

## PRD project – case study

Building effective practice in partnership working to support young adults (18- 24) to progress to employment, including apprenticeships



### **Project title – The Pre-Apprenticeship East London Partnership Strategy (PEP)**

#### **Worth reading if you are interested in:**

- Developing a deeper understanding of the needs of young people (19-24) who are not in employment, education or training (NEET)
- Devising a strategy for 19-24 NEETs that covers engagement, curriculum design, delivery and progression routes

#### **Contact information**

**Main contact:** Joni Cunningham

**Name of Peer Review and Development (PRD) group:** East London Partnership

#### **Participating organisation(s):**

Redbridge Institute. Community Learning and Skills  
The Adult College of Barking & Dagenham  
Tower Hamlets Lifelong Learning Service

### **What the PRD group set out to do and why**

At the time of writing our project proposal in January 2012, unemployment figures for the 19-24 age group were rising faster than for other groups. For example, in Redbridge the number of JSA claimants in this age group rose to 2,095 – which is 9.4% of the total number of claimants - in November 2011 from 1,025 in February 2011 (source: Labour Market Bulletin, LB Redbridge published by JC+).

Nomis data for June 2011, showed the following unemployment rates for the 20-24 age group:

- 22.1% in Barking & Dagenham
- 21.8% in Redbridge
- 27.1% in Tower Hamlets
- 

These figures were higher than the London average of 18.8%.

Success rates on one provider's generic pre-apprenticeship provision for unemployed 19- to 24-year-olds were significantly below the national average (SAR report 10-11 ELP provider A). Another provider had success rates of 66.7% for 19- to 20-year-olds and 90.36% for 21-24s – although its success rates for unemployed 21-24s were lower at 78.9% and for Asian learners lower still at 72.7% (SAR report 10-11 ELP PRD provider B) highlighting inconsistencies in performance.

The group set out to capture the learner voice to develop a deeper understanding of the needs of 18+ NEETs and the implications for curriculum design and delivery. The information gained would be used to develop a Pre-Apprenticeship Strategy with the learner at its heart. The strategy would focus on the provision of a curriculum which would be motivating and responsive to the needs of this group of learners ensuring a positive learning experience.

The strategy would build capacity of the peer review group to provide more integrated services and information sharing between partners, avoiding duplication and subjecting learners to repeat assessments and processes.

## What has been achieved so far

### Introduction

We have undertaken a considerable amount of both original and desk research including face-to-face interviews with tutors and managers, four focus groups with NEET learners and an education and training survey distributed at the LBR 18-24 Job Opportunities Fair.

We have looked in detail at the four programmes currently provided by the PRD group partners which have targeted NEETs 19-24:

- Level 1 Fitness Instructing (CYQ); Functional Skills & Employability Skills
- Level 1 Basic Construction Skills (City & Guilds); Basic Skills and Employability Skills
- Sector-Based Work Academy for McDonald's covering L1 customer service, food safety, interview skills and health and safety
- Level 2 Business Administration Apprenticeship

One partner has an Employment Strategy which has been reviewed and amended as a result of the project research.

### Desk research

Ofsted (2010) *Reducing the numbers of young people not in education, employment or training: what works and why.*

Ofsted (2011) *Good practice example (Learning and skills): City Gateway.*

LSIS (2010/11) *How understanding NEETs helps us plan better to bring them back into education, Inside Evidence, Issue 10.*

Spielhofer, T., Marson-Smith, H. and Evans, K. (2009). *Non-formal learning: good practice in re-engaging young people who are NEET.* Slough: NFER.

Nelson, J. and O'Donnell, L., (2011) *Approaches to Supporting Young People Not in Education, Employment or Training: a Review.* Slough: NFER.

