

PRD project – case study

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



Project title – Strengthening recruitment and partnership working for NEET provision.

Worth reading if you are interested in:

- Supporting unemployed adults access new job opportunities
- Sector-based work academies
- Attached case studies

Contact information

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Name of Peer Review and Development (PRD) group: East Midlands Peer Review Group

Participating organisation(s): Chesterfield College, Lincoln College, Loughborough College, Northampton College

What the PRD group set out to do and why

Partners set out to review practice with 18- to 24-year-old NEETs, to discuss, review and learn from challenges, successes and solutions.

To critically review provision for this group of learners, and to identify individual college case studies that demonstrate good practice.

To make organisational changes as a result of the peer review process, that lead to improved practice and provision for 18- to 24-year-old NEETs.

To implement innovative solutions to meet the wide range of needs of the target group.

To continue to meet as a PRD group to share knowledge and practice and to continue the peer review process.

What has been achieved so far

- 4 meetings from March to June 2012, attended by partners.

- Reviewed MIS statistics and data that identified where 18- to 24-year-olds were in the system (those in college).
- Reviewed supply chain of organisations and the typical referral journeys target group took.
- 4 case studies shared, discussed, peer reviewed and written up – see attachments
- Discussed liaison with supply chain organisations eg what was Next Step, Jobcentre Plus and voluntary and community organisations.

What still needs to be done

Review effect on potential NEETs from the changes to Ofsted and the changes to Government priorities – ie the changing landscape of adult education.

Critically review risk of increasing NEETs brought about by these changes, forward plan to mitigate impact and risk.

Set up new provision such as Job Shops for target group and existing students.

Resources to be shared with the sector

4 x case studies:

Chesterfield College – Sector-based work academy

Lincoln College – Programmes for unemployed

Loughborough College – Sector-based work academies

Northampton College – Job clubs

Key learning points

18- 24-year-olds do not easily show up in MIS data so are difficult to track. Changes in data collection could help identify this group more easily. Learners on programme may be recorded as first full level 2 or 3 fee waivers for 19+ so this denies other data collection regarding employment for instance.

Current NEET provision where there are customised FE programmes tends to focus on 16- 18-year-olds, and the older category has usually been 19 – 24, so 18 – 24 hasn't been a category we have looked at before. There is a need to review the two groups.

All colleges provide customised provision to 16 – 18 and 18+ NEETs in liaison with JCP and other agencies.

Case studies

CASE STUDY 1

CHESTERFIELD COLLEGE

LSIS PRD NEET Project Case Study

Aim and Target Group

The aim of the project (Sector Based Work Academy) was to support local unemployed adults access new job opportunities created by Turning Point. Funded by the adult skills budget, the target group were unemployed (pre-work programme) adults of age 19 or above. Turning Point chose Mastin Moor as the site for two purpose-built rehabilitation units. The inward investment by Turning Point generated 88 new vacancies, 48 of which are non clinical/entry level jobs. The sector-based work academy aimed to support individuals with the skills and knowledge needed to access the entry-level jobs and secure one of 60 guaranteed interviews.

Date	Subject/Unit	Learning Outcomes	Duration	Location
Week commencing 6 th Feb 2012	Information Open Days (Delivered in the Community)	Presentations from Turning Point, JCP & Chesterfield College. Screening Interview to check CRB status. Book Appointments for numeracy/literacy & ILP. Additional advice available from JCP	2 days	The Winding Wheel, Chesterfield The Speedwell Rooms, Staveley
Week commencing 13 th Feb 2012	Initial Assessment	BKSB (Num/Lit assessment). ILP development.	½ day	Chesterfield College
Week commencing 20 th Feb 2012	Award in Mental Health Awareness	To include Enrolment. Learning outcome highlighted upon SOW.	2 days	Chesterfield College
Week commencing 27 th Feb 2012	Award in Mental Health Awareness	Learning outcome highlighted upon SOW.	2 days	Chesterfield College

Week commencing 5 th March 2012	Award in Exploring Employability	Business & Customer Awareness Working in a team Job Application Skills Interview Skills	3 days	Chesterfield College
Week commencing 12 th March 2012	Additional interview Support	Interview Skills. Application Forms.	1 day	Chesterfield College
Week commencing 19 th and 26 th March 2012	Interviews	N/A	N/A	Job Centre Plus

What you did, when and where:

The project was designed to meet the criteria of a 'sector-based work academy' one of the Coalition Governments measures under 'Get Britain Working'. A sector-based work academy encompasses three elements; pre-employment training, work experience and a guaranteed interview. These academies are designed to meet immediate recruitment needs, usually from new inward investment, and provide support to both local people and the employer making the investment.

