

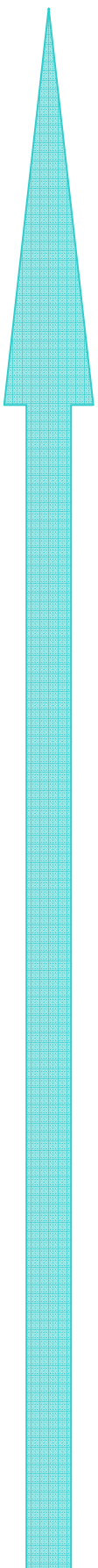
Annex A: Groups on which a programme/service might be focused

GROUP	Sub-group	Broad characteristics	Comments
GROUP 1: 14-19 year olds in education, WBL, employment or NEET	1A	School age pupils (14-16) at risk of not achieving Maths and English GCSEs, and those on vocational courses.	Employability skills are likely to be required by all, in addition to specific vocational skills where appropriate.
	1B	16-19 year olds in E2E provision. Specific support with employability, vocational skills and underpinning literacy/ESOL and numeracy.	The new 14-19 Diplomas will be introduced from Sept 2008 in five sector areas (these are referred to as the first five Diploma lines). They cover: creative and media skills, engineering, construction and the built environment, health and social care and IT. Skills for Life will be delivered to those not taking GCSEs in English and Maths through the delivery of stand alone Functional Skills at levels 1 – 3. Functional Skills will be piloted from September 2007. For more information go to the DfES website: www.dfes.gov.uk 14- 19 section.
	1C	16-19 year olds on Apprenticeships. Specific support with employability, vocational skills and underpinning literacy/ESOL and numeracy and to achieve key skills.	
	1D	Young people in the NEET group who have a range of other 'urgent' needs in addition to skills. This may include offending, substance misuse, anti-social behaviour, mental and/or physical health needs.	Across these groups, the mix (literacy/ESOL, numeracy, key skills) and level of SfL need will vary. This could range from those with poor underpinning literacy/ESOL and numeracy skills to those with poor key skills. Often new approaches are needed to stimulate interest in the development of SfL – lack of development of these skills could be due to a lack of motivation (not understanding the relevance of the skills) as well as due to learning difficulties. For those with ESOL needs, the level of need will vary. This could range from those with little or no English language skills to those that have a greater range of English language skills, but still lack enough skills for successful study or work. Unaccompanied minors (refugees and asylum seekers) across the 14-19 age group will have particular support needs. Asylum seekers under the age of 18 are eligible for free LSC funded ESOL. Benefits: For this age group, there is a difference between those 16-17 and those 18 and over, and in both cases which benefit they are on. Those 18 and over are regarded as adults in benefit terms – see below. 16-17 year olds can be lone parents and sick/disabled and receive those benefits, though they cannot receive JSA – hardship benefit is available under strict circumstances. Lead agency (up to 18) is Connexions although JCP administers the benefits.
	1E	Young people serving custodial or non-custodial sentences. These young people may have skills and a range of other support needs similar to the NEET group and will also have re-integration needs.	
	1F	Young people who are <u>severely</u> long-term ill and or disabled in such a way that they are unable to work.	
	1G	Young people in temporary, insecure and/or unskilled or low-skilled employment.	
	1H	Young people with learning difficulties and disabilities, including dyslexia.	

