

**Licensed to skill:
A blueprint and toolkit
for employability and inclusion**

Part 1: Background and guidance

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Introduction

Since May 2005, the LDA, LSC, JCP and other regional partners, supported by JH Consulting, have been working together in a Multi Agency Skills Team (MAST).

A key focus of this work is to coordinate the development and delivery of provision for people with poor or very poor skills, particularly for those who are not in work and who need to acquire the skills that make them more employable. This includes people who may not be thinking about, or able to, get a paid job at the moment, but for whom skills development will help to improve their personal, family and community life.

This focus of coordinated skills development has been a continuing priority for all regional partners and chimes with many of the themes of the Leitch Report. These include the importance of skills that meet the varied needs of individuals and of employers, and the urgent need to deliver an integrated service to support employment and skills.

MAST's work also makes a significant contribution to the development and delivery of the Skills and Employment Strategy that is now being drawn up by the London Skills and Employment Board.

This document includes:

- A background to the blueprint (pages 1-5)
- The blueprint toolkit – core elements (pages 6-7)
- The master template for work focused provision (8-13)
- The master template for inclusion focused provision (pages 14-19)

Part 2 of the blueprint toolkit has blank templates for work focused and inclusion focused provision. These are for providers and others to use to match and develop provision. They are structured in the same way as the master templates in this document.

Why do we need a blueprint?

During the course of its work, MAST has identified some key features of provision and services that successfully develop employability and promote economic development and social inclusion. To enable these successful approaches to be shared as a development tool for all providers, this blueprint has been drawn up.

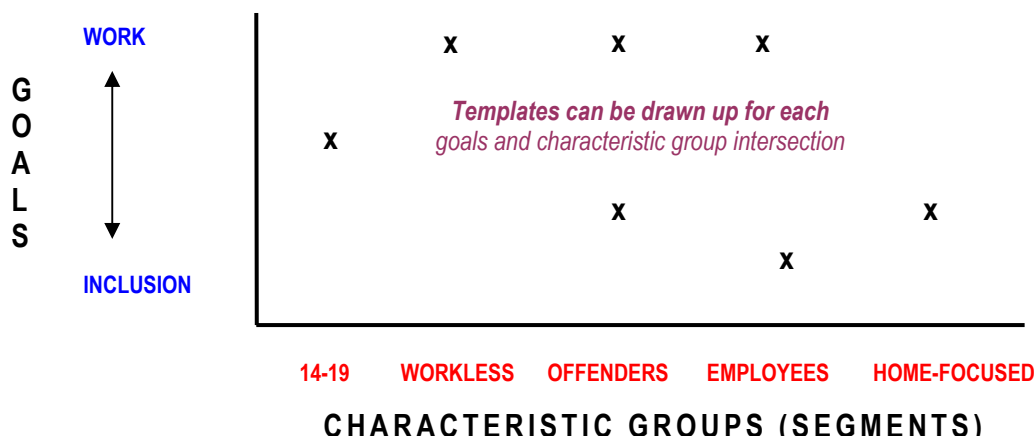
Evidence shows that the most successful provision was informed by understanding the:

- different **goals** of individuals - why they want to develop their skills;
- **needs** and backgrounds of different groups of individuals, and
- different **styles, support and access** requirements individuals may have.

Understanding the goals, needs and requirements of employers also results in the most successful work-focused provision.

Having this understanding means that we can be clear about the **variations** in provision and other services required to meet the **needs** of *each* person and/or employer and to help them to achieve their **goals** – “*demand led skills*”. At the same time, this promotes **clarity** about the purpose of each type of programme, enabling a “*skills system that meets the needs of individuals and employers*”.

This idea is best shown by a matrix:



The Templates that describe the key features of successful provision for each group and goal are designed to be a development tool to help providers and strategic funders (programme/contract management staff, planners and others) ensure that provision is tailored to the skills needs and goals of target groups.

They provide a common format that can be used to review existing programmes, identifying where the programme or approach may need modification or further development so that it meets the needs of the target individuals/employers even more effectively. The Templates also provide an ideal way of identifying how providers might work collaboratively – identifying their respective strengths and the areas that might be best delivered by a partner.

Skills for Life underpins all skills development

Swathes of research and experience tells us that if a person has poor or limited literacy, language and numeracy skills, they cannot maximize their opportunities to move off benefits, out of poverty and take full control of their lives. The Leitch report identifies that *“nowhere is the UK’s skills deficit more apparent than in basic skills”* and emphasizes that unless we tackle this problem much more quickly, we risk *“a lost generation, with millions of adults ever more detached from the labour market”*.

In London, nearly 1 million people of working age have literacy skills below those expected for an 11 year old and over 2 million have numeracy skills below this level. An estimated 600,000 people need varying degrees of help with their English language skills. Over £300 million a year is invested in a range of literacy, language, numeracy and key skills provision, helping around 250,000 people to improve their skills.

The Templates are designed to ensure that SfL is embedded to support skills and job acquisition, as well as job retention. This is particularly important for those with very poor skills levels as we know that this group is most likely to remain workless or be employed on the fringes of the economy in low paid, insecure work.

