Delivering an Improved Employment and Skills Offer to Offenders in the Community

January 2010
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Delivering an Improved Employment and Skills Offer to Offenders in the Community

SECTION ONE

Executive Summary

1. This paper takes forward issues raised and discussed in the ‘Developing an Improved Learning and Skills Offer for Offenders in the Community’ paper (Learning and Skills Council, September 2009) and suggests how these can be implemented by the Skills Funding Agency working in partnership with other organisations. It includes:

   - The Skills Funding Agency’s role in the new employment and skills landscape and how this will impact on delivery to adult offenders in the community.
   - The recent policy directions proposed in the White Papers published by the Department for Business, Innovation and Skills (BIS) and the Department for Work and Pensions (DWP)
   - The partnership and joint commissioning arrangements that will support an integrated approach to employment and skills for this group.
   - Details of programmes and funding available to meet the employment and skills needs of offenders
   - Business processes which, if agreed by those partnerships, will support referral to, and delivery of, employment and skills services to these offenders designed to meet individual needs
   - Examples of regional good practice to support service development

2. In April 2010, the Learning and Skills Council (LSC) will cease to exist and its responsibilities will be broadly split between the Skills Funding Agency and the Young People’s Learning Agency (YPLA). This paper focuses principally on adult offenders and the responsibilities of the Skills Funding Agency in this regard.

3. Key stakeholders working with the LSC and the Skills Funding Agency from April 2010 are:

   - National Offender Management Service (NOMS)
   - Department for Work and Pensions (DWP) and Jobcentre Plus
   - Other Skills Funding Agency-linked organisations e.g. the Young People’s Learning Agency (YPLA)
• Providers (of learning and skills, and information and advice) from all sectors (FE, private and Third Sector)

4. Since the publication of ‘Developing an Improved Learning and Skills Offer for Offenders in the Community’ referred to in paragraph 1 (to be referred to from now on in this document as the ‘Offenders in the Community paper’), LSC national and regional Offenders’ Learning and Skills Service (OLASS) staff have held a series of meetings to discuss:

• Specific issues with regard to implementing an integrated employment and skills (IES) model for offenders, using mainstream funding from both LSC and Jobcentre Plus, including possible co-location of services on probation premises.
• The potential impact of changes to the structure of probation within NOMS both nationally, regionally and locally, and the loss in many cases of posts which support employment and skills delivery on probation premises (ETE support officers).
• The potential impact on probation staff of regional and local changes to the LSC structure including the move from local LSC support to regional support within the Skills Funding Agency.
• The impact of the withdrawal from August 2010 of LSC discrete funding for delivery on probation premises and alternative ways of delivering the service.
• The willingness and ability of providers to engage with this group using mainstream funding streams effectively and to provide a full and flexible offer to offenders.
• Alignment with NOMS ESF co-financed and other activity from 2010.
• Training and development needs of all staff working with offenders.

This paper has been developed in full consultation with, and contains contributions from, the stakeholders listed in paragraph 4. It will remain in draft until the outcomes of regional consultation events can be included (see paragraph 5).

5. The draft proposals for employment and skills service development in this paper are intended to be used to underpin workshop discussion between partners and practitioners at a series of regional events organised by the LSC in February and March 2010 (details are available in Annex 1). These events are focused upon:

• Ensuring and improving the engagement of mainstream-funded providers with probation services (highlighting the support available, managing risk, implementing robust referral protocols between agencies).
• Reviewing partnership working between NOMS, Jobcentre Plus, the Skills Funding Agency and other key regional and local agencies in line with the policy drivers for each of these.
• Showcasing best practice in the regions to underpin further developments and improvements to an IES delivery model.
6. The outcomes of the workshop discussion from these events will then be used to update the Skills Funding Agency’s partnership action plan to improve the IES offer to offenders in the community. (An updated version of the April 2009 – March 2010 plan attached to the Offenders in the Community paper.)
SECTION TWO

The Skills Funding Agency – what it will do and how it will work

7. As indicated in paragraph 2, the LSC will cease to exist on 31st March 2010 in line with Machinery of Government changes. Responsibility for funding OLASS will pass to the Skills Funding Agency for those offenders over 18 years of age serving custodial sentences and over 19 years of age in the community. This difference exists because, although the Skills Funding Agency’s responsibility is for all learners from the age of 19, Young Offenders move from the Youth Estate funded by the Youth Justice Board (YJB) into the Adult Estate at the age of 18, so this exception has been made.

8. The Young People’s Learning Agency (YPLA) will work with the Local Authorities responsible for delivery to Young Offenders in both custody and community and it will be important to develop appropriate relationships between these organisations to ensure that the transition from young people’s to adult services does not allow Young Offenders, already a severely disadvantaged group, to fall through the gaps. Arrangements for Young Offenders are not discussed in any detail in this paper although work on interdependencies with the YPLA and Local Authorities will continue as part of the Offenders in the Community Action Plan.

9. The Skills Funding Agency will be a national organisation responsible for all publicly funded adult skills training in England outside of Higher Education. It is an agency which will implement the National Skills Investment Strategy set by BIS to deliver the national skills priorities identified by the UK Commission for Employment and Skills (UKCES), and also implement regional skills strategies set by Regional Development Agencies as part of their Single Integrated Regional Strategies. The organisation will route around £4 billion of funding to further education (FE) colleges and other learning providers in response to individual and employer demand.

10. The Skills Funding Agency will place a much greater focus on customers; both potential and current learners, and employers. It will deliver a number of specialist customer-facing services including the Adult Advancement and Careers Service (aacs), the National Employer Service and the National Apprenticeship Service (NAS). The aacs will help provide individuals with the tailored advice they need on employment and skills, and will identify the most appropriate provision to help people progress in life and work.

11. The Skills Funding Agency will have a Single Account Management system for the providers it funds. Every provider will deal with one account manager who will be responsible for managing their performance across all funding streams and contracts.

12. The structure for managing OLASS will operate as follows:
The national OLASS team, which is part of Learner Skills Services, will continue to be responsible for implementing national policy as determined by BIS, on offenders in custody and the community as part of a unified service. It is recognised that OLASS is a specialised programme with specific support needs so the dedicated staffing component within the Skills Funding Agency both nationally and regionally reflects the importance attached to it.

OLASS staff located in each region will continue to be responsible for the partnership working arrangements with the Prison Service and policy implementation for OLASS in custody. They will also provide specialist support and advice to the provider account managers. These staff will be part of the Regional Employment and Skills Service (RESS) teams.

Responsibility for partnership working and policy implementation for offenders in the community will lie with named IES staff within the same regional teams who will take over the relationship with probation from local LSC staff.

The appointed account managers for OLASS custodial and community providers will monitor the performance of offender learning as part of their performance management role. There will be a two-way information flow on performance to the RESS staff so that any performance issues can be raised with providers, allowing for a more holistic rather than a programme-specific approach.

13. What is described above shows that the custodial arrangements, which were already nationally and regionally based, will change little, except for the addition of the account manager’s role to strengthen performance monitoring at the level of the provider. There is understandable anxiety about the possible impact on community arrangements because of the loss of the LSC local staff who have always managed both the relationship with probation colleagues and the contracts for discrete funding. However, the Skills Funding Agency has combined the IES and offender responsibilities, thereby integrating the responsibility in a single place and producing a much more joined up approach. There will be further discussion of the implication of these changes on OLASS and its providers in Section Five.

14. It is recognised that it will take some time for these new arrangements to embed. However, the focus on the customer sits well with the drive to provide personalised services also highlighted in the DWP White Paper ‘Building Britain’s Recovery: Achieving Full Employment.’
SECTION THREE

Developments in Policy and Partnership Working


16. Both the BIS and DWP White papers and the BIS Skills Strategy document highlight the IES approach to make more effective use of their joint resource. The DWP White Paper emphasises the value of joint or co-commissioning and says ‘This co-commissioning is likely to take a number of different forms, depending on the local circumstances and the partners involved. In particular, we are actively looking at co-commissioning opportunities (alongside the National Offender Management Service and the Learning and Skills Council) as part of our services to offenders’. Details of the programmes and initiatives likely to meet the needs of offenders are detailed in Sections Four and Five.

17. DWP and NOMS held a series of regional events beginning in October 2009 to inform a strategic review of how they could work more effectively together to support offenders into employment. The results of the review are to be published in early 2010. It is expected, however, that recommendations will include the joint commissioning approach outlined above, which is supported by partnership working at national level through the National Executive Group for OLASS (co-chaired by LSC and NOMS) and the Offender Skills and Employment Programme Team and Board both chaired by BIS.

18. The balance of partnership working at regional and local level will change with the demise of the LSC and the introduction of the Skills Funding Agency as outlined in Section Two. The current OLASS and/or ETE Regional Boards may shift their focus to align more closely with regional IES Boards, for example, and it will be necessary to replace the current local partnership agreements for OLASS in the Community with regional ones focused on employment and skills. Following the publication of the strategic review referred to in paragraph 17 and the confirmation of Skills Funding Agency regional structures, a consistent national to regional to local communication path will become clearer. The groups that can best support delivery at all levels in region will also be confirmed. It will be an important aspect of partnership work to review the impact of the current NOMS Co Financing programme and any future programmes, and their alignment with other CFOs.
PARTNERSHIP CASE STUDY 1

Yorkshire & The Humber - Partnership Arrangements

Local Offender Learning and Skills Partnerships will be replaced with a new Probation-led Local Offender Skills and Employment Partnership (LOSEP). The model integrates learning and skills and employment in accordance with national policy drivers and it gives Probation the opportunity to assume more of a pro-active role in articulating the learning and employment needs of offenders. A LOSEP is a delivery vehicle for an IES model for offenders at local level.