NIACE (2012) *Managing Challenging Behaviour within Skills Provision for Unemployed Adults.*

## Qualitative research

- Four focus groups for 19-24s, involving 20 people
- Staff interviews/feedback – from tutors and other academic staff working with 19-24 NEETs
- Stakeholder interviews, including Jobcentre Plus
- Attendance at unionlearn conference: 'Unions and employers helping to build working communities', 12 March 2012 with Rt Hon David Miliband MP, Chair of the Commission on Youth Unemployment
- Attendance at Enterprise Redbridge/Work Redbridge Workshop: 'Working together for greater impact' 27 June 2012

## Quantitative research

- Education & Training Survey. Questionnaires were distributed through an Opportunities Fair for 18- to 24-year-olds organised by Work Redbridge (a partnership of local organisations – including Redbridge Institute – led by Redbridge Council) and advertised on Redbridge Institute's website with a prize draw (win an iPod Shuffle as an incentive to take part). 20 young people completed the questionnaire: 14 were aged between 19-24, four between 16-18 and two between 25-29. We felt the responses from those just slightly older or younger than the target age group for this study would still be of value to our research and should be included. We also decided to include the questionnaires filled in by those who were not NEET (35% described themselves as unemployed; others were in school, college or university and 15% were in employment) as again we felt the views of all young people who had attended a jobs and training fair would be of value.

## Summary

We have clearly captured the learner voice in this project. We have a much deeper understanding of how to engage with this group and what changes and interventions are needed to improve delivery and tackle student management issues around punctuality, attendance and general behaviour. Poor attitude and behaviour are major barriers preventing progression to meaningful work for some young people. Future provision for the NEETs 19-24 will now take account of this with a more innovative and creative curriculum model and on-course mentoring support together with much closer working with Jobcentre Plus advisers and managers.

A new Individual Employment Plan has been developed to make sure barriers to employment are identified and individuals have suitable employment goals.

We have leveraged in additional funding for an Action for Employment shared services project (Challenge Funding) between Redbridge Institute and The Adult College of Barking and Dagenham which will develop and deliver Internet-based courses and resources to support the delivery of employability skills.

## What still needs to be done

- Training plan for all staff working with NEETs 19-24 is a priority. The plan needs to include managing challenging behaviour encountered not just in the classroom but all around the premises, restricting use of mobile

phones (which is a very particular problem for this age group) and dealing with the many personal issues that arise such as homelessness and lack of money to get to classes.

- Improve access to the National Careers Service and for this age group. The NEETs 19-24 in our focus groups say that they have received insufficient or no careers advice.
- Developing training programmes which meet aspirations of young people and prepare them for apprenticeship opportunities and/or local job vacancies by increasing their employability through meaningful work experience
- Better communications with Jobcentre Plus Advisers to ensure better match of customers to training and jobs vacancies

## Resources to be shared with the sector

- Sample invite letter to focus group
- 18-24 Opportunities Fair poster
- Survey prize draw publicity
- Education & Training Survey
- Education & Training Survey report
- Apprenticeships publicity material
- Sample apprenticeship assessment record sheet
- Redbridge Institute Employability Strategy
- Individual Employment Plan

## Key learning points

### 1. Pre-delivery

**1.1 The need to match training on offer to real job opportunities** (knowing what opportunities exist in the present as well as what skills will be needed in the future).

**1.2 Improved employer engagement** to gain greater understanding of employer demand and the skills required, provide opportunities for meaningful work placements and give constructive feedback on attitudes and performance

**1.3 Closer partnership working** – with local councils (in Redbridge there is Work Redbridge, which is a partnership of local organisations led by Redbridge Council), JCP, other providers and the voluntary sector to improve engagement with the hardest to reach young people and also to ensure they are referred on for the support they need and do not slip through the net.

**1.4 Marketing:** six out of seven of the Barking & Dagenham business administration apprentices in our focus group there did not know about the college prior to seeing an advert in a local newspaper and, not surprisingly, they thought local papers and local radio were good places to advertise courses; one person suggested leaflets in Internet cafes.

Many young people saw a place for a traditional printed prospectus - despite a love of modern technology. Most of those in the focus groups and 35% of those in the survey said they would like to receive a prospectus in the post. As one young

person said: “I like the idea of a printed prospectus – I can flick through it easily and can show it to others.” However, receiving information about training opportunities by email was favoured by 65% of those who completed the survey.

As far as social media was concerned, the focus groups did not favour this as a means of communicating about training – just two people said they thought that promoting courses on Facebook or Twitter was a good idea (“I wouldn’t follow a company on Twitter and Facebook is for social stuff – I like to differentiate,” said one young person). Likewise, only one person taking part in the survey indicated that they would like to receive information via the social media.