Goals

Our original work to develop a goal and characteristic group ‘matrix’ identified four main goals – work, study, social inclusion and ‘special’. This blueprint toolkit focuses specifically on work and inclusion. It is important to note that the ‘work’ goal includes getting a job, keeping a job, getting better at a job and getting promotion.

It has always been recognised that people have more than one goal, and that there is a continuum, particularly from social inclusion to work. If we take those people who are caring for families or those who are drawing Incapacity Benefit,

they are unlikely to have paid work as their primary goal. However, they may wish to work at some point in the future, or may need to be encouraged and helped to see that this is a possibility for them. Once they embark on a programme of self-development and skills acquisition, progression into provision that has a greater work focus should always be a clearly identified option. This concept of a continuum is very important in tackling the key issues faced by people who are workless.

Learner characteristic segments

The key characteristics of the **main** segment groups of those who have skills needs are outlined in the following tables. It is clearly acknowledged that there will be individual differences within groups, and 'dotted lines' separating segments and groups. Some groups, for example, refugees, asylum seekers, migrants from EU Accession States and those applying for UK citizenship will appear across a number of segments. Recent work on numeracy needs indicates a significant number of people across all segments with numeracy needs. These needs are likely to be more acute amongst those with overall poor skills levels.

It is important to point out that a significant number of the individuals that populate these segments will have a wide range of needs in addition to skills. These will include health (mental and physical), housing, welfare, employment and re-integration. These needs are intertwined with skills and other educational/training needs and it is highly likely that a number of people will require a multi-agency approach to support them. The success of learning and skills interventions will be dependent in part on these other 'survival' needs being met effectively.

Segment	Broad characteristics	Common Issues
Segment 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.
	1B	16-19 year olds in E2E provision. Specific support with employability, vocational skills and underpinning literacy/ESOL and numeracy.
	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.
	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.
		<p>Employability skills are likely to be required by all, in addition to specific vocational skills where appropriate.</p> <p>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.</p> <p>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.</p> <p>Unaccompanied minors across the 14-19 age group will have particular support requirements.</p> <p>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</p>

Segment 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. This group will require particularly intensive support to gain vocational and SfL skills, address barriers and move into work.	<p>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.</p> <p>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 communication skills.</p> <p>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.</p> <p>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.</p> <p>Those who are recent arrivals 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.</p> <p>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 (which the Adult Learning Option pilot in Central London is looking to pilot relaxing for 2 years from Autumn 2006 for those without a full NVQ2). 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.</p>
	2B	Adults with low/no vocational qualifications and skills. Some initial discrete literacy/ESOL and numeracy may be required ahead of embedded SfL learning.	
	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'.	
	2D	Adults without a Level 2 qualification. Needs include literacy/ESOL, numeracy and key skills embedded in vocational skills training.	
	2E	Adults with learning disabilities and difficulties, including dyslexia.	
	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.)	

Segment 3 Adults not in work and not 'in scope' of the labour market	3A	<p>Home-focused learners, often women, whose primary role is that of carer (of children, elders or other family/ community members).</p> <p>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.</p> <p>For those with English as a first language, there may be literacy and numeracy needs.</p>	<p>For all those with poor skills levels, confidence will be a key issue. Some people may also be reluctant to disclose a SFL need.</p> <p>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.</p> <p>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.</p> <p>Asylum seekers have special arrangements which strictly limit entitlement to benefits.</p> <p>Adult asylum seekers are now not eligible for LSC funded provision.</p>
	3B	<p>Adults who are <u>severely</u> long-term ill and or disabled in such a way that they are unable to work.</p>	
	3C	<p>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.</p>	
	3D	<p>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.</p>	
Segment 4: Adult offenders and ex-offenders	4A	<p>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.</p>	<p>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.</p> <p>Benefits: As for Segments 2 or 3 depending on status</p>
	4B	<p>Adults serving non-custodial sentences or re-integrating after custody.</p>	
Segment 5: Adults in employment	5A	<p>Adults in low-paid, low-skilled or insecure employment.</p>	<p>Within and across these groups there will be a range of skills needs. Train to Gain includes embedded SFL. If required, additional discrete literacy, numeracy or key skills provision will need to be funded through other budgets, such as ESF.</p> <p>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.</p> <p>These groups will include refugees, people from the EU Accession States and those born in the UK.</p> <p>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)</p>
	5B	<p>Adults in skilled or semi-skilled employment, but where SFL needs prevent career progression or are hindering business performance (including the voluntary sector).</p>	
	5C	<p>Adults in higher level or professional/technical occupations with ESOL needs</p> <p>Adults in higher level occupations with specific numeracy skills, for example, in nursing, engineering, mechanics, management etc.</p> <p>Adults in higher level occupations with lack of competence in a particular discipline such as, for example, report writing</p>	

Licensed to skill – the blueprint

Core elements

I. Initial screening and assessment

All providers will be expected to carry out thorough assessment and screening of individuals to ensure that they are referred onto the right provision. This process will include:

- Assessment of any vocational or work-related skills, and qualifications that can be built on
- Assessment of existing ESOL, literacy, numeracy and wider key skills and needs – level and nature of need
- Identification of the reason for wanting provision – aspirations, and job goal where appropriate
- Screening and assessment for learning difficulties and disabilities
- Assessment of support and access needs including child/dependent care, disability, housing, health etc.
- Consideration of cultural sensitivities eg: need for women only provision, female tutors etc.