The Skills Funding Agency is committed to representation at all 4 LOSEPs (West Yorkshire, North Yorkshire, South Yorkshire and the Humber), as is Jobcentre Plus through each regional district manager. Probation will chair and service the LOSEPs.

The Skills Funding Agency will act jointly with Jobcentre Plus as pro-active partners supporting Probation on employment and skills. The Agency will also ensure that colleagues from the National Apprenticeships Service (NAS) and other Skills Funding Agency programmes, as appropriate, are engaged.

The concept of the LOSEP has been fully endorsed by all key partners, including the YH DOM, and all have been involved in developing an agreed LOSEP Terms of Reference document for each Probation Area which identifies aims, objectives and core functions.

The inaugural meetings of the LOSEPs are planned to begin in February.

A copy of the Terms of Reference is available in Annex 3

19. The Offender Employment and Skills Services Group (OESS) within NOMS includes a team that supports offenders in the community and works very closely with DWP/Jobcentre Plus and BIS/LSC/Skills Funding Agency.

The team has the policy lead for Unpaid Work/Community Payback (one of the requirements of a community order) and skills and employment for offenders serving community sentences. The team works with probation areas and regional offices to help develop good practice, access funding, and help facilitate cross departmental communication and provision to ensure offenders have access to appropriate services in the community, and are supported by offender managers and probation structures.

Key areas of work around employment and skills at present include:
i) Managing the transition and local impact of the LSC to the Skills Funding Agency and to ensure the continuity and integrity of employment and skills services to offenders in the community.

ii) To ensure the continuation of funding so that offenders can be supported and effectively make the transition to mainstream providers/delivery.

iii) To work with DWP and other partners to implement the findings of the joint MoJ/DWP Strategic Review.

iv) To work with probation areas as they convert to Probation Trusts to ensure ETE remains a key area of delivery.

v) To implement the NOMS Co Financing programme to ensure added value to existing services. This will be achieved by filling gaps in existing services as well as providing additional support for offenders to access mainstream employment and skills services that currently do not reach offenders in custody or in the community.

vi) To work with, and offer support to, all National Probation Service areas in order to enhance performance and improve data collection. To map the current referral routes for offenders into provision to ensure the fit with the new IES/aacs and skills accounts services.

20. LSC staff have held meetings with their NOMS and Welsh Assembly Government counterparts working on offender learning in custody and the community in Wales. It has been agreed that areas that might be more effectively developed through sharing and joint working will be taken forward including the curriculum, use and implementation of the Virtual Campus and the Qualifications and Credit Framework (QCF). NOMS and DWP colleagues’ responsibilities already include Wales.

**PARTNERSHIP CASE STUDY 2**

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<th>North West</th>
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<td>Joint Investment Framework (JIF)</td>
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The LSC and its partners in the North West are committed to the concept of joint investment in integrating employment and skills (IES) for offenders. This means working together, in the first instance, to ascertain the complete adult responsive offer which offenders can access in each community, irrespective of funding source, across

5 stages of the IES framework below:-
<table>
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<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Stage 5</th>
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<tbody>
<tr>
<td>Engagement of employers notifying vacancies</td>
<td>Engagement with target customers</td>
<td>Customer Assessment</td>
<td>Pre-employment phase</td>
<td>Entry to employment</td>
</tr>
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This will enable partners to identify gaps and duplication in the investment in each stage as well as issues which are barriers to effectiveness. Partners will then have detailed information with which to tackle problems related to systems and processes. They will also be able to make more effective investment decisions and co-commission interventions to bridge the gaps identified. It is expected that decisions about the use of the NOMS Co-Financing budget in the North West will be made using a joint investment approach.
SECTION FOUR

What mainstream programmes are available to meet the needs of offenders?

21. If we are expecting offenders to use mainstream programmes to meet their needs, there has to be an understanding within the local partnerships (as described in Section Three) of what provision is appropriate and how it can be accessed.

22. The Offenders in the Community paper signalled the introduction of the Adult Advancement and Careers Service (aacs) from August 2010 to replace the information and advice services currently delivered under the LSC’s nextstep and careers advice service brand. The service will use the latest technology to deliver professional advice via the telephone, face to face or online. The new service will be available to offenders in the community from its inception and will allow them to undertake a Skills Diagnostic as the basis for their Skills Action Plan (both self-accessible through the Skills Account portal or through the aacs adviser as part of the face to face service). The Skills Action Plan produced must align with the requirements of the offender’s sentence plan.

23. All offenders in the community can make use of the phone services and web channels as well as the face to face services within aacs, and should be encouraged to do so by probation and ETE staff. This includes those offenders that may not have been identified as having a skills need under current arrangements. However, relevant information on risk should be provided to aacs staff.

INFORMATION AND ADVICE CASE STUDY 1

London

In conjunction with NOMS, London Probation, nextstep and the regional Adult Advancement and Careers Service (aacs) team, it was agreed that London probation will pilot the embedding of nextstep delivery in probation offices. The referral model will be based on using the Universal Service alongside induction. This will assist Offender Managers in linking the employment and skills needs identified into the sentence plan where appropriate, referring into other nextstep services and acting as an entry point into IES.

A nextstep adviser service is due to start by the end of January 2010 in Orpington probation office one day a week, taking referrals from there, as well as from Bexley Heath and one other office. In addition, a nextstep Adviser will also attend Harpenden House Community Payback office in Lambeth.

The pilot will complement the partnership offer that is currently available, as well as help to link with the new provision offered through the NOMS co-financed ESF activity.
This pilot will help to pave the way for the changes required to make the best use of the new aacs and Skills Accounts mechanism.

24. The September 2009 paper described the role of the Careers Information and Advice Service (CIAS) in custody, the MIAP (Managing Information Across Partners) Learner Plan approved for use in prisons and the national elements of MIAP (the Unique Learner Number and Personal Record). The Unique Learner Number (ULN) will be issued to offenders in the community via the aacs as described above. The CIAS becomes part of aacs in August 2012.

The diagram on the following page illustrates how services for custody and community will be joined up.
Advice and Guidance – Custody and Community

Custody Only

Offender in Custody

Community - All Learners Including Offenders

Careers Information and Advice Service (CIAS)

MIAP Learner Plan

Virtual Campus

ULN MIAP Learner Record

Adult Advancement and Careers Service (AACS)

Skills Action Plan (SAP)

Skills Account (SA)
25. **Skills Accounts** will be introduced nationally from autumn 2010 following completion of trials which have been taking place in all regions during 2009/10. From 2010/11 all providers in receipt of Adult Learner Responsive funding should be promoting Skills Accounts. Skills Accounts will be offered to all adults who access publicly funded training. As personalised online accounts, Skills Accounts will give individuals information on entitlements to training, support on understanding the options open to them (including bespoke information on skills provision in the area), and the MIAP Personal Learning Record with details of qualifications achieved (see diagram showing how offenders will access these services directly in the community).

26. From the 2011/12 academic year, individuals will be able to use their entitlements through Skills Accounts at any college or other provider. A wider range of information will be available to support adults through the new adult careers service.

27. Many offenders in the community may have difficulty in accessing Skills Accounts because they do not have a computer or the appropriate skills. In these cases, access will be mediated and advice and support made available by calling the careers advice service. How and where this might be done for offenders in the community needs to be considered. As this will be an issue for many disadvantaged learners, basic courses including QCF (Qualifications and Credit Framework) IT units may support learners in accessing Skills Accounts. Providers delivering the Employability Skills Programme already support learners in accessing Skills Accounts. Jobcentre Plus advisers, probation and provider staff will need to be aware of how Skills Accounts can be used to support meaningful discussion about signposting and referral through the aacs and providers. In some cases, additional bridging support may be required before offenders can access training on provider premises. The draft customer journey at Annex 4 illustrates how the Skills Accounts business processes might work in relation to offenders. Views on how probation might support the processes in relation to this would be a useful output from workshop discussions at the regional events.

**SKILLS ACCOUNTS CASE STUDY**

**South East - Skills Accounts Pilot in Probation Offices.**

The trial has been built around the current OLASS in Community contracts and the nextstep arrangements for Offenders on Probation.

The trial for Offenders in Community works within the current scope of the wider trial in the South East. This mean Skills Accounts will be delivered through current trial partners such as nextstep and Learning Providers with ALR funding.

**Trial detail by Area**

In addition to current arrangements for Skills Accounts for Offenders in the Community (as set out below for each area), a referral journey is being put in place between CIAS in Custody (delivered through Tribal) and the nextstep
service for ‘through the gate’ referral. Skills Accounts will be integrated within this referral process.

Kent and Medway
Skills Accounts are being delivered through the Probation Service. Kent Probation Service is a subcontractor for the nextstep service. ETE Officers are opening Skills Accounts with their clients across Kent and Medway.

OLASS in Community contract, ‘New Skills New Lives’ is led by West Kent College (ALR provider in the Skills Accounts trial). Skills Accounts are being integrated within this contract for offenders as part of the ongoing mentoring and support offenders receive to help them progress to further learning or employment.

Surrey and Sussex
Skills Accounts are integrated within the OLASS in Community Contract in Surrey and Sussex. Creating Futures (nextstep subcontractor) work with Surrey and Sussex Probation Service to provide IAG and mentoring support for Offenders to support their journey into training or employment. Creating Futures are opening Skills Accounts with Offenders who are referred to them from the Probation Service.

Hampshire and the Isle of Wight
Skills Accounts are integrated within the OLASS in Community contract, known as ‘Open Futures’, led by Totton College (ALR provider and nextstep subcontractor). As part of the referral from the Probation Service, Offenders receive a nextstep IAG session (usually delivered by a college as part of a nextstep subcontract) and as part of this are offered a Skills Account before being referred to a local provider for provision.

