes of Support

## Get Britain Working (GBW): Measures Descriptions #2

### Mandatory Work Activity

- Aims to provide extra support for a small number of JSA claimants who are detached from the labour market and would benefit from experiencing a short period of work-based activity.
- It involves 30 hours activity per week for 4 weeks and will help individuals re-engage with the system and focus their jobsearch.
- MWA is a contracted out provision delivered on behalf of DWP in different regions by employability providers.

### Work Experience

- Enables unemployed young people aged 16-24 to get 2-8 weeks' work experience with a local employer as a way of enhancing their CV and improving future prospects.
- This provision can be used effectively when combined with skills provision which can lead on to further skills training or an Apprenticeship.

### Work together (volunteering)

- Encourages unemployed people to consider volunteering as a way of improving their employment prospects whilst looking for paid work.

### The Work Programme

- Provides tailored support for claimants who need more help to undertake active and effective job-seeking. Participants receive support to overcome barriers that prevent them from finding and staying in work.
- It is delivered by DWP contracted service providers who have been given complete autonomy to decide how best to support participants while meeting their minimum service delivery standards.
- Most customers will flow onto the Work Programme after claiming benefit for 12 months although there are exceptions to this. People who are on the Work Programme are still eligible for fully funded Adult Skills Budget provision.

[Click below for additional relevant information:](#)

Government Policy: Helping People to Find and Stay in Work

Get Britain Working: Work Together

Get Britain Working: Feb 2013 Statistics

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## Integrating Adult Skills with Other Programmes of Support

### Get Britain Working (GBW): Measures Descriptions #3

#### National Sector Based Skills Academies and National Skills Academies

**National Sector Based Skills Academies** were launched in August 2011. These offer pre-employment training, work placements and guaranteed interviews for recipients of JSA, ESA (WRAG) or Universal Credit in sectors with high volumes of current local vacancies. They deliver specialised skills to employees and learners to help them respond to specific business sector needs and were established, shaped and led by employers to strengthen and improve business competitiveness in key areas of the economy.

**National Skills Academies** work with Sector Skills Councils and other industry bodies to drive change and achieve the priorities identified by employers for their sector. They support a range of training in different environments, from purpose-built training centres to online courses tailored to sector-specific needs. There are currently 19 National Skills Academies in various stages of development.

There is no set format that National Skills Academies have to follow – their shape and focus are determined by the sector. For example, employers in one sector may opt for a permanent training centre in a fixed location, whereas other sectors may prefer training that is delivered in the workplace or online.

[Click below for additional relevant information:](#)

Government Policy: Helping People to Find and Stay in Work

Get Britain Working: Work Together

Get Britain Working: Feb 2013 Statistics

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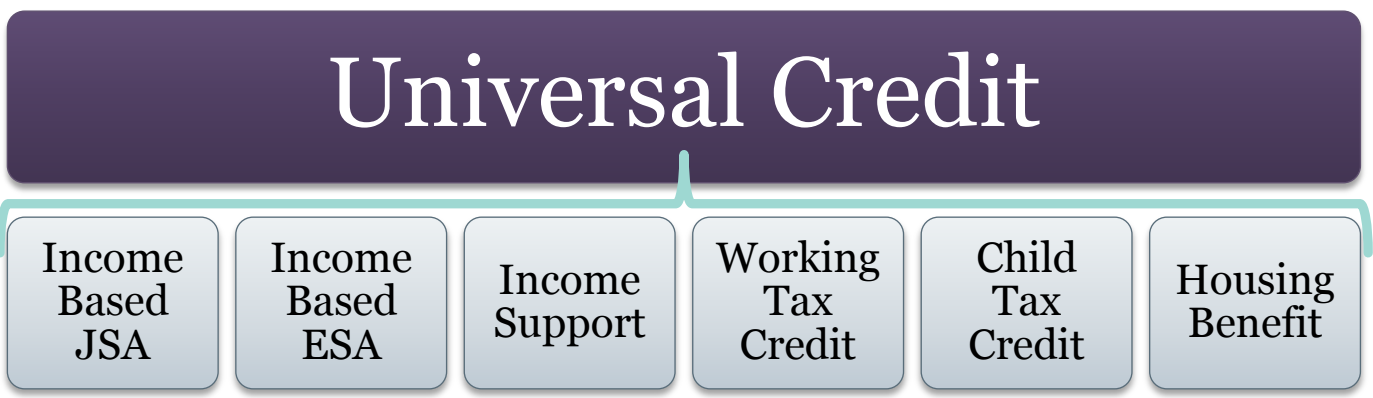
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# Integrating Adult Skills with Other Programmes of Support

## Universal Credit

Universal Credit (UC) is a new benefit that has started to replace 6 existing benefits with a single monthly payment.



At this time a learner’s eligibility to claim UC will depend on where they live and their personal circumstances. UC started to be introduced in stages in 2013. New claims to existing benefits, which UC will replace, will cease in 2016, with the vast majority of affected claimants moving onto UC during 2016 and 2017.

For those in employment, UC will be paid electronically through an upgraded PAYE system, adjusting automatically as earnings change. The system will be administered through the DWP rather than being split between DWP, HMRC and local authorities as now. There will be stricter rules leading to people losing their benefits if they refuse a job under the plans. A sliding scale of sanctions will see benefits withdrawn for up to 3 years if 3 jobs are refused in a 3 year period.

[Click below for additional relevant information:](#)

[Universal Credit Overview](#)

[Glossary](#)

[Main Contacts](#)

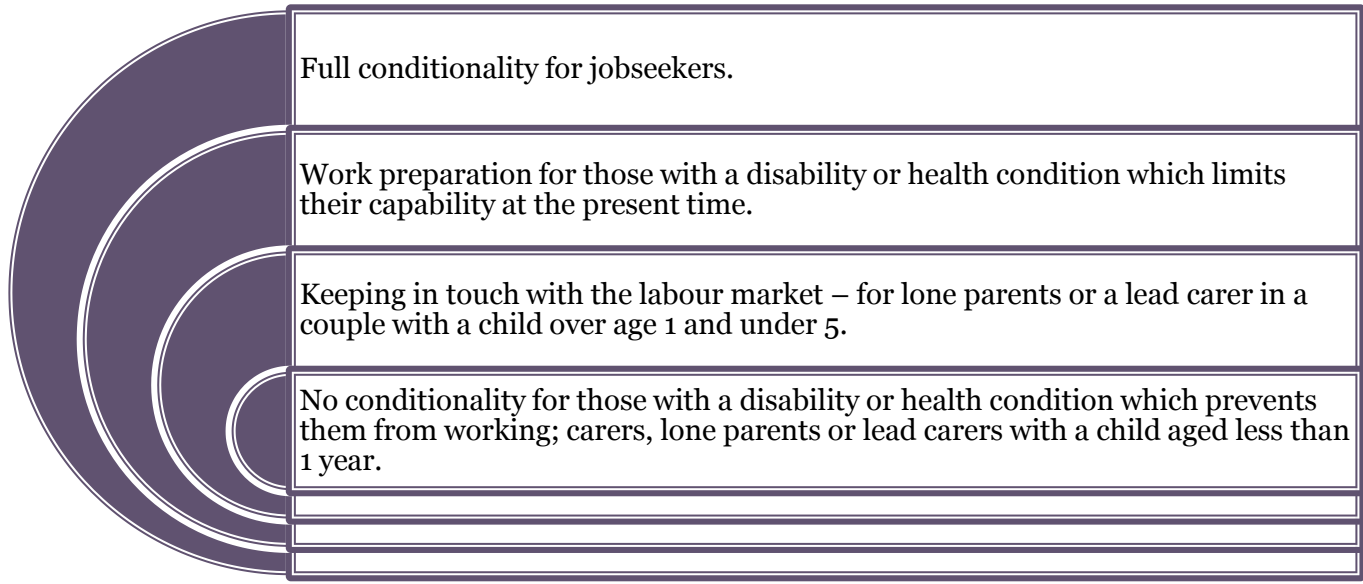
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# Integrating Adult Skills with Other Programmes of Support

## Universal Credit: Conditionality Groups

Under the Universal Credit system there will be 4 broad conditionality groups:



Advisors will have the powers to mandate people in the first two groups to undertake activity to address a skills need. As with existing benefits, claimants can be sanctioned and have their UC reduced if they fail to meet certain work-related requirements. The reduction in UC depends on the learner’s circumstances. For example, full conditionality claimants are likely to face stiffer and/or longer sanctions than those in other groups.

[Click below for additional relevant information:](#)

[Universal Credit Overview](#)

[Glossary](#)

[Main Contacts](#)

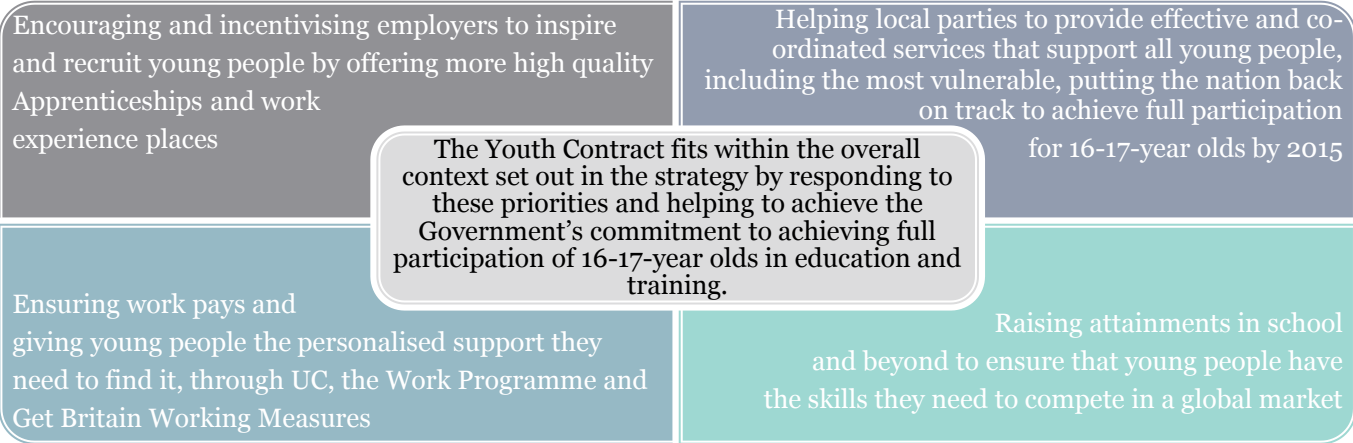
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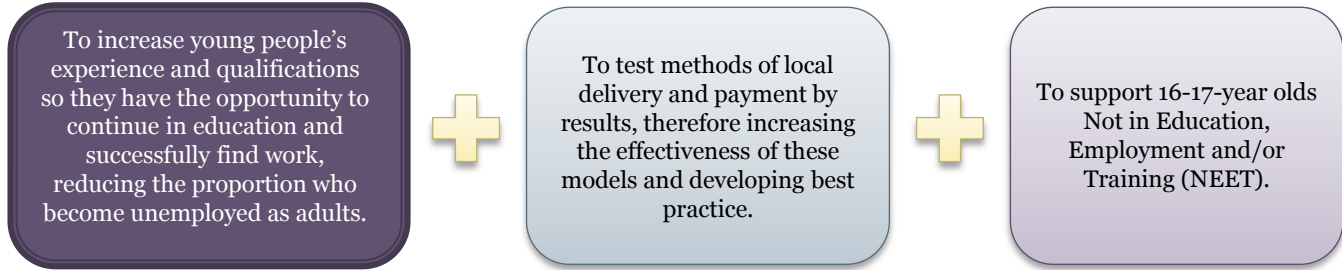
# Integrating Adult Skills with Other Programmes of Support

## The Youth Contract: Strategy and Objectives

In December 2011, the DfE and the DWP published ‘Building Engagement, Building Futures’ a joint strategy to maximise the participation of 16-19 year olds in education, training and work. The strategy sets out the following key priorities:



### The 3 key objectives of the Youth Contract are as follows:



[Click below for additional relevant information:](#)

[DWP Youth Contract Site](#)

[Glossary](#)

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# Integrating Adult Skills with Other Programmes of Support

## The Youth Contract: Main Elements

To address these 3 objectives, the Youth Contract has three main elements which are:

Main Elements	Key Comments
1. To provide additional support for unemployed 16-24 year olds, including work experience placements, wage incentives and additional support from DWP Advisors.	This element will be delivered by DWP.
2. To provide subsidies for small businesses taking on apprentices aged 16-24.	This element is being led by the Department for Business, Innovation and Skills (BIS).
3. A new programme of additional support for NEET 16-17 year olds that responds to the main objectives listed above. The programme, commissioned by the Education Funding Agency, gives providers the freedom to address young people's individual needs.	This element is strongly based on payment by results, incentivising organisations to help young people to re-engage sustainably in education, training and or employment with training. £150 million has been allocated to this for 2012-2015.

[Click below for additional relevant information:](#)

[DWP Youth Contract Site](#)

[Glossary](#)

[Main Contacts](#)

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# Integrating Adult Skills with Other Programmes of Support

## The Youth Contract: Providers

Provider	Contract Area(s)
Groundwork	Manchester and Cheshire; East Midlands; Merseyside, Cumbria and Lancashire
The Consultancy Home Counties Ltd	East of England
Pertemps People Development Group	North East
Skills Training UK	South East (2 Contracts)
Prospect Training Services (Gloucester)	South West
Prospects Service	West Midlands; Yorkshire and Humber; London North; London South



Click below for additional relevant information:

DWP Youth Contract Site

Groundwork

The Consultancy Home Counties Ltd

Pertemps People Development Group

Skills Training UK

Prospect Training Services (Gloucester)

Prospects Service

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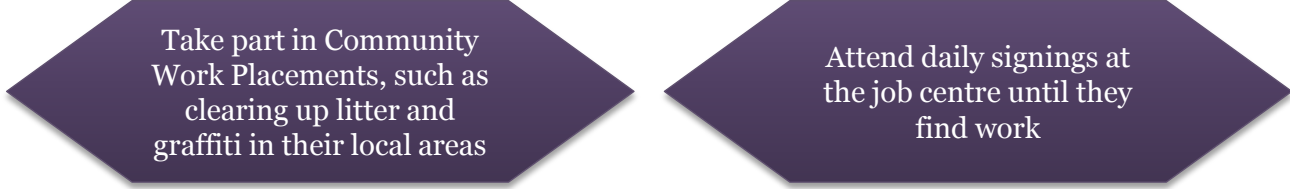
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## Other Related Policy Developments: Help to Work Scheme

There have been a number of policy developments since the first edition of the Delivering Adult Skills Provision to the Unemployed guide. The next 7 pages will summarise those developments.

**Help to Work Scheme:** The new Help to Work Scheme was announced in October 2013. Through this, those who have been unemployed for three years or more will be asked to:



**NOTE:** Participants with multiple barriers to finding work, for example literacy or numeracy problems, will be provided with intensive support to address their problems.

DWP is commissioning providers to deliver the Community Work Placement scheme from April 2014. The other elements of Help to Work will be administered by Jobcentre Plus. Claimants will be expected to be on a training scheme, community work placement or intensive work preparation – losing their benefit if they fail to comply. Help to Work will be applied to all claimants of Jobseeker’s Allowance when they leave the Work Programme.

Whilst the scheme will not apply to ESA claimants, a 2 year pilot scheme designed to get more such claimants into work is being adopted in Manchester. The pilot will see a key worker lead contact with an ESA claimant who is due to leave the Work Programme. The key worker will be responsible for identifying the best help, advice and actions needed. This could include arranging occupational health visits, mental health support and housing support, and staging these in a way that enabled the claimant to move closer to, and into, work.

[Click below for additional relevant information:](#)

Government News:  
Help to Work Scheme

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## Integrating Adult Skills with Other Programmes of Support

### Other Related Policy Developments: FE Loans and City Deals

#### 24+ Advanced Learning Loans

24+Advanced Learning Loans were introduced in the 2013/14 academic year and will provide support for those aged 24 and over to access advanced (Level 3) and higher (Level 4) FE courses and Apprenticeships.

FE Loans will give learners in FE access to financial support similar to that which is available in Higher Education (HE) for tuition costs from the Student Loans Company. Learners will have the option of accessing an FE Loan to pay for their course and will only start to repay it once they have left the course and are earning over £21,000 pa.