II. Data requirements

Data capture will be common to all provision and will include:

- Personal details
- Employment status on starting provision
- Referral source (to track progression from informal to formal provision in particular)
- Achievement and progression on programme – qualifications, jobs etc.
- Progression route identified and actual destination

III. Support, access and cultural requirements

All providers will be expected to consider support issues and cultural requirements. Their checklist should include:

- As a result of any support needs identified at initial assessment (housing, health, welfare etc.), appropriate ongoing support and services to be made accessible.
- Timing, content and style of provision to take into account learners' faiths, including gender of teachers (where applicable), issues of female empowerment and possible culture clashes.

IV. Progress and qualifications

All providers will be expected to track and monitor learner progress. Where part or whole SfL qualifications are indicated, these should be within the portfolio of DfES approved qualifications. Where SfL qualifications are not appropriate eg: for first steps provision, job brokerage or 'special' activities, agreed common quality standards such as those being implemented through RARPA or other DfES success measures must be used.

V. Staff qualifications and skills

All staff will be expected to hold current and appropriate qualifications or be working towards them, or to have completed appropriate professional development courses. This will include:

- Vocational teacher qualifications and SfL awareness training and/or professional development
- SfL teacher qualifications and skills appropriate to the target group.
- IAG, Connexions and other 'first contact' staff with SfL awareness

Where it is identified in minimum requirements for provision, teaching staff will also be expected to have the skills sets required to deliver learning and support in a variety of 'non-classroom' environments, including offender institutions, workplaces and community/youth settings. They must also have the skills and experience to deliver to the particular learner segment eg: offenders, young people, worklessness groups etc. For SfL teaching, 2007 will see the introduction of a new framework and qualifications, which LLUK are currently involved in developing. Providers will be expected to ensure that SfL teachers are supported to become accredited through this new framework.

VI. Provider expertise and skills

In accordance with the provision that organisations choose to deliver, they will be expected to hold or develop skills that enable them to work in effective partnerships with a range of organisations. These will include one or more of the following:

- Employers – including working with employers to design bespoke provision, negotiating post job-entry learning etc. This will involve including employers at the earliest stages of programme development.
- A range of 'first contact' organisations in the supply chain, including refugee groups, CABs, primary health care providers, social services, Jobcentre Plus, Connexions, IAG providers etc.
- Organisations providing skills and job brokerage.
- Learning providers in their own 'sectors' and those in others – including colleges, WBL providers, ACL providers, other voluntary sector learning providers and private sector providers.

Work-focused template

Minimum requirements for people in all appropriate segments		Some examples of what specific segments and individuals may need (some people will have a combination characteristics)
Initial elements		
<p>Marketing & promotion (including outreach)</p>	<p>In designing and carrying out effective marketing and promotion strategies it could be helpful to consider the following issues as an aide memoir. How does the proposed marketing approach/materials:</p> <ul style="list-style-type: none"> • explicitly link learning with specific job opportunities (if not what is the case for a wider, more generic approach)? • reflect what employers say is needed? • attract those low skilled groups and people with SfL needs that are currently under-accessing provision? • take into account poor reading skills? • attract those who do not recognise a 'SfL' need, including by 'disguising' SfL through describing it differently eg: help with credit card debt, ICT skills etc. <p>How has the marketing approach/materials been tested out:</p> <ul style="list-style-type: none"> • for effectiveness and impact with potential learners and employers? • with providers to ensure they can deliver what is being promoted? • with Jobcentre Plus Advisors? <p>How has the provision been positioned alongside other skills provision to maximise scope for progression and minimise market confusion?</p>	<p>People with very poor skills and hard to reach groups (eg: segments 2A, 2B, 2E) Outreach delivered in a range of welcoming settings including community-based groups, Primary Health Care locations, schools etc. linked to vocational training providers (college, community, private). People may be reluctant to disclose literacy and numeracy needs – materials and methods should take this into account.</p> <p>People with very little English language and poor skills (eg: segment 2A) Mother tongue materials and culturally sensitive/attractive materials. Advisers on hand to ensure that people understand the range of jobs and qualifications, and implications of choices. Promotion through a range of welcoming settings including community-based groups, Primary Health Care locations, schools etc.</p> <p>People with good 'soft skills' (across segments, but more in 2A -2E): Those that lack vocational and SfL skills, but who have reasonable 'soft skills' and confidence levels. They will be hardest to engage in learning since they may well be able to function in entry level jobs, but are the most vulnerable in the labour market.</p> <p>People in work: (segment 5A in particular) promoted in the workplace, including through Union Learning Representatives, and through Sector Skills Councils, Chambers of Commerce, etc.</p> <p>Offenders serving/being released from custodial sentences: (segments 1E, 4A, 4B) marketing and promotion strategies should include Offender Managers, in the first instance, through Regional Offender Management Boards.</p> <p>Young people in each of the above: (eg: segments 1A – 1D)Connexions, schools, colleges, youth workers, E2E programmes, Youth Offender Teams etc. to be involved in marketing and promotion of provision. Approaches and materials must be 'in tune' with young people's language, style etc. Gang issues may be a key feature in terms of accessibility/take up of provision.</p> <p>People with higher level/professional skills and qualifications, but with ESOL or numeracy needs (eg: Segment 2F) materials and methods that are likely to attract these groups – they need to appeal to those in professional groups.</p>