**Open days:** all the young people attending our focus groups and 75% of those who took part in the Education and Training Survey said they would attend a college open day where they could take part in taster sessions and talk to tutors. The Adult College of Barking & Dagenham runs Information, Recruitment and Selection Open Days for its Apprenticeships and the focus group learners we spoke to all said they found these very helpful.

**Recommendation:** almost all of the focus group learners were extremely positive about their learning experience and said that they would recommend their training provider to their friends.

**Innovative methods of engagement** are needed for the hardest to reach. Redbridge Institute has a voluntary sector partner - offering training and support to 16-24s - who are using ‘street teams’ of young people in some of the borough’s high streets to approach their peers and chat to them about their offer.

Another charity has recently appointed a young person to engage with young carers and support them into training. She is involving a small group of them in designing a leaflet to be used to promote the charity’s services to others. “They want the leaflet to be very lively,” she said, “with lots of bright colours – red, orange, yellow – and not too much text.” She is also considering giving out the leaflets to young people in high streets and also at local events such as music festivals. She is planning a Facebook page because she feels that young carers looking for support might -discover it through Google.

Barking & Dagenham has distributed leaflets for their apprenticeships at school gates on exam results days

**1.5 Travel:** Some young people in the focus groups said they chose a particular college for the simple reason that it was the closest to home. Learners’ travel problems were also highlighted by some of the teaching staff we spoke to (further is said about this under ‘Delivery’ below)

**1.6 Rigorous initial assessment** is needed to avoid people being enrolled onto courses which are not suitable for them and which may lead to failure. Assessment needs to go beyond basic skills and an interview. It should include activities designed to assess employability skills such as timekeeping, focus, attitude and team working. The Adult College of Barking & Dagenham has introduced assessments that include timekeeping, behaviour, team working,

communication and organisational skills for their apprenticeship programmes. This has helped them to recruit young learners who are ready for both paid work placements and full Level 2 study and the college is confident that this will help them to improve success rates for this age group. In addition, there should be a detailed health questionnaire and practical assessment for courses such as construction skills, which Redbridge Institute has piloted through a subcontractor.

**Communication with Jobcentre Plus at the referral stage.** Most learners for the construction skills course were referred by JCP but one person was completely unsuitable because of a health problem he did not disclose on his enrolment form. It is clear from this experience that we as providers need to give very clear course information to JCP to help prevent people being referred to courses that are not right for them. Equally, we have found that JCP do not always properly brief customers they are referring to us about the training and its purpose. In her feedback on Redbridge Institute's sector-based work academy training, our Employability Co-ordinator said: "Most of the learners did not know why they had been sent to the Institute - just knew it was something to do with McDonalds. They had no idea what they would be learning and what was expected of them."

**Those who do not pass the initial assessment should be offered further advice and guidance and an alternative course if possible** eg something related but shorter which will give them the opportunity to progress if they succeed (see 1.8 below). Further advice and guidance should be available for those not physically suited to the course.

**1.7 Short intensive courses are favoured by JCP.** Interestingly, the survey findings were in line with this: only 10% showed a preference for longer courses (20 weeks plus); 45% said they would prefer a short or very short course while 45% had no preference. JSA customers on a full-time, two-week intensive customer service course at Redbridge Institute said in a focus group that they would prefer the training to be fewer days a week and over a slightly longer period.

**1.8 Provide nested qualifications** to enable learners to begin with credits moving onto award, certificate and diploma as skills, confidence and learning behaviours develop.

**1.9 Provide flexible entry points.** One voluntary sector partner, working specifically with the under 25s, uses the 'roll-on, roll-off' delivery method for functional skills and employability training.

**1.10 Seek agreement from learners to communicate with any agencies involved in their lives** eg JCP, Probation Service - as sometimes appointments with these agencies have interfered with training (although providers running courses under Skills Conditionality should be able to solve this problem by liaising with their JCP contacts – Redbridge Institute has good links with JCP staff and has found this to be the case).

## 1.11 Develop an employability strategy to ensure a whole service approach.

### 2. On course

**2.1 Behaviour:** tutors working with young jobseekers and apprentices used the words 'respectful' and 'polite' to describe many of them – but there were notable exceptions eg individuals swearing throughout the class, making unacceptable remarks about the tutor/other members of staff and storming out of the classroom. Redbridge Institute's customer service tutor said: "The use of mobile phones within the class was a big issue, despite being set as a class rule to have them off or on silent; they continued to try to use them throughout each day." (See 2.4 below).