FE Loans will not be means tested and any individual who meets the criteria will be able to apply for an FE Loan irrespective of their current employment status. FE Loans are only available for learners undertaking full qualifications, although it is expected that the flexibilities of the Qualification and Credit Framework (QCF) through the use of Credit Accumulation and Transfer Scheme (CATS) can maximise previous investment and reduce learner fees.

In late 2013 the Government announced that the policy of funding Advanced and Higher Apprenticeships via Loans for those over 24 is to be reviewed due to the low take up.

#### City Deals

City Deals were introduced in 2012 as an initiative designed to give City Regions greater budgetary control over local economic development. Participating City Regions are required to set out a dedicated 'Skills and Employment Plan' for their locality. The SFA is supporting City Region partners who are interested in piloting further incentives for providers to deliver job outcomes for unemployed learners as part of their City Deals.

Click below for additional relevant information:

24+ Advanced Learning Loans: Overview

Government Policy: City Deals

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## Integrating Adult Skills with Other Programmes of Support

### Other Related Policy Developments: National Careers Service

The National Careers Service is a publicly funded service to help young people (aged 13 and over) or adults, including adults in custody, to receive the advice they need for future skills, careers, work and life choices.

The service is delivered under a national brand across England, and is shaped at a local level by Prime contractors to respond to the needs of local partners and employers. Where a DWP Advisor considers that a customer's skills in relation to their job goals are unclear, they are able to mandate them to attend an intervention with the National Careers Service. DWP is also piloting new models which embed careers guidance professionals within Jobcentres.

The National Careers Service will provide a Skills Action Plan for the customer. This plan will be used by the DWP in deciding whether or not the individual should be mandated to training provision. If a skills barrier is identified, the customer will then be mandated to attend an initial provider interview.

From October 2014 the National Careers Service scope and infrastructure will change. Delivery will be refined to only supporting adults aged 19 and over, or 18 and over for Jobcentre Plus customers or those in custody, following the duty placed upon schools and colleges to support those aged 11 to 18, and 16 to 18 respectively.

The current area-based service will be extended to include a combination of communication channels with Advisors including face to face, telephone, and digital and social media platforms. This will be supplemented by a national contact centre to provide information, advice and guidance through telephone, email, webchat, text and web forums, as well as to refer eligible individuals to local, area-based services where appropriate. An advanced national public-facing website will also be available to all individuals via self-service, mediated through personal support, to provide information on a range of personalised online careers' tools.

Click below for additional relevant information:

National Careers Site

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# Integrating Adult Skills with Other Programmes of Support

## Other Related Policy Developments: Workless Families

European Social Fund (ESF) funding is being used by DWP to offer a programme to provide support to help people in the estimated 120,000 families where there is no history of work and/or intergenerational worklessness. This programme is aimed at the very hardest to help, and families who have multiple problems.

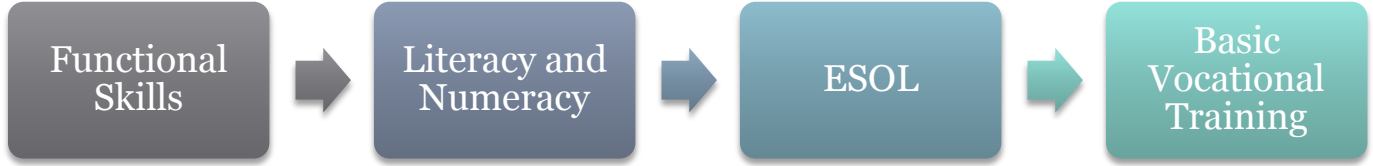
Referrals are routed through the local authority, generally through Family and Children’s Services although this can vary depending upon the specific local authority arrangements, and some local authorities are involved in delivery of the programme. The aim of the programme is to:

Provide holistic support to the whole family.

One family member who is on benefit can passport other family members, who do not have to be claiming benefit, to the programme. The programme is delivered through a range of contracted providers across England. Providers are paid for achieving 3 Progress Measures, which are defined as:

“activities which help the family and the individual towards moving into employment”

These may include SFA funded training, among other things such as volunteering or work experience. Requirements arising from this programme are likely to be:



[Click below for additional relevant information:](#)

[ESF Information](#)

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# Integrating Adult Skills with Other Programmes of Support

## Other Related Policy Developments: Apprenticeships

Apprenticeships are open to everyone over 16 whether leaving school, having worked for years or seeking to start a new career. Nearly 860,000 people were on an Apprenticeship in 2012/13, across more than 100,000 employers, with over 1.5 million Apprenticeship starts since 2010. There are 3 levels of Apprenticeship available:

Intermediate	Advanced	Higher
<ul style="list-style-type: none"> <li>• Apprentices work towards work-based learning qualifications such as a Level 2 Competence Qualification, Functional Skills and, in most cases, a relevant knowledge-based qualification.</li> </ul>	<ul style="list-style-type: none"> <li>• Apprentices work towards work-based learning such as a Level 3 Competence Qualification, Functional Skills and, in most cases, a relevant knowledge based qualification.</li> </ul>	<ul style="list-style-type: none"> <li>• Apprentices work towards work-based learning qualifications such as a Level 4 Competence Qualification and, in some cases, a knowledge-based qualification such as a Foundation Degree.</li> </ul>

All Apprenticeships must include the following elements:

<p>A competence qualification which must be achieved by the apprentice to qualify for an Apprenticeship certificate, and which is the qualification required to demonstrate competence in performing the skill, trade or occupation to which the framework relates.</p>	<p>A technical knowledge qualification which is required to demonstrate achievement of the technical skills, knowledge and understanding of theoretical concepts, and the knowledge and understanding of the industry and its market relevant to the skill, trade or occupation to which the framework relates. <b>(See note below)</b></p>	<p>Either Key Skills (e.g. working in teams, problem-solving, communication and using new technology) or Functional Skills qualifications or a GCSE with enhanced content. Providers should however note that the SASE published in March 2013 no longer requires Higher Apprenticeships to include English and Maths.</p>
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**NOTE:** Sometimes an Apprenticeship framework may have an integrated qualification which combines competence and technical knowledge elements in which each element is separately assessed.

Click below for additional relevant information:

ESF Information

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# Integrating Adult Skills with Other Programmes of Support

## Other Related Policy Developments: Apprenticeships and Grants

Since 2012 Apprenticeships have been required to last for a minimum of 12 months although it can be shorter for someone aged 19 or over where they have prior knowledge or experience.

The programme design of Apprenticeships remains subject to ongoing reform. The Government has recently set out an Implementation Plan for this, including the introduction of “Trailblazers” to develop new Apprenticeship standards and high level approaches to assessment.

The reforms are also considering new ways of funding Apprenticeships. The Government’s Implementation Plan can be found by clicking on the link in the column on the right.

### Apprenticeship Grant for Employers (AGE) 16-24

Apprenticeship Grants for Employers (AGE) 16- 24 aims to help eligible employers to offer young people employment through the Apprenticeship programme, by providing wage grants to assist them in recruiting their first apprentice. Typical questions around this topic fall into three categories:

Question	Response
What will be provided?	The National Apprenticeship Service (NAS) will provide: up to 40,000 Apprenticeship grants of £1500 to small/medium size employers.
Why will it be provided?	To encourage new employers to take on new 16-24 year old apprentices with priority given to employers with fewer than 50 employees.
When will it be provided?	The AGE 16-24 is available from February 2012 until March 2013 for eligible employers who are able to offer a job opportunity to a 16-24 year old recruited as an apprentice. Funding started in April 2012.

[Click below for additional relevant information:](#)

- [Governments Implementation Plan](#)
- [Future of Apprenticeships in England \(2013\)](#)
- [Government Guidance for Trailblazers](#)

[Glossary](#)

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# Integrating Adult Skills with Other Programmes of Support

## Other Related Policy Developments: Traineeships

Traineeships are a recent initiative for young people who want to work, but who need extra help to gain an Apprenticeship or job. Traineeships give these young people the opportunity to develop the skills and workplace experience that employers require.

### Answers to Common Questions:

When were they introduced? Who do they target?

Traineeships were introduced in 2013 for 16-23 year-olds (and young people with learning difficulty assessments up to academic age 25). They specifically fit within broader study programmes for 16 to 19 year-olds.

What are the core skills elements?

The core skills elements of a Traineeship involve work preparation training, English and Maths, and a high quality work placement.

How long do they last?

The duration of the work placement within a Traineeship is at least six weeks and no longer than five months.

**NOTE:** DWP regulations now confirm that the skills elements of a Traineeship programme will be subject to conditionality. In order to continue to receive unemployment benefit, claimants who are referred to Traineeships must attend and participate.

Click below for additional relevant information:

Department for Education: Traineeships

SFA Website: Traineeships

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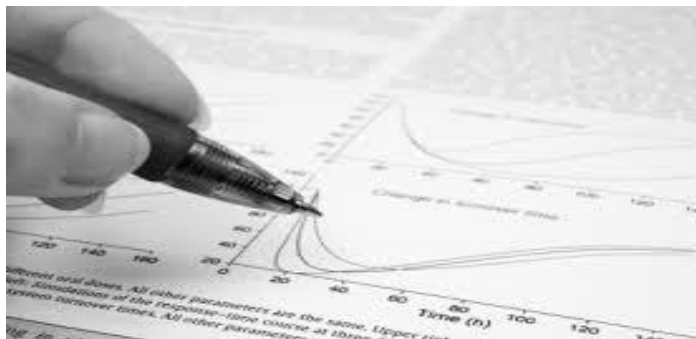
### Issues and Opportunities for Providers

The Government Strategy paper ‘Building Engagement, Building Futures’ sets out the strong encouragement for learning and skills providers to actively engage with DWP, employers and other stakeholders such as local authorities, to provide a coherent and co-ordinated offer to 16-24 year olds.

The drive towards integrated employment and skills, combined with the changes to the Adult Skills Budget, breaks down many of the barriers which have historically kept employability and skills provision separate.

There are now significant opportunities for learning and skills providers to play an active role in working with the wide range of stakeholders in each locality, in order to understand and develop effective and market-driven opportunities to help unemployed people gain skills to help them compete more effectively in their chosen career and local labour market.

However, because of this historical split between employability and skills, many providers need to look critically at what they are able to offer, and to consider how they can adapt and develop their provision to better meet the needs of unemployed learners.



[Click below for additional relevant information:](#)

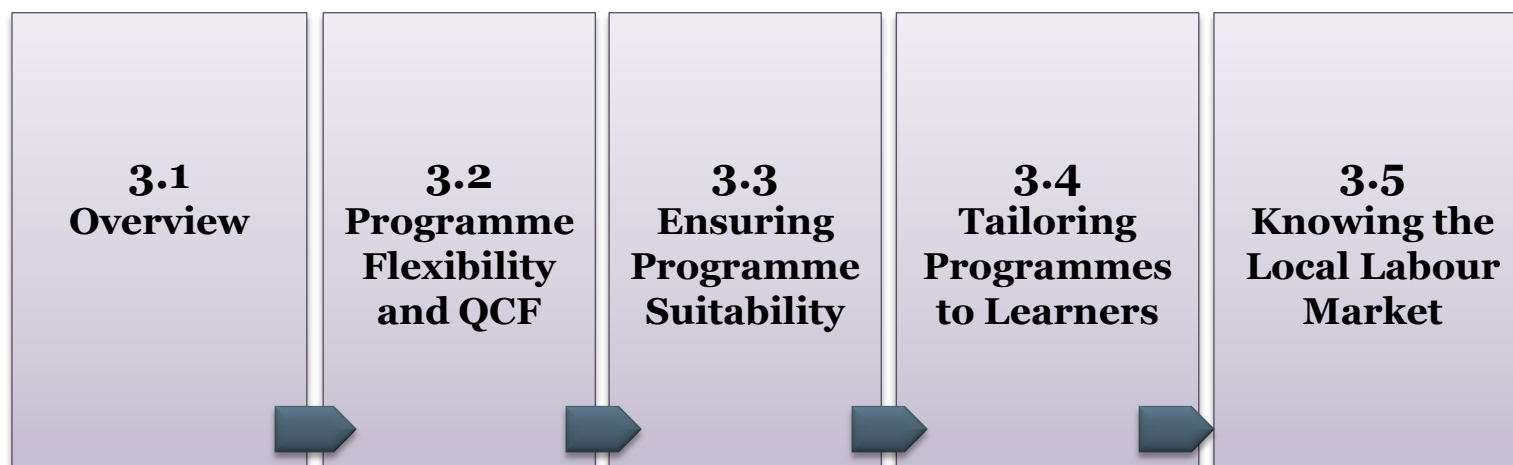
Governments Strategy Paper

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## Section 3: Building the Right Learner Package

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**Building the Right Learner Package**

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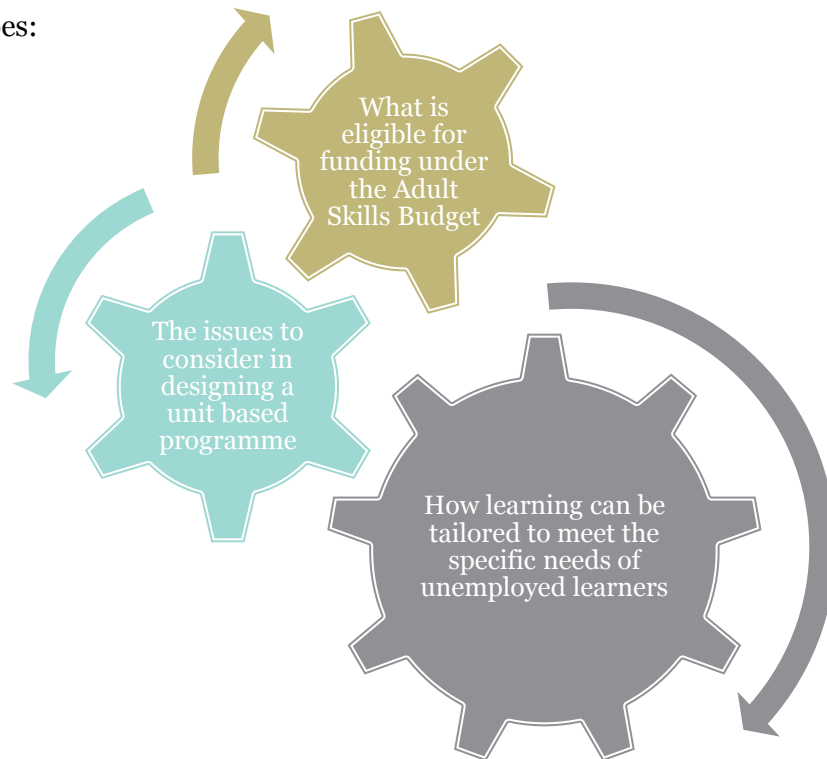
**3.5 Knowing the Local Labour Market**

## Building the Right Learner Package

### Overview: Building the Learner Package to Meet the Needs of Unemployed Learners

The focus of Adult Skills is to provide for the development of work-related skills to ensure the early achievement of a sustainable job. It should also provide the foundation for further work-related training and development once the learner starts in work, for example by starting an Apprenticeship.

This section describes:



[Click below for additional relevant information:](#)

- Glossary
- Main Contacts

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**Building the Right Learner Package**

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- Choosing Units and Developing Combinations

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**3.3 Ensuring Programme Suitability**

**3.4 Tailoring Programmes to Learners**

**3.5 Knowing the Local Labour Market**

## Building the Right Learner Package

### Overview: Choosing Units and Developing Appropriate Combinations

The flexibility offered by the Adult Skills Budget to offer single units provides a real opportunity to tailor learning to respond to unemployed learners' needs, by providing the ability to deliver exactly what the learner needs to find and keep a job. Most unemployed learners will need to continue looking for work whilst they are training. This needs to be borne in mind in developing the chosen units to ensure that they are still able to meet their job-seeking requirements.

You may also wish to provide job search support as part of your package of support to unemployed learners. Their learning can then be set into the context of the type of work they are seeking. The SFA recognises that learners who are actively seeking employment may not achieve their learning aim, which will affect QSR and therefore the Minimum Levels of Performance (MLP). Units of a learning aim are currently excluded from the calculation of the QSR. The SFA has committed to take into account the impact that unemployed learners entering employment before learning aims are achieved may have.



