



www.peptoolkit.co.uk

This Toolkit is about Pre-Employment Provision (PEP), which is the broader term for 'Pre-Employment Training' (PET). Here, you can:

- **Read the Toolkit from start to finish, or in parts as required.** *The toolkit has seven sections, each structured as a series of common questions and answers. Every section is written in a straightforward style and offers links to further resources, tools and websites, including examples/quotes from pathfinder providers to illustrate certain points.*
- **Use the PEP Toolkit Checklist to reflect on key aspects of your PEP and identify parts of the toolkit that will be of most use to you.**
- **Read Provider Case Studies to find out the experiences of five PEP pathfinder providers.** *These are honest, open accounts including some of the key challenges and approaches explored.*
- **View the Learner Journeys of six people who have been in receipt of PEP.** *These show the various stages of their journey, the organisations involved and how they were funded.*
- **Watch Films.** *These feature real learners describing personal experiences of PEP.*
- **Access Helpful Links to related web sites, reports and documents.**

Navigating the site:

Use the Toolkit Menu on the left of the web page. This displays the four main aspects:

Toolkit Menu

- **PEP Toolkit**
 - **PEP Toolkit Checklist**
 - **Provider Case Studies**
 - **Learner Journeys**
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The PEP Toolkit itself has an introduction and seven sections:

Toolkit Menu

- **PEP Toolkit**
 - Introduction
 - 1.0 PEP Overview
 - 2.0 Whole Org PEP
 - 3.0 Planning PEP
 - 4.0 Attracting Learners
 - 5.0 Delivering PEP
 - 6.0 Progression
 - 7.0 Recording PEP

Each section is made up of a series of questions and answers, these are the sub-sections:

1.0 PEP Overview

- 1.1 What is Pre-Employment Provision (PEP)?
- 1.2 Who are the learners?
- 1.3 What are the rules for the use of PEP with ALR funding?
- 1.4 What other LSC funding streams can be used for PEP?
- 1.5 What are the rules for unemployed benefit claimants attending PEP?

2.0 Embedding PEP across your whole organisation

- 2.1 Who should be involved with PEP?
- 2.2 Who should lead PEP in our organisation?
- 2.3 How can we gain buy in from staff across the organisation?
- 2.4 How can we include PEP in strategies, policies and plans?
- 2.5 How can we include PEP in day-to-day systems, processes and procedures?

3.0 Planning PEP courses

- 3.1 How do we decide on course themes?
- 3.2 Where do we find local Labour Market Information (LMI) in order to plan courses?
- 3.3 How can we link courses to real jobs/employment opportunities?
- 3.4 How long should the courses be? (Guided Learning Hours GLH)
- 3.5 Which qualifications can we use for our PEP courses?
- 3.6 How can we offer flexible roll-on, roll-off provision?
- 3.7 How many learners should be in a class?

4.0 Attracting the learners

- 4.1 How do we market the courses and make contact with unemployed people?
- 4.2 How can we maximise learner numbers?
- 4.3 How can learners register for a Skills Account?

5.0 Delivering PEP courses

- 5.1 What are the quality considerations?
- 5.2 Where can we find sector-specific resources for teaching and learning?
- 5.3 How can we retain learners?

6.0 Progression from PEP

- 6.1 How can we help learners make contact with employers and other services?
- 6.2 How can we help people to gain access to learning once in employment?
- 6.3 What educational progression opportunities can we offer/signpost to learners?
- 6.4 Who can help learners get access to information about a range of services?
- 6.5 What information should we be sharing with JCP about our learners?

7.0 Recording learning/progression

- 7.1 How can we record PEP courses on the ILR?
- 7.2 How can we record Offender Learning on the ILR?
- 7.3 How can we record progression (including job outcomes)?