With the exception of the apprenticeship group, tutors described the **timekeeping** of most of their young learners as "bad" or "appalling" – although each had one or two who were always early or on time. Two tutors commented on the lack of money for travel being a problem for some learners – although those referred to courses by JCP had their travel reimbursed, it seemed to take a while to come through. Redbridge Institute's Employability Co-ordinator said: One individual did not have enough money to get to the course and was in fact made homeless part way through the course. These problems caused persistent late attendance."

**Attendance** was very good (90% plus for the majority) on Redbridge Institute's two-week customer service course but not so good on the 16-week, three-day-a-week Construction Skills course – despite reminders about JCP sanctions for non-attendance some continued to miss sessions on a regular basis.

**2.2 It goes without saying that a very good tutor with high expectations of learners is key but he or she must also have empathy with young people.** To quote from the NIACE report (2012) Managing Challenging Behaviour within Skills Provision for the Unemployed): "Respectful relationships are based on an assertive approach that has high expectations of learner behaviour and a high sensitivity to learners' needs."

The tutor working with the young apprenticeships at Barking & Dagenham said: "You must be a really good teacher because young people pick up on weaknesses but you must have real empathy with them. You need to get them on side. For example, I promote competitiveness in regards to completing portfolios, which seems to drive people." She added: "You must also lead by your own behaviour."

**2.3 Although all learners should be treated as individuals, this is particularly important for this group.** They need individual attention from their tutor and would benefit from a **learning mentor** (to help build learner motivation where that may be lacking). Barking & Dagenham already has learning co-ordinators to monitor learner progress and provide mentoring. Redbridge Institute has introduced mentoring roles for young people re-sitting GCSE Maths and English – one tutor for each subject will mentor all young people on these courses (whether they are their own students or not). The mentor for English said: "You must bear in mind that most of the young people who come to us have

not succeeded that well at school in basic subjects – and that is with the support usually on offer in schools.”

**They would also benefit from a one-to-one session with a careers advisor.** Many of the learners said in the focus groups that they had not had that kind of support in the past and would really welcome it.

**2.4 Negotiate ground rules with the group.** The tutor from Barking & Dagenham said: “You need to negotiate your own class rules and involve the learners in the decision making.” NIACE (2012) suggests, “linking your behavioural expectations with those expected in the workplace.”

The Redbridge Institute tutor on the JCP customer service course said about the use of mobile phones in the classroom: “This could be an issue with the age of the students, as the older ones did not do this but it is a concern for any future sessions that will be need to be addressed in some other way (maybe removing phones all together and putting them away from the working area but visible).” A NIACE (2012) case study reported on a tutor who came up with the idea of putting all mobile phones into a see-through box so that learners could see they were safe at all times.

**2.5 Ensure all those seeking work have an Individual Employment Plan (IEP)** as well as an Individual Learning Plan. Redbridge Institute started running Skills Conditionality courses for JCP in August 2011 and has had 260 learners referred to these courses during the 2011/12 academic year. It has developed its own IEP (see resources).

**2.6 Learning should be fun and include plenty of variety.** This is particularly important for those who did not succeed at school. They appreciate not being in a school-type environment. JCP and some tutors have said that vocational training for jobseekers should not start with employability skills – it should start with practical activities related to vocational area.

Tutors working with this age group said that **regular breaks are important.** “They need specific break times,” said one tutor.

**2.7 Keep young learners focussed on their goals.** Despite what is often reported in newspapers, it would seem that most young people really do want to work! This message certainly came across very strongly in our focus groups with learners making it very clear that they want a job. Not only that, many of them had clear and sensible ambitions for the future – no one mentioned ‘becoming a celebrity’ as a goal! Keeping them focussed on their ultimate goal should help to motivate them in the classroom.

**2.8 Help young people to find their voice** – and listen to that voice! To be really innovative, providers might need to consider seeking young people’s views on course content (note the City Gateway Young Leaders programme, which has been recognised as an example of national best practice by Ofsted: <http://www.citygateway.org.uk/news/city-gateway-young-leaders>).