[Click below for additional relevant information:](#)

[Glossary](#)

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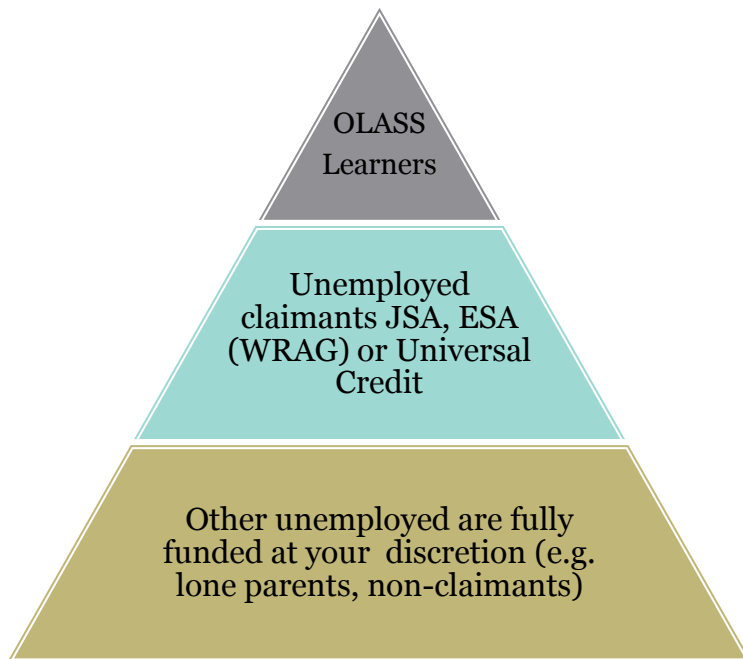
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- 3.5 Knowing the Local Labour Market

## Building the Right Learner Package

### Programme Flexibility and QCF

The following categories of unemployed people are fully funded for Adult Learning:



The QCF allows providers to develop learning programmes based on single units in order to make the offer more attractive to unemployed learners. The combination of units can also be tailored to meet the needs of local employers.

Over 11,000 units have been identified as being in scope. These are detailed on the LARS and encompass Levels 1-4 of the QCF.

You need to consider funding rate values and the rules of combination in making your selection of units. This should be part of the advice and guidance offered to learners – to ensure that they are offered the right combination of units which are all fully funded.

The choice of units should provide the foundation for a natural progression to a full award, taking into account their work/career aspirations.

You must, of course, have approval from the appropriate awarding organisation to deliver and certificate the learning.

[Click below for additional relevant information:](#)

QCF Framework

Glossary

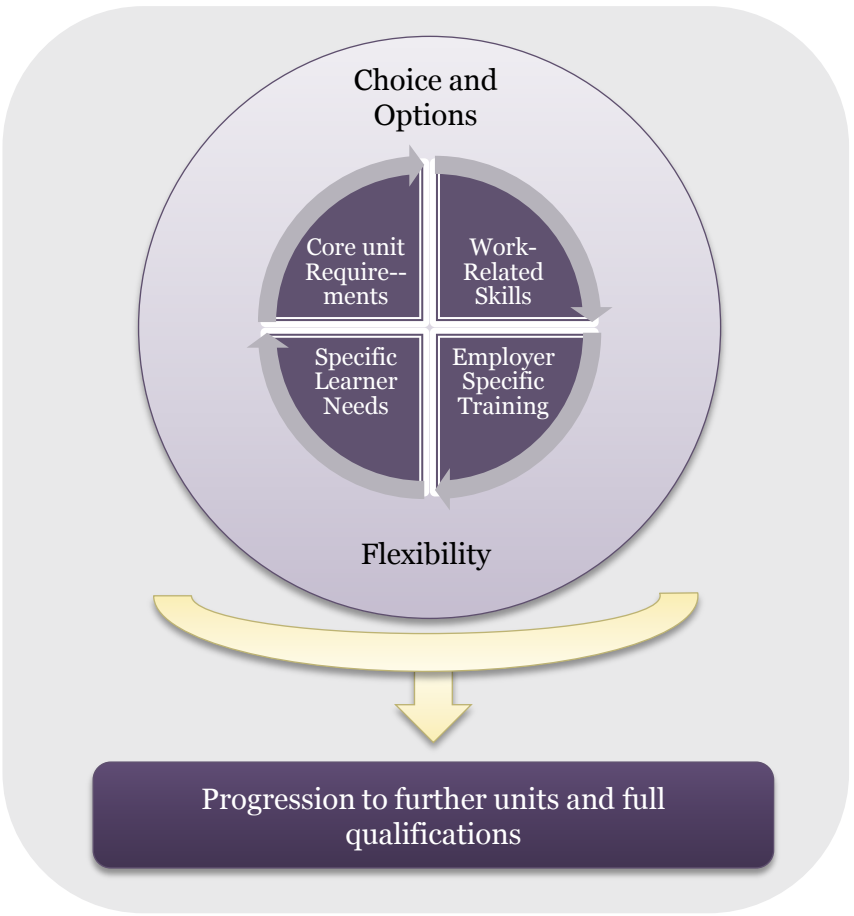
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# Building the Right Learner Package

## Designing a Unit Programme



**TIP:** The cost of delivery on a unit by unit basis may be more than for the full qualification and can be prohibitive. It may be worth considering qualifications offered by other awarding bodies as these may offer a full qualification that better meet unemployed learners' needs. Feedback from providers has indicated that some awarding bodies are prepared to negotiate down on the costs and smaller awarding bodies can be more flexible on price than the larger ones. Some providers have taken the route of obtaining a 'Statement of Units Achieved' rather than full certification in order to keep costs down.

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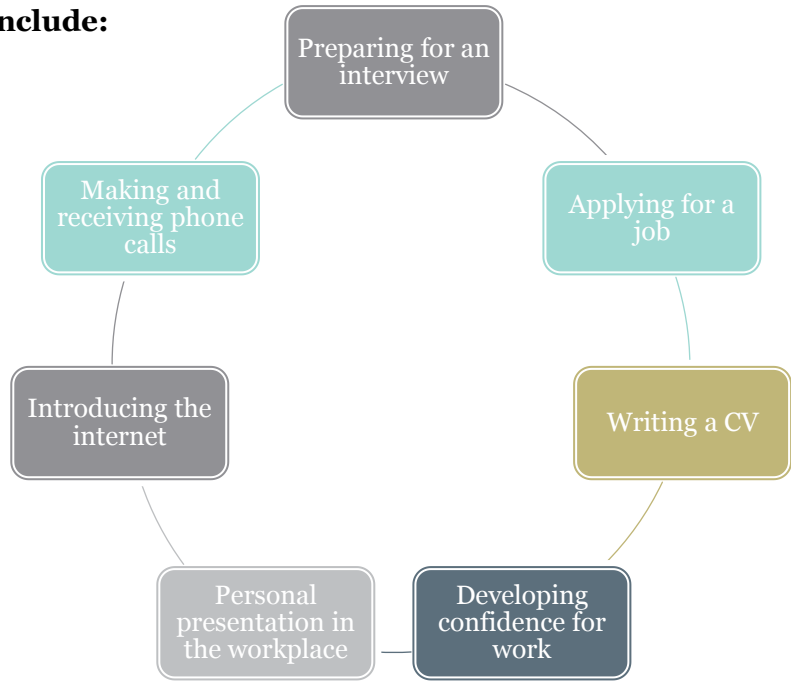
### Ensuring Programme Suitability

In designing a package of support you need to consider the requirements of the types of unemployed people in your locality. Some learners may have been out of the job market for many years. They may lack basic knowledge and understanding of what a workplace is like, and what employers require from their staff. Equally they may have more fundamental learning weaknesses such as numeracy, literacy or functional skills needs. Consequently, you may need to design a package which addresses these issues before you can concentrate on the development of more specific work-based skills.

**Examples of relevant unit themes include:**

**TIP:** The ideal unit course will:

- Be tailored to a specific demographic cohort
- Reflect the learning preferences and styles of long term unemployed customers
- Be responsive to in-demand and growth skills areas within the local labour market and is ideally tailored to the requirements of local employers
- Be organised quickly, delivered locally and cater for groups of unemployed learners



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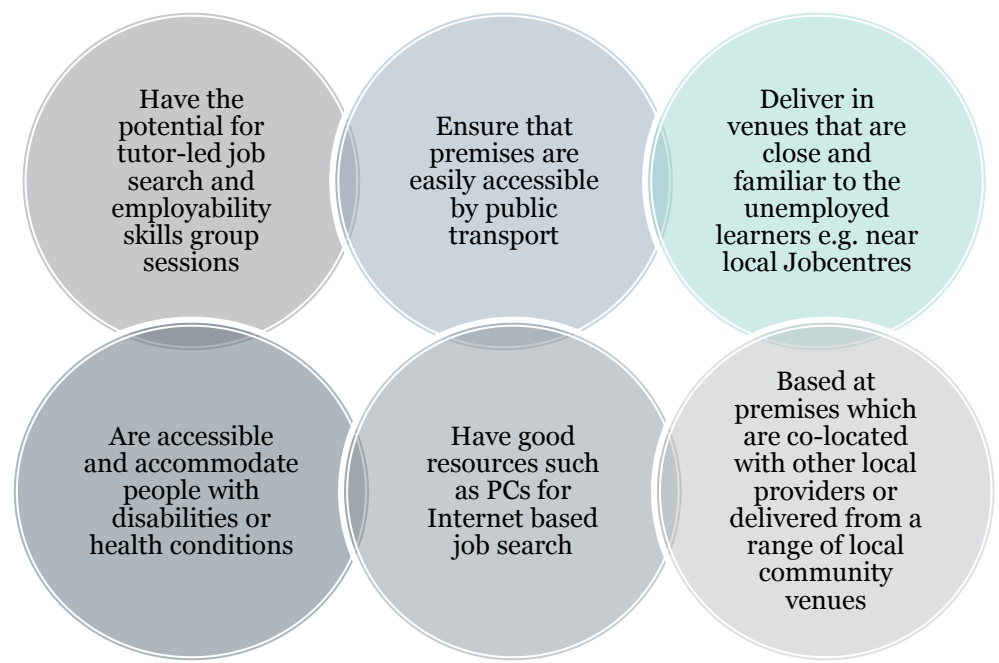
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### Tailoring Provision to Meet the Needs of Unemployed Learners

Unemployed learners may have different requirements and issues from the majority of the learners you have dealt with in the past. Many will have had no contact with the world of learning or work, and attendance at a college campus could be a daunting prospect. In particular older learners may find it difficult to attend a college or training centre where there are large numbers of young people.

**TIP:** You may wish to consider how you deliver provision in different ways, for example:



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### Knowing the Local Labour Market: Overview

#### Understanding the Local Labour Market

In developing your understanding of the local labour market it is important to consider the issues that are currently impacting on and changing the dynamics. Labour markets evolve and develop over time as some industries decline and others develop.

#### Sources of Labour Market Information

A range of statistics at national and regional level can be obtained from the Office for National Statistic (ONS) website. Other sources of information on the local labour market include your local Jobcentre or the district office. Local authorities generally have a department which collects and collates information about economic development which you can access, and local Chambers of Commerce may also be able to provide local labour market information. Other sources of labour market information are covered on the next page of this playbook.



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### Sources of Labour Market Information

Website	Description
<a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a>	Free access to data sets including labour market (Labour Force Survey, Public Sector Employment etc).
<a href="http://www.NOMISweb.co.uk">www.NOMISweb.co.uk</a>	Provides labour market statistics from official sources for local areas throughout the UK including the Annual Business Inquiry.
<a href="http://www.hesa.ac.uk">www.hesa.ac.uk</a>	The Higher Education Statistics Agency collects, analyses and disseminates data on higher education including the annual destinations survey.
<a href="http://www.cbi.org.uk">www.cbi.org.uk</a>	The Confederation of British Industry (CBI) produces a range of business and industry surveys which are available online to members. The annual Employment Trends Survey is available in hard copy from their online bookshop.
<a href="http://www.guidance-research.org/future-trends">www.guidance-research.org/future-trends</a>	Part of the Guidance Research Forum website. They provide comprehensive labour market information, broken down by sector and region and delivered in the context of use in the careers guidance process. There are on-line training modules for guidance practitioners in using Labour Market Information (LMI).
<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	The Chartered Institute of Personnel and Development produces the Labour Market Outlook - a quarterly LMI report.
<a href="http://www2.warwick.ac.uk/fac/soc/ier">www2.warwick.ac.uk/fac/soc/ier</a>	The Warwick Institute for Employment Research engages in labour market research at national, regional and local level with some European comparison studies.

Click below for additional relevant information:

- Statistics Gov Website
- NOMIS Website
- HESA Website
- CBI Website
- Guided Research Forum Website
- CIPD Website
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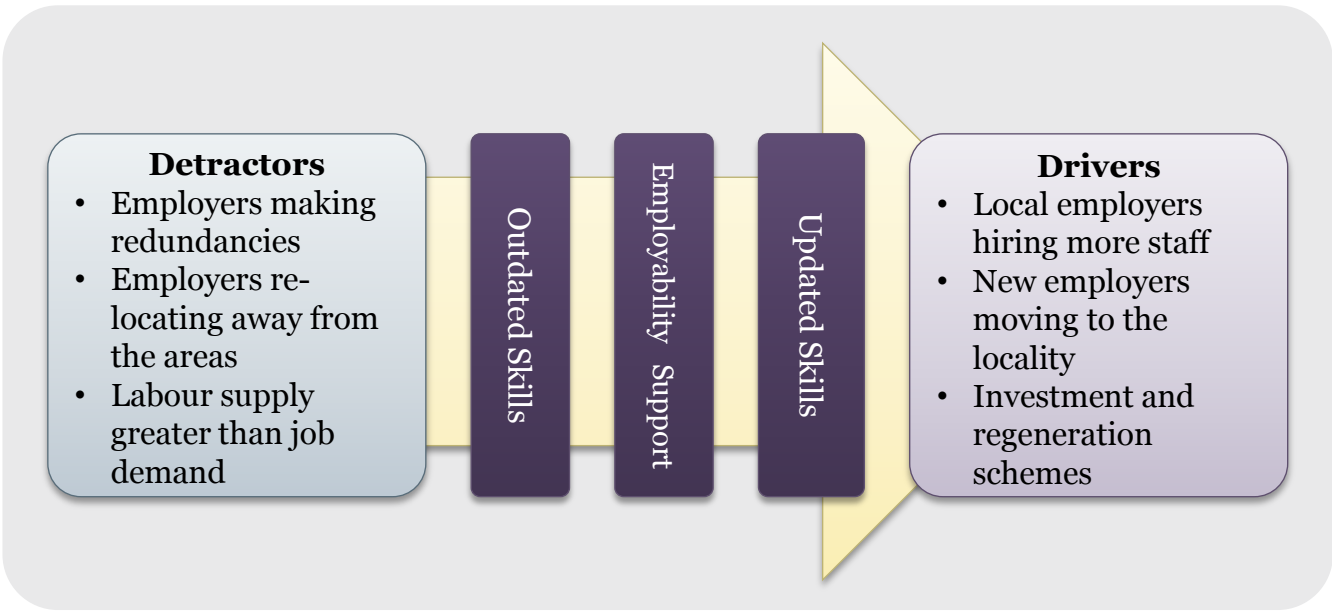
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## Building the Right Learner Package

### Knowing the Local Labour Market: Labour Market Dynamics



It is important to consider the range of issues that impact on your local labour market and how you can best plan and respond to those issues.

For example, in October 2013 there were 2.49m unemployed people in the UK. Of those, 1.42m were men and 1.07m were women whilst 660,000 were aged 16-24. Although this figure included those currently in full time education who are looking for work, 900,000 had been unemployed for 1 year or more and 467,000 over 2 years.

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## Building the Right Learner Package

### Sources of Labour Market Information: Labour Market Statistics #1

The table below sets out the numbers of JSA claimants by age and duration of unemployment. Most people are unemployed for less than 1 year and this is an important factor in the way DWP plans support for unemployed people, i.e. the intensive support kicks in at the 12 month stage when customers are generally referred to the Work Programme. This means that DWP is looking for cost effective support to move as many people as possible into work during that initial 12 month period. However there are still significant numbers who remain unemployed for more than 1 year, and it is likely that many of these DWP customers will need additional support to overcome skills barriers.