Thames Valley
Thames Valley Probation Service is a subcontractor for the nextstep service and is offering Skills Accounts to their clients.

28. As previously stated, the Skills Funding Agency is committed to delivering a more fully integrated employment and skills (IES) system to support those (including offenders) for whom low skills are a barrier to finding work. There is a wide range of provision available for the unemployed and its effective delivery will rely on close partnership working between providers, employers, Jobcentre Plus and the aacs to get offenders into jobs which are both sustainable and allow for career progression where possible.

29. Jobcentre Plus front-line employment advisers can directly refer customers with skills needs to the most appropriate local provision to address those needs. With the exception of mandatory New Deal customers, Jobcentre Plus advisers should prioritise LSC/Skills Funding Agency funded provision in line with national agreements. It is important that all those
involved in the signposting and referral processes have sufficient information and training to deal with each customer as an individual to provide a personalised programme that meets their needs.

30. The diagram on the next page illustrates possible pathways for offender referral based on whether they are employed or unemployed when they begin their community sentence or provision. Details of **Pre-employment Programmes funded by the Skills Funding Agency** are in Annex 5 and for the employed at Annex 6. These programmes sit alongside the Jobcentre Plus offers for the newly unemployed, work trials, Flexible New Deal, Flexible Routeways and other support programmes for specific groups for those seeking Jobseeker’s Allowance or employment support allowances. Referral down the IES route also needs to be aligned with the offender management requirements of the individual to ensure that the agreed interventions can be appropriately sequenced.

31. Age is an important factor in eligibility given the additional support being targeted at young people up to the age of 24.

32. **In employment programmes.** Although the majority of offenders are unemployed or lacking a work history they can build on without considerable support, there are those who are employed but need support to maintain that employment or find an alternative because of their criminal record. Even those who are in employment may benefit from improving their skills so should not be excluded from signposting or referral to aacs. The development of the ‘Qualify with a Business’ approach highlighted in the BIS White Paper will also offer targeted support for offenders for whom self-employment is probably the most likely route to becoming economically active. It will be important to ensure that training providers involved in development activities in this area are aware that offenders should be targeted in any pilot activity.
IES Referral Pathways

Community Sentence

No

JCP Adviser - Freshstart Interview

Signpost & Referral to JCP Programmes

Is the Offender Employed?

Yes

Unemployed - Full Range of other SFA Funded Programmes: Skills for Jobs, Employability Skills Programme, Response to Redundancy

Employed - Train to Gain or Apprenticeship

Skills Action Plan

Skills Account

FE Mainstream provision such as Foundation Learning Curriculum & S4L

No – But wishes to self-refer

Skills Need identified by Probation?

Yes – Signpost & referral to AACS

Information and Advice from the AACS

Probation ETE requirement or Unpaid Work

No

Signpost & Referral to AACS
33. Two matrices are included in Annexes 7 and 8. These illustrate all the employment responsive programmes for adults and young people currently available in the East of England together with details of the providers. These do not illustrate the referral routes between different types of provision or indicate the full range of ALR provision but will help illustrate to probation colleagues the range of employer responsive provision available. Each region will have a version of this or similar information on employer responsive programmes.

REFERRAL CASE STUDY 1

East of England

Jobcentre Plus Strategy to Standardise Services to Offenders

Jobcentre Plus are to pilot the placing of 12 Personal Advisors split across the Norwich, Peterborough, Ipswich, Southend, Stevenage and Luton Probation offices. The project is led by a steering group which includes representation from NOMS, Jobcentre Plus and Probation.

The scope of the pilot is to provide Jobcentre Plus Advisory Services and fortnightly signing to offenders in Probation premises and for Advisors to support the Offender Managers in the education, training and employment agendas. Some customers with specialist needs will still need to be serviced through the local Jobcentres. The aim is to provide a better, more consistent and joined up service to offenders and ex-offenders and a smooth hand off back into mainstream service, whilst reducing any duplication of provision with partners.

Although the primary focus is not to provide a Benefits Advice service, offenders and ex-offenders will be given support to gain access to benefits, primarily through the telephone service.

The first site planned to go live will be Luton in February, followed two weeks later by Peterborough. The remaining sites will go-live by the end of March 2010.

Initially, 2 advisors will be located on each site and they will start by interviewing all appropriate new referrals to Probation services. Existing cases for the site will then be added to the advisors’ caseloads.

The Jobcentre Plus Advisors will undertake pro-active, work focused interviews to identify and overcome barriers to work; help customers to draw up realistic and meaningful Jobseekers Agreements; advise on job goals and how these can be best achieved.

The intention is that initially customers should remain with the Advisors on the Probation site until their community sentence/supervision ends with probation and a process for handing back to the home Jobcentre will be developed.
The pilot will be reviewed at the end of the first six months. The outcomes from the pilot will be compared with standard Jobcentre Plus targets and performance data, including job entry and the added value of working in partnership within an outreach post. Consideration will then be given to extending the service to more sites.

Developing Employability Compacts CASE STUDY 1

**East of England Proposal**

In order for SFA Single Account Managers and regional IES Managers to engage effectively with local Probation areas and their partners regarding local delivery of provision to offenders in the community, there needs to be a means of facilitating the communication between organisations.

Employability Compacts have been piloted both in custody and in the community facilitating good communication between partners. This operational group included representatives from the LSC, Probation, Jobcentre Plus, NACRO, nextstep, FE and Connexions.

The group agreed the following objectives: to improve the skills and employability of offenders and help them move into jobs (by offering a more integrated approach to learning, skills development and job preparation / search); to plan and commission appropriate provision to meet local need, act as an arena for discussion and resolution (similar to the current role of LSC Probation Partnerships); to capitalise on existing funding; explore avenues of new funding; to develop more effective partnerships.

It is now proposed that similar local Compacts are developed in the areas that will be piloting the Jobcentre Plus Probation Champions initiative (Luton, Ipswich, Southend, Norwich and Stevenage).

These forums will also act as a point of contact for SFA Account Managers or IES Managers.
SECTION FIVE

How to tailor and fund the individual offender offer to meet needs – the way forward

34. As well as support for those individuals who are in employment, the Skills Funding Agency will also provide support for the unemployed through a number of skills development programmes. These programmes are a combination of established programmes, and some of the new programmes to help individuals through the recession, to prepare them with the skills they need to compete effectively for jobs as the economy starts to grow again. Some of these programmes are restricted to Jobseekers, such as the 6 Month Offer Work Focused Training, whereas others are open to a wider customer group. Providers and Jobcentre Plus should work together to ensure offenders in the community are supported effectively to ensure that they are able to compete for employment in the labour market. The DWP White paper also signalled the introduction of a ‘single purse’ jointly voted by DWP and BIS. The single purse is not expected to be introduced until 2011, with the detailed proposals still in development at this stage.

35. In the Offenders in the Community paper, reference was made to the OLASS custodial core curriculum introduced in August 2009 and the Foundation Learning Tier (FLT) pilot work being undertaken by mainstream providers. From the 2011/12 academic year the Foundation Learning Curriculum, which includes formal First Step learning, will offer a framework to help adults progress to Level 2. It will be constructed to help learners and providers identify personalised learning programmes to address learning and skills gaps by drawing from the following three skills sets:

- Functional skills in English, Mathematics and ICT
- Vocational training
- Personal and social development skills

This closely reflects the OLASS custodial curriculum, both core and non-core, and should support the increasing development of an offer to offenders in the community that not only goes beyond literacy and numeracy, but which supports progression into employment and further training both within and beyond the offender’s sentence. It will also help offenders released from custody to continue courses or training begun in prison. It is important that local partnerships explore the use of both Employer Responsive and Adult Learner responsive provision both through the Skills Account mechanism and directly with providers.

36. The Skills Funding Agency will be responsible for funding additional learning support (ALS) for learners aged 19 to 25 who may have LDD. It is envisaged that the Foundation Learning Curriculum will be sufficiently flexible to meet the needs of this group as it allows learners to choose combinations
of QCF units and qualifications (where appropriate) at Entry and Level 1. LSC funded training has been provided by Dyslexia Action to support OLASS custodial providers in using the Hidden Disabilities Questionnaire. It is too early to say what impact this has had as yet and further work is required to decide the most effective way of rolling this out in the community.

CASE STUDY - USE OF MAINSTREAM FUNDING 1

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<tr>
<th>East Midlands - Partnership Working between FE &amp; Probation</th>
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<tr>
<td>Back on Track was developed by Lincoln College and is mainstream funded and flexible, offering roll on roll off provision. Referrals are made to Sure Start which is linked to the Community Learning arm of Lincoln College.</td>
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<tr>
<td>The Back on Track course usually consists of 3 sessions which are relevant to learners’ needs, and encourages them to make their own choices which often mean they are more inclined to attend College and progress.</td>
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<tr>
<td>In order to address concerns of colleges, particularly around managing their perception of the risks involved in engaging with offenders in the mainstream environment, forums were developed and hosted jointly with LSC to build relationships. Colleges were also visited by ETE managers which resulted in the development of this particular programme being driven by the college itself.</td>
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<tr>
<td>Back on Track creates that first bridge between probation and mainstream learning.</td>
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37. OLASS is a gateway programme for the Qualifications and Credit Framework (QCF) trials. Unit trials will begin in custody in early 2010. The **Qualifications and Credit Framework (QCF)** is the system that requires the content of all qualifications to be outlined and assigned a credit value which translates to an Award, Certificate or Diploma. Sector Skills Councils have responsibility for developing these qualifications within specified time frames. The Skills Funding Agency will be responsible for implementing a new Service Layer for the QCF which will give access to the MIAP Learner Record and routes to an achievement/credit accumulation and transfer facility, and will ensure that awarding bodies, colleges, training institutions and learners are able to use the new system successfully. Units and credits are the fundamental building blocks of qualifications; one of the flexibilities of the QCF which supports lower level learners in particular is credit accumulation and transfer, allowing a Credit Success Rate to be calculated. This approach supports offender progression and funding as illustrated in the case study.
38. This work is still in development but there are already 2,500 qualifications on the QCF and it will be fully populated by the end of 2010. All mainstream programmes will accredit their qualifications in this way.