The Turning Point sector-based work academy was designed to support and prepare learners for the selection process and for the work within the mental health sector. It was an opportunity for learners to gain recognised qualifications that could contribute towards the NHS knowledge and skills framework. In addition, the learners had the opportunity to develop their broader knowledge and skills including work based IT. All learners were provided with support with the application process and were guaranteed an interview within this sector.

Individuals who met initial selection criteria undertook a L1 Award in Mental Health Awareness and a L1 Award in Employability Skills. Learning Unlimited worked with the employer to contextualise the qualifications, enabling learners to gain a unique insight not just into the industry but also the employer.

Programme Delivery Plan:

Partners

Key partners were Turning Point, Jobcentre Plus and Chesterfield Borough Council. Prior to programme commencement all partners attended regular project review meetings,

Turning Point

As the employer Turning Point agreed to guarantee an interview for up to 60 unemployed individuals. Turning Point contributed to the design of the training ensuring that learners gained a unique insight into the culture of the organisation and understood the skills and qualities Turning Point expect from

their workforce. Turning Point attended the recruitment open days and arranged for one of their support workers to present a 'day in the life of' session at the open days.

Jobcentre Plus

Jobcentre Plus was responsible for recruitment onto the sector-based work academies. The first stage of the recruitment was to generate referrals to the recruitment open days that were held at community venues close to Turning Point's premises. Jobcentre Plus recruitment was aided by a dedicated recruitment hotline where individuals were booked onto open days by JCP advisers. JCP advisers promoted the opportunity to their customers and a press release was issued by partners with details of the programme, including the hotline number and open day dates.

Jobcentre Plus provided support with childcare, travel and benefits advice for individuals who met the initial selection criteria, thus securing a guaranteed interview. Jobcentre Plus also provided accommodation to support the interviews.

Chesterfield Borough Council

Chesterfield Borough Council included what is known as a section 106 as part of Turning Point's planning application to build the units on Mastin Moor. Under the 'local labour clause', the investor/employer is obliged to take steps to make any new job opportunities generated through their investment accessible to local unemployed individuals. The Borough Council also co-ordinated press releases to promote the programme and supported the recruitment open days.

Learning Unlimited

Learning Unlimited project managed the programme, co-ordinating the activity of each of the partners and leading at the recruitment open days and on the design and delivery of the training. Learning Unlimited worked closely with the employers and other partners in the design of the training and format of the recruitment open days, including the selection process. As an employer governed by the Care Quality Commission (CQC) Turning Point expects its employees to work towards at least a level 2 qualification. For this reason they stipulated that only individuals who had been assessed at working a level 1 or above would be selected for the sector-based work academy.

Outcomes

More than 240 individuals attended the recruitment open days of which 96 chose to undertake initial assessment in application for a place on the sector-based work academy. 40 individuals were successful at initial assessment and secured a place on the sector-based work academy and subsequent guaranteed interviews. Learners undertook L1 Award in Mental Health Awareness and a Level 1 award in Employability Skills where there was 100% and 97.5% retention and achievement, respectively.

3 learners secured work prior to the Turning Point interviews and of the 37 learners that attended the guaranteed interviews 16 were successful in securing employment at Turning Point and another 3 secured employment elsewhere. This represents a 48% overall job outcome rate with 43% gaining job outcomes with Turning Point. This is significant, given that the learners from this programme were competing against the 'open recruitment' market. Furthermore, 33% of the entry level jobs available at Turning Point were filled directly as a result of the sector-based work academy.

Learner Case Study:

ANNE FANTOM Turning Point Support Worker

“I’m a 51 year old woman, who had been out of work for over a year. I’d attended many interviews for employment without success. When the jobs at Turning Point became available my Job Centre advisor booked me onto a pre-employment training course with Learning Unlimited at Chesterfield College. Firstly I attended an Interview Skills course followed by a Mental Health Awareness course; both were very relaxed, friendly and easy to follow. I was able to see where I had gone wrong in previous interviews and so I went into the Turning Point interview feeling confident as I now knew how to conduct myself in such a scenario. The Mental Health Awareness course also helped as most of the questions asked in the interview were covered in it. I was successful in the interview and landed myself a role as Mental Health Support Worker with Turning Point, something which wouldn’t have been possible if I didn’t attend the courses as I wouldn’t have had the confidence.”