<p>Information, Advice & Guidance</p>	<p>How do you provide integrated skills and employment focused IAG services that includes all advisers being able to:</p> <ul style="list-style-type: none"> • advise on the skills requirements (vocational, employability) and learning pathways towards a specific job/sector and/or • provide a supported referral to such experts if this service cannot be provided 'in house' or can only be partially provided. • provide access to a range of other experts where required eg: for advice and support with housing, health, welfare and benefits etc. <p>How do you provide IAG at key transition points throughout the learning pathway, particularly for learners who are either unsure of their work goal or who may not have knowledge of relevant training opportunities, qualifications and job requirements?</p>	<p>Jobcentre Plus benefit claimants: as part of their services, JCP should signpost benefit claimants to IAG services for assessment and referral to appropriate provision.</p> <p>Young people: Connexions, schools, colleges, E2E programmes etc. to provide initial IAG service with referral to other experts where required.</p> <p>People with very poor skills and/or in 'hard to reach' groups: Advisers on hand to ensure that people understand the range of jobs and qualifications, and implications of choices. Delivered in welcoming settings including community-based groups, Primary Health Care locations, schools etc. linked to vocational training providers (college, community, private).</p> <p>People with very little English language and/or in 'hard to reach' groups: Interpreters/ translators where appropriate and orientation to ensure that people understand the range of jobs and qualifications, and implications of choices. Delivered in welcoming settings including community-based groups, Primary Health Care locations, schools etc. linked to vocational training providers (college, community, private).</p> <p>People with higher level/professional skills and qualifications, but with ESOL or numeracy needs: specialist IAG related to the technical/professional field.</p> <p>People in work: IAG delivered in the workplace, including through Union Learning Representatives, specialist IAG providers etc.</p> <p>Offenders serving/being released from custodial sentences: in accordance with the Offender IAG Journey. IAG to be offered from 1 year before release and number of sessions rise incrementally approaching release and immediately afterwards.</p>
<p>Screening & assessment</p>	<p>Screening and assessment to be related to employment and learning goal. This should include assessment of vocational/employability skills where appropriate.</p> <p>How do you provide screening and assessment related to the employment and learning goal?</p> <p>How does this include assessment of vocational/employability skills where appropriate?</p> <p>How do you identify other support needs? (see core elements list of the toolkit)</p>	<p>People with very little English language: specific screening for mother tongue literacy needs. Interpreters/translators where required.</p> <p>Offenders serving/being released from custodial sentences: in accordance with the Offender Learning Journey. Ex-offenders are likely to have significant re-integration needs.</p> <p>Young people on Apprenticeships: screening must take into account the underpinning literacy and numeracy skills required to achieve key skills elements of the framework.</p>

Learning elements		
<p>Individual Learning and Employment Plan</p> <p>Drawn up by SfL specialist and learner in consultation with work-based learning specialist or employer. Learning plan to include employment aims and to build on any existing skills, experience or qualifications.</p> <p>Who draws up the learning plan?</p> <p>How does the learning plan identify employment aims and how any existing skills, experience or qualifications will be built on?</p> <p>How and when is the planned reviewed and who is involved?</p>		<p>People with very poor skills (including poor literacy and numeracy): identification of first steps learning and how this will link to progression to programmes that lead to skills at Level 2.</p> <p>People with very little English language: identification of first steps learning and how this will link to progression to ESOL embedded into vocational learning.</p> <p>People in work: work goals to be included in the learning plan eg: improvement in current job, promotion, additional duties/responsibilities, another job etc.</p> <p>Offenders serving/being released from custodial sentences: in accordance with the Offender IAG Journey, to be drawn up within 5 days of release.</p>
<p>Level of learning</p> <p>As required by the individual. Ranging from Entry1 to Level 2. Level to be appropriate for supporting the type and level of vocational training being delivered and job sought/job undertaken.</p> <p>What is the level of skill that your learners have on entry to the programme and how do you link this to the level of skill required by the employer?</p>		
<p>Length/frequency of provision and no. of hours</p> <p>Length of provision and hours per week dependent on individual learner requirements, level of skill on entry to programme, skills requirement of occupation/sector and programme. eg: programmes for JCP customers, Train to Gain, Apprenticeships.</p> <p>Skills for Life: for those with poor SfL, minimum delivery of 10 hours per week before job entry, followed by continued learning on job entry with hours negotiated with employer.</p> <p>How many hours per week does the learner participate?</p> <p>How is this divided between SfL and vocational/employability skills?</p> <p>How long will the learner be on the programme?</p> <p>For learners who are unemployed at the beginning of learning, how long is learning continued once they have got a job and for how many hours per week?</p> <p>How many learners do you have in a group?</p>		<p>People not in work: Length and hours per week before job entry must be sufficient for effective skills acquisition. If the 16 hour rule is an issue, this must be flagged up with strategic funders (LSC, LDA and JCP), in line with the City Strategy Pathfinder approach. Provision must continue after job entry where there is a continuing skills need or for achievement of a Level 2 qualification, either through Train to Gain or other arrangements.</p> <p>People with very poor vocational and SfL skills: Initial learning to include a minimum of 10 hours per week to ensure that learners can progress as quickly as possible.</p> <p>People with higher level/professional skills and qualifications, but with ESOL and/or numeracy needs: May only require a short, intensive course of ESOL and/or numeracy tailored to profession/occupation, followed by flexible in-work support after job entry.</p> <p>People in work: As required by and negotiated with the employer and individual</p> <p>Offenders serving/being released from custodial sentences and those serving probation/community service orders: provision to be in accordance with sentence.</p>