**CASE STUDY – QCF PILOT FOR OFFENDERS**

*Extract from Skillstrain Transition Project Final Report compiled by the Open College Network for London Region for London LSC.*

‘Skillstrain began as a London based project in February 2006 with the aims, amongst others, of:

- certificating existing unaccredited learning and training activities in prisons and the probation service using National Open College Network (NOCN) credit based qualifications;
- certificating those skills in order to support employability opportunities, with the aim of reducing re-offending;
- offering accreditation of small defined steps towards national pre-vocational qualifications:

Offenders serving community sentences (Unpaid Work) can acquire important and useful vocationally-related skills through their community –focused activities that can then boost their employability.

One of the primary aims of Skillstrain is to support offenders in developing employability skills with the idea of progressing them from custody and community sentences into employment. The qualifications used, NOCN Progression Qualifications, are unitised and credit-based, allowing learners to gradually accumulate their unit credits in generic work skills and vocational skills, towards full qualifications The new Qualifications and Credit Framework (QCF) will create a wider range of units and qualifications which can be used in the same way as the NOCN qualifications in the initial project.’

The report of the QCF Test and Trial project was published in November 2008 and can be found on the Open College Network London Region (OCNLR) website at http://www.ocnlr.org.uk/news-and-events/recent-newsletters-and-publications.

39. The **Virtual Campus** pilots in the West Midlands and East of England have continued to be developed mainly in custody but also in the community, where there are now four pilots. Part of the roll out of the Virtual Campus in the community will be to determine what value IT access on probation premises can add, given that offenders in the community can access online learning in a variety of ways already. One of the areas that is being considered is delivery to and support of high risk offenders who cannot access provision on mainstream premises. E-learning including delivery from
learndirect and the use of UK online centres could provide an additional option for these groups.

40. Much of the partnership working in the community has been focused on developing a ‘campus model’ to support referral and delivery between partners as described in earlier sections. Any Virtual Campus development could sit within this model.

CAMPUS MODEL CASE STUDY

North East Campus Model

Since 2008, the region has had a DIUS-funded (now BIS) Campus model in place and this has helped the region accurately identify where support for Probation Service offenders is most necessary. The key objective was to identify gaps in provision, reduce duplication and work to provide a joined up approach to increase the employability of offenders either in, or returning to, the community. The co-ordination of all employment, training, education and skills for ex-offenders should be managed like a ‘virtual’ university campus.

The Campus initiative extends across the three Criminal Justice Areas in the region. Campus has acted as a vehicle for good partnership working between key community stakeholders, including NOMS, the Probation Service, the Regional Development Agency (One North East) the LSC and Jobcentre Plus. It has encouraged the Probation Service to work to the principles of the REF (Regional Employability Framework) and to look at offender learners as part of a wider group, eligible to access a wide range of programmes targeting hard-to-reach learners.

In terms of structure a Regional Manager works closely with the REF Manager, the Campus Steering Group, as well as sub-regional employability projects and their leads to help bring all providers and the Prison Service in line with the REF. The 3 Campus Co-ordinators who work in the CJAs in the region prepared delivery plans for each area. These plans demonstrated how to make links between all employability services in the region i.e. Local Strategic Partnerships (LSPs), sub-regional as well as employability services for ex-offenders.

Evidence provided from the initial phases of the initiative show an improvement in aligning available provision. The Campus Coordinator brought together staff from the Probation Service and Jobcentre Plus, which then enabled offenders to access services from Jobcentre Plus that would not have normally been available to them (46 beneficiaries have already benefited in this way). This shows the large potential impact of this improved communication between agencies and organisations.
This partnership working framework has had an impact at a strategic level in the region, with the LSC commissioning two region-wide ESF projects (to the value of approximately £3.6m) for Probation Service offenders: an Enhanced IAG Service and a programme that features the accreditation of Unpaid Work (Community Payback). This work has also been supported by the creation of offender champions in Jobcentre Plus premises.

41. Regardless of policy, none of these initiatives will work without the active participation of the providers who must implement them. It is recognised that delivering to offenders is a specialist area and the Association of Colleges (AoC) has a national group of OLASS custodial providers both from the FE and other sectors, including CIAS as well as learning and skills providers. As this is a small group of providers, it is relatively easy to meet and have focused discussions. Having a group of providers who deliver to offenders in the community would be more difficult to manage because of the large number of providers that could potentially be included. The LSC and AoC are therefore reviewing the best way of engaging community providers who, of course, include many non-FE providers. It has been proposed that providers with considerable experience in this field could offer support to those for whom it is new or who want to improve practice. As funding for Quality Improvement moves increasingly into providers’ hands with support from the Learning and Skills Improvement Service (LSIS). The Skills Funding Agency is also working closely with NIACE who offer a range of training and development opportunities to offender learning providers.

42. As indicated in the LSC Offenders in the Community paper, providers’ interest and ability to deliver to this group varies greatly across the country. There are still a lot of provider misconceptions about dealing with offenders and managing any associated risks with the support of probation. Work on developing standard protocols for explaining the requirements and supporting providers is ongoing. Being able to provide more responsive, high quality learning provision on a roll on roll off basis is still far off in some areas but it is reasonable to expect that levels of flexibility will improve as the funding shifts to programmes focused on the needs of employers and learners. It is up to the regional partnerships to ensure that providers are aware of the need to be more flexible. The customer choice that will be built into the developing skills account online mechanisms will allow learners to choose provision that best meets their needs. The Skills Investment Strategy highlighted the Skills Funding Agency’s role in monitoring providers on qualifications success rates but also on a broader range of outcomes e.g. job outcomes. This approach will support development of the regional partnership employment and skills strategies for offenders.

43. It has to be understood that, as FE providers deliver to more learners aged 14 and over, there are real safeguarding issues to be taken into account and managed appropriately. There may also be local funding issues on lack of availability on courses at particular times; making offenders a priority is not
to be confused with giving them priority over other groups where this would be inappropriate or unfair. In all cases, issues need to be raised and resolved within local partnerships and supported by local agreements so that anomalies and gaps can be addressed. In a climate where there is pressure on funding across the board, delivery to more challenging groups such as offenders must not be reduced in favour of learners who are easier to manage and more likely to achieve success. This would have a negative impact on regional policies impacting on community safety and employment issues. The examples given in this paper illustrate the progress that has been made in this respect in many areas.
SECTION SIX

From Policy to Practice – issues for implementation

42. As indicated in paragraphs 5 and 6, this draft paper gives the policy context and sets the background for a series of regional events whose purpose is to discuss how the employment and skills service for offenders in the community can be implemented more effectively. Workshop and round table discussions provide the ideal opportunity for doing this. What follows is a series of questions about different issues which could be used in these workshops. Each region will wish to focus on the aspects most relevant to them in development terms, so the questions should be used selectively and according to how appropriate they are. There will be other questions related to these issues not included here which are specific to the region. These will be supplied by the conference facilitators.

43. The results of workshop and roundtable discussions will be summarised and added to the draft so that the paper can then be submitted to the National Executive Group for OLASS and signed off. A final version will then be circulated.

44. **Signposting and referral using information and advice services:**

   - To what extent do offenders in the community currently receive impartial advice and guidance about learning and skills in relation to employment?
   - What proportion of IAG (nextstep or other) is delivered on probation premises and who by? Where is the plan held and who has access to it? How is progress recorded and monitored?
   - How are referrals from probation made? How are providers made aware of probation referrals and how will the offender’s journey be tracked and reported back on?
   - What proportion of probation caseloads are currently referred to IAG and receive a Skills Action Plan or similar document to support their sentence plan?
   - How, where and by whom would you see the aacs service being most appropriately delivered to offenders?
   - How would referrals to aacs be managed locally? How would those who then engage with learning be identified and recorded?
   - What is the role of the aacs provider in feeding back data on those that undertake IAG services and those that go on to undertake some learning?
   - What are the main barriers to successful implementation of the service (e.g. problems of co-location (with probation and/or Jobcentre Plus); managing referrals, offender risk, obtaining MI data on progress/completion rates/ outcomes achieved etc)
   - What current transferable practice is in place to support successful implementation and reduce the current high levels of attrition?
• What advice would you give to prime contractors with regard to setting up or improving the service to offenders in the community?

45. Skills Accounts

• How might the use of Skills Accounts improve access to provision for offenders and what will the impact on them be?
• What support should be given to offenders to make best use of them and who should provide it? (Access)
• What further information do partner organisations need about Skills Accounts and how they work?

46. Providers and use of funding and programmes

• Is there a range of appropriate provision for offenders across the region?
• If not, is this due to lack of providers, funding for provision or other reasons?
• How proactive are providers in engaging with offenders?
• How could better use be made of the mainstream funding available?
• How will the gaps left by the removal of LSC funding be filled?
• What proportion of total probation caseloads are referred to employment and skills support offered by LSC or Jobcentre Plus?
• What support from probation, Jobcentre Plus or the LSC/Skills Funding Agency would help providers improve services?

47. Partnership Working

• How effective are partnership structures at regional and sub-regional level? Do you currently have a partnership plan?
• How could these be improved?
• How well developed is the regional partnership strategy for offender employment and skills, given the changes described in this paper?
• What action is required to support the transition needs of Young Offenders over the age of 18 in the changing partnership arrangements?
• How might we consult offenders more effectively on what works for them?