### 3. Post-delivery

**3.1 Give learners the advice and guidance they need regarding further training and apprenticeship opportunities.** Refer them to other providers/support agencies if needed.

**3.2 Signpost learners to jobs, work experience or volunteering opportunities.** JCP say that work experience can make a huge difference to self-confidence as well as leading to permanent employment.

**3.3 Job outcomes for unemployed learners need to be tracked effectively.** This is still underdeveloped in all providers and a systematic approach is needed

**3.4 Invite past young learners who have gained employment to come in and speak to new learners to help motivate them** – this may mean approaching their employers to allow them some time off (through stressing the confidence-building benefits to the employee and PR benefits to the employer).

### 4. Conclusion

Despite some of the issues highlighted in this study as needing to be addressed, there is a lot of good news to report. Young people, who were NEET, are achieving qualifications and gaining jobs. For example, the seven apprenticeships in the Barking & Dagenham focus group are all in line to achieve their business administration NVQ2s; one has already gained a part-time job with the council and all the others are busy applying for jobs; some are keen to do the NVQ3.

Similarly, five out of the six NEETs on a Level 1 fitness instructing course with Redbridge Institute this spring gained the qualification; one has found a part-time job, one is doing voluntary work in a youth sports club and another has already progressed onto an FA coaching course. Redbridge Institute's sector-based work academy training has only just finished and so job outcomes are not yet known, but all learners achieved the customer service qualification; 80% rated the course as 'excellent' and 20% as 'good'.

The focus group learners were almost all very positive about their learning experience and the tutors: ““Our tutor is great”; “It’s not too much like school”; “It’s learning in a fun way”, “I like the atmosphere here – it’s grown up.”

Jobcentre Plus Claimant Count figures for the 18-24s show a downward trend in East London. In Tower Hamlets the figure has gone from 2360 in May 2012 to 2335 in June; in Redbridge it has gone from 1400 in May to 1330 in June; in Barking & Dagenham it has gone from 1865 in May to 1710 in June.

# APPRENTICESHIPS EARNING a Future

**The Adult College**  
Barking & Dagenham

**FACTS: UNIVERSITY FEES UP TO £9000**  
**YOUTH UNEMPLOYMENT JUST BELOW THE ONE MILLION MARK**

**THERE IS AN ALTERNATIVE: YOU CAN LEARN ON THE JOB!**

- ➔ Have you just left school aged 16-18?
- ➔ Do you have a young relative who has just left school aged 16-18?
- ➔ Are any of your young family members unsure of their next steps?
- ➔ Want to start earning and building a career?
- ➔ Are you aged 19+ looking for a new profession?

**LOOK NO FURTHER...  
WE HAVE THE SOLUTION!**

Our apprenticeships offer you the perfect mixture of work and training which will enable you to gain a qualification and experience.

**Accounting**

**Business Administration**

**Health and Social Care**

**Pharmacy Service Skills**

**Interested?** Book into one of the information/enrolment sessions by calling **020 8270 4722**

You will be paid a minimum of £95 a week  
You will work 4 days and attend college 1 day a week

## Appendix 2

### Work Redbridge Opportunities Fair for 18-24 year olds

#### Education and Training Questionnaire

Please tell us which age group you fit into:

- Under 16
- 16-18
- 19-24
- 25-29
- 30+

1. Please tell us which of the following apply (tick all that apply):

- I finished school/college this summer
- I finished university this summer
- I am still at school /college
- I am still at university
- I am unemployed
- I am in employment
- None of the above; please explain below:

2. Why did you come to the Opportunities Fair (tick all that apply)?

- I am looking for a job
- I am looking for training
- Other reason; please state:

3. If you are looking for training, please tell us at what level (tick all that apply):

- Basic skills courses (English, maths, ESOL or IT)
- GCSEs
- A Levels
- Foundation level (introductory) skills training
- Vocational qualifications at non-degree level e.g. NVQs, BTECs
- An apprenticeship
- Degrees
- Other; please give details:

**5. Would you prefer an intensive, short or longer course (tick one box only)?:**

- very short, intensive course (e.g. 5 days a week over 5 weeks)
- short course (e.g. 2 days a week over 10 weeks)
- longer course (e.g. one day a week over 20+ weeks)
- no preference