<p>Programme content</p>	<p>Programme to include the appropriate range, mix and level of vocational, generic employability and SfL content required to meet learner needs and the requirements of the employment/job goal. Generic employability and SfL to be embedded/ contextualised within vocational or employability programmes – either delivered during vocational sessions or closely linked to them. For those with ESOL needs that are newly arrived in the UK, or that have not worked in the UK before, orientation to, and knowledge of the UK labour market and ‘working culture’ must be an element.</p> <p>Content and style will vary according to whether or not provision is focused on a vocational NVQ or are designed to be more focused on generic employability eg: the new national short programme for JCP customers.</p> <p>Employers to input into learning content, with customisation for sectors where required. Where possible, those not in work to be taught alongside those in work to provide peer support.</p> <p>For those not on work-based learning or very short interventions, at least 2 weeks supported work experience once learners are nearing job-readiness. For people with ESOL needs, speaking and listening skills may be more crucial than fluent reading and writing for some work experience. Work experience to be agreed and arranged between the learner, employer, SfL specialist and vocational teacher, and preferably to lead to a job interview guarantee. Where work experience does not lead to a job, job brokerage to be provided for all, either by delivery organisation or by supported referral to a known partner.</p>	<p>People with multiple barriers and some distance from the labour market, including ex-offenders, the long term workless, people with health/disability needs etc: the mix, range and level of provision must reflect the differing needs of the group. The key element is a progression route of provision for the learner that identifies how they will travel the distance to the labour market. This is linked to the learning and employment plan, but requires all staff involved in the delivery of the programme to be fully engaged in the ‘end goal’ for the learner.</p> <p>People nearer to the labour market: Those with good ‘soft skills’ and confidence levels, but with significant SfL needs may leave provision early – either by getting a job themselves or because of compliance with JCP requirements. Provision for this group must be flexible – chunked, and capable of being carried on after employment. This may be through supported transfer to another provider (e-learning etc.) where required.</p> <p>People with very little English language: Some discrete, first steps ESOL provision to provide them with the language skills and confidence to cope with ESOL that is embedded in vocational training. Identified link to progression pathway of embedded ESOL.</p> <p>People with higher level numeracy skills: By far the most likely need will be specific numeracy skills and the application of these skills. Teaching should be contextualised to ensure that learners are able to practise newly acquired skills.</p> <p>People with higher level vocational skills but with ESOL needs: Conversion qualifications (IELTS etc.) may be required, and ESOL specifically tailored to suit the professional environment (medicine, nursing, dentistry, law, teaching etc.) Teaching should be contextualised to ensure that learners are able to orientate to new work cultures during short intensive ESOL courses.</p> <p>Young people on Apprenticeships: All skills (literacy, numeracy and key skills) should be embedded as part of the Apprenticeship programme, so that they can be applied confidently within work settings.</p>
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Location and timing	<p>Year round (12 months per year) provision must be available for all learners.</p> <p>Pre-employment training delivered in one of a range of settings including college, work-based learning, on-line learning, adult/community learning, or extended schools if appropriate.</p> <p>Continued learning after job entry to meet employer and individual needs, including provision before/after shifts, in the evenings, Saturdays or weekdays (dependent on employer negotiations and childcare). Learning to be delivered on employer's premises where appropriate, including through on-line learning.</p> <p>What recruitment cycles do you use (roll-on, roll-off etc.)?</p> <p>What kind of setting is the programme delivered in? (community, work-based learning provider, college, on employer's premises etc.)</p> <p>When is the programme delivered – day, evening, twilight, weekend, during lunch hour, end/start of shift etc.?</p> <p>Do you use on-line learning for any part of delivery? Is this at an on-line learning centre, or at the workplace, or at the learner's home?</p>	<p>Those with childcare responsibilities: hours to fit with school hours at least in the initial stages.</p> <p>'Hard to reach' groups: delivery in 'accessible' settings in the community, as a first step, leading to delivery in the workplace or more formal learning setting. It may also be helpful to use incremental approaches that begin with part-time attendance and gradually increase hours. This approach can be successful with NEET groups as well as long term workless adults, those on incapacity benefits etc.</p> <p>People with very little English language: delivery in 'accessible' settings in the community – preferably within the communities of these people as a starting point.</p> <p>People who have entered work: provision to suit shift/working hours and in consultation with employer.</p>
Outcome/Output Elements		
Employment	<p>Entry into a sustainable job. Retention/progression to be tracked for 12 months. In work learning and support to be tailored to suit individual need.</p>	<p>People with very poor vocational skills/SfL: may require additional time to become job-ready.</p>
Business improvement	<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.</p> <p>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>Will vary according to the employer, sector, occupation etc.</p>