48. Details of the regional events and who to contact are at Annex 1. For any further information or comment on the issues raised here, please contact the LSC national and regional staff listed there.
ANNEXES

ANNEX 1

LSC REGIONAL PARTNERSHIP EVENT DETAILS AND LSC CONTACT DETAILS

Offenders in the Community Events 2010

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<th>Date</th>
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<tr>
<td>Feb 1st</td>
<td>North East</td>
<td><a href="mailto:Christopher.dixon@lsc.gov.uk">Christopher.dixon@lsc.gov.uk</a></td>
</tr>
<tr>
<td>Feb 8th</td>
<td>East Midlands</td>
<td><a href="mailto:Edwina.donelan@lsc.gov.uk">Edwina.donelan@lsc.gov.uk</a></td>
</tr>
<tr>
<td>Feb 10th</td>
<td>Yorkshire and the Humber</td>
<td><a href="mailto:Shaun.withers@lsc.gov.uk">Shaun.withers@lsc.gov.uk</a></td>
</tr>
<tr>
<td>Feb 17th</td>
<td>North West</td>
<td><a href="mailto:Christine.hosie@lsc.gov.uk">Christine.hosie@lsc.gov.uk</a></td>
</tr>
<tr>
<td>Feb 24th</td>
<td>London</td>
<td><a href="mailto:Michael.heanue@lsc.gov.uk">Michael.heanue@lsc.gov.uk</a></td>
</tr>
<tr>
<td>Feb 26th</td>
<td>East of England</td>
<td><a href="mailto:Amanda.stevens@lsc.gov.uk">Amanda.stevens@lsc.gov.uk</a></td>
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<tr>
<td>March 5th</td>
<td>West Midlands</td>
<td><a href="mailto:Chris.horton@lsc.gov.uk">Chris.horton@lsc.gov.uk</a></td>
</tr>
<tr>
<td>March 10th</td>
<td>South West</td>
<td><a href="mailto:Marie.mulberry@lsc.gov.uk">Marie.mulberry@lsc.gov.uk</a></td>
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<tr>
<td>March 12th</td>
<td>South East</td>
<td><a href="mailto:kimhailstone@msn.com">kimhailstone@msn.com</a></td>
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</table>

Further information on the work described in this paper can be obtained from:

Val Chiesa, Strategic Commissioning Director OLASS val.chiesa@lsc.gov.uk
John Armitage, Policy Manager OLASS john.armitage@lsc.gov.uk
ANNEX 2
POLICY SUMMARIES

1. The White Paper ‘Skills for Growth’ published by BIS in December 2009 presented a strategy to:

- Promote the skills that matter for economic prosperity in modern Britain by training more people at Levels 3 and 4
- Expand the apprenticeship system to build a new technician class and double the number of places for young people
- Ensure the system responds to demand from businesses, while better supporting key sectors for economic growth
- Empower all adults to equip themselves for future jobs through the use of Skills Accounts
- Raise recognition among businesses of the value of investing in workforce skills to improve productivity by offering business support schemes
- Improve the quality of provision within a simpler skills system by implementing simpler provider funding and monitoring arrangements

2. Of the six points listed above, the introduction of Skills Accounts and the increased number of apprenticeships to be offered are probably the ones most likely to impact on offenders. Two key recommendations that support development of an improved employment and skills offer to offenders are the continuing commitment to support those furthest from the labour market, as well as to work with DWP on the shared goal of an integrated employment and skills (IES) system to help the unemployed. The Paper states ‘there are some people who, for many reasons including disability, homelessness and offending behaviour, find themselves at a particular disadvantage in accessing learning and work. For those people, accessible and inclusive skills provision is only part of their path to social mobility, and they stand the best chance of success if that is part of a wider package of support.’

3. BIS also published the ‘Skills Investment Strategy 2010-11’ document in November 2009. This replaced the LSC’s Statement of Priorities which has previously been published on an annual basis in November. The Strategy illustrates how the Skills Funding Agency’s budget will be spent to meet skills priorities. The dedicated OLASS budget for 2010-11 is £140 million, most of which will be spent on the ring-fenced custodial contracts. As indicated in paragraph 4, there is discrete funding for OLASS in the community available until July 2010 but as yet no guarantee that there will be any specific funding for offenders other than through mainstream programmes. As indicated in the body of this paper, the shift to monitoring broader measures of success, such as job outcomes, and the roll out of Skills Accounts through an increasing number of providers are important to the development of OLASS as part of the mainstream.

4. Offenders in the community fall mostly within the group with a statutory entitlement to full funding for courses from Entry Level 3 numeracy and Level 1 literacy, first full Level 2 and (for those aged 19 to 25 years old), or a first full
Level 3 qualification. As offenders are often out of work or on low incomes, they will receive full funding for courses which will improve their skills and support them into employment.

5. ‘Building Britain’s Recovery: Achieving Full Employment’ is the White Paper published by DWP in December 2009 that focuses on how, through Jobcentre Plus and partnership working, they will not only get increasing numbers of people into jobs but help them to stay in work, progress in work and find employment that is satisfying. Offenders are clearly not the specific focus of the Paper but they are included by implication or expressly in priority target groups. The Paper highlights:

- The effects of the economic downturn on employment
- The reform of the welfare system to support a more active and individually-focused approach to help people take up and remain in work
- Additional support through new programmes for the unemployed coupled with benefits and tax reform
- New support for young people and other specific groups
- Personalised programmes to meet individual need
- The creation of a new skills purse to be managed by DWP and BIS

6. Key issues in this paper for the joint working between DWP/Jobcentre Plus and the Skills Funding Agency are:

- The single purse development from 2011
- The embedding of Skills Accounts in the IES approach
- Jobcentre Plus adviser discretion to offer a personalised service
- Travel and childcare paid for part-time learners

7. In this paper it also states that the new adult advancement and careers service (AACS) ‘will promote equality of opportunity and be fully universal.’ ‘The service will be delivered flexibly to ensure good access for all, no matter what their circumstances. For example, there will be some provision for advisers to deliver support in the individual’s community, close to home, in the evenings or at weekends where necessary to meet their needs; and more intensive and ongoing support will be offered for those who need it most. It will work closely with Jobcentre Plus to provide seamless support to those on out-of-work benefits.’

8. The face to face element of aacs was tendered in 2009 and the specification included the requirement to deliver to offenders in line with the universal entitlement to the service, including on probation premises if necessary or desirable. Prime contractors for the English regions will be named in February 2010 and contract negotiations will include discussion on how they plan to manage and develop the offender strand so that a seamless service is provided to offenders in custody, community and beyond as they progress into employment and further training.
ANNEX 3

YORKSHIRE AND HUMBER LOSEP TERMS OF REFERENCE

Terms of Reference for The Local Offender Skills and Employment Partnership (LOSEP) for Insert Probation Area

Overall Aim of the LOSEP

The aim of The LOSEP for Insert Probation Area is to support delivery of learning, skills and employment (LSE) for adults aged 18 plus who are:

- returning to the community after a custodial sentence and remaining under statutory supervision or who are
- returning to the community after a custodial sentence but not under statutory supervision or who are
- serving sentences under statutory supervision in the community

Objectives of the LOSEP

1. To engage the full range of relevant local providers of
   - Information, advice and guidance
   - Learning and skills and
   - Employment services

   who can support offenders in accessing both mainstream and discretionary funded programmes; ensuring that the offer to offenders is comparable to the best available for all customers and learners in the wider community.

2. To work with Job Centre Plus, The Skills Funding Agency (SFA) and providers to develop local integrated employment and skills pathways for offenders.

3. To share and develop models of best practice with the other 3 LOSEPs in Yorkshire and the Humberside.

4. To disseminate to regional and national agencies and networks models of successful working.

Specific core functions of the LOSEP

- To promote an awareness of the ELS needs of offenders
- To secure the commitment of existing and new providers to deliver appropriate services/programmes for offenders - creating a flexible and responsive approach
• To address issues of engagement, process and barriers to delivery that might occur such as:
  • communication processes
  • referral processes
  • the identification and communication of restrictions on choice for individuals deriving from the nature of their offence/sentence conditions
  • arrangements for monitoring and reviewing progress and achievements
  • Information sharing.

• Develop with Providers, The SFA and Job Centre Plus local integrated employment and skills progression pathways for offenders of comparable quality to those in the wider community and which fully incorporate emerging national policy drivers e.g.
  • Skills Health Checks/Skills Accounts.
  • Curriculum reforms (e.g. Foundation Learning, Functional Skills, QCF).
  • Apprenticeships.
  • Adult Advancement Service.
  • Local Employer Partnerships.

• Establish, as appropriate, Task and Finish Groups to deliver specific LOSEP development activities.

• Establish, as appropriate, local Provider delivery support groups/networks.

LOSEP Membership

Recommendations for LOSEP membership:

• The LOSEP Chair (a Probation Manager or their nominee)
• Job Centre Plus (District Partnerships Manager).
• The SFA (a Director or Manager from the YH Regional Client Services Team).
• A Head of Learning and Skills or Head of Reducing Re-Offending/Re-settlement from an appropriate prison.
• National Apprenticeship Service (NAS) Learner Services representative for Yorkshire and the Humber
• Regional Nextstep/Adult Advancement Prime Contractor representative for Yorkshire and the Humber.
• Regional Employer Engagement Project Manager (currently LSC ESF funded).
• NOMS Regional ESF Provider for Yorkshire and Humberside.
• Key local FE Providers.
• Key local VCS providers.
• A Local Authority representative

LOSEP Meetings

Recommendations for frequency and communications.