**6. How do you prefer to receive information about training opportunities (tick all that apply)?**

- Through the post
- By email
- By text message
- Through social media such as Facebook or Twitter
- Other; please give details:

**7. Have you heard of Redbridge Institute?**  Yes  No

**Would you attend an Open Day at our Gearies Centre in Gants Hill?**  Yes  No

**If you would like to be entered for our prize draw, please fill in your name and contact details:**

Name \_\_\_\_\_

Address \_\_\_\_\_

Postcode \_\_\_\_\_

Phone: \_\_\_\_\_

**Would you like to receive our future course brochures/leaflets?**  Yes  No

**THANK YOU**

# EMPLOYABILITY STRATEGY

## Introduction

The term *employability* is used to mean the ability to move towards and into a sustainable job, continue acquiring skills and progress in the labour market. It applies to people who are in work and those who are not in work.

The London Skills & Employment Board's (LSEB) strategy London's Future (2008) identified low levels of qualifications amongst London residents as a major barrier to their employability in London's competitive job market increasingly requiring high-level skills. Redbridge has some of the highest numbers of 16-64 year olds with no qualifications at all. The average in London for adults with no qualifications is 9.9%; Ilford South at 20% and Ilford North at 13% are in the top 10 London constituencies for numbers of adults with no qualifications.

The Institute is committed to addressing the skills gap in Redbridge and raising the qualification levels of residents as the most effective means of improving employment prospects and securing future prosperity for individuals, local communities and businesses.

## Key Challenges

- The proportion of the adult workforce in Redbridge without any qualifications is higher than the London average
- Significant numbers of Redbridge jobseekers with ESOL needs at pre entry and Entry level
- Many new jobs requiring higher skill levels
- Engaging employers to provide high quality work experience for unemployed learners generally or specifically for young people NEET
- Working alongside Jobcentre Plus to ensure effective course information sharing, referral pathways and customer status communication
- Developing effective and efficient job outcome tracking

## Aims and objectives

We are committed to providing opportunities for Institute students to develop abilities and skills which will take them from pre-employment training into post employment skills development enabling them to achieve sustained employment and career enhancement.

To achieve this we will seek to:

1. Embed employability related skills and training activities across all vocational curriculum areas
2. Ensure skills provision is aimed at progression and employability
3. Improve pre-employment training and support, giving priority to communities that are typically excluded from skills and employment
4. Develop new programmes to engage Redbridge employers to help meet local skills and employment challenges.
5. Improve information, advice and initial assessment to ensure people are directed towards the education and training provision that is right for them
6. Raise the aspirations of learners so that they are motivated and confident that they can fulfil their potential through skills and employment
7. Enable those out of work to compete in the labour market by ensuring that they have the necessary skills
8. Increase the range and availability of student placement experiences
9. Develop a more integrated linking of skills provision with employment services providing local people with the support they need to move from skills provision into work
10. Work with employers to identify apprenticeship opportunities
11. Improve the timeliness and overall quality of learners employment destinations
12. Work with local employers to develop Apprenticeship opportunities
13. Exploit potential of past students to contribute to student briefings on employment opportunities

The Employability Strategy will contribute to the achievement of the ambitions in the Institute's Learning Policy and build on existing good practice in the Institute through:

- Enabling acquisition of transferable skills related to the work environment
- Support for individual learning plans with employability targets and goals
- Vocationally relevant programmes that support work related learning within the curriculum
- High quality information and advice
- A flexible range of intensive short employability courses to complement Job Club activities: *CV building, Confidence building, Interview skills, How to apply for a job, IT basics, food, first aid*
- Providing an overseas qualification matching service
- Opportunities for volunteering and placement experience
- Support for innovation and enterprise initiatives and activities

## Developing Employability attributes

Employers identify a set of core behaviours, attributes and capabilities related to the world of work. These include:

### **Attributes & Behaviours** ↷

Reliability  
Good timekeeping  
Adaptability  
Integrity  
Energy  
Drive & resilience  
Enthusiasm/passion  
Self awareness & confidence  
Capacity to develop  
Cultural awareness

### **Transferable skills** ↷

Communication both oral & written  
Team working  
Report writing  
Planning & organisation  
Problem solving  
Enterprise  
Leadership  
Reflection  
Project management skills

We recognise the value of these attributes and skills and their relevance for adult learners. We aim to develop our students as independent learners and prepare them for employability.