Age	Duration	England	%	UK	%
<b>Total</b>		<b>389,385</b>	<b>21.9</b>	<b>481,635</b>	<b>22</b>
16 to 24	Up to 6 months	177,680	5.9	219,580	5.9
	6 to 12 months	159,385	15.5	198,015	15.6
	Over 12 months	52,320	0.5	64,040	0.5
<b>Total</b>		<b>597,150</b>	<b>58</b>	<b>739,825</b>	<b>58.4</b>
25 to 49	Up to 6 months	159,385	15.5	198,015	15.6
	6 to 12 months	168,490	16.3	210,550	16.6
	Over 12 months	269,275	26.2	331,260	26.2
<b>Total</b>		<b>289,235</b>	<b>28.1</b>	<b>361,220</b>	<b>28.5</b>
50 to 64	Up to 6 months	159,385	15.5	198,015	15.6
	6 to 12 months	70,380	6.8	88,755	7.0
	Over 12 months	59,470	5.8	74,450	5.9

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### Sources of Labour Market Information: Labour Market Statistics #2

In the same month referenced on page 48 (Oct 2013) 366,931 incremental vacancies were recorded. However, it is also important to understand the sectors in which those vacancies are more likely to occur. Each locality and region will differ depending upon the main features of the local labour market. There are however national trends which should influence the types of skills and learning you offer unemployed learners.

The table below shows how the types of jobs have changed over the past fifteen years. Long term unemployed learners may have skills which are now out of date or not required in the local labour market, and may be resistant to learning new skills or adapting to new ways of working. You need to consider the issues facing people who were employed in industries which no longer exist, or have changed significantly, and how you can move them towards re-engagement with the labour market.

Workforce Jobs by Sector UK	Selected Sectors Only: Source NOMIS	
Sector	% June 1996	% June 2011
Manufacturing	15.1%	1.9%
Construction	6.6%	4.0%
Transportation, Storage and Communications	4.6%	2.6%
Wholesale, Retail and Distribution	16.7%	12.9%
Hotels and Catering	6.0%	3.9%
Public Services and Administration	5.7%	4.5%
Health and Social Work	10.4%	10.0%

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## Building the Right Learner Package

### Knowing the Local Labour Market: Local Enterprise Partnerships

Local Enterprise Partnerships (LEPs) are voluntary partnerships formed between local authorities and businesses in England. They were founded in 2011 by the Department for Business, Innovation and Skills to help determine local economic priorities and lead economic growth and job creation within local areas. Amongst their various roles, most LEPs produce and disseminate their own periodic labour market reports, briefings and analysis which can usually be found on their websites. These generally feed in to formal Skills Plans for each LEP which reflect local sector priorities and skills shortages and can, in themselves, be an equally valuable source of labour market insight.

It is important that LEPs work closely with all of the providers in the locality and therefore have appropriate representation on their Boards and Committees including independent providers.



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Department for BIS

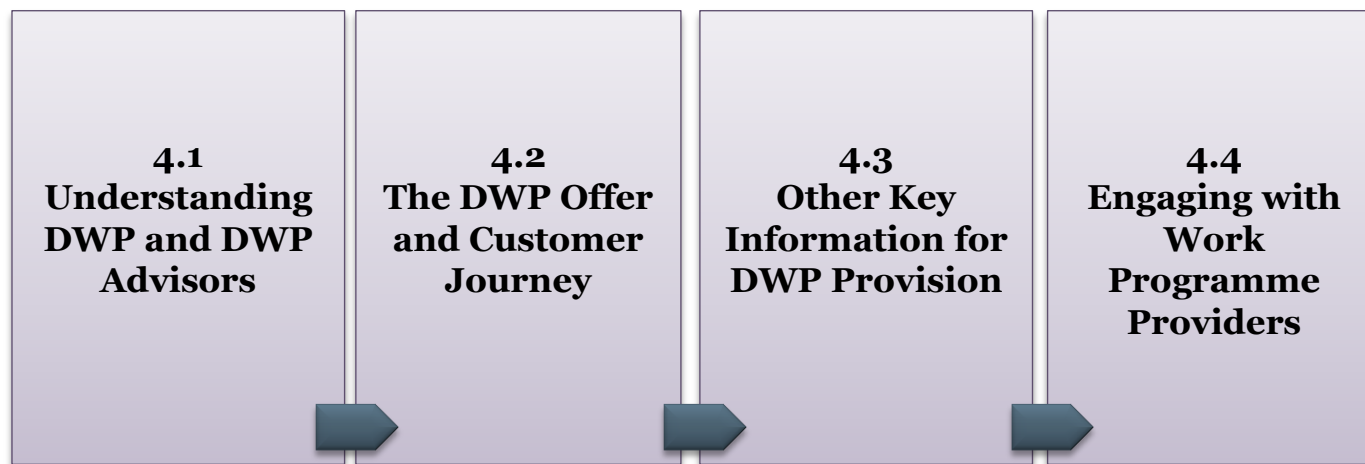
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## Section 4: Working with DWP, DWP Advisors and the Work Programme

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## Working with DWP, Advisors and the Work Programme

### Understanding the DWP Structure

Key to success in developing and delivering Adult Skills Budget provision to unemployed learners is the development of effective links with DWP Advisors and Work Programme providers. This section provides information about the structure of DWP and ways to effectively engage with Advisors. It tells you about the DWP Customer journey and provides information about the Work Programme.

#### Understanding DWP

DWP is responsible for welfare and pension policy. It is the biggest public service delivery department in the UK and serves over 20 million customers. Because of its size and the multiple layers through which it operates, making contact with the right person within DWP can be a difficult and daunting prospect. Added to this, people are often moved around within the organisation, so you may find that contacts need to be regularly refreshed.

Until recently Jobcentre Plus was a separate organisational structure within the DWP. However recent restructuring changes mean that all parts of DWP which focus on delivery of services to customers are all now part of the Chief Operating Officer Directorate within DWP. This is the main part of DWP that you will need to have contact with, most typically through District level staff. This Directorate is the part of DWP which delivers the Jobcentre services and it supports people from welfare into work, pays benefit and helps employers to fill their vacancies.

The DWP Operations Directorate structure is based on a national network of regions led by Operational Directors, and districts led by District Managers, each with a number of local Jobcentres reporting to them. Benefit claimants are called ‘customers’ by DWP. Each person claiming benefit is case-loaded to a Personal Advisor in their local Jobcentre. JSA customers have to attend fortnightly to ‘sign-on’ and all customers have to attend as requested to receive back to work support where it is deemed appropriate.

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# Working with DWP, Advisors and the Work Programme

## Understanding the DWP Structure (Cont'd)

The District Manager has a considerable degree of autonomy in deciding what support and provision is delivered to customers in their district, and some District Managers may be more proactive than others in wanting to work with learning and skills providers to develop support for customers to overcome skills barriers.

District Manager attitudes may well filter down to Advisors, and experience has shown that levels of knowledge, interest and co-operation can vary considerably between districts.

At the district office, in addition to meeting with the District Manager, you may wish to make contact with the Employer Partnership Manager (EPM) and the Third Party Provision Manager (TPPM). The EPM will have responsibility for building links with employers to develop provision to meet local employer requirements. You may be able to support them through your own links with local employers through delivery of Apprenticeships and other skills programmes.

The TPPM and their team are important to you as a provider, as they load information about opportunities to the DWP system, which is accessed by Advisors when deciding what support should be offered to a customer. How the information about your provision is loaded could have a major impact on how it is received and used by Advisors. You may also need to complete and submit a stencil provided by the district which sets out your provision offering.



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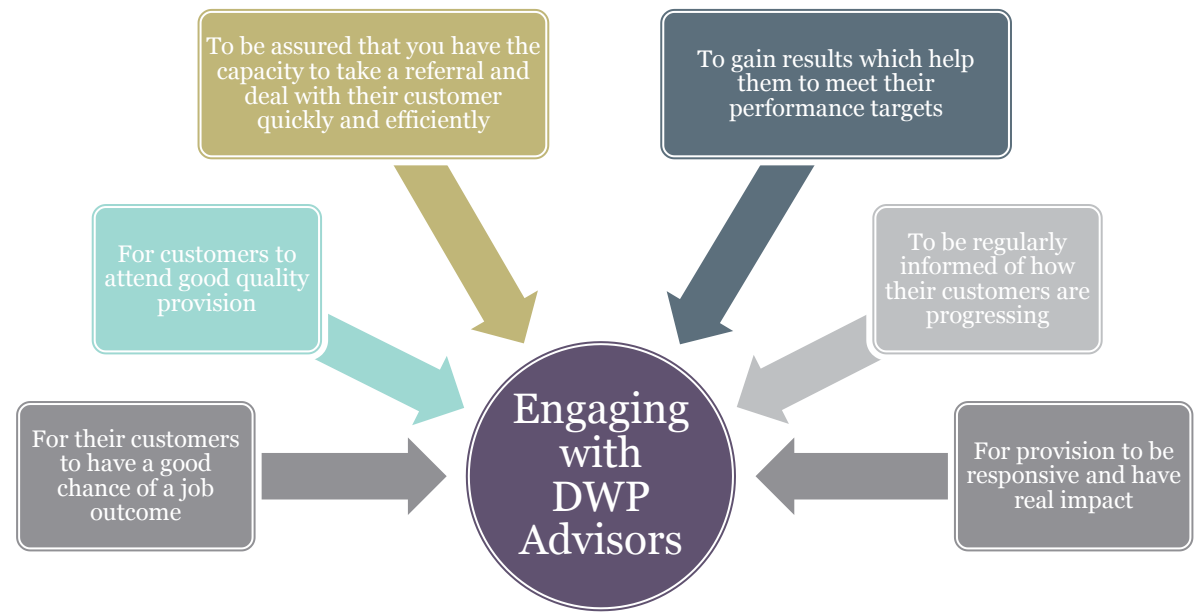
**4.3 Other Key Information for DWP Provision**

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# Working with DWP, Advisors and the Work Programme

## Engaging with DWP Advisors

It is important to engage with Advisors in your local Jobcentre to tell them about the type of support and training you are able to provide to their customers. You will need to consider what Advisors will want to know from you, and what you are able to offer that is going to help them to achieve their work objectives. **For example they will look for the following:**



**TIP:** Advisors are very busy people; their days are very full and they will be interviewing a large number of customers - so you need to make every contact count.

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# Working with DWP, Advisors and the Work Programme

## Working with DWP Advisors: Tips and Best Practices

Consider how you can make Advisors' lives easier if possible. Below are a few tips on how to do this:

Make marketing materials clear and easy to understand. Don't expect Advisors to wade through a large prospectus to find the relevant information. Make the referral process as quick and easy as possible.

Spend time in the office talking to customers and talking to Advisors when they have spare time between customers. Let the Advisors know that you are prepared to come and talk to customers about the opportunities open to them.

Some Jobcentres will have a National Careers Service professional on site and it will help to tell them about your provision so they can bear it in mind when developing a Skills Action Plan.

Consider how you can provide them with useful information and insights that will improve their service to customers.

Attend Advisor team weekly meetings – these are often held before the main day begins. These are excellent opportunities to talk in a relaxed environment to a number of Advisors and to find out the issues they face in helping people into work. Consider how you can help them with some of these issues.

Ask the local Jobcentre Manager if you can have access to a desk or an office in the Jobcentre to talk to customers about what you are able to offer.

**TIP:** Sensible use of appropriate marketing materials can help you to ensure that your organisation's contact details are to hand on the Advisor's desk; for example calendars, coasters, pens or mouse mats. Most DWP districts run recruitment fairs on occasions. These may be general or be themed where there is a specific sector or industry need in the locality. Attending or having a stand may provide opportunities to engage with Advisors and their managers as well as customers and employers. Use social media such as Twitter or Facebook to publicise events or opportunities. Many Jobcentres now have their own Twitter account.

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# Working with DWP, Advisors and the Work Programme

## The DWP Offer

JSA, ESA (WRAG) and Universal Credit customers will receive flexible customer support which includes face to face meetings. The DWP Advisor’s performance is judged on achievement of results and those results are essentially moving people off benefit and into sustained work (called off flows).

There is no longer a centrally prescribed Advisor role or process depending upon benefit. The level and type of intervention will depend upon the needs, barriers and requirements of customers. This change in ways of working is still relatively new and, whilst it is a welcome development, there is likely to be a period of transition during which Advisors will need to come to terms with their new freedoms, and also how they can use those freedoms to best effect to help people move into work.

Consequently you may find differences in attitude from Advisors. Some may be very happy to engage with you to consider how the new changes may be used to support their customers whilst others may need to be convinced of the benefits of what you are able to offer.



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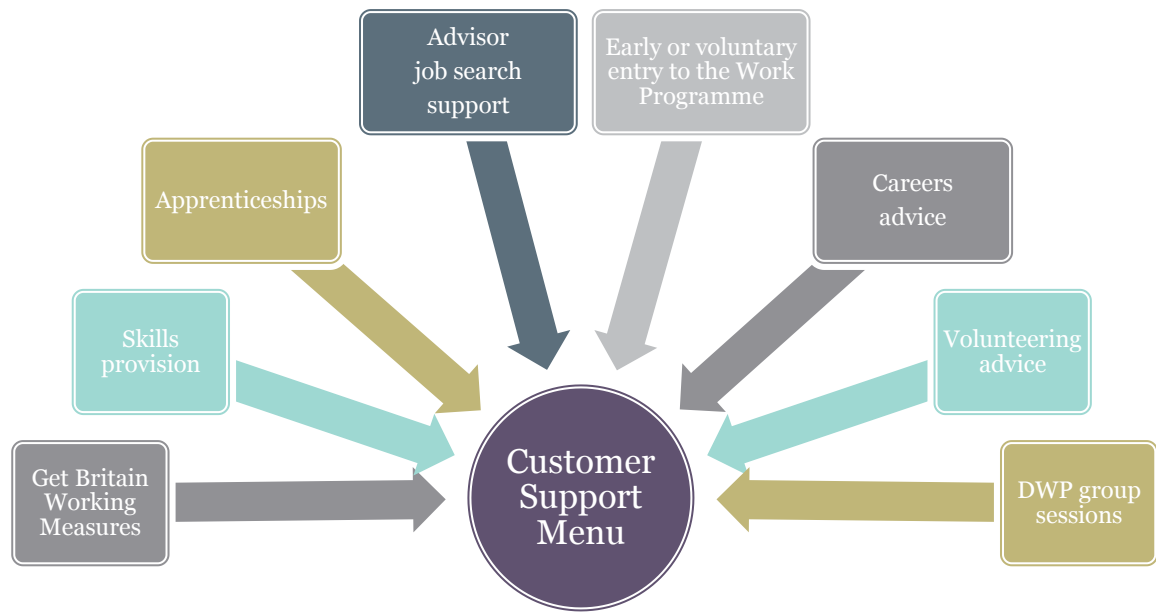
# Working with DWP, Advisors and the Work Programme

## The DWP Customer Journey

New JSA customers receive an initial interview which includes the development of a Jobseekers Agreement (JSAG) and on-going fortnightly jobs search reviews.

ESA (WRAG) customers are invited to attend a Work Focused Interview (WFI) after they have attended a Work Capability Assessment (WCA) and it has been judged that they will be fit and able to undertake some work within the next 3-6 months. The timing and duration of the WFI is at the Advisor's discretion. Longer interviews with both groups are at the discretion of the Advisor depending upon the customers need for additional support.

Advisors have a flexible menu of support that they can offer to customers which includes:



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# Working with DWP, Advisors and the Work Programme

## The Use and Application of Skills Conditionality

Skills Conditionality was first piloted in 2010 with JSA customers, to test the labour market effects of mandating skills participation. Since 1st August 2011 active benefits claimants have been required to attend training, where a DWP Advisor considers skills to be their main barrier to employment. Customers referred to skills provision who fail to attend may face benefits sanctions. Only DWP staff can mandate learners, providers cannot (except in the case of the Work Programme).

Before a customer can be mandated to provision, the provider must confirm to the DWP that they have a suitable fully-funded place available. The focus is the development of work-related skills to ensure the early achievement of a sustainable job. Unit delivery gives more flexibility in responding to, and addressing, unemployed learners' needs to help them get a job. There is an emphasis on flexibility as most customers will need to continue to look for work whilst training.