• LOSEP meetings between 3 and 4 times a year.
• The LOSEP Chair will be responsible for ensuring effective co-ordination/administration of meetings.
• Formal meetings will, at the discretion of the LOSEP Chair, may be supplemented by appropriate Task and Finish Groups or Provider delivery groups/networks.
Summary
Offender serving a sentence in the community, who is introduced to SA via Probation Service on their learning journey and identify the right skills provision.

User Profile
PAUL
- Skill level L1
- Low employability skills
- Customer group: CG6– Offenders
- Serving 6 month sentence in the community

I want to improve my skills
- Paul attends the first of his regular sessions with his Probation officer following his conviction for burglary and 6 month community sentence.
- It is not Paul’s first offence and the Probation officer is keen to identify a skills progression path for him.
- He provides Paul with some information on how training to a full level 2 qualification will increase his chances of employability and the salary he can expect.

I want to understand what help
- As part of this discussion, the Probation Officer outlines the ways that can access careers help.
- They agree that Paul should set-up a session with his nextstep adviser and they find one local to him. They then arrange the session.
- The adviser also explains how he can access services online through Skills Accounts and he agrees to set one up at home.

I want help to get the skills for
- At his face to face advice session, the adviser carries out a Skills Diagnostic. This identifies some of the occupations he might be suitable for.
- After a discussion, he agrees that he wants to become a chef.
- The nextstep adviser searches for a course that will give him some basic training as a chef, which is saved onto his SA.
- They find a part time course (because of his community work) and start the enrolment process.

I want to see progress along my learning journey
- Paul enrolls and starts the course.
- He has his second session with the Probation Officer and Paul shows him the Skills Acton Plan and course he is attending via his SA.
- Paul completes the course and a couple of weeks later has his next session with a careers adviser.
- They identify the next training course which is qualification bearing and will give Paul the skills he needs to apply for jobs.
- He enrolls on the course and completes it gaining his qualification.
- At his next meeting with his careers adviser, Paul is shown the help he can get applying for jobs, including help with his CV. He completes his CV at home and applies for 3 jobs in the local area.
- At his final session with his Probation Officer, Paul provides an update on the status of his current job applications.

Delivery Agent
- Probation
- nextstep
- Probation

Business Process
- 1.1 Create account
- 2.1 Identify skills interests & needs
- 2.3 Identify Provision
- 3.1 Enrol on a course
- 2.3 Identify Provision
- 4.3 Prepare for job application
LSC funded employment focussed training offers

The LSC is the organisation with primary responsibility for the planning and funding of further education and skills provision for those aged 16 and over in England. As part of this, the LSC has responsibility for ensuring the delivery of appropriate skills provision to Jobcentre Plus (JCP) customers, who are a priority customer group. This provision includes basic skills and job-related skills training including that developed in response to the economic downturn.

The department for Work and Pensions (DWP) primarily contracts with providers to deliver provision to help unemployed Jobcentre Plus customers move back into work as quickly as possible.

Through the delivery of an Integrated Employment and Skills Service, new joint management arrangements should help to ensure that the LSC and JCP offer complementary packages of flexible and responsive provision to meet the needs of JCP customers and employers in the local economy. JCP should be notified of provider and course details for all offers through joint management arrangements locally.

JCP front-line Advisers can directly refer customers with skills needs to the most appropriate local provision to address those needs. With the exception of mandatory New Deal customers, JCP Advisers should prioritise LSC-funded skills provision in line with national agreements.

Employability Skills Programme (ESP)

Key features: The provision offer is available on a roll-on/roll-off basis throughout the year. Participation can be full or part-time. Full time learners can receive a Training Allowance (benefit plus a training premium) that provides access to JCP funded support for travel and childcare costs. Basic skills delivery is embedded in the delivery of generic employability skills such as time-keeping, communicating at work, reliability etc. Participants are expected to normally undertake 2 qualifications during their time on the Programme.

Target customer group: All JCP customers aged 18 plus with basic skills needs.

Delivery by: A mix of contracted independent, college and voluntary providers across the sector.

Outputs: Basic literacy/ESOL and numeracy qualifications at all levels from Entry Level 1 to Level 2; employability qualifications at Entry Levels 2 and 3 and level 1; job outcomes where possible for some participants.
**Key point:** This is the only programme to which JCP customers with an identified basic skills need should be referred and can be referred from day one of a claim for benefit.

**Response to Redundancy**

**Key features:** Provision is typically 2 to 8 weeks full or part-time. Training must focus on skills development and relate to a sector offering current vacancies or in which there will be vacancies in the near future. Training offered need not lead to qualifications, but accreditation of units should be made available to provide individuals with transferable evidence of skills and knowledge for future progression. The individually tailored package includes help with careers advice, job search and job applications where appropriate. This is a short sharp intervention for people relatively close to being job ready.

**Target customer group:** Adults aged 18 and over under notice of redundancy or recently made redundant; those who have been unemployed for longer but who could be made job ready through this package of support.

**Delivery by:** A mix of contracted independent, college and voluntary providers across the sector.

**Outputs:** Skills (not necessarily qualifications) to keep someone in work or to obtain a new job; a job outcome with training.

**Key point:** This is for those who need a short, job-focussed intervention, not totally re-skilling, whilst under notice of redundancy or once they are out of work and claiming benefit.

**Note:** This should not be confused with the Jobcentre Plus Rapid Response Service.

**Training offer for those unemployed for 6 months**

**Key features:** Provision is typically 2 to 8 weeks full or part-time. Training must focus on the objective of delivering provision or units that help to move someone towards the achievement of a Level 2 or Level 3 qualification. The expectation is that the qualification will be started whilst the participant is funded under this offer and completed in the workplace once in employment or through mainstream funding (typically in a college).

**Target customer group:** Adults aged 19 and over who have been unemployed for 6 months or who have been fast tracked to this status.

**Delivery by:** Mainly FE Colleges

**Outputs:** Skills and/or qualifications that contribute towards, or move customers towards the achievement of a Level 2 or Level 3 qualification; a job outcome with continuation of the training started under this offer.
**Key point:** This is for those who are able to undertake a Level 2 or Level 3 qualification and who need a significant skills intervention to up-skill or re-skill.

**Skills for Jobs**

**Key features:** This is a regionally designed programme subject to variation to meet the needs of the regional/local labour markets and economy. Provision is typically 2 to 8 weeks part-time. Training must focus on the skills required to achieve a job outcome in the local labour market. Training is predominantly designed to meet the needs of employers with vacancies offered through Local Employment Partnerships (LEPs).

**Target customer group:** Adults aged 19 and over who are economically inactive.

**Delivery by:** A mix of contracted independent, college and voluntary providers across the sector.

**Outputs:** A job outcome that lasts at least 13 weeks.

**Key point:** Participants do not need to be JCP customers or claiming out of work benefits, and provision does not need to lead to qualifications.

**Young Person’s Guarantee – Routes into Work**

Key features: **Support is available to help prepare customers to fill identified vacancies that have a £1000 recruitment subsidy attached to them, with full-time training for up to 8 weeks supported by a Training Allowance available as part of the package of support. Training is to fill actual or imminent vacancies, initially in the nationally agreed priority sectors listed below:**

- Retail
- Hospitality, leisure, travel and tourism
- Facilities management
- Security
- Facilities Management
- Health
- Contact Centre
- Energy and Utilities
- Agriculture
- Construction
- Manufacturing
- Creative and Cultural
- Logistics
- Care
Training should be shaped around the enriched Sector Employability Toolkit content developed by the relevant Sector Skills Councils for pre-employment support, in agreement with employers. Regions have identified priorities for skills training within each of the four sectors. Although employer-led, the training package is individualised to address the potentially wide range of needs of the young participants and their relative inexperience. On entering employment, training leading to skills and/or qualifications should be continued in work wherever possible.

**Target customer group:** Young people aged 18 to 24 who have been unemployed for approaching 10 months.

**Delivery by:** A mix of pre-qualified providers with Employer Responsive, ESF Priority 2 or response to Redundancy contracts, through a negotiated process.

**Outputs:** Skills (not necessarily qualifications) required to fulfil a specific vacancy and a job outcome.

**Key point:** This is vacancy related and is for young people aged 18 to 24 and is one of the training offers under the Guarantee of a job or work-focused training for those young people unemployed for approaching 10 months.

**Young Person’s Guarantee - Work-focused training**

**Key features:** Provision is full-time supported by a Training Allowance and can last between 3 and 6 months. All participants will be offered up to 12 weeks training initially with, following a progress review, an anticipated 40% of the cohort continuing in training for up to a further 12 weeks. Training must focus on the objective of delivering training and/or units towards a Level 2 or Level 3 qualification required in a specific sector. The expectation is that the qualification will be started whilst the participant is funded under this offer wherever possible.

**Target customer group:** Young people aged 18 to 24 who have been unemployed for approaching 10 months.

**Delivery by:** A mix of pre-qualified providers with Employer Responsive, ESF Priority 2 and Response to Redundancy contracts, through a negotiated process.

**Outputs:** Skills and/or qualifications that contribute towards the achievement of a Level 2 or Level 3 qualification and a job outcome.

**Key point:** This is labour market related. It is a national offer delivered initially only in Flexible New Deal Phase 1 Districts in order to avoid confusion with the New Deal for Young People offer to the same age and customer group. It is one of the training offers available under the Young Person’s Guarantee.
ANNEX 6   IN EMPLOYMENT PROGRAMMES

Train to Gain provides funding to those aged 19-25 undertaking a first full Level 2 or 3 qualification, those undertaking literacy and numeracy qualifications (with co-funding from ESOL for Work), those coming from Local Employment Partnerships or as part of the 6 month unemployment offer and Response to Redundancy packages or agency workers undertaking re-skilling qualifications at Level 2 or 3. Courses at higher levels (3 and 4 outside entitlements) can be co-funded by employers but this has much less relevance for most offenders. Jobcentre Plus supports work trials with employers and can offer recruitment subsidies to employers offering Jobseekers’ Allowance customers employment for at least 26 weeks for an average of 16 hours weekly. The Train to Gain brokerage service can offer up to £1,500 support. The latter could be used more widely for offenders.