## Implementation of the Employability Strategy

We will communicate employability as a key strategic objective to stakeholders, staff and learners and celebrate successes.

An Employability Action Group will be established to develop and monitor an annual action plan. The group will be chaired by the Principal/Head of Curriculum for Business, Professional and include representation from each Curriculum Department, Head of Quality and JobCentre Plus.

Success criteria will include:

- Progression to further study or employment
- Feedback from learners on the value of the support they were given in finding suitable employment

Feedback from employers on the suitability of our learners for employment

## Appendix 1 - Unemployment in Redbridge

Key Out of Work Benefit Claimants (Working Age Customer Group)	Redbridge	Redbridge %	London %	
	<b>Total Claimants</b>	<b>23,020</b>	<b>12.90%</b>	<b>14.30%</b>
Latest Available Data to <b>May 2011</b>	Job seekers	6,630	3.70%	4.10%
	ESA and Incapacity Benefit	8,840	5.00%	5.80%
	Lone Parents	3,010	1.70%	2.00%
	Carers	1,950	1.10%	0.90%
	Other income related benefits	700	0.40%	0.50%
	Disabled	1,500	0.80%	0.80%
	Bereaved	370	0.20%	0.20%
	<b>Key out of work benefits</b>	<b>19,190</b>	<b>10.80%</b>	<b>12.40%</b>

<b>Employment Rates</b>  (Latest data: June 2011)	<b>Overall employment rate</b>	<b>%</b>	<b>Trend</b>
	Redbridge	64.50%	↑
	London	68.10%	↑
	National	70.20%	↔
<b>Inactive people</b>  (Latest data: June 2011)	There are 52,800 economically inactive people (28.7%) of the working age population which is higher than London (25%) and the National average (23.8%).		
	Of which 8,300 (15.9%) want a job and 44,200 (84.1%) don't want a job.		

Source JobCentre Plus Bulletin Jan 2012



## Appendix 2 Redbridge VACANCIES

### Notified Vacancies Top 10 (Jan 2012)

Occupation	Total
Elementary sales occupations n.e.c.	162
Care assistants and home carers	88
Sales related occupations n.e.c.	82
Sales representatives	78
TV, video and audio engineers	35
Marketing associate professionals	34
Sales and retail assistants	26
Marketing and sales managers	20
Van drivers	14
Labourers in other construction trades n.e.c.	13

### Unfilled Vacancies Top 10 (Jan 2012)

Occupation	Total
Senior officials in national government	98
Chemists	95
Gardeners and groundsmen/groundswomen	87
Caretakers	62
Photographers and audio-visual equipment operators	54
Financial and accounting technicians	42
Elementary sales occupations n.e.c.	33
Researchers n.e.c.	22
TV, video and audio engineers	20
Social science researchers	14

### Vacancies Sought by Occupation Top 10 (Jan 2012)

Occupation	Total
Sales and retail assistants	1,355
General office assistants/clerks	535
Customer care occupations	225
Retail cashiers and check-out operators	190
Van drivers	180
Other goods handling and storage occupations n.e.c.	180
Cleaners, domestics	145
Receptionists	125
Packers, bottlers, canners, fillers	115

Source JobCentre Plus Bulletin Jan 2012

## Appendix 3 Projects

### ★ LSIS and SFA Equality, Diversity and Inclusion (EDI) Partnership Project Fund November 2011-March 2012

#### **Reaching Adults in Crisis**

*This project is using learning ambassadors and innovative learning advice resources to reach some of the most marginalised and disadvantaged adults in Redbridge.*

*We expect to achieve the following:*

- *Learning ambassadors drawn from each curriculum department who will promote their own experience of the benefits of learning and inspire others*
- *Multi-media learning resource featuring the learning journey and advice from five learning ambassadors*
- *Volunteers From Welcome Centre facilitating access to information and advice for their clients as part of their signposting service*
- *Increase the numbers of adults in crisis accessing information and advice and progressing to training programmes*

### ★ LSIS PRD Group Funding February 2011-July 2012

#### **Building effective practice in partnership working to support young people (18-24) to progress to employment, including apprenticeships**