Anything you would do differently next time

There were 60 places available on the sector-based work academy, yet only 40 places were taken up. 56 of the individuals undertaking initial assessment were working at below level 1. A consideration for subsequent programmes could be earlier basic skills intervention when delivering sector-based work academies to sectors that have a regulatory requirement for staff to undertake work based training upon successful job outcome. Based on the job outcome rate of the programme, had basic skills intervention been delivered enabling more individuals to access available places on the programme being filled, a further 10 job outcomes could have been achieved.

The recruitment open days generated significant local interest with over 240 unemployed individuals attending these events. However, only 96 individuals chose to pursue the opportunities with Turning Point. Although this was not unexpected given the specialist nature of the sector, more could have been done to provide support for the 140+ individuals who chose not to continue with the process. For instance, it would have been beneficial to have made an advice and guidance officer available at the recruitment events.

Completed by

Emily Williams (Special Projects Manager PFU) and Stuart Allen (Quality Manager)

Date

27th June 2012

CASE STUDY LSI PRD NEET PROJECT MARCH 2012

Job Clubs Northampton College

In November 2010 Northampton College opened a job club. This was done to help the community and as a direct response to the rising unemployment levels. The job club provides access to 25 computers with full Internet access and printing facilities. There is also the opportunity to speak to expert advisors in all aspects of employment and receive help and support in CV writing, interview skills, covering letters, applications etc. Local employers advertise and recruit through the job club.

Due to the popularity of this and the increasing information we had received about youth unemployment we opened an additional job club in February 2012. We based this job club around 16- to 24-years-olds and changed some of the features of the original clientele to suit the audience.

This job club provides all the support of the original one, but in addition offers; A&G on apprenticeships and the opportunity to discuss live apprenticeships and receive A&G for college courses and help applying for them. We also have the additional support from Connexions who give specialist advice as and when needed.

The young person's job club is designed to offer more one-to-one support and give young people the support needed to embark on a college course, career or an apprenticeship. Both job clubs are successful and play a vital part in the community. Of the ones we hear back from, 50% have moved on into employment or onto a college course/apprenticeship.

Job outcome Incentive payment

As a result of the SFA funding, the college has employed a member of staff to set up and run the employment programme for the college. The College aims to equip all our students with the knowledge, tools and confidence to be able to secure and manage a successful career.

Over the next year the college is implementing an employment qualification into the curriculum for 16-18-year-olds, setting up an online service where students can search for vacancies and seek A&G, creating a job shop where students can see a member of staff face to face to seek employment advice, liaising with employers and curriculum heads and creating tutorials and employment fairs around employment.

This is overseen by the Business Recruitment Executive and is supported by Student services and the Business Centre. This has involved collaborative working between the departments and has married together employers and students.

Kelly Williams May 2012

Loughborough College**1. Aim and target group**

Prior to the current recession, unemployment rates in the market town of Loughborough have been very low and, perhaps as a result, the College has not had a close working relationship with its local Jobcentre Plus (JCP). The current economic climate and changing government agendas, including the move to universal credit and skills conditionality, has changed this.

Relationships are now very good but it has taken time to build up knowledge of 'what is required' on the one side, and 'what could be available' on the other. We are still finding our feet, and especially with regard to 18-to 24-year-olds.

The LSIS project gave us the impetus to focus on this group:

- to analyse current 18 – 24 recruitment;
- identify key partners in delivery;
- learn from good practice in partner colleges.

18-24 youth unemployment in Loughborough stands at 2.8%, with 600 registered claimants – 29% of the register. Over two-thirds have been unemployed for less than 6 months.

2. What you did, when and where**Analysis of 18-24 recruitment.**

The aim was to identify where 18-24 year old unemployed learners were within the college. To do this our MIS team excluded all learners on HE programmes, the substantial numbers of 19-year-olds on the final year of 2 year programmes, international learners and employed learners. One issue that was raised is that we don't record the employment status of 18-year-olds as their study is free. In addition, First Full Level 2 or 3 fee waivers for 19+ 'trumps' JSA in MIS recording systems. Changes in data collection requirements over the past few years made trend analysis difficult.

Current delivery

The data analysis confirmed our understanding of where current delivery takes place. However we had not realised the preponderance of 18- to 24-year-olds within this provision. Of the 48 learners on JSA/ESA in 2011/12 (April analysis), 35 were on bespoke programmes set up at the request of JCP.

The remaining 13 are spread thinly across curriculum areas.