Apprenticeships. The national OLASS team will work with NAS colleagues to develop an offender strand for apprenticeships, including the ability where possible to start these prior to release from custody. However, it will be equally important to ensure that those offenders who serve their sentences in the community are not excluded from the apprenticeship system.

Apprenticeships- Custody to Community
Yorkshire & The Humber

This initiative has been developed through partnership working between the LSC’s OLASS and National Apprentice Service (NAS), Bishop Burton College, local employers and HMP Moorland. The goal was to establish a Horticulture Apprenticeship model for those servicing a custodial sentence at this category C prison based in Doncaster. The programme is supported from regional mainstream NAS funding, with OLASS funded activity being used as the ‘bolt on’ qualifications which include Basic Skills, Fork Lift Truck, Health & Safety, Control of Substances Hazardous to Health (COSHH), Manual Handling and First Aid.

Employers are engaged from the onset and they choose their apprentice by way of application and interview process. Throughout the training in custody the employer engages with the learner by visiting them and developing a relationship by setting work tasks for them to complete and carrying out some of the assessments whilst the learner is still in custody.

The transition into the community involves careful planning with partners to ensure that the apprentice is appropriately supported. Probation is already involved in the pilot and the Offender Manager of the first released apprentice is aware of individual requirements (i.e., in order for him to integrate with his peers his Probation meetings will be held ‘after hours’ so they do not interfere with his apprenticeship and more importantly, so they do not identify him as an offender).
An Employer Event was held at HMP Moorland in September 2009, which included a tour of prison facilities and the opportunity to meet potential apprentices. As a result of this Kirklees Local Authority offered 3 apprenticeship places, Hull City Training (Hull LA) offered 2 and a private company, Dale Landscapes offered 2.
## ANNEX 7  EAST OF ENGLAND EMPLOYMENT PROGRAMME MATRIX FOR ADULTS

<table>
<thead>
<tr>
<th>In Employment / Offers for Employees</th>
<th>Facing Redundancy</th>
<th>Up to 6 months unemployed</th>
<th>From 6 months unemployment</th>
</tr>
</thead>
</table>

### Next Step Services
- Information, Advice and Guidance. Advice on skills, qualifications and employment. Offered as a universal service to anyone, no matter what their employment status. A more in-depth service is available to those with particular needs.
- “Skills Health Check” in Cambridgeshire, Peterborough and North Cambridgeshire. Job centres can refer to the “Skills Health Check” which can also include a diagnostic skill assessment.

#### Local Employment Partnerships

- **Health & Wellbeing**: Tailored to meet the needs of people who are employed.
- **Local Employment Partnerships**: Help individuals to return to work by matching them with local employers.

#### NCL Responsible Service
- Administered by local authorities to all unemployed, up to 12 months after leaving redundancy.
- Can include a range of job search support – CV preparation, applying for job openings, access to vocational training.
- Offers support to claimants and a wide range of benefits.
- Offers training opportunities, job opportunities.

#### Newly Unemployed Service
- Support for newly unemployed – 12 hour support.
- Additional advice support for customers who want 8-12 hour redundancy support.
- Support for professionals and mentors – delivered by voluntary organisations.
- Referral to Jobcentre Plus advisors or CAB.
- Referral to local employers or local groups.
- Support for low income families and families on the work programme.
- Referral to P4 Group Work in Progress: helping those with a history of unemploymentvehicle misuse & exclusion.
- Full training to 6 months support for those at particular risk of long-term unemployment.

### 6-months Unemployed Service
- Support for the 6-months unemployed.

#### Work Focused Training ("4 month offer")
- LSC funded provision delivered through colleges.
- Paid time training or flexibility to attend up to 6 weeks full time.
- Referral to local employers or local groups.
- Referral to local employment programme for the unemployed.

#### Work Focused Training ("6 month offer")
- LSC funded provision delivered through colleges.
- Paid time training or flexibility to attend up to 6 weeks full time.
- Referral to local employers or local groups.
- Referral to local employment programme for the unemployed.

### Flexible New Deal
- Flexible New Deal (30 hours/70% replacement rate.
- New Deal from Oct 30.
- After 12 months of paid managerial, administrative and supervisory work experience, the individual is transferred to the standard programme for those not currently working.
- Support from ex-offenders and people with disabilities.
- Support for the unemployed.

### Responding to Redundancy

- **Handling Redundancy**: A mix of CBT and job retraining, working towards occupational or career qualifications.

### Language Training for migrant workers
- **Migrant Advice**: Training for employed migrant workers.

### DeafLine 2019
- DeafLine 2 and 3 services identified by employers/workplace development training for specific target groups. 
- Life skills courses and resources, including employers.
- Digital and multimedia technology.
- Multi-agency support for training providers.
- Transport, gateway and liaison.

### Making a Success of Work:
- Equal opportunities, health and safety, work experience, and personal development.

### Enabling Commission
- Day 1 support and help to overcome financial barriers to employment.
- Day 1 support and help to overcome barriers to employment.
### Further Information: Provider names and funding bodies

<table>
<thead>
<tr>
<th>Programme</th>
<th>Lead Partner</th>
<th>Contact Details</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nextstep Service: Skills for Health Care and Skills Action Plan (LSC)</td>
<td></td>
<td><a href="http://www.nextstepskillsforyou.co.uk">www.nextstepskillsforyou.co.uk</a></td>
<td>To find your nearest provider visit <a href="http://www.nextstepskillsforyou.co.uk">www.nextstepskillsforyou.co.uk</a> Direct Helpdesk Phone: <a href="">0300 100 1000</a> or Email: <a href="mailto:helpdesk@nextstepskillsforyou.co.uk">helpdesk@nextstepskillsforyou.co.uk</a></td>
</tr>
<tr>
<td>Response to Redundancy (LSC)</td>
<td>TNC</td>
<td><a href="http://www.redundancytnc.com">www.redundancytnc.com</a></td>
<td>TNC</td>
</tr>
<tr>
<td>Employer Response Service (LSC)</td>
<td>TNG</td>
<td><a href="http://www.employersresponse.com">www.employersresponse.com</a></td>
<td>TNG</td>
</tr>
<tr>
<td>Enhanced Restructures Programme (LSC)</td>
<td></td>
<td><a href="http://www.employerresponse.org.uk">www.employerresponse.org.uk</a></td>
<td>Bids for Jobs (LSC)</td>
</tr>
<tr>
<td>Enhanced Restructures Programme (LSC)</td>
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<td></td>
<td>FTEC</td>
</tr>
<tr>
<td>Flexible Reconversion / Intermediate Labour Market (LSC)</td>
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<td></td>
<td>FTEC</td>
</tr>
<tr>
<td>Employment Support Programme (LSC)</td>
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<td></td>
<td>FTEC</td>
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<tr>
<td>Training Programme (LSC)</td>
<td></td>
<td></td>
<td>FTEC</td>
</tr>
<tr>
<td>English Language Training for Migrant workers (EDBA)</td>
<td></td>
<td><a href="http://www.openapprenticeships.org.uk">www.openapprenticeships.org.uk</a></td>
<td>Flexible Reconversion / Intermediate Labour Market (LSC)</td>
</tr>
<tr>
<td>Beyond 2016 (EDBA)</td>
<td></td>
<td></td>
<td>FTEC</td>
</tr>
<tr>
<td>National Apprenticeship Service (LSC)</td>
<td></td>
<td></td>
<td>FTEC</td>
</tr>
<tr>
<td>South East LSC Funded Programmes to Reconversion (LSC)</td>
<td></td>
<td></td>
<td>FTEC</td>
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<tr>
<td>Flexible Reconversion / Intermediate Labour Market (LSC)</td>
<td></td>
<td></td>
<td>FTEC</td>
</tr>
<tr>
<td>Regional contract employment through sector leads</td>
<td></td>
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<td>FTEC</td>
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<tr>
<td>Beyond 2016 (EDBA)</td>
<td></td>
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<td>FTEC</td>
</tr>
</tbody>
</table>
## ANNEX 8 EAST OF ENGLAND YOUNG PEOPLE’S MATRIX