Qualification	<p>As appropriate for each learner and job goal (this could include employability and sector-based qualifications as well as NVQs). There may also be reasons for no qualification being identified.</p> <p>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. It 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.</p>	<p>People with very low levels of literacy and numeracy: should be provided with teaching and support that enables them to achieve one whole level per year as a minimum</p> <p>People with English language skills at Entry 2 at the beginning of a programme: should be provided with teaching and support that enables them to achieve one whole level per year as a minimum.</p> <p>People with higher level vocational skills: qualifications as appropriate to their profession/technical occupation.</p>
Progression and achievement of learning goal	<p>Successful job entry and achievement of individually agreed qualification within 1 year of job entry. Qualification level and type will vary according to what is negotiated with the learner (and employer once the learner is in employment).</p>	<p>People with SfL at Entry 2 or Entry 3 and reasonable employability skills: job entry may be much faster (especially for JSA claimants), but will require access to learning once they are in work if job retention is to be maximised.</p>
Provider and Teacher Requirements		
Providers	<p>Providers must demonstrate that working with employers is part of the core business of the organisation. Vocational and Skills for Life staff must have close working relationships.</p> <p>Experience and willingness to work closely with employers to customise training and deliver in times and locations that they require.</p> <p>Providers must have arrangements in place to provide appropriate work placements and job brokerage for people not in work. This can include working with other organisations to deliver this element, but there must be effective, supportive links.</p>	<p>People in ‘hard to reach groups’: providers should either be located in ‘accessible’ settings in the community, or being able to offer quality assured provision delivered through community partners. Providers should also have strong links with mainstream learning settings (at work, college, work-based learning provider, etc.), so that learners can progress from a sheltered community setting into the mainstream after no longer than, say, 1 year.</p> <p>People with very little English language: providers should either be located in ‘accessible’ settings in the community, or being able to offer quality assured provision delivered through community partners.</p>
Teacher qualifications and skill sets	<p>Teachers to be qualified and skilled at working with people training and looking for employment. This will include teachers skilled in providing jobsearch support and arranging appropriate work placements. Teachers also need the skills to deliver in the workplace to ensure continuity of support on job entry. Vocational teachers to have SfL awareness raising training and professional development that enables them to support people with SfL needs, as well as access to specialists to support their work.</p>	<p>People within ‘hard to reach’ groups: teachers to have appropriate skills and experience of working with this client group.</p> <p>People with very little English language: teachers to have appropriate skills and experience of working with this client group.</p>

Inclusion template

Note: This template is largely focused on people who are not working since they are most likely to have inclusion as a **primary** goal. Inclusion refers to a broad range of goals that include anything from improving financial literacy and dealing with debt, being able to help children with their homework or understand the doctor more effectively, to gaining UK citizenship or being a member of a community organisation Board or school governor. This does not mean that people in work do not have inclusion needs, but that this should be met as ‘additional’ goal whilst undertaking work-focused provision. There is a particular emphasis on contextualised literacy, ESOL and numeracy for many of those whose goal falls in the inclusion category.

Minimum requirements for people in all appropriate segments		Some <u>examples</u> of what specific segments and individuals may need (some people will have a combination characteristics)
Initial Elements		
Marketing & promotion	<p>In designing and carrying out effective marketing and promotion strategies it could be helpful to consider the following issues as an aide memoir. Does the proposed marketing approach and marketing materials:</p> <ul style="list-style-type: none"> • explicitly link learning with community opportunities, such as representing communities in specific ways (if not what is the case for a wider, more generic approach)? • take into account low levels of ESOL/literacy? • reflect what communities say is needed? • been tested out for effectiveness and impact with potential learners and communities? • been tested out with providers to ensure they can deliver what is being promoted? <p>In addition, consideration should be given to how best to position any new provision alongside other community-based provision to maximise scope for progression and minimise market confusion.</p>	<p>Young people who are NEET and excluded: (eg: segments 1D -1F, 1H) Connexions, colleges, youth workers, youth offending teams, E2E providers etc. to be involved in marketing and promotion of provision. Sensitivity is needed to ensure that what is being promoted is not the acquisition of skills and SfL for their own sake but as tools that are needed for ‘active citizenship’. Leisure and sport hooks may be particularly effective marketing tools.</p> <p>People with very poor skills and/or in ‘hard to reach’ groups: (eg: segments 2A, 3A and 3B) materials need to take into account poor skills levels, especially literacy/language and acknowledge the need to ‘hide’ SfL and other skills content so that programmes are attractive to people. Marketing should be done in a range of welcoming settings including community-based groups, Primary Health Care locations, schools etc.</p> <p>People with very little English language and/or in ‘hard to reach’ groups: (eg: segments 3A, 3D) Mother tongue materials and culturally sensitive/attractive materials. Promotion through a range of welcoming settings including community-based groups, Primary Health Care locations, schools etc.</p> <p>Offenders serving/being released from custodial sentences: (eg: segments 4A and 4B) marketing and promotion strategies should include Offender Managers, in the first instance, through Regional Offender Management Boards. This type of provision would complement community payback, restorative justice and the building of family relationship strategies and initiatives.</p>