Customers on JSA, ESA (WRAG) or Universal Credit will be given a referral letter by the DWP when they are mandated to training. DWP should also ensure that a referral notification is sent to the provider. Customers who self-refer or are referred but not mandated under Skills Conditionality will need to obtain a 'proof of benefit letter' from the Benefit Enquiry helpline in order to evidence eligibility for funding.

**NOTE:** Entering a job before achieving their learning aim does not affect a provider's MLP.

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## Working with DWP, Advisors and the Work Programme

### Sanctions, The Adult Skills Budget and the Work Programme

[Click below for additional relevant information:](#)

**Sanctions**

Learners who do not comply with the terms of their mandating can face benefit sanctions. Sanctions are administered by DWP staff and can last for 2, 4 or 26 weeks depending upon how many times they have failed to comply. Where sanctions are appropriate, the preferred option is for the learner to return to the provider to complete their course. A legitimate change should not of course incur a sanction, although approval from the DWP must be obtained. It should be noted that DWP customers are allowed to have up to 3 days of planned leave in any 6 week period.



**The Adult Skills Budget and the Work Programme**

Work Programme participants are eligible to access SFA funded provision including careers and skills advice. Once a customer has entered the Work Programme the prime contractor will assess each customer and decide if lack of skills is a barrier that needs to be addressed.

It is up to individual skills providers to decide if they wish to use their SFA funding to meet the needs of this cohort of learners. This decision should be made whilst considering the wider context of local demand for funded places.

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# Working with DWP, Advisors and the Work Programme

## National Careers Service

The National Careers Service is a publicly funded service to help adults get the advice they need for future skills, careers, work and life choices. Where a DWP Advisor considers that a customer’s skills in relation to their job goals are unclear, they are able to mandate them to attend an intervention with the National Careers Service. DWP is also piloting new models which embed careers guidance professionals within Jobcentres.

The National Careers Service will provide a Skills Action Plan for the customer. This plan will be used by the DWP in deciding whether or not the individual should be mandated to training provision. If a skills barrier is identified, the customer will then be mandated to attend an initial provider interview.

**TIP:** Some providers have found that where DWP referrals fail to attend, they can fill empty places through obtaining last minute referrals from Work Programme providers. Work Programme providers do not need to go through the Skills Conditionality processes, so are able to identify and refer people more easily. The Work Programme (WP) has been commissioned through a ‘black-box’ model which means that the prime contractors can work in any way that they feel will help their customers move into employment. Engaging with WP providers is covered in section 4.4 of this playbook. JSA Customers become eligible for referral to the Work Programme at different points depending upon their age:

18-24 year olds are referred at 39 weeks of unemployment

Those aged 25+ are referred at 52 weeks of unemployment

ESA (WRAG) customers generally become eligible for entry to the Work Programme after they have had their Work Capability Assessment and received a prognosis of 3, 6 or 12 months. The timing and duration of the WFI is at the Advisor’s discretion. Longer interviews with both groups are at the discretion of the Advisor depending upon the customer’s need for additional support.

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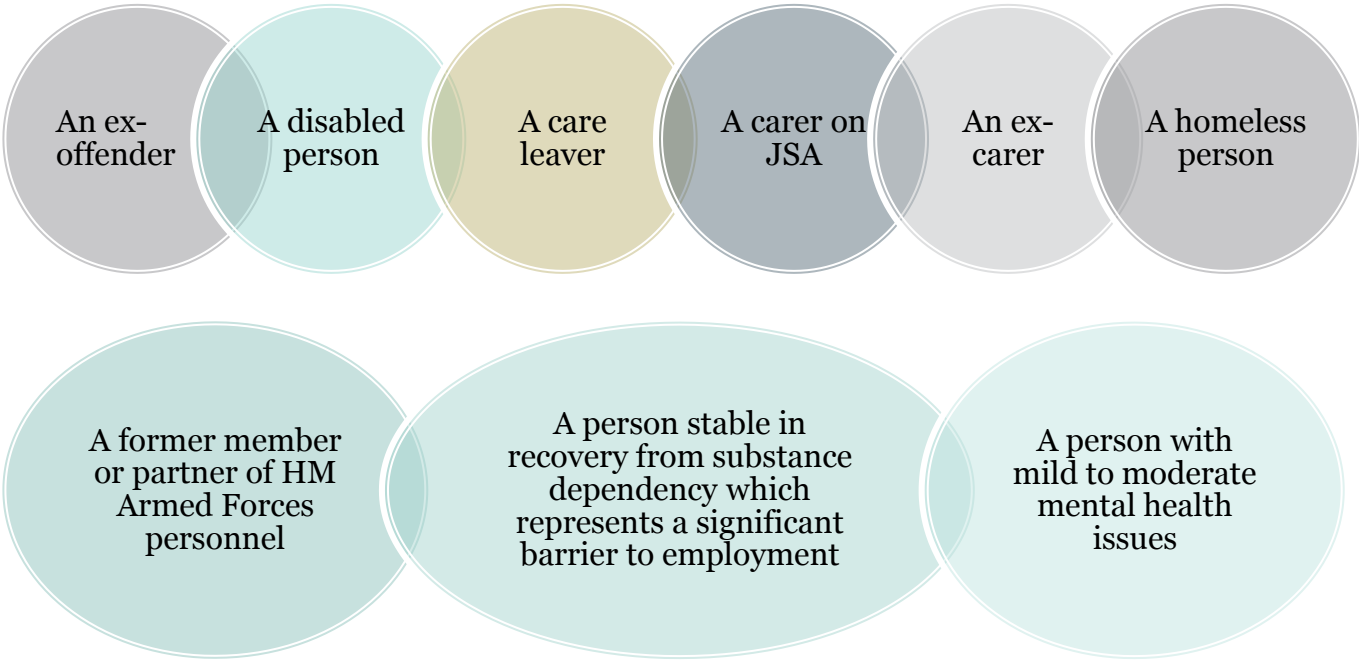
**Working with DWP & DWP Advisors**

- 4.1 DWP and DWP Advisors
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  - Early Entry to the Work Programme
- 4.4 Engaging with Work Programme Providers

# Working with DWP, Advisors and the Work Programme

## Early Entry to the Work Programme

Some categories of customer are eligible for early entry to the Work Programme. They are normally referred after they have been unemployed for 13 weeks. An exception to this are ex-offenders who now have mandatory Day 1 entry to the Work Programme. The following categories of customers can access early entry to the Work Programme:



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## Working with DWP, Advisors and the Work Programme

### Engaging with Work Programme Providers (WPPs)

There are 18 Work Programme Contract Package Areas (CPA) and within each CPA there are between 2 and 3 prime providers. Work Programme contracts have been allowed to use a ‘black box’ approach, as DWP went to market with an open specification. Bidders had the freedom to determine the type, frequency and duration of support, subject to offering each individual the development and review of an action plan, up to 2 years on the Work Programme, plus in-work support for a further 52 weeks. Every prime provider does however have to offer agreed defined minimum service standards to all customers. These minimum service standards are published and are available on the DWP website.

Work Programme Providers (WPPs) are able to mandate individuals to activity related to overcoming their barriers to work, including skills. They do however need to refer them to DWP for sanctioning if they fail to comply with the terms of the mandating. WPPs are paid the majority of their funding for moving people into sustained employment and receive different amounts depending upon the type of benefit claimant and duration of unemployment. Most WPPs sub-contract significant sections of their delivery to other providers. These sub-contracted providers may offer the full end-to-end service, or they may deliver specialist support as required.

<p>Don't automatically assume that WPPs and their sub-contractors are aware of Skills Conditionality requirements or the flexibilities that the Adult Skills Budget now offers.</p>	<p>Most WPPs have Partnership Managers or staff in similar roles who should be your first port of call.</p>	<p>In discussions be clear that you already have funding as they might otherwise presume you are looking for a sub-contract.</p>	<p>Focus on the benefit to them and their customers, e.g. through helping them to deliver more performance through moving more Work Programme participants into long term sustainable employment.</p>	<p>Referral of customers from the Work Programme could help you to ensure adequate volumes for planned courses.</p>
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## Working with DWP, Advisors and the Work Programme

### Work Programme Prime Providers #1

CPA	Location	Providers
1	East of England	Ingeus UK and Seetec
2	East Midlands	A4e and Ingeus UK
3	West London	Ingeus UK, Maximus Employment and Reed in Partnership
4	East London	A4e, Shaw Trust / CDG
5	North East	Avanta Enterprises (TNG) and Ingeus UK
6	Cumbria, Lancashire, Merseyside & Halton	A4e and Ingeus UK
7	Greater Manchester, Cheshire and Warrington	Avanta Enterprises (TNG), G4S Welfare to Work and Seetec
8	Scotland	Ingeus UK and Working Links
9	Hants, Isle of Wight, Bucks, Berks & Oxon	A4e and Maximus Employment

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### Working with DWP & DWP Advisors

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## Working with DWP, Advisors and the Work Programme

### Work Programme Prime Providers #2

CPA	Location	Providers
10	Kent, Surrey and Sussex	Avanta Enterprises (TNG) and G4S Welfare to Work
11	Devon, Cornwall, Dorset and Somerset	Prospects Services and Working Links
12	Glos, Wilts, West of England (Bristol), Swindon	Learn Direct/ JHP and Rehab Jobfit
13	Wales	Rehab Jobfit and Working Links Wales
14	Birmingham, Solihull and The Black Country	EOS, NCG and Pertemps People Development
15	Coventry, Warwickshire, Staffordshire, Shropshire, Hertfordshire and Worcestershire	ESG Holdings and Serco Welfare to Work
16	West Yorkshire	Interserve Working Futures and Ingeus UK
17	South Yorkshire	A4e and Serco Welfare to Work
18	North East England and Humberside	G4S Welfare to Work and NCG

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### Working with DWP & DWP Advisors

#### 4.1 DWP and DWP Advisors

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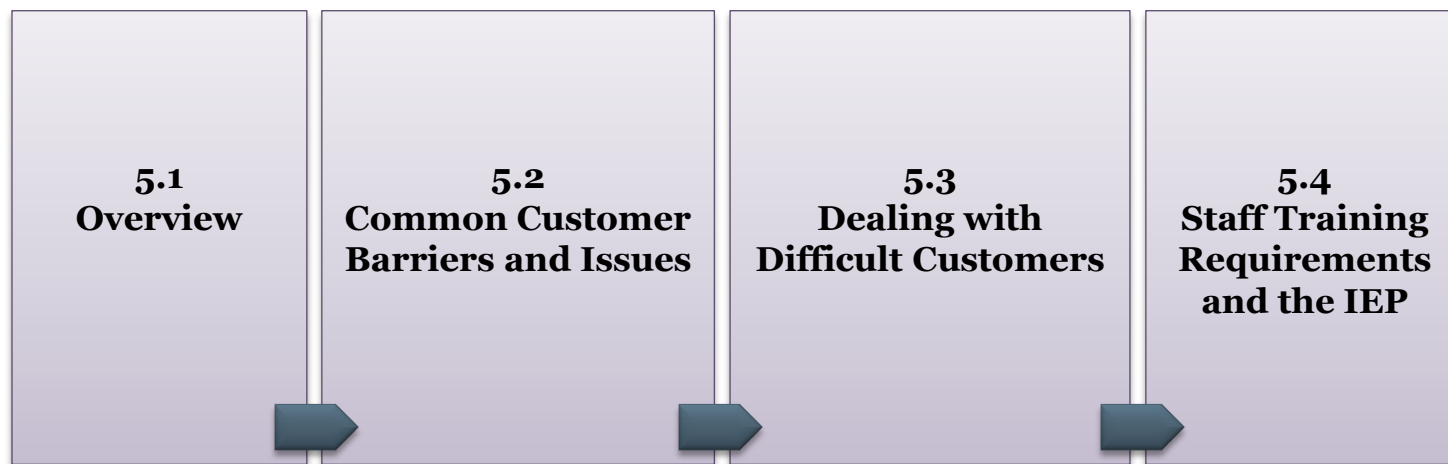
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## Section 5: Working with DWP Customers

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**Working with DWP Customers**

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**5.2 Common Customer Barriers and Issues**

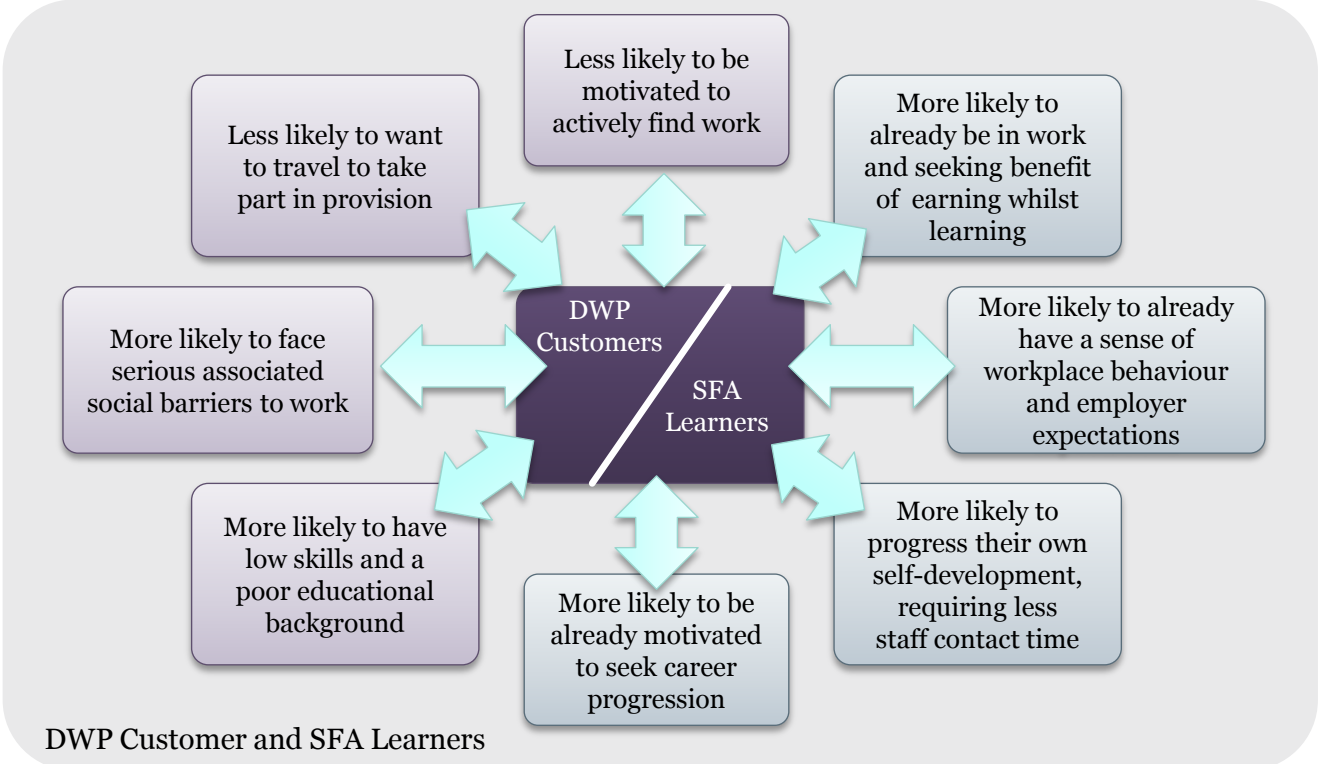
**5.3 Dealing with Difficult Customers**

**5.4 Staff Training Requirements and the IEP**

# Working with DWP Customers

## Overview

Delivery of skills provision to unemployed learners may mean you are dealing with different types of learner from those you normally deal with. This section tells you about the different types of benefit and the issues and barriers faced by long term unemployed learners. It also covers the issues you need to consider when developing provision, including dealing with difficult learners and staff training needs.