3. Partners

Our developing relationship with JCP is key. Unemployed individuals can access the college under their own motivation and a small number do do this. Where we have offered courses aimed at the unemployed in general – Employability Skills with ICT, 17th Edition Wiring,

Introduction to Computers – these have not recruited sufficient numbers for us to go ahead and run. Only programmes which have been developed with JCP advisors and offered in response to a specific and timely demand have successfully recruited. These include sector-based work academies for the hospitality, retail and care sectors. Some claimants have attended under skills conditionality but so far this has not raised any issues.

More recently, support into self-employment programmes are proving popular as a precursor to claimants moving on to Pinnacle People and the Enterprise programme.

4. Outcomes

The college will continue to work closely with JCP and specifically its 16-24 Manager, a new post in the organisation. We are now looking to offer a rolling programme of bespoke provision in areas with good local job prospects ie care, hospitality and catering.

We are looking to build on programmes promoting self-employment and enterprise.

In association with the local authority, local care home owners, Skills for Care (SSC) and JCP, we are developing a county wide sector-based work academy for unemployed general managers moving into the care sector.

In addition, our data analysis showed that the number of 19-24s using a First Full Level 3 remission waiver increased by 50% in 11/12 compared to the previous four years. This may indicate that young people are choosing to stay in education as they are unable to find employment.

5. Anything you would do differently next time?

The LSIS project has shown us other successful models of reaching and supporting young unemployed, specifically sub-contracting to specialist private or charitable providers, and the establishment of Job Clubs. Our local JCP has recently requested that we consider supporting claimants aged 50+ through the provision of a Job Club type facility.

Kim Thorogood June 2012

Lincoln College

6. Aim and target group

Youth unemployment in Lincolnshire in April 2012 decreased to 4,985 people with 450 fewer claimants amongst the 18-24 age group in April than there were in March. This age group currently make up 33% of all those unemployed in the county compared to 29% nationally.

The target group used for this project related to programmes for the unemployed, 19- to 24-year-olds completing Foundation Learning courses or higher levels of learning to support employment. These were based on individual needs and aspirations of the clients. Many of the people in this group had previously been unsuccessful in gaining work over several years, lacked confidence, had low self esteem and struggled to find meaningful work opportunities due to a lack of skills and circumstances.

7. What you did, when and where

Lincoln College delivers a wide range of courses and learning opportunities. Programmes for the unemployed within this context cater for young people too who meet the age criteria (18 to 24)

8. Partners

These programmes are delivered through the College Academy who subcontract work to a partner. This widens participation into the rural areas of the county and provides provision to those who would otherwise be hard to reach because of the rural aspect of their living.

9. Outcomes

Case Study L.H. Aged 23

LH was unemployed for three years and signing on at the Job Centre and doing community service for two separate crimes. He was referred for training by Jobcentre Plus but didn't attend his appointments as he thought it was a waste of time and he would be sat in a classroom being taught things which he didn't want to do. As a result he was sanctioned and his money was stopped. It was only then he began to attend, reluctantly.

He didn't get on particularly well with his adviser and after a few meetings he was referred on again, this time to LSIS Training. The adviser suggested that he meet with the Job Coach. Again LH's response to this was negative and couldn't see the point of going, but after his sanctioning he decided to attend if he wanted his money to continue.

A relaxed approach was adopted building a rapport with him for several meetings before beginning to look at options for him. He was keen to do two things computers and the CSCS (Construction Skills Certification Scheme) card as he had worked as a plasterboarder in the past. LH also mentioned in passing that he likes the idea of being self-employed.

This suggested that he may want to look at self-employment doing computer repairs while looking to do the CSCS card. He said he would consider this and at the next meeting showed a range of stationary, business cards, compliment slips and headed paper he had produced. After the meeting he went around local post offices, supermarkets and shops putting the cards in the windows with a hope of generating calls for business.

Since then he has had several jobs repairing computers and as word gets around he is hopeful that this will take off. Off his own back he arranged a mock CSCS test and got 49/50. It is expected that he will enter the real test.

LH is keen to do this as he has two offers of work as a plasterboarder and needs the card. He still wants to do the computer repairs on an evening and weekend to supplement his income.

LH feels that he has moved forwards in his life and can now see the benefit of training. He is feeling positive about the future and wants to be successful in both his chosen professions.

10. Anything you would do differently next time?

There is a need to have a more coordinated approach to bringing a range of providers together. However the contract arrangements may make this difficult. The NEET agenda too is very wide and more work needs to be done on preventing NEETs by risk assessing people at different phases in their education. The difficulties have been further compounded with high youth unemployment.

Peter Towner July 2nd 2012