<p>Information, Advice & Guidance</p>	<p>Provision of learning focused IAG services that are delivered in welcoming environments. Key requirements for all advisers are to:</p> <ul style="list-style-type: none"> • Relate IAG to the individual's 'drivers' for learning eg: understanding about the education system, dealing with health professionals etc, interest in community representation and active citizenship • Be able to provide access to a range of other experts where required eg: for advice and support with housing, health, welfare and benefits etc. <p>For all learners, IAG must be provided at key transition points throughout the learning pathway. IAG must reflect the changing needs of the learner, for example, recognising where the learning goal may be broadening where individuals may be considering moving into voluntary or paid employment. At this point, activity should meet the requirements of the Work-Focused SfL Template.</p>	<p>Benefit claimants: where Incapacity Benefit and Income Support claimants approach JCP/Social Services, they should be signposted to IAG services for assessment and referral to appropriate provision.</p> <p>Young people: Connexions, schools, colleges, E2E programmes etc. to provide initial IAG service with referral to other experts where required.</p> <p>People within 'hard to reach' groups: Delivered in a range of welcoming settings including community-based groups, Primary Health Care locations, Tenants Associations, Community Halls, schools etc. linked to providers delivering accessible provision.</p> <p>People with very little English language and/or in 'hard to reach' groups: Interpreters/translators where appropriate. Delivered in a range of welcoming settings including community-based groups, Primary Health Care locations, schools etc. linked to providers delivering accessible provision.</p> <p>People applying for UK Citizenship: Signposting to provision that will directly accommodate this need. Some may simply require referral to the test/assessment at Entry 3. Others will need referral to provision that will eventually lead to this Level.</p> <p>Offenders serving/being released from custodial sentences: in accordance with the Offender IAG Journey. IAG to be offered from 1 year before release and number of sessions rise incrementally approaching release and immediately afterwards.</p>
<p>Screening & assessment</p>	<p>Screening and assessment to be related the learning goal. This should include assessment of knowledge of the application of literacy/ESOL, numeracy and key skills in both using and influencing UK health, education, welfare, housing etc. systems.</p> <p>Other support needs to be identified (see core elements).</p>	<p>People with very little English language: specific screening for mother tongue literacy needs. Interpreters/translators where required.</p> <p>People applying for UK Citizenship: These learners will have varying ESOL needs. Some may simply require testing/assessment at Entry 3. Others will need assessment to identify the type of provision required to reach this goal.</p> <p>Offenders serving/being released from custodial sentences: in accordance with the Offender Learning Journey. Ex-offenders are likely to have significant re-integration needs.</p>

Learning Elements		
Individual Learning Plan	Drawn up by Skills for Life specialist and learner, focusing on the specific learning goals identified by the individual. This means identifying the specific purposes and goals for which literacy/ESOL, numeracy or key skills are required by the learner, rather than simply the level of learning. Learning plan to build on any existing skills, experience or qualifications.	<p>People with very low ESOL or literacy levels: identification of first steps learning and how this will link to progression to Skills for Life provision embedded into learning that promotes social inclusion.</p> <p>Offenders serving/being released from custodial sentences: in accordance with the Offender IAG Journey, to be drawn up within 5 days of release.</p>
Level of learning	As required by the individual. Ranging from pre-entry to Level 2 and above. Level to be appropriate for supporting the type, level and application of skill required by a learner's goal.	People applying for UK citizenship: Provision to be clearly focused on achieving Entry 3 skills for citizenship.
Length/frequency of provision and no. of hours	Length of provision dependent on individual learner requirements. Those with the poorest skills will require the most intensive and longest provision. People with below Entry 1 skills levels may require up to two years intensive provision to enable them to acquire functional skills. However, it is not acceptable for people to be placed on provision that is for less than 8 hours per week if it is year round provision or 10 per week if it is during term time.	<p>People with very low skills and with childcare responsibilities: Learning to include a minimum of 10 hours per week during school terms to ensure that learners can progress effectively.</p> <p>People applying for UK citizenship: As required to achieve Entry 3. Some people may require short periods of support to take a test or access to a test. People with below Entry 3 skills will require more hours over a longer period.</p> <p>Offenders serving/being released from custodial sentences and those serving probation/community service orders: provision to be in accordance with sentence, as well as individual need.</p>