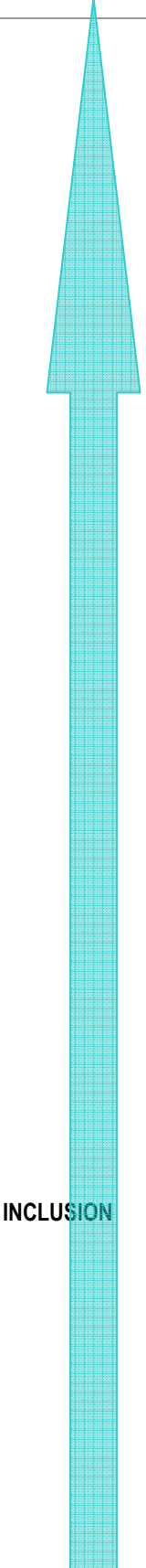
GROUP	Sub-group	Broad characteristics	Comments
Group 2: Adults not in work, but 'in scope' of the labour market	2A	Adults with low/no vocational qualifications and skills and with critical additional barriers to work including health, social issues, childcare, disability. This group will require particularly intensive support to gain vocational and SfL skills, address barriers and move into work.	In addition to specific vocational skills, general employability skills (key and 'soft' skills) will be required. Needs are likely to be greatest for those who have been out of work for a long time, and particularly for those who have never worked. Within and across these groups there will be a range of additional needs and barriers related to health, housing, welfare etc. These are more likely for, but not exclusive to lower skilled people. SfL needs will be prevalent in these groups, but will vary. For example, there will be some people with poorer numeracy than literacy skills. Others may mask poor literacy with excellent soft skills.
	2B	Adults with low/no vocational qualifications and skills. Some initial discrete literacy/ESOL and numeracy may be required ahead of embedded SfL learning.	A significant number may lack confidence about their capacity for entry or upward mobility in the labour market. Many may require support to continue learning on job entry – but the intensity of need will vary according to skills and confidence levels.
	2C	Adults without a Level 1 qualification or skills level. Needs could include some discrete literacy/ESOL, numeracy, as well as embedded provision, including key skills, as part of vocational skills training. Those with ESOL needs will also require orientation for UK 'employability'.	Within and across these groups there will be a range of ESOL needs. For example, there will be some people with poor vocational skills but good English speaking skills.
	2D	Adults without a Level 2 qualification. Needs include literacy/ESOL, numeracy and key skills embedded in vocational skills training.	Those who are recent arrivals with refugee status will need support for jobsearch skills, knowledge of the UK labour market and understanding of UK work 'culture'. All will require support to continue learning on job entry – but the intensity of need will vary according to skills and confidence levels. These groups include adults from EU Accession States who have limited access to some JCP services.
	2E	Adults with learning disabilities and difficulties, including dyslexia.	Benefits: Adults (18-64) can be on a number of different benefits: Income Support (lone parents) or Incapacity Benefit (sick and disabled) for which there are no rules limiting the amount of study people can do. For JSA, people are limited to 16 hours of study (other than those on the Adult Learning Option pilot). Length of time unemployed is also a factor ie: they will be mandated to join New Deal (6 months for 18-24, 18 months for 25+ but with early entry criteria). All JSA claimants must always be available for and actively seeking work and prepared to give up study if find or offered a job.
	2F	Adults who have higher or professional level qualifications and advanced skills and who have ESOL needs. Conversion qualifications (IELTS etc.) may be required, and ESOL specifically tailored to suit the professional environment (medicine, nursing, dentistry, law, teaching etc.)	

GROUP	Sub-group	Broad characteristics	Comments
Group 3 Adults not in work and not 'in scope' of the labour market	3A	Home-focused learners, often women, whose primary role is that of carer (of children, elders or other family/ community members). There may or may not be a longer term aim to move into employment. For refugee and migrant groups, English language skills are likely to be poor and there may also be numeracy and literacy needs. For those with English as a first language, there may be literacy and numeracy needs.	For all those with poor skills levels, confidence will be a key issue. Some people may also be reluctant to disclose a SfL need. Within and across these groups there will be a range of needs for contextualised SfL. There may be more individuals with lower levels of literacy/ESOL, numeracy and key skills. The immediate skills needs will be those that support inclusion. This will include skills to improve to health, education, housing, welfare etc. that support family and community life. For those with ESOL needs, there is likely to be a need for support to understand UK systems and processes, particularly for newly arrived refugees. Benefits: Adults (18-64) can be on a number of different benefits: Income Support (lone parents) or Incapacity Benefit (sick and disabled) for which there are no rules limiting the amount of study people can do. There will be benefits associated with caring for some people. Asylum seekers have special arrangements which strictly limit their entitlement to benefits. Adult asylum seekers become eligible for LSC funded ESOL provision if, after 6 months, they have not received a decision from the Borders & Immigration Agency.
	3B	Adults who are <u>severely</u> long-term ill and or disabled in such a way that they are unable to work.	
	3C	Older people over 64 who will be unlikely to enter the labour market. Some of this group may take the role of carer of children and may therefore come under group 3A for specification purposes.	
	3D	Asylum seekers. Currently a diminishing group, but subject to potential sudden increases due to international events. Needs will vary according to English language skills levels, but will include orientation.	
GROUP 4: Adult offenders and ex-offenders	4A	Adults serving custodial sentences. This group are likely to have many factors in common with group 2 , especially those with low or no qualifications. Needs will also vary according to the length of sentence and the stage at which the person is in serving the sentence.	Within and across these groups there will be a range of skills needs. There will be re-integration issues for those approaching release or in the early stages of release from custody (including housing, health, employment, welfare) and the need to understand legal processes and issues. For those with ESOL needs, these may well be more acute. Benefits: As for Groups 2 or 3 depending on status
	4B	Adults serving non-custodial sentences or re-integrating after custody.	
GROUP 5: Adults in employment	5A	Adults in low-paid, low-skilled or insecure employment	Within and across these groups there will be a range of skills needs. Train to Gain should include embedded SfL where appropriate. If required, additional discrete literacy, numeracy or key skills provision will need to be funded elsewhere. Within and across these groups there will be a range of ESOL needs. For example, there will be some people with poor vocational skills but good English speaking skills. These groups will include refugees, people from the EU Accession States and those born in the UK. Benefits: Adults from the EU Accession States have limited access to some JCP job brokering services (but not to benefits for the first 2 years officially in the UK)
	5B	Adults in skilled or semi-skilled employment, but where SfL needs prevent career progression or are hindering business performance (including the voluntary sector).	
	5C	Adults in higher level or professional/technical occupations with ESOL needs Adults in higher level occupations with specific numeracy skills, for example, in nursing, engineering, mechanics, management etc. Adults in higher level occupations with lack of competence in a particular discipline such as, for example, report writing	