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**Working with DWP Customers**

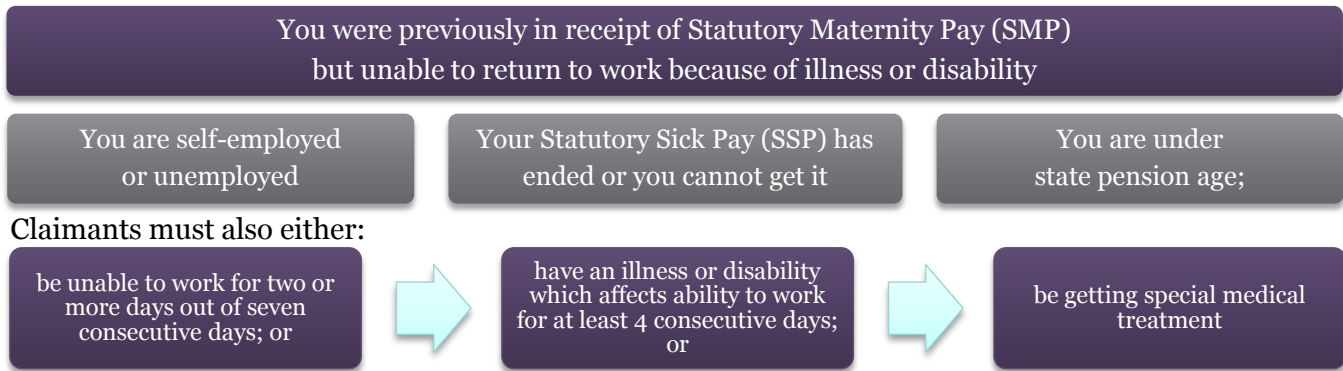
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## Working with DWP Customers

### Benefit Types and Eligibility #1

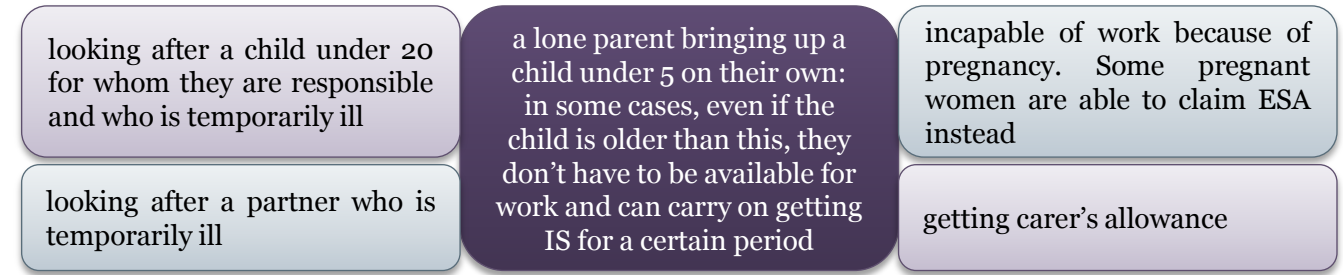
#### Employment & Support Allowance (ESA)

A claim for ESA may be made if any of the following apply:



#### Income Support (IS)

Income Support is payable where a person does not have to look for work in order to get benefit. Customers don't have to be available for work if they are:



IS customers cannot be referred to skills training under the Skills Conditionality rules although they may be eligible for fully funded adult skills training at the discretion of the provider.

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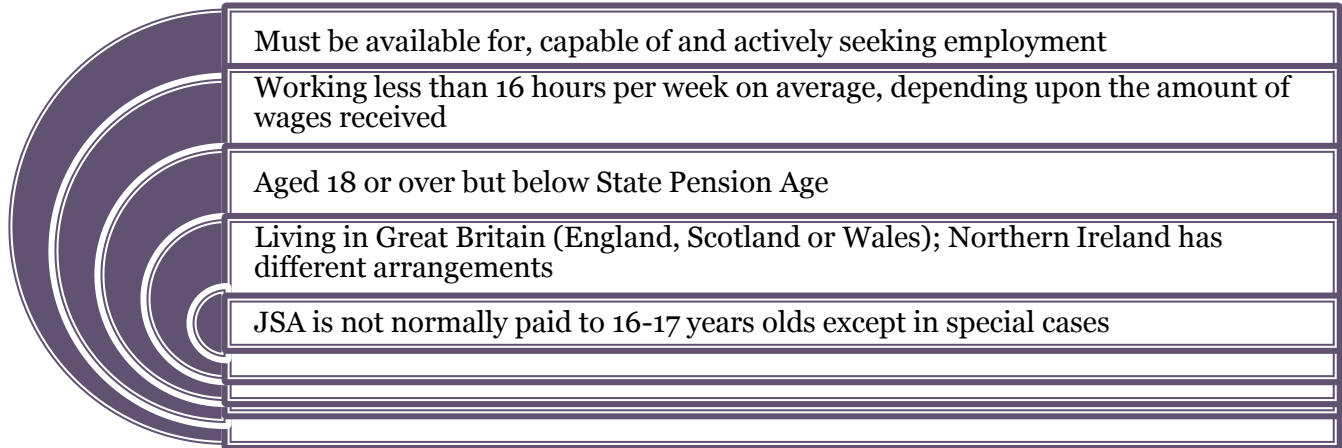
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## Working with DWP Customers

### Benefit Types and Eligibility #2

#### Jobseeker's Allowance (JSA) and Universal Credit (Full Conditionality)



#### Lone Parents

Lone parents who are capable of work can currently claim IS until their youngest child reaches age 5. They will then ordinarily need to claim JSA and seek work. Lone parents who have other reasons for claiming IS will continue to be eligible to claim IS or another appropriate benefit such as ESA.

The DWP will contact the lone parent 8 weeks before their IS is due to stop and invite them to an interview with an Advisor to explain what they need to do to make a claim for another benefit. Most lone parents, making a new or repeat claim, will no longer be entitled to IS only on the grounds of being a lone parent, and will need to claim JSA or ESA if they have an illness or disability.

Lone parents with children aged 12 and under can restrict their availability to work to fit with their children's regular school hours. Free childcare is available for all children in England aged 3 and 4 for 15 hours a week. Different arrangements apply in Scotland and Wales.

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**Working with DWP Customers**

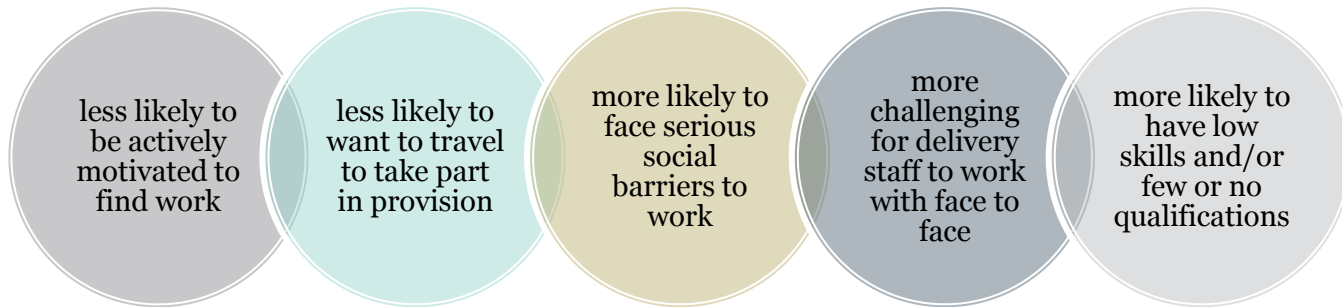
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## Working with DWP Customers

### Common Customer Barriers and Issues

Long term unemployed learners, and especially those referred under Skills Conditionality, may differ from the learners you have dealt with up to now. They may have a range of different problems and issues which either resulted in them being unemployed or have come about because they have been unemployed for some time.

**They may be:**



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## Working with DWP Customers

### Common Customer Barriers and Issues

Customers may have one or a number of the following social barriers to employment:

poor literacy / numeracy	history of offending	disabilities/ poor health	poor access to transport	debt-related issues	family issues
behavioural issues	out of date skills	homelessness or poor quality housing	cultural and/ or religious issues	caring responsibilities	poor self confidence and self-esteem
substance misuse	age-related barriers	ESOL needs	low/no qualifications	poor personal presentation	Inter-generational issues

The above barriers can be interlinked, and you will need to work out how best to address these, for example by addressing one tier at a time.

The impact of barriers such as these can result in low self-worth, belief, confidence and motivation. Experience has shown that further barriers can evolve if initial barriers go unaddressed. Research shows that former claimants of Incapacity Benefit, which preceded ESA, for over 2 years were more likely to die or retire than return to work!

**TIP:** For many learners, debt can be the biggest barrier to moving into employment as moving off benefits can mean that repayments on a range of loans become due. Consequently you may find that accessing effective debt management advice is a key first step to getting a learner to consider moving into work. This may then put them into a frame of mind where they are able to consider how they might overcome other barriers as well as consider and engage effectively with learning and/or work-related activity.

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## Working with DWP Customers

### Dealing with Difficult Customers

Some DWP customers may demonstrate difficult, challenging and potentially violent behaviour. Risks may include verbal abuse, vandalism, physical violence, or possession of illegal substances on your premises. The DWP Advisor should tell you about any specific issues when they refer learners, especially if they are potentially violent.

You need to carefully consider and address the personal safety and security of your staff and other customers across all risk factors, to a greater extent than you have needed to up to now. You should ensure that your centre rules and expectations are clearly explained to learners from the outset, for example by issuing and working through an induction pack. It is important that you train your staff to handle difficult people and to recognise and defuse difficult situations at an early stage.



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Working with DWP Customers

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## Working with DWP Customers

### Staff Training Requirements and the IEP

Your organisation will of course already have experience of providing advice and guidance through Information, Advice and Guidance (IAG) and may be matrix accredited. Your staff will also already have a range of skills and experience appropriate for working with this customer group. You may however wish to consider whether there are additional training requirements to help you better meet the needs of long term unemployed adults, for example in customer handling, or in providing a more intensive range of employability and pastoral care.

This might include development of more specific knowledge, e.g. to signpost and support people to access specialist support and advice to overcome barriers to employment. You may also wish to provide more specialist employability and jobsearch support.

#### The Institute of Employability Professionals

The Institute of Employability Professionals (IEP) is the professional body created for professionals and practitioners working in the Employment Related Services (ERS) sector.

The IEP has developed and launched a framework of ERS qualifications, making use of the flexibility afforded by the QCF by taking units from a range of different areas. This includes the development of two bespoke ERS units:

Understanding the Employment Related Services Sector

Sustaining an Employment Outcome

Additionally, qualifications available include Level 3 and 4 Certificates and Diplomas, as well as Advanced and Higher Apprenticeships. You may wish to consider whether the new qualifications are appropriate for those staff who will be working with unemployed learners.

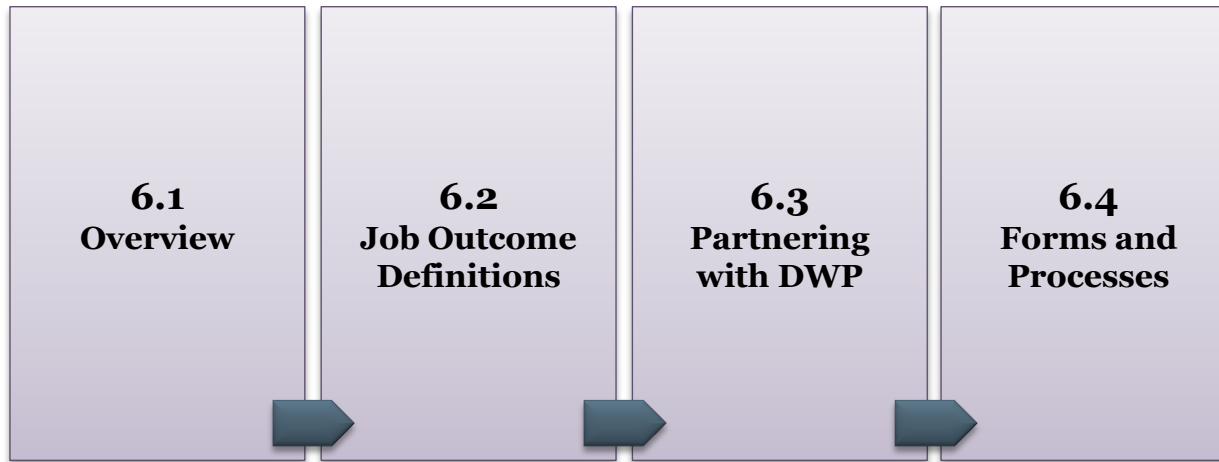
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## Section 6: Destination Tracking and Reporting

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**Destination Tracking and Reporting**

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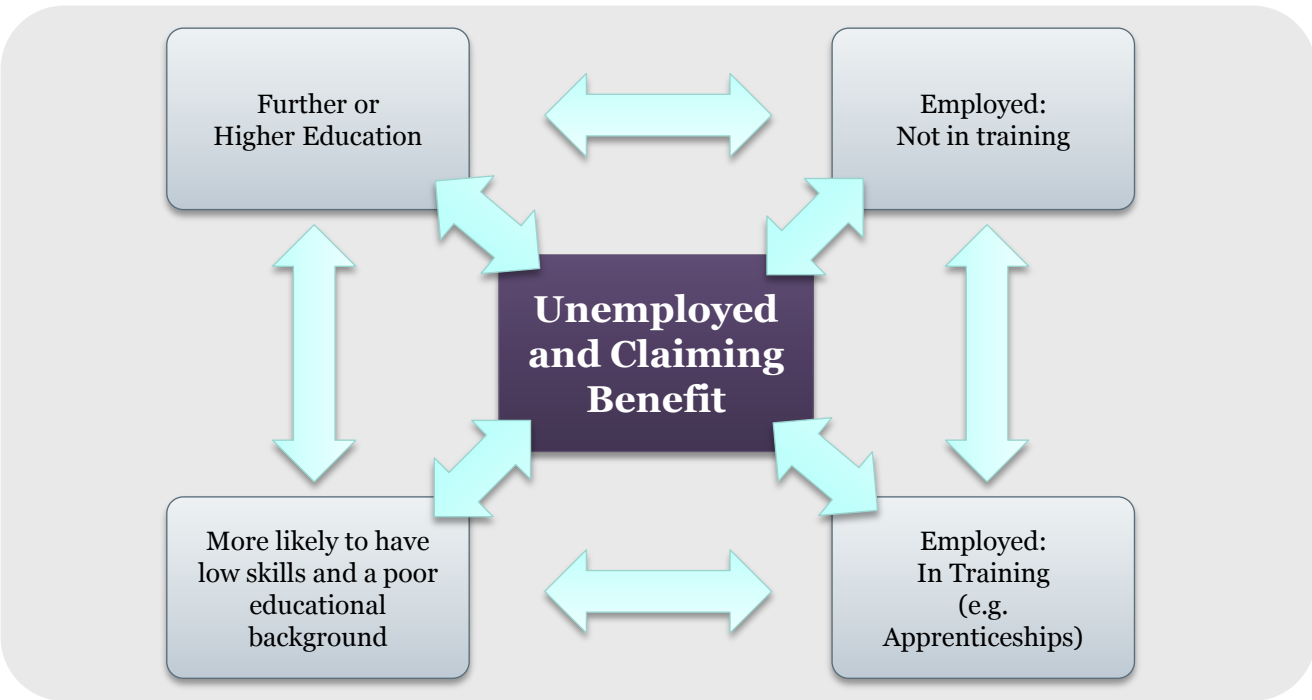
**6.4 Forms and Processes**

# Destination Tracking and Reporting

## Overview: Destination Tracking

Delivering Adult Skills provision and accepting Skills Conditionality referrals bring with them additional forms and processes to meet DWP requirements. This section provides information on those destination tracking and reporting requirements.

Unemployed learners may leave for a range of different destinations and it is important that you capture what those destinations are.