<p>Programme content</p>	<p>Skills and SFL acquisition to be embedded into a wide range of contexts to offer a 'menu' of learning that promotes social inclusion, community cohesion and active citizenship. This will include programmes that promote understanding of UK systems such as education, health, housing, sports and culture, local community, local and national political structures etc.</p> <p>Visits to facilities such as libraries and on-line learning centres must be included. It may also include programmes that are designed to support individuals interested in representing their communities, or with such a programme as a progression option</p> <p>Where appropriate, elements of provision relating to the working environment (paid and volunteer) in the public and community sector can be introduced to enable those who may wish to move into work or take an active role in their community.</p> <p>ESOL for citizenship may be integrated into that for social inclusion, or, where people have Entry 3 or approaching Entry 3 language skills, intensive provision solely focused on citizenship may be appropriate.</p>	<p>People with very low literacy skills: First steps provision should focus on the <u>immediate</u> goals of the learner eg: understanding written communication from their child's teacher or doctor.</p> <p>Young people in learning/training: Skills for Life and Key Skills should be embedded and/or contextualised in ways that are appropriate for youth culture and link with community volunteering and citizenship activities included in their curriculum.</p> <p>Older people: Skills for Life and Key Skills should be embedded appropriately to meet the needs of older people, including supporting empowerment, volunteering etc.</p> <p>People with chronic health needs: Skills for Life provision should include learning that promotes healthy living and an understanding of health and UK health systems.</p> <p>Offenders serving/being released from custodial sentences and those serving probation/community service orders: provision should be embedded to complement and strengthen community payback and employment focused interventions</p> <p>People applying for UK citizenship: Provision to be clearly focused on achieving Entry 3 skills for citizenship.</p> <p>Asylum seekers: Provision must conform to Government policy and not include ESOL specifically focused on working in the UK labour market.</p>
<p>Location and timing</p>	<p>Year round provision must be available on demand.</p> <p>Delivered in a range of community-based settings including through Family Learning, extended schools, on-line learning centres, community organisations, community centres, libraries, adult education locations etc. These settings should have clear links to other, more 'mainstream' learning providers so that learners have a range of identified progression destinations. There should also be strong links with organisations offering a range of volunteering opportunities</p> <p>ESOL provision solely focused on citizenship should be available at times to suit learners, particularly where tests are being paid for by the individual. A blended learning package that includes on-line delivery and on-going support could be particularly useful for this cohort.</p>	<p>People with childcare and other care responsibilities: timing and locations to fit with school hours, or flexible to accommodate care responsibilities. Family learning may be particularly helpful.</p> <p>People within 'hard to reach' groups: delivery in particularly 'accessible' settings in the community. Family learning settings may be particularly helpful for this group.</p> <p>People with very little English language and/or 'hard to reach' groups: delivery in particularly 'accessible' settings in the community, with interpreters available in the very early stages. Family learning settings may be particularly helpful for this group.</p> <p>People who are working and who are applying for UK citizenship: Provision to be made available at evenings and weekends where required, and on employers' premises if needed.</p>

Outcome/Output Elements		
Volunteering & Employment	<p>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> <p>For those undertaking ESOL for citizenship, entry into work or promotion/job change may well be an outcome.</p>	
Community Improvement	<p>Enabling people to gain SfL directly contributes to the growth of confidence and cohesion within communities. This is in part due to the increased self-esteem of learners, and in part as a result of their application of their new found skills in their lives: at work, at home and in their communities.</p> <p>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>	
Business improvement	<p>Business improvement outcomes as a direct result of provision may be hard to measure. That said, this provision will contribute to safer and more confident communities – which in turn should lead to greater business investment and prosperity in the community. There may also be business improvement for not-for-profit companies through increased and more effective volunteering.</p>	
Qualification	<p>As a minimum, the achievement of one whole level above point of entry within one year of beginning of the programme, and for each subsequent year of the programme. All qualifications to fall within the DfES portfolio for Skills for Life and Key Skills.</p>	<p>People with very low levels of literacy and numeracy skill: should be provided with teaching and support that enables them to achieve one whole level per year as a minimum.</p> <p>People with very poor ESOL: should be provided with teaching and support that enables them to achieve one level per year in two skill areas.</p> <p>People applying for UK citizenship: achievement of Entry 3 as required.</p>

<p>Progression and achievement of learning goal</p>	<p>For all, successful achievement of learners' priority goals eg: helping children with homework, understanding health systems etc., becoming a volunteer or community representative, as well as individually negotiated qualification where appropriate.</p> <p>Progression into further learning is a key outcome for people engaged in learning for inclusion. Further learning includes a higher level of skills that are focused on social inclusion and/or citizenship, for example, for ESOL learners, moving from Entry 1 to Entry 2 etc. Moving into work-focused provision (under the work-focused template) is also expected to be a progression route for those learners wishing to take up paid or voluntary work in the public and community sectors.</p>	<p>People with very low levels of skill: particular support will be required to ensure that these learners progress, rather than simply 'maintain' a low level of English language, literacy or numeracy skill.</p>
<p>Provider and Teacher Requirements</p>		
<p>Providers</p>	<p>Providers must demonstrate that working in community-based settings with hard to reach groups is part of the core business of the organisation. Staff must have an understanding of the communities which their providers serve or are aiming to serve.</p> <p>Providers will need to demonstrated experience and willingness to work flexibly to customise training and deliver in times and locations that learners find accessible and welcoming.</p> <p>Providers must have arrangements in place to provide appropriate IAG so that learners can be advised about further learning opportunities for progression. Visits to providers that deliver further learning opportunities, including work-focused provision, must form part of programmes. This can include working in partnership with other organisations to deliver this element, but effective, supportive links must be demonstrated.</p> <p>Providers wishing to deliver provision specifically for active citizenship will need to demonstrate that they have the expertise to do this as efficiently and effectively as possible.</p>	
<p>Teacher qualifications and skill sets</p>	<p>Teachers to be qualified and skilled at working with people who require skills and SfL/Key Skills for inclusion and/or citizenship goals. This will include teachers skilled in understanding the wide range purposes that prompt people to take up learning. Teachers will also need the skills to deliver in a variety of community based settings, including family learning, and at varying times.</p>	