Annex B: Broad range of goals



EMPLOYMENT	GOALS	DESCRIPTION	COMMENTS
	A16	Business Improvement	<p>This goal would be 'owned' by employers. As such, it is more likely to be viewed as an additional or secondary goal on programmes directed on upskilling individuals. Before using it as a PRIMARY goal, ensure that you are able to name and quantify the business improvements that have made as a direct result of learning.</p> <p>For provision for people employed at the beginning of a learning programme, a key outcome element must be identified costs savings of training to the employer eg: accident reduction, improved customer satisfaction, retention of employee, improved productivity. This must also be an outcome element of provision for people not in work at the beginning of a learning programme. The cost saving or business improvement must be an identified part of the continuing 'in work' provision after job entry.</p> <p>Business improvement outcomes as a direct result of provision designed to reduce exclusion may be hard to measure. This provision will contribute to safer and more confident communities – which in turn can lead to greater business investment and prosperity in the community.</p>
	A15	Promotion to a job with Level 3 skills or above	
	A14	Movement into job in different skills sector	Entry into a sustainable job. Retention/progression should be tracked for a minimum of 12 months. Individuals progression plan should detail how they can access further training. In work learning and support to be tailored to suit individual need.
	A13	Start up business, including community businesses	This goal will require support in addition to acquiring enterprise skills and SfL. Additional support may include access to start up grants, premises and mentorship.
	A12	A full time job requiring Level 3 skills with appropriate qualification	Advanced Apprenticeships; Adult Apprenticeships with appropriate qualification
	A11	A full time job requiring Level 2 skills with appropriate qualification	Entry into a sustainable job. Retention/progression should be tracked for a minimum of 12 months. Individuals progression plan should detail how they can access further training. In work learning and support to be tailored to suit individual need leading to appropriate qualification
	A10	A part time job requiring Level 2 skills with appropriate qualification	Entry into a sustainable job. Retention/progression should be tracked for a minimum of 12 months. Individuals progression plan should detail how they can access further training. In work learning and support to be tailored to suit individual need leading to appropriate qualification.
	A9	Qualification (should be specified)	As appropriate for each learner and job goal (this could include employability and sector-based qualifications as well as NVQs). For SfL qualification, as a minimum, the achievement of one whole level above point of entry within one year of beginning of the programme. All SfL qualifications to fall within the DfES portfolio for SfL, but there may be reasons for no accreditation or for an industry qualification eg: sector based, that will include some elements of SfL. If the provision can be shown to be successful for the learner and employer, we are particularly interested to know more about the qualifications that may be involved, or to have details of what opportunities learners may have to go on to further learning that accredits their skills.

EMPLOYMENT	GOALS	DESCRIPTION	COMMENTS
	A8	A part or full-time entry level job with appropriate qualification	Entry into a sustainable job. Retention/progression should be tracked for a minimum of 12 months. Individuals progression plan should detail how they can access further training. In work learning and support to be tailored to suit individual need.
	A7	An intermediate labour market placement/job	See glossary in Part 1, page 2 for definition of intermediate labour market
	A6	Work experience or a work placement with training	This includes Apprenticeships
	A5	Volunteering	<p>This would overlap with A4 but generally involve formal training (First Aid, Health and Safety, Personal Safety) and have links with the wider world in some way – perhaps through self-directed research. A significant number of learners may become interested in progressing into part-time voluntary activities as a result of successfully achieving key skills. Learners often want to demonstrate their new found confidence by helping others who they empathise with.</p> <p>Employment may also be an outcome for a minority of learners taking up SfL for social inclusion, community cohesion or active citizenship. It is likely to be a longer term outcome and would require a learner moving into provision delivered under the work-focused SfL template with the goal of moving into paid or voluntary work.</p>
	A4	Being able to use public services confidently	Medical centres, school meetings, libraries, council services
	A3	Contributing to the life of the community in some way	<p>This could include volunteering to help with a wide range of community activities inc. helping out at old people's clubs, in charity shops, school homework clubs, youth work, ethnic minority centres and clubs</p> <p>Enabling people to gain SfL directly contributes to the growth of confidence and cohesion within communities due to the increased self-esteem of learners, and as a result of their application of their new found skills in their lives: at work, at home and in their communities. There are good practice examples available on how to measure the correlation between the acquisition of Skills for Life and improvement in the fabric of communities. For ESOL provision, positive contributions to community cohesion and increased take up of mainstream services by refugees and other groups at particular disadvantage will also be valuable potential outcomes.</p>
	A2	Contributing to family life in some way	This could include being able to take a more active part in children's education (helping with homework), being able to budget more effectively etc.
	A1	Being able to attend provision regularly and developing soft skills associated with group work etc.	This goal is intended to capture the kind of progression that would be aimed for in 'first steps' engagement type activity. It will include improving self confidence and self esteem etc. This could be with or without assistance (need to specify in drawing up template)