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**Destination Tracking and Reporting**

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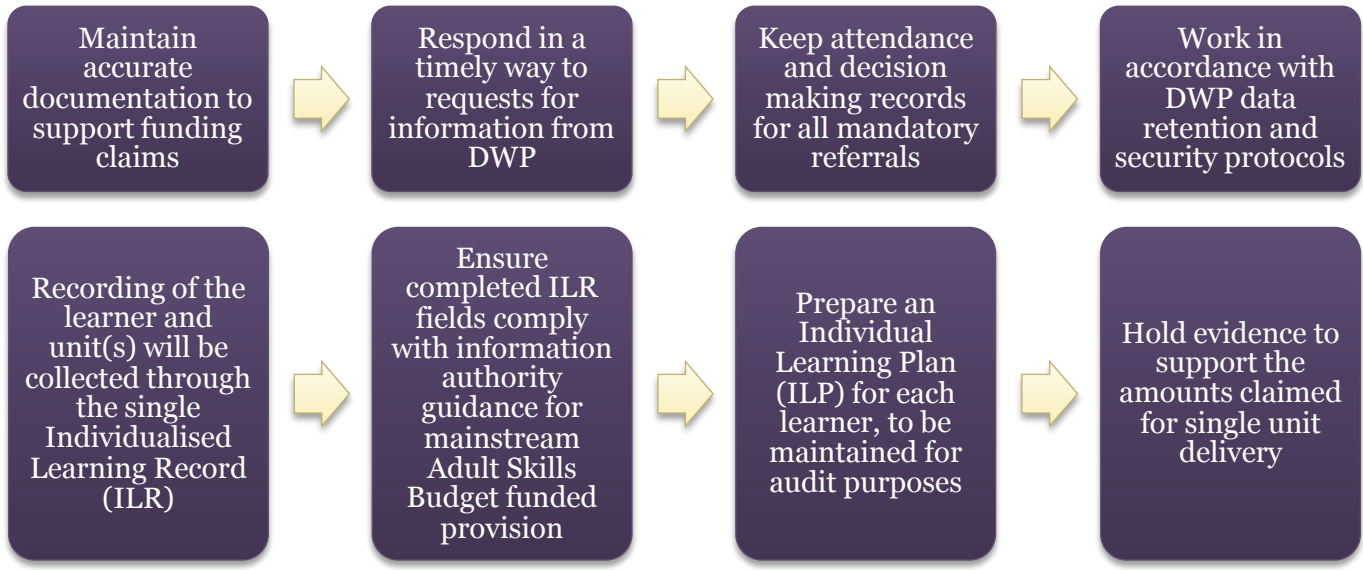
**6.3 Partnering with DWP**

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# Destination Tracking and Reporting

## Overview

SFA requirements are to:



Although destination data into jobs is not required by the SFA, it is a field on the ILR and it is well worth filling it in as accurately as possible because it shows that provision is effective. This could help with contractual and performance reviews as well as being helpful to the sector to show that skills interventions on unemployed people have an effect. Evidence of destinations can also be beneficial evidence for Ofsted inspections and for composing business growth cases to the SFA.

It is the claimant’s responsibility to notify the DWP of any change to their circumstances, including changes to their availability to attend provision.

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**Destination Tracking and Reporting**

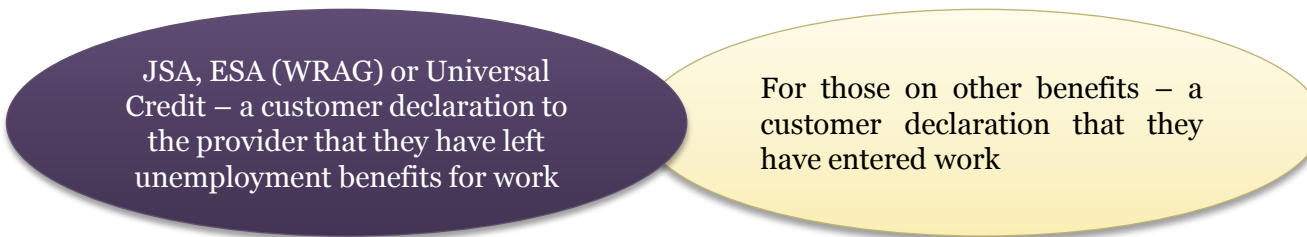
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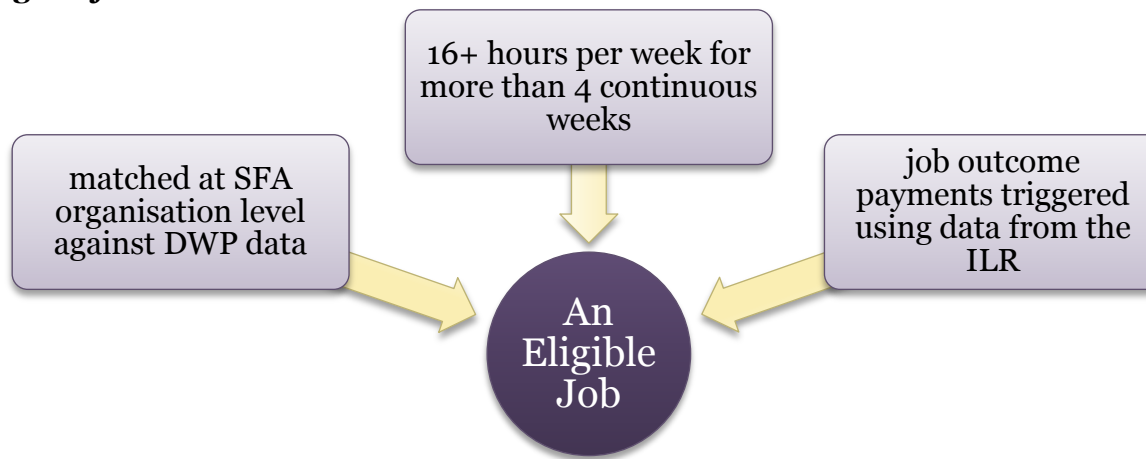
### Job Outcome Definitions

#### Job Outcome Payments – Definition of a Job Outcome

With the introduction of Job Outcome Payments from August 2012 the definition of a Job Outcome is as follows:



#### An eligible job is defined as:



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## Destination Tracking and Reporting

### Partnering with DWP: Providing Feedback to Build Relationships

In addition to the organisational level capturing and recording of outcomes, DWP staff at local level will want to verify results and assess the impact of any provision they refer their customers to.

Consequently you may wish to agree processes with DWP to provide regular reports on progress with referrals. It is important that any feedback is relevant, targeted and timely. Job entries may well need to be evidenced and you may wish to gather validation from an employer that a learner has found and kept a job.

You should also capture and differentiate between JSA, ESA and Universal Credit outcomes. Your recording of job entries must also consider long term sustainability, not just measuring a “Day 1” job entry.

Work Programme providers will also want to know the progress of any customers they refer to you and will have their own systems and data requirements.



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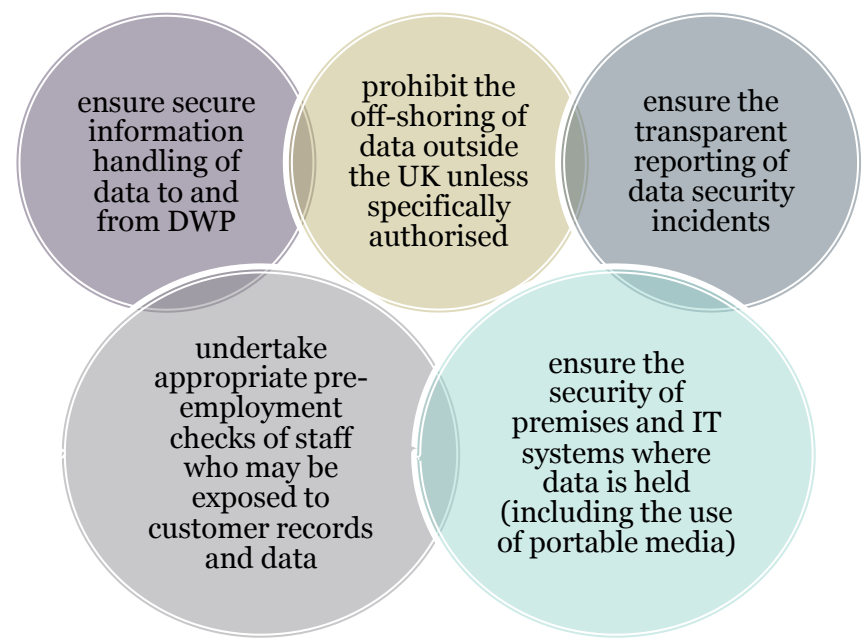
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## Destination Tracking and Reporting

### Partnering with DWP: Information Sharing Protocols

DWP is now able to share paper-based claimant information with providers through secure transfers without the claimant’s informed consent. Providers should not assume that DWP customers have consented to information sharing, and need to consider the implications of this. You also need to consider fair processing of data, and make customers aware of what you will use their data for.

DWP has robust data security measures, based on ISO 27001, and will expect SFA providers to observe these. These include requirements to:



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Destination Tracking and Reporting

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# Destination Tracking and Reporting

## Forms and Processes

There are three main forms used as part of the Skills Conditionality referral process.

**Ref2/Ref2 JP Referral Form:**  
 Notification of a referral from DWP. The provider receives both pages and is required to complete Part 3. They then return the top copy to DWP, and retain the bottom copy. This is important for DWP to track the learners referred to provision as their benefit status may be dependent upon participation. It is important to inform the DWP of any changes.

**SL2 Start/Leaver Notification:**  
 This form may also be used to make a referral and track learners, and contains potential provision and benefits details. Providers use this form to notify DWP of the learning outcome. DWP will complete Parts 1 and 2; the provider completes Parts 3 and 4 and must return this within 48 hours.

**Skills 11 Doubt Form:**  
 The provider must inform DWP of a mandated learner who stops attending or whose conduct is inappropriate. This is important and may impact on benefit status. Without notification there is potentially a benefits overpayment made in error.

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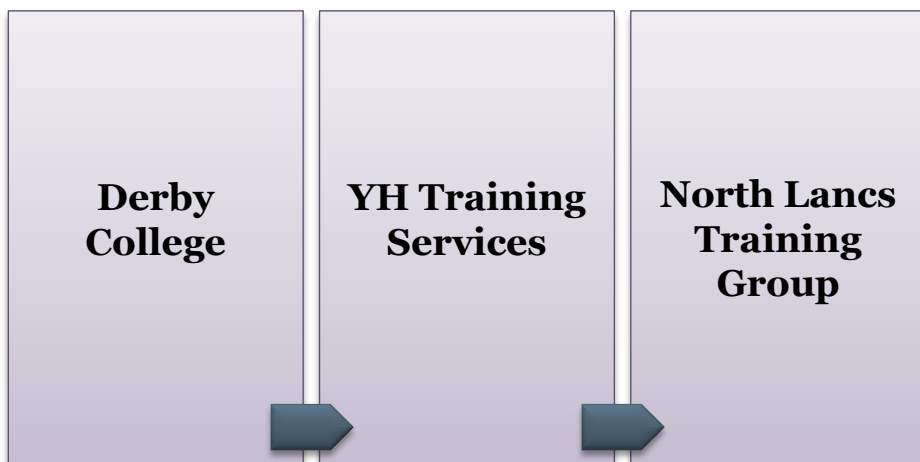
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## Case Studies

Click on the section below for the content you want to see, when in the section use the navigation on the left.

This section provides a number of case studies from colleges and training providers who have already risen to the challenge of delivering Adult Skills Budget provision to the unemployed.



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**Case Studies**

**Derby College**

- Background, Key Decision and Partnerships
- Provision Best Practices and Outcomes

**YH Training Services**

**North Lincs Training Group**

**Case Studies**

**Derby College**



Derby College launched ‘Employment World’ in 2009 aiming to equip Jobcentre Plus customers with the skills required to re-join the workforce. Employment World is an adult only city centre venue where employability skills, specifically tailored to sector and employer requirements are delivered.

It was successful during 2009–2011 in both re-skilling and up-skilling participants, with 80% retention and achievement. Integral to the offer was successful delivery of an in-house Next Step service. With the advent of Skills Conditionality, Derby College identified an opportunity to build on their partnership with Jobcentre plus and trial unit delivery as part of the pilot phase. Their retail faculty worked with the Jobcentre Plus Employer Partnership Managers and local food retailers to deliver over 400 accredited units, securing 54 jobs.

A strategic decision was taken to relocate delivery to a more central location, which has included co-location with the largest Jobcentre in Derby as well as the district office. This allowed for the College’s Next Step/Information, Advice and Guidance (IAG) Advisors to be on site for one day per week working directly with Jobcentre Plus Advisors, as well as facilitating the delivery of 2 group-based jobseeker sessions each week. Each group is engaged for 2 two hour sessions, including an introduction to the IAG service via a group intervention as well as confidence building, motivation, realistic goals linked to labour market vacancies, interview techniques and mock interviews.

The partnership work during the transitional period provided an excellent foundation for the commencement of their ‘Skills for the Unemployed Offer’ through the delivery of employer-led sector-based work academies. Led by a dedicated Community Cohesion and Social Action Manager, Derby College has developed strong partnership links with DWP. DWP and the college respectively fill the roles of Chair and Vice Chair of the Barriers to Work Sub-Group of the Employment & Skills Strategy Group for Derby, which feeds into the Employment & Skills Board. At operational level a local partnership plan has been drawn up which is subject to monthly review and revision by the College and the DWP third party provision team.

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Case Studies

Derby College

- Background, Key Decision and Partnerships
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YH Training Services

North Lincs Training Group

## Case Studies

### Derby College



Employer Partnership Managers lead the planning of employer led pre-employment training and sector-based work academies, with both the college and DWP bringing employers to the table. With the introduction of Skills Conditionality it was considered important that customers referred by DWP should have the opportunity to explore their options. To support this, a selection day was developed for each employer-led programme, jointly facilitated by Derby College and the DWP Employer Partnership Manager. The format of the day includes employer presentations, an overview of the skills training on offer, a Next Step careers guidance intervention for learners to explore opportunities and make informed choices, a basic skills screening and a competency based interview.

Where Basic Skills or ESOL needs are evidenced, learners are referred to appropriate provision. Recently more in-depth assessments were introduced and Literacy and Numeracy Entry Level classes at Employment World are held on a weekly basis to provide a more seamless transition from a selection day. The objective for the day is for attendees to decide whether the opportunity is for them or not, and for the partnership team to select the most suitable candidates for the programme. Over 20 selection days have been held and, on many occasions, has attracted as many as 4 candidates for every programme place.

Telephone feedback is given to all attendees before the end of the day of attendance. Unsuccessful candidates are offered a variety of follow-on options including additional access to IAG services, Work Clubs, online employability support through MyWorkSearch, and access to alternative provision at Employment World, which includes pre-apprenticeship programmes and provision within the wider college.

Work has since commenced on tracking sustainable employment outcomes and they are beginning to work with individuals and employers to establish retention at the 9 month stage. Derby College moved over 90 people into jobs in the period from April to November 2011 with an average success rate of 67%.