### Annex: Additional Support for 18-24 year olds

<table>
<thead>
<tr>
<th>From day 1 to 26 weeks of unemployment</th>
<th>26 – 50 weeks unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Backing Young Britain</strong></td>
<td></td>
</tr>
<tr>
<td>As part of the Backing Young Britain campaign Ministers have announced the following package of additional voluntary measures to support unemployed 18-24 year olds on JSA.</td>
<td></td>
</tr>
<tr>
<td><strong>From day 1:</strong></td>
<td></td>
</tr>
<tr>
<td>Voluntary group jobsearch sessions for newly unemployed (18 year olds only) within the first month of their JSA claim.</td>
<td></td>
</tr>
<tr>
<td>• From 7 September.</td>
<td></td>
</tr>
<tr>
<td>• Tailored to provide a more basic introduction to jobsearch and to include options and signposting specific to customers in this age group.</td>
<td></td>
</tr>
<tr>
<td>• Involvement of Connexions/Careers Service or other partner organisations with a special interest in helping young people.</td>
<td></td>
</tr>
<tr>
<td><strong>From 13 weeks:</strong></td>
<td></td>
</tr>
<tr>
<td>Work experience opportunities.</td>
<td></td>
</tr>
<tr>
<td>• After 13 weeks of claim</td>
<td></td>
</tr>
<tr>
<td>• 2 weeks maximum</td>
<td></td>
</tr>
<tr>
<td>• From January 2010</td>
<td></td>
</tr>
<tr>
<td>• Customer remains on JSA</td>
<td></td>
</tr>
<tr>
<td><strong>From 26 weeks:</strong></td>
<td></td>
</tr>
<tr>
<td>Non Graduate Internships</td>
<td></td>
</tr>
<tr>
<td>• From January 2010</td>
<td></td>
</tr>
<tr>
<td>• Available to 16-21 yr olds</td>
<td></td>
</tr>
<tr>
<td>• 13 weeks average duration</td>
<td></td>
</tr>
<tr>
<td>• Unpaid interns receive a training allowance</td>
<td></td>
</tr>
<tr>
<td>Graduate Internships</td>
<td></td>
</tr>
<tr>
<td>• From Jan 2010 in Norfolk, Cambridgeshire and Suffolk</td>
<td></td>
</tr>
<tr>
<td>• Date TEC in Essex, Beds and Herts</td>
<td></td>
</tr>
<tr>
<td>• The point of claim this will become available is to be confirmed</td>
<td></td>
</tr>
<tr>
<td>• Unpaid interns receive training allowance</td>
<td></td>
</tr>
<tr>
<td>• Available to 21-24 year old university graduates who graduated in 2008/09/10</td>
<td></td>
</tr>
<tr>
<td><strong>Optional additional hour of advice support for people who reach 13 wks unemployment</strong></td>
<td></td>
</tr>
<tr>
<td>• To be delivered nation-wide to customers whose claim starts on or after 1 September (so support received from Jan onwards)</td>
<td></td>
</tr>
<tr>
<td><strong>Work trials for those at greatest disadvantage</strong></td>
<td></td>
</tr>
<tr>
<td>• From day 1 of claim</td>
<td></td>
</tr>
<tr>
<td>• From 1 September</td>
<td></td>
</tr>
<tr>
<td>• For customers aged between 18 and 24 with less than six months cost education work experience.</td>
<td></td>
</tr>
<tr>
<td><strong>Expanded mentoring support from employers</strong></td>
<td></td>
</tr>
<tr>
<td>• From day 1 of claim</td>
<td></td>
</tr>
<tr>
<td>• From January 2010</td>
<td></td>
</tr>
<tr>
<td>• JCP to signpost customers to organisations offering mentoring opportunities</td>
<td></td>
</tr>
<tr>
<td>Crosscutting features:</td>
<td></td>
</tr>
<tr>
<td>• Individuals may be 18 yrs 4 mths+ up to 24 yrs old</td>
<td></td>
</tr>
<tr>
<td>• New Deal for Young People is still operating in approx 50% of G8 until October 2010</td>
<td></td>
</tr>
<tr>
<td>• Customers will be invited to take up the most appropriate option</td>
<td></td>
</tr>
<tr>
<td>• Initial participation will be voluntary — although usual JSA conditionality rules will apply</td>
<td></td>
</tr>
<tr>
<td><strong>1. Routes into Work:</strong></td>
<td></td>
</tr>
<tr>
<td>Jobcentre Plus will work with employment growth sectors to help young people to access existing jobs in key employment sectors.</td>
<td></td>
</tr>
<tr>
<td>Sectors covered are:</td>
<td></td>
</tr>
<tr>
<td>• January 2010: Adult Social Care, Facilities Management, Security</td>
<td></td>
</tr>
<tr>
<td>• From March 2010: Health, Environmental “Green Economy”, Contact Centres and Food and Drink Manufacturing</td>
<td></td>
</tr>
<tr>
<td>• Pre-employment training will be available</td>
<td></td>
</tr>
<tr>
<td>• Employers will receive a recruitment subsidy</td>
<td></td>
</tr>
<tr>
<td><strong>2. Future Jobs Fund</strong></td>
<td></td>
</tr>
<tr>
<td>• Worth around £1bn</td>
<td></td>
</tr>
<tr>
<td>• From October 2009</td>
<td></td>
</tr>
<tr>
<td>• Creation of 150,000 new jobs – 100,000 for young people</td>
<td></td>
</tr>
<tr>
<td>The jobs will be:</td>
<td></td>
</tr>
<tr>
<td>• real jobs – paying at least national minimum wage, at least 25 hrs a week, lasting &gt; 6 months</td>
<td></td>
</tr>
<tr>
<td>• suitable for long-term unemployed</td>
<td></td>
</tr>
<tr>
<td>• of benefit to the local community.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Work Focused Training:</strong></td>
<td></td>
</tr>
<tr>
<td>From late November in Cambs, Suffolk and Norfolk</td>
<td></td>
</tr>
<tr>
<td>From July 2010 Beds, Herts and Essex</td>
<td></td>
</tr>
<tr>
<td>Help to find a sustainable job as quickly as possible</td>
<td></td>
</tr>
<tr>
<td>Work towards a Level 2 or Level 3 qualification</td>
<td></td>
</tr>
<tr>
<td>Delivered flexibly in areas relevant to local labour market</td>
<td></td>
</tr>
<tr>
<td>Full time training option</td>
<td></td>
</tr>
<tr>
<td>Will meet vocational needs &amp; soft skills needs.</td>
<td></td>
</tr>
<tr>
<td>Expectation of 3 – 6 months training</td>
<td></td>
</tr>
<tr>
<td><strong>4. Community Task Force:</strong></td>
<td></td>
</tr>
<tr>
<td>• From April 2010 Cambs, Suffolk and Norfolk</td>
<td></td>
</tr>
<tr>
<td>• From October 2010 in Beds, Herts and Essex</td>
<td></td>
</tr>
<tr>
<td>Helps young people develop skills and work habits whilst delivering real help to their community.</td>
<td></td>
</tr>
<tr>
<td>• Customers will receive a weekly allowance</td>
<td></td>
</tr>
<tr>
<td>• From April referral to CTF will become mandatory when a young person has not completed any of the other offers.</td>
<td></td>
</tr>
</tbody>
</table>

Pathways for under 25s on Incapacity Benefit: Additional support for people with a health condition or disability. This will only be available in provider-led Pathways to Work districts.

Kate MacKenzie, East of England LSC, 4 January 2010 v 4
## GLOSSARY OF ABBREVIATIONS USED

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>AACS</td>
<td>Adult Advancement and Careers Service</td>
</tr>
<tr>
<td>ALR</td>
<td>Adult Learner Responsive</td>
</tr>
<tr>
<td>ALS</td>
<td>Additional Learning Support</td>
</tr>
<tr>
<td>AoC</td>
<td>Association of Colleges</td>
</tr>
<tr>
<td>BIS</td>
<td>The Department for Business, Innovation and Skills</td>
</tr>
<tr>
<td>CIAS</td>
<td>Careers Information and Advice Service</td>
</tr>
<tr>
<td>COSHH</td>
<td>Control of Substances Hazardous to Health</td>
</tr>
<tr>
<td>DIUS</td>
<td>Department for Innovation, Universities and Skills</td>
</tr>
<tr>
<td>DWP</td>
<td>The Department for Work and Pensions</td>
</tr>
<tr>
<td>ESF</td>
<td>European Social Fund</td>
</tr>
<tr>
<td>ESOL</td>
<td>English for Speakers of other Languages</td>
</tr>
<tr>
<td>ETE</td>
<td>Education, Training and Employment</td>
</tr>
<tr>
<td>FE</td>
<td>Further Education</td>
</tr>
<tr>
<td>FLC</td>
<td>The Foundation Learning Curriculum</td>
</tr>
<tr>
<td>FLT</td>
<td>The Foundation Learning Tier</td>
</tr>
<tr>
<td>IAG</td>
<td>Information, Advice and Guidance</td>
</tr>
<tr>
<td>IAL</td>
<td>Informal Adult Learning</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>IES</td>
<td>Integrated Employment and Skills</td>
</tr>
<tr>
<td>JIF</td>
<td>Joint Investment Framework</td>
</tr>
<tr>
<td>LSC</td>
<td>Learning and Skills Council</td>
</tr>
<tr>
<td>LSIS</td>
<td>The Learning and Skills Improvement Service</td>
</tr>
<tr>
<td>LSP</td>
<td>Local Strategic Partnership</td>
</tr>
<tr>
<td>MIAP</td>
<td>Managing Information Across Partners</td>
</tr>
<tr>
<td>NAS</td>
<td>National Apprenticeship Service</td>
</tr>
<tr>
<td>NIACE</td>
<td>The National Institute of Adult Continuing Education</td>
</tr>
<tr>
<td>NOCN</td>
<td>National Open College Network</td>
</tr>
<tr>
<td>NOMS</td>
<td>National Offender Management Service</td>
</tr>
<tr>
<td>NPS</td>
<td>National Probation Service</td>
</tr>
<tr>
<td>OLASS</td>
<td>Offenders’ Learning and Skills Service</td>
</tr>
<tr>
<td>QCF</td>
<td>The Qualifications and Credit Framework</td>
</tr>
<tr>
<td>REF</td>
<td>Regional Employability Framework</td>
</tr>
<tr>
<td>RESS</td>
<td>The Regional Employment and Skills Service</td>
</tr>
<tr>
<td>SFA</td>
<td>Skills Funding Agency</td>
</tr>
<tr>
<td>UKCES</td>
<td>The UK Commission for Employment and Skills</td>
</tr>
<tr>
<td>ULN</td>
<td>Unique Learner Number</td>
</tr>
<tr>
<td>YJB</td>
<td>Youth Justice Board</td>
</tr>
<tr>
<td>YPLA</td>
<td>Young People’s Learning Agency</td>
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</tbody>
</table>