##### **The Pre-Apprenticeship East London Partnership Strategy (PEP)**

*ACL providers in East London are planning and delivering new provision, working with Job Centre Plus and voluntary sector partners tackling rising unemployment amongst 18-24 year olds.*

*The project will capture the learner voice to develop a deeper understanding of the needs of 18+ NEETS and the implications for curriculum design and delivery. This will inform the development of a pre apprenticeship strategy (PEP) which has the learner at its heart. The strategy will focus on the provision of a curriculum which is motivating and responsive to the personal interests of this group of learners ensuring a positive learning experience through bite sized credit based achievement which supports progression to more formal learning and employment including apprenticeships.*

*The PEP strategy will build capacity of the peer review group to provide more integrated services and information sharing between partners which avoids duplication and subjecting learners to repeat assessments and processes.*

### ★ LSIS Community Development Funding February 2011-July 2012

#### **London Community Development Network**

*The Institute will host three East London community development network meetings:*

20<sup>th</sup> April: Developing enterprise skills

31<sup>st</sup> May: Employability: raising level of skills in local communities

29<sup>th</sup> June: Supporting sustainable job outcomes

## Appendix 4 Employability Partners and projects

### **JobCentrePlus**

Job Centre Plus Adviser on site 4 days per week providing one to one support carrying out job matches and job searches for our employability students



### **workRedbridge**

The Institute is a member of this Redbridge work and skills partnership participating in outreach activities and employment and skills fairs under the workRedbridge brand. An interactive website on Redbridgei provides resources, latest vacancies, details of local providers, outreach dates. The Institute uses the website to promote skills courses and advice sessions. provides advance notification of Crossrail and Olympics jobs



workRedbridge

### **Lifeline**

Provides nextstep information & advice to Institute Job Club users and students; the Institute is delivering ESOL and IT to Lifeline work programme clients at their Goodmayes Centre. Provides work placement opportunities for Institute Counselling level 5 students



### **Skills Factory**

Subcontractor developing NEETS 19-24 provision providing functional skills and hosting Fitness Instructor training delivered by the Institute



### **Barnabas Workshops**

Subcontractor developing Construction Skills training and basic skills provision; the Institute is delivering Care and Education training to Barnabas clients

### **Bromley by Bow Centre**

Subcontractor delivering Apprenticeships for 19-24 in Business Administration and Childcare



### **BEP Group**

Partner using the Institute as Redbridge base for their work programme, 19-24 Job Club. Clients referred to Institute training provision



### **FIND**

Families Information Service refers people seeking work as Childminders. The Institute is working with the Council Childminding Team to deliver basic skills assessments, information and advice on workforce opportunities and self employment in the Children's and Young People Sector and referrals to qualification pathways

### **Redbridge Volunteer Centre**

Takes referrals and places unemployed students in short term unpaid work experience

### **Welcome Centre**

Working with the project to support homeless people providing initial assessments and delivering pre employment programmes in IT and ESOL with progression into core provision

### **Training Skills Academy Group**

Providing outreach for our Job Club users and progression onto customer service and hospitality training



### **Vision Culture & Leisure Trust**

Workplacement opportunities for pre-apprenticeship Fitness and Health students



### **LPSA Basic Skills Project**

Training volunteers to facilitate ESOL Conversation Clubs. Placements available for volunteers with Institute ESOL classes and Job Clubs throughout the borough

The arrangements for skills provision for unemployed adults are described in detail in Skills Funding Agency Updates and Guidance Notes 6, 7 and 8 available at:

<http://skillsfundingagency.bis.gov.uk/providers/allthelatest/providerupdate>

These Updates and Guidance Notes specify that:

- Providers are expected to develop provision based on local labour market demand following local planning in conjunction with key stakeholders including Jobcentre Plus.
- The provision is expected to be flexible enough to meet individual needs and on the whole, to comprise of short courses through which they can gain QCF units which can be built upon subsequently to gain full qualifications.
- Unemployed adults on both active and inactive benefits can participate as long as their objective is to gain skills to secure employment.
- Jobcentre Plus advisers can, through skills conditionality, mandate a customer to attend an initial interview with a training provider and subsequently mandate their participation in a suitable learning programme.