[Click below for additional relevant information:](#)

Derby College

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Derby College

YH Training Services

- Overview and Best Practices
- The Provision
- Outcomes and Case Study Quote

North Lancs Training Group

## Case Studies

### YH Training Services



YH Training Services started delivery of Skills Conditionality in York in November 2011. The process of developing good links with DWP has had its ups and downs but they have now reached a position of trust and respect. Some of the best practices that have helped to build trust and respect are:

Processes	<ul style="list-style-type: none"> <li>• They found that establishing a robust and differentiated administration process was vital.</li> </ul>
Paperwork	<ul style="list-style-type: none"> <li>• The paperwork, its immediate turnaround, and the communication of monitoring information is in addition to SFA requirements and therefore needs careful thought. They attend a weekly Keep-in-Touch meeting with Jobcentre managers, which helps keep the paperwork flowing as everything is hand delivered. This helps to inform them on a weekly basis of the attendance records and of course the successes!</li> </ul>
People	<ul style="list-style-type: none"> <li>• They also occasionally attend DWP staff meetings, for example when provision changes or if there is a concern which needs to be addressed. The development of a robust and honest dialogue with the Area Skills Manager and the individual Skills Managers within each Jobcentre has been crucial to success in delivering the services most needed in York. DWP in York has prioritised numeracy, literacy and IT under Skills Conditionality.</li> </ul>
Providers	<ul style="list-style-type: none"> <li>• Co-ordination of delivery between the 3 providers delivering Skills Conditionality in York was also key. Each provider largely delivers the same qualification portfolio but in slightly different ways or to different levels and from different locations. Understanding this has allowed DWP to manage referrals effectively, ensuring that the individual is referred to the right provider to meet their specific needs. YH Training Services' unique selling point is that they offer short courses which are flexible to fit with the learner's ability to commit.</li> </ul>

[Click below for additional relevant information:](#)

YH Training Services

Glossary

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**Case Studies**

Derby College

**YH Training Services**

- Overview and Best Practices
- The Provision
- Outcomes and Case Study Quote

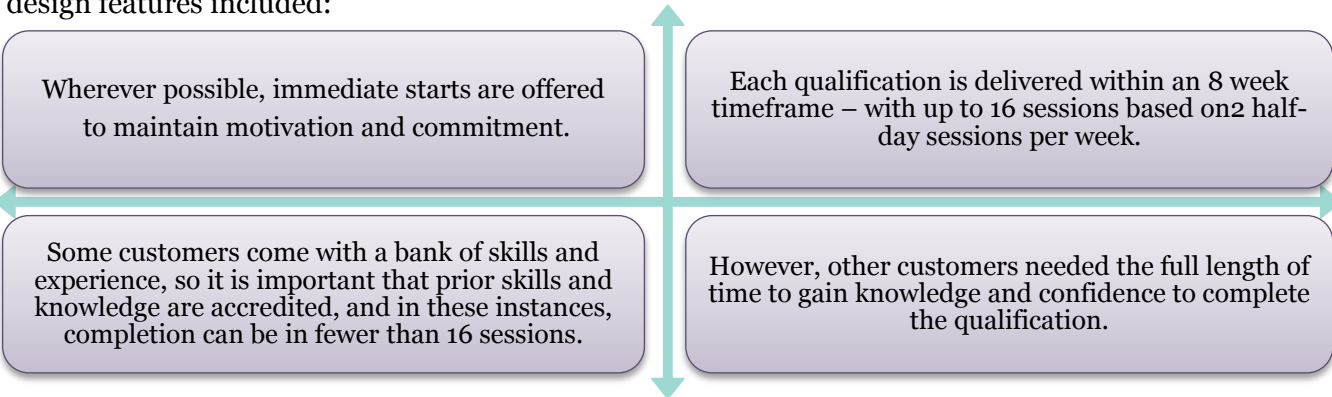
**North Lincs Training Group**



**Case Studies**

**YH Training Services: The Provision**

YH Training Services primarily operates in the delivery of Adult Numeracy and Literacy (Entry Level 3 to Level 2) which is delivered in separate classes, one for each level, so they can ensure the customers are attending the right class following their initial assessment. Initial key learnings and design features included:



Most recently, YH Training Services has introduced a full package of support for the DWP, whereby a customer can be engaged for up to 12.5 hours a week, undertaking all 4 elements:

<b>Numeracy</b>	<b>Personal Development</b>	<b>Employability</b>	<b>Literacy</b>
-----------------	-----------------------------	----------------------	-----------------

This provides a more holistic approach to skills development and within an 8 week cycle can provide the key ingredients to them moving forward into employment. Many clients choose to add learning time to their mandated portfolio if they have not been referred for all 4 elements. Classes are small and operate with between 7-12 learners. The Business Development Advisor monitors class sizes, to ensure that any self-referrals are able to join the classes at the beginning of each cycle.

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YH Training Services

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North Lancs Training Group

## Case Studies

### YH Training Services: Outcomes and Case Study Quote



The expansion of Skills Conditionality provision has led to the hiring of additional learning facilities close to their centre. YH Training Services’ ethos is about creating a comfortable and relaxed learning environment, so premises where the learners could make a coffee and feel comfortable are important. The team prides itself on engendering a welcoming service, where learners feel comfortable enough to pop in for help with forms and applications over and above their learning commitments.

Should the provision and the level of referrals continue to grow, YH Training Services are considering whether to move premises to ensure sufficient learning environments are available.

Early results from this initiative have demonstrated excellent outcomes. In a small number of cases, the removal of the skills barrier has been the final piece in the jigsaw and learners have moved into employment. For these learners however, this has been about more than the qualification itself, it is about re-engaging with a working/learning environment!

“It’s definitely worth investing management time. We have felt it very important to spend time nurturing the relationship with DWP and listening quite carefully to their requirements. Attending team meetings and appreciating the differing needs of each Jobcentre is certainly worthwhile. We are now working across the region and have started to foster relationships with further Jobcentres. The customer group in each locality differs and each Jobcentre may wish to tackle Skills Conditionality in a slightly different way. There is however a common core of administration within the basic Skills Conditionality Toolkit which stays the same for each Jobcentre.”

**Claire Robinson at YH Training Services**

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YH Training Services

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Case Studies

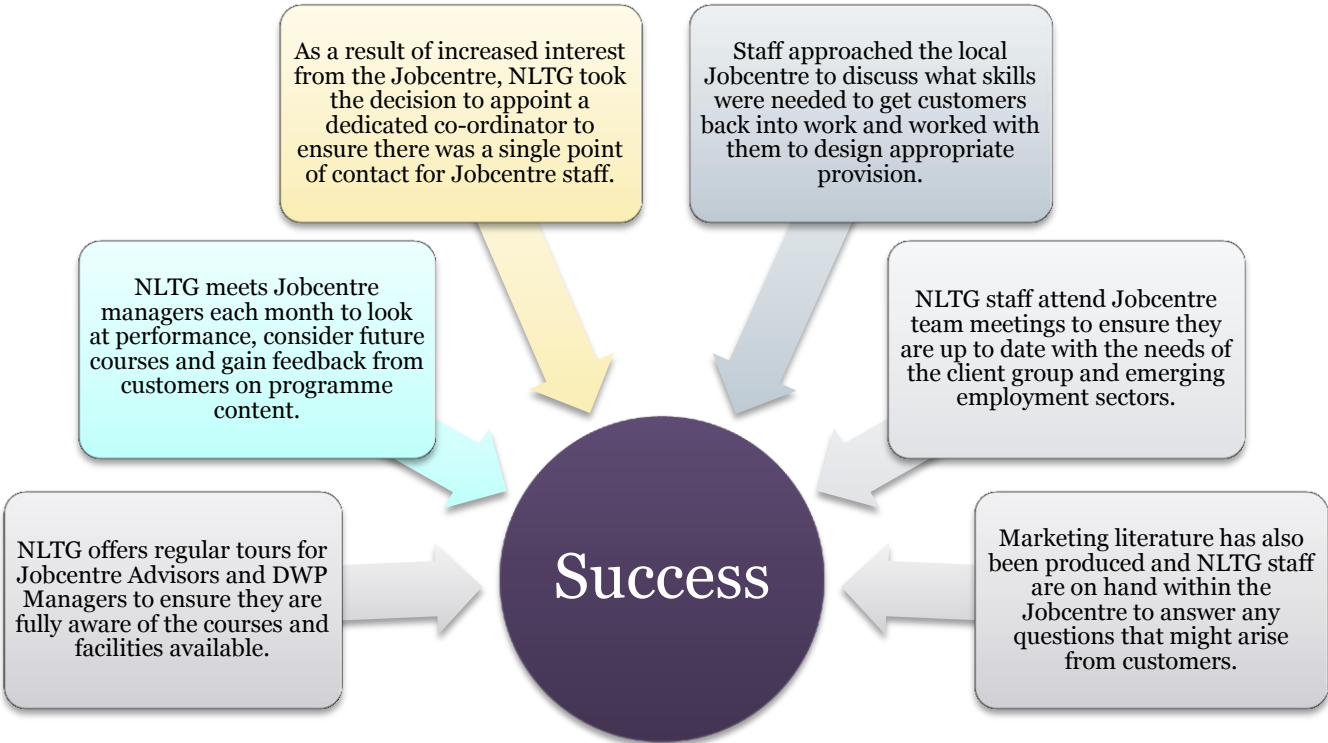
- Derby College
- YH Training Services
- North Lincs Training Group**
  - Overview and Best Practices
  - Delivering Adult Skills Outcomes

Case Studies

**North Lincs Training Group: Background and Best Practices**

North Lincs Training Group (NLTG) senior management identified that the Adult Skills Budget flexibilities offered significant opportunities for their organisation. As a result a 1 year action plan was developed to ensure they were ready for delivery from the start of the 2011/12 contract year.

Other best practices included the following:



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North Lincs Training Group

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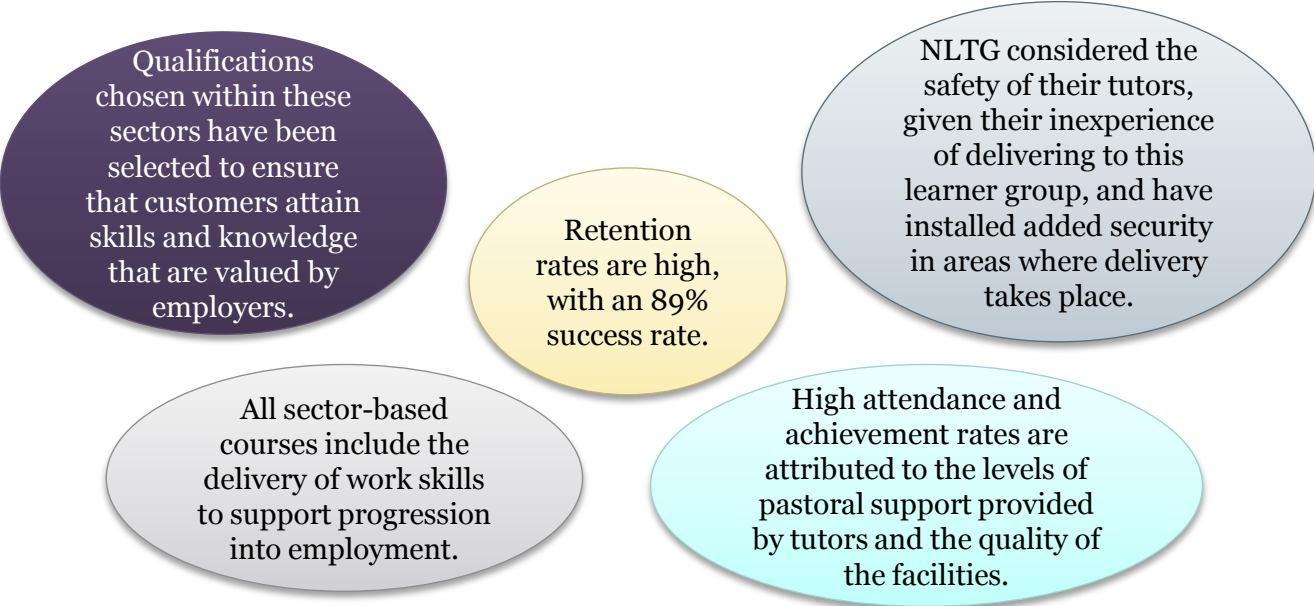
Case Studies

- Derby College
- YH Training Services
- North Lincs Training Group
  - Overview and Best Practices
  - Delivering Adult Skills Outcomes

Case Studies

North Lincs Training Group: Delivering Adult Skills Outcomes

After consultation with the Jobcentre, NLTG has used their Job Outcome Incentive Payment (JOIP, not to be confused with JOP, see section 1.3 of this playbook) monies to update facilities and resources to meet identified sector and customer demand. The largest expenditure has been on the development of a manufacturing facility to meet the needs of a large number of customers who had expressed an interest in general manufacturing. The new facility can accommodate up to 8 learners who work towards a manufacturing qualification which incorporates elements of decorative glass design, furniture assembly and upholstery. NLTG delivers across several sectors including hospitality and manufacturing and key outcomes and learning points are as follows:



[Click below for additional relevant information:](#)

North Lincs Training Group

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## Common Acronyms: Page 1

Term	Definition
AELP	Association of Employment and Learning Providers
AGE	Apprenticeship Grant for Employers
BIS	Department for Business, Innovation and Skills
CATS	Credit Accumulation and Transfer Scheme
CBI	Confederation of British Industry
CPA	Contract Package Areas
DWP	Department for Work and Pensions
EPM	Employer Partnership Manager
ESA	Employment and Support Allowance
ESA (WRAG)	Employment and Support Allowance (Work-Related Activity Group)
ESF	European Social Fund
ESOL	English Speakers of Other Languages
ETF	The Education and Training Foundation
FE	Further Education
FSF	Flexible Support Fund
HMRC	HM Revenue and Customs

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## Common Acronyms: Page 2

Term	Definition
IAG	Information, Advice and Guidance
IB	Incapacity Benefit
IEP	Institute of Employability Professionals
ILP	Individual Learning Plan
ILR	Individual Learning Record
IS	Income Support
JIP	Joint Investment Programme
JSA	Jobseeker's Allowance
JSAG	Jobseekers Agreement
KIT	Keep-in-Touch
LARA	Learning Aims Reference Application
LLDD	Learners with Learning Difficulties and Disabilities
LMI	Labour Market Information
MLP	Minimum Levels of Performance
MWA	Mandatory Work Activity
NAS	National Apprenticeship Service

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## Common Acronyms: Page 3

Term	Definition
NEA	New Enterprise Allowance
NEET	Not in Education, Employment or Training
NLTG	North Lancs Training Group
QCF	Qualifications and Credit Framework
OLASS	Offenders Learning and Skills Service
ONS	Office of National Statistics
QSR	Qualification Success Rates
SFA	Skills Funding Agency
SMP	Statutory Maternity Pay
SSP	Statutory Sick Pay
TPPM	Third Party Provision Manager
UC	Universal Credit
WCA	Work Capability Assessment
WFI	Work Focused Interview
WRAG	Work-Related Activity Group

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## Glossary of Common Terms

**Awarding organisation** – organisations which provide an approval process for providers who, if they meet the criteria, are able to award accredited qualifications.

**Claimant** – a term used by DWP to describe those who claim and receive benefit.

**Customer** – a term used by DWP to describe those receiving back to work support.

**ISO 27001** – the international standard for an Information Security Management System (ISMS).

**Jobseekers Agreement** – a mandatory agreement made between a claimant and a DWP employment officer, setting out the availability of the claimant to work, and the type of employment being sought.

**Learner** – an individual participating in learning and skills activity.

**NOMIS** – a service provided by the Office for National Statistics, which gives free access to detailed, up-to-date and official UK labour market statistics.

**Off flows** – the term used by DWP to describe the people flowing off benefits to other destinations, measured through the Performance Management Framework.

**Prime provider / prime contractor** – where a provider has a direct contract with DWP to deliver employability and related support with delivery through a supply chain of sub-contractors.

**Rules of Combination** – these specify the credits that need to be achieved, through particular units, for a qualification to be awarded.

**The Matrix Standard** – a quality standard for organisations to assess and measure their advice and support services, which ultimately supports individuals in their choice of career.

**Tier 1 provider** – where a provider delivers employability support for DWP through a sub-contract to a prime provider.

**Tier 2 provider** – where a provider delivers specialist one-off support to a prime or tier 1 sub-contractor.

**Unit** – A coherent set of learning outcomes and related assessment criteria, with a title, credit value and level.

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## Useful Websites, References and Background Reading

### Useful Websites

Department for Work and Pensions –

[www.dwp.gov.uk](http://www.dwp.gov.uk)

Skills Funding Agency –

[www.skillsfundingagency.bis.gov.uk](http://www.skillsfundingagency.bis.gov.uk)

Website for the information services provided by  
the UK Government –

[www.direct.gov.uk](http://www.direct.gov.uk)

Department for Business Innovation and Skills –

[www.bis.gov.uk](http://www.bis.gov.uk)

Educational Funding Agency –

[www.education.gov.uk/schools](http://www.education.gov.uk/schools)

### References and Background Reading

- SFA Funding Rules 2013/14 Version 3, November 2013
- The Skills Funding Agency 2013/14 Simplified Funding Rates Catalogue
- “Skills Conditionality: Preparation and Training for Entry-Level Jobs” UKCES Briefing Paper 2013
- “A Guide to Funding Unit Delivery” Published by AELP & LSIS Skills Conditionality Toolkit – DWP & SFA – July 2011
- Building Engagement, Building Futures: Our Strategy to maximise the participation of 16-14 year olds in education, training and Work – HM Government December 2011 – [www.bis.gov.uk/assets/biscore/further-educationskills/docs/b/11-1452-building-engagementbuilding-futures-maximise-participation-16-24.pdf](http://www.bis.gov.uk/assets/biscore/further-educationskills/docs/b/11-1452-building-engagementbuilding-futures-maximise-participation-16-24.pdf)
- The impact of learning on unemployed, low qualified adults: A Systematic review – DWP research report No 375 2006.
- The Jobseeker's Allowance Skills Conditionality Pilot – DWP research report No 768 August 2011
- Qualitative evaluation of integrated employment and skills trials: Implementation report – DWP research report No 618 2009.

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## Main Contacts



<http://www.et-foundation.co.uk/>



<http://www.aelp.org.uk/>



<http://www.mentorgroup.co.uk/>

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## Acknowledgements

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